

Item 20:**Discussion of Proposed Amendments to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter B, Elementary School Certificate Standards, Subchapter D, Secondary School Certificate Standards, and Subchapter F, Supplemental Certificate Standards****DISCUSSION**

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss proposed amendments to 19 Texas Administrative Code (TAC) Chapter 235, Classroom Teacher Certification Standards, Subchapter B, Elementary School Certificate Standards, Subchapter D, Secondary School Certificate Standards, and Subchapter F, Supplemental Certificate Standards. The proposed amendments would specify the standards for the grade-banded Special Education certifications and the Bilingual-Supplemental certification.

STATUTORY AUTHORITY: The statutory authority for the classroom teacher class certificate structure is Texas Education Code (TEC), §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4).

TEC, §21.003(a), states that a person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by the TEC, Chapter 21, Subchapter B.

TEC, §21.031, authorizes the SBEC to regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public school educators, and states that in proposing rules under the TEC, Chapter 21, Subchapter B, the SBEC shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

TEC, §21.041(b)(1), requires the SBEC to propose rules that provide for the regulation of educators and the general administration of the TEC, Chapter 21, Subchapter B, in a manner consistent with the TEC, Chapter 21, Subchapter B.

TEC, §21.041(b)(2), requires the SBEC to propose rules that specify the classes of educator certificates to be issued, including emergency certificates.

TEC, §21.041(b)(4), requires the SBEC to propose rules that specify the requirements for the issuance and renewal of an educator certificate.

FUTURE ACTION EXPECTED: Texas Education Agency (TEA) staff anticipates presenting proposed amendments to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter B, Elementary School Certificate Standards, Subchapter D, Secondary School Certificate Standards, and Subchapter F, Supplemental Certificate Standards

to the SBEC at the February 2020 meeting for approval to be published as proposed in the *Texas Register*.

BACKGROUND INFORMATION AND JUSTIFICATION: The SBEC is statutorily authorized to ensure all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse population of this state. SBEC is also statutorily required to appoint advisory committee members to recommend standards for each class of certificate. The standards are the basis for the certification examinations and set the requirements for educator preparation program (EPP) curriculum and delivery. The development committees include practicing educators, school district personnel, experts, and EPP faculty. These individuals collaborate to draft educator standards or review existing educator standards to ensure the educator standards align with the commissioner's educator standards, reflect best practices, and, where applicable, align with the current versions of the Texas Essential Knowledge and Skills (TEKS) that are adopted by the State Board of Education (SBOE).

At the April 2019 SBEC work session and meeting, the Board directed the TEA staff to consider a grade-banded certification for Special Education. After meeting with stakeholders and drafting the standards, the agency is proposing an EC–5 and 6–12 Special Education certification that will cover all eligibilities and levels of support. Additional background is provided in Attachment VI.

Given the student demographics of our state and the datedness of the Special Education and Bilingual-Spanish certification examinations and the need for a DeafBlind supplemental certification, the Texas Education Agency has been engaging in a process with stakeholders to draft new educator standards, as reflected in Attachment VIII.

PUBLIC AND STUDENT BENEFIT: The public and student benefit anticipated as a result of the drafted standards would be more rigorous, relevant, and reliable requirements for the preparation, certification, and testing of classroom teachers upon entry into the profession and retention of these qualified professionals for years to come.

Staff Members Responsible:

Beth Burkhart, Program Specialist, Educator Standards
Guiomar Andujar, Program Specialist, Educator Standards

Attachments:

- I. Statutory Citations
- II. Bilingual-Supplemental Process
- III. Special Education EC–8 Mild/Moderate Support Process
- IV. Special Education 6–12 Mild/Moderate Support Process
- V. Special Education EC–12 High Support Process
- VI. Updates to Special Education Certification and Standards
- VII. DeafBlind Supplemental Draft Process
- VIII. Text of Proposed Amendments to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter B, Elementary School Certificate Standards, Subchapter D, Secondary School Certificate Standards, and Subchapter F, Supplemental Certificate Standards

ATTACHMENT I**Statutory Citations Related to Classroom Teacher Certificate Structure and Appointment of Advisory Committees****Texas Education Code, §21.003, Certification Required (excerpt):**

- (a) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

Texas Education Code, §21.031, Purpose:

- (a) The State Board for Educator Certification is established to recognize public school educators as professionals and to grant educators the authority to govern the standards of their profession. The board shall regulate and oversee all aspects of the certification, continuing education, and standards of conduct of public-school educators.
- (b) In proposing rules under this subchapter, the board shall ensure that all candidates for certification or renewal of certification demonstrate the knowledge and skills necessary to improve the performance of the diverse student population of this state.

Texas Education Code, §21.041. Rules; Fees (excerpts):

- (b) The board shall propose rules that:
 - (1) provide for the regulation of educators and the general administration of this subchapter in a manner consistent with this subchapter;
 - (2) specify the classes of educator certificates to be issued, including emergency certificates;
 - (4) specify the requirements for the issuance and renewal of an educator certificate;

ATTACHMENT II**Bilingual-Supplemental Process**

- March 12, 2019** TEA staff sent out Standards Advisory Committee member applications
- April 19, 2019** All committee member applications due
- April 26, 2019** SBEC approves Standards Advisory Committee members
- May 3, 2019** Standards Advisory Committee members notified
- June 3, 2019** Bilingual Education Standards Advisory Committee in-person meeting
- September 23, 2019** Standards reviewed by TEA English Learner Support
- October 21, 2019** Revised standards sent to full standards development committee for feedback
- November 8, 2019** Standards with incorporated feedback sent to committee

Name	Title	District/Organization	Region
Hilda Arnold	Multilingual Director	Southwest Schools	4
Helen Berg	Professor in Bilingual ESL & Assistant Chair of the School of Teaching & Learning	Sam Houston State University	4
Betty Cárdenas	Bilingual/ESL & Special Education Specialist	ESC 1	1
Karina Chapa	Bilingual/ESL Director	ESC 1	1
Sylvia Eubanks	Director of Bilingual/ESL	Lufkin ISD	7
Belinda Flores	Professor & Associate Dean	UTSA	20
Ashley Fortner-Dominguez	Campus Instructional Coach	Dallas ISD	10
Michael Guerrero	Professor	University of Texas—Rio Grande Valley	1

Name	Title	District/Organization	Region
Amalia Guirao	Educational Specialist: Spanish Language Instructor for Bilingual Education Teacher Candidates	UTSA	1
Rebecca Hampton	Education Specialist	ESC 4	4
Rosario Iglesias	Education Specialist	Inspire Texas	4
Sandra Jimenez	District Coordinator	Lubbock—Cooper ISD	17
Eileen Lebrón Ocasio	Bilingual/ESL Specialist	Killeen ISD	12
Yared Marquez	Bilingual/ESL Facilitator	Spring Branch ISD	4
Gilda Martinez	Assistant Professor	Texas A&M International	1
Hjamil Martínez-Vázquez	Bilingual Teacher	Crowley ISD	11
Patricia Sanchez	Senior Manager, Multilingual Programs	Houston ISD	4
Howard Smith	Associate Professor	UTSA	20
Ivonne Solano	Bilingual Teacher	Denton ISD	11
Patsy Sosa-Sanchez	Assistant Professor	University of North Texas—Dallas	10
Zaida Gonzalez	Bilingual/ESL Director	United ISD	1
Katherine Mortimer	Associate Professor	University of Texas—El Paso	19
Yaneth Clifton	Principal	Lufkin ISD	7

ATTACHMENT III**Special Education EC–8 Mild/Moderate Support Process**

- May 26, 2019** TEA staff sent out Standards Advisory Committee member applications
- June 21, 2019** All committee member applications due
- July 26, 2019** SBEC approves Standards Advisory Committee members
- July 29, 2019** Mild/Moderate Support Standards Advisory Committee in-person meeting
Facilitator: Rachael Early, Special Education Teacher, Round Rock ISD
- September 16, 2019** TEA internal staff reviews and revises standards
- October 25, 2019** Standards reviewed by TEA Special Populations and standards committee facilitators
- November 4, 2019** Revised standards sent to full standards development committee for feedback
- November 18, 2019** TEA hosts webinar for Standards Advisory Committee for revisions and approval

EC–8 Mild/Moderate Support Committee			
Name	Title	District/Organization	Region
Leigh Crawshaw	Deaf/Hard of Hearing Teacher	Consult/Private Contractor	12
Yvette Hoisington	Teacher of the Deaf and Hard of Hearing	Alvin ISD	4
Andrea Lathan	Program Specialist	Houston ISD	4
Gaye McDaniel	Coordinator of Special Education	Alvin ISD	4
Diane Myers	Chair, Teacher Education Department	Texas Woman's University	11
Sarah Powell	Associate Professor	University of Texas—Austin	13
Sandy Smith	Doctoral Student	Texas A&M University	6
Tracey Sulak	Clinical Associate Professor	Baylor CARE	12
Joni Warren	Special Education Director	Spring Branch ISD	4

EC-8 Mild/Moderate Support Committee			
Name	Title	District/Organization	Region
Jerry Whitworth	Professor of Special Education	Texas Woman's University	11

ATTACHMENT IV

Special Education 6–12 Mild/Moderate Support Process

- May 26, 2019** TEA staff sent out Standards Advisory Committee member applications
- June 21, 2019** All committee member applications due
- July 26, 2019** SBEC approves Standards Advisory Committee members
- July 29, 2019** Mild/Moderate Support Standards Advisory Committee in-person meeting
Facilitator: Rachael Early, Special Education Teacher, Round Rock ISD
- September 16, 2019** TEA internal staff reviews and revises standards
- October 25, 2019** Standards reviewed by TEA Special Populations and standards committee facilitators
- November 4, 2019** Revised standards sent to full standards development committee for feedback
- November 18, 2019** TEA hosts webinar for Standards Advisory Committee for revisions and approval

6–12 Mild/Moderate Support Committee			
Name	Title	District/Organization	Region
Richard Boon	Professor of Special Education	University of Texas—San Antonio	20
Joann Brewer	Special Education Specialist	ESC 13	13
John Doak	Owner/Operator	Texas Institute for Teacher Education	11
Vivian Hutchinson	Director of Special Populations	Excel Academy Charter School	4
Dominique Williams	Special Education Teacher	Westfield High School	4

