



TE_xES | Texas Examinations of Educator Standards

Preparation Manual



182/183 Visually Impaired/Braille

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PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES™). This initiative will affect all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects the SBEC's commitment to help align Texas education from kindergarten through college. The SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

If you have any questions after reading this preparation manual or you would like additional information about the new TExES tests or the educator standards, please visit the SBEC Web site at www.sbec.state.tx.us.

KEY FEATURES OF THE MANUAL

List of competencies that will be tested

Strategies for answering test items

Sample test items and answer key

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SECTION I

THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each newly developed TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees comprise Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, and members of the business community. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are established to recommend what the beginning educator should know and be able to do. Using the Texas Essential Knowledge and Skills (TEKS) as a focal point, draft standards are prepared to define the knowledge and skills required of the beginning educator.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a pencil-and-paper-based or computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks. Committee members scrutinize the draft items for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that have been deemed acceptable by the item review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test items are valid, reliable, and free from bias.
8. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. The SBEC considers this recommendation as it establishes a passing score on the test.

Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test *scaled* score. Scaled scores are reported to allow for the comparison of scores on the same content-area test taken on different test administration dates. The total scaled score is not the percentage of items answered correctly and is not determined by averaging the number of questions answered correctly in each domain.
 - For all TExES tests, the score scale is 100–300 with a scaled score of 240 as the minimum passing score. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
 - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you understand the score scale and interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report date of each test administration. Information about receiving unofficial scores on the Internet, the score scale, and other score report topics may be found on the SBEC Web site at www.sbec.state.tx.us.

Educator Standards

Complete, approved educator standards are posted on the SBEC Web site at www.sbec.state.tx.us.

SECTION II

USING THE TEST FRAMEWORK (VISUALLY IMPAIRED)

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

Candidates for certification as a teacher of visually impaired students in Texas must take and pass both the Visually Impaired test and the Braille test.

The framework for the Braille test, and examples of the types of items you will find on that test, may be found in Sections V and VI of this manual.

Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

The content covered by this test is organized into broad areas of content called domains. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of competencies. Each competency is composed of two major parts:

1. the *competency statement*, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 8. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

Visually Impaired

Competency:

The teacher of students with visual impairments, including students with additional disabilities, demonstrates knowledge of the human visual system, including diseases and disorders that affect vision, and uses this knowledge to respond to individual students' needs.

Descriptive Statements:

The beginning teacher:

- Understands the typical development, structure, and function of the human visual system.
- Understands diseases and disorders that affect vision.
- Demonstrates knowledge of terminology related to the visual system and visual disorders.
- Understands medical aspects of conditions related to blindness and visual impairment.
- Understands the effects of various medications on the visual system and visual functioning.

Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). *Within each domain* of this TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the "Preparation Resources" section of this manual for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES test study material endorsed by the SBEC for the Visually Impaired field and the Braille field. Other preparation materials may not accurately reflect the content of the Visually Impaired test and the Braille test or the policies and procedures of the TExES program.

TEST FRAMEWORK FOR FIELD 182: VISUALLY IMPAIRED

Domain I Understanding Students with Visual Impairments (approximately 23% of the test)

Standards Assessed:

Visually Impaired Standard I:

The teacher of students with visual impairments understands and applies knowledge of the characteristics and needs of students with visual impairments, including those with additional disabilities.

Visually Impaired Standard III:

The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement.

Domain II Assessment of Students with Visual Impairments (approximately 18% of the test)

Standards Assessed:

Visually Impaired Standard II:

The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of formal and informal assessments and evaluations and knows how to use resulting data and other information to make service and programming recommendations and to participate in the development of students' Individual Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs).

Visually Impaired Standard V:

The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings.

Domain III Fostering Student Learning and Development (approximately 41% of the test)

Standards Assessed:

Visually Impaired Standard III:

The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement.

Visually Impaired Standard IV:

The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students' development of concepts and skills for academic achievement, social interaction, and independent living.

Domain IV Professional Knowledge
(approximately 18% of the test)

Standards Assessed:

Visually Impaired Standard III:

The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of strategies for planning instruction in the school, home, and community environments to facilitate student achievement.

Visually Impaired Standard IV:

The teacher of students with visual impairments, including those with additional disabilities, knows how to promote students' development of concepts and skills for academic achievement, social interaction, and independent living.

Visually Impaired Standard V:

The teacher of students with visual impairments, including those with additional disabilities, knows how to communicate and collaborate effectively in a variety of professional settings.

Visually Impaired Standard VI:

The teacher of students with visual impairments, including those with additional disabilities, understands and applies knowledge of the foundations of the profession, including legal requirements and ethical considerations relating to students' education, and actively seeks to expand professional knowledge and skills.

DOMAIN I—UNDERSTANDING STUDENTS WITH VISUAL IMPAIRMENTS

Competency 001

The teacher of students with visual impairments, including students with additional disabilities, demonstrates knowledge of the human visual system, including diseases and disorders that affect vision, and uses this knowledge to respond to individual students' needs.

The beginning teacher:

- Understands the typical development, structure, and function of the human visual system.
- Understands diseases and disorders that affect vision.
- Demonstrates knowledge of terminology related to the visual system and visual disorders.
- Understands medical aspects of conditions related to blindness and visual impairment.
- Understands the effects of various medications on the visual system and visual functioning.

Competency 002

The teacher of students with visual impairments, including students with additional disabilities, understands human developmental processes and recognizes the implications of visual impairments for students' growth in all developmental domains.

The beginning teacher:

- Understands the role of vision in typical development and learning across domains (e.g., cognitive, communicative, motoric, behavioral, social-emotional).
- Recognizes the impact of visual impairment on the development of hearing, touch, taste, and smell.
- Demonstrates knowledge of the cognitive, environmental, physical, and social-emotional needs and sensory integration of individuals with visual impairments.
- Understands the impact of etiology, degree of impairment, progressivity, and age at onset of a visual impairment upon developmental processes.
- Analyzes ways in which the presence of visual impairment may affect the development and learning of individuals at various developmental levels, including birth through six years.
- Analyzes relationships involving visual conditions, visual functioning, and development across domains (e.g., cognitive, communicative, motoric, behavioral, social-emotional).
- Relates characteristics of students with visual impairments to types and levels of support needed.
- Knows how to access information related to the characteristics and needs of students with visual impairments, including those with additional disabilities.
- Analyzes ways in which a visual impairment may affect an individual's social-emotional development, including self-esteem and relationships with others.

Competency 003

The teacher of students with visual impairments understands the effects of additional disabilities, including deafblindness, on children's development and learning.

The beginning teacher:

- Analyzes how the presence of additional disabilities affects the development and learning of individuals who have visual impairments.
- Understands characteristics of students with deafblindness and/or multiple impairments.
- Understands the impact of deafblindness and/or multiple impairments on development and learning.

Competency 004

The teacher of students with visual impairments, including students with additional disabilities, understands how a variety of factors, including physical, environmental, and social factors, may affect students with visual impairments.

The beginning teacher:

- Understands the impact of factors in the home (e.g., level of parental understanding and support) on the development and learning of students with visual impairments, including those with additional disabilities.
- Recognizes the importance of early intervention for individuals with visual impairments, including deafblindness.
- Demonstrates knowledge of the impact of physical factors (e.g., orthopedic impairments) on the development and learning of students with visual impairments, including those with additional disabilities.
- Understands the impact of social factors (e.g., peer interactions) and cultural factors (e.g., value systems, social systems) on the development and learning of students with visual impairments, including those with additional disabilities.
- Understands the effects of medications on the educational, cognitive, physical, social, and emotional characteristics of students with visual impairments, including those with additional disabilities.
- Recognizes factors in the learning environment (e.g., physical layout, organization, teacher behaviors and expectations) that affect the learning and behavior of students with visual impairments.
- Recognizes factors within students (e.g., giftedness, motivation) that affect the learning and behavior of students with visual impairments.

DOMAIN II—ASSESSMENT OF STUDENTS WITH VISUAL IMPAIRMENTS

Competency 005

The teacher of students with visual impairments, including students with additional disabilities, understands the process of functional vision/learning media assessment, is familiar with a wide range of formal and informal assessments, understands how to adapt assessments for students with visual impairments, and applies appropriate procedures for administering assessments.

The beginning teacher:

- Understands procedures used for screening, prereferral, referral, and determining eligibility for students with visual impairments and deafblindness, including vision screening methods, functional vision evaluation, and learning media assessment.
- Applies procedures for performing structured observations, functional vision evaluations, learning media assessments, and evaluations of compensatory skills specific to students with visual impairments (e.g., orientation and mobility screening, independent living, assistive technology).
- Understands specialized terminology used in evaluating individuals with visual impairments (e.g., FVE, LMA, LVE, primary learning media).
- Knows the legal vs. functional definitions of terms such as *functionally blind*, *visual impairment*, *legally blind*, and *low vision*.
- Understands appropriate evaluation tools and procedures for infants, toddlers, and preschoolers with visual impairments.
- Understands appropriate evaluation tools and procedures for school-age students with visual impairments, including those with additional disabilities.
- Understands state and federal laws and other key issues related to the evaluation of students with visual impairments, including those with additional disabilities (e.g., nondiscriminatory evaluation; early childhood evaluation; the significance of gender, home language, socioeconomic diversity, and cultural diversity).
- Understands how to adapt and use a variety of nondisability-specific evaluation instruments and procedures for students with visual impairments, including those with additional disabilities.
- Knows how to select and administer appropriate assessments for students with visual impairments, including statewide and districtwide assessments.
- Knows how to collaborate with parents/guardians and with other school and community personnel involved in the evaluation of students with visual impairments, including those with additional disabilities.
- Applies procedures for creating and maintaining records related to visual impairment and documenting ongoing progress for students with visual impairments.

Competency 006

The teacher of students with visual impairments, including students with additional disabilities, knows how to interpret scores, reports, and other formal and informal assessment data and communicates these results in oral and written reports.

The beginning teacher:

- Interprets and uses information from formal and informal evaluations, including eye reports as well as vision-related and other diagnostic information.
- Understands how to take individual factors into account (e.g., cultural background, age at onset of visual impairment, degree of visual functioning, home language) to ensure that interpretations of test results are valid and nondiscriminatory.
- Synthesizes information from a range of sources (e.g., formal and informal assessments, parents' and teachers' observations, doctors' reports) to develop a comprehensive profile of the student's strengths and needs, make educational recommendations, and prepare oral and written reports.
- Uses effective communication skills to report evaluation results to students' parents/guardians, administrators, and other school and community personnel.

Competency 007

The teacher of students with visual impairments, including students with additional disabilities, uses assessment data and other information to make service and programming recommendations and to develop students' individualized plans (Individualized Education Programs [IEPs] and Individualized Family Service Plans [IFSPs]).

