

ATTACHMENT
Text of Proposed Revisions to 19 TAC

Chapter 235. Classroom Teacher Certification Standards

Subchapter B. Elementary School Certificate Standards

[Division 1. Early Childhood: Prekindergarten-Grade 3]

§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3.

- (a) ~~Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.~~
- (b) ~~Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:~~
- ~~(1) oral language development;~~
 - ~~(2) print awareness;~~
 - ~~(3) phonological and phonemic awareness;~~
 - ~~(4) phonics;~~
 - ~~(5) fluency;~~
 - ~~(6) vocabulary development;~~
 - ~~(7) comprehension of literary text;~~
 - ~~(8) comprehension of informational text; and~~
 - ~~(9) beginning strategies and reading comprehension skills.~~
- (c) ~~Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:~~
- ~~(1) implementing both formal and informal methods of measuring student progress in early reading development;~~
 - ~~(2) designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and~~
 - ~~(3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.]~~

§235.19. Implementation Date, Early Childhood: Prekindergarten-Grade 3.

[The provisions of this subchapter apply to an applicant who is admitted to an educator preparation program for the Classroom Teacher Certificate on or after September 1, 2018.]

Division 2. Early Childhood-Grade 6

§235.25. Implementation Date, Early Childhood-Grade 6.

[The provisions of this subchapter apply to an applicant who is admitted to an educator preparation program for the Classroom Teacher Certificate on or after September 1, 2018.]

Subchapter C. Middle School Certificate Standards

§235.59. Implementation Date, Grades 4-8.

[The provisions of this subchapter apply to an applicant who is admitted to an educator preparation program for the Classroom Teacher Certificate on or after September 1, 2018.]

Subchapter D. Secondary School Certificate Standards

§235.89. Implementation Date, Grades 7-12.

[Unless otherwise indicated, the provisions of this subchapter apply to an applicant who is admitted to an educator preparation program for the Classroom Teacher Certificate on or after September 1, 2018.]

Subchapter E. Science of Teaching Reading Standards

§235.101. Science of Teaching Reading Standards.

- (a) Science of Teaching Reading (STR) Standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 6, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all early learners and address vertical alignment. Candidates in the following categories of classroom teachers will be assessed by the STR standards:
- (1) Early Childhood: Prekindergarten-Grade 3;
 - (2) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6;
 - (3) Core Subjects with Science of Teaching Reading: Grades 4-8;
 - (4) English Language Arts and Reading with Science of Teaching Reading: Grades 4-8; and
 - (5) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.
- (b) Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this section demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:
- (1) oral language development;

- (2) print awareness and alphabet knowledge;
 - (3) phonological and phonemic awareness;
 - (4) phonics (decoding and encoding);
 - (5) reading fluency;
 - (6) vocabulary development;
 - (7) syllabication and morphemic analysis;
 - (8) comprehension of literary text;
 - (9) comprehension of informational text; and
 - (10) beginning strategies and reading comprehension skills.
- (c) Reading Pedagogy. Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:
- (1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy);
 - (2) implementing both formal and informal methods of measuring student progress in early reading development;
 - (3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
 - (4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

Subchapter F. Supplemental Certificate Standards

§235.117. Bilingual Spanish Standards.

- (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) Definitions. The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise.
- (1) 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.
 - (2) Cultural responsiveness--the ability to learn from and relate respectfully with people of one's own culture as those from other cultures.
- (c) 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 in everyday communication.
 - (6) Speaking. In the Spanish language, the bilingual teacher understands and applies academic language 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 standard 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.
- (d) 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., serves as school and community liaison, participates in teacher retention and recruitment committees);
 - (2) promotes learners' bilingual and bicultural identity through culturally and linguistically 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 the campus and district levels, 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 embedded 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).
- (e) 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 TEKS;
 - (4) understands the alignment of and difference between the Spanish Language Arts and Reading (SLAR) and English Language Arts and 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 Chapter 89, Subchapter BB, of Part II of this title (relating to Commissioner's Rules Concerning State Plan for Educating English Learners);
 - (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 (ESL) 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.

(f) 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 ELPS in §74.4 of Part II of this title (relating to English Language Proficiency Standards) and the Texas English Language Proficiency Assessment System (TELPAS) to evaluate and monitor the progress of bilingual learners identified as English learners in their 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 instruction and when providing opportunities to develop biliteracy skills;

(7) understands and applies authentic methods for biliteracy instruction that reflect the unique characteristics 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 recognizes the students' biliteracy trajectory; and

(10) identifies and/or develops assessments that are linguistically and culturally authentic.

(g) 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 with Chapter 89, Subchapter BB, of this title; the unique needs of bilingual learners; laws pertaining to English learners in bilingual education programs; the Office of Civil Rights and U.S. 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 environments;

(2) is an advocate 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) demonstrates sensitivity to learners' diverse cultural backgrounds and shows 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, (e.g., the Civil Rights Act of 1964, the Bilingual Education Act (BEA), Chapter 89, Subchapter BB, of this title, Lau vs. Nichols, Demetrio Rodriguez vs. San Antonio ISD, 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 with Chapter 89, Subchapter BB, of this title, 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 statutes 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 statutes 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, 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.

