

Faculty Workshop

June 5, 2014

# NEW INITIATIVES IN THE SOE



# CANDIDATE TEST PERFORMANCE

# AGENDA

- Welcome
- Details about the New NYSTCE Exams
  - EdTPA Test Framework, sample questions and candidate performance data
  - ALST Test Framework, sample questions and candidate performance data
  - EAS Test Framework, sample questions and candidate performance data
- Our role in the new Teacher Preparation environment
  - Ensure that course content and syllabi clearly speak to new language
  - Support student teachers without compromising integrity of EdTPA submission
  - Survey & RF Forms
  - PD for us from you – Teacher Evaluation and Common Core in the schools
  - Deliverables

# Computer-Based Testing (CBT)

- Transition to computer-based testing is underway
- Several NYSTCE tests will be offered only on computer beginning in the 2013–2014 program year

# CBT

## **Currently offered on computer only:**

- Academic Literacy Skills Test (ALST)
- Educating All Students (EAS)
- Elementary Assessment of Teaching Skills–Written
- English Language Arts CST
- Multi-Subject Content Specialty Test (CST)
- Secondary Assessment of Teaching Skills–Written
- Social Studies CST
- Students with Disabilities CST

## **Available on computer only effective May 2014:**

- Biology CST
- Chemistry CST

# CBT Tutorial

- ..\..\..\..\Desktop\Evaluation Systems Tutorial.Ink
- [https://www.testing.nesinc.com/cbttutorial/tutorial/tutorial\\_page\\_1.html](https://www.testing.nesinc.com/cbttutorial/tutorial/tutorial_page_1.html)

# Academic Literacy Skills Test (ALST)

- Selected-response items - 40%
- Two constructed-response items - 60%
- Focused constructed-response items
- Extended writing assignment based on critical analysis of authentic texts and graphic representations of information addressing the same topic.
- Time - 210 minutes.

# Academic Literacy Skills Test (ALST)

- Reading
- Writing to Sources
- Sample Questions and Test Framework available on

[www.nystce.nesinc.com](http://www.nystce.nesinc.com)

[http://www.nystce.nesinc.com/PDFs/NY202\\_OBJ\\_FINAL.pdf](http://www.nystce.nesinc.com/PDFs/NY202_OBJ_FINAL.pdf)

# Reading Indicators

- a. determines what a text says explicitly
- b. makes logical inferences based on textual evidence
- c. draws conclusions based on textual evidence
- d. determines the central ideas or themes of a text
- e. analyzes the development of central ideas or themes of a text
- f. recognizes accurate summaries of key supporting details and ideas in a text



# Reading Indicators, continued

g. analyzes how and why individuals, events, and ideas develop and interact over the course of a text

h. interprets words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings

i. analyzes how specific word choices shape meaning and tone in a text

j. analyzes how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole

k. determines an author's attitude, opinion, or point of view

l. assesses how point of view and purpose shape the content and style of a text

# Writing Indicators

a. delineates and evaluates the argument and specific claims in a text

b. evaluates the validity of reasoning used to support arguments and specific claims in a text

c. evaluates the relevance and sufficiency of evidence used to support arguments and specific claims in a text

d. evaluates the credibility, objectivity, and reliability of an author or sources used by an author

e. analyzes how multiple texts address similar themes or topics to compare the approaches the authors take

f. integrates and evaluates content presented in diverse formats and media, including visually and quantitatively

# Writing Indicators, continued

g. introduces a precise, knowledgeable claim

h. uses valid reasoning to support the claim

i. anticipates and addresses a possible counterclaim

j. chooses relevant and sufficient evidence from multiple texts to support the claim and integrates the information while avoiding plagiarism

k. establishes and maintains an appropriate style and tone

l. uses transitional words and phrases and varies syntax to link sections of the text and to clarify relationships between ideas

m. produces a conclusion that follows from and supports the claim

n. chooses precise language for clarity and rhetorical effect

o. uses correct standard English grammar, usage, capitalization, punctuation, and spelling