The beginning teacher:

- Understands referral procedures and the full and individualized evaluation process for determining eligibility for special education services as a student with a visual impairment and deafblindness.
- Understands the relationships among evaluation, IEP development, instructional management, and vision-related services.
- Knows the legal requirements for the development of IEPs and IFSPs and understands the role of the teacher of students with visual impairments in the development of IEPs and IFSPs.
- Applies knowledge of visual impairments, evaluation findings, and the continuum of instructional arrangements to recommend appropriate services and educational settings for individual students.
- Knows how to develop measurable goals and learning objectives to meet assessed needs and understands how to evaluate student progress toward those goals and objectives.
- Uses evaluation results to identify individualized instructional strategies that enhance learning for students with visual impairments through modification of the environment, adaptation of materials, and the use of methodologies and technologies specific to students with visual impairments and deafblindness.
- Applies knowledge of human development and visual impairment to plan and implement appropriate curricula.
- Understands the collaborative roles of students, parents/guardians, classroom teachers, and other school and community personnel in planning and implementing students' IEPs and IFSPs.
- Understands how to collaborate with members of the Admission, Review, and Dismissal (ARD) team to meet the needs of students with severe multiple and visual impairments by writing integrated IEPs that incorporate collaborative teaming, joint action routines, and role releasing.
- Knows how to use information from informal evaluations (e.g., Oregon, Hawaii Early Learning Profile, VIISA) for children ages birth–6 with visual impairments to design intervention strategies in areas such as concept development, communication, gross/fine motor coordination, and early literacy.

DOMAIN III—FOSTERING STUDENT LEARNING AND DEVELOPMENT

Competency 008

The teacher of students with visual impairments, including students with additional disabilities, understands how to plan and organize instruction, based on assessment, in a variety of learning environments to facilitate students' acquisition of concepts and skills, including concepts and skills specific to visual impairment.

The beginning teacher:

- Knows how to interpret and use assessment data for instructional planning for students with visual impairments.
- Understands how to organize learning environments to facilitate students' acquisition of concepts and skills in both the general education curriculum and the expanded core curriculum (i.e., the curriculum for students with visual impairments and the compensatory skills needed to access the general education curriculum).
- Knows how to sequence skills, implement instruction, and evaluate progress toward disability-related learning objectives in students' Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs).
- Understands strategies for creating a positive, productive learning environment that fosters student achievement.
- Applies effective instructional planning and management strategies (e.g., time management, caseload management, collaborative planning) related to various models and systems of service delivery (e.g., itinerant, resource, residential, transdisciplinary teaming).
- Understands how to work with members of the educational team (e.g., general education teachers, parents/guardians, related service providers, paraprofessionals, administrators), including classroom teachers, to implement organizational strategies and instructional modifications and adaptations to meet students' needs.
- Understands ways to adapt instruction across a variety of instructional arrangements to meet the learning needs of students with visual impairments, including those with additional disabilities.
- Knows how to select and use appropriate assistive technologies to enhance instruction and facilitate student learning.
- Knows how to create, obtain, organize, modify, and adapt instructional materials (e.g., brailled, enlarged, outlined, highlighted) and how to assist teachers and students in using these materials productively.
- Knows how to use visual, tactual, auditory, and other adaptations to design multisensory learning environments that promote students' full participation and independent learning in a variety of group and individual contexts.
- Applies strategies for teaching students to use organization and study skills (e.g., organizing their own workspace, gaining access to needed resources, managing materials and time).
- Applies strategies for conducting structured observations in a variety of settings for the purpose of recommending modifications and promoting student independence.

Competency 009

The teacher of students with visual impairments, including students with additional disabilities, knows how to foster the development of students' communication and literacy skills.

The beginning teacher:

- Understands strategies for promoting communication and literacy development in students with visual impairments, including those with additional disabilities.
- Applies strategies related to augmentative and assistive technologies for fostering students' development of expressive and receptive communication skills.
- Uses a variety of instructional methods, materials, and resources to promote students' expressive and receptive communication skills (e.g., low vision devices, brailled materials, slate and stylus, handwriting and signature writing, listening and compensatory auditory skills, keyboarding skills, calendar box, electronic notetakers).
- Understands a variety of effective research-based methods of reading instruction.
- Applies a variety of literacy methods to support alignment between direct instruction provided by the teacher of students with visual impairments and instruction in other educational settings.
- Knows how to teach braille literacy skills.
- Understands resources for accessing information on and providing instruction in specialty braille codes (e.g., music, foreign language, computer) and formats.

Competency 010

The teacher of students with visual impairments demonstrates knowledge of the academic curriculum and modifies lessons and materials to facilitate students' development of subject matter skills and concepts and problem-solving skills.

The beginning teacher:

- Knows how to access and is familiar with the general education curriculum (i.e., the Texas Essential Knowledge and Skills [TEKS]), including physical education and fine arts, and applies strategies for ensuring that necessary modifications and accommodations are in place to make the general education curriculum accessible to students with visual impairments.
- Understands a variety of instructional approaches (e.g., cooperative learning, direct instruction, theme-based instruction, discovery learning) and applies these methodologies effectively with students who have visual impairments.
- Knows techniques for modifying instructional methods and materials and strategies (e.g., braille translation programs, magnification, tactile graphics) to promote achievement across the academic curriculum, including physical education and fine arts, for students with visual impairments, including those with additional disabilities.
- Knows how to access sources of specialized materials for providing instruction for students with visual impairments.
- Knows how to use a variety of instructional materials and strategies to make subject matter concepts (e.g., science, social studies) accessible to students with visual impairments.
- Knows how to teach students to use a variety of assistive technologies to facilitate their own learning and achievement in the content areas (e.g., Cranmer abacus, talking calculator, tactile graphics, adapted science equipment).
- Selects and uses appropriate technologies to meet specific student needs and achieve instructional objectives for students with visual impairments and integrates technologies appropriately into the instructional process.
- Applies techniques for promoting students' ability to use a variety of cognitive strategies (e.g., logical reasoning, problem solving, critical thinking) to meet their own learning needs.
- Understands a variety of effective research-based methods of mathematics instruction.
- Applies various methods of mathematics instruction to support alignment between direct instruction provided by the teacher of students with visual impairments and instruction in other educational settings.
- Knows strategies for assisting students in expressing themselves creatively (e.g., through writing, fine arts).

Competency 011

The teacher of students with visual impairments, including students with additional disabilities, understands how to assist students in learning to use their visual ability in functional contexts and in making efficient and effective use of all their senses to interpret information about the environment and to guide their actions.

The beginning teacher:

- Knows how to assist students in learning to use their vision effectively in functional contexts, including the development of basic visual skills (e.g., localizing, tracking, scanning), the use of environmental adaptations (e.g., contrast, size, distance), and the use of low vision devices (e.g., monocular, magnifier).
- Knows how to develop students' listening skills, including basic skills (e.g., sound recognition and localization), the use of sound in functional contexts (e.g., to orient themselves in space), and listening comprehension.
- Knows strategies for promoting students' development of tactual, vestibular, and kinesthetic skills (e.g., tactual discrimination, systematic searching and exploration) and their use of smell and taste, as appropriate, to supplement information gained from other senses.
- Enhances students' ability to interpret and integrate information about the environment obtained through the use of their senses.

Competency 012

The teacher of students with visual impairments, including students with additional disabilities, knows how to assist students in developing the skills and behaviors necessary for positive social interactions in a range of cultural contexts and for lifelong participation in personal recreation and leisure activities.

The beginning teacher:

- Understands how to promote students' awareness of the social skills typically learned through visual observation (e.g., facial expressions, body language).
- Applies strategies for promoting students' understanding and use of appropriate behaviors in varied social, cultural, and interpersonal contexts.
- Knows how to promote students' understanding of various communicative functions (e.g., requesting, refusing) and contexts (e.g., casual vs. formal).
- Understands how to assist students in appropriately using nonverbal behaviors (e.g., maintaining social distance) in their interactions.
- Applies strategies for promoting students' understanding of body image and human sexuality.
- Assist students in developing skills that promote lifelong participation in personal recreation and leisure activities.

Competency 013

The teacher of students with visual impairments, including students with additional disabilities, promotes development of the concepts and skills needed for independent living and for learning to travel safely, confidently, and efficiently in a variety of environments.

The beginning teacher:

- Understands the skills and behaviors that students with visual impairments, including those with additional disabilities, need for independent living (e.g., methods for accessing printed information, public transportation, entertainment, and community resources; methods for keeping personal records, managing time, and conducting personal banking activities).
- Understands how to promote students' competence in performing tasks and functions required for independent daily living, including concept and skill development related to personal hygiene, eating, shopping, housekeeping, and time and money management.
- Assists students with visual impairments in understanding societal attitudes toward visual impairment and promotes students' development of positive and productive response strategies to become effective self-advocates.
- Applies strategies for creating and structuring learning environments that encourage the development of self-advocacy and independence in students with visual impairments, including those with additional disabilities.
- Knows techniques for working with students on basic orientation and mobility skills (e.g., sighted guide, protective techniques, trailing).
- Knows procedures for collaborating with the certified orientation and mobility specialist to reinforce students' orientation and mobility skills.

Competency 014

The teacher of students with visual impairments, including students with additional disabilities, fosters students' awareness of career and vocational opportunities, promotes students' ability to set and work toward realistic personal goals, and assists students in learning to manage transitions in their lives.

The beginning teacher:

- Applies skills for working effectively as a member of an educational team to assist students in learning to manage life changes and make successful transitions.
- Applies a variety of strategies for familiarizing students with career and vocational options; promoting awareness of their own interests and abilities; and providing them with access to visually impaired role models.
- Promotes student understanding of the education, training, and adaptations required for various jobs and how to obtain relevant services, equipment, and information from general education and disability-specific resources.
- Knows how to promote students' self-confidence, assertiveness, self-advocacy skills, and knowledge of their legal rights.
- Assists students in developing basic employment skills (e.g., social skills, work ethic) and works with others to provide opportunities for students to apply these skills in practical work experiences.
- Knows strategies for facilitating students' maintenance and generalization of skills across environments to facilitate transitions (e.g., home to school, between classrooms, across grade levels, into community and work environments).
- Applies strategies for promoting students' ability to set and work toward realistic personal goals and to manage transitions in their lives.
- Understands the importance of role models with visual impairments in promoting learning, personal growth, and self-confidence in students with visual impairments.
- Understands strategies for working collaboratively with families, agencies, and other professionals to plan and implement transitions for students with visual impairments.

DOMAIN IV—PROFESSIONAL KNOWLEDGE

Competency 015

The teacher of students with visual impairments, including students with additional disabilities, knows how to establish partnerships with other professionals, paraprofessionals, service providers, and organizations to enhance learning opportunities for students with visual impairments.

