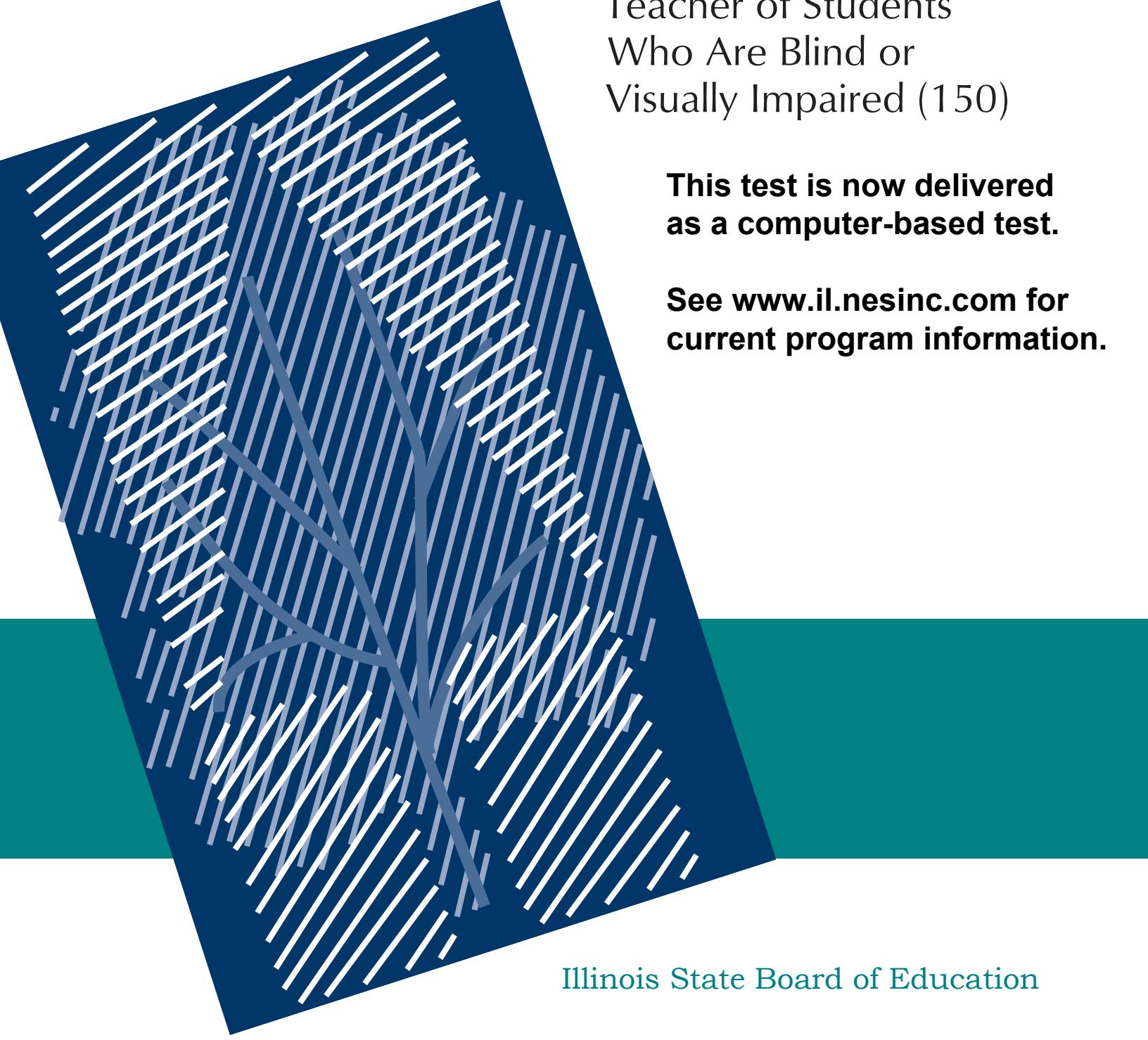


# Illinois Licensure Testing System

## STUDY GUIDE



Teacher of Students  
Who Are Blind or  
Visually Impaired (150)

**This test is now delivered  
as a computer-based test.**

See [www.il.nesinc.com](http://www.il.nesinc.com) for  
current program information.

Illinois State Board of Education

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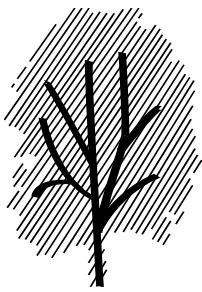
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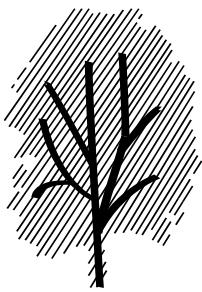
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## **General Information About the Illinois Licensure Testing System**

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the Illinois Licensure Testing System](#)



## Field-Specific Information

- **Test Subareas and Objectives**
- **Practice Test Questions**
- **Explanation of the Test Score Report**

### INTRODUCTION

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The content tests are designed to assess a candidate's knowledge of content in the specific teaching, school service personnel, or administrative field in which licensure is sought. The tests are based on current and relevant expectations for teacher preparation students and for teachers in Illinois as defined by the [Illinois Content Area Standards for Educators](#). This study guide is designed to focus your preparation by helping you become familiar with the format and content to be covered on the tests.

This section includes a list of the test subareas and objectives, practice test questions for the field covered by this study guide, an answer key, and an explanation of the test score report.

#### TEST SUBAREAS AND OBJECTIVES

The content covered by the test is organized into subareas. You will find a list of subareas at the beginning of the list of test objectives. Within each subarea, the content is further defined by a set of objectives. Each objective comprises two major parts:

1. the *objective statement*, which broadly defines the knowledge and skills that an entry-level educator needs to know; and
2. the *descriptive statements*, which describe in greater detail the types of knowledge and skills covered by the test objective.

