

## 2025 Annual Accreditation Report – CAEP Accountability Measures

### Measure 1: Completer Impact and Effectiveness

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

##### 1.1.1 State-level data of student performance

The Ministry of Education (MOE) has established standards to measure the learning growth of P-12 students. As a government entity responsible for the education standards across the United Arab Emirates (UAE), the MOE ensures that the data they utilize is both valid and reliable. Consequently, their standards are likely to meet the Council for the Accreditation of Educator Preparation (CAEP) standards.

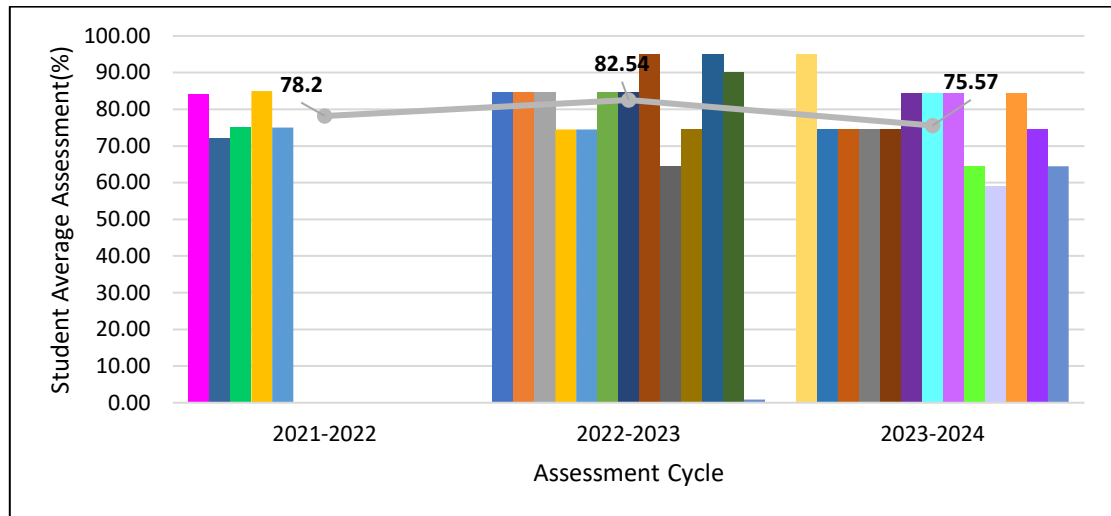
In the earlier assessment cycles, MOE, and the Emirates Schools Establishment (ESE) provided data on the average performance of the P-12 students from different classes who are under the completers. Changes to the database system used by ESE did not allow the same set of data to be provided starting 2021-2022. Thus, the EPP collected directly from employers the data on P-12 students' performance under the different classes of the completers. Table 1.1 shows the data quality for students' average assessment in three cycles of assessment.

The overall average assessment score of P-12 students taught by the completers during 2023-2024 meets the Ministry of Education's learning standards (60 and above). The average assessment score of P-12 students under the completers is 75.57%. It is important to note that more completers were evaluated during the last assessment cycle, and the class performance ratings were based on employers' evaluations.

**Table 1. 1**

*Students' average assessment under completers' classes*

Details	2021-2022	2022-2023	2023-2024
Grade Level	K1 to 12	K1 to 11	K1 to 12
Average Number of Classes Covered	4	2	4
<i>Maximum Number of Classes Covered</i>	8	3	13
<i>Minimum Number of Classes Covered</i>	2	1	1
Overall Average Score	78.20	82.96	75.57%
<i>Maximum Score</i>	90.00	100.00	100
<i>Minimum Score</i>	66.00	60.00	<60.00
Number of Completers	5	12	14



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

Note. 2021 Data from ESE; 2022 & 2024 Data from College Alumni Survey; Colored bars represent different completers.

### 1.1.2 Completers' Action Research/ Case Studies

The Educator Preparation Provider (EPP) requested its completers to share their teaching experiences that required them to address and resolve issues and concerns, thereby improving their teaching and students' learning. These requests included details on maintaining the confidentiality and anonymity of the completers, students, and schools involved. Only two SPED completers, one ECE completer, and one HPE completer responded to the request and shared their action research/case studies, demonstrating a positive impact on P-12 student learning growth.

Table 1.6 in the appendix summarizes how the completers addressed their colleagues' and students' needs, highlighting their critical thinking, self-responsibility, creativity, innovativeness, and passion for teaching.

Tables 1.2-1.4 illustrate how the completers embodied the program outcomes by addressing the concerns encountered in their schools. This information indicates that the completers have been well-prepared to tackle challenges in their profession and demonstrates their growth as professionals.

