

Chapter 235. Classroom Teacher Certification Standards

Subchapter A. General Provisions

§235.1. General Requirements.

- (a) The knowledge and skills identified in this section must be used by an educator preparation program in the development of the curricula and coursework as prescribed in §228.57 of this title (relating to Educator Preparation Curriculum) and serve as the basis for developing the examinations as prescribed in §230.35 of this title (relating to Development, Approval, Implementation, and Evaluation of Teacher Certification Standards).
- (b) Unless provided otherwise in this title, the content area and grade level of a certificate category as well as the standards underlying the certification examination for each shall include the following:
 - (1) the relevant Texas Essential Knowledge and Skills (TEKS) curriculum adopted by the State Board of Education, as prescribed in §74.1 of Part 2 of this title (relating to Essential Knowledge and Skills);
 - (2) the English Language Proficiency Standards (ELPS) adopted by the State Board of Education, as prescribed in Chapter 120, Subchapter B, of Part 2 of this title (relating to English Language Proficiency Standards);
 - (3) the relevant knowledge and application of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills; and
 - (4) the relevant Pedagogy and Professional Responsibilities Standards, specifically including how to effectively address the needs of all student populations.
- (c) A person must satisfy all applicable requirements and conditions under this title and other law to be issued a certificate in a category. A person seeking an initial standard certification must pass the appropriate examination(s) as prescribed in §230.21 of this title (relating to Educator Assessment).

Statutory Authority: The provisions of this §235.1 issued under Texas Education Code, §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4).

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§235.2. Definitions.

The following words and terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Academic language--The oral, written, auditory, and visual language specific to a discipline. It includes vocabulary, grammar, punctuation, syntax, discipline-specific terminology, and rhetorical conventions that allow students to acquire knowledge and academic skills.
- (2) Accelerated instruction/Acceleration--Includes aligned research-driven strategies and supports within a multi-tiered instructional model that helps students make more than one year of growth in one year of time.
- (3) Complex text--Texts that provide students opportunities to work with new language, knowledge, and ways of thinking. Text complexity is evaluated along quantitative dimensions such as word and sentence length, qualitative dimensions such as text structure, levels of meaning, and language conventions, and considerations, including the reader's background, motivation, and knowledge of the topic.
- (4) Deliberate practice--Practice that is systematic, requires sustained attention, and is conducted with the specific goal of improving performance on targeted skills.

- (5) Encoding--The process by which information is initially coded to be stored and retrieved. Encoding requires attention to key concepts and knowledge structures and is aided by reducing extraneous cognitive load or information in the learning environment.
- (6) Engagement--A state in which students are cognitively and behaviorally connected to and involved in their learning experience, characterized by participation, curiosity, and perseverance.
- (7) Evidence-based--A concept or strategy that has been evaluated as a whole and found to have positive effects when implemented with programmatic fidelity.
- (8) Explanatory feedback--Feedback that provides the learner with an explanation of strengths and weaknesses related to the learning activity or assignment.
- (9) Explicit instruction--Instruction in which the teacher's actions are clear, unambiguous, direct, and visible. Explicit instruction makes it clear what the students are to do and learn.
- (10) Fixed personality traits--The misconception that personality traits become fixed at certain stages of an individual's development and do not change over time.
- (11) Formative assessment--A deliberate low or no-stakes process used by teachers during instruction to elicit and use evidence of student learning to provide actionable feedback and improve students' attainment of learning targets.
- (12) Hemispheric dominance--The misconception that each brain hemisphere is specialized to process information differently and that the dominant hemisphere determines a person's personality and way of thinking.
- (13) High-quality instructional materials--Instructional materials, approved by the State Board of Education, that ensure full coverage of Texas Essential Knowledge and Skills; are aligned to evidence-based best practices in the relevant content areas; support all learners, including students with disabilities, emergent bilingual students, and students identified as gifted and talented; enable frequent progress monitoring through embedded and aligned assessments; include implementation supports for teachers; and provide teacher and student-facing lesson-level materials.
- (14) Instructional preparation--Describes the process by which a teacher uses knowledge of students and student learning to prepare instructional delivery to a unique group of students. Instructional preparation may include activities such as lesson plan design, evaluation of instructional materials, and lesson internalization.
- (15) Interleaving--An instructional technique that arranges practice of topics in such a way that consecutive problems cannot be solved by the same strategy.
- (16) Just-in-time supports--A learning acceleration strategy that integrates small, timely supports to address gaps in the most critical prerequisite knowledge and skills that students will need to access grade or course level content in upcoming units.
- (17) Learning styles--The disproven theory that identifies learners by type--visual, auditory, reading and writing, and kinesthetic--and adapts instruction to the individual's learning style.
- (18) Lesson plan design--Describes the process by which a teacher creates the planned learning experiences and related instructional materials for a topic. Lesson plan design includes activities such as developing or selecting objectives, learning experiences, sequencing, scaffolds, resources, materials, tasks, assessments, and planned instructional practices.
- (19) Lesson internalization--An aspect of instructional preparation specific to teaching a lesson or unit. It includes activities such as evaluating sequencing, learning goals, and expected outcomes, using assessment data to identify prior knowledge, studying lesson content, rehearsing lesson delivery, identifying possible misconceptions, as well as planning instructional strategies, materials, and pacing.
- (20) Metacognition--The awareness of how one's mind learns and thinks and the use of that awareness to optimize the efficiency of learning and cognition.

- (21) Multiple means of engagement--A range of options provided to engage and motivate students in learning.
- (22) Multiple means of representation--A range of options provided in the ways that information is presented to students.
- (23) Multiple means of action and expression--A range of options provided in the ways that students express or demonstrate their learning.
- (24) Open education resource instructional materials--State-developed materials included on the list of approved instructional materials maintained by the State Board of Education under Texas Education Code (TEC), §31.022, where the underlying intellectual property is either owned by the state of Texas or it can be freely used and modified by the state in perpetuity.
- (25) Patterns of student thinking--Common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems.
- (26) Productive struggle--Expending effort to understand a challenging situation and determine a course of action when no obvious strategy is stated, and receiving support that encourages persistence without removing the challenge.
- (27) Recall--Also referred to as "retrieval," the mental process of retrieving information that was previously encoded and stored in long-term memory.
- (28) Remediation--Strategies that focus on the drilling of isolated skills that bear little resemblance to current curriculum. Activities connect to past standards and aim to master content from past years.
- (29) Research-based--A concept or strategy with positive findings from studies effective in isolation or combination with other researched strategies or evidence-based programs.
- (30) Retrieval practice--Also referred to as "testing effect" or "active recall," it is the finding that trying to remember previously learned material, including by responding to questions, tests, assessments, etc., leads to better retention than restudying or being retold the material for an equivalent amount of time.
- (31) Science of learning--The summarized existing cognitive-science, cognitive psychology, educational psychology, and neuroscience research on how people learn, as it connects to practical implications for teaching.
- (32) Second language acquisition--The process through which individuals leverage their primary language to learn a new language. A dynamic process of learning and acquiring proficiency in the English language, supported by exposure to comprehensible input, interaction, formal instruction, and access to resources and support in English and primary language.
- (33) Spaced practice/Distributed practice--Spaced practice sequences learning in a way that students actively retrieve learned information from long-term memory through multiple opportunities over time with intervals in between--starting with shorter intervals initially (e.g., hours or days) and building up to longer intervals (e.g., weeks).
- (34) State Board of Education-approved instructional materials--Materials included on the list of approved instructional materials maintained by the State Board of Education under Texas Education Code (TEC), §31.022.
- (35) Summative assessment--Medium-to-high-stakes assessments, administered at the conclusion of an instructional period that are used to evaluate student learning, knowledge, proficiency, or mastery of a learning target.

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Chapter 235. Classroom Teacher Certification Standards

Subchapter B. Early Childhood Certificate Standards

§235.11. Content Standards, Early Childhood: Prekindergarten-Grade 3.

- (a) Early Childhood: Prekindergarten-Grade 3 Content Standards. The content standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the content knowledge required to teach early learners. The standards address content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment. The standards align with the *Texas Prekindergarten Guidelines*, Chapter 110 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading), Chapter 111 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Mathematics), Chapter 112 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Science), Chapter 113 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Social Studies), Chapter 115 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Health Education), Chapter 116 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Physical Education), Chapter 117 of Part 2 of this title (relating to Texas Essential Knowledge and Skills for Fine Arts), and The National Association for the Education of Young Children Professional Preparation Standards.
- (b) Child Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:
 - (1) know and understand young children's characteristics and needs, from birth through age eight;
 - (2) know and understand the multiple influences on early development and learning; and
 - (3) use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
- (c) English Language Arts and Reading. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS), with an emphasis on Kindergarten-Grade 3, and Emergent Early Literacy *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.
- (d) Mathematics. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Mathematics TEKS, with an emphasis on Kindergarten-Grade 3, and Mathematics *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.
- (e) Science. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Science TEKS, with an emphasis on Kindergarten-Grade 3, and Science *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.
- (f) Social Studies. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Social Studies TEKS, with an emphasis on Kindergarten-Grade 3, and Social Studies *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.
- (g) Fine Arts, including Theatre, Art, and Music. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Theatre, Art, and Music TEKS, with an

emphasis on Kindergarten-Grade 3, and Fine Arts *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

- (h) Health Education. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Health Education TEKS, with an emphasis on Kindergarten-Grade 3, and Physical Development *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.
- (i) Physical Education. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Physical Education TEKS, with an emphasis on Kindergarten-Grade 3, and Physical Development *Texas Prekindergarten Guidelines* and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade-level skills.

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Chapter 235. Classroom Teacher Certification Standards

Subchapter C. Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12

§235.21. Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12.

- (a) The standards identified in this section are targeted for classroom teachers in Early Childhood-Grade 12. The standards emphasize the knowledge and skills required for teachers to select, evaluate, internalize, and implement high-quality instructional materials. They assume that practicing teachers are aware of the Open Education Resource Instructional Materials (OER), customize materials as directed by their district, and engage in initial lesson plan design when they are directed by their school district to do so. The standards describe the knowledge and skills required for teachers to prepare, deliver, and assess instruction that results in positive outcomes for all students; describe the knowledge and skills required for teachers to build positive relationships with and among students in a safe and productive learning environment; reflect research and evidenced-based practices that ensure all students are held to rigorous grade-level academic and nonacademic standards; and define a teacher's role as a professional, ethical, and reflective practitioner.
- (b) Instructional Preparation. Teachers understand how students learn and prepare for instructional delivery by designing lessons, evaluating instructional materials, leveraging their knowledge of students, and engaging in a thorough process for lesson internalization.
 - (1) Teachers apply basic principles of lesson plan design from the learning sciences to prepare for instruction.
 - (A) Teachers understand learning as an active and social process of meaning-making that results in changes in student knowledge and behavior based on connections between past and new experiences.
 - (B) Teachers prepare instruction that uses research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting encoding such as use of multimedia learning principles, reduction of extraneous cognitive load, use of worked examples, interleaving, and deep integration of new experiences with prior knowledge.
 - (C) Teachers prepare instruction that uses research and evidence-based strategies for memory and recall such as interleaving, spacing, retrieval practice, and metacognition.
 - (D) Teachers recognize misconceptions about learning, the brain, and child and adolescent development, including myths such as learning styles, personality traits, and hemispheric dominance, and avoid unsupported instructional practices based on these misunderstandings.
 - (2) Teachers evaluate instructional materials and select or customize the highest quality district-approved option to prepare for instruction.
 - (A) Teachers identify the components of high-quality instructional materials such as a logical scope and sequence, clear learning objectives, grade or course level content, explicit instruction, student engagement, academic language, deliberate practice, and assessment, appropriate to the discipline.
 - (B) Teachers identify the benefits of using high-quality instructional materials.
 - (C) Teachers apply knowledge of the components of high-quality instructional materials to select or customize instructional materials when appropriate.
 - (D) Teachers analyze instructional materials and digital resources to ensure quality, rigor, and access to grade or course level content.
 - (E) Teachers use high-quality materials to plan instruction that connect students' prior understanding and real-world experiences to new content and contexts.

