

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

For Academic Year:	2025-2026
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School of Education Mission

Teacher Credential Program Purpose

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

The credential programs prepare multiple subject, single subject, and education specialist teacher candidates who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners. Concordia University Irvine's programs are state-approved and lead to preliminary California multiple (elementary), single subject (secondary), and education specialist (EDSP) credentials.

Program Learning Outcomes (PLOs)

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| 1. The teacher candidate plans and delivers instruction. The teacher candidate plans and delivers engaging, developmentally appropriate instruction based on the approved California teaching 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. |
| 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, and learn about and place students. In addition, the teacher candidate uses reflective practice as a means of self-assessment. |
| 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. |
| 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. |

Program Assessment Overview

Aligns with ULO: Written Communication / Oral Communication

PLO 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.

Answering 2 questions:

Are our candidates providing a supportive learning environment?

Do our candidates use instructional time wisely and efficiently?

Part	Assignment / Measure	Course	# of Students Assessed	Expected Standard
1	TC Exit Survey (PLO 3) (Indirect)	NA	64	80% of graduates will report that our program helped them to achieve this PLO
2	Cal TPA Rubrics 1.4, 1.5, 1.6 (Direct Measure)	Student Teaching	133	80% of the Candidates will score a 3 or better on each rubric
3	ST-9 (Direct & Indirect Measure)	Student Teaching	26	80% of the Candidates will score a 4 (Strong) in each category
4	CTC Completer (Indirect) and Mentor Teacher (Direct-ish) Surveys	NA	56	80% of completers will report Agree or Strongly Agree with survey questions

Program Assessment Results

Measure 1: TC Exit Survey 2025

Overall 96% of completers agreed or strongly agreed that the Teacher Credential program contributed to their ability to provide a supportive learning environment.