# ALST Sample Questions

Last	First	P/F	Score	Selected Response	Constructed Response
A	A	P	543	3	3
A	L	P	525	3	3
A	D	P	544	3	3
A	N	F	509	3	2
A	Z	F	512	3	2
B	E	F	513	2	3
B	G	F	465	2	1
B	C	P	541	3	3
B	J	P	520	3	3
B	S	P	543	3	3
B	V	F	519	3	2
C	E	P	541	4	3
C	M	F	514	3	2
C	D	P	525	3	3
D	K	P	553	3	3
D	F	F	495	2	2
E	L	F	499	2	2
F	L	F	464	2	1
G	N	P	537	3	3
G	N	P	572	4	4
G	Y	P	539	3	3
G	K	P	528	3	3
H	A	F	502	2	2
J	N	P	566	3	4
L	M	P	525	3	3
M	C	P	560	3	4
M	D	F	490	3	1
M	B	P	522	3	3
N	A	F	509	3	2
N	J	F	490	3	1

# ALST EXAM

SCORE  
RANGE: 400 –  
600

PASSING  
SCORE: 520

OW STATS  
AVERAGE:  
519

HIGH  
SCORE:  
553

READ /  
WRIT:  
2.8 / 2.5

PASS RATE:  
52%

# ALST SCORE RESULTS FOR SPRING 2014 PROGRAM COMPLETERS\*

Program	N	Score	Pass Rate
Childhood	11	512	55%
Special Ed	7	516	57%
Adolescence English	1	553	100%
Adolescence Math	5	520	40%
Adolescence Soc. Studies	2	516	50%
<b>ALL OLD WESTBURY</b>	<b>26</b>	<b>516</b>	<b>54%</b>
<b>STATEWIDE**</b>		<b>513</b>	<b>43%</b>
<b>ALL SUNY**</b>		<b>519</b>	<b>51%</b>

	Reading Score	Writing Score
<b>OLD WESTBURY</b>	<b>2.8</b>	<b>2.4</b>
<b>STATEWIDE</b>	<b>2.9**</b>	<b>2.1**</b>
<b>ALL SUNY</b>	<b>3.0**</b>	<b>2.3**</b>

*Score Range 400–600*

*Passing score 520*

*\*as of May 16, 2014  
\*\*for May 5, 2014 exam*

# Educating All Students (EAS)

## Five Competencies

- Diverse Student Populations
- English Language Learners
- Students with Disabilities and Other Special Learning Needs
- Teacher Responsibilities
- School-Home Relationships

# EAS

- Selected-response - 70%
- Constructed-response – 30%
- Constructed-response items share scenario materials with several selected response items
- Total testing time - 135 minutes
- Sample Questions and Test Framework available on [www.nystce.nesinc.com](http://www.nystce.nesinc.com)

[http://www.nystce.nesinc.com/NY\\_PM.asp?t=201](http://www.nystce.nesinc.com/NY_PM.asp?t=201)



# Indicators-Diversity

- a. demonstrates an understanding of appropriate strategies to enhance knowledge of students (e.g., learning about students' family situations, cultural backgrounds, individual needs, gifts and talents, and personal interests) and to promote a sense of community among diverse individuals and groups in the classroom
- b. demonstrates knowledge of strategies for engaging in self-reflection to enhance one's interactions with all students and strengthen classroom practices
- c. applies knowledge of research- or evidence-based strategies, including utilizing universal design principles, for teaching and working effectively and inclusively with all students (e.g., students from all cultures and backgrounds, students of different genders and sexual orientations, students from homes where English is not the primary language or where a variant form of English is used)
- d. applies knowledge of research- or evidence-based strategies for teaching and working effectively and inclusively with students from various social and economic circumstances and students with diverse family and living arrangements (e.g., students who are homeless; students who are in foster care; students with interrupted, limited, or no formal education)
- e. applies knowledge of the significance of giftedness for teaching and learning and research- or evidence-based strategies for selecting, modifying, and implementing curriculum and instruction for students who are gifted and talented

