

ADELPHI UNIVERSITY

Ruth S. Ammon College of
Education and Health Sciences

EDUCATING ALL STUDENTS (EAS) LICENSURE SCORES TAKEN BY INITIAL PROGRAMS 2019 – 2022 Academic Years

PURPOSE

This EAS exam is designed to assess if an individual possesses the professional and pedagogical knowledge and skills to teach **all** students (including students with disabilities, students in diverse populations, and English language learners) effectively in New York state public schools.

ADMINISTRATION

As a proprietary exam, EAS is administered by New York State Teacher Certification Examinations (NYSTCE) as a computer-based assessment. The exam is required for initial programs as part of their program of study.

INSTRUMENT

The Educating All Students (EAS) Exam is a computer-based test that assesses candidates' competencies on diverse student populations, English language learners, students with disabilities and other special learning needs, teacher responsibilities, and school-home relationships. Currently, there is a safety-net in place for the EAS that allows candidates to receive a passing score of 500-519, instead of 520.

Exam competencies are aligned with CAEP, InTASC, and Culturally Responsive-Sustaining Education Framework standards.

VALIDITY AND RELIABILITY

The New York State Teacher Certification Examinations (NYSTCE) were validated in accordance with professionally accepted procedures for the validation of certification tests and was monitored by the New York State Education Department. Reliability is determined through repeated administrations of each exam. Estimates for reliability for all NYSTCE tests are typically in the range of 0.95 to 0.98.

(http://www.nystce.nesinc.com/content/docs/NYSTCE_Validation_Reliability.pdf)

ANALYSIS

EPP: The EAS pass rate for Adelphi candidates seeking initial certification during the 19-20, 20-21, and 21-22 academic years were 93%, 99%, and 96% respectively. The pass rate was higher than the minimum threshold of 80% across most programs. The exceptions were Childhood Special Education and TESOL which had a pass rate of 75%.

DATA TABLE

PROGRAM	2019-2020						2020-2021						2021-2022					
	# of Takers	# Pass	% Pass	white	non-white	unknown	# of Takers	# Pass	% Pass	white	non-white	unknown	# of Takers	# Pass	% Pass	white	non-white	unknown
EPP	168	157	93%	46%	19%	36%	181	180	99%	74%	16%	10%	187	179	96%	75%	20%	6%
Early Childhood Special Education	7	7	100%	57%	14%	29%	6	6	100%	50%	33%	17%	4	4	100%	50%	50%	0%
Childhood Special Education	8	8	100%	50%	13%	38%	8	8	100%	75%	0%	25%	4	3	75%	33%	67%	0%
Adolescent Special Education	5	5	100%	20%	20%	60%	3	3	100%	100%	0%	0%	2	2	100%	50%	50%	0%
Childhood Education	37	35	95%	37%	26%	37%	42	42	100%	67%	12%	21%	58	57	98%	70%	19%	11%
Adolescent English	9	9	100%	22%	11%	67%	9	9	100%	44%	44%	11%	12	12	100%	75%	25%	0%
Adolescent Math	6	6	100%	67%	17%	17%	7	7	100%	71%	29%	0%	11	11	100%	100%	0%	0%
Adolescent Science	1	1	100%	100%	0%	0%	15	15	100%	73%	13%	13%	3	3	100%	67%	0%	33%
Adolescent Social Studies	4	4	100%	50%	25%	25%	14	14	100%	71%	29%	0%	8	8	100%	75%	13%	13%
Art Education UG	5	4	80%	75%	25%	0%	3	3	100%	33%	33%	33%	5	4	80%	75%	25%	0%
Art Education Grad	9	9	100%	56%	22%	22%	22	22	100%	86%	9%	5%	21	21	100%	67%	29%	5%
Educational Theatre	0	-	-	-	-	-	1	1	100%	0%	100%	0%	7	7	100%	86%	14%	0%
Music Education	6	5	83%	60%	20%	20%	3	3	100%	100%	0%	0%	3	3	100%	33%	67%	0%
TESOL	9	7	78%	29%	29%	43%	2	2	100%	50%	0%	50%	4	3	75%	67%	33%	0%
Physical Education UG	20	18	90%	50%	17%	33%	12	12	100%	92%	8%	0%	17	14	82%	86%	7%	7%
Physical Education Grad	42	39	93%	49%	13%	39%	33	32	97%	84%	16%	0%	27	26	96%	88%	12%	0%
Health Education	0	-	-	-	-	-	1	1	100%	100%	0%	0%	1	1	100%	100%	0%	0%

Note: Reported pass rates include safety net. Test scores are retrieved from NYS Education Reports (Pearson) and TEACH.

EDUCATING ALL STUDENTS STANDARDS ALIGNMENT

[Click here to view Culturally Responsive-Sustaining Education Framework standards](#)

Standards	Competency	Performance Expectations
CAEP R1.1 InTASC 1,2,3 CR-S 1	0001 Diverse Student Populations	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.
CAEP R1.1, R1.2 InTASC 1,2,3,5 CR-S 1,2,3	0002 English Language Learners	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.
CAEP R1.2, R1.3 InTASC 4,6 CR-S 1,2	0003 Students With Disabilities And Other Special Learning Needs	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.
CAEP R1.4 InTASC 9,10 CR-S 4	0004 Teacher Responsibilities	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.
CAEP R1.4 InTASC 9,10 CR-S 4	0005 School-Home Relationships	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.