

## AAQEP Annual Report for 2022

### Initial Teacher Licensure Programs

Provider/Program Name:	Grand Canyon University
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	6/30/2026

## PART I: Publicly Available Program Performance and Candidate Achievement Data

### 1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

The College of Education (“the College” or “COE”) at Grand Canyon University (“GCU”) is part of a rich heritage of service to the community. For over 60 years, the COE has proudly maintained its place as a prestigious teaching college, ensuring our academic programs meet the changing, diverse needs in education and local communities, and provide opportunities that create meaningful learning experiences for education candidates from a Christ-centered perspective. In addition, the College places great importance on the development of authentic partnerships through practicum/field experience, student teaching, and internships. This work extends from embedded partnerships in the greater Phoenix area to affiliation agreements with schools and districts across the United States. With each partnership, knowing what schools and districts value and what our candidates require to have the best

learning experiences and to flourish as practitioners in the field of education remains at the forefront of the College of Education's academic and clinical field work.

### **Mission**

The *Mission* of COE is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promote servant leadership in educational communities and engage a diverse and global community of learners with purpose and passion.

### **Conceptual Framework**

Learning, Leading, and Serving are the foundational components of COE's *Conceptual Framework*. These words symbolize the College's diverse learning opportunities where faculty and staff diligently work alongside candidates to develop a culture of mutual respect, fellowship, and servant leadership within the educational community. COE's *Conceptual Framework* directly reflects GCU's commitment to serving educational communities in ways that promote human flourishing.

- **Learning:** We believe that all students can learn and that educators who inspire excellence engage in best practices and maximize student learning achievements. Effective educators are highly experienced and skilled communicators who are dedicated and compassionate, ensuring all students learn to the best of their ability.
- **Leading:** We believe education is a powerful tool with which to purposefully transform and uplift communities. As our candidates find their purpose and calling within education, the College aims to support candidates to reach their God-given potential and fulfill their passion in education by helping them lead with a keen focus on addressing the world's deep needs.
- **Serving:** We believe in the spirit of servant leadership and are committed to serving all candidates to enable them to become global contributors who change their communities and the world. As faculty, staff, and candidates, we believe in serving educational communities with an innovative and adaptive spirit and a strong dedication to professional conduct and ethics, respect for the diversity of others, and excellence for all.

### **Systems of Support**

The College of Education is committed to learning and continuous improvement by providing academic, co-curricular, and community outreach opportunities to strategically impact candidates. The College works to ensure all candidates, completers, and partners are engaged in quality experiences. This includes having strong systems of support for all levels of clinical field experience, documented partnerships, and affiliation agreements with schools and Local Education Agencies (LEAs), and an operating partnership statement that guides this work.

1. **Academic Support:** The College works closely with various stakeholders to provide high-quality, affordable Christian education to candidates through committed faculty, staff, and partners in the classrooms and in the field. These

stakeholders regularly engage in professional learning, partnerships with local schools/districts for embedded and residency learning experiences, implementation of consistent learning experiences across modalities for all candidates and embedding the Christian faith into learning. The University also uses a graduation team model, uniquely tailored for College of Education candidates' needs in the field. This may include being assigned a student services counselor, a field experience counselor, a teacher placement counselor, and a faculty supervisor to provide additional academic and clinical field experience guidance before, during, and after program completion. The College also utilizes academic and dispositional alerts, as well as academic and professional improvement plans, for candidates who need additional support in their courses or placements.

2. **Co-Curricular Support:** Candidates are provided academic and student life events, learning communities, and events to enrich their experience in the College. The College aims to ensure candidates are successful in coursework and clinical field experiences by providing academic and career excellence resources, including, but not limited to, in-person and virtual professional learning opportunities led by experts in the field of educator preparation, educator hiring fairs, and tutoring support. The College encourages candidates in all modalities the opportunity to get involved in clubs and learning communities that provide opportunities to grow as student-leaders, including the honors club Kappa Delta Pi and the education professions club Educators Rising. The College encourages candidate growth in their Christian worldview through faith-based clubs and events such as chapel, held in-person and livestreamed online, and the Christian Educators chapter, Impact Club.
3. **Community Impact:** The College is committed to working alongside candidates to provide support to internal and external community members and partners through outreach opportunities. Faculty and staff engage candidates in outreach in local, private and public P-12 schools, including school and family literacy events and book drives. The College provides resources for current students, alumni, and external partners through active social media channels, email campaigns, and webpages highlighting opportunities to connect, serve, and uplift the field of education.

Grand Canyon University's College of Education aims to provide experiences for candidates centered on learning, leading, and serving, enabling candidates to promote human flourishing in educational communities in Arizona and around the United

### Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.gcu.edu/academics/accreditation/college-of-education>

## 2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022**

<b>AAQEP Accredited Initial Teacher Licensure Programs</b>			
<b>Degree or Certificate</b> granted by the institution/organization	<b>AZ State Certificate, License, Endorsement, or Other Credential</b> <small>(AZ approved programs, unless otherwise noted)</small>	<b>Number of Candidates</b> in 2021-22 enrolled in most recently completed academic year (12 months ending 06/22)	<b>Number of Completers</b> in 2021-22 most recently completed academic year (12 months ending 06/22)
<b><i>Programs that lead to initial teaching credentials</i></b>			
Bachelor of Arts in Dance Education (Leads to Initial Teacher Licensure)	Dance Education, PreK-12	3	2
Bachelor of Arts in Dance for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	7	-
Bachelor of Arts in English for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	418	61
Bachelor of Arts in History for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	559	68
Bachelor of Arts in Music Education-Choral: Piano (Leads to Initial Teacher Licensure)	Music Education, PreK-12	1	-
Bachelor of Arts in Music Education-Choral: Voice (Leads to Initial Teacher Licensure)	Music Education, PreK-12	11	4
Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings (Leads to Initial Teacher Licensure)	Music Education, PreK-12	10	2
Bachelor of Arts in Music Education-Instrumental: Piano (Leads to Initial Teacher Licensure)	Music Education, PreK-12	2	-
Bachelor of Arts in Theatre Education* (Leads to Initial Teacher Licensure)	Theatre Education, PreK-12	2	5

Bachelor of Arts in Theatre for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	10	-
Bachelor of Science in Biology for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	22	5
Bachelor of Science in Business for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	35	5
Bachelor of Science in Chemistry for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	5	-
Bachelor of Science in Early Childhood Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3	1,172	191
Bachelor of Science in Early Childhood Education and Early Childhood Special Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3, Early Childhood Special Education, Birth -Grade 3	871	111
Bachelor of Science in Elementary Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	3,006	701
Bachelor of Science in Elementary Education and Special Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8, Mild/Moderate Disabilities, K-12	2,104	418
Bachelor of Science in Elementary Education with an Emphasis in Christian Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	77	14
Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language (Leads to Initial Teacher Licensure)	Elementary Education, K-8	135	35
Bachelor of Science in Elementary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)	Elementary Education, K-8	69	-
Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading (Leads to Initial Teacher Licensure)	Elementary Education, K-8	59	-
Bachelor of Science in Mathematics for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	270	30
Bachelor of Science in Physical Education (Leads to Initial Teacher Licensure)	Physical Education, PreK – 12	40	5
Master of Education in Early Childhood Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3	392	259
Master of Education in Early Childhood Education (Nevada ARL)(Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 2 (Nevada)	2	-
Master of Education in Early Childhood Education and Early Childhood Special Education (Leads to Initial Licensure)	Early Childhood Education, Birth -Grade 3, Early Childhood Special Education, Birth -Grade 3	313	162
Master of Education in Elementary Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	981	677

Master of Education in Elementary Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Elementary Education, K-8 (Nevada)	6	1
Master of Education in Elementary Education and Special Education (Leads to Initial Licensure)	Elementary Education, K-8, Mild/Moderate Disabilities, K-12	286	-
Master of Education in Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	-	115
Master of Education in Secondary Education with an Emphasis in Humanities (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	382	222
Master of Education in Secondary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	266	145
Master of Education in Secondary Humanities Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Secondary Education, 7-12 (Nevada)	10	-
Master of Education in Secondary STEM Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Secondary Education, 7-12 (Nevada)	6	-
Master of Education in Special Education (Leads to Initial Teacher Licensure)	Mild/Moderate Disabilities, K-12	826	807
Master of Education in Special Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Generalist (Mild to Moderate), K-12 (Nevada)	6	2
Master of Education in Special Education: Moderate to Severe (Leads to Initial Teacher Licensure)	Moderate/Severe Disabilities, K-12	108	20
<b>Total for programs that lead to initial credentials:</b>		12,472	4,067
<b>Unduplicated total of all program candidates and completers</b>		12,472	4,067

### Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

<p><b>Added Programs</b> None</p>
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### Discontinued Programs

The following programs have been retired in 2022 however they will be on a Teach Out Plan for all candidates who are enrolled.

- Bachelor of Science in Chemistry Education for Secondary (Leads to Initial Teacher Licensure)
- Bachelor of Science in Business Education for Secondary (Leads to Initial Teacher Licensure)
- Master of Education in Elementary Education (Nevada ARL) (Leads to Initial Teacher Licensure)
- Master of Education in Early Childhood Education (Nevada ARL) (Leads to Initial Teacher Licensure)

### 3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

**A. Total enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

During the 2021-2022 year, there were **12,472** unique candidates enrolled in our AAQEP-accredited initial teacher licensure programs.

**B. Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.

During the 2021-2022 year, there were **4,067** unique graduates from our AAQEP-accredited initial teacher licensure programs.