# Indicators-Diversity, continued

- f. demonstrates knowledge of strategies for using and adapting fair, equitable, and appropriate classroom assessment practices to inform instruction
- g. applies knowledge of strategies for promoting students' understanding and appreciation of diversity (e.g., infusing diverse perspectives throughout the curriculum) and for using the diversity that exists in the classroom and the community to enhance all students' learning
- h. demonstrates an understanding of how culturally responsive classroom environments in which diversity is valued and respected promote student achievement and positive student experiences
- i. demonstrates an understanding of strategies for working collaboratively within the school environment and for identifying and incorporating additional school-based and community-based resources to enhance learning for diverse student populations
- j. applies knowledge of varied strategies and modifications for creating a safe, supportive, and positive classroom environment for all students, including students with special learning needs and ELLs, and for ensuring that these students are an integral part of the general education classroom and participate to the greatest extent possible in all classroom activities

# Indicators - ELLs

- a. identifies stages and patterns of first- and second-language acquisition and analyzes factors that affect students' English language acquisition and development (e.g., cognitive learning styles and strategies; cultural background; exceptionalities; prior experiences with the second language; interrupted, limited, or no formal education; teacher expectations; classroom environment; primary language; literacy in the primary language)
- b. demonstrates an understanding of the types and benefits of bilingualism and bilingual programs and the importance of viewing use of the primary language as a right and as an asset for English Language Learners
- c. applies knowledge of the legal rights of English Language Learners and ethical considerations related to the education of English Language Learners
- d. demonstrates knowledge of effective approaches for promoting English Language Learners' development of oral and written language proficiency in English, including adapting teaching strategies and materials

# Indicators – ELLs continued

- e. demonstrates an understanding of similarities and differences between English literacy development for native English speakers and for English Language Learners, including how literacy development in the primary language influences literacy development in English, and applies strategies for helping English Language Learners transfer literacy skills in the primary language to English
- f. applies knowledge of research-based instructional strategies for promoting literacy for English Language Learners at all stages of literacy development
- g. applies knowledge of strategies for supporting English Language Learners' development of content-area literacy skills and for teaching English Language Learners how to use literacy skills as tools for learning
- h. applies knowledge of criteria and procedures for evaluating, selecting, creating, and adjusting instructional materials and strategies and assessment systems and practices to meet the learning needs of English Language Learners and to promote their achievement of learning standards in all content areas
- i. identifies effective strategies for consulting and collaborating with students' families and support networks and with educators in the English as a Second Language (ESL) and/or bilingual education programs to meet the needs of English Language Learners

# Indicators - SWDs

- a. demonstrates an understanding of types of disabilities and other special learning needs and the implications for teaching and learning associated with these differences
- b. applies knowledge of how to select, modify, and implement curricula, assessments, materials, technology, and equipment to meet the individualized needs of students with disabilities and other special learning needs
- c. demonstrates an understanding of the importance of and strategies for consulting and collaborating with specialists who can assist in the identification of appropriate resources, technology (including assistive technology), and instruction to meet the individualized needs of students with disabilities and other special learning needs
- d. applies knowledge of federal and state laws, policies, and regulations (e.g., Individuals with Disabilities Education Act [IDEA], Section 504 of the Rehabilitation Act of 1973) and ethical considerations (e.g., confidentiality rights and responsibilities of stakeholders) related to the education of students with disabilities

# Indicators – SWDs – continued

- e. identifies teacher responsibilities and requirements in working with students with disabilities and other special learning needs, including providing increasingly intensive supports and interventions through response to intervention (RtI) and positive behavioral interventions and supports (PBIS) to support struggling learners and ensure appropriate referrals for special education, requesting referrals of students who are suspected of having disabilities, participating on the Committee on Special Education, and developing and implementing Individualized Education Programs (IEPs)
- f. applies knowledge of strategies for effectively integrating recommendations from IEPs into instructional activities and daily routines g. demonstrates knowledge of basic service delivery models for students with disabilities and other special learning needs and of strategies and resources (e.g., special education staff, specialized support staff) for supporting instruction in integrated settings

