

New York State Teacher Certification Exams NYSTCE

Updated with 2021-22 completer data

*Data presented to Teacher Education Council September and October 2022 and reviewed by
Programs at the January 2023 Program Improvement Retreat*

Analysis

- On Content Specialty Tests, candidates perform equal or better than NYS over the past two complete cohorts for initial and advanced students. When examined by race/ethnicity, a minimal difference between NYS and Buffalo State candidate performance is noted. Individual programs examine subarea performance to determine performance strengths and areas in need of growth. The majority meet or exceed passing score of 520. On Educating all Students Tests, pass rates are very high across initial and advanced programs (95%). This is a trend over the past several years with a slight dip noted from 2020-21 (by 2%). That said, candidates from the most recent cohort had the highest mean since 2016. Performance on subareas was also strong but some relative areas of weakness were noted in the constructed response related to English Language Learners and Students with Disabilities. Additional professional development for faculty was scheduled in these areas and new assignments were revised as a result. Additional special education coursework open to all education students (outside of the special education program) was discussed and disseminated for advisement.
- We noted that some students are not graduating but not taking the EAS exam, or not taking it within the first 0-4 years after. This should be noted that students have up to 5 years to complete their master's degree once initial certification is issued and may attend graduate school immediately. In addition, candidates may leave NYS or teach at a private school or agency setting that may not require the certification in NYS (thus candidates may wait to take the exams). Finally, in recent years, a COVIC emergency certificate was issued and thus, candidates put off taking the certification exams right away, since it was not needed for them to obtain certification after graduation.

Notes About CST

Data reported by **Initial and Advanced** levels (*all TEU programs combined*)

- Pass rate is 520 or 220 on new CSTs (not old or safety net)
- Overall mean
- Comparison to NYS performance
- Best attempt reported
- Reported by completer cohort (not year taken)

Disaggregated **program level** data available via the TEU Data Dashboard (always available on the TEU Website) and formally reviewed annually at Program Improvement Retreat.

Content Specialty Test

NYSTCE Data

Completers vs. Test Takers on CST 2021-22

Initial Program Completers

N=326

Initial Program CST Test Takers

N= 204 (63%)

Advanced Program Completers

N=121

N=38 in programs requiring CST

Advanced Program CST Test Takers

N= 82

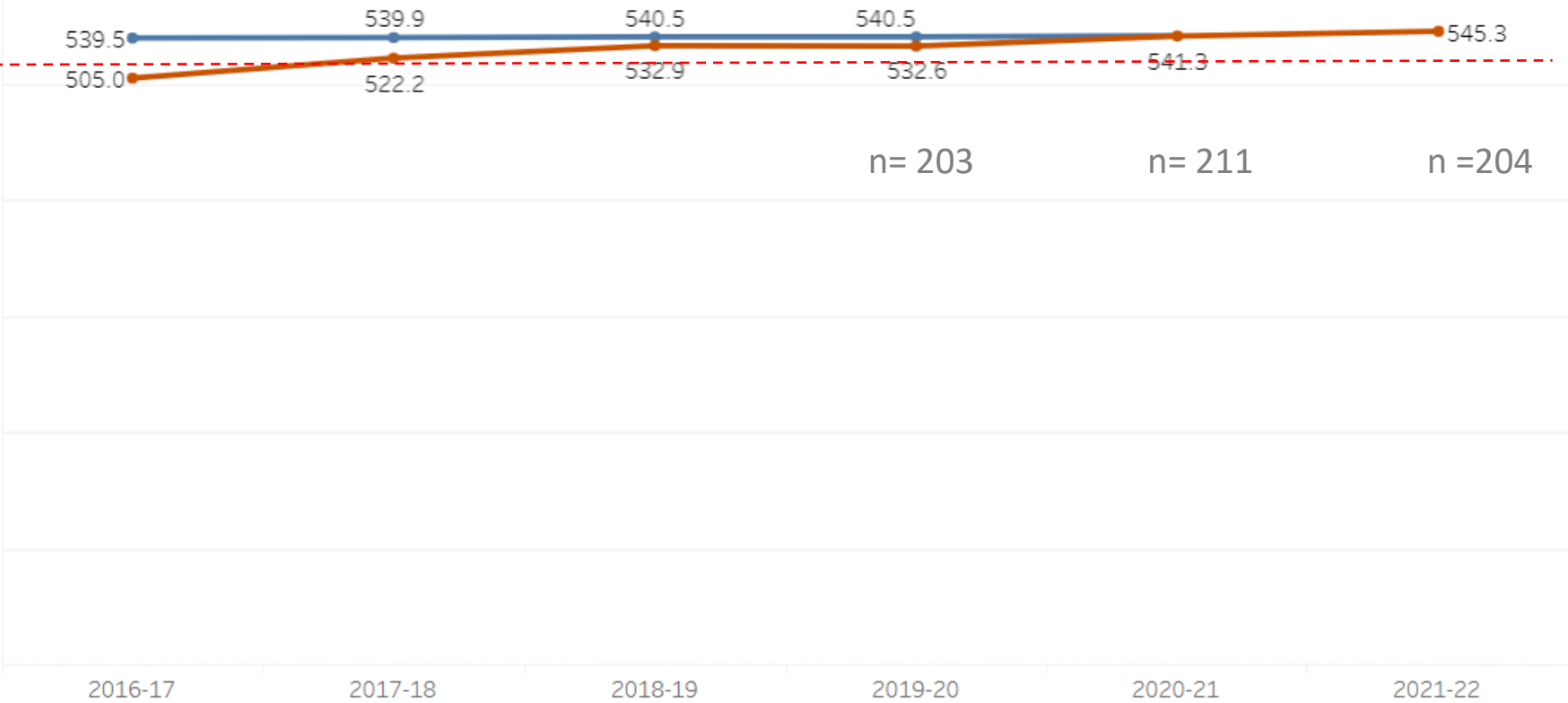
Overview/Analysis:

