

# EDUCATING ALL STUDENTS-EAS CERTIFICATION EXAM PART II THE FIVE COMPETENCIES ©

Patricia Isaac, Ph.D., Associate Professor  
SUNY Empire State College

[Patricia.Isaac@esc.edu](mailto:Patricia.Isaac@esc.edu)

315-460-3168

January 5, 2015

# Funding Statement

The development of this tutorial was supported by Race to the Top funding granted by the New York State Education Department through the SUNY Teacher and Leader Education Network Faculty Development MOU Project.

# Disclaimer

- This tutorial is informational in preparing you for the Educating All Students certification exam. The EAS is a new exam and therefore scoring, test content and test design is subject to change.

# Agenda

- Review EAS Sample Test Items
- EAS Five Competencies
  1. Diverse Student Populations
  2. English Language Learners
- NYS English as a Second Language Achievement Test- NYSESLAT
  3. Students with Disabilities and other special learning needs
- Response to Intervention- Rtl
  4. Teacher Responsibilities
- Family Educational Rights Privacy Act-FERPA
  5. School-Home Relationships

## Competency 0001—Diverse Student Populations

### Performance Expectations:

- 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.

# Diverse Student Populations

- Exhibit Diverse Students
- The majority of Ms. Finnegan's students come from one culture, which reflects the composition of the school population. The priority is to create inclusive classroom environments.
- Ms. Finnegan's review of data from her students' standardized reading assessment indicates that 10/34 achieved the level of proficient in ELA.
- Ms. Finnegan is considering strategies to ensure her instruction is culturally responsive.
- Her lesson plan on fact and opinion includes a newspaper article about a professional basketball player.

# Constructed Response Item Question & Answer

5. After analyzing the information provided, write a response of approximately 150–200 words.
- A. identify one issue related to student diversity that Ms. Finnegan should address in her instructional planning related to this lesson.
    - *One issue related to diversity that Ms. Finnegan should address in planning the lesson on fact and opinion is that students, depending on their backgrounds or gender, may or may not be familiar with the topic professional basketball. Students with little or no background knowledge of basketball will be at a disadvantage when it comes to determining whether a statement is a fact or an opinion.*

# Constructed Response Item Question & Answer

- B. describe one strategy Ms. Finnegan could use to address the issue you identified.
  - *Ms. Finnegan could address this issue by allowing students to choose from texts written on several different topics that are more familiar to all students. She could then form groups according to the texts students choose.*
- C. explain why the strategy you described would be effective in facilitating student learning.
  - *This strategy would be effective in facilitating student learning because students would have the necessary background knowledge of their topic. They would not have to expend mental energy trying to comprehend text about an unfamiliar topic, and could focus their attention on the primary objective of distinguishing between fact and opinion. This strategy would also encourage students to work with different peers and help them get to know other students who share their interests.*



## COMPETENCY 0002—ENGLISH LANGUAGE LEARNERS

### Performance Expectations:

- 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.

## New York State English as a Second Language Achievement Test -NYSESLAT

- The New York State English as a Second Language Achievement Test (NYSESLAT) is designed to annually assess the English proficiency of all English language learners enrolled in Grades K–12 in New York State schools.
- The test gives the State and schools important information about the English language development of English language learners (ELLs), and is part of the State's compliance with federal laws that mandate the annual assessing and tracking of English proficiency of English language learners (NYSESLAT, 2014).

<p><b>Beginning</b> Student performance does not demonstrate an understanding of the English language expected at this grade level.</p>	<p><b>Intermediate</b> Student performance demonstrates a partial understanding of the English language expected at this grade level.</p>	<p><b>Advanced</b> Student performance demonstrates an understanding of the English language expected at this grade level.</p>	<p><b>Proficient</b> Student performance demonstrates a thorough understanding of the English language expected at this grade level.</p>
---------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------

(NYSESLAT Scoring Report, 2013-14)

# Understanding the NYSESLAT

## Exhibit ELL

- Mr. Lin has been working in his math class with Valeria, an 8<sup>th</sup> grade ELL who struggles academically. Valeria is at the advanced stage of English language proficiency, but has been unable to achieve the performance level of proficient on the (NYSESLAT). She is also performing significantly below grade level in mathematics.
- Mr. Lin has found that presenting a concept multiple times using different methods helps Valeria understand the meaning of the concept.
- However, Valeria has trouble applying the concept to word problems and frequently skips steps or misinterprets the question.

