EDUCATING ALL STUDENTS (EAS); 2023-2024: 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 (2023-2024). 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 2023-24 administration.

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

The Manhattan campus program pass-rate was 95% in 2022-23 and 97% for 2023-24, the Brooklyn campus pass-rate was 92% in 2022-23 and 96% in 2023-24, and Long Island campus program was 82% in 2022-23 and 86% in 2023-24.

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

The Manhattan campus program pass-rate was 98% in 2022-23 and 95% in 2023-24, the Brooklyn campus pass-rate was 94% 2022-23 and 96% 2023-24, and Long Island campus program was 98% for 2022-23 and 93% 2023-24.

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

The Manhattan campus program pass-rate was 100% for both 2022-2023 and 2023-2024.

Adolescent SpEd (7-12) Trans-B.

The Manhattan campus program pass-rate was 100% for 2023-2024.

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

The Manhattan campus program pass-rate was 100% for both 2022-2023 and 2023-2024.

Special Education 7-12 (I).

The Manhattan campus program pass-rate was 95% 2022-23 and 95% in 2023-24, the Brooklyn campus pass-rate was 100% 2022-23 and 100% in 2023-24, and Long Island campus program was 100%

Mathematics (I).

The Manhattan campus program pass-rate was 100% in 2022-23 and in 2023-24.

PROPOSED ACTIONS FOR PROGRAM IMPROVEMENT

EPP. To improve and sustain scores at or above an overall 80% pass rate, each program will organize coursework according to a developmental sequence. In redesign of the roadmap, candidates will be advised 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 increase the pass rate to 97% for the Manhattan site, to increase the pass rate to 97% at the Brooklyn site, and to increase the pass rate to 90% at Long Island site.

Childhood Education/Special Education 1-6 (I). The target for improvement is to increase pass rate to 99% for the Manhattan site, to increase the pass-rate to 97% for the Brooklyn site, and to increase the pass-rate to 95% for the Long Island site.

Special Education 7-12 (I). The target for improvement is to increase pass rate to 97% for the Manhattan site and to maintain the 100% pass rate for the Brooklyn and Long Island sites.

Childhood Education/Special Education Residency 1-6, Trans-B Adolescent SpEd (7-12) Trans-B. The target is to maintain the 100% pass rate for the Manhattan site.

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

Mathematics (I). The target is to maintain the 100% pass rate.

EAS DATA
by Location, Program, Year

MANHATTAN

	2022-23				2023-24			
	Pass	Fail	ODW	TOTAL	Pass	Fail	ODW	TOTAL
Initial								
Chldhd Ed Tch Std W Dis Gr 1-6	98%	2%		100%	95%	5%		100%
Jewish Childhood Ed/SpEd Gr1-6	100%			100%	100%			100%
Mathematics Education	100%			100%	100%			100%
Tch Erl Chl Ed Std W Dis B-Gr2	95%	6%		100%	97%	3%		100%
Tch SWD Generalist Gr 7-12	95%	5%		100%	95%	5%		100%
Advanced								
Engl to Speakers of Other Lang								
Instructional Technology								
Schl Build&Ditrt Ledr Dual Cer								
Alternative								
Adolescent SpEd(7-12) Trans-B					100.0%			100%
Chldhd/Sp. Educ Residency 1-6	100%			100%	100.0%			100%
Grand Total	97%	3%		100%	97%	3%		100%

EAS DATA
by Location, Program, Year

BROOKLYN

	2022-23				2023-24			
	Pass	Fail	ODW	TOTAL	Pass	Fail	ODW	TOTAL
Initial								
Chldhd Ed Tch Std W Dis Gr 1-6	94%	6%		100%	96%	4%		100%
Tch Erl Chl Ed Std W Dis B-Gr2	92%	8%		100%	96%	4%		100%
Tch SWD Generalist Gr 7-12	100%			100%	100%			100%
Special Ed-Early Childhood Ed	100%			100%				
Special Education-Childhood Ed	100%			100%				
Grand Total	94%	6%		100%	97%	3%		100%

EAS DATA
by Location, Program, Year

LONG ISLAND

	2022-23				2023-24			
	Pass	Fail	ODW	TOTAL	Pass	Fail	ODW	TOTAL
Initial								
Chldhd Ed Tch Std W Dis Gr 1-6	98%	2%		100%	93%	7%		100%
Tch Erl Chl Ed Std W Dis B-Gr2	82%	18%		100%	86%	14%		100%
Tch SWD Generalist Gr 7-12	100%			100%	100%			100%
Grand Total	96%	4%		100%	92%	8%		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.
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](#)