2024 CAEP Annual Report – Accountability Measures

Measure 1: Completer Impact and Effectiveness

1.1 Completer impact in contributing to P-12 student-learning growth.

1.1.1 State-level data of student performance

The Ministry of Education (MOE) has its own standards to measure the learning growth of P-12 students. As a government entity responsible for the education standards of the entire United Arab Emirates (UAE), they can be relied upon to ensure that the data they use is both valid and reliable and, therefore, are likely to meet CAEP standards. Thus, the College of Education (CEDU), Educator Preparation Provider (EPP) requested data relating to the performance of students whose teacher is a completer of

In the earlier assessment cycles, MOE, and the Emirates Schools Establishment (ESE) provided data on the average performance of the P-12 students from different classes who are under the completer. Changes to the database system used by ESE did not allow the provision of the same set of data for the 2022-2023 cycle of assessment. Nevertheless, specific completers shared data about their students' performance in different classes. Thus, Table 1.1 shows the data quality for students' average assessment in three assessment cycles.

Table 1. 1 Students' average assessment under completers' classes

Details	2020-2021*	2021-2022**	2022-2023**
Grade Level	1 to 9	K1 to 12	K1 to 11
Average Number of Classes Covered	5	4	2
Maximum Number of Classes Covered	10	8	3
Minimum Number of Classes Covered	3	2	1
Overall Average Score	88.42	78.20	82.54
Maximum Score	100.00	90.00	100.00
Minimum Score	59.69	66.00	60.00
Number of Completers	5	5	12

Note: * Data Source = ESE; ** Data Source = Employers

The overall average assessment score of students taught by the completers during 2022-2023 passes the learning standards (60 and above) of MOE. The average assessment score of P-12 students under the completers is 82.54, which is higher compared to the previous cycle assessment score (78.20).
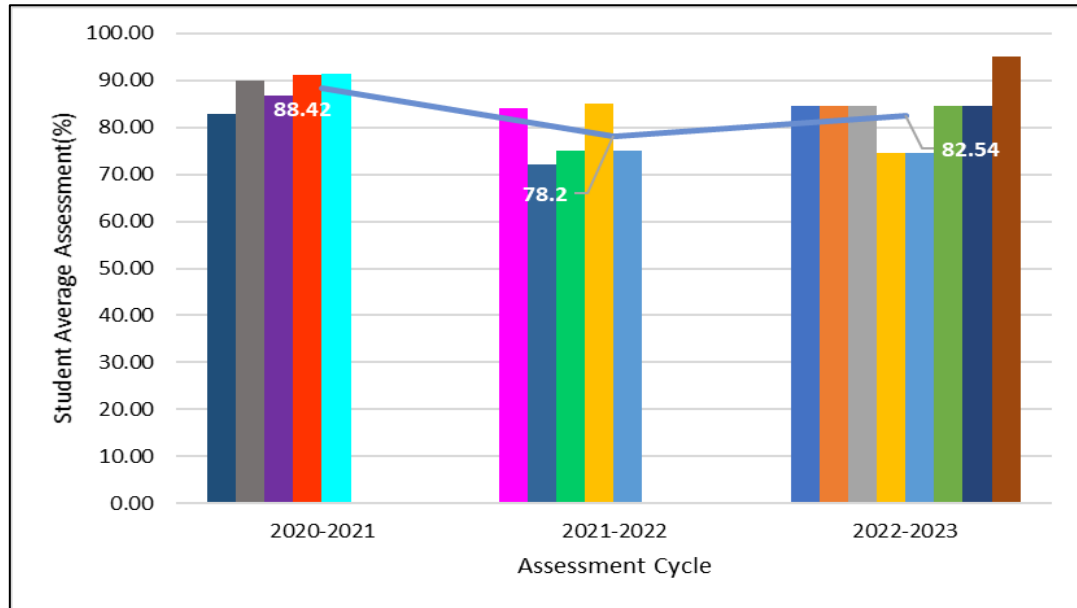
Note. 2019 data from MOE; 2021 Data from ESE; 2022 &2023 Data from College Alumni Survey; Colored bars represent different completers.

