
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 117: BLIND AND VISUALLY IMPAIRED TEST DESIGN AND FRAMEWORK

May 2018

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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 117: BLIND AND VISUALLY IMPAIRED TEST DESIGN

This test consists of selected-response items, a transcription assignment consisting of four tasks that require demonstration of reading and writing skills in Unified English Braille (UEB) and Nemeth Code, and one extended constructed-response item measuring analysis, synthesis, and application. Both selected-response items and the extended constructed-response item measure content knowledge and pedagogical content knowledge. The extended constructed-response item is scenario-based and requires the analysis of one or more artifacts (e.g., assessment results, an excerpt from an individualized education program form, teacher notes).

The selected-response items count for 60% of the total test score and the four-task transcription assignment and extended constructed-response item count for 40% 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 each of the constructed-response items is also indicated in the table that follows.

The total testing time is 240 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 extended constructed-response item is designed with the expectation of a response up to 60 minutes.
- The four-task transcription assignment is designed with the expectation of a response up to 90 minutes.
- The selected-response items are designed with the expectation of response time up to 90 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		Transcription and Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Foundations of Blind and Visually Impaired Education	10	10%	--	--
0002 Knowledge of Students Who Are Blind and Visually Impaired	10	10%	--	--
0003 Assessment and Individual Program Planning	10	10%	--	--
0004 Strategies for Planning and Managing the Learning Environment and for Providing Classroom Interventions	10	10%	--	--
0005 Instructional Planning and Delivery to Promote Students' Academic Success	10	10%	--	--
0006 Strategies for Teaching Language, Literacy, and Expanded Core Curriculum Skills	10	10%	--	--
0007 Transcribing Using Unified English Braille (UEB) and Nemeth Code	--	--	1 (includes 4 tasks)	20%
0008 Analysis, Synthesis, and Application	--	--	1	20%
Total	60	60%	2	40%

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TEST FRAMEWORK**

Foundations of Blind and Visually Impaired Education
Knowledge of Students Who Are Blind and Visually Impaired
Assessment and Individual Program Planning
Strategies for Planning and Managing the Learning Environment and for Providing
Classroom Interventions
Instructional Planning and Delivery to Promote Students' Academic Success
Strategies for Teaching Language, Literacy, and Expanded Core Curriculum Skills
Transcribing Using Unified English Braille (UEB) and Nemeth Code
Analysis, Synthesis, and Application

The New York State educator of students who are blind and visually impaired possesses the knowledge and skills necessary to provide students with high-quality, research- and 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 visual impairments or blindness; assessment; research- and evidence-based instruction and interventions; and language, communication, and literacy development to plan and implement appropriately designed instruction. The teacher works with the Committee on Special Education, the Committee on Preschool Special Education, and other relevant committees and teams responsible for creating and implementing Individualized Family Service Plans (IFSPs), individualized education programs (IEPs), and 504 plans that enable students who are blind and visually impaired to reach their potential. As an education professional, the teacher effectively serves students who are blind and visually impaired in the school and 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 BLIND AND VISUALLY IMPAIRED
EDUCATION**

Performance Expectations

The New York State educator of students who are blind and visually impaired is grounded in the historical, theoretical, and legal foundations of the field of blind and visually impaired education and committed to ongoing learning through reflective practice and professional development. The teacher applies knowledge of federal and New York State laws, regulations, policies, and ethical guidelines related to the education of students who are blind and visually impaired. In addition, the teacher of students who are blind and visually impaired understands his or her varied roles and applies knowledge of how to communicate and collaborate with administrators, other teachers, other related service providers, students who are blind and visually impaired, 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 blind and visually impaired education, including the sociocultural and historical factors unique to the education of students who are blind and visually impaired
- b. recognizes ways in which approaches to education for students who are blind and visually impaired have changed over time, including educational and legal definitions of students who are blind and visually impaired (e.g., identification criteria)
- c. applies knowledge and understanding of contemporary issues, trends, and research upon which educational practice is based
- d. demonstrates knowledge of incidence and prevalence figures for students who are blind and visually impaired
- e. applies knowledge of relevant laws, regulations, and New York State policies (e.g., related to early identification and intervention, referral, assessment, eligibility, placement within a continuum of services, the teaching and learning of braille, behavior management planning and implementation, mandated reporting, maintaining confidentiality)
- f. applies knowledge of professional and ethical guidelines and standards (e.g., Council for Exceptional Children, Association for Education and Rehabilitation of the Blind and Visually Impaired), advocates ethically for appropriate services, and upholds high standards of professional integrity and competence
- g. applies knowledge of the rights and responsibilities of students who are blind and visually impaired, parents/guardians, teachers, other professionals, and schools
- h. applies knowledge of culturally responsive strategies that promote effective communication and partnerships with students who are blind and visually impaired, including those from culturally and linguistically diverse backgrounds, and their parents/guardians to help students achieve desired learning outcomes

