2022 CAEP Annual Report – Accountability Measures

Measure 3: Candidate Competency at Completion

UAEU-CEDU uses the competency exam (TP3) and the performance of candidates (TP4) in student teaching, capstone, professional exam, and action research to determine their competencies upon program completion. The competency exam measures the CEDU pedagogical knowledge before the clinical experience. Student teaching and capstone measure the candidate's mastery of the standards for beginning teachers regarding the knowledge, skills, and experience candidates have gained as an educator. The professional exam measures the candidate's skills and abilities to plan, teach, and assess students in K-12. In contrast, the action research measures the candidate's demonstration of the use of research tools in educational settings.

3.1 Competency Exam

One prerequisite for participation in the competency examination is to have a GPA of at least 2. During Fall2020 and Spring2021, 82 and 75 students have attained the required GPA to sit for the competency exam. It can be gleaned in Table 3.1 that there was a high passing rate in the three programs during the first take of the Fall2020 competency exam. In contrast, during the Spring2021 competency exam, a high passing rate was observed only after the second attempt of the exam. It is noted that before taking the competency exam, students are given workshops to understand the purpose of the exam, the rules governing the exam, and the nature of the questions to expect. The pass mark for the competency exam is 60. However, students who cannot get the pass mark are given three attempts to retake the exam. Students who cannot get the pass mark are given another workshop on the exams' requirements, nature, and scope.

Moreover, specifically for the SPED program, the content of the competency exam was changed and implemented during Spring2021. The change was brought about by the inputs solicited from different stakeholders regarding the teaching practice of the candidates. Candidates and their parents claimed to need more experience in the field. The Ministry has also indicated the need for some revisions in the teaching experience of students. The same was also commented on during the first CAEP visit. Thus, a new framework was adopted, a new rubric was validated, and the content of the competency exam was changed.

Over the last three years, the passing rate of the ECE candidates in the competency exam was varied. A decline in the number of passers during the first attempt was observed from Fall 2020 (total of 44 takers) to Spring2021 (total of 47 takers). However, the average performance of all takers was 73.64%, which is above the 60% pass mark (Figures 3.1-3.2).

Table 3.1

Passing rate in the competency exam for ECE, SPED, and HPE during Fall2020 and Spring2021

Program	Fall 2020				Spring 2021					
	Exams conduced				Exams conducted					
	1st		2nd		1st		2nd		3rd	
	Number of Students	Pass Rate	Number of Students	Pass Rate	Number of Students	Pass Rate	Number of Students	Pass Rate	Number of Students	Pass Rate
ECE	38	82%	6	100%	6	12.8%	32	78%	9	100%
SPED	31	100%	-	-	1	5%	12	63.2%	7	100%
HPE	6	86%	1	100%	0	0%	7	87.5%	1	100%

