

2024 CAEP Annual Report – Accountability Measures

Measure 3: Candidate Competency at Program Completion

The EPP uses several data sources to make decisions on the readiness of student teachers for the profession. For instance, questionnaires on attitude towards teaching, observation of teaching practices during practicum, qualitative feedback and results of competency exams are used to make decisions. The data are collected at various stages which enables the EPP to make decisions as to whether students are ready for the profession. For instance, before students are sent out for practicum, they are expected to maintain a GPA of at least 2.00 and pass the competency examination designed to assess student theoretical knowledge. Following this, during student teaching, the practical pedagogical knowledge is assessed.

Furthermore, the EPP uses the disposition assessments of the candidates at completion to measure professional attitudes, values and beliefs, and behaviors as teacher candidates interact with students, families, colleagues, and communities. Analysis of the students' disposition data is complemented with the data from the follow-up qualitative interviews. This approach is based on the reasoning that some insights may be lost in case the EPP relies on one data source. The follow-up interviews enable the EPP to develop insight into the learning experiences of students and areas for improvement. The students are important stakeholders, so their input/feedback is critical in enhancing teaching development. In the event of divergence between the quantitative and qualitative data, there is brainstorming to determine ways to integrate feedback and improve practices. More so, feedback from students is analyzed at individual level to determine whether students have favorable disposition towards teaching. It is useful to mention here that the disposition data are collected at three different transition points: entry, mid and exit. These data points are compared to ascertain whether students will differ.

3.1 Competency Exam

Students who attained the required GPA are eligible to sit for the competency exam. Before taking the exam, students are given workshops to understand the purpose, rules, and nature of the exam. The pass mark is 60 out of hundred, which means that the candidates have acquired the requisite knowledge for each of the concentrations. However, students unable to get a passing mark are given three attempts to retake the exam. After each attempt, students who are unable to get a passing mark are given another workshop on the requirements, nature, and scope of the exams.

There were 40 students in Fall 2022 and 44 in Spring 2023 eligible to take the competency exam. Eighty seven percent of the total students across three programs in the last two terms passed the first attempt of the competency exam (*see Table 3.1*). A positive trend, with more students passing the exams in the first attempt, is recorded for the spring semesters. Moreover, an overall average exam score of 70 out of 100 was marked across three programs during the last three terms. The Spring 2022 and Spring 2023 cohorts marked better scores than the Fall 2022 cohort (*see Figure 3.1*).

Table 3.1

Passing rate in the competency exam for ECE, SPED, and HPE during Fall2021 and Spring2022

Program	Fall 2022						Spring 2023					
	Exams conducted						Exams conducted					
	1st		2nd		3rd		1st		2nd		3rd	
	Number of Students Passed	Pass Rate	Number of Students Passed	Pass Rate	Number of Students Passed	Pass Rate	Number of Students Passed	Pass Rate	Number of Students Passed	Pass Rate	Number of Students Passed	Pass Rate
ECE	18	78.26%	4	80.00%	1	100%	16	100%	-	-	-	-
SPED	11	78.57%	3	100.00%	-	-	22	91.67%	0	0%	2	100%
HPE	3	100.00%	-	-	-	-	3	75%	1	100%	-	-

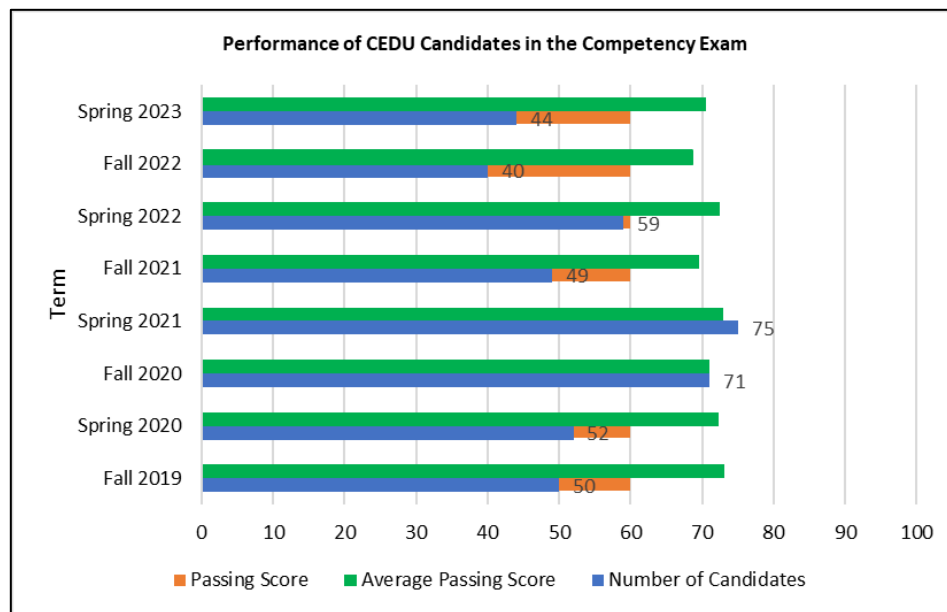


Figure 3. 1 Performance of candidates in the competency exam

Early Childhood Education

Over the last three terms of the competency exam, an increase in the number of passers in the first attempt was observed from Spring 2022 (total of 34 takers) to Fall 2022 (total of 23 takers) until Spring 2023 (total of 16 takers). The mean scores were as follows: Fall 2022 (M = 70.61, SD = 5.42), Spring 2023 (M = 76.75, SD = 7.26) and Spring 2022 (M = 72.53, SD = 5.42). An average exam score of 72.85 was marked across the three terms, and differences were found between Fall 2022 and Spring 2023 cohorts ($F(2,70)=3.503, p=.035$). The consistently improved performance of ECE candidates in the last three cycles can be attributed to the support of faculty in providing workshops and offering pastoral support for those students identified as ‘at risk’ (see Figure 3.3).

