

NYSED Teacher Certification Exams: ALST & EAS Professional Development

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- Webinars and ppts can be found at the SUNY Archive link. The link to the S-TEN Webinar Series DropBox folder is:
<https://www.dropbox.com/sh/r44ueg5c09owjic/AAAWBOF1iKqH1dWhcUHU3XsYa?dl=0>.

Goal

To guide curricular revision or other actions to improve preparation for teacher education candidates, especially as it relates to certification exams.

To generate discussion, foster collaboration and continue planning for teacher preparation.

Agenda

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- Expectations for 21st C Teachers & Students
- EAS Test Framework and the Five Competencies
- ALST Test Framework and the Writing and Reading Competencies
- Preparing Students for the EAS & ALST
- EAS & ALST Crosswalk
- Wrap-up

Teachers for the 21st Century Classroom

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- On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgments that can involve high stakes outcomes for students' future. To make good decisions, teachers must be aware of the many ways in which student learning can unfold in the context of development, learning differences, language and cultural influences, individual temperament, interests and approaches to learning.... In today's schools, teacher must be prepare to teach a diverse population of students learning (Bransford, Darling-Hammond & LePage, 2005, p.1)

Skills for the 21st C Classroom

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In my review of the EAS & ALST, these teacher skills emerged:

- Strong content expertise in lesson planning
- Good classroom management
- Understanding of culture and diversity issues
- Good communication & literacy skills
- Good interpersonal skills
- Highly collaborative
- Teacher, manager and counselor
- Need to teach to a variety of learning levels
- Need to be proactive in fostering partnerships between the school community and family
- Need to foster inclusiveness in the classroom
- Social justice and compassion – DASA
- Equitable and unconditional positive regard for all students
- *Incorporate technology

Preparing 21st C Students for a Global Society

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- NEA 4 Cs: Critical Thinking, Communication, Collaboration and Creativity and Innovation
- Heidi Hayes Jacobs (2014) *Mastering Global Literacy*-competencies students will need in a flattened global economy: learning life long, using system thinking, thinking creatively, lack, but need a deeper understanding about global issues (p.8).

Global competence students need to recognize perspective of others and communicate ideas effectively (p.10).

References

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- Bransford, J., Darling-Hammond, L., & LePage, P. (2005). Introduction. In L. Darling-Hammond, & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA; Jossey-Bass.
- Jacobs, H.H. (2014). *Mastering global literacy: Contemporary perspectives an literacy*. Bloomington, IN: Solution Tree Press.
- National Education Association. (nd). Preparing 21st century students for a global society: An educator's guide to the "Four Cs". Retrieved on April 1, 2015 from
- <http://www.nea.org/home/37004.htm?q=skills>
- <http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>

Educating All Students-EAS

EAS Framework I

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The framework for the EAS 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

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- 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

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- 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

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**

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

5 Competencies

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- 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- RtI
 4. Teacher Responsibilities
 - Family Educational Rights and Privacy Act-FERPA
 5. School-Home Relationships

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.