100% of MS

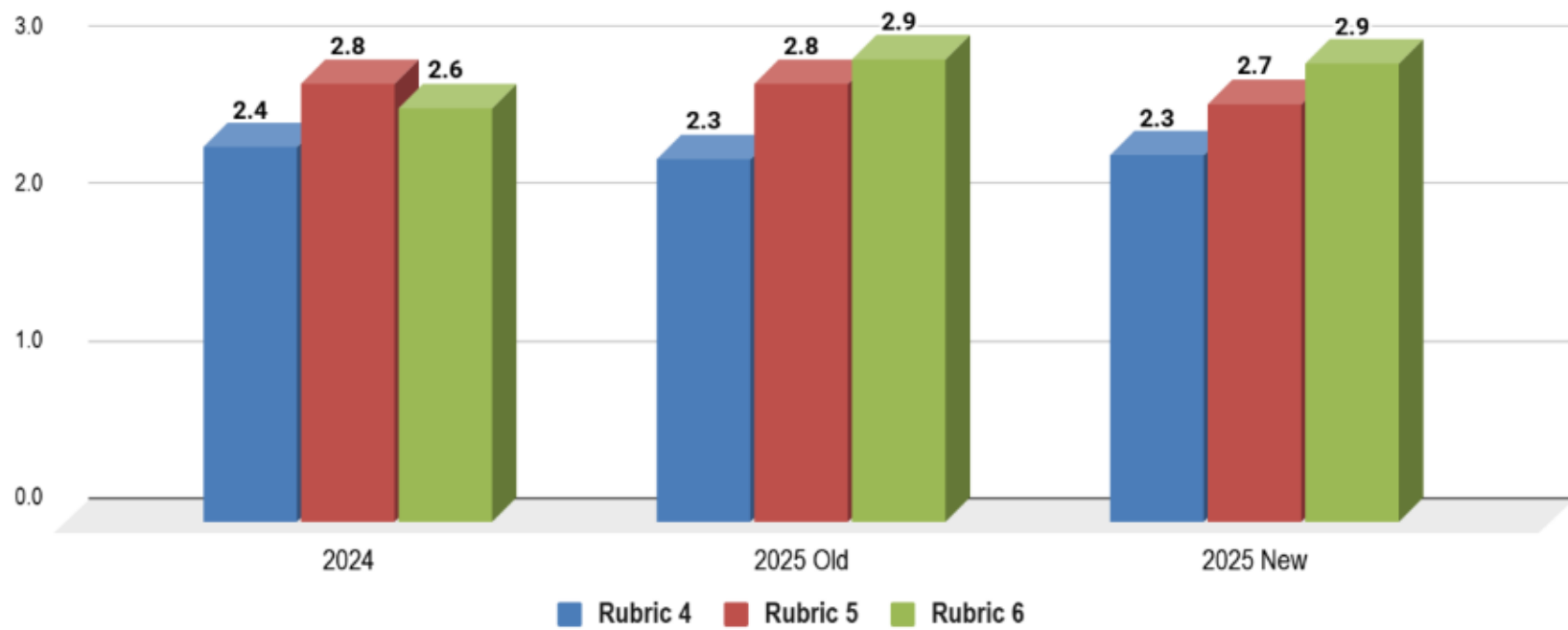
90% of SS

100% of EDSP

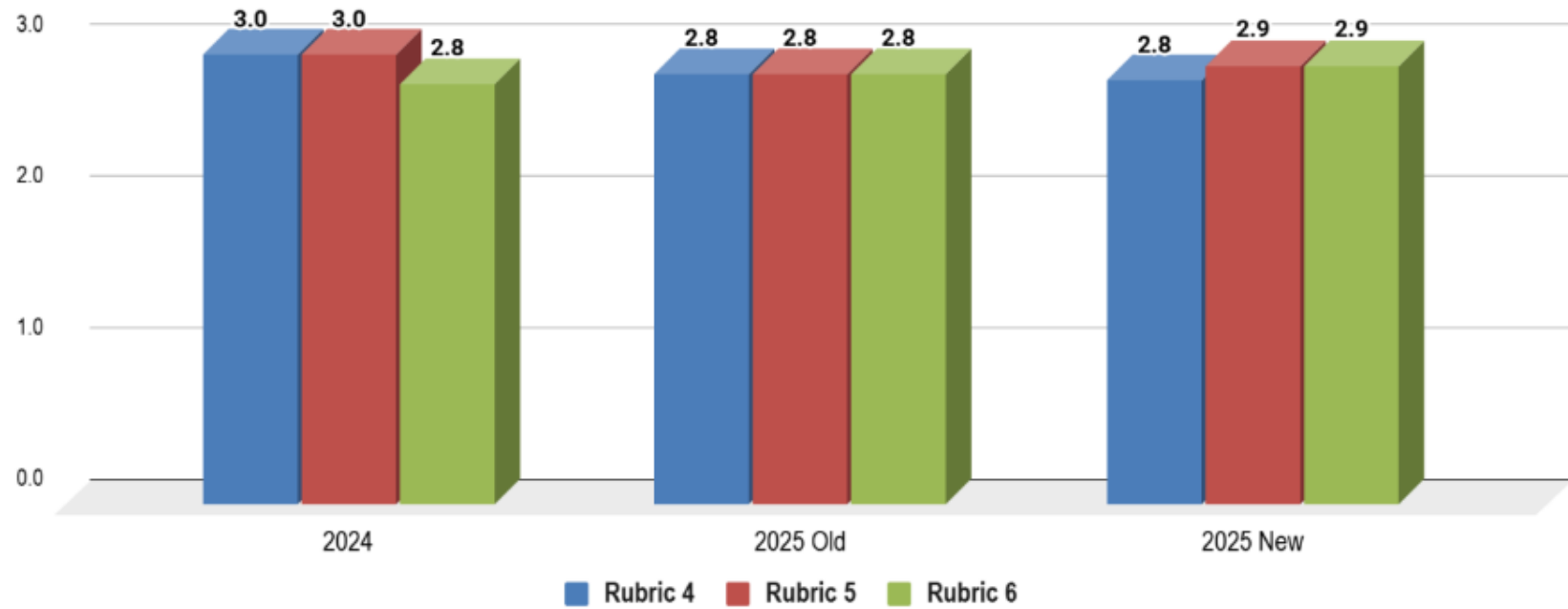
100% of Dual

Teacher Credential, n=64					
PLO 3: The teacher candidate provides a supportive learning environment.					
	Spring 25	Summer 25	Fall 25	Total	Percent
Strongly Disagree	0	0	1	1	2%
Disagree	0	0	1	1	2%
Agree	7	0	8	15	23%
Strongly Agree	26	0	21	47	73%
				64	96%

