

SUNY-Wide Webinar Educating All Students-EAS Certification Exam & The Five Competencies



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Disclaimer

- ⦿ This webinar is informational in preparing you for the Educating All Students certification exam. The EAS is a new exam and therefore scoring, test content and test design is subject to change.

Purpose

- The purpose of this webinar and focus will be on the test framework,
- how to understand test scores,
- deconstructing the exam through the Five Competencies,
- discussion on the best practices in general pedagogy,
- providing background and framework on:
 - Response to Intervention-RTI,
 - Family Educational Rights and Privacy Act-FERPA and
 - NYS English as a Second Language Achievement Test-NYSESLAT.
 - Students will have the opportunity to ask questions and discuss aspects of the exam that were of a particular challenge.

Agenda

- Deconstruct the EAS exam
- EAS Test Framework
- EAS Test Design
- EAS Scoring
- Five Competencies
 1. Diverse Student Populations
 2. English Language Learners
 - NYS English as a Second Language Achievement Test- NYSESLAT
 3. Students with Disabilities and other special learning needs
 - Response to Intervention- Rtl
 4. Teacher Responsibilities
 - Family Educational Rights and Privacy Act-FERPA
 5. School-Home Relationships
- Helpful Hints
- Survey via email from SUNY

EAS Framework I

- The framework for the Educating All Students test addresses five competencies:
 - 1) Diverse student populations,
 - 2) English language learners,
 - 3) Students with disabilities and other special learning needs,
 - 4) Teacher responsibilities,
 - 5) School-home relationships.
- This exam is designed to ensure that candidates understand the characteristics, strengths and needs of all learners to promote academic growth and help all students reach their highest levels of achievement and independence.
- The exam probes the candidate's ability to use knowledge of diversity within the school and community to address the needs of all students, create a sense of community, and promote students' appreciation and respect of all students (C4, p.10)
- <http://www.highered.nysed.gov/tcert/pdf/certexamfaq.pdf>

EAS Framework II

- The exam also focuses on ensuring that future educators understand effective strategies for promoting positive school-home relationships which enhance student learning.
- The ability to effectively engage the families/parents of students is often one of the determining factors in a student's academic success. As a result, the exam includes an assessment of a candidate's ability to communicate with and engage families/parents, with the goal of encouraging their participation and contribution to their child's learning.
- Additionally, candidates should understand the rights and responsibilities in situations involving interactions between teachers and students, families/parents, community members, colleagues, school administrators and other school personnel (p.11).
- <http://www.highered.nysed.gov/tcert/pdf/certexamfaq.pdf>

EAS Test Design

- This test consists of 42 selected-response (multiple-choice) questions with four answer choices.
- There are three constructed-response assignments (150-200 word response).
- You have a total of 135 minutes to complete the entire test.
- Each constructed-response item is designed with the expectation of a response up to 10 minutes (30 minutes).
- The selected-response items are designed with the expectation of response time up to 105 minutes.
- Passing scores is 520/600
- Further information regarding the content of each competency can be found in the test framework.
- http://www.nystce.nesinc.com/NY_PM.asp?t=201

Competency	Selected Response Items	Approximate Percentage of Test Score	Constructed Response Items	Approximate Percentage of Test Score
<i>Diverse Student Populations</i>	11	18%	1	10
<i>English Language Learners</i>	11	18%	1	10
<i>Students with Disabilities and Other Special Learning Needs</i>	10	18	1	10
<i>Rights and Responsibilities</i>	5	8%		
<i>School-Home Relationships</i>	5	8%		
Total	42	70%	3	30
http://www.nystce.nesinc.com/PDFs/NY201_OBJ_FINAL.pdf				

Score Scale for Constructed-Response Items*

Score Point	Scores will be assigned to the response to the constructed-response items according to the following score scale. Score Point Description
4	The "4" response demonstrates a strong command of relevant knowledge and skills.
3	The "3" response demonstrates a satisfactory command of relevant knowledge and skills.
2	The "2" response demonstrates a limited command of relevant knowledge and skills.
1	The "1" response demonstrates a lack of relevant knowledge and skills.
U	The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.
B	No response.

EAS Score Report

TEST: 201 Educating All Students

STATUS: Did Not Pass

TOTAL SCORE: 511

MINIMUM PASSING SCORE: 520



http://www.nystce.nesinc.com/PDFs/NYSTCE_ISR_back_EAS.pdf

All Educating All Students Exam Questions and Answers are from the NYSETCE website

http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_201.htm

The Five Competencies and Test Framework

http://www.nystce.nesinc.com/PDFs/NY201_OBJ_FINAL.pdf

Test Expectations & Strategy

- Read the Exhibits, teacher journal, student data and lesson plans.
- Respond to multiple choice questions.
- Respond to three (3) written or constructed response questions up to 200 words.
- Annotate each Exhibit, teacher journal, student data and lesson plans to inform your answer.

Five Competencies

Competency 0001—Diverse Student Populations

Performance Expectations:

- The New York State educator understands the characteristics, strengths, and needs of all student populations and effectively uses knowledge of diversity within the school and the community to address the needs of all students, to create a sense of community among students, and to promote students' appreciation of and respect for all students in their diversity.

Diverse Student Populations- Exhibit

The majority of Ms. Finnegan's students come from one culture, which reflects the composition of the school population. The priority is to create inclusive classroom environments.

- Ms. Finnegan's review of data from her students' standardized reading assessment indicates that 10/34 achieved the level of proficient in ELA.
- Ms. Finnegan is considering strategies to ensure her instruction is culturally responsive.
- Her lesson plan on fact and opinion includes a newspaper article about a professional basketball player.

Constructed Response Diverse Students Item Question

5. After analyzing the information provided, write a response of approximately 150–200 words.
 - ⦿ A. identify one issue related to student diversity that Ms. Finnegan should address in her instructional planning related to this lesson.

Constructed Response Diverse Students Answer

- *One issue related to diversity that Ms. Finnegan should address in planning the lesson on fact and opinion is that students, depending on their backgrounds or gender, may or may not be familiar with the topic professional basketball. Students with little or no background knowledge of basketball will be at a disadvantage when it comes to determining whether a statement is a fact or an opinion.*

Constructed Response Diverse Students Item Questions

- ⦿ B. describe one strategy Ms. Finnegan could use to address the issue you identified.
- ⦿ C. explain why the strategy you described would be effective in facilitating student learning.

Constructed Response Diverse Students Item Answer B

B. describe one strategy Ms. Finnegan could use to address the issue you identified.

- *Ms. Finnegan could address this issue by allowing students to choose from texts written on several different topics that are more familiar to all students. She could then form groups according to the texts students choose.*

Constructed Response Diverse Students

Item Answer C

- C. explain why the strategy you described would be effective in facilitating student learning.
- *This strategy would be effective in facilitating student learning because students would have the necessary background knowledge of their topic. They would not have to expend mental energy trying to comprehend text about an unfamiliar topic, and could focus their attention on the primary objective of distinguishing between fact and opinion. This strategy would also encourage students to work with different peers and help them get to know other students who share their interests.*

COMPETENCY 0002—ENGLISH LANGUAGE LEARNERS

Performance Expectations:

- The New York State educator understands the characteristics, strengths, and needs of English Language Learners and effectively uses this knowledge to assist in developing their language and literacy skills and promoting their achievement of learning standards in all content areas.

New York State English as a Second Language Achievement Test -NYSESLAT

- The New York State English as a Second Language Achievement Test (NYSESLAT) is designed to annually assess the English proficiency of all English language learners enrolled in Grades K–12 in New York State schools.
- The test gives the State and schools important information about the English language development of English language learners (ELLs), and is part of the State’s compliance with federal laws that mandate the annual assessing and tracking of English proficiency of English language learners (NYSESLAT, 2014).

Beginning

Student performance does not demonstrate an understanding of the English language expected at this grade level.

Intermediate

Student performance demonstrates a partial understanding of the English language expected at this grade level.

Advanced

Student performance demonstrates an understanding of the English language expected at this grade level.

Proficient

Student performance demonstrates a thorough understanding of the English language expected at this grade level.

(NYSESLAT Scoring Report, 2013-14)

ELL Exhibit & Understanding the NYSESLAT

- Mr. Lin has been working in his math class with Valeria, an 8th grade ELL who struggles academically. Valeria is at the advanced stage of English language proficiency, but has been unable to achieve the performance level of proficient on the (NYSESLAT). She is also performing significantly below grade level in mathematics.
- Mr. Lin has found that presenting a concept multiple times using different methods helps Valeria understand the meaning of the concept.
- However, Valeria has trouble applying the concept to word problems and frequently skips steps or misinterprets the question.