All Initial

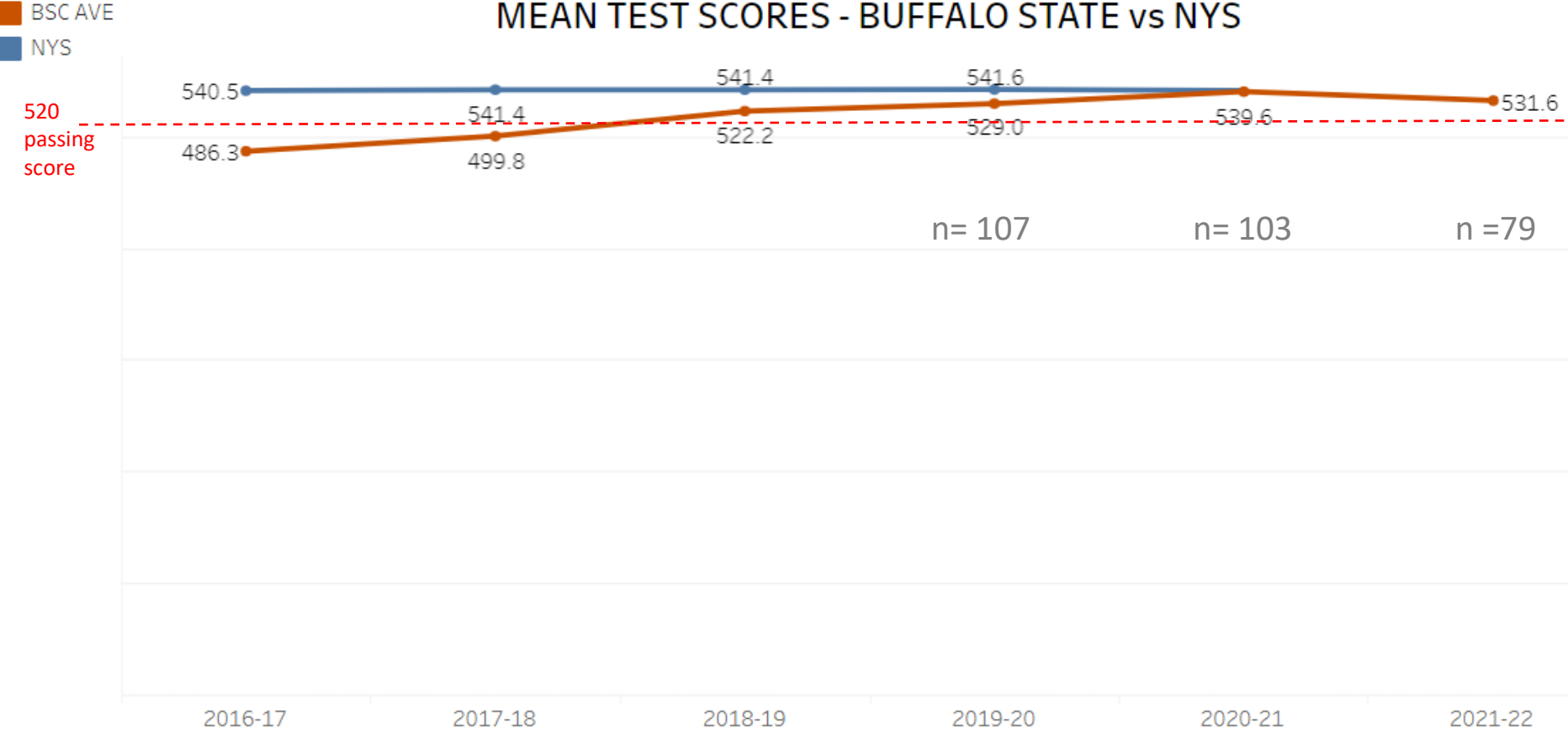
BSC AVE
NYS

MEAN TEST SCORES - BUFFALO STATE vs NYS

520
passing
score

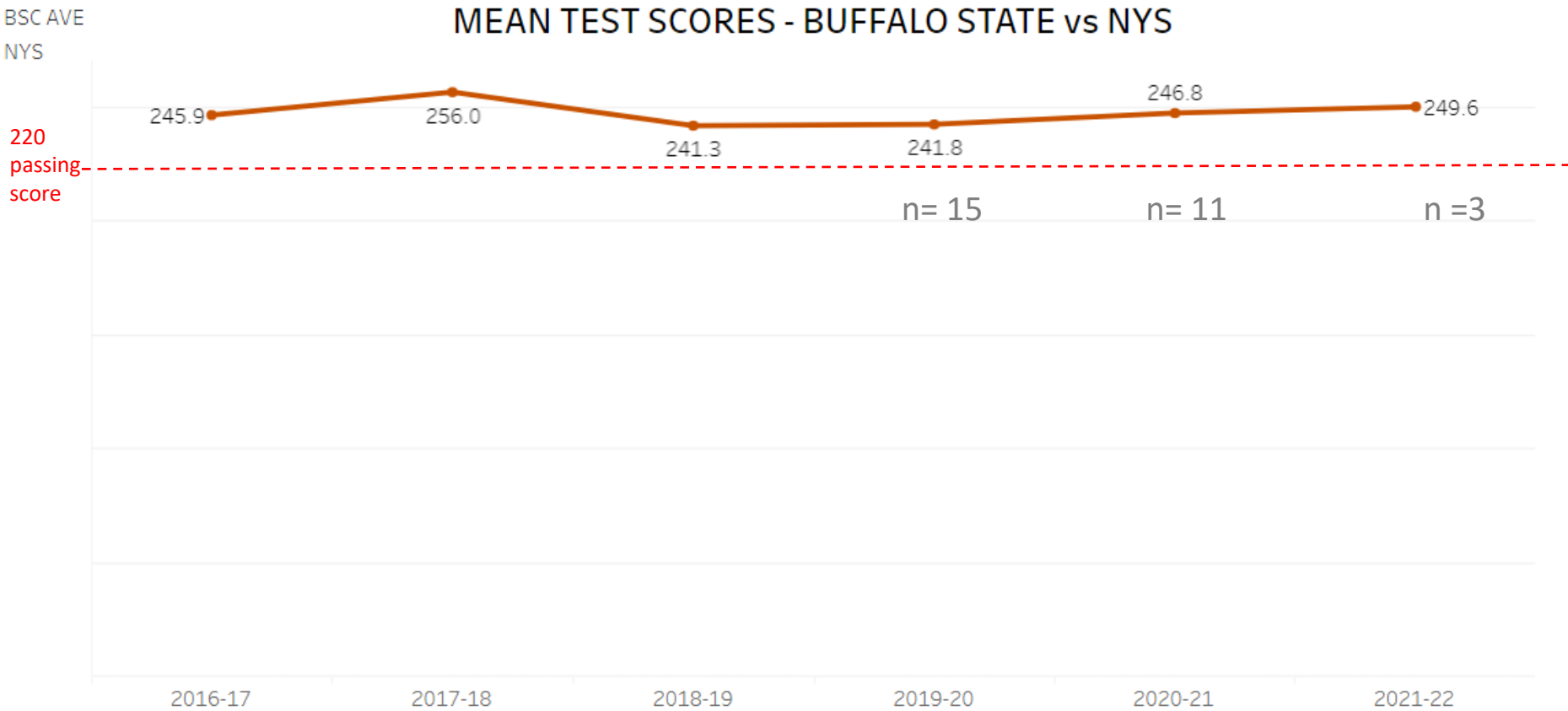


All Advanced (no SDL & Bilingual)