Figure 3.1

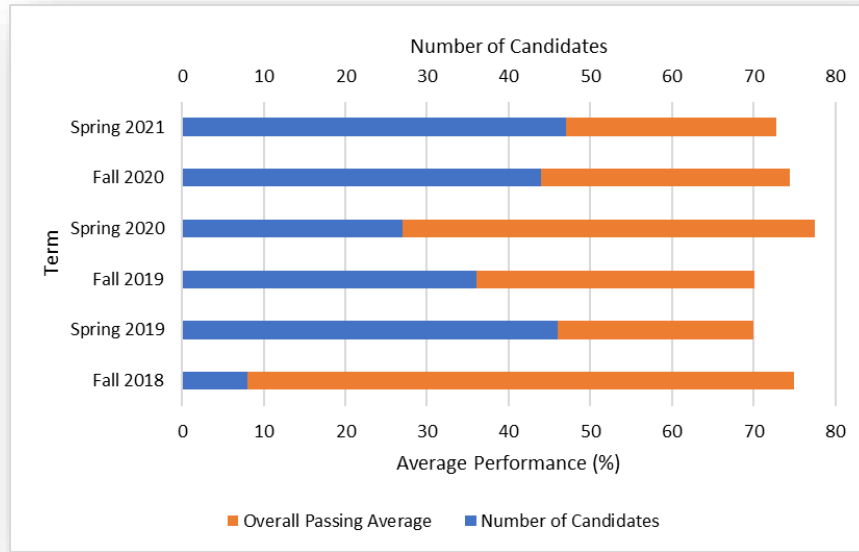*Passing rate of ECE candidates in the competency exam*
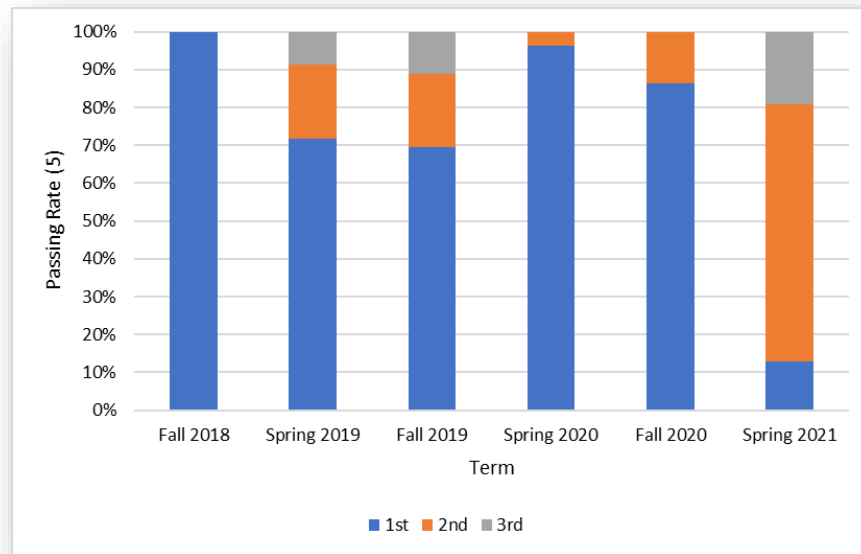
Figure 3.2

Performance of ECE candidates in the competency exam

The passing rate of SPED candidates in the competency exam over the last three years was varied. A significant difference in the number of passers in the first attempt was observed between Fall2020 and Spring2021 with 31 and 20 takers, respectively. This may be attributed to the circumstances brought by the pandemic that affected educational settings worldwide. The average performance during the two terms was 71.40%, above the 60% pass mark (Figures 3.3-4).

Figure 3.3

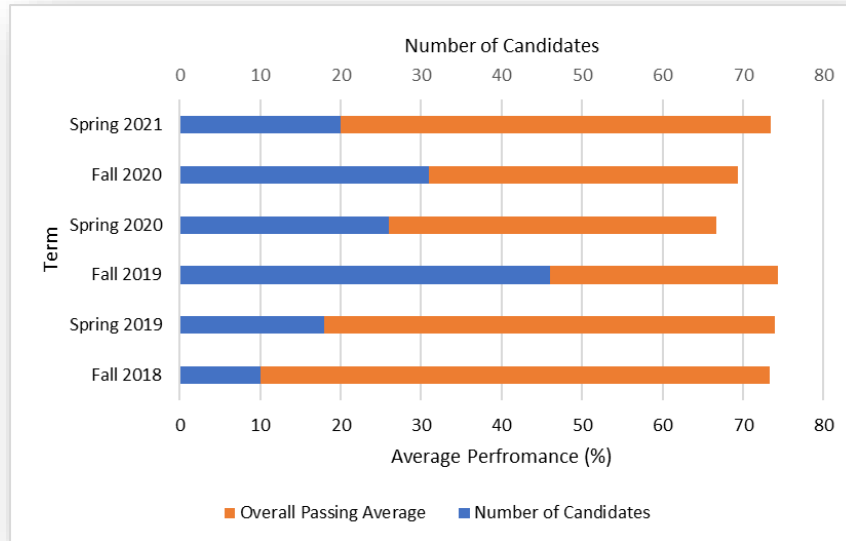*Passing rate of SPED candidates in the competency exam*
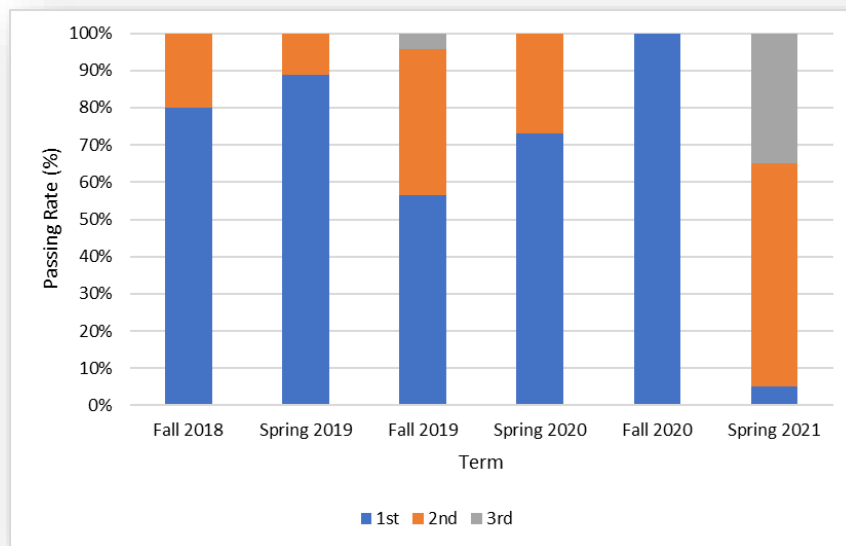
Figure 3.4