The beginning teacher:

- Demonstrates knowledge of strategies for working collaboratively with professionals, family members, and other personnel to assist in providing child-centered intervention for infants, toddlers, preschoolers, and school-age students with visual impairments.
- Understands factors that promote or hinder effective communication and collaboration with teachers, administrators, paraprofessionals, and other school and community personnel.
- Applies skills for communicating and collaborating effectively with teachers, paraprofessionals, administrators, and other school and community personnel to enhance learning opportunities for students with visual impairments and ensure that students receive the services they need.
- Demonstrates knowledge of the collaborative and/or consultative roles of teachers of students with visual impairments in relation to administrators, classroom teachers, paraprofessionals, related service personnel, and other professionals.
- Understands collaborative roles and responsibilities of teaching in various service delivery models (e.g., itinerant, resource room, residential).
- Knows strategies for collaborating with teachers and other school and community personnel to integrate students with visual impairments, including those with additional disabilities, into various learning environments.
- Understands the roles of regional educational service center personnel, related service personnel (e.g., physical therapists, assistive technology specialists, school nurses, counselors, rehabilitation staff), and paraprofessionals (e.g., sighted readers, transcribers) in the education of students with visual impairments, including those with additional disabilities.
- Demonstrates knowledge of the range of services of the Texas School for the Blind and Visually Impaired.
- Understands the role and function of the certified orientation and mobility specialist and the criteria for referral.
- Knows effective strategies for assisting and supporting classroom teachers to ensure that students have full access to needed adaptations and resources.
- Knows how to collaborate with teams to create coordinated teaching activities and environments (e.g., develop joint action routines, role release) to promote learning and skills development in students with severe multiple and visual impairments.

- Demonstrates familiarity with organizations of and for persons who have visual impairments, including deafblindness, and those with additional disabilities, and knows how to access unique services, networks, organizations, and resources at the local, regional, state, and national levels (e.g., American Printing House for the Blind [APH] materials, adapted textbooks).
- Understands the collaborative roles of local education agencies (LEAs) and the Interagency Council on Early Childhood Intervention (ECI).

Competency 016

The teacher of students with visual impairments, including students with additional disabilities, collaborates and communicates effectively with families to enhance students' ability to achieve desired learning outcomes.

The beginning teacher:

- Applies strategies for working and communicating effectively with parents/guardians, including those from diverse cultural, socioeconomic, and language backgrounds, and for assisting parents/guardians in understanding their child's visual impairment and its impact on learning and experience.
- Understands ways in which a child's visual impairment and other disabilities may affect the family (e.g., prompting feelings of grief, anger, protectiveness), and reciprocal effects on the child (e.g., feelings of rejection or overdependence).
- Knows strategies for encouraging positive, constructive partnerships between parents/guardians and school personnel that serve to promote and reinforce student development and learning.
- Uses parents'/guardians' observations and knowledge of their child to assist in guiding instructional and transitional planning and decision making.
- Knows strategies for working collaboratively with parents/guardians to assist them in participating actively in their child's education, including in the reinforcement of their child's learning goals.
- Knows strategies for consulting with parents/guardians, keeping them informed, and communicating with them about their child's progress and needs.
- Understands how to serve as a resource for parents/guardians and others in the school and community in regard to students with visual impairments and how to promote their learning and address their needs.

Competency 017

The teacher of students with visual impairments, including students with additional disabilities, understands historical foundations, legal requirements, and ethical considerations in regard to the education of students with visual impairments and actively seeks to expand his or her professional knowledge and skills.

The beginning teacher:

- Knows the historical foundations for the education of students with visual impairments and/or deafblindness.
- Understands federal laws and regulations related to the educational rights of all students with disabilities (e.g., the Americans with Disabilities Act [ADA], the Individuals with Disabilities Education Act [IDEA], Section 504, Section 508) and those that specifically address students who are blind or visually impaired (e.g., federal entitlements for the provision of specialized equipment and materials such as the American Printing House for the Blind Federal Quota funds).
- Understands Texas laws and rules designed to ensure a free and appropriate public education for students with visual impairments, including those with additional disabilities.
- Understands the process for obtaining specialized instructional materials available through the American Printing House for the Blind Federal Quota funds and state-adopted textbooks available from the Texas Education Agency.
- Understands legal requirements and documentation related to issues such as referral, evaluation, eligibility criteria, due process, confidentiality, and least restrictive environment.
- Understands state requirements and professional guidelines regarding the provision of services to students with visual impairments and/or deafblindness (e.g., caseloads, funding, array of service options).
- Recognizes the ethical responsibilities of teachers of students with visual impairments (e.g., advocating for students and their families, seeking improvements in the quality of students' educational services, pursuing ongoing professional development).
- Applies knowledge of research-based best practices, model educational programs, and current trends and issues in the field of visual impairment to provide students with the educational programming, materials, and services they need to achieve to their full potential.
- Understands the functions of agencies, consumer organizations, and initiatives that promote nationwide standards of excellence for the provision of services to students with visual impairments.
- Understands the functions of professional organizations, publications, and activities relevant to ongoing practice and professional development in the field of visual impairment.
- Recognizes the importance of reflecting on one's practice and developing a personal plan to enhance professional knowledge and skills related to the education of students with visual impairments, including those with additional disabilities.

SECTION III

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS (VISUALLY IMPAIRED)

The purpose of this section is to describe multiple-choice item formats that you will see on the TExES test in this field and to suggest possible ways to approach thinking about and answering the multiple-choice items. However, these approaches are not intended to replace familiar test-taking strategies with which you are already comfortable and that work for you.

The Visually Impaired test is designed to include 80 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these items will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice items on this test are designed to assess your knowledge of the content described in the test framework. The multiple-choice items assess your ability to recall factual information **and** to think critically about the information, analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to respond to a multiple-choice item, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

Item Formats

You may see the following two types of multiple-choice items on the test.

- Single items
- Items with stimulus material

You may have one or more items related to a single stimulus. When you have at least two items related to a single stimulus, the group of items is called a cluster. After the last item of a cluster, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for responding to each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final responses must be indicated on the answer sheet provided.**

SINGLE ITEMS

In the single-item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the item. The following item is an example of this type. It tests knowledge of Visually Impaired competency 015: *The teacher of students with visual impairments, including students with additional disabilities, knows how to establish partnerships with other professionals, paraprofessionals, service providers, and organizations to enhance learning opportunities for students with visual impairments.*

Which of the following is the best example of the use of role release in the case of a child with severe visual and multiple impairments?

- A. The child's ARD team determines that the child is no longer in need of a given service.
 - B. The child's physical therapist teaches the parents/guardians how to perform range-of-motion activities with the child at home.
 - C. The child's general education teacher sends the child to a resource room for disability-related instruction.
 - D. The child's parents/guardians agree that professionals in the school may perform tasks generally associated with parenting, such as feeding.
-

Suggested Approach

Read the item carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answer choices, select the correct answer, and mark it on your answer sheet.

This item addresses the concept of role release, an important practice in the provision of special education services for students with severe multiple and visual impairments. Look at the answer choices and consider which of them is the best example of the concept of role release.

Option A suggests that role release occurs when an ARD team determines that a child is no longer in need of a given service. It is true that an ARD team may decide that a given service is no longer needed, or that the child is no longer in need of any special education services at all. However, in such a case, the term "dismissal" is used, as suggested by the terminology used for the student's team: the Admission, Review, and Dismissal (ARD) team. The term "role release" does not refer to such a situation. Option A may be eliminated as the best response to this item.

Option B suggests that a physical therapist's training of parents/guardians to perform range-of-motion activities with their child at home offers the best example of role release. This is indeed the case. A physical therapist (PT), who is a highly trained specialist, has a specific role in addressing the child's needs, which are, in this case, providing range-of-motion activities. Through careful training and monitoring, the PT can ensure that the parents/guardians learn to provide these needed services for their child at home; that is, the PT releases a specific role to the parents/guardians after ensuring that they can perform that role safely and effectively. Option B may be the best response to this item.

Option C suggests that a general education teacher's sending a child to a resource room for disability-related instruction is an example of role release. Although general education teachers are commonly responsible for implementing instructional adaptations for students with special needs in their classrooms, the teachers' primary role is to provide content-area instruction. When a general education teacher sends a child to a resource room for disability-related instruction, the teacher is not releasing his or her role as the child's general education teacher. Option C may be eliminated as the best response to this item.

Option D suggests that parents/guardians who agree to permit professionals in the school to perform tasks generally associated with parenting are engaging in role release. However, all teachers help children with activities that are also performed by parents in the home. For example, teachers may help with feeding, toileting, disciplining, consoling, and so forth. The term "role release" is not typically used to refer to these types of situations. Option D may be eliminated as the best response to this item.

Of the alternatives offered, only option B, which describes a physical therapist who trains the parents/guardians to perform range-of-motion activities, provides an example of role release as the term is used in regard to special education services for students with severe visual and multiple impairments. Therefore, the correct response is option B.

ITEMS WITH STIMULUS MATERIAL

Some items are preceded by stimulus material that relates to the items. Some types of stimulus material included on the test are reading passages, graphics, tables, or a combination of these. In such cases, you will generally be given information followed by an event to analyze, a problem to solve, or a decision to make.

One or more items may be related to a single stimulus. You can use several different approaches to respond to these types of items. Some commonly used approaches are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement, and/or its content, then read the item and refer again to the stimulus material to verify the correct answer.

Strategy 2 Read the item *before* considering the stimulus material. The content of the item will help you identify the purpose of the stimulus material and locate the information you need to respond to the item.

Strategy 3 Use a combination of both strategies: apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the item first" strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample items in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the item, you should read it carefully and critically. You may want to underline its important points to help you respond to the item.

As you consider items set in educational contexts, try to use the teacher's point of view to respond to the items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of specific situations or individuals you may have encountered.

Suggested Approach

First read the stimulus (excerpts from a case file on Serena, a student with a visual impairment).

Serena is a 15½-year-old student who has a visual impairment as a result of optic nerve hypoplasia. Her new TVI, Mr. Wilson, is reviewing Serena's case file. Use the excerpts below from Serena's file to answer the four questions that follow.

Note: The materials presented in the case file do not necessarily reflect standard reporting formats.

ANNUAL REPORT OF PRESENT COMPETENCIES

NAME: Serena **SEX:** Female
DATE OF BIRTH: September 28, 1988 **DATE OF REPORT:** April 3, 2004
AGE: 15½ years

MEDICAL HISTORY

Serena's visual impairment is due to congenital bilateral optic nerve hypoplasia. She has no light perception in her right eye, which also exhibits esotropia. An ophthalmologist's report dated December 2003 states that she is legally blind, with a distance acuity O.S. of 10/400 without correction and 10/225 with correction, and near acuity of 3M at 2" without glasses and 0.8M at 2" with correction. She has functional visual field restrictions in her left eye of 5° nasal and temporal and 15° superior and nasal.

