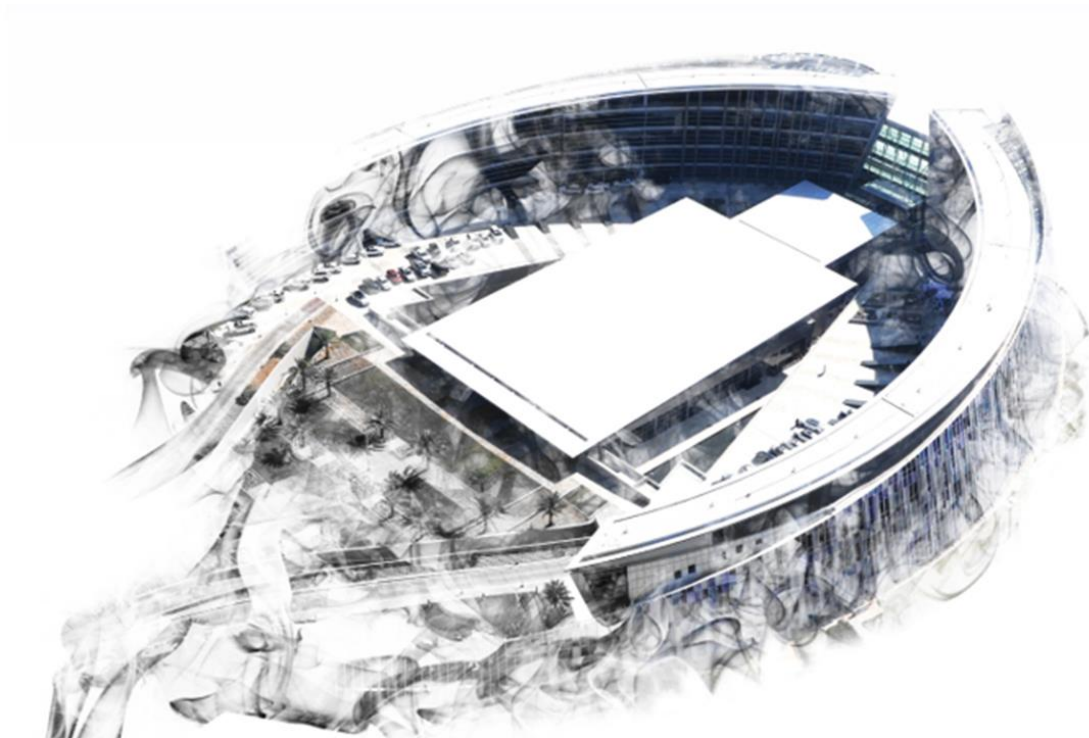


UNITED ARAB EMIRATES UNIVERSITY

College of Education (CEDU)

2022 ANNUAL REPORT

(Council for the Accreditation of Educator Preparation)



2022 CAEP Annual Report – Accountability Measures

Measure 1: Completer 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 standardized tests 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, data relating to the performance of students whose teacher is a completer of the College of Education (CEDU) was requested.

The MOE was able to collate and provide the average performance of the students under the completer from different classes. Table 1 shows the data quality for student's average assessment. It can be gleaned that data was limited to only 8 completers for 2020 and 5 completers for 2021, covering 5 to 6 average number of classes per completer. Overall average assessment of K1 to Grade 9 students are presented.

Table 1.1

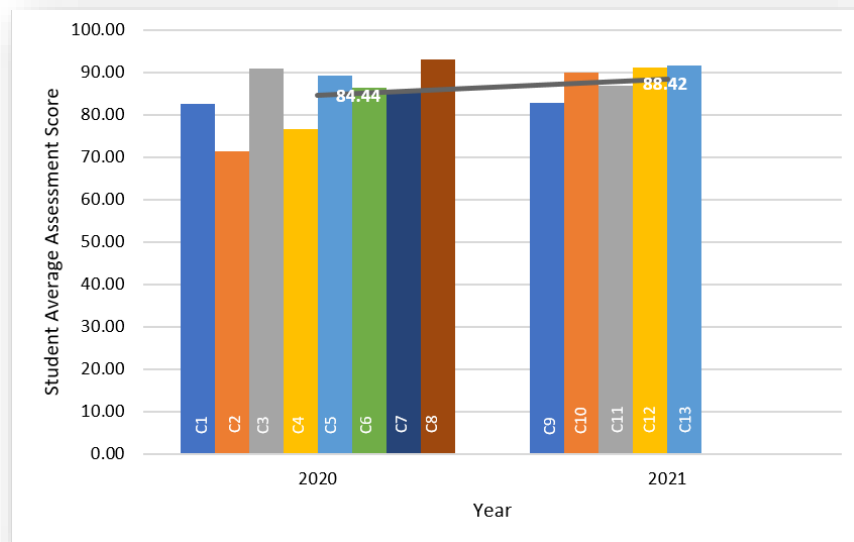
Students' average assessment score under completers' classes

Details	2020	2021
Grade Level	K1 to 2	1 to 9
Average Number of Classes Covered	6	5
Maximum Number of Classes Covered	20	10
Minimum Number of Classes Covered	1	3
Overall Average Score	84.44	88.42
Maximum Score	100.00	100.00
Minimum Score	0.00	59.69
Number of Completers	8	5

During the 2021 evaluation, the overall average assessment score of students taught by the completers was satisfactory (88.42). This score is much higher than the overall average assessment scores (84.44) during 2020. The students' performance evaluation during these two periods positively illustrates the quality and effectiveness of the completers in teaching and learning (see Figure 1.1).

Figure 1.1

2020 & 2021 students' average assessment scores under completers' classes



Note. 2019 data from MOE; 2021 Data from ESE

1.1.2 Completers' Action Research/ Case Studies

CEDU includes case studies conducted by completers in their teaching context to make a change and foster growth in their students' teaching and learning. Requests were sent to receive such information from completers, including details on maintaining confidentiality and anonymity of the completers and the students and schools involved. A template was devised for completers to fill with regards to the growth. We encouraged completers to include qualitative and quantitative data to indicate their students' development pertinence to their action plans.

Six SPED completers responded to the request and shared their action research/ case studies, showing their positive impact on P-12 student-learning growth. Table 1.2 (see Appendix) summarizes the information about how the completers were able to take action on the needs of their students. It also shows the completers' initiative, self-responsibility, creativity, innovativeness, and passion for teaching, which benefited their students. Furthermore, the completers showed that they could partner with families, school support groups, and professionals to make decisions and implement their action strategies. These attributes indicate that the completers can cope with challenges in the practice of their profession.

Table 1.3 shows the completers exuded the program outcomes based on how they addressed the concerns encountered in their classes. This information indicates that the completers have been well-prepared to address challenges in the practice of their profession. It also shows their capacity to use research skills and their growth as professionals.

Table 1.3

Learning outcomes exuded by completers after implementation of action strategies

SPED Program Outcomes*	Completers' Action Strategies and Outcomes					
	C1	C2	C3	C4	C5	C6
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.	✓	✓	✓	✓	✓	✓

*2020-2021

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

1.2.1 Annual performance evaluation of completers under Federal Authority

The Federal Authority for Government Human Resources (FAHR) established a Performance Management System, which applies to all entities under the federal government and the Ministry of Education (MOE). It aims to link the individual performance to the strategic directions of the Federal Government. The line manager accomplishes the annual performance evaluation, with the individual objectives or KPIs identified and agreed by the employee and the immediate head. This is conducted every November to December. The FAHR has adopted a 5-point scale assessment by Cabinet Resolution No. 35 of 2020. The performance data presented in Figure 1.2.1 was by the previous 4-point scale used by the FAHR: 1- Needs Improvement, 2-Meets Expectations, 3- Above Expectations, 4- Notably Exceeds Expectations.

Data for 43 completers who reported their employment under government schools was requested from the Emirates Schools Establishment (ESE) for the period of 2019, 2020, and 2021. ESE was able to provide the 2019 and 2020 data. Eighty-eight percent of the completers are teachers while 12% hold administrative positions (i.e., School Principal, Vice Principal, Chief Student Affairs, etc.). Moreover, 67% or 29 out of the 43 completers have evaluations that can be compared for the two identified years, 33% were not appraised because they were newly hired, and hence there is no available data.

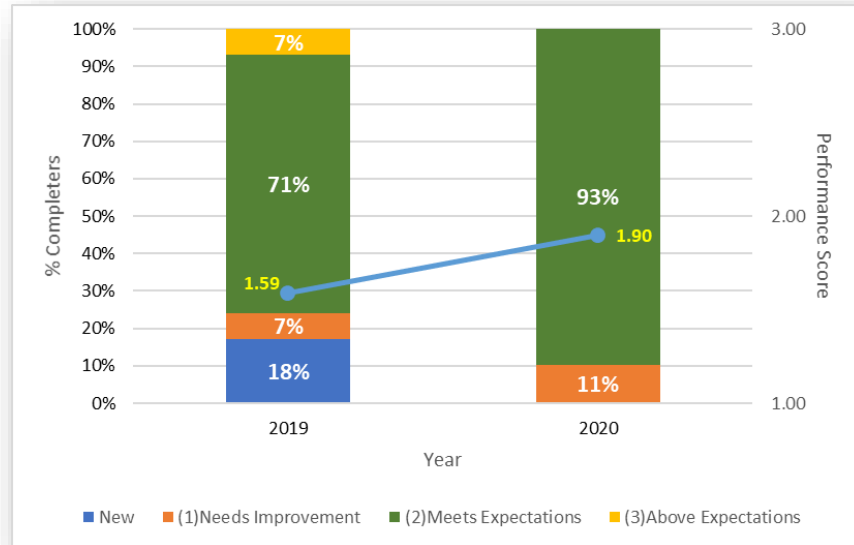
Results indicate that the percentage of completers who meet expectations has increased. During the 2020 evaluation period, more of the completers (93%) under the federal authority met the expectations and performed their work by the established objectives. However, in 2019, 7% performed above expectations, and 71% met the expectations.

Furthermore, for 2019 and 2020, the overall median score (from 1–4-point scales) is 2, and the average mean score is 1.71 and 1.93, respectively. Paired sample t-test of the performance scores revealed that the completers' performance had significantly increased ($t(24) = -2.531, p = 0.017$) from 2019 ($M = 1.59, SD = .78$) to 2020 ($M = 1.90, SD = .31$). This illustrates that the UAE-CEDU completers' performance is satisfactory according to the criteria developed by the FAHR and continuously improving. A disaggregated data analysis, split by programs, is not possible due to the limited identification information provided by the data source.

Figure 1.3 shows the percentage distribution of completers based on their annual performance assessment in 2019 (Fall) and 2020.

Figure 1.3

Annual Performance Evaluation of Completers under Federal Authority (2019 & 2020)



Note. Data sourced from ESE; N = 29; Data cannot be disaggregated due to the limited completer information provided by the data source.