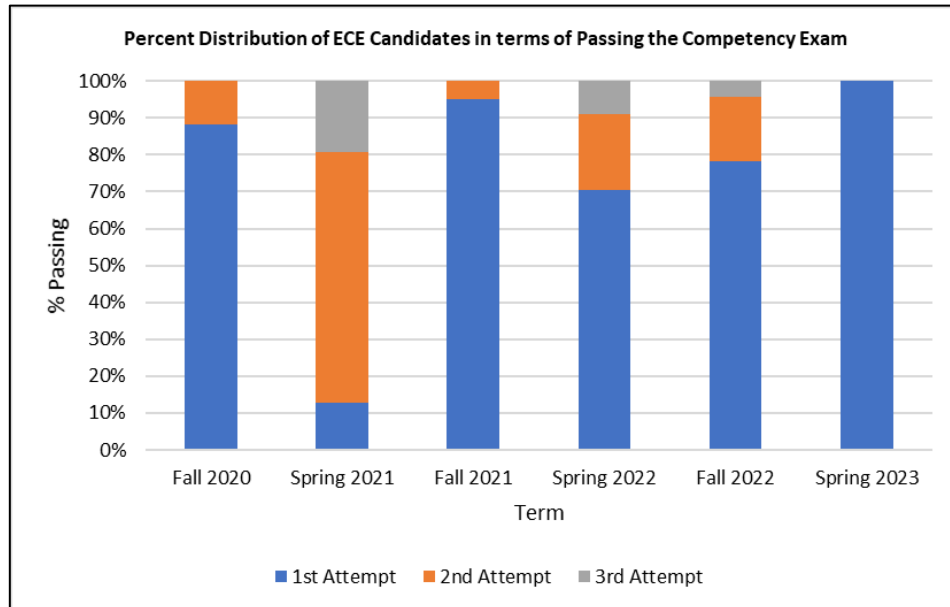


Figure 3. 2 The passing rate of ECE candidates in the competency exam

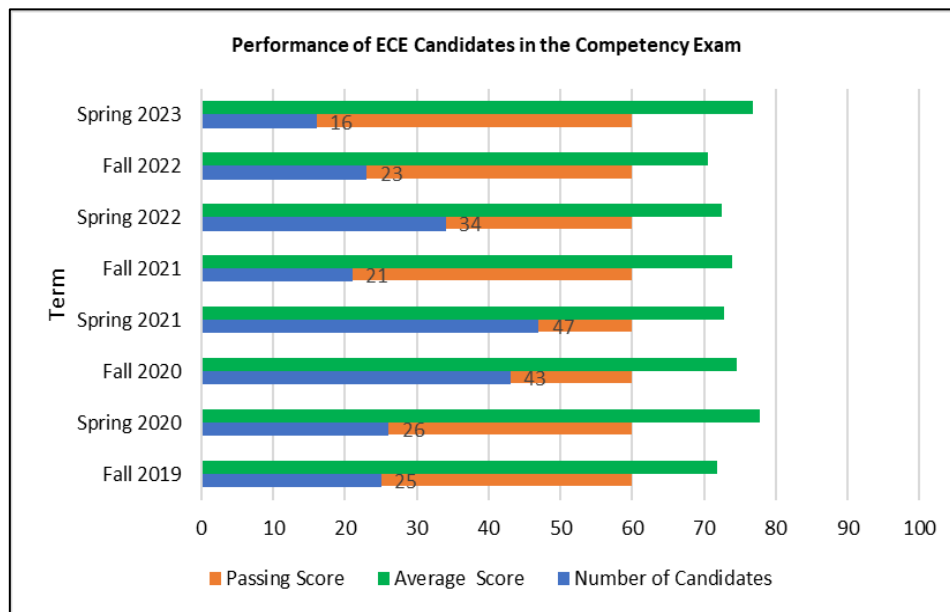


Figure 3. 3 Performance of ECE candidates in the competency exam

Special Education

The passing rate of SPED candidates at first attempt in the competency exam was maintained above 80% on the average over the last three terms (see Figure 3.4). The mean scores were as follows: Fall 2022 (M = 63.43, SD = 4.18), Spring 2023 (M = 65.96, SD = 5.49) and Spring 2022 (M = 70.12, SD = 5.07). An average exam score of 66.60 was marked across the three terms, and differences were found between Spring 2022 and Spring 2023 cohorts ($F(2,52)=7.047, p=.002$).