**C. Number of recommendations** for certificate, license, or endorsement included in Table 1.

In the 2021-2022 year, there were **4,067\*** initial teacher licensure graduates recommended for certification. Of those graduates, **691\*** graduates were recommended for certification in more than one area as a result of graduating from a dual licensure program.

\*Not all states require recommendations and not all candidates request recommendations.

**D. Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

The cohort completion rates below reflect cohorts with expected graduates in the 2021-2022 year. Newer program versions will have cohort completion rates once cohorts reach their expected graduation dates.

Of the programs with cohort completion rates, the expected completion timeframes are as follows:

- 54 months for undergraduate initial teacher licensure programs.
- Between 25-34 months for graduate initial teacher licensure programs. See the table below for the expected timeframes for each program.

Completion rates that have fallen below the average rate for comparable AAQEP accredited programs are reviewed annually along with other program data to determine the need for review prior to the scheduled program review cycle.

**AAQEP Accredited Initial Teacher Licensure Programs:**

Program	Expected Timeframe (Months)	100% Expected Timeframe	100-150% Expected Timeframe	Total Completion Within 150%
Bachelor of Arts in Dance Education**	54	47.62%	0.00%	47.62%
Bachelor of Arts in English for Secondary Education	54	23.33%	6.67%	30.00%
Bachelor of Arts in History for Secondary Education	54	8.94%	3.25%	12.20%
Bachelor of Arts in Music Education-Choral: Voice	54	41.67%	0.00%	41.67%
Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings	54	61.54%	7.69%	69.23%
Bachelor of Arts in Theatre Education**	54	8.33%	0.00%	8.33%
Bachelor of Science in Biology for Secondary Education	54	16.67%	0.00%	16.67%
Bachelor of Science in Business for Secondary Education **	54	*	*	*
Bachelor of Science in Chemistry for Secondary Education **	54	*	*	*
Bachelor of Science in Early Childhood Education	54	17.78%	3.04%	20.82%
Bachelor of Science in Elementary Education	54	38.62%	4.48%	43.10%
Bachelor of Science in Elementary Education and Special Education	54	21.43%	7.14%	28.57%
Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language	54	13.64%	4.55%	18.18%
Bachelor of Science in Mathematics for Secondary Education	54	16.67%	6.06%	22.73%
Master of Education in Early Childhood Education (Leads to Initial Teacher Licensure)	27	42.62	15.10	57.72
Master of Education in Early Childhood Education (Nevada ARL) **	30	*	*	*
Master of Education in Early Childhood Education and Early Childhood Special Education (Leads to Initial Licensure)	25	12.28%	29.39%	41.67%

Master of Education in Elementary Education (Leads to Initial Teacher Licensure)	30	47.43%	12.39%	59.83%
Master of Education in Elementary Education (Nevada ARL) **	34	*	*	*
Master of Education in Secondary Education (Leads to Initial Teacher Licensure) **	26	42.78%	10.07%	52.84%
Master of Education in Secondary Humanities Education (Nevada ARL) *	29	*	*	*
Master of Education in Special Education (Leads to Initial Teacher Licensure)	29	51.18%	8.99%	60.17%
Master of Education in Special Education (Nevada ARL) *	31	*	*	*
<b>Initial Teacher Licensure Program Total</b>		<b>38.39%</b>	<b>9.70%</b>	<b>48.09%</b>

\*No cohort completion rate. Completion rates are only calculated for programs with 10 or more students in the cohort.

\*\* Program retired; however, programs will be on a Teach Out Plan for all candidates enrolled.

**E. Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

All College of Education initial teacher licensure programs are approved by the Arizona State Board of Education. The state of Arizona has utilized the Pearson National Evaluation System (NES) series of content and professional knowledge tests since 2013, except for early childhood testing, which uses the Pearson Arizona Educator Proficiency Assessments (AEPAs).

The COVID-19 pandemic had far reaching effects on preK-12 education and teacher preparation programs, requiring state and district mitigation to ensure the needs of K-12 students were met and classrooms were appropriately staffed with teachers. Grand Canyon University's College of Education teacher certification exam pass rates have increased over recent years due to various exam resources designed to support teacher candidate preparation. While GCU's College of Education has generally observed an increase in exam pass rates for its teacher candidates, the 2020-2021 subject knowledge pass rates were impacted as a result of the COVID-19 pandemic.

Exam deferrals were granted to teacher candidates relating to the following factors:

- Teacher certification testing centers closed during the COVID-19 pandemic. As a result, many teacher candidates were not able to access testing facilities to take or retake subject knowledge exams.
- State certification changes resulted in some teacher candidates not taking or retaking their subject knowledge exams.
  - Arizona certification requirements allow subject/content area degree in lieu of a subject knowledge exam.
  - In the 2020-2021 year, the Arizona Board of Education approved additional certification proposals to ensure that educators who otherwise qualify for certification but are unable to meet exam requirements because of the current public health emergency could be hired for the 2020-2021 school year. This includes:
    - Student Teaching Intern Certificate Exam Deferral
    - Emergency Teaching Certificate Rule

As part of the College of Education's commitment to continuous improvement and in support of the exam preparation of our teacher candidates, several additional exam preparation efforts have been put in place commencing in the 2020-2021 year including:

- **Explore More Sessions:** The College of Education's Explore More sessions help teacher candidates garner academic experience by providing support from faculty and staff on a variety of topics related to the field of education. Exam preparation Explore More topics include general exam preparation and content area preparation in the areas of early childhood education, elementary education, and special education.
- **Teacher Certification Preparation (TCP):** In partnership with McGraw-Hill, the College of Education developed the Teacher Certification Preparation (TCP) offering designed to help candidates prepare for the elementary math, science, and the arts, health and fitness portions of teacher certification subject knowledge exams. This offering includes a variety of subject knowledge questions aligned to teacher certification exam competencies as well as pre- and post-exams to help candidates track individual progress. This offering is provided to all candidates enrolled in academic programs centered around Elementary Education and has been available since August 2021. The College of Education is working to develop additional Teacher Certification Preparation offerings.
- **Testing Support Plan (TSP) Modules:** The College of Education developed virtual modules with an aim to introduce teacher candidates to exam preparation tools, topics to study, and practical tips for success. These modules are offered as an additional layer of support for teacher candidates in the following programs: Early Childhood, Elementary, Secondary, and Special Education.
- **Programmatic Changes:** The College of Education, in collaboration with textbook publishing partners and subject matter experts, is developing test preparation content for programs under revision. These programs include the Early Childhood Education, Elementary Education, Elementary and Special Education Dual Licensure, Special Education, and Secondary Education programs at both the undergraduate and graduate levels. Content related to testing practice will be included in each of the core courses in the programs. This content includes shared resources, low-stakes testing practice, assignments with an emphasis on critical thinking and application, as well as high-stakes testing using validated questions. Test questions developed by subject matter experts and collected from course textbooks are focused on content knowledge as well as professional practice. These concepts are also addressed through added rigor in course assignments, particularly through case studies. All of the test preparation content is aligned with the focus of the course to provide meaningful practice that both enhances the student learning and prepares for licensure examination.

The College of Education has executed a series of next steps in a phased approach in 2022 to bolster provided exam support and preparation for candidates.

- Embedded programmatic exam preparation opportunities: In 2022, the College developed a plan to implement intentional exam questions throughout programs and courses that lead to initial teacher licensure that are aligned to course content and educator certification exams. In the coming year, the College plans to create training resources and exemplars surrounding exam questions and test writing for stakeholders involved with program development to ensure consistency across programs.
- Piloting additional exam preparation tutoring and resources: The College initiated a collaborative initiative surrounding exam preparation tutoring and resources in 2022. This multi-departmental opportunity resulted in piloting new exam tutoring resources and the development and revision of communications and supplemental resources around exam preparation and guidance.

The most recent content knowledge and professional knowledge pass rates from the 2022 Title II Report are listed below. Data below is based on program completers from the 2020-2021 year.

2020-2021 Title II Pass Rates					
EXAM TYPE	ASSESSMENTCODE	ASSESSMENTNAME	TAKERS	PASSERS	PASSRATE
Content Knowledge	036	Early Childhood Education	135	95	70
	NT102	Elementary Education (Subtests I)	772	502	65
	NT103	Elementary Education (Subtests II)	716	419	59
	NT301	English Language Arts	41	37	90
	NT302	History	30	21	70
	NT304	Mathematics	24	11	46
	NT305	Biology	7	*	*
	NT306	Chemistry	1	*	*
	NT309	Business Education	3	*	*
	NT504	Music	5	*	*
	NT506	Physical Education	4	*	*
Professional Knowledge	083**	Special Ed.: Early Childhood	13	2	15
	093	Professional Knowledge-Early Childhood	141	123	87
	NT051	APK Elementary	778	720	93
	NT052	APK Secondary	292	284	97
	NT601	Special Education	461	387	84

*\*Pass rates are not calculated for exams with less than 10 test takers.*

*\*\*The Bachelor of Science in Early Childhood Education and Early Childhood Special Education and Master of Education in Early Childhood Education and Early Childhood Special Education programs recently completed a full revision based on the results from recent Program Reviews. During the revision of these programs, the rigor of assignments was increased in hopes of reaching a depth of knowledge that activates critical thinking skills for candidates as they prepare to take certification exams. In addition, content practice was added to the Legal Aspects of Special Education course to help support candidates' preparation for the AZ083 exam.*

F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Evidence available from program completers is compiled using highlighted information from the GCU End of Program (EOP) Survey and the College of Education Alumni Survey. End of Program Survey results from 2021 indicate our initial teacher licensure program completers rate their program satisfaction above 90%. Program satisfaction rates emerge from indicators, including whether program completers are (a) likely to recommend GCU programs to friends, family, and peers, (b) the educational program met the completer's expectations, and (c) the completer was satisfied with their GCU experience. As such, an End of Program Survey program satisfaction rate of **91.22%** indicates overall satisfaction with GCU and their educational program.

