
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 203: EDUCATING ALL STUDENTS—II (EAS—II)
TEST DESIGN AND FRAMEWORK**

DRAFT

October 2017

Authorized for Distribution by the New York State Education Department

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TEST DESIGN

This test consists of selected-response items and one extended constructed-response item.

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% 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 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:

- The selected-response items are designed with the expectation of a response time up to 75 minutes.
- The constructed-response item is designed with the expectation of a response time up to 60 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	15	20%	--	--
0002 English Language Learners	15	20%	--	--
0003 Students with Disabilities and Other Special Learning Needs	15	20%	--	--
0004 Educator Responsibilities and School-Home Relationships	15	20%	--	--
0005 Educator Literacy Skills	--	--	1	20%
Total	60	80%	1	20%

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

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 educator is familiar with and knows how to use research- or evidenced-based instructional strategies that are responsive to the characteristics and learning needs of students with a broad range of backgrounds and needs. The educator knows his or her legal, ethical, and professional responsibilities in education-related situations involving students, parents/guardians, and other stakeholders as appropriate, and acts in accordance with these responsibilities. The educator also understands the importance of parent/guardian engagement 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. The educator demonstrates the literacy abilities needed to integrate and extend knowledge and ideas to produce original writing.

As used in this document, "students" includes all learners from birth through secondary education, representing the diversity of New York State. Student populations include but are not limited to: students from all cultures and backgrounds, students who are English Language Learners, students with disabilities or other special learning needs, students from families in which English is not the home language and/or in which a variant form of English is spoken, students who are gifted and talented, students who are transgender, students of all genders and/or sexual orientations, students from varying socioeconomic backgrounds, students who have experienced or are experiencing trauma, students who are homeless, students who are in foster care, and Students with Inconsistent/Interrupted Formal Education (SIFE). 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, the 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.

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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 learning environment, 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.

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 learning environment
- b. demonstrates an understanding of varied strategies and practices for creating a safe, supportive, and positive learning environment to ensure active engagement and foster inclusion and high expectations for all students (e.g., collaborating with teachers, parents/guardians, and support staff; applying strategies for engaging in self-reflection to recognize one's own assumptions and enhance one's interactions with all students; advocating to meet the needs of all students)
- c. applies knowledge of research- or evidence-based strategies such as utilizing universal design principles and technology for planning and teaching
- d. applies knowledge of research- or evidence-based strategies for teaching and working effectively and inclusively with all student populations
- e. applies knowledge of the characteristics 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 assessment practices to inform instruction and effectively document student growth and identify student needs
- g. applies knowledge of strategies for promoting students' understanding and appreciation of diversity, infusing diverse perspectives throughout the curriculum, and drawing on the diversity that exists in the learning environment and the community to enhance all students' learning
- h. demonstrates an understanding of how culturally responsive and inclusive learning environments (e.g., physical design, materials and resources, instructional methods, classroom and administrative management practices, use of technology) in which diversity is valued and respected promote student achievement and positive student experiences

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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 to promote their achievement of learning standards across 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 backgrounds; exceptionalities; prior experiences with the second language; Students with Inconsistent/Interrupted Formal Education [SIFE]; teacher expectations; classroom environment; home language; literacy in the home language)
- b. demonstrates an understanding of the types and benefits of bilingualism, biliteracy, and bilingual programs and the importance of viewing the use of the home 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 academic language proficiency in English, including using multiple modalities and technology, adapting teaching strategies, and providing scaffolds that allow learners to access instructional content and materials
- e. demonstrates an understanding of similarities and differences between English literacy development for students whose home language is English and for students who are learning English as a new language, including how prior literacy development in the home language influences English Language Learners' literacy development in English, and applies strategies for helping English Language Learners transfer literacy skills in the home language to English
- f. applies knowledge of research- and evidence-based instructional strategies (e.g., contextualizing new vocabulary and concepts, providing scaffolding, using authentic tasks) for promoting literacy for English Language Learners at all stages of language and literacy development
- g. applies knowledge of strategies for supporting English Language Learners' development of discipline-specific language and 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, instructional strategies, and assessment systems and practices to meet the learning needs of English Language Learners in order to promote their achievement of learning standards across content areas

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- i. identifies effective strategies for consulting and collaborating with students' families and support networks, as well as with educators in English to Speakers of Other Languages (ESOL) and/or bilingual education programs, to meet the needs of English Language Learners in order to promote their English language skills and academic progress

COMPETENCY 0003—STUDENTS WITH DISABILITIES AND OTHER SPECIAL LEARNING NEEDS

Performance Expectations

The New York State educator understands the academic, social, physical, management, and transitional strengths and needs of students with disabilities and other special learning needs (i.e., 504 plans) and effectively uses this knowledge to assist students in reaching their highest levels of achievement and independence.