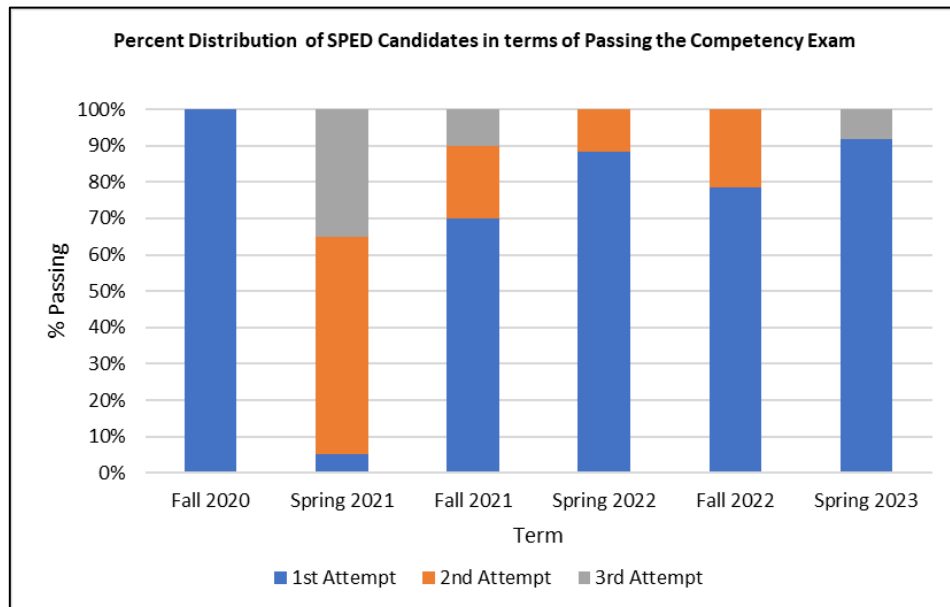


Figure 3. 4 Passing rate of SPED candidates in the competency exam

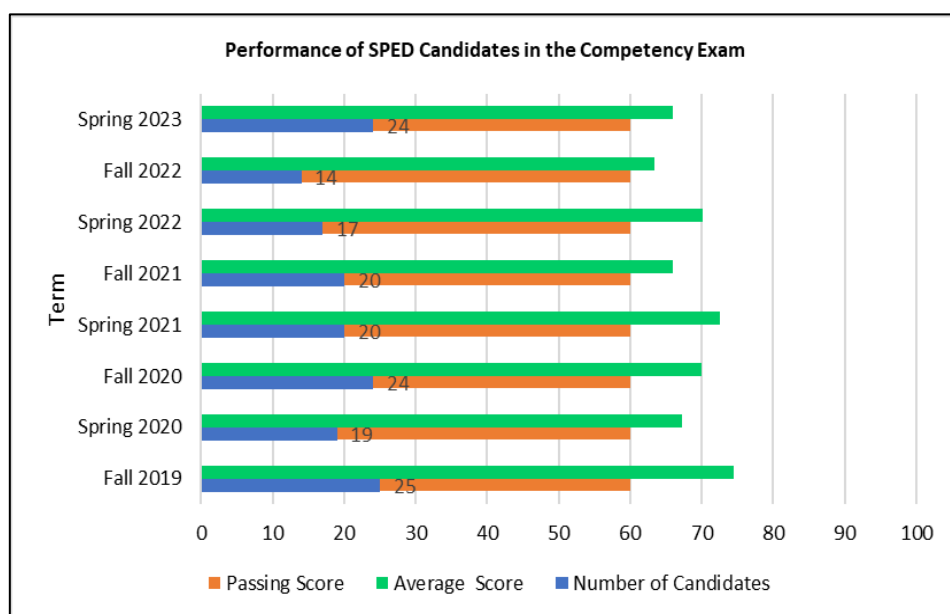


Figure 3. 5 Performance of SPED candidates in the competency exam

Health and Physical Education

The passing rate of the HPE candidates at first attempt in the competency exam declined to 75% in Fall 2022 compared to the 100% rate during Spring 2022 and Fall 2022 (see Figure 3.6). During the last three terms, HPE candidates achieved an average score of 74.97 (see Figure 3.7). The performance of the HPE candidates in the competency exam was maintained and may be attributed to the intensive preparation and support given through workshops by faculty.