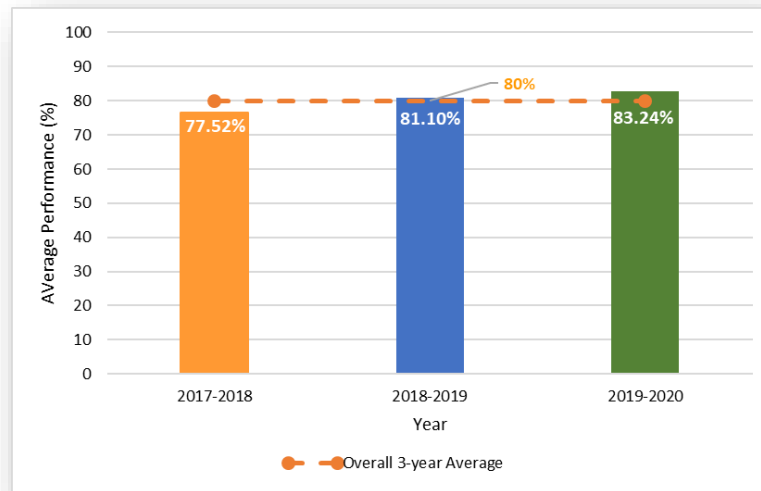
1.2.2 Teacher Observations

Teacher observations are conducted quantitatively to determine teachers' performance in their teaching methods, instructional activities, and preparation and learning materials. Annually, teachers under federal authority undergo teaching observations to help them improve their teaching-learning quality. Thus, data on completers' performance during teaching observations were requested from Emirates School Establishments (ESE) to determine their effectiveness in applying their knowledge and skills in teaching.

Figure 1.4 shows the completers' performance during teaching observation over the past three years, 2017/2018 to 2019/2020. The performance of the completers has significantly increased from 2017/2018 ($M=77.52$, $SD=5.70$) to 2018/2019 ($M=81.10$, $SD=5.54$), as revealed in the analysis using paired sample t-test ($t(20) = -5.438$, $p < 0.001$); it has also significantly increased 2018/2019 ($M=81.10$, $SD=5.54$) to 2019/2020 ($M=83.24$, $SD=5.05$) with paired sample t-test analysis ($t(20) = -4.614$, $p < 0.001$). This analysis implies that the completers have improved their teaching-learning qualities over three years.

Figure 1.4

Completers' teaching observation



Note. N=23, including two completers with no data for two years

1.2.3 Employer Assessment of the Completer Compared to non-UAEU Completer

Another indicator used to determine the teaching effectiveness is the assessment of UAEU-CEDU completers compared to a non-UAEU completer by employers (principals or academic leads). Employers were asked to compare the performance of UAEU completers with other teachers who completed their preparation from other universities in terms of four domains, namely: planning and preparation; classroom environment, instruction; and professional responsibility. Ratings were completed using a 3-point scale: 'Less than others'; 'same as others'; 'Better than others', which were scored 1-3 respectively.

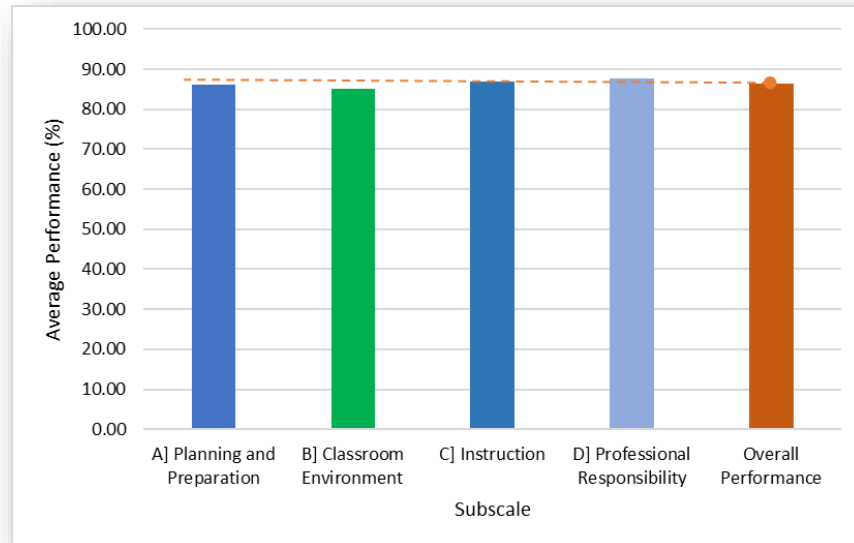
Another indicator used to determine the teaching effectiveness is the assessment of UAEU-CEDU completers compared to non-UAEU completers by employers (principals or academic leads). Employers were asked to compare the performance of UAEU completers with other teachers who completed their preparation from other universities in terms of four domains: planning and preparation, classroom environment, instruction, and professional responsibility. Ratings were conducted using a 3-point scale: 'Less than others'; 'same as others'; 'Better than others', scored 1-3, respectively.

In 2021, the employers rated the UAEU-CEDU completers an overall mean of 2.59 (SD = 0.96) or 86.50% (see Figure 1.4). The percentage scores in four subscales range from 85.33% to 87.67%. Paired samples t-tests were used to look for

differences among the four subscales. There are no significant differences in the assessment rating according to what the completers are being compared on, whether planning and preparation, instruction, or classroom environment.

Figure 1.4

2021 Assessment of UAEU-CEDU teaching effectiveness when compared to non-UAEU completer



Note. Mean score was converted to % teaching effectiveness, $M/m \times 100$, where M = mean score and $m = 4$, highest credit; Data cannot be disaggregated due to the limited completer information provided by the data source.

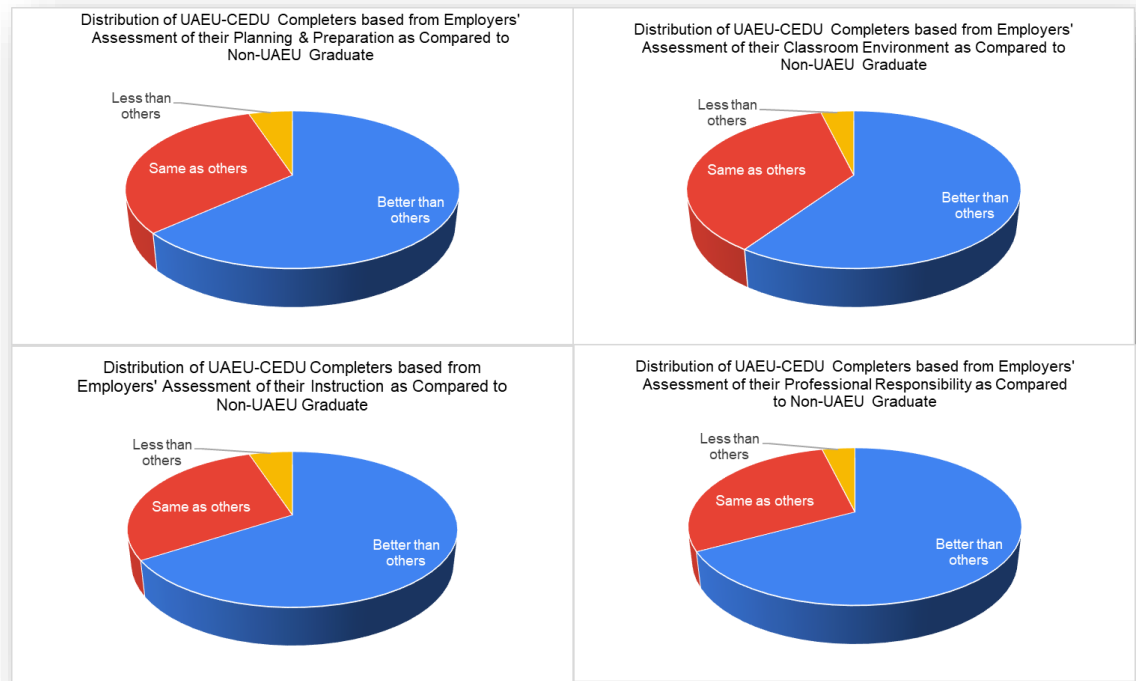
Furthermore, when principals or academic leads compare the UAEU-CEDU completer, in terms of the four subscales, to their colleagues who are non-UAEU completers, 63% of the completers were better than others in planning and preparation, 59% were better than others in a classroom environment, 66% in instruction, and 67% in professional responsibility (see Figure 1.5).

These data, aligned to the framework used in our capstone and student teaching programs, indicate that the pedagogical emphasis provided through our programs (planning & preparation; classroom environment; instruction; professional responsibility) positively impacts our completers' performances in the field. The data collected from the employers is reassuring; they show our program preparation is in line with the stakeholders' standards.

The results show no area of weakness for this indicator.

Figure 1.5

Percentage distribution of UAEU-CEDU completers when compared, in terms of the four subscales, to non-UAEU completer (2021)



Note. N=79 UAEU-CEDU Completers; Data cannot be disaggregated due to the limited completer information provided by the data source.

The performance of UAEU completers concerning non-UAEU, as assessed by employers, is significantly higher than those evaluated in the previous years. As shown in Table 1.4, the overall mean score of the completers in 2018 was 2.25 (75%), 2.1 (67%) in 2019, and 2.59 (86%) in 2021. Kruskal-Wallis test of the mean scores of the completers, when compared with non-UAEU-CEDU completers from subsequent time-point scales, revealed a significant difference in their teaching effectiveness ($H(2) = 23.825, p < .001$). There was no significant difference in completers' teaching effectiveness assessment scores between 2018 and 2019 ($H(2) = 10.051, p = .0985$). However, there is a substantial difference between the teaching effectiveness mean scores in 2018 and 2021 ($H(2) = 36.8313, p < .001$) and between 2019 and 2021 ($H(2) = 26.762, p = .001$).

Data shows our completers' overall performance (see Figure 1.6) as perceived by their employers compared to graduates from other non-UAEU institutions. Overall, CEDU completers' performances were ranked higher by employers than those who completed their programs elsewhere. Thus, reflecting positively on our program. The results show no area of weakness for this indicator.

Table 1.4

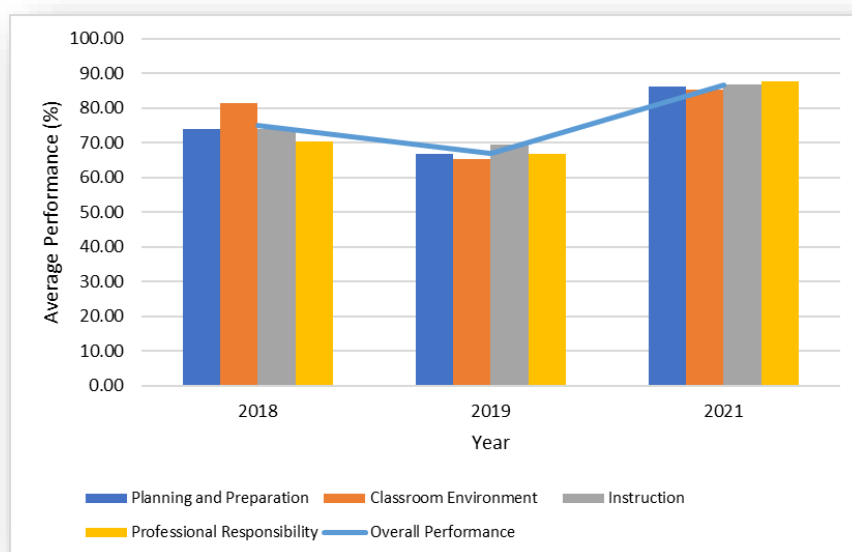
Performance UAEU-CEDU completers in terms of the four subscales across three years

Subscale	Mean (SD) - %			
	2018	2019	2020	2021
Planning and Preparation	2.22 (0.80)-83.33	2.00 (0.59)-66.67	*	2.58 (0.94)-86.08
Classroom Environment	2.44 (0.51)-81.33	1.96 (0.55)-65.33	*	2.56 (0.88)-85.33
Instruction	2.22 (0.64)-74.00	2.08 (0.72)-69.33	*	2.61 (0.99)-86.92
Professional Responsibility	2.11 (0.64)-70.33	2.00 (0.74)-66.67	*	2.63 (1.02)-87.76
Overall	2.25 (0.65)-75.00	2.01 (0.65)-67.00	*	2.59 (0.96)-86.50

* Unable to do data collection due to pandemic

Figure 1.6

Performance UAEU-CEDU completers in terms of the four subscales across three years



Note. No assessment was made in 2020 due to the pandemic; Data cannot be disaggregated due to the limited completer information provided by the data source.

