

2023 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 standards to measure the learning growth of P-12 students. As a government entity responsible for the education standards of the entire United Arab Emirates (UAE), they can be relied upon to ensure that the data they use is both valid and reliable and therefore are likely to meet CAEP standards. Thus, data relating to the performance of students whose teacher is a completer of the College of Education (CEDU), Educator Preparation Provider (EPP), was requested.

In the earlier assessment cycles, MOE, and the Emirates Schools Establishment (ESE) provided data on the average performance of the P-12 students from different classes who are under the completer. Changes to the database system used by ESE did not allow the same set of data for the 2021-2022 cycle of assessment to be provided. Nevertheless, specific completers shared data about their students' performance in different classes. Thus, Table 1 shows the data quality for students' average assessment in three cycles of assessment.

Table 1.1

Students' average assessment under completers' classes

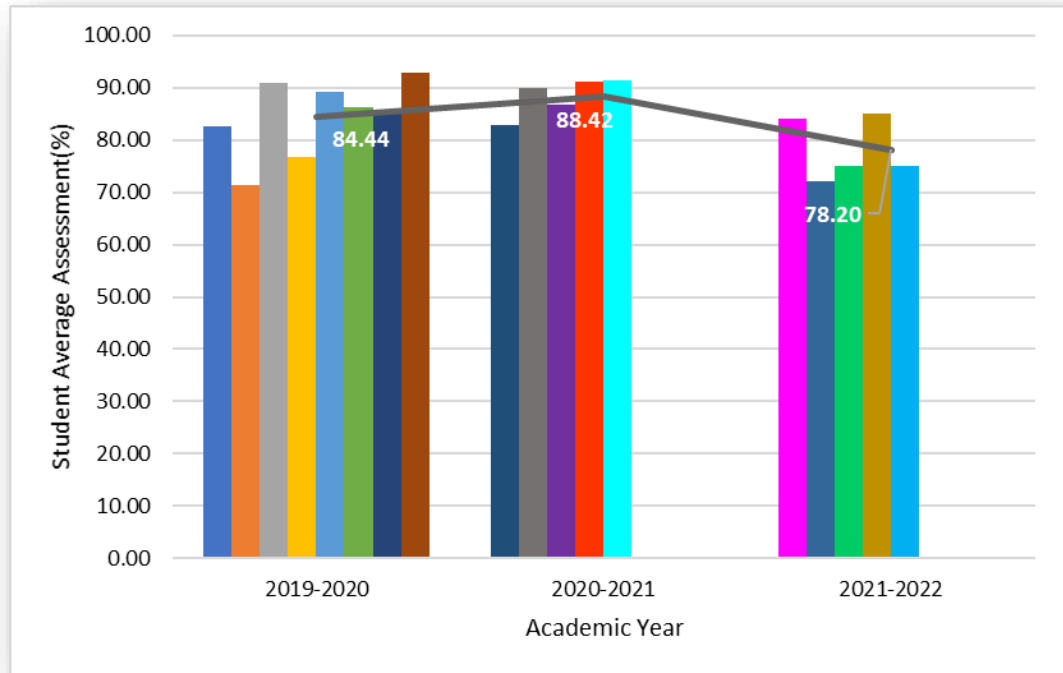
Details	2019-2020	2020-2021	2021-2022
Grade Level	K1 to 2	1 to 9	K1 to 12
Average Number of Classes Covered	6	5	4
<i>Maximum Number of Classes Covered</i>	20	10	8
<i>Minimum Number of Classes Covered</i>	1	3	2
Overall Average Score	84.44	88.42	78.20
<i>Maximum Score</i>	100.00	100.00	90.00
<i>Minimum Score</i>	0.00	59.69	66.00
Number of Completers	8	5	5

The overall average assessment score of students taught by the completers during 2021-2022 passes the learning standards (60 and above) of MOE or ESE. The average assessment score is 78.20, which is lower compared to the earlier assessment scores (84.44 & 88.42) but covered up to grade 12 classes (*see Figure*

1.1). The range of assessment scores is expected to vary with the higher level of classes that were covered and the adjustments that students are undergoing while transitioning to post-pandemic.

Figure 1.1

Students' average assessment scores under completers' classes



Note. 2019 data from MOE; 2021 Data from ESE; 2022 Data from College Alumni Survey; Colored bars represent different completers.

1.1.2 Completers' Action Research/ Case Studies

The EPP encouraged its completers to share their experiences in their current professional teaching practice that required them to act or resolve issues and concerns and improved their teaching and students' 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. Three ECE completers responded to the request and shared their action research/ case studies, showing their positive impact on P-12 student-learning growth. The completers shared some qualitative and quantitative data to indicate their students' development pertinence to their action plans.