Subchapter G. Special Education Certificate Standards

§235.131. 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 Early Childhood-Grade 6 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; Texas Administrative Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Early Childhood-Grade 6 special education teacher must:
 - (1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) 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 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 the 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 and present levels of academic achievement and functional performance and identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP;
- (11) maintain student legal folders and store ongoing documentation according to local education agency (LEA) 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 meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and 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 (i.e., classroom, state and district transition assessment) in plain language to explain present levels of student academic achievement and functional performance, student progress on annual IEP goals, and mastery of grade level TEKS to the ARD committee members;
- (17) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level TEKS, appropriate accommodations (academic, behavior, state and district assessment), transition needs and goals, 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 the education of their students;
- (19) demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learners, highly mobile and at risk, dyslexia);
- (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 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 Early Childhood-Grade 6 special education teacher must:
 - (1) demonstrate knowledge about relevant physical and emotional development from 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, may speak other languages than those of the dominant culture, or may 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 from birth through adolescence;
 - (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 individuals 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; and
 - (11) 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 Early Childhood-Grade 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-Grade 6);
 - (3) demonstrate specific knowledge of early numeracy, early literacy, and pre-academic skills according to the TEKS and the *Texas Prekindergarten Guidelines*;
 - (4) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS and the *Texas Prekindergarten 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, the *Texas Prekindergarten Guidelines*, and specialized curricula to inform programmatic and instructional decisions for students with high support needs;
 - (8) understand how to identify a learner's preferred mode of communication;
 - (9) demonstrate a content-specific knowledge at a level necessary for students with exceptionalities to progress in their individualized programs toward 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 Prekindergarten-Grade 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 that 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 students 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 Early Childhood-Grade 6 special education teacher must:
- (1) demonstrate knowledge of different forms, purposes, and applications of assessment to inform development of the IEP and 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 and 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 toward 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 and 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 to understand and use their assessment data 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) to ensure an appropriate and valid assessment process.
- (f) Supporting Learning Using Effective Instruction. The Early Childhood-Grade 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, and 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 students' needs;
 - (8) provide specific, developmentally appropriate, and explicit feedback to students during instruction to engage, motivate, and support students toward mastery;
 - (9) plan and integrate transition-focused activities into classroom instruction;
 - (10) create opportunities for students to demonstrate their knowledge and skills using different modalities and allow every individual to advance as he or she demonstrates 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 (e.g., 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 make regular changes based on data from assessments;
 - (16) plan, adapt, and deliver learning experiences for individuals with high support needs in an inclusive manner that 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 the Universal Design for Learning Guidelines 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 Early Childhood-Grade 6 special education teacher must:
- (1) design effective and universally accessible environments and learning experiences appropriate for students in Prekindergarten-Grade 6;
 - (2) demonstrate knowledge of developmentally appropriate preventative and responsive practices 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 (BIP);
 - (6) demonstrate knowledge of the key components and purposes of restorative discipline practices;
 - (7) create an environment in which expectations are clear and predictable and instructional routines and classroom procedures are used to support and engage students;
 - (8) use developmentally appropriate procedures and routines 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, and 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 well-being of staff and students;
 - (14) use sources of data, such as the 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 FBA to collect data and 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 Early Childhood-Grade 6 special education teacher must:
- (1) demonstrate knowledge of the roles and responsibilities of the Early Childhood-Grade 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 co-teaching 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 and 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 students with high support needs, recognizing students' multiple identified needs.

§235.133. 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 Grades 6-12 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; and Texas Administrative Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Grades 6-12 special education teacher must:
 - (1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) 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 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 the 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 §89.1070 of this title (relating to Graduation Requirements);
 - (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;
 - (13) 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;

- (14) use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance and to identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP;
 - (15) maintain student legal folders and store ongoing documentation according to local education agency (LEA) requirements and keep records to document receipt of the IEP by all required school staff;
 - (16) audit student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP;
 - (17) schedule and facilitate ongoing transition activities to prepare students for postsecondary living according to the IEP;
 - (18) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and visually representing and interpreting data to show student progress;
 - (19) demonstrate knowledge of the roles and responsibilities of the required members of an ARD committee;
 - (20) demonstrate knowledge of the required components of a typical ARD committee meeting agenda;
 - (21) interpret the results of a variety of assessment data (classroom, state and district transition assessment) in plain language to explain student progress on annual IEP goals and mastery of grade level standards to the ARD committee members;
 - (22) 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 needs and goals, and other supplements as needed;
 - (23) apply knowledge of individuals served through special education as well as special education laws and policies to facilitate and advocate for students' full participation in their education;
 - (24) demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learner, highly mobile and at risk, and dyslexia);
 - (25) advocate for student participation in the IEP, ARD meetings, and transition plan;
 - (26) foster and support students in their development of self-reliance and self-advocacy;
 - (27) apply knowledge of IEP transition activities to build students' readiness for postsecondary transition;
 - (28) advocate for high academic and behavioral expectations for students with disabilities; and
 - (29) 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 Grades 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, executive functioning, and social skills;

