

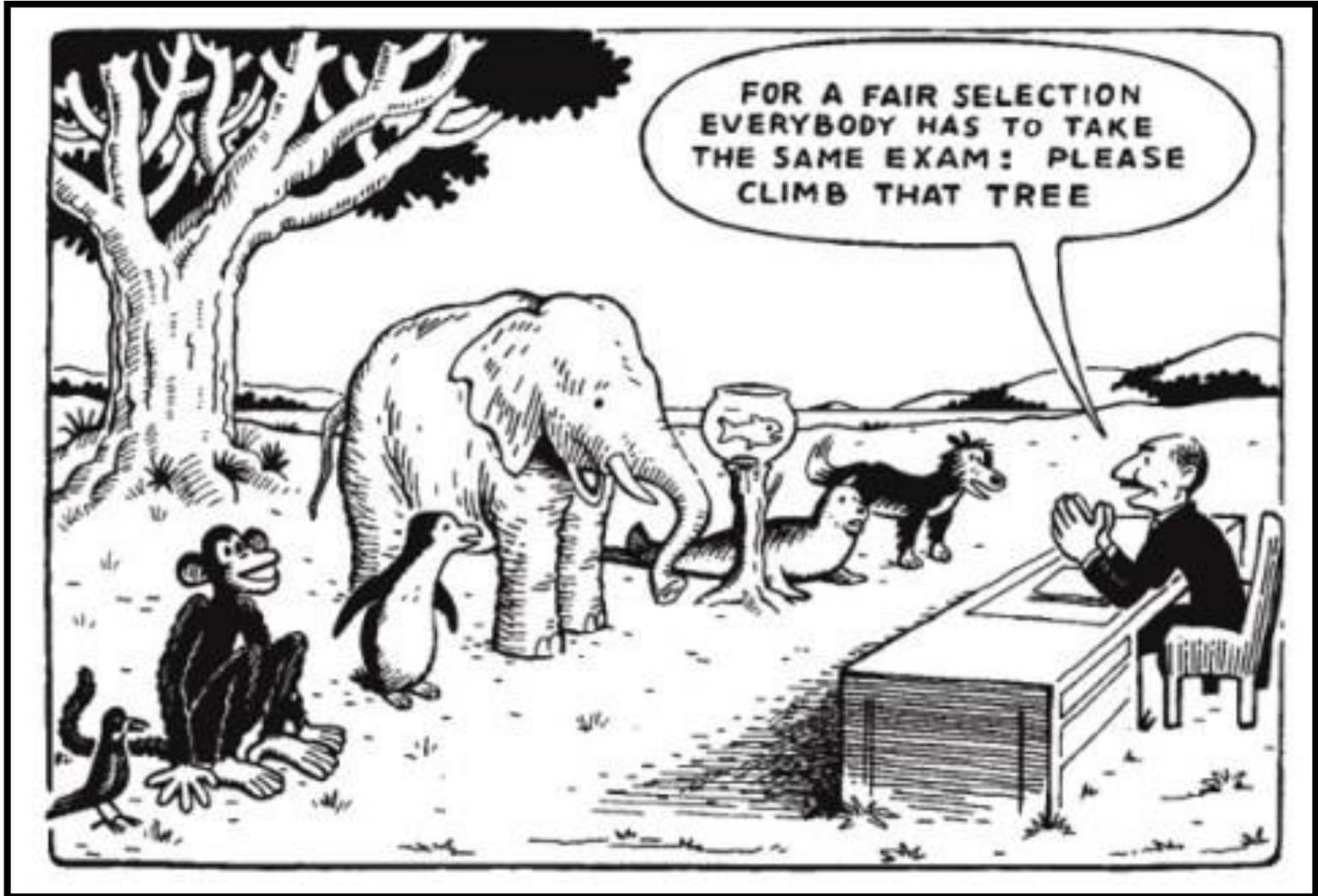
Unpacking the EAS: Educating All Students

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Commission on Independent
Colleges and Universities
Workshop

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Disclaimer



Agenda

1. EAS Framework and Purpose
2. Test Format and Scoring
 - A. Reading and Problem-Solving
 - B. Constructed Response
 - C. Multiple Choice
3. Sample Problems and Test-Taking Strategies

EAS 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%

Why the EAS?

“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.

- - NYSTCE EAS Test Design & Framework
- March 2014

Diverse Student Populations

Who *are* “all students”?