# Indicators – Teacher Responsibilities

- a. applies knowledge of laws, policies, and regulations related to students' rights in various situations (e.g., in relation to testing accommodations and right to services, due process, discrimination, bullying, harassment, confidentiality, discipline, privacy)
- b. applies knowledge of a teacher's responsibilities in various situations (e.g., advocating to meet student needs, reporting potential abuse, addressing safety issues)
- c. applies knowledge of the rights and responsibilities of parents/guardians in various education-related situations (e.g., in relation to student records, school attendance, input into educational decisions)
- d. analyzes the appropriateness of a teacher's response to a parent/guardian, a community member, another educator, or a student in various situations

# Indicators – School –Home Relationships

- a. the teacher and parents/guardians to promote student development and achievement
- b. identifies factors that may facilitate or impede communication or collaboration with parents/guardians (e.g., accessibility, responsiveness, cross-cultural understanding) in given situations (including parent-teacher conferences)
- c. identifies strategies for accommodating the communication needs of parents/guardians (e.g., the use of interpreters and translated documents) and for inviting parents/guardians to share information to enhance student learning
- d. identifies strategies for ensuring that parents/guardians of all students are encouraged to participate as active members in school-based decision making
- e. identifies strategies for encouraging parents/guardians to participate in and contribute to their children's education and for collaborating with parents/guardians to reinforce in-school learning outside the school environment



LAST	FIRST	Test Date	P/F	Score
A	A	2/12/2014	P	522
A	N	3/14/2014	F	514
A	Z	12/17/2013	F	519
A	Z	4/5/2014	P	548
B	C	3/11/2014	P	522
B	J	2/25/2014	F	503
B	J	3/29/2014	P	532
B	S	2/21/2014	P	542
B	V	4/11/2014	F	494
C	N	12/19/2013	P	536
C	E	3/19/2014	F	515
C	M	4/14/2014	F	505
C	D	1/7/2014	P	536
D	K	3/8/2014	F	509
D	F	12/11/2013	P	530
E	L	3/12/2014	F	485
G	N	1/8/2014	P	534
G	N	4/12/2014	P	554
G	K	2/24/2014	F	480
G	K	4/4/2014	F	499
H	K	2/19/2014	P	542
J	N	2/20/2014	P	560
L	M	3/31/2014	F	505
N	A	2/22/2014	F	495
P	K	3/1/2014	F	493
P	D	3/28/2014	P	551
Q	M	3/27/2014	F	508
S	M	3/15/2014	F	513
S	M	12/17/2013	P	525
S	J	2/6/2014	F	511
S	J	3/26/2014	P	526
W	J	4/12/2014	P	551
Z	S	4/12/2014	F	493

# OLD WESTBURY EAS SCORES

POSSIBLE SCORE  
RANGE:

400 – 600

PASSING SCORE: 520

## OUR STATS

AVERAGE:

520

PASS RATE:

48%

AVERAGE SCORE OF  
THOSE PASSING:

538

HIGHEST SCORE:

560

# EAS SCORE RESULTS FOR SPRING 2014 PROGRAM COMPLETERS\*

Program	N	Score	Pass Rate
Childhood	9	521	56%
Special Ed	7	528	71%
Adolescence English	1	509	0%
Adolescence Math	5	507	20%
Adolescence Soc. Studies	1	485	0%
<b>ALL OLD WESTBURY</b>	<b>23</b>	<b>518</b>	<b>48%</b>
<b>STATEWIDE**</b>		<b>524</b>	<b>66%</b>
<b>ALL SUNY**</b>		<b>527</b>	<b>61%</b>