The test objectives are broad, conceptual, and meaningful statements, written in language that reflects the skills, knowledge, and understanding that an entry-level teacher needs in order to teach effectively in an Illinois classroom. A test consists of test questions that measure an examinee's mastery of these test objectives.

Below is an example of a test objective statement and its accompanying descriptive statements for the Elementary/Middle Grades test.

#### *Objective Statement*

**Understand word analysis strategies and vocabulary development and how to use effective, developmentally appropriate approaches to promote students' word analysis and vocabulary skills.**

### *Descriptive Statements*

- Demonstrate knowledge of phonics and its role in decoding; of ways to assess students' phonic skills; and of effective instructional strategies, activities, and materials for promoting students' phonetic analysis skills.
- Demonstrate knowledge of word analysis strategies, including syllabication, morphology (e.g., use of affixes and roots), and context clues; of ways to assess students' use of word analysis strategies; and of effective instructional strategies, activities, and materials for promoting students' word analysis and contextual analysis skills.
- Demonstrate knowledge of the role of vocabulary development in reading; of ways to assess students' vocabulary development; and of effective instructional strategies, activities, and materials for promoting students' vocabulary development.

### **PRACTICE TEST QUESTIONS**

The practice test questions included in this section are designed to give the examinee an introduction to the nature of the test questions included on the ILTS test for each field. The practice test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key located after the practice test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the practice test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

# TEACHER OF STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED TEST OBJECTIVES

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- I. Foundations and Characteristics
- II. Assessing Students and Developing Individualized Education Programs (IEPs)
- III. Planning and Delivering Instructional Content
- IV. Managing the Learning Environment and Promoting Students' Communication and Social Interaction Skills
- V. Maintaining Effective Communication, Collaboration, and Professionalism

## SUBAREA I—FOUNDATIONS AND CHARACTERISTICS

### **0001 Understand processes of human development and factors that affect development and learning.**

For example:

- Demonstrate knowledge of the similarities and differences in the cognitive, physical (including sensory), linguistic, cultural, social, and emotional development and needs among individuals with and without disabilities.
- Demonstrate knowledge of communication theory, language development and use, communication modes, and communication patterns in learning for individuals with and without disabilities.
- Demonstrate knowledge of typical motor developmental progression and patterns of atypical motor development (e.g., abnormal muscle tone, persistence of primitive reflexes, posture, gait).
- Demonstrate knowledge of systems (e.g., family, community) that influence development and learning and the effects of a student's and family's cultural and environmental milieu, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse on learning, communication, and behavior.

**0002 Understand various types of disabilities and the characteristics of students with special needs.**

For example:

- Demonstrate knowledge of major genetic and environmental etiologies of cognitive, sensory, emotional, and physical disabilities.
- Demonstrate knowledge of differential characteristics of various disabilities, including levels of severity and multiple disabilities, and their influence on development and learning.
- Demonstrate knowledge of psychological and social-emotional characteristics of individuals with disabilities, the effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions.
- Demonstrate knowledge of indicators of possible sensory impairments and the effects of sensory disabilities on learning, the development and use of language, and experience, including the effects on cultural development and familial structures.
- Demonstrate knowledge of basic functions of the body systems in relation to common medical conditions; medical aspects of conditions affecting individuals with disabilities; and the effects of various medications on the educational, cognitive, physical (including sensory), social, and emotional behavior of individuals with disabilities.
- Demonstrate knowledge of the effects of various disabilities on learning within the general education curriculum and methods for accessing information on exceptional conditions when planning educational or transitional programs.

**0003 Understand visual impairments.**

For example:

- Demonstrate knowledge of the normal development of the human visual system and the basic terminology related to the structure, function, diseases, and disorders of the human visual system.
- Demonstrate knowledge of the effects of a visual impairment on early development (e.g., motor system, cognition, social/emotional interactions, self-help, language) and the development of secondary senses (e.g., hearing, touch, taste, smell).
- Apply knowledge of the psychosocial aspects of a visual impairment, the effects of a visual impairment on the individual's family, and the reciprocal impact on the individual's self-esteem.
- Apply knowledge of the effects of a visual impairment and additional disabilities on social behaviors, independence, language, communication, learning, and experience.
- Demonstrate knowledge of the effects of medication on the visual system.
- Demonstrate knowledge of the impact of additional exceptionalities on students with visual impairments.

**0004 Understand the philosophical, historical, and legal foundations of education for students with visual impairments.**

For example:

- Demonstrate knowledge of current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services, including the array of service options, least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, specialized health care, and assistive technology, to individuals with all types of disabilities across the age range.
- Demonstrate knowledge of historical foundations of education for students with visual impairments, including the array of service options, least restrictive environment, and current educational definitions, identification criteria, labeling issues, and current incidence and prevalence figures for students with visual impairments, including those with multiple disabilities.
- Demonstrate understanding of historical, legal, and philosophical foundations of and historical and current issues and trends (e.g., family-centered education, community-based settings, interagency collaboration) in the field of education for students with visual impairments and all subfields of special education.
- Demonstrate familiarity with federal entitlements (e.g., American Printing House for the Blind federal quota funds) that relate to the provision of specialized equipment and materials for students with visual impairments.
- Demonstrate familiarity with current issues and trends in special education for students with visual impairments, including those with multiple disabilities.

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

**0005 Understand types and characteristics of assessment instruments and methods.**

For example:

- Demonstrate knowledge of terminology used in assessment, including specialized terminology used in assessment of students with visual impairments, including those with multiple disabilities, both as it relates to the visual system and in areas of importance (e.g., expanded core curricular areas).
- Demonstrate knowledge of the strengths and limitations of various assessment instruments and the role of assessment as an educational process.
- Demonstrate knowledge of types and characteristics of educational assessment processes and strategies for identifying students' learning characteristics, modes of communication, and needs; monitoring student progress; supporting students' continuous development; and evaluating learning strategies and instructional approaches.
- Demonstrate knowledge of legal provisions, regulations, and guidelines regarding assessment of individuals with disabilities.
- Demonstrate knowledge of the ethical considerations and legal provisions, regulations, and guidelines (e.g., federal, state, local) related to assessment of students with visual impairments (e.g., the legal versus functional definitions of blindness and low vision).
- Demonstrate knowledge of issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds, and the influence of diversity on assessment processes.

**0006 Understand procedures used for screening, identifying, and referring students with visual impairments.**

For example:

- Apply knowledge of procedures used for screening, pre-referral, referral, and classification, including vision-screening methods, functional vision evaluation, and learning media assessment of students with visual impairments, including those with multiple disabilities.
- Demonstrate knowledge of appropriate interpretation and application of scores and other evaluative information obtained as a result of assessing students with visual impairments, including those with multiple disabilities.
- Demonstrate knowledge of specialized policies regarding referral and placement procedures for students with visual impairments and the relationships among assessment, IEP development, and placement as they affect vision-related services.
- Demonstrate knowledge of procedures for gathering background information regarding students' academic, developmental, medical, and family history, including language and cultural background, and methods for creating and maintaining accurate disability-related records.
- Demonstrate knowledge of strategies for collaborating with families and other professionals in conducting individual assessments and of guidelines for making referrals to specialists when more in-depth information about a student's needs is required for making educational decisions.

**0007 Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with visual impairments.**

For example:

- Apply knowledge of the principles and procedures for adapting or designing assessments to maximize accurate assessment of a student's knowledge and performance and of the accommodations and modification of national, state, and local assessments and the Illinois Alternative Assessment.
- Demonstrate knowledge of strategies for assessing learning environments.
- Apply strategies for appropriately selecting, adapting, developing, and using a variety of assessment procedures, including disability-specific assessment instruments, when evaluating students with visual impairments, including those with multiple disabilities.
- Demonstrate knowledge of alternative assessment techniques for students with visual impairments, including those with multiple disabilities.

**0008 Understand how to interpret and communicate assessment results.**

For example:

- Demonstrate ability to interpret information from formal and informal assessment instruments and to evaluate the results of instruction and match necessary supports to individual students' needs.
- Apply strategies for interpreting eye reports and other vision-related diagnostic information, matching appropriate assessment procedures to purposes of assessment.
- Apply knowledge of the continuum of placements and services when making educational decisions for students with all types of disabilities.
- Demonstrate ability to interpret and use unique assessment data, including learning media assessment, for instructional planning with students with visual impairments, including those with multiple disabilities.
- Demonstrate knowledge of methods for reporting disability-related results of evaluations to students with visual impairments, their parents/guardians, administrators, and other professionals in clear, concise, and understandable terms.

**0009 Understand procedures for developing and implementing Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and Individualized Transition Plans (ITPs).**

For example:

- Demonstrate knowledge of the components of an IEP.
- Apply strategies for using assessment data to develop individualized instructional strategies to enhance instruction, including modifications of the environment, adaptations of materials, and disability-specific methodologies for students with visual impairments, including those with multiple disabilities.
- Apply knowledge of strategies for collaborating with individuals with disabilities, parents/guardians, teachers, and other school and community personnel to develop and implement individual student programs (e.g., IEPs, IFSPs, ITPs).
- Demonstrate knowledge of the concept of longitudinal transition plans and considerations and procedures for using knowledge of a student's cognitive, communication, physical, cultural, social, and emotional characteristics in transition planning and for implementing transition programs appropriate to the age and skill level of the student.
- Demonstrate knowledge of considerations and procedures used in assessing an individual's assistive technology needs, accessibility to and progress through the general education curriculum, and appropriate technologies to accomplish instructional objectives.
- Apply knowledge of strategies for developing individual programs based on general development and academic, social, career, and functional characteristics of students with visual impairments, including those with multiple disabilities.

## **SUBAREA III—PLANNING AND DELIVERING INSTRUCTIONAL CONTENT**

### **0010 Understand principles and techniques for planning instruction.**

For example:

- Demonstrate knowledge of the cognitive processes associated with the thinking process and various kinds of learning and how these processes can be stimulated and developed.
- Apply knowledge of methods for stimulating student reflection on prior knowledge, linking new ideas to already familiar ideas and experiences, and enhancing a reinforcer's effectiveness in instruction.
- Apply knowledge of strategies for developing individualized instructional strategies to enhance instruction, including modifications of the environment, adaptations of materials, and disability-specific methodologies for students with visual impairments, including those with multiple disabilities.
- Demonstrate familiarity with the principle of partial participation as it applies to students with disabilities and its use in planning instruction for all students.
- Demonstrate knowledge of methods for developing short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
- Apply knowledge of guidelines for developing lesson plans that incorporate curriculum and instructional strategies with IEP goals and benchmarks.
- Apply knowledge of principles for sequencing, implementing, and evaluating individual disability-related learning objectives for students with visual impairments.
- Demonstrate methods for monitoring student progress.

