

Chapter 235. Classroom Teacher Certification Standards

Subchapter F. Supplemental and Special Education Certificate Standards

§235.115. English as a Second Language Standards.

- (a) English as a Second Language (ESL) Standards. The standards identified in this section are targeted for classroom teachers of emergent bilingual students. The standards address the discipline associated with the theory and practice of teaching students who have a primary language other than English. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration theories and research of language acquisition, second language learning, understandings of the needs and strengths of emergent bilingual students, and the backgrounds and interests of individual students.
- (b) Foundations of Language Acquisition. ESL teachers know, understand, and use the major theories and research related to the structure and language acquisition process to help emergent bilingual students develop language and literacy and achieve in the content areas. The ESL teacher must:
- (1) demonstrate and apply basic linguistic concepts, such as structure, patterns, and conventions of written and spoken English, that relate to instruction for emergent bilingual students as they acquire the English language and literacy to achieve in the content areas;
 - (2) apply a conscious knowledge of language as a system to develop and accommodate instructional materials and to build understanding of the foundations of English needed for content-based instruction fostered through the English Language Proficiency Standards (ELPS) in Chapter 120, Subchapter B, of Part 2 of this title (relating to English Language Proficiency Standards);
 - (3) use knowledge of interrelated aspects of listening, speaking, reading, and writing as they support emergent bilingual students' acquisition of language and content knowledge;
 - (4) understand the ways in which languages are similar and different by identifying linguistic structures that distinguish written and spoken language forms as well as those representing social and academic uses of language;
 - (5) build on similarities between English and the students' primary language (L1) and anticipate common challenges that emergent bilingual students may have with English language concepts;
 - (6) apply knowledge of dialect variety in English and factors affecting language variation, register, and style and language change;
 - (7) understand and apply theories, concepts, and research in language acquisition in L1 and secondary language (L2) to support emergent bilingual students' language, literacy, and content area development;
 - (8) recognize and apply knowledge of the interrelatedness of L1 and L2 acquisition, including similarities and differences between L1 and L2 acquisition and L1 influence on L2;
 - (9) apply understanding of characteristics of various stages of first- and second-language acquisition to select effective and appropriate instructional methods that promote English language development at various stages of language proficiency;
 - (10) apply understanding of cognitive processes involved in internalizing language rules and learning vocabulary in a second language (e.g., generalization, categorization, metacognition);
 - (11) apply understanding of the ELPS Proficiency Level Descriptors (PLDs) and the relationship of the ELPS PLDs to the stages of second language acquisition; and
 - (12) apply understanding of the interconnected development of linguistic, cognitive, and academic processes through the interdependence on affective variables.

- (c) Linguistically Sustaining Practices. ESL teachers know, understand, and use major concepts, principles, theories, and research related to the nature and role of language development to build knowledge while leveraging the experiences of emergent bilingual students. The ESL teacher must:
- (1) use knowledge of major theories and research related to the nature and role of language variations and select instructional materials and methods, and deliver techniques that facilitate learning for emergent bilingual students;
 - (2) build on emergent bilingual students' prior knowledge, experiences, and academic background to connect new learning through linguistically sustaining practices;
 - (3) seek to understand and to value the surface and deep aspects of language variations;
 - (4) use knowledge of the stages of language development to create a linguistically sustaining/sustainable environment;
 - (5) apply understanding that academic achievement is positively impacted by valuing the linguistic assets that emergent bilingual students bring into the classroom; and
 - (6) create an effective learning environment that addresses the affective, linguistic, and cognitive needs of emergent bilingual students through second language acquisition methods.
- (d) Effective Instruction and Assessment Across All Content Areas and Disciplines. ESL teachers know, understand, and use evidence-based practices and strategies related to planning and implementing all content and language instruction. ESL teachers are skilled in instructional methods for developing and integrating language skills. ESL teachers purposefully and appropriately select, integrate, and utilize technology and resources for their emergent bilingual students. The ESL teacher must:
- (1) use knowledge of the required Texas Essential Knowledge and Skills (TEKS) and the ELPS as the foundational curriculum;
 - (2) design and implement instruction that addresses all language domains (listening, speaking, reading, and writing) through authentic, meaningful practice with content material;
 - (3) know, adjust, and implement research-validated instructional methods for emergent bilingual students that make the content comprehensible while supporting English language development (e.g., sheltered instruction, content-based language instruction (CBLI));
 - (4) use prior knowledge, experiences, and academic background to building connections with new learning;
 - (5) choose, adapt, and use a wide range of instructional materials, resources, and technologies for emergent bilingual students to support language and content knowledge acquisition while maintaining rigor;
 - (6) integrate and foster critical thinking by providing scaffolds needed for emergent bilingual students to demonstrate their higher-order thinking skills in English;
 - (7) establish safe, positive, supportive, interactive, and rigorous learning environments for emergent bilingual students;
 - (8) create an effective learning environment that addresses the needs of emergent bilingual students through second language acquisition methods;
 - (9) implement effective classroom management methods that support student growth and learning;
 - (10) address the needs of emergent bilingual students at all English language proficiency levels as described in the ELPS PLDs through targeted language instruction within content material;
 - (11) create multiple opportunities for authentic, meaningful use of social and academic language;
 - (12) recognize the background factors that can affect literacy development, such as students with interrupted formal education (SIFE);

