

## Multi-Subject: Teachers of Early Childhood (Birth – Grade 2)

### Multi-Subject: Teachers of Childhood (Grades 1 – 6)

This is a revised exam, effective September 2014. You are encouraged to review the contents of this test early in your program, preferably as you begin your education course sequence. Transfer students should review the test framework upon entering the program. In addition to specific liberal education content knowledge, your methods and literacy courses inform this test.

#### The Multi-Subject Tests contain three parts:

Part One: Literacy and English Language Arts

Part Two: Mathematics

Part Three: Arts & Sciences

Candidates may register to take all three parts at the same time or may register to take each part separately. Though it is less expensive to register for all three parts at the same time, it is recommended that you NOT take all three parts at the same time.

Candidates must successfully pass all three parts of the Multi-Subject Test in order to receive a passing score for certification. In the event that a candidate fails to obtain a passing score on one or more parts of the test, the candidate must reregister and retake the part(s) she/he did not pass.

If any attempt to pass a part of the exam is unsuccessful, ***candidates must wait 60 days before retaking Part One and/or Part Two.*** Candidates ***must wait 30 days before retaking Part Three.*** You can reregister immediately, but must wait the appropriate amount of time before retaking the Part.

#### ***Where to begin?***

1. Go to: [www.nystce.nesinc.com](http://www.nystce.nesinc.com)
2. If you do not have an account, click on [Register Now](#) to establish an account for all your certification exams.
3. Click on [Prepare](#)
4. Review the [Test Framework](#) to further determine what you need to do in order to prepare. The first seven (7) pages of the B-2 and 1-6 Multi-Subject tests are attached. This will give you an idea what will be on the test. You'll see both content (literacy, ELA, and math) and instructional (methods and literacy) components. Literacy and ELA are informed by literacy and methods courses and the math section is informed by math content courses and methods. Both are focused on New York Common Core Learning Standards.
5. Use the [Preparation Guides](#) – sample multiple choice questions and essays. This should further inform your *approach* – Am I ready? Do I need more preparation time?

6. The Teacher Education Department does offer workshops and other assistance.

**Resources**

1. There are many, but here is a good starter set.

<b>Part</b>	<b>Resource</b>
Part 1: Literacy & ELA	Literacy & methods courses; EngageNY for Common Core
Part 2: Mathematics	Liberal ed. math coursework for content; EngageNY for Common Core; methods course
Part 3: Science & Technology; Social Studies; Fine Arts, Health, Fitness & Consumer Sciences, and career development	Methods course(s); <a href="http://www.nysed.gov">www.nysed.gov</a> for learning standards and core curriculum for all areas

2. Separate resources for Mathematics – attached.

## Multisubject CST: Early Childhood & Childhood

### Resources for Teacher Candidate-Driven Professional Development

#### Mathematics

If math is “not your thing”, you might find the multi-subject test mathematics section quite challenging. Your own *common core* competencies will be assessed in the following areas and represents 80% of your score:

#### Early Childhood

Competency	Approximate number of items
0001 Number & operations	10
0002 Operations and algebraic thinking	15
0003 Measurement, geometry, & data	10
0004 Teaching mathematics	5

#### Childhood

Competency	Approximate number of items
0001 Number & operations	3
0002 Ratios & proportional relationships & number systems	15
0003 Algebra, measurement, geometry, & data	17
0004 Teaching mathematics	5

**0005 Analysis, synthesis, and application (20% of test total):** This section of the test is designed to measure your pedagogical content knowledge. It is scenario-based; you will receive multiple samples of student-based evidence for analysis. It requires an extended written response and will take approximately 60 minutes.

#### Resources

- [www.nystce.nesinc.com](http://www.nystce.nesinc.com); click on Prepare; then preparation guides; then the appropriate multisubject test
- [www.nysed.gov](http://www.nysed.gov)
- EngageNY
- Video library – there are 5 pages of video that deal specifically with instruction; look for the ones that include your certification span – B-2 or 1-6.
- Under **Common Core** click on:

- a. Common core library
- b. Implementation resources – NYS Curriculum Modules for math (and ELA)
- <https://www.teachingchannel.org/videos>
- <http://illustrativemathematics.org>
- **Back to [www.nysed.gov](http://www.nysed.gov) for Glossary of math terms**
  - **On the NYSED homepage, go to search box in upper right-hand corner and type in: 2005 mathematics toolkit**
  - **Open the first link**
  - **Click on Glossary for Teachers & then Glossary of mathematics terms. This will help remind you of all those terms you've long since forgotten.**

It is also recommended that you take Part Two: Mathematics on a separate day than either parts one or three.