- family situations
- cultural, ethnic, and racial backgrounds
- gifted and talented
- personal interests
- gender diversity
- LGBTQ
- Emergent bilinguals and homes where English is not the primary language
- homes where a variant form of English is used
- socio-economic situations
- diverse family and living arrangements
- homeless
- foster care
- students with interrupted or limited formal education
- students with special learning needs (IEPs) – LD, ED

EAS Give One-Get One

1. Diverse Student Populations
2. English Language Learners
3. Students with Disabilities and Other Special Learning Needs
4. Teacher Responsibilities
5. School-Home Relationships

What resources can support learning and preparation?

- ∅ Court cases and historical moments
- ∅ State and federal policies
- ∅ Theoretical frameworks
- ∅ A specific scholar
- ∅ Texts or short readings
- ∅ Classroom model or strategy
- ∅ Buzz words or central concepts
- ∅ Website or technology
- ∅ Media or film

Sample Questions

Reading and Problem-Solving

Constructed Response

Multiple Choice

http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_201.htm

Test Format

- Computer-based
- Allowed 135 Minutes, suggested:
 - 105 for Case Studies and Multiple Choice
 - 30 for Constructed Questions
- Timer in upper right hand corner
- Tracks number of questions completed

Reading & Problem-Solving Materials

- Multiple Choice Question
- Class profiles or descriptions
- Teacher journals
- Lesson plans
- Class observation notes
- Assessment data (Math, ELA, Regents, NYSESLAT)

Areas

1. Diverse Student Population
2. Emergent Bilinguals/ELLs
3. Students with Disabilities & Other Special Learning Needs

Sample Case Study: Which is the best response?

Which approach by Mr. Cameron would best help promote success on the **written analysis task** for those ELLs in the class who are still developing written language skills?

- A. Arrange for the ELLs to use the **computer with an auto-correct function** enabled to complete their compositions
- B. Provide the ELLs with a **bank of words and phrases they can organize with a graphic organizer** before completing the task
- C. **Highlight the key words in the case studies** the ELLs are assigned to read and analyze
- D. **Give the ELLs time to discuss their analyses with a peer** before beginning the task

**No one answer is clearly correct.
Solutions found in language and assumptions.**

Sample Class Description or Case Notes

Question

Class Description

Student Data

Draft Lesson Plan

Class Description

Mr. Cameron is a high school health teacher who has several English Language Learners (ELLs) in his eleventh-grade class. All of the ELLs have been in the United States for a number of years and all have the same home language. Although the ELLs often choose to speak among themselves in their home language, they are all able to communicate fluently in English both in conversational contexts and during class discussions. All but two of the ELLs are reading at or near grade level. All of the ELLs in Mr. Cameron's class receive English-as-a-Second Language (ESL) instruction from the school's English-to-Speakers-of-Other-Languages (ESOL) staff in a separate class for at least one period a day.

Sofia had very limited educational opportunities as a young child in her home country, so she never had a chance to develop strong literacy skills in her home language. She is a hard worker, but has had difficulty making progress in reading in English. She reads very slowly and comprehends little of the reading assigned in her content-area classes. When she was assessed for a possible reading disability three years ago, results indicated no disability.

Since Mateo arrived in the United States, he and his family have moved numerous times. As a result, Mateo has attended six schools in three different states over the past seven years. He has been in his current school for nearly a year. He follows class rules and usually turns in assignments on time, but his work is often incomplete and he does not appear to be highly motivated to achieve academically. His current English reading skills are well below grade level.

Sofia and Mateo, along with some of the other English Language Learners in this class, also need support to improve their written language skills. Their writing contains many grammatical, spelling, and organizational problems, and the writing of some students can be difficult to decipher at times. Mr. Cameron is planning a lesson in which students will read case studies involving a student's food choices, write an analysis of the case study they are assigned, and discuss their case studies in small groups and as a class. As a part of the planning process, Mr. Cameron is reviewing the results of a diagnostic reading assessment recently administered to Sofia and Mateo and considering strategies for supporting their participation in the lesson.

Diagnostic Reading Assessment Results

	Sofia	Mateo
Word Reading (% Correct)	72%	83%
Word Meaning (% Correct)	65%	70%
Vocabulary Composite (Grade Equivalent)	7.0	6.9
Sentence Comprehension (% Correct)	61%	67%
Passage Comprehension (% Correct)	57%	65%
Comprehension Composite (Grade Equivalent)	5.9	6.6
Total Test (Grade Equivalent)	6.5	6.8
Listening Comprehension (% Correct)	87%	92%

The **Vocabulary Composite** is a combination of the word reading and word meaning scores. It measures the ability to decode phonetically regular words, to recognize common sight words, and to understand word meaning without the benefit of context clues.

The **Comprehension Composite** is a combination of the sentence comprehension and passage comprehension scores. It measures the ability to understand a sentence as a whole unit and multiple sentences in a reading passage.

Listening Comprehension measures understanding of oral language without printed cues.

Excerpt from Mr. Cameron's Draft Lesson Plan**Topic:** Healthful Food Choices**Standards:**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCLS W.11.2)

Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors. (NYLS Health/Intermediate 1.1)

Lesson Objectives:

Students will identify and describe factors that affect food choices.

Students will analyze strategies for reducing negative influences related to food choices and for making healthful food choices.

Vocabulary:

influence, positive, negative, healthful, behavior, habit

Materials:

student copies of case studies, chart paper, writing paper

Note:

There are four case studies, each 3-4 paragraphs long and describing a typical day in the life of a student subject, the subject's diet for the day, and the ways in which various factors affect the subject's food choices (e.g., cultural background, family habits, daily schedule, personal food preferences, access to various foods).

Lesson Component	Activity
Day One Activity	Distribute case studies. Students read a case study independently and write a three-paragraph analysis of positive and negative influences affecting the case study subject's eating habits, health implications of the subject's eating habits and food choices, and specific steps the subject could take to improve nutrition.
Day Two Small Groups	Divide the class into small groups according to the case studies they analyzed on Day One. Group members compare their analyses and collaborate to develop a group analysis with input from each group member.
Day Two Class Discussion	Reconvene the class. A spokesperson from each group describes the group's findings and their recommendations for the subject in each case study. During the presentations and class discussion, the teacher records students' collective information on chart paper.
Assessment	Exit cards: Ask students to describe two ways, positive and/or negative, in which their own food choices are influenced and how they can make healthful changes if necessary.

Which is the best response?

Which approach by Mr. Cameron would best help promote success on the written analysis task for those ELLs in the class who are still developing written language skills?

- A. Arranging for the ELLs to use the computer with an auto-correct function enabled to complete their compositions
- B. Providing the ELLs with a bank of words and phrases they can organize with a graphic organizer before completing the task**
- C. Highlighting the key words in the case studies the ELLs are assigned to read and analyze
- D. Giving the ELLs time to discuss their analyses with a peer before beginning the task

No one answer is clearly correct.

Solutions found in language and assumptions.

Here's my answer. And the right answer. No, they were not the same.

Question | Class Description | Student Data | Draft Lesson Plan

✘ Use the exhibits to answer the question that follows. *Click on the tabs to view the information you will need.*

Which approach by Mr. Cameron would best help promote success on the written analysis task for those English Language Learners in the class who are still developing written language skills?

- A. arranging for the English Language Learners to use the computer with an auto-correct function enabled to complete their compositions
- B. providing the English Language Learners with a bank of words and phrases they can organize on a graphic organizer before completing the task
- C. highlighting the key words in the case studies the English Language Learners are assigned to read and analyze
- D. giving the English Language Learners time to discuss their analyses with a peer before beginning the task

Correct Response: B. (Competency 0002) One of the areas of written language the English Language Learners in Mr. Cameron's class are still developing is organization. Providing the English Language Learners with words and phrases along with a graphic organizer to use allows the students to arrange the information before beginning to write. Highlighting specific words and phrases also breaks the content into more comprehensible segments of information. This approach enables the English Language Learners to develop a framework for organizing their writing and scaffolds their ability to produce a coherent and comprehensible written analysis.

General Test-Taking Strategies

1. Read the Questions **AND** Choices Before Reading the Case Study Material
2. Note Key Words or Phrases from Questions/ Choices on White Board **BEFORE** Reading Remaining Materials
3. OVERALL, RESPOND TO THE **CASE STUDY AND CONSTRUCTED ITEMS BEFORE** THE MULTIPLE CHOICE ITEMS

Sample Questions

Reading and Problem-Solving

Constructed Response

Multiple Choice

- http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_201.htm

Constructed Responses on the EAS

- **Original** answers
- Short (150-200 words, total)
- “Analytic” responses
- Based on case study material
- Respond to bulleted requests

An Example

After analyzing the information provided, write a response of **approximately 150–200 words** in which you:

- ***identify one issue*** related to student diversity that the teacher should address in her instructional planning related to this lesson;
- ***describe one strategy*** the teacher could use to address the issue you identified; and
- ***explain why the strategy would be effective*** in facilitating student learning.

The final version of your response should conform to the conventions of edited American English.

Strategies for Constructed Responses

- 1. Draw from your notes** on the case study material.
- Be sure to **respond to all 3 things** you are being asked to do.
 - Respond to EACH aspect in ~40-50 words.
- 3. Give evidence.** Refer to the facts as outlined in the case materials.
 - When defending your ideas, draw from big ideas vs. specific citations.