Measure 2: Satisfaction of employers and stakeholder involvement

2.1 Employer Satisfaction Survey

The relevance and effectiveness of UAEU completers' preparation as employers view are determined through the employer satisfaction survey. The survey determines the satisfaction of the employers towards UAEU completers in four subscales planning and preparation, instruction, and professional responsibility. The survey helps determine and plan program improvements as viewed by the employers. It is administered every year by the CEDU Alumni Affairs Unit and analyzed by the Quality Assurance Laboratory (QAL).

There was no survey administered among employers during 2020 due to the pandemic brought by Covid19. Thus, the last subsequent surveys are reported.

During AY 2020-2021, the survey results revealed that employers have a positive level of satisfaction as indicated by their overall assessment that UAE completers are 'highly prepared' ($M = 3.44$; $SD = 0.05$). The employers highly rated most completers on their knowledge of content and pedagogy in their subject and their ability to create a classroom environment based on respect and rapport—the employers' satisfaction rating in the four ranges, ranging from 3.42 to 3.44. Paired samples t-tests were used to look for differences among the four subscales. According to the completers' assessment, there are no significant differences in the satisfaction rating, whether planning and preparation, instruction, or classroom environment.

A comparison of the employer's satisfaction across the three subsequent surveys revealed that there was a significantly higher employer satisfaction during 2021 ($(H(2) = 19.903, p = <.000)$). There was a significant difference in the overall satisfaction between Fall2018 and Spring2021 ($(H(2) = 35.798, p = .000)$). No significant differences were observed between fall 2019 and Spring2019 ($(H(2) = 19.722, p = <.072)$).

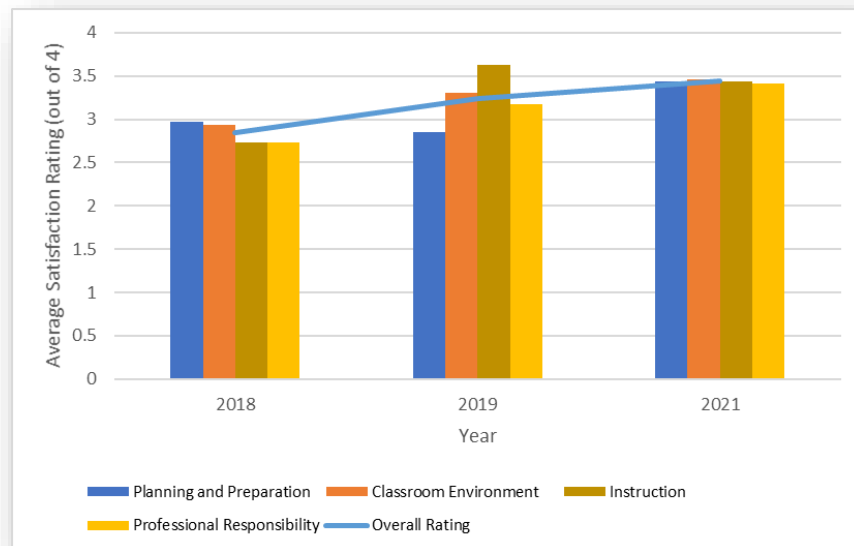
Overall, data shows a high satisfaction rate held by employers towards CEDU's completers' performance and competencies. This rating reflects positively on our programs and provides evidence for us to stay consistent and move forward in improving our programs. The results show no area of weakness for this indicator.

Table 2.1

Satisfaction of employers towards UAEU-CEDU completers' relevance and preparation

Subscale	Mean (SD)			
	2018	2019	2020	2021
Planning and Preparation	2.97(0.64)	2.85(0.61)	*	3.43(0.06)
Classroom Environment	2.94(0.75)	3.30(0.43)	*	3.46(0.04)
Instruction	2.73(0.75)	3.63(0.39)	*	3.44(0.05)
Professional Responsibility	2.73(0.79)	3.17(0.43)	*	3.42(0.03)
Overall	2.84(0.73)	3.24(0.47)	*	3.44(0.05)

Note. 4= Highest Score; *-Unable to do data collection due to pandemic

Figure 2.1*Satisfaction of employers towards UAEU-CEDU completers' relevance and preparation*

Note. No survey was conducted in 2020 due to the pandemic; Data cannot be disaggregated due to the limited completer information provided by the data source.

2.2 Involvement of internal and external stakeholders in program design, evaluation, and continuous improvement processes

CEDU is dedicated to the continuous improvements of its program design. Regular monitoring, evaluation, and improvement are weaved in all its processes. Aside from the feedback derived from the Employers' Satisfaction Surveys, it solicits feedback and inputs from multiple data sources, including all stakeholders, and uses the information to create plans, make changes, and improve the programs.

For example, the results from the employer satisfaction survey (Table 2.1) show that the graduates from CEDU have received good ratings in all four areas – planning and preparation, classroom environment, instruction, and professional responsibilities. The data shows an increase in employers' satisfaction from 2018 to 2019, 2019 to 2021, with a slight decrease in instruction in 2021 compared to 2019. This decrease might be due to the shift of teaching and learning (instruction) to online mode due to the COVID-19 pandemic. Thus, with CEDU's conscious and continuous effort to provide professional development opportunities to its completers, in collaboration with schools and employers, the matter is discussed with partners during the TEC meetings to improve employers' satisfaction by enhancing completers' performance in their respective career placements.

Another example is that the stakeholders' inputs from different activities, as cited in Table 2.2, have been considered for implementation after discussions and consultations. Inputs have been addressed with new concentrations in the SPED program, a new practicum framework Vis a Vis evaluation rubric, and a proposal to change the name of the Special Education Department.

Table 2.2

Stakeholders' feedback for the continuous improvement of the Special Education program

Activities	Stakeholder Inputs	Stakeholders	Implementation Period	Current Status
1. Stakeholder Meeting (2019)	Provide Special Education students with more practicum experiences	- School teachers - Principals - Ministry of Education	- Fall 2019 - Spring 2020, - Fall 2020 - Spring 2021	- Offering a new practicum framework - Offering severe disabilities and hearing impairment concentrations
2. TEC (2019)	Offer programs in the areas of severe disabilities and sensory impairments.	- Representatives - Ministry Special Education Manager		Hiring an instructor who is specialized in Braille and sign language
3. Focus Group Discussion (FGDs) with students	Train Special Ed. students in the sign language	- ADEK Enrichment manager - Hamdan Foundation		Rubric is revised and now the department collected data from two raters to establish inter rater reliability.
4. Exit Survey (Spring 2020-2021)	Revise practicum rubric to be in alignment with the Ministry of Education standards	Representatives		Proposal to change the department's name from the current name: Special Education.

2.3 Satisfaction of Program Completers

The completer's satisfaction survey assesses the level of satisfaction with how well the program prepared completers to be effective teachers. It elicits information on the following domains of teaching framework –planning and preparation of lessons, classroom environment, instruction, and professional responsibilities, which should be acquired during the completers' practice. It is administered every year by the CEDU Alumni Affairs Unit and analyzed by the Quality Assurance Laboratory (QAL).

There was no survey administered among employers during 2020 due to the pandemic brought on by Covid19. Thus, the last subsequent surveys are reported.

In AY 2020-2021, the results indicate that the completers have a positive level of satisfaction as indicated by their overall assessment that they are 'highly prepared' ($M = 3.21$ ($SD = 0.58$)). The four subscales' scores range from 3.16 to 3.29 with a 0–4-point scale. Paired samples t-tests were used to look for differences among the four subscales. According to the completers' assessment, there are no significant differences in the satisfaction rating, whether planning and preparation

or instructions room environment. It is noted that disaggregated data by the program was not considered due to the few numbers of respondents in the survey.

However, comparing the data across three subsequent surveys indicated declining satisfaction among completers from 2018 to 2021. A lower satisfaction of completers was shown during 2021. The results may be attributed to the pandemic and the disruption of practicum and student teaching programs due to the closure of schools and the move to online learning.

One likely reason for the lower rate of satisfaction compared to early years could be the disruption of the pandemic. Now that major precautionary measures have been lifted, our candidates resume going to schools physically for their practicum and student teaching. Additionally, new practicum frameworks are implemented to better prepare completers for teaching in the field.

Table 2.3

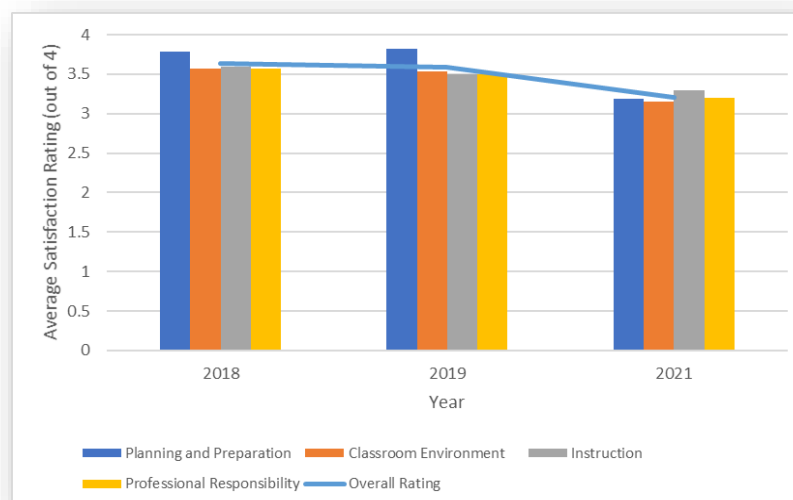
Satisfaction of completers towards their program preparation

Subscale	Mean (SD)			
	2018	2019	2020	2021
Planning and Preparation	3.79 (0.32)	3.82(0.49)	*	3.19(0.55)
Classroom Environment	3.57(0.41)	3.53(0.35)	*	3.16(0.57)
Instruction	3.60(0.35)	3.50(0.37)	*	3.29(0.64)
Professional Responsibility	3.57(0.39)	3.50(0.38)	*	3.20(0.73)
Overall	3.63(0.37)	3.59(0.40)	*	3.21(0.58)

4= Highest Score; *-Unable to do data collection due to pandemic

Figure 2.2

Satisfaction of completers towards their program preparation



Note. No survey was conducted in 2020 due to the pandemic; Data cannot be disaggregated due to the limited completer information provided by the data source.