Valeria's NYSESLAT Scores

	Valeria's Raw Score	Raw Score Required for Proficiency	State Average Raw Score	Maximum Raw Score Possible
Listening	20	21	17	25
Speaking	31	30	24	34
Reading	19	22	21	27
Writing	16	19	18	22

Score and Proficiency Level:

Scale Score: 837 *Overall State Percentile Rank: 52 *The student's score on the test was the same or higher than 52% of all students statewide in the student's grade who took this test.

Proficiency: Advanced

Understanding NYSESLAT to Inform Instruction- I

- Exhibit ELL
- Q. 6- In planning instruction for Valeria, Mr. Lin has a professional responsibility to focus his efforts on ...
- A. teaching Valeria how to use various strategies for monitoring her own progress and learning
- B. adapting academic standards to ensure that Valeria has an opportunity to experience success
- C. identifying real-world contexts in which Valeria can practice concepts and skills
- D. providing Valeria with the scaffolding she needs to master the same concepts and skills as her peers

Understanding NYSESLAT to Inform Instruction- II

- ⦿ Answer D- According to federal law, schools are obligated to ensure that English Language Learners have equal access to education. English Language Learners have a right to receive support that will help them participate meaningfully in school programs and curricula. Teachers have a professional responsibility to take appropriate actions (e.g., scaffolding, language support) to ensure that instructional content is comprehensible
- Q. 7- Mr. Lin can best promote Valeria's comprehension of academic language by using which of the following strategies during the lesson on linear equations?
- ⦿ A. Write the vocabulary associated with the lesson concepts on the board while explaining it to students.
 - ⦿ B. Assign individual students to describe for the class the steps they used to solve one of the problems.
 - ⦿ C. Develop a numbered list of steps for students to refer to as the teacher models the problem-solving process.
 - ⦿ D. Allow students to complete the practice activity with a partner or in small groups to encourage discussion of lesson concepts.

Understanding NYSESLAT to Inform Instruction- III

- 7-A. Writing vocabulary associated with lesson concepts on the board while explaining it helps promote comprehension of academic language because this strategy places the vocabulary in context instead of teaching it in isolation. Academic language becomes more comprehensible when it is contextualized. This strategy also presents the vocabulary in two forms—visual and verbal, a technique that also facilitates comprehension.

COMPETENCY 0003—STUDENTS WITH DISABILITIES AND OTHER SPECIAL LEARNING NEEDS

Performance Expectations:

- The New York State educator understands the characteristics, strengths, and needs of students with disabilities and other special learning needs and effectively uses this knowledge to help students reach their highest levels of achievement and independence.