### **0011 Understand methods for creating learning experiences that make learning meaningful for students with visual impairments.**

For example:

- Demonstrate knowledge of strategies for facilitating the maintenance and generalization of disability-related skills across learning environments for students with visual impairments.
- Demonstrate knowledge of methods for developing alternative reasoning, organization, study skills, decision-making, thinking, problem-solving, and other cognitive strategies to meet individual learning and vision needs.
- Demonstrate knowledge of preschool-specific concepts and methods of teaching those concepts to young children with visual impairments.
- Demonstrate knowledge of ways to anticipate students' conceptual frameworks and misconceptions for an area of knowledge and how to adjust for such misunderstandings when they impede learning using a variety of explanations and multiple representations of concepts that capture key ideas and help students develop conceptual understanding.
- Apply knowledge of strategies for integrating academic instruction, affective education, and behavior management for individual students and groups of students and for facilitating maintenance and generalization of skills across learning environments.
- Demonstrate knowledge of methods of developing visual efficiency skills and their functional application.

**0012 Understand principles and techniques for preparing, selecting, using, and adapting specialized materials, equipment, and assistive technology for individuals with visual impairments and multiple impairments.**

For example:

- Demonstrate knowledge of methods for developing academic skills (e.g., abacus, talking calculator, tactile graphics, anatomically accurate tactful models, adapted science and math equipment).
- Demonstrate knowledge of techniques for preparing modified special materials and obtaining and organizing special materials to implement instructional goals for students with visual impairments.
- Demonstrate knowledge of a broad range of assistive technology (e.g., screen reading and screen magnification software, notetakers, Braille translation software, optical devices, recording equipment, augmentative communication) used by individuals with visual impairments, including individuals with multiple disabilities.
- Demonstrate familiarity with sources of specialized materials and strategies for modifying instructional methods and materials for students with visual impairments and for assisting classroom teachers in implementing these modifications.
- Demonstrate knowledge of a variety of input and output enhancements to computer technology that address the specific access needs of students with visual impairments in a variety of environments.

**0013 Understand strategies for using technology to support instruction for students with visual impairments.**

For example:

- Identify guidelines for the evaluation, selection, development, adaptation, and use of relevant, accurate, comprehensive, and age-appropriate instructional content; methods, resources, and sources of specialized materials, equipment, and assistive technology; and learning experiences that promote students' skills in the use of technologies.
- Apply strategies for choosing and using appropriate technologies to accomplish instructional objectives for students with visual impairments and integrating the technologies appropriately into the instructional process.

**0014 Understand principles and methods involved in individualizing instruction for students who are visually impaired.**

For example:

- Demonstrate knowledge of a student's cognitive, communication, physical, motor, sensory, cultural, social, and emotional characteristics in planning instruction.
- Demonstrate knowledge of multicultural perspectives related to effective instruction and the effects of second language acquisition and use on students' communication patterns.
- Apply knowledge of methods for analyzing individual and group performance to design instruction that meets learners' current needs in the cognitive, social, emotional, sensory, and physical/motor domains at the appropriate level of development.
- Apply knowledge of methods for developing or selecting relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences among students.
- Demonstrate knowledge of issues, resources, and techniques for using instructional time effectively and efficiently while facilitating the integration of related services into the instructional program and the integration of students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers.
- Demonstrate awareness of correct uses of transfers (e.g., floor to sitting, sitting to floor, chair to chair); procedures for facilitating mobility, including head and trunk control, sitting, crawling, standing, walking, and wheelchair use; and procedures for handling, positioning, and managing specialized health care needs at school (e.g., gastrostomies, ventilator-assisted breathing, blood glucose testing).

**0015 Understand the scope, sequence, and concepts of the general education program.**

For example:

- Apply knowledge of methods for evaluating curricula to determine the scope and sequence of academic content areas, including language arts, math, science, and social studies.
- Demonstrate familiarity with the scope and sequence of the general curriculum; the concepts of language arts, including reading, writing, speaking, and listening; the concepts of math, including numeration, geometry, measurement, statistics/probability, and algebra; and practices and curricular materials used in general education across the content areas.
- Demonstrate knowledge of the components of effective, research-supported instructional strategies and practices for teaching the scope and sequence in the academic, social, cultural, and vocational curricular domains.
- Apply knowledge of strategies for integrating the study skills curriculum and the use of technology with delivery of academic instruction.

**SUBAREA IV—MANAGING THE LEARNING ENVIRONMENT AND PROMOTING STUDENTS' COMMUNICATION AND SOCIAL INTERACTION SKILLS**

**0016 Understand strategies and techniques used to support the development of social competency for students with visual impairments.**

For example:

- Apply knowledge of effective instructional strategies for facilitating learning experiences that develop social skills and of the characteristics of environments, including materials, equipment, and spatial arrangements, that facilitate development, learning, and interaction between and among students.
- Apply strategies for designing learning environments that are multisensory and encourage active participation by students with visual impairments in a variety of group and individual learning activities.
- Apply knowledge of effective instructional strategies that assist individuals with disabilities in developing self-monitoring, academic, and social skills; self-awareness, self-control, self-reliance, self-esteem, and self-determination; and the ability to manage their own behavior.
- Apply knowledge of principles for designing, implementing, and evaluating instructional programs that prepare individuals to live harmoniously and productively in a multiclass, multiethnic, multilingual, multicultural, and multinational world and enhance an individual's social participation in family, school, and community activities.

**0017 Understand strategies and techniques used to support the development of life skills for students with visual impairments.**

For example:

- Apply knowledge of functional life skills instruction relevant to independent, community, and personal living and employment for individuals with visual impairments, including methods for accessing printed public information, public transportation, and community resources.
- Apply knowledge of methods for helping students with visual impairments acquire practical skills (e.g., keeping personal records, time management, personal banking, emergency procedures), social skills, and daily living skills that are normally learned or reinforced by visual means.
- Apply knowledge of strategies for creating a learning environment that encourages self-advocacy and independence and prepares students with visual impairments to access information and services from the community at large and respond to societal attitudes and actions with positive behavior.
- Apply knowledge of principles for developing curricula relevant to life skills domains (i.e., domestic, recreation/leisure, adapted physical education, human sexuality, vocational, and community).
- Demonstrate knowledge of model programs, including career-vocational and transition, that have been effective for students with visual impairments.
- Demonstrate knowledge of methods for preparing students with visual impairments, including those with multiple disabilities, for structured pre-cane orientation and mobility assessment and instruction (e.g., spatial concepts, familiarization, human guide).
- Demonstrate knowledge of strategies for promoting self-advocacy and developing career awareness in and providing vocational counseling for students with visual impairments.

