
NYSTCE Flex Students with Disabilities Template

Template Contents

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Competency 0007: Analysis, Synthesis, and Application

Competency 0007 from the NYSTCE Students with Disabilities Framework includes the following performance expectations and performance indicators:

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

- analyzes profiles of students with mild, moderate, severe, or multiple disabilities
- 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
- applies knowledge of strategies for developing and implementing behavioral interventions for students with disabilities, including strategies for providing positive behavioral interventions and supports
- 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
- 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
- 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. knowledge of research- or evidence-based strategies for teaching functional and independent living skills by recommending appropriate interventions for a given student

Template Instructions

NYSTCE Flex Students with Disabilities enables you to demonstrate your functional content knowledge of NYSTCE Field 060 Students with Disabilities Competency 0007 by submitting materials on the following scenario:

You will develop relevant background information and simulated assessment data for a *hypothetical* student in kindergarten through grade 12 who has a disability. Using the student profile and assessment data you created, you will identify and describe **two areas of need**:

- One area of need related to **academic** (reading/literacy, language arts, or mathematics), and
- One **secondary** area of need related to a functional or developmental domain (e.g., early developmental skills; communication; perceptual, sensory, motor, and/or physical skills; adaptive behavior/daily living skills; social/interpersonal skills; or study skills).

These descriptions must allow you to demonstrate a depth of understanding of the specific instructional strategies or interventions tailored to each need identified. You will provide evidence of your understanding by synthesizing the information you have provided in the student's profile, assessment data, and goals. You will then describe a **research- or evidence-based instructional strategy or intervention** aligned to each need. In your written analysis, you must cite or incorporate information detailed in the hypothetical student's profile, assessment data, and goals.

Your submission will be evaluated on the extent to which you demonstrate the **depth of your content knowledge** of NYSTCE Field 060 Students with Disabilities Competency 0007.

NYSTCE Flex Students with Disabilities involves responding to 5 prompts and writing an analysis in which you demonstrate your knowledge of the content assessed by the test competency.

Your responses to the first 5 prompts should be **no more than 6 single-spaced pages of written text, and may include tables, charts or graphics**. Your written analysis should be **no more than 3 single-spaced pages**. The competency text and template instructions do not count toward your page limits.

After you complete both the [Prompt Section](#) and the [Written Analysis Section](#), you will upload this completed template to the Pearson ePortfolio System.

For more information about the NYSTCE Flex Assessment, preparing your materials for submission, and scoring of your submission, refer to the NYSTCE Flex Assessment Handbook.

Prompt Section

Respond to the prompts below (**no more than 6 pages, including prompts**) by typing your responses in Arial 11-point, single-spaced font, within the brackets following each prompt. The previous pages of competency text and instructions as well as the written analysis that follows do not count toward your page limit. Do not delete or alter the prompts. Your submission cannot contain hyperlinks to any materials. Responses to all prompts are required, but only your written analysis will be evaluated. The following four prompts are intended to support your thinking and preparation for your Written Analysis section.

1. **Student Information:** Provide the *hypothetical* student's initials, age, and grade level. Identify and provide the academic area and secondary area of focus for your student. Identify the primary area of eligibility for special education services for the student from the following New York State eligibility categories provided below.

Name (*please use initials only*): [TS]

Age: [9]

Grade Level: [4th Grade]

Academic Area (*Choose one:* Reading/Literacy; Language Arts; Mathematics):
[Mathematics]

Secondary Area (*Choose one:* Early developmental skills; communication; perceptual; sensory, motor, and/or physical skills; adaptive behavior/daily living skills; social/interpersonal skills; or study skills): [Early developmental skills]

Special Education Area of Eligibility (*Choose one:* Autism, Emotional Disability, Specific Learning Disability, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Speech or Language Impairment): [Intellectual Disability]

2. **Student Profile:** Provide essential information about a *hypothetical* student to develop a profile of the student's strengths and areas of need, with consideration of the eligibility category, academic area, and secondary area selected in Prompt #1. This information should clearly reflect the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP) and identify individual strength(s) and needs across academic, social, and physical domains. The purpose of this information is to assist your development of meaningful goals (introduced in the response to Prompt #4) to help identify effective research- and evidence-based strategies or interventions to address the student's needs. Refer to the [study guide](#) and the sample completed template for examples of the student profile information and appropriate individual strengths and needs.