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

their students. Furthermore, the completers showed that they could partner with families and school support groups 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 1.2 shows that 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 their profession. It also shows their growth as professionals.

Table 1.2

Learning outcomes exuded by completers after the implementation of action strategies

ECE Program Outcomes*	Completers' Action Strategies		
	C1	C2	C3
1. Apply knowledge of child development and learning principles to provide children with healthy, respectful, and challenging learning environments.	✓	✓	✓
2. Build respectful partnerships with children's families and their communities and communicate with them effectively, both orally and in writing.	✓	✓	✓
3. Apply effective assessment strategies and tools in partnership with families and other professionals.	✓	✓	✓
4. Use a wide array of developmentally appropriate approaches and instructional strategies in partnership with families.	✓	✓	✓
5. Integrate multiple areas of knowledge in planning, implementing, and evaluating developmentally appropriate and inclusive early childhood curriculum.	✓	✓	✓
6. Make decisions and take actions based on professional and ethical standards and develop reasoned and creative solutions.	✓	✓	✓
7. Develop the knowledge, skills and professional dispositions and maintain responsibility for self-development and life-long learning to promote the development and learning of young children.	✓	✓	✓
8. Apply a student-centered learning approach, by developing the student as a communicator, a thinker, and a problem solver.	✓	✓	✓
9. Develop research skills needed for integrating knowledge and concepts through effectively using information derived from various sources.			✓

*2021-2022

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

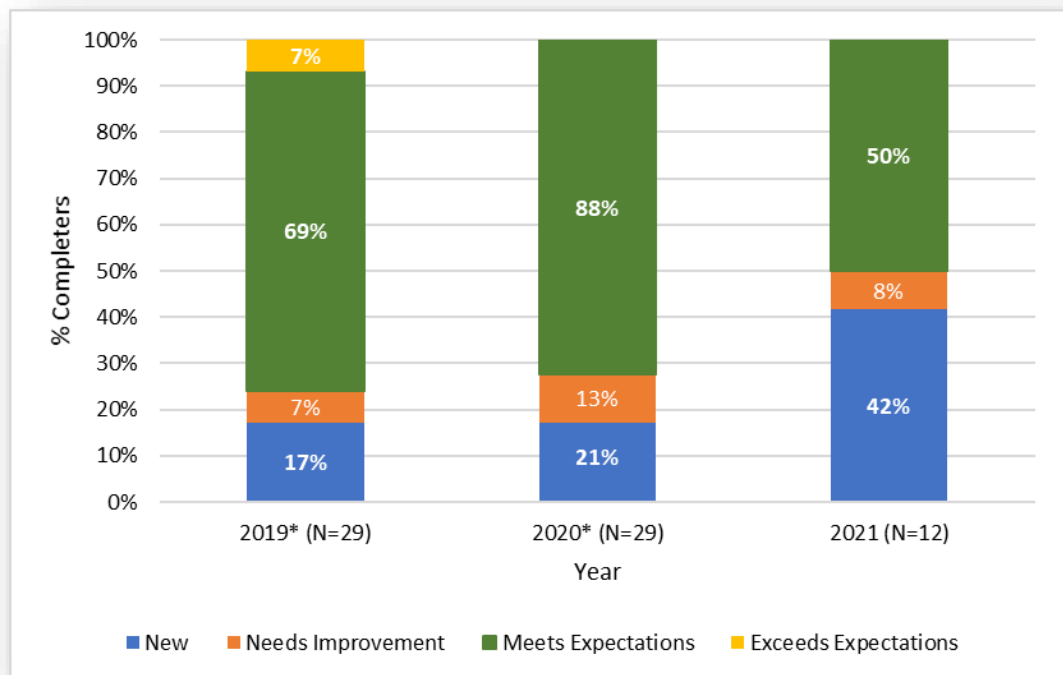
1.2.1 Annual performance evaluation of completers under Federal Authority

The annual performance review of completers during 2021 was requested from the Emirates Schools Establishments (ESE) in the first quarter of 2022. The performance of the completer is evaluated in comparison with the objectives and key performance indicators (KPIs) set jointly between the completer and the line manager for the period during which the review is taking place, noting that these objectives and KPIs are originally defined at the beginning of the review period to consider any major changes in tasks or responsibilities (FAHR Cabinet Resolution No. 35 of 2020).