Serena takes medication daily for a seizure disorder and has juvenile arthritis. She walks with a stiff and rather unusual gait. She often complains of sore ankles.

FUNCTIONAL VISION

Serena has no vision in her right eye and only a very limited visual field in her left eye. Serena sees and uses color functionally.

On some days, Serena can read printed material as small as 12 point if she holds it within one inch of her eye. The most comfortable and efficient print size for her seems to be between 18 and 24 point. She reports being able to see better when contrast is good, although she is able to read the low-contrast display on her digital watch. On good days, she is able to read price tags with poor quality print as small as 10–12 point.

Proper lighting seems to help Serena function better visually but is of little use for reading, as she must hold her head so close to the material that she casts a shadow on what she is trying to see.

Serena uses her vision effectively to travel indoors in regular lighting. She has more difficulty in situations where lighting is dim, as in the auditorium during a recital or in a poorly lit stairwell. She moves about school independently without the use of a cane. Serena occasionally trips or stumbles and would benefit from using her cane to detect step-ups and drop-offs or in situations where lighting is dim. She will not use her cane without excessive prompting; she never uses it on her own initiative.

Serena is bothered by bright light and would benefit from using glare-reduction devices such as tinted glasses or NOIR shields and a visor covered in a dark nonshiny fabric.

Serena was recently seen standing on a curb by the school in daylight unable to locate an automobile in order to get inside. The car was waiting at the curb to pick her up for an off-campus trip, and she was aware of its presence only from verbal cues by the driver. Such problems undoubtedly result from seeing such a small part of the car as to render it unrecognizable.

LANGUAGE ARTS

Serena reads both print and braille for daily living as well as for academic purposes. She will often try to use her eyes to read braille materials.

Recently, when Serena was tested with adapted instruments (Spache and Brigance), she read at an approximate level of second grade, eight months in both print and braille. However, in more relaxed and informal situations, she has successfully read print and braille materials at a third-grade level.

Serena is a reluctant reader and tires quickly when reading in both print and braille. When given a choice of reading medium, Serena usually rejects braille in favor of print. This is the case even when braille may be more functional for her.

Serena has been encouraged to use and increase her skills in both print and braille this year. Her ability to read print fluctuates from day to day and setting to setting. She is sometimes able to read print as small as 10–12 point, but print size between 18 and 30 point seems most comfortable for her. Even in her optimal print size of 24 point, Serena often has difficulty distinguishing between *r*, *m*, and *n*. She holds reading materials about one to two inches from her left eye. She appears to employ some eccentric viewing skills when doing this.

When reading braille, Serena has excellent tactual discrimination skills. She recognizes most of the contracted code, except for some difficulties with final-letter contractions, and she understands basic braille punctuation.

For personal and functional writing purposes, Serena uses a combination of uncontracted and contracted braille along with phonetic or invented spellings.

Serena can use the Perkins Braillewriter, but since being introduced to a braille note-taker last year, she prefers to use that technology. She routinely uses the braille note-taker's speech output function for self-management (e.g., playing back a shopping list) and carries it with her everywhere. She also uses it as a recreational or leisure tool (e.g., writing notes to friends, playing games that she has loaded on it). Serena cares for the device independently. She types information into it in braille and can use both a braille and regular-print printer to make hard copies of her writing.

For recreational reading, Serena is an avid fan of books on tape, which she checks out from the library. The titles she chooses are usually age appropriate, and she has been observed discussing books with other students. She recently finished listening to *To Kill a Mockingbird*.

MATH

Serena is able to identify bills visually and also by using a folding system. She identifies coins tactually.

Serena understands the value of money and is an avid saver. She has participated in the class banking activity for two years now and understands basic banking terms such as *deposit* and *balance*. She is able to independently carry her balance forward, enter her deposit or withdrawal, and record her total in her class bank book. Serena enjoys buying items for herself with money she has saved and is able to delay gratification for long periods in order to save for shopping trips or specific items.

Serena is able to add and subtract sums of money using the braille note-taker's calculator function. She can also add simple sums of money with a pen and paper. She still needs prompting and support when counting coins, making change, and estimating the amount of change due her when making a purchase.

Serena understands the concepts of addition, subtraction, multiplication, and division, but she still has trouble choosing the appropriate mathematical operation when faced with mathematical problems in a functional context.

SOCIAL SKILLS AND PERSONAL KNOWLEDGE

Serena has been working this year on being kind to others by saying and doing nice things. She is more tolerant of others than she used to be.

Serena has a very fragile ego that she often strives to protect by being aloof, tough, or rude. This year she has developed a small circle of friends, and her membership in this group has done much to bolster her opinion of herself.

Serena is much improved in her ability to deal with frustration and criticism. She used to cry or pout almost daily but now sometimes goes weeks without exhibiting these behaviors. She is also better able to ask for assistance in an appropriate manner and discuss her problems or feelings with a trusted adult when she feels the need. She still tends to avoid tasks she dislikes or considers too difficult by tuning out, whining, or complaining that she is "too stupid."

Serena understands basic manners and generally conducts herself appropriately in public.

Serena is able to order food with minimal assistance in a restaurant and recently served herself independently at an "all you can eat" buffet in a crowded restaurant.

Serena still needs support and guidance in learning to appreciate herself and her strengths, as well as much assistance in learning to accept and live with her disabilities. She needs to learn more about self-advocacy and perhaps begin to think about what she wants and needs from herself and others now and in the future.

CAREER EDUCATION

Serena has a limited awareness of the world of work. She has a good understanding of behaviors and grooming standards expected of a good worker and usually acts accordingly.

Serena has worked this year in a graphics arts lab at school and has learned skills such as laminating, die-cutting, and sorting.

Serena has only a limited awareness of her likes and dislikes in regard to work. She needs to work on developing a realistic picture of her abilities and needs in relation to work.

SUGGESTED IEP PRIORITY AREAS

1. Improve functional reading and writing skills.
 2. Increase use of assistive technology.
 3. Increase personal knowledge and self-awareness.
 4. Increase knowledge of the world, and continue to explore new topics and areas of interest.
 5. Improve self-concept and self-esteem.
 6. Improve basic and functional math skills.
 7. Increase awareness of the world of work as well as self-awareness in regard to work.
 8. Improve keyboarding skills and awareness of technology relevant to her needs.
-

Now you are ready to respond to the item or items associated with this stimulus. The item below tests knowledge of Visually Impaired competency 011: *The teacher of students with visual impairments, including students with additional disabilities, understands how to assist students in learning to use their visual ability in functional contexts and in making efficient and effective use of all their senses to interpret information about the environment and to guide their actions.*

Which of the following low-vision devices would probably be most useful to Serena for reading?

- A. prism lens
 - B. monocular
 - C. lighted magnifier
 - D. telemicroscope with a reading cap
-

Read the item carefully and critically and think about what it is asking. Refer to any sections of the case-file material that may contain information relevant to Serena's visual characteristics, her preferred learning media, and her reading skills. For example, the sections on "Medical History," "Functional Vision," and "Language Arts" all contain information that may be useful in answering this question. According to the "Functional Vision" section, good lighting helps Serena's visual functioning; however, it is difficult for her to obtain good lighting because she must hold reading material so close to her face that she casts a shadow on the page. In addition, both the "Functional Vision" and the "Language Arts" sections identify Serena's optimal print size as 24 point. Look at the answer choices and consider which low-vision device is likely to be most useful for meeting Serena's reading needs.

Option A suggests that a prism lens would be the most useful device for assisting Serena with her reading. Prism lenses shift images optically from less functional to more functional areas of the retina, in effect expanding the visual field. Prism lenses, however, tend to be somewhat difficult to use. Common difficulties include blurring and distortion. In addition, prism lenses would not address either the inconsistency in Serena's visual functioning or her specific lighting needs. Option A may be eliminated as the best response to this item.

Option B suggests that a monocular would be the most useful low-vision device for the purpose described. A monocular, which is used for spotting at a distance, is most often employed for orientation and mobility purposes. While a monocular might enable Serena to read a house number from the sidewalk or a street sign from across an intersection, it would not effectively help her with more general reading tasks. Option B is not the best response to this item.

Option C suggests that a lighted magnifier would be the most useful low-vision device for Serena to use for reading. Indeed, a lighted magnifier would address both the lighting and the point-size issues that Serena faces. Not only would this device enable Serena to enlarge print to the most efficient size for her needs at any given time with relative ease, but it would also permit unshadowed, glare-free illumination of the page. Option C may be the best response to this item.

Option D suggests that a telemicroscope with a reading cap would be the most useful low-vision device for Serena. It is true that a telemicroscope with a reading cap can increase working distance (i.e., the distance between the eye or spectacle and the print being read). Yet while such a device could help Serena for reading, it would also cause her some disadvantages. For instance, a telemicroscope would not address Serena's lighting needs. Also, a considerable amount of training would be required in order for her to learn to use a telemicroscope efficiently and effectively. Finally, a telemicroscope is a very conspicuous device; for an adolescent whose social skills and self-confidence are tenuous at best, a device that would make her look distinctly different from her peers is unlikely to be a good choice. Option D may be eliminated as the best response to this item.

Of the alternatives offered, a lighted magnifier would best combine the flexibility, ease of use, and optimal lighting conditions that Serena needs for general reading purposes. Therefore, the correct response is option C.

Now you are ready to respond to the next item. The item below tests knowledge of Visually Impaired competency 010: *The teacher of students with visual impairments demonstrates knowledge of the academic curriculum and modifies lessons and materials to facilitate students' development of subject matter skills and concepts and problem-solving skills.*

One of Serena's teachers shows Mr. Wilson a math worksheet that the teacher has enlarged to one-inch type for Serena. Which of the following is the primary reason that this adaptation is not appropriate for Serena?

- A. Serena's field restrictions will prevent her from being able to see a whole numeral that large.
- B. Serena may not be able to complete such a worksheet on any given day due to fluctuations in her ability to read print.
- C. Serena's math instruction at this time should involve manipulatives rather than worksheets.
- D. Serena should do math exclusively with the braille note-taker because of her high level of proficiency with the device.

This item addresses Serena's specific visual characteristics and her math skills. Review the case file carefully, paying particular attention to the sections that contain information relevant to the question being asked. In this case, the "Medical History," "Functional Vision," and "Math" sections provide information on Serena's field restrictions, her optimal print size, and some of the math skills and concepts that Serena has been working on.

Option A suggests that the teacher's enlargement of the worksheet to one-inch type is an ineffective adaptation because Serena's visual field restrictions prevent her from reading print that is that large. The information in Serena's case file about her optimal print size confirms that this is indeed the case: one-inch type would extend beyond the limits of her narrowed visual field, thus making the numerals more difficult to read. For optimal reading efficiency, Serena should be able to see four to six characters simultaneously. Option A may be the best response to this item.

Option B suggests that the fluctuations in Serena's ability to read print are the primary reason that the teacher's adaptation is inappropriate. However, no matter what her level of visual functioning is on any given day, she will not be able to read print that has been enlarged to a size that cannot be accommodated by her limited visual field. Option B may be eliminated as the best response to this item.

Option C suggests that Serena's math instruction at this time should not involve worksheets at all, but should emphasize math manipulatives. However, the "Math" section of Serena's case file indicates that her needs in math go well beyond the use of manipulative materials. She needs to build her math skills in a wide variety of everyday, real-world activities that involve, among other things, reading numerals in print, writing down mathematical information, performing calculations, and estimating. Option C is not the best response to this item.

Option D suggests that, since Serena is highly proficient with a braille notetaker, her math instruction should focus exclusively on the use of that device. The calculator functions of a braille notetaker would indeed be helpful to Serena in solving word problems and doing other calculation-based math activities. However, Serena's file indicates that she has already developed a number of money-management skills that do not involve calculation (e.g., using a folding system for bills, using paper-based materials such as deposit slips), and Serena will need to continue building on her current strengths and developing new practical and conceptual skills for which a calculating device will not be useful. Option D is not the best response to this item.

Of the alternatives offered, the one that identifies Serena's field restrictions best explains why the teacher's use of an enlarged print size on the math worksheet is not an appropriate adaptation for Serena. Therefore, the correct response is option A.

Now you are ready to respond to the next item. The item below tests knowledge of Visually Impaired competency 013: *The teacher of students with visual impairments, including students with additional disabilities, promotes development of the concepts and skills needed for independent living and for learning to travel safely, confidently, and efficiently in a variety of environments.*

At this point in Serena's education, Mr. Wilson should place increasing emphasis on which of the following?

- A. identifying a sheltered workshop where Serena might be placed after leaving school
 - B. encouraging Serena to accept the fact that life will present her with an unusual number of challenges
 - C. teaching Serena advocacy skills to help her assume greater responsibility for her own life as a person with a visual impairment
 - D. providing Serena with intensive braille instruction to ensure mastery by the time she graduates from high school
-

Consider carefully the information presented in the case file, then read and reflect on the item, which asks what element of Serena's education should receive increasing emphasis at this time.

Option A suggests that Mr. Wilson should focus on identifying a sheltered workshop where Serena might be placed after graduation. Such a strategy, aimed at fitting Serena into a certain slot, would be too limiting. Mr. Wilson should emphasize skills that will be applicable and valuable in whatever situation Serena may find herself after she leaves school. A sheltered workshop is only one of many possible options for Serena. Option A is not the best response to this item.

Option B suggests that Mr. Wilson should encourage Serena to accept the fact that she is likely to face an unusual number of challenges in her life. While this may be true, it is also true that everyone faces challenges in life, some of which can be anticipated and some of which cannot. Mr. Wilson should emphasize helping Serena to develop attitudes and strategies that will prepare her to deal with whatever challenges arise and not encourage her to "accept" things as they are and do nothing. Option B may be eliminated as the best response to this item.

Option C suggests that, at this time, Mr. Wilson should emphasize teaching Serena to develop advocacy skills and assume greater responsibility for herself. Given Serena's age and her considerable strengths, her VI teacher should make it a priority to help her develop the skills that will enable her to become a responsible, independent adult who is able to speak up for herself. Option C may be the best response to this item.

Option D suggests that, at this time, Mr. Wilson should emphasize providing Serena with intensive braille instruction. Such an emphasis would slight the many other skills and abilities that Serena has already developed and that she should be helped to build on. At this stage in her education, Serena needs to have her opportunities broadened, not restricted through an overly narrow emphasis on one particular skill. Option D is not the best response to this item.

Of the alternatives offered, only the one that suggests teaching Serena advocacy skills should receive increased emphasis at this time. Therefore, the correct response is option C.

Now you are ready to respond to the next item. The item below tests knowledge of Visually Impaired competency 014: *The teacher of students with visual impairments, including students with additional disabilities, fosters students' awareness of career and vocational opportunities, promotes students' ability to set and work toward realistic personal goals, and assists students in learning to manage transitions in their lives.*

Which of the following would be the most effective strategy for building Serena's sense of competence and self-confidence?

- A. helping her make contact with adults with low vision who can serve as mentors and role models for her
 - B. assigning her to do research about the lives of famous people who have had visual impairments
 - C. helping her develop a list of all the things at which she wants to become more competent
 - D. reminding her frequently that she can do anything she wants to do if she chooses to exert herself
-

Carefully review the information presented in the case file, then read and reflect on the item, which asks for the strategy that would best help build Serena's sense of competence and self-confidence.

Option A suggests that Serena should be helped to make contact with adults with low vision to serve as mentors and role models. This strategy would put her in close, ongoing relationships with successful adults who, like Serena, have visual impairments. These individuals would not only be able to provide her with practical advice based on their personal experience, but they would also be in a position to support her in her own endeavors. In addition, they would serve as proof that individuals with visual impairments can live lives that are as productive and successful as anyone else's. Role models and mentors with visual impairments would thus be highly likely to promote Serena's sense of competence and self-confidence. Option A may be the best response to this item.

Option B suggests that doing research about famous people who have had visual impairments would be the most effective strategy for building Serena's sense of competence and self-confidence. While such research could be helpful to Serena, it would be limited and theoretical; it would not offer the real-life experiences or exchanges of information and ideas that would best promote her development into a competent and self-confident adult. Option B may be eliminated as the best response to this item.

Option C suggests that the best strategy for building Serena's sense of competence and self-confidence would be to help her develop a list of the things she would particularly like to be able to do well. While such an exercise could be valuable in helping Serena think seriously about her personal goals, it would not necessarily provide the means for working toward those goals, and it would not help her recognize which interests are more or less compatible with her own skills, temperament, and other personal characteristics. Option C may be eliminated as the best response to this item.

Option D suggests that the best way to promote Serena's sense of competence and self-confidence would be to remind her repeatedly that she can do anything she sets her mind to. While general encouragement of this nature might be helpful to Serena at moments of extreme self-doubt, repeatedly making such vague and empty statements would be more likely to undermine a sense of self-efficacy than to foster it. Option D is not the best response to this item.

Of the alternatives offered, helping Serena make contact with a strong support system of experienced and inspirational role models and advisors would be most effective in fostering a sense of both competence and self-confidence. Therefore, the correct response is option A.

SECTION IV

SAMPLE ITEMS (VISUALLY IMPAIRED)

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency number that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency numbers will not appear on the actual test form.

An answer key follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

The sample items are included to illustrate the formats and types of items you will see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual test.

Visually Impaired

Tanya is a nine-year-old student with multiple disabilities who is visually impaired as a result of aniridia and glaucoma. Her new TVI, Ms. Clark, is reviewing Tanya's case file. Use the excerpts below from Tanya's file to answer the seven questions that follow.

Note: The materials presented in the case file do not necessarily reflect standard reporting formats.

EXCERPTS FROM A FUNCTIONAL VISION EVALUATION/ LEARNING MEDIA ASSESSMENT

Student: Tanya
D.O.B.: 10/02/94
Evaluator: TVI

Age: 9-3
Date of Assessment: 1/11/04

Medical History and Background: Tanya is diagnosed with visual impairment and severe bilateral sensorineural hearing loss. She has mild mental retardation. The etiology of the hearing loss is unknown. Tanya's vision loss is due to congenital glaucoma and aniridia. Past reports indicate bilateral ptosis and surgical correction of ptosis. Currently, Tanya's left eye appears totally closed. Tanya has had multiple surgical procedures to control glaucoma, and she receives medication three times a day to control the glaucoma in her right eye. Current records on file do not state the intraocular pressure readings or the level of glaucoma that may persist in the right eye.

The last eye health examination on file is dated 8/9/01. An ophthalmologist who has followed Tanya since birth reported that she is legally blind, with corrected near and distance acuities for the right eye at 20/200; without correction it is 20/400. Tanya has no light perception in the left eye.

Summary of Audiological Assessment: Tanya's most recent audiological assessment on file is dated 3/28/01. At that time, Tanya could not be tested under headphones. The audiologist reported that behavioral testing was difficult to obtain because of Tanya's multiple disabilities, but that she has a severe bilateral sensorineural hearing loss. Tanya is aided binaurally, but she appears to have lost her right hearing aid, and the left hearing aid is out for repair.

Assessment Instruments/Tools:

- Teacher and staff member interviews; interview with mother
- Evaluators' observations
- Penlight, various classroom materials (manipulatives and picture symbols)
- Sensory Channels Checklist
- Allen Cards
- Various motivating objects (balls of different sizes and colors, manipulatives, toys, etc.)
- Selection of Literacy Medium for Students with Deaf-Blindness (LMA supplement)
- Tanya was wearing her glasses and no hearing aid

Light Sensitivity: Tanya demonstrated sensitivity to light during this evaluation. She frequently put her hands above her eyes in a room lit only by large panels of overhead fluorescent lighting. Outside, Tanya demonstrated significant evidence of light sensitivity.

Shift of Gaze for Right Eye: Two bright green toys approximately six inches tall were initially presented to Tanya at a distance of three feet from each other. Tanya began to shift her gaze by moving her head and right eye together when the toys were within 18 inches of each other; when they were within 12 inches of each other, Tanya followed to the right and to the left to see the moving toys. When the toys were moved to Tanya's left, she did not respond. Tanya does not demonstrate a consistent ability to shift her gaze from objects or people that are beyond 12 inches from each other. This can significantly affect her ability to receive important visual information such as people signing to one another.

Convergence: Because of the nature of the vision loss in her left eye, Tanya is not able to use both eyes together to focus on an object at close range.

Muscle Imbalance: Tanya has exotropia O.S. and esotropia O.D.

Tracking Ability: Tanya was able to track a penlight diagonally, vertically, and horizontally to about 12 inches; she did not observe the light or follow it beyond two feet. Tanya uses her head and right eye together to track; this is somewhat normal for a child at Tanya's cognitive level and is not a cause for concern at the present time. Note: At the time of Tanya's last evaluation in November 1999, she did not demonstrate an ability to visually pursue a stimulus past midline.

Visual Behaviors: Tanya sometimes tilts her head down and to the left as she is walking, possibly to position her right eye to see what is happening; at other times when given manipulatives or paper and crayons, she lays the right side of her head on the floor or table and looks closely at the material with her right eye. It is not clear from the assessment how much of this behavior is a function of habit or an attempt to compensate for reduced vision.