Figure 1. 1 *Students' average assessment scores under completers' classes*

1.1.2 Completers' Action Research/ Case Studies

The EPP requested its completers to share their teaching experiences that required them to act or resolve issues and concerns and improved their teaching and students' learning. The request included the details on maintaining confidentiality and anonymity for the completers, and students, and schools involved. Only two completers (HPE & SPED) responded to the request and shared their action research/ case studies, showing their positive impact on P-12 student-learning growth.

Appendix 1.1 summarizes the information about how the completers acted on their students' needs. It also shows the completers' critical thinking, self-responsibility, creativity, innovativeness, and passion for teaching, which benefited their students.

Table 1.2 shows that the completer exuded the program outcomes based on how she addressed the concerns encountered in her classes. This information indicates that the completers have been well-prepared to address challenges in their profession. It also shows their growth as professionals.

Table 1. 2 *Learning outcomes exuded by HPE completer after the implementation of action strategies.*

HPE Program Outcomes*	Completers' Action Strategies
1. Recognizing and locating major concepts, theories, and research in the field of HPE.	✓
2. Understanding the structure and functions of body systems during physical exercise.	✓
3. Critically analyzing various technology applications in HPE settings to enhance teaching, learning, and professional growth.	✓
4. Using various assessment techniques in HPE settings and research.	✓
5. Demonstrating competence in physical fitness and movement skills which can be effectively utilized in teaching.	✓
6. Recognizing individuals with different abilities and understanding the impact of such differences on teaching and learning.	✓
7. Collaborating and communicating effectively with peers and students in school and community settings.	✓
8. Developing creative and effective approaches to manage HPE classroom settings.	✓

2022-2023

Table 1. 3 *Learning outcomes exuded by SPED completer after the implementation of action strategies.*

HPE Program Outcomes*	Completers' Action Strategies
1. Acquire thorough knowledge of the philosophical, historical, and legal foundation of the education of exceptional children.	✓
2. Use multiple assessment data in making educational decisions for students with exceptionalities.	✓
3. Locate and critically use relevant, meaningful, and evidence-based instructional and assistive technologies that will promote maximum learning and social and emotional growth in students with exceptionalities.	
4. Establish a research-based responsive learning environment for students with exceptionalities.	
5. Examine the cultural and social contexts in which students with exceptionalities live and learn.	✓
6. Assess children with exceptionalities' language development and communication skills using research-based practices.	
7. Use effective communication skills (oral and writing) and diverse collaborative models to promote the well-being of individuals with exceptionalities across a wide range of settings.	✓
8. Manage consistently and sensitively ethical practices and professionalism in the area of Special Education.	✓
9. Design research-based and appropriate learning experiences for students with exceptionalities in the academic subject matter content of the general curriculum.	

2022-2023

1.2 Completer effectiveness in applying professional knowledge, skills, and dispositions.

1.2.1 Annual performance evaluation of completers under ESE

The performance of the completer is evaluated in comparison with the objectives and key performance indicators (KPIs) set jointly between the completer and the line manager for the period during which the review is taking place, noting that these objectives and KPIs are originally defined at the beginning of the review period to consider any major changes in tasks or responsibilities (FAHR Cabinet Resolution No. 35 of 2020).

Annual performance evaluation of completers under ESE during this assessment cycle is not yet available due to on-going system upgrade and discussion between the EPP and the entity. The EPP will update this measure on the website as soon as the entity provides the requested data. Thus, for this report, the EPP can only present the performance evaluation made by the employers derived from the employer survey.

1.2.2   Employer Assessment of the Completer as Compared to non-UAEU Completer

The assessment by employers (principals or academic leads) of the EPP's completers as compared to non-UAEU completers was another indicator used to determine teaching effectiveness of completers. The EPP requested employers to assess the performance of UAEU completers while considering the other teachers who completed their preparation from other universities. The assessment was aligned on the four domains: planning and preparation, classroom environment, instruction, and professional responsibility.

