



## AAQEP Annual Report for 2022

Provider/Program Name:	George Fox University, College of Education
End Date of Current AAQEP Accreditation Term:	June 30, 2028

## 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 included in its AAQEP review.

#### The College of Education's Mission and Vision

**Mission Statement.** We prepare professionals who think critically, transform practice, and promote justice by reflecting deeply, acting wisely, and influencing society in creative ways, by doing justice. With Christ at the center, COE programs offer practical and challenging instruction where excellence, innovation, and professional expertise are modeled as we continue the journey of learning, teaching, and leading.

**Vision Statement.** Excellence, integrity, and a balanced life are hallmarks of the Christian professional. Through our character, words, and actions we model servant leadership as we support and challenge our students. "We teach who we are" as we demonstrate the love of God by modeling Christ. Our goal is to provide a safe environment for people to explore the roles of their profession through a Christian worldview. "To teach is to create a space in which obedience to truth is practiced." (Parker Palmer,

*To Know as We Are Known: Education as a Spiritual Journey*, 1993) causes us to believe that all truth is God's truth, and as seekers of truth we create for our students a space in which learning can flourish.

In summary, GFU and its colleges prepare students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion to achieve exceptional life outcomes through our values of students first, Christ in everything, innovation to improve outcomes.

### **Oregon Teacher Standards & Practices Commission (TSPC) Approved Programs Preliminary Teaching License and those including endorsements**

#### **Undergraduate Teacher Education (UGTE)** - AAQEP Initial Level Program

The UGTE program is a traditional, four-year undergraduate degree that results in a Bachelor of Science with an Elementary Multiple Subjects Preliminary Teaching License (and options for a Music Educator license or Middle-level Endorsement, two programs with limited numbers). The UGTE offers an option in the core content areas of Math, Music, Science, Language Arts, and Social Studies to teach at the middle level. In addition to the BS degree, all UGTE candidates, except for Music Education candidates, earn an embedded ESOL endorsement.

#### **Elementary Education Degree Completion (ELED DC)** - AAQEP Initial Level Program

The Elementary Education Degree Completion (ELED DC) program enables individuals with partial college work to complete their Bachelor of Science degree in 4-5 semesters (16-20 months), leading to an Elementary Multiple Subjects Preliminary Teaching License.

#### **Master of Arts in Teaching (MAT)** - AAQEP Initial Level Program

The Master of Arts in Teaching (MAT) degree program is redesigned with two formats: MAT Full-Time, MAT Part-Time, for candidates with a Bachelor's degree to begin this teacher preparation program. This reflects a new change in options from a 3 to 5 semester length to 3 semesters (10.5 month) or 4 semesters (16 month), leading to a recommendation for a Preliminary Teaching License. This program of 36 semester hours can be completed in 11 months full time, 16 months (includes virtual synchronous delivery). MAT Plus candidates may also choose to add a specialization or an ESOL endorsement (MAT Plus ESOL), a Reading endorsement (MAT Plus Reading), or a Special Education endorsement (MAT Plus SPED). These additional endorsements require 11-19 additional semester credits of work.

## **Oregon Teacher Standards & Practices Commission (TSPC) Approved Programs**

### **Educational Leadership Programs**

### **Endorsements & Licenses**

All AAQEP Advanced Level programs have been approved by its state partner, the Oregon Teacher Standards and Practices Commission. The EPP provided information in the 2021 GFU Quality Assurance Report and the TSPC Review Reports for each program in Standard 1, including State Review evidence.

#### **English Speakers of Other Languages (ESOL)** - AAQEP Advanced Level Program

The ESOL endorsement program at the graduate level prepares both pre-service teachers (MAT Plus) and in-service teachers for the role of English Language Development (ELD) specialists in P-12 schools. In such roles, their responsibilities include, among others, identifying English Language Learners (ELLs), providing sheltered instruction directly to ELLs or supporting teachers to do so, directing programs to ensure that ELLs advance their English proficiency and grow academically, reclassifying ELLs and monitoring their school performance once they exit the ELD program.

Each of the five courses in the ESOL program focus on the different ESOL Standards for P-12 Teacher Education Programs and the ESOL Program Standards set by TSPC in Oregon Administrative Rule (OAR) 584-420-0360, which closely align with the national TESOL standards. In addition to the courses, ESOL candidates have a supervised clinical practice experience (ESOL 578/579) where they apply what they have learned in their coursework under the guidance of an ESOL cooperating teacher and an ESOL university supervisor.

The ESOL endorsement program is available for in-service teachers who wish to add this endorsement to their teaching license. Some of the in-service teachers who pursue this endorsement program at GFU are enrolled in the [Master of Education degree](#) with a specialization in an endorsement or the Principal License. Other in-service teachers are working in their schools as ELD teachers at the time they take ESOL endorsement courses.