COMPETENCY 0002—ENGLISH LANGUAGE LEARNERS

John Jay College
of Criminal Justice
Empire State University

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

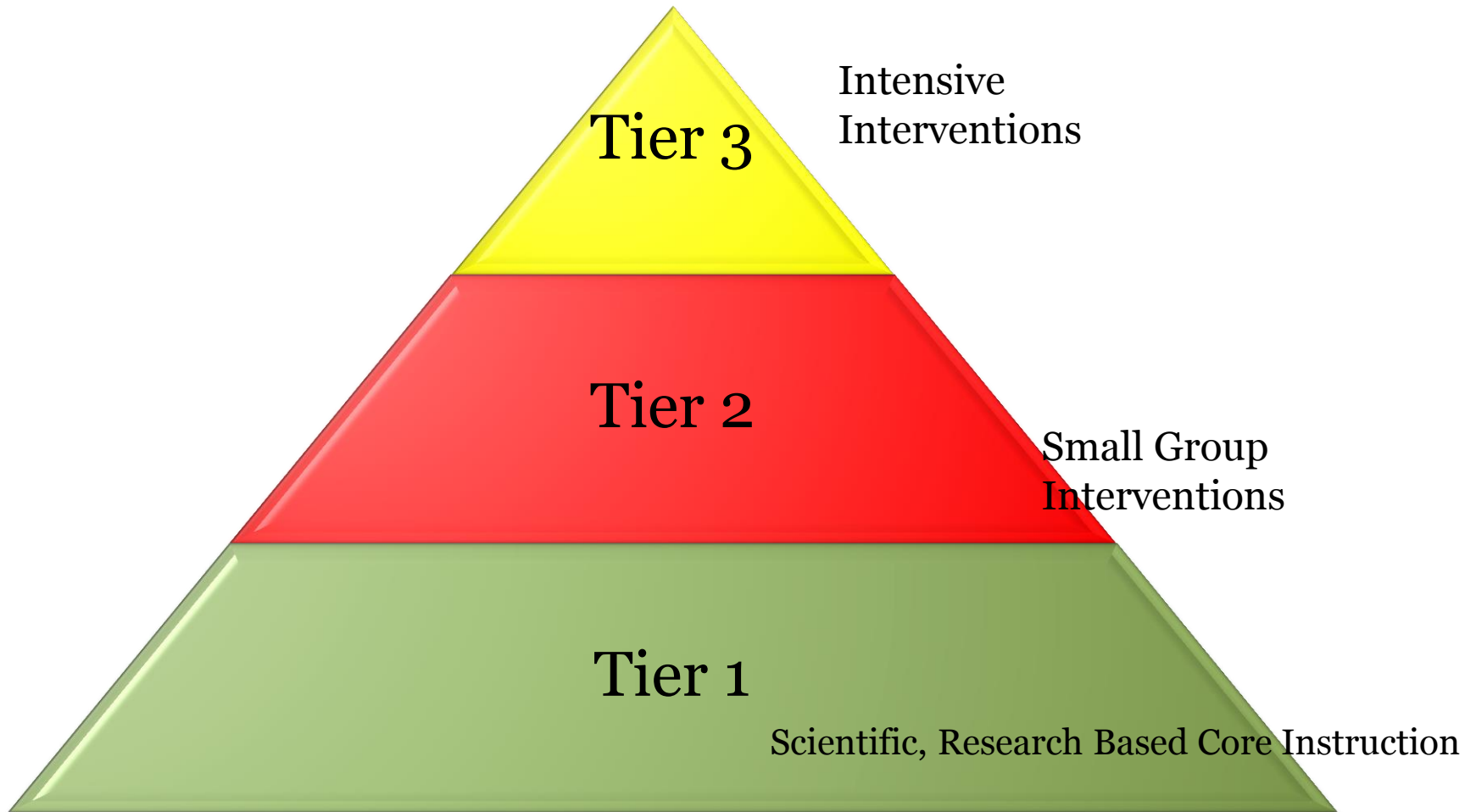
Student performance demonstrates a thorough understanding of the English language expected at this grade level.

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 RtI Three-Tiered Model of Interventions



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).

COMPETENCY 0005—SCHOOL-HOME RELATIONSHIPS

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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.

Preparing Students for the EAS

The EAS requires that students have a good understanding of general pedagogy. It is based on best practices and inclusiveness of all students.

- Where is there evidence of the five competencies in your courses?
- Do you need to enhance course and curricula to prepare students for the EAS?
- Timing-when should students take this exam?

References

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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/fpc/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>

Academic Literacy Skills Test

ALST Test Framework

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- The New York State educator has the academic literacy skills necessary to teach effectively in New York State public schools.
- The teacher is capable of proficient, close, and critical reading that reflects wide, deep, and thoughtful engagement with a range of high-quality, complex informational and literary texts.
- The teacher demonstrates command of evidence found in texts and uses cogent reasoning to analyze and synthesize ideas.
- The teacher produces complex and nuanced writing by choosing words, information, and structure deliberately for a given task, purpose, and audience.

ALST Test Design

- The selected-response items (40 reading multiple choice questions) are designed with the expectation of response time up to 110 minutes.
- There are two focused constructed response items (150-200 words). Each focused constructed-response item is designed with the expectation of a response up to 20 minute each. Total 40 minutes.
- The extended writing assignment (400-600 words) is designed with the expectation of a response up to 60 minutes.
- The total testing time is 210 minutes
- Passing score is 520/600

Test Design Percentage

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Competency				
	Selected -----	Response	Constructed --	Response
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
Reading-0001	40	40%	-----	
Writing to Source- 0002			2 focused Response 1 extended response	60%
Total	40	40%	3	60%

Performance Index

Performance Index Definitions

- +++++ Performance on the skills and knowledge is well above the level represented by the minimum passing score.
- +++ Performance on the skills and knowledge is just at or above the level represented by the minimum passing score.
- ++ Performance on the skills and knowledge is just below the level represented by the minimum passing score.
- + Performance on the skills and knowledge is well below the level represented by the minimum passing score.
- **TEST: 202 Academic Literacy Skills Test TOTAL SCORE: 492**
- **STATUS: Did Not Pass MINIMUM PASSING SCORE: 520**
- **Selected-Response**
- 001: Reading +++
- **Constructed-Response**
- 002: Writing to Sources ++

Reading Competencies Performance Indicators

Performance Indicators are the observable and measurable aspects of teaching practice under each standard.