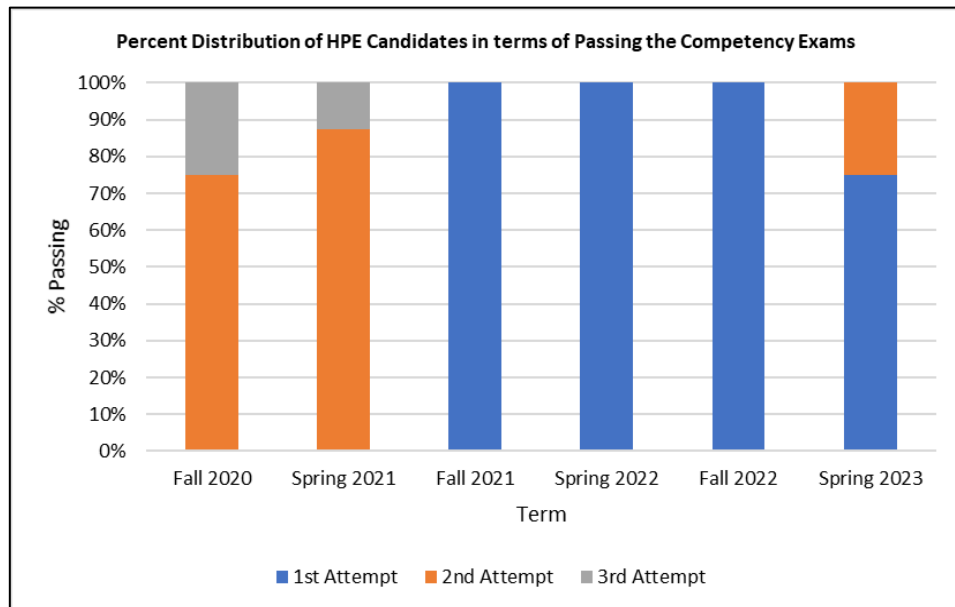


Figure 3. 6 Passing rate of HPE candidates in the competency exam

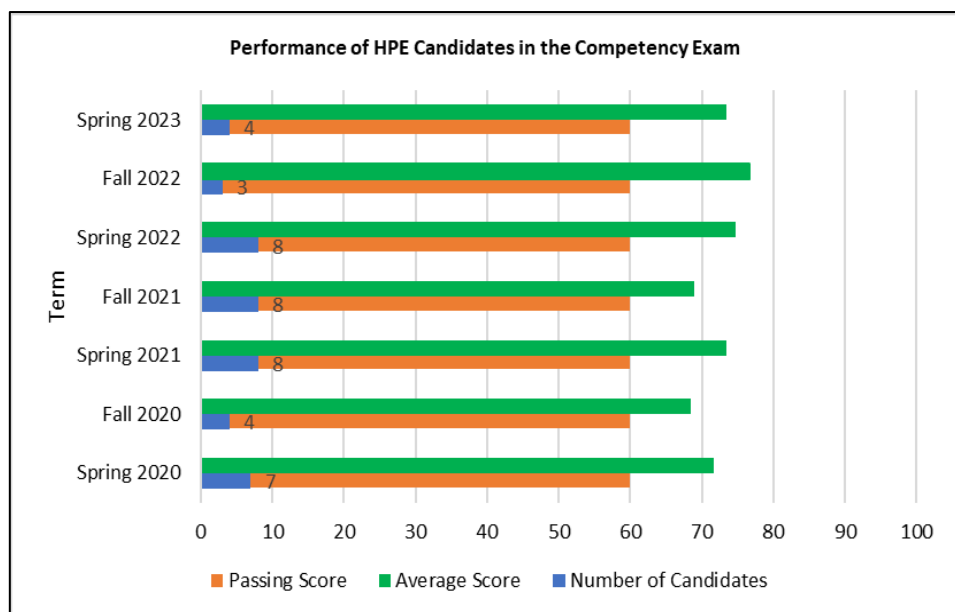


Figure 3. 7 Performance of HPE candidates in the competency exam

3.2 Student Teaching Evaluation

Following the competency examination, students are placed in schools for practicum, which is assessed using a rubric, having four domains - Domain 1 (Planning and Preparation), Domain 2 (Classroom Environment), Domain 3 (Instruction), and Domain 4 (Professional Responsibilities). The rubric is applied to all candidates across the three initial licensure level programs until Spring 2022 when a new rubric was administered for the SPED program starting from Fall 2022 in the following courses: SPED 561, SPED 563, and SPED 564. SPED candidates have been assessed using the revised rubric for student teaching having four domains - Domain 1 (Profession), Domain 2 (Curriculum), Domain 3 (Instruction), and Domain 4 (Community). All

candidates must successfully meet Student Teaching course requirements with a mark higher than 70%.

Candidates across the three programs scored an overall average of 94.60% during Fall 2022 and 94.18% during Spring 2023. Over the last terms (Spring 2022, Fall 2022, and Spring 2023), the average performance of the candidates in the Student Teaching course was at 94%, which is consistently above the EPP's 70% passing standard. The average grade of the candidates was as follows: special education (Spring 2022, 89.96; Fall 2022, 94.35; and Spring 2023, 93.13); early childhood education (spring 2022, 94.25; Fall 2022, 95.16; and Spring 2023, 97.40); and physical education (spring 2022, 92.00; Fall 2022, 94.30; and Spring 2023, 94.77).

It could be said that candidates from these programs have acquired the requisite skills across all the domains. That is, able to prepare and plan to teach, create a conducive learning environment, adopt appropriate teaching pedagogy, and understand their professional responsibilities.

Early Childhood Education

The overall performance of the candidates in student teaching Spring 2023 was 97.40, higher than 95.16 during Fall 2022 and 94.30 during Spring 2022. Difference was found between students across the three semesters, $F(2, 77) = 3.09, p = .05$.

Figure 3.8 below clearly indicates a consistent increase of the mean average grade for student teaching since Fall 2020. The data also demonstrates a steady increase in planning and preparation (Spring 2022 95% > Fall 2022 95% > Spring 2023 97%); classroom environment (Spring 2022 94% > Fall 2022 95% > Spring 2023 99%); and a significant increase in instruction (Spring 2022 94% > Fall 2022 96% > Spring 2023 97%). ECE candidates continue to exceed the CEDU standard of 70%.

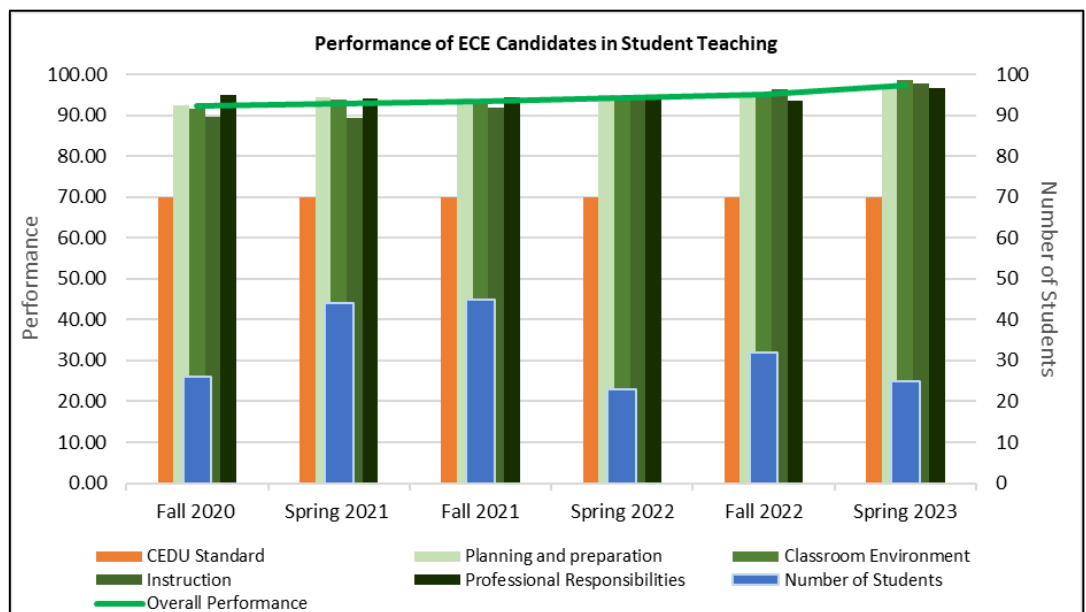


Figure 3. 8 Performance of ECE candidates in student teaching

Special Education

The overall Student Teaching performance of the SPED candidates was excellent and exceeded the EPP's 70% passing standard. The performance of the SPED candidates ranged between 92-96% across the four domains, with a slight decrease in the overall performance for Spring 2023 cohort as compared to the Fall 2022 cohort. SPED candidates were assessed highest in Instruction (M=95.06) and Community (M=95.08). The average student teaching performance of SPED candidates over the last three terms was 92.27(see Figure 3.9) and was highest during Fall 2022. Difference was found between SPED students across the three semesters, $F(2, 49) = 11.562, p = .001$.