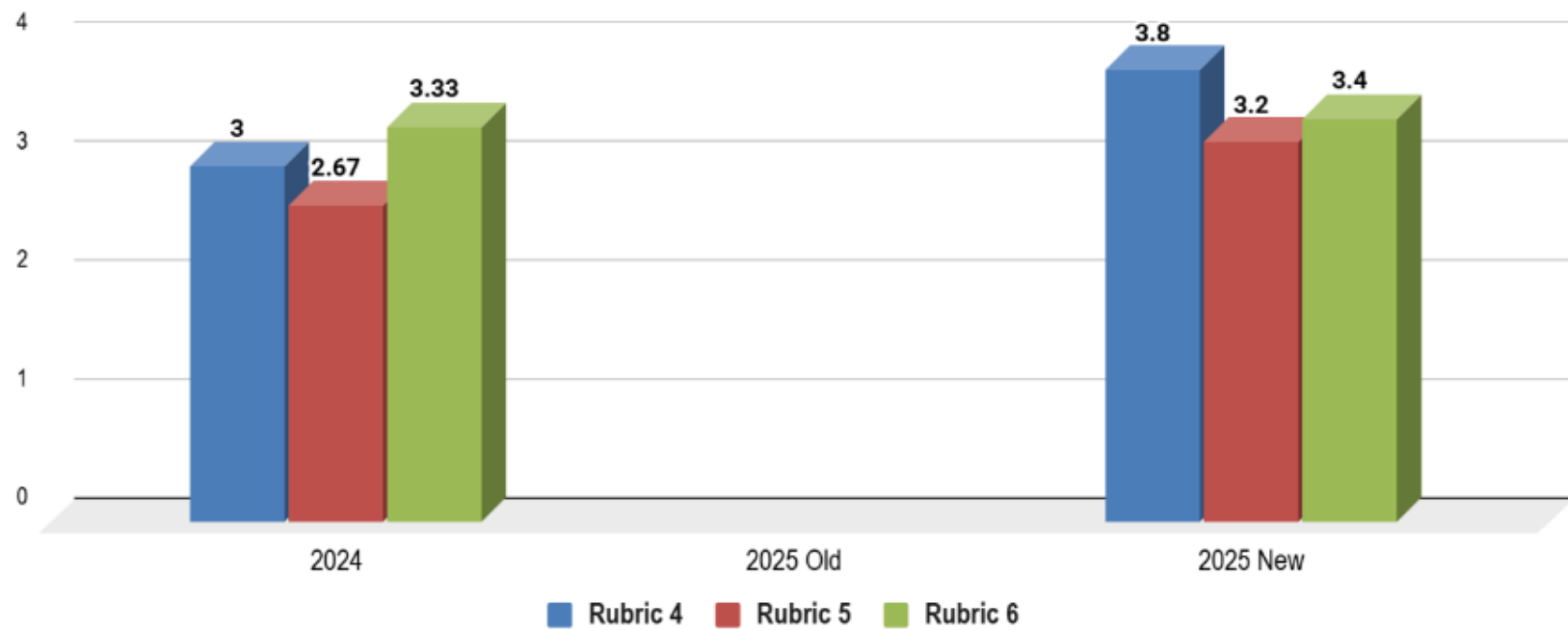
MS_Cycle 1, Rubrics 4,5,6



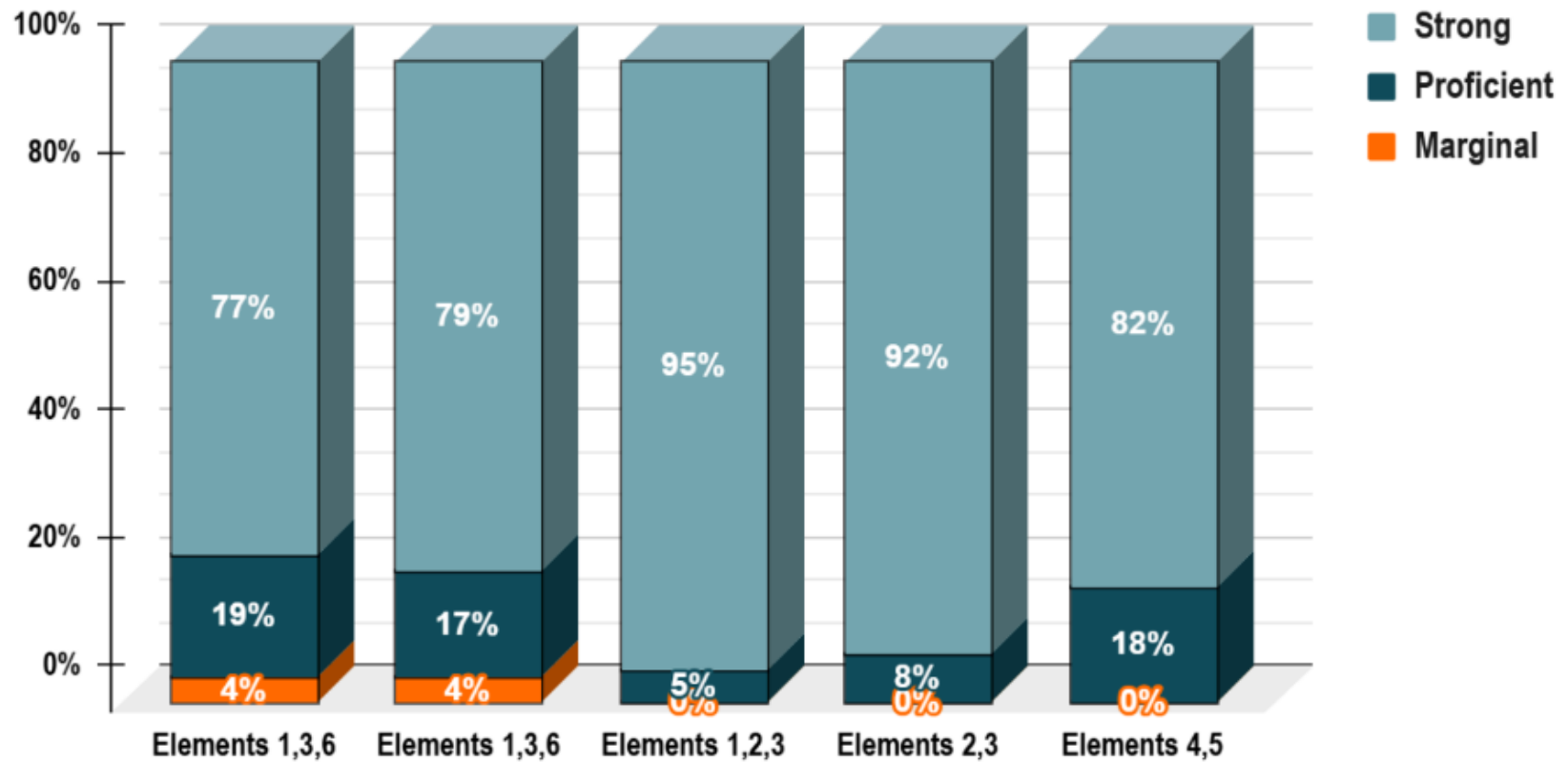
SS_Cycle 1, Rubrics 4,5,6



EDSP_Cycle 1, Rubrics 4,5,6

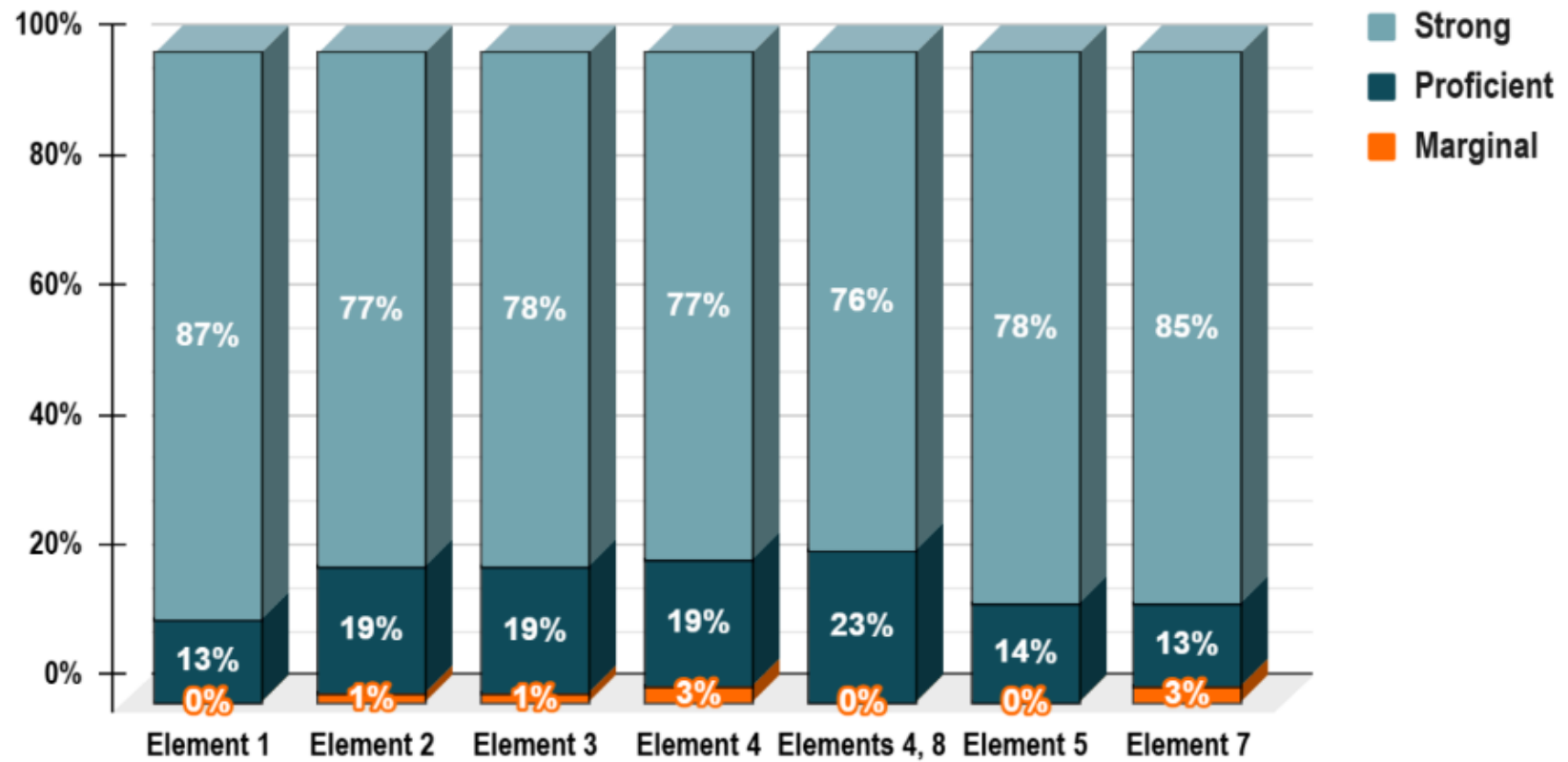


TPE 2 Average Score n=26



Fall 2025, ST-9 All Participants

TPE 4 Average Score n=26



Fall 2025, ST-9 All Participants

2024-2025 Completer Survey Questions addressing TPE 2 % of completers reporting that our program prepared them Well or Very Well; % of Mentor Teachers who concurred.	MS n=23	SS n=21	EDSP n=12	Mentor n=31
6. (MS/SS/EDSP) Engage students in cooperative group work as well as independent learning 5b. (Mentor) Create a productive learning environment with high expectations for all students (TPE 2.1, 2.2)	96%	95%	92%	77%
7. (MS/SS/EDSP) Establish and maintain a safe and respectful learning environment for all students 5a. (Mentor) Establish and maintain a safe and respectful learning environment for all students (TPE 2.2, 2.3)	96%	95%	100%	81%
