



Ruth S. Ammon College of
Education and Health Sciences

**CONTENT SPECIALTY TEST (CST) LICENSURE SCORES
TAKEN BY ADVANCED PROGRAMS
2021-2024 Academic Years**

PURPOSE

The explicit purpose of these tests is to help identify, for certification, those candidates who have demonstrated the appropriate level of knowledge and skills that are important for performing the responsibilities of an educator in New York State public schools.

ADMINISTRATION

As proprietary exams, they are administered by New York State Teacher Certification Examinations (NYSTCE) as a computer-based assessment.

INSTRUMENT

The Content Specialty Tests (CST) are computer-based tests that assess candidates' content knowledge in their respective certification area(s). The CST exams consist of both selected response (SR) questions and constructed response (CR) questions. The Minimum passing score for each exam is 520 (score range 400-600).

Exam competencies are aligned with CAEP, and InTASC 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: Teacher candidates pursuing advanced certification are required to complete the Content Specialty Test (CST) in their additional certification area. Adelphi candidates seeking advanced certification demonstrated strong performance with pass rates of 91% (2021-22), 94% (2022-23), and 100% (2023-24). These results consistently exceeded the minimum acceptable threshold of 80% across all examination areas, showing a positive trend of improvement over the three-year period.

DATA TABLE

EPP	2021-2022 AY						2022-2023 AY						2023-2024 AY					
	# of Takers	# Pass	% Pass	white	people of color	not reported	# of Takers	# Pass	% Pass	white	people of color	not reported	# of Takers	# Pass	% Pass	white	people of color	not reported
EXAM	11	10	91%	100%	0%	0%	17	16	94%	80%	20%	-	17	17	100%	76%	12%	12%
MULTISUBJECT B-2 PART 1	1	1	100%	100%	0%	0%	0	-	-	-	-	-	1	1	100%	100%	0%	0%
MULTISUBJECT B-2 PART 2	1	0	0%	-	-	-	0	-	-	-	-	-	1	1	100%	100%	0%	0%
MULTISUBJECT 1-6 PART 1	0	-	-	-	-	-	0	-	-	-	-	-	0	---	---	---	---	---
MULTISUBJECT 1-6 PART 2	0	-	-	-	-	-	0	-	-	-	-	-	0	---	---	---	---	---
MULTISUBJECT 7-12 PART 1	0	-	-	-	-	-	1	1	100%	100%	-	-	0	---	---	---	---	---
MULTISUBJECT 7-12 PART 2	0	-	-	-	-	-	1	1	100%	100%	-	-	0	---	---	---	---	---
MULTISUBJECT ALL PART 3	1	1	100%	100%	0%	0%	1	1	100%	100%	-	-	1	1	100%	100%	0%	0%
BEA SPANISH	0	-	-	-	-	-	0	-	-	-	-	-	1	1	100%	0%	0%	100%
STUDENTS WITH DISABILITIES	1	1	100%	100%	0%	0%	3	3	100%	67%	33%	-	0	---	---	---	---	---
LITERACY	1	1	100%	100%	0%	0%	1	1	100%	100%	-	-	2	2	100%	100%	0%	0%
HEALTH EDUCATION	6	6	100%	100%	0%	0%	6	5	83%	83%	17%	-	8	8	100%	88%	0%	13%
PHYSICAL EDUCATION	0	-	-	-	-	-	2	2	100%	50%	50%	-	3	3	100%	33%	67%	0%

Note: Test scores are retrieved from NYS Education Reports (Pearson) and TEACH.