Previously, ESE provided reasonable amount of annual performance data of completers for 2019 and 2020, but provided limited data for 2021. The annual performance of 12 completers –50% ECE, 42% SPED, and 8% HPE, are the only data that can be presented in this report. Across three cycles, there are 50-88% of completers who ‘meet expectations’ (see Figure 1.2). The completers can regularly work according to the established principles and fulfill expectations in all that is required of them to achieve most of their objectives (70-84%).

Figure 1.2

Annual Performance Evaluation of Completers under Federal Authority (2019, 2020, & 2021)

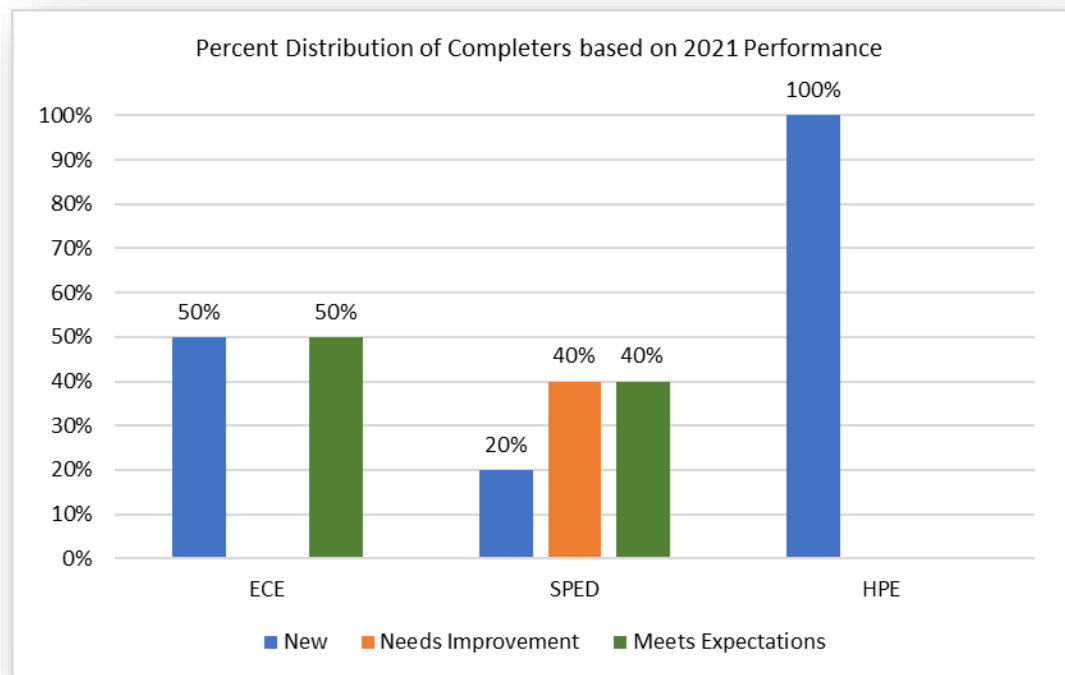


Note. Data source (ESE); *Data cannot be disaggregated due to the limited completer information provided by the data source.

Furthermore, aggregated data for the annual performance of completers during the 2019 and 2020 assessment cycles are presented due to the limitation set by the data source in the identification of completers. However, for 2021, the EPP requested that the programs of the completers be identified with annual performance data. Thus, Figure 1. 3 shows the distribution of the completers per program and their 2021 annual performance.

Figure 1.3

2021 Annual performance evaluation of completers across programs



Early Childhood Education

During the 2021 cycle, 50% of the identified ECE completers were reported to meet expectations in terms of the key performance indicators (KPIs) set by their schools. 50% were newly hired and were not included in the 2021 cycle of performance review. Therefore, all ECE completers who are employed and completed one cycle of performance review were able to perform work regularly according to the established principles and fulfilled expectations in all that is required of them to achieve most of their objectives (70-84%).

Special Education

There were 40% of the identified SPED completers who meet expectations in terms of the key performance indicators (KPIs) set by their schools, 40% needs improvement, and 8% were not included in the 2021 cycle of performance review. While half of the eligible SPED completers fulfill expectations in all that is required of him/her to achieve most of his/her objectives, the rest of the identified completers will need to work better on their performance. The EPP identifies this as an area for improvement, thus, has planned to invite its completers to join the Mydan Forum for upskilling workshops that will help them improve their teaching. Focus group discussions (FGD) with employers and other stakeholders have been arranged to clarify areas that can be improved or supported by the EPP.

Health & Physical Education

For the 2021 cycle, there were no HPE completers who were eligible to undergo the performance review. 100% of the identified HPE completers were newly hired.