Advanced: SDL & Bilingual only

MEAN TEST SCORES - BUFFALO STATE vs NYS



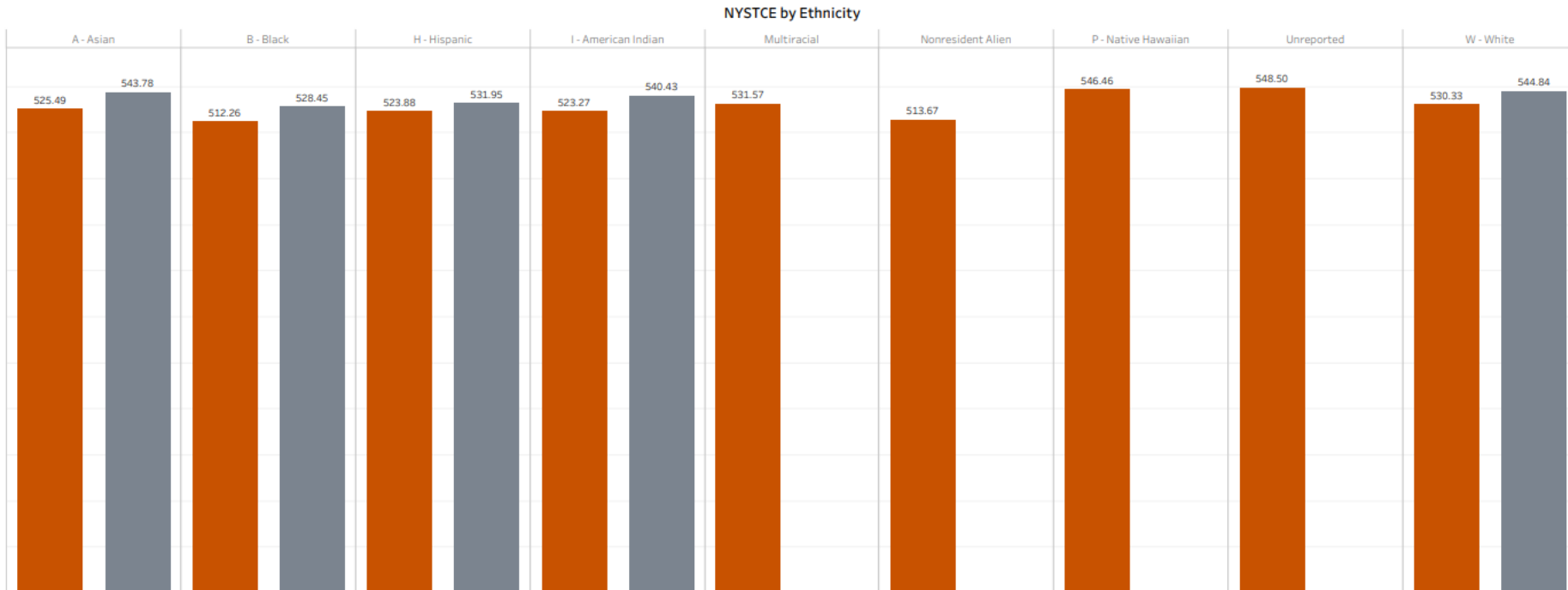
Comparing CST Performance between BSC & NYS by Race/Ethnicity