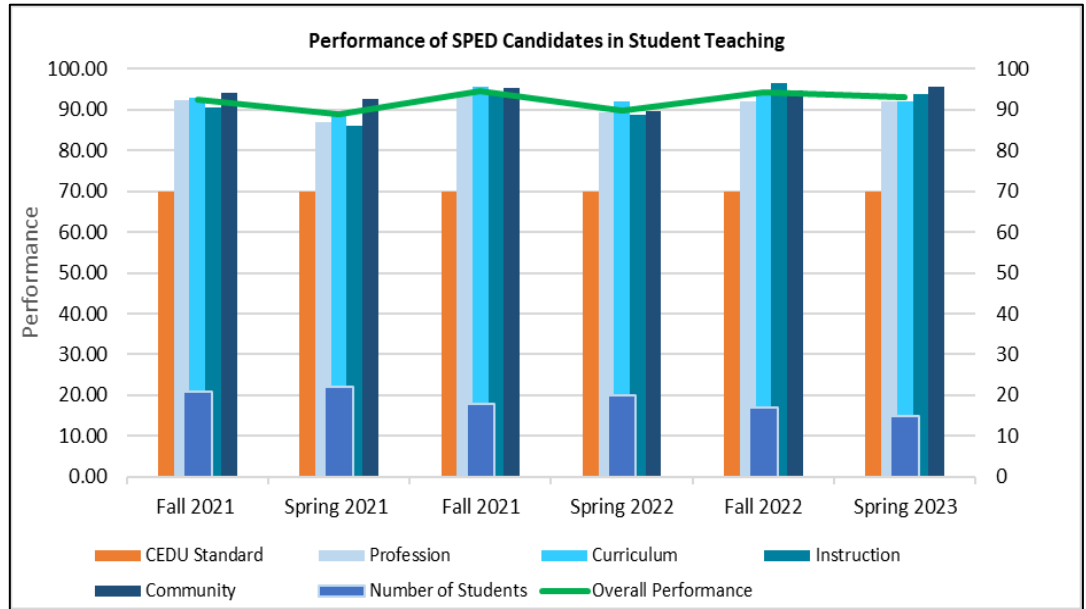


Figure 3. 9 Performance of SPED candidates in student teaching

Health and Physical Education

The HPE Candidates have achieved excellent scores across all teaching domains during Fall 2022 and Spring 2023. Highest score (M= 98.75) was achieved under the Professional responsibility domain. Over the last three terms, the overall student teaching performance was maintained above 90%. There is no significant difference ($F(2, 17) = 1.41, p = .28.$) in the performance of the HPE candidates across the last three cycles (see Figure 3.10).

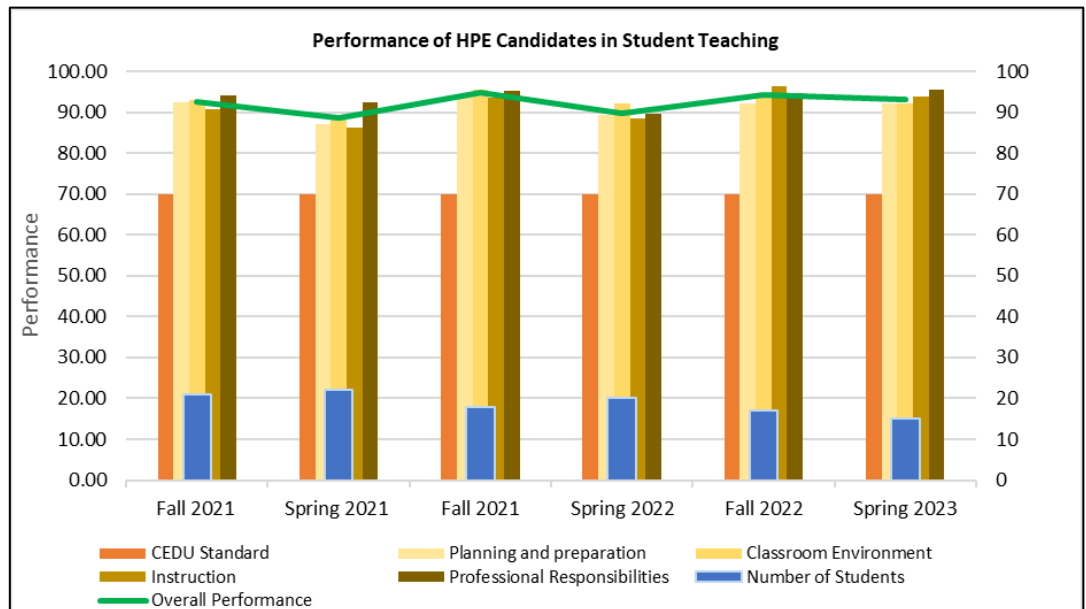


Figure 3. 10 Performance of HPE candidates in student teaching

3.3 Capstone Course

The Capstone course is a chance for candidates to demonstrate the knowledge, skills, and experiences they have gained as educators. In this course, candidates in all programs must create a teaching plan for the professional exam assignment for a curriculum unit in relation to the subject matter to be taught in accordance with ESE (Emirates Schools Establishment) adopted academic content standards for students. Specifically, candidates develop a lesson plan and create formative assessments (e.g., homework, quizzes, projects, portfolio design, checklists, rating scales, etc.). The passing mark for the Capstone course is 80%.

In all programs, candidates attained the required grade for the capstone course, which includes professional exam and action research, during Fall 2022 and Spring 2023. The overall average performance of the candidates ranged from 86-92%.

Early Childhood Education

The ECE candidates continue to exceed the performance standards for professional exam, action research, and in the overall capstone course. An overall average of 89.58% in the Professional Exam, 92.45% in Action Research, and 90.40% were achieved in the Capstone grade during Fall 2022-Spring 2023.