# Valeria's NYSESLAT Scores

	Valeria's Raw Score	Raw Score Required for Proficient	State Average Raw Score	Maximum Raw Score Possible
Listening	20	21	17	25
Speaking	31	30	24	34
Reading	19	22	21	27
Writing	16	19	18	22

Score and Proficiency Level:

Scale Score: 837 \*Overall State Percentile Rank: 52 \*The student's score on the test was the same or higher than 52% of all students statewide in the student's grade who took this test.

**Proficiency: Advanced**

# Understanding NYSESLAT to Inform Instruction

- Exhibit ELL
- Q. 6- In planning instruction for Valeria, Mr. Lin has a professional responsibility to focus his efforts on ...
- A. D- providing Valeria with the scaffolding she needs to master the same concepts and skills as her peers.
- Q. 7- Mr. Lin can best promote Valeria's comprehension of academic language by using which of the following strategies during the lesson on linear equations?
- A. A- Write the vocabulary associated with the lesson concepts on the board while explaining it to students.

## COMPETENCY 0003—STUDENTS WITH DISABILITIES AND OTHER SPECIAL LEARNING NEEDS

### Performance Expectations:

- 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.

# NYSED Response to Intervention

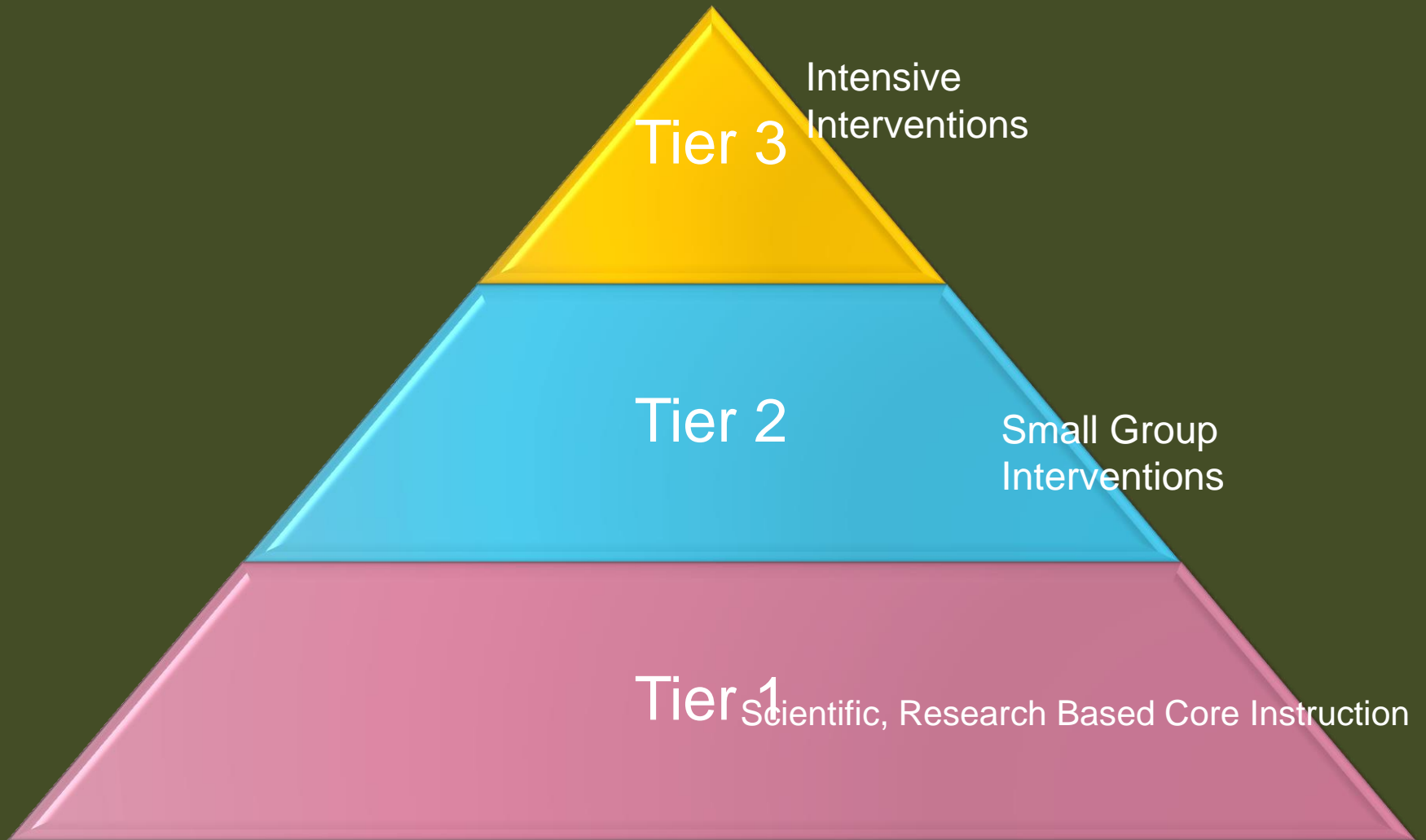
RtI is a school process used to determine if a student is responding to classroom instruction and progressing as expected. In an RtI process, a student who is struggling receives additional instructional support provided by matching instruction to a student's individual needs through a multi-tier instructional model.