Scoring Constructed Responses

1. CONTENT

The response meets the requirements of the assignment.

- **identify one issue** the teacher should address in planning related to this lesson;
- **describe one strategy** the teacher could use to address the issue you identified; and
- **explain why the strategy would be effective** in facilitating student learning.

2. ANALYSIS, SYNTHESIS & APPLICATION OF PEDAGOGICAL PRINCIPLES

The response demonstrates understanding of and engagement with the provided exhibits.

3. COMMAND OF EVIDENCE

The response presents relevant support.

What does a strong response look like?

Constructed-Response Assignment Performance Characteristics

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

Score Point	Score Point Description
4	<p>The “4” response demonstrates a strong command of relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response demonstrates strong understanding of the assignment and clearly and completely addresses all requirements. • The response demonstrates accurate and insightful analysis and synthesis of information in the relevant exhibits. • The response demonstrates accurate and insightful integration of information from the exhibits. • The application of pedagogical principles is accurate and insightful. • The response is well-supported by relevant facts, details, examples, and/or quotations.

<p style="text-align: center;">3</p>	<p>The “3” response demonstrates a satisfactory command of relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response demonstrates satisfactory understanding of the assignment and addresses all requirements. • The response demonstrates generally accurate analysis and synthesis of information in the relevant exhibits. • The response demonstrates generally accurate integration of information from the exhibits. • The application of pedagogical principles is generally accurate. • The response is generally supported by some facts, details, examples, and/or quotations.
<p style="text-align: center;">2</p>	<p>The “2” response demonstrates a limited command of relevant knowledge and skills.</p> <ul style="list-style-type: none"> • The response demonstrates limited understanding of the assignment; some requirements are not addressed. • The response demonstrates partially accurate analysis and synthesis of information in the relevant exhibits. • The response demonstrates partially accurate integration of information from the exhibits. • The application of pedagogical principles is partially accurate. • The response is only partially supported.
<p style="text-align: center;">1</p>	<ul style="list-style-type: none"> • The response demonstrates little or no accurate analysis and synthesis of information in the relevant exhibits. • The response demonstrates little or no accurate integration of information from the exhibits. • The application of pedagogical principles is irrelevant or inaccurate. • The response includes little or no supporting evidence.
<p style="text-align: center;">UNSCORABLE</p>	<p>The 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.</p>
<p style="text-align: center;">BLANK</p>	<p>No response.</p>

Sample Strong Response

One issue related to diverse learning needs that Mr. Xavier should address in his instructional planning related to this lesson is students' range of reading levels. Because the lesson is text-based, it is important for all students to comprehend what they are reading in order to be successful in achieving the lesson objectives.

A strategy that Mr. Xavier could use to address students' varied reading levels would be to pre-teach technical or content-specific vocabulary in the newspaper article. Pre-teaching could focus on the definitions of selected terms and their use in context. During pre-teaching, he could also help students analyze affixes and root words to determine meaning.

This strategy would be effective in facilitating students' learning in the lesson because they would be better able to construct meaning from the newspaper article. The ability to comprehend what they are reading is necessary before students can begin to identify key ideas or summarize the information in the article.

Sample Strong Response

One aspect of the draft lesson plan that would be difficult for Emily is the word-building activity. Emily may have difficulty remembering how to construct and deconstruct words with affixes even after the teacher has modeled the process several times.

To accommodate Emily in this area of difficulty, I would provide Emily and her partner with word cards that included some type of illustration with each prefix, root word, and suffix. I would assign Emily's partner to write the definitions of the words and Emily to draw a picture representing the words they create.

This adaptation would be effective for Emily because some of her challenges since the traumatic brain injury are associated with language. The use of visuals along with text will help Emily recall the meanings of the words and affixes by providing a nonverbal representation of information. Visual imagery is one method of helping individuals with traumatic brain injury compensate for memory difficulties.

Sample Questions

Reading and Problem-Solving
Constructed Response

Multiple Choice

http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_201.htm

Multiple Choice

3. Which of the following tasks would be the most appropriate and effective method for **informally assessing student learning** in Ms. Finnegan's lesson on distinguishing between fact and opinion?
- A. Student groups evaluate their performance on the small-group activities on fact and opinion.
 - B. Individual students use different colors to highlight facts and opinions in a passage on a familiar topic.
 - C. Pairs of students test each other's knowledge of fact and opinion using textbook passages.
 - D. The teacher observes student groups as they perform the small-group activities on fact and opinion.

First Student Response...

D. The teacher observes student groups as they perform the small-group activities on fact and opinion.

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 their students' thinking, they can better support those who need additional teaching or greater challenge.

Second Student Response...

B. Individual students use different colors to highlight facts and opinions in a passage on a familiar topic.

- While self-evaluation and informal observation (Choices 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 sections of the passage.

CORRECT ANSWER!

B. 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 student's understanding and ensure that students who need additional teaching or support are not overlooked** because they performed a task as part of a group.

WHAT MAKES IT THE BEST ANSWER?

- PERFORMANCE-BASED
- INDIVIDUAL ASSESSMENT
- ACCURACY

ADDITIONAL STRATEGIES

- ATTEND TO SIMILARITIES AND DIFFERENCES IN THE QUESTION OR CHOICES
 - All of the choices except B involved group or pair work
 - The question was about **teacher assessment**; A and C are about peer assessment

- The parents of a middle school student believe that their child's educational records contain an inaccurate report of their child's involvement in an incident where a small group of students behaved inappropriately during a school field trip. The school denied the parents' initial request to amend the report, and a formal hearing upheld the school's decision. At this point, the parents have the legal right to
 - A. present objections to the school's report of the incident to a court-appointed mediator
 - B. place a statement in their child's records, stating their disagreement with the school's report
 - C. examine the records of the other students who were involved in the incident
 - D. have their child's current records sealed and a new set of records created

B. 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. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. 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 4: Teacher Responsibilities

- 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. oral activities that require parents/guardians to listen as students recite important factual information
 - B. written practice activities for students to complete with their parents'/guardians' supervision
 - C. complex activities that students and parent/guardian complete together
 - D. hands-on activities that promote interaction between students and their parents/guardians

D. Take-home activities that are hands-on promote students' engagement in an activity because such activities help students become actively involved in learning. Additionally, interaction between students and their parents/guardians about the task and their learning helps students internalize the targeted knowledge and skills and enables parents/guardians to extend their children's thinking by asking questions.

Competency 5: School-Home Relationships

✘ A student is facing suspension for spray painting graffiti on several classroom doors. According to due process, the student has which legal right in this situation?

- A. to make a personal statement regarding the incident
- B. to make reparations as an alternative to suspension
- C. to appeal the suspension to the local board of education
- D. to have written records of the incident sealed

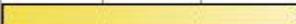
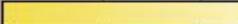
Correct Response: C. (Competency 0004) *Goss v. Lopez* stipulates that due process must be provided before a student is suspended from school. Among the rights associated with due process is the right of a student to refute the charges before an objective decision maker.

✓ A middle school science teacher teaches five class periods per day. Each of the teacher's classes includes students from diverse backgrounds, English Language Learners, and students with disabilities. The teacher's most important responsibility in this situation is to

- A. develop knowledge of all students' belief systems.
- B. ensure that all students with disabilities reach high levels of achievement.
- C. provide equitable learning opportunities for all students.
- D. prepare individualized learning plans for all students.

Correct Response: C. (Competency 0004) All students are entitled to the same educational opportunities. Students with diverse characteristics and backgrounds will also have diverse learning needs. It is the teacher's responsibility to take steps to provide the scaffolding and support that enable all students to access the curriculum.

Detailed Results – Educating All Students (EAS)

Competency	Total Number of Questions	Number of Questions Correct	Competency Percent Correct				
			0%	25%	50%	75%	100%
0001 - Diverse Student Populations	12	9					
0002 - English Language Learners	12	6					
0003 - Students with Disabilities and Other Special Learning Needs	8	5					
0004 - Teacher Responsibilities	5	4					
0005 - School-Home Relationships	5	4					
Total	42	28					

Graph Legend:

-  a green bar indicates 76% to 100% correct
-  a yellow bar indicates 51% to 75% correct
-  a red bar indicates 0% to 50% correct

So, now what?

- Case studies
- Data sets
- Evidence-based strategies

- Timed
- Computer based (Blackboard)

Resources

- CR Part 154 (English Language Learners):
www.p12.nysed.gov/biling/bilinged/CRPart154.html
 - Presentation of 2014 adoptions (side-by-side changes):
www.p12.nysed.gov/biling/docs/CRPART154Overview-webversion.pdf
- CR Part 200 (Students with Disabilities) & 201 (Procedural Safeguards for Students with Disabilities Subject to Discipline): www.p12.nysed.gov/specialed/lawsregs/July2013-complete.pdf
- NY State Dignity for All Students Act (IS Network ED webinar):
www.vimeo.com/71499128
- Accommodations & Modifications for IEPs: www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations
- IS Network ED resources for EAS: www.isnetworked.org/page/educating-all-students-test-eas-36.html