HEALTH STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP RA1.1 InTASC 4	0001 Health Promotion	The New York State Health Education teacher has a comprehensive understanding of stages and characteristics of human growth and development and factors that influence healthy growth and development. The teacher has a broad and comprehensive understanding of health promotion and promotes students' understanding and application of health promotion and disease prevention skills and principles. The teacher also possesses comprehensive knowledge of nutritional concepts and principles and the role of health enhancing dietary practices in lifelong health and wellness. In addition, the teacher understands the essential role that physical activity plays in maintaining health and wellness and the importance of teaching students about the health-related components of fitness and how to integrate physical activity into their daily lives.
CAEP RA1.1 InTASC 4	0002 Risk Reduction	The New York State Health Education teacher understands the essential role that functional health knowledge and skills-based practice play in reducing harmful risks and keeping students safe. The teacher has a broad and comprehensive understanding of safety and risk reduction skills, accident and injury prevention skills, first-aid and emergency-care procedures, and strategies and techniques that prevent and minimize health risks related to unsafe and dangerous situations. The teacher is aware that students face many risks related to the use of alcohol, tobacco, and other drugs; unsafe sexual situations; and violence, and is prepared to teach students how to avoid and reduce such risks. The teacher is aware of prevalent adolescent risk behaviors and is able to promote students' use of safety practices, self-management strategies, resistance and refusal skills, and available protective factors and resources to maintain their personal health and safety.
CAEP RA1.1 InTASC 4	0003 Personal and Social Health Skills	The New York State Health Education teacher demonstrates a thorough understanding of health-enhancing communication skills; strategies and techniques for recognizing, addressing, and resisting peer pressure; and behaviors, skills, and strategies that promote healthy interpersonal, social, and family relationships. The teacher is well aware of the signs, causes, sources, and effects of stress and is able to teach students how to apply effective skills and strategies for coping with and managing stress. The teacher also understands strategies and techniques for addressing all forms of bullying, including cyberbullying, and knows principles and approaches for managing and resolving conflicts in health-enhancing ways. The teacher demonstrates comprehensive knowledge of how to use reliable self-assessment tools and goal-setting and decision-making processes to address health issues and enhance personal health. In particular, the teacher instructs and guides students in using the steps and strategies needed to establish, implement, monitor, and achieve personal health goals, as well as those needed to make lifelong healthy decisions and minimize health risks.
CAEP RA1.1 InTASC 4	0004 Health Literacy Skills	The New York State Health Education teacher has a broad and comprehensive understanding of health literacy skills and is familiar with many sources and types of health related information and services. The teacher understands the influence of various factors on health behaviors, including the media, technology, family, peers, culture, and social norms. The teacher possesses a deep understanding of principles and methods for analyzing, evaluating, and selecting health information, products, and services. The teacher

		<p>knows the roles and functions of different levels of government and private agencies in relation to health promotion and disease prevention, as well as the responsibilities of various government agencies in protecting the health and safety of citizens. The teacher also possesses knowledge of concepts and issues associated with community and environmental health, and principles and strategies for preventing and reducing environmental and community health risks.</p>
<p>CAEP RA1.1 InTASC 4</p>	<p>0005 Health Education Program Planning</p>	<p>The New York State Health Education teacher understands how to plan, create, and manage a learner-centered health education program that provides multiple opportunities for students to construct knowledge and skills and apply them in health-related situations. The teacher knows important theories and models of health behavior and learning and integrates these theories and models into health education program planning, instruction, and evaluation. The teacher is able to use a skills-driven approach to plan, select, and implement instruction that ensures all students develop health-related competence, confidence, and enduring understandings. The teacher is also able to make effective modifications and adaptations for students with special educational needs and/or diverse backgrounds. The teacher understands assessment methods and instruments used in health education and employs them to identify student strengths and to guide student learning and progress. The teacher is aware of legal and ethical issues related to health education. The teacher understands the importance of remaining current in health education by accessing research-based information and professional development opportunities as part of lifelong professional learning.</p>
<p>CAEP RA1.1 InTASC 4</p>	<p>0006 Pedagogical Content Knowledge</p>	<p>The New York State Health Education teacher applies pedagogical content knowledge to design instruction that helps students achieve specific learning goals. The teacher applies knowledge of how students learn to develop effective instructional strategies and activities that foster students' conceptual understandings and skills related to a variety of health education learning goals. The teacher applies concepts and principles associated with the practice of health education to plan authentic learning experiences that promote students' application of health education concepts and skills. Learning experiences may involve, but are not limited to, the use of demonstrations, technology, simulations, role plays, personal fitness plans, wellness logs, and formal and informal assessments. The assessment of pedagogical content knowledge requires the teacher to use information related to health behavior theories, as well as learner-centered, skills-driven, and evidence-based health education models and approaches to design a learning activity that supports, engages, and challenges students. The assessment also requires the teacher to evaluate the appropriateness of various health education techniques, technology, media, and activities in terms of their relevance to specified health education goals and objectives.</p>

