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**NEW YORK STATE TEACHER  
CERTIFICATION EXAMINATIONS™**

**FIELD 60: STUDENTS WITH DISABILITIES  
TEST FRAMEWORK**

**June 2003**

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**New York State Teacher  
Certification Examinations™**

**FIELD 60: STUDENTS WITH DISABILITIES  
TEST FRAMEWORK  
June 2003**

<b>Subarea</b>	<b>Selected-Response</b>	<b>Range of Objectives</b>
I.	Understanding and Evaluating Students with Disabilities	0001–0005
II.	Promoting Student Learning and Development in a Collaborative Learning Community	0006–0013
III.	Working in a Collaborative Professional Environment	0014–0017
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Understanding and Evaluating Students with Disabilities  
Promoting Student Learning and Development in a Collaborative Learning Community  
Working in a Collaborative Professional Environment

The New York State educator of students with disabilities has the knowledge and skills to teach effectively in New York State public schools. The educator of students with disabilities understands how students with disabilities learn and develop and can provide developmentally appropriate learning experiences that support each student's intellectual, social, and personal development. The educator of students with disabilities is able to use a variety of strategies and resources to evaluate students' strengths and needs, to accommodate those strengths and needs, and to ensure that students with disabilities participate as fully as possible in the educational and community environments. The educator of students with disabilities understands how to collaborate effectively with students, families, other members of the school staff, and members of the community to enhance student learning and to achieve common goals for students' education and transitions. Most importantly, the educator of students with disabilities understands how to create a safe and supportive classroom environment that addresses the needs of individual students, fosters self-esteem and a sense of autonomy, and promotes students' successful transition into adult life roles.

**SUBAREA I—UNDERSTANDING AND EVALUATING STUDENTS WITH DISABILITIES**

**0001 Understand characteristics of individuals with disabilities.**

For example:

- identifying types, etiologies, and characteristics of various disabilities
- demonstrating familiarity with similarities and differences among individuals with disabilities, including levels of severity and multiple disabilities
- analyzing similarities and differences (e.g., cognitive, physical, language, social, emotional) among individuals with and without disabilities
- demonstrating knowledge of typical, delayed, and disordered communication patterns among individuals with disabilities
- recognizing how social and cultural factors (e.g., beliefs, traditions, values) may affect attitudes about disabilities and the relationship among student, family, and school

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**0002 Understand the effects of disabilities on human development and learning.**

For example:

- demonstrating knowledge of typical patterns of human development (e.g., physical, sensory, motor, cognitive, language, social, emotional)
- recognizing the implications of various disabilities for physical, sensory, motor, cognitive, language, social, and/or emotional development and functioning
- demonstrating familiarity with developmental issues that may affect individuals with disabilities
- recognizing the possible effects of medications on student learning, development, and functioning (e.g., cognitive, physical, social, emotional)

**0003 Understand types and characteristics of assessment instruments and methods.**

For example:

- recognizing basic concepts and terminology used in assessment
- identifying types, characteristics, and methods of formal and informal assessment
- demonstrating familiarity with principles of and procedures for creating, selecting, evaluating, and using educational and adaptive behavior assessment instruments and methods
- recognizing appropriate purposes, uses, and limitations of various types of assessment instruments
- demonstrating knowledge of alternative assessments (e.g., authentic assessment, portfolio assessment)
- demonstrating familiarity with strategies for collaborating with families and with other professionals in the assessment process
- demonstrating an understanding of legal provisions, regulations, guidelines, and ethical concerns related to assessment, including preserving confidentiality
- understanding the implications of limited English proficiency in the assessment of students with disabilities

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**0004 Understand purposes, methods, and procedures for identifying students with disabilities and evaluating their progress.**

For example:

- identifying procedures used for screening, prereferral, referral, classification, and declassification
- identifying appropriate assessment instruments and methods, including alternative assessment, for monitoring the progress of individuals with disabilities
- recognizing the importance of assessment in placement and accommodation decisions
- interpreting and applying formal and informal assessment data (e.g., standard scores, percentile ranks, stanines, grade equivalent scores, age equivalent scores, environmental inventories, rubrics) to develop an individualized instructional program
- identifying strategies for using assessment data and information from general education teachers, other professionals, individuals with disabilities, and parents to make instructional decisions and modify learning environments
- recognizing the importance to the decision-making process of background information regarding academic, medical, and family history and cultural background
- demonstrating knowledge of the implications of diversity with regard to assessment, eligibility, programming, and placement
- using ongoing assessment to evaluate and modify instruction

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**0005 Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs) for students with disabilities.**

For example:

- recognizing the rights, roles, and functions of IEP team members (e.g., special education teacher, student, parents/guardians, general education teacher, speech language therapist, physical therapist, occupational therapist, school administrator)
- identifying information that must be specified in an IEP (e.g., present levels of performance, achievable goals, measurable objectives, benchmarks, types of assistive technology that students may need, extent of participation in the general education curriculum)
- demonstrating knowledge of supports and accommodations needed for integrating students with disabilities into various program placements
- analyzing issues related to the preparation and amendment of an IEP
- demonstrating knowledge of the characteristics and purposes of various IEP team meetings (e.g., annual review, triennial review)
- demonstrating understanding of the purposes and components of transition planning, including the coordination of members of various disciplines and agencies to ensure the systematic transition at all levels (birth to adulthood) of students with disabilities
- using assessment data and information to plan appropriate individual programs for all students with disabilities, including those from culturally and/or linguistically diverse backgrounds
- demonstrating understanding of requirements for creating and maintaining records and preserving confidentiality

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**SUBAREA II—PROMOTING STUDENT LEARNING AND DEVELOPMENT IN A  
COLLABORATIVE LEARNING COMMUNITY**

**0006 Understand methods of planning and managing teaching and learning environments for individuals with disabilities.**

For example:

- demonstrating knowledge of basic principles of classroom management and research-based best practices for managing learning environments for students with disabilities
- demonstrating an understanding of the roles of the special educator, general educator, and other professionals in creating a learning environment that promotes students' achievement of goals and objectives
- applying techniques of collaborative planning with general educators and other professionals
- demonstrating familiarity with factors involved in creating a learning environment that is safe, positive, and supportive, in which diversity is celebrated, and that encourages active participation by learners in a variety of individual and group settings
- recognizing instructional management techniques that encourage self-advocacy and increased independence
- demonstrating an understanding of effective collaboration among teachers and other professionals to design and manage daily routines, including transition time, that promote students' success in a variety of instructional settings
- demonstrating familiarity with techniques for supporting the functional integration of students with disabilities in various settings, including general education settings
- recognizing appropriate collaborative techniques for ensuring the positive and effective functioning of classroom paraprofessionals, aides, and volunteers

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**0007 Understand principles of curriculum development and instructional planning for students with disabilities.**

For example:

- demonstrating knowledge of instructional planning for a variety of inclusive models (e.g., co-teaching, push-in, consultant teaching [CT])
- demonstrating knowledge of instructional methods, techniques, and curricula, including assistive and instructional technologies, used with students to accommodate specific disabilities
- demonstrating understanding of the connection between curriculum and IEP goals and objectives
- demonstrating an understanding of effective collaboration among teachers and other professionals to develop and implement appropriate curricula for students with disabilities
- demonstrating familiarity with strategies for integrating affective, social, and career/vocational skills with academic curricula
- recognizing strategies and techniques for ensuring the efficient and effective use of instructional time
- demonstrating knowledge of methods for preparing and organizing materials to implement daily lesson plans
- demonstrating understanding of language diversity and various communication styles and modes in planning effective instruction for students with disabilities

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**0008 Understand principles and methods involved in individualizing instruction for students with disabilities.**

For example:

- demonstrating an understanding of effective collaboration among teachers and other professionals to individualize instruction in a variety of inclusive models (e.g., co-teaching, push-in, consultant teaching [CT])
- applying techniques for planning, adapting, and sequencing instruction to meet IEP goals and objectives
- demonstrating knowledge of instructional and remedial methods, techniques, and materials used to address individual students' learning styles, strengths, and needs
- recognizing how cultural perspectives influence the relationship among families, schools, and communities, as related to effective instruction for students with disabilities
- recognizing effective strategies for involving the individual and family in setting instructional goals and charting progress
- demonstrating knowledge of assistive and instructional technologies for students with disabilities (e.g., alternative input and output devices)
- demonstrating an understanding of effective collaboration among teachers and other professionals to facilitate students' use and independent management of assistive technologies in various settings

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**0009 Understand strategies and techniques used to promote students' language arts skills in a variety of settings.**

For example:

- identifying types and characteristics of language arts difficulties associated with various disabilities
- demonstrating familiarity with a range of approaches to language arts instruction that meet the needs of students with disabilities
- demonstrating knowledge of principles of and methods for assessing and developing students' reading and other language arts skills
- recognizing strategies for promoting students' enjoyment and independent involvement in reading and writing
- applying strategies for promoting students' use of critical-thinking and problem-solving skills in language arts
- demonstrating knowledge of strategies for integrating language arts skills across the content areas

**0010 Understand strategies and techniques used to promote students' mathematics skills in a variety of settings.**

For example:

- identifying types and characteristics of reasoning and calculation difficulties typically observed in students with disabilities
- demonstrating knowledge of principles and methods for improving students' computation and reasoning skills
- applying strategies for promoting students' use of critical-thinking and problem-solving skills in mathematics
- demonstrating familiarity with techniques for encouraging students' application of mathematics skills in a variety of contexts, including practical daily living situations
- evaluating, selecting, and adapting instructional strategies, materials, and resources to individualize instruction and facilitate student achievement in mathematics

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**0011 Understand strategies and techniques used to promote students' acquisition of functional living skills.**

For example:

- demonstrating knowledge of methods for teaching students with disabilities to use problem-solving, decision-making, and other cognitive strategies to meet their own needs
- demonstrating an understanding of effective collaboration among teachers and other professionals to facilitate students' maintenance and generalization of skills across learning environments
- demonstrating familiarity with strategies for linking life skills instruction to employment and independent, community, and personal living
- demonstrating knowledge of methods, including collaboration among professionals in a variety of settings, for promoting students' development of independence to the fullest extent possible (e.g., self-advocacy skills, self-management strategies, independent use of assistive devices, person-centered planning)
- recognizing that cultural, linguistic, and gender differences need to be taken into account when developing instructional content, materials, resources, and strategies for promoting students' functional living skills
- demonstrating understanding of the development and use of a task analysis
- demonstrating knowledge of instructional techniques and strategies that promote successful transitions (e.g., from home to school; preschool to grade school; classroom to classroom; school to school; school to adult life roles, employment, or post-secondary education or training)

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**0012 Understand strategies and techniques used to improve the social competence of students with disabilities.**

For example:

- identifying social skills needed for various educational and functional living environments, as well as for personal and social behavior in various settings
- demonstrating knowledge of effective social skills instruction and reinforcement by educators and other professionals across a variety of educational settings
- demonstrating familiarity with instructional techniques that promote the student's self-awareness, self-control, self-reliance, self-esteem, and personal empowerment
- recognizing effective strategies across a range of educational settings for preparing students to live harmoniously and productively in a diverse society
- demonstrating knowledge of strategies for integrating social skills across curricula

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**0013 Understand the development and implementation of behavior interventions.**

For example:

- demonstrating familiarity with a variety of effective behavior management techniques appropriate to the needs of students with disabilities, based on the individual's IEP
- demonstrating an understanding of effective collaboration among teachers and other professionals to identify appropriate modifications to the learning environment (i.e., schedule and physical arrangement) to manage inappropriate behaviors
- understanding the importance of ongoing communication about behavior interventions among the student, the student's teachers, and the student's parents/guardians
- recognizing that teacher attitudes and behaviors positively or negatively influence the behavior of students with disabilities
- identifying effective strategies for crisis prevention and intervention
- demonstrating an understanding of ethical considerations, laws, rules and regulations, and procedural safeguards regarding behavior interventions, including the concept of least restrictive intervention consistent with the needs of the individuals with disabilities
- demonstrating an understanding of how to develop, implement, and evaluate a Functional Behavior Assessment (FBA)
- recognizing the importance of teacher self-assessment/reflection in the development and implementation of behavior interventions