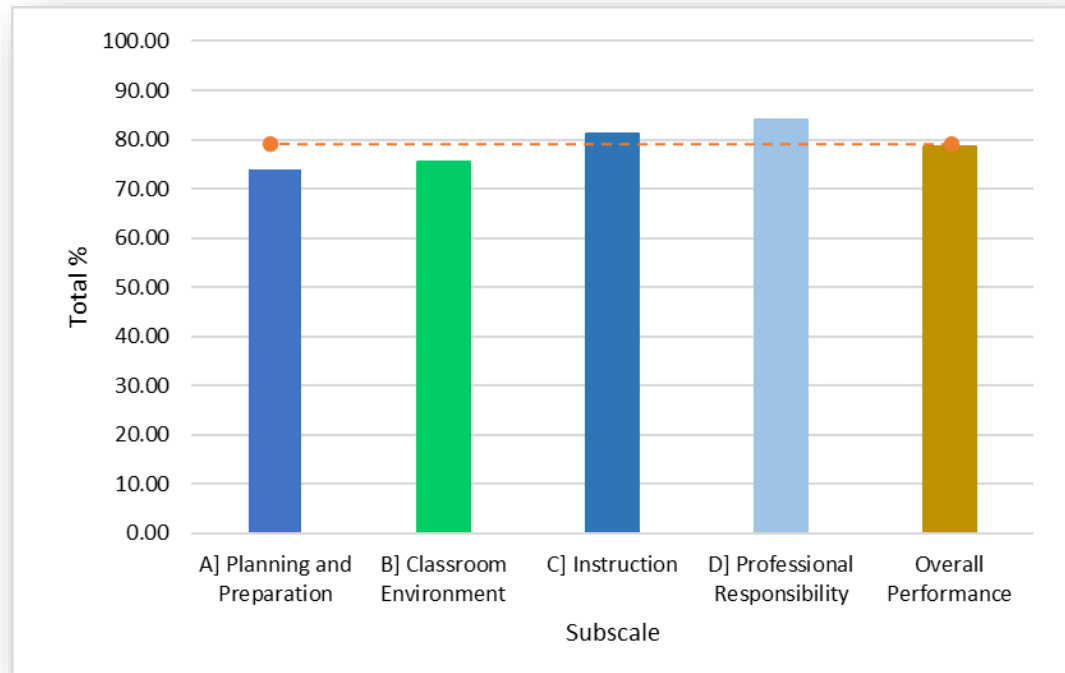
1.2.2 Employer Assessment of the Completer as Compared to non-UAEU Completer

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

During the 2022 assessment cycle, the employers assessed the completers with an overall average of 78.62% (see Figure 1.4). The percentage scores in four subscales range from 73.91% to 84.06%. Paired samples t-tests were used to look for differences in the assessment of the four subscales. There was no significant difference in the assessment between 'planning & preparation' and 'classroom environment.' However, a significant difference was seen in all the other paired comparisons of the four domains. Assessment of the completers in terms of 'professional responsibility' (M=84.06) was significantly higher compared to the other three domains (see Figure 1.4).

Figure 1.4

2022 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 $m = 3$, highest credit;

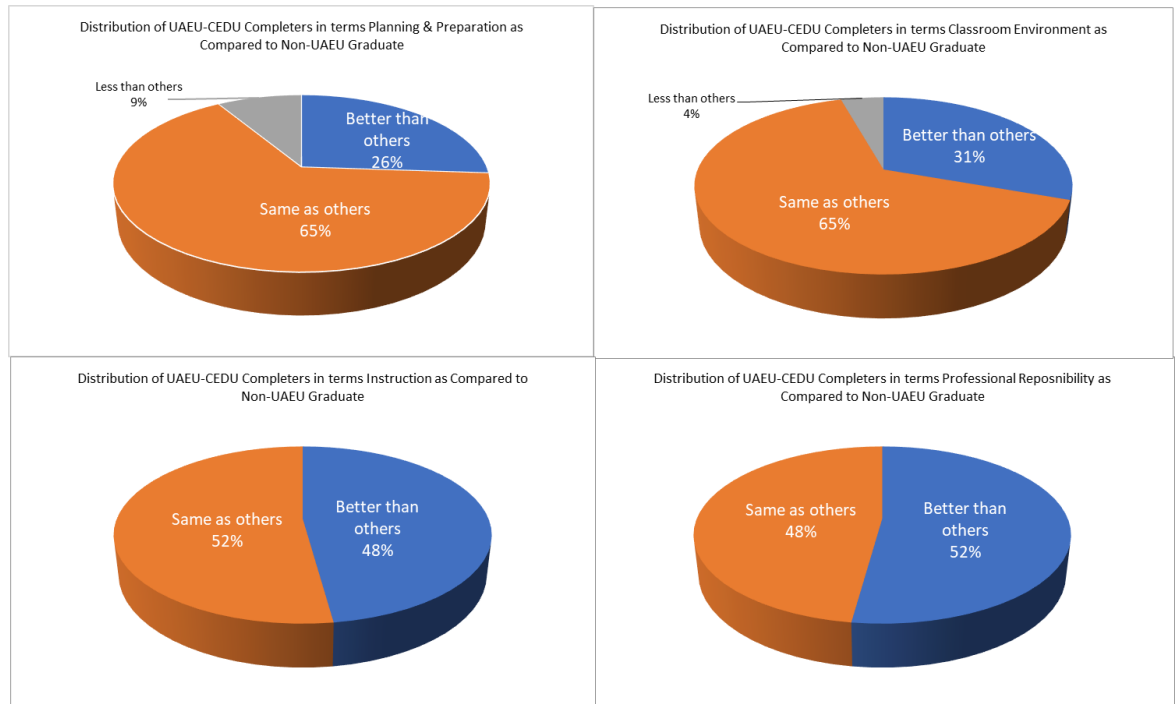
Furthermore, when principals or academic leads compare the EPP’s completers, in terms of the four subscales, to their colleagues who are non-UAEU completers, 26% of the completers were better in planning and preparation, 31% were better in a classroom environment, 48% were better in instruction, and 52% were better in professional responsibility. About 48% to 65% are the same as others in all the four domains (*see Figure 1.5*).