- (4) demonstrate understanding that students with all support needs may also come from a different cultural background, may speak other languages than those of the dominant culture, or may 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 individuals 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; and
 - (11) 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 Grades 6-12 special education teacher must:
- (1) demonstrate 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) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum;
 - (4) 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;
 - (5) apply understanding of the subject matter TEKS and specialized curricula to inform programmatic and instructional decisions for students with high support needs;
 - (6) understand how to identify a learner's preferred mode of communication;
 - (7) demonstrate content-specific knowledge at a level necessary for students with exceptionalities to progress in their individualized programs toward completion of a range of graduation plans;
 - (8) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt curricula across contexts;
 - (9) demonstrate knowledge of how to integrate appropriate instructional and assistive technology for students in Grades 6-12;
 - (10) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt the curricula across contexts;
 - (11) demonstrate knowledge of specialized curricula that may include curriculum for social skills, life skills, transition, orientation and mobility, independence curricula, and self-advocacy;
 - (12) demonstrate knowledge of families, culture, and community when involving paraprofessionals, general educators, and specialists, to make content and instruction accessible and challenging for students at all levels of support needs;

- (13) 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
 - (14) 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 Grades 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 a 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 toward 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, and 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) to ensure an appropriate and valid assessment process.
- (f) Supporting Learning Using Effective Instruction. The Grades 6-12 special education teacher must:
- (1) demonstrate knowledge of how to plan instruction according to the requirements of an IEP, including use of 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 and 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, and 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 (e.g., 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 make regular changes based on data from assessments;
 - (16) demonstrate an understanding of the continuum of instructional settings and of how to engage individuals with high support needs in inclusive, meaningful learning activities across instructional settings;
 - (17) apply knowledge of the Universal Design for Learning Guidelines 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 Grades 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 (BIP);
 - (6) demonstrate knowledge of the key components and purposes of restorative discipline practices;
 - (7) create an environment in which expectations are clear and predictable and instructional routines and classroom procedures are used to support and actively engage students;
 - (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, and 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 well-being of staff and students;
 - (14) use sources of data, such as the 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 FBA to collect data and 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 Grades 6-12 special education teacher must:
- (1) demonstrate knowledge of the roles and responsibilities of the Grades 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 instructional, emotional, behavioral, and social 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 extracurriculars, to plan and implement instruction in accordance with a student's IEP;
- (12) select and develop resources to improve communication and collaboration with family and 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 the social, cultural, and linguistic diversity of students;
- (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 students with high support needs, recognizing students' multiple identified needs.

§235.135. DeafBlind Standards: Early Childhood-Grade 12.

- (a) 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 teacher of students who are DeafBlind understands the philosophical, historical, and legal foundations of DeafBlind education. The 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 impacted people who are DeafBlind (congenital and acquired) and the relevance of those histories 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 of 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 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 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 methods for supporting a child who is DeafBlind throughout 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 (e.g., 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 American Sign Language (TASL), speech, other manual modes);
 - (17) understands static forms/modes of literacy, including real objects, tactile symbols, pictures, print, braille, and digital technology;
 - (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;
 - (21) understands the learner's social history and its impact on the learner's 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 educational team to ensure the development of communication-rich environments that support sensory-appropriate modes of social engagement within the context of developmentally-, age-, and grade-appropriate functional and meaningful activities.
- (d) Evaluation and Assessment. The 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, from birth through age 22. The teacher of students who are DeafBlind:
- (1) understands the legal protocol for administering evaluations relative to his or her 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 learners 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 learner's educational team in determining appropriate modifications and accommodations of evaluations and state-mandated assessments and interpreting the assessment 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 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 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 the learners' 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 a 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 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 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 the elements of the learning environment (e.g., glare, lighting, auditory input, seating position) on the learner.
- (g) Instructional Delivery. The 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 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 for learners who are DeafBlind;
 - (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 and kinesthetic 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 about 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 him- or herself and uses salutation rituals in the mode appropriate 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 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 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 the learner's educational team members, including the learner's stage of developmental communication and implementation of 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 educational 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 educational team members to ensure consistency of interpretation and use of the learner's communication system;
 - (11) works with the educational team to ensure appropriate instruction is provided to peers and adults to communicate effectively with the learner in the learner's preferred communication mode;
 - (12) collaborates with educational team members to facilitate understanding of the roles and responsibilities of the intervener and 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 educational 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;
 - (20) works with the learner's educational 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; and
 - (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 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 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 for 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 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 teacher of students who are DeafBlind:
- (1) understands local, regional, state, and national initiatives related to the field of DeafBlindness;
 - (2) understands the role of communities of practice in enhancing professional growth;
 - (3) understands the professional organizations related to the field of DeafBlindness and the benefits of memberships therein;
 - (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.