#### **Reading Interventionist (READ)** - AAQEP Advanced Level Program

The Reading Intervention (READ) endorsement program is a graduate level program that serves both pre-service (MAT Plus) and in-service teachers. Some of the in-service teachers who pursue this endorsement program at GFU are enrolled in the [Master of Education degree](#) with a specialization in an endorsement or the Principal License. This program is designed to prepare candidates as reading specialists in the field. This includes the ability to assess students and provide appropriate instruction in the classroom and intervention setting, diagnose students with reading difficulty and deliver effective intervention, provide and participate in ongoing professional development, and direct a balanced literacy program to provide leadership and guidance with the goal to serve all students.

The program consists of 13-credit hours (five courses) of instruction and a 2-credit practicum experience. The program is aligned with the TSPC standards, the International Literacy Association (ILA) Standards, and the International Dyslexia Association Standards. The 2-credit practicum experience consists of a minimum of 90-hours in a reading setting. During this practicum experience, candidates are observed a minimum of two times by both a reading endorsed CT and a University Supervisor and are required to meet the criteria on a final evaluation to demonstrate competency as a reading specialist.

#### **Special Education (SPED)** - AAQEP Advanced Level Program

The Special Education (SPED) endorsement program is a graduate level program that serves both pre-service (MAT Plus) and in-service teachers. Some of the in-service teachers who pursue this endorsement program at GFU are enrolled in the [Master of Education degree](#) with a specialization in an endorsement or the Principal License.

In the Preliminary Teaching License program, the MAT plus in Special Education is a 19-semester hour standards-based program using research-based delivery in courses. Professors are either current practitioners or higher education personnel who hold appropriate credentials and degrees to teach and mentor accepted candidates. The program requires clinical experiences under the guidance of experienced special education teachers. Courses are either taught face-to-face, online or in a hybrid format. Candidates will generally complete the course of study within 18 months. The endorsement is designed to build upon the core MAT program that emphasizes diverse learners. This endorsement serves candidates who wish to earn an endorsement at the same time they are working on an initial license.

The Special Education Endorsement for candidates holding an initial teaching license is a 25-semester hour program. This standards-based program will provide in-service educators with the knowledge, skills, and dispositions necessary to increase the academic progress of students identified with special learning needs. With the exception of the required EDUC 501 course for the traditional Undergraduate track and six credits graduate-level courses (SPED 501, 511, 550, and 595) all courses are the same as those in the MAT Plus program. Professors are either current practitioners or higher education personnel who hold appropriate credentials and degrees to teach and mentor accepted candidates. The program requires clinical experiences under the guidance of experienced special education teachers. Courses are either taught face-to-face, online or in a hybrid format.

#### **Principal & Professional Administrator Licenses (ADMN)** - AAQEP Advanced Level Program

George Fox University offers candidates the opportunity to earn two Oregon administrative licenses that prepare educators to serve in Oregon public and private schools as PreK-12 building or district-level administrators. The TSPC ADMN Program Report described the current status of both of these programs, but the EPP recently completed work on a major redesign that was due to TSPC in August 2021 to be implemented starting in the fall 2022 semester.

The Principal License (PL) program (formerly known as the Preliminary Administrator License - PreAL and also as the Initial Administrative License – IAL in TSPC rule) can be earned as a specialization in the [Master of Education \(MEd\)](#) degree, as a stand-alone license program past the Master's degree, or as part of the [Doctor of Education \(EdD\)](#) degree concentration. Those program completers with a Principal License are eligible to assume any P-12 administrator role in a public school district in Oregon, such as assistant principal, principal, and the Professional Administrator License completers can work as a central office administrator, including the role of superintendent. Changes to these were included in the major redesign proposal presented to TSPC in August 2021 and a TSPC Field Audit will be conducted in the 2024-25 academic year. Appropriate recommendations for licensure for candidates under the old program in TSPC rules were made by the 8/1/22 deadline with a Program Completion Report, and the redesigned program started in fall 2023.

**[School Psychologist](#)** - AAQEP Advanced Level Program - NOTE: See link for Dr. Danielle Pappas' contact information

During the 2021 Quality Assurance Review process and site visit, the Graduate School of Counseling (GSC) offered the Educational Specialist (EdS) in School Psychology leading to the Preliminary/Professional School Psychologist License with TSPC. This program is currently being sunsetted with TSPC after the current candidates' complete in 2024-25 with the final Program Completion Reports (PCRs) filed to TSPC by May 30, 2025. The licensure preparation program could be earned only by those who already hold a Masters, Educational Specialist degree or doctorate in psychology, social work, counseling or marriage and family therapy [MFT]) and the academic, professional, and personal credentials to perform effectively in their anticipated work setting as a school psychologist.

