

### Assessment and Mapping of the EAS

**The following performance indicators are drawn from New York State’s guidance document for the Educating All Students (EAS) test, addressing diverse student populations, English Language Learners, students with disabilities/other learning needs, teacher responsibilities, and school-home relationships. The first column after the descriptions of the test dimension is intended to identify the course(s) or co-curricular experience(s)—such as fieldwork—where the relevant skill or strategy occurs. The second column addresses the specific assignments or activities where the skill or strategy is taught or supported.**

**The third column is for an evaluation of how much of a challenge the skill or strategy represent to your teacher candidates: “1” means that they have mastered it, requiring little or no instructional support from you/faculty colleagues and “3” means that you/faculty colleagues expend a significant amount of time and effort in supporting their mastery of the skill or strategy.**

**This will provide an assessment, a snapshot of what your needs might be and to target the upcoming professional development day to those needs.**

<b>DIVERSE STUDENT POPULATIONS</b>	<b>Course(s)/Program(s) Assignments</b>	<b>Assignments/ Activities</b>	<b>Challenge (1 to 3)</b>
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			
demonstrates knowledge of strategies for engaging in self-reflection to enhance one’s interactions with all students and strengthen classroom practices			

<p>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)</p>			
<p>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)</p>			
<p>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</p>			
<p>demonstrates knowledge of strategies for using and adapting fair, equitable, and appropriate classroom assessment practices to</p>			

inform instruction			
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			
demonstrates an understanding of how culturally responsive classroom environments in which diversity is valued and respected promote student achievement and positive student experiences			
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			
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			
<b>ENGLISH LANGUAGE LEARNERS</b>	<b>Course(s)/Program(s) Assignments</b>	<b>Assignments/ Activities</b>	<b>Challenge (1 to 3)</b>
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)			
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			
applies knowledge of the legal rights of English Language Learners and ethical considerations related to the education of English Language Learners			
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			
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			
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			
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			
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			
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			
<b>STUDENTS WITH DISABILITIES/ OTHER SPECIAL LEARNING NEEDS</b>	<b>Course(s)/Program(s) Assignments</b>	<b>Assignments/ Activities</b>	<b>Challenge (1 to 3)</b>
demonstrates an understanding of types of disabilities and other special learning needs and the implications for teaching and learning associated with these differences			
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			
demonstrates an understanding of the importance of and strategies for consulting and collaborating with specialists who can assist in the identification of appropriate resources,			

<p>technology (including assistive technology), and instruction to meet the individualized needs of students with disabilities and other special learning needs</p>			
<p>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</p>			
<p>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)</p>			
<p>applies knowledge of strategies for effectively integrating</p>			

recommendations from IEPs into instructional activities and daily routines			
<b>TEACHER RESPONSIBILITIES</b>	<b>Course(s)/Program(s) Assignments</b>	<b>Assignments/Activities</b>	<b>Challenge (1 to 3)</b>
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)			
applies knowledge of a teacher's responsibilities in various situations (e.g., advocating to meet student needs, reporting potential abuse, addressing safety issues)			
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)			
analyzes the appropriateness of a teacher's response to a parent/guardian, a community member, another educator, or a student in various situations			
<b>SCHOOL-HOME RELATIONSHIPS</b>	<b>Course(s)/Program(s) Assignments</b>	<b>Assignments/Activities</b>	<b>Challenge (1 to 3)</b>
identifies strategies for initiating and maintaining			



<p>effective communication between the teacher and parents/guardians to promote student development and achievement</p>			
<p>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)</p>			
<p>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</p>			
<p>identifies strategies for ensuring that parents/guardians of all students are encouraged to participate as active members in school-based decision making</p>			
<p>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</p>			

**Reviewing the above results, what do you note about the courses/programs, assignments/activities and challenges in teacher candidate learning and development of the test elements on the EAS?**

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**Assuming that the skills/strategies for the test elements identified in the EAS develop over the candidates' program of study, list the courses or co-curricular experiences in the chronological order in which they occur below:**

**DIVERSE STUDENT POPULATIONS    ENGLISH LANGUAGE LEARNERS**

1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

**STUDENTS WITH DISABILITIES**

**TEACHER RESPONSIBILITIES**

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

10. \_\_\_\_\_

**SCHOOL-HOME RELATIONSHIPS**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

***Given this sequence, write down the ways in which these test elements are being introduced and supported across the program (e.g. are certain skills and strategies taught first or repeatedly?)***

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***Having undertaken this mapping exercise, what do you see as the next steps in supporting your teacher candidates' mastery of the skills/strategies for the EAS?***

***In what ways would do you think you would need to assess their progress prior to taking the EAS?***

***Do you view this focus on the skills/strategies for the EAS worthwhile? Why or why not?***

**EAS: Sharing of Strategies and Resources**

**Diverse Student Populations**

**Strategies**

**Resources**

**English Language Learners**

**Strategies**

**Resources**

**Student with Disabilities/Other Learning Needs**

**Strategies**

**Resources**

## **Teacher Responsibilities**

**Strategies**

**Resources**

## **School-Home Relationships**

**Strategies**

**Resources**