Table 1.3 presents the comparison of the teaching effectiveness of the completers from the initial-level programs. The completers are mostly better than other teachers who completed their preparation from other universities in the four domains.
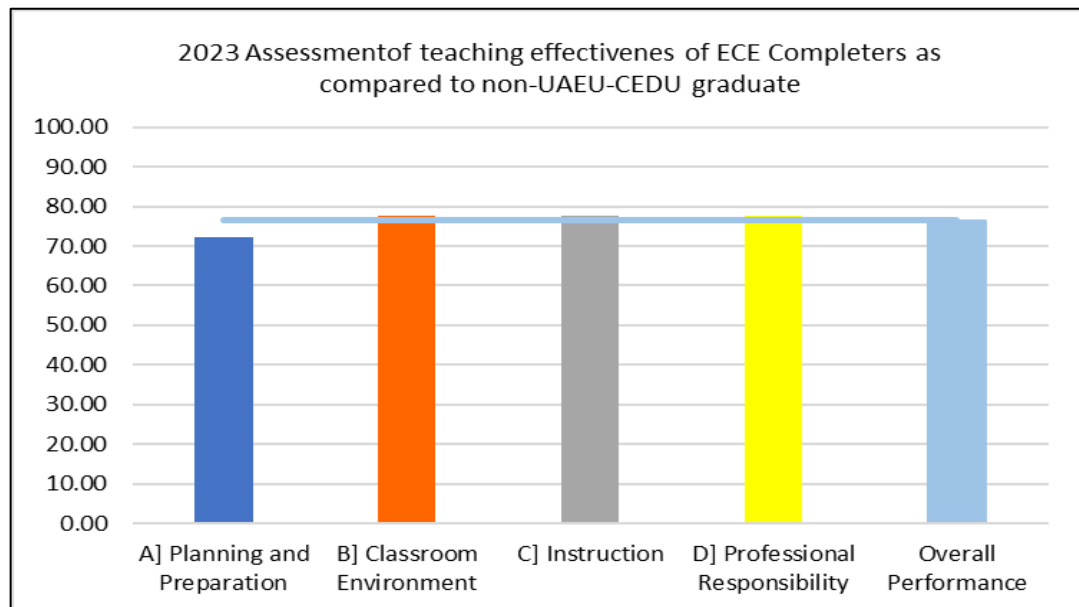
Table 1. 4 Teaching effectiveness of completers as compared to non-UAEU completers.

Initial-Licensure Level Program	Teaching Effectiveness as compared to non-UAEU completer (% of Completers)		
	Better than Others	*Same as Others*	*Less than Others*
Early Childhood Education(N=6)			
A] Planning and Preparation	17%	83%	0%
B] Classroom Environment	33%	67%	0%
C] Instruction	67%	33%	0%
D] Professional Responsibility	67%	33%	0%
Special Education(N=4)			
A] Planning and Preparation	75%	25%	0%
B] Classroom Environment	33%	67%	0%
C] Instruction	50%	50%	0%
D] Professional Responsibility	75%	25%	0%
Health and Physical Education(N=2)			
A] Planning and Preparation	100%	0%	0%

Initial-Licensure Level Program	Teaching Effectiveness as compared to non-UAEU completer (% of Completers)		
	Better than Others	*Same as Others*	*Less than Others*
B] Classroom Environment	100%	0%	0%
C] Instruction	100%	0%	0%
D] Professional Responsibility	50%	50%	0%