Measure 3: Candidate Competency at Completion

UAEU-CEDU uses the competency exam (TP3) and the performance of candidates (TP4) in student teaching, capstone, professional exam, and action research to determine their competencies upon program completion. The competency exam measures the CEDU pedagogical knowledge before the clinical experience. Student teaching and capstone measure the candidate's mastery of the standards for beginning teachers regarding the knowledge, skills, and experience candidates have gained as an educator. The professional exam measures the candidate's skills and abilities to plan, teach, and assess students in K-12. In contrast, the action research measures the candidate's demonstration of the use of research tools in educational settings.

3.1 Competency Exam

One prerequisite for participation in the competency examination is to have a GPA of at least 2. During Fall2020 and Spring2021, 82 and 75 students have attained the required GPA to sit for the competency exam. It can be gleaned in Table 3.1 that there was a high passing rate in the three programs during the first take of the Fall2020 competency exam. In contrast, during the Spring2021 competency exam, a high passing rate was observed only after the second attempt of the exam. It is noted that before taking the competency exam, students are given workshops to understand the purpose of the exam, the rules governing the exam, and the nature of the questions to expect. The pass mark for the competency exam is 60. However, students who cannot get the pass mark are given three attempts to retake the exam. Students who cannot get the pass mark are given another workshop on the exams' requirements, nature, and scope.

Moreover, specifically for the SPED program, the content of the competency exam was changed and implemented during Spring2021. The change was brought about by the inputs solicited from different stakeholders regarding the teaching practice of the candidates. Candidates and their parents claimed to need more experience in the field. The Ministry has also indicated the need for some revisions in the teaching experience of students. The same was also commented on during the first CAEP visit. Thus, a new framework was adopted, a new rubric was validated, and the content of the competency exam was changed.

Table 3.1

Passing rate in the competency exam for ECE, SPED, and HPE during Fall2020 and Spring2021

Program	Fall 2020						Spring 2021			
	Exams conducted						Exams conducted			
	1st		2nd		1st		2nd		3rd	
	Number of Students	Pass Rate	Number of Students	Pass Rate	Number of Students	Pass Rate	Number of Students	Pass Rate	Number of Students	Pass Rate
ECE	38	82%	6	100%	6	12.8%	32	78%	9	100%
SPED	31	100%	-	-	1	5%	12	63.2%	7	100%
HPE	6	86%	1	100%	0	0%	7	87.5%	1	100%

Over the last three years, the passing rate of the ECE candidates in the competency exam was varied. A decline in the number of passers during the first attempt was observed from Fall 2020 (total of 44 takers) to Spring 2021 (total of 47 takers). However, the average performance of all takers was 73.64%, which is above the 60% pass mark (Figures 3.1-3.2).

Figure 3.1

Passing rate of ECE candidates in the competency exam

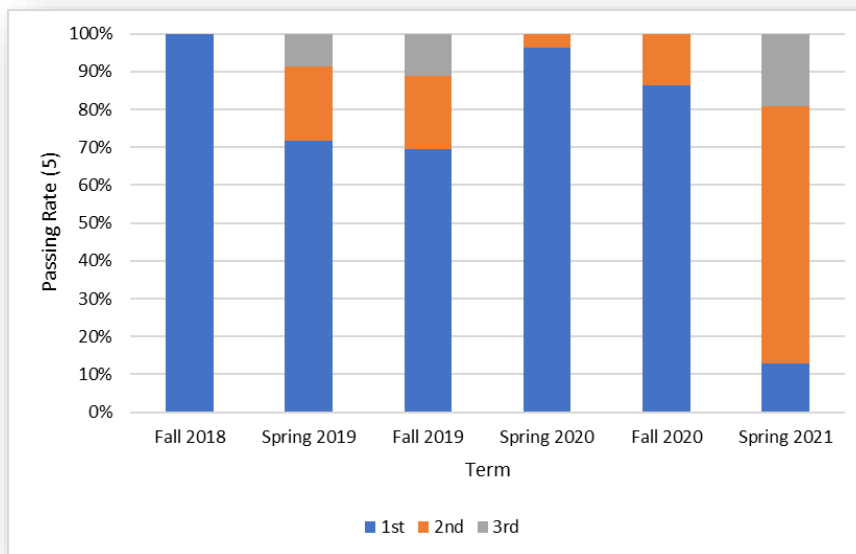
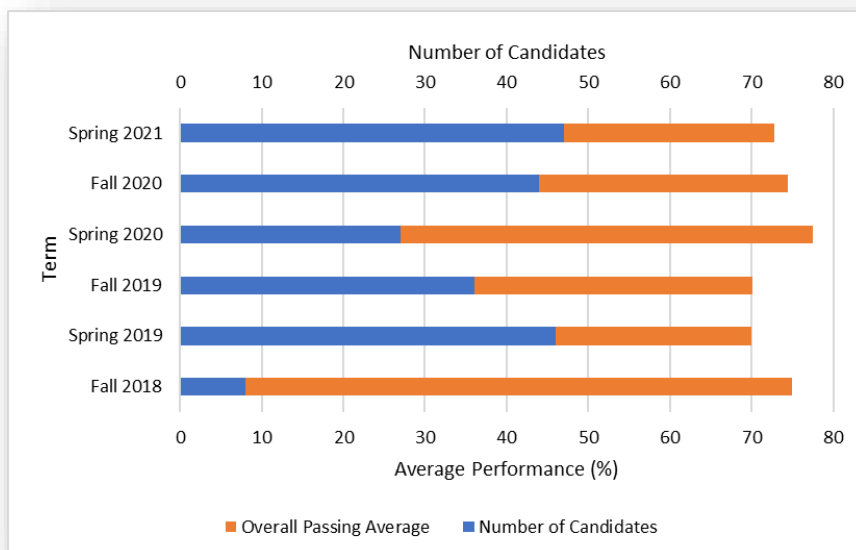


Figure 3.2

Performance of ECE candidates in the competency exam



The passing rate of SPED candidates in the competency exam over the last three years was varied. A significant difference in the number of passers in the first attempt was observed between Fall2020 and Spring2021 with 31 and 20 takers, respectively. This may be attributed to the circumstances brought by the pandemic that affected educational settings worldwide. The average performance during the two terms was 71.40%, above the 60% pass mark (Figures 3.3-4).

Figure 3.3

Passing rate of SPED candidates in the competency exam

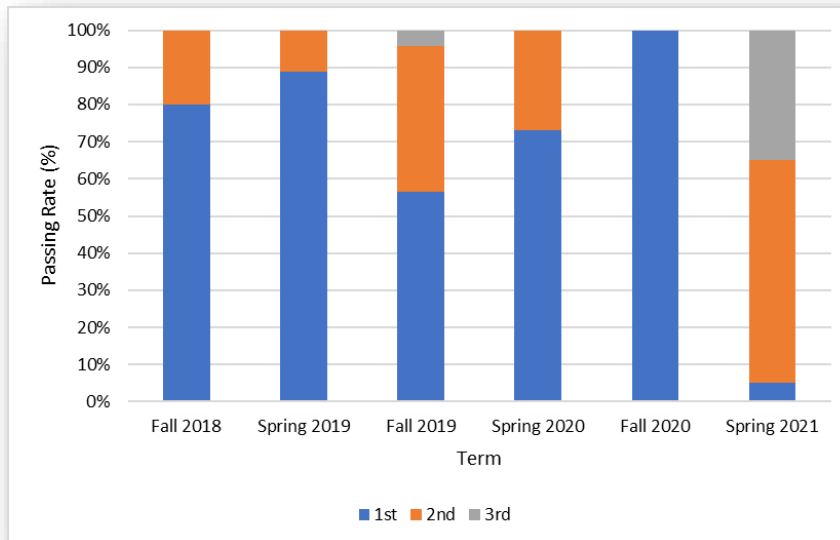
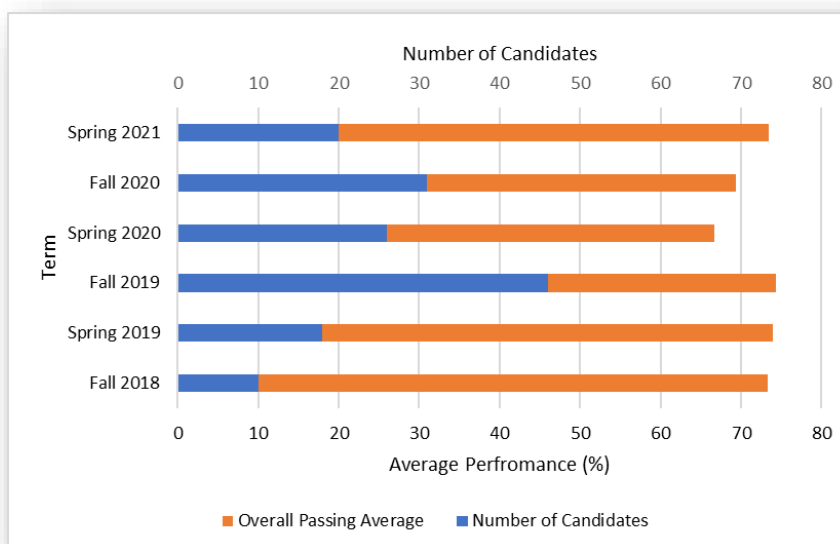


Figure 3.4

Performance of SPED candidates in the competency exam



Over the last three terms, the performance of the HPE candidates has increased with an average of 71.04%, which is above the 60 pass mark, although there was a decline in the passing rate during the first attempt of the competency exam (Figures 3.5-6).

Figure 3.5

Passing rate of HPE candidates in the competency exam

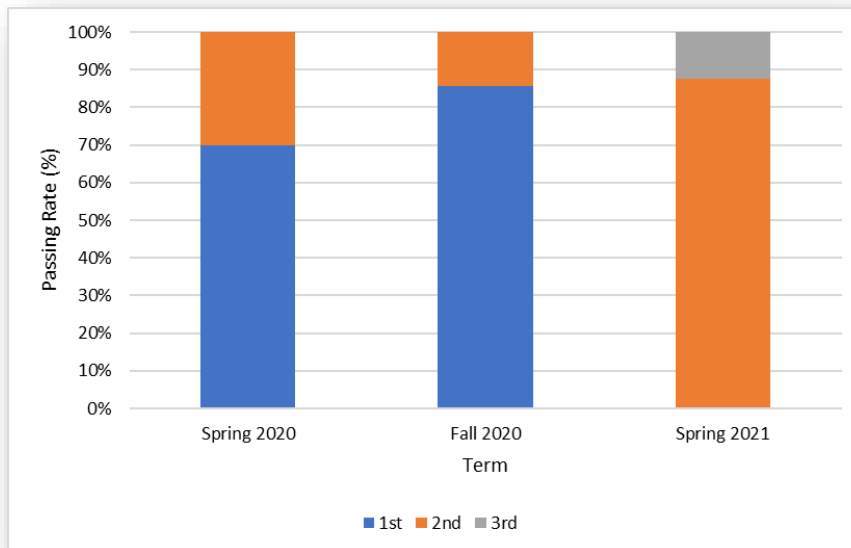
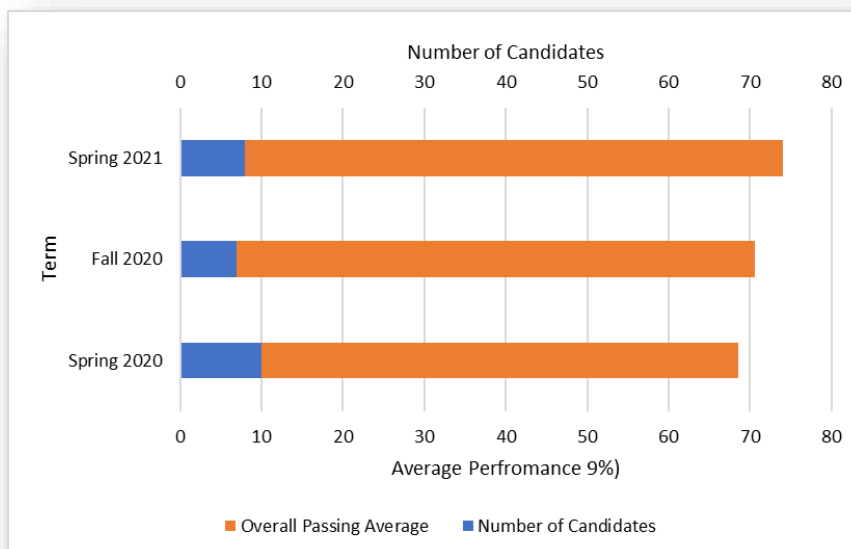


Figure 3.6

Performance of HPE candidates in the competency exam



3.2 Student Teaching Evaluation

Student teaching offers an opportunity for the student to demonstrate their pedagogical skills. They are graded on four components: Domain 1 (Planning and Preparation), Domain (The Classroom Environment), Domain 3 (Instruction), and Domain 4 (Professional Responsibilities). The pass mark for the student teaching is 70%.

