
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 063: DEAF AND HARD OF HEARING TEST DESIGN AND FRAMEWORK

May 2018

Authorized for Distribution by the New York State Education Department

This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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This test consists of selected-response items and one extended constructed-response item. Both types of items measure content knowledge and pedagogical content knowledge. The constructed-response item is scenario-based and requires the analysis of one or more artifacts (e.g., samples of student work, assessment results, an excerpt from an individualized education program form, teacher notes).

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The constructed-response item is designed with the expectation of a response up to 60 minutes.
- The selected-response items are designed with the expectation of response time up to 135 minutes.

Further information regarding the content of each competency can be found in the test framework.

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Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Foundations of Deaf Education	15	13%	--	--
0002 Knowledge of Students Who Are Deaf or Hard of Hearing	15	13%	--	--
0003 Assessment and Individual Program Planning	15	13%	--	--
0004 Strategies for Planning and Managing the Learning Environment and for Providing Behavioral Interventions	15	13%	--	--
0005 Instructional Planning and Delivery to Promote Students' Success in the General Curriculum	15	14%	--	--
0006 Strategies for Teaching Language, Communication, and Social Skills	15	14%	--	--
0007 Analysis, Synthesis, and Application	--	--	1	20%
Total	90	80%	1	20%

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Foundations of Deaf Education
Knowledge of Students Who Are Deaf or Hard of Hearing
Assessment and Individual Program Planning
Strategies for Planning and Managing the Learning Environment and for Providing Behavioral Interventions
Instructional Planning and Delivery to Promote Students' Success in the General Curriculum
Strategies for Teaching Language, Communication, and Social Skills
Analysis, Synthesis, and Application

The New York State educator of students who are deaf or hard of hearing (Teacher of the Deaf and Hard of Hearing) possesses the knowledge and skills necessary to provide students high-quality, research- or evidence-based instruction and/or interventions that promote their achievement of individualized learning goals. The Teacher of the Deaf and Hard of Hearing skillfully applies knowledge of the characteristics and educational implications of various types and degrees of hearing loss, assessment, research-based instruction and interventions, and language and communication development to plan and implement specially designed instruction. The Teacher of the Deaf and Hard of Hearing works with the Committee on Special Education to create and implement individualized education programs (IEPs) that enable students who are deaf or hard of hearing to reach their highest potentials. As an education professional, the Teacher of the Deaf and Hard of Hearing effectively serves students who are deaf or hard of hearing in the school community.

As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.

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COMPETENCY 0001—FOUNDATIONS OF DEAF EDUCATION

Performance Expectations

The New York State educator of students who are deaf or hard of hearing (Teacher of the Deaf and Hard of Hearing) is grounded in the historical and theoretical foundations of the field of deaf education and committed to ongoing learning through reflective practice and professional development. The Teacher of the Deaf and Hard of Hearing applies knowledge of federal and state laws, regulations, policies, and ethical guidelines related to the education of students who are deaf or hard of hearing. In addition, the Teacher of the Deaf and Hard of Hearing understands his or her varied roles and applies knowledge of how to communicate and collaborate with administrators, other teachers, other related service providers, students who are deaf or hard of hearing, and parents/guardians to help students achieve desired learning outcomes. The Teacher of the Deaf and Hard of Hearing also takes steps to remain current regarding best practices in the field of deaf education and maintain competence in languages used by students who are deaf or hard of hearing.

Performance Indicators

- a. applies knowledge of the historical and philosophical foundations of the field of deaf education, including the sociocultural, historical, and political forces unique to deaf education
- b. applies knowledge of contemporary issues, trends, and research upon which educational practice is based
- c. demonstrates knowledge of incidence and prevalence figures for students who are deaf or hard of hearing
- d. applies knowledge of relevant laws, regulations, state policies, and ethical guidelines (e.g., related to early identification, referral, assessment, eligibility, placement within a continuum of services, behavior management planning and implementation, mandated reporting, maintaining confidentiality)
- e. applies knowledge of the rights and responsibilities of students who are deaf or hard of hearing, parents/guardians, teachers, other professionals, and schools
- f. applies knowledge of culturally responsive strategies that promote effective communication and partnerships with students who are deaf or hard of hearing and their parents/guardians to help students achieve desired learning outcomes
- g. applies knowledge of current research and best practices to provide families with nonbiased and comprehensive information regarding language development, communication modes, and educational options for informed decision making
- h. applies knowledge of effective strategies for communicating and collaborating with general and special education teachers, school staff members, paraprofessionals, related service providers, volunteers, and representatives of community agencies to help students who are deaf or hard of hearing achieve desired learning outcomes
- i. applies knowledge of strategies for engaging in self-reflection and ongoing professional development activities to enhance effectiveness as a Teacher of the Deaf and Hard of Hearing

