

2025 Annual Accreditation Report – CAEP Accountability Measures

Measure 2: Employer Satisfaction and Stakeholder Involvement

2.1 Satisfaction of Employers

The relevance and effectiveness of the completers' preparation for their job responsibilities were evaluated based on employers' satisfaction with the completers' competencies in the four domains of the teaching framework adopted by the EPP: planning and preparation, classroom environment, instruction, and professional responsibility. This evaluation utilizes the validated Employer Satisfaction Instrument, comprising 25 items rated on a 0–4 scale (“Not prepared at all” – “Highly prepared”). Administered annually by the EPP's Alumni Affairs Unit and analyzed by the Quality Assurance Laboratory (QAL), the findings from this assessment inform the EPP's efforts to identify and implement program improvements that better prepare its completers.

Fourteen employers participated in the satisfaction survey, including two employers of Early Childhood Education (ECE) completers, eleven employers of Special Education (SPED) completers, and one employer of Health and Physical Education (HPE) completers. Overall, the ratings indicate that the completers are highly prepared, especially in Professional Responsibilities and Classroom Environment. While employers are satisfied, there are opportunities for improvement in Planning and Preparation and Instruction.

Table 2. 1

Satisfaction of employers towards completers' relevance and preparation

Subscale	2024 Mean (SD)			
	OVERALL (N=14)	ECE (N=2)	SPED (N=11)	HPE(N=1)
Planning and Preparation	3.55(.20)	3.00(.00)	3.67(.21)	3.33(.00)
Classroom Environment	3.59(.19)	3.20(.27)	3.69(.15)	3.20(.00)
Instruction	3.56(.23)	3.13(.23)	3.66(.21)	3.38(.00)
Professional Responsibility	3.57(.26)	3.25(.27)	3.61(.24)	3.83(.00)
Overall	3.57(.22)	3.14(.19)	3.66(.20)	3.44(.00)

Note. 4= Highest Score.

Early Childhood Education

During the 2023-2024 assessment cycle, the ECE completers were perceived ‘Well Prepared’ (M= 3.14) by their employers. The employers highly rated the ECE completers on professional responsibility and lowest in planning and preparation.

For the last three cycles of assessment (see *Figure 2.1*), the number of employers who participated in the survey has decreased significantly. This decline may be attributed to the non-response from schools due to changes in their leadership, specifically the School Principals. Despite the reduced number of employers engaging, the satisfaction ratings of the employers towards the program preparation of the ECE completers has demonstrated positive trends.

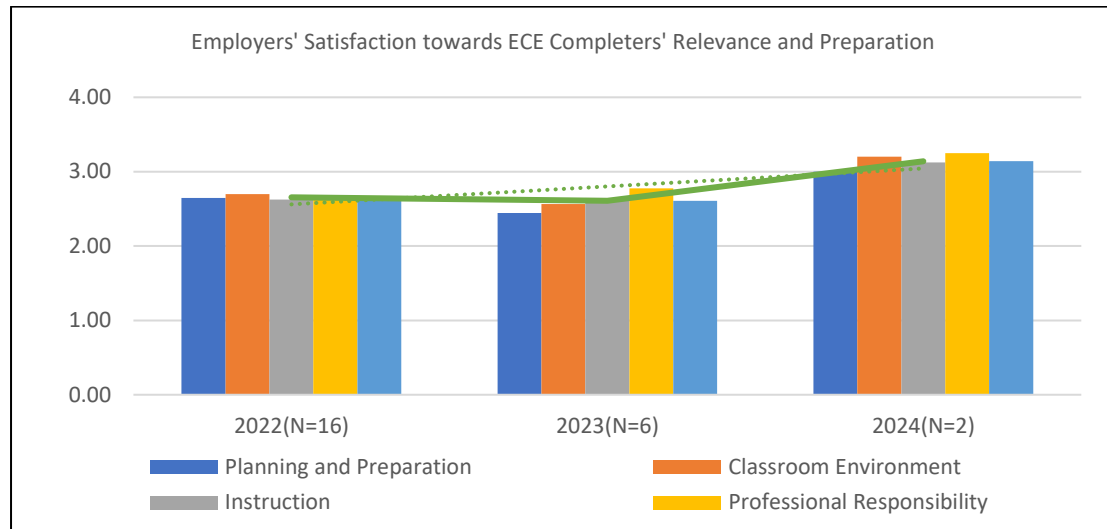


Figure 2. 1 Satisfaction of employers towards the relevance and effectiveness of ECE completers' relevance and preparation across three cycles