Students scored at least 70% in all the programs, with an overall average performance of 91.68% for ECE candidates, 90.62% for SPED candidates, and 85.87% for HPE candidates during Fall2020 and Spring2021. The performance of the candidates in all programs during Fall2020 and Spring2021 was above the 70% pass mark (Figures 3.7-9).

For the last three years (2018/2019 to 2020/2021), ECE and SPED programs' student teaching performance was consistently above the college's 70% passing standard. The same was observed in the HPE program during the academic year 2020/2021. This data indicates that all the candidates demonstrated their pedagogical skills above the standards during their field experience. It shows that the students have acquired all the needed competencies in all three programs. It can be confidently said that candidates from these programs have acquired the requisite skills across all the domains. Specifically, they would be able to prepare and plan to teach, create a conducive learning environment, adopt appropriate teaching pedagogy, and understand their professional responsibilities. However, these gains will be consolidated with appropriate syllabi revision and the use of reading materials to ensure that students acquire relevant skills for the field. .

Figure 3.7

Performance of ECE candidates in student teaching

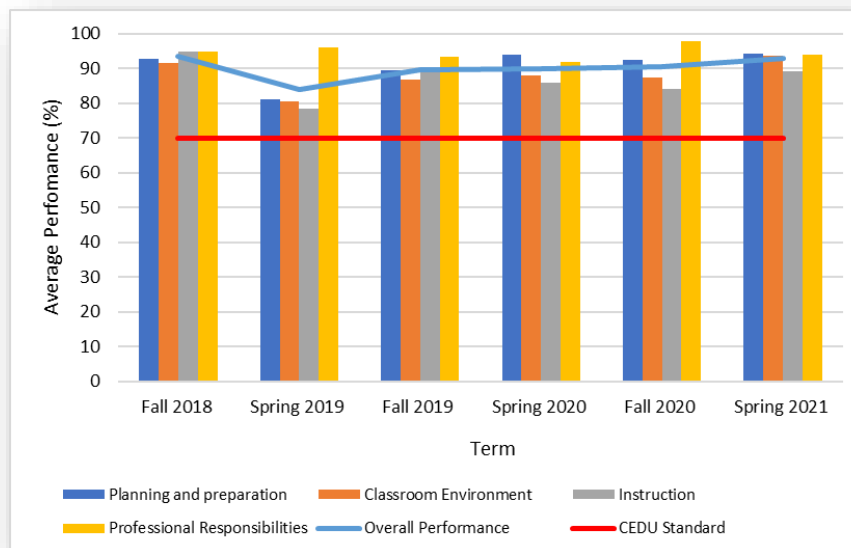


Figure 3.8

Performance of SPED candidates in student teaching

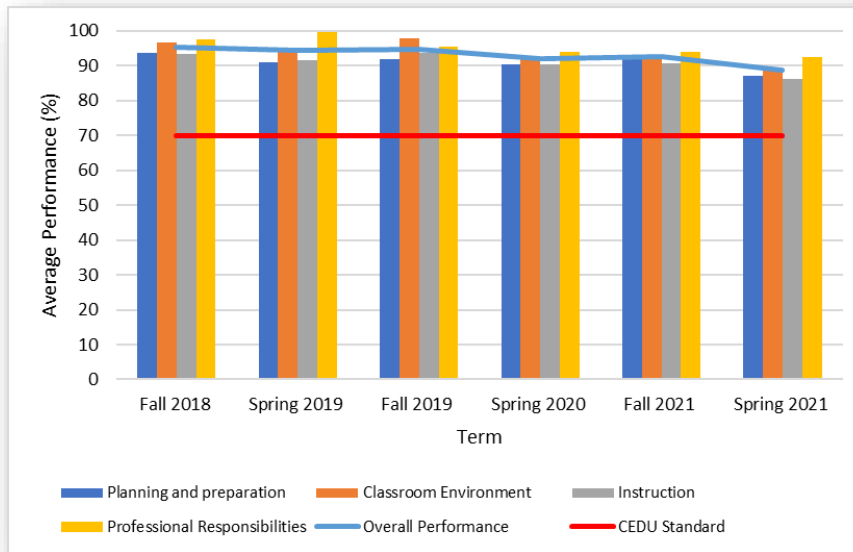
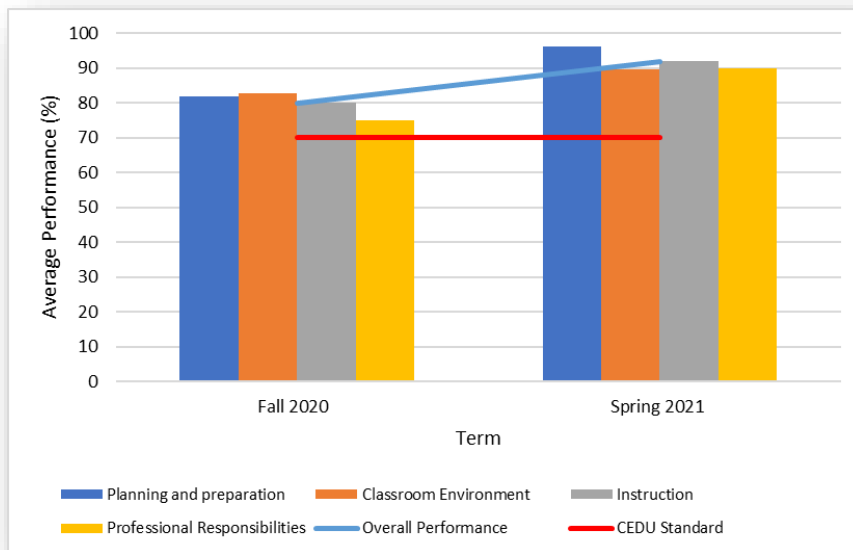


Figure 3.9

Performance of HPE candidates in student teaching



3.3 Capstone Course

The capstone course consists of four components –professional exam task, action research, portfolio, and course work. The pass mark for the Capstone course is 80%.

In all programs, students attained the required grade for the capstone course during Fall2020 and Spring2021. Fall 2020 and Spring2020's average performance was 88.80% for ECE, 89.92% for SPED, and 84.77% for HPE, which exceeds the 70% pass mark. Such performance has been maintained for over three years since Fall2018.

All programs also performed well in the professional exam, with an average performance of 88.53% for ECE, 88.34% for SPED, and 88.35% for HPE. The overall performance of each program exceeds the 80% pass mark and has been consistent since Fall2018.

The ECE and SPED programs have an average performance of 90.05% and 86.44%, respectively, in action research during Fall2020 and Spring2021. These have been consistent with performance since Fall2018. However, the HPE program needed to enhance the action research methods among candidates because of the decline in their performance. Since it was seen as an area of improvement, research workshops have been implemented to ensure HPE candidates acquire and apply the skills required to perform well in action research.