LITERACY STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP RA1.1 InTASC 6,7,8	0001 Foundations of Language and Literacy Development	The New York State literacy specialist has a deep understanding of the theoretical and research foundations of instruction in reading and writing, including knowledge of processes involved in reading and writing; key factors that affect language and literacy development; and strategies for using research on reading and writing development to inform literacy teaching practice.
CAEP RA1.1 InTASC 6,7,8	0002 Foundations of Literacy Instruction and Assessment	The New York State literacy specialist understands foundations of effective assessment and instruction in reading, including effective strategies and research-based best practices in the diagnosis and treatment of reading and writing difficulties. The literacy specialist is highly skilled in planning and administering assessments in all aspects of literacy and in interpreting and applying the results from formal and informal literacy assessments for a variety of purposes. The literacy specialist is highly skilled in planning and implementing literacy instruction that is based on convergent research, informed by assessment evidence, and aligned with the NYSLS.
CAEP RA1.1 InTASC 9,10	0003 Role of the Literacy Professional	The New York State literacy specialist understands the professional responsibilities and best practices of an effective interventionist, literacy coach, and leader in literacy. The literacy specialist understands components and features of an effective literacy program and skillfully applies knowledge of strategies for creating a literacy-rich environment, for continuing to develop professional knowledge and skills in the field of literacy, and for promoting the professional development of colleagues.
CAEP RA1.1 InTASC 6,7,8	0004 Reading & Writing: Foundational Skills	The New York State literacy specialist understands the continuum of P–5 foundational reading skills outlined in the NYSLS, including related writing skills, and skillfully applies this knowledge as a teacher, coach, and literacy leader to promote student achievement of these standards, including the achievement of students who struggle with one or more foundational reading skills and/or related writing skills. The literacy specialist skillfully applies knowledge of language and literacy development and effective, developmentally appropriate, data driven instruction and intervention to meet the literacy learning needs of P–12 students who have evidence-based needs in print concepts; phonological awareness, including phonemic awareness; phonics and word recognition; fluency; and/or spelling and writing conventions.
CAEP RA1.1 InTASC 7,8	0005 Text Complexity and Text Comprehension	The New York State literacy specialist understands text comprehension development, is highly skilled in evaluating texts and text complexity in a range of text types and genres, and skillfully applies this knowledge as a teacher, coach, and literacy leader to promote student achievement of the reading standards outlined in the NYSLS. The literacy specialist skillfully applies knowledge of strategies for selecting appropriate materials to support literacy instruction and intervention that meet the research- or evidence-based literacy learning needs of all P–12 students.
CAEP RA1.1 InTASC	0006 Reading & Writing: Different Types of Text	The New York State literacy specialist understands the continuum of reading and writing skills for literature and informational text outlined in the NYSLS and skillfully applies this knowledge as a teacher, coach, and literacy leader to promote student achievement of the P–12 standards. The literacy specialist skillfully applies knowledge of language and literacy development and effective, developmentally appropriate, data-

		driven instruction and intervention to meet the literacy learning needs of all P–12 students in reading and writing, writing in response to literature and informational text, and related speaking and listening skills.
CAEP RA1.1 InTASC	0007 Language and Vocabulary Development	The New York State literacy specialist understands the continuum of language skills outlined in the NYSLS, and skillfully applies this knowledge as a teacher, coach, and literacy leader to promote student achievement of the P–12 standards. The literacy specialist skillfully applies knowledge of language and literacy development and effective, developmentally appropriate, data-driven instruction and intervention to meet the literacy learning needs of all P–12 students in conventions of standard English, knowledge of language, and vocabulary acquisition and use.
CAEP RA1.1 InTASC 4,5,6	0008 Analysis, Synthesis, and Application	The New York State literacy specialist applies knowledge of reading, writing, and language development; literacy assessment, instruction, and intervention; and the roles and responsibilities of the profession to analyze information presented in a professional forum (e.g., a report of findings from a research periodical, an excerpt of an article from a professional journal) and synthesize knowledge about a literacy-related topic. The literacy specialist is able to describe instructional situations in which the published findings could be applied effectively and appropriately.

MULTI-SUBJECT: TEACHERS OF EARLY CHILDHOOD (BIRTH-GRADE2) STANDARDS ALIGNMENT

PART ONE: Literacy and English Language Arts

Standards	Competency	Performance Expectations
CAEP RA1.1 InTASC 4,5	0001 Knowledge of Literacy & Language Arts	An effective Birth–Grade 2 Multi-Subject teacher has a deep understanding of language and literacy foundations, including an understanding of language and literacy development, individual variation in language and literacy development, principles and practices of literacy assessment and effective instruction, and language structures and processes in literacy. The teacher has a deep understanding of text structures in reading, writing, listening, and speaking, including an understanding of characteristics, elements, and features of a range of text types in literature and informational text written for children; writing purposes and text types (e.g., arguments, informative/explanatory texts, narratives); and language and communication skills related to speaking and listening for different purposes in an academic setting.
CAEP RA1.1 InTASC 4,5,6	0002 Instruction in Foundational Literacy Skills	An effective Birth–Grade 2 Multi-Subject teacher is skilled in providing instruction for children from birth through grade 2 that promotes their development of decoding skills, fluency, vocabulary and language knowledge and skills, and independent text comprehension skills. The teacher applies knowledge of effective assessment and data-driven instruction in print concepts, phonological awareness, and phonemic awareness (a particular type of phonological awareness); phonics, word recognition, and reading fluency; vocabulary and language knowledge and skills; and text comprehension skills and strategies. The teacher applies knowledge of dimensions of text complexity and factors affecting text comprehension development to selection of appropriate materials for literacy instruction. The teacher plans developmentally appropriate

		data-driven instruction in foundational reading skills that meets the learning needs of children from birth through grade 2.
CAEP RA1.1 InTASC 4,5,6	0003 Instruction in English Language Arts	An effective Birth–Grade 2 Multi-Subject teacher is skilled in providing instruction for children from birth through grade 2 that promotes their development of proficient reading, writing, speaking, and listening skills leading to college and career readiness by the end of grade 12. The teacher provides effective assessment and data-driven instruction in analyzing, evaluating, and integrating ideas and information from literature and informational text; in writing different types of text, writing processes, and research skills; and in academic speaking and listening skills. The teacher applies knowledge of factors that affect the development of reading, writing, speaking, and listening skills to plan developmentally appropriate instruction in English language arts that meets the learning needs of children from birth through grade 2.
CAEP RA1.1 InTASC 4,5,6	0004 Analysis, Synthesis, and Application	An effective Birth–Grade 2 Multi-Subject teacher applies relevant knowledge of content and pedagogical content knowledge in reading, writing, listening, speaking, and vocabulary and language knowledge to analyze and synthesize literacy assessment data about an individual student that are provided from multiple sources (e.g., a transcript of a student's oral reading performance, a transcript of a conversation about a reading passage between a student and a teacher, a student's writing sample, a teacher's observational notes, standardized test results) and to plan appropriate instruction for the student based on that analysis.

PART TWO: Mathematics

Standards	Competency	Performance Expectations
CAEP RA1.1 InTASC 4	0001 Number and Operations	The New York State Birth–Grade 2 Multi-Subject teacher demonstrates deep knowledge of the base-ten system and fractions, decimals, and percents and applies understanding of place value and properties of operations to justify algorithms. The teacher applies number properties and operations to interpret arithmetic as a coherent and logical subject that makes sense and recognizes how number and operations form the basis for further work in algebra. The teacher demonstrates knowledge of number systems, including how number systems are extended, and uses rational numbers to model and solve mathematical and real-world problems.
CAEP RA1.1 InTASC 4	0002 Operations and Algebraic Thinking	The New York State Birth–Grade 2 Multi-Subject teacher demonstrates deep knowledge of operations and algebraic thinking. The teacher makes connections between numbers, operations, and algebraic thinking. The teacher applies operations and algebraic thinking to model and solve problems, and works accurately with operations, algebraic expressions, equations, and functions. The teacher makes connections between multiplication and division and between ratios and rates. The teacher analyzes and solves problems involving ratios and proportional reasoning.
CAEP RA1.1 InTASC 4	0003 Measurement, Geometry, and Data	The New York State Birth–Grade 2 Multi-Subject teacher demonstrates deep knowledge of measurement and geometry. The teacher applies measurement concepts and standard units and interprets geometry as a system based on precise definitions and mathematical reasoning. The teacher models and solves mathematical and real-world problems, including problems involving angle measure, perimeter, area,

		surface area, and volume. The teacher works with and interprets data, uses measures of center and variability, and draws inferences from data distributions. The teacher applies knowledge of probability and understands how statistics and chance events are used to make inferences.
CAEP RA1.1 InTASC 4	0004 Instruction in Mathematics	The New York State Birth–Grade 2 Multi-Subject teacher integrates knowledge of the mathematics learning that occurs prior to schooling with understanding of how children learn number and operations, measurement and spatial reasoning, and data collection and interpretation to promote student learning. The teacher provides a rich variety of focused strategies (e.g., moving from concrete to abstract; using multiple representations; explaining, connecting, and critiquing ideas) for promoting children's understanding, confidence, perseverance, and fluency in these areas. The focused strategies include explicitly teaching mathematical language that students need for mathematical practice, performance, and success. The teacher uses assessment to differentiate instruction.
CAEP RA1.1 InTASC 4	0005 Analysis, Synthesis, and Application	The New York State Birth–Grade 2 Multi-Subject teacher accurately and effectively applies relevant content knowledge and pedagogical content knowledge in number and operations, operations and algebraic thinking, and measurement and data to analyze and synthesize assessment data about an individual student, identify conceptual or procedural errors, and provide a well-reasoned and accurate analysis of the student's mathematical knowledge. The teacher uses the assessment results and knowledge of how students learn to present an appropriate instructional approach that meets the needs of the student.

PART THREE: Arts and Sciences

Standards	Competency	Performance Expectations
CAEP RA1.1 InTASC 4	0001 Science and Technology	The New York State Multi-Subject teacher demonstrates knowledge of the processes of scientific inquiry and investigations; concepts, principles, and theories pertaining to the physical setting and the living environment; technology and engineering design; and common themes that connect mathematics, science, and technology.
CAEP RA1.1 InTASC 4	0002 Social Studies	The New York State Multi-Subject teacher demonstrates understanding of major ideas, eras, themes, developments, and turning points in the history of New York State, the United States, and the world; geographic concepts and phenomena and the interrelationships of geography, society, and culture; human development and interactions; economic and political principles and systems; the roles, rights, and responsibilities of citizenship in the United States; and skills related to social studies, including gathering, organizing, mapping, evaluating, interpreting, and displaying information.
CAEP RA1.1 InTASC 4	0003 Fine Arts, Health and Fitness, Family and Consumer Science, and Career Development	The New York State Multi-Subject teacher demonstrates understanding of the concepts, techniques, and materials of visual arts, music, theater, and dance, including cultural dimensions; principles and practices of health and safety; concepts and practices of physical education and health-related fitness; concepts and practices related to child development and care and knowledge of family and interpersonal relationships; skills and procedures related to consumer economics and resource management; and knowledge of career development and workplace skills, behaviors, and responsibilities.

STUDENTS WITH DISABILITIES STANDARDS ALIGNMENT

Standards	Competency	Performance Expectations
CAEP RA1.1 InTASC 4,6,9,10	0001 Foundations of Special Education	The New York State educator of students with disabilities is grounded in the historical and theoretical foundations of the field of special education and committed to ongoing learning through reflective practice and professional development. The teacher applies knowledge of federal and state laws, regulations, policies, and ethical guidelines related to special education. In addition, the teacher understands the varied roles of the special education teacher in New York public schools and applies knowledge of how to communicate and collaborate with administrators, other teachers, related services providers, students with disabilities, and parents/guardians to help students achieve desired learning outcomes.
CAEP RA1.1 InTASC 4,6,9,10	0002 Knowledge of Students with Disabilities	The New York State educator of students with disabilities understands how students develop and learn and how various factors can affect development and learning in students with disabilities. Teachers understand the characteristics of various types of disabilities and how these characteristics can affect development and learning across domains.
CAEP RA1.1 InTASC 4,5,6	0003 Assessment and Individual Program Planning	The New York State educator of students with disabilities understands how assessments are used for a variety of purposes, including determining eligibility for special education services, developing annual goals, monitoring progress, and informing instruction. Teachers understand procedures for selecting and administering assessments and for interpreting the results of such assessments. Teachers also understand how to collaborate with others in the development, implementation, and monitoring of individualized education programs (IEPs).
CAEP RA1.1 InTASC 3,5	0004 Strategies for Planning and Managing the Learning Environment and for Providing Behavioral Interventions	The New York State educator of students with disabilities understands how to plan and manage a safe and productive learning environment in which all students can succeed. Teachers collaborate with others, including general education teachers, to create inclusive learning environments that are responsive to students' individual needs across domains. Teachers apply knowledge of effective classroom management strategies, including strategies for providing classroom, small-group, and individualized systems of positive behavioral interventions and supports for students with disabilities.
CAEP RA1.1 InTASC 4,5,6	0005 Instructional Planning and Delivery to Promote Students' Success in the General Curriculum	The New York State educator of students with disabilities understands how to provide research- or evidence-based, specially designed instruction to address individual needs and to enable students with disabilities to access, participate in, and progress in the general curriculum. Teachers understand the importance of basing instruction on national and state curriculum standards to ensure that students with disabilities have access to the same rigorous curriculum as the general population. At the same time, teachers understand how to differentiate instruction for all students and provide scaffolded supports to students with disabilities. Teachers understand the essential components of explicit instruction and apply

		their expert knowledge of research- or evidence-based instructional strategies across the curriculum to collaborate with general education teachers and deliver instruction that addresses students' identified strengths and needs.
CAEP RA1.1 InTASC 4,5,6	0006 Strategies for Teaching Communication Skills, Social Skills, and Functional Living Skills	The New York State educator of students with disabilities understands how to apply research-based instructional strategies to address students' individual needs in the areas of communication skills, social skills, and functional living skills. Teachers use instructional strategies that are appropriate to the developmental level and communication needs of individual students, including students from diverse cultural and linguistic backgrounds. Teachers are familiar with alternative and augmentative communication (AAC) options for students with disabilities. Teachers understand how to foster students' social skills, and they design instructional programs and opportunities for students to practice using such skills in authentic contexts. In addition, teachers plan and implement instructional programs related to career education and functional living skills to foster students' independence and to prepare them for adult living, learning, and working. Teachers also collaborate with others to promote successful transitions for students with disabilities from early childhood to adulthood.
CAEP RA1.1 InTASC 4,5,6	0007 Analysis, Synthesis, and Application	The New York State educator of students with disabilities draws upon comprehensive knowledge of students with disabilities, assessments used in special education, and research- or evidence-based instruction and interventions to analyze and synthesize information from student profiles and data from formal and informal assessments of academic and/or functional performance to determine students' strengths and needs and provide specially designed instruction and/or interventions to address those identified needs.