

Item 16:
Discussion of Proposed Amendment to 19 TAC Chapter 235,
Classroom Teacher Certification Standards, Subchapter G,
Special Education Certificate Standards

DISCUSSION

SUMMARY: This item provides the State Board for Educator Certification (SBEC) an opportunity to discuss a proposed amendment to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter G, Special Education Certificate Standards. The proposed amendment would implement the statutory requirements of House Bill 2256, 87th Texas Legislature, Regular Session, 2021. The proposed amendment would clarify the educator standards for the Bilingual Special Education certificate as recommended by the SBEC-approved educator standards advisory committee.

STATUTORY AUTHORITY: The statutory authority for the classroom teacher class certificate structure is Texas Education Code (TEC), §§21.003(a), 21.031, 21.041(b)(1), (2), and (4), and 21.04891.

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

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

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

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

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

TEC §21.04891, requires the SBEC to create a Bilingual Special Education certificate and specifies certification requirements for the certificate.

PREVIOUS BOARD ACTION: The SBEC last amended Subchapter G effective October 15, 2020.

BACKGROUND INFORMATION AND JUSTIFICATION: SBEC is statutorily authorized to ensure that all candidates for certification or renewal of certification demonstrate the knowledge

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

- address and incorporate requirements for providing instruction to students of limited English proficiency with disabilities, as identified in HB 2256, 87th Legislative Session, Regular Session, 2021;
- address the need for educators and related service providers to meet the needs of dual-identified students across the state;
- reflect the need for educators to understand the interconnectedness of culture, language, and academic achievement;
- highlight the need for advocacy as it relates to equitable access to all program services;
- reflect the need for educators to establish and maintain high academic and behavioral expectations for students in accordance with their IEP; and
- support efforts to address timely identification and appropriate placement for dual-identified students.

The SBEC rules in 19 TAC Chapter 235, Classroom Teacher Certification Standards, specify the educator standards for the classroom teacher class of certificates. The educator standards are the basis for EPP design to effectively prepare beginning classroom teachers and the foundation for the certification examinations.

At the July 22, 2022 SBEC meeting, the Board approved the Bilingual Special Education Advisory Committee. The following is a description of the proposed revisions to 19 TAC Chapter 235 that incorporates feedback from the standards advisory committee and implements recent legislation.

Subchapter G. Special Education Certificate Standards

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

Proposed new §235.137, Bilingual Special Education Certificate Standards, would provide the Bilingual Special Education Standards for the Bilingual Special Education Early Childhood Through Grade 12 certificate, setting out the knowledge and skills necessary to address linguistic and disability-related needs for students with limited English proficiency. The proposed educator standards would emphasize the knowledge and skills critical to establishing a solid foundation for bilingual special education students in classroom settings that span early childhood through grade twelve.

The proposed new §235.137(a) would clarify the purpose and function for the proposed new Bilingual Special Education certificate standards.

The proposed new §235.137(b) would create a new Standard I to specify the standards needed to demonstrate knowledge, skills, and dispositions related to legal and ethical guidelines.

Standard I would outline the bilingual special educator's ability to demonstrate understanding and apply knowledge in both special education and emergent bilingual practices and procedures to effectively integrate both areas for school personnel and families as they relate to legal and ethical guidelines.

The proposed new §235.137(c) would create a new Standard II to specify the standards needed to demonstrate knowledge, skills, and dispositions related to knowledge of students and factors that influence learning. Standard II would outline the bilingual special educator's ability to demonstrate understanding and apply knowledge in recognizing the wide variety of individual student characteristics that influence school success, leading the school community in implementing appropriate instructional and behavioral methodologies, and assisting the school community in identifying areas of bias related to dual-identified students.

The proposed new §235.137(d) would create a new Standard III to specify the standards needed to demonstrate knowledge, skills, and dispositions related to language and literacy development. Standard III would require the bilingual special educator to demonstrate understanding and apply knowledge in the components and methodologies related to biliteracy instruction, viewing dual-identified students' backgrounds and characteristics as assets to leverage rather than challenges to overcome, and effectively communicating this knowledge and belief with all stakeholders, including families of dual-identified students.

The proposed new §235.137(e) would create a new Standard IV to specify the standards needed to demonstrate knowledge, skills, and dispositions related to eligibility, program placement, and evaluation. Standard IV would require the bilingual special educator to demonstrate understanding and apply knowledge in ensuring that informed, collaborative decisions are made throughout the pre-referral, identification, and placement processes, and supporting stakeholders in understanding and creating appropriate, ongoing evaluation opportunities based on each dual-identified students' linguistic and disability related characteristics.