- (3) Teachers understand initial lesson plan design and, when district-approved materials are not available and when directed by their district, engage in initial lesson plan design using science of learning concepts.
 - (A) Teachers design lessons based on the components of high-quality instructional materials such as a logical scope and sequence, clear learning objectives, application of explicit instruction, and grade or course level content.
 - (B) Teachers design lessons that effectively connect learning objectives with explicit instruction, student engagement, academic language, deliberate practice, and assessment.
 - (C) Teachers design lessons that connect students prior understanding and real-world experiences to new content and contexts.
 - (D) Teachers plan for the use of digital tools and resources to engage students in active deep learning.
- (4) Teachers ensure lesson sequence and materials meet the needs of all learners and adapt methods when appropriate.
 - (A) Teachers plan for the use of multiple means to engage students, varied ways of representing information, and options for students to demonstrate their learning.
 - (B) Teachers leverage student data to prepare flexible student groups that facilitate learning for all students.
 - (C) Teachers differentiate instruction and align methods and techniques to diverse student needs, including acceleration, just-in-time supports, technology, intervention, linguistic supports, appropriate scaffolding, and implementation of Individualized Education Programs (IEPs).
- (5) Teachers recognize students' backgrounds (familial, educational, linguistic, and developmental) as assets and apply knowledge of students to engage them in meaningful learning.
 - (A) Teachers plan to present information in a meaningful way that activates or provides prerequisite knowledge to maximize student learning.
 - (B) Teachers collaborate with other professionals, use resources, and plan research and evidence-based instructional strategies to anticipate and respond to the unique needs of students, including disabilities, giftedness, bilingualism and biliteracy.
 - (C) Teachers plan instructional practices and strategies that support language acquisition so that language is comprehensible, and instruction is fully accessible.
 - (D) Teachers apply knowledge of how each category of disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 can affect student learning and development.
- (6) Teachers engage in a thorough process of lesson internalization to prepare well-organized, sequential instruction that builds on students' prior knowledge.
 - (A) Teachers identify how the intentional sequencing of units, lessons, and learning tasks supports student knowledge and mastery throughout the year.
 - (B) Teachers identify how the learning goals of units and lessons are aligned to state standards.
 - (C) Teachers use assessment data to identify prior knowledge and plan for the learning needs of students.
 - (D) Teachers internalize lesson content by reading the texts, completing learning tasks and assessments, rehearsing lesson delivery, and identifying any personal gaps in understanding.
 - (E) Teachers plan for pacing, use of teacher resources, and transitions between activities.

- (F) Teachers create or analyze and customize exemplar responses and anticipate potential barriers to learning.
 - (G) Teachers strategically plan instructional strategies, formative assessments, technology, scaffolds, and enrichment to make learning accessible to all students.
- (c) Instructional Delivery and Assessment. Teachers intentionally apply their knowledge of students and the learning process to implement high-quality instruction and assessment practices that are research and evidence-based and informed by student work.
- (1) Teachers deliver research and evidence-based instruction to meet the needs of all learners and adapt methods when appropriate.
 - (A) Teachers effectively communicate grade or course level expectations, objectives, and goals to help all students reach high levels of achievement.
 - (B) Teachers apply research and evidence-based teaching strategies for eliciting and sustaining attention and motivation and supporting memory encoding and recall such as interleaving, spacing, metacognition, and distributed practice.
 - (C) Teachers ensure a high degree of student engagement through explicit instruction, student discussion, feedback, and opportunities for deliberate practice.
 - (D) Teachers apply research and evidence-based teaching strategies that connect students' prior understanding and real-world experiences to new content and contexts and invite student perspectives.
 - (E) Teachers implement appropriate scaffolds in response to student needs.
 - (F) Teachers strategically implement tools, technology, and procedures that lead to increased participation from all students, elicit patterns of student thinking, and highlight varied responses.
 - (G) Teachers provide multiple means of engagement to encourage all students to remain persistent in the face of challenges.
 - (H) Teachers collaborate with other educational professionals, when appropriate, to deliver instruction that addresses students' academic and non-academic needs.
 - (2) Teachers scaffold instruction, from initial knowledge and skill development, through automaticity, toward complex, higher-order thinking, providing opportunities for deeper learning.
 - (A) Teachers set high expectations and facilitate rigorous grade or course level learning experiences for all students that encourage them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
 - (B) Teachers apply instructional strategies to deliberately engage all students in critical thinking and problem solving.
 - (C) Teachers validate student responses utilizing them to advance learning for all students.
 - (D) Teachers respond to student errors and misconceptions with prompts or questions that build new understanding on prior knowledge.
 - (E) Teachers use strategic questioning to build and deepen student understanding.
 - (F) Teachers strategically incorporate technology that removes barriers and allows students to interact with the curriculum in more authentic, significant, and effective ways.
 - (3) Teachers consistently check for understanding, give feedback, and make lesson adjustments as necessary.
 - (A) Teachers use a variety of formative assessments during instruction to gauge and respond to student progress and address misconceptions.

- (B) Teachers implement frequent or low- or no-stakes assessments to promote retrieval of learned information.
- (C) Teachers continually monitor and assess students' progress to guide instructional outcomes and determine next steps to ensure student mastery of grade or course level content.
- (D) Teachers build student capacity to self-monitor their progress.
- (E) Teachers provide frequent, timely, and specific explanatory feedback that emphasizes effort, improvement, and acknowledges students' strengths and areas for growth.
- (F) Teachers strategically implement instructional strategies, formative assessments, scaffolds, and enrichment to make learning accessible to all students.
- (G) Teachers set goals for each student in response to previous outcomes from formative and summative assessments.
- (H) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
- (4) Teachers implement formative and summative methods of measuring and monitoring student progress through the regular collection, review, and analysis of data.
 - (A) Teachers regularly review and analyze student work, individually and collaboratively, to understand students' thinking, identify strengths and progress toward mastery, and identify gaps in knowledge.
 - (B) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
 - (C) Teachers apply multiple means of assessing learning, including the use of digital tools, to accommodate according to students' learning needs, linguistic differences, and/or varying levels of background knowledge.
 - (D) Teachers use assessment results to inform and adjust instruction and intervention.
 - (E) Teachers clearly communicate the results of assessments with students, including setting goals, identifying areas of strength, and opportunities for improvement.
- (d) Content Pedagogy Knowledge and Skills. Teachers show a full understanding of their content and related pedagogy, and the appropriate grade-level Texas Essential Knowledge and Skills (TEKS).
 - (1) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
 - (A) Teachers demonstrate a thorough understanding of and competence in the use of open education resource instructional materials when available for the grade level and subject area.
 - (B) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
 - (C) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
 - (D) Teachers deliberately and regularly share multiple different examples of student representations and resolutions.
 - (E) Teachers stay current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

- (2) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
 - (A) Teachers teach both the key content knowledge and the key skills of the discipline and requisite linguistic skills making the information accessible to all learners by constructing it into usable knowledge.
 - (B) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences to build knowledge from year to year.
 - (C) Teachers provide multiple means of representation and engagement to promote literacy and ensure discipline-specific academic language is accessible for all students.
 - (D) Teachers explicitly teach, encourage, and reinforce the use of academic language, including vocabulary, use of symbols, and labeling.
 - (E) Teachers prepare for and apply scaffolds in the lesson to make content accessible to all students, including diverse learners such as emergent bilingual students, students with disabilities, and students working above and below grade level.
 - (F) Teachers engage students in productive struggle by allowing them time to work, asking questions to deepen their thinking, encouraging multiple approaches, praising effort on successful and unsuccessful attempts, and contrasting student attempts and correct solutions.
- (3) Teachers demonstrate research and evidence-based best practices specific to planning, instruction, and assessment of mathematics.
 - (A) Teachers communicate, using multiple means of representation, the relationship between mathematical concepts and mathematical procedures.
 - (B) Teachers engage students in recursive lesson activities that reinforce automaticity in prerequisite knowledge and skills to mitigate the use of working memory when engaging those knowledge and skills as task complexity increases.
 - (C) Teachers use multiple means of representation to engage students in mathematical tasks that deepen students' understanding of conceptual understanding, procedural fluency, and mathematical reasoning.
 - (D) Teachers prepare and deliver instruction and questioning to deliberately solicit different explanations, representations, solutions, and reasoning from all students.
 - (E) Teachers prepare and deliver explicit instruction and modeling that links grade-level conceptual understanding with mathematical procedures and avoids shortcuts to problem solving.
 - (F) Teachers analyze instructional plans to ensure an appropriate balance between conceptual understanding and procedural fluency.
 - (G) Teachers facilitate discourse through regular opportunities for students to communicate the relationship between mathematical concepts and mathematical procedures.
 - (H) Teachers provide time for students to apply conceptual understanding and procedural fluency collaboratively and independently to problem-solving.
 - (I) Teachers communicate and model the connections between mathematics and other fields that utilize mathematics to problem solve, make decisions, and incorporate real-world applications in instruction.
 - (J) Teachers explicitly teach and model that math abilities are expandable and improvable.
- (4) Teachers demonstrate research and evidence-based best practices specific to planning, instruction, and assessment of language arts and reading.