*All CSTs combined for all BSC candidates
(initial + advanced)*

■ BSC AVE
■ NYS AVE

1. Select 1 or more programs
All

2. Select a Test
Multiple values



Educating All Students (EAS)

Selected Response (SR) n = 40 items

Constructed Response (CR) n=3 items

Educating All Students (EAS)

2021-22 test takers n=215

Reported here:

- pass rates
- overall mean
- mean compared to NYS
- comparing white to non-white candidates

Notes:

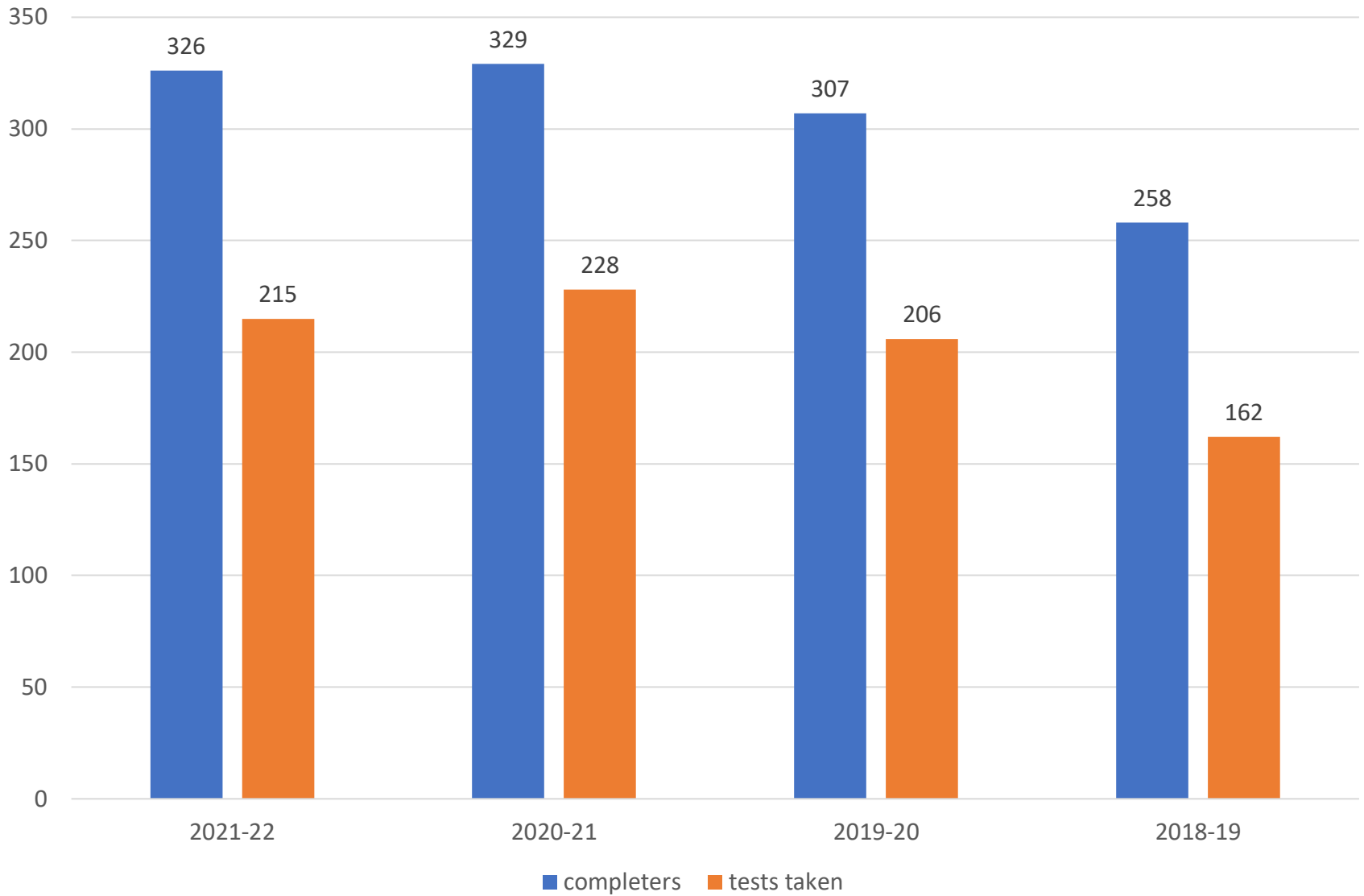
Data reported by **completer cohort** (not year taken)

Best attempt reported.