Performance Indicators

- a. demonstrates an understanding of types of disabilities and other special learning needs, including their effects on development, and the implications for teaching and learning associated with these needs
- b. applies knowledge of how to plan, modify, and implement instruction, assessments, and materials and select and use technology and equipment to meet the individualized needs of students with disabilities and other special learning needs
- c. demonstrates an understanding of 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 and 504 plans
- e. identifies teachers' responsibilities and requirements in working with students with disabilities and other special learning needs, including providing relevant supports and interventions through Response to Intervention (RtI), Academic Intervention Services (AIS), and positive behavioral interventions and supports (PBIS) to support struggling learners and ensure appropriate referrals for special education; requesting referrals for students who are suspected of having disabilities; participating on the Committee on Special Education (CSE)/Committee on Preschool Education (CPSE); and developing and implementing individualized education programs (IEPs) and Individualized Family Service Plans (IFSPs)

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- f. applies knowledge of strategies and specially designed instruction for effectively integrating recommendations from IEPs into instructional activities and daily routines

COMPETENCY 0004—EDUCATOR RESPONSIBILITIES AND SCHOOL-HOME RELATIONSHIPS

Performance Expectations

The New York State educator understands the rights and responsibilities of all stakeholders in situations involving interactions between teachers and students, parents/guardians, community members, colleagues, school administrators, and other school personnel. The educator understands and applies effective strategies for promoting positive and productive relationships and interactions between the school and home to enhance student learning.

Performance Indicators

- a. applies knowledge of laws, policies, and regulations related to parents/guardians and students' rights in various situations (e.g., in relation to testing accommodations and right to services, due process, discrimination, bullying, harassment, discipline, confidentiality, privacy, communication, use of technology)
- b. applies knowledge of a teacher's responsibilities in various situations (e.g., advocating to meet student needs, reporting suspected abuse, addressing health and safety issues, maintaining accurate student records)
- 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. demonstrates an understanding of strategies for working collaboratively within the school environment and for identifying and incorporating additional school- and community-based resources to enhance learning for all students
- e. demonstrates an understanding of strategies for initiating, maintaining, and documenting effective communication between the teacher and parents/guardians to promote students' development and achievement
- f. identifies factors that may facilitate or impede communication or collaboration with parents/guardians and other stakeholders as appropriate (e.g., accessibility, responsiveness, cross-cultural understanding) in given situations (including parent–teacher conferences)
- g. demonstrates an understanding of strategies for accommodating the communication needs of parents/guardians and other stakeholders as appropriate (e.g., the use of interpreters and translated documents) and for inviting parents/guardians to share information and participate as active members in decision making to enhance student learning

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COMPETENCY 0005—EDUCATOR LITERACY SKILLS

Performance Expectations

The New York State educator demonstrates the ability to integrate and extend knowledge and ideas from texts to produce original, clear, cohesive writing in which the development, organization, and style are appropriate to a given purpose. The educator analyzes the argument, claims, reasoning, and evidence in sources related to educating all students. The educator develops strong arguments to support claims in a synthesis and analysis of information presented in sources that address similar topics. The educator uses valid reasoning and relevant evidence to support claims and organizes arguments by logically sequencing claims, counterclaims, reasons, and evidence. The educator applies knowledge of language to make effective choices for meaning and style and demonstrates command of the conventions of standard English.

Performance Indicators

- a. analyzes arguments and specific claims in texts, including the reasoning and evidence used to support the arguments and specific claims
- b. analyzes and integrates information from sources on the same topic in order to address a question and assesses each source in terms of the task, purpose, and audience
- c. writes a clear and coherent argument analyzing a substantive topic in which the development, organization, and style are appropriate to the task, purpose, and audience
- d. introduces a precise, knowledgeable claim; establishes the significance of the claim; and develops the claim by using valid reasoning and relevant and sufficient evidence
- e. develops one or more counterclaims in a balanced manner, acknowledging strengths and limitations, and addresses counterclaims, using valid reasoning and supplying relevant evidence
- f. integrates information into a written argument selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and acknowledges sources of information
- g. anticipates the audience's knowledge level, concerns, and values
- h. produces a conclusion that supports the claim and reasoning presented, including addressing the effect of the discussion on a larger scale (e.g., community, cultural, national, global) where appropriate
- i. uses appropriate and varied transitions and syntax to make connections and distinctions, create cohesion, and clarify relationships between ideas
- j. uses formal, precise language and domain-specific vocabulary and demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling