

# **NYSTCE Educating All Students (EAS)**



## **Study Guide**

## Recommended Testing Preparation Plan

---



1. **Register for the Educating All Students (EAS) test.** Be sure to give yourself at least three to four weeks between the date you sign up and your test date to ensure you have sufficient time to study.



2. Review the testing overview and identify your knowledge gaps within the testing competencies.



3. **Study the words and concepts you identified as gaps,** using the provided resource page and vocabulary list. To support you with this, join the NYCTF Facebook group and set up a study group with your future colleagues.



4. Take a practice exam.



5. Based on the results of your practice exam, **determine knowledge gaps, and places where you need to learn more** about a given topic and use the provided resources and vocabulary list to prepare.



6. Take additional practice exams.

## Test Overview

*An important part of the New York City Teaching Fellows enrollment process is taking and passing required tests for state teacher certification. New York State now requires passing the Educating All Students (EAS) examination, a new examination that tests professional and pedagogical knowledge and skills necessary for effectively teaching all New York State students.*

### There are five competencies assessed within the test:

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

You can find the performance indicators for each of these competencies [here](#). The types of questions on the test are broken down by the table below. Note the break-down of the value between the Selected Responses (multiple choice) versus the Constructed Response (short answer) questions (below) and be sure to use that information to guide your allocation of time on testing day. The total testing time is 135 minutes.

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



**Action Step:** Starting on page three of [this document](#), read through the performance indicators for each of the five competencies. Highlight key words and phrases and circle words or phrases that you need clarified or defined. Then, refer to the Study Resources section of this study guide to find answers to your circled words and phrases.

## Practice Test



**Action Step:** Take the NYSTCE provided [sample test](#) by writing down or typing your responses. Note that this practice test is only 17 questions long, but the real test will be 45 questions long.

Allow yourself a **total of 51 minutes** to take the sample test and remember to give yourself more time for the constructed response questions.

### Next Steps:

- Prior to taking the test, **review the [EAS constructed-response rubric](#)**.
- **Do NOT look at the correct answer** choices as you complete the test.
- Take the test **without interruption** and monitor your time carefully.
- After taking the test, **review each of the correct answers** by clicking on the + signs.
- As you review your correct and incorrect answers, **make a note of which aligned EAS competency** the question is addressing in order to help you identify where you need to continue to study.
- **Determine your strengths and development areas by asking yourself the following questions:**
  - Where did you demonstrate strengths in your knowledge of the competencies assessed?
  - What knowledge gaps are you seeing connected to the competencies? Was there a clear pattern of error for one or multiple competencies?
  - Did your constructed-responses meet all level four Performance Characteristics within the EAS Rubric? If not, where do you need to focus on improving?
  - How was your time management? What concerns, if any, do you have about your test taking skills?

## Study Resources



**Action Step:** Based on the results of your practice exam, determine knowledge gaps, and places where you need to learn more about a given topic and use the provided resources and vocabulary list to prepare.

## Helpful Links and Recommended Resources

Content	Corresponding website Link
<b>New York State Teacher Certification Examination Preparation Materials</b>	<a href="http://www.nystce.nesinc.com/NY_PM.asp?t=201">http://www.nystce.nesinc.com/NY_PM.asp?t=201</a>
<b>5 Key Strategies for ELLs</b>	<a href="https://www.teachingchannel.org/blog/2013/10/25/strategies-for-ell-instruction/">https://www.teachingchannel.org/blog/2013/10/25/strategies-for-ell-instruction/</a>
<b>Bilingual Education</b>	<a href="http://www.nabe.org/BilingualEducation">http://www.nabe.org/BilingualEducation</a>  <a href="http://en.wikipedia.org/wiki/Bilingual_education#Bilingual_education_program_models">http://en.wikipedia.org/wiki/Bilingual_education#Bilingual_education_program_models</a>  <a href="http://web.grinnell.edu/courses/mitc/vandergr/201%20Web%20site/Bilingual%20Education.htm">http://web.grinnell.edu/courses/mitc/vandergr/201%20Web%20site/Bilingual%20Education.htm</a>
<b>Mandated Reporter Resource Center</b>	<a href="http://www.nysmandatedreporter.org/TrainingCourses.aspx">http://www.nysmandatedreporter.org/TrainingCourses.aspx</a>
<b>Reading Instruction</b>	<a href="http://www.nclد.org/students-disabilities/ld-education-teachers/effective-reading-instruction-classroom">http://www.nclد.org/students-disabilities/ld-education-teachers/effective-reading-instruction-classroom</a>  <a href="http://www.readingrockets.org/strategies#skill1037">http://www.readingrockets.org/strategies#skill1037</a>  <a href="http://ctell.uconn.edu/12_principles.htm">http://ctell.uconn.edu/12_principles.htm</a>

<p><b>Special Education</b></p>	<p><a href="http://schools.nyc.gov/Academics/SpecialEducation/default.htm">http://schools.nyc.gov/Academics/SpecialEducation/default.htm</a></p> <p>While you should focus your vocabulary preparation by ensuring you know and understand all of the key terms on the list provided on the next page of this document, the pages and resources found within the links below provide additional context that will support your ability to respond to the constructed response questions on the EAS exam:</p> <ul style="list-style-type: none"> <li>• <b>Acronyms and Glossary:</b> <a href="http://schools.nyc.gov/Academics/SpecialEducation/ContactsResources/glossary/default.htm">http://schools.nyc.gov/Academics/SpecialEducation/ContactsResources/glossary/default.htm</a></li> <li>• <b>The Special Education Process:</b> <a href="http://schools.nyc.gov/Academics/SpecialEducation/SEP/default.htm">http://schools.nyc.gov/Academics/SpecialEducation/SEP/default.htm</a></li> <li>• <b>Programs and Services:</b> <a href="http://schools.nyc.gov/Academics/SpecialEducation/programs/default.htm">http://schools.nyc.gov/Academics/SpecialEducation/programs/default.htm</a></li> <li>• <b>Instruction:</b> <a href="http://schools.nyc.gov/Academics/SpecialEducation/Classroom/instruction/default.htm">http://schools.nyc.gov/Academics/SpecialEducation/Classroom/instruction/default.htm</a></li> <li>• <b>Behavior:</b> <a href="http://schools.nyc.gov/Academics/SpecialEducation/Classroom/behavior/default.htm">http://schools.nyc.gov/Academics/SpecialEducation/Classroom/behavior/default.htm</a></li> <li>• Read through all three policy briefs at the below link: <b>Behavior Intervention Plans and Functional Behavioral Assessments</b> <a href="http://www.p12.nysed.gov/specialed/publications/topicalbriefs/home.html">http://www.p12.nysed.gov/specialed/publications/topicalbriefs/home.html</a></li> <li>• <b>Response to Intervention:</b> <a href="http://www.rtinetwork.org/learn/what/whatisrti">http://www.rtinetwork.org/learn/what/whatisrti</a></li> <li>• <a href="http://www.uft.org/teaching/special-education-teacher-support-services">http://www.uft.org/teaching/special-education-teacher-support-services</a></li> <li>• <b>Emotional Disturbance:</b> <a href="http://nichcy.org/disability/specific/emotionaldisturbance#def">http://nichcy.org/disability/specific/emotionaldisturbance#def</a></li> </ul>
<p><b>Students with Interrupted Formal Education</b></p>	<p><a href="http://www.advocatesforchildren.org/sites/default/files/library/sife_2010.pdf?pt=1">http://www.advocatesforchildren.org/sites/default/files/library/sife_2010.pdf?pt=1</a></p>

<b>TeachingChannel</b>	<a href="https://www.teachingchannel.org/">https://www.teachingchannel.org/</a>
<b>Praxis II: Principles of Learning and Teaching (PLT)</b>	Most of the content within the PLT portion of the Praxis II is aligned to the EAS test. Praxis II: PLT books, guides, and online resources provide multiple choice questions and constructed-response questions and answers. We recommend reading the PLT content, completing at least one PLT practice test, and reviewing the master responses. There are many Praxis books, but in this <a href="#">Kaplan version</a> the PLT content begins on page 267.
<b>TExES: Pedagogy and Professional Responsibilities Teacher Certification Exam EC_12</b>	Many questions within this examination align to the EAS competencies, but some of them do not. There is a 90 question practice test within this resource book. When practicing and for further preparation, complete only the questions that align to the EAS competencies. <a href="http://www.amazon.com/Pedagogy-Professional-Responsibilities-Teacher-Certification/dp/1607873338">http://www.amazon.com/Pedagogy-Professional-Responsibilities-Teacher-Certification/dp/1607873338</a>
<b>How to read your score report</b>	<a href="http://www.nystce.nesinc.com/PDFs/NYSTCE_ISR_back_EAS.pdf">http://www.nystce.nesinc.com/PDFs/NYSTCE_ISR_back_EAS.pdf</a>

## Vocabulary List

**\*Special education definitions taken from:**

<http://schools.nyc.gov/Academics/SpecialEducation/ContactsResources/glossary/default.htm>

**\*Literacy definitions taken from:**

<http://www.ncl.org/students-disabilities/ld-education-teachers/effective-reading-instruction-classroom>

Vocabulary Word or Phrase	Definition
Asperger syndrome	Asperger syndrome is often considered a high functioning form of autism. It can lead to difficulty interacting socially, repeat behaviors, and clumsiness.
Autism	A developmental disability, significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance.
Behavior Intervention Plan (BIP)	A plan to address problem behavior that includes, as appropriate, positive behavioral interventions, strategies and supports, program modifications and supplementary aids and services that may be required to address the problem behavior.
Cognitive delay	Cognitive delay usually refers to a developmental lag. That means that an individual's cognitive abilities do not match the expectations of their chronological age.
Content knowledge	Knowledge about the actual subject matter that is to be learned or taught.

Co-teaching	Classrooms include students with and without disabilities and have two teachers, a general education teacher and a special education teacher.
Comprehension	Comprehension is the ability to read text, process it and understand its meaning.
Decoding	Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.
ELLs or English Language Learners	An English language learner (often capitalized as English Language Learner or abbreviated to ELL) is a person who is learning the English language in addition to their native language.
Fluency	Fluency is the ability to read a text accurately and quickly.
Functional Behavioral Assessment (FBA)	A problem-solving process for addressing student problem behavior. FBA relies on a variety of techniques and strategies to identify the reasons for a specific behavior and to help IEP Teams select interventions that directly address the problem behavior.
IEP or Individualized Education Plan	The IEP documents a child's eligibility for special education services and formalizes the school system's plan to provide special education services that are appropriate for his or her unique needs. It contains specific information about the child and the education program designed to meet these needs.
Inclusion setting	Under the inclusion model, students with special needs spend most or all of their time with non-disabled students.
Instructional scaffolding	Instructional scaffolding is a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals (Sawyer, 2006).
Maintenance bilingual program	The goal of this program is to preserve and enhance students' skills in the mother tongue while they acquire a second language.
Mandated Reporter	People who have regular contact with vulnerable people such as children, disabled persons and senior citizens and are therefore legally required to report (or cause a report to be made) when abuse is observed or suspected.
Oral proficiency	Language proficiency has been defined as the ability to use language accurately and appropriately in its oral and written forms in a variety of settings (Cloud, Genesee & Hamayan, 2000).
Paraprofessional	A person who provides assistance (e.g., behavior management, health services, transportation or toileting, awaiting placement services, alternate placement services, or sign-language interpretation) either to the entire class or an individual or group of students.

Phonemic awareness	Phonemic awareness is the ability to hear, identify, and manipulate individual sounds — phonemes — in spoken words.
Phonics	Phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language.
Resource room	A separate, remedial classroom in a school where students with educational disabilities, such as specific learning disabilities, are given direct, specialized instruction and academic remediation and assistance with homework and related assignments as individuals or in groups.
Response to Intervention (RTI)	A method of academic intervention used in the United States to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.
Structured immersion program	Structured immersion programs focus on developing second language abilities of students who speak a minority language (Spanish speakers learning English).
Transitional bilingual program	The goal is to prepare students to enter mainstream English classrooms (a transition usually completed within two or three years) by providing a portion of instruction in children's native language to help them keep up in school subjects, while they study English in programs designed for second-language learners.
Vocabulary	Vocabulary refers to the words we must know to communicate effectively. Oral vocabulary refers to words that we use in speaking or recognize in listening.



**Final Action Step:** After reviewing all of the concepts you struggled with on your first practice test, we highly recommend that you simulate test conditions again and take at least 1-2 additional full length EAS practice tests prior to taking your exam. **(135 minutes/test)**

- Click [here](#) for further instructions on how to purchase an EAS practice test.
- After completing the practice test, you will receive immediate feedback on your performance on the multiple choice questions and sample written responses for the constructed-response questions.
- The fee for each online practice test is \$29.95.

## Test Day Tips

---

1. Be sure to look up the specific instructions for your testing center and ensure you bring all necessary identification with you on testing day as well as leaving all prohibited materials at home. Nearly all testing centers will require you to bring at least two current forms of photo ID. Some test centers will not allow you to bring a cell phone with you to the center at all while others may provide a space to lock your belongings prior to entering the testing space.
2. Know the exact physical location of the testing site; drive the route to the site prior to test day.
3. Wear comfortable, loose fitting, layered clothing to the testing center; prepare for it to be either cold or hot during the test. Again, be sure to check the testing center regulations for what you'll be allowed to bring into the room.
4. Arrive to the test early; be prepared to wait and be patient.
5. Know the test directions, duration, topics, question types, and number of questions and come into the test with a plan for how much time you need to spend on each type of question.
6. The computer at your testing center may be a model you are not familiar with using. Follow the directions on the screen and calmly ask for support from a staff member at the center if your system has any sort of malfunction during your exam.
7. Pace yourself; don't rush, but keep working and move on quickly if you get stuck.
8. Keep your first answer unless you are positive it is wrong.
9. Check your work carefully for avoidable mistakes.