Special Education

Employers expressed high satisfaction ($M=3.66$) with the Special Education (SPED) completers across all four domains. The SPED completers were particularly noted for being 'Highly Prepared' in Classroom Environment management ($M=3.69$) and Planning and Preparation ($M=3.67$). The satisfaction ratings from employers have shown positive trends across the three assessment cycles, with a notable increase in 2024 as shown in Figure 2.2.

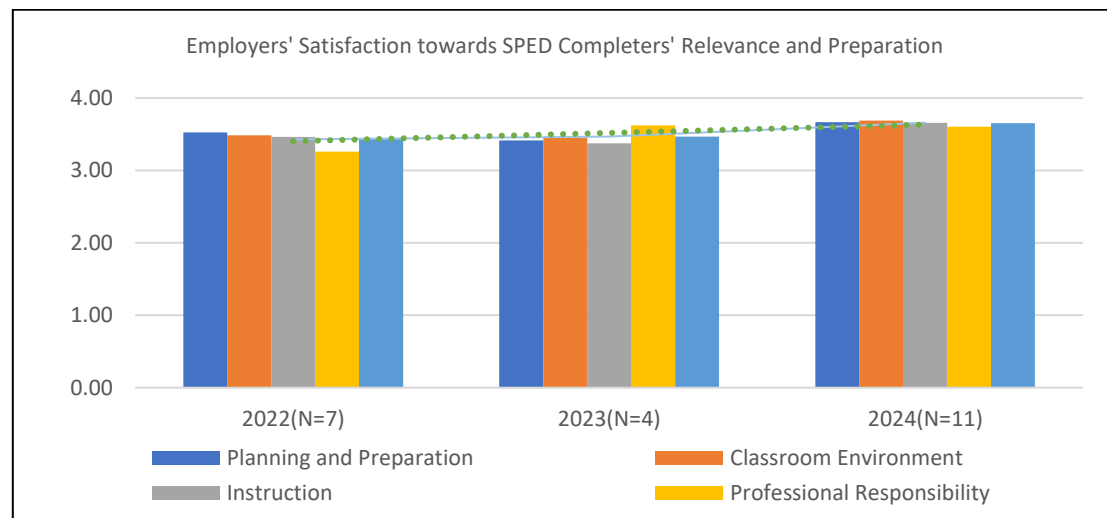


Figure 2. 2 Satisfaction of employers towards the relevance and effectiveness of SPED completers' relevance and preparation across three cycles

Health and Physical Education

During the 2023-2024 assessment cycle, only one employer of HPE completer responded to the satisfaction survey. This employer expressed overall high satisfaction with the completer's program preparation ($M= 3.44$; $N=1$), especially in Professional

Responsibility (M=3.83; N=1). The employer's satisfaction rating is lower than the ratings (M=4.00; N=2) of the employers who responded in the previous cycle (2022-2023).

To address this, the program will enhance its engagement efforts with employers to ensure greater participation and more comprehensive data collection. This data will be instrumental in driving continuous improvement for the HPE program.