**Table 1. 2**

*Learning outcomes exuded by completers after the implementation of action strategies*

SPED Program Outcomes	Completers' Action Strategies & Outcomes	
	C1	C2
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		

SPED Program Outcomes	Completers' Action Strategies & Outcomes	
	C1	C2
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.	✓	
Note: * C=Completer		

**Table 1. 3**

*Learning outcomes exuded by completers after the implementation of action strategies*

HPE Program Outcomes	Completers' Action Strategies & Outcomes	
	C1	C2
1. Recognizing and locating major concepts, theories, and research in the field of HPE.		✓
2. Understanding the structure and functions of body systems during physical exercise.		✓
3. Critically analyzing various technology applications in HPE settings to enhance teaching, learning, and professional growth.		✓
4. Using various assessment techniques in HPE settings and research.		✓
5. Demonstrating competence in physical fitness and movement skills which can be effectively utilized in teaching.		✓
6. Recognizing individuals with different abilities and understanding the impact of such differences on teaching and learning.		✓
7. Collaborating and communicating effectively with peers and students in school and community settings.		✓
8. Developing creative and effective approaches to manage HPE classroom settings.		✓
Note: * C=Completer		

**Table 1. 4**

*Learning outcomes exuded by completers after the implementation of action strategies*

ECE Program Outcomes	Completers' Action Strategies & Outcomes	
	C1	C2
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.		✓

ECE Program Outcomes	Completers' Action Strategies & Outcomes
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.	✓

Note: \* C=Completer

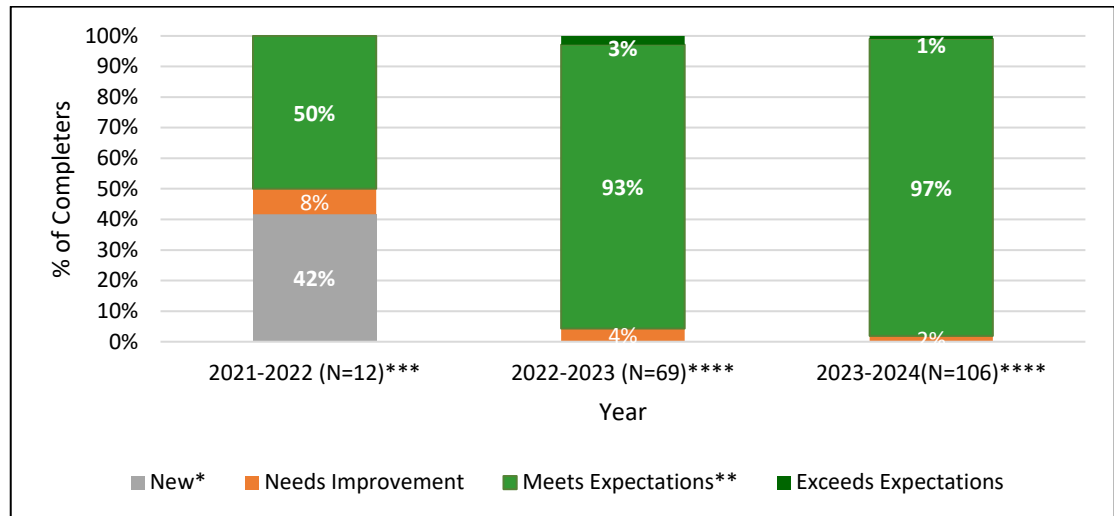
## 1.2 Completer effectiveness in applying professional knowledge, skills, and dispositions

### 1.2.1 Annual performance assessment of completers under ESE

The EPP uses data from MOE and ESE for the annual performance assessment of its completers. This assessment measures teachers' impact on students' personal development, progress, and academic achievement, and their ability to create a conducive school environment. The performance measures for teachers are scaled into five levels: "Needs Improvement", "Meets Expectations Low", "Meets Expectations", "Exceeds Expectations", and "Significantly Exceeds Expectations". The competency matrix within this assessment uses only three levels: "Needs Improvement", "Partially Meets Expectations", and "Meets Expectations".

Scale	Annual Performance Measure
<i>Significantly Exceeds Expectations</i>	Meet requirements for an 'exceeds expectations level.
<i>Exceeds Expectations</i>	Meets at least 85% of competencies at the 'meet expectations level'.
<i>Meets Expectations</i>	Meets most expectations (achieves at least 60% of competencies at the 'meet expectations level.
<i>Meet Expectations Low</i>	Meet only minimum expectations (achieves at least 85% of level 2 competencies).
<i>Needs Improvement</i>	Does not meet expectations (achieves less than 86% of level 2 expectations).

For this report, the annual performance assessment of completers used the data received from MOE for the cycle 2022-2023 (previously not reported because data was not available during that time) and cycle 2023-2024. A clear trend of improvement over the years with a high percentage of completers meeting expectations by 2023-2024 can be observed (see *Figure 1.2*).

