
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 62: BLIND AND VISUALLY IMPAIRED
TEST FRAMEWORK**

June 2003

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**New York State Teacher
Certification Examinations™**

**FIELD 62: BLIND AND VISUALLY IMPAIRED
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| Subarea | Selected-Response | Range of Objectives |
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| I. | Understanding Blindness and Visual Impairments (B/VI) | 0001–0005 |
| II. | Assessing Students and Developing Individualized Education Programs (IEPs) | 0006–0010 |
| III. | Promoting Student Development and Learning | 0011–0017 |
| IV. | Promoting Students' Communication and Literacy Skills | 0018–0020 |
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NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

**FIELD 62: BLIND AND VISUALLY IMPAIRED
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Understanding Blindness and Visual Impairments (B/VI)
Assessing Students and Developing Individualized Education Programs (IEPs)
Promoting Student Development and Learning
Promoting Students' Communication and Literacy Skills
Professional Practice

The New York State educator of students who are blind and visually impaired (B/VI), including students with additional disabilities, has the knowledge and skills to teach effectively in schools in New York State. The educator of students with B/VI 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 B/VI 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 B/VI participate as fully as possible in the educational and community environments. The educator of students with B/VI understands how to collaborate effectively with students, families, school staff, and national, state, and local agencies and organizations to enhance student learning and to achieve common goals for students' education and transitions. The educator of students with B/VI 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.

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SUBAREA I—UNDERSTANDING BLINDNESS AND VISUAL IMPAIRMENTS

0001 Understand types and characteristics of visual impairments and the human visual system.

For example:

- demonstrating knowledge of educational and legal definitions, identification criteria, labeling issues, and incidence and prevalence figures for individuals with blindness and visual impairments (B/VI)
- demonstrating knowledge of the structures and processes of the human visual system and identifying characteristics of and sequences in the normal development of vision and visual perception
- applying terminology related to the human visual system and to diseases and disorders of the human visual system
- identifying types, degrees, and etiologies of visual impairments, and explaining their causes, characteristics, and implications
- identifying causes and characteristics of diseases and disorders of the visual system, including both ocular and neurological conditions, and recognizing the effects of medications on the visual system
- identifying student behaviors that may indicate the presence of a visual impairment

0002 Understand the impact of blindness and visual impairments (B/VI) on development and learning.

For example:

- demonstrating an understanding of the role of vision in development and learning and the processes by which learning occurs in students with B/VI
- identifying disability-specific factors that may affect the development and learning of students with B/VI (e.g., etiology, age at onset of visual impairment, degree of impairment, prognosis, medications)
- identifying societal factors that may affect the development and learning of students with B/VI (e.g., familial attitudes, cultural values, teacher expectations, peer interactions, intervention services)
- analyzing the impact of additional exceptionalities (e.g., learning disability, physical impairment, cognitive impairment, deafness, giftedness) on the development and learning of students with B/VI

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0003 Understand the impact of B/VI on cognitive and communicative functioning.

For example:

- demonstrating knowledge of theories, stages, and processes of cognitive and language development
- demonstrating knowledge of the common effects of B/VI on children's cognitive and language development
- analyzing relationships between B/VI and cognitive and communicative functioning
- identifying unique cognitive and language needs of students with B/VI
- identifying unique cognitive and language needs of students with B/VI who have additional disabilities

0004 Understand the impact of B/VI on psychosocial and physical/motor functioning and on functional living competence.

For example:

- demonstrating an understanding of the impact of B/VI on students' psychosocial development
- analyzing factors related to psychosocial aspects of B/VI at different stages of development
- demonstrating knowledge of the impact of B/VI on students' physical and motor development, and identifying physical and motor needs resulting from B/VI
- analyzing how B/VI may affect students' ability to perform functional living tasks (e.g., personal hygiene, dressing, eating)

0005 Understand principles of optics, the use of low vision devices, and environmental adaptations that may enhance the use of vision.

For example:

- demonstrating knowledge of the principles of optics as related to low vision devices
- analyzing how environmental adaptations (e.g., variations in lighting, color, contrast, positioning, size) may enhance visibility and visual functioning
- demonstrating knowledge of types of low vision devices, their characteristics, and their uses, and identifying situations in which the use of low vision devices is appropriate
- applying strategies to help students learn to use low vision devices
- demonstrating knowledge of nonoptical devices and techniques that maximize visual functioning

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**SUBAREA II—ASSESSING STUDENTS AND DEVELOPING INDIVIDUALIZED
EDUCATION PROGRAMS (IEPs)**

0006 Understand assessment procedures for evaluating individual differences and making placement and programming decisions for students with B/VI.

For example:

- demonstrating knowledge of assessment-related issues for students with B/VI (e.g., early identification and intervention, alternative assessment techniques, nondiscriminatory assessment, adaptation of assessments)
- demonstrating knowledge of types, characteristics, and applicability of informal and formal assessments used to make placement and programming decisions for students with B/VI
- demonstrating knowledge of ethical considerations and legal provisions, regulations, and guidelines related to the assessment and placement of students with B/VI (e.g., eligibility requirements for receiving vision services, legal versus functional definitions of blindness and low vision)
- demonstrating knowledge of referral procedures and the comprehensive individualized assessment process to determine eligibility for special education services for students with B/VI
- interpreting and using assessment information, including functional vision assessments, to make recommendations regarding placement, programming, and service delivery

0007 Understand and apply procedures for assessing the functional vision of students with B/VI, including students with multiple impairments.

For example:

- demonstrating knowledge of types and characteristics of functional vision assessments
- demonstrating knowledge of learning media assessments and applying procedures for determining students' learning media (e.g., Braille, large print, audio)
- understanding specialized terminology used in ophthalmological and optometric reports
- determining individual needs in conducting functional vision assessments
- interpreting and communicating the results of functional vision and learning media assessments (e.g., interpreting eye reports and other vision-related diagnostic information)

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0008 Understand and apply procedures for assessing cognitive performance and academic achievement of students with B/VI, including students with additional disabilities.

For example:

- demonstrating knowledge of types and characteristics of informal and formal assessments of cognitive performance and academic achievement used with students with B/VI, including students with additional disabilities
- applying procedures for conducting ongoing assessments to evaluate the academic progress of students with B/VI, including students with additional disabilities
- identifying and applying alternative assessment techniques for students with B/VI, including students with additional disabilities
- demonstrating the ability to modify the administration of non-disability-specific instruments of academic achievement to meet the individual needs of students with B/VI, including students with additional disabilities
- synthesizing information from a range of sources (e.g., formal and informal assessments, parents' and teachers' observations) to develop a comprehensive profile of a given student's strengths and needs
- interpreting, communicating, and applying the results of assessments of cognitive performance and academic achievement to design appropriate instruction for students with B/VI, including students with additional disabilities

0009 Understand and apply procedures for assessing the motor functioning, communicative competence, social interaction skills, and functional living skills of students with B/VI, including students with multiple impairments.

For example:

- demonstrating knowledge of types and characteristics of formal and informal assessments for evaluating the motor functioning, communicative competence, social interaction skills, and functional living skills of students with B/VI, including students with multiple impairments
- applying procedures for assessing the motor functioning and communicative competence of students with B/VI, including students who have multiple impairments
- applying procedures for assessing the social interaction and functional living skills of students with B/VI, including students who have multiple impairments
- interpreting, communicating, and applying the results of assessments of motor functioning, communicative competence, social interaction skills, and functional living skills to design appropriate instruction for students with B/VI, including students who have multiple impairments

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0010 Understand evaluation and placement of students who are B/VI, and apply procedures for developing and implementing Individualized Education Programs (IEPs).