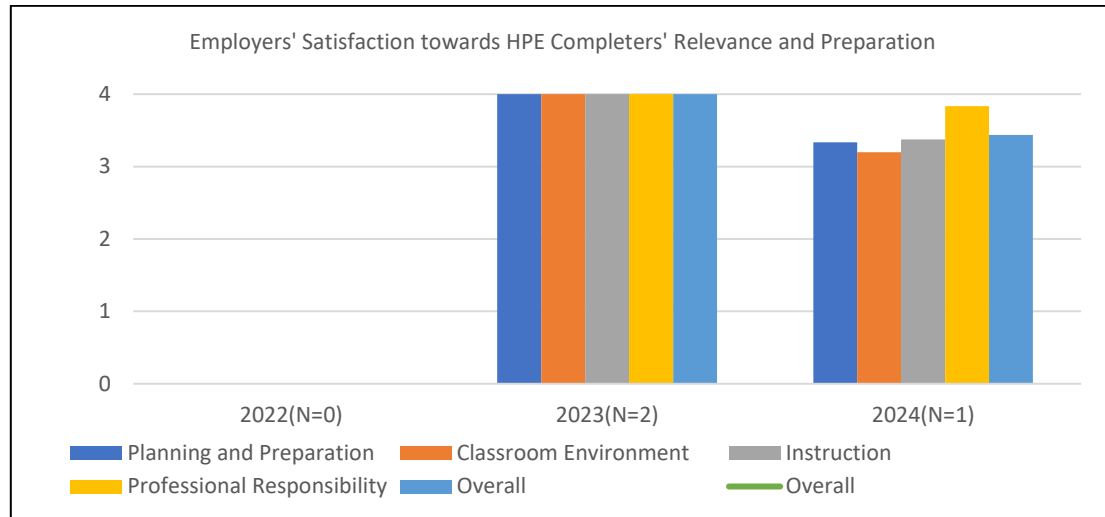


Figure 2. 3 Satisfaction of employers towards the relevance and effectiveness of HPE completers' relevance and preparation across two cycles

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

The EPP is committed to the continuous improvement of its program design. It integrates regular monitoring, evaluation, and progress tracking into all its processes. In addition to feedback from Employers' Satisfaction Surveys, the EPP gathers insights from various data sources involving all stakeholders. This information is used to develop plans, implement changes, and improve the programs.

2.2.1 Partnerships and Collaborations

The EPP has an existing partnership and collaboration with the Emirates Schools Establishment (ESE) and the Ministry of Education (MOE). The partnership commits the EPP and the ESE to the following:

Internship. The EPP has meaningful collaborations with the ESE for the valuable training and internship opportunities of its candidates to ensure competitiveness in their future employment. Candidates of the ECE, HPE, and SPED programs were deployed to 21 ESE Schools (local and semi-government) in Fall 2023 and to 14 ESE Schools (local and semi-government) in Spring 2024. Feedback from supervisors, cooperative teachers, and candidates about the internship program are considered and used.

Licensure Upskilling Programs. The program is designed in alignment with the latest professional standards for teachers and the licensure framework. ESE engaged the EPP to

develop upskilling modules focused on the pedagogy test, which encompasses domains such as professional and ethical conduct, professional knowledge, professional practice, and professional growth. These modules are meticulously crafted based on the licensure test framework, which adheres to ESE standards. The program is available to all ESE teachers, including the EPP's completers. The EPP began conducting the Pedagogy Upskilling Program in Spring 2024, and it is still ongoing.

Employment of Completers. A flexible and efficient mechanism for the direct employment of the EPP's completers has been established between the ESE and the EPP. The ESE has developed a comprehensive 3-year workforce plan that outlines the required number of teachers across all specializations based on the needs of schools in the emirates. The ESE provides the EPP with a list of schools designated to receive the completers targeted by practical training programs. Additionally, the ESE ensures that these completers receive further training and follow-up support after employment. Performance results of the trainees (completers) are shared with the EPP to improve and develop the programs.

Program Alignment. The EPP coordinates and consults with the ESE to align its initial-licensure level programs with general frameworks, standards, and teaching methodologies in ESE schools.

Teacher Licensing Workshop. MOE offers a comprehensive series of professional development workshops for internship students, aimed at enhancing their career skills and deepening their understanding of the educational field. To assess candidates' readiness for the licensure tests, a mock test is administered. The results of this mock test are shared with the EPP, which then develops a tailored plan for workshop sessions to help candidates acquire the necessary competencies. This approach ensures that students are well-prepared for their licensure exams and future teaching careers.

2.2.2 Teacher Education Committee and the Mydan Forum

The EPP is supported by the Teacher Education Committee (TEC) to collaboratively discuss opportunities for updates in the education field and to continuously improve candidate preparation. One such collaboration is the Mydan Forum, which is provided to school principals, cooperative teachers, completers, and P-12 Schools. The TEC facilitates ongoing assessment of the needs of cooperating teachers and provides them with the necessary support and training to enhance their skills and knowledge.

In February 2024, the EPP organized the [5th Mydan Forum](#), hosted by Al Jahili school in Al Ain under the theme of "Modern Trends in Education". The forum emphasized the significance of enhancing the role and status of teachers and elevating their expertise and skills to stay current with advancements in educational techniques.