Scanning Ability: Tanya appears to have the ability to locate familiar people (her mother) and objects (balls) within an unfamiliar environment. Initially, she relies heavily on her tactual sense to become familiar with a room; she also seems to use her vision as she comes closer and closer to the confines of the environment (for example, she touches and feels along the walls to check out where she is or to search for a light switch, then brings her head closer for viewing).

Near Vision: Tanya was observed playing with various items. She easily searched for and picked up individual three-fourths-inch colored cubes spread out on the floor around her when these were within six inches to three feet in front of her. However, she did not search for cubes placed behind her, or for cubes to the left beyond about two feet from her. She was able to notice and pick up individual pieces of cereal spread out six inches in front of her as she sat on a brown carpet. The distance from her eye frame to the floor was about two feet. When these smaller items were placed 12 inches away from where she sat on the floor, however, Tanya appeared not to notice them. Tanya appears to need to look closely at objects to see them. When she picks up cubes, four-inch-by-four-inch picture communication symbols, or picture cards from a game, she initially uses her tactual sense to locate and explore them and then brings them as close as four to six inches from her eye to examine them further.

Distance Vision: Tanya did not sign or point to identify one of two pictures from the Allen Cards. Tanya was able to locate familiar people or a motivating object (e.g., a multicolored, eight-inch ball against a contrasting background) up to ten feet. She does not appear to see people or objects beyond ten feet.

Visual Field: Observation indicates no response to visual stimuli on the left side and reduced field on the right in all quadrants. Such field restriction will significantly affect Tanya's ability to receive visual communication.

Observations of Travel: Although Tanya is able to walk independently and seems to have good visual memory for familiar routes, she appears to have significant difficulty traveling in new environments. She sometimes walks hesitantly with her head tilted to the left. Tanya does not respond to any sighted guide techniques. On a recent walk, Tanya's teacher reports that she could not keep up with a small group of children. Tanya frequently stopped and appeared very nervous. She did not seem able to discriminate the street from the sidewalk or to be aware of how to cross a street safely. Tanya should receive an O&M evaluation.

LEARNING MEDIA ASSESSMENT

Use of Sensory Channels: Tanya expresses herself using primarily nonverbal means, including natural gestures, reaching for what she wants, some gross pointing, and a few signs. In most situations, Tanya initially uses her tactual sense to search for, identify, and reach for objects or people. She also uses vision and touch together to examine objects close up to her right eye. Tanya explores objects, photos, and sometimes people with her hands; she appears to tactually scan the boundaries of objects and likes to play with manipulatives within confined spaces such as a lap tray.

Although she does not consistently respond to auditory stimuli, Tanya appeared to look up on three separate occasions during the assessment in possible response to environmental sounds in the next room. Tanya was not wearing hearing aids at the time. Once, when there was a hammering sound outside the room, Tanya put her right finger in her right ear. Further evaluation is suggested in the auditory skills area while Tanya wears hearing aids.

General Learning Media: Tanya did not demonstrate an understanding of print or picture symbols. She scribbled with her left hand when she saw a pencil and paper and laid her head on the right side of the paper as she scribbled. She initiates little activity in this area.

USE OF SIGN LANGUAGE AND FINGERSPELLING

Space/Placement and Distance Related to Visual Fields: During informal assessment, Tanya did not demonstrate an understanding of fingerspelling. Although she responds to familiar iconic gestures for concepts such as "sit down" and "come here," she does not appear to recognize her sign name or many of the signs used within routines in school. Tanya appears unable to access sign communication if it is presented further than about two feet away (sometimes as close as 8 to 12 inches for novel signs). She appears to receive information best when it is presented centrally and close to her right side. In the classroom, Tanya imitated the sign for "cookie" and "orange" following physical prompting and modeling presented centrally at 18 inches from her. Tanya does not attend consistently to partners communicating to her. Without consistent tactile cues and coactive signing, Tanya's use of signs for functional communication will continue to be severely limited.

Scanning/Tracking and Shifting Gaze to Follow Conversation and Find Referent: Tanya appears to be interested enough in favorite people and motivating objects to scan tactually and/or visually. She does not appear to see people or objects beyond ten feet. Tanya's dual sensory deficits greatly affect her ability to receive and use a visual communication system, because in such a system information is presented at varying distances, from various partners as they move about in the environment.

SUMMARY

Tanya has significant losses in both vision and hearing; she is also functioning in the mentally retarded range. Based on observations, past reports, and this assessment, the evaluators feel that Tanya will continue to have difficulty learning without the consistent integration of specialized techniques for children with dual sensory impairments, including methodology that addresses coactive signing, physical hand-under-hand assistance, signing directly in front of her at distances of no more than two feet, and consistent tactual cues. Such methods may improve Tanya's ability to imitate and use gestures and signs in the appropriate space and placement, as well as facilitating her learning. Tanya demonstrates an understanding of many important concepts related to a higher level of cognition than her communication system presently indicates; for example, Tanya understands routines, cause and effect, possession, cessation, negation, imitation, turn-taking, and socializing by smiling.

Tanya responds to intense vestibular stimulation, which her classroom teachers should use regularly with her.

Competency 001

1. Given the information in Tanya's file, if Tanya demonstrates an unusual amount of rubbing or pressing on her eyes, which of the following would be her teachers' best response?
 - A. taking steps to reduce the frequency of such stereotypic behaviors
 - B. providing better lighting to enable her to use her vision more effectively
 - C. taking steps to ensure that her eye doctor is consulted right away
 - D. providing her with a baseball cap or sunglasses to shield her eyes from glare

Competency 003

2. Which of the following would be Ms. Clark's best strategy for increasing Tanya's level of alertness in preparation for instructional activities?
 - A. swinging her in a net swing
 - B. exposing her to loud auditory stimuli
 - C. offering her a favorite snack
 - D. permitting her to choose the order of activities

Competency 009

3. Ms. Clark plans to use coactive signing to develop Tanya's use of expressive language. Which of the following best describes this technique?
 - A. placing Tanya's hands over the teacher's and helping her form signs correctly
 - B. always combining signing with speech sounds and encouraging Tanya to do the same
 - C. guiding Tanya to hold Ms. Clark's fingers while Ms. Clark is signing to her
 - D. putting Ms. Clark's hands in direct contact with some part of Tanya's body when signing to her

Competency 009

4. When introducing new vocabulary to Tanya, Ms. Clark should focus primarily on which of the following?
 - A. words that refer to activities typically enjoyed by elementary school children
 - B. words that refer to objects Tanya may encounter in her environment
 - C. words that are easy both to sign and to pronounce
 - D. words that are related to Tanya's immediate interests and needs

Competency 016

5. Which of the following would be the best general advice to give Tanya's parents in regard to using sign communication with her at home?
 - A. Each person should develop his or her own signs to use with Tanya to accustom her to communicating with different people.
 - B. Use primarily visual signs with Tanya to motivate her to use her vision as much as possible.
 - C. The signing done with Tanya should be as consistent as possible to facilitate her ability to interpret and to use signs.
 - D. Wait for Tanya to initiate sign communication so that she will be motivated to reach out to others.

Competency 007

6. Given the information in Tanya's file, which of the following would most likely be an appropriate learning objective for her?
 - A. Tanya will independently use a pencil to make marks on a piece of paper.
 - B. Tanya will attend to the signer for the entirety of a brief signed communication.
 - C. Tanya will hold her head upright when walking in a familiar environment.
 - D. Tanya will consistently turn to look toward the source of an unfamiliar environmental sound.

Competency 004

7. Tanya's parents tell Ms. Clark that they have reluctantly accepted the fact that Tanya will never be able to live independently. "We know she can never become self-supporting," they add, "and will always be dependent on others." Which of the following would be Ms. Clark's best response to the parents' statement?
 - A. agreeing with the parents' realistic assessment of their daughter's potential
 - B. assuring the parents that she will do what she can to help Tanya develop enough skills to earn at least a small, regular income
 - C. avoiding making any comment that could be interpreted as disputing the parents' judgment about their child
 - D. working with the parents to promote their understanding of how significantly expectations can affect what Tanya is able to achieve



Competency 012

8. A TVI is speaking with a fifth-grade teacher about how to promote a student's social skills development during the course of the fifth-grade's day-to-day activities. Which of the following would likely be the fifth-grade teacher's *most* effective strategy for this purpose?
- A. frequently rearranging the classroom seating plan
 - B. incorporating cooperative learning as a regular teaching method
 - C. structuring recess activities to emphasize team sports
 - D. establishing a classroom buddy system

ANSWER KEY

Item Number	Correct Answer	Competency
1	C	001
2	A	003
3	A	009
4	D	009
5	C	016
6	B	007
7	D	004
8	B	012

SECTION V

USING THE TEST FRAMEWORK (BRAILLE)

Candidates for certification as a teacher of visually impaired students in Texas must take and pass both the Visually Impaired test and the Braille test.

The framework for the Visually Impaired test, and examples of the types of items you will find on that test, may be found in Sections II, III, and IV of this manual.

Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

The content covered by this test is organized into two competencies. Each competency is composed of two major parts:

1. the *competency statement*, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed by the competencies are listed for reference at the beginning of the test framework, which begins on page 52. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

Braille

Competency:

The teacher of students with visual impairments, including those with additional disabilities, knows how to read contracted and uncontracted literary braille and Nemeth Code.

Descriptive Statements:

The beginning teacher:

- Demonstrates competence in reading contracted and uncontracted literary braille.
- Demonstrates competence in reading basic Nemeth Code (e.g., +, -, ×, ÷, =, <, >, %, \$, decimals, punctuation indicators, horizontal and vertical formats of presentation).
- Demonstrates competence in using resources for reading advanced Nemeth Code.

Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). On this TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the "Preparation Resources" section of this manual for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES test study material endorsed by the SBEC for the Visually Impaired field and the Braille field. Other preparation materials may not accurately reflect the content of the Visually Impaired test and the Braille test or the policies and procedures of the TExES program.

TEST FRAMEWORK FOR FIELD 183:

BRaille

Domain I **Braille and Nemeth Code**
(100% of the test)

Standards Assessed:

Braille Standard VII:

The teacher of students with visual impairments, including those with additional disabilities, knows how to read contracted and uncontracted literary braille and Nemeth Code.

Braille Standard VIII:

The teacher of students with visual impairments, including those with additional disabilities, knows how to produce contracted and uncontracted literary braille and Nemeth Code.

DOMAIN I—Braille and Nemeth Code

Competency 001

The teacher of students with visual impairments, including those with additional disabilities, knows how to read contracted and uncontracted literary braille and Nemeth Code.

The beginning teacher:

- Demonstrates competence in reading contracted and uncontracted literary braille.
- Demonstrates competence in reading basic Nemeth Code (e.g., +, -, ×, ÷, =, <, >, %, \$, decimals, punctuation indicators, horizontal and vertical formats of presentation).
- Demonstrates competence in using resources for reading advanced Nemeth Code.