ATTACHMENT V

Special Education EC–12 High Support Process

- May 26, 2019** TEA staff sent out Standards Advisory Committee member applications
- June 21, 2019** All committee member applications due
- July 26, 2019** SBEC approves Standards Advisory Committee members
- July 31, 2019** High Support Advisory Committee in-person meeting
Facilitator: Leah Waheed, Behavior Specialist, Austin ISD
- September 16, 2019** TEA internal staff reviews and revises standards
- October 25, 2019** Standards reviewed by TEA Special Populations and standards committee facilitators
- November 4, 2019** Revised standards sent to full standards development committee for feedback
- November 18, 2019** TEA hosts webinar for Standards Advisory Committee for revisions and approval

High Support Committee			
Name	Title	District/Organization	Region
Glenna Billingsley	Professor	Texas State University	13
Glenda Cook	Life Skills Teacher	Poteet ISD	20
Tonya Davis	Professor of Special Education	Baylor CARE	12
Minkowan Goo	Professor of Special Education	Texas Woman’s University	4
Diane Myers	Chair, Teacher Education Department	Texas Woman’s University	11
Michael Sandbank	Associate Professor	University of Texas—Austin	13
Erin Whiteside	Professor	Texas A&M University	6

ATTACHMENT VI**Updates to Special Education Certification and Standards****Special Education Standards Development Timeline**

Date	Action
October 2018– January 2019	TEA convened a series of forums to address the charges in the TEA Strategic Plan for Special Education
2019	
April 26, 2019	Standards Advisory Committee Framework Approved
July 29–August 9	Standards Committees meet to develop standards for High Support, Mild Moderate (EC–8 and 6–12), and Deafblind Supplemental
September 1	TEA internal staff reviews and revises standards
October 25	Standards reviewed and revised by TEA Special Populations and standards committee facilitators
November 8	Revised standards sent to full standards development committee for edits and approval
November 14	Webinar with Special Education Standards Committees
December 2019	Standards discussion at SBEC
2020	
February 2020	Standards proposal at SBEC
April 2020	Standards adoption at SBEC
June 2020	Standards at SBOE

January 2019**Recommendations from the 2018–2019 Special Education Forums**

Currently, special education certification is offered in early childhood (EC) through Grade 12 (candidates in *visually impaired* and *deaf and hard of hearing* have different requirements).

The forum participants recommended that certification be offered through both grade-band and level of support specific pathways:

- EC through Grade 8, mild/moderate support needs;
- EC through Grade 8, high support needs;
- Grade 6 through Grade 12, mild/moderate support needs; and
- Grade 6 through Grade 12, high support needs.

August 2019**Outcomes from the 2019 Standards Committee meetings**

In the summer of 2019, the TEA convened three committees, as well as a group of internal special education experts, to revise and write standards according to the recommendations of the forum. Committee members included representatives from institutes of higher education, alternative certification programs, special education consultants, and practicing teachers. The committees referred to the current Texas special education certification standards and the Council for Exceptional Children's standards.

Concerns During Standards Drafting

In each of the committee meetings, members raised concerns regarding two areas of the standards: 1) definitions of mild moderate and high levels of support and 2) the overlap of standards in the middle grades.

According to the recommendations of the forums, levels of support would not be based on federal definitions of high-incidence and low-incidence disabilities but would be student dependent and based on need. The forum participants recommended that the levels of support be determined by the Admission, Review, and Dismissal (ARD) committee through the creation of a guidance tool or rubric.

Each of the standards committees raised these concerns about the use of a rubric to determine levels of support, specifically as this would impact teacher certification:

1. To write standards for a strictly high support or mild moderate certificate requires defining these terms. All committees were concerned about the risks of misidentifying and mislabeling students, as well as the risks of campus level decision making based on staffing over student need.
2. High support and mild moderate levels of support are typically defined by student setting, although students often represent a fluctuating spectrum of needed supports.
3. Early childhood special education teachers need to know and understand practices for both students with high support needs and students with mild moderate support needs.
4. The overlap of the proposed certificates—Early Childhood (8th Grade and 6th–12th Grade) dilutes the specificity of the standards.
5. Four separate certificates may result in teacher shortages in one of the certificate areas, particularly 6th–12th grade high support.

Recommended Changes

To address these concerns while still maintaining the specificity of the standards, we will seek feedback from the Standards Advisory Committees about offering the following special education certificates:

- Early Childhood–6th Grade
- 6th–12th Grade

Each certificate will require knowledge of grade-level TEKS, age-appropriate development, age-appropriate knowledge of transitions and special services, age and grade-specific legal and ethical requirements, and grade-appropriate collaboration strategies. Additionally, approximately 25% of the standards will specifically address students with high support needs.

We believe these changes effectively address the need for grade band specific preservice preparation and knowledge of students with high support needs. The proposed changes will address the initial concerns of the forum regarding hiring challenges and smaller numbers of candidates in programs.

ATTACHMENT VII**DeafBlind Supplemental Process**

May 26, 2019	TEA staff sent out Standards Advisory Committee member applications
June 21, 2019	All committee member applications due
June 28, 2019	Standards Advisory Committee members notified
July 26, 2019	SBEC approves Standards Advisory Committee members
August 9, 2019	DeafBlind Standards Advisory Committee in-person meeting <i>Facilitator: Chris Montgomery, Education Consultant, Texas School for the Blind and Visually Impaired</i>
October 10, 2019	Draft of standards sent to Standards Advisory Committee for feedback
October 18, 2019	Standards revised according to feedback from the Standards Advisory Committee

DeafBlind Committee			
Name	Title	District/Organization	Region
Kaycee Bennet	Teacher for DeafBlind	Northwest ISD	11
Johanna Borg	Auditory Impairment Itinerant	Cypress Fairbanks ISD	4
Rebecca Brown	Teacher of Students with Visual Impairments	Northside ISD	20
Rachel Collins	Teacher for DeafBlind and Visually Impaired	Round Rock ISD	13
Shannon Darst	Professor	Stephen F. Austin State University	7
Mary Dell Donelson	Professor	Texas Woman's University	11
Bailey Gates	Program Manager Auditory and Visual Impairments	Houston ISD	4
Adam Graves	Deaf/Blind Education Consultant	Texas School for the Blind and Visually Impaired	13

DeafBlind Committee			
Name	Title	District/Organization	Region
Linda Kelly	Lead Program Specialist for Auditory and Visual Impairments	Houston ISD	4
Maria McCormick	RDSPD Coordinator	ESC 4	4
Cyral Miller	Outreach Teacher	Texas School for the Blind and Visually Impaired	13
Stephanie Mowery	VI Teacher, DeafBlind Specialist	Plano ISD	10
Phoebe Okungu	Faculty Member	Texas Tech University	17
Deanna Peterson	Early Childhood Consultant	Texas School for the Blind and Visually Impaired	13
Rona Pogrund	Professor	Texas Tech University	17
Diane Myers	Chair, Teacher Education Department	Texas Woman's University	11
Michael Sandbank	Associate Professor	University of Texas—Austin	13

ATTACHMENT VIII
Text of Proposed Amendments to 19 TAC

Chapter 235. Classroom Teacher Certification Standards

Subchapter B. Elementary School Certificate Standards

Division 3. Early Childhood-Grade 5

§235.25. Special Education Standards: Early Childhood-Grade 6

- (a) Special Education Standards: The standards identified in this section are targeted for teachers of students who receive special education services. The standards address the discipline associated with the theory and practice of teaching students who receive special education services. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration philosophical, historical, and legal foundations of special education, characteristics of students who receive special education services, understandings of the needs and strengths of students who receive special education services, and the backgrounds and interests of individual students.
- (b) Legal and Ethical Guidelines. The EC-6 Special Education teacher demonstrates knowledge of all applicable state and federal laws including, Individuals with Disabilities Education Act (IDEA) 2004, Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act 1990/Amendments 2008, Texas Education Code specific to students with disabilities & Texas Administrative Code specific to students with disabilities, Family Education Rights and Privacy Act. The EC-6 Special Education teacher must:
- (1) demonstrate knowledge of the major state and federal legislation (IDEA, 504, ADA) that has affected knowledge and practice of the education of individuals with high support needs;
 - (2) demonstrate knowledge of the history of exclusion of and discrimination against people with disabilities;
 - (3) demonstrate knowledge of the IDEA 2004 eligibility categories;
 - (4) demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in federal and state law;
 - (5) demonstrate knowledge of all sections of special education legal folder and where to store required documentation;
 - (6) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP;
 - (7) demonstrate knowledge of the legal responsibility of all teachers and school staff to protect the confidentiality and dignity of students with disabilities;
 - (8) demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find;
 - (9) demonstrate knowledge of the special education teacher's roles and responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year;
 - (10) use a variety of assessment data to write annual measurable goals, present levels of academic and functional performance and to identify appropriate accommodations (academic, behavior, state and district testing) and modifications based on individual student needs and to contribute to drafting the IEP;

- (11) maintain student legal folders and store ongoing documentation according to Local Education Agency requirements and keep records to document receipt of the IEP by all required school staff;
 - (12) audit student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP;
 - (13) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) Committee including collecting required data, interpreting the results of progress monitoring and classroom assessment data, visually representing and interpreting data to show student progress;
 - (14) demonstrate knowledge of the roles and responsibilities of the required members of an ARD Committee;
 - (15) demonstrate knowledge of the required components of a typical ARD committee meeting agenda;
 - (16) interpret the results of a variety of assessment data (classroom, state and district transition assessment) in plain language to explain present levels of student academic and functional performance, student progress on annual IEP goals and mastery of grade level standards to the ARD committee members;
 - (17) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level standards, appropriate accommodations (academic, behavior, state and district assessment) transition and other supplements as needed;
 - (18) apply knowledge of individuals served through special education, as well as special education laws and policies to facilitate and advocate for families' full participation in their education;
 - (19) demonstrate understanding that students served through special education may be identified in multiple areas such as Gifted and Talented/English Learners/Highly Mobile;
 - (20) advocate for family and student participation in the IEP, ARD meetings, and transition plan;
 - (21) foster and support students in their development of self-reliance and self-advocacy;
 - (22) advocate for high academic and behavioral expectations for students with disabilities;
 - (23) demonstrate understanding that individuals with high support needs deserve to be challenged with high expectations and provided with meaningful and inclusive participation opportunities to develop the highest possible learning outcomes;and
 - (24) demonstrate a foundational knowledge of the Individualized Family Service Plan (IFSP).
- (c) Understanding and Addressing Each Individual's Developmental and Learning Needs. The EC-6 Special Education teacher must:
- (1) demonstrate knowledge about relevant physical and emotional development for birth through adolescence;
 - (2) demonstrate knowledge of how stress, trauma, protective factors, resilience, and supportive relationships may impact learning, behavior and development in young children;
 - (3) demonstrate knowledge of how exceptionalities can interact with development and learning;
 - (4) demonstrate understanding that students with all support needs may also come from a different cultural background, speak another language than the dominant culture, come from a unique racial or ethnic group;
 - (5) demonstrate knowledge of the multiple biological, physical, psychological, and social influences that affect learning and development when working with individuals with high support needs;
 - (6) demonstrate knowledge of strategies to support students' development and independence given relevant grade level expectations for academic and behavior for students birth to age 12;