The 5th Mydan forum has the following details:

Mydan Forum	Date	Objective	Stakeholders	Topics Covered
5 th – (Modern Trends in Education)	28 February 2024	To provide participants with updated insights into educational subjects and best practices in the field and keep up with the latest trends in education.	ESE and ADEK Partner Schools (Cooperative Teachers) Ministry of Education CEDU Completers CEDU Candidates CEDU Faculty	<ul style="list-style-type: none"> ▪ The Career Path of a Teacher ▪ Emotional Intelligence for Teachers ▪ Roles of Teaching Assistants in Special Education ▪ Leading Teaching and Learning ▪ Prospects of Artificial Intelligence in education

2.2.3 Alumni Forum

The EPP has conducted regular alumni forums focused on education. These forums are led by alumni who engage with colleagues from local and international schools and universities to discuss issues, trends, and challenges in education. The discussions center around their experiences as educators within their local communities. In 2023, the EPP successfully conducted two alumni forums.

Alumni Forum	Date	Objective	Stakeholders	Topics Covered
Physical Education Teachers' Forum	9 November 2023	Honor teacher in the Physical education Profession and Share PE Graduate Experience	Fatima Bint Mubarak ladies Sports Academy HPE Completer CEDU Faculty and Staff PE Teacher in ESE	<ul style="list-style-type: none"> ▪ PE Graduate teaching experience ▪ Secrets and Dangers of physical inactivity and lack of movement ▪ Physical activity and health
"Conversation on Education" - Virtual	7 June 2023	Discuss about the current educational landscape	MOE UAE MOE Kuwait MOE Bahrain CEDU Completers CEDU Faculty	<ul style="list-style-type: none"> ▪ Nature of the teaching profession ▪ Preparation for a career in education ▪ Current Teacher Skills ▪ Challenges and opportunities in the education profession

2.3 Satisfaction of Program Completers

The effectiveness of the EPP's programs in preparing completers to become proficient teachers is evaluated annually. This evaluation, linked to their employment, gathers insights on various domains of the teaching framework, including lesson planning and preparation, classroom environment, instruction, and professional responsibilities, as demonstrated during their teaching

practice. The assessment is conducted by the EPP's Alumni Affairs Unit and analyzed by the Quality Assurance Laboratory (QAL). The results inform the EPP's efforts to enhance its programs and better equip future completers.

Eighteen completers participated in the satisfaction survey for the 2023-2024 cycle, including nine ECE completers, seven SPED completers, and two HPE completers. The survey results indicated high satisfaction with their preparation across the four domains of teaching. The scores for the four subscales ranged from 3.38 to 3.67 on a 0–4-point scale (“Not prepared at all” – “Highly prepared”).

Table 2. 2

Satisfaction of UAEU-CEDU (ECE, SPED, HPE) completers towards their program preparation

Subscale	2023-2024 Mean (SD)			
	OVERALL (N=18)	ECE (N=9)	SPED(N=7)	HPE(N=2)
Planning and Preparation	3.38(.99)	3.46(.97)	3.52(.60)	2.50 (1.50)
Classroom Environment	3.47(.87)	3.33(1.06)	3.69(.50)	3.30(.70)
Instruction	3.49(.88)	3.53(.95)	3.61(.51)	2.88(1.13)
Professional Responsibility	3.67(.77)	3.57(.97)	3.83(.37)	3.50(.50)
Overall	3.50(.88)	3.47(.99)	3.66(.49)	3.04(.96)

Note. 4= Highest Score

Early Childhood Education

During the 2023-2024 assessment cycle, the ECE completers reported being ‘Highly Prepared’ (M= 3.47) in the four domains of teaching, with particularly high ratings in Instruction (M= 3.53) and Professional Responsibility (M=3.57). Across the three assessment cycles, the satisfaction ratings of completers who responded during 2022-2023 were lower compared to those completers who responded in 2021-2022 and 2023-2024 as shown in Figure 2.4.