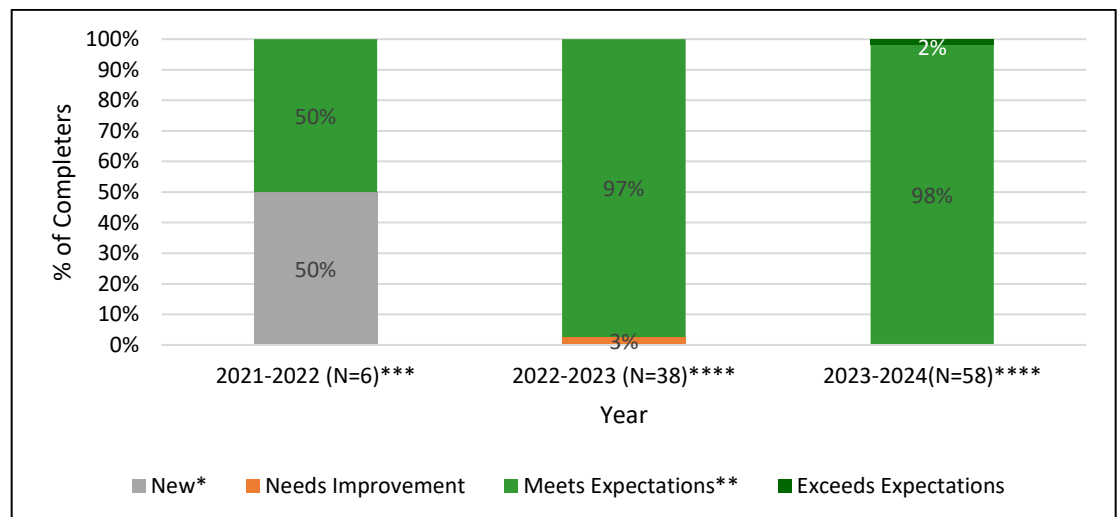


Note: \* Newly hired, thus, no evaluation; \*\* Meet expectations categorized into two levels = meet expectation and meet expectations low; \*\*\* Data received from ESE; \*\*\*\* Data received from MOE

**Figure 1. 2 Aggregated annual performance assessment of completers**

### Early Childhood Education

Figure 1.3 shows a clear trend of improvement over the last three cycles, with a significant reduction in the percent of ECE completers who "Needs improvement" and a high percentage of ECE completers meeting or exceeding expectations. The majority of the ECE completers employed at MOE achieve at least 60% of competencies at the 'meet expectations level.



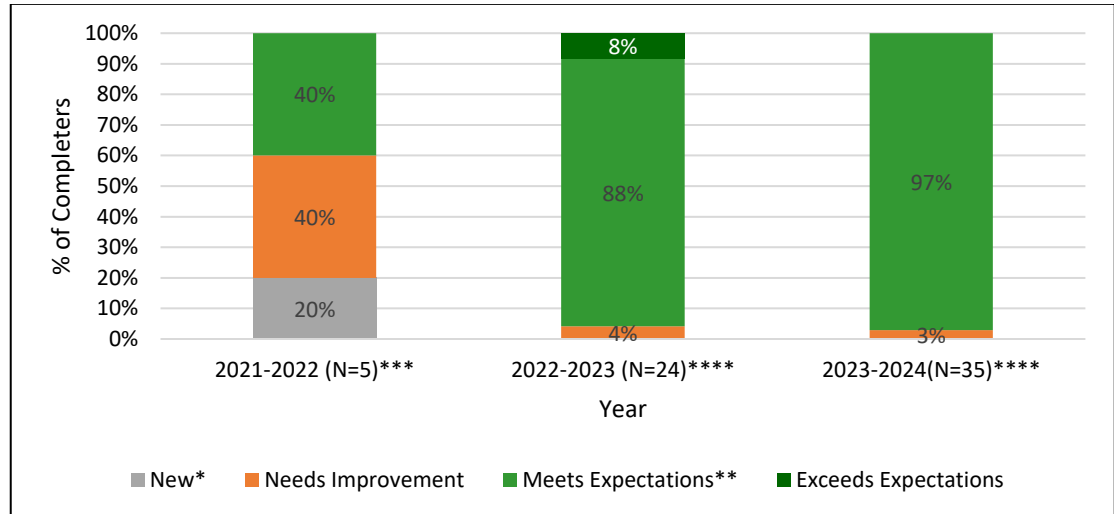
Note: \* Newly hired, thus, no evaluation; \*\* Meet expectations categorized into two levels = meet expectation and meet expectations low; \*\*\* Data received from ESE; \*\*\*\* Data received from MOE

**Figure 1. 3 Annual performance assessment of ECE completers**

### Special Education

There was a notable improvement in performance of SPED completers from 2022 to 2023, especially the reduction of SPED completers who "Needs improvement" as shown in Figure

