

## 2026 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 P-12 student performance under Completers

The Educator Preparation Provider (EPP) gathered data on P-12 student performance under completers from a specific section of the Employer Satisfaction Survey. In this section, employers were asked to estimate the percentage range of performance of students in the subjects taught by completers, selecting from below 60% to four percentage ranges between 60% and 100%. Beginning with the 2022-2023 reporting cycle, this method was implemented as an alternative owing to the absence of the requested data from the Ministry of Education.

In the 2024-2025 assessment cycle, the evaluation included a greater number of completers (N=18), whose impact on P-12 student performance was systematically reviewed through employer feedback. According to employer evaluations, most P-12 classes taught by these completers achieved performance ratings predominantly within the 80%-99% and 90%-100% ranges, indicating strong student outcomes. However, it is important to note that there was one instance where a class performed below 60%.

*Table 1.1* shows the distribution of completers according to employer evaluations of their students' academic performance in the subjects taught.

**Table 1. 1**

*Percent distribution of program completers based on employer assessment of P-12 classes (2024-2025)*

Performance Level of P12 Classes under the Completer	% of Completers			
	EPP (N=18)	ECE (N=6)	SPED (N=7)	HPE (N=3)
90–100%	22.22%	12.50%	14.30%	66.70%
80–89%	38.89%	37.50%	42.90%	33.30%
70–79%	33.33%	37.50%	42.90%	–
60–69% (Pass)	–	0%	–	–
Below 60%	5.56%	12.50%	–	–

##### **Early Childhood Education**

For 2024-2025 cycle of assessment (N=6), ECE completers' P-12 classes show a broader spectrum of performance levels, with a notable presence of both high and low performers, and a majority in the mid-to-high ranges. The largest groups of completers have classes in the 80–89% and 70–79% performance levels, each comprising 37.5% of the cohort (see *Table 1.1*).

Across the three cohorts (2022–2023 to 2024–2025), P–12 student performance associated with ECE completers is predominantly concentrated in the 70–89% range, indicating generally strong teaching effectiveness (see *Table 1.2*). The 2022–2023 cohort demonstrated uniformly moderate-to-high outcomes with no extreme performance level classes, while subsequent cohorts exhibited greater variability, including the presence of high-achieving classes (90–100%) as well as a small proportion of lower-performing classes (below 60%). ECE completers are generally associated with classrooms where P–12 students achieve generally acceptable and commendable levels of performance.

**Table 1. 2**

*Percent distribution of ECE completers based on employer assessment of P-12 classes (2024-2025)*

ECE		% Distribution of Completers				
Cohort	Performance Level	90–100%	80–89%	70–79%	60–69% (Pass)	Below 60%
	2022-2023 (N=8)		–	50.00%	50.00%	–
2023-2024 (N=2)		–	50.00%	–	50.00%	–
2024-2025 (N=6)		12.50%	37.50%	37.50%	0%	12.50%

### ***Special Education***

For 2024–2025 cycle of assessment (N=7), the performance level of the P-12 classes of SPED completers was concentrated in the middle ranges: 14.3% in 90–100%, 42.9% in both the 80–89% and 70–79% ranges, with no completers having students in the 60–69% or below 60% categories (see *Table 1.1*).

Comparing the three cohorts (2022–2023 to 2024–2025) reveal distinct trends (see *Table 1.3*). In 2022–2023 (N=4), P–12 classes taught by SPED completers achieved scores primarily within the 80–89% range, with others falling into the 90–100% and 60–69% levels. Notably, there were no students in the 70–79% or below 60% level for this cohort. The 2023–2024 cohort (N = 11) demonstrated the widest performance spread, with students represented across all achievement levels from 90–100% to below 60%, indicating mixed outcomes within a small group. In 2024–2025 (N = 7), performance was concentrated in the 70–89% range, with some high achievers (90–100%) and no students in the lower performance levels. Overall, the data indicate generally strong student performance across cohorts, with higher variability observed in 2023–2024.

**Table 1. 3**

*Percent distribution of SPED completers based on employer assessment of P-12 classes (2024-2025)*

SPED		% Distribution of Completers				
Cohort	Performance Level	90–100%	80–89%	70–79%	60–69% (Pass)	Below 60%
		2022-2023 (N=4)	25.00%	50.00%	–	25.00%
	2023-2024 (N=11)	9.09%	27.27%	36.36%	18.18%	9.09%
	2024-2025 (N=7)	14.30%	42.90%	42.90%	–	–

**Health and Physical Education**

In the 2024-2025 cycle of assessment (N=3), the results reflect a positive trend, with 66.7% of the completers’ classes achieving scores in the 90–100% range and the remaining 33.3% in the 80–89% level. No students fell below the 80% level. These findings demonstrate consistently strong student performance under HPE completers, with results predominantly concentrated in the highest achievement categories and no occurrences in the lower performance levels (60–69% or below 60%) across all three years (see *Table 1.1*).

The performance data for HPE completers’ P–12 classes across three cohorts indicate consistently strong P–12 student outcomes, with achievement predominantly in the high-performance levels (see *Table 1.4*). In 2022–2023 (N=2), all completers’ classes achieved scores in the 90–100% range, demonstrating excellent instructional impact. The 2023–2024 cohort (N=1) showed class performance concentrated in the 70–79% range. In 2024–2025 (N=3), majority of completers’ classes (66.7%) were in the 90–100% and the remainder (33.3%) in the 80–89% range. Across all cohorts, there were no instances of student performance below the pass threshold, showing overall effectiveness of HPE completers in supporting positive P–12 learning outcomes. While cohort sizes are small, the results consistently reflect high levels of student achievement, supporting the program’s positive impact on teaching and learning.

**Table 1. 4**

*Percent distribution of SPED completers based on employer assessment of P-12 classes (2024-2025)*

HPE		% Distribution of Completers				
Cohort	Performance Level	90–100%	80–89%	70–79%	60–69% (Pass)	Below 60%
		2022-2023 (N=2)	100.00%	–	–	–
	2023-2024 (N=1)	–	–	100.00%	–	–
	2024-2025 (N=3)	66.70%	33.30%	–	–	–

### 1.1.2 Completers' Action Research/ Case Studies

The Educator Preparation Provider (EPP) solicited feedback from its completers regarding their instructional practices, specifically seeking examples where they addressed and resolved classroom issues to enhance both teaching effectiveness and student learning outcomes. Completers were instructed to maintain the confidentiality and anonymity of all individuals and institutions referenced in their submissions. Of those contacted, only two Health and Physical Education (HPE) completers responded, providing case studies that demonstrated a measurable, positive impact on P-12 student learning growth.

Tables 1.5 illustrate how the HPE completers embodied the program's 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 demonstrate their growth as professionals.

Table 1.9 in the appendix provides an overview of how two HPE graduates met their students' needs, emphasizing their abilities in critical thinking, self-responsibility, creativity, innovation, appreciation of diversity, and enthusiasm for teaching.

**Table 1. 5**

*Learning outcomes exuded by two 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.	✓	✓

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

### 1.2.1 Annual performance assessment of completers under ESE

The EPP draws on official performance appraisal data provided by the Ministry of Education (MOE) to report annually on the most recent performance outcomes of its completers who are practicing teachers. These appraisals evaluate teacher's demonstrated impact on students' academic achievement, learning progress, and personal development, as well as their

effectiveness in fostering a positive and supportive school environment. Teacher performance uses the MOE’s standardized five-level performance rating scale shown below.

**Table 1. 6**

*MOE’s standardized five-level performance rating scale*

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).

The MOE's annual teacher performance appraisals were used for evaluating how program completers demonstrate their professional knowledge, skills, and dispositions in P–12 classroom settings. The 2024–2025 MOE performance appraisal results, encompassing 108 completers and detailed in *Table 1.7*, indicate strong overall outcomes. A substantial majority of completers—80.6%—received ratings of *Meets Expectations*. Notably, this assessment cycle marked the first time the MOE furnished performance ratings for these completers. The data reflects robust performance across the EPP, with mean scores of 88.42 for ECE, 89.12 for SPED, and 83.65 for HPE. As these ratings were assigned by an external employer-based system, rather than the EPP itself, they contribute to the credibility and validity of the evidence regarding completers’ effectiveness.

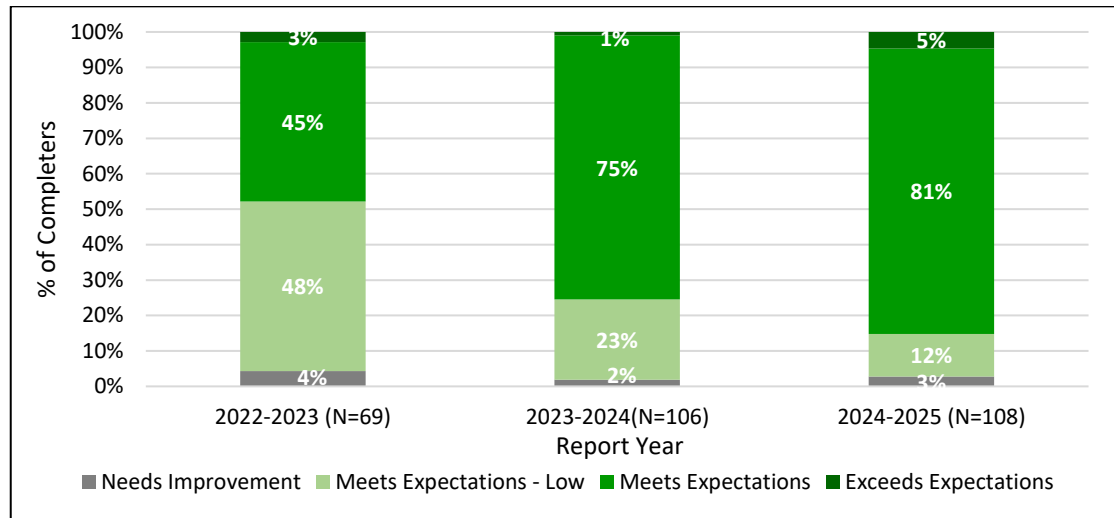
**Table 1. 7**

*Ministry of Education (MOE) 2025 Performance Appraisal Ratings of CEDU Completers*

Program	N	Exceeds Expectations n (%)	Meets Expectations n (%)	Meets Expectations (Low) n (%)	Needs Improvement n (%)	Mean Score
ECE	61	4 (6.6%)	48 (78.7%)	7 (11.5%)	2 (3.3%)	88.42
SPED	41	1 (2.4%)	34 (82.9%)	5 (12.2%)	1 (2.4%)	89.12
HPE	6	0 (0.0%)	5 (83.3%)	1 (16.7%)	0 (0.0%)	83.65
Overall CEDU	108	5 (4.6%)	87 (80.6%)	13 (12.0%)	3 (2.8%)	88.42

When comparing the 2024-2025 cohort data with prior years—specifically 2022-2023 (N=69) and 2023-2024 (N=106)—most completers consistently achieved most of the expected performance outcomes (*Meet Expectations*). Only a limited number were rated as *Needs*