These data align with the framework used in capstone and student teaching programs; wherein pedagogical emphasis provided through the EPP’s programs (planning & preparation; classroom environment; instruction; professional responsibility) positively impacts the completers’ performances in the field. The data collected from the employers is reassuring; they show that 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 (2021-2022)



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

The assessment of the completers in terms of the four subscales across three cycles is shown in Table 1.3 and Figure 1.6. A Kruskal-Wallis H test showed that there was a statistically significant difference in the assessments of the employers between different cycles, $\chi^2(2) = 21.836$, $p < .001$, with a mean rank score of 37.23 for 2019 cycle, 73.98 for 2021 cycle, and 54.91 for 2022 cycle.

Table 1.3

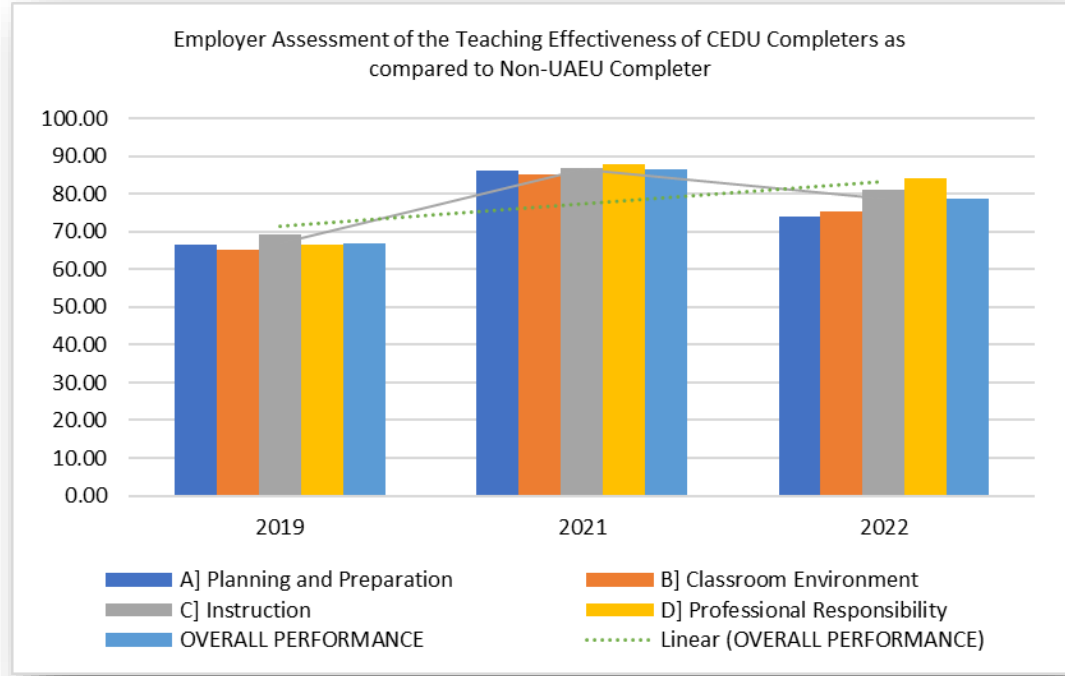
Performance UAEU-CEDU completers in terms of the four subscales across three years