- (13) understand and apply the interrelatedness of language domains (listening, speaking, reading, and writing) for oral language and literacy development;
 - (14) utilize a communicative approach that focuses on meaning and communicative practice over error correction;
 - (15) recognize and apply the transfer of oral language and literacy skills from L1 to L2;
 - (16) recognize the individual factors that require focused, targeted, systematic language instruction in accordance with the ELPS for emergent bilingual students in Grade 3 and higher at beginning and intermediate levels of English language proficiency, including recognizing the specific needs and assets of newcomer emergent bilingual students at various levels of English language proficiency;
 - (17) provide appropriate feedback for emergent bilingual students at all English language proficiency levels;
 - (18) recognize and address the various factors that affect reading comprehension and implement applicable methods of reading instruction;
 - (19) utilize content-based language methods that are linguistically communicated, sequenced, and scaffolded;
 - (20) ensure access to full content curriculum for all emergent bilingual students through the use of comprehensible input techniques and research-validated learning strategies across content areas;
 - (21) recognize the factors that affect cognitive academic language development (e.g., developmental characteristics, student background, academic strengths, and need) in order to effectively plan for instruction;
 - (22) promote receptive and expressive language acquisition by embedding content-related opportunities for emergent bilingual students to interact using social and academic vocabulary;
 - (23) embed language teaching through content instructional materials and academic text features;
 - (24) use ongoing quantitative and qualitative data to demonstrate content and language development, inform planning, and adjust instruction;
 - (25) understand the different purposes of assessment (e.g., pre-assessment, formal, informal) and limitations of each type in order to select, develop, and adapt assessments for specific purposes of language and content;
 - (26) utilize and adapt assessments to allow students flexibility in demonstrating content knowledge through varied outputs;
 - (27) know and use a variety of performance-based assessment tools with appropriate rubrics to inform and guide instruction in the classroom;
 - (28) understand the interdependent relationship between teaching and assessment and develop instructional tasks and assessment tools that promote and measure student growth in language and content;
 - (29) develop classroom assessments using a variety of item types and elicitation and response formats to assess emergent bilingual students' receptive (listening and reading) and expressive (speaking and writing) language skills; and
 - (30) understand and apply the uses and limitations of formal and informal assessments for emergent bilinguals.
- (e) Language Proficiency Assessment, Program Placement, and Reclassification. ESL teachers demonstrate understanding of how to use language proficiency assessments in their role in the identification, placement, and reclassification of emergent bilingual students. The ESL teacher must:
- (1) understand mandated policies and statutes related to emergent bilingual students, including Language Proficiency Assessment Committee (LPAC) guidelines for identification and classification as emergent bilingual student in Texas;

- (2) use state-approved identification assessments for emergent bilingual students in Texas and understand how to interpret the results;
 - (3) understand the value and use of primary language assessments;
 - (4) use knowledge of the connection between the ELPS in Chapter 120, Subchapter B, of Part 2 of this title and the Texas English Language Proficiency Assessment System (TELPAS) to evaluate and monitor the progress of emergent bilingual students in English language proficiency;
 - (5) understand mandated policies and statutes related to programs for emergent bilingual students, including LPAC guidelines for program placement, reclassification, and monitoring in Texas;
 - (6) understand the similarities and differences between state-approved ESL and bilingual program models in Texas;
 - (7) apply the mandated requirements for emergent bilingual students with parental denial, including assessment, monitoring, and usage of the ELPS in all content instruction;
 - (8) understand and apply the similarities and differences of linguistic accommodations for instructional purposes and allowable accommodations for emergent bilingual students on state assessments;
 - (9) apply the appropriate mandated criteria and LPAC procedures for reclassification, monitoring, and exit; and
 - (10) understand the role of the LPAC in coordinating with other special programs (e.g., special education, Section 504, gifted and talented) as applicable.
- (f) Professional Learning, Partnerships, and Student Support. ESL teachers keep current with new instructional techniques, research, advances in the ESL field, and education policy issues related to emergent bilinguals and demonstrate knowledge of the history of programs and services for emergent bilingual students. ESL teachers work collaboratively with school staff, parents, and the community to improve the learning environment for and provide support to emergent bilingual students and their families. The ESL teacher must:
- (1) demonstrate knowledge of theory, research, and current practice and methodologies in the field of bilingual and ESL programming to inform teaching and learning;
 - (2) understand the history of programming and services for emergent bilingual students, including key court cases, legal mandates, and policies that impact current bilingual and ESL programs;
 - (3) know and understand policies that impact effective programming related to the education of emergent bilingual students;
 - (4) take advantage of and actively participate in professional growth opportunities specific to the needs of emergent bilingual students;
 - (5) demonstrate reflective practices through the process of setting and revisiting specific goals for professional learning;
 - (6) be accountable to goals for growth in supporting emergent bilingual students through self-reflection, peer evaluation, and coordinated leadership monitoring of implementation;
 - (7) collaborate with general education and content-area colleagues and the school community to support effective instruction and assessment of emergent bilingual students;
 - (8) promote emergent bilingual students' success by playing an active role in the campus LPAC, including coordination of services for emergent bilingual students in other special programs for which they qualify;
 - (9) serve as a resource for emergent bilingual students and their families through partnerships with colleagues and the community by enlisting the support and involvement of community partners and resources that enhance the education of emergent bilingual students;