Early Childhood Education

Table 1 shows that the ECE completers were mostly assessed better than others on instruction and professional responsibility during the 2022-2023 assessment cycle by the employers. The assessments of the teaching effectiveness of the ECE completers by different cohorts of employers are positive, although there is a slight decline across three cycles (*see Figures 1.2 and 1.3).*
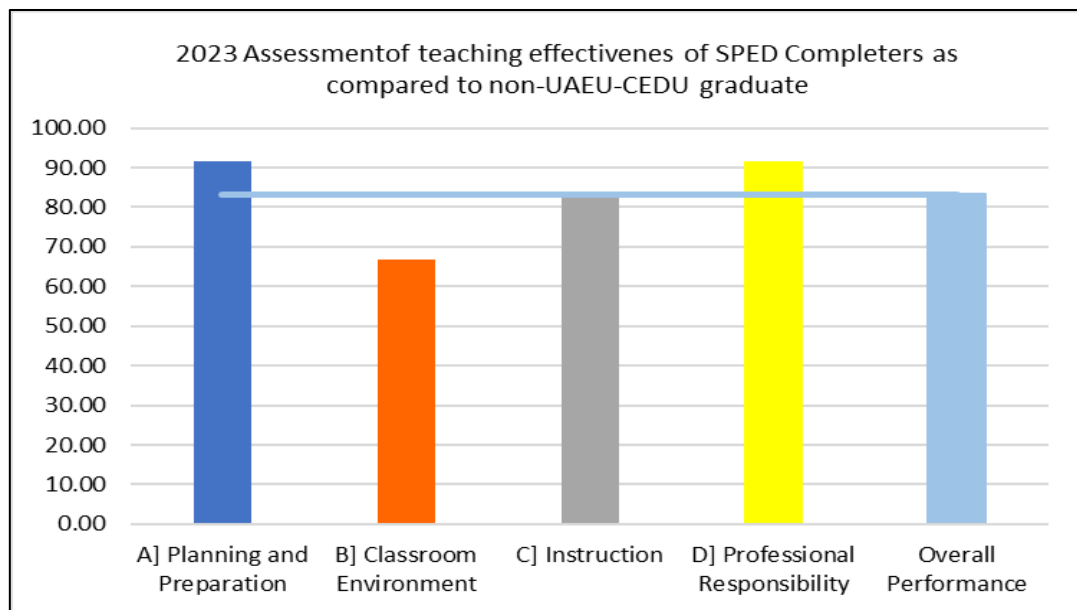

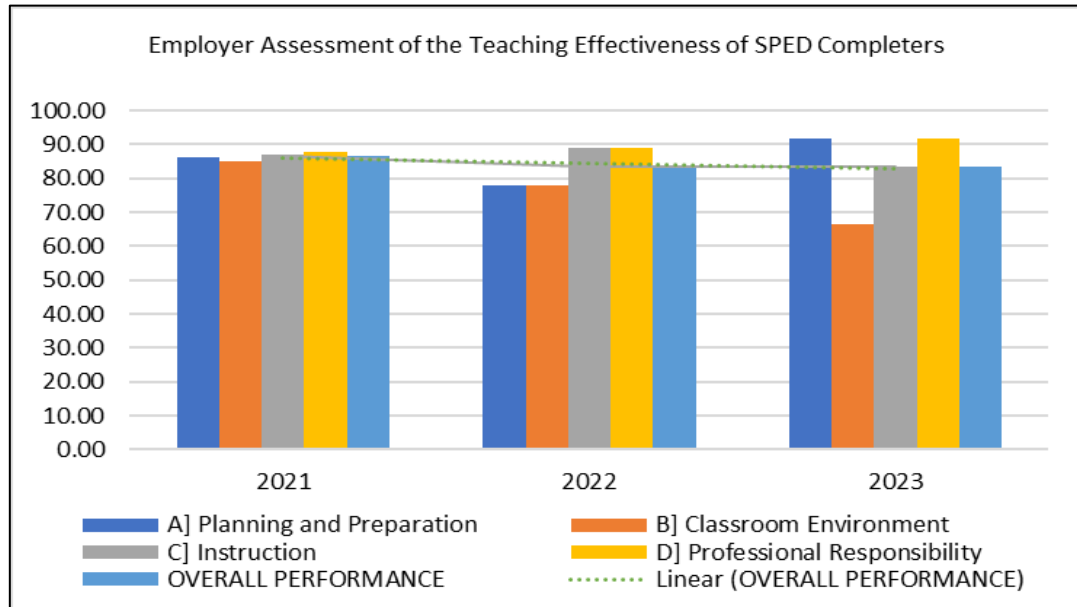**Figure 1. 2** *Assessment of ECE completers' teaching effectiveness as compared to non-UAEU completer*
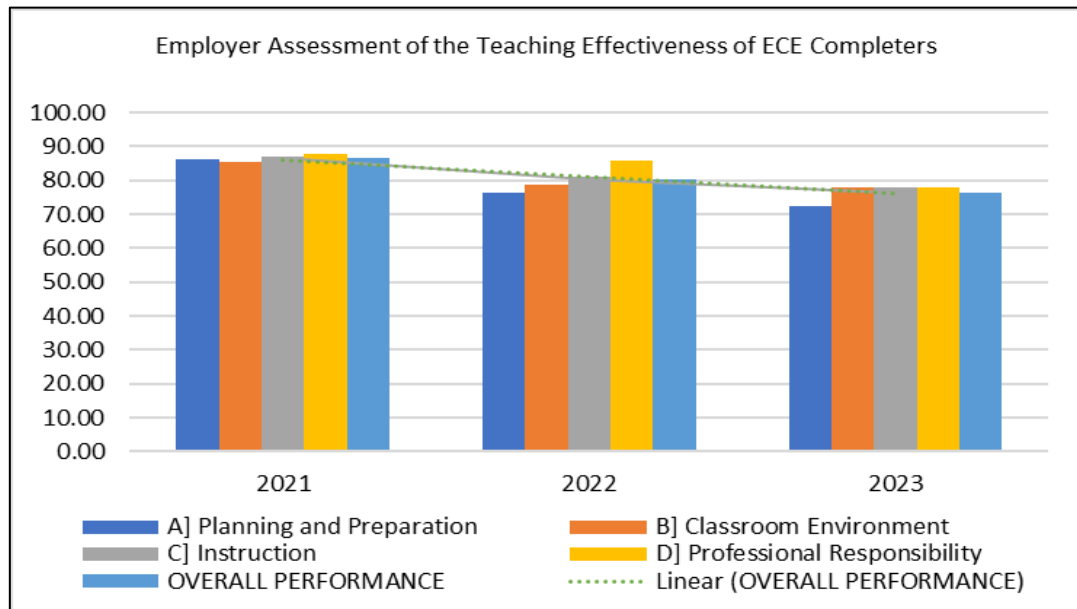
Figure 1. 3 *Assessment of ECE completers' teaching effectiveness as compared to non-UAEU completer across three cycles*