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- i. applies foundational knowledge to current research- and evidence-based practices to provide nonbiased and comprehensive information to families of children who are blind and visually impaired regarding training, support, counseling, referrals, and educational options for informed decision making
- j. applies knowledge of concerns of families of individuals with exceptionalities and strategies to help address these concerns
- k. applies knowledge of effective strategies for communicating and collaborating with general and special education teachers, administrators, paraprofessionals, and other stakeholders to ensure that students who are blind and visually impaired are included in various learning environments and achieve learning outcomes and demonstrates knowledge of collaborative teaching models
- l. applies knowledge of strategies for supervising, observing, evaluating, and providing feedback to paraprofessionals who work with students who are blind and visually impaired
- m. applies knowledge of strategies for engaging in self-evaluation, self-reflection, and ongoing professional development activities to enhance effectiveness as an educator of students who are blind and visually impaired
- n. demonstrates knowledge of strategies and information sources for maintaining understanding of current research- and evidence-based practice in the field of blind and visually impaired education; strategies for maintaining competence in techniques used to teach students who are blind and visually impaired; and strategies for developing and enriching cultural competence and effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members
- o. demonstrates knowledge of local, state, and national services, resources, publications, and organizations serving students who are blind and visually impaired; knowledge of professional resources and organizations relevant to the field of blind and visually impaired education, including knowledge of federal entitlements that relate to the provision of specialized equipment and materials for students who are blind and visually impaired; and knowledge of the importance of participating in these organizations when possible

COMPETENCY 0002—KNOWLEDGE OF STUDENTS WHO ARE BLIND AND VISUALLY IMPAIRED

Performance Expectations

The New York State educator of students who are blind and visually impaired understands typical and atypical human growth and development as well as differences in development observed in students who are blind and visually impaired. The teacher understands the various types and degrees of vision loss; how students who are blind and visually impaired develop and learn; and how various individual, cultural, physiological, linguistic, and psychosocial factors can affect development and learning across domains. The teacher also understands additional exceptionalities and their interactions in students who are blind and visually impaired.

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Performance Indicators

- a. demonstrates knowledge of typical and atypical human growth and development in various domains (e.g., cognitive, behavioral, linguistic, social, emotional, physical, sensory)
- b. demonstrates knowledge of cognitive, conceptual, and language development in students who are blind and visually impaired and identifies student behaviors that may indicate the presence of a visual impairment
- c. demonstrates knowledge of theories, stages, and processes of cognitive and language development and knowledge of the common effects of blindness or visual impairment on children's cognitive and language development
- d. analyzes relationships between blindness or visual impairment and cognitive and communicative functioning and identifies unique cognitive and language needs of students who are blind and visually impaired, including students with additional disabilities
- e. identifies methods of assisting students who are blind and visually impaired in developing the concepts and social behaviors required for communication
- f. demonstrates knowledge of the impact of blindness or visual impairment and accompanying traits/characteristics on students' psychosocial development and analyzes factors related to psychosocial aspects of blindness or visual impairment at different stages of development
- g. demonstrates knowledge of the impact of blindness or visual impairment and accompanying traits/characteristics on students' physical and motor development, identifies physical and motor needs resulting from blindness or visual impairment, and analyzes how blindness or visual impairment may affect students' motor ability
- h. demonstrates knowledge of the societal and emotional challenges faced by students who are blind and visually impaired, as well as different cultural perspectives on and attitudes about blindness and visual impairment and accompanying traits/characteristics
- i. demonstrates knowledge of the terminology, structures, and processes of the human visual system; normal development of vision and visual perception; the types, degrees, and etiologies of visual impairments, their characteristics, and implications for learning and development; and the impact of visual impairment on the development of senses and sensory function
- j. identifies causes and characteristics of diseases and disorders of the visual system, including both ocular and neurological conditions and their onset, and recognizes the effects of medication on the visual system
- k. demonstrates knowledge of the characteristics and educational implications of various types of exceptionalities (e.g., learning disability, intellectual disability, autism, multiple disabilities, deafness, gifted and talented, other health impairments) and analyzes the impact of additional exceptionalities on the development and learning of students who are blind and visually impaired
- l. demonstrates knowledge of similarities and differences among students with exceptionalities and between students with and without exceptionalities