- (10) facilitate parent/guardian involvement in students' linguistic, academic, and personal development; and
- (11) provide effective communication that is accessible, consistent, and targeted to the needs of emergent bilingual students and their parents/families in a variety of educational and social contexts.

Statutory Authority: The provisions of this §235.115 issued under Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1), (2), and (4); and 21.04891.

Source: The provisions of this §235.115 adopted to be effective October 19, 2025, 50 TexReg 6665.

§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) 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 oral discourse that reflects correct grammatical and syntactical structures and accurate Spanish conventions 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 accurately use language in everyday communication.
 - (6) Speaking. In the Spanish language, the bilingual teacher understands and applies academic language related to the Texas Essential 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., newsletters, 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.
- (c) Linguistically Sustaining Practices. The bilingual education teacher knows, understands, and uses major concepts, principles, theories, and research related to the nature and role of language development to build knowledge leveraging the experiences of emergent bilingual students. The bilingual teacher:
- (1) uses knowledge of the nature and role of language variations to select instructional materials and methods and deliver techniques that facilitate learning for emergent bilingual students;
 - (2) builds on emergent bilingual students' prior knowledge, experiences, and academic background to connect new learning through linguistically sustaining practices;
 - (3) seeks to understand and value the surface and deep aspects of language variations;
 - (4) uses knowledge of the stages of language development to create a linguistically sustaining/sustainable environment;
 - (5) applies understanding that academic achievement is positively impacted by valuing the linguistic assets that emergent bilingual students bring into the classroom; and
 - (6) creates an effective learning environment that addresses the affective, linguistic, and cognitive needs of emergent bilingual students through second language acquisition methods.
- (d) Instructional Practice. The bilingual education teacher understands and applies research-based components and processes of language acquisition and biliteracy development. The bilingual teacher:
- (1) has a comprehensive knowledge of content-area instruction in both languages;
 - (2) knows and understands state educator certification standards in all content areas related 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) to internalize lesson plans that build biliteracy and facilitate language transfer and 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 2 of this title (relating to Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students);
 - (6) uses authentic children's literature and materials to promote biliteracy 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), Content Based Language Instruction Methods 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 appropriate and authentic materials, resources, and technology to facilitate learning in a bilingual classroom;
 - (10) uses prior knowledge, experiences, and academic background to build connections with new learning;

- (11) understands and applies major language components in both languages (e.g., phonics, phonology, morphology, syntactic features, semantics, and pragmatics) and methodologies and strategies for integrating language and content instruction (Spanish and English) using sheltered instruction techniques in Spanish and English;
 - (12) applies research and evidence-based instructional strategies related to biliteracy, bi-directional transfer, use of cognates, contrastive analysis, and translanguaging;
 - (13) understands and applies differentiated methodologies and strategies for instructing a wide variety of learners (e.g., heritage language learners, simultaneous bilinguals, recent arrivals, long-term emergent bilingual students, and Spanish learners in a two-way program) within different school-based configurations and program models;
 - (14) establishes safe, positive, supportive, interactive, and effective learning environment that addresses the needs of all bilingual students; and
 - (15) promotes critical-thinking, problem-solving, and collaborative learning strategies to enhance bilingualism, biliteracy, and content knowledge.
- (e) Development and Assessment of Biliteracy. The bilingual education teacher demonstrates a comprehensive knowledge of the development and assessment of literacy in the bilingual learners' primary/partner language and English and can design and deliver meaningful biliteracy experiences. 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 Chapter 120, Subchapter B, of Part 2 of this title and the Texas English Language Proficiency Assessment System (TELPAS) to evaluate and monitor the progress of bilingual learners identified as emergent bilingual students 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 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) 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
 - (9) identifies and/or develops assessments that are linguistically appropriate and authentic.
- (f) Foundations of Bilingual Education. The bilingual education teacher demonstrates an understanding of the historical context of bilingual education in the United States and around the world; bilingual education program models approved in Texas in accordance with Chapter 89, Subchapter BB, of this title; the unique needs of bilingual learners; and laws pertaining to emergent bilingual students in bilingual education programs. The bilingual teacher:
- (1) shares their knowledge of second language acquisition with general education, ESL education, and content-area colleagues and the school;
 - (2) knows and understands policies that impact effective program implementation;

- (3) knows and understands the historical background, effects of demographic changes, pertinent legislation, and significant court cases;
- (4) demonstrates awareness of regional language differences and the concept of bilingualism throughout the world;
- (5) 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);
- (6) makes appropriate instructional decisions based on program model design, best practices according to research on language acquisition and bilingual learners, knowledge of classroom characteristics, and an understanding of linguistically appropriate materials and methodologies;
- (7) understands mandated policies and statutes related to emergent bilingual students, including the roles, responsibilities, and processes for the Language Proficiency Assessment Committee (LPAC) in the identification, serving, and reclassification as emergent bilingual student in Texas;
- (8) understands mandated policies and statutes related to programs for emergent bilingual student, including LPAC guidelines for program placement, reclassification, and monitoring in Texas;
- (9) applies the appropriate mandated criteria and LPAC procedures for identification, recommendation of program services, reclassification, monitoring, and exit; and
- (10) understands the role of the LPAC in coordinating with other special programs (e.g., special education, Section 504, gifted and talented) as applicable.

Statutory Authority: The provisions of this §235.117 issued under Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1), (2), and (4); and 21.04891.

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§235.131. Special Education Standards: Early Childhood-Grade 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 Early Childhood-Grade 12 special education teacher demonstrates knowledge of all applicable laws specific to students with disabilities. The Early Childhood-Grade 12 special education teacher must:
 - (1) demonstrate knowledge of legislation that has affected knowledge and practice of the education of individuals with disabilities;
 - (2) demonstrate knowledge of the Individuals with Disabilities Education Act (IDEA) 2004 eligibility categories;
 - (3) demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in law;
 - (4) demonstrate knowledge of all sections of the special education eligibility folder and where to store required documentation;
 - (5) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP;
 - (6) demonstrate knowledge of the legal responsibility of all teachers and school staff to protect the confidentiality and dignity of students with disabilities;

- (7) demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find;
 - (8) 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;
 - (9) use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance, identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP;
 - (10) maintain student eligibility folders and store ongoing documentation according to local educational agency (LEA) requirements and keep records to document receipt of the IEP by all required school staff;
 - (11) audit student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP;
 - (12) 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;
 - (13) demonstrate knowledge of the roles and responsibilities of the required members of an ARD committee;
 - (14) demonstrate knowledge of the required components of a typical ARD committee meeting agenda;
 - (15) 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 Texas Essential Knowledge and Skills (TEKS) to the ARD committee members;
 - (16) 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;
 - (17) apply knowledge of individuals served through special education as well as special education laws and policies to encourage families' full participation in the education of their students;
 - (18) demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, Emergent Bilingual identification, classification as highly mobile or at risk);
 - (19) support students in their development of self-reliance and self-advocacy;
 - (20) support high academic and behavioral expectations for students with disabilities; and
 - (21) demonstrate understanding that individuals with high support needs deserve to be challenged with high expectations and provided with meaningful opportunities to develop the highest possible learning outcomes.
- (c) Understanding and Addressing Each Individual's Developmental and Learning Needs. The Early Childhood-Grade 12 special education teacher must:
- (1) demonstrate knowledge about relevant physical and emotional development from birth through early adulthood;
 - (2) demonstrate knowledge of how stress, protective factors, resilience, and supportive relationships may impact learning, behavior, and development in students with disabilities;
 - (3) demonstrate knowledge of how disabilities can interact with development and learning;

- (4) demonstrate knowledge of the multiple biological, physical, psychological, and social influences that affect learning and development when working with individuals with high support needs;
 - (5) demonstrate knowledge of strategies to support students' development and independence given relevant grade level expectations for students from birth through early adulthood;
 - (6) apply a variety of evidence-based, age-appropriate classroom routines and procedures that support individual developmental and learning needs;
 - (7) demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs;
 - (8) demonstrate knowledge of how developmental academic, social, and functional characteristics of individuals with high support needs impact levels of support needs;
 - (9) apply knowledge of evidence-based practices to identify and intervene when students are not making progress in functional, academic, or behavioral goals; and
 - (10) 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 12 special education teacher must:
- (1) understand how to identify a learner's preferred mode of communication;
 - (2) demonstrate a content-specific knowledge at a level necessary for students with disabilities to progress in their individualized programs toward completion of appropriate graduation requirements;
 - (3) apply content-specific knowledge to routinely collaborate, co-teach, modify, and adapt curriculum with general education teachers;
 - (4) demonstrate knowledge of how to integrate appropriate instructional and assistive technology for students;
 - (5) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt the curricula across contexts;
 - (6) demonstrate knowledge of specialized curricula that may include curriculum for social skills, life skills, transition, orientation and mobility, independence, and self-advocacy;
 - (7) demonstrate knowledge of families 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;
 - (8) 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
 - (9) 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 12 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 12 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 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 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 students with disabilities;

