

TONGA INSTITUTE OF EDUCATION

Certificate in Teaching

EDT24 PRACTICUM

STUDENT'S GUIDE

Vilimaka Foliaki

Email: vilimaka.foliaki@usp.ac.fj

Phone: 8781175

School Experience and Practicum Requirements

Introduction

The practicum (or school experience) is an opportunity for you to be at the school and to observe real classroom and participate in diverse

practicum/field experience is an exciting learning opportunity that affords you the chance to observe and participate in diverse educational settings, and to apply the theories and concepts learned in program course work. Faced with the challenge to meet the needs of PK-12 students in low performing schools and the national movement towards 21st century learning built around standards, a practicum/field experience affords GCU learners the unique opportunity for introspection, personal change, professional growth, and self-assessment, all of which will empower a sense of development as a professional. The opportunity to work in a practical setting within the field coupled with supportive guidance from the university instructor will provide each learner with a strong sense of professional self-reflection. Please read this manual thoroughly as it is a practical guide to experiencing and enjoying a successful practicum/field experience.

This manual addresses the practicum/field experiences in the following programs and their emphases: Bachelor of Science in Elementary Education, Bachelor of Science in Secondary Education, Bachelor of Science in Elementary Education/Special Education, Bachelor of Science in Early Childhood Education, Master of Education in Elementary Education, Master of Education in Secondary Education, Master of Education in Early Childhood Education, and Master of Education in Special

This guide sets forth the requirements that a student teacher must meet to be granted Certificate in Teaching of the Tonga Institute of Education.

Expectations

At the end of the 5 weeks of School experience, you are expected to have:

1. Undertaken whole-class teaching, a minimum of **3 lessons per week**, a maximum of **5 lessons per week**. A minimum of **5 observations** of your teaching are to be made:
 - a. A least 3 observations by your Associate teacher (or Principal), and
 - b. At least 2 observations by IOE advisors.Submit all the completed observation forms.
2. Utilized the comments and feedback from supervisors (especially your Associate teacher, and IOE advisors) to improve your practice. Submit a reflective report that documents your experiences and how you had acted on the feedback and comments of supervisors.
3. Involved in the management and organization of at least 2 extracurricular activities. A reflective report of your experiences is to be submitted at the end of the School experience.
4. Developed a profile of a whole class from individual student profiles. A reflection essay of your experiences is to be submitted at the end of the School experience.

School Experience Portfolio: Content and Format

Please keep your School experience documents and resources safely in a ring-binder (a folder with binding rings). This folder must be neatly catalogued, with a Table of Contents with the following format:

- Associate Teacher's report-----page #
- Lesson 1
 - Lesson 1 observation ----- page #
 - Lesson 1 Plan----- --page #
 - Lesson 1 Notes and activities, resources ----- page #
 - Reflective report on Lesson 1 observation ----- page #
- Lesson 2
 - Lesson 2 observation ----- page #
 - Lesson 2 Plan ----- --page #
 - Lesson 2 Notes and activities, resources ----- page #
 - Reflective report on Lesson 2 observation ----- page #
- Lesson 3
 - Etc, etc, etc
- Extracurricular involvement report ----- page #
- Student learning profiles ----- page #
- Class learning profile ----- page #

Due date

The above folder must be submitted to your lecturer (or to IOE) by **Thursday 30 August 2012**.

Advisory (observation) visits

The staff of the IOE will visit your school to meet you and your Associate teacher, observe your teaching, and to provide advice.

Your timetable

To facilitate these visits, you are requested to provide your lecturer with a copy of your teaching schedule AS SOON AS POSSIBLE or once you have worked out your timetable with your Associate teacher and/or host school. The information which you need to provide us with include, but not limited to, the:

- I. **day/date** for observation

- II. **exact time** (start and end) for your class
- III. **period number**
- IV. **room in which you are having your lesson**
- V. **level/subject** you will be observed in.

It will also help if you could also provide the name of your associate teacher. The advisory visit timetable for 2012 is included in this document for your information.

Your Associate teacher

Please request your Associate teacher to complete at least three (3) observations of your teaching, using the Teaching Observation form at the end of this document. These observations are preferred to spread throughout the duration of the 5 weeks of School experience so that you have adequate time to improve on the observer's feedback in succeeding lessons.