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**SUBAREA III—WORKING IN A COLLABORATIVE PROFESSIONAL ENVIRONMENT**

**0014 Understand how to establish partnerships with students with disabilities and their families to enhance students' ability to achieve desired learning outcomes.**

For example:

- identifying effective strategies for collaborating with students with disabilities to promote their development of self-advocacy skills
- applying strategies for assisting parents/guardians in becoming active participants in the educational team
- demonstrating familiarity with typical concerns of parents/guardians of students with disabilities and with strategies for planning an individualized program that addresses these concerns
- recognizing the effects of cultural and environmental influences (e.g., cultural and linguistic diversity, socioeconomic level, abuse, neglect, substance abuse) on students and their families
- demonstrating knowledge of factors that promote effective collaboration in a culturally responsive program that fosters respectful and beneficial relationships among students, families, and educators
- demonstrating an understanding of how to communicate effectively and to adapt communication techniques and strategies in response to the characteristics and needs of students and their families
- demonstrating knowledge of ethical practices related to communication and collaboration with families, including confidentiality and informed consent

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**0015 Understand how to establish partnerships with educators, administrators, other school professionals, and community members to enhance learning opportunities for students with disabilities.**

For example:

- demonstrating familiarity with a variety of collaborative, inclusive teaching models (e.g., co-teaching, push-in, consultant teaching [CT]) and their implementation
- demonstrating an understanding of effective communication (e.g., active listening, conflict resolution, building consensus, understanding verbal/nonverbal communication)
- applying collaborative strategies for working with general educators and other professionals in the school to solve problems and build consensus with regard to students with disabilities and the special education program
- identifying principles and analyzing factors related to the coordination of efforts (e.g., information-sharing systems, scheduling) among professionals working with students with disabilities
- demonstrating an understanding of how to work effectively within school administrative structures to ensure that students with disabilities receive services as specified in their IEPs
- identifying the roles of community personnel (e.g., social workers, case workers, psychiatrists/psychologists) in providing services to students with special needs, including transition services
- demonstrating an understanding of how to communicate and work effectively with community members (e.g., interagency collaboration, establishing relationships with advocacy groups)

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**0016 Understand the historical, social, legal, and ethical foundations of education for students with disabilities.**

For example:

- demonstrating an understanding of models, theories, and philosophies that provide the basis for special education practice and the beliefs, traditions, and values underlying them
- demonstrating knowledge of the rights and responsibilities of students, parents/guardians, teachers, other professionals, and schools as they relate to individual learning needs
- recognizing and analyzing due process rights related to assessment, eligibility, and placement
- demonstrating knowledge of health and safety issues related to the definition and provision of special education services
- demonstrating knowledge of ethical practices in instruction and other professional activities (e.g., interactions with students, use of copyrighted educational materials, use of information technology) related to the education of students with disabilities

**0017 Understand the professional foundations of education for students with disabilities.**

For example:

- demonstrating knowledge of how to advocate effectively for students with disabilities and for the special education program
- demonstrating knowledge of the standards and policies of the profession (e.g., the codes of ethics of the Council for Exceptional Children [CEC] and other organizations)
- demonstrating the ability to exercise objective professional judgment
- identifying ways to address one's own cultural biases and differences to ensure positive regard for the culture, religion, gender, and sexual orientation of individual students
- identifying professional activities, including self-reflection and self-assessment, to improve one's own effectiveness in providing services to individuals with disabilities and their families
- recognizing strategies for establishing and maintaining ongoing communication and collaboration with other professionals in the field

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**SUBAREA IV—PROMOTING STUDENT LEARNING AND DEVELOPMENT IN A  
COLLABORATIVE LEARNING COMMUNITY: CONSTRUCTED-  
RESPONSE ASSIGNMENT**

The content to be addressed by the constructed-response assignment is described in Subarea II, Objectives 06–13.