*Score Range 400–600*

*Passing score 520*

*\*as of May 16, 2014  
\*\*for May 5, 2014 exam*

# Vouchers are available to help struggling students

- 11 EdTPA (\$300, expire 4/4/15)
- 22 NYSTCE (\$179, expire 10/4/14)
- Still to come
  - Vouchers for ATSW for those who failed EdTPA
  - Vouchers for next academic year



### Participant Stipend Form

<b>Operating Location:</b>		<b>Effective Date:</b>		
<b>Supplier File Information:</b>				
Supplier Name (Up to 80 Characters) <b>JANE DOE</b>		Taxpayer ID (Social Security Number) <b>111-11-1111</b>		
<b>Site Information:</b>				
1099 Site	<input checked="" type="checkbox"/>	Pay Site	<input type="checkbox"/>	
Supplier Address: (each line has 35 characters available)				
Address 1	<b>111 WEST 1ST STREET</b>			
Address 2				
Address 3				
Address 4				
City	<b>OLD WESTBURY</b>	State	<b>NY</b>	Postal Code <b>11111</b>
Country	<b>USA</b>	Province		
<p><i>If US Citizen, or Resident Alien, complete the following information for the supplier file coding. Payments are not taxable and are reported on 1099 Misc as Other Income, therefore a 1099 supplier site that must exist.</i></p> <ul style="list-style-type: none"> <li>➤ <i>Supplier Type:</i> Must be Participant Stipend</li> <li>➤ <i>Income Tax Type:</i> Must be Misc 3 Other Income</li> <li>➤ <i>Name Control:</i> <b>DOE</b> (first four characters of the last name of the 1099 supplier and must be entered into Oracle in upper cash only)</li> <li>➤ <i>Organization Type:</i> Must be Individual</li> </ul>				
<p><i>If Nonresident Alien, complete the following information for the supplier file coding. Payments are taxable at 30% unless a foreign source funding exemption applies. If exemption applies, check the foreign source box and attach completed form Nonresident Alien Participant Stipend Tax Exemption Certificate. If there is no exemption, code for tax withholding at the header and site levels with Withholding Group 30%.</i></p> <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> <i>Foreign Source (Supplier Type: NRA Partcip- Stipend FS)</i></li> <li>➤ <i>Supplier Type:</i> Must be NRA reflecting the appropriate exemption</li> <li>➤ <i>If taxable, Withholding Group:</i> 30% <input type="checkbox"/> (Supplier Type: NRA Partcip Stipend TAX)</li> <li>➤ <i>Organization Type:</i> Must be Foreign Individual</li> </ul>				
<b>Charges are to be processed against the following:</b> <b>S</b>				
<b>Project</b>	<b>Task</b>	<b>Award</b>	<b>Expenditure Type</b>	<b>Organization</b>
1116600	1	61579	FPS PART. SUPPORT	200 DIV OF ED

## Request for Taxpayer Identification Number and Certification

Give Form to the  
 requester. Do not  
 send to the IRS.

Print or type See Specific Instructions on page 2.	Name (as shown on your income tax return)		JANE DOE		
	Business name/disregarded entity name, if different from above				
	Check appropriate box for federal tax classification:			Exemptions (see instructions):	
	<input checked="" type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate			Exempt payee code (if any) _____	
	<input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____			Exemption from FATCA reporting code (if any) _____	
	<input type="checkbox"/> Other (see instructions) ▶ _____				
Address (number, street, and apt. or suite no.)		Requester's name and address (optional)			
111 WEST 1ST STREET					
City, state, and ZIP code					
OLD WESTBURY, NY 11111					
List account number(s) here (optional)					

### Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on the "Name" line to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Social security number									
1	1	1	-	1	1	-	1	1	1

**Note.** If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Employer identification number									
			-						

### Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. citizen or other U.S. person (defined below), and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

<b>Sign Here</b>	Signature of U.S. person ▶	Date ▶
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