- Each level, also known as a tier, provides instruction with increased intensity such as smaller groups or instructional time focused on specific areas.

RtI focuses on the early prevention of academic difficulty, particularly in the areas of reading and math by:

- ensuring appropriate instruction for all students;
- monitoring students' progress; and
- providing additional levels of instructional assistance (intervention) (NYSED RtI Parent's Guide, June 2014)

# NYSED RtI Three-Tiered Model of Interventions





# Students with Disabilities

- Exhibit SWD
- Mr. Forrest teaches a general education kindergarten class and Lily is receiving Tier 3 Response to Intervention (RtI) services to help her strengthen her numeracy concepts and skills. She receives services daily beyond core instruction in math, to promote her grasp of mathematics concepts and skills.
- Q. 13. Which of the following information sources would be most useful in helping the school determine if Lily should be referred for an initial evaluation for special education services?
- A. D- Therefore, before formally referring Lily for evaluation, it is important for the teacher to implement specific interventions to address Lily's learning needs and gather data about Lily's performance from various sources to ensure that every effort has been made to provide effective and appropriate instruction.

## COMPETENCY 0004—TEACHER RESPONSIBILITIES

### Performance Expectations:

- 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.

# Family Educational Rights & Privacy Act

- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
- FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level (USDE, June 2014).

# Teacher Responsibilities

## Exhibit Teacher Responsibilities

- Q.16- States the parents want to amend their child's school record about an incident. A formal hearing upheld the school's decision to deny the parents' request. What are the parents' legal rights?
- A. B- place a statement in their child's records, stating their disagreement with the school's report.

According to the Family Educational Rights and Privacy Act (FERPA), parents/guardians or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading.....After the hearing, if the school still does not decide to amend the record, the parent/guardian or eligible student has the right to place a statement in the record setting forth his or her view about the contested information.

## COMPETENCY 0005—SCHOOL-HOME RELATIONSHIPS

### Performance Expectations:

- 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.

# School-Home Relationships

- Exhibit School-Home Relationships
- Q. 17-Teachers in an elementary school are creating take-home activity kits to reinforce students' in-school learning. Activities are content-related and designed to be completed by students and their parents/guardians. Materials for the activities are included and directions are provided in the students' home languages whenever possible. The take-home activity kits are likely to be most effective in achieving the desired outcome if the teachers emphasize which of the following types of activities?
- A. D. hands-on activities that promote interaction between students and their parents/guardians

# References

**Visit the following websites for additional information**

## **Educating All Students Rubric**

- [http://www.nystce.nesinc.com/STUDYGUIDE/PDFs/NY201\\_Rubric.pdf](http://www.nystce.nesinc.com/STUDYGUIDE/PDFs/NY201_Rubric.pdf)

## **Family Educational Rights and Privacy Act- June 2014**

- <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

## **Field 201 EAS Test Design and Framework March 2014 Final**

- [http://www.nystce.nesinc.com/PDFs/NY201\\_OBJ\\_FINAL.pdf](http://www.nystce.nesinc.com/PDFs/NY201_OBJ_FINAL.pdf)

## **Field 201: Educating All Students (EAS) Study Guide & Sample Test Questions**

- [http://www.nystce.nesinc.com/STUDYGUIDE/NY\\_SG\\_SRI\\_201.htm](http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_201.htm)

## **Guidance on New York State's Certification Examinations for Teachers and School Building Leaders- March 2013**

- <http://www.highered.nysed.gov/tcert/pdf/certexamfaq.pdf>

## **NYS English as a Second Language Achievement Test Guide- NYSESLAT- 2104**

- <http://www.p12.nysed.gov/assessment/sam/nyseslat/nyseslat-guide-14.pdf>

## **NYS English as a Second Language Achievement Score Report**

- <http://www.p12.nysed.gov/assessment/nyseslat/scorereports14/nyseslat-isr14-en.pdf>

## **NYSED Response to Intervention- Parent Guide**

- <http://www.p12.nysed.gov/specialed/RTI/rti-pamphlet.pdf>

# Thank You