# 2022 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 standardized tests 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) was requested.

The MOE was able to collate and provide the average performance of the students under the completer from different classes. Table 1 shows the data quality for student's average assessment. It can be gleaned that data was limited to only 8 completers for 2020 and 5 completers for 2021, covering 5 to 6 average number of classes per completer. Overall average assessment of K1 to Grade 9 students are presented.

**Table 1.1**

*Students' average assessment score under completers' classes*

| Details | 2020 | 2021 |
|---|---|---|
| Grade Level | K1 to 2 | 1 to 9 |
| Average Number of Classes Covered | 6 | 5 |
| *Maximum Number of Classes Covered* | *20* | *10* |
| *Minimum Number of Classes Covered* | *1* | *3* |
| Overall Average Score | 84.44 | 88.42 |
| *Maximum Score* | *100.00* | *100.00* |
| *Minimum Score* | *0.00* | *59.69* |
| Number of Completers | 8 | 5 |

During the 2021 evaluation, the overall average assessment score of students taught by the completers was satisfactory (88.42). This score is much higher than the overall average assessment scores (84.44) during 2020. The students' performance evaluation during these two periods positively illustrates the quality and effectiveness of the completers in teaching and learning (see Figure 1.1).

**Figure 1.1**

*2020 & 2021 students' average assessment scores under completers' classes*
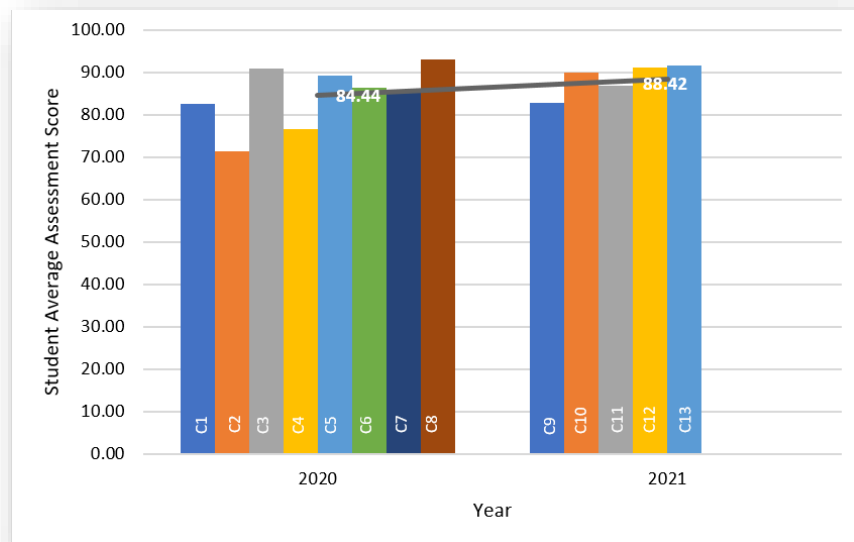


*Note.* 2019 data from MOE; 2021 Data from ESE

### 1.1.2 Completers' Action Research/ Case Studies

CEDU includes case studies conducted by completers in their teaching context to make a change and foster growth in their students' teaching and 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. A template was devised for completers to fill with regards to the growth. We encouraged completers to include qualitative and quantitative data to indicate their students' development pertinence to their action plans.

Six SPED completers responded to the request and shared their action research/ case studies, showing their positive impact on P-12 student-learning growth. Table 1.2 (see Appendix) summarizes the information about how the completers were able to take action on the needs of their students. It also shows the completers' initiative, self-responsibility, creativity, innovativeness, and passion for teaching, which benefited their students. Furthermore, the completers showed that they could partner with families, school support groups, and professionals 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 1.3 shows 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 the practice of their profession. It also shows their capacity to use research skills and their growth as professionals.

**Table 1.3**

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

| SPED Program Outcomes[*] | Completers' Action Strategies and Outcomes | | | | | |
|---|---|---|---|---|---|---|
| | C1 | C2 | C3 | C4 | C5 | C6 |
| 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 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

*2020-2021*

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

*1.2.1 Annual performance evaluation of completers under Federal Authority*

The Federal Authority for Government Human Resources (FAHR) established a Performance Management System, which applies to all entities under the federal government and the Ministry of Education (MOE). It aims to link the individual performance to the strategic directions of the Federal Government. The line manager accomplishes the annual performance evaluation with the particular objectives or KPIs identified and agreed upon by the employee and the immediate head. This is conducted every November to December. The FAHR has adopted a 5-point scale assessment by Cabinet Resolution No. 35 of 2020. The performance data presented in Figure 1.2.1 was by the previous 4-point scale used by the FAHR: 1-Needs Improvement, 2-Meets Expectations, 3- Above Expectations, 4- Notably Exceeds Expectations.

Data for 43 completers who reported their employment under government schools was requested from the Emirates Schools Establishment (ESE) for the period of 2019, 2020, and 2021. ESE was able to provide the 2019 and 2020 data. Eighty-eight percent of the completers are teachers while 12% hold administrative positions (i.e., School Principal, Vice Principal, Chief Student Affairs, etc.). Moreover, 67% or 29 out of the 43 completers have evaluations that can be compared for the two identified years, 33% were not appraised because they were newly hired, and hence there is no available data.

Results indicate that the percentage of completers who meet expectations has increased. During the 2020 evaluation period, more of the completers (93%) under the federal authority met the expectations and performed their work by the established objectives. However, in 2019, 7% performed above expectations, and 71% met the expectations.

Furthermore, for 2019 and 2020, the overall median score (from 1–4-point scales) is 2, and the average mean score is 1.71 and 1.93, respectively. Paired sample t-test of the performance scores revealed that the completers' performance had significantly increased (t (24) =-2.531, p=0.017) from 2019 (M= 1.59, SD= .78) to 2020 (M=1.90, SD=.31). This illustrates that the UAE-CEDU completers' performance is satisfactory according to the criteria developed by the FAHR and continuously improving. A disaggregated data analysis, split by programs, is not possible due to the limited identification information provided by the data source.

Figure 1.3 shows the percentage distribution of completers based on their annual performance assessment in 2019 (Fall) and 2020.

**Figure 1.3**

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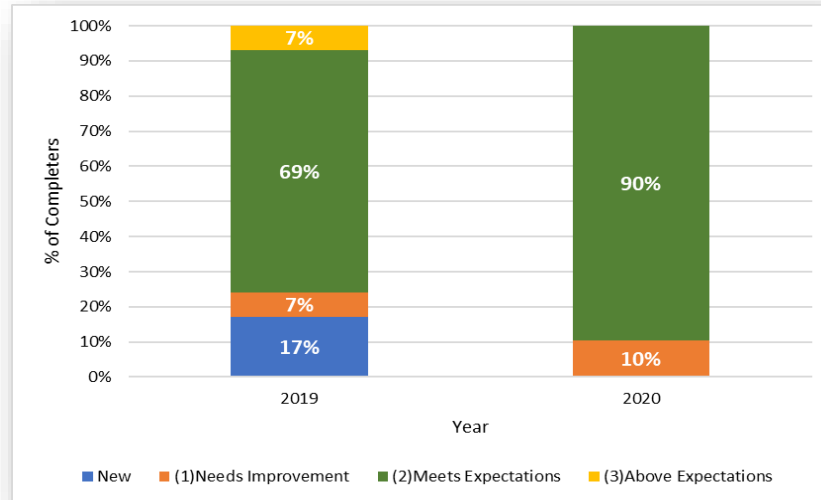


*Note.* Data sourced from ESE; N = 29; Data cannot be disaggregated due to the limited completer information provided by the data source.

### 1.2.2 Teacher Observations

Teacher observations are conducted quantitatively to determine teachers' performance in their teaching methods, instructional activities, and preparation and learning materials.  Annually, teachers under federal authority undergo teaching observations to help them improve their teaching-learning quality. Thus, data on completers' performance during teaching observations were requested from Emirates School Establishments (ESE) to determine their effectiveness in applying their knowledge and skills in teaching.

Figure 1.4 shows the completers' performance during teaching observation over the past three years, 2017/2018 to 2019/2020. The performance of the completers has significantly increased from 2017/2018 (M=77.52, SD=5.70) to 2018/2019 (M=81.10, SD=5.54), as revealed in the analysis using paired sample t-test (t (20) =-5.438, p<0.001); it has also significantly increased 2018/2019 (M=81.10, SD=5.54) to 2019/2020 (M83.24, SD=5.05) with paired sample t-test analysis (t (20) =-4.614, p<0.001). This analysis implies that the completers have improved their teaching-learning qualities over three years.