An increasing trend was observed in the capstone course across the last three terms (see Figure 3.11). No difference was found between students across the three semesters (Professional exam, $F(2, 79) = 2.84, p = .07$; Action research, $F(2, 79) = 2.21$; and Overall Capstone grade, $F(2, 79) = 1.80, p = .17$). The mean scores were as follow: Professional exams (Fall 2022, $M = 86.25, SD = 16.35$; Spring 2023, $M = 92.90, SD = 3.51$; Spring 2022, $M = 83.14, SD = 18.97$); Action research (Fall 2022, $M = 88.75, SD = 5.34$; Spring 2023, $M = 91.47, SD = 4.20$; Spring 2022, $M = 89.06, SD = 5.70$); and Capstone grade (Fall 2022, $M = 89.56, SD = 7.59$; Spring 2023, $M = 91.20, SD = 4.86$; Spring 2022, $M = 86.76, SD = 11.31$).

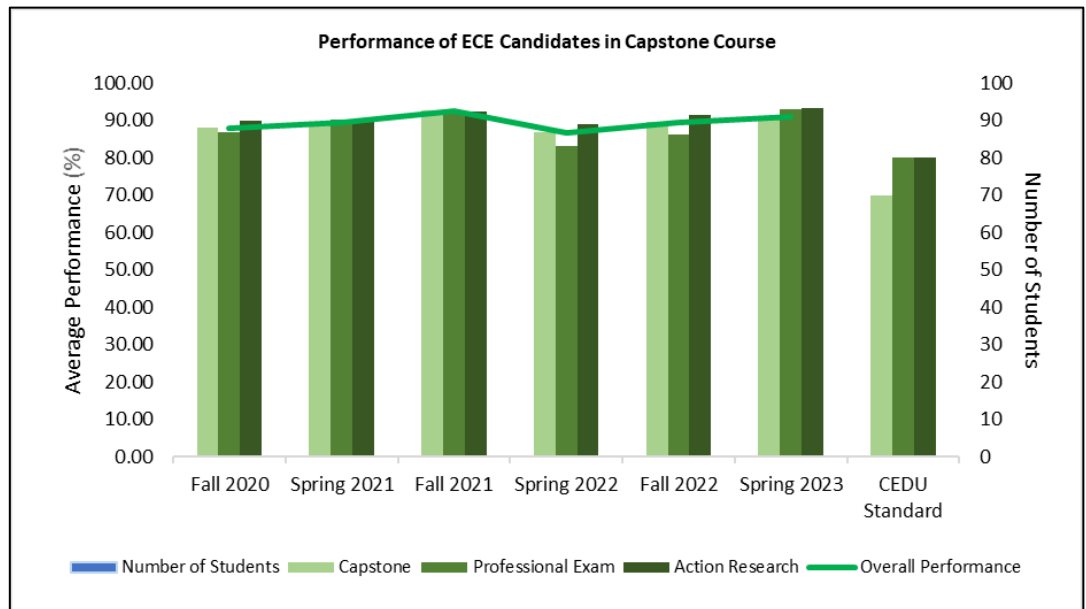


Figure 3. 11 Performance of ECE candidates in capstone course

Special Education

The SPED candidates marked an average score of 90.56% in the Professional Exam, 88.85% in Action Research, and 91.04% in the overall capstone course during Fall 2022 and Spring 2023. The performance is satisfactory and above the EPP's standard.

Over the last three terms (see Figure 3.12), the performance of the candidates showed a positive trend. Differences were found between participants on professional exam ($F(2, 49) = 6.78, p = .003$), action research ($F(2, 49) = 25.54, p = .001$) and capstone grade ($F(2, 49) = 21.11, p = .001$). The mean scores were as follows: professional exam (Fall 2022, $M = 90.29, SD = 4.58$; Spring 2023, $M = 90.83, SD = 4.08$; Spring 2022, $M = 86.50, SD = 2.97$); action research (Fall 2022, $M = 87.26, SD = 2.94$; Spring 2023, $M = 90.45, SD = 3.75$; Spring 2022, $M = 83.33, SD = 4.12$) and overall capstone (Fall 2022, $M = 89.76, SD = 2.91$; Spring 2023, $M = 92.27, SD = 2.34$; Spring 2022, $M = 86.85, SD = 2.11$).