Subscale	Mean (SD) - %		
	2019	2021	2022
Planning and Preparation	2.00 (.59)-66.67	2.58 (.94)-86.08	2.22 (.60) – 73.91
Classroom Environment	1.96 (.55)-65.33	2.56 (.88)-85.33	2.26(.54) – 75.36
Instruction	2.08 (.72)-69.33	2.61 (.99)-86.92	2.43(.51) – 81.16
Professional Responsibility	2.00 (.74)-66.67	2.63 (1.02)-87.76	2.52(.51) – 84.06
Overall	2.01 (.65)-67.00	2.59 (.96)-86.50	2.36(.54) – 78.62

*2020- Unable to do data collection due to pandemic

Figure 1.6

Assessment of UAEU-CEDU teaching effectiveness when compared to non-UAEU completers across three cycles



Note. No assessment was made in 2020 due to the pandemic;

Early Childhood Education

The Early Childhood Education (ECE) completers were mostly assessed better than others during the 2022 cycle (M= 78.13) based on the overall assessment of the employers. This assessment is comparable to the overall assessment during 2021 where the EPP's completers were assessed as better than others. The employers highly rated the ECE completers in instruction and professional responsibility (see Figures 1.7 and 1.8).

Special Education

The Special Education (ECE) completers were mostly assessed better than others during the 2022 cycle (M= 79.76) based on the overall assessment of the employers. This assessment is comparable to the overall assessment during 2021 where the EPP's completers were assessed as better than others. The employers highly rated the SPED completers in instruction and professional responsibility (see figures 1.9 and 1.10).

Figure 1.7

2022 Assessment of ECE completers' teaching effectiveness as compared to non-UAEU completer across three cycles

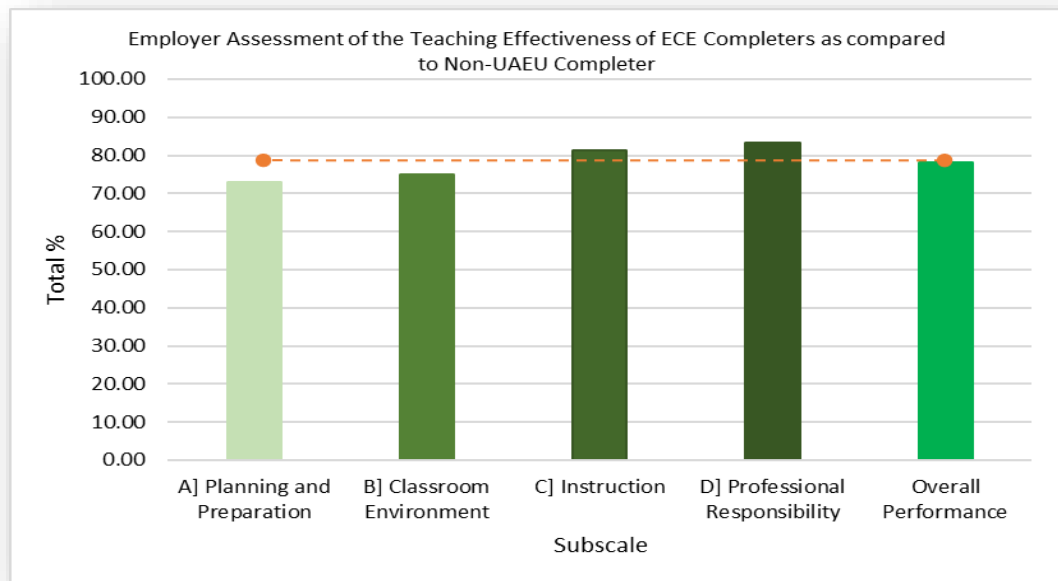
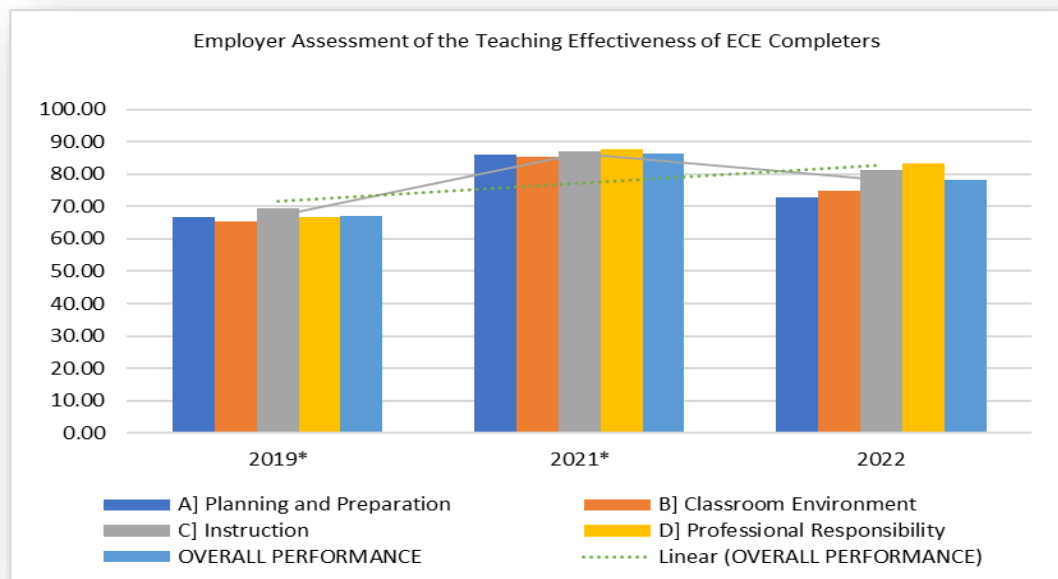