- (7) apply a variety of evidence-based, age-appropriate classroom routines and procedures that support individual developmental and learning needs;
 - (8) demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs;
 - (9) demonstrate knowledge of how developmental academic, social, and functional characteristics of individual with high support needs impact levels of support needs;
 - (10) apply knowledge of evidence-based practices to identify and intervene when students are not making progress in functional, academic or behavioral goals;
 - (11) demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs;
 - (12) demonstrate knowledge of how developmental academic, social, and functional characteristics of individual with high support needs impact levels of support needs;
 - (13) apply knowledge of evidence-based practices to identify and intervene when students are not making progress in functional, academic or behavioral goals; and
 - (14) demonstrate the knowledge and ability to adapt instruction when students with high support needs do not meet milestones.
- (d) Subject Matter Content and Specialized Curricular Knowledge. The EC-6 Special Education teacher must:
- (1) demonstrate knowledge of the Emergent Literacy-Writing, Mathematics, Science, and Fine Arts domains of the Texas Prekindergarten Guidelines;
 - (2) demonstrate knowledge of the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading, Mathematics, Science, and Fine Arts (Kindergarten through Grade 6);
 - (3) demonstrate specific knowledge of early numeracy, early literacy, and pre-academic skills according to the TEKS and Pre-K Guidelines;
 - (4) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS and Pre-K Guidelines;
 - (5) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum;
 - (6) apply content-specific knowledge to modify and differentiate instruction, as well as provide access to instructional materials for a wide range of student performance levels;
 - (7) apply understanding of the subject matter TEKS, Pre-K Guidelines, and specialized curricula to inform programmatic and instructional decisions for students with high support needs;
 - (8) understands how to identify a learner's preferred mode of communication; and
 - (9) demonstrate a content-specific knowledge at a level necessary for students with exceptionalities to progress in their individualized programs towards completion of appropriate graduation requirements;
 - (10) apply content-specific knowledge to routinely collaborate, co-teach, modify and adapt curriculum with general education teachers;
 - (11) demonstrate knowledge of how to integrate appropriate instructional and assistive technology for students in grades Pre-K through 6;
 - (12) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt the curricula across contexts;

- (13) demonstrate knowledge of specialized curricula which may include curriculum for social skills, life skills, transition, orientation and mobility, independence, and self-advocacy;
 - (14) demonstrate knowledge of families, culture, and community when involving paraprofessionals, general educators, specialists, resources, and supports to create and incorporate strategies for making content and instruction accessible and challenging for individuals at all levels of support needs;
 - (15) demonstrate knowledge of how to provide modified access to subject-specific instructional materials to address individual learner needs in different contexts such as center-based, home-based, and school-based classrooms, including specialized and general classrooms; and
 - (16) recognize barriers to accessibility and acceptance of individuals with high support needs and plan for ways to address those barriers through the implementation of specialized curricula.
- (e) Assessment for Data-based Decision Making. The EC-6 Special Education teacher must:
- (1) demonstrate knowledge of different forms of assessment, their purposes, and their application to inform development of IEP and to plan instruction;
 - (2) assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction;
 - (3) use data from variety of formative and summative assessments to identify learning goals, plan and adapt instruction;
 - (4) demonstrate knowledge of how to implement, collect data from, and keep records of ongoing formative assessment;
 - (5) use the results of multiple assessments to determine if a student is making adequate progress towards measurable outcomes;
 - (6) use assessment results to design, adjust, plan, inform instruction or intervention;
 - (7) accurately interpret the results of various forms of assessments, including state assessments and district benchmark assessments;
 - (8) accurately analyze, interpret and discuss the results of a variety of evaluation data for an individual student;
 - (9) interpret a variety of evaluation data including measures of student functioning, educational, physical, and medical needs;
 - (10) identify, recommend and implement appropriate accommodations and/or modifications for classroom, behavior, state and district testing or other assessments as determined by the ARD committee;
 - (11) provide feedback to stakeholders regarding student performance on assessments and interpret assessment results in plain language for parents and students;
 - (12) administer, interpret, and gather baseline data from screening instruments and diagnostic reading, mathematics, and behavior assessments;
 - (13) support students in understanding their own assessment data and using those results to self-monitor and self-regulate; and
 - (14) collaborate with professionals with additional expertise as needed (e.g., English as a Second Language Specialists, Bilingual specialists, translators, Speech and Language Pathologists, Behavior Specialists, etc.) to ensure an appropriate and valid assessment process.
- (f) Supporting Learning Using Effective Instruction. The EC-6 Special Education teacher must:

- (1) demonstrate knowledge of how to plan instruction according to the requirements of an IEP, including supplements, assistive technology, and related services;
 - (2) demonstrate knowledge of the key differences between IEP accommodations and modified curriculum;
 - (3) design instruction to meet the needs of a diverse group of students based on information from various types of formative and summative assessments;
 - (4) plan for strategic integration of assistive technology into daily teaching practices based on student developmental and learning needs;
 - (5) use knowledge of the learning processes of young children from birth through adolescence to select, adapt, and apply instructional strategies that meet the needs of individual students and support transition goals;
 - (6) use explicit, scaffolded, systematic instruction to teach content, strategies, and skills;
 - (7) design individualized instruction that adapts instructional intensity and/or intervention to build on students' strengths and accommodate needs;
 - (8) provide specific, developmentally appropriate, and explicit feedback to students during instruction to engage, motivate, support students toward mastery;
 - (9) plan and integrate transition-focused activities into classroom instruction;
 - (10) create opportunities for students to demonstrate their knowledge and skill using different modalities and allow every individual to advance as they demonstrate their understanding;
 - (11) apply knowledge of developmentally appropriate instructional strategies to engage, motivate, and promote learning specific to the needs of young children with exceptionalities;
 - (12) apply knowledge of the learning processes of young children to select and use a variety of grouping strategies (whole group, small group, individual) to meet the learning needs of each student;
 - (13) promote the generalization of concepts and skills across content areas and educational settings;
 - (14) design visual supports to promote student mastery of curriculum, executive functioning, and classroom procedures;
 - (15) adapt instruction and making regular changes based on data from assessments;
 - (16) plan, adapt, and deliver learning experiences for individuals with high support needs in an inclusive manner which reflects an understanding of the continuum of instructional settings and an understanding of how to engage individuals with high support needs in inclusive, meaningful learning activities across instructional settings;
 - (17) apply knowledge of Universal Design for Learning to create and incorporate strategies for making content and instruction accessible and challenging for individuals with all support needs;
 - (18) apply knowledge of students, content, and pedagogy to develop, implement, evaluate, and revise instruction and interventions as needed;
 - (19) demonstrate a thorough knowledge of the learning processes of young children; and
 - (20) Use strategies to promote active student engagement.
- (g) Supporting Social, Behavioral, and Emotional Growth. The EC-6 Special Education teacher must:
- (1) design effective and universally accessible environments and learning experiences appropriate for students in grades Pre-K -6;
 - (2) demonstrate knowledge of a range of preventative and responsive practices, appropriate for students in grades Pre-K -6 that contribute to a positive and safe learning environment;

- (3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);
- (4) demonstrate knowledge of the key components and purposes of a Functional Behavioral Assessment (FBA);
- (5) demonstrate knowledge of the key components and purposes of a Behavior Intervention Plan;
- (6) demonstrate knowledge of the key components and purposes of restorative discipline practices;
- (7) create an environment where expectations are clear and predictable, where instructional routines and classroom procedures are used to support students and keep them actively engaged during instruction or other classroom activities;
- (8) use effective procedures and routines, appropriate to students in grades Pre-K -6 to facilitate safe and efficient transitions, promote independence, self-regulation, and executive functioning;
- (9) use effective procedures and routines to create a physically safe, relationship-driven, organized learning environment with access to materials, instruction, and content that facilitates social communication with peers and staff;
- (10) establish, explicitly teach, and maintain clear expectations for student behavior;
- (11) demonstrate knowledge of research-based de-escalation strategies to effectively address aggressive behavior;
- (12) build positive relationships with students based on understanding of individual strengths and needs, high expectations, and mutual respect and rapport;
- (13) create an atmosphere of safety that encourages social, emotional and physical wellbeing of staff and students;
- (14) use sources of data, such as the Behavior Intervention Plan (BIP), to identify or develop effective, evidence-based and, whenever possible, function-based practices for class-wide or individual level interventions;
- (15) analyze progress monitoring data as defined in the BIP to evaluate the effects of behavioral interventions;
- (16) consider multiple avenues of intervention and reinforcement techniques such as class-wide and/or individual level interventions;
- (17) use Functional Behavior Assessment (FBA) to collect data, analyze, and utilize the data to design behavior intervention;
- (18) conform to legal and ethical guidelines for all behavioral interventions;
- (19) demonstrate knowledge of the impact of behavior on the learning of students and classmates;
- (20) understand how factors including, family, community, exceptionalities, and trauma impact student behavior in the learning environment;
- (21) demonstrate understanding of the importance of digital citizenship and the vulnerability of youth with exceptionalities to social media influences.
- (22) provide positive and constructive specific, developmentally-appropriate, and explicit feedback to guide student behavior;
- (23) demonstrate knowledge and apply principles of Applied Behavior Analysis (ABA);
- (24) demonstrate knowledge of how to find appropriate school and community supports for students who need social, physical, and/or emotional learning support; and
- (25) take active measures to prevent bullying, maltreatment, violence, and sexual assault, and report any instances through appropriate channels.