Your professionalism

General

It is very important that you understand that when you are placed in a school for the purpose of *School experience*, you automatically become a member of the staff of that school. Therefore, you must abide by the rules and regulations of your host school.

You are being placed at your host school under the administrative control of the school Principal and management and those members of the staff (such as your Associate teacher) to whom the Principal may delegate the responsibility of providing you with guidance and support.

Planning and preparation

Plan your lessons carefully and completely. You design your own Lesson Plan form using the knowledge that you have gained in your courses in the *Certificate in Teaching* program. Ensure that your strategies and assessment are effective and are aligned well to the objectives of your lesson.

Classroom management

You must demonstrate sound classroom management in how you:

- organize your teaching resources (e.g. desks and chairs, lab equipments, etc)
- use visuals
- communicate with students (word-choice, intonation, calling out names, gestures and body language, clear explanation, pace, etc)
- maximize student engagement in your lesson.
- Provide feedback

Willingness to grow

You must demonstrate an awareness of the effectiveness of your teaching lesson by:

- Being responsive to advice and
- Having the willingness to seek advice.

EXTRACURRICULAR INVOLVEMENT

In an educational institution (such as a school), an extracurricular activity is an activity that the staff and students do but is not considered a normal part of the curriculum. Some examples include (but not limited to) involvements in magazine committee, school newspaper, sports team, staff-on-duty, school assembly, discipline committee, grounds committee, cultural dance, band, choir, etc.

TASK

Your task is basically to understand and appreciate the different kinds of extracurricular activities that are going on in your school.

You are required to get involved in the organization, management, and administration of at least TWO kinds of extracurricular activity. Please submit a reflective report (of not more than 1500 words or 5 pages) of your experiences.

Take some time to reflect carefully on your experience with just one of the extracurricular activities and to record your evaluations. Use the following as guiding questions for your report.

1. What was the activity in which you were involved in? Write a paragraph (or two) that completely describes the nature of the activity. Provide necessary details such as *date, duration, frequency* (e.g. how often does it occur?), who was involved, etc.
2. From your involvement in this extracurricular activity, what were two important learning experiences for you?
3. What are the benefits of this extracurricular activity? (to the school, students, parents, Tongan society)
4. What would you change in the activity so that the students benefit more from it?
5. What concerns do you have about your host school using this extracurricular activity?
6. What did you learn about students by doing the extracurricular activity?
7. From your involvement in the extracurricular activity, what did you learn about yourself as a: i) teacher? ii) person?

EXTRACURRICULAR INVOLVEMENT
(Marking rubric)

Questions	Mark	Comments
1. What was the activity in which you were involved in? Write a paragraph (or two) that completely describes the nature of the activity. Provide necessary details such as date, duration, frequency (e.g. how often does it occur?), who was involved, etc. (Marks: 0 1 2 3 4 5)		
2. From your involvement in this extracurricular activity, what were two important learning experiences for you? (Marks: 0 1 2 3 4 5)		
3. What are the benefits of this extracurricular activity? (to the school, students, parents, Tongan society) (Marks: 0 1 2 3 4 5)		
4. What would you change in the activity so that the students benefit more from it? (Marks: 0 1 2 3 4 5)		
5. What concerns do you have about your host school using this extracurricular activity? (Marks: 0 1 2 3 4 5)		
6. What did you learn about your students by doing the extracurricular		

activity? (Marks: 0 1 2 3 4 5)		
7. From your involvement in the extracurricular activity, what did you learn about yourself as a: i) teacher? ii) person? (Marks: 0 1 2 3 4 5)		
MARK	0	

CLASS LEARNING PROFILE

The students who are in our classrooms are diverse in many respects. The purpose of this exercise is for you to:

1. Recognize the diverse kinds of learners in your class.
2. Better understand your teaching and the curriculum and how these could be improved so they effectively address the diverse learning needs of learners.

We believe that you can maximize your students' learning if you are aware of the subtle and varied combinations of strengths, needs, and interests that each student brings to your classroom.

TASK

1. IDENTIFY A CLASS: Identify a specific class to focus your study on (e.g. Form 1 Mathematics Option 2, or Form 2 English). You must use this same group of students for this activity during the whole duration of your school experience.
2. ANALYSE STUDENTS: In each day, select at least two (2) students to study. Get to know these students well by closely observing how they work in class, their characteristics, strengths, weaknesses (needs), and interests. You do this when you are meeting them for your lessons and also in your free time.