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

Reading Competencies Performance Indicators

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- 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

PARCC Close Reading

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Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining its meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.

Close, analytic reading entails the careful gathering of observations about a text and careful consideration about what those observations taken together add up to — from the smallest linguistic matters to larger issues of overall understanding and judgment (PARCC, 2012, p. 7).

- Partnership for Assessment of Readiness for College and Careers. (2012). *PARCC model content frameworks: English language arts/literacy grades 3–11*. Retrieved March 31, 2015 from www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL.pdf

Close Reading Activity

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- Read the selected text and determine the central idea for each paragraph.
- Determine how the central idea from one paragraph flows into the next paragraph.
- Your response to each question should be directly based on the text.
- Direction: Read the following paragraphs and annotate the central idea of each.

1. Central Idea _____

2. Central Idea _____

3. Central Idea _____

4. Central Idea _____

5. Central Idea _____

6. Central Idea _____

Writing Competencies- Performance Indicators

Performance Indicators are the observable and measurable aspects demonstrated in your focused and extended responses.

- 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
- g. introduces a precise, knowledgeable claim

Writing Competencies- Performance Indicators

- 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

Close Reading for ALST Writing Competencies

- For the ALST you are required to read, analyze, write and interpret the presented text and graphs.
- Read, summarize and state a claim from Passage A & Passage B in 150-200 words
- Analyze and interpret the graphs to support claims from Passage B in 150-200 words
- Synthesize all three: the graphs, Passage A and Passage B into an interpreted summary in which you must choose a side and bring in a counterclaim in 400-600 words
- All supportive claims must come directly from the text and graphs.

ALST Practice Writing Activity

- **Assignment 1**

- Annotate one claim from Passage A and Passage B

- Passage A

- ---

- Passage B

- ---

- **Assignment 2**

- Annotate a claim from Passage B and use the graphs to support your claim from Passage B

- ---

- **Assignment 3**

- Using supportive information from Passages A, B and the graphs, take a position and state why

- Bring in a counterclaim and a conclusion

- ---

Response Graphic

Passage A
Assignment 1

Passage B
Assignment 1

Passage B
Assignment 2

Graphics
Assignment 2

Passage A, B &
Graphics
Assignment 3

Preparing Students for the ALST

The ALST requires that students demonstrate strong critical reading and writing skills.

- Do your students have the necessary skills to pass the ALST?
- Do you need to enhance course and curricula to prepare students for the ALST?
- Are there courses available to address this deficit?
- Timing-when should students take this exam?

Breakout Activity & Discussion

EAS & ALST Test Framework Performance Indicators Crosswalk

- Please take 15 minutes to begin a conversation with your colleagues where you see evidence of the reading and writing performance indicators in your courses.
- What are your next steps after the safety net goes away?

References

- **ALST Test Framework- March 2014**
http://www.nystce.nesinc.com/PDFs/NY202_OBJ_FINAL.pdf
- **ALST ample Selected-Response Questions**
http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_202.htm
- **ALST Sample Constructed-Response Items**
http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_CRI_202.htm
- **NY202 ALST Rubric**
http://www.nystce.nesinc.com/STUDYGUIDE/PDFs/NY202_Rubric.pdf
- **How to Read Your Score Report for ALST**
http://www.nystce.nesinc.com/pdfs/NYSTCE_ISR_back_ALST.pdf

Wrap-up

EAS, ALST & SUNY Teacher Education

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- As a result of this across-SUNY collaboration, certification exam information and resources are accessible to all SUNY students & non-SUNY students
- SUNY teacher education programs are looking at course addition or revision for the EAS five competencies
- Greater focus on developing critical reading and writing skills
- Reexamination of curricula and course revision
- Reexamination of admission criteria to look closely at incoming students' writing skills
- Identification and development of literacy skills for existing cohorts

SUNY Forward

- As a result of the EAS & ALST a new SUNY has emerged with refocus efforts on a new and dynamic student centered approach
- More use of technology to reach SUNY & non-SUNY students
- More across SUNY collaboration and sharing of ideas and expertise
- Friendships

Thank you

- Contact Information

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