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- m. applies knowledge of the different ways in which students who are blind and visually impaired learn, including students from culturally and linguistically diverse backgrounds and those with additional exceptionalities, and developmentally and age-appropriate strategies for addressing those differences
- n. applies knowledge of the effect of blindness or visual impairment that is progressive as well as the interrelationship between age of onset of vision loss, age of identification of vision loss, and provision of services on the development of students who are blind and visually impaired
- o. applies knowledge of the influence of individual experiences; educational placement and interventions; teacher expectations; peer attitudes; cultural identity and language; and family systems, communication, and culture on all developmental and learning domains
- p. uses strategies to address the effects of a child's visual impairment and accompanying traits/characteristics on the family and the reciprocal impact on the child's self-esteem

COMPETENCY 0003—ASSESSMENT AND INDIVIDUAL PROGRAM PLANNING

Performance Expectations

The New York State educator of students who are blind and visually impaired applies knowledge of how formal and informal assessments are used for a variety of purposes, including determining eligibility for special education services, determining placement, developing annual goals, and monitoring progress and achievement in the academic (core) curriculum and expanded core curriculum (ECC). The teacher identifies procedures for selecting, adapting and/or modifying when necessary or appropriate, and administering assessments, as well as for interpreting and using the results of such assessments to inform teaching and learning. The teacher identifies strategies for collaborating with others in the development, implementation, and monitoring of Individualized Family Service Plans (IFSPs), individualized education programs (IEPs), and 504 plans, including developing appropriate test accommodations.

Performance Indicators

- a. demonstrates knowledge of basic and specialized terminology used in the assessment of students who are blind and visually impaired
- b. demonstrates knowledge of the characteristics, uses, applicability, and limitations of various types of formal and informal assessments (e.g., for placement and programming decisions; to measure cognitive performance, academic achievement, and expanded core curriculum skills; functional vision assessments; to evaluate motor functioning) for students who are blind and visually impaired
- c. demonstrates knowledge of learning media assessments and applies procedures for determining appropriate literacy and learning media (e.g., tactual, visual, auditory) for students who are blind and visually impaired

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- d. applies knowledge of strategies for selecting and administering appropriate assessments, accommodations, and modifications for students who are blind and visually impaired; strategies for administering adapted assessments; and strategies for developing specialized assessment procedures that allow for alternative forms of expression
- e. applies knowledge of how individual evaluation assessment and data and information are used to make eligibility, program, and placement decisions for students who are blind and visually impaired; to monitor progress of students who are blind and visually impaired; and to make responsive, research- and evidence-based, and timely adjustments to instruction, using functional evaluations related to academic content knowledge and skills
- f. demonstrates knowledge of ethical considerations and legal provisions, regulations, and guidelines related to the assessment and placement of students who are blind and visually impaired (e.g., eligibility requirements for receiving vision services, legal versus functional definitions of blindness and low vision)
- g. demonstrates knowledge of how to gather, interpret, and apply relevant background information and family history related to a student's visual status, including determining and informing cognitive, developmental, and academic needs
- h. uses appropriate technology to administer formal and informal assessments and interprets and communicates information from assessments, including functional vision and learning media assessments and specialized terminology used in ophthalmological, optometric, and other medical reports
- i. demonstrates knowledge of effective strategies for communicating assessment results to all stakeholders and of strategies and procedures for creating and maintaining records
- j. applies knowledge of screening, prereferral, referral, and classification procedures, including referrals for orientation and mobility assessments
- k. demonstrates knowledge of the continuum of services and programs available for students who are blind and visually impaired
- l. demonstrates knowledge of the components of IFSPs and IEPs and the roles and responsibilities of educators of students who are blind and visually impaired in developing, implementing, monitoring, and amending IFSPs, IEPs and 504 plans, transition goals, and classroom interventions, as well as assisting families and other team members with these plans
- m. demonstrates knowledge of the roles of students who are blind and visually impaired, parents/guardians, general and special education teachers, and other related service providers in developing, implementing, monitoring, and amending IFSPs, IEPs, and 504 plans, including knowledge of transition goals to meet student needs
- n. applies knowledge of strategies for promoting successful postsecondary transitions for students who are blind and visually impaired
- o. applies knowledge of strategies for teaching academic as well as expanded core curriculum skills, including academic and career-vocational counseling