#### **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):

GFU enrollment data: [https://www.georgefox.edu/about/quick\\_facts/index.html](https://www.georgefox.edu/about/quick_facts/index.html) &  
[https://www.georgefox.edu/offices/academic\\_affairs/effectiveness/common-data-set/2022-2023.html](https://www.georgefox.edu/offices/academic_affairs/effectiveness/common-data-set/2022-2023.html)

COE data: <https://www.georgefox.edu/education/accreditation.html>

NOTE: We are working with website development team to update this link by the deadline of January 17, 2023 with 2021-22 enrollment data from Table 1.

## 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**

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/22)	Number of Completers in most recently completed academic year (12 months ending 08/22)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Science - Undergraduate Teacher Education (UGTE)	Preliminary Teaching License with endorsement in Elementary Multiple Subjects and with the ESOL endorsement	122	23
Bachelor of Science - Elementary Education Degree Completion (ELED DC)	Preliminary Teaching License with endorsement in Elementary Multiple Subjects	89	26
Master of Arts in Teaching (MAT)	Preliminary Teaching License with endorsements in Multiple Subjects & Single Subjects	287	111
MAT Plus English Speakers of Other Languages (ESOL) endorsement	Preliminary Teaching License with ESOL Endorsement	28	Reported in MAT#
MAT Plus Reading Interventionist (READ) endorsement	Preliminary Teaching License with Reading Interventionist Endorsement	13	Reported in MAT#
MAT Plus Special Education (SPED) endorsement	Preliminary Teaching License with Special Education Endorsement	29	Reported in MAT#
Total for programs that lead to initial credentials		568	160

<b><i>Programs that lead to additional or advanced credentials for already-licensed educators</i></b>			
ESOL Endorsement (Optionally embedded in MEd)	ESOL Endorsement only	21	9
Reading Endorsement (Optionally embedded in MEd)	Reading Endorsement only	18	5
SPED Endorsement (Optionally embedded in MEd)	Special Ed Endorsement only	29	6
In-service Teacher Endorsement Program	Single Subject Endorsement	22	11
Principal Licensure Program (Optionally embedded in MEd or EdD)	Principal License only	227	175
Professional Administrator Program (Optionally embedded in EdD)	Professional Administrator License only	23	13
Total for programs that lead to additional/advanced credentials		340	219
<b><i>Programs that lead to credentials for other school professionals or to no specific credential</i></b>			
School Counselor - embedded in M.A. in School Counseling	CACREP Accreditation Other School Personnel License only	48	14
School Psychologist	Other School Personnel License only	26	7
Total for additional programs		74	21
TOTAL enrollment and productivity for all programs		982	400
Unduplicated total of all program candidates and completers		912	400

### **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.)

School Psychologist - CACREP and NASP with details noted in Part I, Sec. 1: Overview and Context

### 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. <b>Total enrollment</b> 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.
912
B. <b>Total number of unique completers</b> (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.
400
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
461
D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program's expected timeframe <b>and</b> in 1.5 times the expected timeframe.
AAQEP Initial Level Programs: Preliminary Teaching License (UGTE, ELED DC, MAT) - 87% AAQEP Advanced Level Programs: Educational Leadership License/Endorsements (ADMN, ESOL, READ, SPED) - 96%
E. <b>Summary of state license examination results</b> , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.
<b>AAQEP Initial Level Pass Rates:</b> Preliminary Teaching License programs <ul style="list-style-type: none"><li>• NES 102 (ELED Subtest I) - 87%</li><li>• NES 103 (ELED Subtest II) - 82%</li><li>• NES 507 (ESOL) - 93%</li><li>• NES Misc (Single-subject Content Exams) - 95%</li><li>• Teacher Performance Assessment (edTPA) - 95%</li></ul> <b>AAQEP Advanced Level Pass Rates:</b> Educational Leadership ORELA Content Assessments (ESOL, READ, SPED) - 100%

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

All summative performance data provide evidence of over 80% pass rate and aligns to formative assessment data derived from clinical practice field experiences, practica, internships, and student teaching assessments.

**NOTES:**

Pass rate includes those who meet TSPC's content knowledge requirement using the Oregon Multiple Measures Assessment. "Oregon Completer" is defined as candidates who earn a degree AND an appropriate teaching license.

**Dispositions and Multiple Measure Assessment Data:**

- UGTE: Two non-completers dismissed for academic dishonesty and dispositional issues
- ELED DC: Of five non-completers, 3 earned degree but have content exams/edTPA to pass, five need content exam(s), one needs edTPA and degree, one has grades too low to graduate
- MAT: Nine non-completers need both content exams/edTPA, six have yet to pass edTPA, but all others did earn degrees on time or within 1.5 times length

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

The Oregon Association of Colleges for Teacher Education (OACTE) conducts an annual Employee/Employer Survey to collect perceptions of program quality using employment data provided by TSPC and the Oregon Department of Education (See Table 4).

