

2024 CAEP Annual Report – Areas for Improvement

The EPP addressed the two areas for improvement identified in the accreditation action report of the Council for the Accreditation of Educator Preparation (CAEP) in April 2021:

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)

The report presents the status of the major improvements to enrich the candidates' field experiences with sufficient depth, breadth, coherence, and duration:

- a. **Early Practicum Framework.** The EPP implemented a new practicum framework to ensure candidates begin their teaching preparation from their first year of college experience.

Status:

The EPP's Field Experience Office (FEO) continue to revise/analyze the collection of courses connected to the Early Field Practicum (CURR103, SPED101 and PHED205, CURR211, SPED210, SPED211, PHED206 and CURR320, CURR324, CURR414, CURR416, SPED314, SPED326, SPED322, SPED412, SPED413, SPED361, PHED306, and PHED310). Through department and program level meetings teaching Faculty are aware of the related curriculum and early field experience framework. The EPP have worked on explicitly linking the Early Practicum Framework and Courses clearly. Different elements of course tasks clearly indicate the purposefulness of Phase 1 and Phase 2 engagements.

- b. **Field Experience Satisfaction Survey.** This survey asks candidates about their learning experiences and support received from their clinical supervisor, cooperative teacher, and school principal/administrator.

Status:

Administration of the survey is continued. Survey results and findings are reported, discussed, and integrated into the implementation of the field experience.

- c. **E-portfolio.** The EPP encouraged the candidates to use a variety of technological tools during their teaching practicum to integrate the information related to field experience and placements through the Field Experience Office (FEO).

Status:

The faculty designed and implemented an E portfolio structure for students to work at the beginning of their program of study and professionally document early field experience through to phase 3 of the practicum. Some e-Portfolios can be viewed at [ECE 1, SPED 1, PHED 1](#).

- d. **Mydan Platform.** This platform will help the EPP to facilitate the candidates' placements, assessments, and continuous feedback from the stakeholders and improve the responsibilities of the candidates in practice.

Status:

There was a previous plan by the EPP to create its own platform for the field experience activities, but they shifted it to the Career Placement Center's initiative to create one for all colleges in the University.

- e. **Mentors' Focus Group Discussion.** The FGD is a hand-holding activity taking place each term with cooperative teachers (referred to as mentors) to prepare and ensure the teaching effectiveness of the candidates.

Status:

During Fall 2022 and Spring 2023, the School Mentors attended a focus group discussion to gather feedback and share insights on how to improve CEDU candidates' core competencies and discuss on areas pertaining to teachers' beliefs, instructional practices, and professional responsibilities that can be incorporated in the teacher education curriculum.

Status of the action items identified in the previous report are presented in the attached file (Table 5.1).

Table 5. 1 Action plan to address Clinical educators' (Clinical Supervisor) inputs from FGD on areas for future focus and improvement.

Clinical Educators' (Mentors) FGD inputs or comments on areas for future focus and improvement	Action taken/ action strategies	Implementat ion Period	Current Status
Reconsider the period and duration the field experience.	Implementation of the new early experience framework.	FALL 2022 onwards	Active
Trainees are challenged by the translation of the theoretical knowledge to real-life practices at schools.	Implementation of the new early experience framework. Increasing access to the labs for candidates.	FALL 2022 onwards	Active
More workshops or trainings may be given to strengthen the creatives skills of candidates and prepare them in a better way for the teaching profession.	Increasing access to the labs for candidates. Offering more skill-intensive workshops before the candidates' field experience.	FALL 2022 onwards	Active

- f. **Mydan Forum.** The EPP uses the Mydan Forum as a platform to get feedback from cooperative teachers who mentored the candidates during their field experience.

Status:

The third and fourth Mydan Forum took place in February and November 2023. Cooperative teachers attended the forum and provided the following general feedback:

Table 5. 2 *Action plan to address Clinical educators’ (Clinical Supervisor) inputs from FGD on areas for future focus and improvement.*

Mentors’ comments on areas for future focus and improvement	Action taken/ action strategies	Implementation period	Status
UAEU graduates and teachers work on enhancing student behavior, and their quality of life from all the academic, psychological, and social perspectives.	Workshops regarding enhancing students’ behavior and their quality of life	FALL 2023 onwards	Active
The current requirements due to shortage, are teachers to teach subjects in English, not in Arabic.	ECE – Teaching practice and capstone to be facilitated in English language. This is a directive from Abu Dhabi.	FALL 2024 onwards	Active

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)

In the past report, the EPP presented an action plan to see how teachers’ dispositional assessment and the focus group discussions’ qualitative data from the mentor’s observation could help predict teaching practices. The EPP implemented and completed the action resulting to the revision of the Disposition Assessment Instrument to see how it can predict the teaching effectiveness of the candidates. Thus, in Fall 2022, the EPP administered the new instrument to the candidates, and collected and analyzed data. The disposition data collected during Fall 2022 and Spring 2023 were analyzed and correlated with the student teaching data. Furthermore, it was compared with the data prior to Fall 2022.

Reliability of the assessment instruments

The reliability of the new instrument (*administered during Fall 2022 and Spring 2023*) was as follows: disposition = .96 and student teaching = .75. The mean scores showed as follows: disposition (M = 4.78, SD = .34) and student teaching (M = 4.76, SD = .18). Whereas the reliability of the instrument (*administered during Fall 2021 and Spring 2022*) was as follows: disposition = .93 and student teaching = .85. The mean scores showed as follows: disposition (M = 4.64, SD = .40) and student teaching (M = 4.67, SD = .25).

Relationship between student teaching and disposition

The Fall 2021 and Spring 2022 data showed no relationship between teacher disposition and student teaching. For instance, there was no relationship between total disposition and total student teaching, $r = .06$, $p = .52$. It is useful to mention here there was relation between sub-scales of student disposition and sub-scales of students teaching.

Table 5. 3 Relationship between student teaching and disposition

		1	2	3	4	5	6	7	8	9
1	Learner									
2	Content	.59**								
3	Practice	.55**	.72**							
4	Responsibility	.55**	.70**	.80**						
5	Total disposition	.77**	.86**	.91**	.89**					
6	Planning	.03	-.02	-.02	.02	.004				
7	Environment	.03	-.05	.08	.13	.06	.60**			
8	Instruction	.04	-.02	.02	.09	.04	.71**	.76**		
9	Responsibility	.07	.08	.11	.13	.12	.33**	.30**	.35**	
10	Total teaching	.05	-.008	.05	.11	.06	.86**	.83**	.90**	

Moreover, computation of linear regression showed that teacher disposition did not make any contribution in the variance in student teaching, $R^2 \text{ Change} = .003$; $F(1, 120) = .41$, $p = .52$.

During the 2022/23 academic year, the data showed that there is no relationship between student disposition and student teaching, $r = .11$, $p = .26$.

Table 5. 4 Relationship between student teaching and disposition

		1	2	3	4	5	6	7	8	9	10
1	Learner										
2	Content	.79**									
3	Practice	.73**	.85**								
4	Responsibility	.61**	.70**	.80**							
5	Total disposition	.85**	.92**	.95**	.87**						
6	Planning	.05	.11	.16	.17	.14					
7	Environment	-.002	-.03	-.03	-.03	-.02	.56**				
8	Instruction	.10	.04	.07	.06	.08	.47**	.54**			
9	Responsibility	.07	.16	.16	.04	.12	-.03	.13	.14		
10	Total teaching	.08	.09	.13	.10	.11	.78**	.82**	.78**	.37**	

Additionally, computation of linear regression showed that teacher disposition did not make any contribution in the variance in student teaching, $R^2 \text{ Change} = .01$; $F(1, 97) = 1.27$, $p = .26$.

Interpretation

The computations showed parallel relationship between student teachers and disposition towards teaching. The EPP inferred that disposition towards teaching may not predict students' performance during student teaching. However, the disposition data gives an indication that the students were ready to practice in the classroom. Nevertheless, student teaching data showed appropriate teaching competencies.

With the findings, the EPP plans to develop a new instrument that captures both disposition and student teaching constructs and predicts teaching effectiveness.