
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 060: STUDENTS WITH DISABILITIES TEST DESIGN AND FRAMEWORK

May 2018

Authorized for Distribution by the New York State Education Department

This test design and framework document is designed to provide information about the content and format of a test 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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FIELD 060: STUDENTS WITH DISABILITIES TEST DESIGN

This test consists of selected-response items and one extended constructed-response item. Both types of items measure content knowledge and pedagogical content knowledge. The constructed-response item is scenario-based and requires the analysis of one or more artifacts (e.g., samples of student work, assessment results, an excerpt from an individualized education program form, teacher notes).

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, as indicated in the table that follows. 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 table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The constructed-response item is designed with the expectation of a response up to 60 minutes.
- The selected-response items are designed with the expectation of response time up to 135 minutes.

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

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TEST DESIGN**

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Foundations of Special Education	11	10%	--	--
0002 Knowledge of Students with Disabilities	11	10%	--	--
0003 Assessment and Individual Program Planning	23	20%	--	--
0004 Strategies for Planning and Managing the Learning Environment and for Providing Behavioral Interventions	11	10%	--	--
0005 Instructional Planning and Delivery to Promote Students' Success in the General Curriculum	23	20%	--	--
0006 Strategies for Teaching Communication Skills, Social Skills, and Functional Living Skills	11	10%	--	--
0007 Analysis, Synthesis, and Application	--	--	1	20%
Total	90	80%	1	20%

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TEST FRAMEWORK**

Foundations of Special Education
Knowledge of Students with Disabilities
Assessment and Individual Program Planning
Strategies for Planning and Managing the Learning Environment and for Providing Behavioral Interventions
Instructional Planning and Delivery to Promote Students' Success in the General Curriculum
Strategies for Teaching Communication Skills, Social Skills, and Functional Living Skills
Analysis, Synthesis, and Application

The New York State educator of students with disabilities possesses the knowledge and skills necessary to provide students with disabilities high-quality, research- or evidence-based instruction and/or interventions that promote their achievement of individualized learning goals. The teacher skillfully applies knowledge of the characteristics and educational implications of various types of disabilities, assessment, and research-based instruction and interventions to plan and implement specially designed instruction. The teacher works with the Committee on Special Education to create and implement individualized programs that enable students with disabilities to reach their highest potentials. The teacher effectively fulfills the role as a special education professional in the classroom and school community.

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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COMPETENCY 0001—FOUNDATIONS OF SPECIAL EDUCATION

Performance Expectations

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.

Performance Indicators

- a. applies knowledge of the historical and philosophical foundations of the field of special education and of contemporary issues, trends, and research
- b. applies knowledge of relevant laws, regulations, state policies, and ethical guidelines (e.g., related to referral, assessment, eligibility, placement within a continuum of services, behavior management planning and implementation, mandated reporting, maintaining confidentiality)
- c. applies knowledge of the rights and responsibilities of students with disabilities, parents/guardians, teachers, other professionals, and schools
- d. applies knowledge of culturally responsive strategies that promote effective communication and partnerships with students with disabilities and their parents/guardians to help students with disabilities achieve desired learning outcomes
- e. applies knowledge of effective strategies for communicating and collaborating with general education teachers, school staff members, paraprofessionals, related services providers, medical personnel, volunteers, and representatives of community agencies to help students with disabilities achieve desired learning outcomes
- f. applies knowledge of strategies for engaging in self-reflection and ongoing professional development activities to enhance effectiveness as an educator of students with disabilities
- g. demonstrates knowledge of strategies and information sources for remaining current regarding research-validated practice in the field of special education
- h. demonstrates knowledge of local, state, and national services, resources, and organizations serving students with disabilities and providing program support
- i. applies knowledge of the teacher's responsibility to advocate for the interests of students with disabilities

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COMPETENCY 0002—KNOWLEDGE OF STUDENTS WITH DISABILITIES

Performance Expectations

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.