8. (MS/SS/EDSP) Create a productive learning environment with high expectations for all students 5b. Create a productive learning environment with high expectations for all students (TPE 2.5, 2.6)	96%	91%	100%	77%
EDSP Only				
9. (EDSP) Prevent behavior problems by intervening early using strategies matched to student's current learning and behavior level (TPE 2.1)			92%	

2024-2025 Completer Survey Questions addressing TPE 4 % of completers reporting that our program prepared them Well or Very Well; % of Mentor Teachers who concurred.	MS n=23	SS n=21	EDSP n=12	Mentor n=31
12.(MS/SS/EDSP) Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development 7a (Mentor) Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development (4.1)	87%	90%	92%	71%
13. (MS/SS/EDSP)Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students 7b (Mentor) Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students (4.4)	87%	95%	92%	71%
EDSP Only				
16 (EDSP) Develop IFSP/IEP goals and objectives that are measurable and obtainable (4.4)			100%	
17 (EDSP)Plan for instruction by incorporating all relevant IFSP/IEP behavior and academic information (4.4)			92%	
18 (EDSP) Ensure students with exceptionalities receive appropriate instruction and support within the least restrictive environment (4.4)			92%	

Summary of Program Assessment Findings

TPE 2: Creating a Supportive Learning Environment

Overall Performance Pattern: Candidates show strong performance in creating supportive learning environments, with particularly high marks from student teaching evaluations and self-reports, though CalTPA results reveal program-specific areas for growth.

Direct Performance Assessment (ST-9): ST-9 performance evaluations completed at the end of student teaching showed excellent results. On TPE 2 elements, student self-ratings averaged 3.7-4.0 out of 4.0, with cooperating teachers rating students similarly (3.6-3.9) and university supervisors providing comparable scores (3.8-4.0). Notably, students rated themselves highest on TPE 2 Elements 1, 2, 3 (creating positive social environments) at a perfect 4.0, with cooperating teachers (3.9) and university supervisors (4.0) concurring with this strong performance. This alignment across all three rater groups provides strong evidence that candidates are successfully creating supportive, positive learning environments in their daily teaching practice.

Self-Reported Confidence: Candidates' confidence levels aligned with their observed performance. On the Exit Survey, 96% of completers agreed or strongly agreed that the program prepared them to provide a supportive learning environment, with 100% of MS, EDSP, and Dual credential completers and 90% of SS completers reporting confidence. The CTC Completer Survey reinforced this strong self-perception, with 91-100% of completers across all programs reporting they felt "Well or Very Well" prepared to:

- Engage students in cooperative and independent learning (96% MS, 95% SS, 92% EDSP)
 - Establish and maintain safe and respectful learning environments (96% MS, 95% SS, 100% EDSP)
 - Create productive learning environments with high expectations (96% MS, 91% SS, 100% EDSP)
- EDSP candidates also reported 92% confidence in preventing behavior problems through early intervention.