An alumni survey that included AAQEP and program aligned questions was deployed in 2022 to gather additional information from 2021 initial program completers. Selected responses from the College of Education Alumni Survey demonstrate how program completers rate their overall preparedness to lead a classroom following program completion and how their program prepared them to be culturally responsive, utilize data to differentiate instruction, and impact student learning. In terms of impact on student learning, **90.55%\*** of initial teacher licensure respondents report that their program prepared them to impact student learning, with another 6.51% feeling somewhat prepared. When asked how their program prepared them to become culturally inclusive and responsive educators, **76.3%\*** of initial teacher licensure graduates felt their program prepared them, with another 16.23% feeling somewhat prepared. Alumni survey responses are used to inform program improvements throughout the year and during the university's program review process.

*\*Preliminary feedback from the 2021 College of Education Alumni Survey*

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

The College of Education gathers formal and informal information on their program completers from three primary sources – (1) survey/interviews with local and Arizona principals and district officials, (2) information from partnership projects, and (3) targeted national completers' principal survey on a rotating cycle. At this time, the State of Arizona does not do any survey of principals or districts for any information on candidates or graduates. The results and findings from these sources demonstrate that the GCU graduates in general are in high demand for jobs, are prepared for the demands of teaching, are professionals with good character and values, and are responsive to

student needs. The findings are similar from both local and national perspectives. While the College of Education is always on a path of continuous improvement, we do take note that our graduates appear to be actualizing our conceptual framework of learning, leading, and serving in their school communities.

**Examples of Evidence Available from Employers of Program Completers:**

**Lopes Leap to Teach and Lead Career & Networking Event** is a biannual event hosted by the College for schools and districts to build relationships with our candidates and program completers for potential placement in their schools. This event allows candidates to network with employers, engage in professional conversations, investigate opportunities for internships, student teaching, and job placements. Surveys and interviews are conducted at each event to gather information regarding our graduates and ways to better serve the communities. The Fall 2021 event was held on November 16, 2021. The Spring 2022 event was held on March 2, 2022. Nearly 60 employers and over 200 candidates attended each event. In total, thirty-two district and school representatives in Arizona responded to survey questions (see ***Error! Reference source not found.*** for specific feedback).

**National Survey Data**

The most recent national data collected was from a survey conducted by the national educational research firm Eduventures for the College of Education. The survey informed the College of how completers have engaged in their relevant professional practice and what strategies learned in their program were used in the classroom. In the survey, principals were asked about College of Education graduates, and some of their primary findings included GCU graduates excel at “making learners feel valued, taking responsibility for learners’ growth, observing thoughtfully, using technology, and collaborating with families and communities.”

Our next cycle for a national survey of employers would have been conducted in Spring 2020, but due to COVID-19, has been rescheduled for the 2022-2023 academic year through Skyfactor Benchworks, a company whose assessments are aligned with accreditation and professional standards. In addition, the College has included institution specific questions aligned with the College of Education Conceptual Framework.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

The College of Education investigates employment rates through GCU End of Program (EOP) and Alumni surveys. The EOP Survey is presented to all GCU students near completion of a program of study to assess overall satisfaction, career preparation, and employment outlook. Based on respondents from GCU Initial Teacher Licensure programs from in the 2021 graduation year, **76.1%** reported employment or graduate school acceptance near the time of program completion.

In addition to the End of Program Survey, a GCU Alumni Survey is sent to alumni at 1- and 5-years post-graduation. The survey prompts responses related to program and academic satisfaction, career readiness and advancement, and value-add of the degree completion.

Based on respondents from GCU Initial Teacher Licensure programs from in the 2020 graduation year, **92.6%** of alumni reported employment. This growth in employment rates from the End of Program Survey to the Alumni Survey is typical due to the timeframe it takes for initial teacher licensure program graduates to become certified and employed within their respective states.

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Content and Professional Knowledge Testing	All College of Education initial teacher licensure programs are approved by the Arizona State Board of Education. The state of Arizona has utilized the Pearson National Evaluation System (NES) series of	<p>As provided from the 2022 Title II report, completers from GCU’s initial teacher licensure programs have an overall content exam pass rate of <b>63%</b> and an overall professional knowledge pass rate of <b>90%</b>.</p> <p>The COVID-19 pandemic had far reaching effects on preK-12 education and teacher preparation programs, requiring state and district mitigation to ensure the needs of K-12 students were met and classrooms were appropriately staffed with teachers. Grand Canyon University’s College of Education teacher certification exam pass rates have increased over recent years due to various exam resources designed to support teacher candidate preparation. While GCU’s College of Education has generally observed an increase in exam pass rates for its teacher candidates, the 2020-2021 subject knowledge pass rates were impacted as a result of the COVID-19 pandemic.</p> <p>Exam deferrals were granted to teacher candidates relating to the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher certification testing centers closed during the COVID-19 pandemic. As a result, many teacher candidates were not able to access testing facilities to take or retake subject knowledge exams.</li> </ul>

	<p>content and professional knowledge tests since 2013, except for early Childhood testing, which uses the Pearson Arizona Educator Proficiency Assessments (AEPA). Content knowledge and professional knowledge pass rates for 2020-2021 program completers are provided from the 2021 Title II Report.</p> <p>The College of Education uses an average pass rate of 80% as the benchmark for the two types of</p>	<ul style="list-style-type: none"> <li>• State certification changes resulted in some teacher candidates not taking or retaking their subject knowledge exams. <ul style="list-style-type: none"> <li>○ Arizona certification requirements allow subject/content area degree in lieu of a subject knowledge exam.</li> <li>○ In the 2020-2021 year, the Arizona Board of Education approved additional certification proposals to ensure that educators who otherwise qualify for certification but are unable to meet exam requirements because of the current public health emergency could be hired for the 2020-2021 school year. This includes: <ul style="list-style-type: none"> <li>▪ Student Teaching Intern Certificate Exam Deferral</li> <li>▪ Emergency Teaching Certificate Rule</li> </ul> </li> </ul> </li> </ul> <p>As part of the College of Education’s commitment to continuous improvement and in support of the exam preparation of our teacher candidates, several additional exam preparation efforts have been put in place commencing in the 2020-2021 year including:</p> <ul style="list-style-type: none"> <li>• <b>Explore More Sessions:</b> The College of Education’s Explore More sessions help teacher candidates garner academic experience by providing support from faculty and staff on a variety of topics related to the field of education. Exam preparation Explore More topics include general exam preparation and content area preparation in the areas of early childhood education, elementary education, and special education.</li> <li>• <b>Teacher Certification Preparation (TCP):</b> In partnership with McGraw-Hill, the College of Education developed the Teacher Certification Preparation (TCP) offering designed to help candidates prepare for the elementary math, science, and the arts, health and fitness portions of teacher certification subject knowledge exams. This offering includes a variety of subject knowledge questions aligned to teacher certification exam competencies as well as pre- and post-exams to help candidates track individual progress. This offering is provided to all candidates enrolled in academic programs centered around Elementary Education and has been available since August 2021. The College of Education is working to develop additional Teacher Certification Preparation offerings.</li> <li>• <b>Testing Support Plan (TSP) Modules:</b> The College of Education developed virtual modules with an aim to introduce teacher candidates to exam preparation tools, topics to study, and</li> </ul>
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	<p>tests, which matches the industry pass rates.</p>	<p>practical tips for success. These modules are offered as an additional layer of support for teacher candidates in the following programs: Early Childhood, Elementary, Secondary, and Special Education.</p> <ul style="list-style-type: none"> <li> <b>Programmatic Changes:</b> The College of Education, in collaboration with textbook publishing partners and subject matter experts, is developing test preparation content for programs under revision. These programs include the Early Childhood Education, Elementary Education, Elementary and Special Education Dual Licensure, Special Education, and Secondary Education programs at both the undergraduate and graduate levels. Content related to testing practice will be included in each of the core courses in the programs. This content includes shared resources, low-stakes testing practice, assignments with an emphasis on critical thinking and application, as well as high-stakes testing using validated questions. Test questions developed by subject matter experts and collected from course textbooks are focused on content knowledge as well as professional practice. These concepts are also addressed through added rigor in course assignments, particularly through case studies. All of the test preparation content is aligned with the focus of the course to provide meaningful practice that both enhances the student learning and prepares for licensure examination. </li> </ul> <p>The College of Education has executed a series of next steps in a phased approach in 2022 to bolster provided exam support and preparation for candidates.</p> <ul style="list-style-type: none"> <li> <b>Embedded programmatic exam preparation opportunities:</b> In 2022, the College developed a plan to implement intentional exam questions throughout programs and courses that lead to initial teacher licensure that are aligned to course content and educator certification exams. In the coming year, the College plans to create training resources and exemplars surrounding exam questions and test writing for stakeholders involved with program development to ensure consistency across programs. </li> <li> <b>Piloting additional exam preparation tutoring and resources:</b> The College initiated a collaborative initiative surrounding exam preparation tutoring and resources in 2022. This multi-departmental opportunity resulted in piloting new exam tutoring resources and the development and revision of communications and supplemental resources around exam preparation and guidance. </li> </ul> <p><b><u>2022 Title II Report Pass Rates (completers from the 2020-2021 year)</u></b></p>
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Exam Type	ASSESSMENTCODE	ASSESSMENTNAME	TAKERS	PASSERS	PASSRATE
Content Knowledge	036	Early Childhood Education	135	95	70
	NT102	Elementary Education (Subtests I)	772	502	65
	NT103	Elementary Education (Subtests II)	716	419	59
	NT301	English Language Arts	41	37	90
	NT302	History	30	21	70
	NT304	Mathematics	24	11	46
	NT305	Biology	7	*	*
	NT306	Chemistry	1	*	*
	NT309	Business Education	3	*	*
	NT504	Music	5	*	*
	NT506	Physical Education	4	*	*
Professional Knowledge	083**	Special Ed.: Early Childhood	13	2	15
	093	Professional Knowledge-Early Childhood	141	123	87
	NT051	APK Elementary	778	720	93
	NT052	APK Secondary	292	284	97
	NT601	Special Education	461	387	84

