
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 201: EDUCATING ALL STUDENTS (EAS)
TEST DESIGN AND FRAMEWORK**

March 2014

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**FIELD 201: EDUCATING ALL STUDENTS (EAS)
TEST DESIGN**

This test consists of selected-response items and constructed-response items. Each constructed-response item will share scenario-based stimulus material with several selected-response items.

The selected-response items count for 70% of the total test score and the constructed-response items count for 30% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from each of the constructed-response items is also indicated in the table that follows.

The total testing time is 135 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- Each constructed-response item is designed with the expectation of a response up to 10 minutes.
- The selected-response items are designed with the expectation of response time up to 105 minutes.

Further information regarding the content of each competency can be found in the test framework.

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Diverse Student Populations	11	18%	1	10%
0002 English Language Learners	11	18%	1	10%
0003 Students with Disabilities and Other Special Learning Needs	10	18%	1	10%
0004 Teacher Responsibilities	5	8%	--	--
0005 School-Home Relationships	5	8%	--	--
Total	42	70%	3	30%

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Diverse Student Populations
English Language Learners
Students with Disabilities and Other Special Learning Needs
Teacher Responsibilities
School-Home Relationships

The New York State educator has the professional and pedagogical knowledge and skills necessary to teach all students effectively in New York State public schools. The teacher is familiar with and knows how 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. The teacher knows his or her legal, ethical, and professional responsibilities in education-related situations involving students, parents/guardians, and others in the school community and acts in accordance with these responsibilities. The teacher also understands the importance of parent/guardian involvement in children's education and is able to use skills and strategies to communicate and collaborate effectively with parents/guardians in support of student learning.

As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.

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.

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Performance Indicators

- a. demonstrates an understanding of appropriate strategies to enhance knowledge of students (e.g., learning about students' family situations, cultural backgrounds, individual needs, gifts and talents, and personal interests) and to promote a sense of community among diverse individuals and groups in the classroom
- b. demonstrates knowledge of strategies for engaging in self-reflection to enhance one's interactions with all students and strengthen classroom practices
- c. applies knowledge of research- or evidence-based strategies, including utilizing universal design principles, for teaching and working effectively and inclusively with all students (e.g., students from all cultures and backgrounds, students of different genders and sexual orientations, students from homes where English is not the primary language or where a variant form of English is used)
- d. applies knowledge of research- or evidence-based strategies for teaching and working effectively and inclusively with students from various social and economic circumstances and students with diverse family and living arrangements (e.g., students who are homeless; students who are in foster care; students with interrupted, limited, or no formal education)
- e. applies knowledge of the significance of giftedness for teaching and learning and research- or evidence-based strategies for selecting, modifying, and implementing curriculum and instruction for students who are gifted and talented
- f. demonstrates knowledge of strategies for using and adapting fair, equitable, and appropriate classroom assessment practices to inform instruction
- g. applies knowledge of strategies for promoting students' understanding and appreciation of diversity (e.g., infusing diverse perspectives throughout the curriculum) and for using the diversity that exists in the classroom and the community to enhance all students' learning
- h. demonstrates an understanding of how culturally responsive classroom environments in which diversity is valued and respected promote student achievement and positive student experiences
- i. demonstrates an understanding of strategies for working collaboratively within the school environment and for identifying and incorporating additional school-based and community-based resources to enhance learning for diverse student populations
- j. applies knowledge of varied strategies and modifications for creating a safe, supportive, and positive classroom environment for all students, including students with special learning needs and English Language Learners, and for ensuring that these students are an integral part of the general education classroom and participate to the greatest extent possible in all classroom activities

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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.