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- j. demonstrates knowledge of strategies and information sources for remaining current regarding research-validated practice in the field of deaf education, strategies for maintaining competence in languages used to teach students who are deaf or hard of hearing, and strategies for developing and enriching cultural competence related to the Deaf community
- k. demonstrates knowledge of local, state, and national services, resources, and organizations serving students who are deaf or hard of hearing and knowledge of professional resources and organizations relevant to the field of deaf education

COMPETENCY 0002—KNOWLEDGE OF STUDENTS WHO ARE DEAF OR HARD OF HEARING

Performance Expectations

The New York State educator of students who are deaf or hard of hearing (Teacher of the Deaf and Hard of Hearing) understands the various types and degrees of hearing loss, how students develop and learn, and how various factors can affect development and learning across domains.

Performance Indicators

- a. demonstrates knowledge of typical and atypical human growth and development in various domains (e.g., cognitive, linguistic, social, emotional, physical, sensory)
- b. demonstrates knowledge of cognitive and language development in students who are deaf or hard of hearing
- c. demonstrates knowledge of the auditory system, typical auditory development, and the types, degrees, and etiologies of hearing loss that can result in learning challenges
- d. demonstrates knowledge of the characteristics and educational implications of various types of exceptionalities (e.g., learning disability, intellectual disability, autism, multiple disabilities, gifted and talented)
- e. demonstrates knowledge of similarities and differences between students with and without exceptionalities
- f. applies knowledge of the different ways in which students who are deaf or hard of hearing learn, including students from culturally and linguistically diverse backgrounds, and developmentally and age-appropriate strategies for addressing those differences
- g. applies knowledge of the effect of the interrelationship between age of onset of hearing loss, age of identification of hearing loss, and provision of services on the development of students who are deaf or hard of hearing
- h. applies knowledge of the influence of individual experience and educational placement, cultural identity and language, and family communication and culture on all developmental domains

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COMPETENCY 0003—ASSESSMENT AND INDIVIDUAL PROGRAM PLANNING

Performance Expectations

The New York State educator of students who are deaf or hard of hearing (Teacher of the Deaf and Hard of Hearing) understands how assessments are used for a variety of purposes, including determining eligibility for special education services, determining placement, developing annual goals, monitoring progress, and informing instruction. Teachers of the Deaf and Hard of Hearing understand procedures for selecting and administering assessments and for interpreting the results of such assessments. Teachers of the Deaf and Hard of Hearing also understand how to collaborate with others in the development, implementation, and monitoring of individualized education programs (IEPs).

Performance Indicators

- a. demonstrates knowledge of basic and specialized terminology used in the assessment of students who are deaf or hard of hearing
- b. demonstrates knowledge of the characteristics, uses, and limitations of various types of formal and informal assessments (e.g., assessments of auditory functioning and speech, assessments of visual functioning, assessments of signed and/or spoken receptive and expressive language, assessments of cognitive functioning and academic achievement)
- c. applies knowledge of strategies for selecting and administering nonbiased assessments for given students, strategies for administering assessment tools using students' preferred language and mode of communication, and strategies for developing specialized assessment procedures that allow for alternative forms of expression
- d. demonstrates knowledge of how to collect and analyze signed, spoken, and written communication samples
- e. interprets information from formal and informal assessments
- f. applies knowledge of how individual evaluation assessment and data and information are used to make eligibility, program, and placement decisions for students who are deaf or hard of hearing; to evaluate instruction; to monitor progress of students who are deaf or hard of hearing; and to make responsive, research-based, and timely adjustments to instruction
- g. demonstrates knowledge of effective strategies for communicating assessment results to all stakeholders, and strategies and procedures for creating and maintaining records
- h. applies knowledge of screening, prereferral, referral, and classification procedures
- i. demonstrates knowledge of the continuum of services and placements available for students who are deaf or hard of hearing
- j. demonstrates knowledge of the components of IEPs and the roles and responsibilities of Teachers of the Deaf and Hard of Hearing in developing, implementing, monitoring, and amending IEPs, transition plans, and behavioral intervention plans

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- k. demonstrates knowledge of the roles of students who are deaf or hard of hearing, parents/guardians, general and special education teachers, and other related service providers in developing, implementing, monitoring, and amending IEPs, transition plans, and behavioral intervention plans
- l. applies knowledge of strategies for promoting successful postsecondary transitions for students who are deaf or hard of hearing

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

Performance Expectations

The New York State educator of students who are deaf or hard of hearing (Teacher of the Deaf and Hard of Hearing) understands how to plan and manage a safe and productive learning environment in which all students can succeed. Teachers of the Deaf and Hard of Hearing collaborate with others, including general and special education teachers, to create inclusive learning environments that are responsive to students' individual needs across domains. Teachers of the Deaf and Hard of Hearing apply knowledge of effective classroom management strategies, including strategies for providing whole-classroom, small-group, and individualized systems of positive behavioral interventions and supports for students who are deaf or hard of hearing.