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# **NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™**

## **FIELDS 211/212/245: MULTI-SUBJECT: TEACHERS OF EARLY CHILDHOOD (BIRTH–GRADE 2) ASSESSMENT DESIGN AND FRAMEWORK**

**September 2014**

**Authorized for Distribution by the New York State Education Department**

This assessment design and framework document is designed to provide information about the content and format of an assessment for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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**NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™**

**FIELDS 211/212/245: MULTI-SUBJECT: TEACHERS OF  
EARLY CHILDHOOD (BIRTH–GRADE 2)  
ASSESSMENT DESIGN**

This assessment consists of three parts, administered as three separate tests. Part One: Literacy and English Language Arts and Part Two: Mathematics are newly developed tests. Part Three: Arts and Sciences is a test using content from the previously administered Multi-Subject Content Specialty Test (CST) (field 002). In order to pass the overall assessment, candidates are required to achieve a score that meets or exceeds a separate performance standard for each part. Part Three is shared by all four Multi-Subject assessments; therefore, candidates seeking Multi-Subject certificates for more than one grade level need to pass Part Three only once.

Parts One and Two each consist of selected-response items and one extended constructed-response item. The constructed-response item, designed to measure candidates' pedagogical content knowledge, is scenario-based and requires an extended written response based on the analysis of multiple samples of student-based evidence. Part Three consists of selected-response items only.

As indicated in the tables that follow, for Part One the selected-response items count for 70% of the total test score and the constructed-response item counts for 30% of the total test score. For Part Two the selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the tables that follow.

The total testing times are 120 minutes for Part One, 135 minutes for Part Two, and 60 minutes for Part Three. The following estimates were used to determine the total test time:

- Part One: The selected-response items are designed with the expectation of response time up to 60 minutes, and the constructed-response item is designed with the expectation of a response up to 60 minutes.
- Part Two: The selected-response items are designed with the expectation of response time up to 75 minutes, and the constructed-response item is designed with the expectation of a response up to 60 minutes.
- Part Three: The selected-response items are designed with the expectation of response time up to 60 minutes.

Further information regarding the content of each competency can be found in the assessment framework.

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FIELDS 211/212/245: MULTI-SUBJECT: TEACHERS OF  
EARLY CHILDHOOD (BIRTH–GRADE 2)  
ASSESSMENT DESIGN

Part One: Literacy and English Language Arts

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Knowledge of Literacy & Language Arts	17	30%	--	--
0002 Instruction in Foundational Literacy Skills	17	30%	--	--
0003 Instruction in English Language Arts	6	10%	--	--
0004 Analysis, Synthesis, and Application	--	--	1	30%
<b>Total</b>	<b>40</b>	<b>70%</b>	<b>1</b>	<b>30%</b>

Part Two: Mathematics

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Number and Operations	10	20%	--	--
0002 Operations and Algebraic Thinking	15	30%	--	--
0003 Measurement, Geometry, and Data	10	20%	--	--
0004 Instruction in Mathematics	5	10%	--	--
0005 Analysis, Synthesis, and Application	--	--	1	20%
<b>Total</b>	<b>40</b>	<b>80%</b>	<b>1</b>	<b>20%</b>

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FIELDS 211/212/245: MULTI-SUBJECT: TEACHERS OF  
EARLY CHILDHOOD (BIRTH–GRADE 2)  
ASSESSMENT DESIGN

Part Three: Arts and Sciences

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Science and Technology	16	40%	--	--
0002 Social Studies	16	40%	--	--
0003 Fine Arts, Health and Fitness, Family and Consumer Science, and Career Development	8	20%	--	--
<b>Total</b>	<b>40</b>	<b>100%</b>	<b>0</b>	<b>0%</b>



**NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™**

**FIELDS 211/212/245: MULTI-SUBJECT: TEACHERS OF  
EARLY CHILDHOOD (BIRTH–GRADE 2)**

**ASSESSMENT FRAMEWORK**

**Part One: Literacy and English Language Arts**

Knowledge of Literacy & Language Arts  
Instruction in Foundational Literacy Skills  
Instruction in English Language Arts  
Analysis, Synthesis, and Application

**Part Two: Mathematics**

Number and Operations  
Operations and Algebraic Thinking  
Measurement, Geometry, and Data  
Instruction in Mathematics  
Analysis, Synthesis, and Application

**Part Three: Arts and Sciences**

Science and Technology  
Social Studies  
Fine Arts, Health and Fitness, Family and Consumer Science, and Career Development

The New York State Birth–Grade 2 Multi-Subject educator has a high degree of proficiency in the content knowledge and professional skills required for planning and implementing standards-based literacy and English language arts instruction and assessment that effectively promote student achievement of the Prekindergarten–Grade 2 standards in the New York State P–12 Common Core Learning Standards for English Language Arts & Literacy (NYCCLS). The teacher skillfully applies knowledge of language and literacy development and knowledge of developmentally appropriate, effective materials, instruction, and formal and informal assessment in all aspects of literacy and English language arts to meet the literacy-learning needs of children from birth through grade 2 across the content areas.

The New York State Birth–Grade 2 Multi-Subject educator has the mathematics knowledge and skills necessary to teach effectively in New York State public schools. The teacher understands mathematics as a coherent set of fundamental principles that is built on precise definitions and logical reasoning. The teacher understands and uses mathematical language. The teacher has a deep understanding of the New York State P–12 Common Core Learning Standards for Mathematics (NYCCLS) and effectively connects the standards for mathematical practice with the standards for mathematical content to demonstrate a high level of mathematical proficiency and to provide highly effective mathematics instruction.

**Authorized for Distribution by the New York State Education Department**

**FIELDS 211/212/245: MULTI-SUBJECT: TEACHERS OF  
EARLY CHILDHOOD (BIRTH–GRADE 2)  
ASSESSMENT FRAMEWORK**

The New York State Multi-Subject educator has the knowledge and skills necessary to teach effectively in New York State public schools. The teacher draws on knowledge of principles and relationships in the life and physical sciences for scientific inquiry and understands the interconnectedness of science, engineering, and technology. The teacher uses the perspectives of the social sciences to analyze historical events and the contemporary world; interprets works of art using knowledge of a variety of forms, techniques, and cultural contexts; understands the principles and practices essential to personal health, fitness, and safety; and can apply skills and concepts related to child development, family and interpersonal relationships, personal resources management, and career development.

As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.

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**NEW YORK STATE TEACHER  
CERTIFICATION EXAMINATIONS™**

**FIELDS 221/222/245: MULTI-SUBJECT: TEACHERS OF  
CHILDHOOD (GRADE 1–GRADE 6)  
ASSESSMENT DESIGN AND FRAMEWORK**

**September 2014**

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**NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™**

**FIELDS 221/222/245: MULTI-SUBJECT: TEACHERS OF  
CHILDHOOD (GRADE 1–GRADE 6)**

**ASSESSMENT DESIGN**

This assessment consists of three parts, administered as three separate tests. Part One: Literacy and English Language Arts and Part Two: Mathematics are newly developed tests. Part Three: Arts and Sciences is a test using content from the previously administered Multi-Subject Content Specialty Test (CST) (field 002). In order to pass the overall assessment, candidates are required to achieve a score that meets or exceeds a separate performance standard for each part. Part Three is shared by all four Multi-Subject assessments; therefore, candidates seeking Multi-Subject certificates for more than one grade level need to pass Part Three only once.

Parts One and Two each consist of selected-response items and one extended constructed-response item. The constructed-response item, designed to measure candidates' pedagogical content knowledge, is scenario-based and requires an extended written response based on the analysis of multiple samples of student-based evidence. Part Three consists of selected-response items only.

As indicated in the tables that follow, for Part One the selected-response items count for 70% of the total test score and the constructed-response item counts for 30% of the total test score. For Part Two the selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the tables that follow.