**0018 Understand considerations for creating an effective learning environment.**

For example:

- Demonstrate knowledge of the influence of teachers' cultural backgrounds, attitudes, expectations, and behaviors on the behavior of individuals with visual impairments and other disabilities.
- Demonstrate knowledge of the process for inventorying learning environments to determine whether physical adaptations to the environment must be made to best meet a student's individual needs.
- Demonstrate knowledge of common environmental and personal barriers that hinder accessibility for and acceptance of individuals with disabilities.
- Demonstrate knowledge of the effects linguistic, cultural, and gender differences can have on communication in the classroom and strategies for facilitating a learning community in which individual differences are respected.
- Apply knowledge of strategies and techniques for arranging and modifying the learning environment (e.g., schedule, physical arrangement, transitions) to facilitate development, interaction, and learning according to students' physical, sensory, emotional, and behavioral needs.
- Demonstrate knowledge of basic classroom management theories and methods and ways in which technology and assistive/augmentative devices can assist with creating and managing the learning environment.

**0019 Understand the development and implementation of behavior interventions for students with visual impairments.**

For example:

- Apply knowledge of principles for developing, implementing, and evaluating the effects of positive behavior intervention techniques and individual behavior intervention plans for individuals with disabilities.
- Demonstrate knowledge of strategies for managing individual behavior and serious behavioral episodes and promoting conflict resolution and for crisis prevention and crisis intervention.
- Demonstrate knowledge of functional assessment of behavior and the components of behavior intervention plans.
- Apply strategies for identifying realistic expectations for student behavior in various settings and monitoring and analyzing changes in individual and group behavior and performance across settings, curricular areas, and activities.
- Apply knowledge of appropriate, nonaversive, least intrusive management procedures that can effectively address spontaneous behavior problems and appropriate reinforcers, their use to enhance learning and motivation, and their evaluation.
- Apply knowledge of appropriate ways to collaborate with other educators and parents/guardians in the use of specific academic or behavior management strategies and counseling techniques.

**0020 Understand strategies for promoting the communication skills of students with visual impairments.**

For example:

- Demonstrate knowledge of methods for developing tactal perceptual skills.
- Demonstrate knowledge of methods for developing listening skills and compensatory auditory skills.
- Demonstrate knowledge of methods for developing written communication skills, including handwriting.
- Demonstrate knowledge of Unified English Braille (UEB) and Nemeth code, as well as braille codes and resources for foreign language and music.
- Demonstrate knowledge of methods for formatting, transcribing, proofreading, and interlining materials in braille and Nemeth code.
- Demonstrate knowledge of methods for using the braille writer, slate and stylus, and computer technology to produce braille materials.

**SUBAREA V—MAINTAINING EFFECTIVE COMMUNICATION, COLLABORATION, AND PROFESSIONALISM**

**0021 Understand the role of the special education teacher in the collaborative learning community.**

For example:

- Apply knowledge of strategies for collaborating with others as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback to enhance student learning.
- Demonstrate knowledge of the types and importance of information generally available from families, school officials, the legal system, and community service agencies.
- Apply knowledge of attitudes, expectations, and behaviors that demonstrate commitment to developing the highest educational and quality-of-life potential for individuals with disabilities.
- Demonstrate knowledge of the sources of unique services, networks, and organizations for students with visual impairments.

**0022 Understand how to work effectively with paraprofessionals and support personnel.**

For example:

- Demonstrate knowledge of the roles of paraprofessionals who work directly with students with visual impairments (e.g., sighted readers, transcribers, aides) or who provide special materials to them.
- Demonstrate knowledge of procedures for managing and directing the activities of paraprofessionals or peer tutors who work with students with visual impairments.
- Demonstrate knowledge of techniques and strategies for training, monitoring, evaluating, and providing feedback to paraeducators, volunteers, and peer tutors.
- Apply knowledge of strategies for coordinating activities within related services to maximize instructional time.

**0023 Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with visual impairments.**

For example:

- Apply knowledge of strategies for collaboration with classroom teachers and other school personnel to integrate individuals with disabilities into various social and learning environments and enhance student learning.
- Demonstrate knowledge of roles and responsibilities of school-based medical and related services personnel in identifying, assessing, and providing services to individuals with disabilities.
- Demonstrate knowledge of strategies for assisting parents/guardians and other professionals in planning appropriate transitions for students with visual impairments, including those with multiple disabilities.
- Apply knowledge of the cultural, social, intellectual, and political implications of language use and effective written, verbal, and visual communication techniques that foster active inquiry, collaboration, and supportive interaction among professionals, parents/guardians, paraprofessionals, students, and community members.

**0024 Understand how to communicate appropriately and effectively with families, educators, other professionals, and students with visual impairments.**

For example:

- Apply knowledge of communication styles that are appropriate for students with visual impairments and multiple impairments.
- Demonstrate knowledge of factors that promote effective communication and collaboration with individuals, parents/guardians, and school and community personnel in a culturally responsive program.
- Apply knowledge of considerations, approaches, and ethical practices for communicating with general educators, administrators, and other school personnel about characteristics and needs of individuals with disabilities and ways to use that knowledge to develop an effective learning climate within the school.
- Apply strategies to help parents/guardians and other professionals understand the impact of a visual impairment on learning and experience and the need for role models who have visual impairments and are successful.