*\*Pass rates are not calculated for exams with less than 10 test takers.*

*\*\*The Bachelor of Science in Early Childhood Education and Early Childhood Special Education and Master of Education in Early Childhood Education and Early Childhood Special Education programs recently completed a full revision based on the results from recent Program Reviews. During the revision of the BS ECS and M.Ed. ECS program, the rigor of assignments was increased in hopes of reaching a depth of knowledge that activates critical thinking skills for candidates as they prepare to take certification exams. One course in the M.Ed. program ECS-520: In addition, content practice was added to the Legal Aspects of Special Education course to help support candidates' preparation for the AZ083 exam.*

Student Teaching Evaluation of Performance (STEP)	The College of Education expects 80% of candidates to meet or exceed the target level	GCU's Student Teaching Evaluation of Performance (STEP) assignment is utilized during the student teaching course. The STEP serves as a work sample that is aligned to standards and acts as a demonstration of teaching by the candidate. Evaluation of each standard within the STEP is completed by the course instructor.
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of achievement for the Student Teaching Evaluation of Performance. To meet or exceed competency within each STEP standard, candidates must earn a 4 or 5 on a 5-point Likert scale.

Over the last academic year, the College of Education made improvements to the way the STEP data is reported. Rather than reporting the average percentage earned for each standard, the College has chosen to report data showing the percentage of candidates who have met and exceeded each standard. This change better aligns with how the college reports other student outcome data. It also allows the College to readily identify opportunities for improvement and implement improvement actions.

In the 2021-2022 academic year, over 87% of candidates met or exceeded the expected competency level on the Student Teaching Evaluation of Performance. This exceeds the 80% expectations we have set for our candidates.

The table below further illustrates candidate performance on each standard within the STEP. Results are generally consistent from the Fall to Spring semesters however, there are some notable areas of review.

- In Fall 2021, candidates minimally fell under the expected level of performance for STEP Standard 5. Within this standard, candidates implement their instructional unit. While there was some improvement in Spring 2022, the College will continue to review STEP results to inform the planned revisions to the STEP within the 2023-2024 academic year.

	Fall 2021	Spring 2022
Student Teaching Evaluation of Performance (STEP)	% Met / Exceeded	% Met / Exceeded
STEP Standard 1 - Contextual Factors: Knowing Your School and Community	93.00%	93.19%
STEP Standard 2 - Writing Standards-Based Measurable Objectives and the Learning Goal	84.54%	84.56%
STEP Standard 3 - Assessment and Data Literacy	83.33%	83.09%
STEP Standard 4 - Unit and Lesson Planning	84.60%	83.59%
STEP Standard 5 - Implementation of Instructional Unit	79.54%	82.46%
STEP Standard 6 - Analysis of Student Learning	92.49%	91.40%
STEP Standard 7 – Reflecting on Instruction to Improve Student Progress	92.35%	91.89%
<b>Grand Total</b>	<b>87.38%</b>	<b>87.24%</b>

<p>Clinical Practice Evaluations</p>	<p>The College of Education expects 80% of candidates to meet or exceed the target level of achievement on the final student teaching evaluation. To meet or exceed competency, candidates must earn a score within the “Target” or “Distinguished” categories on the rubric.</p>	<p>The student teaching evaluations, aligned to InTASC standards, are one measure of teacher candidate content, pedagogy, and professionalism. Clinical Practice Evaluation 4 provides a summative measure of candidate performance on the InTASC standards. During the fourth and final Clinical Practice Evaluation during the student teaching experience, the GCU Faculty Supervisor evaluates the teacher candidate on the InTASC standards. This allows for better understanding of teacher candidate performance in the field directly correlated to key areas needed for effective teaching.</p> <p>Over the last academic year, the College of Education made improvements to the way the student teaching evaluation data is reported. Rather than reporting the average percentage earned for each standard, the College has chosen to report data showing the percentage of candidates who have met and exceeded each standard. This change better aligns with how the college reports other student outcome data. It also allows the College to readily identify opportunities for improvement and implement improvement actions.</p> <p><b>AAQEP 1.a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</b></p> <p>InTASC Standards 4 and 5 (Content Knowledge and Application of Content) within the Clinical Practice Evaluation provide one measure of candidates’ content and pedagogical knowledge, specifically candidates’ understanding and ability to apply the central concepts and structures of the content area or areas. The College of Education closely assesses the performance of its teacher candidates on these standards. Data in the table below shows the percentage of teacher candidates who have met the college expectation by earning a score within the “Target” or “Distinguished” categories. College of Education teacher candidates continue to exceed expectations in these areas.</p> <p><b>Clinical Practice Evaluation – InTASC Standards 4 and 5</b></p> <table border="1" data-bbox="632 1312 2007 1390"> <thead> <tr> <th colspan="2">Clinical Practice Evaluation 4 InTASC Standards 4 &amp; 5</th> <th colspan="3">Content Knowledge</th> <th colspan="2">Application of Content</th> </tr> <tr> <th>Semester</th> <th>Total N</th> <th>InTASC 4.1</th> <th>InTASC 4.2</th> <th>InTASC 4.3</th> <th>InTASC 5.1</th> <th>InTASC 5.2</th> </tr> </thead> <tbody> <tr> <td> </td> </tr> </tbody> </table>	Clinical Practice Evaluation 4 InTASC Standards 4 & 5		Content Knowledge			Application of Content		Semester	Total N	InTASC 4.1	InTASC 4.2	InTASC 4.3	InTASC 5.1	InTASC 5.2							
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Fall 2021	2,070	99.08%	99.28%	99.13%	98.41%	98.50%
Spring 2022	1,969	98.98%	99.14%	99.24%	98.48%	98.48%
<b>Grand Total</b>	<b>4,038</b>	<b>99.03%</b>	<b>99.21%</b>	<b>99.18%</b>	<b>98.44%</b>	<b>98.49%</b>

***AAQEP 1.b. Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory***

**Clinical Practice Evaluation – InTASC Standards 1 and 2**

A central way the College of Education measures learners’ knowledge, learning theory, and the application of learning theory in its teacher candidates is through the assessment of InTASC Standards 1 and 2 (Student Development and Learning Differences) within the Clinical Practice Evaluation, specifically examining candidates’ understanding of candidate unique developmental processes and social, emotional, and academic needs.

Data in the table below shows the average performance of our teacher candidate related to Student Development and Learning Differences by semester. The minimum threshold for these standards is set at 90% and candidates continue to meet expectations for these standards.

Clinical Practice Evaluation 4 InTASC Standards 1 & 2		Student Development		Learning Differences		
Semester	Total N	InTASC 1.1	InTASC 1.2	InTASC 2.1	InTASC 2.2	InTASC 2.3
Fall 2021	2,070	99.18%	99.42%	99.13%	99.03%	99.13%
Spring 2022	1,969	99.04%	98.98%	98.68%	98.58%	98.93%
<b>Grand Total</b>	<b>4,038</b>	<b>99.11%</b>	<b>99.21%</b>	<b>98.91%</b>	<b>98.81%</b>	<b>99.03%</b>

***AAQEP 1.d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice***

The College of Education measures its teacher candidates’ understanding of assessment of and for student learning, assessment and data literacy, and the use of data to inform practice through the assessment of

InTASC Standard 6 (Assessment) in the Clinical Practice Evaluation, which focuses on multiple means of assessing student learning, monitoring growth, and adjusting instruction as a result of assessment data.

Data shown in the table below shows the average performance of our teacher candidate related to Assessment by semester. The minimum threshold for these standards is set at 90% and candidates continue to meet expectations for Standard 6.