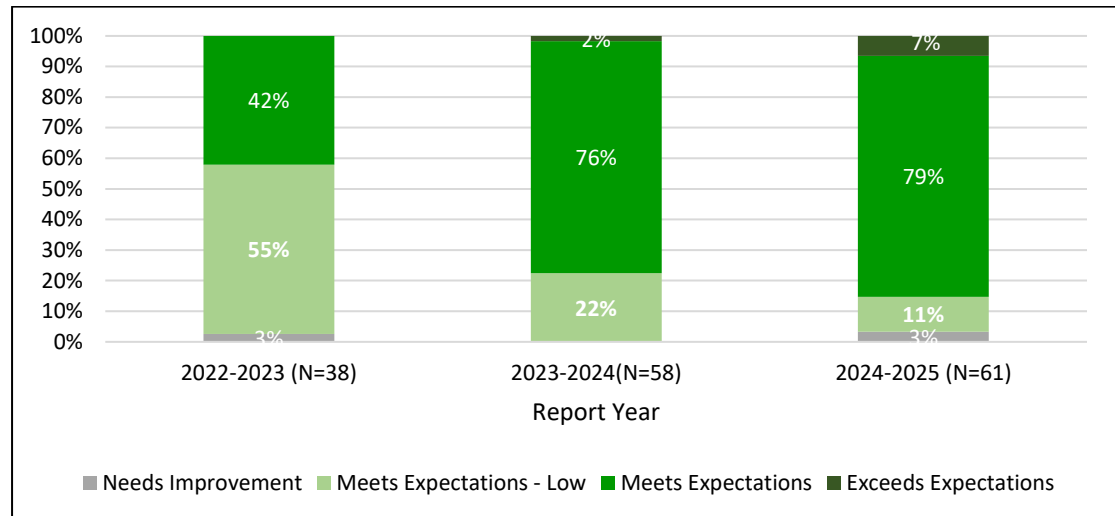
*Improvement or Exceeds Expectations.* These appraisal results confirm that most EPP completers reliably meet MOE performance standards, with variations across cohorts reflecting differences in cohort composition and rating distributions (see *Figure 1.1*).



**Figure 1. 1** Aggregated annual performance appraisals of the EPP completers

### **Early Childhood Education**

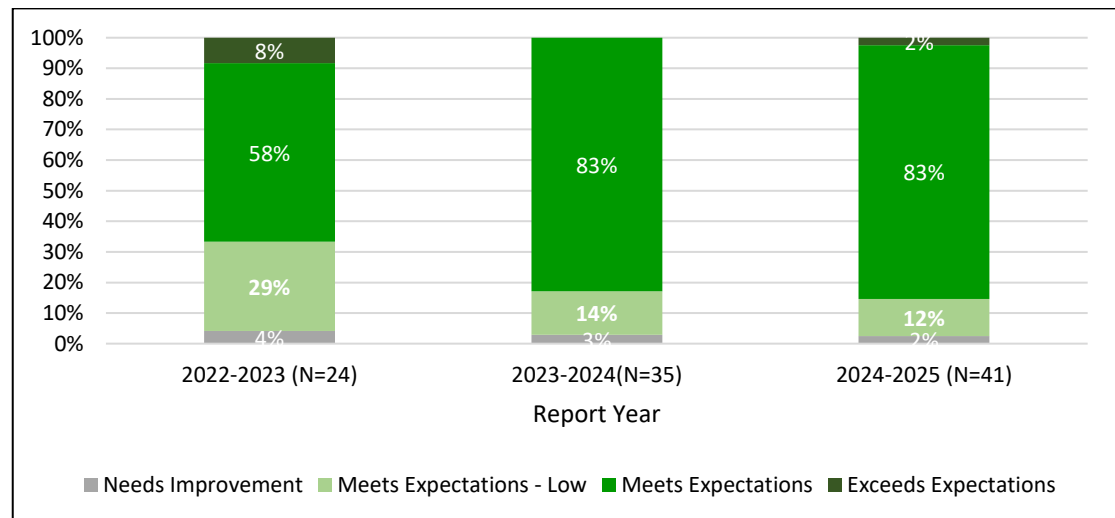
The performance appraisal data for the 2024-2025 cycle (N=61) demonstrates that the majority of ECE completers were rated at the *Meet Expectations* level (79%), with a smaller proportion achieving *Exceed Expectations* (7%), indicating that most completers are fulfilling most of the MOE performance standards. Only a minimal percentage were identified to not meet expectations (3%), thus, *Needs Improvement*. Over three cycles of assessment, ECE completers have consistently been rated as Meeting Expectations, except in the 2022-2023 cohort where more than half (55%) received a rating of Meet Expectations (Low). Notably, one completer in 2023-2024 and four completers in 2024-2025 were recognized for Exceeding Expectations. Since each cohort consists of different individuals, these results collectively reflect the varied profiles of completers, all demonstrating adherence to MOE standards (see *Figure 1.2*).



**Figure 1. 2 Annual performance appraisals of ECE completers**

### Special Education

Performance appraisal results for SPED completers in the 2024-2025 cycle (N=41) reveal that 85% successfully met between 60%-85% of the MOE expectations. Across three distinct cohorts, SPED completers have consistently been evaluated as *Meeting Expectations*, reflecting a reliable adherence to MOE standards. The only exception occurred in the 2022-2023 cohort, where the proportion of completers (29%) meeting only minimum requirements is higher compared to the proportion (to 14% and 12%) of completers in the succeeding assessment cycles. Overall, most of the SPED completers in the past three reporting cycles have received a Meet Expectations rating, with only a few instances of Needs Improvement noted (see *Figure 1.3*).



