EDUCATING ALL STUDENTS (EAS); 2022-2023: Initial and Advanced Programs

PURPOSE

The New York State licensure exams address New York Education Law and Commissioner's Regulations, which require prospective New York State educators to pass designated tests as a requirement for receiving state certification. The explicit purpose of these tests is to help identify for certification those candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of an educator in New York State public schools.

ADMINISTRATION

As a proprietary exam, EAS is administered by New York State Teacher Certification Examinations (NYSTCE) as a computer-based assessment (2022-2023). The exam is required for initial programs as part of their program of study. For Advanced Programs, most candidates have completed the exam for certification prior to program admission, thereby accounting for the variations in exam completers across initial and advanced programs.

INSTRUMENT

The Educating All Students exam (EAS 201) addresses five competencies related to the professional and pedagogical knowledge and skills necessary to teach all students. Two of these, Teacher Responsibilities and School-Home Relationships, are assessed by selected-response items only. The other three

competency areas – Diverse Student Populations, English Language Learners, and Students with Disabilities and Other Special Learning Needs – are each assessed by a combination of selected-response questions and one extended constructed-response item. These items require candidates to analyze a variety of data to flexibly apply pedagogical knowledge and "to use research-validated instructional strategies that are responsive to the characteristics and learning needs of students with a broad range of backgrounds and needs." As criteria for success, our EPP target is to meet or exceed the average state level pass rate benchmarked at a minimum average of 80%.

Exam competencies are aligned with CAEP, InTASC, College and Career Readiness standards, and professional standards for respective disciplines. Competencies also tagged to the Touro Candidate Learning Outcomes (CLOs) and indicators for Equity and Access.

RELIABILITY AND VALIDITY

The New York State Teacher Certification Examinations (NYSTCE) were validated in accordance with professionally accepted procedures for the validation of certification tests and was monitored by the New York State Education Department. Reliability is determined through repeated administrations of each exam. Estimates for reliability for all NYSTCE tests are typically in the range of 0.95 to 0.98. (http://www.nystce.nesinc.com/content/docs/NYSTCE_Validation_Reliability.pdf)

ANALYSIS

EPP

The pass rates for both Initial and Advanced Programs were higher than the State required target of 80% across all programs delivered in Manhattan, Flatbush (Brooklyn) and Long Island for the 2022-23 administration.

Early Childhood/Special Education B-2 (I).

The Manhattan campus program pass-rate was 92% in 2021-22 and 95% for 2022-23, the Brooklyn campus pass-rate was 92% in 2021-22 and 92% in 2022-23 and Long Island campus program was 100% in 2021-22 and 82% in 2022-23.

Childhood Education/Special Education 1-6 (I).

The Manhattan campus program pass-rate was 92% in 2021-22 and 98% in 2022-23, the Brooklyn campus pass-rate was 96% 2021-22 and 94% 2022-23 and Long Island campus program was 100% for both years.

Childhood Education/Special Education Residency 1-6 Trans-B

The Manhattan campus program pass-rate was 100% for both 2021-2022 and 2022-2023

Jewish Childhood Education/Special Education Gr1-6 (I)

The Manhattan campus program pass-rate was 100% for both 2021-2022 and 2022-2023.

Special Education 7-12 (I).

The Manhattan campus program pass-rate was 100% 2021-22 and 95% in 2022-23, the Brooklyn campus pass-rate was 96% 2021-22 and 100% in 2022-23, and Long Island campus program was 100%

Mathematics (I).

The Manhattan campus program pass-rate was 89% in 2021-22 and 100% in 2022-23.

PROPOSED ACTIONS FOR PROGRAM IMPROVEMENT

EPP. To improve and sustain scores at or above an overall 80% pass rate, each program will organize course work according to a developmental sequence. In redesign of the roadmap, candidates will be advised of a specific academic term in which to take the EAS workshop and Exam.

Early Childhood/Special Education B-2 (I). The Target for improvement is to maintain the pass rate to 90% for all sites.

Childhood Education/Special Education 1-6 (I). The Target for improvement is to maintain the pass rate to 90% for all sites.

Childhood Education/Special Education Residency 1-6, Trans-B

The target for improvement is to continue to exceed the average state level pass rate benchmarked at a minimum average of 80%.