Performance of SPED candidates in the competency exam

Over the last three terms, the performance of the HPE candidates has increased with an average of 71.04%, which is above the 60 pass mark, although there was a decline in the passing rate during the first attempt of the competency exam (Figures 3.5-6).

Figure 3.5
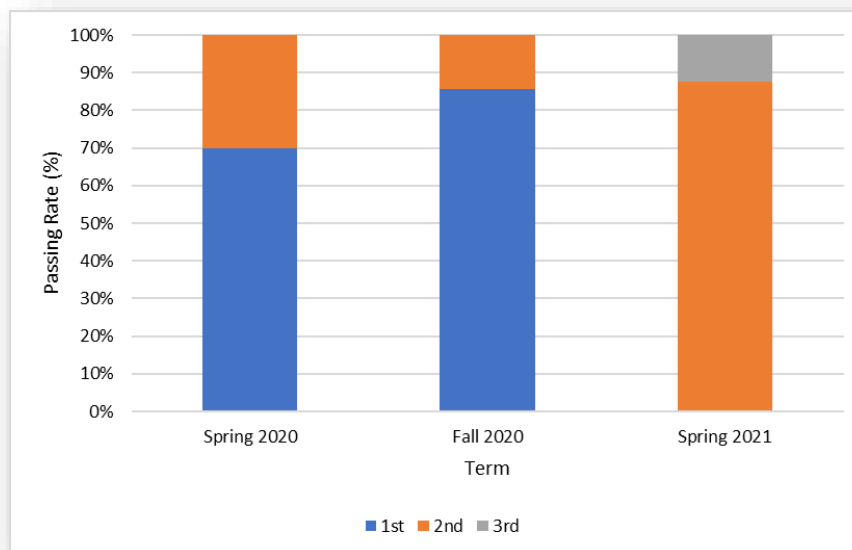
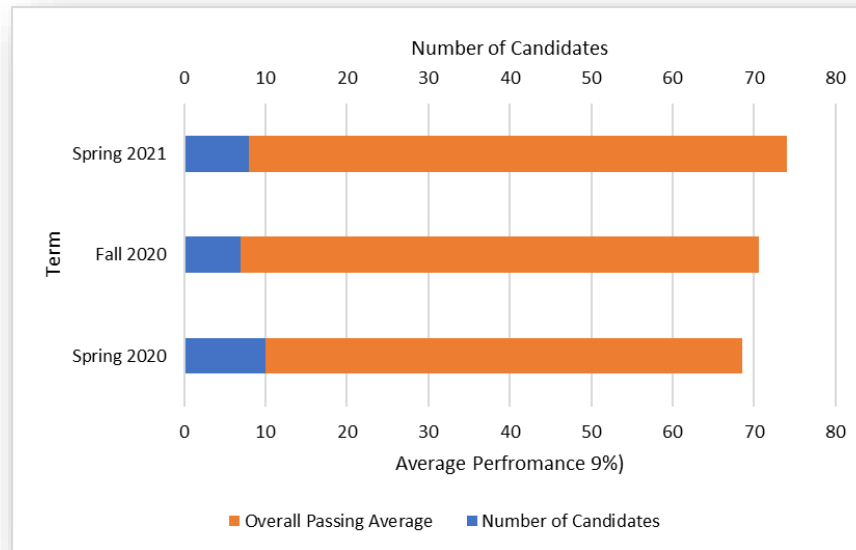*Passing rate of HPE candidates in the competency exam*