Program level data available at retreat (or whenever you want by accessing program data dashboard)

<https://public.tableau.com/app/profile/tiffany.fuzak/viz/programdash/Welcome>

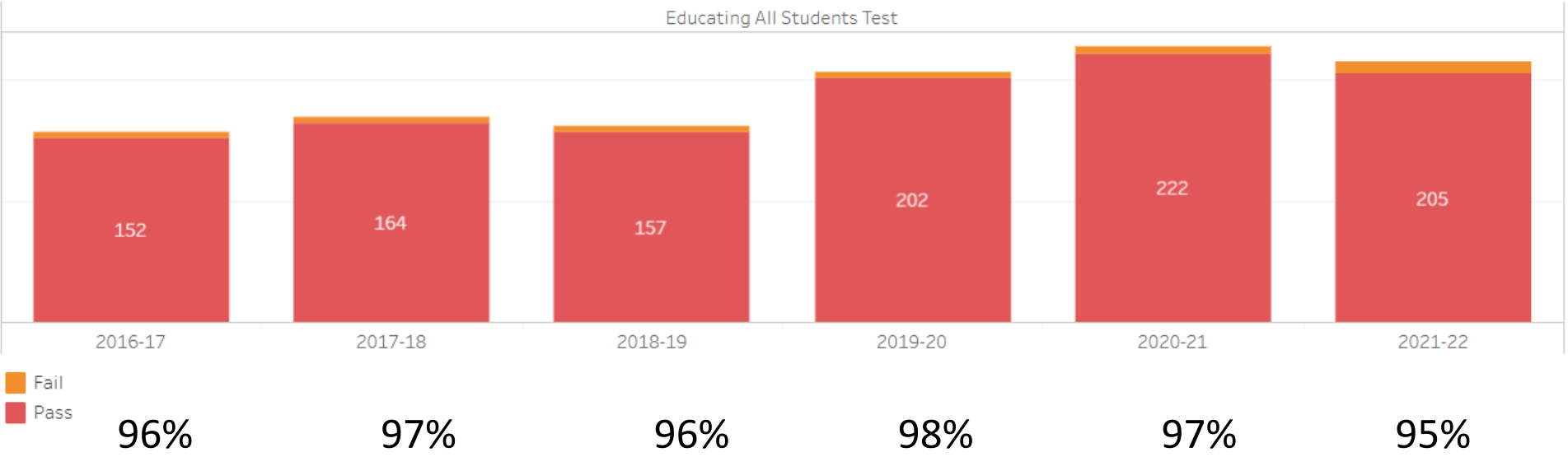
Number of Initial Completers vs. Number of EAS Takers



Pass Rates on EAS for Initial Program Candidates (95% 2021-22)

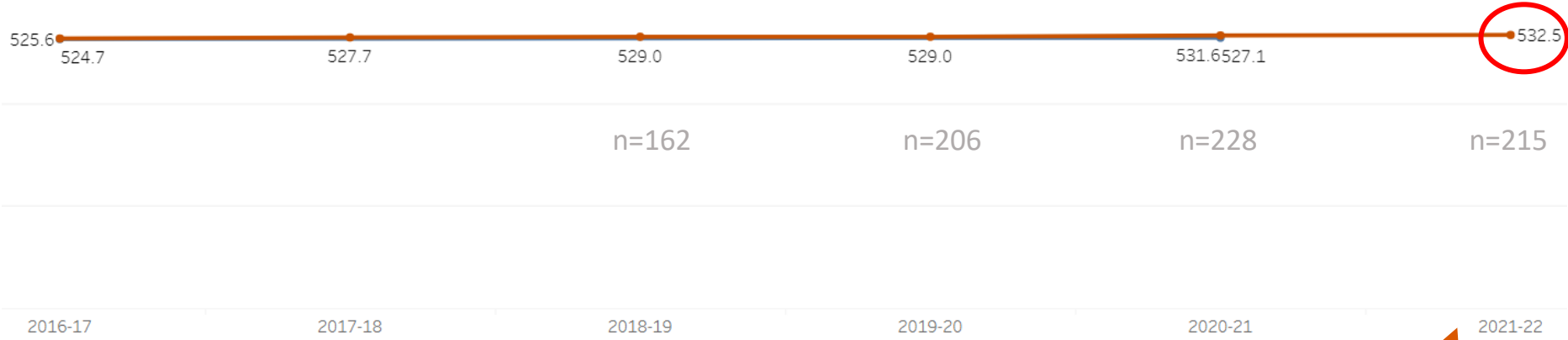
PASS RATE Comparison Grp 1

Educating All Students Test



Passing Score = 520 (400-600 range)