**0025 Understand how to promote positive school-home relationships.**

For example:

- Demonstrate knowledge of family systems theory; variations in beliefs, traditions, values, family dynamics, and family structures across cultures within society; the effects of communication on the development of family relationships; and the effects of the relationships among child, family, and schooling.
- Demonstrate an awareness of common concerns of families of students with visual impairments, including families transitioning into and out of the special education system, and appropriate strategies for planning and conducting collaborative conferences with families to address these concerns and to encourage and support families' active involvement in their children's programs and educational team.
- Apply knowledge of strategies for collaborating with parents/guardians to integrate students with visual impairments into various social and learning environments.
- Apply knowledge of considerations, approaches, and ethical practices for providing parents/guardians with information about students with visual impairments.
- Demonstrate knowledge of the rights and responsibilities of parents/guardians, students, teachers, and other professionals and schools as they relate to an individual's learning needs and educational programs.
- Demonstrate knowledge of the effects of family and community on development, behavior, and learning.

**0026 Understand how to encourage school-community interactions that enhance learning opportunities for students with visual impairments.**

For example:

- Demonstrate knowledge of roles and responsibilities of professional groups and community organizations in identifying, assessing, and providing services to individuals with disabilities and strategies for assisting students in planning for transition to adulthood, including employment and community and daily life.
- Demonstrate awareness of resources, strategies, networks, organizations, and unique services, including possible local, state, and federal funding agencies and financial sources for secondary adult students, that work with individuals with visual impairments and their families to provide career, vocational, and transition support.
- Apply knowledge of strategies for collaborating with community members to integrate individuals with visual impairments into various social and learning environments.
- Demonstrate knowledge of the roles of schools and other agencies related to young children and families within the larger community context.
- Apply knowledge of considerations, approaches, and ethical practices for providing community members with information about students who are visually impaired.

**0027 Understand the roles of teachers as professionals and leaders.**

For example:

- Demonstrate knowledge of consumer and professional organizations, publications, and journals relevant to the field of education of students with visual impairments and the process for acquiring needed skills through professional development.
- Demonstrate knowledge of the importance of the teacher's serving as a role model and advocate for all students.
- Apply knowledge of opportunities for and the benefits of participating in professional activities that may benefit professional colleagues as well as individuals with visual impairments and their families.
- Identify and describe signs of emotional distress, child abuse, and neglect and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- Apply knowledge of ways to conduct professional activities (e.g., assessment, diagnosis, provision of instruction) consistent with the requirements of law, rules and regulations, and local district policies and procedures.

**0028 Understand the practices and purposes of reflection, self-evaluation, and continuing education.**

For example:

- Apply knowledge of how to formulate and communicate a personal philosophy of special education, including its relationship to general education.
- Demonstrate knowledge of personal and cultural biases and differences that affect one's teaching and interactions with others and the personal attitudes and biases that affect acceptance of individuals with disabilities.
- Recognize the benefits of mentorship, participating in professional dialogue, and continuous learning to support one's development as a learner and a teacher.
- Apply knowledge of central concepts and methods of inquiry, methods for reflecting on practice, and strategies for pursuing a professional development plan that includes activities to remain current regarding research-validated practice.

**0029 Understand legal and ethical issues relevant to special education.**

For example:

- Apply knowledge of guidelines for maintaining confidentiality of medical and academic records and respect for privacy of individuals with disabilities.
- Apply knowledge of the practice of the profession in accordance with state and professional ethical standards (e.g., Council for Exceptional Children [CEC], Association for Education and Rehabilitation of the Blind and Visually Impaired [AER]).
- Apply knowledge of attitudes and actions that demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
- Apply knowledge of principles for exercising objective professional judgment in the practice of the profession.
- Demonstrate knowledge of laws, rules and regulations, procedural safeguards, and ethical considerations regarding management of behaviors of individuals with disabilities.
- Demonstrate knowledge of methods for maintaining ethical responsibility to advocate for the most appropriate placement and services for each student.

## TEACHER OF STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED PRACTICE TEST QUESTIONS

1. A special educator notices that Emily, a four year old with a congenital visual impairment, walks with a shuffling gait. Emily most likely uses this type of gait because it:
  - A. helps her achieve an erect posture.
  - B. provides her with clues about the walking surface.
  - C. helps her maintain a line of direction.
  - D. provides her with increased endurance.
2. **Read the information below; then answer the question that follows.**

Jill, a middle school student with optic nerve atrophy, has been experiencing a gradual decrease in her vision. Her teacher of students with visual impairments, Mr. Torres, has noticed her becoming increasingly discouraged. Recently, Jill has refused to begin assignments in the general classroom, saying that she "can't do anything right."

To improve Jill's educational performance and attitude, which of the following actions should Mr. Torres take *first*?