Performance Indicators

- a. demonstrates knowledge of how to create and maintain a safe, productive learning environment for all students, including establishing routines and appropriate physical arrangements
- b. demonstrates knowledge of how to design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets the developmental and learning needs of students who are deaf or hard of hearing
- c. applies knowledge of ways in which teacher attitudes and behaviors affect all students, strategies for establishing and maintaining rapport with all students, and strategies for adjusting communication in response to student needs
- d. demonstrates knowledge of how to plan and implement transitions across the service continuum and of strategies for developing successful inclusion experiences for students who are deaf or hard of hearing
- e. demonstrates knowledge of how to manage assistive and access technology for students who are deaf or hard of hearing
- f. applies knowledge of strategies for developing, implementing, monitoring, and modifying behavioral interventions for students who are deaf or hard of hearing, including strategies for providing positive behavioral interventions and supports
- g. applies knowledge of appropriate strategies for crisis prevention and intervention

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**COMPETENCY 0005—INSTRUCTIONAL PLANNING AND DELIVERY TO PROMOTE
STUDENTS' SUCCESS IN THE GENERAL CURRICULUM**

Performance Expectations

The New York State educator of students who are deaf or hard of hearing (Teacher of the Deaf and Hard of Hearing) understands how to provide research- and evidence-based, specially designed instruction to address individual needs and to enable students who are deaf or hard of hearing to access, participate in, and progress in the general curriculum. Teachers of the Deaf and Hard of Hearing understand the importance of basing instruction on national and state curriculum standards to ensure that students who are deaf or hard of hearing have access to the same rigorous curriculum as the general population. At the same time, Teachers of the Deaf and Hard of Hearing understand how to differentiate instruction for all students and provide scaffolded supports to students who are deaf or hard of hearing. Teachers of the Deaf and Hard of Hearing understand the essential components of explicit instruction and apply their expert knowledge of research- or evidence-based instructional strategies across the core curriculum to collaborate with general and special education teachers and deliver instruction that addresses students' identified strengths and needs.

Performance Indicators

- a. demonstrates knowledge of applicable local, state, and national curriculum standards, including the New York State P–12 Learning Standards, and how to align instruction for students who are deaf or hard of hearing to these standards
- b. applies knowledge of visual tools and organizers that support content mastery and retention by students who are deaf or hard of hearing
- c. applies knowledge of research- or evidence-based practices that have been validated for students who are deaf or hard of hearing, including explicit instruction, guided instruction, peer learning, and reflection; and knowledge of how to differentiate instruction by selecting, adapting, and using instructional strategies and materials according to the characteristics of given students who are deaf or hard of hearing
- d. demonstrates knowledge of specialized technologies, materials, curricula, resources, instructional strategies, and model programs for students who are deaf or hard of hearing; strategies for using interpreter services; strategies for incorporating and implementing instructional, assistive, and access technology into the educational program; and strategies for evaluating, modifying, and adapting instructional resources and curriculum materials for individual learners
- e. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in reading for students who are deaf or hard of hearing, including reading in the content areas
- f. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in writing for students who are deaf or hard of hearing, including writing in the content areas
- g. applies knowledge of research- or evidence-based explicit and systematic instruction in mathematics for students who are deaf or hard of hearing

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- h. demonstrates knowledge of research- or evidence-based methods for explicitly teaching learning strategies, study skills, and test-taking skills to help students who are deaf or hard of hearing acquire academic content; strategies for explicitly teaching students to use self-assessment, problem-solving strategies, and other cognitive strategies to meet their own needs; and explicit teaching methods to help students strengthen perception, comprehension, memory, and retrieval