MEAN TEST SCORES - BUFFALO STATE vs NYS



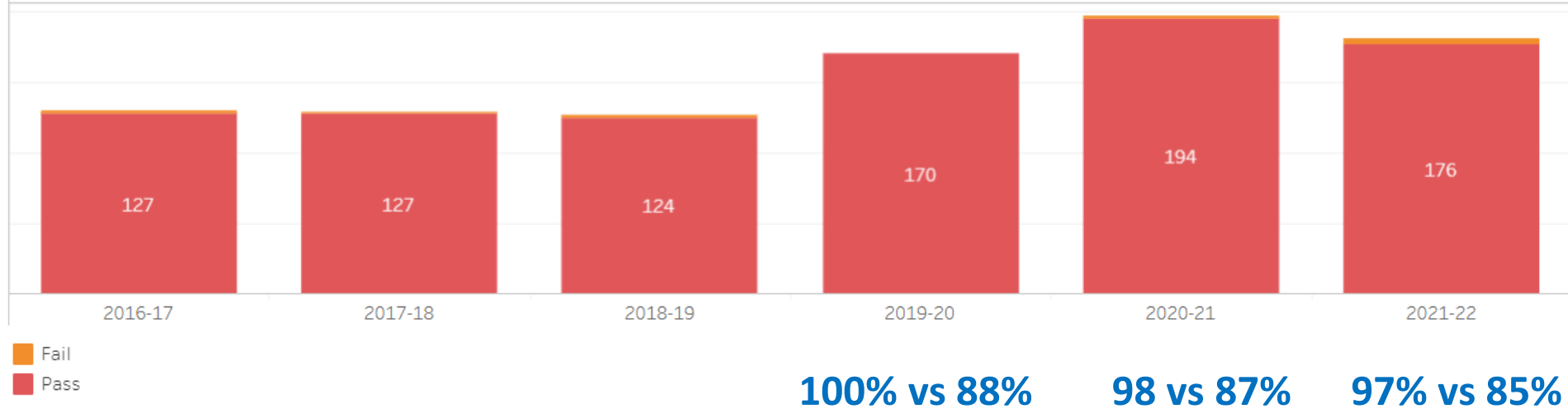
BSC
NYS

2021-22 had highest mean since 2016

Comparing EAS Pass Rates: White vs. Non-White Candidates at BSC

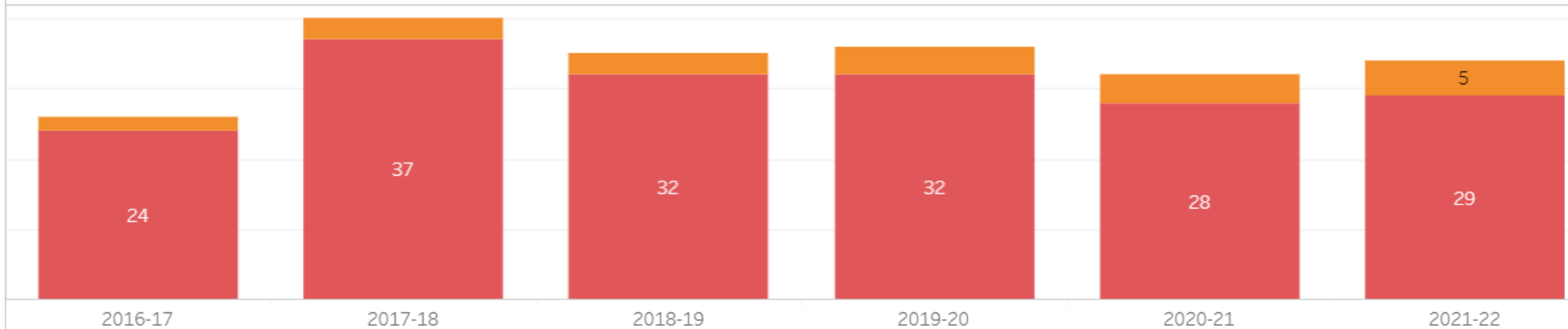
PASS RATE Comparison Grp 1

Educating All Students Test