- (A) Teachers analyze instructional materials in preparation for instruction to ensure they provide grade-level appropriate systematic and explicit practice in foundational literacy skills.
 - (B) Teachers analyze instructional materials in preparation for instruction to ensure that foundational literacy skills are reached at each grade or course level.
 - (C) Teachers implement clear and explicit reading instruction aligned to the Science of Teaching Reading (STR) competencies and engage students in deliberate practice to make meaning from text.
 - (D) Teachers identify and analyze grade or course level and complex texts for quality in preparation for instruction.
 - (E) Teachers prepare and deliver explicit reading instruction that uses grade-level and complex texts to build student knowledge.
 - (F) Teachers strategically plan and implement supports such as read-aloud and questioning at varied levels of complexity to support comprehension of high-quality complex texts.
 - (G) Teachers engage students in writing practice, including text-based writing, that builds comprehension and higher-order thinking skills.
 - (H) Teachers engage students in speaking practice that builds comprehension, language acquisition, and higher-order thinking skills.
 - (I) Teachers use high-quality assessments to monitor grade-level appropriate foundational skills development.
 - (J) Teachers implement and analyze a variety of high-quality literacy assessments to monitor grade-level appropriate comprehension and identify gaps.
 - (K) Teachers apply just-in-time supports and intervention on prerequisite skills and continually monitor to determine the need for additional learning support.
- (e) Learning Environment. Teachers maintain a safe and supportive learning environment that is characterized by respectful interactions with students, consistent routines, high expectations, and the development of students' self-regulation skills.
- (1) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior and positive interventions, that maintain a productive learning environment for all students.
 - (A) Teachers arrange their classrooms and virtual learning spaces in an organized way that is safe, flexible, and accessible to maximize learning that accommodates all students' learning and physical needs.
 - (B) Teachers implement consistent classroom and behavior management systems to maintain an environment where all students are engaged and can reach academic and nonacademic goals.
 - (C) Teachers model and provide explicit instruction on effective behavior regulation skills to build students' resilience and self-discipline.
 - (D) Teachers maintain a safe and positive culture of student ownership and group accountability that fosters engagement by all students in the classroom expectations, culture, and norms.
 - (2) Teachers lead and maintain classroom environments in which students are motivated and cognitively engaged in learning.
 - (A) Teachers maintain a classroom environment that is based on high expectations and student self-efficacy.
 - (B) Teachers strategically use instructional time, including transitions, to maximize learning.

- (C) Teachers manage and facilitate strategic and flexible groupings to maximize student learning.
- (f) Professional Practices and Responsibilities. Teachers are self-aware and consistently hold themselves to a high standard for individual development. They collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with federal, state, and local laws, and conduct themselves ethically and with integrity.
 - (1) Teachers model ethical and respectful behavior and demonstrate integrity in all settings and situations.
 - (A) Teachers understand and comply with applicable federal, state, and local laws pertaining to the professional behaviors and responsibilities of educators.
 - (B) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
 - (C) Teachers demonstrate understanding of their role in strengthening American democracy and are willing to support and defend the constitutions of the United States and Texas.
 - (D) Teachers advocate for and apply knowledge of students' progress and learning plans through the maintenance of thorough and accurate records.
 - (E) Teachers model and promote for students the safe, ethical, and legal practices with digital tools and technology.
 - (2) Teachers actively self-reflect upon their practice and collaborate with other educational professionals to deepen knowledge, demonstrate leadership, and improve their instructional effectiveness.
 - (A) Teachers apply consistent reflective practices, analysis of student work, and video evidence of teaching, to identify and communicate professional learning needs.
 - (B) Teachers seek and apply job-embedded feedback from colleagues, including supervisors, mentors, coaches, and peers.
 - (C) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
 - (D) Teachers engage in relevant professional learning opportunities that align with their growth goals and student learning needs.
 - (E) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
 - (F) Teachers collaborate with educational professionals to ensure learning is accessible and enables all students reach their academic and non-academic goals.
 - (3) Teachers communicate consistently, clearly, and respectfully with all community stakeholders, including students, parents and families, colleagues, administrators, and staff.
 - (A) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
 - (B) Teachers communicate regularly, clearly, and appropriately with families about student progress, providing detailed and constructive feedback in a language that is accessible to families to support students' developmental and learning goals.
 - (C) Teachers build mutual understanding of expectations with students, parents, and families through clear, respectful, and consistent communication methods.
 - (D) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

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Chapter 235. Classroom Teacher Certification Standards

Subchapter D. Trade and Industrial Workforce Training Certification Standards

§235.61. Pedagogy and Professional Responsibilities Standards, Grades 6-12, Trade and Industrial Workforce Training.

- (a) Grades 6-12 Pedagogy and Professional Responsibilities (PPR) Standards. The PPR standards identified in this section are targeted for classroom teachers of students in Grades 6-12 Trade and Industrial Workforce Training courses. The standards address the discipline that deals with the theory and practice of teaching to inform skill-based training and development. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Commissioner's Teacher Standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Commissioner's Rules Concerning Teacher Standards).
- (b) Instructional Planning and Delivery. Trade and Industrial Workforce Training Grades 6-12 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
 - (1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
 - (2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
 - (3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
 - (4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
 - (5) use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals;
 - (6) plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
 - (7) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
 - (8) monitor and assess students' progress to ensure that their lessons meet students' needs; and
 - (9) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
- (c) Knowledge of Student and Student Learning. Trade and Industrial Workforce Training Grades 6-12 classroom teachers work to ensure high levels of learning and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
 - (1) connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts; and
 - (2) understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- (d) Content Knowledge and Expertise. Trade and Industrial Workforce Training Grades 6-12 classroom teachers exhibit an understanding of content and related pedagogy as demonstrated through the quality of

the design and execution of lessons and the ability to match objectives and activities to relevant state standards. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:

- (1) organize curriculum to facilitate student understanding of the subject matter; and
 - (2) teach both the key content knowledge and the key skills of the discipline.
- (e) Learning Environment. Trade and Industrial Workforce Training Grades 6-12 classroom teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) maintain and facilitate respectful, supportive, positive, and productive interactions with and among students;
 - (2) arrange the physical environment to maximize student learning and to ensure that all students have access to resources;
 - (3) implement behavior management systems to maintain an environment where all students can learn effectively;
 - (4) maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning;
 - (5) maximize instructional time, including managing transitions; and
 - (6) manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- (f) Data-Driven Practices. Trade and Industrial Workforce Training Grades 6-12 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must:
- (1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning; and
 - (2) analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
- (g) Professional Practices and Responsibilities. Trade and Industrial Workforce Training Grades 6-12 classroom teachers consistently hold themselves to a high standard for individual development, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity. Trade and Industrial Workforce Training Grades 6-12 classroom teachers must adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
- (h) Implementation Date. The provisions of this section apply to an applicant who is admitted to an educator preparation program for the Trade and Industrial Workforce Training: Grades 6-12 teacher certificate on or after September 1, 2019.

Statutory Authority: The provisions of this §235.61 issued under Texas Education Code, §§21.003(a), 21.031, and 21.041(b)(1), (2), and (4).

Source: The provisions of this §235.61 adopted to be effective May 18, 2025, 50 TexReg 2796.

Chapter 235. Classroom Teacher Certification Standards

Subchapter E. Science of Teaching Reading Standards

§235.101. Science of Teaching Reading Standards.

- (a) Science of Teaching Reading (STR) Standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Texas Prekindergarten Guidelines and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 6, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all early learners and address vertical alignment. Candidates in the following categories of classroom teachers will be assessed by the STR standards:
- (1) Early Childhood: Prekindergarten-Grade 3;
 - (2) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6;
 - (3) Core Subjects with Science of Teaching Reading: Grades 4-8;
 - (4) English Language Arts and Reading with Science of Teaching Reading: Grades 4-8; and
 - (5) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.
- (b) Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this section demonstrate understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:
- (1) oral language development;
 - (2) print awareness and alphabet knowledge;
 - (3) phonological and phonemic awareness;
 - (4) phonics (decoding and encoding);
 - (5) reading fluency;
 - (6) vocabulary development;
 - (7) syllabication and morphemic analysis;
 - (8) comprehension of literary text;
 - (9) comprehension of informational text; and
 - (10) beginning strategies and reading comprehension skills.
- (c) Reading Pedagogy. Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:
- (1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy);
 - (2) implementing both formal and informal methods of measuring student progress in early reading development;

- (3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
- (4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

Statutory Authority: The provisions of this §235.101 issued under Texas Education Code, §§21.003(a), 21.031, 21.041(b)(1), (2), and (4), and 21.048(a-2).

Source: The provisions of this §235.101 adopted to be effective October 15, 2020, 45 TexReg 7261.

Chapter 235. Classroom Teacher Certification Standards

Subchapter F. Supplemental 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 English learners (ELs). 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 ELs, 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 ELs 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 ELs 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 §74.4 of Part II of this title (relating to English Language Proficiency Standards);
 - (3) use knowledge of interrelated aspects of listening, speaking, reading, and writing as they support ELs' 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 ELs may have with English language concepts;
 - (6) apply knowledge of sociolinguistic concepts (e.g., dialect diversity in English; factors affecting language variation, register, and style; language change);
 - (7) understand and apply theories, concepts, and research in language acquisition in L1 and secondary language (L2) to support ELs' 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 social and cultural processes (affective variables).
- (c) Culturally Responsive Teaching. ESL teachers know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct mutually adaptive learning environments for ELs. The ESL teacher must:

- (1) use knowledge of major theories and research related to the nature and role of culture to design and select instructional materials, methods, and delivery techniques that facilitate learning for a multicultural, linguistically diverse classroom;
 - (2) build upon ELs' prior knowledge, experiences, and academic background to connect new learning through effective culturally responsive techniques;
 - (3) seek to understand and to value the surface and deep aspects of culture, including values, beliefs, customs, and traditions;
 - (4) use knowledge of the stages of acculturation to create a mutually adaptive learning environment;
 - (5) recognize that language and culture interact in the formation of the students' cultural identities;
 - (6) apply the understanding that academic achievement is positively impacted by valuing the cultural assets that ELs bring to the classroom and integrating the students' cultural aspects into classroom materials;
 - (7) recognize factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism), demonstrate sensitivity to students' diverse cultural and socioeconomic backgrounds, and apply this knowledge to create a culturally responsive learning environment;
 - (8) understand that cultural and linguistic diversity are not the only factors that may affect students' learning of academic content (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, motivation, exceptionalities); and
 - (9) create an effective learning environment that addresses the affective, linguistic, and cognitive needs of ELs 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 ELs. 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 ELs that make the content comprehensible while supporting English language development (e.g., sheltered instruction, content-based instruction);
 - (4) choose, adapt, and use a wide range of instructional materials, resources, and technologies for the diverse needs of ELs to support language and content knowledge acquisition while maintaining rigor;
 - (5) integrate and foster critical thinking by providing scaffolds needed for ELs to demonstrate their higher-order thinking skills in English;
 - (6) establish safe, positive, supportive, interactive, and empowering learning environments for ELs;
 - (7) implement effective classroom management methods that support a culturally and linguistically diverse classroom;
 - (8) address the needs of ELs at all English language proficiency levels as described in the ELPS PLDs through targeted language instruction within content material;
 - (9) create multiple opportunities for authentic, meaningful use of social and academic language;
 - (10) recognize the background factors that can affect literacy development, such as students with interrupted formal education (SIFE);

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

- (2) use state-approved identification assessments for ELs 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 §74.4 of Part II of this title and the Texas English Language Proficiency Assessment System (TELPAS) to evaluate and monitor the progress of ELs in English language proficiency;
 - (5) understand federal- and state-mandated policies and statute related to programs for ELs, 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 state-mandated requirements for English learners 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 served ELs on state assessments;
 - (9) apply the appropriate state-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, dyslexia, gifted and talented) as applicable.
- (f) Professional Learning, Partnerships, and Advocacy. ESL teachers keep current with new instructional techniques, research, advances in the ESL field, and education policy issues related to ELs and demonstrate knowledge of the history of programs and services for ELs. ESL teachers work collaboratively with school staff, parents, and the community to improve the learning environment, provide support, and advocate for ELs 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 ELs, including key court cases, legal mandates, and federal and state policies that impact current bilingual and ESL programs;
 - (3) know and understand public issues and educational policy that impact effective programming and equitable opportunities related to the education of ELs;
 - (4) take advantage of and actively participate in professional growth opportunities to create equitable learning environments;
 - (5) demonstrate reflective practices through the process of setting and revisiting specific goals for professional learning related to culturally and linguistically diverse student populations and developing a personal philosophy of ESL education;
 - (6) be accountable to goals for growth in supporting ELs through self-reflection, peer evaluation, and coordinated leadership monitoring of implementation;
 - (7) advocate for appropriate instruction and assessment by sharing their knowledge of ELs with their general-education and content-area colleagues and the school community;
 - (8) promote EL success by playing an active role in the campus LPAC, including coordination of services for ELs in other special programs for which they qualify;
 - (9) actively advocate and serve as a resource for ELs 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 ELs;
 - (10) consider ESL families as vital partners who enrich the classroom and school environment and facilitate parent/guardian involvement in their child(ren)'s linguistic, academic, and personal development;

- (11) provide effective communication that is accessible, consistent, and targeted to the needs of ELs and their parents/families in a variety of educational and social contexts; and
- (12) apply knowledge of effective strategies for advocating educational and social equity for ELs by staying current on public issues regarding ELs (e.g., participating in LPAC meetings; serving on Site-Based Decision Making (SBDM) committees; participating in Admission, Review, and Dismissal (ARD) committee meetings as appropriate; serving as a resource for teachers).