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

### Health and Physical Education

The performance appraisal data for the 2024-2025 cycle (N=6) indicates that 83% of HPE completers successfully met at least 60% of the Ministry of Education (MOE) expectations, demonstrating a substantial level of competency. In contrast, 17% of the cohort achieved only the minimum required standards. This appraisal represents a marked improvement compared to the two prior cohorts, which were predominantly assessed as meeting only the minimum expectations, and included several individuals who received *Needs Improvement* ratings.

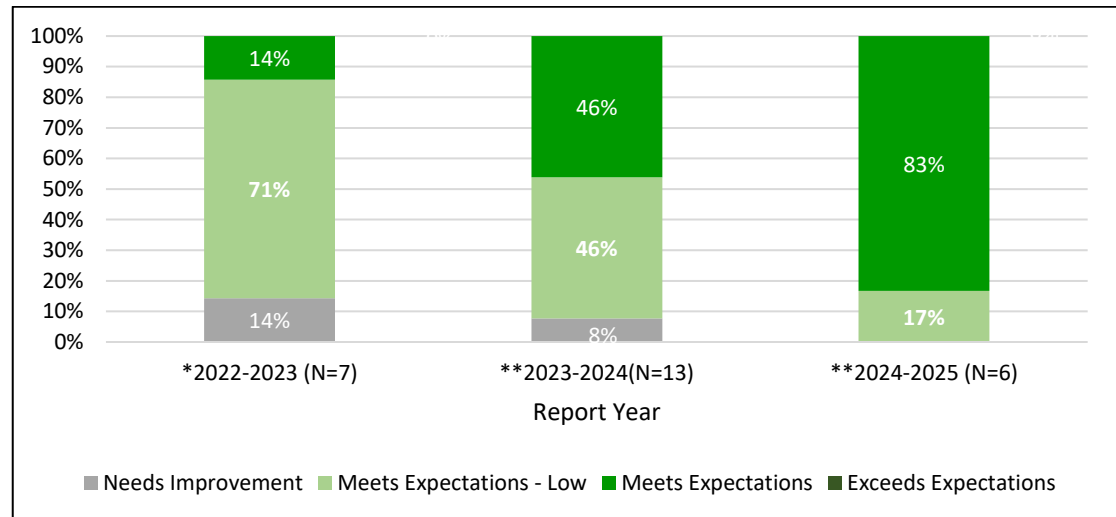


Figure 1. 4 Annual performance appraisals of HPE completers

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

The EPP’s annual assessment measures the teaching effectiveness of its graduates in comparison to graduates from other universities, utilizing the Employers’ Satisfaction Survey. This survey specifically assesses how UAEU completers perform relative to non-UAEU teachers working in the same school environments. For the most recent cycle, employers provided feedback for 18 UAEU completers.

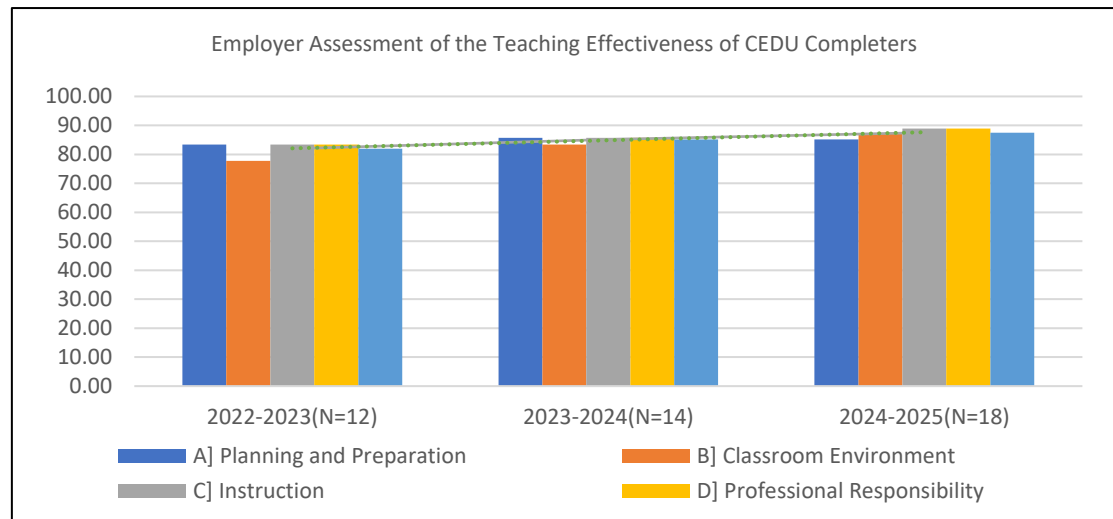
In the 2024-2025 cycle, employer assessments across four key domains—planning and preparation, classroom environment, instruction, and professional responsibility—show that EPP completers are consistently rated as performing either the *Same as Others* or *Better than Others* compared to their peers from other institutions. Employers assessed most of the completers as *Better than Others* for each domain, while the rest as the *Same as Others*. Notably, no completer was rated as *Less than Others*. EPP completers particularly excelled in the areas of Instruction and Professional Responsibility. Overall, employer feedback indicates that the completers are regarded as highly competitive teachers relative to graduates from other universities (see *Table 1.8*).