- (h) Professional Learning and Collaboration. The EC-6 Special Education teacher must:
- (1) demonstrate knowledge of the roles and responsibilities of the EC-6 special education teacher and of other professionals who deliver special education services including related and instructional service providers;
 - (2) collaborate with paraprofessionals to identify and define the responsibilities, skills and professional development needed for their roles;
 - (3) collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals to lead effective meetings that address students' instructional, emotional, behavioral, and social needs;
 - (4) consult with campus staff and/or colleagues about strategies, supports and implementation of IEPs;
 - (5) coordinate with service providers and build student schedules;
 - (6) implement transition activities in the IEP that include community resources and service providers;
 - (7) mentor and supervise paraprofessionals;
 - (8) effectively collaborate with general education teachers to deliver, adapt, and differentiate instruction to address students' instructional, emotional, behavioral, and social needs;
 - (9) understand the strengths and limitations of various co-teaching models based on setting and the individual needs of students;
 - (10) effectively implement coteaching models to deliver, adapt, and differentiate instruction to meet students' instructional, emotional, behavioral, and social needs;
 - (11) understand the reciprocal relationship with general education teachers for effective and inclusive practices;
 - (12) collaborate and consult with multi-disciplinary teams to plan and implement instruction in accordance with a student's IEP;
 - (13) select and develop resources to improve communication and collaboration with family/community;
 - (14) coordinate with related service providers and community agencies to identify and access services, resources, and supports to meet the needs of individuals with exceptionalities;
 - (15) engage in ongoing self-reflection to design and implement professional learning activities; and advocate for improved outcomes for students with high support needs and their families while considering their social, cultural, and linguistic diversity;
 - (16) set short term and long-term professional goals based on ongoing analysis of student learning, self-reflection and professional standards;
 - (17) demonstrate understanding of the barriers that exist for students with high support needs within educational settings and work with decision makers to design environments and select curriculum resources that include supports that address a range of student needs; and
 - (18) respectfully advocate for social, legal, and environmental changes for students and families of people with high support needs, recognizing students' multiple identified needs.

Subchapter D. Secondary School Certificate Standards

§235.65. Special Education Standards: Grades 6-12

- (a) Special Education Standards: The standards identified in this section are targeted for teachers of students who receive special education services. The standards address the discipline associated with the theory and

practice of teaching students who receive special education services. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration philosophical, historical, and legal foundations of special education, characteristics of students who receive special education services, understandings of the needs and strengths of students who receive special education services, and the backgrounds and interests of individual students.

- (b) Legal and Ethical Guidelines. The 6-12 Special Education teacher demonstrates knowledge of all applicable state and federal laws including, Individuals with Disabilities Education Act (IDEA) 2004, Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act 1990/Amendments 2008, Texas Education Code specific to students with disabilities & Texas Administrative Code specific to students with disabilities, Family Education Rights and Privacy Act. The 6-12 Special Education teacher must:
- (1) demonstrate knowledge of the major state and federal legislation (IDEA, 504, ADA) that has affected knowledge and practice of the education of individuals with high support needs;
 - (2) demonstrate knowledge of the history of exclusion of and discrimination against people with disabilities;
 - (3) demonstrate knowledge of the IDEA 2004 eligibility categories;
 - (4) demonstrate knowledge of all required components of an Individual Transition Plan (ITP) as outlined in federal and state law;
 - (5) demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in federal and state law;
 - (6) demonstrate knowledge of all sections of special education legal folder and where to store required documentation;
 - (7) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP;
 - (8) demonstrate knowledge of the legal responsibility of all teachers and school staff to protect the confidentiality and dignity of students with disabilities;
 - (9) demonstrate knowledge of graduation options for students with disabilities receiving special education services according to TAC §89.1070;
 - (10) demonstrate knowledge of the federal requirements for transfer of rights at the age of majority;
 - (11) demonstrate knowledge of the state and federal requirements for transition planning beginning at the age of 14;
 - (12) demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find;
 - (12) demonstrate knowledge of the special education teacher's roles and responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year;
 - (13) use a variety of assessment data to write annual measurable goals, present levels of academic and functional performance and to identify appropriate accommodations (academic, behavior, state and district testing) and modifications based on individual student needs and to contribute to drafting the IEP;
 - (11) maintain student legal folders and store ongoing documentation according to Local Education Agency requirements and keep records to document receipt of the IEP by all required school staff;
 - (14) audit student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP;
 - (15) schedule and facilitate ongoing transition activities to prepare students for postsecondary living according to the IEP;

- (16) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) Committee including collecting required data, interpreting the results of progress monitoring and classroom assessment data, visually representing and interpreting data to show student progress;
 - (17) demonstrate knowledge of the roles and responsibilities of the required members of an ARD Committee;
 - (18) demonstrate knowledge of the required components of a typical ARD committee meeting agenda;
 - (19) interpret the results of a variety of assessment data (classroom, state and district transition assessment) in plain language to explain present levels of student academic and functional performance, student progress on annual IEP goals and mastery of grade level standards to the ARD committee members;
 - (20) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level standards, appropriate accommodations (academic, behavior, state and district assessment) transition and other supplements as needed;
 - (21) apply knowledge of individuals with served through special education, as well as special education laws and policies to facilitate and advocate for students' full participation in their education;
 - (22) demonstrate understanding that students served through special education may be identified in multiple areas such as Gifted and Talented/English Learners/Highly Mobile;
 - (23) advocate for student participation in the IEP, ARD meetings, and transition plan;
 - (24) foster and support students in their development of self-reliance and self-advocacy;
 - (25) apply knowledge of IEP transition activities to build students' readiness for postsecondary transition;
 - (25) advocate for high academic and behavioral expectations for students with disabilities; and
 - (26) demonstrate understanding that individuals with high support needs deserve to be challenged with high expectations and provided with meaningful and inclusive participation opportunities to develop the highest possible learning outcomes.
- (c) Understanding and Addressing Each Individual's Developmental and Learning Needs. The 6-12 Special Education teacher must:
- (1) demonstrate knowledge about relevant physical and emotional development for early adolescence through early adulthood;
 - (2) demonstrate knowledge of how specific developmental characteristics of the teenage brain impact learning (e.g., decision-making, problem-solving, impulse control, and relationships);
 - (3) understand the impact of exceptionalities on developmental milestones including executive functioning and social skills
 - (4) demonstrate understanding that students with all support needs may also come from a different cultural background, speak another language than the dominant culture, come from a unique racial or ethnic group;
 - (5) demonstrate knowledge of the multiple biological, physical, psychological, and social influences that affect learning and development when working with individuals with high support needs;
 - (6) demonstrate knowledge of strategies to support students' development and independence given relevant grade level expectations for academic and behavior for students in grades 6-12;
 - (7) apply a variety of evidence-based, age-appropriate classroom routines and procedures that support individual developmental and learning needs;

- (8) demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs;
 - (9) demonstrate knowledge of how developmental academic, social, and functional characteristics of individual with high support needs impact levels of support needs;
 - (10) apply knowledge of evidence-based practices to identify and intervene when students are not making progress in functional, academic or behavioral goals;
 - (11) demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs;
 - (12) demonstrate knowledge of how developmental, academic, career, social, and functional characteristics of individual with high support needs impact levels of support needs;
 - (13) apply knowledge of evidence-based practices to identify and intervene when students are not making progress in functional, academic or behavioral goals; and
 - (14) demonstrate the knowledge and ability to adapt instruction when students with high support needs do not meet milestones.
- (d) Subject Matter Content and Specialized Curricular Knowledge. The 6-12 Special Education teacher must:
- (1) a foundational knowledge of content specific TEKS and College and Career Readiness Standards (CCRS) appropriate for students in grades 6-12;
 - (2) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS and CCRS;
 - (3) demonstrate specific knowledge of early numeracy, early literacy, and pre-academic skills according to the TEKS and Pre-K Guidelines;
 - (4) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum;
 - (5) apply content-specific knowledge to modify and differentiate instruction, as well as provide access to instructional materials for a wide range of student performance levels;
 - (6) apply understanding of the subject matter TEKS and specialized curricula to inform programmatic and instructional decisions for students with high support needs;
 - (7) understand how to identify a learner's preferred mode of communication;
 - (8) demonstrate content-specific knowledge at a level necessary for students with exceptionalities to progress in their individualized programs towards completion of a range of graduation plans;
 - (9) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt the curricula across contexts;
 - (10) demonstrate knowledge of how to integrate appropriate instructional and assistive technology for students in grades 6-12;
 - (11) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt the curricula across contexts;
 - (12) demonstrate knowledge of specialized curricula which may include curriculum for social skills, life skills, transition, orientation and mobility, independence curricula, and self-advocacy;
 - (13) demonstrate knowledge of families, culture, and community when involving paraprofessionals, general educators, specialists, resources, and supports to create and incorporate strategies for making content and instruction accessible and challenging for individuals at all levels of support needs;