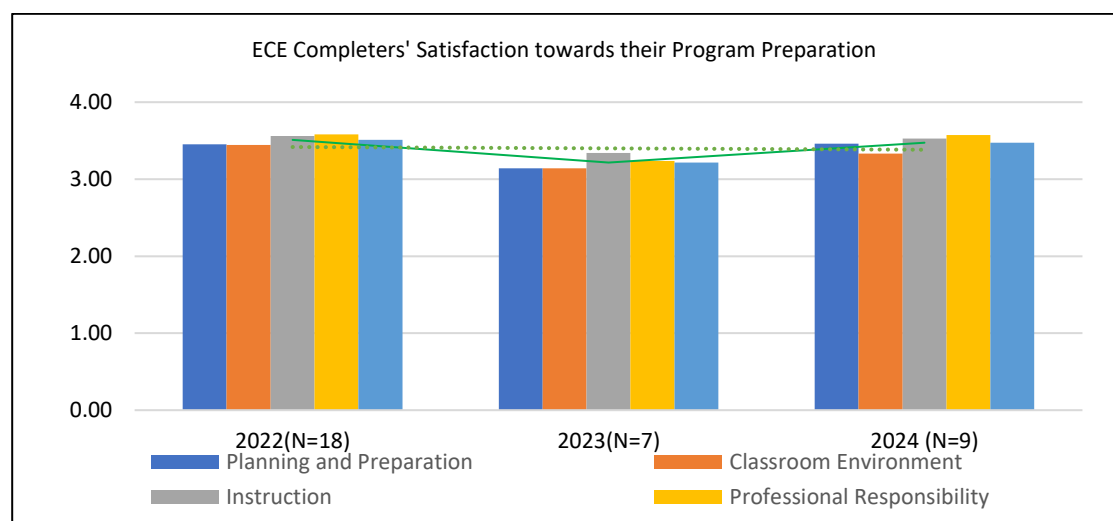


Figure 2. 4 *Satisfaction of ECE completers towards their program preparation split by cycle*

The consistent high ratings in Instruction and Professional Responsibility indicate that the ECE program effectively prepares completers in these critical areas. The program will continue to ensure that it provides its candidates with high standards of preparation.

Special Education

During the 2023-2024 assessment cycle, SPED completers reported being 'Highly Prepared' ($M=3.66$) in all four domains of teaching, with the highest rating in Professional Responsibility ($M=3.83$). The satisfaction ratings of the SPED completers who participated in the last survey about their preparation in all four domains were higher compared to those of the previous completers who responded during 2021-2022 ($M=3.33$) and 2022-2023 ($M=3.28$) as shown in *Figure 2.5*.

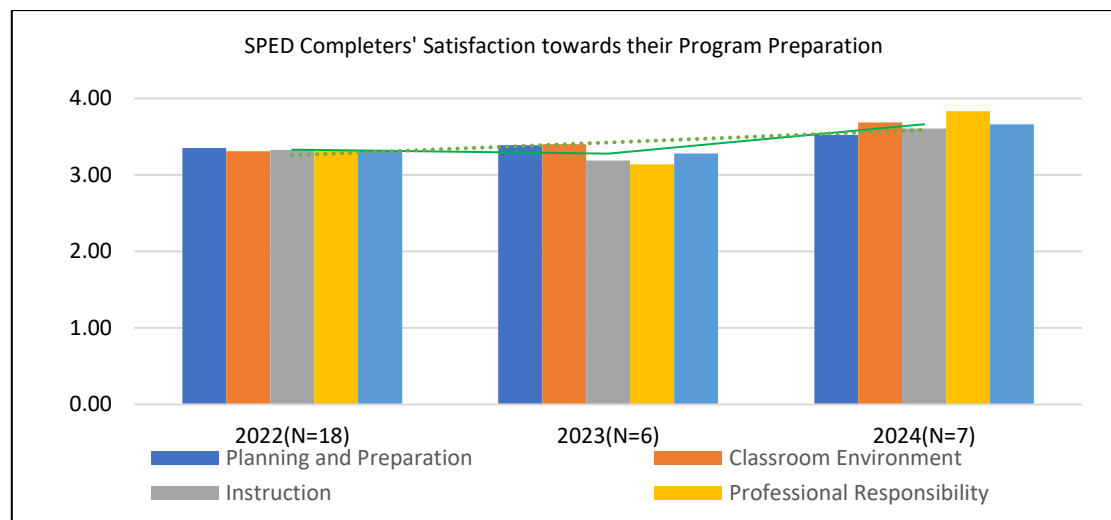


Figure 2. 5 Satisfaction of SPED completers towards their program preparation split by cycle

The recent SPED completers who responded feel more prepared in all teaching domains. The highest rating in Professional Responsibility suggests that the program effectively prepares completers for their professional duties. The consistent satisfaction ratings of the different groups of completers highlight the program's continuous improvement and effectiveness.