Figure 3.10

Performance of ECE candidates in a capstone course

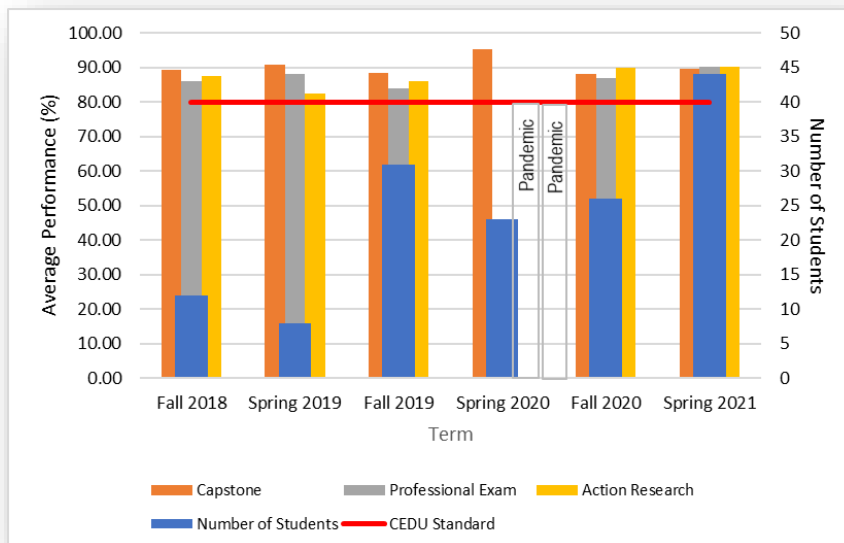


Figure 3.11

Performance of SPED candidates in a capstone course

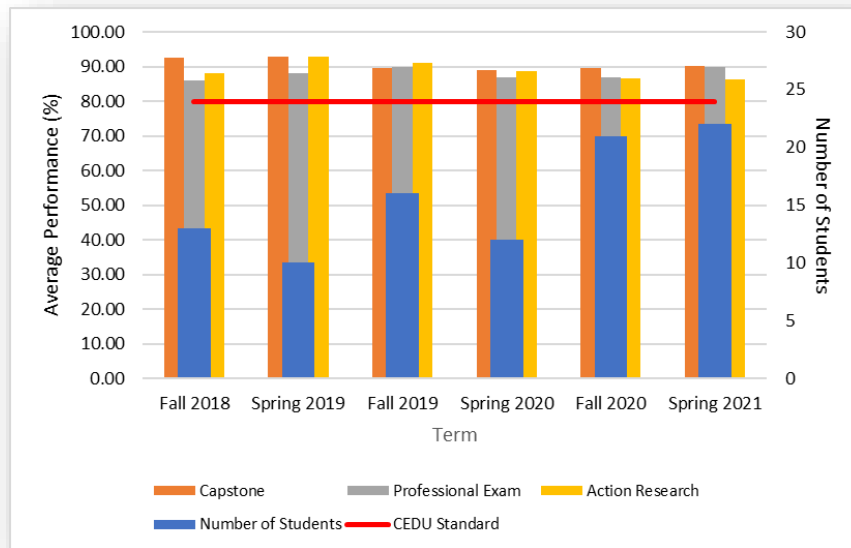
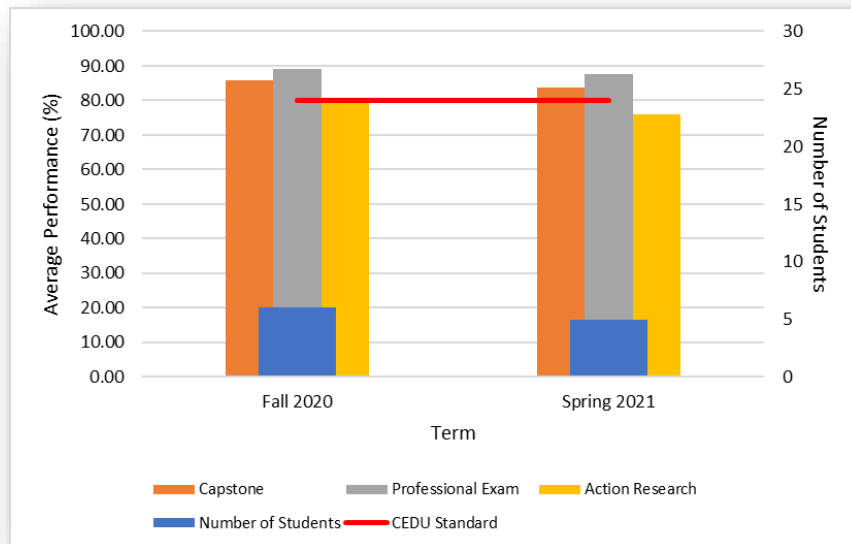


Figure 3.12

Performance of HPE candidates in a capstone course



Measure 4: Ability of completers to be hired in education positions for which they have been prepared

There are two data sources for the CEDU completer's employment information:

- The "Graduate Destination Survey," administered by the Ministry of Education (MOE), aims to determine the percentage of completers who got employed within nine months after graduation. The MOE sends several SMS messages containing a link to the survey to all graduates, inviting them to complete the survey during their fieldwork's first week. Institutions assist MOE in conducting the normal telephone interview method for their completers from the start of the second week. The survey is administered each semester, and the report is generated annually. The survey targets completers in both public and private employment.
- The CEDU-initiated survey, which the Alumni Affairs Unit administers under the Office Assistant Dean of Student Affairs. The Alumni Affairs Unit administers the employment survey to CEDU completers in the last five years and is analyzed by the Quality Assurance Laboratory. The survey requests information about the completers' current employment status and information (position, company, manager' information, and reasons for unemployment). A Follow-up telephone interview is conducted when some details are needed to be clarified with the completers. The survey is administered each semester.

4.1 Graduate Destination Survey (GDS)

The Office of the Institutional Effectiveness (OIE) regularly provides CEDU with the MOE GDS report data. Based on the 2019-2020 GDS Alumni Survey (refer to Table 1), there was an overall employment rate of 33% for CEDU completers - 16% for Bachelor programs, 96% for master and 50% for Doctorate. Table 4.1 shows the employment of ECE, SPED, and HPE completers within nine months after graduation.

Table 4.1

CEDU completer's employment rates within 9 months after graduation

2019-2020 GDS Alumni Survey				
Major	Employed	Not Employed	Total	Employed (%)
Early Childhood Education	6	41	47	13%
Health and Physical Education	2	3	5	40%
Special Education	4	39	43	9%

4.2 CEDU Completers Employment Survey

The expected timing and frequency to administer the Completers Employment Survey have not been maintained due to the Covid-19 pandemic. Thus, data from the employment survey conducted in 2020 and the survey conducted in December 2021 were used for this report. The QAS, in

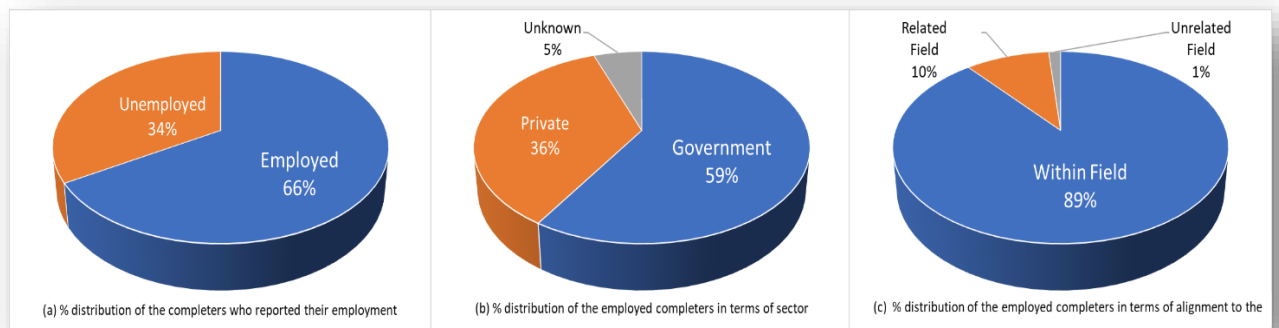
collaboration with the Alumni Office, has contacted completers to gather data on their place of current employment.

The survey targeted the completers of ECE (Early Childhood Education), (HPE) Health and Physical Education, and SPED (Special Education) who graduated in the last five years (2016/2017 to 2020/2021). Albeit, the relatively low response rate (only 35% of the 312 graduates in the past five cohorts (2016-17 to 2020-21) responded to the survey disseminated with regards to employment data): 13% of employed completers are from SPED, 21% are from ECE completers, & .3% are from HPE completers. The response rate can be attributed to the circumstances brought by the pandemic. Alumni activities were also limited, which affected their engagement with the college. Moreover, there was difficulty contacting the completers due to changes in their contact information. The Alumni Unit has reported that some graduates can no longer be contacted by phone and university emails.

Of the 35% of completers who responded, 66% reported that they are currently employed, while 34% are unemployed. CEDU completers were mainly employed in the government sector (58%) and are aligned within their field (89%).

Figure 4.1

Overall employment status of completers



Note. N= 110

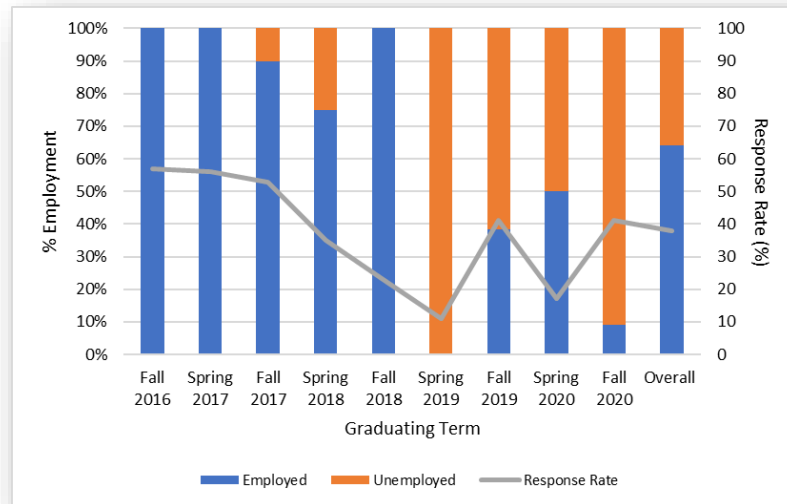
ECE completers' employment status

Based on the data collected in the 2021 Completers' Employment Survey, there was a higher response rate from graduates of Fall2016 to Fall2017 compared to the newly graduated ECE completers. ECE completers reported a 64% overall employment rate. An average of 44% employment rate was seen among completers who graduated in Fall 2016 to Fall 2017, while an average of 33% employment rate was seen among completers who graduated from Fall 2019 to Fall 2021 (Figure 4.2).

Most of the ECE completers were employed in the government sector (60%) and are practicing within their field (84%) (Figure 4.3).

Figure 4.2

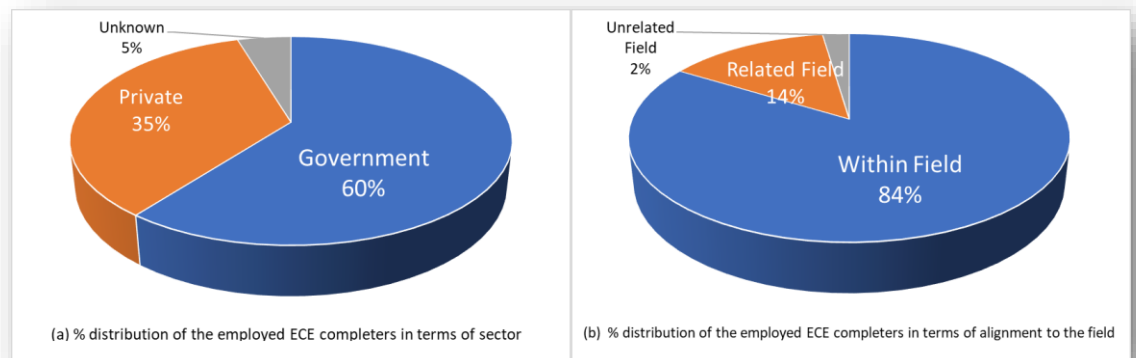
Employment status of ECE completers



Note. N=67 ECE completers

Figure 4.3

Alignment and sector of employed ECE completers



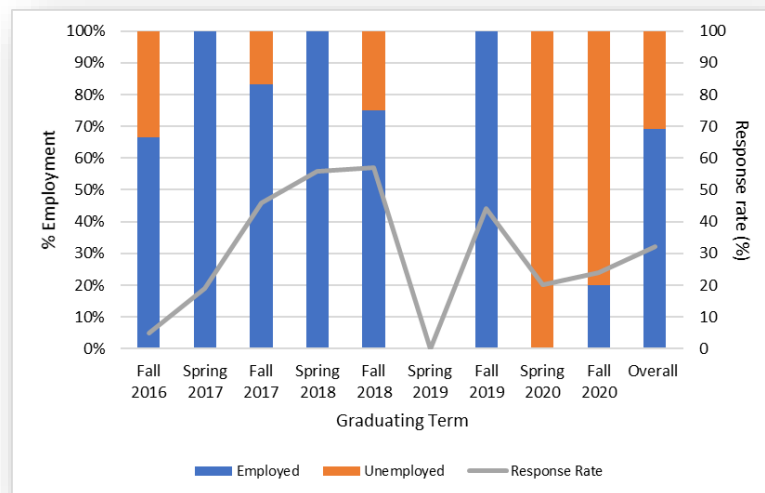
Note. N=67 ECE completers

SPED completers' employment status

Based on the data collected in the 2021 Completers' Employment Survey, there was a higher response rate from graduates of Fall2017 to Fall2018 compared to the newly graduated SPED completers. SPED completers reported a 69% overall employment rate. An average of 83% employment rate was seen among completers who graduated in Fall 2016 to Fall 2017, while an average of 40% employment rate was seen among completers who graduated from Fall 2019 to Fall 2021(Figure 4.4). Most of the SPED completers were employed in the government sector (55%) and are practicing within their field (97%) (Figure 4.5).