Figure 1.8

Assessment of ECE completers' teaching effectiveness as compared to non-UAEU completer across three cycles



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.

Figure 1.9

2022 Assessment of SPED completers' teaching effectiveness as compared to non-UAEU completers across three cycles

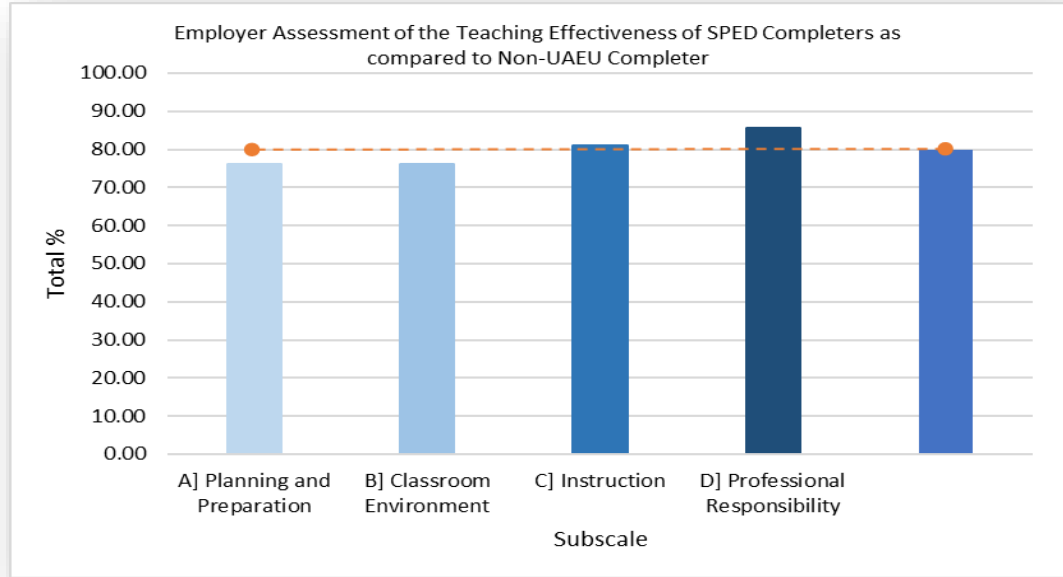
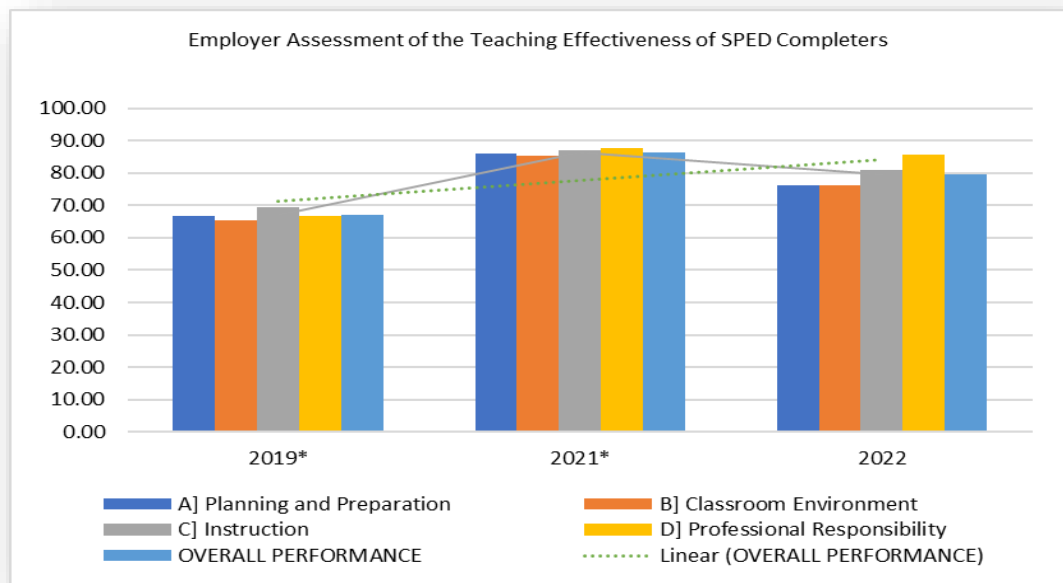


