
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 63: DEAF AND HARD OF HEARING
TEST FRAMEWORK**

June 2003

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Certification Examinations™**

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Subarea

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Understanding Students Who Are Deaf and Hard of Hearing
Assessing Students and Developing Individualized Education Programs (IEPs)
Promoting Student Development and Learning
Working in the Professional Environment
Promoting Student Development and Learning: Constructed-Response Assignment

The New York State educator of students who are deaf and hard of hearing has the knowledge and skills to teach effectively in a variety of settings in New York State public schools (e.g., mainstreaming/inclusion, resource room, self-contained class, schools for the deaf). The educator of students who are deaf and hard of hearing understands how students who are deaf and hard of hearing learn and develop and can provide developmentally appropriate learning experiences that support each student's cognitive, social, and personal development. The educator of students who are deaf and hard of hearing 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 who are deaf and hard of hearing participate fully in the educational and community environments. The educator of students who are deaf and hard of hearing 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. The educator of students who are deaf and hard of hearing pursues opportunities for professional development and remains a lifelong learner. Most importantly, the educator of students who are deaf and hard of hearing 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 STUDENTS WHO ARE DEAF AND HARD OF HEARING

0001 Understand processes involved in hearing and all types and degrees of hearing loss.

For example:

- demonstrating knowledge of the auditory system and normal auditory development
- identifying types and degrees of hearing loss, and explaining their causes, characteristics, and implications
- analyzing the effects of various factors (e.g., physiological, disease, environmental noise) on hearing
- recognizing indicators that may suggest the presence of a hearing loss

0002 Understand the effects of hearing loss on learning and development.

For example:

- identifying characteristics of language and development typical among children who have hearing loss
- demonstrating an understanding of the potential effects of hearing loss on children's language, cognitive, communicative, social, and emotional development
- recognizing factors that may affect learning (e.g., family language, cultural attitudes, etiology and onset of hearing loss, age at which hearing loss is identified and services are initiated)
- analyzing the effects of a variety of disabilities (e.g., learning disability, deafblindness) in conjunction with hearing loss

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0003 Understand the development of language and cognition among children who are deaf and hard of hearing.

For example:

- demonstrating an understanding of stages, characteristics, and processes of first- and second-language acquisition (including oral/aural, written, and sign language)
- recognizing communication features (visual, spatial, tactile, and/or auditory) salient to the student who is either deaf or hard of hearing that are necessary to enhance cognitive and language development
- recognizing phonological, semantic, morphemic, syntactic, and pragmatic aspects of language, and demonstrating an understanding of the linguistic features of English and American Sign Language
- demonstrating an understanding of the differences in language/learning and cognitive experiences that children who are deaf and hard of hearing may encounter
- recognizing forms and functions of language in communicative contexts, and evaluating the impact of early comprehensible communication on the development of a child who is either deaf or hard of hearing
- explaining the effects of sensory input on the development of language and cognition of children who are deaf and hard of hearing

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

0004 Understand assessment procedures for evaluating individual differences and making programming and placement decisions for students with disabilities.

For example:

- demonstrating knowledge of types and characteristics of informal and formal assessments used to make programming and placement decisions
- describing and analyzing methods for determining learning styles, strengths, and strategies
- interpreting and using assessment information to identify and understand students with special needs and to make recommendations regarding programming, placement, and service delivery
- recognizing assessment-related issues in special education (e.g., early identification and intervention, nondiscriminatory assessment)

0005 Understand and apply procedures for assessing the auditory functioning and speech of students who are deaf and hard of hearing.

For example:

- demonstrating knowledge of types and characteristics of informal and formal assessments of auditory function and speech for students who are deaf and hard of hearing
- recognizing specialized terminology used in the assessment of students who are deaf and hard of hearing
- recognizing circumstances and applying procedures for initiating different types of assessments (e.g., screening procedures)
- applying procedures for ongoing assessment of students' use of audition in the classroom
- interpreting and communicating the results of assessments of auditory functioning and speech (e.g., audiograms)

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0006 Understand and apply procedures for assessing the receptive and expressive communication skills of students who are deaf and hard of hearing.

For example:

- demonstrating knowledge of types and characteristics of informal and formal assessments of receptive and expressive language for students who are deaf and hard of hearing
- applying basic procedures for conducting different types of receptive and expressive language assessment, including ongoing language assessment, for students who are deaf and hard of hearing
- interpreting and communicating the results of assessments of receptive and expressive language

0007 Understand and apply procedures for assessing the cognitive functioning and academic achievement of students who are deaf and hard of hearing.

