EDUCATING ALL STUDENTS
TEST PREP

MERCY COLLEGE
Grad. PASS Program

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Selected excerpts taken from:
NYSTCE: Field 201: EAS Test Design and Frameworks
http://www.nystce.nesinc.com/PDFs/NY201_OBJ_FINAL.pdf

The NYSTCE EAS Preparation Guide and Practice Test
http://www.nystce.nesinc.com/NY_PM.asp?t=201

EAS Webinar
http://vimeo.com/91294473
Educating All Students (EAS)
Exam-Prep Workshop

General Test-Taking Strategies

Studying is the single most important strategy to obtain good test scores. However, you cannot minimize the importance of reviewing test-taking strategies that can optimize your test results.

Prior to Testing:
- Review the CBT (Computer Based Test) tutorial on the NYSTCE website to learn how to navigate the testing session, flag for review, etc.
  The EAS is a CBT.
- Take the practice test to acquaint yourself with the test format.
- Get a good night’s sleep. Approximately 6-8 hours is recommended to be well rested and stay focused on the exam.
- Eat a good breakfast. Protein will keep you alert and focused for a longer time.
- Be prompt. Allow yourself plenty of travel time being mindful of traffic or transit delays. Plan on being in the testing room at least 5 to 10 minutes prior to the start of the testing session. (Use the bathroom before entering the testing room.)
- Be mindful that all personal items (purses, bags, books, papers, etc.) must be placed in a secure location prior to testing.

During the Exam:
- Know that you are ready for this exam. If you become nervous take a few deep breaths and think positive thoughts.
- Read carefully and follow directions – both verbal and written. Read through the entire question and all the suggested responses before selecting your response. On the constructed-response questions, be sure to answer each of the bullets. It’s clearer to begin a new paragraph whenever you respond to a new bullet. Keep your responses concise and to-the-point. (Limit: 150-200 words per question.)
- Pace yourself – You have a total of 135 minutes to complete the entire exam. Allow at least 10 – 15 min. for each constructed-response question.
- Beat the odds. With any four-choice question, the odds of “just guessing” and getting the correct response is 25%. Eliminate the answer choices you know are incorrect. Eliminating one answer choice will increase your odds to 33.3% and eliminating 2 incorrect choices gives you a 50% chance of successfully answering the question.
- Take an educated guess. The exam is scored on the number of correct responses submitted. There are no penalties for incorrect responses.
Educating All Students (EAS) Exam

Test Design and Content:

- **The EAS exam covers five specific Competencies:**
  - Diverse Student Populations,
  - English Language Learners,
  - Students with Disabilities and Other Special Learning Needs,
  - Teacher Responsibilities,
  - School-Home Relationships.

- **Each Competency contains three pieces of literature that establish a specific scenario:**
  - a case study description,
  - entries from the teacher’s journal,
  - a lesson plan.

- **This test consists of multiple-choice questions and constructed-response tasks.**
  - Each Constructed-Response question shares scenario-based stimulus material with several multiple-choice questions.
  - Each multiple-choice question is presented with four answer choices. You are asked to select “the ONE best answer.” It is better to take a guess than to leave a question unanswered.
  - The total testing time is 135 minutes. You may allocate the time as you wish. However, it is noted that the time expectations are: at least 10 min. for each constructed-response and 90-100 min. to complete the selected-response questions.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Selected Response</th>
<th>Constructed-Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Approximate # of Items</td>
<td>Approximate % of Score</td>
</tr>
<tr>
<td>0001 Diverse Student Populations</td>
<td>11</td>
<td>18%</td>
</tr>
<tr>
<td>0002 English Language Learners</td>
<td>11</td>
<td>18%</td>
</tr>
<tr>
<td>0003 Students with Disabilities and Other Special Learning Needs</td>
<td>10</td>
<td>18%</td>
</tr>
<tr>
<td>0004 Teacher Responsibilities</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>0005 School-Home Relationships</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>42</strong></td>
<td><strong>70%</strong></td>
</tr>
</tbody>
</table>
Content 0001: DIVERSITY

“The New York State educator understands the characteristics, strengths, and needs of all student populations and effectively uses knowledge of diversity...to address the needs of all students, to create a sense of community...and...to promote students’ appreciation of and respect for all students in their diversity.” The diversity addressed in this competency includes differences associated with: gender, sex, sexual orientation, native origin, culture, native language, religion, race, socio-economic differences, etc.