**Figure 1.4**

*Completers' teaching observation*
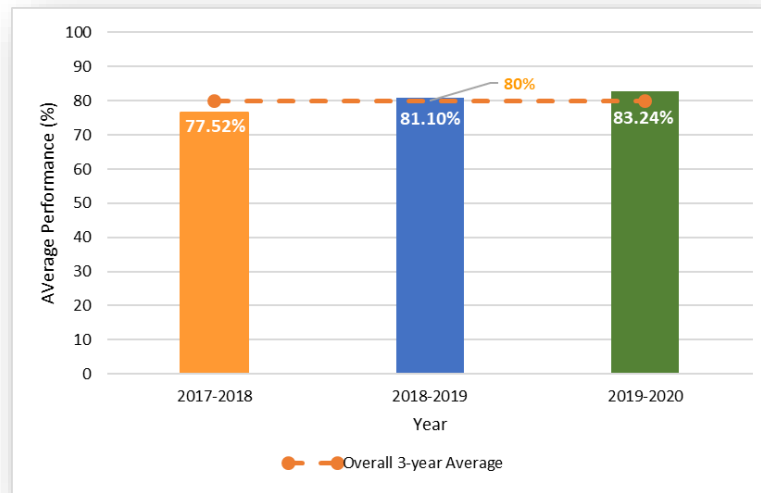


*Note.* N=23, including two completers with no data for two years

### 1.2.3   Employer Assessment of the Completer Compared to non-UAEU Completer

Another indicator used to determine the teaching effectiveness is the assessment of UAEU-CEDU completers compared to non-UAEU completers by employers (principals or academic leads). Employers were asked to compare the performance of UAEU completers with other teachers who completed their preparation from other universities in terms of four domains: planning and preparation, classroom environment, instruction, and professional responsibility. Ratings were conducted using a 3-point scale: 'Less than others'; 'same as others'; 'Better than others', scored 1-3, respectively.

In 2021, the employers rated the UAEU-CEDU completers an overall mean of 2.59 (SD = 0.96) or 86.50% (see Figure 1.4). The percentage scores in four subscales range from 85.33% to 87.67%. Paired samples t-tests were used to look for differences among the four subscales. There are no significant differences in the assessment rating according to what the completers are being compared on, whether planning and preparation, instruction, or classroom environment.

**Figure 1.4**

*2021 Assessment of UAEU-CEDU teaching effectiveness when compared to non-UAEU completer*
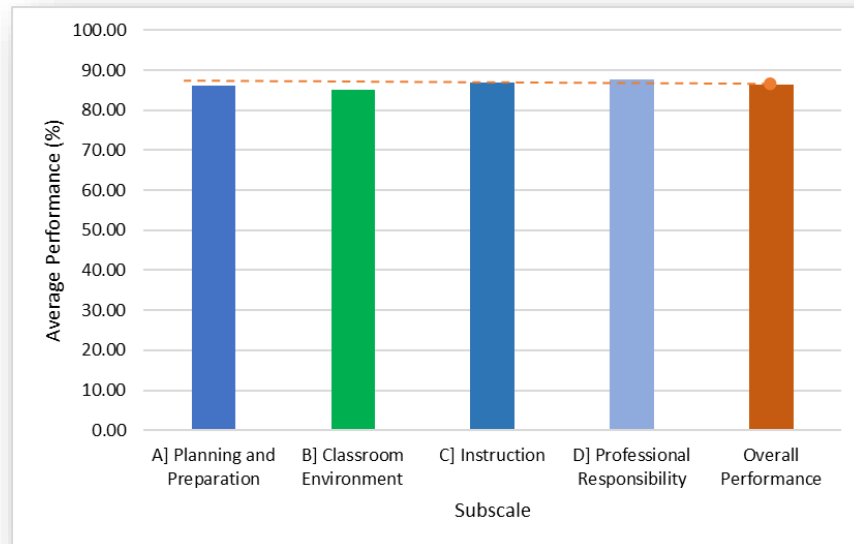


*Note.* Mean score was converted to % teaching effectiveness, M/m x 100, where M= mean score and m = 4, highest credit; Data cannot be disaggregated due to the limited completer information provided by the data source.

Furthermore, when principals or academic leads compare the UAEU-CEDU completer, in terms of the four subscales, to their colleagues who are non-UAEU completers, 63% of the completers were better than others in planning and preparation, 59% were better than others in a classroom environment, 66% in instruction, and 67% in professional responsibility (see Figure 1.5).