NYSED Response to Intervention

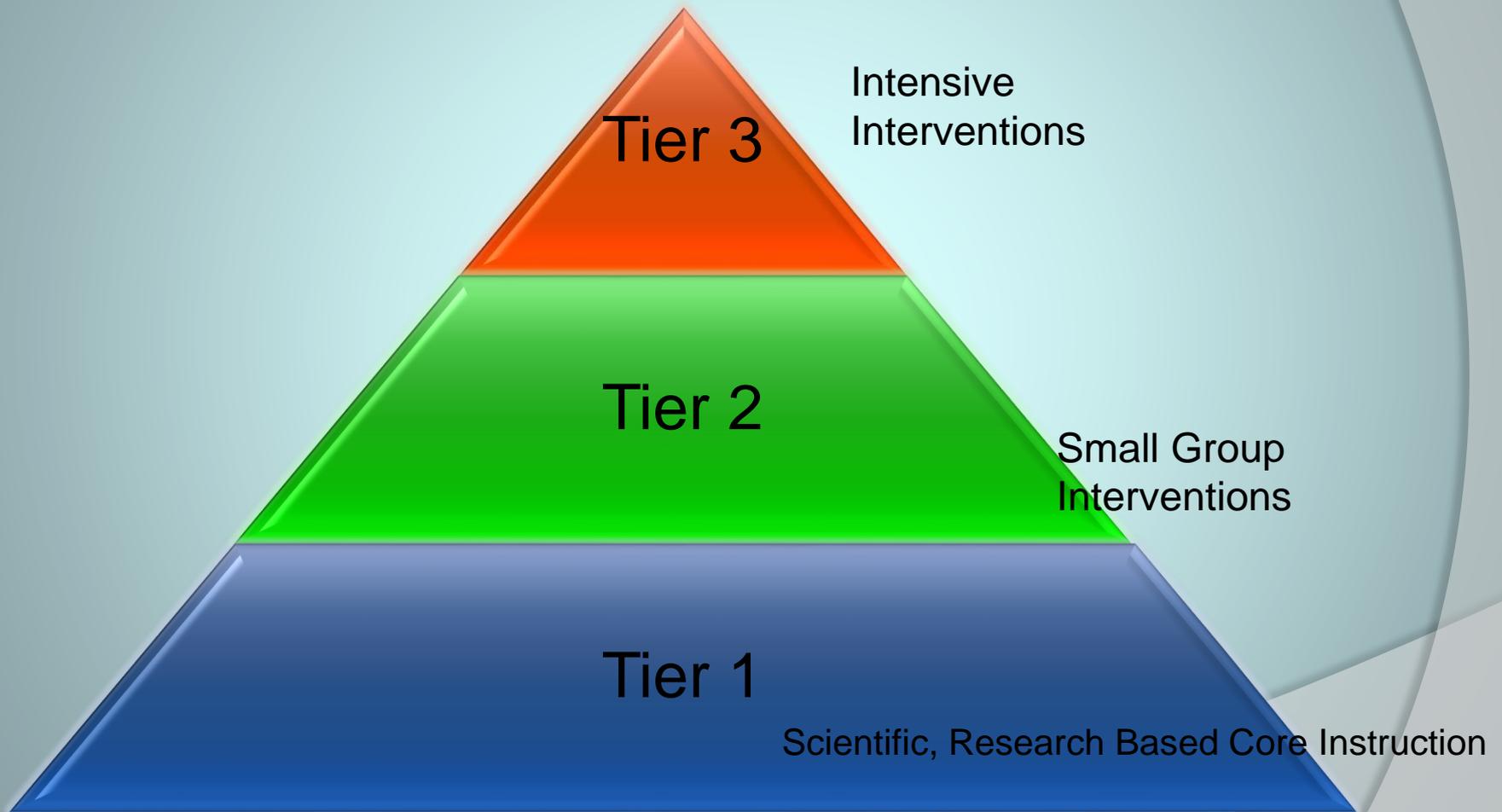
Rtl is a school process used to determine if a student is responding to classroom instruction and progressing as expected. In an Rtl process, a student who is struggling receives additional instructional support provided by matching instruction to a student's individual needs through a multi-tier instructional model.

- Each level, also known as a tier, provides instruction with increased intensity such as smaller groups or instructional time focused on specific areas.

Rtl focuses on the early prevention of academic difficulty, particularly in the areas of reading and math by:

- ensuring appropriate instruction for all students;
- monitoring students' progress; and
- providing additional levels of instructional assistance (intervention) (NYSED Rtl Parent's Guide, June 2014)

NYSED RtI Three-Tiered Model of Interventions



Students with Disabilities-Exhibit

Mr. Forrest teaches a general education kindergarten class and Lily is receiving Tier 3 Response to Intervention (RtI) services to help her strengthen her numeracy concepts and skills. She receives 25 minutes, five times a week to promote her grasp of mathematics concepts and skills.

- Lily needs significant support with everyday tasks involving mathematical thinking, particularly those tasks requiring an understanding of one-to-one correspondence.
- When I modeled counting her blocks by touching each and saying "One, two, three," she was unable to imitate my action independently, even after I had physically helped her touch her blocks as she counted each one.

Q- 13 SWD

- Q. 13. Which of the following information sources would be most useful in helping the school determine if Lily should be referred for an initial evaluation for special education services?
- A. notes from the school building leader's observation of Lily during math instruction at least three times to support the referral
- B. standardized test results showing a severe discrepancy between Lily's achievement and intellectual ability
- C. an affidavit from Lily's teacher documenting her professional opinion that Rtl services are not adequately meeting Lily's needs
- D. data from multiple sources supporting the likelihood that Lily's underachievement is not due to lack of appropriate, scaffolded instruction in mathematics

Students with Disabilities

- Answer Q-13
- D- Research has shown that the use of targeted interventions prior to formal special education referral can positively affect the success of children in school as well as prevent inappropriate referrals to special education.
- Therefore, before formally referring Lily for evaluation, it is important for the teacher to implement specific interventions to address Lily's learning needs and gather data about Lily's performance from various sources to ensure that every effort has been made to provide effective and appropriate instruction.

COMPETENCY 0004—TEACHER RESPONSIBILITIES

Performance Expectations:

- The New York State educator understands rights and responsibilities in situations involving interactions between teachers and students, parents/guardians, community members, colleagues, school administrators, and other school personnel.