- (12) apply knowledge of the learning processes 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 that reflects an understanding of the continuum of instructional settings and an understanding of how to engage individuals with high support needs in meaningful learning activities across instructional settings;
 - (17) 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 students from early childhood to early adulthood;
 - (20) use strategies to promote active student engagement;
 - (21) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum; and
 - (22) 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.
- (g) Supporting Students' Non-academic Growth. The Early Childhood-Grade 12 special education teacher must:
- (1) design effective and universally accessible environments and learning experiences appropriate for students in Prekindergarten-Grade 12;
 - (2) demonstrate knowledge of developmentally appropriate 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) create an environment in which expectations are clear and predictable and instructional routines and classroom procedures are used to support and engage students;
 - (7) use developmentally appropriate procedures and routines to facilitate safe and efficient transitions, promote independence, self-regulation, and executive functioning;
 - (8) 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;
 - (9) establish, explicitly teach, and maintain clear expectations for student behavior;
 - (10) demonstrate knowledge of research-based de-escalation strategies to effectively address aggressive behavior;
 - (11) build positive relationships with students based on understanding of individual strengths and needs, high expectations, and mutual respect and rapport;

- (12) create an atmosphere of safety that encourages the well-being of staff and students;
 - (13) 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;
 - (14) analyze progress monitoring data as defined in the BIP to evaluate the effects of behavioral interventions;
 - (15) consider multiple avenues of intervention and reinforcement techniques such as class-wide and/or individual-level interventions;
 - (16) use FBA to collect data and analyze and utilize the data to design behavior intervention;
 - (17) conform to legal and ethical guidelines for all behavioral interventions;
 - (18) demonstrate knowledge of the impact of behavior on the learning of students and classmates;
 - (19) understand how factors, including family, community, and disability impact student behavior in the learning environment;
 - (20) provide positive and constructive specific, developmentally appropriate, and explicit feedback to guide student behavior;
 - (21) demonstrate understanding of the importance of digital citizenship and the vulnerability of students with disabilities to social media influences;
 - (22) demonstrate knowledge and apply principles of Applied Behavior Analysis (ABA); and
 - (23) demonstrate knowledge of how to find appropriate school and community supports for students.
- (h) Professional Learning and Collaboration. The Early Childhood-Grade 12 special education teacher must:
- (1) demonstrate knowledge of the roles and responsibilities of the Early Childhood-Grade 12 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 with families, paraprofessionals, and other professionals to lead effective meetings that address students' 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 academic and non-academic 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) effectively implement co-teaching models to deliver, adapt, and differentiate instruction to meet students' needs;
 - (11) collaborate and consult with multi-disciplinary teams 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 related service providers and community agencies to identify and access services, resources, and supports to meet the needs of individuals with disabilities;

- (14) engage in ongoing self-reflection to design and implement professional learning activities;
 - (15) set short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection, and professional standards; and
 - (16) 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.
- (i) Elementary Special Education Teachers (Early Childhood-Grade 6). In addition to the knowledge and skills listed in subsections (b)-(h) of this section, 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 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) 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; and
 - (6) demonstrate a foundational knowledge of the Individualized Family Service Plan (IFSP).
- (j) Secondary Special Education Teachers (Grades 6-12). In addition to the knowledge and skills listed in subsections (b)-(h) of this section, the Grades 6-12 special education teacher must:
- (1) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS;
 - (2) demonstrate knowledge of the TEKS for English language arts and reading, mathematics, science, and fine arts (Grades 6-12);
 - (3) apply understanding of the subject matter TEKS and specialized curricula to inform programmatic and instructional decisions for students with high support needs;
 - (4) demonstrate knowledge of transition requirements within the IEP;
 - (5) demonstrate knowledge of graduation options for students with disabilities receiving special education services according to §89.1070 of Part 2 of this title (relating to Graduation Requirements);
 - (6) demonstrate knowledge of requirements for transfer of rights at the age of majority;
 - (7) demonstrate knowledge of requirements for transition planning beginning at the age of 14;
 - (8) schedule and facilitate ongoing transition activities to prepare students for postsecondary living according to the IEP;
 - (9) support student participation in the IEP, ARD meetings, and transition plan;
 - (10) demonstrate knowledge of how specific developmental characteristics of the teenage brain impact learning (e.g., decision-making, problem-solving, impulse control, and relationships);
 - (11) demonstrate a foundational knowledge of content specific TEKS and College and Career Readiness Standards (CCRS) appropriate for students in Grades 6-12;
 - (12) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS and CCRS;
 - (13) use the results of multiple assessments to determine students' transition needs;

- (14) collaborate with community service providers to address transition needs in accordance with the IEP; and
- (15) demonstrate knowledge of the key components of different employment models and how to provide access to community-based instruction, and vocational training.

Statutory Authority: The provisions of this §235.131 issued under Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1), (2), and (4); and 21.04891.

Source: The provisions of this §235.131 adopted to be effective October 19, 2025, 50 TexReg 6665.

§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 meaningful access 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) fosters 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) recognizes that each DeafBlind student is a unique individual;
 - (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, 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 unique 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 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) facilitates access to early intervention to transition to adult services for learners who are DeafBlind and their families;
 - (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; and
 - (7) demonstrates professional ethics and etiquette 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 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) connects with other professionals within the field of DeafBlindness through a variety of sources, including professional organizations that focus on DeafBlindness;
- (7) participates in professional development opportunities and applies the information to his or her practice; and
- (8) regularly utilizes self-evaluation and intentional reflection on instructional practices and adjusts strategies accordingly.

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§235.137. Bilingual Special Education Standards: Early Childhood-Grade 12.

- (a) **Bilingual Special Education Standards.** The standards identified in this section are targeted for teachers of emergent bilingual students with disabilities. The standards address the discipline associated with the theory and practice of teaching emergent bilingual students who receive special education services, referred to throughout the standards as dually identified students. 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 emergent bilingual students who receive special education services, understandings of the needs and strengths emergent bilingual students who receive special education services, and the backgrounds and interests of individual students.
- (b) **Legal and Ethical Guidelines.** The bilingual special educator integrates bilingual and special education pedagogies to demonstrate knowledge of:
 - (1) major legislation and Supreme Court cases that provide and uphold the rights of students receiving special education and/or language-related services;
 - (2) the Individuals with Disabilities Education Act (IDEA) eligibility categories for special education and related services regarding the role of bilingual assessment in eligibility processes as well as considerations for emergent bilingual students in each category;
 - (3) policies and statutes related to emergent bilingual students, including the roles, responsibilities, and processes for participating in the Language Proficiency Assessment Committee (LPAC) for identification, recommendation of program services, delivery of services, reclassification, and monitoring for a dually identified student in Texas;
 - (4) policies and procedures for providing families with all relevant special education and bilingual education documentation in the parent or guardian's native language in accordance with §89.1050 of Part 2 of this title (relating to The Admission, Review, and Dismissal Committee) and §89.1055 of Part 2 of this title (relating to Individualized Education Program);
 - (5) the confidentiality, components, and maintenance of special education eligibility and LPAC folders, including documentation of receipt of Individualized Education Programs (IEPs) by

- required staff, use of original home language survey, updated parental permission for current program, and storage of folders according to local and state requirements;
- (6) the components of Individualized Family Service Plans (IFSPs) for dually identified students and procedures for developing, implementing, and amending IFSPs in collaboration with the Early Childhood Intervention team;
 - (7) the components of IEPs and procedures for developing, implementing, and amending IEPs for dually identified students in collaboration with the Admission, Review, and Dismissal (ARD) committee and the LPAC;
 - (8) auditing student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP as well as placement in appropriate courses to support language development;
 - (9) the roles and responsibilities related to preparing for an ARD and/or LPAC committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, visually representing and interpreting data to show student progress, and preparing LPAC data on linguistic growth and progress;
 - (10) the legal responsibility of all school staff to fully implement an IEP for the dually identified student, to provide instruction in the English Language Proficiency Standards (ELPS), and to incorporate linguistically accommodated instruction based on language proficiency level;
 - (11) applying legal requirements and ethical guidelines relevant to individualized behavioral interventions that consider individual student characteristics;
 - (12) roles and responsibilities related to implementing the IEP that addresses both linguistic and disability related needs with fidelity, including monitoring student linguistic progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the school year in plain language, English, and the language of the program;
 - (13) the roles and responsibilities regarding Child Find obligations as outlined in 34 Code of Federal Regulations (CFR) §300.300-§300.306 and §89.1011 of Part 2 of this title (relating to Full and Individual Initial Evaluation);
 - (14) the roles and responsibilities of the required members of the LPAC as well as the roles and responsibilities of the ARD committee, including a representative of the LPAC;
 - (15) the required components of an LPAC meeting agenda and ARD committee meeting agenda for a dually identified student;
 - (16) the types and purposes of LPAC meetings throughout the school year;
 - (17) the local processes and supports to arrange for a home language interpreter/translator to attend the ARD meeting to ensure access for all stakeholders and to allow all LPAC/ARD committee members to have a single role, except in cases where a dual role is permissible under federal and state requirements; and
 - (18) the relevant special education and emergent bilingual laws and policies that facilitate families' full participation in their students' education.
- (c) Knowledge of Students and Factors that Influence Learning. The bilingual special educator integrates bilingual and special education pedagogies in order to demonstrate knowledge of:
- (1) relevant development from birth through adolescence for dually identified students;
 - (2) the impact disability, stress, trauma, protective factors, resilience, and supportive relationships may have on the learning, behavior, and development of dually identified students;
 - (3) evidence-based strategies to support dual identified students' development and independence given IEP and relevant grade level expectations for academic progress, language proficiency growth, and behavior from birth through adolescence;

- (4) individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or customize the curricula across contexts for dually identified students;
 - (5) utilizing present levels of academic achievement and functional performance to select and implement appropriate specially designed instruction for dually identified students;
 - (6) barriers to accessibility and learning for dually identified students and evidence-based methods to mitigate those barriers;
 - (7) evidence-based, individualized student behavioral support theories and strategies based on local policies and student needs;
 - (8) leveraging the familial, educational, linguistic, and developmental experiences of dually identified learners to support learning across instructional settings;
 - (9) differences in language across various groups to design and implement appropriate instructional practices;
 - (10) the impact of behavior on student learning and the learning of their classmates, factors that impact dually identified student behavior, and application of this knowledge to create a safe and effective learning environment;
 - (11) applying the concept of funds of knowledge to improve academic outcomes for dually identified students;
 - (12) transition planning and available transition services aligned to student characteristics and needs; and
 - (13) leveraging student use of formal and informal registers to promote academic and linguistic development.
- (d) Language and Literacy Development. The bilingual special educator integrates bilingual and special education pedagogies to demonstrate knowledge of:
- (1) using children's or grade appropriate literature and high quality, authentic materials developed in the primary language and not translated or adapted;
 - (2) applying language components, including oracy, phonics, phonology, morphology, syntactic features, semantics, and pragmatics, authentic to English and the language of instruction;
 - (3) developing and customizing lesson plans that apply research and evidence-based instructional strategies related to biliteracy development including bi-directional transfer, use of cognates, contrastive analysis, translanguaging, and assessment for biliteracy;
 - (4) applying literal, inferential, and interpretive reading skills to text in the language of instruction and English;
 - (5) applying content-based language instruction (CBLI) practices in the language of instruction and English;
 - (6) creating and adapting lessons with both academic and linguistic objectives and differentiating based on the IEP of the dually identified student;
 - (7) relevant standards, with biliteracy and disability-related considerations for instruction and assessment (e.g., Science of Teaching Reading, ELPS, Spanish Language Arts and Reading);
 - (8) planning and delivering linguistically accommodated instruction and evaluating and monitoring the progress of dually identified students in their English language proficiency using connections between the ELPS and the Texas English Language Proficiency Assessment System (TELPAS);
 - (9) assessing and monitoring language proficiency levels in all four language domains--listening, speaking, reading, and writing;
 - (10) applying holistic linguistic practices to support learners' language and literacy development in English and the language of instruction;

- (11) using oracy to improve comprehension through bilingual storytelling and content-based story retelling;
 - (12) the application of language and literacy development in the content areas to support targeted lesson planning across all areas of the curriculum; and
 - (13) the recursive nature of assessment and the need to use multiple data points to assess and monitor biliteracy development across language domains when planning and delivering instruction aligned with the student's IEP and when providing opportunities to develop biliteracy skills.
- (e) Eligibility, Program Placement, and Assessment. The bilingual special educator integrates bilingual and special education pedagogies to demonstrate knowledge of:
- (1) all aspects of special education services (Child Find, evaluation, identification, IEP development, ARD committee processes) and the role of language development throughout for purposes of eligibility, evaluation, assessment, and placement;
 - (2) all steps in the LPAC process and the role of disability-related needs throughout for purposes of identification, placement, services, review and reclassification, and monitoring;
 - (3) using data from a variety of formative, dynamic and summative assessments and language proficiency levels to inform pre-referral processes, appropriate placement, and ongoing appropriate evaluation for dually identified students;
 - (4) components and purposes of a Functional Behavioral Assessment and the collection, analysis and utilization of student data to design effective behavior interventions;
 - (5) the key components and purposes of a Behavior Intervention Plan (BIP) that takes into account individual student characteristics and variance and analyze progress monitoring data as defined in the BIP to evaluate the effects of behavioral interventions;
 - (6) research-based de-escalation strategies, trauma-related behavior, and positive behavioral supports, to effectively address individual student behavior;
 - (7) supporting students to use language proficiency development and academic progress data to articulate and communicate their academic and non-academic needs;
 - (8) using a variety of assessment data and language proficiency levels to write annual measurable IEP goals and present levels of academic achievement and functional performance, monitor linguistic development, and identify appropriate accommodations, designated supports (state testing) and modifications based on dually identified student needs, and contribute to developing the IEP;
 - (9) identifying, recommending, and implementing appropriate linguistic and disability related accommodations and/or modifications as determined by the LPAC and/or ARD committee;
 - (10) state testing requirements and criteria for participation and accommodation for dually identified students;
 - (11) utilizing and documenting ongoing formative and summative assessments for language development and academic and behavioral progress;
 - (12) collaboration with campus stakeholders to accurately analyze, interpret, and discuss the results of a variety of evaluation data for a dually identified student;
 - (13) accurately interpreting the results of various forms of assessment for an individual student to determine linguistic growth and academic progress toward measurable outcomes; and
 - (14) communicating present levels of student achievement and progress on IEP goals, progress in the ELPS, and mastery of grade-level TEKS to all relevant stakeholders.
- (f) Content Knowledge and Instructional Practices. The bilingual special educator integrates bilingual and special education pedagogies to demonstrate knowledge of:
- (1) all domains of the Texas Prekindergarten Guidelines and specific knowledge of early numeracy, early literacy, and pre-academic skills in the primary language of the program and English;