**Table 1. 8**

*Teaching effectiveness of completers as compared to non-UAEU-CEDU completers (2024-2025)*

Initial-Licensure Level Program	Teaching Effectiveness as compared to non-UAEU completer (% of Completers)		
	<i>Better than Others</i>	<i>Same as Others</i>	<i>Less than Others</i>
<b>Early Childhood Education(N=8)</b>			
A] Planning and Preparation	63%	38%	0%
B] Classroom Environment	63%	38%	0%
C] Instruction	75%	25%	0%
D] Professional Responsibility	75%	25%	0%
<b>Special Education(N=7)</b>			
A] Planning and Preparation	43%	57%	0%
B] Classroom Environment	57%	43%	0%
C] Instruction	57%	43%	0%
D] Professional Responsibility	57%	43%	0%
<b>Health and Physical Education(N=3)</b>			
A] Planning and Preparation	67%	33%	0%
B] Classroom Environment	67%	33%	0%
C] Instruction	67%	33%	0%
D] Professional Responsibility	67%	33%	0%

Figure 1.5 illustrates the assessment of UAEU completers' teaching effectiveness compared to graduates from other universities over three cycles.

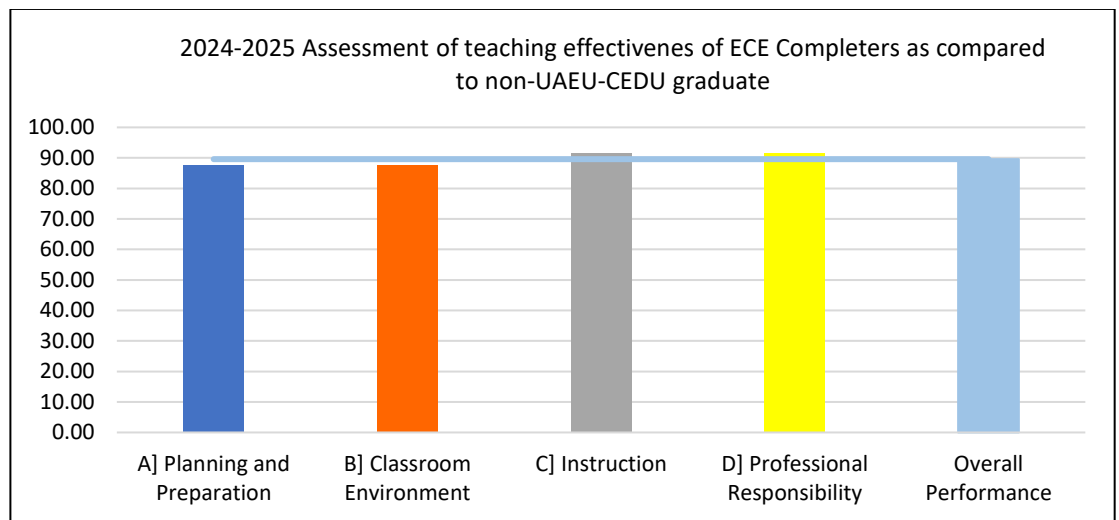


**Figure 1. 5** Assessment of UAEU-CEDU completers' teaching effectiveness as compared to non-UAEU completer

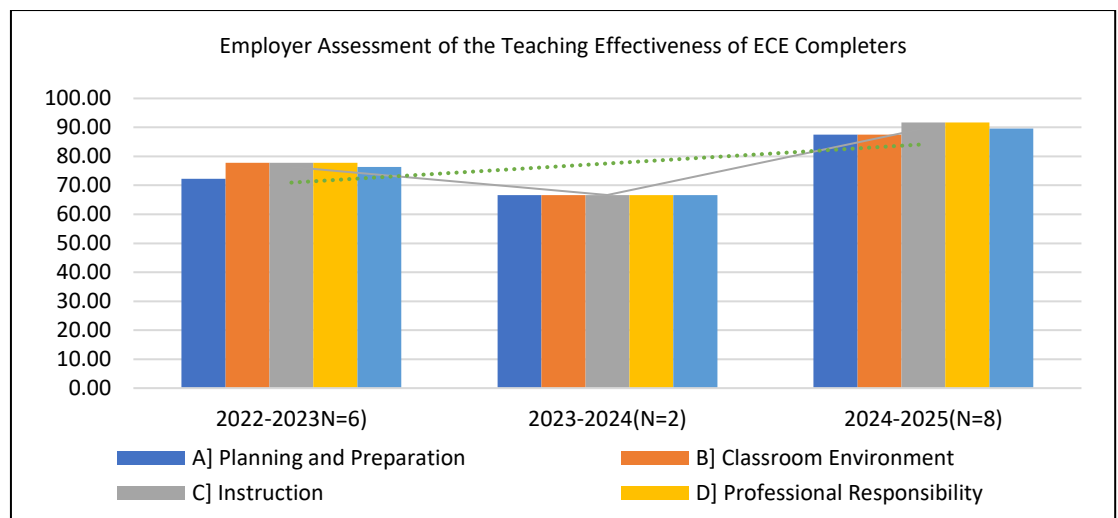
### Early Childhood Education

Employer assessments for the 2024-2025 cycle (N=8) show ECE completers consistently perform as well as or better than other university graduates. None were rated below their peers in any domain. Most received *Better than Others* ratings in planning & preparation and classroom environment, with notable strengths in instruction and professional responsibility (see Table 1.8 and Figure 1.6).

The assessment of ECE completers' teaching effectiveness shows consistently positive assessments of employers across all four domains with clear variation by cohort (see Figure 1.7). The 2022-2023 cohort was viewed as consistently competitive relative to peers; the 2023-2024 cohort was assessed on par with other graduates. The 2024-2025 cohort was assessed with the strongest comparative advantage, with the highest ratings concentrated in instruction and professional responsibility.