Special Education

The SPED completers were mostly assessed better than others by the employers during the 2022-2023 assessment cycle (s*ee Table 1*). The employers highly rated the SPED completers on planning and preparation and professional responsibility *(see Figure 1.4)* This assessment is comparable to the overall assessment during the previous two cycles, where the SPED completers were better than non-UAEU completers. However, the SPED completers must improve their competencies pertaining to classroom environment *(see Figure 1.5)*.

Figure 1. 4 *Assessment of SPED completers' teaching effectiveness as compared to non-UAEU completers*

Figure 1. 5 *Assessment of SPED completers' teaching effectiveness as compared to non-UAEU completers across three cycles.*

Addressing areas of concern related to the completers' performance.

The following table illustrates how the SPED program planned to take action to ensure superior performance of their completers. The plan aimed to increase the engagement of employers and other stakeholders and contribute to the continuous improvement of the programs.

**Table 1. 5** Action plan to improve completers' performance.

Action Items	Action Plan Implementation			
	Action (& Mitigation) Strategies	Action Owner	Action Due Date	Action Success Indicator
Declining employers' rating towards SPED completers' preparation in "Classroom Environment" as compared to non-UAE completer.	▪ Investigate the main reasons for declining employer ratings. - Identify at least three common themes from employer feedback. ▪ Discuss expectations with Stakeholders and Employers during the National Dialogue at UAEU in May 2024 ▪ Conduct focus groups with employers who rated SPED completers low in "Classroom Environment" to identify specific areas where SPED completers are lacking. ▪ Gather feedback on the program's curriculum and practical training from students.	Program Coordinator & SPED Faculty	December 30, 2026	Improved skills of completers and candidates in managing classroom environment. Higher rating of SPED completers in 'Classroom Environment'
	▪ Based on employer feedback update curriculum content and modify practical training experiences to: - Increase focus on classroom management strategies.	SPED Faculty & Curriculum Committee	May 30, 2025	Revised curriculum documents reflecting focus on classroom environment