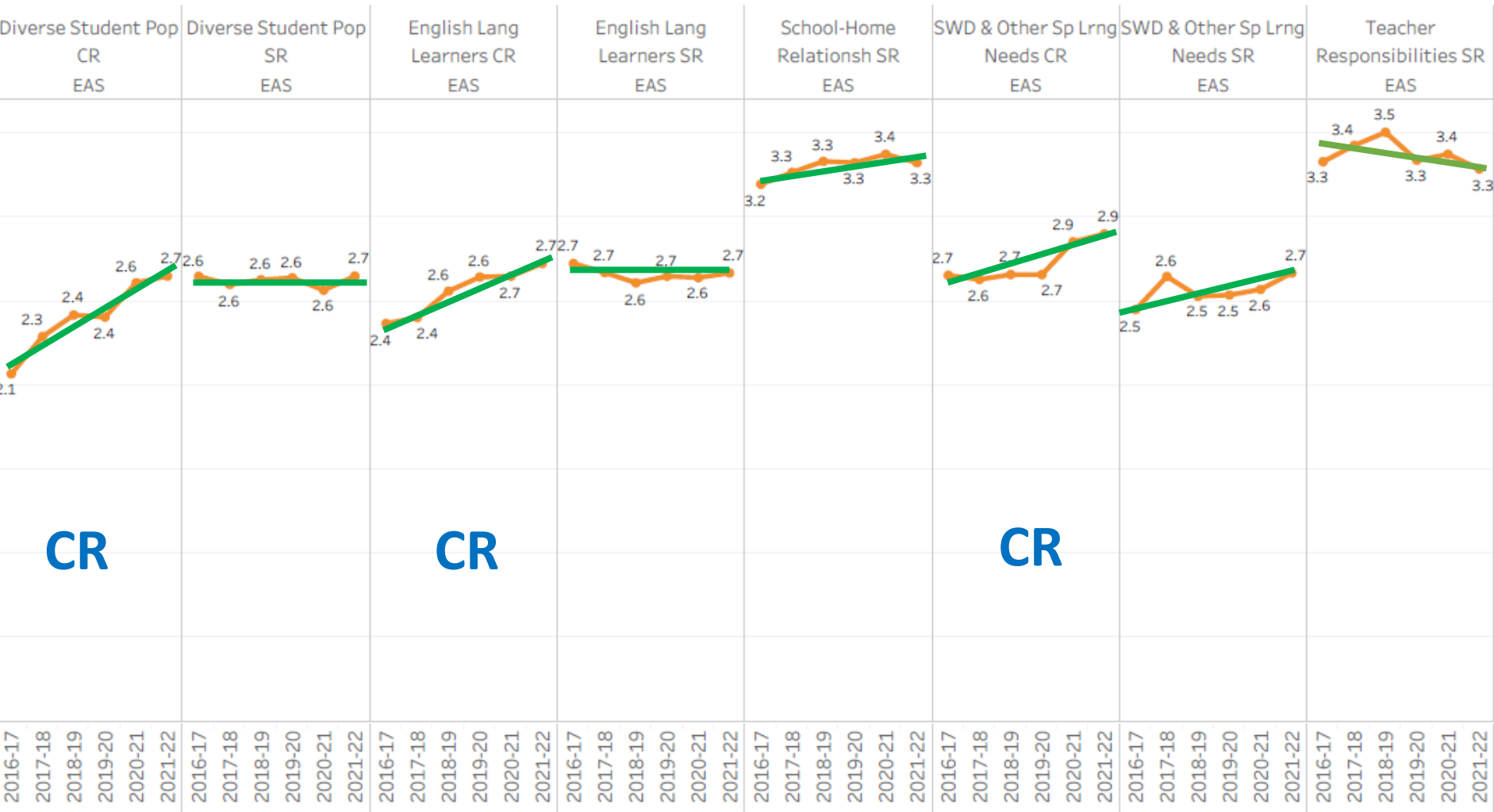


PASS RATE Comparison Grp 2

Educating All Students Test



EAS Subarea Performance



CR

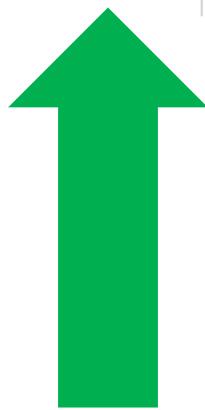
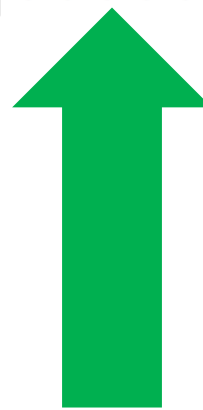
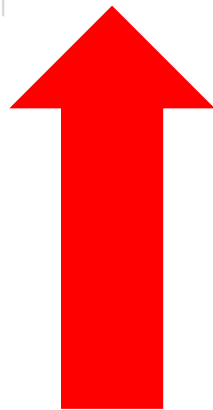
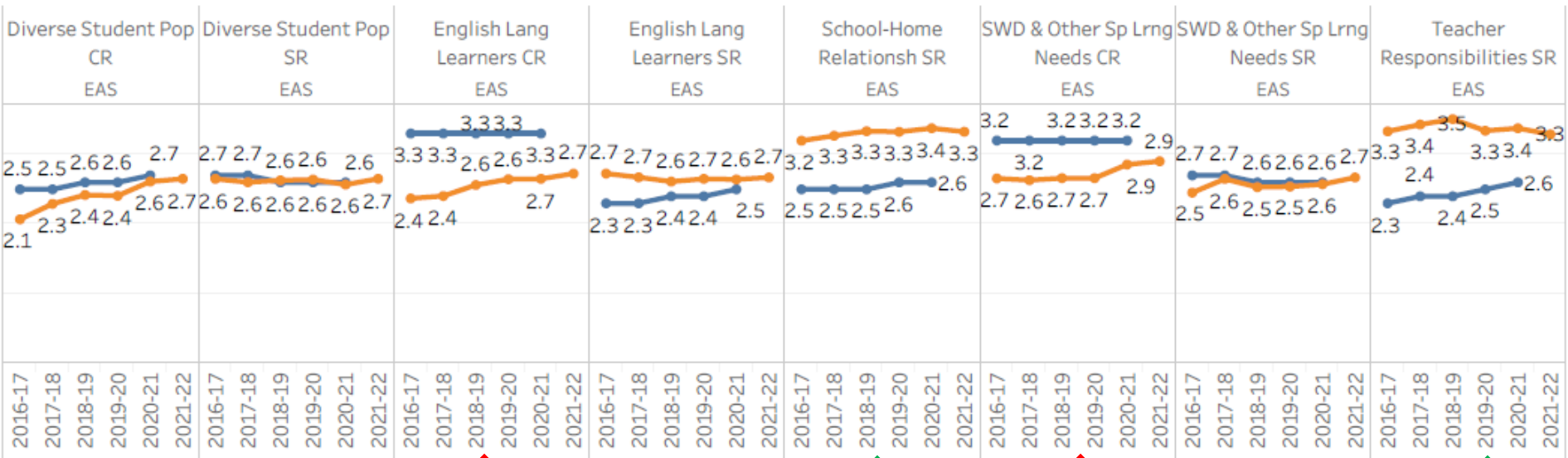
CR

