

**Report of Student Learning and Achievement
Concordia University Irvine
School of Education – Teacher Credential Program**

For Academic Year:	2024-2025
---------------------------	-----------

School of Education Mission

Teacher Credential Program Purpose

The School of Education mission is to prepare servant leaders who transform lives through innovative and exceptional educational practices to positively impact local and global communities.

The Teacher Credential Programs prepare multiple and single subject and special education teacher candidates who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners.

Program Learning Outcomes (PLOs)

- | |
|---|
| <p>1. The teacher candidate plans and delivers instruction. The teacher candidate plans and delivers engaging, developmentally appropriate instruction based on the California Content Standards. The teacher candidate incorporates a variety of teaching strategies and resources to make the subject matter accessible and engaging to the needs of diverse students.</p> |
| <p>2. The teacher candidate uses assessment for a variety of purposes. The teacher candidate designs and interprets a variety of assessments, and also uses assessment data to plan instruction, monitor instruction, design and monitor the classroom environment, learn about and place students. In addition, the teacher candidate uses reflective practice as a means of self-assessment.</p> |
| <p>3. The teacher candidate provides a supportive learning environment. The teacher candidate creates a positive social environment and a safe and welcoming physical environment that supports learning for all students. The teacher candidate uses instructional time wisely and efficiently.</p> |
| <p>4. The teacher candidate models a servant-leadership lifestyle. The teacher candidate models servant-leadership; exhibits a professional attitude; and communicates effectively with students, families and school personnel. The teacher candidate is aware of and carries out legal and ethical responsibilities.</p> |

Program Assessment Overview

ULO: Systematic Inquiry

Systematic Inquiry: Students explain a problem, articulate a (hypo)thesis, investigate using appropriate sources, analyze the information, and craft logical conclusions and creative solutions to the problem.

Aligns with Teacher Credential

PLO 1: Plan and Deliver Instruction The teacher candidate plans and delivers engaging, developmentally appropriate instruction based on the California Content Standards. The teacher candidate incorporates a variety of teaching strategies and resources to make the subject matter accessible and engaging to the needs of diverse students.

Note: All measures below assess PLO 1.

Part	Assignment /Measure	Course	# of Students assessed	Expected Standard*
Measure 1 (Direct)	Review of Fall 2024 CalTPA Scores Cal TPA Rubrics 1.1, 1.6, 2.4	NA	38 Students	80% of the Candidates will score a 3 or better on each rubric
Measure 2 (Direct and Indirect)	Review of ST-9 Student Teaching Evaluations ST-9 Student, (Indirect) ST-9 Mentor Teacher (Direct) ST-9 University Sup (Direct)	Student Teaching	15 Students 15 Mentor Teachers 15 University Sups	80% of the Candidates will score a 4 (Strong) in each category
Measure 3 (Direct and Indirect)	Review of CTC 23-24 Surveys (Select Questions) Completer (Indirect) Mentor Teacher (Direct-ish)	NA	MS Students=19 SS Students=33 EDSP Students=9 Mentor Teacher=37	80% of Candidates and Mentor Teachers will respond with a rating of 4 or 5 to the prompts
Measure 4 (Indirect)	2024 Exit Survey	NA	73 Completers	80% of graduates will report that our program helped them to achieve this PLO

Program Assessment Results

Question 1: How well do our candidates' learning goals connect with their students' prior knowledge? Results from the four measures below indicate that the answer to this question is Very Well!! On all four measures, students met or exceeded expectations. Of the three areas reviewed, this was our **strongest** with high average Cal TPA rubric scores and high marks from Mentor Teachers and University supervisors.

CalTPA: Rubric 1.1 How does the candidate's proposed grade-level appropriate content-specific learning goal(s) of the lesson connect with students' prior knowledge?...	MET n=38 The overall average rubric score was 3.03. MS students scored an average of 2.82 SS students scored an average of 3.17 EDSP students scored an average of 3.67
ST-9 Student, Mentor Teacher, University Supervisor A1 Applies knowledge of students' backgrounds, interests and learning needs to design and implement instruction	MET n=15 100% of Students, Mentors and Univ Sups rated our students as Proficient or Strong in this area 80% rated Strong; 20% rated Proficient
Completer Survey Q2/ Mentor Teacher Survey Q4: Connect classroom learning to the real world	MET MS=19, SS=33, EDSP=9, MT=37 100% of MS students, 88% of SS students and 89% of EDSP students reported that our program prepared them Well or Very Well for this task. 84% of Mentor Teachers reported the same.
Exit Survey	MET n=73 97% of completers agreed or strongly agreed that the Teacher Credential program contributed to their ability to conduct Plan and Deliver Instruction!