**COMPETENCY 0006—STRATEGIES FOR TEACHING LANGUAGE,
COMMUNICATION, AND SOCIAL SKILLS**

Performance Expectations

The New York State educator of students who are deaf or hard of hearing (Teacher of the Deaf and Hard of Hearing) understands how to apply research-based instructional strategies to address students' individual needs in the areas of language, communication, and social skills. Teachers of the Deaf and Hard of Hearing are familiar with a variety of communication strategies for students who are deaf or hard of hearing and use instructional strategies that are appropriate to the developmental level and communication needs of individual students, including students from diverse cultural and linguistic backgrounds. Teachers of the Deaf and Hard of Hearing are familiar with a variety of amplification and alternative and augmentative communication (AAC) options for students with disabilities. In addition, Teachers of the Deaf and Hard of Hearing use effective strategies for fostering students' social skills, including self-advocacy and self-determination skills, to help prepare students who are deaf and hard of hearing for adult life roles.

Performance Indicators

- a. demonstrates familiarity with current theories of signed and spoken language acquisition and development, including the importance of early intervention for language development, the components of linguistic and nonlinguistic communication, spoken and visual communication modes, and the effects of sensory input on the development of language and learning
- b. applies knowledge of strategies for facilitating linguistic, cognitive, and communicative development
- c. applies knowledge of strategies for integrating language instruction across the curriculum
- d. demonstrates knowledge of instructional strategies for fostering independent communication skills in students who are deaf or hard of hearing, including students from various cultural and linguistic backgrounds
- e. demonstrates understanding of a variety of communication strategies for instructing students who are deaf or hard of hearing (e.g., American Sign Language [ASL], other signed communication systems, cued speech, speechreading)
- f. demonstrates understanding of strategies for developing expressive and receptive language proficiency (signed and/or spoken) in students who are deaf or hard of hearing
- g. applies knowledge of first- and second-language teaching strategies

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- h. demonstrates knowledge of amplification methods, strategies for stimulating and using residual hearing, and strategies for promoting auditory skill development, as appropriate
- i. demonstrates knowledge of strategies for planning and implementing instruction in the use of alternative and augmentative communication (AAC) systems
- j. applies knowledge of strategies for integrating affective, social, career, and life skills with academic curricula
- k. demonstrates knowledge of social skills needed for educational and other environments and of strategies for designing, implementing, and evaluating instructional programs that enhance students' social participation across environments
- l. applies knowledge of strategies for developing self-concept awareness and for teaching self-advocacy and self-determination skills, encouraging increased independence, and preparing students who are deaf or hard of hearing to use interpreters or transliterators
- m. applies knowledge of how to provide students who are deaf or hard of hearing with ongoing opportunities for interactions with peers and role models who are deaf or hard of hearing
- n. applies knowledge of strategies for providing students who are deaf or hard of hearing with access to incidental learning experiences that promote signed and/or spoken language, communication, and social skills

COMPETENCY 0007—ANALYSIS, SYNTHESIS, AND APPLICATION

Performance Expectations

The New York State educator of students who are deaf or hard of hearing (Teacher of the Deaf and Hard of Hearing) possesses comprehensive knowledge of students who are deaf or hard of hearing, assessments used with students who are deaf or hard of hearing, and research- and evidence-based instruction and interventions. The Teacher of the Deaf and Hard of Hearing uses this knowledge to analyze and synthesize information from student profiles and data from formal and informal assessments of academic and/or communicative performance to determine students' strengths and needs. The Teacher of the Deaf and Hard of Hearing provides specially designed instruction and/or interventions, accommodations, or modifications to address those identified needs.

Performance Indicators

- a. analyzes profiles of students who are deaf or hard of hearing
- b. interprets and synthesizes information from formal and informal assessments (e.g., assessments of auditory functioning and speech, assessments of signed and/or spoken receptive and expressive language, individual achievement tests, curriculum-based assessments, functional behavioral assessments, teacher observations) to determine a given student's strengths and needs

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- c. applies knowledge of research- or evidence-based practices that have been validated for learners who are deaf or hard of hearing and for specific settings by recommending appropriate interventions, accommodations, or modifications for a given student
- d. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in reading, including reading in the content areas, by recommending appropriate interventions for a given student
- e. applies knowledge of research- or evidence-based explicit and systematic instruction and intervention in writing, including writing in the content areas, by recommending appropriate interventions for a given student
- f. applies knowledge of research- or evidence-based explicit and systematic instruction in mathematics by recommending appropriate interventions for a given student
- g. applies knowledge of research- or evidence-based methods for teaching learning strategies, study skills, and test-taking skills by recommending appropriate interventions for a given student
- h. applies knowledge of research- or evidence-based strategies for teaching signed and/or spoken language, communication, and social skills by recommending appropriate interventions for a given student