

## Educating All Students (EAS) Practice Test\*

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### Exhibit 1

#### Class Description

Mr. Jones teaches seventh-grade mathematics. Although most of his program consists of general education classes, one is designated as an Integrated Co-Teaching (ICT) class. His co-teacher for that class, Ms. Smith, is a certified special education teacher. Although this is the first year that the two teachers have worked together, they have developed three teaching strategies that they use most often. In the first model, the two teachers each teach segments of the lesson to the entire class, often offering a variety of strategies to solve specific mathematical problems or concepts. During parallel teaching, the two teachers teach the same concept but split the class into two groups, with each teacher being responsible for one of the groups. Lastly, during some lessons, one of the teachers is responsible to teach the lesson to the entire class while the other teacher rotates around the room assisting individual students.

The ICT class consists of 25 students. Seventeen of them are general education students and receive no special education services, while eight of the students have Individualized Education Programs (IEPs). Of the eight students, five are classified as having a learning disability, one is classified as other health impaired, one is classified as emotionally disturbed and one as hearing impaired.

Jill, one of the students classified as learning disabled, has strong receptive and expressive language skills. Her main deficit is in the area of visual motor integration, which manifests itself by Jill's inability to copy from the board, poor handwriting, trouble aligning numbers when completing math problems and inability to copy shapes and forms.

Tom is classified as other health impaired and has been medically diagnosed as having attention deficit/hyperactivity disorder (ADHD). He is on grade level in mathematics, however, he frequently leaves his seat without permission and has difficulty focusing on tasks for extended periods of time.

Sam is classified as emotionally disturbed. He is on grade level in most subjects, but does have difficulty getting along with within a group of peers. He is frequently able to work with one peer at a time, but, if he becomes frustrated, he will begin to argue and/or fight. He often does not complete assignments and/or homework.

\*Adapted from practice materials developed by Brooklyn College.  
[http://www.brooklyn.cuny.edu/web/jasa/education-general/7\\_EAS\\_Additional\\_Practice\\_Material\\_Pt\\_2.pdf](http://www.brooklyn.cuny.edu/web/jasa/education-general/7_EAS_Additional_Practice_Material_Pt_2.pdf)

# Educating All Students Sample Test

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## **Educating All Students Sample Test:**

**NYSTCE Educating All Students Study Guide** Trivium Test Prep,2016-08-11 *NYSTCE Mometrix Exam Secrets* Test Prep Team,2023 NYSTCE Eas Educating All Students Practice Questions: NYSTCE Practice Tests and Review for the New York State Teacher Certification Examinations Mometrix,2023-07-11 Your 1 Practice Test Resource Mometrix Test Preparation s NYSTCE EAS Educating All Students Practice Questions are the simplest way to prepare for your New York State Teacher Certification Examinations Practice is an important part of preparing for a test and improving your chance of success Mometrix practice questions are designed to prepare you for the real test You could know everything that is going to be covered on the test but still perform poorly if you have never worked with NYSTCE practice questions Being familiar with the different types of questions and answer choices that you might see on the official test is a big advantage Another benefit of taking practice tests is that you can measure your performance They help you decide if you need to study and practice more or if you re ready for test day Doing well on a Mometrix practice test helps you gain confidence that you are prepared If you struggle the practice test helps identify areas where you need to work Using our NYSTCE practice test questions allows you to reinforce your strengths and improve your weaknesses Mometrix includes detailed answer explanations for each question It may sound obvious but you need to know which questions you missed and why you missed them This helps you avoid making the same mistakes on the real test That is why our NYSTCE EAS Educating All Students Practice Questions include answer keys with detailed answer explanations These in depth answer explanations will help you to better understand any questions that were difficult for you Mometrix Test Preparation is not affiliated with or endorsed by any official testing organization All organizational and test names are trademarks of their respective owners Educating All Students Together Leonard C. Burrello,Carl Lashley,Edith E. Beatty,2001 A convincing conceptualization of schools as complex adaptive systems The authors recommendations that leaders must tinker at the margins and lead in the zone of complexity provide sound and practical advice for school leaders faced with creating unified educational systems that will be able to effectively support students with increasingly diverse learning needs David W Peterson Superintendent Northern Suburban Special Education District Highland Park IL Far too long we have failed to acknowledge the large number of students relegated to parallel educational systems This thought provoking book provides an important first step in helping us surface the mental models we hold of the teaching and learning of diverse student populations Nelda Cambron McCabe Department of Educational Leadership Miami University Oxford OH An insightful informative and thought provoking book that deals with a topic that concerns every educator Kate Kinley Director of Administrative Training and Staff Development Clark County School District NV Learn to create unified learner centered schools where all students learn By focusing on student learning as the central goal of school administrators Burrello Lashley and Beatty establish a plan for creating a truly integrated educational system one that unifies the separate and parallel systems of special and general education The

authors call for an end to the piecemeal strategy of including students one classroom one grade level or one school at a time Instead they demonstrate how administrators school leaders and the community must work together on decisions to implement personalized education plans accountable curricular outcomes and appropriate instructional adaptations Some of the key concepts include Schools embracing special services personnel The roles of the community and other stakeholders Reconceptualizing schools based on learner centered principles Program evaluation and incentives Brain and holographic design as a framework for complex adaptive systems Collaboration between school administrators and teachers Adapting curriculum and instruction In this groundbreaking work of practical application Burrello Lashley and Beatty demonstrate effective leadership strategies that will enable administrators to better manage the cultural imperative of equity and excellence for all students They further support the plan for unified schools through case studies and a program evaluation of self study guide An essential resource for general and special educators parents and communities **NYSTCE Educating**

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