**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.

Each program coordinator tracks employment and respond to the Clinical Practice Office when completers report. The Oregon Association of Colleges for Teacher Education (OACTE) also conducts an Employee/Employer Survey to collect perceptions of program quality from participants using employment data provided by TSPC and the Oregon Department of Education. The COE tracks alums readmission to graduate degree programs and other license/endorsement programs through the Admissions Office.

## **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																
<a href="#"><u>edTPA</u></a> - Teacher Performance Assessment scores reported in evidence	TSPC has set the cut score as a licensure requirement	95% pass rate																
<a href="#"><u>Danielson Framework for Teaching</u></a> - Clinical Practice Evaluation ratings reported in evidence by the Teacher Education Associate (TEA) and the Cooperating Teacher (CT)	Criteria for Final Evaluation: 1. Ones should not be on the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract to complete. 2. The final average must be at least 2.5.	Percentage of candidates who met criteria by program: <ul style="list-style-type: none"> <li>• UGTE 100% pass rate</li> <li>• ELED 100% pass rate</li> <li>• MAT 100% pass rate</li> </ul>																
<a href="#"><u>Oregon Educator Licensure Assessment (ORELA®)</u></a> Content exams scores reported in evidence - designed by Pearson Education	TSPC has set the cut score of 220 as a licensure requirement for all content exams.	90% pass rate  Pass rate includes those who meet content knowledge requirement by Oregon Multiple Measures Assessment.																
<a href="#"><u>EDA</u></a> - Designed to assess the dispositions of candidates in traditional educator preparation programs, the Educational Dispositional Assessment was developed through 700 hours of research over seven years. The EDA consists of dispositions and related indicators explicitly aligned to InTASC Standards. Throughout the Preliminary Teaching License programs, teacher candidates conduct self-assessments based upon the <i>Dispositions Rubric</i> in TaskStream.	Teacher education faculty, Teacher Education Associates (TEAs) and Cooperating Teachers (CTs) also assess each candidate as they progress through the program. Students are expected to "meet expectations" throughout the program. If not a letter of concern will be drafted, implementing a support plan. If conditions are still not met, then a contract is created with continued support and the possibility of dismissal from the program if conditions are not met.	<p><b>Letters of Concern/Reasons Class of 2022</b></p> <table border="1"> <thead> <tr> <th></th> <th>Disposition</th> <th>Academic</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>UGTE</td> <td></td> <td></td> <td>2*</td> </tr> <tr> <td>ELED</td> <td></td> <td>2</td> <td>1</td> </tr> <tr> <td>MAT</td> <td>1</td> <td></td> <td></td> </tr> </tbody> </table> <p>* resulted in candidate's removal</p>		Disposition	Academic	Both	UGTE			2*	ELED		2	1	MAT	1		
	Disposition	Academic	Both															
UGTE			2*															
ELED		2	1															
MAT	1																	

**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
OACTE Employee/Employer Survey	That GFU candidates perform at or above the state average when evaluated by their employer or supervisor	We did not perform at the level we had hoped. Even though the OACTE statewide survey had a small number of returns due to continuing COVID complications, we expected to score at or above other Oregon EPPs. Unfortunately, that was not the case.
COE Employee/Employer Survey	The Clinical Practice Office's design of the internal completer survey matches the OACTE survey to provide comparisons	This survey allows for a better rate of return. The COE Leadership Team will continue to improve the response rate but 2019-21 data from candidates, CTs, TEAs show at or above state performance level.

## 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.

- Grow your Own initiatives - Our ELED DC and MAT programs have developed a number of partnerships with school districts that allow school district employees (usually instructional assistants) to enter our program and earn their Bachelor Degree or Master's degree within a teaching license.
- Alternative Pathways - TSPC has created a Multiple Measures Assessment to implement alternative pathways to licensure. This allows candidates an alternative pathway to licensure if they are not successful in passing the required Content Knowledge Test, which is especially beneficial to linguistically and culturally diverse candidates. George Fox was a state leader in recommending 19 candidates in the 2021-2022 academic year using the Multiple Measures Assessment. We continue to support candidates beyond graduation who were unsuccessful in being recommended for a license and anticipate .
- Providing Internship Partnerships - For the 2021-2022 school year George Fox University was able to work with over 50 candidates and their district or private school employer allowing them to do an Internship Plan. This allowed candidates to be employed while completing their clinical practice experience and to earn the Oregon Preliminary Teaching License.