For example:

- demonstrating knowledge of alternative service delivery models
- demonstrating an understanding of the components of an adequate evaluation for eligibility placement and program planning decisions for students with B/VI
- applying ethical considerations, laws, and policies regarding unbiased diagnostic assessment and use of instructional assessment measures with students with B/VI
- demonstrating familiarity with specialized policies regarding referral and placement procedures for students with B/VI
- identifying components of an IEP, members of the interdisciplinary team and their roles and functions, and legal requirements for the development of IEPs
- demonstrating an understanding of factors and procedures for gathering information, screening, identifying eligible students, creating and maintaining records, determining appropriate placements and services, and developing IEPs for students with B/VI, including students who have additional disabilities
- demonstrating the ability to develop measurable learning objectives to meet assessed needs and to evaluate student progress with respect to the general curriculum and IEP goals and objectives

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SUBAREA III—PROMOTING STUDENT DEVELOPMENT AND LEARNING

0011 Understand how to establish a positive and productive learning environment for students with B/VI, including students with additional disabilities.

For example:

- identifying factors in the learning environment that affect the attitudes of students with B/VI toward learning, including teacher attitudes and the attitudes of classmates
- demonstrating the ability to design or adapt a classroom environment that maximizes learning opportunities for students with B/VI, including students with additional disabilities (e.g., multisensory learning environments that encourage active student participation and independent learning, classroom features that compensate for visual impairments)
- identifying characteristics of learning environments that encourage self-advocacy and independence of students with B/VI
- demonstrating knowledge of how to obtain and organize special materials to implement instructional goals for students with B/VI
- demonstrating knowledge of enhancements to computer technology that address specific access needs of students with B/VI, including students with additional disabilities (e.g., screen magnification systems, speech access software, built-in access capabilities)
- identifying strategies for effective behavior management for students with B/VI, including students with additional disabilities

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0012 Understand concepts and skills related to orientation and mobility and methods of preparing students for structured orientation and mobility instruction.

For example:

- analyzing the influence of factors related to the development of orientation and mobility skills (e.g., age at onset of visual impairment, presence of additional disabilities)
- identifying ways to develop students' understanding of body image, environments, and other concepts that are prerequisites for successful orientation and mobility training
- identifying strategies for developing students' understanding and use of sensory and environmental cues (e.g., kinesthetic, auditory, visual, tactile, olfactory)
- identifying methods and demonstrating skills for preparing students with B/VI for structured pre-cane orientation and mobility assessment and instruction
- applying strategies for teaching basic orientation and mobility skills (e.g., instruction in sighted guide, protective techniques, trailing and search patterns, familiarization techniques) to enable students to move comfortably in the environment and interact positively with others

0013 Apply techniques for helping students with B/VI, including students with additional disabilities, make effective use of all their senses to interpret information from their environment.

For example:

- applying strategies for promoting students' effective use of vision in functional contexts, including the development of basic visual skills (e.g., tracking, scanning)
- demonstrating knowledge of methods for the development of visual efficiency, including instruction in the use of print adaptations, optical devices, and nonoptical devices
- applying strategies for developing students' listening skills, tactual and kinesthetic skills, and senses of smell and taste to interpret and respond to their environment

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0014 Understand strategies for developing the functional living skills of students with B/VI, including students with multiple impairments.

For example:

- identifying appropriate goals, objectives, and activities for developing independent daily living skills of students with B/VI (e.g., toileting, personal hygiene, dressing, preparing and eating meals, time management, shopping, budgeting, employment and management of aides, keeping personal records, emergency procedures)
- demonstrating an understanding of the impact of B/VI and multiple impairments on a student's ability to learn or perform functional living skills
- applying methods for developing social and daily living skills that are normally learned or reinforced by visual means
- demonstrating knowledge of methods for teaching human sexuality to students with B/VI
- applying strategies for facilitating students' development of functional living competence to the fullest extent possible (e.g., preparing students with B/VI to access information and services from the community)

0015 Understand strategies to promote the academic achievements of students with B/VI, including students with additional disabilities.

For example:

- applying strategies for teaching concepts and skills (e.g., play, problem-solving skills, study skills) to students with B/VI from birth to age 22
- demonstrating knowledge of instructional methodologies, resources, assistive devices, and technologies (e.g., video magnification system, talking calculator, Braille devices, tactile graphics, adapted science equipment, computer technologies) to help students with B/VI meet a wide range of goals in the academic curriculum
- applying methods to develop alternative reasoning and decision-making skills in students with B/VI, and to help students creatively express themselves (e.g., through writing, music, the arts)
- identifying and applying strategies for helping students with B/VI learn to organize their work space, manage materials, and gain access to needed resources
- demonstrating an understanding of how to create and adapt instructional materials to meet the academic needs and learning objectives of students with B/VI
- applying strategies that foster students' generalization of compensatory skills across learning environments

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0016 Understand strategies to foster the psychosocial development of students with B/VI, including students with additional disabilities.