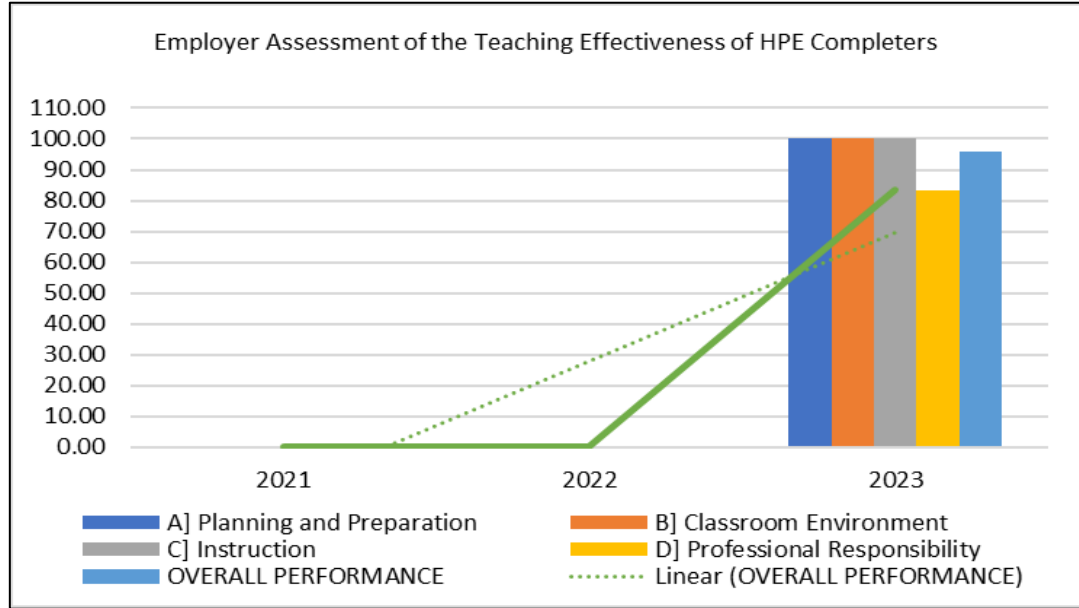| Action Items	Action Plan Implementation			
	Action (& Mitigation) Strategies	Action Owner	Action Due Date	Action Success Indicator
	- Include opportunities to practice creating positive creative, and inclusive learning environments. - Partner with local schools to provide student teaching placements with diverse student populations. ▪ Monitor Field Experience of Students			
	▪ Track employer ratings of SPED completers' "Classroom Environment" preparation over the next two years to: - Compare ratings of graduates from the revised program to those from previous cohorts	Program Coordinator	April 18, 2026	Demonstrable improvement in employer ratings. High Employer satisfaction scores in succeeding data collection.

Health and Physical Education

During the 2022-2023 assessment cycle, employers highly rated the teaching effectiveness of HPE completers across the four domains *(see Figure 1.6)*. Comparison of the HPE cpompleters' teaching effectiveness across three cycles cannot be determined because there were no repsonses received during the previous assessment cycles (*see Figure 1.7*).