Competency 002

The teacher of students with visual impairments, including those with additional disabilities, knows how to produce contracted and uncontracted literary braille and Nemeth Code using a manual braillewriter and a slate and stylus.

The beginning teacher:

- Demonstrates competence in producing contracted and uncontracted literary braille.
- Demonstrates competence in producing basic Nemeth Code (e.g., +, -, ×, ÷, =, <, >, %, \$, decimals, punctuation indicators, horizontal and vertical formats of presentation).
- Demonstrates competence in referring to Nemeth Code rules to produce advanced Nemeth Code.

SECTION VI

SAMPLE ITEMS (BRAILLE)

This section presents some sample test items for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample item is accompanied by the competency number that it measures. While studying, you may wish to read the competency before and after you consider each sample item. Please note that the competency numbers will not appear on the actual test form.

The sample items are included to illustrate the formats and types of items you will see on the test; however, your performance on the sample items should not be viewed as a predictor of your performance on the actual test.

Braille

Reading Contracted Braille

This section of the test contains multiple-choice items only. Each item consists of a statement in printed text followed by four answer choices in simulated braille. You must choose which of the four answer choices (A, B, C, or D) is the correct contracted braille transcription of the printed statement.




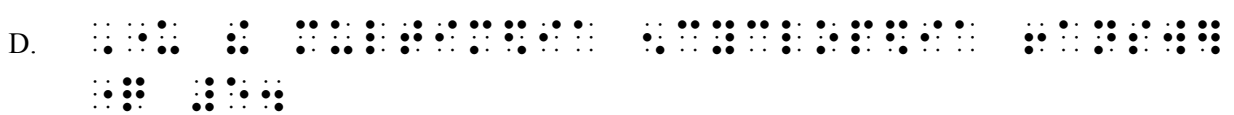
The statements in the items are representative of the types of material that a VI teacher may be called upon to transcribe into braille for a student with a visual impairment. The statements may come from a variety of educational materials, such as science books, English worksheets, health texts, information about field trips, instructions for class activities, and the like.

Two examples of this type of item are shown on the following page.

For each of the two questions that follow, read the sentence given; then select the correct contracted braille transcription of the sentence.

Competency 001

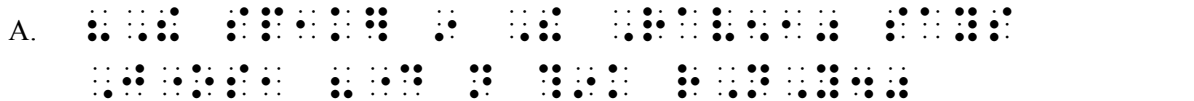
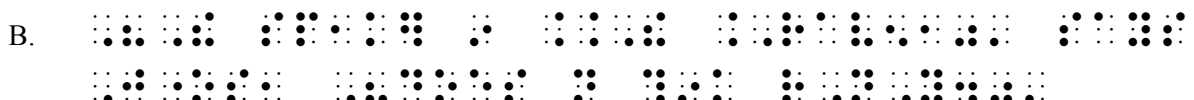
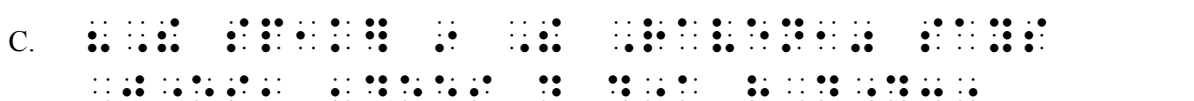
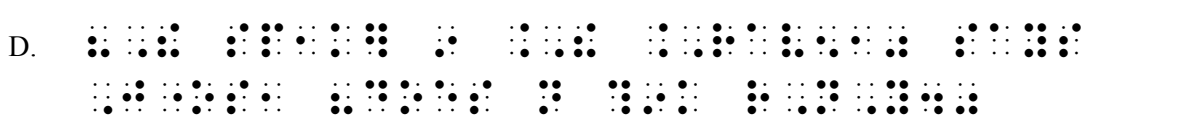
1. Use the multimedia encyclopedia to answer question 5.

- A. 
- B. 
- C. 
- D. 

Choice B is the correct answer.

Competency 001

2. "The speaker in *The Raven*," says Jones, "does not think rationally."

- A. 
- B. 
- C. 
- D. 

Choice D is the correct answer.

Producing Contracted Braille with a Braillewriter

For this section of the test, you will be presented with a short (80–100 word) passage to transcribe into contracted braille using a manual (nonelectric) braillewriter.

The passage will be representative of the type of instructional material that a VI teacher may be called upon to transcribe into braille for a student who has a visual impairment. The passage might contain an analysis of a poem, a description of a scientific process, an assignment related to an English or history unit, directions for a class project, or similar instructional materials.

An example of this type of item is shown below.

Competency 002

4. **Transcribe the following passage into contracted braille. You should not hyphenate words unless they are hyphenated in the text.**

This week we have been discussing facts and opinions. To write all the facts for a news story, a reporter answers the 5 W's questions: WHO, WHEN, WHERE, WHAT, WHY? Today, you will work in small groups on the following activity. Each group will receive copies of a news article from *The Northfield Tribune*. After reading the news story, work with the other members of your group to find sentences that answer the 5 W's questions for this story. Has the reporter provided a clear description of the facts?

Test Directions (Producing Contracted Braille with a Braillewriter)

This assignment involves transcribing a passage into contracted braille. Your transcription must be made using a manual (nonelectric) braillewriter that can accommodate the 11½-by-11-inch paper provided by your test administrator. Do not hyphenate words unless they are hyphenated in the text. Your transcription should be done in contracted braille. Your transcription should require only one sheet of braille paper.

The following errors will be counted as incorrect in your transcription.

1. contractions omitted or misused
2. characters misformed (including added or omitted dots)
3. characters inserted or omitted
4. text omitted or repeated
5. punctuation or composition signs omitted or inserted
6. spacing errors
7. erasures detectable by touch

If you need additional braille paper, notify your test administrator. When you have completed your final version of the transcription, check the appropriate box at the bottom of the page containing your final version. **Your score for this section will be based solely on the version of your transcription that you designate as the final version.**

Score Scale (Producing Contracted Braille with a Braillewriter)

The score scale shown below is the one that will be used to score your contracted braille transcription. Your response will be scored based on the number of transcription errors you make.

Score Point	Score Point Description
4	2 or fewer errors
3	3–5 errors
2	6–8 errors
1	9 or more errors
U	Illegible
B	Blank

Producing Nemeth Code with a Braillewriter

For this section of the test, you will be presented with a math worksheet to transcribe into Nemeth Code using a manual (nonelectric) braillewriter.

The worksheet will contain problems that are representative of the type of material that a VI teacher may be called upon to transcribe into Nemeth Code for a student who has a visual impairment. Examples include multiplication problems with fractions or decimals, algebraic expressions, word problems involving money or time, operations with mixed numbers, and similar material. Above the worksheet you will find a few signs that may be useful to you in your transcription. Note that you are asked only to transcribe the worksheet, not to solve any of the problems.

An example of this type of item is shown below.

Competency 002

5. **Transcribe the following mathematical problems and statements using Nemeth Code. Include the number of the problem/statement (1–6). Use a 28-cell line and make maximum use of each line. You should not hyphenate words unless they are hyphenated in the text. Include all punctuation marks. Skip one line between problems. DO NOT SOLVE ANY OF THE PROBLEMS.**

Some or all of the following signs may be useful to you in your transcription.

Greater Than Sign



Mixed-Number Indicators



Less Than Sign



Punctuation Indicator



1. Tracy cut $6\frac{3}{4}$ meters of carpeting from a roll containing $20\frac{1}{2}$ meters of carpeting. How much was left on the roll?

2. $\$67.45 + \$128.39 =$

3. $18,105 \div 5 =$

4. 50% of 4 =

5. Is $9 > 5$?

6. A train left town at 4 p.m. and arrived at its destination at 7 a.m. How many hours did the trip take?

Test Directions (Producing Nemeth Code with a Braillewriter)

This assignment involves transcribing a set of mathematical problems and statements into Nemeth Code. Your transcription must be made using a manual (nonelectric) braillewriter that can accommodate the 11½-by-11-inch paper provided by your test administrator. Include all punctuation marks. Skip one line between problems. Your transcription should be done using Nemeth Code. Your transcription should require only one sheet of braille paper.

The following errors will be counted as incorrect in your transcription.

1. characters, numerals, or symbols misformed (including added or omitted dots)
2. characters, numerals, or symbols omitted, inserted, or misused
3. Nemeth indicators omitted, inserted, or misused
4. spacing errors
5. erasures detectable by touch

If you need additional braille paper, notify your test administrator. When you have completed your final version of the transcription, check the appropriate box at the bottom of the page containing your final version. **Your score for this section will be based solely on the version of your transcription that you designate as the final version.**

Score Scale (Producing Nemeth Code with a Braillewriter)

The score scale shown below is the one that will be used to score your Nemeth Code transcription. Your response will be scored based on the number of transcription errors you make.

Score Point	Score Point Description
4	3 or fewer errors
3	4–7 errors
2	8–11 errors
1	12 or more errors
U	Illegible
B	Blank

Referring to Nemeth Code Rules to Produce Nemeth Code with a Braillewriter

For this section of the test, you will be given a section of Nemeth Code rules to refer to in order to transcribe four mathematical or numerical expressions into Nemeth Code.

The Nemeth Code rules provided are representative of the type of information that a VI teacher may need to refer to in order to transcribe a mathematical expression or numerical information for a student with a visual impairment. Examples include notations of measurement, room numbers, dates, page numbers, and similar material.

An example of this type of item is shown below.

Competency 002

6. **Use a braillewriter to transcribe the following mathematical expressions into Nemeth Code. Refer to the attached section of Nemeth Code rules to determine the correct transcription. Transcribe the expressions exactly as written. Skip one line between expressions. Transcribe all expressions onto the same piece of paper.**

'39

pg. 53.

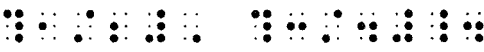
"75"

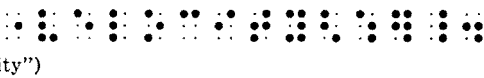
Do exercises 12-17.

Nemeth Code Rules

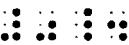
§37. **Use of the Punctuation Indicator:** Subject to the provisions of §38, the punctuation indicator must be used *before* a punctuation mark and *after* any symbol of the type listed below. In all these circumstances, the mode of punctuation is considered to be mathematical.

i. After any braille indicator.