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

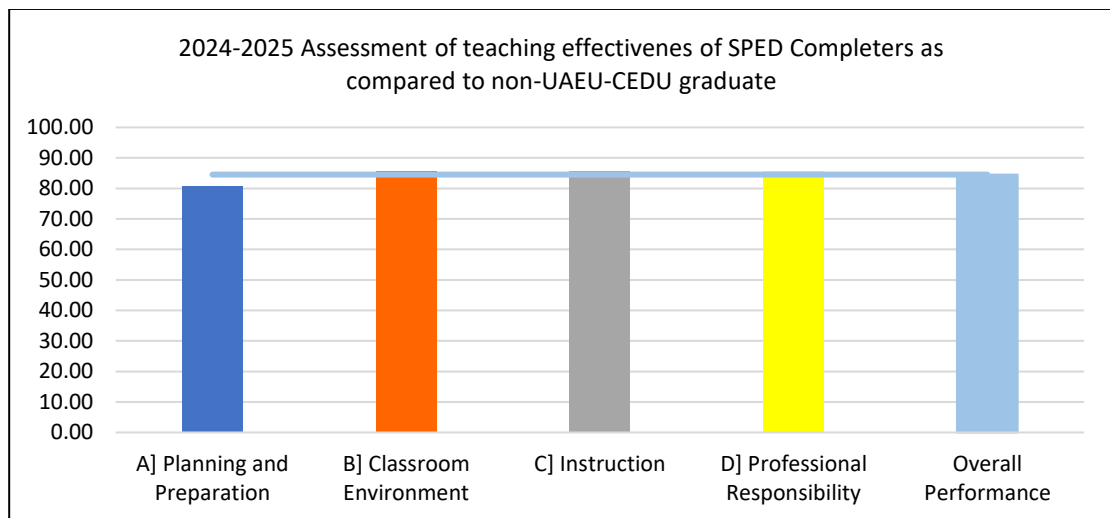


**Figure 1. 7** Assessment of ECE completers' teaching effectiveness as compared to non-UAEU completer across three cycles

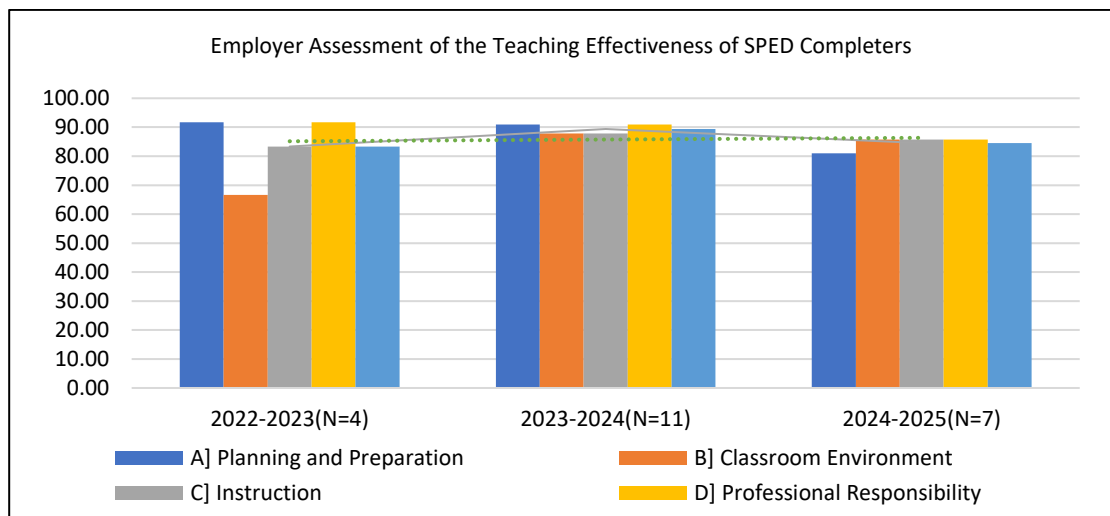
### Special Education

In the 2024-2025 assessment cycle (N=7), employer evaluations across all four domains show that SPED completers performed on par with or better than graduates from other universities. No SPED completer was rated as less effective than their peers. The most significant strengths for SPED completers were seen in the areas of instruction, classroom environment, and professional responsibility (see *Table 1.8 and Figure 1.8*).

The distinct cohorts of SPED completers (see *Figure 1.9*) were assessed differently by employers. The 2022-2023 cohort received high ratings in planning and preparation as well as professional responsibility, but notably lower in classroom environment. The 2023-2024 cohort exhibited consistent strengths across all domains, indicating that completers performed favorably compared to their peers. The 2024-2025 cohort demonstrated a comparative advantage in instructional skills and received strong ratings for the classroom environment, though their scores in planning and preparation were comparatively lower.