1.4. Most of the SPED completers achieve at least 60% of competencies at the 'meet expectations level.

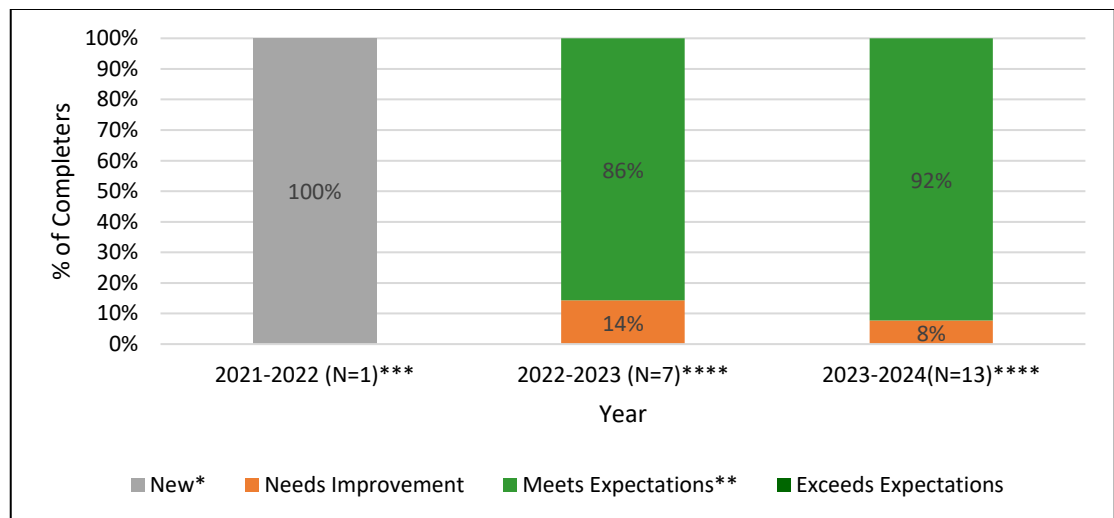


Note: \* Newly hired, thus, no evaluation; \*\*Meet expectations categorized into two levels = meet expectation and meet expectations low; \*\*\* Data received from ESE; \*\*\*\* Data received from MOE

**Figure 1. 4 Annual performance assessment of SPED completers**

### Health and Physical Education

There is a clear trend of improvement over the last three cycles of assessment, with a high percentage of HPE completers meeting expectations in the last two years as shown in *Figure 1.5*.



Note: \* Newly hired, thus, no evaluation; \*\*Meet expectations categorized into two levels = meet expectation and meet expectations low; \*\*\* Data received from ESE; \*\*\*\* Data received from MOE

**Figure 1. 5 Annual performance assessment of HPE completers**

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

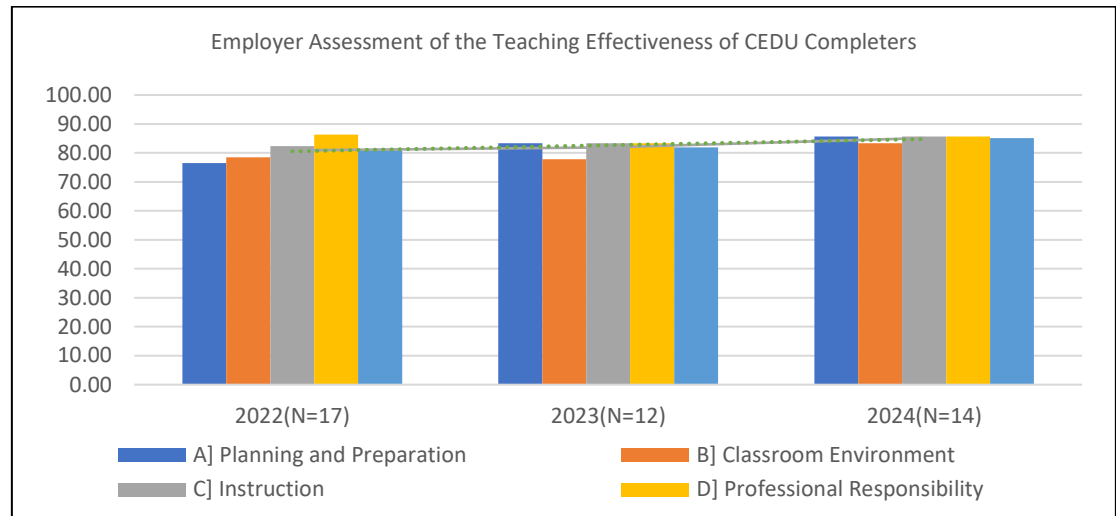
The annual assessment conducted by the EPP evaluates the teaching effectiveness of its completers compared to those from other universities. Employers, including principals and academic leads, assess the performance of UAEU completers across four domains: planning and preparation, classroom environment, instruction, and professional responsibility. *Table 1.5* illustrates the comparison of teaching effectiveness for 14 completers who participated in the 2023-2024 data collection cycle. The results show that ECE and HPE completers perform comparably to their peers in their respective schools. However, SPED completers consistently outperform their counterparts from other universities across all four domains.

**Table 1. 5**

*Teaching effectiveness of completers as compared to non-UAEU-CEDU completers*

Initial-Licensure Level Program	Teaching Effectiveness as compared to non-UAEU completer (% of Completors)		
	<i>Better than Others</i>	<i>Same as Others</i>	<i>Less than Others</i>
<b>Early Childhood Education(N=1)</b>			
A] Planning and Preparation	0%	100%	0%
B] Classroom Environment	0%	100%	0%
C] Instruction	0%	100%	0%
D] Professional Responsibility	0%	100%	0%
<b>Special Education(N=10)</b>			
A] Planning and Preparation	73%	27%	0%
B] Classroom Environment	64%	36%	0%
C] Instruction	64%	36%	0%
D] Professional Responsibility	73%	27%	0%
<b>Health and Physical Education(N=1)</b>			
A] Planning and Preparation	0%	100%	0%
B] Classroom Environment	0%	100%	0%
C] Instruction	0%	100%	0%
D] Professional Responsibility	0%	100%	0%

*Figure 1.6* illustrates a rising trend in the assessment of UAEU completers' teaching effectiveness compared to graduates from other universities over three cycles.