Differentiated Teaching:
- **Involvement:** Learn about your students, their family situation, cultural background, socio-economic status, native/alien, gender, etc.
- **Self-reflection:** Monitor your success with regard to student engagement and learning and evaluate effective teaching design and strategies.
- **Classroom Climate:** Create a safe, supportive, stress-free classroom climate where students feel comfortable with taking risks, posing questions and asking for assistance.

Culturally Responsive Teaching:
- **Foster tolerance/acceptance and appreciation of student differences**
- **Author study:** Ladson-Billings, Gay, Banks
- **ASCD, Brown University/Educational Alliance**

Social Justice Education
- **Author study:** Freire, Hackman, Lipman

Content 0002: ENGLISH LANGUAGE LEARNERS (ELLs)

“The New York State educator understands the characteristics, strengths, and needs of ELLs 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.”

- **BICS vs. CALP**
- **1st vs. 2nd Language Proficiency**
- **SIFE(Students with Interrupted Formal Education)/Knowledge Gaps**
- **NYSESLAT (Scoring)**
- **ESL Methods and Strategies**
  - **Cummins (BICS – CALP, etc..)** [www.iteachilearn.org/cummins](http://www.iteachilearn.org/cummins)
  - **Hakuta: The Common Core Challenge for ELLs** - [www.nassp.org/content/topic/the_cor](http://www.nassp.org/content/topic/the_cor)
• Sheltered Instruction – Utilizes meaningful instruction in the content areas – social studies, mathematics, science, etc. by successfully incorporating ESL strategies.
  o (http://en.wikipedia.org/wiki/Sheltered_instruction)
  o Magic Seven: Comprehensible input and output, Lower the Affective Filter, Simplify the Content – Communicate demands through simple language, pictures, diagrams, etc..
• Progressions/Common Core
  o www.ColorinColorado.com
  o Judi Haynes, New Jersey
  o www.EngageNY.com

Content 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.”

• Response to Intervention – The teacher provides increasingly intensive supports and interventions.
  o Know your students and the characteristics manifested by their disability. Modify instruction and assessments to meet their specific needs. (DIFFERENTIATED INSTRUCTION)
  o Consistently check for understanding and alter strategies accordingly.
  o Provide on-going observation and evaluation of student progress.
• National Center Website (2nd Language)
• Individualized Educational Plan (IEPs)
  o Collaborate with specialists to identify resources and alternate methodologies to individualize instruction according to needs.
  o Employ assistive technology devices when appropriate.
• Center of Parental Information and Resources
  o http://www.parentcenterhub.org/repository/iep-overview/
  o Know the legal implications and rights of SWD and SOSLN
• Behavioral Intervention Plans (BIPs)
  o Use positive behavioral interventions and supports (PBIS) to assist and engage struggling learners.
Content 0004: Teacher Responsibilities

“The New York State educator understands rights and responsibilities ... involving interactions between teachers and students, parents/guardians, community members, colleagues, school administrators, and other school personnel.”

- **Student’s Legal Rights**
  - Testing accommodations
  - Rights to services and due process
  - Discrimination, harassment and bullying
  - Confidentiality and privacy
- **Advocate for the student**
  - Meet specific student needs
  - Report abuse and address safety issues
- **Know the rights and responsibilities of parents/guardians**
  - Access to student records / progress reports and student attendance issues,
  - Input into their child’s educational decisions.
- **Always respond professionally and with integrity.**

Content 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.”

