



## **EDUCATING ALL STUDENTS (EAS); 2019-2020: 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 (2019-2020). 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](http://www.nystce.nesinc.com/content/docs/NYSTCE_Validation_Reliability.pdf))

## **ANALYSIS**

### **EPP**

The pass rates were higher than the State minimum target of 80% across all programs delivered in Brooklyn and Bay Shore. For Manhattan-based program, Teaching Early Childhood Education Students with Disabilities B-Gr2 demonstrated a lower pass rate of 78% for 2019-2020. At the advanced level, there were no results for the 2019-20 administration. Note, ODW = Outside Data Window for reporting each cycle. State comparison data were not available at the time of analysis.

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

The Manhattan campus program pass-rate was 78%, the Brooklyn campus pass-rate was 88% and Bay Shore campus program was 100%

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

The Manhattan campus program pass-rate was 95%, the Brooklyn campus pass-rate was 85% and Bay Shore campus program was 100%

**Special Education 7-12 (I).**

The Manhattan campus program pass-rate was 100%, the Brooklyn campus pass-rate was 93% and Bay Shore campus program 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, 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 at the Manhattan site from 78% to 80% or higher. We will encourage all candidates to enroll in the EAS preparation course prior to taking the exam. All instructors teaching courses leading to Field Experience/Practicum will receive Professional Development in the specific content areas of the EAS.

**Childhood Education/Special Education 1-6 (I).** The target for improvement is to maintain a pass rate of 85% or higher across all program sites. In redesign of the roadmap, candidates will be advised a specific academic term in which to take the EAS workshop. For the program curricular enrichment, specific content modules addressing teaching and learning of culturally diverse student populations will be included in methods and clinical courses.

**Special Education 7-12 (I).** The target for improvement is to maintain a pass rate of 90% or higher. In redesign of the roadmap, candidates will be advised a specific academic term in which to take the EAS workshop.

**Mathematics (I).** The target for improvement is to maintain a pass rate of 82% or higher. In redesign of the roadmap, candidates will be advised a specific academic term in which 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 Reports**

<b>EAS DATA MANHATTAN</b>				
	2019-20			
	Pass	Fail	ODW	TOTAL
<b>Initial</b>				
Bilingual General Education				
Biology Education-Grades 7-12				
Chldhd Ed Tch Std W Dis Gr 1-6	59	3		62
Mathematics Education	4	1		5
Tch Erl Chl Ed Std W Dis B-Gr2	62	15	2	79
Tch Mid Child Std W Dis Gr 5-9				0
Tch SWD Generalist Gr 7-12	8			8
<b>Advanced</b>				
Engl to Speakers of Other Lang				0
Instructional Technology				0
Schl Build&Ditr Ledr Dual Cer				0
<b>Grand Total</b>	<b>133</b>	<b>19</b>	<b>2</b>	<b>154</b>

EAS DATA BROOKLYN				
	2019-20			
	Pass	Fail	ODW	TOTAL
<b>Initial</b>				
Bilingual General Education				
Biology Education-Grades 7-12				
Chldhd Ed Tch Std W Dis Gr 1-6	41	5	2	48
Mathematics Education				
Tch Erl Chl Ed Std W Dis B-Gr2	79	11		90
Tch Mid Child Std W Dis Gr 5-9				
Tch SWD Generalist Gr 7-12	25	1	1	27
Undergraduate				
<b>Advanced</b>				
Engl to Speakers of Other Lang				
Instructional Technology				
Schl Build&Ditrt Ledr Dual Cer				
Grand Total	145	17	3	165

EAS DATA BAY SHORE	2019-20			
	Pass	Fail	ODW	TOTAL
	<b>Initial</b>			
Bilingual General Education				
Biology Education-Grades 7-12				
Chldhd Ed Tch Std W Dis Gr 1-6	30			30
Mathematics Education				
Tch Erl Chl Ed Std W Dis B-Gr2	11			11
Tch Mid Child Std W Dis Gr 5-9				
Tch SWD Generalist Gr 7-12	8			8
<b>Advanced</b>				
Engl to Speakers of Other Lang				
Instructional Technology				
Schl Build&Ditrt Ledr Dual Cer				
Grand Total	49			49

EAS DATA MANHATTAN	2019-20			
	Pass	Fail	ODW	TOTAL
	<b>Initial</b>			
Bilingual General Education				
Biology Education-Grades 7-12				
Chldhd Ed Tch Std W Dis Gr 1-6	95%	5%		100.0%
Mathematics Education	80%	20%		100.0%
Tch Erl Chl Ed Std W Dis B-Gr2	78%	19%	3%	100.0%
Tch Mid Child Std W Dis Gr 5-9				
Tch SWD Generalist Gr 7-12	100%			100.0%
<b>Advanced</b>				
Engl to Speakers of Other Lang				
Instructional Technology				

Schl Build&Ditrt Ledr Dual Cer				
Grand Total	86.0%	12.0%	2.0%	100.0%



EAS DATA BROOKLYN	2019-20			
	Pass	Fail	ODW	TOTAL
	<b>Initial</b>			
Bilingual General Education				
Biology Education-Grades 7-12				
Chldhd Ed Tch Std W Dis Gr 1-6	85.0%	10.0%	5%	100%
Mathematics Education				
Tch Erl Chl Ed Std W Dis B-Gr2	88.0%	12.0%		100%
Tch Mid Child Std W Dis Gr 5-9				
Tch SWD Generalist Gr 7-12	93.0%	3.5%	3.50%	100%
Undergraduate				
<b>Advanced</b>				
Engl to Speakers of Other Lang				
Instructional Technology				
Schl Build&Ditrt Ledr Dual Cer				
Grand Total	88.0%	10.0%	2.0%	100.0%

EAS DATA BAY SHORE	2019-20			
	Pass	Fail	ODW	TOTAL
	<b>Initial</b>			
Bilingual General Education				
Biology Education-Grades 7-12				
Chldhd Ed Tch Std W Dis Gr 1-6	100.0%			100%
Mathematics Education				
Tch Erl Chl Ed Std W Dis B-Gr2	100%			100%
Tch Mid Child Std W Dis Gr 5-9				
Tch SWD Generalist Gr 7-12	100%			100%
<b>Advanced</b>				
Engl to Speakers of Other Lang				
Instructional Technology				
Schl Build&Ditrt Ledr Dual Cer				
Grand Total	100.0%			100.0%

### 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	<b>COMPETENCY 0001— DIVERSE STUDENT POPULATIONS</b>	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	<b>COMPETENCY 0002— ENGLISH LANGUAGE LEARNERS</b>	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	<b>COMPETENCY 0003— STUDENTS WITH DISABILITIES AND OTHER SPECIAL LEARNING NEEDS</b>	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><b>COMPETENCY 0004—  TEACHER  RESPONSIBILITIES</b></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><b>COMPETENCY 0005—  SCHOOL-HOME  RELATIONSHIPS</b></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](#)