Clinical Practice Evaluation 4 InTASC Standard 6		Assessment		
Semester	Total N	InTASC 6.1	InTASC 6.2	InTASC 6.3
Fall 2021	2,070	98.84%	98.84%	98.84%
Spring 2022	1,969	98.93%	98.73%	98.98%
<b>Grand Total</b>	<b>4,038</b>	<b>98.89%</b>	<b>98.79%</b>	<b>98.91%</b>

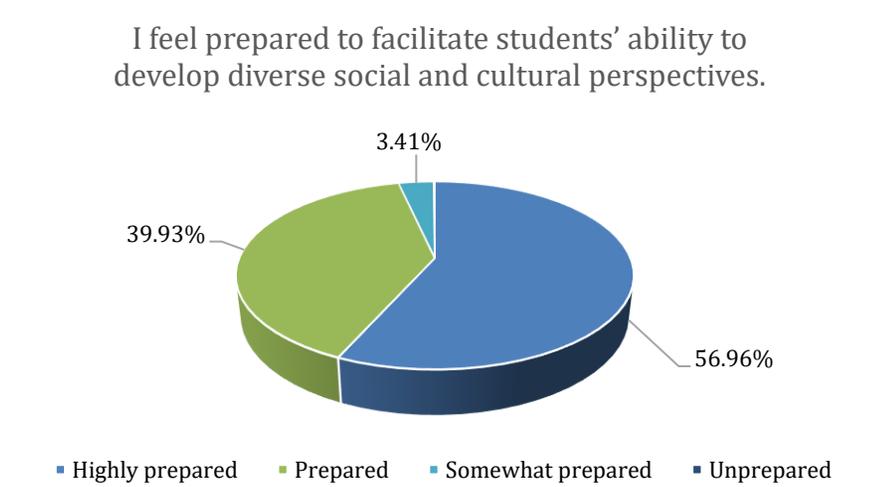
**AAQEP 1.e. Creation and development of positive learning and work environments**

InTASC Standard 3 emphasizes building learning environments that are engaging, positive, and focused on self-motivation. Clinical Practice Evaluation 4 specifically asks the GCU Faculty Supervisor to evaluate the teacher candidate on Learning Environments via InTASC Standard 3, including both subsets in Standard 3. The following summarizes assessment results for InTASC Standard 3 for both semesters of academic year 2021-2022. The results are consistently above our expectation.

Clinical Practice Evaluation 4 InTASC Standard 3		Learning Environments	
Semester	Total N	InTASC 3.1	InTASC 3.2
Fall 2021	2,070	98.94%	99.28%
Spring 2022	1,969	98.78%	99.04%
<b>Grand Total</b>	<b>4,038</b>	<b>98.86%</b>	<b>99.16%</b>

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																		
<p>GCU College of Education Teacher Preparation Program Questionnaire</p>	<p>By the end of program completion, the College of Education expects that 80% of candidates will perceive themselves to be prepared or highly prepared in this area.</p>	<p>The College of Education Teacher Preparation Program Questionnaire seeks to gather data on Teacher Candidate perceived level of preparedness upon completing the student teaching experience and entering the classroom. This survey is administered during the final week of the student teaching experience.</p> <p>In alignment with AAQEP standard 2.d, and in an effort to understand how our teacher candidates, influence international and global perspectives in their classrooms, question 7 asks “I feel prepared to facilitate students’ ability to develop diverse social and cultural perspectives.”</p> <p>In the Fall 2021 and Spring 2022 semesters, completers were asked to provide information on how prepared they were to facilitate their students’ ability to develop diverse social and cultural perspectives. In the Fall 2021, 96.89% of respondents felt prepared or highly prepared in this area. In Spring 2022, 97.07% of respondents felt prepared or highly prepared. Results met and exceeded the minimum expectation that 80% of candidates perceive themselves to be prepared or highly prepared in this area.</p> <p>The College of Education continues to look for ways to prepare candidates in this area questionnaire during the upcoming semesters to evaluate additional action steps needed to broaden Teacher Candidates’ international and global perspectives.</p> <table border="1" data-bbox="821 995 1629 1167"> <thead> <tr> <th>Response to Question 7</th> <th>Fall 2021</th> <th>Spring 2022</th> </tr> </thead> <tbody> <tr> <td>Highly prepared</td> <td>56.96%</td> <td>58.26%</td> </tr> <tr> <td>Prepared</td> <td>39.93%</td> <td>38.81%</td> </tr> <tr> <td>Somewhat prepared</td> <td>3.41%</td> <td>3.42%</td> </tr> <tr> <td>Unprepared</td> <td>0.12%</td> <td>0.00%</td> </tr> <tr> <td><b>Grand Total</b></td> <td><b>100.0%</b></td> <td><b>100.0%</b></td> </tr> </tbody> </table>	Response to Question 7	Fall 2021	Spring 2022	Highly prepared	56.96%	58.26%	Prepared	39.93%	38.81%	Somewhat prepared	3.41%	3.42%	Unprepared	0.12%	0.00%	<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>
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COE Alumni Survey	The College of Education expects that 80% of alumni will report that their instruction had an impact on student learning.	<p>The College of Education surveys alumni on an annual basis to gather data on how their teacher preparation program has impacted various aspects of their instruction and preparedness to teach.</p> <p>In alignment with AAQEP standard 2.c, creating productive learning environments, the College of Education gathered alumni survey data to see how candidates were impacting student learning in the field. Completers were questioned on a range of topics, but the survey concluded with “<b><i>Did your program prepare you to positively impact student learning?</i></b>”</p> <p>Of the respondents to the 2021 College of Education Alumni Survey, <b>90.55%</b> reported a positive impact on student learning citing evidence such as standardized test scores, formative and summative assessments, etc.</p> <p>Completer feedback from alumni surveys is used within our annual program revision and review processes to inform program improvements.</p>										

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The College of Education is committed to learning and continuous improvement by providing **(1) academic, (2) co-curricular, and (3) community outreach** opportunities to strategically impact candidates. These three elements are critical to the College's conceptual framework. The College works to ensure all candidates, completers, and partners are engaged in quality experiences. This includes having strong systems of support for all levels of clinical field experience, documented partnerships, and affiliation agreements with schools and Local Education Agencies (LEAs), and an operating partnership statement that guides this work. Consequently, these are the **progress, accomplishments, and innovations** that address COE's spirit of continuous improvement.

### Progress

- **Academic Support:**

- **Testing Content and Support:** In an effort to increase preparation for professional examinations, the College has worked on a testing initiative with two major components. The first component involves the inclusion of testing content and practice in coursework and the second involves testing practice support and opportunities outside of the course requirements.
  - Within courses, test preparation materials have been added to recent program revisions, including the Master of Education in Elementary Education, the Bachelor of Science and Master of Education in Early Childhood Education, and the Bachelor of Arts, Bachelor of Science, and Master of Education in Secondary Education programs. In the elementary and early childhood programs, emphasis on testing is embedded in the methodology courses. This enables candidates to make a clear connection between the content and relevant pedagogical approaches. In the secondary education programs, emphasis is placed on professional practices and pedagogy since the content knowledge is included outside the scope of the COE courses. For the testing practice embedded in coursework, candidates will have a limited number of attempts to earn a passing score. This practice is intended to support the development of content knowledge and test taking strategies.
  - The College of Education is focused on a test preparation initiative outside of course requirements to best support student teacher candidates passing content exam scores prior to student teaching. There are 3 main components to this initiative. First, during the fall 2022 semester, the College worked alongside our Grand Canyon Education (GCE) operational partners to develop a testing pathway and testing support modules within Comevo, a virtual training application. Second, as COE programs enter revision cycles, the College and Curriculum Development team are examining opportunities to infuse content testing to prepare candidates the state assessments required for teacher licensure. Finally, the COE Clinical Practice, Programs, and Faculty teams have outlined specific content area exam needs within initial teacher licensure programs and plans are in progress to create testing support modules as well as provide additional internal and external exam support resources that will be available in the upcoming year.

- **Partnerships for Program Revisions:** In the Fall 2021 semester, the College of Education, working in partnership with GCE Curriculum Design, and Development, created and/or revised 315 course versions. This volume is higher than normal due to the transition from LoudCloud into the new digital classroom, Halo Learn. In addition, 7 programs were created/revised with an effective date between 7/1/2021-12/31/2021. The College resolved 242 cases related to course content in the Fall 2021 semester. In the Spring 2022 semester, the College created/revised 165 courses and 2 programs with an effective date between 1/1/2022-6/30/2022. Additionally, 137 cases related to course content were resolved within this semester. Throughout the 2021-2022 school year, 42 programs were in development (including 26 programs involving the Science of Reading).
- **Program Reviews:** All COE programs complete a three-year or five-year review cycle to analyze assessment data, program success, and future actions needed for the programs. The university's Office of Assessment oversees the program review process. In 2021 COE completed 7 program reviews, including the Bachelor of Science in Early Childhood, Bachelor of Science in Early Childhood and Early Childhood Special Education, Master of Education in Education of Early Childhood-ITL, Master of Education in Early Childhood-NITL, Master of Education in Special Education Mild-Moderate-ITL, Master of Education in Special Education Mild-Moderate-NITL, and the Master of Science in Instructional Technology. In 2022 COE has an additional 7 program review we are working to complete. These include the Bachelor of Science in Educational Studies, Bachelor of Science in Elementary Education, Bachelor of Science in Elementary Education with an emphasis in Christian Education, Bachelor of Science in Elementary Education with an emphasis in ESL, Master of Arts in Autism Spectrum Disorders, Master of Arts in Curriculum and Instruction, and a Master of Arts in TESOL
- **Revising the Student Teaching Course E-Book:** The college has worked to revise an existing textbook for all teacher candidates completing the student teaching course. A first phase revision has been completed to incorporate updated terminology and are planning a full revision for the summer.
- **Professional Practices Committee (PPC)/Personal Improvement Plan (PIP) Process and Training Resource Development:** In the instance that a candidate does not have a successful student teaching attempt, the College of Education conducts a review process in order to determine necessary support for candidates. It is important to note that less than 1% of overall student teachers experience an unsuccessful student teaching attempt. The College of Education's Professional Practices Committee reviews unsuccessful attempts at student teaching and determines all college level penalties. In making their determination, the committee considers the severity of the offense as well as the Teacher Candidate's academic history. The PPC may require the Teacher Candidate complete coaching and/or remediation through a Personal Improvement Plan (PIP) as additional support to best prepare the Teacher Candidates for a future attempt. If required by the Professional Practices Committee, a Personal Improvement Plan (PIP) must be successfully completed to be eligible for a second and final attempt at student teaching. Throughout the 4-week PIP, the Teacher Candidate will work with the College of Education to reflect on and remediate any areas of improvement to prepare for the next student teaching attempt. Of those that had an unsuccessful attempt at student teaching 43 Fall 2021 and 42 Spring 2022 teacher candidates were required to complete a PIP. Roughly half of those that were required to complete a PIP have successfully done so. The remaining teacher candidates will be required to complete the PIP

prior to further progress or will be coached into a non-initial teacher licensure program. The College has held webinars and created a PIP Facilitator resource that has referenced the process flow, checklist, module links and email templates to norm communication and facilitator support. In addition, a shared resource repository was created in the University's faculty website. Discussion centered on the overall process and resources available to help best support those candidates that are preparing for a second and final attempt at student teaching. PIP facilitators received helpful reminders and answers to frequently asked questions and were able to further collaborate with the Clinical Practice team on potential future improvements. The presentation was recorded for those facilitators that were unable to make the live session.