Statutory Authority: The provisions of this §235.115 issued under Texas Education Code, §§21.003(a), 21.031, 21.040(4), and 21.041(b)(1), (2), and (4).

Source: The provisions of this §235.115 adopted to be effective July 21, 2019, 44 TexReg 3545.

§235.117. Bilingual Spanish Standards.

- (a) Spanish and English Bilingual Standards. The standards identified in this section are targeted for classroom teachers of bilingual education programs (Spanish and English). The standards address the discipline associated with the theory and practice of teaching students who are learning two languages simultaneously. The standards inform appropriate teaching techniques, methods, teacher actions, judgments, and decisions by taking into consideration theories and research of language acquisition, second language learning, understanding the needs and strengths of bilingual learners, and the backgrounds and interests of individual students.
- (b) Definitions. The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise.
 - (1) Academic language--words used in the learning of academic matter in a formal education context that are associated with literacy and academic achievement, including specific academic terms, technical language, and speech registers related to each field of study.
 - (2) Cultural responsiveness--the ability to learn from and relate respectfully with people of one's own culture as those from other cultures.
- (c) Language Abilities. The bilingual education teacher possesses the language ability to teach across the curriculum and demonstrate proficiency in Spanish.
 - (1) Listening. In the Spanish language, the bilingual teacher understands oral communication in a variety of listening situations relevant to bilingual education, including professional topics, academic language, and day-to-day communication with students, parents, guardians, colleagues, and community members.
 - (2) Listening. In the Spanish language, the bilingual teacher understands oral communication in extended academic discourse on topics related to the profession.
 - (3) Speaking. In the Spanish language, the bilingual teacher uses appropriate formal and informal registers to communicate with various audiences and within settings relevant to the bilingual school context.
 - (4) Speaking. In the Spanish language, the bilingual teacher uses discourse that reflects correct grammatical and syntactical structures to communicate information and discuss topics relevant to the bilingual school context.
 - (5) Speaking. In the Spanish language, the bilingual teacher demonstrates the ability to use culturally and linguistically responsive language in everyday communication.
 - (6) Speaking. In the Spanish language, the bilingual teacher understands and applies academic language related to the Texas Knowledge and Skills (TEKS) during instruction as well as discussion of topics relevant to the school context.
 - (7) Reading. In the Spanish language, the bilingual teacher applies literal, inferential, and interpretive reading skills to authentic materials relevant to the school context.

- (8) Reading. In the Spanish language, the bilingual teacher understands written materials that include academic vocabulary used to teach the TEKS in a variety of content areas.
 - (9) Writing. In the Spanish language, the bilingual teacher writes effective and coherent interpersonal discourse using accurate standard Spanish conventions, sentence structure, orthography, spelling, vocabulary, grammar, and syntax. (e.g., professional e-mail, parent communication, and other school documents).
 - (10) Writing. In the Spanish language, the bilingual teacher writes extended coherent professional discourse in an appropriate academic register using sentence structure, orthography, spelling, vocabulary, grammar, and syntax (e.g., newsletter, memos, special events).
 - (11) Writing. In the Spanish language, the bilingual teacher writes coherent instructional material using accurate standard Spanish conventions, sentence structure, orthography, spelling, vocabulary, grammar, and syntax (e.g., essays, exit tickets, exemplars).
 - (12) Writing. In the Spanish language, the bilingual teacher effectively models for students how to write to explain, narrate, and describe using accurate standard Spanish conventions, sentence structure, orthography, spelling, vocabulary, grammar, and syntax.
- (d) Socio-Cultural Competence. The bilingual teacher knows, understands, and uses major concepts, principles, and theories related to the nature and role of culture and cultural groups to construct a mutually adaptive learning environment for bilingual learners. The bilingual teacher:
- (1) recognizes, affirms, fosters, and leverages learners' bilingualism, biliteracy, biculturalism, and experiences as assets in service of their learning and is an advocate for the bilingual program and the participating learners (e.g., serves as school and community liaison, participates in teacher retention and recruitment committees);
 - (2) promotes learners' bilingual and bicultural identity through culturally and linguistically responsive activities;
 - (3) understands the socio-historical backgrounds of bilingual learners (both past and present) and uses this information to create an effective bilingual and multicultural learning environment;
 - (4) uses knowledge of major theories and research related to the nature and role of culture to select instructional materials, methods, and delivery techniques that facilitate learning for a multicultural classroom;
 - (5) understands how to draw upon the deep personal, familial, and communal cultural knowledge that bilingual learners possess in order to construct new cultural knowledge;
 - (6) knows and understands how to create culturally and linguistically responsive lessons and classroom environment and advocates for a culturally and linguistically responsive school (e.g., takes an active role in advisory committees at the campus and district levels, campus improvement committee, admissions committee);
 - (7) has knowledge of diversity within the language and cultural groups (e.g., awareness of regional differences in languages and cultural groups);
 - (8) recognizes factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism), demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds, and applies this knowledge to create a culturally and linguistically responsive learning environment; and
 - (9) creates an effective learning environment that addresses the socio-emotional, linguistic, and cognitive needs as well as promotes the bicultural identity of bilingual learners and ways to bridge home and school cultures (e.g., lessons and activities embedded to the development of learners' cross-cultural and sociocultural competence, lessons and activities designed to foster mutual appreciation and respect for the target cultural groups, plans and designs activities that foster mutual appreciation and respect for targeted cultural groups among families and community members).

- (e) Instructional Practice. The bilingual education teacher understands and applies research-based components and processes of language acquisition and biliteracy development. The bilingual teacher:
- (1) has a comprehensive knowledge of content-area instruction in both languages;
 - (2) knows and understands state educator certification standards in all content areas relevant to the certificate level;
 - (3) knows and understands the statewide curriculum in all content areas as specified in the TEKS;
 - (4) understands the alignment of and difference between the Spanish Language Arts and Reading (SLAR) and English Language Arts and Reading (ELAR) TEKS and uses this information to develop culturally and linguistically responsive lesson plans that build biliteracy and facilitate language transfer to develop bilingualism in both languages;
 - (5) knows and understands how to integrate language development and content-area instruction to meet the cognitive, linguistic, and affective needs of students in accordance with Chapter 89, Subchapter BB, of Part II of this title (relating to Commissioner's Rules Concerning State Plan for Educating English Learners);
 - (6) uses Latino multicultural children's literature and authentic materials to promote biliteracy, biculturalism, and content knowledge;
 - (7) understands and applies methodologies and strategies for teaching English as a second language (ESL) via an English language development block as well as through content areas (e.g., Total Physical Response (TPR), Sheltered Instruction Observation Protocol (SIOP), pre-teaching vocabulary, and scaffolding strategies to make new information comprehensible);
 - (8) understands and applies research-based differentiation strategies to make content-area instruction comprehensible in order to meet the academic and linguistic needs of bilingual learners;
 - (9) identifies, selects, or designs developmentally, culturally, and linguistically appropriate materials, resources, realia, technology, and assessment for use in a bilingual classroom;
 - (10) understands and applies major language components in both languages (e.g., phonics, phonology, morphology, syntactic features, semantics, and pragmatics), methodologies and strategies for integrating language and content instruction (Spanish and English) using sheltered instruction techniques in Spanish and English; understands and applies theoretical concepts such as instruction for biliteracy, bi-directional transfer, use of cognates, contrastive analysis, and translanguaging;
 - (11) understands and applies differentiated methodologies and strategies for instructing a wide variety of linguistically diverse learners (e.g., heritage language learners, simultaneous bilinguals, recent arrivals, long-term English learners, and Spanish learners in a two-way program) within different school-based configurations and program models; and
 - (12) promotes critical-thinking, problem-solving, and collaborative learning strategies to enhance bilingualism, biliteracy, and content knowledge.
- (f) Development and Assessment of Biliteracy. The bilingual education teacher demonstrates a comprehensive knowledge of the development and assessment of literacy in the bilingual learners' primary/partner language and English and can design and deliver meaningful biliteracy experiences for diverse bilingual learners. The bilingual teacher:
- (1) understands the components of biliteracy and strategically plans for language transfer and implements the ELAR TEKS, SLAR TEKS, and the English Language Proficiency Standards (ELPS) to develop literacy in both languages;
 - (2) utilizes assessments (formative and summative) in strategic ways and analyzes the data to guide instruction;
 - (3) uses informal and formal assessments to measure learners' bilingualism and proficiency level to guide instruction;