The program will intensify its engagements with employers to ensure participation and collection of data that can be used for continuous improvement.
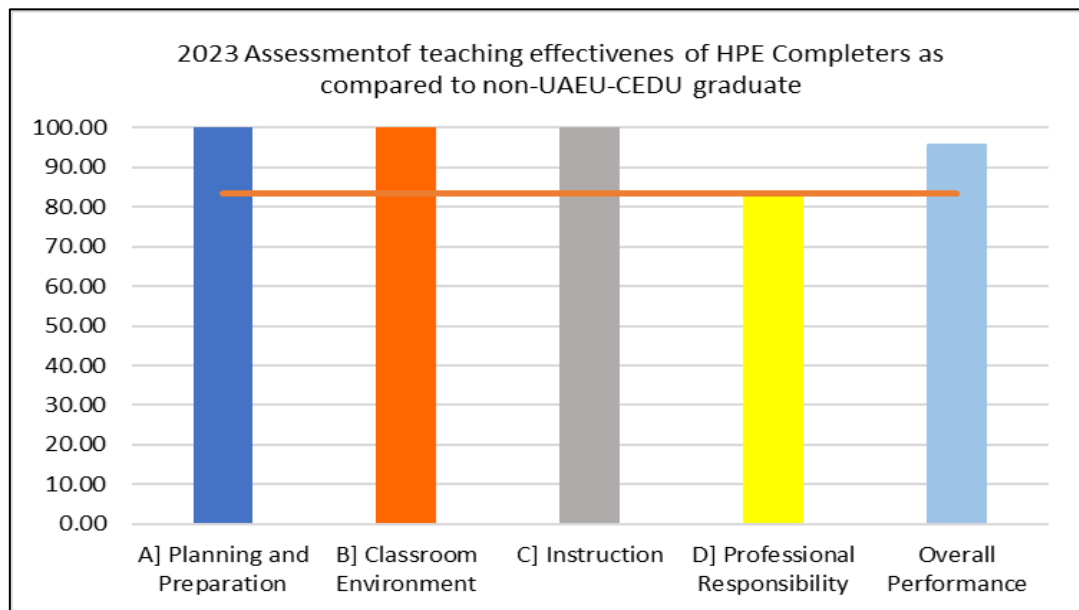
Figure 1. 6 *Assessment of HPE completers' teaching effectiveness as compared to non-UAEU completer*

Employer Assessment of the Teaching Effectiveness of HPE Completers

Legend:
- A] Planning and Preparation
- B] Classroom Environment
- C] Instruction
- D] Professional Responsibility
- OVERALL PERFORMANCE
- Linear (OVERALL PERFORMANCE)

Figure 1. 7 *Assessment of HPE completers' teaching effectiveness as compared to non-UAEU completers across three cycles*

APPENDIX

Table 1.2

Summary of completer's action research/case studies

Completer	Concerns Encountered	Student/s Involved	Basis of Concern	Initial Actions Taken (informal)	Formal Action Strategies Taken				
					Activities	Action Implementer	Materials and Methods Used	Duration (Days/Months)	Outcome
1 (HPE)	▪ Limited teaching resources ▪ Addressing different learning styles ▪ Motivating sedentary students	▪ Cycle two students. ▪ Grades 5 - 8	▪ Having a planned eBook that contains multiple theoretical activities does not help when it comes to P.E. sessions. ▪ Still sticking to the traditional way of teaching P.E. and rejecting to address new ways or styles to deliver the information. ▪ Many sedentary students refuse to do any activity, and no action is taken, or strict rules are given. Except for students with medical reports.	▪ Using other resources rather than the ones given to reach the students' age levels in delivering information. ▪ Supporting sedentary students by contacting parents to figure out the reasons and involve them in activities they like. ▪ Using my own learning styles rather than the given ones to make it more fun and easier to reach.	▪ Adapting the skill cards given by the curriculum to the facilities we have and the available equipment. ▪ Encouraging students to participate in outside school competitions and appreciating them later to get them involved in classroom activities.	In collaboration with physical education teachers in the school tried to implement the solutions we got.	▪ Used the school games competitions as an encouragement tool for students. ▪ While students do not all have tablets and computers, we tried to do it as much as possible.	The problem was identified at the beginning of the academic year and action was implemented year-round.	▪ Students are quite more active than at the beginning of the year. ▪ Students get to know more about new sports and rules rather than just knowing the basic ones.

Completer	Concerns Encountered	Student/s Involved	Basis of Concern	Initial Actions Taken (informal)	Formal Action Strategies Taken				
					Activities	Action Implementer	Materials and Methods Used	Duration (Days/Months)	Outcome
2 (SPED)	▪ Difficulty collaborating with other teachers who have students with special needs in their classroom; Perceiving they lack experience or understanding with special needs	▪ Grade 5 to 11 Special Needs Students (Autism, and ADHD)	▪ Perceived student's wellbeing and commitment to learn	▪ Listened to colleagues and tried to explain to them the problems of not willing to collaborate.	▪ Meetings ▪ Planning ▪ Agreements	Completer and the other Teachers	▪ Frequent Meetings ▪ Communication Channels	Whole academic year	▪ Confidence that students with special needs are better assisted. ▪ Open communication with colleagues ▪ Leading initiatives

IM5/23