These data, aligned to the framework used in our capstone and student teaching programs, indicate that the pedagogical emphasis provided through our programs (planning & preparation; classroom environment; instruction; professional responsibility) positively impacts our completers' performances in the field. The data collected from the employers is reassuring; they show our 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)*
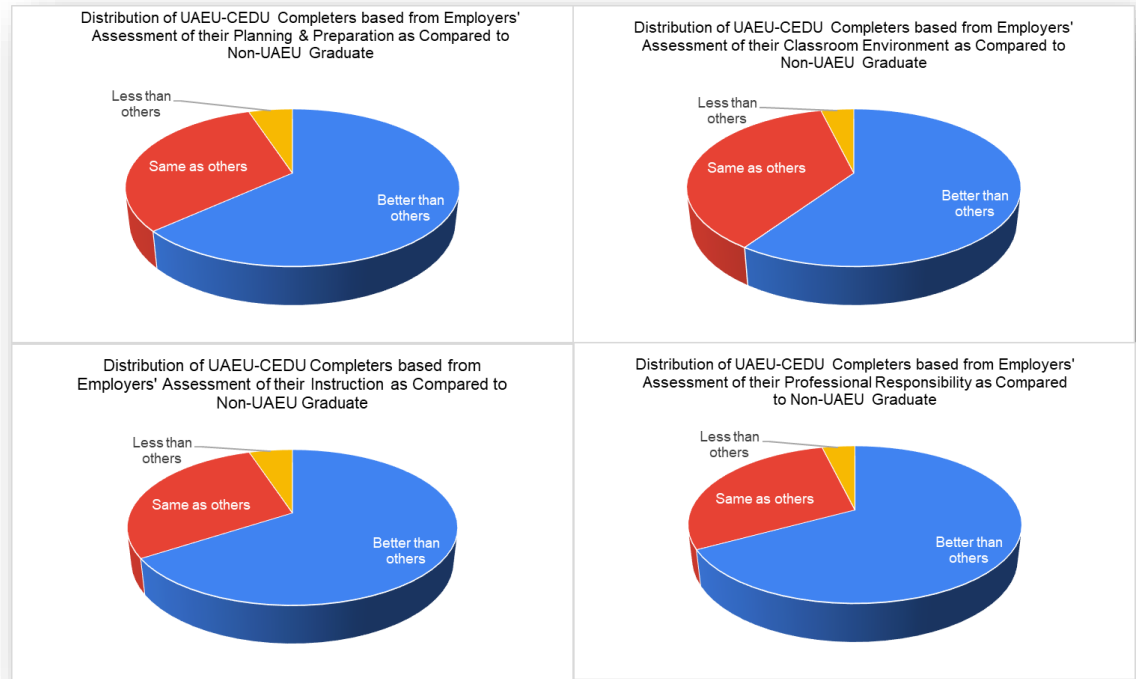


*Note.* N=79 UAEU-CEDU Completers; Data cannot be disaggregated due to the limited completer information provided by the data source.

The performance of UAEU completers concerning non-UAEU, as assessed by employers, is significantly higher than those evaluated in the previous years. As shown in Table 1.4, the overall mean score of the completers in 2018 was 2.25 (75%), 2.1 (67%) in 2019, and 2.59 (86%) in 2021. Kruskal-Wallis test of the mean scores of the completers, when compared with non-UAEU-CEDU completers from subsequent time-point scales, revealed a significant difference in their teaching effectiveness (H (2) = 23.825, p=<.001). There was no significant difference in completers' teaching effectiveness assessment scores between 2018 and 2019 (H (2) = 10.051, p=0985). However, there is a substantial difference between the teaching effectiveness mean scores in 2018 and 2021 (H (2) = 36.8313, p=<.001) and between 2019 and 2021 (H (2) = 26.762, p=.001).