- **Affiliation Agreements:** The College of Education worked alongside a number of university departments and colleges, such as those related to compliance, legal, site placement, and technology, to address the affiliation agreement processes between outside placement sites across the United States and Grand Canyon University. This was in response to COVID-19 outcomes and changes with specific requirements regarding COVID-19 testing, vaccinations, and additional exemptions. This initiative set in motion a more efficient process for reviewing affiliation agreements with placement sites and processes needed to document different district requirements across the nation. These developments better support candidate placement through proactive review and documentation of site partner needs and requirements including, but not limited to, specific clearances, testing, health screenings, paperwork, and site policies.
- **Model Code of Ethics:** The College of Education (COE) in collaboration with the Canyon Center for Character Education (CCCE) has been working to improve how to best assess our candidates understanding of the Model Code of Ethics, CCCE Academic Program Competencies, COE Framework, professional dispositions, and professional responsibilities in the field of education. The college wants to raise the bar of the education profession and wants to ensure our graduates understand the importance of upholding ethical standards for the safety of those they will teach, the community in which they will teach, and to be good servant leaders on and off school campus. COE and CCCE have begun revisions to the current Ethics Quizzes that are currently in all the licensure programs. The first phase of the revisions has been focused on the Master of Education in Educational Administration and Leadership programs. The second phase will include all initial licensure programs at the undergraduate and graduate levels. The third phase will include advanced programs, and any additional pathways that should incorporate an ethics assessment. To ensure all stakeholders have been part of this revision, the COE Programs Team and CCCE have collaborated with the COE Clinical Practice and Assessment Teams to review what should be considered and assessed with the revisions. Based on stakeholder feedback, subject matter experts, data, and research, moving forward, the Ethics Quiz will now be an Ethics Assessment. This assessment will now be given in the first course, and again in a later course in the program of study. This assessment will also now have a scoring rubric so that a baseline can be provided a later assessment as well to show growth as candidates progress throughout their respective programs. The new assessment will be developed by subject matter experts, followed by a formal peer review and college approval process before being implemented into the respective program.

- **Co-Curricular:**

- **Lopes for Literacy Committee:** The Lopes for Literacy Committee, a group consisting of faculty and staff from the College of Education, has developed significant content around the recent Science of Reading legislation change. This content includes blog posts, YouTube videos, and webinars. The materials developed to address and inform the Science of Reading was created by a team of faculty and staff that were also utilized in the development of curriculum to address the new legislation. This helped to ensure a continuity and relevance of developed content to the curriculum and assessments used in courses. The Lopes for Literacy Committee is also working to develop teacher candidates in being agents of change for education. The committee is currently planning a book drive and bingo night in conjunction with student leaders in the College of Education clubs. This event will promote literacy to families in the local area as well as provide books to families.
- **Suicide Prevention Training Modules:** The Mitch Warnock Act went into effect in the 2020-2021 academic year mandating all school staff in Arizona working with students in grades 6 through 12 to complete a triennial suicide prevention training including the topics: training in suicide prevention, warning signs of suicidal behavior in adolescents and teens, and appropriate intervention and referral. Currently, ADE only requires this training for initial teacher preparation programs through state institutions; however, COE values is working to develop a suicide prevention training, consisting of three modules, to align the GCU teacher preparation offerings with state requirements. The College is developing online, self-paced modules that will be incorporated into initial licensure programs preparing teacher candidates that will work with students in grades 6-12. The content is presented through a combination of resources, narratives, and video instruction developed in partnership with subject matter experts from the Master of Education in School Counseling program. Additionally, the modules include interactive components as well as opportunities for reflection. Candidates who complete the modules will receive a completer certificate that can be used to verify completion of the content required by ADE.
- **Kappa Delta Pi:** The GCU chapter of the Kappa Delta Pi (KDP) honors society is dedicated to building the professional skills educators need to be effective in the field. Students are invited to join KDP twice per year based on grade point average. The GCU KDP chapter hosts professional development for the chapter officers who also plan learning experiences for members. This year, KDP officers participated in a book study on leadership within education. The officers then worked with advisor Dr. Brandon Juarez to plan a series of virtual meetings for KDP members to attend and discuss takeaways from the book chapters assigned for each session. In addition to supports student professional development, the KDP chapter also funds the Student Teaching Celebration pinning ceremony, in which all graduating student teachers receive a COE pin and pledge to uphold the professional and ethical obligations of educators.
- **Educators Rising:** The COE's collegiate chapter of the national Educators Rising organization is supported by faculty advisor, Katy Long. Educators Rising meets monthly to learn about and uplift the field of education. This year, the club organized and hosted an alumni panel in which COE alumni were invited to speak to Educators Rising club members to share inspirational words, tips for the first year of teaching, and how to approach the changing landscape of education. Educators Rising students also attend and complete in the state and national Educators Rising conference. Competitions include lesson planning, ethical debate, and creating children's literature.

- **Impact Club:** The Impact Club is a student chapter of the Christian Educators Association. Through this club, traditional and online students are invited to attend meetings and activities. Club members are gifted a membership to the Christian Educators Association to aid them in their practicum/field experience. Club members meet monthly to participate in Bible study as scripture relates to educators and classroom instruction. Each semester, Impact Club also participates in service-learning projects by adopting a local school and doing a donation drive. This year, the Impact Club adopted Valencia Newcomer School to collect clothing and shoes to donate to the school's "mall" in which students and families are able to take necessary items.

## **Accomplishments**

- **Academic Support:**

- **Scholarship:** The College of Education faculty and staff participate in scholarship work through research, presentations, and publications. These include scholarship and work within GCU, but also to outside organizations and education stakeholders.
  - **Presentations:** In 2022, 67% of the College full-time faculty and staff had presented at least once, with 14% presenting more than 4 times. Presentations of note include the Association of Teacher Educators (ATE) conference in Chicago, IL, where the College had 5 presentations of topics such as: charismatic teaching and the role of maintaining high expectations in the classroom. The College also had a large presence at the Educators Rising National Conference in Washington, DC, with 6 presenters delivering a total of 8 presentations.
  - **Publications:** The College faculty and staff created 12 publications in 2022. Faculty members such as Lynn Basko wrote an article for the *Journal of Scholarly Engagement* on the work done and best practices for increasing student persistence through teacher engagement.
- **Science of Reading Curriculum Revisions:** Under Senate Bill (SB) 1572, Arizona educator preparation programs (EPP) are required to include six credits on phonics and the Science of Reading as well as reading remediation and intervention by August 2022. The requirements of SB 1572 pertain to any EPP preparing teacher candidates to work with populations of students in grades Pre-K to 5. Therefore, content in the Early Childhood, Early Childhood and Early Childhood and Early Childhood Special Education, Elementary Education, Elementary and Special Education, Special Education: Mild to Moderate, and Special Education: Moderate to Severe programs has been revised. The College, Curriculum Design and Development team, along with subject matter experts have developed coursework meeting the content requirements in SB 1572 for each of the identified programs. Additionally, content for reading remediation and intervention has been added to all of the Bachelor of Arts, Bachelor of Science, and Master of Education in Secondary Education programs. In partnership with various other bodies within Grand Canyon University, the updated coursework has been implemented by August 2022. This change required partnership with the Arizona Department of Education to identify student impact and communicate the planned changes. As a result of the collaborative work, candidates have been able to seamlessly transition to the required coursework.