Performance Indicators

- a. identifies stages and patterns of first- and second-language acquisition and analyzes factors that affect students' English language acquisition and development (e.g., cognitive learning styles and strategies; cultural background; exceptionalities; prior experiences with the second language; interrupted, limited, or no formal education; teacher expectations; classroom environment; primary language; literacy in the primary language)
- b. demonstrates an understanding of the types and benefits of bilingualism and bilingual programs and the importance of viewing use of the primary language as a right and as an asset for English Language Learners
- c. applies knowledge of the legal rights of English Language Learners and ethical considerations related to the education of English Language Learners
- d. demonstrates knowledge of effective approaches for promoting English Language Learners' development of oral and written language proficiency in English, including adapting teaching strategies and materials
- e. demonstrates an understanding of similarities and differences between English literacy development for native English speakers and for English Language Learners, including how literacy development in the primary language influences literacy development in English, and applies strategies for helping English Language Learners transfer literacy skills in the primary language to English
- f. applies knowledge of research-based instructional strategies (e.g., providing scaffolding, using authentic tasks) for promoting literacy for English Language Learners at all stages of literacy development
- g. applies knowledge of strategies for supporting English Language Learners' development of content-area literacy skills and for teaching English Language Learners how to use literacy skills as tools for learning
- h. applies knowledge of criteria and procedures for evaluating, selecting, creating, and adjusting instructional materials and strategies and assessment systems and practices to meet the learning needs of English Language Learners and to promote their achievement of learning standards in all content areas
- i. identifies effective strategies for consulting and collaborating with students' families and support networks and with educators in the English as a Second Language (ESL) and/or bilingual education programs to meet the needs of English Language Learners and to promote their English language skills and academic progress

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**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.

Performance Indicators

- a. demonstrates an understanding of types of disabilities and other special learning needs and the implications for teaching and learning associated with these differences
- b. applies knowledge of how to select, modify, and implement curricula, assessments, materials, technology, and equipment to meet the individualized needs of students with disabilities and other special learning needs
- c. demonstrates an understanding of the importance of and strategies for consulting and collaborating with specialists who can assist in the identification of appropriate resources, technology (including assistive technology), and instruction to meet the individualized needs of students with disabilities and other special learning needs
- d. applies knowledge of federal and state laws, policies, and regulations (e.g., Individuals with Disabilities Education Act [IDEA], Section 504 of the Rehabilitation Act of 1973) and ethical considerations (e.g., confidentiality rights and responsibilities of stakeholders) related to the education of students with disabilities
- e. identifies teacher responsibilities and requirements in working with students with disabilities and other special learning needs, including providing increasingly intensive supports and interventions through response to intervention (RtI) and positive behavioral interventions and supports (PBIS) to support struggling learners and ensure appropriate referrals for special education, requesting referrals of students who are suspected of having disabilities, participating on the Committee on Special Education, and developing and implementing Individualized Education Programs (IEPs)
- f. applies knowledge of strategies for effectively integrating recommendations from IEPs into instructional activities and daily routines
- g. demonstrates knowledge of basic service delivery models for students with disabilities and other special learning needs and of strategies and resources (e.g., special education staff, specialized support staff) for supporting instruction in integrated settings

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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.

Performance Indicators

- a. applies knowledge of laws, policies, and regulations related to students' rights in various situations (e.g., in relation to testing accommodations and right to services, due process, discrimination, bullying, harassment, confidentiality, discipline, privacy)
- b. applies knowledge of a teacher's responsibilities in various situations (e.g., advocating to meet student needs, reporting potential abuse, addressing safety issues)
- c. applies knowledge of the rights and responsibilities of parents/guardians in various education-related situations (e.g., in relation to student records, school attendance, input into educational decisions)
- d. analyzes the appropriateness of a teacher's response to a parent/guardian, a community member, another educator, or a student in various situations

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.

Performance Indicators

- a. identifies strategies for initiating and maintaining effective communication between the teacher and parents/guardians to promote student development and achievement
- b. identifies factors that may facilitate or impede communication or collaboration with parents/guardians (e.g., accessibility, responsiveness, cross-cultural understanding) in given situations (including parent-teacher conferences)
- c. identifies strategies for accommodating the communication needs of parents/guardians (e.g., the use of interpreters and translated documents) and for inviting parents/guardians to share information to enhance student learning
- d. identifies strategies for ensuring that parents/guardians of all students are encouraged to participate as active members in school-based decision making
- e. identifies strategies for encouraging parents/guardians to participate in and contribute to their children's education and for collaborating with parents/guardians to reinforce in-school learning outside the school environment

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