Family Educational Rights & Privacy Act

- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
- FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level (USDE, June 2014).

Teacher Responsibilities-Exhibit

- 16. The parents of a middle school student believe that their child's educational records contain an inaccurate report of their child's involvement in an incident where a small group of students behaved inappropriately during a school field trip. The school denied the parents' initial request to amend the report, and a formal hearing upheld the school's decision. At this point, the parents have the legal right to
 - A. present objections to the school's report of the incident to a court-appointed mediator
 - B. place a statement in their child's records, stating their disagreement with the school's report
 - C. examine the records of the other students who were involved in the incident
 - D. have their child's current records sealed and a new set of records created

Teacher Responsibilities - FERPA

16- B- place a statement in their child's records, stating their disagreement with the school's report.

B. According to the Family Educational Rights and Privacy Act (FERPA), parents/guardians or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still does not decide to amend the record, the parent/guardian or eligible student has the right to place a statement in the record setting forth his or her view about the contested information.

COMPETENCY 0005—SCHOOL-HOME RELATIONSHIPS

Performance Expectations:

- The New York State educator understands effective strategies for promoting positive and productive relationships and interactions between the school and home to enhance student learning.

School-Home Relationships-Exhibit

- Q. 17-Teachers in an elementary school are creating take-home activity kits to reinforce students' in-school learning. Activities are content-related and designed to be completed by students and their parents/guardians. Materials for the activities are included and directions are provided in the students' home languages whenever possible. The take-home activity kits are likely to be most effective in achieving the desired outcome if the teachers emphasize which of the following types of activities?
- A. oral activities that require parents/guardians to listen as students recite important factual information
- B. written practice activities for students to complete with their parents'/guardians' supervision
- C. complex activities that students and parent/guardian complete together
- D. hands-on activities that promote interaction between students and their parents/guardians

School Home Relationships

Answer 17- D. hands-on activities that promote interaction between students and their parents/guardians

D-Take-home activities that are hands-on promote students' engagement in an activity because such activities help students become actively involved in learning. Additionally, interaction between students and their parents/guardians about the task and their learning helps students internalize the targeted knowledge and skills and enables parents/guardians to extend their children's thinking by asking questions.

Test Strategy Discussion

- ⦿ Do not answer any question until you have read the full scenario (Exhibits) and read all answers first.
- ⦿ Know your learning style for retaining information for a short time
- ⦿ Pace yourself, but also give yourself sufficient time to read all Exhibits
- ⦿ Limit written responses to 150-200 words only- roughly 3 paragraphs.
- ⦿ Become familiar with your FERPA - <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Helpful Hints

1. Make sure you read the question thoroughly. What is the question asking me?
2. Guessing is fine- it is better to answer all questions.
3. Base your answers only on the information from the text- do not bring in prior knowledge.
4. Give yourself time to answer the constructed response item- about 30 minutes.
5. Become comfortable with the directions & format of the test.
6. Read all the possible answers given on the test.
7. Use the process of elimination.
8. Work quickly and steadily.

References

Visit the following websites for additional information

Educating All Students Rubric

- ◉ http://www.nystce.nesinc.com/STUDYGUIDE/PDFs/NY201_Rubric.pdf

Family Educational Rights and Privacy Act- June 2014

- ◉ <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Field 201 EAS Test Design and Framework March 2014 Final

- ◉ http://www.nystce.nesinc.com/PDFs/NY201_OBJ_FINAL.pdf

Field 201: Educating All Students (EAS) Study Guide & Sample Test Questions 2014

- ◉ http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_201.htm

Guidance on New York State's Certification Examinations for Teachers and School Building Leaders-
March 2013

- ◉ <http://www.highered.nysed.gov/tcert/pdf/certexamfaq.pdf>

NYS English as a Second Language Achievement Test Guide- NYSESLAT- 2104

- ◉ <http://www.p12.nysed.gov/assessment/sam/nyseslat/nyseslat-guide-14.pdf>

NYS English as a Second Language Achievement Score Report

- ◉ <http://www.p12.nysed.gov/assessment/nyseslat/scorereports14/nyseslat-isr14-en.pdf>

NYSED Response to Intervention- Parent Guide

- ◉ <http://www.p12.nysed.gov/specialed/RTI/rti-pamphlet.pdf>

Thank You & I Wish You Success