The proposed new §235.137(f) would create a new Standard V to specify the standards needed to demonstrate knowledge, skills, and dispositions related to content knowledge and instructional practices. Standard V would require the bilingual special educator to demonstrate understanding and apply knowledge in utilizing instructional best practices in all content areas to design, model, and support learning experiences that are inclusive and appropriate for each dual-identified student.

The proposed new §235.137(g) would create a new Standard VI to specify the standards needed to demonstrate knowledge, skills, and dispositions related to advocacy, collaboration, and professional responsibilities. Standard VI would require the bilingual special educator's ability to demonstrate understanding and apply knowledge in integrating requirements, best practices, and targeted training related to each special population to highlight the needs of dual-identified students and build capacity in the school community to effect meaningful change at the student, classroom, campus, and district levels.

PUBLIC BENEFIT AND STUDENT BENEFIT: The public benefit anticipated as a result of the proposed standards would be that there are teachers with special training in providing instruction to students of limited English proficiency with disabilities.

Staff Members Responsible:

DeMarco Pitre, Director Educator Standards and Test Development

Kelly Torrey, Test Development Specialist

Attachments:

- I. Text of Proposed Amendment to 19 TAC Chapter 235, Classroom Teacher Certification Standards, Subchapter G, Special Education Certificate Standards
- II. Bilingual Special Education Educator Standards Advisory Committee Members and Timeline

ATTACHMENT I
Text of Proposed Amendment to 19 TAC

Chapter 235. Classroom Teacher Certification Standards

Subchapter G. Special Education Certificate Standards

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

- (a) Bilingual Special Education Standards. The standards identified in this section are targeted for teachers of students of limited English proficiency with disabilities. The standards address the discipline associated with the theory and practice of teaching students of limited English proficiency 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 of limited English language proficiency who receive special education services, understandings of the needs and strengths of students of limited English proficiency who receive special education services, and the backgrounds and interests of individual students.
- (b) Standard I. Legal and Ethical Guidelines: The Bilingual Special Educator integrates bilingual and special education pedagogies in order to:
- (1) demonstrate knowledge of major state and federal legislation and Supreme Court cases that provide and uphold the rights of culturally and linguistically diverse students and those receiving special education services (e.g. 1947 Méndez vs Westminster, 1968 bilingual education act, 1974 Lau v Nichols, 1981 Castañeda v Pickard, 1982 Plyler v Doe, IDEA, Section 504, ADA, ADAAA, etc.);
 - (2) demonstrate knowledge of Individuals with Disabilities Education Act (IDEA) eligibility categories for special education and related services, with additional focused knowledge regarding the role of bilingual assessment in eligibility processes as well as considerations for emergent bilingual students in each category;
 - (3) understand federal- and state-mandated policies and statutes related to emergent bilingual students, including the roles, responsibilities, and processes for the Language Proficiency Assessment Committee (LPAC) in the identification, recommendation of program services, delivery of services, reclassification and monitoring as a dual-identified student in Texas;
 - (4) demonstrate knowledge of the history of exclusion of and discrimination against people with disabilities and against individuals who speak a language other than English and/or a non-standard form of English;
 - (5) demonstrate knowledge of confidentiality, components, and maintenance of special education eligibility and LPAC (Language Proficiency Assessment Committee) folders (e.g., documentation of receipt of Individualized Education Programs [IEPs] by required staff, use of original home language survey, updated parental permission for current program, and storage of folders according to local education agency [LEA] and Texas Education Agency [TEA] requirements);
 - (6) demonstrate knowledge of the components of Individualized Family Service Plans (IFSPs) for dual-identified students and procedures for developing, implementing, and amending Individualized Family Service Plans (IFSPs) in collaboration with the Early Childhood Intervention (ECI) team;
 - (7) demonstrate knowledge of the components of Individualized Education Programs (IEPs) and Individualized Transition Plans (ITPs) and procedures for developing, implementing, and amending Individualized Education Programs (IEPs) for dual-identified students in collaboration with the Admission, Review, and Dismissal (ARD) committee and the Language Proficiency Assessment Committee (LPAC);
 - (8) apply knowledge of auditing student class schedules to ensure compliance with least restrictive environment (LRE) and schedule of services in the Individualized Education Program (IEP) to