Figure 3.6

Performance of HPE candidates in the competency exam

3.2 Student Teaching Evaluation

Student teaching offers an opportunity for the student to demonstrate their pedagogical skills. They are graded on four components: Domain 1 (Planning and Preparation), Domain (The Classroom Environment), Domain 3 (Instruction), and Domain 4 (Professional Responsibilities). The pass mark for the student teaching is 70%.

Students scored at least 70% in all the programs, with an overall average performance of 91.68% for ECE candidates, 90.62% for SPED candidates, and 85.87% for HPE candidates during Fall2020 and Spring2021. The performance of the candidates in all programs during Fall2020 and Spring2021 was above the 70% pass mark (Figures 3.7-9).

For the last three years (2018/2019 to 2020/2021), ECE and SPED programs' student teaching performance was consistently above the college's 70% passing standard. The same was observed in the HPE program during the academic year 2020/2021. This data indicates that all the candidates demonstrated their pedagogical skills above the standards during their field experience. It shows that the students have acquired all the needed competencies in all three programs. It can be confidently said that candidates from these programs have acquired the requisite skills across all the domains. Specifically, they would be able to prepare and plan to teach, create a conducive learning environment, adopt appropriate teaching pedagogy, and understand their professional responsibilities. However, these gains will be consolidated with appropriate syllabi revision and the use of reading materials to ensure that students acquire relevant skills for the field. .

Figure 3.7
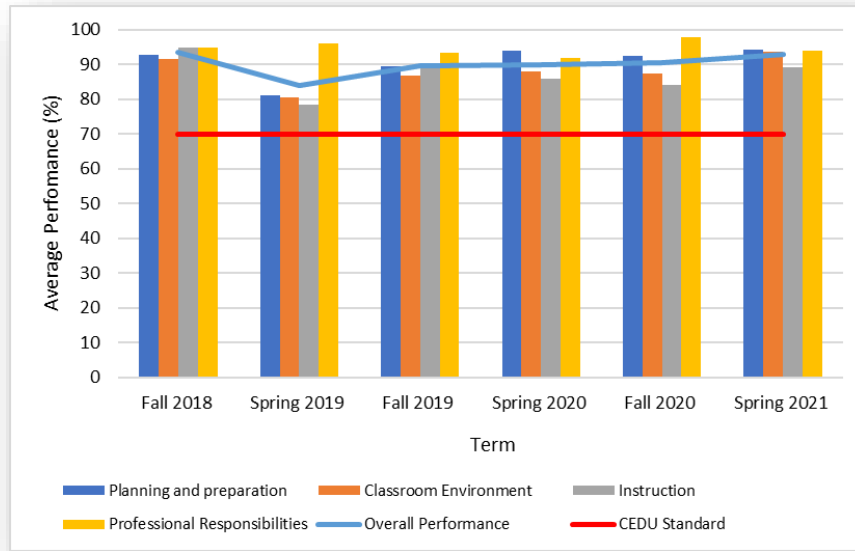
Performance of ECE candidates in student teaching