Figure 4.4

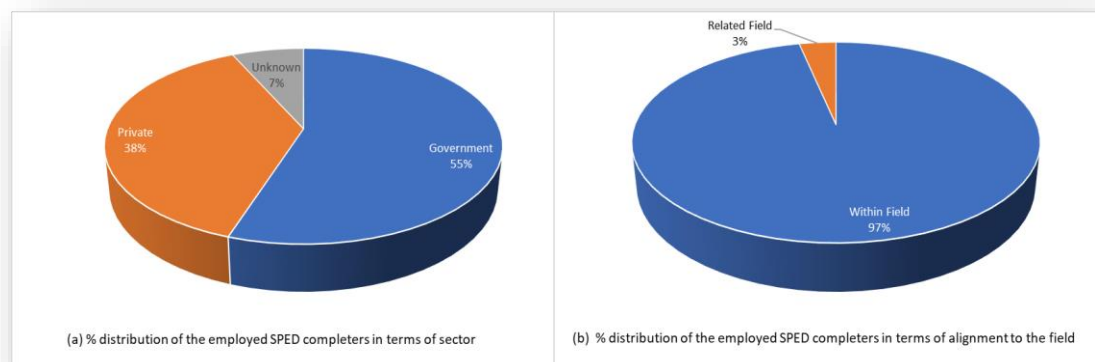
Employment Status of SPED candidates



Note. N=42 SPED completers

Figure 4.5

Alignment and sector of employed SPED completers



Note. N=42 SPED completers

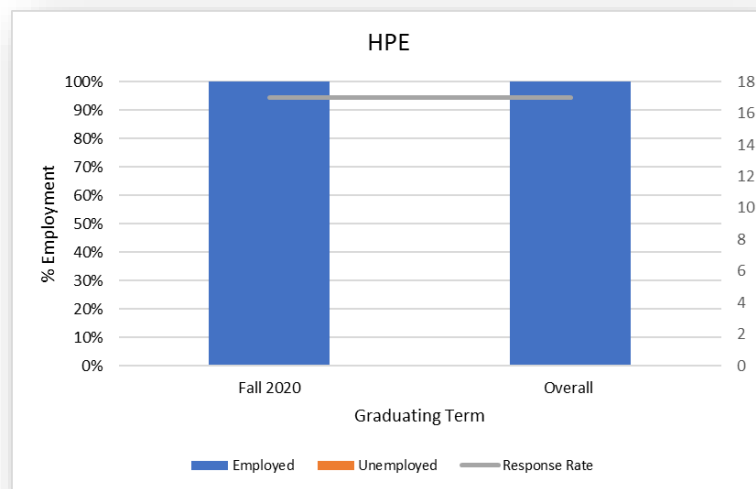
HPE completers' employment status

The Completers' Employment Survey was administered to the six graduates of Fall2020, however, only one completer responded to the survey. The HPE completer reported his employment in the government sector and is practicing within his field (Figure 4.6).

Most of the HPE completers were employed in the government sector (100%) and are practicing within their field (100%) (Figure 4.7).

Figure 4.6

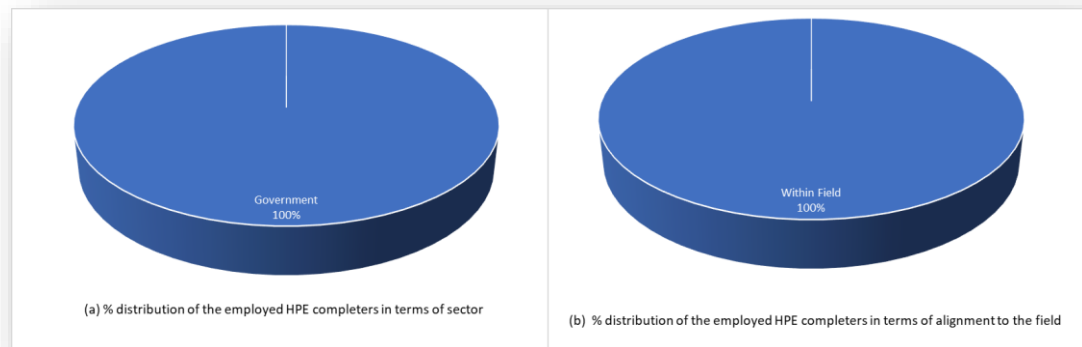
Employment Status of HPE candidates



Note. N=1 HPE completer

Figure 4.7

Alignment and sector of employed HPE completers



Note. N=1 HPE completer

4.3 CEDU Programs Supporting Completer Employment

CEDU is dedicated to support its program completers in their employment journey. Thus, it has maintained its collaboration with the MOE, ESE, its partner schools, and other stakeholders to ensure that its completers are provided with additional qualifications and opportunities for employment.

Below are some of the support programs provided to the completers since 2020:

1. The Ministry of Education (MOE), in collaboration with the UAEU-CEDU, launched the Upskilling Program for Emirati Childhood Teacher Employability in September 2020. The program targeted eligible completers and offered upskilling workshops and an opportunity to be tapped and interviewed by MOE for employment upon completion of the program. Fifteen completers were offered six courses or workshops, five of them were able to complete all the workshops and were able to engage with MOE for employment.
2. CEDU has established a Memorandum of Understanding (MOU) with partner schools for cooperation in educational activities, professional development, and Emirati teacher development. One aspect of the cooperation is the immersion of the completers into the partner school as volunteer teachers within a given period. The completers were provided the opportunity to be considered for an official teaching position after their performance evaluation.

2022 CAEP Annual Report – Areas for Improvement

5.1 The EPP provided limited evidence that clinical (field) experiences are of sufficient depth, breadth, coherence, and duration to ensure that candidates demonstrate their developing effectiveness. (Component 2.3)

CEDU continuously strives to provide high-quality clinical (field) experience to the candidates through mutual collaboration with partners and new plans to increase the depth, richness, and width of candidates' field experience with diversity and continuity throughout semesters 1 to 8.

A significant step to improve the candidate's field experiences with sufficient depth, breadth, coherence, and duration, the following actions have been planned and implemented:

1. Field Experience Office has initiated and implemented the plan to send candidates for field experience each semester as shown in Table 5.1 to observe and participate in different teaching-learning activities in schools and facilities. [Evidence 1]
2. Field experience office has organized the Meydan forum for teachers and school leaders as a part of a commitment to developing teachers and institutional capabilities of schools through workshops/seminars. [Evidences 2a, b]
3. New practicum framework has been implemented from spring 2022 in all departments (ECE, SPED, and PHED), which will improve the candidates' experiences and program effectiveness. The clinical (field) experience partners were invited to share the new framework and its implications for the candidates' experiences. [Evidence 3]
4. The EPP has a new MoU with Al Etihad Private School, Al Mamzar, Abu Dhabi, to promote collaboration for teacher development and other educational activities between the two institutions. This MoU has provided the EPP an opportunity to broaden candidates' field experiences by extending opportunities for them to have diverse educational experiences within both public (with Ministry of Education Curriculum) and private school (with American School Curriculum) settings. [Evidence 4]

Furthermore, an innovative system of monitoring students' field experience– the Meydan Platform (an online platform), is being developed to facilitate placing candidates in early field experience and final clinical field experience and collect all data related to early and last field clinical experience. The Meydan platform will have tools to allocate candidates to different schools and facilities in years 1, 2, and 3 for early field experiences. The field experience of CEDU will use this platform to systematically organize the candidates' early and final clinical field experience.

Table 5.1

CEDU field experience implementation plan

Details	Phase 1		Phase 2	Phase 3
	Introductory Level (Level 1)	Advanced Level (Level 2)	Level 3	Level 4
Field Experience	Visits to schools/ classrooms, centers, and labs to observe the nature of schooling and teaching	Meeting in schools, centers and/or labs to provide a significant measure of contact with students in the settings to better understand the course content	Practice various aspects related to teaching, such as lesson planning, teaching small groups or microteaching through combining and integrating experiences and the content of program courses.	Work with outstanding schoolteachers in a cooperative relationship and test teaching skills comprehensive in an active classroom and with students
Duration (Original Settings)	2 hours weekly for 8 weeks	2 hours weekly for 8 weeks	2 hours weekly for 16 weeks	Full-time for 16 weeks
Duration (Alternating F2F System due to Pandemic)	4 hours weekly for 4 weeks	4 hours weekly for 4 weeks	4 hours weekly for 4 weeks	4 days weekly for 16 weeks
Required Courses	<i>CURR103</i> -Early Childhood Development & Learning; <i>SPED101</i> - Education of Exceptional Children (School); <i>PHED205</i> -Adapted Physical Education	<i>CURR211</i> -Planning & Implementation of ECE Curriculum; <i>SPED 210</i> -Assessment in Special Education (SPED Lab, School, and/or Rehabilitation Center); <i>SPED 211</i> - Technology Applications in Special Education (SPED Lab, School, and/or Rehabilitation Center); <i>PHED 206</i> -School and Community Health	<i>CURR320</i> -Math Education for Young Children; <i>CURR324</i> -Children's Play; <i>CURR414</i> -Early Childhood Learning Environments; <i>CURR416</i> -Assessment in ECE; <i>SPED 314</i> -Differentiating Instruction; <i>SPED 326</i> -Educating Gifted and Talented Students in the Regular Classroom; <i>SPED 322</i> -Teaching Children with Visual Impairments; <i>SPED 412</i> -Teaching Children with Hearing Impairments; <i>PHED 306</i> -Personal Health and Wellness; <i>PHED 310</i> -Health and PE Teaching Methods for Elementary Education.	<i>CURR 425</i> -Capstone ECE; <i>CURR 465</i> -Student Teaching ECE; <i>PHED 408</i> -Capstone Experiences in Health and Physical Education; <i>PHED 409</i> -Student Teaching in Health and Physical Education; <i>SPED 500</i> -Early field experience/ Practical Experience in SPED; <i>SPED 415</i> -Education Diagnosis and Remediation of Literacy & Math Disabilities; <i>SPED 541</i> -Capstone Mild/Mod; <i>SPED 544</i> -Capstone Gifted/Talented; Student Teaching in Local Schools; <i>SPED 561</i> -Student Teaching Mild/Mod and <i>SPED 564</i> - Student Teaching in Special Education - Gifted and Talented; <i>SPED 542</i> -Capstone Experiences in Special Education - Sensory Impairments; <i>SPED 562</i> -Capstone Experiences in Special Education - Sensory Impairments; <i>SPED 543</i> -Student Teaching in Special Education -Sensory Impairments; <i>SPED 563</i> -Student Teaching in Special Education - Sever Disabilities

5.2 The EPP provided limited evidence of how data from dispositional assessments were or could be used to predict the teaching effectiveness of their candidates. (Component 3.3)

For the ECE, SPED, and HPE programs to predict teaching effectiveness, there is the need for the observation and review of the actual teaching behavior of the students. This strategy would help conclude that teachers' disposition towards teaching could predict existing classroom practices. Since students have provided qualitative and quantitative information about their beliefs (learner and content), instructional practice, and professional responsibilities, a basis to verify such claims must be developed.

Thus, the mentors working closely with the student teachers are the best group to contact to observe, discuss, and comment on the core competencies. A one-on-one interview with these mentors to discuss areas pertaining to teachers' beliefs, instructional practices, and professional responsibilities. The results from this study will be compared with what has already been collected from the students to determine convergence or divergence between the students and mentors. The quantitative data from the previous dispositional assessment and the focus group discussions' qualitative data from the mentor's observation could help predict teaching practices.