Question 2: How well do our candidates actively engage students in learning and monitor/ informally assess their understanding? Results from the four measures below indicate that the answer to this question is Mostly Well! Students met or exceeded expectations on two of the four measures (ST-9 at 100% and Exit Survey at 97%) and had mixed results on CalTPA scores and Completer Surveys. It should be noted that while the target for the average Cal TPA rubric score (3) was not met overall, EDSP candidates exceeded it, and MS students were just a smidge low. It also should be noted that while all candidates self-reported that they felt good about their preparation for this task on the Completer survey, the Mentor Teachers were not fully in agreement.

CalTPA: Rubric 1.6 How does the candidate actively engage students in deep learning of content, monitor/ informally assess their understanding, and explain to students next steps for content learning?	Not MET n=38 The overall average rubric score was 2.87. MS students scored an average of 2.85 SS students scored an average of 2.75 EDSP students scored an average of 3.33
ST-9 Student, Mentor Teacher, University Supervisor A4 Monitors student learning and adjusts instruction while teaching	MET n=15 100% of Students, Mentors and Univ Sups rated our students as Proficient or Strong in this area 89% rated Strong; 11% rated Proficient
Completer Survey Q17/ Mentor Teacher Survey Q9a: Evaluate the effects of actions on student learning and modify plans accordingly	Mixed MS=19, SS=33, EDSP=9, MT=37 90% of MS students, 91% of SS students and 100% of EDSP students reported that our program prepared them Well or Very Well for this task. MET 70% of Mentor Teachers reported the same. Not MET
Exit Survey	MET n=73 97% of completers agreed or strongly agreed that the Teacher Credential program contributed to their ability to conduct Plan and Deliver Instruction!

Question 3: How well do our candidates incorporate educational technology (digital/virtual tools and resources) in their lessons? Results from the four measures below indicate that the answer to this question is Fairly Well but there is room for improvement. Of the three areas reviewed, this was the **weakest**. Students met or exceeded expectations on two of the four measures (ST-9 at 100% and Exit Survey at 97%) and had mixed results on CalTPA scores and Completer Surveys. In this area our students posted the lowest overall average Cal TPA rubric score (2.68) with no group scoring a 3 or higher. It also should be noted that while all candidates met expectations, self-reporting on the CTC survey, their responses were not as strong as in the other two areas.

CalTPA: Rubric 2.4 How does the candidate incorporate educational technology (digital/virtual tools and resources) to provide opportunities for students to use these tools and resources to enhance, improve, and/or demonstrate knowledge, skills...	Not MET n=38 The overall average rubric score was 2.68. MS students scored an average of 2.80 SS students scored an average of 2.75 EDSP students scored an average of 3.67
ST-9 Student, Mentor Teacher, University Supervisor A7 Demonstrates integration of technology in teaching and promotes digital citizenship; C5 Provides access to the curriculum for all students by integrating instructional supports and strategies such as technology, MTSS, UDL, modifications and adaptations to support learning	MET n=15 A7: 100% of Students, Mentors and Univ Sups rated our students as Proficient or Strong in this area 89% rated our students Strong; 11% Proficient C5: 100% of Students, Mentors and Univ Sups rated our students as Proficient or Strong in this area 76% rated our students Strong; 34% Proficient
Completer Survey Q13/ Mentor Teacher Survey Q7b: Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students	Mixed (But close!) MS=19, SS=33, EDSP=9, MT=37 84% of MS students, 85% of SS students and 100% of EDSP students reported that our program prepared them Well or Very Well for this task. MET 78% of Mentor Teachers reported the same. Not MET
Exit Survey	MET n=73

	97% of completers agreed or strongly agreed that the Teacher Credential program contributed to their ability to conduct Plan and Deliver Instruction!
--	--

Summary of Program Assessment Findings
Teacher Credential Assessment Overview As of the Spring 2025 Census, there are 186 Teacher Credential students: 95 Post Baccalaureate and 91 Undergraduate. The SOE considers students who have completed all <i>coursework</i> to have completed 50% of the program. The number of students who have completed coursework and are either currently in or about to start Student Teaching is 164. This assessment consists of four parts and includes data from 225 students (current and alumni). Because the artifacts are anonymized before review, it is not possible to say with certainty how many distinct individuals the 225 represent; however, based on dates, the researcher estimates that data from 172 unique individuals is included in this assessment. This is 105% of the current student population who have completed 50% or more of their program. <i>As with prior APLO reports, the Teacher Credential program seeks to fulfill both CTC and WSCUC assessment and reporting requirements in this report.</i>

Program Proposed Course of Action for Improvement in Learning Outcomes	
Recommendation Should be specific & measurable	Intended Outcome Rationale/purpose
Create Professional Development materials for mentor teachers that provide basic information about the TPA Cycles 1 & 2.	Our Mentor teachers can support our candidates better if they have a better understanding of the Cycles. Materials can include infographics and videos, and can be shared at the first meeting and made available for use throughout the term.
Enhance opportunities for instructor modeling and student practice of technology integration in courses.	Candidates will have more exposure to using technology in the classroom.
Update ST-9 Forms.	The forms use outdated language and are not digitized. Updating the form will allow us to use and assess them more efficiently