Figure 3.8

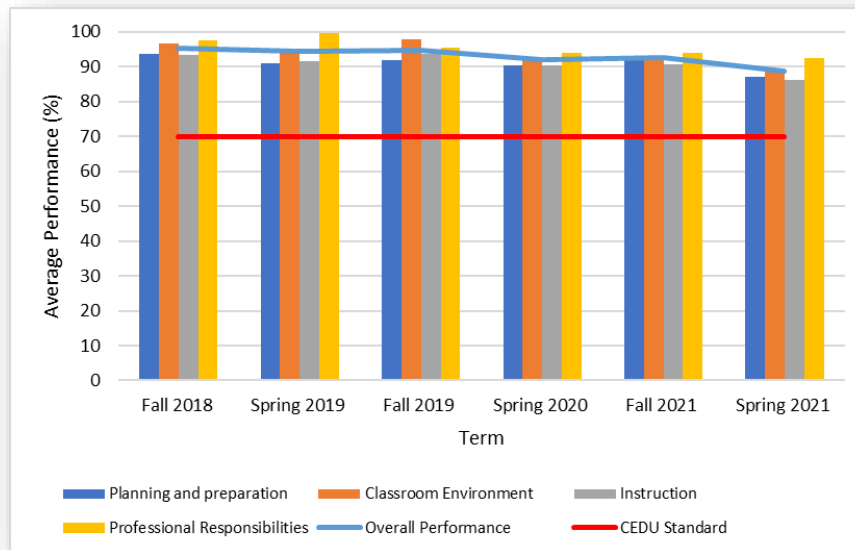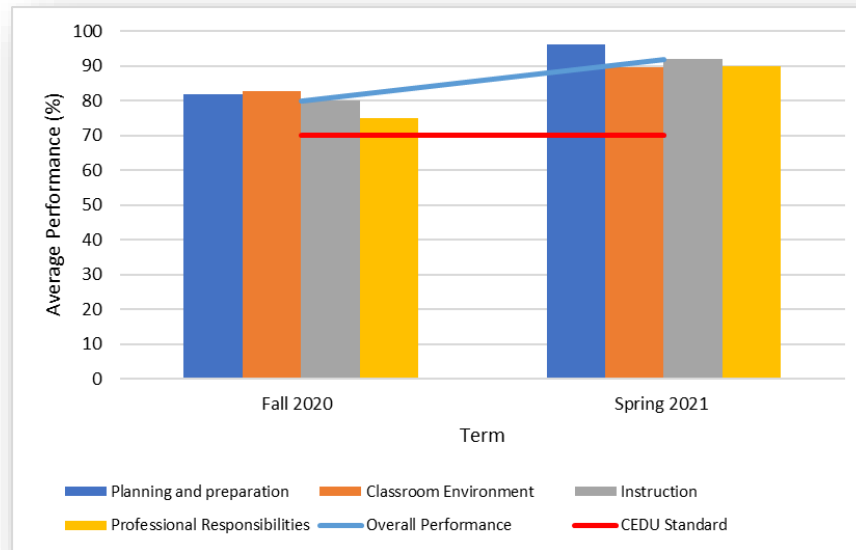*Performance of SPED candidates in student teaching*

Figure 3.9

Performance of HPE candidates in student teaching

3.3 Capstone Course

The capstone course consists of four components –professional exam task, action research, portfolio, and course work. The pass mark for the Capstone course is 80%.

In all programs, students attained the required grade for the capstone course during Fall2020 and Spring2021. Fall 2020 and Spring2020's average performance was 88.80% for ECE, 89.92% for SPED, and 84.77% for HPE, which exceeds the 70% pass mark. Such performance has been maintained for over three years since Fall2018.

All programs also performed well in the professional exam, with an average performance of 88.53% for ECE, 88.34% for SPED, and 88.35% for HPE. The overall performance of each program exceeds the 80% pass mark and has been consistent since Fall2018.

The ECE and SPED programs have an average performance of 90.05% and 86.44%, respectively, in action research during Fall2020 and Spring2021. These have been consistent with performance since Fall2018. However, the HPE program needed to enhance the action research methods among candidates because of the decline in their performance. Since it was seen as an area of improvement, research workshops have been implemented to ensure HPE candidates acquire and apply the skills required to perform well in action research.