Health and Physical Education

During the 2023-2024 assessment cycle, HPE completers who participated in the completer satisfaction survey reported being 'Well-prepared' in Planning & Preparation ($M=2.50$) and Instruction ($M=2.88$). They rated themselves as 'Highly Prepared' in the Classroom Environment ($M=3.30$) and Professional Responsibility ($M=3.50$). In contrast, completers who participated in previous assessments (2021-2022 & 2022-2023) rated themselves as 'Highly Prepared' ($M=4.0$) in all four domains of teaching, as shown in *Figure 2.6*.

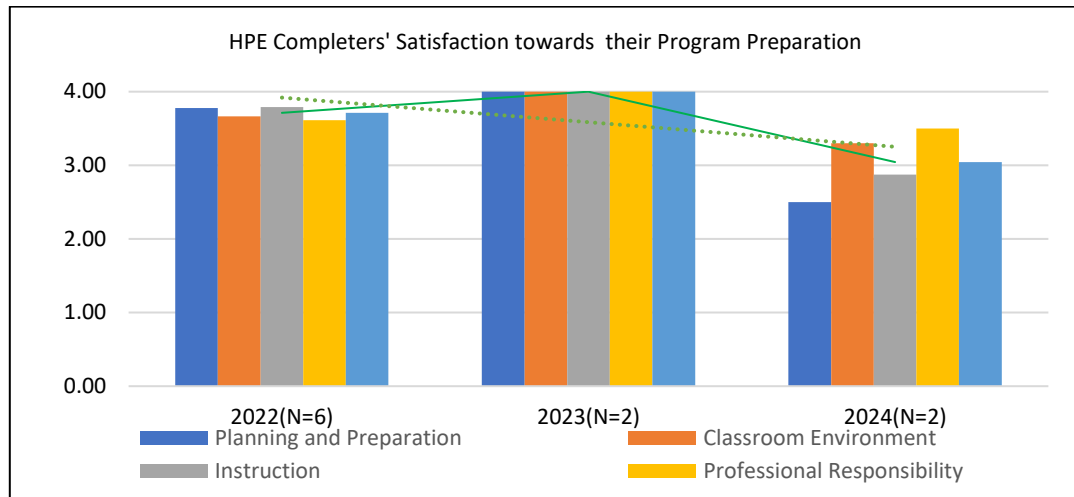


Figure 2. 6 Satisfaction of HPE completers towards their program preparation split by cycle

During the last cycle, one out of the two completers rated herself “Highly prepared” in all four domains while the other completer perceived herself as less prepared across all domains. It is in Planning & Preparation and Instruction areas that the completer feels less confident, suggesting a need for enhanced focus in these areas. Thus, ongoing assessment and feedback mechanisms are being conducted to ensure that the program will provide a high standard of preparation to its candidates.

2.4 Disposition of Completers

For this Annual Report, the EPP presents the disposition of completers who participated in the survey. Out of 15 completers, 13 maintained a strong disposition towards their teaching profession, while the other two showed improved dispositions at their employment. Overall, the attitude of the completers towards teaching has been positive since their program preparation.

Table 2. 3

Completer Disposition (2023-2024)

Completer	Candidate Disposition after Student Teaching	Completer Disposition at Current Employment
1(ECE)	Strong	Strong
2(ECE)	Strong	Strong
3(ECE)	Strong	Strong
4(ECE)	Strong	Strong
5(ECE)	Strong	Strong
6(ECE)	Strong	Strong
7(ECE)	Strong	Strong
8(ECE)	Neutral	Strong

Completer	Candidate Disposition after Student Teaching	Completer Disposition at Current Employment
9(SPED)	Strong	Strong
10(SPED)	Strong	Strong
11(SPED)	Strong	Strong
12(SPED)	Weak	Strong
13(SPED)	Strong	Strong
14(SPED)	Strong	Strong
15(SPED)	Strong	Strong