State Performance Assessment (CalTPA): CalTPA results for TPE 2 showed significant variation by program. TPE 2 elements are assessed across three rubrics:

- Rubric 1.4 assesses TPE 2 Elements 2.1, 2.2, 2.3, 2.4 (promoting students' social-emotional growth, creating physical and social environments, establishing and maintaining learning expectations, and using instructional time effectively)
- Rubric 1.5 assesses TPE 2 Elements 2.2, 2.3, 2.5, 2.6 (creating physical and social environments, establishing expectations, developing positive relationships, and supporting students' development as self-directed learners)
- Rubric 1.6 assesses TPE 2 Element 2.5 (developing positive relationships with students and families) Multiple Subject (MS) candidates scored below the 3.0 target on all three rubrics addressing TPE 2, Single Subject (SS) candidates met the target on all TPE 2 rubrics, and Education Specialist (EDSP) candidates exceeded targets on all TPE 2 Rubrics.

TPE 4: Planning Instruction and Using Time Wisely

Overall Performance Pattern: Candidates demonstrate solid performance in planning instruction and using time wisely, though this area shows slightly more variability than TPE 2 and represents an area for continued growth across all Programs.

Direct Performance Assessment (ST-9): ST-9 evaluations for TPE 4 showed strong but slightly more varied performance compared to TPE 2. Student self-ratings on TPE 4 elements ranged from 3.7-3.9 out of 4.0, with cooperating teachers rating students 3.5-3.8 and university supervisors rating 3.5-3.9. The lowest scores across all three rater groups appeared on TPE 4 Element 5 (using and adapting resources, technologies, and standards-aligned instructional materials), where students rated themselves 3.7, while cooperating teachers and university supervisors both rated students 3.5. The highest TPE 4 scores appeared on Element 1 (planning instruction that incorporates appropriate strategies), where students rated themselves 3.9, cooperating teachers 3.8, and university supervisors 3.9. While these scores remain strong, the slightly lower ratings—particularly from cooperating teachers and university supervisors on Element 5—suggest room for growth in resource selection and technology integration.

Self-Reported Confidence: Completers showed strong confidence in planning and adapting instruction, though slightly lower than TPE 2 in some areas. On the CTC Completer Survey, 87-95% reported feeling "Well or Very Well" prepared to:

- Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development (87% MS, 90% SS, 92% EDSP)
- Plan and adapt instruction incorporating appropriate strategies, resources, and technologies (87% MS, 95% SS, 92% EDSP)

EDSP candidates reported exceptionally high confidence in specialized planning skills, with 100% feeling well-prepared to develop measurable IFSP/IEP goals and 92% confident in planning instruction incorporating IFSP/IEP information and ensuring appropriate instruction in the least restrictive environment.

State Performance Assessment (CalTPA): CalTPA results for TPE 4 mirrored the TPE 2 pattern, with significant program-level variation. TPE 4 elements are assessed across the same three rubrics:

- Rubric 1.4 assesses TPE 4 Elements 4.1, 4.2, 4.4 (locating and applying information about students, understanding and organizing subject matter, and planning instruction that incorporates appropriate strategies)
- Rubric 1.5 assesses TPE 4 Element 4.4 (planning instruction with appropriate strategies)
- Rubric 1.6 assesses TPE 4 Element 4.4 (planning instruction with appropriate strategies)

Multiple Subject (MS) candidates scored below the 3.0 target on all three rubrics addressing TPE 4, Single Subject (SS) candidates met the target on all TPE 4 rubrics, and Education Specialist (EDSP) candidates exceeded targets on all TPE 4 Rubrics.

Synthesis and Program-Level Analysis

The assessment data demonstrate that the program successfully prepares candidates to provide supportive learning environments, while identifying specific areas for continued refinement in pacing and instructional time management. However, the data reveal a disconnect between Multiple Subject candidates' strong daily teaching performance (ST-9) and their CalTPA scores, while Single Subject and EDSP candidates show alignment across all three measures.