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

Performance Expectations

The New York State educator of students who are blind and visually impaired demonstrates knowledge of how to plan and manage a safe and productive learning environment in which all students can succeed. The teacher collaborates with others, including general and special education teachers, support staff, paraprofessionals, and administrators, to create inclusive learning environments that are responsive to students' individual needs across domains. The teacher applies knowledge of effective classroom management strategies, including strategies for providing whole-classroom, small-group, and individualized systems of positive classroom interventions and supports for students who are blind and visually impaired.

Performance Indicators

- a. demonstrates knowledge of how to create and maintain a safe, equitable, positive, and productive learning environment for all students, including establishing routines and appropriate physical arrangements and using performance data and information from all stakeholders to make appropriate accommodations in learning environments
- b. demonstrates knowledge of basic classroom management theories and research- and evidence-based strategies for how to adapt the classroom environment to meet developmental and learning needs, maximize learning opportunities and active participation in individual and group activities, and encourage self-advocacy and independence for students who are blind and visually impaired, including students with additional disabilities
- c. identifies realistic expectations for personal and social behavior in various settings and demonstrates knowledge of how to modify the learning environment to manage behaviors
- d. 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
- e. demonstrates knowledge of how to plan and implement changes in programming across the service continuum and of strategies for ensuring that students who are blind and visually impaired access the general education curriculum
- f. demonstrates knowledge of how to obtain, manage, and organize assistive and access technology for students who are blind and visually impaired, including nonoptical devices, and knowledge of technology that addresses specific access needs of students who are blind and visually impaired, including students with additional disabilities
- g. analyzes how environmental adaptations (e.g., variations in lighting, color, contrast, positioning, size) may enhance visibility and visual functioning

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- h. applies strategies for promoting students' effective use of vision in functional contexts, including the development of basic visual skills (e.g., tracking, scanning) and knowledge of methods for the development of visual efficiency (e.g., print adaptations, optical and nonoptical devices)
- i. demonstrates knowledge of the principles of optics as related to low vision devices, demonstrates knowledge of types of low vision devices and strategies to teach students to use them, and identifies situations in which their use is appropriate
- j. applies strategies for developing students' auditory, tactile, olfactory, and kinesthetic skills to interpret and respond to their environment and actively participate in group and individual activities
- k. applies knowledge of strategies for developing students' basic orientation and mobility skills (e.g., concept development, body image, sighted guide) to enable students to move safely and efficiently in their environments
- l. applies knowledge of strategies for developing, implementing, monitoring, and modifying behavioral interventions for students who are blind and visually impaired, including effective and varied strategies for providing positive behavioral interventions and supports
- m. uses the least intensive behavior management strategy consistent with the needs of students who are blind and visually impaired, including students with additional disabilities

COMPETENCY 0005—INSTRUCTIONAL PLANNING AND DELIVERY TO PROMOTE STUDENTS' ACADEMIC SUCCESS

Performance Expectations

The New York State educator of students who are blind and visually impaired applies knowledge of research- and evidence-based specially designed instruction to address individual needs and to enable students who are blind and visually impaired to access, participate in, and progress in the general curriculum and the expanded core curriculum. The teacher bases instruction on national and New York State curriculum standards to ensure that students who are blind and visually impaired have access to the same rigorous curriculum as the general population. At the same time, the teacher differentiates instruction for all students and provides scaffolded supports to students who are blind and visually impaired. The teacher collaborates with general and special education teams and delivers instruction that addresses students' identified strengths and needs.