Use the table below as a format for your student profiles. A blank Student Profile form is also attached at the end of this document.

STUDENT PROFILE FORMAT

NAME OF STUDENT: _____ Gender: _____ Age: _____ Class: _____		
Curriculum area: _____ Description of activity: _____		
Target learning objectives/outcomes: _____		
Strengths <i>Examples:</i> 1. <i>Knows/remembers dates, names, definitions,</i> 2. <i>He's good with the computer- typing his</i>	Needs (weaknesses) <i>Examples:</i> 1. <i>Difficulty with vocabulary</i> 2. <i>Finds it difficult to organize information</i>	Interests and talents <i>Examples:</i> 1. <i>Keen musician.</i> 2. <i>Plays in the brass band.</i>

<i>assignment</i> 3. <i>She's good with evaluation</i>	3. <i>Doesn't get along well with other students</i>	3. <i>Likes painting, drawing</i>
---	--	-----------------------------------

By the end of your first week, you should have profiled at least ten (10) students (2 students/day x 5 days/week). Do this for the whole class.

3. CLASS LEARNING PROFILE: Group students' information into a class learning profile. This helps you to develop a 'big picture' of the class as a whole.

Use the format below for your class profile. There is also blank Class Learning Profile form attached at the end of this document.

CLASS LEARNING PROFILE FORMAT

CLASS: _____ Curriculum area: _____		
Target learning objectives/outcomes: _____		
<p>Strengths</p> <p><i>Examples:</i></p> <p><i>Sione:</i></p> <ul style="list-style-type: none"> • <i>Knows/remembers dates, names, definitions,</i> • <i>Good with names</i> • <i>Skilled with computer</i> <p><i>Mele:</i></p> <ul style="list-style-type: none"> • <i>Spells well</i> • <i>Friendly voice</i> • <i>Good people skills</i> • <i>Good with times-table</i> • <i>Designing</i> 	<p>Needs (weaknesses)</p> <p><i>Examples:</i></p> <p><i>Sione:</i></p> <ul style="list-style-type: none"> • <i>Difficulty with vocabulary</i> • <i>Finds it difficult to organize information</i> • <i>Doesn't get along well with other students</i> • <i>Untidy work</i> <p><i>Mele:</i></p> <ul style="list-style-type: none"> • <i>Loses interest easily</i> • <i>Time management</i> 	<p>Interests</p> <p><i>Examples:</i></p> <p><i>Sione:</i></p> <ul style="list-style-type: none"> • <i>Keen musician.</i> • <i>Plays in the brass band.</i> • <i>Likes painting, drawing</i> <p><i>Mele:</i></p> <ul style="list-style-type: none"> • <i>Reading (Fiction)</i> • <i>Painting</i> • <i>Fashion design</i>

4. REFLECT ON THE CLASS PROFILE: This class learning profile makes it easy for you to become aware of some important challenges that your students might have in their class or with the curriculum (learning materials, content, teaching, etc). This also helps to make you aware of important talents and interests of students that the curriculum doesn't help to promote.

Study the class profile carefully and write a **1000 - 1500 word** reflective essay that discusses your experiences in this activity. Use the following as guiding questions in your reflection.

- a. What are important challenges (needs) that your students encounter with the curriculum (lesson).
- b. Discuss strategies you can use to address one major type of learners' needs.
- c. What are important learner talents and interests that the curriculum doesn't help to encourage or promote?

There is a blank Reflection Form at the end of this document which you could use for your reflection.

STUDENT PROFILE

NAME OF STUDENT: _____ Gender: _____ Age: _____ Class: _____		
Curriculum area: _____ Description of activity: _____		
Target learning objectives/outcomes: _____		
Strengths	Needs (Weaknesses)	Interests and talents
NAME OF STUDENT: _____ Gender: _____ Age: _____ Class: _____		
Curriculum area: _____ Description of activity: _____		
Target learning objectives/outcomes: _____		
Strengths	Needs (Weaknesses)	Interests and talents

CLASS LEARNING PROFILE

CLASS: _____ Curriculum area: _____

Target learning objectives/outcomes: _____

Strengths

Needs (weaknesses)

Interests

REFLECTION

THE CLASS LEARNING PROFILE

Word limit: 1000 – 1500 words

Study the class profile carefully and write a **1000 - 1500 word** reflective essay that discusses your experiences in this activity. Use the following as guiding questions in your reflection.