Multiple Subject Candidates: The gap is notable. While 96-100% report feeling well-prepared on surveys and earn strong ST-9 scores (3.6-4.0 out of 4.0) from both cooperating teachers and university supervisors who observe them teaching in authentic classroom contexts, their CalTPA scores fall below the 3.0 target across all rubrics for both TPE 2 and TPE 4. Given that the ST-9 represents the most authentic measure of actual teaching ability, capturing sustained performance over time without the confounding factors of performance anxiety, technical challenges, or platform

navigation issues, this disconnect suggests MS candidates are struggling with the components of the CalTPA itself rather than with actual teaching performance. The consistently low Rubric 1.4 scores (2.3-2.4) are particularly telling, this may be an area where MS candidates may need additional support in translating their teaching practice into the specific format CalTPA requires.

Single Subject and Education Specialist Candidates: For these programs, the three data sources tell a more consistent story. High self-reported confidence (87-100%) is validated by strong ST-9 performance (3.5-4.0) and CalTPA scores that meet or exceed the 3.0 target. EDSP candidates demonstrate exceptional performance across all measures, likely reflecting the program's intensive focus on differentiation, individualized planning, and creating supportive environments for diverse learners. These candidates appear equally capable of demonstrating their teaching competence through daily practice and the CalTPA assessment format.

Areas of Concern and Proposed Solutions

MS CalTPA Performance Gap: Multiple Subject candidates demonstrate strong teaching performance in authentic classroom settings (ST-9 scores: 3.6-4.0) and high self-reported confidence (96-100%), yet score below the 3.0 target on all CalTPA rubrics for TPE 2 and TPE 4. This disconnect suggests candidates struggle with the CalTPA assessment format and documentation requirements rather than actual teaching competence.

Cooperating Teacher Rating Discrepancies: A significant gap emerged in cooperating teacher ratings over time. The ST-9 evaluations completed at the end of student teaching showed cooperating teachers giving high marks (3.6-3.9) that aligned closely with student self-assessments and university supervisor ratings. However, the CTC Mentor Teacher Survey which is administered some months after field work has ended showed 15-23 point gaps from these earlier ratings, with only 71-81% agreement compared to 87-100% from completers. The Director of Student Teaching suggested this timing gap may cause recall issues, cooperating teachers may not remember specific students months after the placement ends. The challenge for us is that during the initial review, the CTC reviewers will only see the survey ratings and not the authentic ST-9 grades, which presents a concern for the 2028 site visit. The team will brainstorm strategies to align ratings across the two administrations and ensure CTC reviewers see the most accurate picture of candidate performance.

ST-9 Form Accessibility and Utility: Concerns were raised about the accessibility and utility of the new ST-9 form, resulting in a proposed solution:

1. Create separate evaluation forms for student teachers, cooperating teachers, and university supervisors, then combine into a summary —streamlining each form for what that evaluator can actually observe.

Program Proposed Course of Action for Improvement in Learning Outcomes

Recommendation Should be specific & measurable	Intended Outcome Rationale/purpose	Timeline By when?	Implementer By whom?	Effectiveness Evaluated When?
ST-9 Redesign: Create separate evaluation forms for student teachers, cooperating teachers, and university supervisors.	This will make the ST-9 more manageable and accessible to the individual parties	Summer 2026	Morgan, Stuewe	End of Spring 2026
CT Rating Discrepancy: Brainstorm strategies to: a) Align cooperating teacher ratings on the ST-9 and the CTC Mentor Teacher Survey. b) Ensure the CTC sees the most accurate picture of candidate performance during the 2028 site visit.	The ST-9 is a grade that cooperating teachers assign at the end of student teaching, while the CTC Mentor Teacher Survey is administered months later. The same cooperating teachers provide significantly different ratings across these two administrations.	Summer 2026 and Fall 2026	Stuewe, Stanton, Howard	Ongoing
MS CalTPA Performance Gap: Identify strategies to bridge the gap between demonstrated teaching competence and CalTPA assessment performance.	Bridge the gap between MS candidates' demonstrated teaching competence and their CalTPA assessment performance by addressing documentation and format-specific challenges.	Summer 2026 and Fall 2026	Stanton, Morgan, Doorn	Ongoing