Performance Indicators

- a. demonstrates knowledge of typical and atypical human growth and development in various domains (e.g., cognitive, linguistic, social, emotional, physical, sensory)
- b. demonstrates knowledge of the characteristics, identification criteria, etiologies, and medical aspects of various types of disabilities (e.g., learning disability, intellectual disability, autism, multiple disabilities)
- c. demonstrates knowledge of similarities and differences among students with and without disabilities
- d. applies knowledge of how the characteristics of various disabilities can influence an individual's education and life
- e. applies knowledge of the different ways in which students with disabilities learn, including students from culturally and linguistically diverse backgrounds, and developmentally and age-appropriate strategies for addressing those differences
- f. demonstrates knowledge of factors that affect development, learning, and daily living in students with disabilities (e.g., roles of families and communities; effects of medications, sensory impairments, and medical conditions)

COMPETENCY 0003—ASSESSMENT AND INDIVIDUAL PROGRAM PLANNING

Performance Expectations

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).

Performance Indicators

- a. demonstrates knowledge of basic and specialized terminology used in the assessment of students with disabilities
- b. demonstrates knowledge of the characteristics, uses, and limitations of various types of formal and informal assessments

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- c. applies knowledge of strategies for selecting and administering nonbiased assessments for given students
- d. interprets information from formal and informal assessments
- e. applies knowledge of how individual evaluation assessment and data and other assessment information is used to make eligibility, program, and placement decisions for students with disabilities; evaluate instruction; monitor progress of students with disabilities; and make responsive, research-based, and timely adjustments to instruction
- f. demonstrates knowledge of effective strategies for communicating assessment results to all stakeholders and strategies and procedures for creating and maintaining records
- g. applies knowledge of screening, prereferral (e.g., Response to Intervention), referral, and classification procedures
- h. demonstrates knowledge of the continuum of services and placements available for students with disabilities
- i. demonstrates knowledge of the components of IEPs and the roles and responsibilities of special education teachers in developing, implementing, monitoring, and modifying IEPs, transition plans, and behavioral intervention plans
- j. demonstrates knowledge of the roles of students with disabilities, parents/guardians, general education teachers, and related services providers in developing, implementing, monitoring, and modifying IEPs, transition plans, and behavioral intervention plans

**COMPETENCY 0004—STRATEGIES FOR PLANNING AND MANAGING THE
LEARNING ENVIRONMENT AND FOR PROVIDING BEHAVIORAL INTERVENTIONS**

Performance Expectations

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.

Performance Indicators

- a. demonstrates knowledge of how to create and maintain a safe, productive learning environment for all students, including establishing routines and appropriate physical arrangements
- b. applies knowledge of ways in which teacher attitudes and behaviors affect all students, strategies for establishing and maintaining rapport with all students, and strategies for adjusting communication in response to student needs

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- c. applies knowledge of methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
- d. demonstrates knowledge of barriers to accessibility and acceptance of students with disabilities, adaptations that can be made to the learning environment to provide optimal learning opportunities for students with disabilities, and strategies for facilitating students' active participation and fostering their independence
- e. applies knowledge of strategies for developing, implementing, monitoring, and modifying behavioral interventions for students with disabilities, including strategies for providing positive behavioral interventions and supports
- f. applies knowledge of appropriate strategies for crisis prevention and intervention

COMPETENCY 0005—INSTRUCTIONAL PLANNING AND DELIVERY TO PROMOTE STUDENTS' SUCCESS IN THE GENERAL CURRICULUM

Performance Expectations

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.