- **Arizona Department of Education's Recently Approved Programs:** A revision to the Bachelor of Science in Early Childhood and Early Childhood Special Education and the Master of Education in Early Childhood and Early Childhood Special Education was completed and submitted to the Arizona Department of Education for program approval. During this revision, the program was aligned to newly updated National Association for the Education of Young Children and Early Interventionist/Early Childhood Special Education EI/ECSE specialty standards. Content was revised to include relevant early childhood and early childhood special education content. Arizona Department of Education regulations were included as part of the revision. These revisions included science of reading content embedded within the existing phonics course. An additional reading intervention, remediation, and differentiation specifically addressing students with signs of dyslexia was added to the program of study. These programs were submitted to the Arizona Department of Education for approval and received approval in August 2022. The new courses will be effective in Spring 2023-Fall 2023.
- **Relevant Resources on Student Success Center (SSC):** The College updated material and resources located on the Student Success Center. These updates included additional guidance around digital media and confidentiality/FERPA and revised language around unsuccessful student teaching attempts and potential outcomes. See Professional Practices Committee (PPC) and Personal Improvement Plan (PIP) above in the Progress section.
- **Policy Updates:** To improve transparency and candidate experience, COE revised vital policies, such as the Professional Practice Committee (PPC)/Personal Improvement Plan (PIP), Institutional Recommendation (IR), student teaching policies, and Nevada ARL policies, in the University Policy Handbook. The revisions followed the University process but also included several stakeholders to ensure updates were clear and helpful for all key stakeholders, such as State Compliance, the Office of Field Experience, faculty, etc. The following policies were updated to align with the most current practices and processes related to student teaching:
  - Eligibility for Student Teaching (Initial Program/Teacher Licensure Only)
  - Application for Student Teaching (Initial Program/Teacher Licensure Only)
  - Student Teaching (Initial Program/Teacher Licensure Only)
  - Student Teaching Placement Requirements (Initial Program/Teacher Licensure Only)
  - Paid Student Teaching (Initial Program/Teacher Licensure Only)
  - The College continues to review University policy and is currently going through the process to update and make current the following policies: Early Childhood and Special Education Practicum Policy, Field Experience Policies, Basic Skills & Content Knowledge Exams. In addition, the College is working to streamline language around admission requirements for master's degree & graduate certificate programmatic admission requirements.
- **Site Supervisor Evaluation Process:** In an effort to provide further support, consistency, and feedback with Site Supervisors, the Clinical Practice team and Faculty Services team collaborated to update the evaluation process to better utilize university systems and processes. Clinical Field Experience Specialists provided expertise, vital information and largely helped develop resources necessary for the success of this process. Further collaboration with the Business Analysts and Faculty Services teams was instrumental in the creation of the evaluation tool and essential

in providing guidance in faculty communication and training in this initiative. This project allows for additional consistency and efficiencies when documenting and providing feedback to over 500 Site Supervisors.

○ **Training Support:**

- **Office of Field Experience Counselor Training:** The College of Education held monthly training sessions with the Field Experience and Teacher Placement Counselors discussing programmatic and teacher certification testing policy, expectations, requirements, and resources. The training included over 40 participants from both the Office of Clinical Practice, Office of Field Experience, and State Compliance. The training was designed in an effort to improve consistency, provide opportunity for college and operations team collaboration, and to ensure counselors are equipped with college resources and understanding of university policy, as well as programmatic/state certification expectations in order to better assist teacher candidates in successful experiences in the field.
- **Clinical Practice All-Counselor Training:** The College hosted three Clinical Practice Training sessions in June 2022 with the Employee Learning & Development team to train 1,132 University Counselors, University Development Counselors, Student Services Counselors, Field Experience Counselors, Teacher Placement Counselors, and all managers/leadership of each counseling team. The training included an in-depth discussion on practicum/field experience expectations, procedures, and resources. The training was designed to improve consistency, provide an opportunity for college and operations team collaboration, and ensure counselors are equipped with college resources and understanding of university policy, as well as programmatic/state certification expectations. This will not only assist counselors in informing potential COE candidates and providing guidance to those to enter into programs that best fit their future goals but will also allow for counselors to better assist candidates in successful field experiences during their program and continuing on to certification in candidates' states of residence.
- **Canyon L.E.A.P. to Teach Training:** In response to the nationwide teacher shortages, The College of Education has invested in opportunities to uplift the field and bolster the educator pipeline. One initiative that is in alignment with this initiative is the Canyon L.E.A.P. to Teach program. Although this program is not included within the College's AAQEP approvals, it is a state approved program that assists educators with earning certification through an alternative pathway. This unique pathway is an example of out-of-the-box, innovative thinking to directly support local schools and current educators maintain positions in the classroom while completing programmatic coursework that can lead to teacher certification. Alongside this program, the College supported counseling teams in understanding requirements, expectations, and opportunities for upcoming cohorts for the alternative pathway program-Canyon L.E.A.P. to Teach. College guidance on this unique program enhanced counselor knowledge on certification, programmatic, testing, and other requirements for the alternative route to teacher licensure in an effort to address teacher shortages in Arizona.
- **Student Teaching Training:** The College supports training for teacher candidates, student teaching faculty, GCU Faculty Supervisors and Cooperating Teachers in the field. The College hosted student teaching orientations for all registered student teachers in both fall and spring sessions. Candidates attend the orientation

to obtain an overview of the student teaching experience expectations, best practices and to help candidates better prepare and successfully complete student teaching. Additionally, the College held Kick-Off webinars for both the Student Teaching Faculty Cadre and GCU Faculty Supervisors. Webinars assist in providing an overview of faculty/supervisor expectations, important reminders on best practices, and helpful resources. In addition, the College supported cooperating teachers at partnering schools and districts with paperwork, training, and fielding individualized questions and supports. These supports allow for norming responsibilities that may include evaluation processes, communication expectation, and overall candidate support.

- **Enrollment and Training Videos:** The College, in collaboration with Employee Learning and Development, has completed training materials for enrollment counselors. This material consists of short video overviews and a one-pager documents differentiating between the various program offerings. Enrollment training is important for the College to ensure candidates are adequately informed about their program choices and accurately placed in a program that aligns with their professional goals.
- **Program Standards and Evaluation Committee (PSEC):** Over the previous year, the Program Standards and Evaluation Committee (PSEC) has made a concerted effort to diversity representation. PSEC meetings are held monthly to discuss programmatic changes, College initiatives, and other education specific opportunities and challenges. The committee amended the existing bylaws to include adjunct faculty as voting members, as this voice was previously missing from committee meetings. Furthermore, participation in sub-committees, such as the Lopes for Literacy, lesson plan, and ethics committees has been expanded to include more adjunct faculty members.
- **Co-Curricular Support:**
  - **Student Teaching Celebration:** In an effort to recognize teacher candidate accomplishments and uplift teaching as a profession, the College hosts semi-annual Student Teaching Celebrations for traditional campus students. The celebration welcomes over 50 student teachers each semester who successfully complete their student teaching experience and will be entering the field of education as professionals. The event includes sharing the post-graduation plans and opportunities for candidates, a celebration of the work done in classrooms over the semester, and inspirational words from COE graduates. This initiative honors and supports future educators and allows networking opportunities with current education leaders and recently graduated student teachers. The event concludes with a pinning ceremony in which each teacher candidate is given a COE branded pin and renews their dedication through the COE pledge.
  - **Lopes Leap to Teach and Lead Career Fair:** The College hosts a biannual Career and Networking Event to connect educator candidates with current districts and sites for career and field experience opportunities. See section 7 under the Program Performance Indicators portion above for additional information on the Lopes Leap to Teach and Lead Career and Networking event.
  - **Dean's Speaker Series:** The College hosts a semi-annual Dean's Speakers Series in both the fall and spring semesters. The purpose of the Dean's Speakers Series is to shine a light on the work done by educators both as

classroom teachers, but also in other areas of education. This is a virtual event open to both online and traditional ground candidates, as well as faculty, staff, and COE stakeholders. One hundred and thirty attendees from around the United States attended the Spring 2022 Dean's Speaker Series. Industry experts including administrators, new teachers, experienced and recognized teachers, and advocates for education shared their career journey and how to succeed as educators. In addition, participants hear panelists speak on topics such as Christian education, character education, and tips for first-year teachers.

- **Building Virtues Conference: Character Education in a Changing World:** The College held this conference on December 13, 2021, at the GCU Arena and through livestream technology to over 2,000 participants. Internationally known keynote speakers, Clifton Taulbert and Dr. Marvin Berkowitz, shared expertise regarding character development and education to GCU students, faculty, staff, as well as school partners, PreK-12 administrators, teachers, etc. Participants received live resources in addition to digital materials through a digital classroom space created by College of Education Online Full-Time Faculty member. The conference took place through the support of the Kern Family Foundation and GCU, as well as the event's planning committee. The event focused on character education and human flourishing and hosted presenters across colleges and departments
- **Community Support:**
  - **College of Education Advisory Board:** In 2022, the College expanded the Advisory Board to include an additional 20 members. Board members are key stakeholders in the local and national education field. For the first time this year, the College has members outside of Arizona who choose to participate and contribute.
  - **GCU's Day of Giving:** The Day of Giving event is centered around philanthropy and showing GCU students the power of supporting the ideas and organizations stakeholders believe in. This year, the donation option for the College of Education was focused on increasing student scholarships. All donations to the Day of Giving empowered the College of Education candidates to take part in critical initiatives, allowing them to go into communities and make a difference while helping to uplift the education profession.

## Innovations

- **Academic Support:**
  - **State-Specific Programs:** The university initiated a state specific approach to teacher licensure programs. In partnership with the Curriculum Design and Development team and State Compliance, the College developed three initial licensure programs specifically for candidates seeking Elementary, Special Education, or Elementary and Special Education dual credentials in the state of California. Teaching credential requirements and California Department of Education program submissions processes were research by the State Compliance and college Programs team to identify a program of study that served the population of candidates residing in California seeking initial licensure

teacher preparation programs. California teacher performance expectations (TPE's) were examined and aligned with Arizona teacher preparation standards to determine the appropriate program of study utilizing approved COE courses with newly developed courses meeting specific California content. This same process was used for the state of Oregon. COE will be submitting two advanced programs: MA in TESOL and MA in K-12 Reading to the state of Oregon to meet endorsement requirements to earn a TESOL and reading endorsement respectively. Specific Oregon standards were analyzed and applied to the currently effective TESOL program and the newly developed K-12 Reading program. State specific programs will be a continued process moving forward for the College. Future state specific programs will be determined through a newly formed process between State Compliance, Regional Directors of Operations (RDO's), and COE. Data will be reviewed based on potential student enrollment, employment opportunities within the individual states requested, and the process of submitting programs for approval. The collective team will continue to monitor data to determine future state specific initiatives.