Figure 3.10

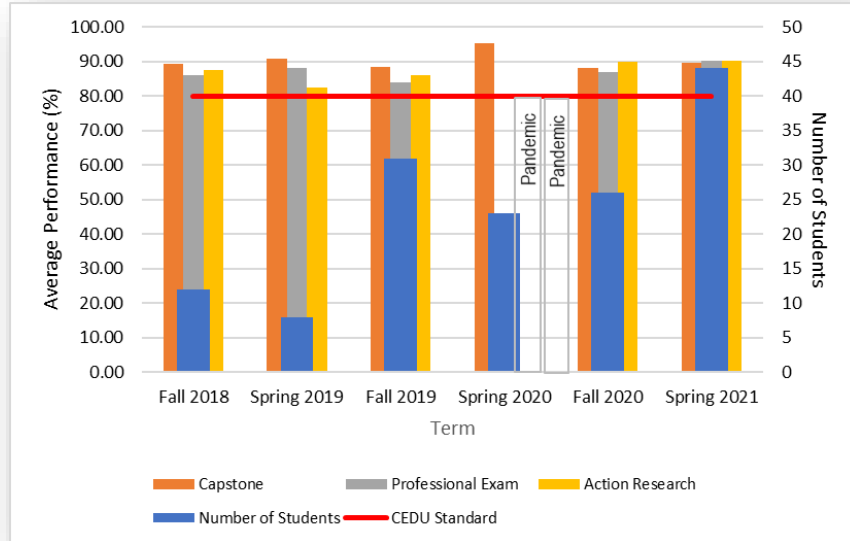*Performance of ECE candidates in a capstone course*

Figure 3.11

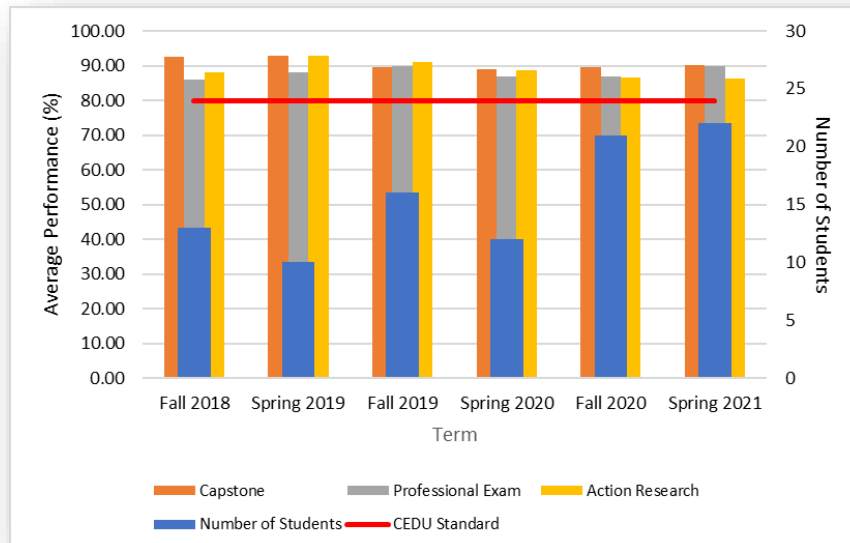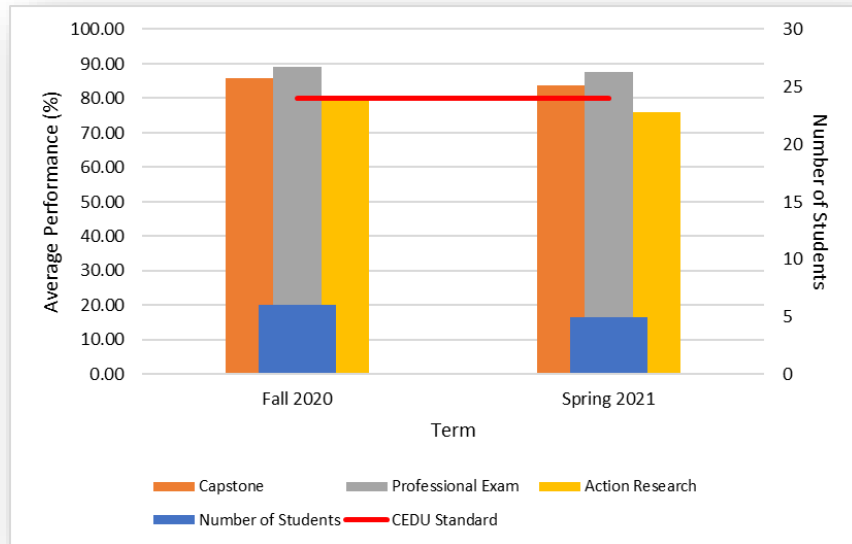*Performance of SPED candidates in a capstone course*

Figure 3.12

Performance of HPE candidates in a capstone course

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