(1) $\frac{1}{2}, \frac{3}{4}$ 

(2) $\overline{\text{velocity}}$ 
(bar over "velocity")

ii. After any numeric symbol written as in the Nemeth Code.


(1) 0. 


(2) "49" 

iii. After a Roman numeral.

(1) I, II, III. 

iv. After a dash or ellipsis, when these occur in a mathematical context. When the nature of the context is in doubt, the punctuation indicator must be used.

(1) $24 = 6 + \text{---}$ 

(2) 1, 3, ... 

v. After any reference symbol.

(1) note* 


vi. After the general omission symbol.

(1) $5 \times 3 = ?$ 

vii. After a "single letter."

(1) a, b, c. 

viii. After a sequence of more than one letter in which each letter has a separate identity, provided that such a sequence is not an abbreviation.

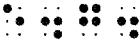
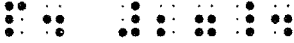
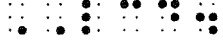


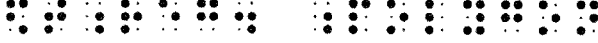
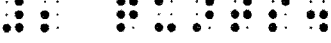

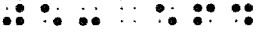



(1) $\triangle ABC$ 

ix. After ordinal, plural, or possessive endings which are joined to numerals, letters, or other mathematical expressions.

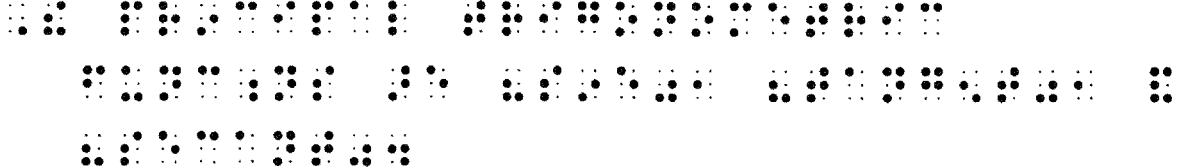
(1) 1st, 2nd, 3rd, 4th. 

Nemeth Code Rules

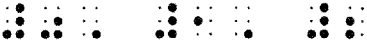

iv. After a word or abbreviation provided that the punctuation is at the same level as that word or abbreviation.

- (1) e.g. 
- (2) p. 27. 
- (3) LCD. 
- (4) mi./min. 
- (5) {Wed., Thurs., Fri.}
- 
- (6) $\triangle_{\text{reg. polygon}}$ 
- (7) 2 quarts. 
- (8) (“three”) 
- (9) 5-cent. 
- (10) x-intercept. 
- (11) $\frac{1}{2}$ -off. 
- (12) rate \times time. 

vi. After any unabbreviated function name which occurs in a literary context.

- (1) The principal trigonometric functions are “sine”, “tangent”, and “secant”.
- 

vi. Before a comma, hyphen, dash, or ellipsis.

- (1) 0, 1, 2 
- (2) 1's, 2's, and 3's. 

Nemeth Code Rules

(3) (1), (2), (3).

(4) {pennies, nickels, . . . , half-dollars}

(5) Transcribed, 1970, by

(item on a title page)

(6) xy-coordinates.

(7) Exercises 30-40.

(8) 1-, 2-, and 3-dimensional spaces.

(9) One-, two-, three-dimensional spaces.

(10) 65—75

(11) Use only 0's and 1's—use the binary system.

vii. Before any except the first punctuation mark in a sequence of punctuation marks which requires the use of the punctuation indicator.

(1) Probability—"0".

(2) 0."

Test Directions (Referring to Nemeth Code Rules to Produce Nemeth Code with a Braillewriter)

This assignment involves referring to a set of Nemeth Code rules in order to transcribe four mathematical expressions into Nemeth Code. You should refer to the attached section of Nemeth Code rules to determine the correct transcription for each mathematical expression. Your transcription must be made using a manual (nonelectric) braillewriter that can accommodate the 11½-by-11-inch paper provided by your test administrator. You should transcribe each selection exactly as written. Skip one line between selections. All four selections should be transcribed onto the same piece of paper.

The following errors will be counted as incorrect in your transcription.

1. characters, numerals, or symbols misformed (including added or omitted dots)
2. characters, numerals, or symbols omitted, inserted, or misused
3. Nemeth indicators omitted, inserted, or misused
4. spacing errors
5. erasures detectable by touch
6. misapplications of the rules provided

If you need additional braille paper, notify your test administrator. When you have completed your final version of the transcription, check the appropriate box at the bottom of the page containing your final version. **Your score for this section will be based solely on the version of your transcription that you designate as the final version.**

Score Scale (Referring to Nemeth Code Rules to Produce Nemeth Code with a Braillewriter)

The score scale shown below is the one that will be used to score your Nemeth Code transcription based on the Nemeth Code rules. Your response will be scored based on the number of transcription errors you make.

Score Point	Score Point Description
4	2 or fewer errors
3	3–5 errors
2	6–8 errors
1	9 or more errors
U	Illegible
B	Blank

Producing Contracted Braille with a Slate and Stylus

For this section of the test, you will be asked to use a slate and stylus to transcribe a set of three brief selections into contracted braille.

The selections are representative of the types of information that a slate and stylus is commonly used to record. Each set of selections includes a name, address, and phone number; a shopping list; and a brief note to a student.

An example of this type of item is shown below.

Competency 002

7. **Use a slate and stylus to transcribe the following selections into contracted braille. Transcribe the selections exactly as written. Skip one line between selections. Transcribe all selections onto the same piece of paper.**

Jose Saldana
709 North Street
Waco, TX
413-987-0256

bananas
butter
tea
sugar
juice
eggs

I am so proud of what
you did on this paper.

Test Directions (Producing Contracted Braille with a Slate and Stylus)

This assignment involves transcribing three selections into contracted braille. Your transcription must be made using a traditional (not direct) 27- or 28-cell slate and stylus that can accommodate the 8½-by-11-inch paper provided by your test administrator. You should transcribe each selection exactly as written. Skip one line between selections. All three selections should be transcribed onto the same piece of paper.

The three selections include:

1. a name, address, and phone number;
2. a shopping list; and
3. a note to a student from a teacher.

The following errors will be counted as incorrect in your transcription.

1. contractions omitted or misused
2. characters misformed (including added or omitted dots)
3. characters inserted or omitted
4. text omitted or repeated
5. punctuation or composition signs omitted or inserted
6. spacing errors
7. erasures detectable by touch

If you need additional braille paper, notify your test administrator. When you have completed your final version of the transcription, check the appropriate box at the bottom of the page containing your final version. **Your score for this section will be based solely on the version of your transcription that you designate as the final version.**

Score Scale (Producing Contracted Braille with a Slate and Stylus)

The score scale shown below is the one that will be used to score your slate and stylus transcription. Your response will be scored based on the number of transcription errors you make.

Score Point	Score Point Description
4	3 or fewer errors
3	4–7 errors
2	8–11 errors
1	12 or more errors
U	Illegible
B	Blank

SECTION VII

PREPARATION RESOURCES

The resources listed below may help you prepare for the TExES tests in the Visually Impaired field and the Braille field. These preparation resources have been identified by content experts in these fields to provide up-to-date information that relates to the fields in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

Journals

Journal of Visual Impairment and Blindness, American Federation for the Blind

Other Sources

Ashcroft, S., Henderson, F., Sanford, L., and Koenig, A. (1991). *New Programmed Instruction in Braille* (2nd ed.). Nashville, TN: Scalars.

Barraga, N. C., and Erin, J. N. (2001). *Visual Impairments and Learning* (4th ed.). Austin, TX: Pro ed, Inc.

Bishop, V. E. (1996). *Teaching Visually Impaired Children* (2nd ed.). Springfield, IL: Charles C. Thomas.

Cassin, B., and Solomon, S. (1990). *Dictionary of Eye Terminology* (2nd ed.). Gainesville, FL: Triad.

Craig, R. H. (1987). *Learning the Nemeth Braille Code: A Manual for Teachers and Students*. Louisville, KY: American Printing House for the Blind.

English Braille, American Edition. (1994). Compiled under the authority of the Braille Authority of North America. Louisville, KY: American Printing House for the Blind.

Erin, J. N. *A Unique Learner: A Manual for the Instruction of the Child with Visual and Multiple Disabilities*. Austin, TX: Education Service Center Region XIII.

Goldberg, S. (1996). *Ophthalmology Made Ridiculously Simple*. Miami, FL: Medmaster, Inc.

Hazekamp, J. (1987). *Program Guidelines for Visually Impaired Individuals* (revised ed.). Sacramento, CA: California State Department of Education.

Koenig, A. J., and Holbrook, M. C. (1995). *Learning Media Assessment of Students with Visual Impairments* (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired.

Levack, N. (1994). *Low Vision: A Resource Guide with Adaptations for Students with Visual Impairments* (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired.

- Loumiet, R., and Levack, N. (1993). *Independent Living: A Curriculum with Adaptations for Students with Visual Impairments, Volume I: Social Competence* (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired.
- Loumiet, R., and Levack, N. (1993). *Independent Living: A Curriculum with Adaptations for Students with Visual Impairments, Volume II: Self-Care and Maintenance of Personal Environment* (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired.
- Loumiet, R., and Levack, N. (1993). *Independent Living: A Curriculum with Adaptations for Students with Visual Impairments, Volume III: Play and Leisure* (2nd ed.). Austin, TX: Texas School for the Blind and Visually Impaired.
- Lueck, A. H., Chen, D., and Kekelis, L. S. (1997). *Developmental Guidelines for Infants with Visual Impairment: A Manual for Early Intervention*. Louisville, KY: American Printing House for the Blind, Inc.
- Pediatric Visual Diagnosis Fact Sheets: A Project of the Blind Babies Foundation*. (1998). San Francisco, CA: Blind Babies Foundation.
- Pogrund, R. L., and Fazzi, D. L. (Eds.). (2002). *Early Focus: Working with Children Who Are Blind or Visually Impaired and Their Families* (2nd ed.). New York, NY: AFB Press.
- Rex, E. J., Koenig, A. J., Wormsley, D. P., and Baker, R. L. (1994). *Foundations of Braille Literacy*. New York, NY: AFB Press.
- Sacks, S. Z., Kekelis, L. S., and Gaylord-Ross, R. J. (1992). *The Development of Social Skills by Blind and Visually Impaired Students: Exploratory Studies and Strategies*. New York, NY: American Foundation for the Blind.
- Smith, M., and Levack, N. (1996). *Teaching Students with Visual and Multiple Impairments: A Resource Guide*. Austin, TX: Texas School for the Blind and Visually Impaired.

Online Resources

Light House International, www.lighthouse.org

Texas School for the Blind and Visually Impaired, www.tsbvi.edu

Central Association for the Blind and Visually Impaired, www.cabvi.org