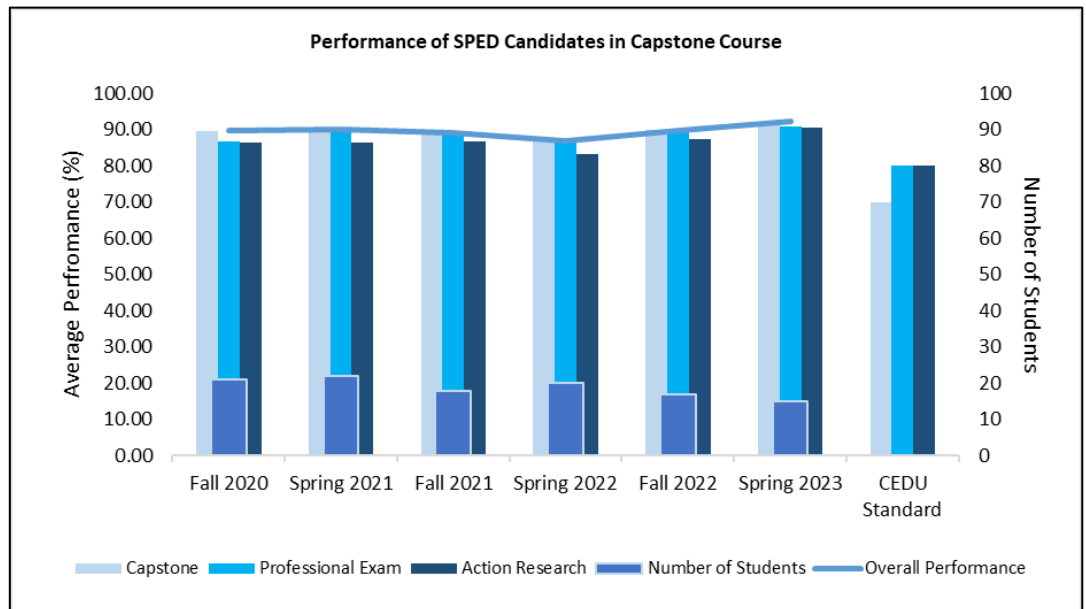


Figure 3. 12 Performance of SPED candidates in capstone course

Health and Physical Education

The performance of HPE candidates in the professional exam, action research, and overall capstone was maintained at an average of 86% during Fall 2022 and Spring 2023. The capstone performance of the candidates from the last three cohorts was maintained at an average of 87%. No difference was found between participants on professional exam ($F(2, 17) = .08, p = .92$), action research ($F(2, 17) = 2.07, p = .16$) and capstone grade ($F(2, 17) = .35, p = .71$). The mean scores were as follows: professional exam (Fall 2022, $M = 88.13, SD = 2.22$; Spring 2023, $M = 88.75, SD = 5.30$; Spring 2022, $M = 88.43, SD = 1.11$); action research (Fall 2022, $M = 83.54, SD = 3.39$; Spring 2023, $M = 83.30, SD = 1.00$; Spring 2022, $M = 87.71, SD = 5.41$) and overall capstone (Fall 2022, $M = 86.13, SD = 3.87$; Spring 2023, $M = 88.50, SD = 2.12$; Spring 2022, $M = 86.56, SD = 3.42$).

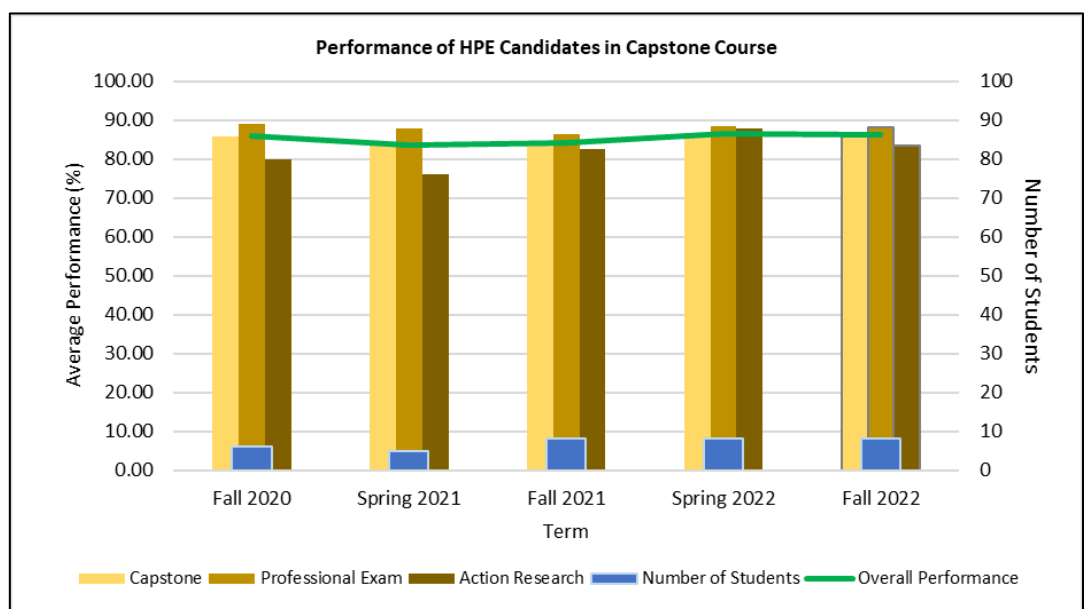


Figure 3. 13 Performance of HPE candidates in a capstone course

3.4 Disposition at Completion

Candidates are assessed on their disposition towards teaching at the point of exit (post-disposition). The assessment measures professional attitudes, values and beliefs, and behaviors as teacher candidates interact with students, families, colleagues, and communities. The post-dispositions provide a final opportunity for the EPP to appraise the perceptions of students towards teaching. It is important to reiterate here that the disposition survey is anchored on a five-point Likert scale with a mean score of at least 4 interpreted as a positive attitude towards teaching.

Early Childhood Education

Across three cycles of post-disposition assessments, the Early Childhood Education candidates were still highly favorable towards teaching (*see Figure 3.14*). The mean scores for the ECE candidates during Spring 2022, Fall 2022 and Spring 2023 were 4.56, 4.41, and 4.44, respectively. Beliefs about professional responsibility were consistently marked highest among the four domains of teaching disposition during the last three terms.