  - A. Train peer volunteers to assist with schoolwork.
  - B. Work with the general education teacher to shorten assignments.
  - C. Conduct a functional vision assessment.
  - D. Set a short-term goal that she can likely accomplish.
3. In the history of education for students with visual impairments, the trend toward interagency collaboration is most evident in the:
  - A. development of transitional programming by educators and rehabilitation specialists.
  - B. movement of parents/guardians and educators to establish a National Agenda.
  - C. development of national guidelines for teacher preparation programs.
  - D. establishment of formal training programs for orientation and mobility (O&M) specialists.
4. The Individualized Education Program (IEP) team for a fourth grader with a visual impairment is determining the student's placement for braille instruction and orientation and mobility (O&M) training. The team should base its placement decision upon which of the following considerations?
  - A. the availability of alternative literacy materials such as large print
  - B. the types of assessments used to determine special education eligibility
  - C. the size of the caseloads of the special educator and the O&M specialist
  - D. the goals and objectives outlined in the student's IEP

5. When adapting an assessment of visual functioning for a student with cortical visual impairment (CVI), it would be most appropriate for the teacher of students with visual impairments to use:
- objects that are familiar to the student.
  - multisensory activities.
  - materials printed in a variety of colors.
  - highly illuminating, vibrant lighting.
6. Nick, a student with a progressive visual impairment, will be transitioning from middle school to high school during the next school year. He will be taking general education classes as well as receiving ongoing instruction in braille. When assessing his needs for assistive technology, which of the following should the special educator consider *first*?
- the skills necessary to operate various devices
  - the reliability of various devices and whether the student will be able to maintain them
  - the financial resources available to purchase materials
  - the requirements of Nick's academic program
7. Which of the following methods would be most appropriate for a teacher of students with visual impairments to use in monitoring an elementary student's ongoing progress in learning to read braille?
- keeping an anecdotal record
  - giving a standardized achievement test
  - using a criterion-referenced checklist
  - maintaining a communication notebook
8. A special educator is teaching a student with a visual impairment and an emotional/behavioral disorder how to microwave popcorn. Which of the following strategies would best facilitate the student's generalization of this skill?
- developing an instructional unit using popcorn as the theme
  - brainstorming with the student other types of snacks that could be made in the classroom
  - having the student use a variety of microwave ovens and brands of popcorn
  - using this activity to reinforce good behavior in the classroom

9. An abacus would be most useful to a student who is blind in developing which of the following mathematics concepts?
- A. sets and place values
  - B. coordinates and points
  - C. area and volume
  - D. percentages and fractions
10. A middle school student is a braille reader who has recently moved to the United States and is an English language learner. One of the student's long-term goals is to learn to read English braille. In planning instruction for the student, the teacher of students with visual impairments should remember that the student's success in reaching this goal depends most upon the:
- A. number of similarities between the student's native language and English.
  - B. student's understanding of braille rules.
  - C. availability of age-appropriate materials in English braille.
  - D. student's proficiency in the English language.
11. A teacher of students with visual impairments should make sure that a student with a severe visual impairment understands the concept of conservation before attempting to teach which of the following math topics?
- A. comparing triangles based on their properties
  - B. writing fractions in simplest form
  - C. determining the mean and median of a data set
  - D. graphing a point using coordinates
12. Jon, a middle school student with a progressive visual impairment, is doing well in school academically, but his teachers are concerned that he is becoming socially isolated. Which of the following instructional strategies would be most helpful to Jon because it combines academic learning with development of specific social skills?
- A. direct instruction
  - B. inductive learning
  - C. class discussion
  - D. cooperative learning

13. In teaching a middle school student with a visual impairment how to resolve a problem with an assistive technology device, which of the following steps should the special educator take *first*?
- A. discussing with the student consumer-rights issues related to warranties and refunds
  - B. modeling for the student how to contact and ask questions of technical-support personnel
  - C. having the student ask his or her parents/guardians to call technical support
  - D. demonstrating for the student proper care and maintenance of the device
14. Tim, a high school student with a visual impairment, completes English homework assignments in print. Which of the following would be the most efficient way for Tim's English teacher to provide timely feedback on his homework assignments using technology?
- A. Offer comments on the assignments as needed through e-mail.
  - B. Use spreadsheet software to record Tim's grades.
  - C. Tape record his or her comments on a weekly basis.
  - D. Write comments once a week and convert them into braille using a portable notetaker.

15. **Read the information below; then answer the question that follows.**

Mr. Peterson provides itinerant services for students with visual impairments. During the school year, he visits each student's classroom and home environment to observe the students in a variety of settings. As part of the expanded core curriculum, he provides career instruction for each student from elementary to high school. He also uses questionnaires and interest inventories with older students to help them explore their dreams about life after high school. Mr. Peterson shares all of this information during Individualized Education Program (IEP) meetings to help the teams in setting realistic goals and expectations for each student.

These behaviors indicate that Mr. Peterson is committed to:

- A. improving his skills in teaching students with visual impairments.
- B. educating others about students with visual impairments.
- C. developing the potentials of individuals with visual impairments.
- D. advocating for the least-restrictive environment for students with visual impairments.

16. A transcriber would most likely provide which of the following services for students with visual impairments?
- A. enlarging teacher-made worksheets using a photocopier
  - B. tape recording lectures for high school students
  - C. narrating videos for middle school students
  - D. producing teacher-made tests in braille using software and a printer
17. Which of the following is most typically one of the responsibilities of a clinical low-vision specialist?
- A. evaluating a student's need for specific optical devices
  - B. teaching a student with a visual impairment how to use the sighted guide technique
  - C. evaluating the receptive and expressive communication skills of a student with a visual impairment
  - D. organizing vision screenings to identify students who may have visual impairments
18. Nicole, a junior high school student with a visual impairment, has expressed interest in joining a community service organization. To support Nicole's integration into the group, which of the following strategies would be most effective for the teacher of students with visual impairments to use?
- A. reading aloud pamphlets about the group and discussing the information with Nicole
  - B. presenting a workshop with Nicole regarding her visual functioning to the group's leaders and members
  - C. working with the orientation and mobility (O&M) specialist and Nicole's guardian to plan how Nicole will travel to meetings
  - D. asking members to list their names and telephone numbers and translating the list into braille for Nicole
19. A special educator participates in a number of activities related to teaching. Which of the following activities would most likely benefit individuals with visual impairments and their families by providing the teacher with opportunities to advocate for important issues?
- A. joining a professional organization for special educators
  - B. attending a district wide in-service workshop about visual impairments
  - C. taking a graduate-level special education course
  - D. reading journal articles related to visual impairments

**20. Use the information below to answer the question that follows.**

Drew is a junior high school student with a visual impairment. His team is meeting to conduct an annual review of his Individualized Education Program (IEP). Ms. Dickerson, Drew's teacher of students with visual impairments, is leading the meeting. The following dialogue is an excerpt of their discussion about orientation and mobility (O&M) services.