- a. What are important challenges (needs) that your students encounter with the curriculum (lesson)?

b. Discuss strategies you can use to address one major type of learners' needs.

- c. What are important learner talents and interests that the curriculum doesn't help to encourage or promote?

TEACHING OBSERVATION FORM

Certificate in Teaching (Secondary)

Observation #:

Student-teacher's
name: _____

Name of school:

Level taught: _____ Subject:

Name of Associate
Teacher: _____

Date: _____ Time of class: _____
Duration: _____

LESSON PLANNING		GRADE					COMMENTS
		1	2	3	4	5	
Objectives/Outcomes appropriate)		(Tick ✓ where appropriate)					
1.	Precisely written						
2.	Relevant to target level						
3.	Linked to activities and assessment						
Teaching/Learning strategies							
1.	Engage students (student-centred)						
2.	Effectively addressing the lesson objectives						
3.	Variety						
Resources							
1.	Ready prior to lesson						
2.	Creative and effective use of materials						
3.	Relevant to lesson objectives						
LESSON IMPLEMENTATION		GRADE					
Lesson opening		1	2	3	4	5	
1.	Gains student's attention						
2.	Establishes lesson's relevance						
3.	Provides a clear outline of lesson						
Presentation							
1.	There is flow, and momentum						
2.	Maximum student involvement						

3.	Clear, well-paced instructions						
Questioning		1	2	3	4	5	
1.	Clear and concise						
2.	Encourages higher-order thinking						
3.	Well distributed						
Reinforcement and feedback		1	2	3	4	5	
1.	Monitors and gives assistance						
2.	Appropriate use of praise						
3.	Constructive use of students' responses						
Classroom management		1	2	3	4	5	
1.	Students were effectively kept on task						
2.	Routines were established and observed						
3.	Effective use of voice, gestures, space						
Assessment		1	2	3	4	5	
1.	Assessment is well-designed (relevant to objectives, appropriate for level)						
2.	There is variety to address learner diversity (more than one type of assessment)						
3.							
Conclusion and closure		1	2	3	4	5	
1.	Timely and organised						
2.	Thoroughly checks students' attainment of learning						

	objectives						
3.	Lesson objectives are attained						

OTHER COMMENTS: (Please be specific)

	OVERALL EVALUATION: (Please circle one)
5 =	Student EXCEEDS expectations
4 =	Student REACHES expectations
3 =	Student APPROACHES expectations
2 =	Student DEVELOPS expectations
1 =	Students LACKS significant aspects of good teaching

Name of observer: _____ Signature _____

ASSOCIATE TEACHER'S REPORT

(adapted from the TIOE School Experience handbook, pages 22-23)

Name of student-teacher: _____ Name of associate teacher: _____

Name of school: _____ Name of school Principal: _____

Level(s) taught: _____

INSTRUCTIONS

- *Please comment on the following (necessary details will help us make informed decisions about the student-teacher's progress).*
- *Please write your signature in the space provided at the end of this form.*

Part A: Associate teacher's overall impression of the student-teacher's progress.

1. Relationship with students (e.g. interaction, individual support, etc)

2. Planning and preparation

3. Assessment (both formative and summative).

4. Teaching techniques (types and variety).

5. Classroom management and discipline

6. Knowledge of subject content.

7. Attendance and punctuality.

8. Professional relationship with Associate teacher, other teachers, principal and other staff.

Part B: Associate teacher's summary of School experience

1. Student-teacher's strengths and weaknesses

2. Student-teacher's accomplishments.

ASSOCIATE TEACHER'S SIGNATURE: _____

PRINCIPAL'S COMMENTS:

PRINCIPAL'S SIGNATURE: _____

MARKING CRITERIA FOR PRACTICUM FOLDER

CRITERIA and MARKS	Total mark
<p>1. Whole-class teaching (5 marks)</p> <ul style="list-style-type: none"> • has undertaken whole-class teaching 5 or more lessons • five (or more) whole-class teachings have been observed and evaluated • two more assessors had observed and provided feedback on teaching. • average rating of whole-class teaching by assessors is between 4-5. 	5 4 3 2 1 0
<p>2. Reflection on whole-class teaching and evaluation (5 marks)</p> <ul style="list-style-type: none"> • demonstrate a willingness to grow in the profession • demonstrates awareness of specific areas to improve • demonstrates of how to further improve practice 	5 4 3 2 1 0
<p>3. Involvement in extracurricular activities (5 marks)</p> <ul style="list-style-type: none"> • student was involved in the administration of extracurricular activities • two or more kinds has been clearly described • demonstrates thorough knowledge of and experience with the curricular activities 	5 4 3 2 1 0
<p>4. Reflection on extracurricular involvement (5 marks)</p> <ul style="list-style-type: none"> • a thorough understanding of the extracurricular activity and how it is administered in the school. • demonstrates a critical understanding of the roles of extracurricular activity in the school • has understanding about how extracurricular activities could be improved 	5 4 3 2 1 0
<p>5. Class profiling activity (5 marks)</p> <ul style="list-style-type: none"> • Individual students have been neatly profiled • a effective system used to analyse individual students' profiles • Class profile clearly show different students learning styles 	5 4 3 2 1 0
<p>6. Reflection on Class profiling activity (5 marks)</p> <ul style="list-style-type: none"> • Demonstrates a high sensitivity to learner diversity. • Recognizes the need to nurture the diversity of abilities that different students have • Demonstrates a clear understanding of how to diversify instruction to cater for diversity of learning styles, personalities, and needs. 	5 4 3 2 1 0
<p>7. Presentation and Documentation (5 marks)</p> <ul style="list-style-type: none"> • Detailed table of content (with section/subsection titles, page numbers) • Pages are numbered • Timely, accurate documentation of activities using required forms and documents. 	5 4 3 2 1 0

SAMPLE OF ADVISORY VISIT TIMETABLE

FIRST ADVISORY VISIT

	LAST NAME, First name	School	Teaching Area(s)	School	Time	Advisor
1	Hapa, Sione	Apifo'ou College	Music	Apifo'ou		Vilimaka
2	Kolo, Soane	Apifoou college	Agrn, Sci, Maths	Apifo'ou	Thurs 9, 11:30am	Vilimaka
3	Latu, Tuiaki	Apifoou college	Sci, Maths, Eng.	Apifo'ou	Thurs 9	Vilimaka
4	Manu, Seini	SJCC Hp	Eng, Comp	Apifo'ou	Fri 10	Vilimaka
5	Tausinga, Malia Nasaleti	Apifoou college	HE, Design Tech.	Apifo'ou	Thurs 9	Vilimaka
6	Tongotea, Lu'isa	SJCC Hp	Acc, Eco	Apifo'ou		Vilimaka
7	Kava, andrew	Lavengamalie college	math, science, tonga	Lavengamalie	Thurs 9, 9:20am	Vilimaka
8	Lamipeti, Lepa	Lavengamalie Hp	Eng, Tonga	Lavengamalie	Thurs 9, 10:10am	Vilimaka
9	Fanguna, Alalea	Liahona High School	Band	Liahona		Mo'ale and Kevin
10	Teputepu, Alipate	Liahona High School	Drafting	Liahona		Mo'ale and Kevin
11	Tu'ifua, Lolomana'ia	Liahona High School	Design Tech/Welding	Liahona		Mo'ale and Kevin
12	Uluilakepa, Mo'ale	Liahona	Automotive	Liahona		Mo'ale and Kevin
13	Hausia, Sesilia	St. Andrew High School	Agrn, Science	St. Andrews	Fri 10, 12:10pm	Vilimaka
14	Te'ekiu, Hingano	St. Andrew High School	Design Tech	St. Andrews	Fri 10, 10:45am	Vilimaka
15	Ma'u, Simone	Liahona High School	Wood /d-Tech	Tailulu	Wed 8, 2:20pm	Mo'ale and Kevin
16	Api, 'Amanaki Lelei	Tailulu College, Vv	Agri, Sci, Tala o Tonga	Tailulu	Thurs 9, 11:40am	Mo'ale and Kevin
17	Fonua, Tevita	Tailulu Tbu	Music, Ind	Tailulu	Thurs 9, 10:20am	Mo'ale and Kevin
18	Talanoa, Luseane	Tailulu College, Vv	Commerce	Tailulu	Wed 8. 2:20pm	Seu'ula
19	Utumoengalu, Sione Fatu	Tailulu Hp	Music, Ind	Tailulu	Wed 8, 10:00am	Seu'ula
20	Ala, Fane	Tailulu Hp	Accounting	Tailulu		Seu'ula
21	Mo'unga, Paea	Tailulu College, Vv	English, Computer	Tailulu	Wed 8, 11:10am	Seu'ula
22	Naufahu 'Atana, 'Akanete	Takuilau College	Accounting	Takuilau		Vilimaka