Performance Indicators

- a. demonstrates support for applicable local, New York State, and national curriculum standards, including the New York State P–12 Learning Standards, and aligns and implements instruction for students who are blind and visually impaired based on these standards

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- b. applies knowledge of research- and evidence-based practices that have been validated for students who are blind and visually impaired, including explicit instruction, guided instruction, peer learning, and reflection, and knowledge of how to differentiate instruction by selecting, adapting, and using instructional strategies and materials according to the characteristics of individual students who are blind or visually impaired and modifying instructional practices in response to ongoing assessment data and continual observations
- c. demonstrates knowledge of specialized technologies, materials, curricula (e.g., expanded core curriculum), resources (e.g., NIMAC, Bookshare®), and instructional strategies for students who are blind and visually impaired; strategies for incorporating and implementing instructional, assistive, and access technology (e.g., abacus, talking calculator, braille devices, tactile graphics, adapted equipment, other technologies) into the educational program; and strategies for evaluating, modifying, and adapting instructional resources and curriculum materials for individual students who are blind or visually impaired
- d. prepares, modifies, and organizes materials to implement daily lesson plans; uses instructional time effectively; develops and selects instructional content, resources, and strategies that respond to cultural, linguistic, and individual differences; selects and uses technologies to accomplish instructional objectives; and uses strategies to facilitate maintenance and generalization of skills across learning environments
- e. applies knowledge of research- and evidence-based specially designed instruction and intervention in reading and literacy using the student's determined learning medium, including reading in the content areas
- f. applies knowledge of research- and evidence-based specially designed instruction and intervention in writing using the student's determined learning medium, including writing in the content areas
- g. applies knowledge of research- and evidence-based specially designed instruction in mathematics using the student's determined learning medium
- h. demonstrates knowledge of research- and evidence-based methods for teaching concepts and skills (e.g., play, learning strategies, study skills, and test-taking skills) to students who are blind and visually impaired and strategies for teaching students to use self-assessment, problem-solving strategies, alternative reasoning, decision-making skills, and other cognitive strategies to meet their own needs
- i. applies strategies that foster students' generalization of listening and auditory skills when appropriate

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**COMPETENCY 0006—STRATEGIES FOR TEACHING LANGUAGE, LITERACY, AND
EXPANDED CORE CURRICULUM SKILLS**

Performance Expectations

The New York State educator of students who are blind and visually impaired applies research- and evidence-based instructional strategies to address students' individual needs in the areas of language, literacy, and expanded core curriculum skills. The teacher has knowledge of a variety of communication strategies for students who are blind and visually impaired and uses instructional strategies that are appropriate to the developmental level and communication needs of individual students, including students from diverse cultural and linguistic backgrounds. The teacher has knowledge of a variety of communication and literacy media options for students who are blind and visually impaired. In addition, the teacher uses effective strategies for fostering students' skills in the expanded core curriculum in preparation for adult life.

Performance Indicators

- a. applies knowledge of how to teach students a variety of communication methods (e.g., listening and auditory skills, handwriting, signature writing, braille reading and writing, keyboarding skills, tangible and picture symbols, use of augmentative and assistive technologies)
- b. applies knowledge of how to teach students strategies to engage appropriately in verbal communication, strategies for teaching students to communicate appropriately and effectively in different conversational contexts, and how to use a variety of nonverbal skills (e.g., turning toward the speaker), including strategies for working with individuals with exceptionalities who are English Language Learners
- c. demonstrates knowledge of issues related to the development of receptive and expressive literacy skills in students who are blind and visually impaired and strategies for providing prereading and prewriting experiences to promote literacy
- d. demonstrates knowledge of research- and evidence-based strategies and programs to promote the acquisition of braille and tactile skills, including selecting and adapting materials in braille, accessible print, and other formats
- e. demonstrates knowledge of methods for teaching braille reading and writing to students, including knowledge of current Unified English Braille (UEB), and demonstrates knowledge of methodologies, resources, and technologies for developing students' literacy skills in reading and writing in print and braille
- f. identifies and teaches the use of tools for producing braille (e.g., manual brailler, braille embosser, braille translation programs)
- g. demonstrates awareness of specialized braille codes (e.g., Nemeth Code, musical notation, foreign language, computer braille)
- h. identifies appropriate goals, objectives, and activities for developing recreation and leisure skills and independent living skills for students who are blind and visually impaired