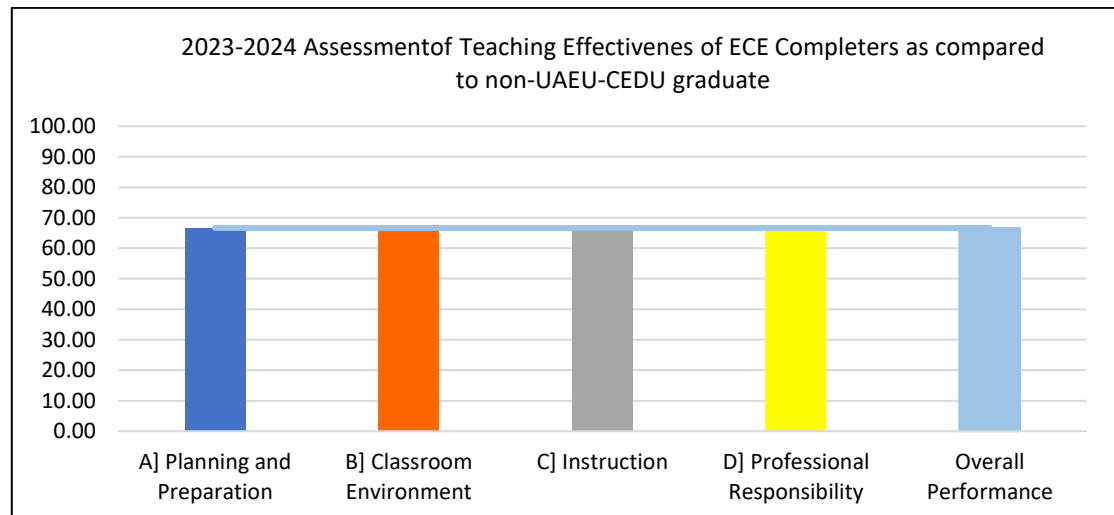


**Figure 1. 6** Assessment of UAEU-CEDU completers' teaching effectiveness as compared to non-UAEU completer

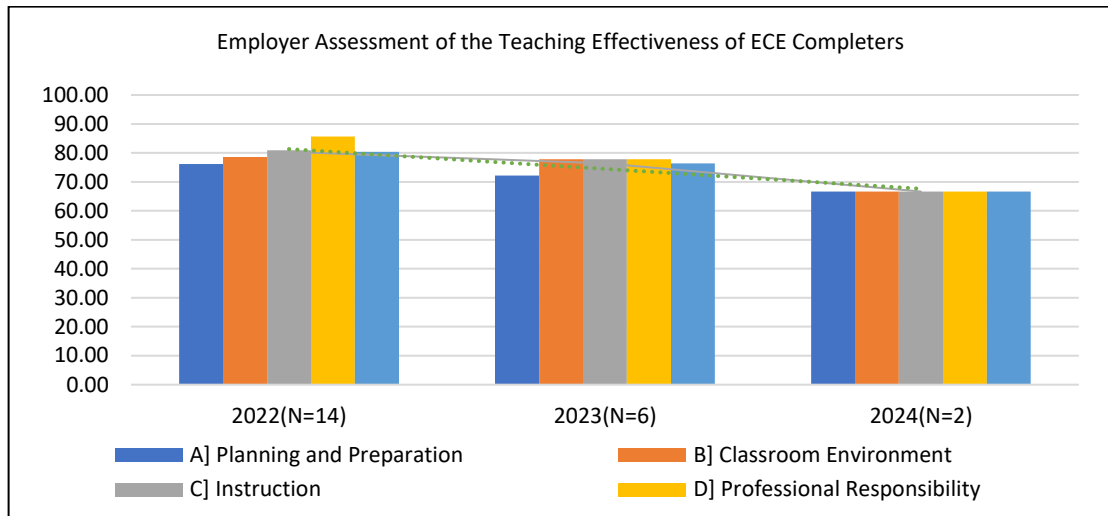
### Early Childhood Education

Table 1.5 indicates that ECE completers were assessed by their employers as comparable to their peers across all four domains during the 2023-2024 assessment cycle. Figure 1.3 shows that their teaching effectiveness, compared to others, is 67%.

The assessment of ECE completers' teaching effectiveness across multiple assessment cycles indicates a slight downward trend (see Figures 1.7-1.8). Given that only two ECE completers were assessed, the program will strengthen its collaboration with employers to ensure active participation and the collection of data for ongoing improvement.