For example:

- demonstrating an understanding of the social and emotional challenges faced by students with B/VI (e.g., societal attitudes toward blindness and vision impairments, the effects of B/VI on a student's family and the resulting impact on the individual's self-esteem)
- applying strategies for facilitating students' social skills and interpersonal interactions in a variety of contexts (e.g., interactions with sighted persons, grouping practices, field trips, e-mail exchanges)
- applying strategies for teaching students to communicate appropriately and effectively (e.g., accepting, requesting, refusing) in different conversational contexts (e.g., informal conversations, business communications), and teaching students to use a variety of nonverbal skills (e.g., facial expressions, body language)
- identifying and applying strategies for meeting students' emotional needs (e.g., self-esteem, making friends)
- demonstrating knowledge of strategies to assist students with B/VI to develop the skills and attitudes required to make successful transitions across programs, grade levels, schools, and service delivery systems
- demonstrating knowledge of techniques to facilitate students' growth in specified areas (e.g., assertiveness, appropriate risk-taking, questioning strategies)
- demonstrating an understanding of different cultural perspectives on and attitudes about blindness and visual impairment
- applying strategies for preparing students with progressive eye conditions to achieve a positive transition to alternative skills

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0017 Understand strategies to promote career/vocational, recreation/leisure, and other independent living skills in students with B/VI, including students with additional disabilities.

For example:

- demonstrating an understanding of strategies for enhancing career awareness, providing vocational counseling, and assisting students to develop the concepts and skills they need to establish and pursue informed vocational and higher educational goals
- applying strategies for promoting students' ability to manage life changes and make successful transitions (e.g., arranging for student contact with successful role models with B/VI, assisting students to learn how to obtain relevant information and services)
- providing students with information about recreational opportunities, and encouraging students to explore a wide range of recreational and leisure activities (e.g., athletic, cultural, travel, entertainment)
- applying methods for developing adapted physical and recreation skills for students with B/VI, including those with multiple impairments
- promoting students' understanding of their own visual impairments, awareness of their legal rights, and ability to advocate for themselves in positive and productive ways
- applying methods for facilitating students' ability to gain access to a wide range of information, services, and resources (e.g., public transportation, cultural events, entertainment, news sources)

SUBAREA IV—PROMOTING STUDENTS' COMMUNICATION AND LITERACY SKILLS

0018 Understand strategies for promoting the communication skills of students with B/VI, including students with additional disabilities.

For example:

- identifying methods of assisting students with B/VI to develop the conceptual understandings and social behaviors required for communication
- applying knowledge of how to teach students a variety of communication methods (e.g., listening and compensatory auditory skills, handwriting and signature writing, Braille reading and writing, keyboarding skills, tangible and picture symbols, use of augmentative and assistive technologies)
- applying knowledge of how to teach students strategies to engage appropriately in verbal communication (e.g., facing the conversational partner, using appropriate volume, making eye contact, maintaining appropriate personal space)

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0019 Understand strategies for teaching literacy skills to students with B/VI, including students with additional disabilities.

For example:

- demonstrating an understanding of issues related to the development of literacy skills in students with B/VI
- demonstrating knowledge of strategies for providing prereading experiences to students with B/VI to promote literacy
- demonstrating knowledge of strategies for providing prewriting experiences to students with B/VI to promote literacy
- demonstrating knowledge of methodologies, resources, and technologies for developing students' literacy skills in reading and writing in print and Braille
- demonstrating knowledge of various programs to promote the acquisition of Braille and tactile skills
- demonstrating knowledge of methods for teaching Braille reading and writing to students

0020 Demonstrate knowledge of the various Braille codes.

For example:

- demonstrating knowledge of contracted Braille
- identifying tools for producing Braille (e.g., slate and stylus, Braille embosser, Braille translation programs)
- demonstrating knowledge of Nemeth Code for mathematics
- demonstrating the ability to read and write contracted Braille and Nemeth Code for mathematics
- demonstrating awareness of specialized Braille codes (e.g., musical notation, foreign language, computer Braille)

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SUBAREA V—PROFESSIONAL PRACTICE

0021 Understand the historical, philosophical, legal, ethical, and professional foundations of education for individuals with B/VI, including individuals with multiple impairments.