Performance Indicators

- a. demonstrates knowledge of applicable local, state, and national curriculum standards, including the NYS P–12 Learning Standards, and how to align instruction for students with disabilities to these standards
- b. demonstrates knowledge of co-planning and co-teaching methods to strengthen content acquisition of students with disabilities
- c. applies knowledge of research- or evidence-based practices that have been validated for learners with specific characteristics and for specific settings and knowledge of how to differentiate instruction by selecting, adapting, and using instructional strategies and materials according to the characteristics of a given student with disabilities
- d. demonstrates knowledge of sources of specialized materials, curricula, and resources for students with disabilities; strategies for incorporating and implementing instructional and assistive technology into the educational program; and strategies for evaluating, modifying, and adapting instructional resources and curriculum materials for individual learners

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- e. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in reading for students with disabilities, including reading in the content areas
- f. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in writing for students with disabilities
- g. applies knowledge of research- or evidence-based explicit and systematic instruction in mathematics for students with disabilities
- h. applies knowledge of research- or evidence-based strategies for identifying and teaching essential concepts, vocabulary, and content across the general curriculum
- i. demonstrates knowledge of research- or evidence-based methods for explicitly teaching learning strategies, listening skills, study skills, and test-taking skills to help students with disabilities acquire academic content; strategies for explicitly teaching students to use self-assessment, problem-solving, and other cognitive strategies to meet their own needs; and explicit teaching methods to help students strengthen and compensate for deficits in perception, comprehension, memory, and retrieval
- j. demonstrates knowledge of the use of technology for promoting academic success for students with disabilities

**COMPETENCY 0006—STRATEGIES FOR TEACHING COMMUNICATION SKILLS,
SOCIAL SKILLS, AND FUNCTIONAL LIVING SKILLS**

Performance Expectations

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.

Performance Indicators

- a. demonstrates knowledge of instructional strategies for fostering communication skills of students with disabilities, including students from various cultural and linguistic backgrounds

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- b. demonstrates knowledge of communication and social interaction alternatives for students with disabilities, including strategies for planning and implementing instruction in the use of alternative and augmentative communication (AAC) systems
- c. applies knowledge of strategies for integrating affective, social, career, and life skills with academic curricula
- d. demonstrates knowledge of social skills needed for educational and other environments and strategies for designing, implementing, and evaluating instructional programs that enhance the social participation of students with disabilities across environments
- e. applies knowledge of strategies for teaching self-advocacy and self-determination skills and for encouraging increased independence
- f. applies knowledge of how to plan and implement instruction in personal management skills, career development and occupational skills, and independent living skills, including instruction in community-based settings
- g. applies knowledge of strategies for promoting successful transitions between various environments during the school years (e.g., home to school, classroom to classroom, school to school)
- h. applies knowledge of strategies for promoting successful post-secondary transitions

COMPETENCY 0007—ANALYSIS, SYNTHESIS, AND APPLICATION

Performance Expectations

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.

Performance Indicators

- a. analyzes profiles of students with mild, moderate, severe, or multiple disabilities
- b. interprets and synthesizes information from formal and informal assessments (e.g., individual achievement tests, curriculum-based assessments, adaptive behavior scales, functional behavioral assessments, teacher observations) of academic and/or functional performance to determine a student's strengths and needs
- c. applies knowledge of strategies for developing and implementing behavioral interventions for students with disabilities, including strategies for providing positive behavioral interventions and supports

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- d. applies knowledge of research- or evidence-based practices that have been validated for learners with specific characteristics and for specific settings by recommending appropriate interventions for a given student
- e. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in reading, including reading in the content areas, by recommending appropriate interventions for a given student
- f. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in writing by recommending appropriate interventions for a given student
- g. applies knowledge of research- or evidence-based explicit and systematic instruction in mathematics by recommending appropriate interventions for a given student
- h. applies knowledge of research- or evidence-based strategies for identifying and teaching essential concepts, vocabulary, and content across the general curriculum by recommending appropriate interventions for a given student
- i. applies knowledge of research- or evidence-based methods for teaching learning strategies and study skills by recommending appropriate interventions for a given student
- j. applies knowledge of research- or evidence-based strategies for teaching communication and social skills by recommending appropriate interventions for a given student
- k. applies knowledge of research- or evidence-based strategies for teaching functional and independent living skills by recommending appropriate interventions for a given student