- (14) demonstrate knowledge of how to provide modified access to subject-specific instructional materials to address individual learner needs in different contexts such as center-based, home-based, and school-based classrooms, including specialized and general classrooms; and
- (15) recognize barriers to accessibility and acceptance of individuals with high support needs and plan for ways to address those barriers through the implementation of specialized curricula.
- (e) Assessment for Data-based Decision Making. The 6-12 Special Education teacher must:
- (1) demonstrate knowledge of different forms of assessment, their purposes, and their application to inform development of IEP and to plan instruction;
- (2) assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction;
- (3) use data from variety of formative and summative assessments to identify learning goals, plan and adapt instruction and monitor progress toward the learning goals;
- (4) demonstrate knowledge of how to implement, collect data from, and keep records of ongoing formative assessment;
- (5) use the results of multiple assessments to determine if a student is making adequate progress towards measurable outcomes;
- (6) use assessment results to design, adjust, plan, and inform instruction or intervention;
- (7) accurately interpret the results of various forms of assessments, including state assessments and district benchmark assessments
- (8) accurately analyze, interpret and discuss the results of a variety of evaluation data for an individual student;
- (9) interpret a variety of evaluation data including measures of student functioning, educational, physical, and medical needs;
- (10) identify, recommend and implement appropriate accommodations and/or modifications for classroom, behavior, state and district testing or other assessments as determined by the ARD committee
- (11) provide feedback to stakeholders regarding student performance on assessments and interpret assessment results in plain language for parents and students;
- (12) administer, interpret, and gather baseline data from screening instruments and diagnostic reading, mathematics, and behavior assessments;
- (13) use the results of multiple assessments to determine students' transition needs;
- (14) support students in understanding their own assessment data and using those results to self-monitor and self-regulate; and
- (15) collaborate with professionals with additional expertise as needed (e.g., English as a Second Language Specialists, Bilingual specialists, translators, Speech and Language Pathologists, Behavior Specialists, etc.) to ensure an appropriate and valid assessment process.
- (f) Supporting Learning Using Effective Instruction. The 6-12 Special Education teacher must:
- (1) demonstrate knowledge of how to plan instruction according to the requirements of an IEP, including supplements, technology, assistive technology, and related services;
- (2) demonstrate knowledge of the key differences between IEP accommodations and modified curriculum;
- (3) design instruction to meet the individual needs of a diverse group of students based on information from various types of formative and summative assessments;

- (4) plan for strategic integration of technology, assistive technology into daily teaching practices based on student developmental and learning needs;
 - (5) use knowledge of the learning processes of adolescents and teenagers to select, adapt, and apply instructional strategies that meet the needs of individual students and support transition goals;
 - (6) use explicit, scaffolded, systematic instruction to teach content, strategies, and skills;
 - (7) design individualized instruction that adapts instructional intensity and/or intervention to build on students' strengths and accommodate needs;
 - (8) provide specific, developmentally appropriate, and explicit feedback to students during instruction to engage, motivate, support students toward mastery;
 - (9) plan and integrate transition-focused activities into classroom instruction;
 - (10) create opportunities for students to demonstrate their knowledge and skill using different modalities and allow every individual to advance as they demonstrate their understanding;
 - (11) apply knowledge of developmentally appropriate instructional strategies to engage, motivate, and promote learning specific to the needs of adolescents and teenagers with exceptionalities;
 - (12) apply knowledge of the learning processes of adolescents and teenagers to select and use a variety of grouping strategies (whole group, small group, individual) to meet the learning needs of each student;
 - (13) promote the generalization of concepts and skills across content areas and educational settings;
 - (14) design visual supports to promote student mastery of curriculum, executive functioning, and classroom procedures;
 - (15) adapt instruction and making regular changes based on data from assessments;
 - (16) plan, adapt, and deliver learning experiences for individuals with high support needs in an inclusive manner which reflects an understanding of the continuum of instructional settings and an understanding of how to engage individuals with high support needs in inclusive, meaningful learning activities across instructional settings;
 - (17) apply knowledge of Universal Design for Learning to create and incorporate strategies for making content and instruction accessible and challenging for individuals with high support needs;
 - (18) apply knowledge of students, content, and pedagogy to develop, implement, evaluate, and revise instruction and interventions as needed;
 - (19) demonstrate understanding of the potential impacts of modified curriculum on a student's graduation plan;
 - (20) use strategies to promote active student engagement;
 - (21) demonstrate a thorough knowledge of the learning processes of adolescents and teenagers; and
 - (22) demonstrate understanding of the importance of digital citizenship and the vulnerability of youth with exceptionalities to social media influences.
- (g) Supporting Social, Behavioral, and Emotional Growth. The 6-12 Special Education teacher must:
- (1) design effective and universally accessible environments and learning experiences appropriate for students in grades 6-12;
 - (2) demonstrate knowledge of a range of preventative and responsive practices, appropriate for students ages 11-22 that contribute to a positive and safe learning environment;
 - (3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);

- (4) demonstrate knowledge of the key components and purposes of a Functional Behavioral Assessment (FBA);
 - (5) demonstrate knowledge of the key components and purposes of a Behavior Intervention Plan;
 - (6) demonstrate knowledge of the key components and purposes of restorative discipline practices;
 - (7) create an environment where expectations are clear and predictable, where instructional routines and classroom procedures are used to support students and keep them actively engaged during instruction or other classroom activities;
 - (8) use effective procedures and routines, appropriate to students in grades 6-12 to facilitate safe and efficient transitions, promote independence, self-regulation, and executive functioning;
 - (9) use effective procedures and routines to create a physically safe, relationship-driven, organized learning environment with access to materials, instruction, and content that facilitates social communication with peers and staff;
 - (10) establish, explicitly teach, and maintain clear expectations for student behavior;
 - (11) demonstrate knowledge of research-based de-escalation strategies to effectively address aggressive behavior;
 - (12) build positive relationships with students based on understanding of individual strengths and needs, high expectations, and mutual respect and rapport;
 - (13) create an atmosphere of safety that encourages social, emotional and physical wellbeing of staff and students;
 - (14) use sources of data, such as the Behavior Intervention Plan (BIP), to identify or develop effective, evidence-based and, whenever possible, antecedent and function-based practices for class-wide or individual level interventions;
 - (15) analyze progress monitoring data as defined in the BIP to evaluate the effects of behavioral interventions;
 - (16) consider multiple avenues of intervention and reinforcement techniques such as class-wide and/or individual level interventions;
 - (17) use Functional Behavior Assessment (FBA) to collect data, analyze, and utilize the data to design behavior intervention;
 - (18) conform to legal and ethical guidelines for all behavioral interventions;
 - (19) demonstrate knowledge of the impact of behavior on the learning of students and classmates;
 - (20) understand how factors including, family, community, exceptionalities, and trauma impact student behavior in the learning environment;
 - (21) provide positive and constructive specific, developmentally-appropriate, and explicit feedback to guide student behavior;
 - (22) demonstrate knowledge and apply principles of Applied Behavior Analysis (ABA);

 - (23) demonstrate knowledge of how to find appropriate school and community supports for students who need social, physical, and/or emotional learning support; and
 - (24) take active measures to prevent bullying, maltreatment, violence, and sexual assault, and report any instances through appropriate channels.
- (h) Professional Learning and Collaboration. The 6-12 Special Education teacher must:
- (1) demonstrate knowledge of the roles and responsibilities of the 6-12 special education teacher and of other professionals who deliver special education services;

- (2) collaborate with paraprofessionals to identify and define the responsibilities, skills and professional development needed for their roles;
- (3) collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals to lead effective meetings that address students' instructional and behavioral needs
- (4) consult with campus staff and/or colleagues about strategies, supports and implementation of IEPs;
- (5) coordinate with service providers and build student schedules;
- (6) implement transition activities in the IEP that include community resources and service providers;
- (7) mentor and supervise paraprofessionals;
- (8) effectively collaborate with general education teachers to deliver, adapt, and differentiate instruction to meet the needs of individual students
- (9) understand the strengths and limitations of various co-teaching models based on setting and the individual needs of students;
- (10) understand the reciprocal relationship with general education teachers for effective and inclusive practices;
- (11) collaborate and consult with multi-disciplinary teams including career and technical education, electives, and extra curriculars to plan and implement instruction in accordance with a student's IEP;
- (12) select and develop resources to improve communication and collaboration with family/community;
- (13) coordinate with instructional and related service providers and community agencies to identify and access services, resources, and supports to meet the needs of individuals with exceptionalities;
- (14) collaborate with community service providers to address transition needs in accordance with the IEP and the ITP;
- (15) demonstrate knowledge of the key components of different employment models and how to provide access to community-based instruction, and vocational training
- (16) engage in ongoing self-reflection to design and implement professional learning activities; and advocate for improved outcomes for students with high support needs and their families while considering their social, cultural, and linguistic diversity
- (17) set short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection and professional standards;
- (18) demonstrate understanding of the barriers that exist for students with high support needs within educational settings and work with decision makers to design environments and select curriculum resources that include supports that address a range of student needs; and
- (19) respectfully advocate for social, legal, and environmental changes for students and families of people with high support needs, recognizing students' multiple identified needs.

Subchapter F. Supplemental Certificate Standards

§235.114 Bilingual Spanish Standards, Grades EC-12.

- (a) Spanish and English Bilingual standards. The standards identified in this section are targeted for classroom teachers of bilingual education programs (Spanish and English). The standards address the discipline associated with the theory and practice of teaching students who are learning two languages simultaneously. The standards inform appropriate teaching techniques, methods, teacher actions,

- judgments, and decisions by taking into consideration theories and research of language acquisition, second language learning, understanding the needs and strengths of bilingual learners, and the backgrounds and interests of individual students.
- (b) Language Abilities. The bilingual education teacher possesses the language ability to teach across the curriculum and demonstrate proficiency in Spanish.
- (1) Listening: In the Spanish language, the bilingual teacher understands oral communication in a variety of listening situations relevant to bilingual education, including professional topics, academic language, and day to day communication with students, parents, guardians, colleagues, and community members.
 - (2) Listening: In the Spanish language, the bilingual teacher understands oral communication in extended academic discourse on topics related to the profession.
 - (3) Speaking: In the Spanish language, the bilingual teacher uses appropriate formal and informal registers to communicate with various audiences and within settings relevant to the bilingual school context.
 - (4) Speaking: In the Spanish language, the bilingual teacher uses discourse that reflects correct grammatical and syntactical structures to communicate information and discuss topics relevant to the bilingual school context.
 - (5) Speaking: In the Spanish language, the bilingual teacher demonstrates the ability to use culturally and linguistically responsive language (cultural responsiveness: the ability to learn from and relate respectfully with people of your own culture as those from other cultures) in everyday communication.
 - (6) Speaking: In the Spanish language, the bilingual teacher understands and applies academic language (academic language: words used in the learning of academic matter in a formal education context that are associated with literacy and academic achievement, including specific academic terms, technical language, and speech registers related to each field of study) related to the Texas Knowledge and Skills (TEKS) during instruction as well as discussion of topics relevant to the school context.
 - (7) Reading: In the Spanish language, the bilingual teacher applies literal, inferential, and interpretive reading skills to authentic materials relevant to the school context.
 - (8) Reading: In the Spanish language, the bilingual teacher understands written materials that include academic vocabulary used to teach the TEKS in a variety of content areas.
 - (9) Writing: In the Spanish language, the bilingual teacher writes effective and coherent interpersonal discourse using accurate standard Spanish conventions, sentence structure, orthography, spelling, vocabulary, grammar, and syntax. (e.g., professional e-mail, parent communication, and other school documents).
 - (10) Writing: In the Spanish language, the bilingual teacher writes extended coherent professional discourse in an appropriate academic register using sentence structure, orthography, spelling, vocabulary, grammar, and syntax (e.g., Newsletter, Memos, Special Events).
 - (11) Writing: In the Spanish language, the bilingual teacher writes coherent instructional material using accurate standards Spanish conventions, sentence structure, orthography, spelling, vocabulary, grammar, and syntax (e.g., essays, exit tickets, exemplars).
 - (12) Writing: In the Spanish language, the bilingual teacher effectively models for students how to write to explain, narrate, and describe using accurate standard Spanish conventions, sentence structure, orthography, spelling, vocabulary, grammar, and syntax.
- (c) Socio-Cultural Competence. The bilingual teacher knows, understands, and uses major concepts, principles, and theories related to the nature and role of culture and cultural groups to construct a mutually adaptive learning environment for bilingual learners. The bilingual teacher:

- (1) recognizes, affirms, fosters, and leverages learners' bilingualism, biliteracy, biculturalism, and experiences as assets in service of their learning, and is an advocate for the bilingual program and the participating learners (e.g., school and community liaison, participates in teacher retention and recruitment committees);
 - (2) promotes learners' bilingual and bicultural identity through culturally and linguistic responsive activities;
 - (3) understands the socio-historical backgrounds of bilingual learners (both past and present) and uses this information to create an effective bilingual and multicultural learning environment;
 - (4) uses knowledge of major theories and research related to the nature and role of culture to select instructional materials, methods, and delivery techniques that facilitate learning for a multicultural classroom;
 - (5) understands how to draw upon the deep personal, familial, and communal cultural knowledge that bilingual learners possess in order to construct new cultural knowledge;
 - (6) knows and understands how to create culturally and linguistically responsive lessons and classroom environment, and advocates for a culturally and linguistically responsive school (e.g., takes an active role in advisory committees at campus and district level, campus improvement committee, admissions committee);
 - (7) has knowledge of diversity within the language and cultural groups (e.g., awareness of regional differences in languages and cultural groups);
 - (8) recognizes factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism), demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds, and applies this knowledge to create a culturally and linguistically responsive learning environment; and
 - (9) creates an effective learning environment that addresses the socio-emotional, linguistic, and cognitive needs as well as promotes the bicultural identity of bilingual learners and ways to bridge home and school cultures (e.g., lessons and activities embed to the development of learners' cross-cultural and sociocultural competence, lessons and activities designed to foster mutual appreciation and respect for the target cultural groups, plans and designs activities that foster mutual appreciation and respect for targeted cultural groups among families and community members).
- (d) Instructional Practice. The bilingual education teacher understands and applies research-based components and processes of language acquisition and biliteracy development. The bilingual teacher:
- (1) has a comprehensive knowledge of content-area instruction in both languages;
 - (2) knows and understands state educator certification standards in all content areas relevant to the certificate level;
 - (3) knows and understands the statewide curriculum in all content areas as specified in the Texas Knowledge and Skills (TEKS);
 - (4) understands the alignment of and difference between the §128.1 Spanish Language Arts Reading (SLAR) and §128.1 110.1 English Language Arts Reading (ELAR)TEKS, and uses this information to develop culturally and linguistically responsive lesson plans that build biliteracy and facilitate language transfer to develop bilingualism in both languages;
 - (5) knows and understands how to integrate language development and content-area instruction to meet the cognitive, linguistic and affective needs of students in accordance with §89 Adaptation for Special Populations;
 - (6) uses Latino multicultural children's literature and authentic materials to promote biliteracy, biculturalism, and content knowledge;
 - (7) understands and applies methodologies and strategies for teaching English as a second language via an English language development block as well as through content areas (e.g., Total Physical

- Response (TPR), Sheltered Instruction Observation Protocol (SIOP), pre-teaching vocabulary, and scaffolding strategies to make new information comprehensible):
- (8) understands and applies research-based differentiation strategies to make content area instruction comprehensible in order to meet the academic and linguistic needs of bilingual learners;
 - (9) identifies, selects, or designs developmentally, culturally, and linguistically appropriate materials, resources, realia, technology, and assessment for use in a bilingual classroom;
 - (10) understands and applies major language components in both languages (e.g., phonics, phonology, morphology, syntactic features, semantics, and pragmatics), methodologies and strategies for integrating language and content instruction (Spanish and English) using sheltered instruction techniques in Spanish and English; understands and applies theoretical concepts such as instruction for biliteracy, bi-directional transfer, use of cognates, contrastive analysis, and translanguaging;
 - (11) understands and applies differentiated methodologies and strategies for instructing a wide variety of linguistically diverse learners (e.g., heritage language learners, simultaneous bilinguals, recent arrivals, long-term English learners, and Spanish learners in a two-way program) within different school-based configurations and program models; and
 - (12) promotes critical thinking, problem-solving, and collaborative learning strategies to enhance bilingualism, biliteracy, and content knowledge.
- (e) Development and Assessment of Biliteracy. The bilingual education teacher demonstrates a comprehensive knowledge of the development and assessment of literacy in the bilingual learners' primary/partner language and English and can design and deliver meaningful biliteracy experiences for diverse bilingual learners. The bilingual teacher:
- (1) understands the components of biliteracy and strategically plans for language transfer and implements the ELAR TEKS, SLAR TEKS, and the English Language Proficiency Standards (ELPS) to develop literacy in both languages;
 - (2) utilizes assessments (formative and summative) in strategic ways and analyzes the data to guide instruction;
 - (3) uses informal and formal assessments to measure learners' bilingualism and proficiency level to guide instruction;
 - (4) uses knowledge of the connection between the English Language Proficiency Standards (ELPS) in §74.4 of Part II of this title and the Texas English Language Proficiency Assessment System (TELPAS) to evaluate and monitor the progress of bilingual learners identify as English learners in the English language proficiency when planning and delivering data-driven instruction;
 - (5) assesses and monitors learners' Spanish proficiency level in listening, speaking, reading, and writing when planning and delivering data-driven instruction;
 - (6) understands that assessment is recursive and the need to use multiple data points to assess and monitor biliteracy development across language domains when planning and delivering responsive instructional and when providing opportunities to develop biliteracy skills;
 - (7) understands and applies authentic methods for biliteracy instruction that reflect the unique characteristic of English and Spanish;
 - (8) recognizes implicit cultural and linguistic biases in assessment and high-stakes testing;
 - (9) creates authentic and purposeful measurable learning activities and experiences in all content areas that promote bilingual learners' development of concepts and skills in both languages and recognize the students' biliteracy trajectory; and
 - (10) identifies and/or develops assessments that are linguistically and culturally authentic.
- (f) Foundations of Bilingual Education. The bilingual education teacher demonstrates an understanding of the historical context of bilingual education in the United States and around the world, bilingual education

program models approved in Texas in accordance to §89 Adaptations for Special Populations, the unique needs of bilingual learners, laws pertaining to English learners in bilingual education programs, Office of Civil Rights and Department of Justice guidelines, and the importance of advocacy and equity for the bilingual learner. The bilingual teacher:

- (1) knows and understands public issues and educational policy that impact effective programming and equitable learning environment;
- (2) is an advocate and activist for equity for bilingual learners and their equal access to all programs, resources, and materials;
- (3) shares their knowledge of second language acquisition with general-education, ESL-education, and content-area colleagues and the school community to advocate for appropriate instruction and assessment;
- (4) demonstrate sensitivity to learners' diverse cultural backgrounds and show respect for regional language differences considering the learner's entire linguistic repertoire;
- (5) knows and understands the historical background, effects of demographic changes, pertinent federal and state legislation and significant court cases, Civil Rights Act of 1964, Bilingual Education Act BEA, 19 TAC Chapter 89 Adaptations for Special Populations, Lau vs. Nichols, Demetrio Rodriguez vs SAISD, Plyer vs. Doe, Santamaria vs. Dallas ISD;
- (6) demonstrates awareness of the concept of bilingualism throughout the world (e.g. Lycee de Francais, the language of the global economy, language policy in Canada, South Africa, Switzerland, and India);
- (7) understands the models of bilingual education approved in Texas in accordance to §89 Adaptations for Special Populations, including the program model characteristics and goals, curriculum, assessment, and accountability, research findings on the effectiveness of the program models, and the critical components that contribute to effective program model implementation (e.g., systems approach, program model design, instructional methods, and family and community engagement);
- (8) makes appropriate instructional decisions based on program model design, best practices according to research on language acquisition and bilingual learners, knowledge of classroom and campus diversity, and an understanding of linguistically and culturally appropriate materials and methodologies;
- (9) understands federal- and state-mandated policies and statute related to English learners, including the roles, responsibilities, and processes for the Language Proficiency Assessment Committee (LPAC) in the identification, serving, and reclassification as an English learner in Texas;
- (10) understands federal- and state-mandated policies and statute related to programs for English Learners, including LPAC guidelines for program placement, reclassification, and monitoring in Texas;
- (11) applies the appropriate state-mandated criteria and LPAC procedures for identification, the recommendation of program services, reclassification, monitoring, and exit; and
- (12) understands the role of the LPAC in coordinating with other special programs (e.g., special education, Section 504, dyslexia, gifted and talented) as applicable.

§235.120. DeafBlind Standards, Grades EC-12.

- (g) DeafBlind Standards: The standards identified in this section are targeted for teachers of students who are DeafBlind. The standards address the discipline associated with the theory and practice of teaching students who are DeafBlind. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration philosophical, historical, and legal foundations of

DeafBlind education, characteristics of students who are DeafBlind, understandings of the needs and strengths of students who are DeafBlind, and the backgrounds and interests of individual students.