- (4) uses knowledge of the connection between the ELPS in §74.4 of Part II of this title (relating to English Language Proficiency Standards) and the Texas English Language Proficiency Assessment System (TELPAS) to evaluate and monitor the progress of bilingual learners identified as English learners in their English language proficiency when planning and delivering data-driven instruction;
 - (5) assesses and monitors learners' Spanish proficiency level in listening, speaking, reading, and writing when planning and delivering data-driven instruction;
 - (6) understands that assessment is recursive and the need to use multiple data points to assess and monitor biliteracy development across language domains when planning and delivering responsive instruction and when providing opportunities to develop biliteracy skills;
 - (7) understands and applies authentic methods for biliteracy instruction that reflect the unique characteristics of English and Spanish;
 - (8) recognizes implicit cultural and linguistic biases in assessment and high-stakes testing;
 - (9) creates authentic and purposeful, measurable learning activities and experiences in all content areas that promote bilingual learners' development of concepts and skills in both languages and recognizes the students' biliteracy trajectory; and
 - (10) identifies and/or develops assessments that are linguistically and culturally authentic.
- (g) Foundations of Bilingual Education. The bilingual education teacher demonstrates an understanding of the historical context of bilingual education in the United States and around the world; bilingual education program models approved in Texas in accordance with Chapter 89, Subchapter BB, of this title; the unique needs of bilingual learners; laws pertaining to English learners in bilingual education programs; the Office of Civil Rights and U.S. Department of Justice guidelines; and the importance of advocacy and equity for the bilingual learner. The bilingual teacher:
- (1) knows and understands public issues and educational policy that impact effective programming and equitable learning environments;
 - (2) is an advocate for equity for bilingual learners and their equal access to all programs, resources, and materials;
 - (3) shares their knowledge of second language acquisition with general-education, ESL-education, and content-area colleagues and the school community to advocate for appropriate instruction and assessment;
 - (4) demonstrates sensitivity to learners' diverse cultural backgrounds and shows respect for regional language differences considering the learner's entire linguistic repertoire;
 - (5) knows and understands the historical background, effects of demographic changes, pertinent federal and state legislation and significant court cases, (e.g., the Civil Rights Act of 1964, the Bilingual Education Act (BEA), Chapter 89, Subchapter BB, of this title, *Lau vs. Nichols*, *Demetrio Rodriguez vs. San Antonio ISD*, *Plyer vs. Doe*, *Santamaria vs. Dallas ISD*);
 - (6) demonstrates awareness of the concept of bilingualism throughout the world (e.g., *Lycee de Francais*, the language of the global economy, language policy in Canada, South Africa, Switzerland, and India);
 - (7) understands the models of bilingual education approved in Texas in accordance with Chapter 89, Subchapter BB, of this title, including the program model characteristics and goals; curriculum, assessment, and accountability; research findings on the effectiveness of the program models; and the critical components that contribute to effective program model implementation (e.g., systems approach, program model design, instructional methods, and family and community engagement);
 - (8) makes appropriate instructional decisions based on program model design, best practices according to research on language acquisition and bilingual learners, knowledge of classroom and campus diversity, and an understanding of linguistically and culturally appropriate materials and methodologies;

- (9) understands federal- and state-mandated policies and statutes related to English learners, including the roles, responsibilities, and processes for the Language Proficiency Assessment Committee (LPAC) in the identification, serving, and reclassification as an English learner in Texas;
- (10) understands federal- and state-mandated policies and statutes related to programs for English learners, including LPAC guidelines for program placement, reclassification, and monitoring in Texas;
- (11) applies the appropriate state-mandated criteria and LPAC procedures for identification, recommendation of program services, reclassification, monitoring, and exit; and
- (12) understands the role of the LPAC in coordinating with other special programs (e.g., special education, Section 504, dyslexia, gifted and talented) as applicable.

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 21.048(a-2).

Source: The provisions of this §235.117 adopted to be effective October 15, 2020, 45 TexReg 7261.

Chapter 235. Classroom Teacher Certification Standards

Subchapter G. Special Education Certificate Standards

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

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

- (13) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and visually representing and interpreting data to show student progress;
 - (14) demonstrate knowledge of the roles and responsibilities of the required members of an ARD committee;
 - (15) demonstrate knowledge of the required components of a typical ARD committee meeting agenda;
 - (16) interpret the results of a variety of assessment data (i.e., classroom, state and district transition assessment) in plain language to explain present levels of student academic achievement and functional performance, student progress on annual IEP goals, and mastery of grade level TEKS to the ARD committee members;
 - (17) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level TEKS, appropriate accommodations (academic, behavior, state and district assessment), transition needs and goals, and other supplements as needed;
 - (18) apply knowledge of individuals served through special education as well as special education laws and policies to facilitate and advocate for families' full participation in the education of their students;
 - (19) demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learners, highly mobile and at risk, dyslexia);
 - (20) advocate for family and student participation in the IEP, ARD meetings, and transition plan;
 - (21) foster and support students in their development of self-reliance and self-advocacy;
 - (22) advocate for high academic and behavioral expectations for students with disabilities;
 - (23) demonstrate understanding that individuals with high support needs deserve to be challenged with high expectations and provided with meaningful inclusive participation opportunities to develop the highest possible learning outcomes; and
 - (24) demonstrate a foundational knowledge of the Individualized Family Service Plan (IFSP).
- (c) Understanding and Addressing Each Individual's Developmental and Learning Needs. The Early Childhood-Grade 6 special education teacher must:
- (1) demonstrate knowledge about relevant physical and emotional development from birth through adolescence;
 - (2) demonstrate knowledge of how stress, trauma, protective factors, resilience, and supportive relationships may impact learning, behavior, and development in young children;
 - (3) demonstrate knowledge of how exceptionalities can interact with development and learning;
 - (4) demonstrate understanding that students with all support needs may also come from a different cultural background, may speak other languages than those of the dominant culture, or may come from a unique racial or ethnic group;
 - (5) demonstrate knowledge of the multiple biological, physical, psychological, and social influences that affect learning and development when working with individuals with high support needs;
 - (6) demonstrate knowledge of strategies to support students' development and independence given relevant grade level expectations for academic and behavior for students from birth through adolescence;
 - (7) apply a variety of evidence-based, age-appropriate classroom routines and procedures that support individual developmental and learning needs;

- (8) demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs;
 - (9) demonstrate knowledge of how developmental academic, social, and functional characteristics of individuals with high support needs impact levels of support needs;
 - (10) apply knowledge of evidence-based practices to identify and intervene when students are not making progress in functional, academic, or behavioral goals; and
 - (11) demonstrate the knowledge and ability to adapt instruction when students with high support needs do not meet milestones.
- (d) Subject Matter Content and Specialized Curricular Knowledge. The Early Childhood-Grade 6 special education teacher must:
- (1) demonstrate knowledge of the Emergent Literacy-Writing, Mathematics, Science, and Fine Arts domains of the Texas Prekindergarten Guidelines;
 - (2) demonstrate knowledge of the Texas Essential Knowledge and Skills (TEKS) for English language arts and reading, mathematics, science, and fine arts (Kindergarten-Grade 6);
 - (3) demonstrate specific knowledge of early numeracy, early literacy, and pre-academic skills according to the TEKS and the Texas Prekindergarten Guidelines;
 - (4) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS and the Texas Prekindergarten Guidelines;
 - (5) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum;
 - (6) apply content-specific knowledge to modify and differentiate instruction as well as provide access to instructional materials for a wide range of student performance levels;
 - (7) apply understanding of the subject matter TEKS, the Texas Prekindergarten Guidelines, and specialized curricula to inform programmatic and instructional decisions for students with high support needs;
 - (8) understand how to identify a learner's preferred mode of communication;
 - (9) demonstrate a content-specific knowledge at a level necessary for students with exceptionalities to progress in their individualized programs toward completion of appropriate graduation requirements;
 - (10) apply content-specific knowledge to routinely collaborate, co-teach, modify, and adapt curriculum with general education teachers;
 - (11) demonstrate knowledge of how to integrate appropriate instructional and assistive technology for students in Prekindergarten-Grade 6;
 - (12) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt the curricula across contexts;
 - (13) demonstrate knowledge of specialized curricula that may include curriculum for social skills, life skills, transition, orientation and mobility, independence, and self-advocacy;
 - (14) demonstrate knowledge of families, culture, and community when involving paraprofessionals, general educators, specialists, resources, and supports to create and incorporate strategies for making content and instruction accessible and challenging for students at all levels of support needs;
 - (15) demonstrate knowledge of how to provide modified access to subject-specific instructional materials to address individual learner needs in different contexts such as center-based, home-based, and school-based classrooms, including specialized and general classrooms; and

- (16) recognize barriers to accessibility and acceptance of individuals with high support needs and plan for ways to address those barriers through the implementation of specialized curricula.
- (e) Assessment for Data-based Decision Making. The Early Childhood-Grade 6 special education teacher must:
- (1) demonstrate knowledge of different forms, purposes, and applications of assessment to inform development of the IEP and plan instruction;
 - (2) assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction;
 - (3) use data from variety of formative and summative assessments to identify learning goals and plan and adapt instruction;
 - (4) demonstrate knowledge of how to implement, collect data from, and keep records of ongoing formative assessment;
 - (5) use the results of multiple assessments to determine if a student is making adequate progress toward measurable outcomes;
 - (6) use assessment results to design, adjust, plan, and inform instruction or intervention;
 - (7) accurately interpret the results of various forms of assessments, including state assessments and district benchmark assessments;
 - (8) accurately analyze, interpret, and discuss the results of a variety of evaluation data for an individual student;
 - (9) interpret a variety of evaluation data, including measures of student functioning and educational, physical, and medical needs;
 - (10) identify, recommend, and implement appropriate accommodations and/or modifications for classroom, behavior, state, and district testing or other assessments as determined by the ARD committee;
 - (11) provide feedback to stakeholders regarding student performance on assessments and interpret assessment results in plain language for parents and students;
 - (12) administer, interpret, and gather baseline data from screening instruments and diagnostic reading, mathematics, and behavior assessments;
 - (13) support students to understand and use their assessment data to self-monitor and self-regulate; and
 - (14) collaborate with professionals with additional expertise as needed (e.g., English as a second language specialists, bilingual specialists, translators, speech and language pathologists, behavior specialists) to ensure an appropriate and valid assessment process.
- (f) Supporting Learning Using Effective Instruction. The Early Childhood-Grade 6 special education teacher must:
- (1) demonstrate knowledge of how to plan instruction according to the requirements of an IEP, including supplements, assistive technology, and related services;
 - (2) demonstrate knowledge of the key differences between IEP accommodations and modified curriculum;
 - (3) design instruction to meet the needs of a diverse group of students based on information from various types of formative and summative assessments;
 - (4) plan for strategic integration of assistive technology into daily teaching practices based on student developmental and learning needs;
 - (5) use knowledge of the learning processes of young children from birth through adolescence to select, adapt, and apply instructional strategies that meet the needs of individual students and support transition goals;

- (6) use explicit, scaffolded, and systematic instruction to teach content, strategies, and skills;
 - (7) design individualized instruction that adapts instructional intensity and/or intervention to build on students' strengths and accommodate students' needs;
 - (8) provide specific, developmentally appropriate, and explicit feedback to students during instruction to engage, motivate, and support students toward mastery;
 - (9) plan and integrate transition-focused activities into classroom instruction;
 - (10) create opportunities for students to demonstrate their knowledge and skills using different modalities and allow every individual to advance as he or she demonstrates understanding;
 - (11) apply knowledge of developmentally appropriate instructional strategies to engage, motivate, and promote learning specific to the needs of young children with exceptionalities;
 - (12) apply knowledge of the learning processes of young children to select and use a variety of grouping strategies (e.g., whole group, small group, individual) to meet the learning needs of each student;
 - (13) promote the generalization of concepts and skills across content areas and educational settings;
 - (14) design visual supports to promote student mastery of curriculum, executive functioning, and classroom procedures;
 - (15) adapt instruction and make regular changes based on data from assessments;
 - (16) plan, adapt, and deliver learning experiences for individuals with high support needs in an inclusive manner that reflects an understanding of the continuum of instructional settings and an understanding of how to engage individuals with high support needs in inclusive, meaningful learning activities across instructional settings;
 - (17) apply knowledge of the Universal Design for Learning Guidelines to create and incorporate strategies for making content and instruction accessible and challenging for individuals with all support needs;
 - (18) apply knowledge of students, content, and pedagogy to develop, implement, evaluate, and revise instruction and interventions as needed;
 - (19) demonstrate a thorough knowledge of the learning processes of young children; and
 - (20) use strategies to promote active student engagement.
- (g) Supporting Social, Behavioral, and Emotional Growth. The Early Childhood-Grade 6 special education teacher must:
- (1) design effective and universally accessible environments and learning experiences appropriate for students in Prekindergarten-Grade 6;
 - (2) demonstrate knowledge of developmentally appropriate preventative and responsive practices that contribute to a positive and safe learning environment;
 - (3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);
 - (4) demonstrate knowledge of the key components and purposes of a Functional Behavioral Assessment (FBA);
 - (5) demonstrate knowledge of the key components and purposes of a Behavior Intervention Plan (BIP);
 - (6) demonstrate knowledge of the key components and purposes of restorative discipline practices;
 - (7) create an environment in which expectations are clear and predictable and instructional routines and classroom procedures are used to support and engage students;