SECOND ADVISORY VISIT

Date: 20 - 23 Aug 2012

	LAST NAME, First name	School	IOE Advisor	Date	Time (Subject)
1	Manu, Seini	Apifo'ou	Vilimaka	Mon 20 Aug	9:00am (p1) (HomeEc)
2	Api, 'Amanaki Lelei	Tailulu	Masasso	Mon 20 Aug	10:50am (p3) F3 Agr
3	Utumoengalu, Sione Fatu	Tailulu	Vilimaka	Mon 20 Aug	1:30pm (p5) F3 Music
4	Latu, Tuiaki	Apifo'ou	Seu'ula	Mon 20 Aug	2:00pm (p5) (English)
5	Ma'u, Simione	Tailulu	Vilimaka	Mon 20 Aug	2:20pm (p6) F3 Ind Arts
6	Mo'unga, Paea	Tailulu	Masasso	Tue 21 Aug	9:10am (p1) F3 Eng
7	Kolo, Soane	Apifo'ou	Vilimaka	Tue 21 Aug	10:00am (p2) F3 Maths
8	Fonua, Tevita	Tailulu	Masasso	Tue 21 Aug	10:20am (p3) F3 Mus
9	Te'ekiu, Hingano	St. Andrews	Kevin	Tue 21 Aug	10:45am (HomeEc)
10	Talanoa, Luseane	Tailulu	Vilimaka	Tue 21 Aug	11:40am (p4) F3 Comm
11	Ala, Fane	Tailulu	Vilimaka	Tue 21 Aug	12:20pm (p5) F4 Acc
12	Hausia, Sesilia	St. Andrews	Kevin	Tue 21 Aug	12:45pm (Agri)
13	Manu, Seini	Apifo'ou	Vilimaka	Re-sched Tue 21 Aug	2pm (HomeEc)
14	Tausinga, Malia Nasaleti	Apifo'ou	Seu'ula	Wed 22 Aug	9:00am (p1), F3 HomeEco
15	Tu'ifua, Lolomana'ia	Liahona	Vilimaka	Wed 22 Aug	9:00am-9:55am (MechEngin)
16	Fanguna, Alalea	Liahona	Vilimaka	Wed 22 Aug	10:00am - 10:55am (Music)
17	Tongotea, Lu'isa	Apifo'ou	Seu'ula	Wed 22 Aug	11:00am (p3) F4 Opt 1 Eco

18	Hapa, Sione	Apifo'ou	Kevin	Wed 22 Aug	11:00am (p3) F4 Opt 1 Mus
19	Uluilakepa, Mo'ale	Liahona	Vilimaka	Wed 22 Aug	1:35pm - 2:30pm (Engin)
20	Teputepu, Alipate	Liahona	Vilimaka	Wed 22 Aug	2:35pm - 3:30pm (Drafting)
21	Kava, andrew	Lavengamalie	Kevin	Thurs 23 Aug	9:20am - 10:10 (F3 Maths)
22	Lamipeti, Lepa	Lavengamalie	Kevin	Thurs 23 Aug	10:10am - 11:00 (F3 Geo)
23	Naufahu 'Atana, 'Akanete	Takuilau	Vilimaka	Thurs 23 Aug	2:10pm (F5 Acc)
24	Latu, Tuiaki	Apifo'ou	Vilimaka	Re-sched Thur 23 Aug	10:00am (p.2) F4A Eng

REFERENCES

1. Teaching every student (TES) webpage. (2002-2021). *UDL profile maker*. Retrieved July 15, 2012, from <http://www.cast.org/teachingeverystudent/>
2. Tonga Institute of Education. (n.d.). *School experience handbook*. TIOE.
3. Grand Canyon University. (2011). *Practicum/Field experience manual*. Arizona: Grand Canyon University.