The total testing times are 120 minutes for Part One, 135 minutes for Part Two, and 60 minutes for Part Three. The following estimates were used to determine the total test time:

- Part One: The selected-response items are designed with the expectation of response time up to 60 minutes, and the constructed-response item is designed with the expectation of a response up to 60 minutes.
- Part Two: The selected-response items are designed with the expectation of response time up to 75 minutes, and the constructed-response item is designed with the expectation of a response up to 60 minutes.
- Part Three: The selected-response items are designed with the expectation of response time up to 60 minutes.

Further information regarding the content of each competency can be found in the assessment framework.

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FIELDS 221/222/245: MULTI-SUBJECT: TEACHERS OF  
CHILDHOOD (GRADE 1–GRADE 6)  
ASSESSMENT DESIGN

Part One: Literacy and English Language Arts

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Knowledge of Literacy & Language Arts	17	30%	--	--
0002 Instruction in Foundational Literacy Skills	17	30%	--	--
0003 Instruction in English Language Arts	6	10%	--	--
0004 Analysis, Synthesis, and Application	--	--	1	30%
<b>Total</b>	<b>40</b>	<b>70%</b>	<b>1</b>	<b>30%</b>

Part Two: Mathematics

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Number and Operations	3	5%	--	--
0002 Ratios and Proportional Relationships and Number Systems	15	30%	--	--
0003 Algebra, Measurement, Geometry, and Data	17	35%	--	--
0004 Instruction in Mathematics	5	10%	--	--
0005 Analysis, Synthesis, and Application	--	--	1	20%
<b>Total</b>	<b>40</b>	<b>80%</b>	<b>1</b>	<b>20%</b>

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FIELDS 221/222/245: MULTI-SUBJECT: TEACHERS OF  
CHILDHOOD (GRADE 1–GRADE 6)  
ASSESSMENT DESIGN

Part Three: Arts and Sciences

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Science and Technology	16	40%	--	--
0002 Social Studies	16	40%	--	--
0003 Fine Arts, Health and Fitness, Family and Consumer Science, and Career Development	8	20%	--	--
<b>Total</b>	<b>40</b>	<b>100%</b>	<b>0</b>	<b>0%</b>

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**FIELDS 221/222/245: MULTI-SUBJECT: TEACHERS OF  
CHILDHOOD (GRADE 1–GRADE 6)  
ASSESSMENT FRAMEWORK**

**Part One: Literacy and English Language Arts**

Knowledge of Literacy & Language Arts  
Instruction in Foundational Literacy Skills  
Instruction in English Language Arts  
Analysis, Synthesis, and Application

**Part Two: Mathematics**

Number and Operations  
Ratios and Proportional Relationships and Number Systems  
Algebra, Measurement, Geometry, and Data  
Instruction in Mathematics  
Analysis, Synthesis, and Application

**Part Three: Arts and Sciences**

Science and Technology  
Social Studies  
Fine Arts, Health and Fitness, Family and Consumer Science, and Career Development

The New York State Grade 1–Grade 6 Multi-Subject educator has a high degree of proficiency in the content knowledge and professional skills required for planning and implementing standards-based literacy and English language arts instruction and assessment that effectively promote student achievement of the Grade 1–Grade 6 standards in the New York State P–12 Common Core Learning Standards for English Language Arts & Literacy (NYCCLS). The teacher skillfully applies knowledge of language and literacy development and knowledge of developmentally appropriate, effective materials, instruction, and formal and informal assessment in all aspects of literacy and English language arts to meet the literacy-learning needs of students from grade 1 through grade 6 across the content areas.

The New York State Grade 1–Grade 6 Multi-Subject educator has the mathematics knowledge and skills necessary to teach effectively in New York State public schools. The teacher understands mathematics as a coherent set of fundamental principles that is built on precise definitions and logical reasoning. The teacher understands and uses mathematical language. The teacher has a deep understanding of the New York State P–12 Common Core Learning Standards for Mathematics (NYCCLS) and effectively connects the standards for mathematical practice with the standards for mathematical content to demonstrate a high level of mathematical proficiency and to provide highly effective mathematics instruction.

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CHILDHOOD (GRADE 1–GRADE 6)  
ASSESSMENT FRAMEWORK**

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As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.