- (8) use developmentally appropriate procedures and routines to facilitate safe and efficient transitions, promote independence, self-regulation, and executive functioning;
 - (9) use effective procedures and routines to create a physically safe, relationship-driven, and organized learning environment with access to materials, instruction, and content that facilitates social communication with peers and staff;
 - (10) establish, explicitly teach, and maintain clear expectations for student behavior;
 - (11) demonstrate knowledge of research-based de-escalation strategies to effectively address aggressive behavior;
 - (12) build positive relationships with students based on understanding of individual strengths and needs, high expectations, and mutual respect and rapport;
 - (13) create an atmosphere of safety that encourages social, emotional, and physical well-being of staff and students;
 - (14) use sources of data, such as the BIP, to identify or develop effective, evidence-based, and, whenever possible, function-based practices for class-wide or individual-level interventions;
 - (15) analyze progress monitoring data as defined in the BIP to evaluate the effects of behavioral interventions;
 - (16) consider multiple avenues of intervention and reinforcement techniques such as class-wide and/or individual-level interventions;
 - (17) use FBA to collect data and analyze and utilize the data to design behavior intervention;
 - (18) conform to legal and ethical guidelines for all behavioral interventions;
 - (19) demonstrate knowledge of the impact of behavior on the learning of students and classmates;
 - (20) understand how factors, including family, community, exceptionalities, and trauma impact student behavior in the learning environment;
 - (21) demonstrate understanding of the importance of digital citizenship and the vulnerability of youth with exceptionalities to social media influences;
 - (22) provide positive and constructive specific, developmentally-appropriate, and explicit feedback to guide student behavior;
 - (23) demonstrate knowledge and apply principles of Applied Behavior Analysis (ABA);
 - (24) demonstrate knowledge of how to find appropriate school and community supports for students who need social, physical, and/or emotional learning support; and
 - (25) take active measures to prevent bullying, maltreatment, violence, and sexual assault, and report any instances through appropriate channels.
- (h) Professional Learning and Collaboration. The Early Childhood-Grade 6 special education teacher must:
- (1) demonstrate knowledge of the roles and responsibilities of the Early Childhood-Grade 6 special education teacher and of other professionals who deliver special education services, including related and instructional service providers;
 - (2) collaborate with paraprofessionals to identify and define the responsibilities, skills, and professional development needed for their roles;
 - (3) collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals to lead effective meetings that address students' instructional, emotional, behavioral, and social needs;
 - (4) consult with campus staff and/or colleagues about strategies, supports, and implementation of IEPs;
 - (5) coordinate with service providers and build student schedules;

- (6) implement transition activities in the IEP that include community resources and service providers;
- (7) mentor and supervise paraprofessionals;
- (8) effectively collaborate with general education teachers to deliver, adapt, and differentiate instruction to address students' instructional, emotional, behavioral, and social needs;
- (9) understand the strengths and limitations of various co-teaching models based on setting and the individual needs of students;
- (10) effectively implement co-teaching models to deliver, adapt, and differentiate instruction to meet students' instructional, emotional, behavioral, and social needs;
- (11) understand the reciprocal relationship with general education teachers for effective and inclusive practices;
- (12) collaborate and consult with multi-disciplinary teams to plan and implement instruction in accordance with a student's IEP;
- (13) select and develop resources to improve communication and collaboration with family and community;
- (14) coordinate with related service providers and community agencies to identify and access services, resources, and supports to meet the needs of individuals with exceptionalities;
- (15) engage in ongoing self-reflection to design and implement professional learning activities and advocate for improved outcomes for students with high support needs and their families, while considering their social, cultural, and linguistic diversity;
- (16) set short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection, and professional standards;
- (17) demonstrate understanding of the barriers that exist for students with high support needs within educational settings and work with decision makers to design environments and select curriculum resources that include supports that address a range of student needs; and
- (18) respectfully advocate for social, legal, and environmental changes for students and families of students with high support needs, recognizing students' multiple identified needs.

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 21.048(a-2).

Source: The provisions of this §235.131 adopted to be effective October 15, 2020, 45 TexReg 7261.

§235.133. Special Education Standards: Grades 6-12.

- (a) Special Education Standards. The standards identified in this section are targeted for teachers of students who receive special education services. The standards address the discipline associated with the theory and practice of teaching students who receive special education services. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration philosophical, historical, and legal foundations of special education, characteristics of students who receive special education services, understandings of the needs and strengths of students who receive special education services, and the backgrounds and interests of individual students.
- (b) Legal and Ethical Guidelines. The Grades 6-12 special education teacher demonstrates knowledge of all applicable state and federal laws, including Individuals with Disabilities Education Act (IDEA) of 2004; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act (ADA) of 1990 and ADA Amendments Act (ADAAA) of 2008; Texas Education Code specific to students with disabilities; and Texas Administrative Code specific to students with disabilities; and Family Education Rights and Privacy Act. The Grades 6-12 special education teacher must:
 - (1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) that has affected knowledge and practice of the education of individuals with high support needs;

- (2) demonstrate knowledge of the history of exclusion of and discrimination against people with disabilities;
- (3) demonstrate knowledge of IDEA 2004 eligibility categories;
- (4) demonstrate knowledge of all required components of an Individual Transition Plan (ITP) as outlined in federal and state law;
- (5) demonstrate knowledge of all required components of an Individualized Education Program (IEP) as outlined in federal and state law;
- (6) demonstrate knowledge of all sections of the special education legal folder and where to store required documentation;
- (7) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP;
- (8) demonstrate knowledge of the legal responsibility of all teachers and school staff to protect the confidentiality and dignity of students with disabilities;
- (9) demonstrate knowledge of graduation options for students with disabilities receiving special education services according to §89.1070 of this title (relating to Graduation Requirements);
- (10) demonstrate knowledge of the federal requirements for transfer of rights at the age of majority;
- (11) demonstrate knowledge of the state and federal requirements for transition planning beginning at the age of 14;
- (12) demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find;
- (13) demonstrate knowledge of the special education teacher's roles and responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year;
- (14) use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance and to identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP;
- (15) maintain student legal folders and store ongoing documentation according to local education agency (LEA) requirements and keep records to document receipt of the IEP by all required school staff;
- (16) audit student class schedules to ensure compliance with least restrictive environment and schedule of services in the IEP;
- (17) schedule and facilitate ongoing transition activities to prepare students for postsecondary living according to the IEP;
- (18) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and visually representing and interpreting data to show student progress;
- (19) demonstrate knowledge of the roles and responsibilities of the required members of an ARD committee;
- (20) demonstrate knowledge of the required components of a typical ARD committee meeting agenda;
- (21) interpret the results of a variety of assessment data (classroom, state and district transition assessment) in plain language to explain student progress on annual IEP goals and mastery of grade level standards to the ARD committee members;

- (22) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level standards, appropriate accommodations (academic, behavior, state, and district assessment), transition needs and goals, and other supplements as needed;
 - (23) apply knowledge of individuals served through special education as well as special education laws and policies to facilitate and advocate for students' full participation in their education;
 - (24) demonstrate understanding that students served through special education may also have other special populations identifiers (i.e., gifted and talented, English learner, highly mobile and at risk, and dyslexia);
 - (25) advocate for student participation in the IEP, ARD meetings, and transition plan;
 - (26) foster and support students in their development of self-reliance and self-advocacy;
 - (27) apply knowledge of IEP transition activities to build students' readiness for postsecondary transition;
 - (28) advocate for high academic and behavioral expectations for students with disabilities; and
 - (29) demonstrate understanding that individuals with high support needs deserve to be challenged with high expectations and provided with meaningful and inclusive participation opportunities to develop the highest possible learning outcomes.
- (c) Understanding and Addressing Each Individual's Developmental and Learning Needs. The Grades 6-12 special education teacher must:
- (1) demonstrate knowledge about relevant physical and emotional development for early adolescence through early adulthood;
 - (2) demonstrate knowledge of how specific developmental characteristics of the teenage brain impact learning (e.g., decision-making, problem-solving, impulse control, and relationships);
 - (3) understand the impact of exceptionalities on developmental milestones, executive functioning, and social skills;
 - (4) demonstrate understanding that students with all support needs may also come from a different cultural background, may speak other languages than those of the dominant culture, or may come from a unique racial or ethnic group;
 - (5) demonstrate knowledge of the multiple biological, physical, psychological, and social influences that affect learning and development when working with individuals with high support needs;
 - (6) demonstrate knowledge of strategies to support students' development and independence given relevant grade level expectations for academic and behavior for students in Grades 6-12;
 - (7) apply a variety of evidence-based, age-appropriate classroom routines and procedures that support individual developmental and learning needs;
 - (8) demonstrate knowledge of a variety of assistive technologies to support individual developmental and learning needs;
 - (9) demonstrate knowledge of how developmental academic, social, and functional characteristics of individuals with high support needs impact levels of support needs;
 - (10) apply knowledge of evidence-based practices to identify and intervene when students are not making progress in functional, academic, or behavioral goals; and
 - (11) demonstrate the knowledge and ability to adapt instruction when students with high support needs do not meet milestones.
- (d) Subject Matter Content and Specialized Curricular Knowledge. The Grades 6-12 special education teacher must:
- (1) demonstrate a foundational knowledge of content specific TEKS and College and Career Readiness Standards (CCRS) appropriate for students in Grades 6-12;