- **Practicum/Field Experience Updates:** The College is outlining a revision for the practicum/field experience requirements within all initial licensure programs. In an effort to provide additional application opportunities within the field, the transition in practicum/field experience discussion is suggesting a block approach to practicum/field experience. The vision would outline three blocks in all initial licensure programs. Block One would focus on foundational teaching knowledge. This would include interviews, classroom learning observations, school-wide events, and more. Block two would include collaboration with mentors to start applying foundational information in the classroom environment. Activities would include collaborative teaching, lesson planning, small group activities, and more. Finally, in Block Three, teacher candidates will independently apply knowledge to the learning environment through teaching practices. The process to transition all licensure programs to the newly envision practicum/field experience blocks will begin in Spring 2023 and beyond.
- **Go React Technology:** The college is piloting an external tool to better review and share feedback with candidates through video. The video tool will be utilized in method courses, both for the traditional and non-traditional campus.
- **GCU Library Guides:** Mental Health, Canyon Center for Character Education book list, and a Master of Arts in Autism Spectrum Disorder Library Guides were produced. In partnership with the library team, the College developed three new guides for candidates and instructors. These guides provide content on autism spectrum disorder, mental health, and character education. The Master of Arts in Autism Spectrum Disorder guide provides resources on general research skills as well as information specific to the action research capstone. Additionally, this guide categorizes resources for the specific student population in grade-level bands. In the mental health library guide, resources focus on mental health concerns, research, and supports at different grade levels with emphasis on suicide prevention. This guide was developed as part of the initiative to add suicide prevention training material in programs under the guidance of the Mitch Warnock Act. Resources in the mental health guide are provided for student and instructor audiences in both education and school counseling programs. Finally, the College is developing a book resource guide in collaboration with the library and the Canyon Center for Character Education identifying appropriate titles to teach virtues. These resources are presented based on virtue and target grade-level audience. All of these guides are accessible via the library website.

- **Associates to Master's Pathway:** In an effort to support candidates pursuing a non-licensure pathway at the undergraduate level, the College revised the Educational Studies Pathway program. Various stakeholders contributed to the revision of the program to increase transferability as well as cross-disciplinary content. In partnership with the Office of Academic Records, Colangelo College of Business, and the College of Humanities and Social Sciences, the College of Education created a program consisting of all upper division courses with education, management, and communication focus. Additionally, the program criteria have been updated to provide more flexibility for candidates to transfer into the Educational Studies Pathway from other programs. This adjustment will enable candidates to switch from a licensure route more easily to the non-licensure route with minimal impact in terms of additional coursework or financial burden.
- **Field Experience Technology Innovations:**
  - **Document Management System (DMS):** The College and technology team worked collaboratively to phase out their field experience and evaluation documentation from a third-party application and into an internal university-created system. The College is working alongside technology teams to further improve the current technology tools used for documentation and tracking of field experience requirements. These in progress technology improvements will include the real-time electronic tracking of time requirements for student teaching and educational administration programs.
  - **Alternative Pathway Reporting:** With assistance from the technology department, the College created a real-time web report showcasing data to proactively monitor and support candidates in alternative pathway programs, including the Arizona Alternative Teaching, Arizona Student Teaching Interns, Arizona Canyon L.E.A.P. to Teach and Nevada ARL programs. This innovation allows the College and counselors to utilize consistent information and data regarding these candidates.
- **Canyon Teacher Residencies**
  - **Arizona Student Teaching Intern Certificate:** GCU worked with local districts and other state entities to meet the needs of the local teacher shortage to develop a Student Teaching Intern Certificate that allows certain candidates to fill open positions in local schools, provided they meet certain requirements and fulfill the requirements of their institution of higher education. Since Fall 2017, nearly 200 GCU Student Teaching Intern candidates have filled these positions in local schools. This includes 33 candidates in the 2021-2022 school year.
  - **Canyon L.E.A.P. to Teach:** Due to the successes of the GCU candidates and graduates in the field, local districts asked to partner with us to create a local alternative pathway to teaching for GCU candidates. Implemented in late Fall 2020, over 10 local districts/charter schools have partnered with the College of Education to support candidates through the Canyon Local Education Agency Pathway (L.E.A.P.) to Teach program. The pilot has been completed and 14 graduates have completed the program. We are now offering graduate certificate program pathways.
  - **Local School Embedded Partnerships:** The College of Education's conceptual framework heralds learning, leading, and serving. As such, intentional partnerships with local schools and districts are critical. These

partnerships are typically grown from a need that local schools or districts have that they believe the College of Education programs and their graduates could help fill. The embedded partnership model the COE established many years ago continues to be a successful addition to local school communities.

- In one example, fulltime faculty member, Dr. Jim Mostofo, helped lead this initiative by providing regular support to Empower College Prep and its teachers. Dr. Mostofo has observed and delivered feedback to eight individual teachers, including five first year teachers. The feedback was implemented, and a follow-up observation continued the support and progress. In addition, ongoing discussions with Dr. Mostofo and school administration leadership revealed school-wide needs, which were addressed through two professional development sessions led by Dr. Mostofo.
- In another example, faculty member Professor Jena Akard has partnered with a local elementary school, Westwood School, to embed candidates in classrooms. GCU candidates meet at Westwood once per week for their class period and implement lessons either small group or whole group. They work with the classroom teacher of record to identify standards to be taught as well as modify and implement school curriculum. Professor Akard guides candidates as they navigate planning lessons and analyzing student data, and coaches candidates as they implement lessons.
- **Emergency Substitute Teacher Partnership:** The Emergency Substitute Cohort is offered to eligible candidates who have completed the necessary courses to effectively enter the classroom as a substitute teacher. Candidates are paired with a faculty advisor and assigned to a school district where they will serve as a substitute. Candidates receive their emergency substitute certification through the Arizona Department of Education. Candidates participating in this residency serve schools as paid substitute teachers while also completing field experience hours required for coursework. Candidates are supported by regular check-ins and coaching from their faculty advisor and school administrators. In Fall 2022, over 70 candidates participated in this residency, partnering with 7 school districts, serving Pre-K-12 populations.
- **Co-Curricular Support:**
  - **High Leverage Practices (HLP) Book Study and CEEDAR partnership:** This fall, GCU/COE as a partner with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center and Arizona's own CEEDAR Team, Arizona Coalition for Educator Preparation and Practice (ACEPP), was given an opportunity to invite 6 faculty (full time and/or adjunct) to take part in a High Leverage Practices (HLPs) book study. The study allowed GCU, ASU, NAU, U of A, and Rio Salado Community College faculty to collaborate and learn from one another in an asynchronous setting within an edWeb community. The faculty could be full time, or adjunct, and could come from general or special education content backgrounds and expertise. The purpose was to bring awareness of the HLP framework of practice to improve the effectiveness of teacher candidates and ultimately impact learning outcomes for ALL children. The University of Florida/CEEDAR Center has partnered with Council for Exceptional Children (CEC) and Vanderbilt University's IRIS Center to promote stronger inclusive practices. All educators, not just special educators,

need to be equipped in the best inclusive practices within the main areas of assessment, collaboration, instruction, and behavior so all candidates have an opportunity to flourish and reach their potential.

- Each of the participants were provided a free copy of High Leverage Practices for Inclusive Classrooms, 2nd Edition. The book study took place for six weeks, with each week covering the four main HLP areas of collaboration, assessment, social/emotional/behavioral, and instruction and the associated HLP (from HLP 1 to HLP 22). At the conclusion of this book study, a wrap up activity and survey was provided. The data collected was positive in that most of our participants gained knowledge, strategies, and were eager to implement in their own teaching as well as implement with upcoming program revisions at their respective institution. Another big takeaway was that the participants asked to continue the book study to smaller focus groups at their own institution as well as additional opportunities to continue to collaborate with others they got to know via the edWeb community. This book study was also presented at ACEPP's State Leadership Meeting in October where the group was able to share the collaborative work to other institutes of higher education (IHEs), local education agencies (LEAs), and the Arizona Department of Education (ADE). Dr. Mary Brownell from the CEEDAR Center was also in attendance to applaud the work of ACEPP and this book study.

- **Community Support:**

- **Kern Grant/Impact on Initial Programs:** The Robert D. and Patricia E. Kern Family Foundation, Inc. awarded Grand Canyon University a three-year grant of \$2,271,000 to support the development of the Canyon Center for Character Education. Grand Canyon University's College of Education (COE) is working collaboratively with the Canyon Center for Character Education to train college faculty and staff on practical wisdom and practices to effectively embed character education and virtue development in PreK-12 education. These training opportunities will have exponential impact on our initial licensure programs as the faculty and staff develop innovative ways to incorporate these concepts into educator preparation programs.
- **Social Media (COE Blog, Top of the Class Podcast, Instagram):** The College is continuously working on a social media presence through blog posts, Instagram, Facebook, webinars, and podcasts. Content for social media post is developed from various stakeholders, including COE faculty, staff, and candidates as well as currently practicing professionals in the field. The purpose of these posts is both to share the unique aspects of the College and to promote knowledge on educational trends and practices. Metrics on social media posts are evaluated regularly to determine additional content and platform needs. For instance, there has been a 28% increase in followers on Instagram as a result of concerted efforts to engage with the education community via social media.