For example:

- demonstrating an understanding of the historical and philosophical foundations for the education of students with B/VI, and recognizing ways in which approaches to education for students with B/VI have changed over time, including educational definitions of students with B/VI (e.g., identification criteria, labeling issues)
- applying knowledge of important special education regulations, guidelines, and laws (e.g., Individuals with Disabilities Education Act [IDEA], Section 504 of the Rehabilitation Act, the Americans with Disabilities Act [ADA]) in the education of students with B/VI
- demonstrating knowledge of federal entitlements (e.g., American Printing House for the Blind Quota Funds, National Library Services for the Blind and Physically Handicapped) that relate to the provision of specialized equipment and materials for students with B/VI
- identifying rights and responsibilities of parents/guardians, students, teachers, and schools as they relate to students with B/VI
- demonstrating knowledge of legal and ethical standards and issues relevant to the education of students with B/VI (e.g., confidentiality, due process, personal involvement with students and families, student discipline)
- demonstrating knowledge of consumer and professional organizations, publications, Web sites, and journals relevant to the field of visual impairment, and analyzing current issues and trends in education for students with B/VI

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0022 Understand how to establish partnerships with families of students with B/VI, including students with additional disabilities, to enhance students' ability to achieve desired learning outcomes.

For example:

- demonstrating an understanding of strategies for establishing and maintaining communication with families of students with B/VI
- applying strategies for helping parents/guardians understand the impact of B/VI on learning, experience, and family dynamics
- identifying concerns of parents/guardians of students with B/VI, and applying appropriate strategies to help them deal with these concerns (e.g., educational options, psychosocial development, career and vocational opportunities)
- demonstrating knowledge of roles of students with B/VI and their parents/guardians in planning an individualized program
- applying strategies for working collaboratively with families to promote their participation in planning and implementing their children's education
- demonstrating the ability to provide information, training, support, counseling, and referrals to families of children with B/VI

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- 0023 Understand how to establish partnerships with school staff and community agencies and organizations to enhance learning opportunities and promote greater independence for students with B/VI, including students with additional disabilities.**

For example:

- demonstrating knowledge of factors that promote effective communication and collaboration with school and community personnel
- applying knowledge of the roles and responsibilities of teachers and support personnel (e.g., readers, transcribers) for students with B/VI, and demonstrating the ability to manage and direct the activities of para-educators or peer tutors to promote greater student independence
- identifying effective methods for collaborating with general and special education classroom teachers and other school professionals to include students with B/VI in various learning environments
- demonstrating familiarity with the characteristics of collaborative teaching models (e.g., team teaching, cooperative learning, inclusion)
- applying strategies for assisting school personnel to understand the impact of B/VI on learning and experience, and training school personnel both individually and through inservice development (e.g., assisting classroom teachers in modifying instructional methods and materials for students with B/VI, assisting in planning appropriate transitions for students with B/VI)
- demonstrating knowledge of the roles and services of national, state, and local agencies and organizations (e.g., American Printing House for the Blind, Recording for the Blind and Dyslexic, New York State Resource Center for the Blind and Visually Impaired, Commission for the Blind and Visually Handicapped), and demonstrating the ability to access and work effectively with a variety of organizations and providers to meet the needs of students with B/VI, including students with additional disabilities

**SUBAREA VI—PROMOTING STUDENTS' COMMUNICATION AND LITERACY SKILLS:
CONSTRUCTED-RESPONSE ASSIGNMENTS**

The content to be addressed by the constructed-response assignments are described in Subarea IV, Objective 20.