- **Initiate and maintain effective communication to enhance student learning.**
  - PT/ G meetings and get-togethers
  - Encourage parental input
- **Identify factors that promote understanding**
  - Accessibility, responsiveness, cross-cultural understanding.
- **Accommodate communication through the use of interpreters and translated documents.**

Other resources to explore when responding to questions regarding **Teacher Responsibilities and the School-Home Relationships are:**

- Charlotte Danielson  Domain 4 (A & B)
  - Reflection and Record Keeping
- **Quality of Effective Teachers (Strong)**
- Joyce Epstein: **Six Types of Involvement**
- **A Framework for Understanding Poverty** by Ruby Payne
Test Design and Specific Test-taking Strategies

Problem Solving Format:

- Case Study Material
  - Description
  - Teacher Journal
  - Lesson Plan

- Ill-defined Problems
  - No ONE answer is clearly right.
  - Solutions are found in the language and assumptions being made.
  - Remember the main issues are DIVERSITY and DIFFERENTIATED INSTRUCTION.

General Problem Solving Strategies

- Read the questions and answer choices FIRST before reading case study materials.
- Write down key words or phrases from the questions and choices FIRST on the white board before reading.
- Read ALL the answer choices before determining the BEST answer.
- After reading the case study materials, respond to the Constructed-Response Question before the Selected-Response items in each category.
- For Constructed Response Questions:
  - Follow the first two bullets above’
  - Respond to each of the bullets.
  - Begin a new paragraph when responding to a new bullet in the question. This provides a clear response to the question posed.
  - Give evidence in your response. (Cite information from the case study materials.

REMEMBER THAT YOU MUST:

- BE CONCISE (Between 150 and 200 words. This is not an essay question.)

- BE ANALYTIC (Respond to each bullet and cite important, relevant information)

- Base your answers on the CASE STUDY MATERIALS. (No guesswork)
EXAMPLE FROM PRACTICE TEST

- Refer to: Ms. Finnegan – Selected-Response Question # 3 on page 4 of the EAS Practice Test.
- Follow the procedure described above and select your response. Be prepared to defend your choice.
- Review:
  - Student 1 (D)
    “I selected D because I believe observation is a valuable way to assess students’ learning. By circulating the classroom, teachers have the ability to listen to their students’ conversations and ask questions to determine the reasoning behind their thought processes. If teachers have an understanding of the students’ thinking they can better support those who need additional teaching or greater challenge.”
  - Student 2 (B)
    “While self-evaluation and informal observation (A and D) are critical in assessment, B is the only answer in which students are distinctly asked to identify fact and opinion. This choice was a good answer, in my opinion, because it allows for the data collection of each student and provides tangible data in regards to the highlighted section of the passage.”

Why is the Answer B?

- Performance based
- Individual Assessment
- Accuracy

Informal assessment of student learning is often accomplished through performance-type tasks that must be completed by individual students. In this way, the teacher can gain a more accurate measure of every students’ understanding and ensure that students who need additional teaching or support are not overlooked because they performed a task as a group.

REMEMBER:

- Pay attention to similarities and differences in the questions or choices.
- All the choices except B involved group or pair work.
- The question is about teacher assessment. A and C are about peer assessment.
- Pay attention to emphasis in case study on diverse learners.
SCORING THE EAS CONSTRUCTED-RESPONSE QUESTION

PERFORMANCE CHARACTERISTICS
The following characteristics guide the scoring of responses to the constructed-response assignment.

CONTENT
The extent to which the response meets the requirements of the assignment

ANALYSIS, SYNTHESIS, AND APPLICATION OF PEDAGOGICAL PRINCIPLES
The extent to which the response demonstrates understanding of and engagement with the provided exhibits.

COMMAND OF EVIDENCE
The extent to which the response presents relevant support.

Score Scale for Constructed-Response Items
Scores will be assigned to the constructed-response items according to the following score scale:

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 “U” 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 The “B” response is NO response.

Several excerpts were taken from: New York State Teacher Certification Examinations: Field 201: Educating All Students (EAS) Test Design and Frameworks, March 2014
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