



EDUCATING ALL STUDENTS (EAS); 2020-2021: Initial 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. 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 a pass rate

benchmarked at a minimum average of 80%. When scores are above an 80% pass rate, programs may set higher targets for improvement benchmarked against the state average pass rate or its internal pass rate compared by term of reporting.

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 Programs were higher than the minimum threshold of 80% across most programs delivered in Manhattan, Flatbush (Brooklyn) and Long Island. The exception was the Early Childhood/Special Education B-2 in The Long Island campus which had a pass rate of 75%. Note, ODW = Outside Data Window for reporting each cycle.

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

The Manhattan campus program pass rate was 96%, the Brooklyn campus pass rate was 93.3% and the Long Island campus pass rate was 75%

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

The Manhattan campus program pass rate was 92%, the Brooklyn campus pass rate was 95% and the Long Island campus pass rate was 100%

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

The Manhattan campus program pass rate was 100%.

Special Education 7-12 (I).

The Manhattan campus program pass rate was 93.3%, the Brooklyn campus pass rate was 100% and the Long Island campus pass rate was 100%

Mathematics (I).

The Manhattan campus program pass rate was 80%.

PROPOSED ACTIONS FOR PROGRAM IMPROVEMENT

EPP. To improve and sustain scores at or above an overall 80% pass rate, the EPP will continue to monitor the quality of program course and co-curricular activities alignment with licensure exam competencies.

Early Childhood/Special Education B-2 (I). The target for improvement is to meet or exceed minimum threshold pass rates of 80% for Long Island. The program will incorporate an EAS preparation course that will be mandatory for candidates who have not passed the exam.

Childhood Education/Special Education 1-6 (I). The target for improvement to exceed the pass rate of 95% in the EAS exam to 96% in Manhattan. The program will advise candidates to take EAS seminar prior to taking the exam. In addition, program faculty will revise the course assessments for EDSN 665, SEDN 667, EDSN 604, EDSN694, and SEDN695 for candidates to demonstrate the knowledge of diverse student population.

Jewish Childhood Education/Special Education Gr1-6 (I). The target for improvement is to maintain 100% pass rate.

In order to maintain our 100% pass rate the program will continue to focus on Instructional pedagogy throughout our courses, with a special focus in 602 (intro to teaching students with disabilities) and 670 (Curriculum and classroom management).

Special Education 7-12 (I). To maintain the pass rate of 93% for Manhattan, 100% in Brooklyn, and 100% pass rate in Long Island, the program will continue alignment of program courses with licensing exams.

Mathematics (I). The target for improvement is to exceed minimum threshold pass rate from 80% to 83% in the EAS exam. To increase the pass rate the program will encourage candidates to take the EAS workshop.

Undergraduate Program (I).

The target for improvement is to increase the number of candidates taking the EAS to 10% of enrolled candidates taking the exam. Candidates will be advised to enroll in EAS workshops in their final semester before Program completion.

DATA TABLES				
EAS DATA by Location, Program, Year	MANHATTAN			
	2020-21			
	Pass	Fail	ODW	TOTAL
Initial				
Bilingual General Education				0
Biology Education-Grades 7-12				
Chldhd Ed Tch Std W Dis Gr 1-6	57	5		62
Jewish Childhood Ed/SpEd Gr1-6	2			2
Mathematics Education	4	1		5
Tch Erl Chl Ed Std W Dis B-Gr2	72	3		75
Tch Mid Child Std W Dis Gr 5-9				
Tch SWD Generalist Gr 7-12	14	1		15
Advanced				
Engl to Speakers of Other Lang	1			1
Instructional Technology				0
Schl Build&Ditrt Ledr Dual Cer				0
Grand Total	150	10		160
EAS DATA by Location, Program, Year	BROOKLYN			
	2020-21			
	Pass	Fail	ODW	TOTAL
Initial				
Chldhd Ed Tch Std W Dis Gr 1-6	71	4		75
Tch Erl Chl Ed Std W Dis B-Gr2	84	6		90
Tch SWD Generalist Gr 7-12	37			37
Grand Total	192	10		202
EAS DATA by Location, Program, Year	LONG ISLAND			
	2020-21			
	Pass	Fail	ODW	TOTAL
Initial				
Chldhd Ed Tch Std W Dis Gr 1-6	24			24
Tch Erl Chl Ed Std W Dis B-Gr2	3	1		4
Tch SWD Generalist Gr 7-12	7			7
Grand Total	34	1		35

EAS DATA by Location, Program, Year	MANHATTAN			
	2020-21			
	Pass	Fail	ODW	TOTAL
Initial				
Bilingual General Education				100%
Biology Education-Grades 7-12				
Chldhd Ed Tch Std W Dis Gr 1-6	92%	8%		100%
Jewish Childhood Ed/SpEd Gr1-6	100%			100%
Mathematics Education	80%	20%		100%
Tch Erl Chl Ed Std W Dis B-Gr2	96%	4%		100%
Tch Mid Child Std W Dis Gr 5-9				100%
Tch SWD Generalist Gr 7-12	93.3%	6.70%		100%
Advanced				
Engl to Speakers of Other Lang	100%			100%
Instructional Technology				
Schl Build&Ditrt Ledr Dual Cer				
Grand Total	94%	6%		100%

EAS DATA by Location, Program, Year	BROOKLYN			
	2020-21			
	Pass	Fail	ODW	TOTAL
Initial				
Chldhd Ed Tch Std W Dis Gr 1-6	95%	5%		100%
Tch Erl Chl Ed Std W Dis B-Gr2	93.3%	6.70%		100%
Tch SWD Generalist Gr 7-12	100%			100%
Grand Total	95%	5%		100%

EAS DATA by Location, Program, Year	LONG ISLAND			
	2020-21			
	Pass	Fail	ODW	TOTAL
Initial				
Chldhd Ed Tch Std W Dis Gr 1-6	100%			100%
Tch Erl Chl Ed Std W Dis B-Gr2	75%	25%		100%
Tch SWD Generalist Gr 7-12	100%			100%
Grand Total	97%	3%		100%

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.

<p>InTASC 9, 10 CLOs DKS1, PCA2, EA PCA2 NYS 6 CAEP 1 CEC 6, 7 PSEL 2</p>	<p>COMPETENCY 0004— TEACHER RESPONSIBILITIES</p>	<p>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.</p>
<p>InTASC 9, 10 CLOs PCA2, EA PCA2 NYS 6 CAEP 1 CEC 7 PSEL 8</p>	<p>COMPETENCY 0005— SCHOOL-HOME RELATIONSHIPS</p>	<p>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.</p>

Sources: [EAS Framework](#)