This plan was created and developed in Fall2021 and is expected to be implemented until Fall2022.

Table 5.2

Action plan to address CAEP-identified AFI (Areas for Improvement)

Action Items (AFI)	Action Plan Implementation			
	Action Strategies	Action Owner	Action Due Date	Action Success Indicator
The EPP provided limited evidence of how data from dispositional assessments were or could be used to predict the teaching effectiveness of their candidates. (Component 3.3)	- Conducting point-biserial correlation (students' disposition X faculty evaluation) - Interview the mentors (close to the action) - Students' focus group interviews X Mentors - Data convergence/divergence (Triangulation)	Standard 3 TEAM Program Coordinators	Fall 2022	- Improved Teaching effectiveness of Candidates - Accuracy of the predictive values when compared to the teaching performance of candidates

2022 CAEP Annual Report – EPP's Continuous Improvement & Progress on Initial-level Transition Plans

Based on the information derived from the data analysis (Fall202-Spring2021), the following are taken as part of the continuous quality improvement of all the programs:

1. To ensure that the clinical (field experience) is of sufficient depth, breadth, coherence, and duration to enable candidates to demonstrate their developing effectiveness. The field experience office plans to send candidates to schools for four hours weekly for four weeks (Level 1-3) and four days weekly for 16 weeks (Level 4), organize the Meydan Forum, and implement the new practicum framework.
2. To achieve sufficient evidence of the EPP, which provided limited evidence of how data from dispositional assessments were or could be used to predict the teaching effectiveness of their candidates. Using empirical data by qualitative and quantitative means such as Point-biserial correlation will be instrumental in finding a relationship between continuous data and categorical variables—moreover, a one-on-one interview with co-teachers to discuss areas of teachers' beliefs.
3. There is a low response rate in satisfaction and completer surveys. As a response, an actionable plan could be implemented to enhance this through alumni engagement, alumni forums, and discussion groups, inviting them to join professional development activities.

The following action plans are adopted subsequently for each of the programs:

SPED- Fall2020 and Spring2021

Based on the data collected in Fall2020 and Spring2021 from the SPED candidates, these results indicated some areas for improvement and suggested actions plans subsequently.

1. Based on the exit survey data, the SPED Candidates reported a need for more multicultural content in the curriculum and on the training on differentiating instruction to meet the needs of students with exceptionalities.

Action Plan

SPED faculty members will be encouraged to highlight the diversity and individual differences in teaching, especially during classroom discussions and courses modules.

2. As reflected in the Competency Exam scores, the SPED candidates scored low in the sensory impairments track compared to their counterparts in other tracks.

Action Plan

In March 2022, the students received an orientation session about the Competency Exam format, purpose, and content. More orientation sessions should fill in this

track's knowledge and skills gaps. Remedial action is needed to revise the competency exam questions and ensure that they received on Blackboard are related to their area of specialization.

3. The sensory Impairments candidates reported the lowest satisfaction levels in their clinical experience compared to their peers in other tracks.

Actions Plan

Orchestrated efforts should be established among clinical supervisors, cooperative teachers, and school administrators to ensure that the candidates receive adequate resources and support.

4. On their assessment of the clinical supervisors, SPED candidates in the gifted/talented and the sensory impairment tracks expressed their need to have the supervisor improve their cultural sense of teaching effectively.

Action Plan

Communication should be established between the candidates in the gifted/talented and the sensory impairment tracks with the clinical supervisors about the challenges they face in the clinical experiences. Moreover, data should be triangulated through students' grades in capstone and student teaching, interviewing the clinical supervisor, and data collected from the field experiences.

5. The mild/moderate candidates' self-report on the cooperative schoolteacher in the clinical experience satisfaction assessment is low in terms of "knowing the school's expectations."

Action Plan

Clinical Course instructors followed up with students to maintain positive communication with school cooperative teachers. These issues should be raised in the following Meydan forum.

ECE- Fall2020 and Spring2021

Overall, very little of the data poses a cause for concern. The statistics and data collected show an overall improvement in students' dispositions, attitudes, competency, and confidence compared to those assessed in the semester prior.

1. As students are in their 2nd cohort of teaching online, it will be of interest to see what the rating would be, particularly in item 8a on the disposition survey: item 8a "I can use active learning methods to engage students in learning whenever it is possible" was scored the lowest with the Mean of 4.67.

Action Plan

Once students resume face-to-face teaching, more focus should be paid to active learning and students' engagement, which should be focal for more intense modified practicum experiences.

2. During 2020/2021, the students could not physically attend schools to undertake their practicum. However, across all the data reported in ECE, all Program Learning Outcomes are being met at a rate of around 90%. There were some instances where the percentage fell slightly below 90%. The data was drawn from either student teaching or capstone courses in these cases.

Action Plan

The instances of a decrease in performance will be observed when students return fully to face-to-face interaction, and remedial actions will be sought if these cases persist.

HPE- Fall 2020 and Spring2021

1. Based on the results from the Competency Exam in Fall2020 that showed a high passing rate (100%) for one cohort, in contrast, students' test scores were low, with an average score of 70.55%.

Action Plan

Remedial action is needed by conducting more workshops on the content area and offering them tips on test-taking strategies.

2. Results from the Exit survey showed that the Physical Education students reported high in all the items, except for items that deal with the use of technology in HPE.

Action Plan

The students in HPE need more training on using technology to enhance learning and teaching. The course should offer more practicum aspects of using technology in HPE.

APPENDIX

Table 1.2

Summary of completers' 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	The low academic level of a student	Students of determination (Secondary School)	Parents see their child's disability as a stigma; the student cannot recognize basic words such as a plane or a ship, and some symptoms that indicate a problem with the student are observed, for example, difficulty pronouncing some letters and words, frequent distraction, and lack of attention.	Hold a meeting with the school support team and discuss the student's situation.	Meeting with parents - Discussed their son's school and academic status and informed them of teachers' reports of other subjects (mathematics, science, etc. - Asked for their consent to include their son in special education service and to begin the process of diagnosing the student at the school. - Asked the parents to bring a medical report showing the student's disability. Spreading awareness on the importance of disclosing the student's disability, if any. Referred the student to a psychologist after obtaining the consent of the parents	The problem was solved collaboratively by the school support team, which consists of the special education teacher (COMPLETER)-psychologist - social worker - nurse – other teachers (mathematics, Arabic) – and the school principal.	Group discussions; Parents Consultation; Used Wexler intelligence test, learning difficulties scale) & medical report.	Five months	The student was diagnosed with moderate intellectual disability. The student was included to receive special education services. The student is assisted in exams. -providing an assistant teacher for the student Transferring a student to a speech pathologist
2	Some students with intellectual disabilities need career rehabilitation programs because their academic ability cannot be improved anymore.	High School Students with Intellectual Disability	Students' academic level, IEP, and evaluation	Conducted a meeting with the learning support team at my school to discuss the student situation.	Collaboration with my team, family, and rehabilitation centers. (Some of my student's parents rejected the suggestion, and some understand the need for career rehabilitation.) Conducted career rehabilitation programs and workshops.	I and my school support team.	Meetings and interviews with the concerned people. Workshops for students with determined parents.	Two terms	Students received a career in rehabilitation and became independent person.

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
3	Parents do not accept their child's disability.	Students of determination-cycle one (1-4)	Student rates drop. Difficulty in the progress and development of students due to the lack of support and acceptance of parents for a disability Lack of confidence in the student Escape from classes and school	Attended various workshops to diversify education strategies. Through workshops and meetings, parents' awareness of the two types of disability. Inclusion of students in classes and events	Formal meetings with the guardian. Interviews with the student. Shared activities with peers.	Inclusion team in the school Principal - Deputy - Special Education Teacher - Psychologist - Social Worker - Subject Teacher - Parent	PowerPoint Presentation Publications Messages Workshops	One year	Student progresses; Student's self-confidence increased like coming to school, not fighting; Students formed good relationships with peers; The parent accepted and understood the type of disability and supported the student.
4	Difficulty in applying the diagnostic scale (Jordanian Excellence) for students with learning difficulties.	High School special needs students (from grades 9, 10, and 12)	Struggled in applying the scale because it was the first time, and had little experience with it.	Browsed through some centers and contacts	Contacted Al-Joud Center, which has many special education teachers in the nearby schools. Al-Joud Center sent a special education specialist to introduce the diagnostic scale. Trained and applied the scale to one student.	Special Education Teacher (COMPLETER) and Special Education Specialists	Consultation & Training; Diagnostic Scale (Jordanian Excellence)	One month	Diagnosed 17 students; The scale helped in knowing the level of learning difficulty of the students. Able to make an individual educational plan and goals for students, which guided the teaching and learning process.
5	A Parent is concerned that the student cannot brush his teeth.	An 11-year-old student with autism	The student shows inappropriate behavior like aggression and resistance to crying while we present a brushing teeth task.	Started to take a baseline regarding the student's ability to brush his teeth. And used reinforcement to minimize the problem behavior.	Observation Conducted team meetings Implemented strategy (task analysis)	Special Education Teacher (COMPLETER) and other teachers	Task analysis (Used different types of toothbrushes- with the light or with the music; with applications that involve some music	Five days in the week, in the morning. It takes around 30 minutes.	The student has reduced his problem behavior regarding brushing his teeth. Students continued to practice at home with the parents' guidance (the video was sent as a guide)

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
6	Classroom differentiation: Teaching students with various learning abilities and styles is my biggest challenge. Had three categories of students in each class (high achiever, moderate achiever, and low achiever). Each type needs special teaching methods and activities that fit the students' learning styles and academic performance. Sometimes, students cannot consider the individual differences in the same session due to the lack of time and commitment to finish the curriculum before the end of the term.	(Primary school, middle school, high school) 1. Second language students (low achievers) 2. Second language students with reading difficulties 3. Second language students with writing difficulties	Observed difficulties in reading skills Observed difficulties in writing skills Low scores in the midterm and final exams Lack of class participation and interaction	Identifying the low achievers and students who face difficulties in reading and writing based on the classroom observation and exam scores	Modified assignments and tasks for the low achiever and for students who face reading and writing difficulties Conducted additional sessions for improving reading and writing in the resources room (using intervention plans) Assigned some of the high achievers to help the low achiever by mixing the students in the group	Teacher (COMPLETER) and sometimes in collaboration with other teachers	Processes: -Modifying the curriculum. For example, second language learners face challenges in understanding the meaning of the text, so the teacher needs to attach a lot of pictures within the text so that students can understand the meaning. -Using translation in the exams and classes to clarify the meaning of the content. -Giving the words' lists of each topic with expressive pictures to help students understand the meaning of them They simplify grammar by showing similar grammar in the first language so the students can understand the usage of the given lesson. -Using a Choral reading strategy, especially with children Materials: Intervention plans to develop reading and writing skills through strategies prepared by schoolteachers. Strategies aim to improve reading fluency and grammar, and creative writing. Products: Using tapes to teach language and develop listening and speaking skills.	Term 2019-2020	Improved reading and writing skills of the students were observed. Improved speaking and listening skills of the students were observed. Higher scores in exams and tasks Better interactions in the classroom