- (b) Foundations. The competent teacher of students who are DeafBlind understands the philosophical, historical, and legal foundations of DeafBlind education. The competent teacher of students who are DeafBlind:
- (1) understands interaction, communication, and language theories, approaches, and research that are applicable to teaching learners who are DeafBlind;
 - (2) understands the history of the practices, people, and events that have had an impact on people who are DeafBlind (congenital and acquired) and their relevance to educational practices;
 - (3) understands access and inclusion from the visual, auditory, and tactile perspective of a person who is DeafBlind;
 - (4) understands specialized roles and responsibilities of the educational team members, including learners who are DeafBlind, teachers of students who are DeafBlind, other educators, related service personnel, and family members;
 - (5) understands the rights of learners who are DeafBlind and their family members;
 - (6) understands clinical, functional, and legal definitions for eligibility for services as students who are DeafBlind/Blind/Visually Impaired/Deaf/Hard of Hearing.
 - (7) accesses and evaluates current related research and practices in the field of DeafBlindness for their relevance in educational practices;
 - (8) educates, facilitates, and collaborates with all educational team members, including family members, to ensure that the student's unique needs are being supported by all necessary team members during evaluation and instruction in home, school, and/or community settings;
 - (9) ensures that the educational team considers proper eligibility criteria for the student who is DeafBlind;
 - (10) establishes reciprocal interactions with learners who are DeafBlind; and
 - (11) advocates for effective individualized interaction, communication, and language development.
- (c) Learner Characteristics. The competent teacher of students who are DeafBlind demonstrates understanding of the complex and unique effects of the combined vision and hearing loss as well as the strengths of the tactile sense of learners who are DeafBlind. The competent teacher of students who are DeafBlind:
- (1) understands the positive perspective of the learner who is DeafBlind, including functional hearing and vision as well as the experience of touch;
 - (2) understands typical child development and how to support a child who is DeafBlind in progressing through the various stages of development;
 - (3) understands the critical roles of vision, hearing, and touch in learning;
 - (4) understands the range of vision and hearing loss of learners who are DeafBlind;
 - (5) understands the diversity within the culture of learners who are DeafBlind;
 - (6) understands the implications of combined sensory loss and the importance of the tactile sense on access to information and the environment;
 - (7) understands the potential isolating effects of combined hearing and vision loss upon the learner who is DeafBlind;

- (8) understands the potential impact of the combined effects of hearing and vision loss upon the learner's opportunities for incidental learning;
 - (9) understands the potential emotional implications of combined hearing and vision loss upon the learner who is DeafBlind, including the biological impact of stress;
 - (10) understands the potential impact of the combined effects of hearing and vision loss and the tactile experience upon the learner's personal relationships with others, including the importance of sensory-attuned reciprocal interactions, on bonding, attachment, inclusion, and friendships;
 - (11) understands the potential and complex effects of additional disabilities upon learners who are DeafBlind;
 - (12) understands the potential and complex effects of additional sensory disabilities (touch, vestibular, proprioception, taste, smell) upon learners who are DeafBlind;
 - (13) understands the potential effects of the age of onset (congenital vs. acquired), degrees, and/or progression of hearing and vision loss upon learners who are DeafBlind;
 - (14) understands the major etiologies of DeafBlindness and the possible implications on the learner who is DeafBlind;
 - (15) understands the potential impact of the combined effects of vision and hearing loss and tactile accessibility upon the development of concrete and abstract concepts;
 - (16) understands dynamic forms/modes of communication used by learners who are DeafBlind (i.e., body movements, gestures, Bodily Emotional Traces (BETS), Visual American Sign Language (VASL), VASL adaptations, Signing Exact English (SEE), tactile signing (TASL), speech, other manual modes, etc.);
 - (17) understands static forms/modes of literacy, including real objects, tactile symbols, pictures, print, braille, digital technology, etc.;
 - (18) understands the structure and function of the auditory, visual, and tactile systems;
 - (19) understands impairments in the structure and functions of the auditory and visual systems;
 - (20) understands the influence of vision and hearing loss on tactile and sensorimotor development; and
 - (21) understands the learner's social history and its impact on current biology and physiology.
 - (22) effectively explains the impact of the combined effects of hearing and vision loss and tactile accessibility to the educational team in relation to typical development; and
 - (23) guides the team to ensure the development of communication-rich environments that support sensory-appropriate modes of social engagement within the context of developmentally/age/grade-appropriate functional and meaningful activities.
- (d) Evaluation and Assessment. The competent teacher of students who are DeafBlind understands the educational evaluation and assessment processes to identify learner strengths and needs and applies appropriate formal and informal evaluation strategies to support the continuous development of all students ages birth-22. The competent teacher of students who are DeafBlind:
- (1) understands the legal protocol for administering evaluations relative to their certification as a teacher of students with visual impairments and/or teacher of students who are Deaf/hard of hearing;
 - (2) understands evaluation of communication modes/forms along a continuum from pre-intentional and pre-symbolic to formal communication and language used by learners who are DeafBlind;
 - (3) understands the importance of a functional sensory evaluation as a foundation for accommodations, adaptations, and strategies;

- (4) understands how to interpret functional evaluations and clinical assessments of vision, hearing, and medical/neurological information with reference to etiology;
- (5) understands the specialized tools needed to perform evaluations of hearing and vision;
- (6) understands the Child-Guided Approach for evaluation of learners who are DeafBlind;
- (7) understands the evaluation of the Expanded Core Curriculum (ECC) for learners who have visual impairment, including those who are DeafBlind and with additional disabilities;
- (8) understands how to identify a learner's preferred mode of communication;
- (9) understands strategies for supporting the team in determining appropriate modifications and accommodations of evaluations and state-mandated assessments and how to interpret the results based on individual learning characteristics.
- (10) collaborates with the educational team using learner-centered evaluations and planning processes to determine appropriate program planning, instruction, and setting;
- (11) conducts evaluations and ensures evaluations/assessments conducted by others are in the preferred mode(s) of communication for the individual learner who is DeafBlind;
- (12) evaluates in co-active, child-guided, functional routines, and motor sequences as appropriate for the learner who is DeafBlind;
- (13) evaluates or actively participates in conducting the functional vision evaluation, learning media assessment, communication evaluation, functional hearing evaluation, and ECC evaluation of the learner who is DeafBlind;
- (14) evaluates or actively participates in evaluating the communicative intent related to observable behavior of the learner who is DeafBlind;
- (15) assesses and adapts to learners' pace/timing of communication;
- (16) evaluates or actively participates in evaluating communication along a continuum from pre-intentional and pre-symbolic to formal communication and language used by learners who are DeafBlind;
- (17) evaluates and interprets or actively participates in determining the meaning and function of the learner's formal and informal literacy medium/media;
- (18) evaluates, interprets, and affirms the meaning of the learner's communicative initiatives (e.g., natural gestures, affect, bodily movements, vocalizations);
- (19) evaluates with consideration of physical environments, bio-behavioral states, and preferred/non-preferred sensory channels of the learner who is DeafBlind;
- (20) actively participates in the evaluation of tactile, proprioceptive, vestibular, and kinesthetic systems of the learner who is DeafBlind;
- (21) interprets evaluation results and explains current and future implications of combined vision and hearing loss of the learner to the educational team including family members;
- (22) determines appropriate modifications and accommodations of evaluations and state-mandated assessments and supports the interpretation of the results based on individual learning characteristics;
- (23) recommends the learner for additional visual and auditory evaluations/assessments when necessary; and
- (24) explains the effects of specific etiologies on all sensory systems.

- (e) Planning for Instruction. The competent teacher of students who are DeafBlind plans for instructional opportunities in home, school, and community environments that are adapted to the diverse needs of learners who are DeafBlind. The competent teacher of students who are DeafBlind:
- (1) understands the pacing and structure of programming for short- and long-term objectives within the context of functional routines for learners who are DeafBlind;
 - (2) understands how to include or introduce novelty into familiar routines based on the individual needs of learners who are DeafBlind;
 - (3) understands the elements of planning for life-long learning in current and future environments for students who are DeafBlind;
 - (4) understands the importance of creating lesson plans that provide direct sensory experiences for learners who are DeafBlind;
 - (5) understands appropriate instructional accommodations and modifications for learners who are DeafBlind;
 - (6) understands the process for the development of a shared formal language with learners who are DeafBlind, based upon their unique needs when planning instruction;
 - (7) understands the need for learners who are DeafBlind to have competent communication partners who are present and actively engaged in all activities and settings;
 - (8) understands how to incorporate appropriate assistive technology that enhances auditory, visual, and/or tactile functioning;
 - (9) understands how to select the visual, auditory, and tactile characteristics of materials needed by learners who are DeafBlind;
 - (10) understands how to incorporate student preferences to design motivating instructional activities.
 - (11) gathers, maintains, and shares descriptive records/portfolios of the learner's communication repertoire across all settings to assess strengths, challenges, and progress;
 - (12) plans additional time for tactual modeling and exploration;
 - (13) plans additional time for individual learner processing and response;
 - (14) based on learner needs, plans instruction that includes the appropriate literacy system(s);
 - (15) plans extra time for conversations that facilitate the learner's anticipation of change in routine or schedule;
 - (16) creates opportunities for turn-taking and serve-and-return conversational exchanges in all interactions and instructional settings;
 - (17) plans time for choice-making opportunities in multiple instructional settings;
 - (18) acquires devices and materials that are required for each lesson;
 - (19) obtains, operates, and maintains assistive technology related to vision and hearing; and
 - (20) adapts materials to accommodate for multi-sensory needs.
- (f) Learning Environment. The competent teacher of students who are DeafBlind understands individual and group motivation and behavior in order to create a positive learning environment that encourages social interaction, active engagement, and joy of learning. The competent teacher of students who are DeafBlind:
- (1) understands the array of learning environments within different service delivery models;

- (2) understands the importance of competent communication partners who can interact with the learner who is DeafBlind to match his/her mode of communication;
- (3) understands how to facilitate a multi-modal learning environment by using the learner's functional hearing and/or vision, while also promoting the bodily/tactile sense, as prime components of information gathering and expression;
- (4) understands the potential for elements in the environment to be perceived as stressful by the learner who is DeafBlind and the impact that may cause to his/her biology.