PROFILE INFORMATION

Student strengths, preferences, interests: [TS is a fourth-grade student identified with an intellectual disability. TS demonstrates strength in recognizing numbers up to 30 and can recall basic addition facts within 10. The student enjoys hands-on activities using manipulatives, counting objects, and benefits from visual supports. TS expresses a strong interest in soccer and demonstrates increased engagement when instructional tasks incorporate soccer-related themes. TS responds positively to structured routines, and teacher-guided instruction.]

Academic, developmental and functional needs of the student: [TS demonstrates significant difficulty with numeracy skills which impact development of grade-level mathematics skills. The student is developing foundational skills, including number recognition beyond 30, emerging accuracy with numbers 31-60, counting by 2's and 5's, and solving simple word problems. TS demonstrates delays in early developmental skills, including sequencing multi-step tasks, working memory for retaining task directions, and task persistence during increasing complex or unfamiliar activities. The student requires support with understanding mathematical language and concepts, following multi-step directions, maintaining attention, and completing tasks independently.]

SOCIAL/INTERPERSONAL DEVELOPMENT

Student strengths: [TS engages positively with peers during structured activities and responds appropriately to teacher directions in small-group settings.]

Needs of the student: [TS requires support with maintaining engagement during group activities and following expected routines without prompts.]

PHYSICAL DEVELOPMENT (MOTOR, SENSORY, PERCEPTUAL)

Student strengths: [TS demonstrates adequate fine motor skills to manipulate classroom materials and complete written work when tasks are brief.]

Needs of the student: [TS does not demonstrate significant physical development needs that impact access to instruction.]

3. **Assessment Data:** Provide a portfolio of examples of *hypothetical* assessment data that provide quantitative and qualitative evidence of observable strengths and areas of need. The assessments must establish a critical link between the student's profile (Prompt #2) and annual measurable goals (to be introduced in prompt #4). You must develop **four** assessment data sources: **two** distinct data sources focusing on grade level skills in the academic area you selected, and **two** distinct data sources focusing on the secondary area you identified.

The hypothetical **academic** assessment data related to the identified academic need may include, but are not limited to: standardized assessment score excerpts with descriptive designations (norm-referenced tests, diagnostic screenings, achievement tests); criterion-referenced test scores with descriptive designations (standards aligned tests, screenings); informal assessment data with descriptive designations (formative assessment, informal checklist, benchmark test scores, teacher or related service provider documentation, student self-assessment); and other quantifiable representations of student's ability and/or progress with detailed written descriptive summaries.

The hypothetical assessment data related to the **secondary** area of identified need may include, but is not limited to: entrance/exit tickets, formative assessment data or exhibits, and/or student behavior checklists or interviews; task analysis; antecedent-behavior-consequence (ABC) charts; student/teacher conversation transcriptions; anecdotal observation notes (teacher, related service provider, parent/guardian) or classroom observations; AAC/Communication & Language Assessments; and other quantifiable

representations of the student's ability and/or progress with detailed written descriptive summaries.

For the information below, include name/type of assessment and detailed data pertaining to identified areas.

Academic Assessment Data:

Assessment 1: [Name/Type: Mathematics Diagnostic Assessment – Foundational Skills

Skill Area	Accuracy (%)
Number Identification (1–30)	85%
Number Identification (31–60)	55%
Number Identification (61–100)	20%
Number Writing (1–50)	76%
Number Sequencing (1–50)	62%
Skip Counting by 2s (1–50)	42%
Skip Counting by 5s (1–50)	55%
Skip Counting by 10s (1–50)	80%
Simple Place Value (tens/ones identification)	45%
Comparing Numbers (greater than/less than)	38%
Addition within 10	75%
Addition within 20	48%
Solving Simple Word Problems	35%

]

Assessment 2: [Name/Type: Mathematics Benchmark Assessment – Applied Skills
TS demonstrated an overall score of 52%. Performance included 72% accuracy on basic computation tasks and 38% accuracy on applied tasks, including solving simple word problems and identifying numbers beyond 30.]