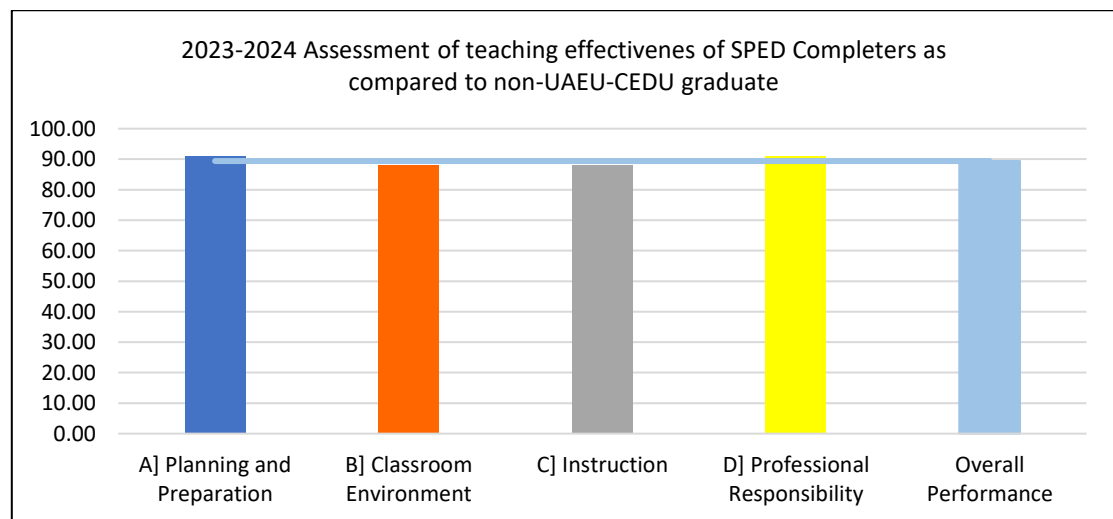
**Figure 1. 7** Assessment of ECE completers' teaching effectiveness as compared to non-UAEU completer



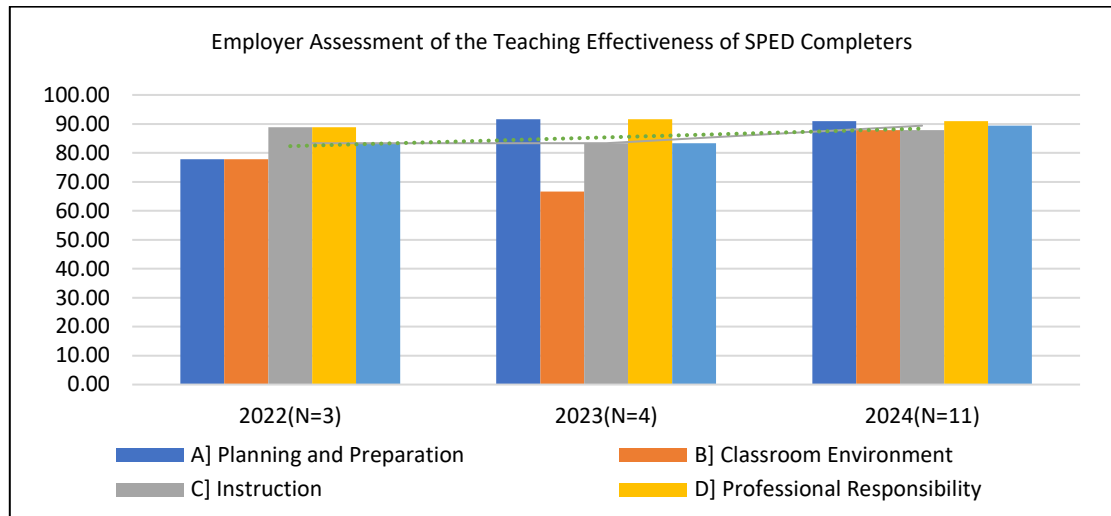
**Figure 1. 8** Assessment of ECE completers' teaching effectiveness as compared to non-UAEU completer across three cycles

### Special Education

During the 2023-2024 assessment cycle, SPED completers were rated higher by employers compared to their peers (see *Table 1.5*). Employers gave SPED completers high ratings (above 90%) in planning and preparation, as well as professional responsibility (see *Figures 1.9-1.10*). Overall, this assessment is significantly better than those of the previous two cycles.



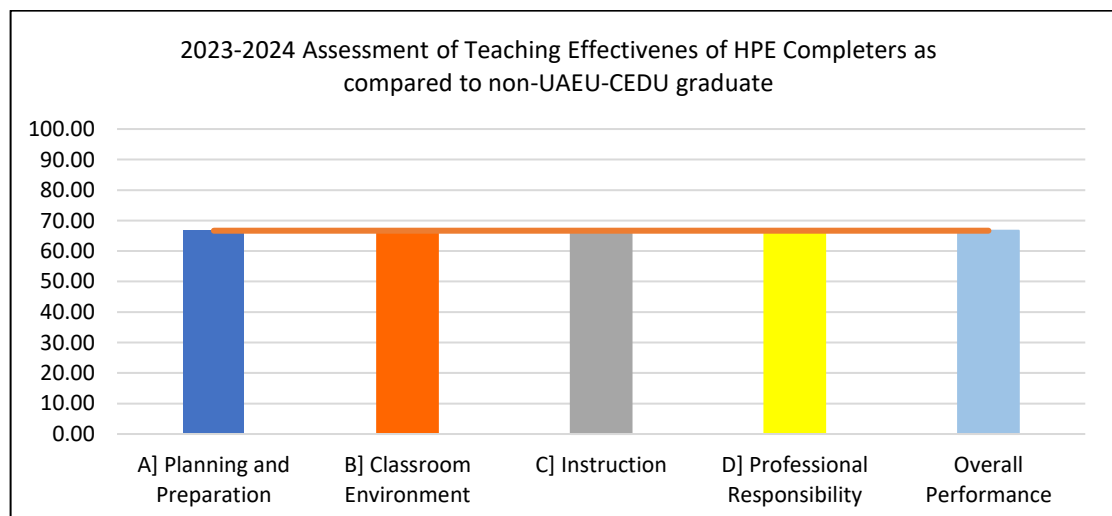
**Figure 1. 9** Assessment of SPED completers' teaching effectiveness as compared to non-UAEU completers