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- i. applies strategies for facilitating students' social skills and interpersonal interactions in a variety of contexts and providing students who are blind and visually impaired with opportunities for interactions with peers and role models who are also blind and visually impaired
- j. demonstrates knowledge of strategies to assist students who are blind and visually impaired in developing the skills and attitudes required to make successful transitions across programs, grade levels, schools, and service delivery systems and applies strategies for preparing students with progressive eye conditions to achieve a positive transition to alternative skills
- k. demonstrates knowledge of techniques to facilitate student growth and self-determination in specified areas (e.g., assertiveness, appropriate risk-taking, self-advocacy, self-awareness, time management, self-reliance, self-esteem)

**COMPETENCY 0007—TRANSCRIBING USING UNIFIED ENGLISH BRAILLE (UEB)
AND NEMETH CODE**

Performance Expectations

The New York State educator of students who are blind and visually impaired possesses the knowledge and skills needed to teach students to read and write Unified English Braille (UEB) and Nemeth Code. The teacher demonstrates skills in reading and writing in Unified English Braille (UEB) and Nemeth Code. The teacher can read braille text and can produce Unified English Braille (UEB) accurately using a manual braille. The teacher can read mathematics content and scientific notations presented in Nemeth Code and can produce mathematical problems and statements and scientific notations using Nemeth Code accurately on a manual braille.

Performance Indicators

- a. demonstrates the ability to accurately produce Unified English Braille (UEB) using a braille to transcribe a passage from print into Unified English Braille (UEB)
- b. demonstrates the ability to produce Nemeth Code for mathematics and scientific notation using a braille to transcribe mathematical problems and statements and scientific notation from print into Nemeth Code
- c. demonstrates the ability to read text in Unified English Braille (UEB) and transcribe braille text accurately into print
- d. demonstrates the ability to read Nemeth Code for mathematics and scientific notation and transcribe Nemeth Code accurately into print

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COMPETENCY 0008—ANALYSIS, SYNTHESIS, AND APPLICATION

Performance Expectations

The New York State educator of students who are blind and visually impaired possesses comprehensive knowledge of students who are blind and visually impaired, assessments used with students who are blind and visually impaired, and research- and evidence-based instruction and interventions. The teacher uses this knowledge to analyze and synthesize information from student profiles and data from formal and informal assessments of academic and/or communicative performance to determine students' strengths and needs. The teacher uses specially designed instruction and/or interventions, accommodations, or modifications to address those identified needs.

Performance Indicators

- a. analyzes profiles of students who are blind and visually impaired
- b. interprets and synthesizes information from formal and informal assessments (e.g., functional vision assessments, individual achievement tests, curriculum-based assessments, functional behavioral assessments, teacher observations) to determine a given student's strengths and needs
- c. applies knowledge of research- and evidence-based practices that have been validated for learners who are blind and visually impaired and for specific settings by recommending appropriate interventions, accommodations, or modifications for a given student
- d. applies knowledge of research- and evidence-based specially designed instruction and intervention in reading, including reading in the content areas, by recommending appropriate interventions for a given student
- e. applies knowledge of research- and evidence-based specially designed instruction and intervention in writing, including writing in the content areas, by recommending appropriate interventions for a given student
- f. applies knowledge of research- and evidence-based specially designed instruction in mathematics by recommending appropriate interventions for a given student
- g. applies knowledge of research- and evidence-based methods for teaching learning strategies, study skills, and test-taking skills by recommending appropriate interventions for a given student
- h. applies knowledge of research- and evidence-based strategies for teaching expanded core curriculum skills by recommending appropriate interventions for a given student