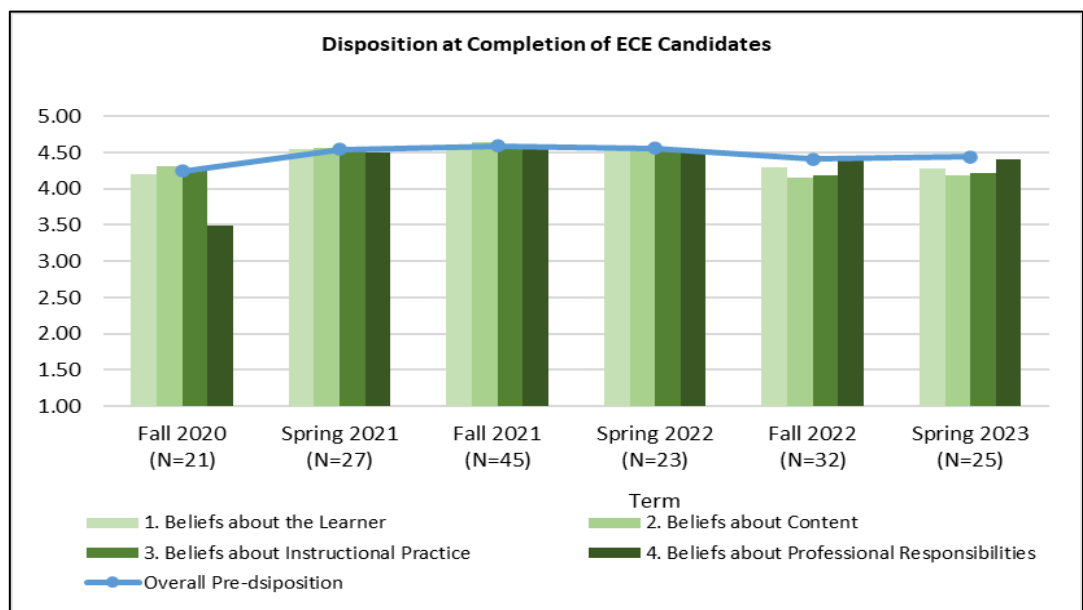


Figure 3. 14 ECE Candidates' Disposition at Completion

Special Education

For the Special Education, the overall mean score of each cohort is as follows: Spring 2022 (M= 4.75), Fall 2022 (M= 4.66), and Spring 2023 (M= 4.66). Across three cycles of post-disposition assessments, the SPED candidates' dispositions were highly favorable towards teaching (*see Figure 3.15*). Candidates from the Spring 2022 cohorts have higher dispositions in terms of all the subscales as compared to the Fall 2022 and Spring 2023 cohort.

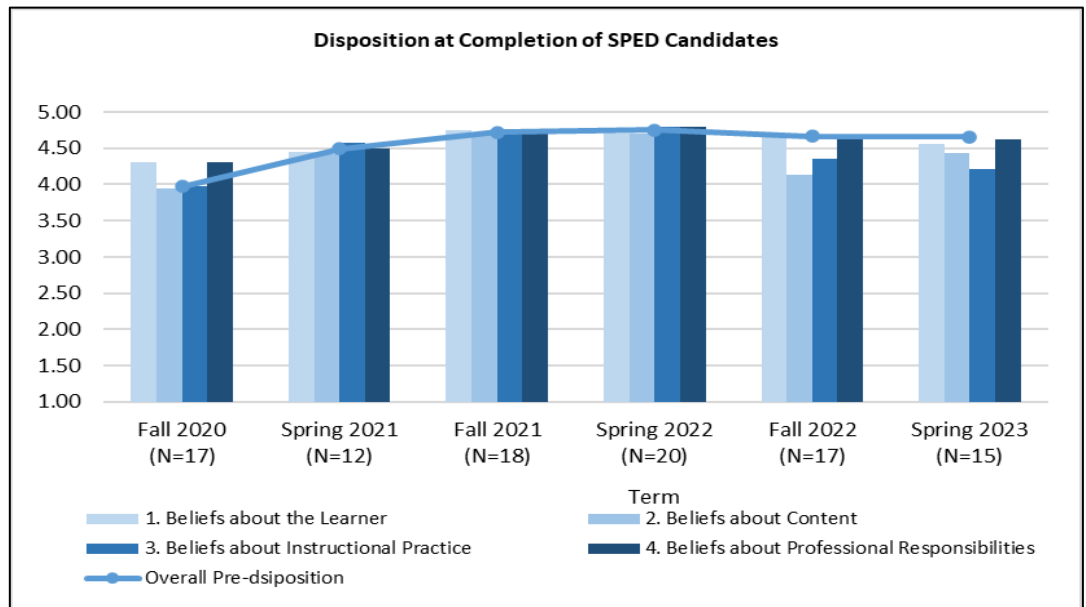


Figure 3. 15 SPED Candidates’ Disposition at Completion

Health and Physical Education

Health and Physical Education candidates from different cohorts exuded favorable dispositions towards teaching (see Figure 3.16). The overall mean score of each cohort is as follows: Spring 2022 (M= 4.58), Fall 2022 (M= 4.66), and Spring 2023 (M= 4.62). Candidates from the Fall 2022 cohorts had the highest dispositions, especially towards ‘beliefs about the learner’ and beliefs about the content’ as compared to the other cohorts.

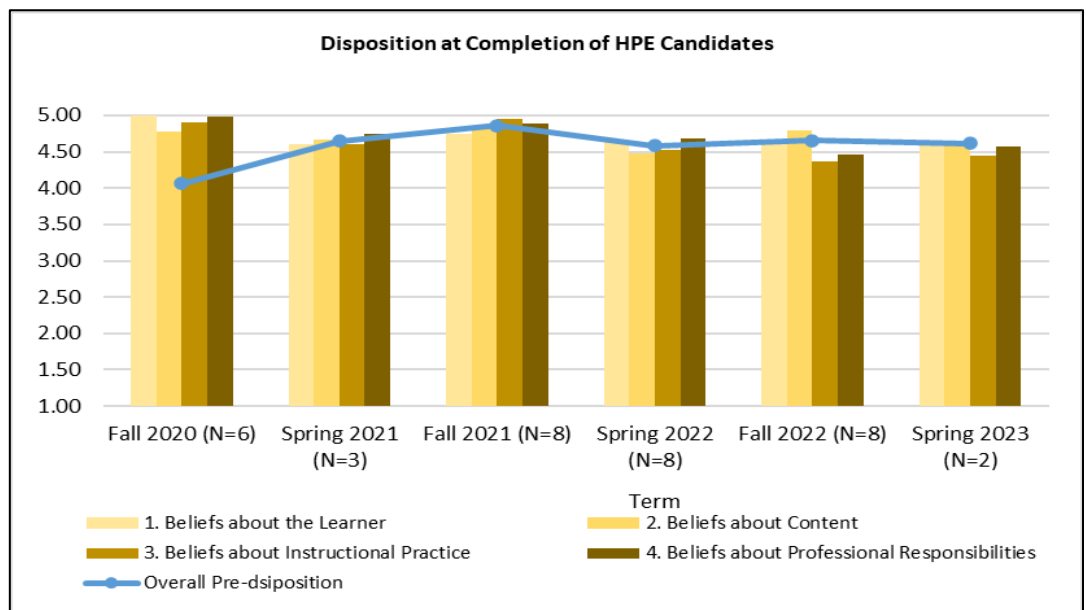


Figure 3. 16 HPE Candidates’ Disposition at Completion