CR

Performance Index Definitions

- ++++ Performance on the skills and knowledge is well above the level represented by the Passing Requirement.
- +++ Performance on the skills and knowledge is just at or above the level represented by the Passing Requirement.
- ++ Performance on the skills and knowledge is just below the level represented by the Passing Requirement.
- + Performance on the skills and knowledge is well below the level represented by the Passing Requirement.

NYS vs. BSC Subarea Performance



Class Description

Ms. Finnegan is a new sixth-grade English language arts teacher whose diverse characteristics and needs. The majority of students come from composition of the school population as a whole. Recently, the commu immigrant population. This shift in demographics has resulted in some of students. The principal asked teachers to make it a priority to create provided professional development sessions and faculty in-service train

Ms. Finnegan has a goal of learning as much as possible about her stu interests, and needs. During the first few weeks of school, Ms. Finnegan survey and each day she makes notes in her journal about classroom a students' responses to various instructional approaches. She also frequ review of data from students' most recent standardized reading assess students, only ten have achieved the level of proficient in English langu

Ms. Finnegan is planning a lesson on distinguishing fact from opinion in have students work in small groups for some lesson activities. As part o is reflecting on the notes in her journal and considering various strategi

Excerpts from Ms. Finnegan's Journal

Tuesday, September 6

Many students in the class want to associate primarily with peers f engaged students in activities to help them get acquainted, but soe peers from a different background. It also appears that a few stud individuals from different cultural groups. There are times when I s classroom.

Wednesday, September 7

Today I introduced a large-group lesson on identifying main ideas. I chose two relatively brief informational passages. One passage wa other passage was about the U.S. legislative system. When we re questions about the content. In the course of addressing these que attention to the lesson slipping away.

Monday, September 12

Today we were discussing a magazine article about a popular mus questions, but I noticed differences in how students communicated

Excerpt from Ms. Finnegan's Draft Lesson Plan

Topic: Fact and Opinion

Standard:

Distinguish between fact, opinion, and reasoned judgment in a text. (NYCCLS R.LST.8.8)

Lesson Objectives:

Students will classify statements from informational texts as fact or opinion.
Students will write original statements of fact and original statements of opinion.

Grouping:

Students will work in groups of five or six. Groups will be assigned by the teacher.

Materials:

large T-chart, fact and opinion statements written on sentence strips, copies of a newspaper article about a professional basketball player

Lesson Component

Activity

Introduction

Define fact and opinion for students. Ask students to make statements about a popular and familiar book, movie, or television show. Write the statements on the board. Guide students in classifying their statements as fact or opinion.



Constructed response

Use the exhibits to complete the task that follows.

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

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

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

Sample Response

One issue related to diversity that Ms. Finnegan should address in planning the lesson on fact and opinion is that students, depending on their backgrounds or gender, may or may not be familiar with the topic professional basketball. Students with little or no background knowledge of basketball will be at a disadvantage when it comes to determining whether a statement is a fact or an opinion.

Ms. Finnegan could address this issue by allowing students to choose from texts written on several different topics that are more familiar to all students. She could then form groups according to the texts students choose.

This strategy would be effective in facilitating student learning because students would have the necessary background knowledge of their topic. They would not have to expend mental energy trying to comprehend text about an unfamiliar topic, and could focus their attention on the primary objective of distinguishing between fact and opinion. This strategy would also encourage students to work with different peers and help them get to know other students who share their interests.

COMPETENCY 0004—TEACHER RESPONSIBILITIES

Performance Expectations

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.

Performance Indicators

- a. 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)
- b. applies knowledge of a teacher's responsibilities in various situations (e.g., advocating to meet student needs, reporting potential abuse, addressing safety issues)
- c. 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)
- d. analyzes the appropriateness of a teacher's response to a parent/guardian, a community member, another educator, or a student in various situations