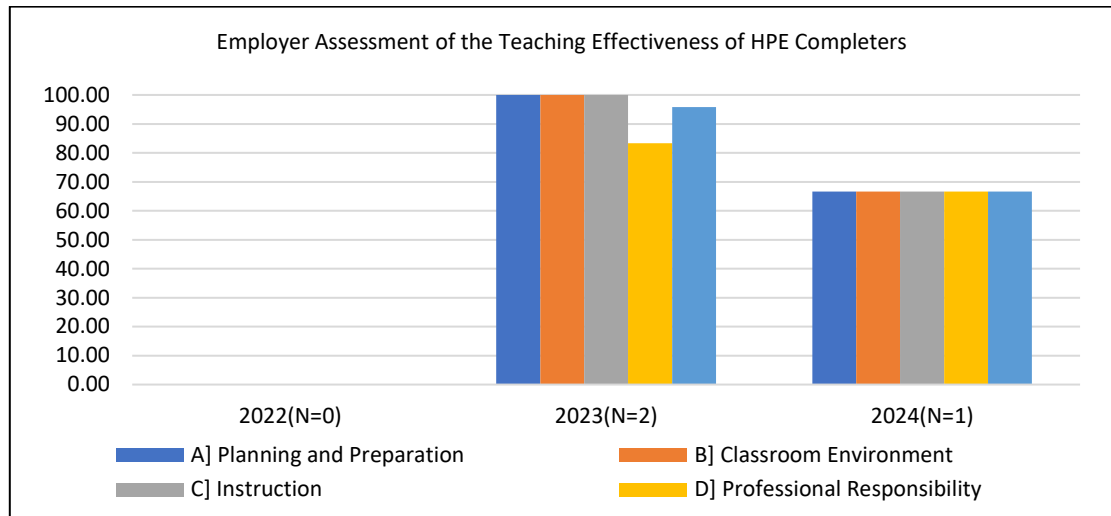
**Figure 1. 10** Assessment of SPED completers' teaching effectiveness as compared to non-UAEU completers across three cycles

### Health and Physical Education

During the 2023-2024 assessment cycle, employers rated the HPE completer similarly to their peers, with a relative effectiveness of 67% across the four domains (see *Figures 1.11-1.12*). A comparison of the HPE completers' teaching effectiveness over two cycles reveals that the employer who responded to the latest survey, assessed just one completer much less than those employers who responded and assessed two completers in the previous cycle (see *Figure 7*). It is worth noting that the number of completers assessed is lower than the desired number to generalized a conclusion about the preformance of the completers in the program. The program will continue to enhance its engagement with employers to ensure active participation and data collection for continuous improvement.



**Figure 1. 11** Assessment of HPE completers' teaching effectiveness as compared to non-UAEU completer



**Figure 1. 12** Assessment of HPE completers' teaching effectiveness as compared to non-UAEU completers across two cycles

## APPENDIX

**Table 1. 6**

*Summary of completer's action research/case studies*

Completer	Concerns Encountered	Student/s Involved	Basis of Concern	Initial Actions Taken (informal)	Formal Action Strategies Taken				
					Activities	Action Implementer	Materials and Methods Used	Duration (Days/Months)	Outcome
1 (SPED)	<ul style="list-style-type: none"> <li>Some students repeatedly struggle with their basic subjects, and I do not want this to affect the rest of their other subjects.</li> </ul>	<ul style="list-style-type: none"> <li>KG</li> <li>Grades 1 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>The students require a significant amount of time to reach the same academic level as their peers.</li> <li>There are challenges when communicating with their parents about their children's academic progress. Despite informing them that additional support at home is crucial for the students' development, this follow-up often does not occur.</li> </ul>	<ul style="list-style-type: none"> <li>Confirmed the level of performance from their other teachers;</li> <li>Discussed with the School Principal before holding a meeting with the parents;</li> <li>Meetings with parents to get approval for intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with a group of teachers to plan for the intervention;</li> <li>Preparation of worksheets and simplifying exams to student level (to develop skills step by step)</li> </ul>	Inclusion Head, Assistant, Teachers, and School Principal	<ul style="list-style-type: none"> <li>Customized study plan</li> <li>Individualized teaching method</li> <li>Class teacher monitoring</li> </ul>	<ul style="list-style-type: none"> <li>One month from the time the problem was identified;</li> <li>Intervention continued for a year</li> </ul>	<ul style="list-style-type: none"> <li>After implementing all the steps, many students showed significant improvement, with some no longer needing individual support. However, some students did not reach the required level due to a lack of support from home, which extended the development period.</li> <li>My efforts in reaching out and adapting to learning needs contributed to a culture of support and responsiveness among staff. This approach encouraged a collaborative environment where teachers exchanged ideas and strategies for learning, benefiting the school's overall approach to education.</li> </ul>