**Figure 1.8** Assessment of SPED completers' teaching effectiveness as compared to non-UAEU completers

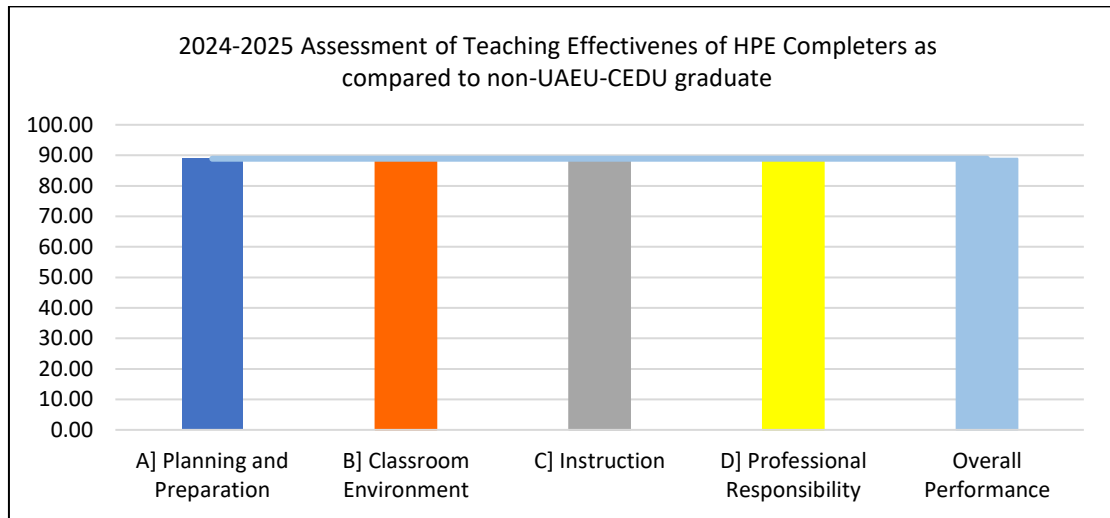


**Figure 1.9** Assessment of SPED completers' teaching effectiveness as compared to non-UAEU completers across three cycles

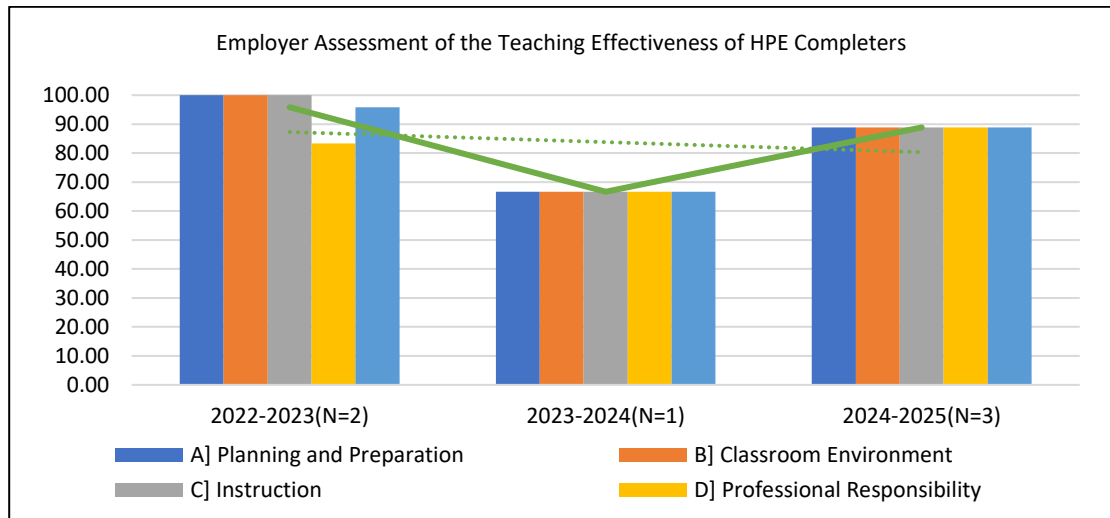
### Health and Physical Education

During the 2024-2025 assessment cycle (N=3), employers rated the HPE as consistently competitive and often *Better than Others* across all four domains (see *Table 1.8* and *Figure 1.10*). No ratings in any domain indicate that HPE completers are *Less than Others*.

Comparison of the employer assessments across three cycles (see *Figure 1.11*) show that HPE completers consistently perform well in planning, instruction, classroom management, and professional responsibility. The 2022–2023 completers performed significantly better than their peers, while the sole 2023-2024 completer did not outperform peers. The 2024-2025 cohort performed strongly across all areas.



**Figure 1. 10** Assessment of HPE completers’ teaching effectiveness as compared to non-UAEU completer



**Figure 1. 11** Assessment of HPE completers’ teaching effectiveness as compared to non-UAEU completers across two cycles