For example:

- demonstrating knowledge of types and characteristics of informal and formal assessments of cognitive functioning and academic achievement
- applying procedures for adapting and conducting assessments of cognitive functioning and academic achievement, including ongoing assessment, for students who are deaf and hard of hearing
- interpreting and communicating the results of assessments of cognitive functioning and academic achievement

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0008 Understand evaluation and placement of students who are deaf and hard of hearing, and apply procedures for developing and implementing Individualized Education Programs (IEPs) as needed.

For example:

- demonstrating an understanding of the components of an adequate evaluation for eligibility, program planning, and placement decisions for students who are deaf and hard of hearing (e.g., interpreters, test accommodations)
- applying legal provisions, regulations, and guidelines regarding unbiased diagnostic assessment and use of instructional assessment measures with students who are deaf and hard of hearing
- identifying components of an IEP, members of the multidisciplinary team, and their roles and functions
- demonstrating an understanding of factors and procedures for gathering information, creating and maintaining records, determining appropriate placements and services, and developing IEPs for students who are deaf and hard of hearing
- evaluating student progress with respect to the general curriculum and IEP goals

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SUBAREA III—PROMOTING STUDENT DEVELOPMENT AND LEARNING

0009 Understand how to establish a positive and productive learning environment for students who are deaf and hard of hearing.

For example:

- demonstrating knowledge of factors in the learning environment that affect deaf and hard of hearing students' attitudes toward learning
- demonstrating the ability to design a classroom environment that maximizes opportunities for visually oriented and/or auditory learning for students who are deaf and hard of hearing (e.g., overhead/projection technology, captioning, acoustical modifications)
- demonstrating an understanding of how to modify learning environments for children with special requirements (e.g., cochlear implants, assistive technology)
- recognizing factors that may influence classroom management of students who are deaf and hard of hearing

0010 Understand how to promote language and literacy development in students who are deaf and hard of hearing.

For example:

- demonstrating knowledge of strategies for teaching students who are deaf and hard of hearing (including students with additional disabilities) to develop oral, written, and/or sign language
- demonstrating an understanding of the transfer of language and literacy skills among languages (e.g., ASL to English, Spanish to ASL to English)
- applying strategies for providing students with opportunities to use language meaningfully in authentic settings
- evaluating, selecting, and adapting instructional methods, resources, and technologies to promote students' language and literacy development

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0011 Understand how to meet the overall communication needs of students who are deaf and hard of hearing.

For example:

- identifying and analyzing historical and contemporary issues related to communication instruction for individuals who are deaf and hard of hearing
- demonstrating knowledge about the development and structure of American Sign Language
- demonstrating an understanding of a variety of communicative strategies for instructing students who are deaf and hard of hearing (e.g., other sign communication systems, cued speech, speech-reading, auditory-verbal total communication)
- demonstrating an understanding of speech and how to promote speech development, as appropriate, among students who are deaf and hard of hearing, including the use of instructional methods and assistive technologies
- demonstrating knowledge of amplification methods and applying strategies for promoting auditory skill development, as appropriate, among students who are deaf and hard of hearing (e.g., types and uses of hearing aids and other amplification/assistive systems, techniques for utilizing residual hearing, cochlear implants)

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0012 Understand how to promote the academic achievement of students who are deaf and hard of hearing.

For example:

- demonstrating an understanding of the ways in which hearing loss may affect students' progress in the general education curriculum, and demonstrating knowledge of research-supported instructional strategies and practices for teaching students who are deaf and hard of hearing
- recognizing and applying methods for fostering students' cognitive skills that integrate analytical, reflective, evaluative, and productive thinking
- applying strategies for teaching reading, comprehension skills, writing, problem-solving techniques, and academic content to students who are deaf and hard of hearing (including students with additional disabilities)
- demonstrating a familiarity with sources of specialized materials for students who are deaf and hard of hearing (e.g., National Association of the Deaf, A. G. Bell Association for the Deaf)
- evaluating, selecting, and adapting course content and instructional methods, resources, and assistive/educational technologies to promote achievement of students with given language and auditory competencies
- identifying appropriate goals, objectives, activities, programs, and support to promote transition of students who are deaf and hard of hearing between teachers, grade levels, schools, and service options and to postsecondary education or training

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0013 Understand how to promote the functional living competence and social-interaction skills of students who are deaf and hard of hearing.