Secondary Assessment Data:

Assessment 3: [Name/Type: Early Developmental Skills Checklist

Skill Area	Demonstrated (Yes/No)	Teacher Notes
Sustains attention for 10 minutes	No	Typically sustains attention for 4–6 minutes without prompting; engagement improves with structured routines
Follows one-step directions	Yes	Consistently completes with verbal cue
Follows two-step directions	No	Requires repetition and visual support
Initiates tasks independently	Yes	Initiates when task is familiar or preferred

Completes tasks independently	No	Stops after beginning; requires prompts to finish
Demonstrates task persistence	No	Gives up when task difficulty increases
Transitions between tasks	No	Requires prompting and additional time

]

Assessment 4: [Name/Type: Task Analysis Data – Multi-Step Task Completion

During a structured math activity requiring completion of a three-step task (identify a number, solve a single-step problem, and record the answer), TS demonstrated varying levels of independence across task components. TS independently completed the first step (number identification) in 3 out of 4 trials, particularly when working with numbers below 30. For the second step (solving a single-step computation problem), TS demonstrated partial independence, correctly completing 2 out of 4 trials but requiring verbal prompting in the remaining trials. TS was unable to complete the third step (recording the answer) independently across all 4 trials and required direct modeling and support. Overall, TS did not complete the full multi-step task independently in any of the 4 trials observed. TS required two or more prompts in 3 out of 4 opportunities, indicating difficulty with task sequencing, working memory for multi-step directions, task persistence, and independent task completion.]

4. **Planning Specialized Instruction:** After analyzing the assessment data you developed in Prompt #3, develop two measurable annual SMART goals that address the identified needs for the hypothetical student.

- Develop **one** academic goal aligned to the academic area selected in Prompt #1.
- Develop **one** secondary goal aligned to the secondary area selected in Prompt #1 and the related needs identified in Prompt #2.

Each goal should be clearly based on the student's area of need and supported by the assessment data provided. Refer to the [study guide](#) and the sample completed template for examples of appropriate goals.

Goal 1 (Academic Area): [TS will improve foundational numeracy skills related to number identification and computation by accurately identifying and sequencing numbers 31–60 and solving single-step addition problems within 20 with at least 80% accuracy across 3 consecutive assessments.

Assessment Data Source(s) Informing This Goal:

Math diagnostic data indicate 55% accuracy for numbers 31–60, 20% for numbers 61–100, 62% for sequencing, 48% for addition within 20, and 35% for word problems. Benchmark data show 52% overall, with 72% in computation and 38% in applied problem solving.]

Identify the assessment data source(s) from Prompt #3 that informed this goal.

Goal 2 (Secondary Area): [TS will improve task persistence and independence by completing a 3-step instructional task with no more than one verbal prompt in 3 out of 4 trials across 4 consecutive sessions.

Assessment Data Source(s) Informing This Goal:

Checklist data indicate limited attention (4–6 minutes), difficulty following two-step directions, and lack of independent task completion. Task analysis data show step completion of 3/4 (independent), 2/4 (partial), and 0/4 (dependent), with no full task completed independently and ≥ 2 prompts needed in 3/4 trials.]

Identify the assessment data source(s) from Prompt #3 that informed this goal.

NOTE: In the Written Analysis section, you will use the student profile, assessment data, and annual goals you developed in Prompts #1–4 to directly support your identification of the student's academic and secondary areas of need. You will explain, citing data you included, how the goals you developed clearly align to these identified needs. Lastly, you will discuss effective research-based or evidence-based instructional strategies or interventions and how they will address those needs.

5. References: List any additional sources used to prepare your submission.

[]

Written Analysis Section

Type your written analysis (**no more than 3 pages, including the prompt**) in Arial 11-point, single-spaced font, within the brackets following the prompt. If appropriate, you may include relevant graphic information you have developed to support your written analysis. However, the total length of your written analysis, including any graphic elements, may not exceed 3 pages. The previous pages you have developed to address the five prompts do not count toward your written analysis page limit. Your submission cannot contain hyperlinks to any materials or web-based content.

Using all of the information about the hypothetical student that you have developed in response to Prompt #s 1–4, prepare a written response in which you:

1. describe **one** area of need your student has that is related to academics and **one** area of need they have that is related to secondary area that you have identified in Prompt #1;
2. recommend **one** research-based or evidence-based strategy/intervention that you would use to address the **academic** need that you have described, and explain why this strategy/intervention would be appropriate; and
3. recommend **one** research-based or evidence-based strategy/intervention that you would use to address the **secondary** need that you have described, and explain why this strategy/intervention would be appropriate.

[Analysis text here; can go up to page 3 of 3...]