## APPENDIX

**Table 1. 9**

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

Completer	Concerns Encountered	Students Involved	Basis of Concern	Initial Actions Taken (informal)	Formal Action Strategies Taken				
					Activities	Action Implementer	Materials and Methods Used	Duration (Days/Months)	Outcome
1 (HPE)	<ul style="list-style-type: none"> <li>One specific issue I have encountered in my professional teaching is the wide difference in students' abilities, motivation, and readiness to participate, especially in Physical Education lessons. In the same class, some students are confident, active, and eager to learn new skills, while others may feel shy, lack basic fitness, have low self-confidence, or show little interest in participating. This creates a challenge in delivering instructions that meets</li> </ul>	<ul style="list-style-type: none"> <li>Grade 1-3</li> <li>Grade 9 (Male and Female)</li> </ul>	<ul style="list-style-type: none"> <li>This is a concern because it directly affects the quality of teaching and the learning outcomes of students. When there is a wide difference in students' abilities, confidence, and motivation, it becomes difficult to ensure that every student benefits equally from the lesson. Some students may progress quickly, while others may struggle to keep up, which can create gaps in learning and participation. This is also a concern because students who feel less capable or less confident may gradually lose interest in the subject. In Physical Education, for example, a student who repeatedly feels unsuccessful, embarrassed, or unable to perform</li> </ul>	<ul style="list-style-type: none"> <li>I observed my students more closely and identified the differences in their abilities, confidence levels, and motivation during lessons. I began by paying attention to which students participated actively, which students hesitated, and which students needed extra support. This helped me understand that the problem was not only related to physical ability, but also to confidence, interest, and readiness to learn.</li> <li>After identifying the issue, I started to adjust my lesson planning so that activities could suit different levels of learners. I introduced simpler step-by-step tasks for students who needed more</li> </ul>	<ul style="list-style-type: none"> <li>Conducting regular observation and assessment</li> <li>Applying differentiated instruction</li> <li>Using flexible grouping strategies</li> <li>Providing positive reinforcement and motivation</li> </ul>	<ul style="list-style-type: none"> <li>Peers / fellow teachers - I worked with fellow teachers to exchange ideas, discuss student needs, and share effective teaching strategies. Their support helped me reflect on my practice and adopt new approaches for differentiation, classroom management, and student motivation.</li> <li>School leadership / Principal and coordinators - I also relied on the support of the school leadership team, including the principal and relevant coordinators, who helped by encouraging inclusive teaching practices, monitoring progress, and</li> </ul>	<ul style="list-style-type: none"> <li>I used a combination of planned processes, teaching materials, and assessment instruments to make learning more inclusive and effective for students with different ability levels, confidence, and motivation.</li> <li>I used classroom observation to identify differences in students' ability, confidence, and engagement, then applied differentiated instruction, flexible grouping, and step-by-step skill progression to address these needs. I provided ongoing feedback and reflection to support student</li> </ul>	<ul style="list-style-type: none"> <li>About one semester to address the issue in a clear and noticeable way. During the first few weeks, I focused on observing students, identifying their different needs, and adjusting my lesson plans. After that, I gradually introduced differentiated activities, flexible grouping, and more targeted support. Over the course of the semester, I was able to monitor improvement in students' participation, confidence, and skill development.</li> </ul>	<ul style="list-style-type: none"> <li>In terms of my teaching, I became more aware of the importance of planning for student differences rather than teaching the whole class in one uniform way. My lessons became more organized, flexible, and inclusive. I learned how to adapt to activities, vary instruction, and provide support based on students' needs, confidence levels, and learning readiness.</li> <li>In terms of students' learning, I noticed better participation, stronger motivation, and improved confidence, especially among students who were previously shy, less active, or hesitant to take part. More students began to participate willingly in lessons, and their skill development improved gradually. Overall, the learning environment became more positive, and students showed greater enjoyment and involvement in Physical Education lessons.</li> </ul>

Completer	Concerns Encountered	Students Involved	Basis of Concern	Initial Actions Taken (informal)	Formal Action Strategies Taken				
					Activities	Action Implementer	Materials and Methods Used	Duration (Days/Months)	Outcome
	everyone's needs at the same time.		tasks at the same level as peers may become withdrawn and avoid active participation.	support, while also preparing more challenging tasks for students who were ready to progress further. This allowed me to make lessons more inclusive and helped reduce frustration among students who were struggling.		providing guidance on suitable interventions and school-based support. <ul style="list-style-type: none"> <li>Students themselves - Students were also part of the solution. Through group work, peer support, and regular feedback, they helped create a more cooperative learning environment. Their responses to different strategies guided me in adjusting my teaching methods.</li> <li>Families / parents - communication with families helped raise awareness of the importance of participation, confidence, and physical activity, which positively supported students' attitudes, engagement, and involvement in lessons.</li> </ul>	learning and improve my teaching. To support these processes, I used standard PE equipment, visual demonstrations, teacher modeling, and task cards or stations, which helped make lessons clearer, more engaging, and accessible for all students.	Although positive results appeared progressively during that period, I consider this type of issue to require continuous attention and ongoing improvement, because student needs can change from class to class and from one academic year to another.	<ul style="list-style-type: none"> <li>In relation to the school, the improvement contributed to a more inclusive and supportive learning culture. When students are more engaged, confident, and cooperative, this reflects positively on the school's classroom climate and student well-being. It also supports the school's goals of providing quality teaching, equal learning opportunities, and better student outcomes. My experience could also be shared with colleagues as a practical example of how differentiated teaching can improve participation and inclusion.</li> <li>At the same time, I also identified some weaknesses in my practice – the overreliance on whole-class instruction, limited use of assessment data to guide teaching, and ongoing challenges in balancing the needs of high- and low-performing students, identifying these as key areas for further professional growth.</li> </ul>

Completer	Concerns Encountered	Students Involved	Basis of Concern	Initial Actions Taken (informal)	Formal Action Strategies Taken				
					Activities	Action Implementer	Materials and Methods Used	Duration (Days/Months)	Outcome
2 (HPE)	<ul style="list-style-type: none"> <li>We face a lot of problems, beginning with student participation in the classroom, most of them do not follow teacher's order, they always argue that they don't want to play sports or move or they are sick. Another thing is that they don't care about their grades nor learn new skills.</li> </ul>	<ul style="list-style-type: none"> <li>Grade 5 to 12</li> </ul>	<ul style="list-style-type: none"> <li>I was concerned because it affected my work and effort. I can't give a lesson when the majority don't want to do any activity, plus it limits their daily movement.</li> </ul>	<ul style="list-style-type: none"> <li>I tried to talk to them to convince them that it is for their health and that I always choose and provide fun activities for them, and not exhausting.</li> </ul>	<ul style="list-style-type: none"> <li>I focused on creating enjoyable and positive sport activities to encourage students to like and engage in physical education. When it did not work well or behavior did not improve, I clearly explained expectations and how participation affects their markings. For ongoing issues, I coordinated with the school social worker to provide additional guidance and support for students.</li> </ul>	<ul style="list-style-type: none"> <li>I did it solely and most of the solutions have worked, and most of my students' classes play activity in my class.</li> </ul>	<ul style="list-style-type: none"> <li>Personal discussion with gentle talking and convincing</li> </ul>	<ul style="list-style-type: none"> <li>It depends on the student, but the majority less than month</li> </ul>	<ul style="list-style-type: none"> <li>Student participation improved overall, with only one or two students per class occasionally not participating.</li> </ul>

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