For example:

- demonstrating an understanding of strategies for promoting the independent living and prevocational and vocational skills of students who are deaf and hard of hearing (including students with additional disabilities)
- applying strategies for providing learning experiences to enhance social-interaction skills and transition readiness
- evaluating, selecting, and adapting instructional strategies, materials, assistive technologies, and community resources to promote functional living, vocational/career competence, independent and community living skills, citizenship skills, and participation in civic, leisure, and recreational activities
- recognizing the importance of establishing ongoing interactions between students who are deaf and hard of hearing and peers and role models who are deaf and hard of hearing
- demonstrating the ability to prepare students who are deaf and hard of hearing in the appropriate use of interpreters, note-takers, and/or assistive devices
- demonstrating an understanding of procedures for establishing and implementing an Individualized Transition Plan

0014 Understand how to promote pride and self-advocacy in students who are deaf and hard of hearing.

For example:

- demonstrating an understanding of strategies that promote students' self-esteem, self-advocacy, self-determination, responsibility, flexibility, tolerance, and increased independence
- recognizing skills and behaviors that enhance self-advocacy
- recognizing ways to develop students' ability to seek assistance and locate resources in different situations
- demonstrating knowledge of the historical traditions and contemporary issues of Deaf culture and applying methods to enhance students' understanding of Deaf culture
- applying strategies for promoting students' understanding of their legal rights and their willingness to advocate for those rights

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SUBAREA IV—WORKING IN THE PROFESSIONAL ENVIRONMENT

0015 Understand how to establish partnerships with students who are deaf and hard of hearing and their families 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 who are deaf and hard of hearing, including families from diverse cultures
- identifying typical concerns of parents/guardians of students who are deaf and hard of hearing and applying appropriate strategies to help parents/guardians deal with these concerns (e.g., concerns regarding educational options, communication modes/philosophies, and transition to independent adult life; strategies to facilitate communication in families with children who are deaf and hard of hearing)
- demonstrating knowledge of roles of students who are deaf and hard of hearing and their parents/guardians in planning an individualized program
- recognizing how to work collaboratively with families to promote their participation in planning and implementing their children's education
- demonstrating the ability to provide information, training, support, and referrals to families whose children are deaf and hard of hearing

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0016 Understand how to establish partnerships with other school staff, professional organizations, and the community to enhance learning opportunities for students who are deaf and hard of hearing.

For example:

- demonstrating knowledge of factors that promote effective communication and collaboration with school and community personnel
- identifying the roles and responsibilities of teachers and support personnel for students who are deaf and hard of hearing (e.g., educational interpreters, tutors, note-takers)
- identifying effective methods for collaborating with general education classroom teachers and other school professionals to integrate students who are deaf and hard of hearing into various learning environments
- identifying the roles and responsibilities of related service providers (e.g., audiologists, social workers, learning specialists, speech and language pathologists)
- demonstrating familiarity with the characteristics of collaborative teaching models (e.g., team teaching, integrated setting) and applying strategies for training other teaching professionals both individually and through in-service development
- demonstrating knowledge of professional organizations at the state and national levels supporting the work of educators of children who are deaf and hard of hearing
- identifying the roles and services of government and community providers, and demonstrating the ability to access and work effectively with organizations that can help meet the needs of students who are deaf and hard of hearing

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0017 Understand the historical, philosophical, legal, and ethical foundations of education for individuals with disabilities.

For example:

- demonstrating an understanding of the historical and philosophical foundations of special education and the models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural, auditory-verbal) that have provided the basis for the education of students who are deaf and hard of hearing
- recognizing ways in which approaches to education for students who are deaf and hard of hearing have changed over time, including issues related to definition and identification criteria and procedures (e.g., cultural versus medical perspective)
- analyzing current issues and trends in special education and in education for students who are deaf and hard of hearing
- identifying rights and responsibilities (e.g., Deaf Children's Bill of Rights) of parents, students, teachers, and schools as they relate to students who are deaf and hard of hearing
- demonstrating knowledge of legal and ethical standards and issues in special education (e.g., confidentiality, due process, personal involvement with students and families, student discipline)
- applying knowledge of important special education regulations and guidelines (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 who are deaf and hard of hearing

**SUBAREA V—PROMOTING STUDENT DEVELOPMENT AND LEARNING:
CONSTRUCTED-RESPONSE ASSIGNMENT**

The content to be addressed by the constructed-response assignment is described in Subarea III, Objectives 09–14.