Data shows our completers' overall performance (see Figure 1.6) as perceived by their employers compared to graduates from other non-UAEU institutions. Overall, CEDU completers' performances were ranked higher by employers than those who completed their programs elsewhere. Thus, reflecting positively on our program. The results show no area of weakness for this indicator.
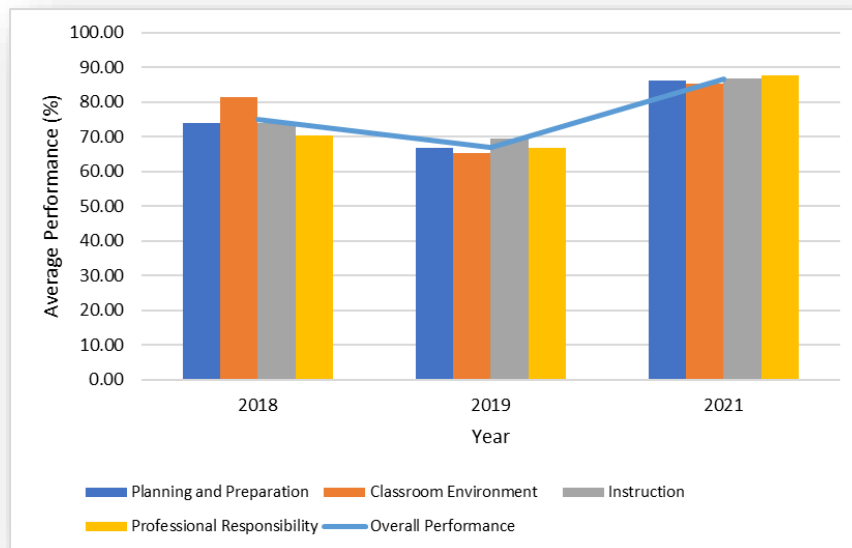
**Table 1.4**

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

| Subscale | Mean (SD) - % | | | |
|---|---|---|---|---|
| | **2018** | **2019** | **2020** | **2021** |
| Planning and Preparation | 2.22 (0.80)-83.33 | 2.00 (0.59)-66.67 | * | 2.58 (0.94)-86.08 |
| Classroom Environment | 2.44 (0.51)-81.33 | 1.96 (0.55)-65.33 | * | 2.56 (0.88)-85.33 |
| Instruction | 2.22 (0.64)-74.00 | 2.08 (0.72)-69.33 | * | 2.61 (0.99)-86.92 |
| Professional Responsibility | 2.11 (0.64)-70.33 | 2.00 (0.74)-66.67 | * | 2.63 (1.02)-87.76 |
| Overall | 2.25 (0.65)-75.00 | 2.01 (0.65)-67.00 | * | 2.59 (0.96)-86.50 |

*Unable to do data collection due to pandemic

**Figure 1.6**

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



*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.

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 | The low academic level of a student | Students of determination (Secondary School) | Parents see their child's disability as a stigma; the student cannot recognize basic words such as a plane or a ship, and some symptoms that indicate a problem with the student are observed, for example, difficulty pronouncing some letters and words, frequent distraction, and lack of attention. | Hold a meeting with the school support team and discuss the student's situation. | Meeting with parents<br>▪ Discussed their son's school and academic status and informed them of teachers' reports of other subjects (mathematics, science, etc.<br>▪ Asked for their consent to include their son in special education service and to begin the process of diagnosing the student at the school.<br>▪ Asked the parents to bring a medical report showing the student's disability.<br>Spreading awareness on the importance of disclosing the student's disability, if any.<br><br>Referred the student to a psychologist after obtaining the consent of the parents | The problem was solved collaboratively by the school support team, which consists of the special education teacher (COMPLETER)- psychologist - social worker - nurse – other teachers (mathematics, Arabic) – and the school principal. | Group discussions; Parents Consultation; Used Wexler intelligence test, learning difficulties scale) & medical report. | Five months | The student was diagnosed with moderate intellectual disability.<br><br>The student was included to receive special education services.<br><br>The student is assisted in exams.<br>▪ -providing an assistant teacher for the student<br><br>Transferring a student to a speech pathologist |
| 2 | Some students with intellectual disabilities need career rehabilitation programs because their academic ability cannot be improved anymore. | High School Students with Intellectual Disability | Students' academic level, IEP, and evaluation | Conducted a meeting with the learning support team at my school to discuss the student situation. | Collaboration with my team, family, and rehabilitation centers. (Some of my student's parents rejected the suggestion, and some understand the need for career rehabilitation.)<br><br>Conducted career rehabilitation programs and workshops. | I and my school support team. | Meetings and interviews with the concerned people. Workshops for students with determined parents. | Two terms | Students received a career in rehabilitation and became independent person. |

| 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 |
| 3 | Parents do not accept their child's disability. | Students of determination- cycle one (1-4) | Student rates drop.