Completer	Concerns Encountered	Student/s Involved	Basis of Concern	Initial Actions Taken (informal)	Formal Action Strategies Taken				
					Activities	Action Implementer	Materials and Methods Used	Duration (Days/Months)	Outcome
2 (SPED)	<ul style="list-style-type: none"> <li>Collaboration within the school is challenging due to the complexities of interacting with various teachers, administration, parents, and students. This requires a high level of patience, listening, and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Cycle 2 and Cycle 3 (with harder teen years)</li> </ul>	<ul style="list-style-type: none"> <li>The progress of the students gets easily affected by the people surrounding them whether it is with their teachers, parents, and school administrators.</li> </ul>	<ul style="list-style-type: none"> <li>Reached out to the team to find solutions</li> </ul>	<ul style="list-style-type: none"> <li>Conduct of professional development (PD) about importance of collaboration</li> <li>Raising awareness on understanding students</li> </ul>	Teacher and Team	<ul style="list-style-type: none"> <li>PDs</li> <li>Evidence-based strategies</li> </ul>	<ul style="list-style-type: none"> <li>One semester</li> </ul>	<ul style="list-style-type: none"> <li>Better team collaboration in addressing student concerns</li> </ul>
3(HPE)	<ul style="list-style-type: none"> <li>Difficulty in applying lesson plans. Despite planning well, implementation was tough due to students' varying personalities, understanding levels, and individual differences</li> </ul>	<ul style="list-style-type: none"> <li>Cycle 1 to Cycle 3</li> </ul>	<ul style="list-style-type: none"> <li>Noticing the difficulty of managing the considerable number of students in each class, which made it hard to focus on everyone at once.</li> <li>Noticing differences in students' levels and their ability to understand, which made it challenging to apply the lesson plan in a way that suited all students.</li> <li>Concerned about ensuring that all students benefited from the lesson in a fair and safe way</li> </ul>	<ul style="list-style-type: none"> <li>Organizing the students in the classroom by dividing them into smaller groups to increase focus and participation.</li> <li>Used various teaching tools to capture their attention, such as movement games and interactive activities suited to their levels.</li> <li>Stay close to students who needed extra support to ensure their safety and help them understand the activities more effectively</li> </ul>	<ul style="list-style-type: none"> <li>Organizing the students better in the classroom and dividing them into smaller groups to help them focus and participate more.</li> <li>Used movement games and interactive activities based on their levels.</li> <li>Made sure to stay close to students who needed extra help and support to ensure their safety.</li> </ul>	<ul style="list-style-type: none"> <li>Solved the problem by working with my colleagues-teachers in the same subject, shared ideas on how to improve classroom management and organize activities to fit the students' needs.</li> <li>Asked academic supervisors for feedback on how to handle students' differences and apply lesson plans more effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Grouping students</li> <li>Used movement games and interactive activities that matched their levels, along with visual learning aids.</li> <li>Adjusted the lesson plans to suit the students' needs and used strategies to organize the classroom and ensure students' safety.</li> </ul>	<ul style="list-style-type: none"> <li>Two months</li> </ul>	<ul style="list-style-type: none"> <li>The results of the actions taken were positive, as teaching improved, and students became more engaged and benefited from the activities.</li> <li>Classroom management and student safety were also better ensured.</li> <li>In terms of teaching competencies, I enhanced my ability to organize the class, interact effectively with students, and apply flexible lesson plans.</li> <li>As for weaknesses, I noticed that there is still a need to improve handling individual differences more effectively at times.</li> </ul>

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
4(ECE)	<ul style="list-style-type: none"> <li>Students struggle to follow instructions and participate in activities or even in lessons.</li> <li>Students participate much less because English is their second language. At home, they only spoke Arabic, and many had not attended nursery school before kindergarten. This made it hard for them to complete tasks and homework since most of their parents did not speak English.</li> </ul>	<ul style="list-style-type: none"> <li>KG1</li> </ul>	<ul style="list-style-type: none"> <li>The students rarely participated in class or spoke to me.</li> <li>When I gave instructions, they appeared confused and lost.</li> <li>They avoided engaging in activities or communicating with me.</li> <li>They did not enjoy attending English, Math, or Science classes.</li> </ul>	<ul style="list-style-type: none"> <li>Explained instructions in English and then demonstrated what is needed</li> <li>Provided one-on-one support and used quite simple instructions so they could observe and imitate their peers.</li> <li>Kept parents involved by sending them materials and updates on classroom activities.</li> <li>Played phonics songs every morning to help them learn letter sounds, which also helped parents learn along with their children.</li> <li>Worked with parents to reinforce classroom instructions at home.</li> <li>Printed words with pictures to help students understand better.</li> </ul>	<ul style="list-style-type: none"> <li>Involved parents in school activities, which helped build students' confidence and encouraged them to participate and ask questions with curiosity.</li> <li>Collaborated with the school's social worker and psychologist to create individualized plans for each student and share them with parents.</li> </ul>	<ul style="list-style-type: none"> <li>Worked collaboratively with parents, social workers, and psychologists to implement strategies and support students effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Visual schedules help students understand classroom routines.</li> <li>Phonics songs (song of sound).</li> <li>Peer learning strategies to encourage social interaction and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Four months to see noticeable improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Students became more confident.</li> <li>They began to enjoy working in groups and volunteered to explain their group activities.</li> <li>Their language skills improved significantly.</li> </ul>

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