- (2) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS and CCRS;
 - (3) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum;
 - (4) apply content-specific knowledge to modify and differentiate instruction as well as provide access to instructional materials for a wide range of student performance levels;
 - (5) apply understanding of the subject matter TEKS and specialized curricula to inform programmatic and instructional decisions for students with high support needs;
 - (6) understand how to identify a learner's preferred mode of communication;
 - (7) demonstrate content-specific knowledge at a level necessary for students with exceptionalities to progress in their individualized programs toward completion of a range of graduation plans;
 - (8) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt curricula across contexts;
 - (9) demonstrate knowledge of how to integrate appropriate instructional and assistive technology for students in Grades 6-12;
 - (10) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt the curricula across contexts;
 - (11) demonstrate knowledge of specialized curricula that may include curriculum for social skills, life skills, transition, orientation and mobility, independence curricula, and self-advocacy;
 - (12) demonstrate knowledge of families, culture, and community when involving paraprofessionals, general educators, and specialists, to make content and instruction accessible and challenging for students at all levels of support needs;
 - (13) demonstrate knowledge of how to provide modified access to subject-specific instructional materials to address individual learner needs in different contexts such as center-based, home-based, and school-based classrooms, including specialized and general classrooms; and
 - (14) recognize barriers to accessibility and acceptance of individuals with high support needs and plan for ways to address those barriers through the implementation of specialized curricula.
- (e) Assessment for Data-based Decision Making. The Grades 6-12 special education teacher must:
- (1) demonstrate knowledge of different forms of assessment, their purposes, and their application to inform development of IEP and to plan instruction;
 - (2) assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based, problem-solving systems of intervention and instruction;
 - (3) use data from a variety of formative and summative assessments to identify learning goals, plan and adapt instruction, and monitor progress toward the learning goals;
 - (4) demonstrate knowledge of how to implement, collect data from, and keep records of ongoing formative assessment;
 - (5) use the results of multiple assessments to determine if a student is making adequate progress toward measurable outcomes;
 - (6) use assessment results to design, adjust, plan, and inform instruction or intervention;
 - (7) accurately interpret the results of various forms of assessments, including state assessments and district benchmark assessments;
 - (8) accurately analyze, interpret, and discuss the results of a variety of evaluation data for an individual student;

- (9) interpret a variety of evaluation data including measures of student functioning, and educational, physical, and medical needs;
 - (10) identify, recommend, and implement appropriate accommodations and/or modifications for classroom, behavior, state, and district testing or other assessments as determined by the ARD committee;
 - (11) provide feedback to stakeholders regarding student performance on assessments and interpret assessment results in plain language for parents and students;
 - (12) administer, interpret, and gather baseline data from screening instruments and diagnostic reading, mathematics, and behavior assessments;
 - (13) use the results of multiple assessments to determine students' transition needs;
 - (14) support students in understanding their own assessment data and using those results to self-monitor and self-regulate; and
 - (15) collaborate with professionals with additional expertise as needed (e.g., English as a second language specialists, bilingual specialists, translators, speech and language pathologists, behavior specialists) to ensure an appropriate and valid assessment process.
- (f) Supporting Learning Using Effective Instruction. The Grades 6-12 special education teacher must:
- (1) demonstrate knowledge of how to plan instruction according to the requirements of an IEP, including use of supplements, technology, assistive technology, and related services;
 - (2) demonstrate knowledge of the key differences between IEP accommodations and modified curriculum;
 - (3) design instruction to meet the individual needs of a diverse group of students based on information from various types of formative and summative assessments;
 - (4) plan for strategic integration of technology and assistive technology into daily teaching practices based on student developmental and learning needs;
 - (5) use knowledge of the learning processes of adolescents and teenagers to select, adapt, and apply instructional strategies that meet the needs of individual students and support transition goals;
 - (6) use explicit, scaffolded, systematic instruction to teach content, strategies, and skills;
 - (7) design individualized instruction that adapts instructional intensity and/or intervention to build on students' strengths and accommodate needs;
 - (8) provide specific, developmentally appropriate, and explicit feedback to students during instruction to engage, motivate, and support students toward mastery;
 - (9) plan and integrate transition-focused activities into classroom instruction;
 - (10) create opportunities for students to demonstrate their knowledge and skill using different modalities and allow every individual to advance as they demonstrate their understanding;
 - (11) apply knowledge of developmentally appropriate instructional strategies to engage, motivate, and promote learning specific to the needs of adolescents and teenagers with exceptionalities;
 - (12) apply knowledge of the learning processes of adolescents and teenagers to select and use a variety of grouping strategies (e.g., whole group, small group, individual) to meet the learning needs of each student;
 - (13) promote the generalization of concepts and skills across content areas and educational settings;
 - (14) design visual supports to promote student mastery of curriculum, executive functioning, and classroom procedures;
 - (15) adapt instruction and make regular changes based on data from assessments;

- (16) demonstrate an understanding of the continuum of instructional settings and of how to engage individuals with high support needs in inclusive, meaningful learning activities across instructional settings;
 - (17) apply knowledge of the Universal Design for Learning Guidelines to create and incorporate strategies for making content and instruction accessible and challenging for individuals with high support needs;
 - (18) apply knowledge of students, content, and pedagogy to develop, implement, evaluate, and revise instruction and interventions as needed;
 - (19) demonstrate understanding of the potential impacts of modified curriculum on a student's graduation plan;
 - (20) use strategies to promote active student engagement;
 - (21) demonstrate a thorough knowledge of the learning processes of adolescents and teenagers; and
 - (22) demonstrate understanding of the importance of digital citizenship and the vulnerability of youth with exceptionalities to social media influences.
- (g) Supporting Social, Behavioral, and Emotional Growth. The Grades 6-12 special education teacher must:
- (1) design effective and universally accessible environments and learning experiences appropriate for students in Grades 6-12;
 - (2) demonstrate knowledge of a range of preventative and responsive practices, appropriate for students, ages 11-22, that contribute to a positive and safe learning environment;
 - (3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);
 - (4) demonstrate knowledge of the key components and purposes of a Functional Behavioral Assessment (FBA);
 - (5) demonstrate knowledge of the key components and purposes of a Behavior Intervention Plan (BIP);
 - (6) demonstrate knowledge of the key components and purposes of restorative discipline practices;
 - (7) create an environment in which expectations are clear and predictable and instructional routines and classroom procedures are used to support and actively engage students;
 - (8) use effective procedures and routines, appropriate to students in Grades 6-12 to facilitate safe and efficient transitions, promote independence, self-regulation, and executive functioning;
 - (9) use effective procedures and routines to create a physically safe, relationship-driven, and organized learning environment with access to materials, instruction, and content that facilitates social communication with peers and staff;
 - (10) establish, explicitly teach, and maintain clear expectations for student behavior;
 - (11) demonstrate knowledge of research-based de-escalation strategies to effectively address aggressive behavior;
 - (12) build positive relationships with students based on understanding of individual strengths and needs, high expectations, and mutual respect and rapport;
 - (13) create an atmosphere of safety that encourages social, emotional, and physical well-being of staff and students;
 - (14) use sources of data, such as the BIP, to identify or develop effective, evidence-based, and, whenever possible, antecedent and function-based practices for class-wide or individual-level interventions;

- (15) analyze progress monitoring data as defined in the BIP to evaluate the effects of behavioral interventions;
 - (16) consider multiple avenues of intervention and reinforcement techniques such as class-wide and/or individual-level interventions;
 - (17) use FBA to collect data and analyze and utilize the data to design behavior intervention;
 - (18) conform to legal and ethical guidelines for all behavioral interventions;
 - (19) demonstrate knowledge of the impact of behavior on the learning of students and classmates;
 - (20) understand how factors, including family, community, exceptionalities, and trauma impact student behavior in the learning environment;
 - (21) provide positive and constructive-specific, developmentally-appropriate, and explicit feedback to guide student behavior;
 - (22) demonstrate knowledge and apply principles of Applied Behavior Analysis (ABA);
 - (23) demonstrate knowledge of how to find appropriate school and community supports for students who need social, physical, and/or emotional learning support; and
 - (24) take active measures to prevent bullying, maltreatment, violence, and sexual assault and report any instances through appropriate channels.
- (h) Professional Learning and Collaboration. The Grades 6-12 special education teacher must:
- (1) demonstrate knowledge of the roles and responsibilities of the Grades 6-12 special education teacher and of other professionals who deliver special education services;
 - (2) collaborate with paraprofessionals to identify and define the responsibilities, skills, and professional development needed for their roles;
 - (3) collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals to lead effective meetings that address students' instructional and behavioral needs;
 - (4) consult with campus staff and/or colleagues about strategies, supports, and implementation of IEPs;
 - (5) coordinate with service providers and build student schedules;
 - (6) implement transition activities in the IEP that include community resources and service providers;
 - (7) mentor and supervise paraprofessionals;
 - (8) effectively collaborate with general education teachers to deliver, adapt, and differentiate instruction to meet the instructional, emotional, behavioral, and social needs of individual students;
 - (9) understand the strengths and limitations of various co-teaching models based on setting and the individual needs of students;
 - (10) understand the reciprocal relationship with general education teachers for effective and inclusive practices;
 - (11) collaborate and consult with multi-disciplinary teams, including career and technical education, electives, and extracurriculars, to plan and implement instruction in accordance with a student's IEP;
 - (12) select and develop resources to improve communication and collaboration with family and community;
 - (13) coordinate with instructional and related service providers and community agencies to identify and access services, resources, and supports to meet the needs of individuals with exceptionalities;

- (14) collaborate with community service providers to address transition needs in accordance with the IEP and the ITP;
- (15) demonstrate knowledge of the key components of different employment models and how to provide access to community-based instruction, and vocational training;
- (16) engage in ongoing self-reflection to design and implement professional learning activities and advocate for improved outcomes for students with high support needs and their families, while considering the social, cultural, and linguistic diversity of students;
- (17) set short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection, and professional standards;
- (18) demonstrate understanding of the barriers that exist for students with high support needs within educational settings and work with decision makers to design environments and select curriculum resources that include supports that address a range of student needs; and
- (19) respectfully advocate for social, legal, and environmental changes for students and families of students with high support needs, recognizing students' multiple identified needs.

Statutory Authority: The provisions of this §235.133 issued under Texas Education Code, §§21.003(a), 21.031, 21.041(b)(1), (2), and (4), and 21.048(a-2).