Difficulty in the progress and development of students due to the lack of support and acceptance of parents for a disability

Lack of confidence in the student

Escape from classes and school | Attended various workshops to diversify education strategies.

Through workshops and meetings, parents' awareness of the two types of disability.

Inclusion of students in classes and events | Formal meetings with the guardian.

Interviews with the student.

Shared activities with peers. | Inclusion team in the school Principal - Deputy - Special Education Teacher - Psychologist - Social Worker - Subject Teacher - Parent | PowerPoint

Presentation

Publications

Messages

Workshops | One year | Student progresses;

Student's self-confidence increased like coming to school, not fighting;

Students formed good relationships with peers;

The parent accepted and understood the type of disability and supported the student. |
| 4 | Difficulty in applying the diagnostic scale (Jordanian Excellence) for students with learning difficulties. | High School special needs students (from grades 9, 10, and 12) | Struggled in applying the scale because it was the first time, and had little experience with it. | Browsed through some centers and contacts | Contacted Al-Joud Center, which has many special education teachers in the nearby schools.

Al-Joud Center sent a special education specialist to introduce the diagnostic scale.

Trained and applied the scale to one student. | Special Education Teacher (COMPLETER) and Special Education Specialists | Consultation & Training; Diagnostic Scale (Jordanian Excellence) | One month | Diagnosed 17 students;

The scale helped in knowing the level of learning difficulty of the students.

Able to make an individual educational plan and goals for students, which guided the teaching and learning process. |
| 5 | A Parent is concerned that the student cannot brush his teeth. | An 11-year-old student with autism | The student shows inappropriate behavior like aggression and resistance to crying while we present a brushing teeth task. | Started to take a baseline regarding the student's ability to brush his teeth. And used reinforcement to minimize the problem behavior. | Observation Conducted team meetings Implemented strategy (task analysis) | Special Education Teacher (COMPLETER) and other teachers | Task analysis (Used different types of toothbrushes- with the light or with the music; with applications that involve some music | Five days in the week, in the morning. It takes around 30 minutes. | The student has reduced his problem behavior regarding brushing his teeth.

Students continued to practice at home with the parents' guidance (the video was sent as a guide) |

| 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 |
| 6 | Classroom differentiation: Teaching students with various learning abilities and styles is my biggest challenge. Had three categories of students in each class (high achiever, moderate achiever, and low achiever). Each type needs special teaching methods and activities that fit the students' learning styles and academic performance. Sometimes, students cannot consider the individual differences in the same session due to the lack of time and commitment to finish the curriculum before the end of the term. | (Primary school, middle school, high school)<br><br>1. Second language students (low achievers)<br>2. Second language students with reading difficulties<br>3. Second language students with writing difficulties | Observed difficulties in reading skills<br><br>Observed difficulties in writing skills<br><br>Low scores in the midterm and final exams<br><br>Lack of class participation and interaction | Identifying the low achievers and students who face difficulties in reading and writing based on the classroom observation and exam scores | Modified assignments and tasks for the low achiever and for students who face reading and writing difficulties<br><br>Conducted additional sessions for improving reading and writing in the resources room (using intervention plans)<br><br>Assigned some of the high achievers to help the low achiever by mixing the students in the group | Teacher (COMPLETER) and sometimes in collaboration with other teachers | **Processes:**<br>-Modifying the curriculum. For example, second language learners face challenges in understanding the meaning of the text, so the teacher needs to attach a lot of pictures within the text so that students can understand the meaning.<br>-Using translation in the exams and classes to clarify the meaning of the content.<br>-Giving the words' lists of each topic with expressive pictures to help students understand the meaning of them They simplify grammar by showing similar grammar in the first language so the students can understand the usage of the given lesson.<br>-Using a Choral reading strategy, especially with children<br><br>**Materials:** Intervention plans to develop reading and writing skills through strategies prepared by schoolteachers. Strategies aim to improve reading fluency and grammar, and creative writing.<br><br>**Products:** Using tapes to teach language and develop listening and speaking skills. | Term 2019-2020 | Improved reading and writing skills of the students were observed.<br><br>Improved speaking and listening skills of the students were observed.<br><br>Higher scores in exams and tasks<br><br>Better interactions in the classroom |