Jewish Childhood Education/Special Education Gr1-6 (I). The target for improvement is to continue to exceed the average state level pass rate benchmarked at a minimum average of 80%.

Special Education 7-12 (I).

The target for improvement is to continue to exceed the average state level pass rate benchmarked at a minimum average of 80%.

Mathematics (I). The target for improvement is to continue to exceed the average state level pass rate benchmarked at a minimum average of 80%.

DATA TABLES:

EAS DATA by Location, Program, Year	MANHATTAN					
	2021-22			2022-23		
	Pass	Fail	TOTAL	Pass	Fail	TOTAL
Initial						
Bilingual General Education						
Chldhd Ed Tch Std W Dis Gr 1-6	92%	8%	100%	98%	2%	100%
Chldhd/Sp. Educ Residency 1-6	100%		100%			
Jewish Childhood Ed/SpEd Gr1-6	100%		100%	100%		100%
Mathematics Education	88.9%	11.1%	100%	100%		100%
Tch Erl Chl Ed Std W Dis B-Gr2	92%	8%	100%	95%	6%	100%
Tch SWD Generalist Gr 7-12	100%		100%	95%	5%	100%
Advanced						
Engl to Speakers of Other Lang	90%	10%	100%			
Instructional Technology	100%		100%			
Schl Build&Ditrt Ledr Dual Cer	100%		100%			
Alternative						
Chldhd/Sp. Educ Residency 1-6				100%		100%
Grand Total	94%	6%	100%	97%	3%	100%

EAS DATA by Location, Program, Year	BROOKLYN					
	2021-22			2022-23		
	Pass	Fail	TOTAL	Pass	Fail	TOTAL
Initial						
Chldhd Ed Tch Std W Dis Gr 1-6	96%	4%	100%	94%	6%	100%

Tch Erl Chl Ed Std W Dis B-Gr2	92%	8%	100%	92%	8%	100%
Tch SWD Generalist Gr 7-12	96%	4%	100%	100%		100%
Special Ed-Early Childhood Ed			100%	100%		100%
Special Education-Childhood Ed			100%	100%		100%
Grand Total	94%	6%	100%	94%	6%	100%

EAS DATA by Location, Program, Year	LONG ISLAND					
	2021-22			2022-23		
	Pass	Fail	TOTAL	Pass	Fail	TOTAL
Initial						
Chldhd Ed Tch Std W Dis Gr 1-6	100%		100%	98%	2%	100%
Tch Erl Chl Ed Std W Dis B-Gr2	100%		100%	82%	18%	100%
Tch SWD Generalist Gr 7-12	100%		100%	100%		100%
Grand Total	100%		100%	96%	4%	100%

Prepared by the Office of Institutional Research & Effectiveness

Educating All Students Standards Alignment

Standards	EAS	Performance Expectations
InTASC 1, 2, 3 CLOs , LC1,LC2, EA LC1 NYS 1, 4 CAEP 1 PSEL 3	**COMPETENCY 0001—DIVERSE STUDENT POPULATIONS**	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.
InTASC 1, 2, 3, 5, 9, 10 CLOs RP2, LC1, LC2, DKS3, PCA2, EA RP2, EA DKS1, EA PCA2 NYS 1, 3, 4, 6, 7 TESOL 1, 2, 3, 5 CEC 1, 2, 4 PSEL 3 CAEP 1 College and Career Functional Skills A	**COMPETENCY 0002—ENGLISH LANGUAGE LEARNERS**	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.

InTASC 4, 6, 9, 10 CLO DKS1, PCA2, DLR3 NYS 2, 3, 6, 5 CAEP 1 CEC 1, 2, 4 ISTE 1 PSEL 3 College and Career Cognitive Skills D, E; Functional Skills E	**COMPETENCY 0003—STUDENTS WITH DISABILITIES AND OTHER SPECIAL LEARNING NEEDS**	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.
InTASC 9, 10 CLOs DKS1, PCA2, EA PCA2 NYS 6 CAEP 1 CEC 6, 7 PSEL 2	**COMPETENCY 0004—TEACHER RESPONSIBILITIES**	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.
InTASC 9, 10 CLOs PCA2, EA PCA2 NYS 6 CAEP 1 CEC 7 PSEL 8	**COMPETENCY 0005—SCHOOL-HOME RELATIONSHIPS**	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.

Sources: EAS Framework