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

- (a) DeafBlind Standards. The standards identified in this section are targeted for teachers of students who are DeafBlind. The standards address the discipline associated with the theory and practice of teaching students who are DeafBlind. The standards inform appropriate teaching techniques, methods, and teacher actions, judgments, and decisions by taking into consideration philosophical, historical, and legal foundations of DeafBlind education, characteristics of students who are DeafBlind, understandings of the needs and strengths of students who are DeafBlind, and the backgrounds and interests of individual students.
- (b) Foundations. The teacher of students who are DeafBlind understands the philosophical, historical, and legal foundations of DeafBlind education. The teacher of students who are DeafBlind:
 - (1) understands interaction, communication, and language theories, approaches, and research that are applicable to teaching learners who are DeafBlind;
 - (2) understands the history of the practices, people, and events that have impacted people who are DeafBlind (congenital and acquired) and the relevance of those histories to educational practices;
 - (3) understands access and inclusion from the visual, auditory, and tactile perspective of a person who is DeafBlind;
 - (4) understands specialized roles and responsibilities of the educational team members, including learners who are DeafBlind, teachers of students who are DeafBlind, other educators, related service personnel, and family members;
 - (5) understands the rights of learners who are DeafBlind and their family members;
 - (6) understands clinical, functional, and legal definitions for eligibility of services as students who are DeafBlind/Blind/Visually Impaired/Deaf/Hard of Hearing;
 - (7) accesses and evaluates current related research and practices in the field of DeafBlindness for their relevance in educational practices;
 - (8) educates, facilitates, and collaborates with all educational team members, including family members, to ensure that the student's unique needs are being supported by all necessary team members during evaluation and instruction in home, school, and/or community settings;
 - (9) ensures that the educational team considers proper eligibility criteria for the student who is DeafBlind;

- (10) establishes reciprocal interactions with learners who are DeafBlind; and
 - (11) advocates for effective individualized interaction, communication, and language development.
- (c) Learner Characteristics. The teacher of students who are DeafBlind demonstrates understanding of the complex and unique effects of the combined vision and hearing loss as well as the strengths of the tactile sense of learners who are DeafBlind. The teacher of students who are DeafBlind:
- (1) understands the positive perspective of the learner who is DeafBlind, including functional hearing and vision as well as the experience of touch;
 - (2) understands typical child development and methods for supporting a child who is DeafBlind throughout the various stages of development;
 - (3) understands the critical roles of vision, hearing, and touch in learning;
 - (4) understands the range of vision and hearing loss of learners who are DeafBlind;
 - (5) understands the diversity within the culture of learners who are DeafBlind;
 - (6) understands the implications of combined sensory loss and the importance of the tactile sense on access to information and the environment;
 - (7) understands the potential isolating effects of combined hearing and vision loss upon the learner who is DeafBlind;
 - (8) understands the potential impact of the combined effects of hearing and vision loss upon the learner's opportunities for incidental learning;
 - (9) understands the potential emotional implications of combined hearing and vision loss upon the learner who is DeafBlind, including the biological impact of stress;
 - (10) understands the potential impact of the combined effects of hearing and vision loss and the tactile experience upon the learner's personal relationships with others, including the importance of sensory-attuned reciprocal interactions, on bonding, attachment, inclusion, and friendships;
 - (11) understands the potential and complex effects of additional disabilities upon learners who are DeafBlind;
 - (12) understands the potential and complex effects of additional sensory disabilities (e.g., touch, vestibular, proprioception, taste, smell) upon learners who are DeafBlind;
 - (13) understands the potential effects of the age of onset (congenital vs. acquired), degrees, and/or progression of hearing and vision loss upon learners who are DeafBlind;
 - (14) understands the major etiologies of DeafBlindness and the possible implications on the learner who is DeafBlind;
 - (15) understands the potential impact of the combined effects of vision and hearing loss and tactile accessibility upon the development of concrete and abstract concepts;
 - (16) understands dynamic forms/modes of communication used by learners who are DeafBlind (i.e., body movements, gestures, bodily emotional traces (BETS), Visual American Sign Language (VASL), VASL adaptations, Signing Exact English (SEE), Tactile American Sign Language (TASL), speech, other manual modes);
 - (17) understands static forms/modes of literacy, including real objects, tactile symbols, pictures, print, braille, and digital technology;
 - (18) understands the structure and function of the auditory, visual, and tactile systems;
 - (19) understands impairments in the structure and functions of the auditory and visual systems;
 - (20) understands the influence of vision and hearing loss on tactile and sensorimotor development;
 - (21) understands the learner's social history and its impact on the learner's current biology and physiology;

- (22) effectively explains the impact of the combined effects of hearing and vision loss and tactile accessibility to the educational team in relation to typical development; and
 - (23) guides the educational team to ensure the development of communication-rich environments that support sensory-appropriate modes of social engagement within the context of developmentally-, age-, and grade-appropriate functional and meaningful activities.
- (d) Evaluation and Assessment. The teacher of students who are DeafBlind understands the educational evaluation and assessment processes to identify learner strengths and needs and applies appropriate formal and informal evaluation strategies to support the continuous development of all students, from birth through age 22. The teacher of students who are DeafBlind:
- (1) understands the legal protocol for administering evaluations relative to his or her certification as a teacher of students with visual impairments and/or teacher of students who are Deaf/hard of hearing;
 - (2) understands evaluation of communication modes/forms along a continuum from pre-intentional and pre-symbolic to formal communication and language used by learners who are DeafBlind;
 - (3) understands the importance of a functional sensory evaluation as a foundation for accommodations, adaptations, and strategies;
 - (4) understands how to interpret functional evaluations and clinical assessments of vision, hearing, and medical/neurological information with reference to etiology;
 - (5) understands the specialized tools needed to perform evaluations of hearing and vision;
 - (6) understands the child-guided approach for evaluation of learners who are DeafBlind;
 - (7) understands the evaluation of the Expanded Core Curriculum (ECC) for learners who have visual impairment, including those learners who are DeafBlind and with additional disabilities;
 - (8) understands how to identify a learner's preferred mode of communication;
 - (9) understands strategies for supporting the learner's educational team in determining appropriate modifications and accommodations of evaluations and state-mandated assessments and interpreting the assessment results based on individual learning characteristics;
 - (10) collaborates with the educational team using learner-centered evaluations and planning processes to determine appropriate program planning, instruction, and setting;
 - (11) conducts evaluations and ensures evaluations/assessments conducted by others are in the preferred mode(s) of communication for the individual learner who is DeafBlind;
 - (12) evaluates in co-active, child-guided, functional routines and motor sequences, as appropriate for the learner who is DeafBlind;
 - (13) evaluates or actively participates in conducting the functional vision evaluation, learning media assessment, communication evaluation, functional hearing evaluation, and ECC evaluation of the learner who is DeafBlind;
 - (14) evaluates or actively participates in evaluating the communicative intent related to observable behavior of the learner who is DeafBlind;
 - (15) assesses and adapts to learners' pace/timing of communication;
 - (16) evaluates or actively participates in evaluating communication along a continuum from pre-intentional and pre-symbolic to formal communication and language used by learners who are DeafBlind;
 - (17) evaluates and interprets or actively participates in determining the meaning and function of the learner's formal and informal literacy medium/media;
 - (18) evaluates, interprets, and affirms the meaning of the learner's communicative initiatives (e.g., natural gestures, affect, bodily movements, vocalizations);

- (19) evaluates with consideration of physical environments, bio-behavioral states, and preferred/non-preferred sensory channels of the learner who is DeafBlind;
 - (20) actively participates in the evaluation of tactile, proprioceptive, vestibular, and kinesthetic systems of the learner who is DeafBlind;
 - (21) interprets evaluation results and explains current and future implications of combined vision and hearing loss of the learner to the educational team, including family members;
 - (22) determines appropriate modifications and accommodations of evaluations and state-mandated assessments and supports the interpretation of the results based on individual learning characteristics;
 - (23) recommends the learner for additional visual and auditory evaluations/assessments when necessary; and
 - (24) explains the effects of specific etiologies on all sensory systems.
- (e) Planning for Instruction. The teacher of students who are DeafBlind plans for instructional opportunities in home, school, and community environments that are adapted to the diverse needs of learners who are DeafBlind. The teacher of students who are DeafBlind:
- (1) understands the pacing and structure of programming for short- and long-term objectives within the context of functional routines for learners who are DeafBlind;
 - (2) understands how to include or introduce novelty into familiar routines based on the individual needs of learners who are DeafBlind;
 - (3) understands the elements of planning for life-long learning in current and future environments for students who are DeafBlind;
 - (4) understands the importance of creating lesson plans that provide direct sensory experiences for learners who are DeafBlind;
 - (5) understands appropriate instructional accommodations and modifications for learners who are DeafBlind;
 - (6) understands the process for the development of a shared formal language with learners who are DeafBlind, based upon the learners' unique needs when planning instruction;
 - (7) understands the need for learners who are DeafBlind to have competent communication partners who are present and actively engaged in all activities and settings;
 - (8) understands how to incorporate appropriate assistive technology that enhances auditory, visual, and/or tactile functioning;
 - (9) understands how to select the visual, auditory, and tactile characteristics of materials needed by learners who are DeafBlind;
 - (10) understands how to incorporate student preferences to design motivating instructional activities;
 - (11) gathers, maintains, and shares descriptive records/portfolios of the learner's communication repertoire across all settings to assess strengths, challenges, and progress;
 - (12) plans additional time for tactual modeling and exploration;
 - (13) plans additional time for individual learner processing and response;
 - (14) based on learner needs, plans instruction that includes the appropriate literacy system(s);
 - (15) plans extra time for conversations that facilitate the learner's anticipation of a change in routine or schedule;
 - (16) creates opportunities for turn-taking and serve-and-return conversational exchanges in all interactions and instructional settings;
 - (17) plans time for choice-making opportunities in multiple instructional settings;

- (18) acquires devices and materials that are required for each lesson;
 - (19) obtains, operates, and maintains assistive technology related to vision and hearing; and
 - (20) adapts materials to accommodate for multi-sensory needs.
- (f) Learning Environment. The teacher of students who are DeafBlind understands individual and group motivation and behavior in order to create a positive learning environment that encourages social interaction, active engagement, and joy of learning. The teacher of students who are DeafBlind:
- (1) understands the array of learning environments within different service delivery models;
 - (2) understands the importance of competent communication partners who can interact with the learner who is DeafBlind to match his/her mode of communication;
 - (3) understands how to facilitate a multi-modal learning environment by using the learner's functional hearing and/or vision, while also promoting the bodily/tactile sense, as prime components of information gathering and expression;
 - (4) understands the potential for elements in the environment to be perceived as stressful by the learner who is DeafBlind and the impact that may cause to his/her biology;
 - (5) assists others in the development of trusting relationships and in becoming competent communication partners with the learner who is DeafBlind;
 - (6) facilitates communication and interaction to provide social and environmental access for the learner who is DeafBlind;
 - (7) makes appropriate adaptations to enhance the learner's auditory, visual, and tactile functioning in a variety of environments;
 - (8) uses appropriate assistive technology to promote the learner's access, participation, and independence;
 - (9) selects, adapts, recommends, or implements classroom management strategies that reflect understanding of the individual learner's needs;
 - (10) promotes an environment that allows learners to orient themselves, move safely, and interact positively with peers;
 - (11) promotes an environment that feels predictable and safe for the learner who is DeafBlind;
 - (12) reduces or eliminates unnecessary visual, auditory, and tactile clutter in the learning environment; and
 - (13) adapts the learning environment by considering the impact of the elements of the learning environment (e.g., glare, lighting, auditory input, seating position) on the learner.
- (g) Instructional Delivery. The teacher of students who are DeafBlind emphasizes individual student potential and uses a variety of instructional strategies to encourage the learner's feelings of connectedness, success, and independence in order to promote development of critical-thinking and problem-solving skills in both the academic and expanded core curriculum to the greatest degree possible. The teacher of students who are DeafBlind:
- (1) understands how to create learning experiences to make content meaningful for each learner who is DeafBlind;
 - (2) understands co-active teaching principles and practices that support the competencies of the learner who is DeafBlind;
 - (3) understands attachment theories of human learning that support the importance of reciprocal emotional involvement and basic trust;
 - (4) understands the importance of learners who are DeafBlind having control and influence over their own lives as an essential aspect of well-being;

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

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

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

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

Statutory Authority: The provisions of this §235.135 issued under Texas Education Code, §§21.003(a), 21.031, 21.041(b)(1), (2), and (4), and 21.048(a-2).

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