- (5) assists others in the development of trusting relationships and in becoming competent communication partners with the learner who is DeafBlind;
- (6) facilitates communication and interaction to provide social and environmental access for the learner who is DeafBlind;
- (7) makes appropriate adaptations to enhance the learner's auditory, visual, and tactile functioning in a variety of environments;
- (8) uses appropriate assistive technology to promote the learner's access, participation, and independence;
- (9) selects, adapts, recommends, or implements classroom management strategies that reflect understanding of the individual learner's needs;
- (10) promotes an environment that allows learners to orient themselves, move safely, and interact positively with peers;
- (11) promotes an environment that feels predictable and safe for the learner who is DeafBlind;
- (12) reduces or eliminates unnecessary visual, auditory, and tactile clutter in the learning environment; and
- (13) adapts the learning environment by considering the impact of glare, lighting, auditory input, seating position, etc. on the learner.

- (g) Instructional Delivery. The competent teacher of students who are DeafBlind emphasizes individual student potential and uses a variety of instructional strategies to encourage the learner's feelings of connectedness, success, and independence in order to promote development of critical thinking and problem-solving skills in both the academic and expanded core curriculum to the greatest degree possible. The competent teacher of students who are DeafBlind:
 - (1) understands how to create learning experiences to make content meaningful for each learner who is DeafBlind;
 - (2) understands co-active teaching principles and practices that support the competencies of the learner who is DeafBlind;
 - (3) understands attachment theories of human learning that support the importance of reciprocal emotional involvement and basic trust;
 - (4) understands the importance of learners who are DeafBlind having control and influence over their own lives as an essential aspect of well-being;
 - (5) understands the developmental phases of dyadic interaction between the adult and the learner who is DeafBlind;
 - (6) understands the developmental phases of triadic interaction in the shared partnership between the adult, the learner who is DeafBlind, and the external world;

- (7) understands how to support the development of positive self-esteem in the learner who is DeafBlind;
- (8) understands visual, auditory, and tactile adaptations that enhance social/communicative interactions between the learner who is DeafBlind and others;
- (9) understands the use of augmentative communication devices and other assistive technology that are appropriate for the learner who is DeafBlind;
- (10) understands various instructional strategies specific to and/or adapted for learners who are DeafBlind;
- (11) understands the development of language and literacy in the communication mode(s) of learners who are DeafBlind;
- (12) understands the basic principles of orientation and mobility for learners who are DeafBlind;
- (13) understands how to adapt and scaffold the general education curriculum;
- (14) understands curricula specific to and/or adapted for learners who are DeafBlind, including all areas of the expanded core curriculum.
- (15) applies co-active teaching strategies with the learner who is DeafBlind in daily routines, as appropriate;
- (16) applies tactile learning strategies in functional and play activities, as appropriate;
- (17) provides opportunities for the learner's increased proprioceptive (feedback through muscles and body position) and kinesthetic (feedback through body movement) awareness during daily routines and planned activities;
- (18) provides opportunities for the learner to develop confidence by making choices;
- (19) provides the learner with opportunities for self-advocacy;
- (20) creates opportunities for learners to initiate conversations in their preferred communication mode around their topics of interest;
- (21) determines and uses optimal proximity for access between the learner and communication partner(s);
- (22) determines optimal proximity of the learner in relation to others that will enhance participation in group activities;
- (23) identifies self and uses greeting rituals in the appropriate mode to initiate and end interactions;
- (24) acts as a bridge in order to provide access to information about the environment, other interactions, and events taking place around the learner who is DeafBlind;
- (25) provides opportunities for the learner who is DeafBlind to observe (auditorily, visually, or tactually) conversations or interactions between others;
- (26) provides opportunities for co-created topics of instruction based on the learner's mode of communication and interests;
- (27) provides multi-modal opportunities in order to support the organization of events and the formation of mental images and holistic concepts for the learner who is DeafBlind;
- (28) uses scaffolding within the context of academic and functional routines to provide consistent and predictable experiential instruction for the learner who is DeafBlind;
- (29) develops and implements communication systems appropriate to the mode and developmental level of the learner who is DeafBlind;
- (30) uses formal language and literacy systems, as appropriate, to provide visual, tactile, and/or auditory access;

- (31) selects and prioritizes receptive and expressive vocabulary that is meaningful and motivating to the learner;
 - (32) develops strategies to encourage the learner to use multiple static and dynamic modes/forms of communication;
 - (33) provides multiple opportunities to use and expand vocabulary through frequent and natural conversations;
 - (34) modifies existing literacy materials to adjust for the learner's language level and reading media;
 - (35) designs and makes low-tech communication devices that are appropriate to the learner's needs;
 - (36) selects and/or adapts assistive technology devices as tools for communication or to meet other learner needs;
 - (37) provides opportunities for the learner to use augmentative communication devices in a variety of environments and with a variety of communication partners, as appropriate;
 - (38) uses naturally occurring events for the learner to use and practice communication skills;
 - (39) recommends appropriate positioning to optimize visual, auditory, and tactile functioning;
 - (40) implements strategies to accommodate for and to improve the learner's visual, auditory, and tactile functioning based upon evaluation results;
 - (41) supports spatial orientation strategies for the learner who is DeafBlind;
 - (42) supports mobility techniques appropriate to the learner who is DeafBlind;
 - (43) supports the learner who is DeafBlind to develop his/her awareness of kinesthetic and proprioceptive sensory systems as they relate to the body in the environment;
 - (44) based upon clinical and functional evaluations, uses and creates materials that will maximize the learner's use of vision, hearing, and touch in specific situations to meet the learner's visual, auditory, and tactile needs; and
 - (45) incorporates language and literacy as part of everyday activities, according to the learner's experiences and interests.
- (h) Collaborative Consultation. The competent teacher of students who are DeafBlind has knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, instructional coaching, and supportive interaction among professionals, family members, interveners, paraeducators, and learners who are DeafBlind. The competent teacher of students who are DeafBlind:
- (1) understands the importance of gathering and sharing the social history of each learner who is DeafBlind and the effect it has on biological and developmental needs, including bonding and attachment with family members and primary caregivers;
 - (2) understands the role of the intervener for individual learners who are DeafBlind to assure that the learner has optimal access to opportunities for receptive and expressive communication, peer-to-peer interactions, and the development of shared meanings;
 - (3) understands the effective use of instructional coaching strategies to support the educational team;
 - (4) understands how to access appropriate resources that provide technical assistance at the local, state, and national levels related to the field of DeafBlindness;
 - (5) understands how to access appropriate resources for home and community services and supports for learners who are DeafBlind and their families.

- (6) interprets and explains evaluation results to team members, including the learner's stage of developmental communication and how to implement strategies that support positive interactions in order to build an environment that promotes bonding, attachment, and a sense of safety;
 - (7) provides information and education to team members, including family members, about the uniqueness of DeafBlindness;
 - (8) promotes family engagement opportunities to connect families with educational, social, and peer support within school and community settings;
 - (9) provides appropriate opportunities for peer-to-peer and group interactions with other individuals who are Deafblind;
 - (10) promotes the exchange of information about the learner's communication mode(s) and developmental stages with other team members to ensure consistency of interpretation and use of the learner's communication system;
 - (11) works with the team to ensure appropriate instruction is provided to peers and adults to communicate effectively with the learner in the learner's preferred mode;
 - (12) collaborates with team members to facilitate understanding of the roles and responsibilities of the intervener and how to use the intervener model according to the needs of the learner in multiple environments;
 - (13) coaches the intervener and provides training to support the intervener's role and responsibilities related to the needs of the learner;
 - (14) recommends appropriate referrals to other specialists in collaboration with team members to assess the need for assistive devices or additional evaluations;
 - (15) collaborates with orientation and mobility specialists and other appropriate specialists in adapting strategies to support the learner in moving safely and independently;
 - (16) collaborates with the educational team to identify and provide support related to the learner's access to the general education curriculum;
 - (17) guides the educational team to consider appropriate modifications and accommodations needed for the learner who is DeafBlind;
 - (18) consults and collaborates with community partners and family organizations who provide care, education, early intervention services, and/or adult services to individuals who are DeafBlind;
 - (19) provides training to caregivers, school personnel, and peers that will improve the quality of their interactions/relationships with the learner who is DeafBlind; and
 - (20) works with the team to create a transition plan for the learner who is DeafBlind that includes opportunities for a high quality of life beyond the educational setting.
 - (21) develops and implements communication systems appropriate to the mode and developmental level of the learner who is DeafBlind;
- (i) Professional Conduct and Leadership. The competent teacher of students who are DeafBlind understands teaching as a profession, maintains standards of professional conduct, adheres to ethical and equitable practices, and provides leadership to improve students' learning and well-being. The competent teacher of students who are DeafBlind:
- (1) understands special education laws as they relate to students who are DeafBlind;
 - (2) understands how appropriate placement and services are determined for students who are DeafBlind;
 - (3) understands how appropriate service intensity is determined;

- (4) understands the professional code of ethics for special educators and how it applies to his/her role.
 - (5) advocates for learners who are DeafBlind and their families to obtain high-quality services ranging from early intervention to transition to adult services;
 - (6) serves as the team lead with the entire instructional team, including family members, to facilitate education, support, and collaboration in the areas unique to DeafBlindness;
 - (7) demonstrates professional ethics and etiquette across all settings; and
 - (8) demonstrates cultural competence across all settings.
- (j) Reflection and Professional Growth. The competent teacher of students who are DeafBlind is a reflective practitioner who has knowledge of systems, available resources, organizations, and services for students who are DeafBlind; who continually evaluates how teacher choices and actions affect learners, family members, and other professionals in the learning community; and who actively seeks ongoing opportunities to grow professionally. The competent teacher of students who are DeafBlind:
- (1) understands local, regional, state, and national initiatives related to the field of DeafBlindness;
 - (2) understands how communities of practice enhance professional growth;
 - (3) understands the professional organizations related to the field of DeafBlindness and the benefits of membership;
 - (4) understands the importance of professional development and its positive impact on effective practice;
 - (5) understands the value of ongoing reflection as a practice to improve instructional effectiveness.
 - (6) participates in local, regional, state, and national efforts related to the field of DeafBlindness;
 - (7) connects with other professionals within the field of DeafBlindness through a variety of sources, including professional organizations that focus on DeafBlindness;
 - (8) joins communities of practice related to the field of DeafBlindness;
 - (9) participates in professional development opportunities and applies the information to his or her practice; and
 - (10) regularly utilizes self-evaluation and intentional reflection on instructional practices and adjusts strategies accordingly.