Figure 1.10

Assessment of ECE completers' teaching effectiveness as compared to non-UAEU completers across three cycles



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.

Health and Physical Education

During the 2022 employer satisfaction assessment, employers of teachers who are the EPP's completers have not responded. Thus, there is no assessment data for the teaching effectiveness of HPE completers compared to non-UAEU completers.

The program will intensify its engagements with employers to ensure participation and collection of data that can be used for continuous improvement.

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	Reading and writing skills suffered after the Covid-19 pandemic, and children started returning to school. As a result, learning to read and write became less successful since children lacked these fundamental abilities. While writing was improving daily, reading had a significant learning gap. Even at the start of the third semester, the pupils were still unable to spell words or construct simple phrases, which motivated me to find a solution.	Kindergarten children – level 2 (KG2)	Throughout the quarter, the assessments' reading complexity was relatively low. Additionally, it was challenging for the kids to learn some reading skills due to their proficiency with simple words and their inability to spell or understand them correctly. Additionally, because they cannot read books, kids are reluctant to visit the reading corner in the classroom.	Moral or verbal reinforcement in visiting the reading nook and attempting to promote reading in the classroom.	<ul style="list-style-type: none"> ▪ Activated the reading corner in a more attractive way. ▪ Involved parents in reading stories in the classroom and at home. ▪ Encouraged children by displaying their work and videos in the classroom. ▪ Encouraged the children in the class by their classmates. ▪ Honoring the students who obtained the largest number of reading stories. 	The problem was solved cooperatively by working with parents and encouraging their children to read at home and classroom reading. Also, the school administration has a significant role in encouraging students and honoring them during the morning assembly.	Different and simple stories for beginners. Smart learning platform to attach videos	The entire third semester is from April to June. The problem was identified in late March, when the reading level was dropping significantly, and the plan was implemented at the beginning of April, at the beginning of the third semester.	More than 70% of the children were able to read fluently and pass the first level, and some children were able to spell while reading

Completer	Concerns Encountered	Student/s Involved	Basis of Concern	Initial Actions Taken (informal)	Formal Action Strategies Taken				
					Activities	Action Implementer	Materials and Methods Used	Duration (Days/Months)	Outcome
2	Students performed poorly and must contend with parental and peer pressure; they need to be motivated and encouraged.	The coping learners	Coping students were not interacting with the teacher and group during the group activity.	Structured modules to meet their needs, giving them work based on their interests, and monitoring their progress.	Different activity levels were implemented in the classroom to keep them engaged and work to support each other.	Teacher	Math cube that helped them to understand the addition to the number 5.	1 month	Coping students were able to decompose numbers up to 5 additions. The coping students were more motivated by the classroom activity by using more positive reinforcement strategies.
3	A little girl chose to be silent and not talk with her teachers and other children in the school.	Kindergarten	Some concerns are that the girl does not talk or participate during the school day. However, during learning experiences, she shows excellent work, for example, in math activity writing activities. Nevertheless, I need accurate assessment data of her actual level, as most kindergarten learning outcomes focus on listening and speaking skills.	Asked her to participate in some classroom discussions and affirmed any gesture answers from her, such as nodding her head in agreement.	<ul style="list-style-type: none"> ▪ Discussed the situation with her homeroom teacher. ▪ Got background information on her situation. <ul style="list-style-type: none"> ▪ I communicated with her parents. 	Teachers	As an intervention, I started encouraging the student in the classroom using a reinforcement chart where she can collect stickers each time she chooses to participate. When she raised her hand to answer questions, we clapped for her even if she did not talk. In addition, I used verbal reinforcement, for example, " I know that you have a nice voice."	2 months	As a result of the intervention, the student started to talk in my classroom, and she became more confident in participating in front of her classmates. Her classmates were so happy to hear her voice. In addition, I can assess her accurately.