- (2) developing individualized goals and objectives for IEPs aligned to appropriate grade-level TEKS, ELPS, and/or the Texas Prekindergarten Guidelines that identify appropriate language of instruction for the student as well as language(s) appropriate for the student to demonstrate mastery;
- (3) integrating language development and content-area instruction to meet the needs of students in accordance with Chapter 89, Subchapter BB, of Part 2 of this title (relating to Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students);
- (4) applying second language acquisition methodologies (e.g., Total Physical Response, Sheltered Instruction Observation Protocol) and CBLI methodologies in language of instruction and English;
- (5) differentiated methodologies and strategies for instructing a wide variety of learners, including heritage language learners, simultaneous bilinguals, recent arrivals, long-term emergent bilingual students, and program language learners in a two-way dual language immersion program, within different school-based configurations and program models;
- (6) applying content-specific knowledge and language development knowledge to routinely collaborate, co-teach, modify, and adapt curriculum with general education teachers, special education teachers and related service providers;
- (7) using explicit, differentiated, scaffolded, and systematic instruction to teach content, strategies, and skills designed for the student's language proficiency level and aligned with IEP goals;
- (8) providing linguistically appropriate 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;
- (9) utilizing assessments and language proficiency levels to develop specially designed instruction, including accommodations, modifications, and adaptations, as well as appropriately differentiated lessons;
- (10) planning instruction according to the requirements of an IEP, including supplementary aids, assistive technology, and related services;
- (11) providing specific, appropriate, and explicit feedback to students during instruction to engage, motivate, and support students toward language proficiency development and content mastery;
- (12) specialized curricula that may include curriculum for social skills, life skills, transition, orientation and mobility, independence, and self-advocacy;
- (13) proficient use of various forms of assistive technology (low, mid-, and high-tech) and plan for the strategic integration of assistive technology into daily teaching practices based on student developmental, learning, and linguistic needs;
- (14) planning for and the integration of school-to-school and school-to-community transition-focused activities into classroom instruction related to the student's post-secondary goals;
- (15) using evidence-based practices to design and implement appropriate interventions when dually identified students are not making expected progress in linguistic, functional, academic, or behavioral goals;
- (16) building positive relationships with students based on understanding of individual strengths and needs, high expectations, and mutual respect and rapport;
- (17) appropriate accommodations, modifications, and differentiation strategies to meet the needs of dually identified students as well as providing, adapting, and/or creating appropriate instructional materials and resources;
- (18) utilizing knowledge of language development and learning processes of dually identified students to select and use appropriate engagement strategies (bilingual pairs, language stations, strategic groupings, etc.) that meet the linguistic and learning needs of all students; and

- (19) the key differences between accommodations (language and disability related) and modified curriculum.
- (g) Student Support, Collaboration, and Professional Responsibilities. The bilingual special educator integrates bilingual and special education pedagogies in order to demonstrate knowledge of:
- (1) the academic benefits of multilingualism and bilingualism for students with disabilities;
 - (2) misconceptions related to bilingualism and disability and practices based on these misunderstandings;
 - (3) providing rigorous learning opportunities that support the development of a student's first language and English and promote positive learning outcomes;
 - (4) effective communication with parents and guardians around all aspects of the LPAC and/or ARD process to support participation in activities designed to support student achievement and growth;
 - (5) supporting access to services for dually identified students and their families as well as programmatic considerations/practices, particularly those with high support needs, recognizing students' multiple identified linguistic and disability related needs and how needs may change over time;
 - (6) collaborating with general education teachers to deliver, adapt, and differentiate instruction to address students' academic and non-academic needs;
 - (7) collaboration strategies to support all relevant stakeholders to effectively serve dually identified students across instructional settings;
 - (8) coordination with related service providers and community agencies to identify and access services, resources, and supports to meet the needs of dually identified students;
 - (9) supervising and collaborating with paraprofessionals to identify the responsibilities and skills needed for their roles; and
 - (10) setting short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection, advocacy, and professional standards.

Statutory Authority: The provisions of this §235.137 issued under Texas Education Code, §§21.003(a); 21.031; 21.041(b)(1), (2), and (4); and 21.04891.

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