*Drew's mother:* Drew should be having O&M training in the community. He needs to practice his skills away from school. He won't be ready to get a job in high school if he doesn't have this opportunity.

*Administrator:* I understand your concerns, but there are significant liability problems if Drew receives instruction off campus.

*O&M Specialist:* Personally, I don't know how I could possibly fit more time for Drew into my schedule.

At this point, Ms. Dickerson should refocus the team on which of the following topics?

- A. the O&M instructor's scheduling conflicts
- B. possible career-training options
- C. the student's need for increased services
- D. legal issues raised by the administrator

## ANSWER KEY

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This section contains the answers to the practice test questions in the previous section.

After you have worked through the practice test questions, check the answers given in this section to see which questions you answered correctly.

Question Number	Correct Response	Test Objective
1.	B	Understand processes of human development and factors that affect development and learning.
2.	D	Understand visual impairments.
3.	A	Understand the philosophical, historical, and legal foundations of education for students with visual impairments.
4.	D	Understand procedures used for screening, identifying, and referring students with visual impairments.
5.	A	Understand procedures and criteria for evaluating and identifying the educational strengths and needs of students with visual impairments.
6.	D	Understand procedures for developing and implementing Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and Individualized Transition Plans (ITPs).
7.	C	Understand principles and techniques for planning instruction.
8.	C	Understand methods for creating learning experiences that make learning meaningful for students with visual impairments.
9.	A	Understand principles and techniques for preparing, selecting, using, and adapting specialized materials, equipment, and assistive technology for individuals with visual impairments and multiple impairments.
10.	D	Understand principles and methods involved in individualizing instruction for students who are visually impaired.
11.	B	Understand the scope, sequence, and concepts of the general education program.
12.	D	Understand strategies and techniques used to support the development of social competency for students with visual impairments.
13.	B	Understand strategies and techniques used to support the development of life skills for students with visual impairments.
14.	A	Understand considerations for creating an effective learning environment.
15.	C	Understand the role of the special education teacher in the collaborative learning community.
16.	D	Understand how to work effectively with paraprofessionals and support personnel.
17.	A	Understand how to establish partnerships with other members of the school community to enhance learning opportunities for students with visual impairments.
18.	B	Understand how to encourage school-community interactions that enhance learning opportunities for students with visual impairments.
19.	A	Understand the roles of teachers as professionals and leaders.
20.	C	Understand legal and ethical issues relevant to special education.

# EXPLANATION OF THE TEST SCORE REPORT

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## OVERVIEW

The score report indicates whether or not you passed the test and how you performed on each test subarea. The passing scores for the Illinois Licensure Testing System were established by the Illinois State Board of Education based on recommendations from panels of Illinois educators. The passing score for each content-area test is designed to reflect the level of content knowledge and skills required to perform the job of an educator receiving an initial license in Illinois.

### **Passing Score**

To pass a content-area test you must obtain a scaled total test score of 240 or above.

### **Total Test Score**

The total test score is based on your performance on the entire test, specifically the number of multiple-choice questions you answered correctly.

### **Subarea Scores**

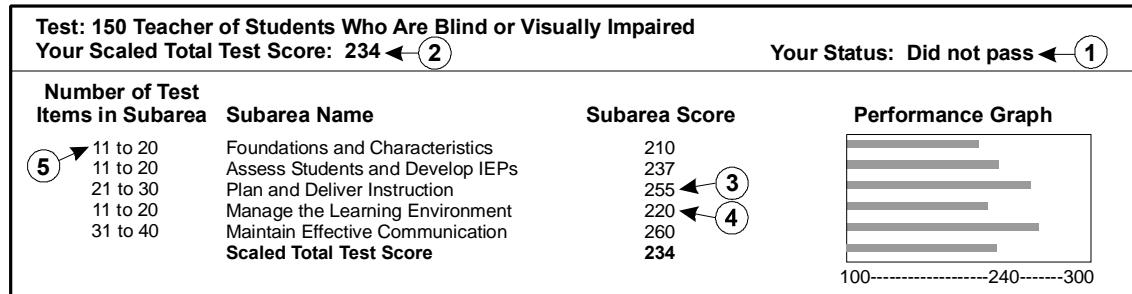
- Subarea scores are presented on the same scale as the total test score.
- Subarea scores contain different numbers of questions and are weighted differently in the computation of the total test score; therefore, the average of the subarea scaled scores generally will not equal the scaled total test score.
- Subarea scores will help you assess your areas of relative strength and weakness.

### **Reporting of Scores**

Your results will be forwarded to the Illinois State Board of Education and to the Illinois institution(s) you indicate during the registration process. You should keep the score report you receive for your own records.

## READING YOUR REPORT: A SAMPLE

A sample of a Teacher of Students Who Are Blind or Visually Impaired test score report is provided below.



According to the above sample, the examinee did not pass the Teacher of Students Who Are Blind or Visually Impaired test ①, because the examinee's total test score of 234 ② is below the passing score of 240.

The examinee did better on the Plan and Deliver Instruction section (score of 255) ③ of the test than on the Manage the Learning Environment section (score of 220) ④. The examinee will need to retake the test and achieve a total test score of 240 or higher to pass the test. The score report indicates the number of items for each subarea on the test ⑤.