- ensure that emergent bilingual students have prioritized placement with appropriately certified teachers in appropriate courses to support language development:
- (9) demonstrate knowledge of the role and responsibilities related to preparing for an Admission, Review, Dismissal (ARD) and/or LPAC committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, visually representing and interpreting data to show student progress, and preparing LPAC data on linguistic growth and progress;
 - (10) demonstrate knowledge of the legal responsibility of all school staff to fully implement an IEP for the dual-identified student, to provide instruction in the English Language Proficiency Standards (ELPS), and to incorporate linguistically accommodated instruction based on language proficiency level;
 - (11) conform to legal and ethical guidelines and consider cultural and linguistic factors for all behavioral interventions;
 - (12) take active measures to prevent bullying, maltreatment, violence, and sexual assault, and report any instances through appropriate channels;
 - (13) demonstrate knowledge of roles and responsibilities related to implementing the IEP that addresses both linguistic and disability related needs with fidelity, including monitoring student linguistic progress, implementing data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the school year in plain language, English, and the language of the program;
 - (14) demonstrate knowledge of roles and responsibilities regarding Child Find;
 - (15) demonstrate knowledge of the roles and responsibilities of the required members of an LPAC/ARD committee for a dual-identified student and the required members of the LPAC;
 - (16) demonstrate knowledge of the required components of a typical LPAC/ARD committee meeting agenda for a dual-identified student and the purposes of LPAC meetings throughout the school year;
 - (17) ensure that local processes are in place to arrange for a home language interpreter/translator to attend the LPAC/ARD meeting to ensure equitable access to family members and to allow all LPAC/ARD committee members to have a single role;
 - (18) apply knowledge of dual-identified individuals served through language programs and special education as well as special education and emergent bilingual 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, McKinney Vento, foster care, immigrant, dyslexia); and
 - (20) demonstrate understanding that dual-identified students deserve to be challenged with high expectations and provided with meaningful inclusive participation opportunities to develop the highest possible learning outcomes.
- (c) Standard II. Knowledge of Students and Factors that Influence Learning: The Bilingual Special Educator integrates bilingual and special education pedagogies in order to:
- (1) demonstrate knowledge about relevant physical and emotional development from birth through adolescence for dual-identified students;
 - (2) demonstrate knowledge of how stress, trauma, protective factors, resilience, and supportive relationships may impact learning, behavior, and development in dual-identified students;
 - (3) demonstrate understanding that dual-identified students may come from different cultural backgrounds, may speak a variety of dialects of the same language and may come from a unique racial or ethnic group;

- (4) demonstrate knowledge of strategies to support dual-identified students' development and independence given IEP and relevant grade level expectations for academic language proficiency level and behavior from birth through adolescence;
 - (5) apply knowledge of individual learner characteristics and specialized curricula knowledge to accommodate, modify, and/or adapt the curricula across contexts for dual-identified students;
 - (6) recognize barriers to accessibility and acceptance of dual-identified students particularly those with high support needs and plan for ways to address those barriers through the implementation of specialized curricula;
 - (7) demonstrate understanding of the principles of Universal Design for Learning, as they relate to dual-identified students and plan for ways to remove barriers for learning through strategic planning in grades EC-12;
 - (8) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS) as they related to dual-identified students;
 - (9) demonstrate knowledge and apply principles of Applied Behavior Analysis (ABA);
 - (10) demonstrate knowledge of the key differences between IEP accommodations (linguistic and disability related) and modified curriculum;
 - (11) demonstrate knowledge of the impact of behavior on the learning of students and classmates;
 - (12) understand how factors, including family, socioeconomic status (SES), cultural norms, community, and trauma impact dual-identified student behavior in the learning environment;
 - (13) use appropriate formal and informal registers to communicate with various audiences and within settings relevant to the school context;
 - (14) understand the socio-historical backgrounds of bilingual learners (both past and present) and use this information to create an effective bilingual and multicultural learning environment for dual-identified students;
 - (15) demonstrate knowledge of how exceptionalities can interact with development and learning and leverage the deep personal, familial, and communal cultural knowledge bilingual learners possess to construct new cultural knowledge;
 - (16) demonstrate knowledge of diversity within language and cultural groups (e.g., awareness of regional differences in languages and cultural groups);
 - (17) 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 and linguistically responsive learning environment; and
 - (18) demonstrate knowledge about historic and current educational realities of transnational youth (children returnees, DACA recipients, Dreamers, 1.5 generation students) and immigrant youth (refugee/asylees, unaccompanied minors, Students with Interrupted Formal Education (SIFE) etc.) and apply knowledge of the concept of funds of knowledge and its importance on these students' educational experiences.
- (d) Standard III. Language and Literacy Development: The Bilingual Special Educator integrates bilingual and special education pedagogies in order to:
- (1) use children's or grade appropriate literature and authentic materials that reflect multiculturalism to promote bilingualism, biliteracy, and sociocultural competence;
 - (2) understand and apply major language components authentic to the language of the program and English (e.g., oracy, phonics, phonology, morphology, syntactic features, semantics, and pragmatics);

- (3) demonstrate a deep understanding of theoretical concepts and authentic methodology related to biliteracy development (including but not limited to bi-directional transfer, use of cognates, contrastive analysis, translanguaging, and assessment for biliteracy);
- (4) apply literal, inferential, and interpretive reading skills to text in the language of the program and English;
- (5) understand and apply content based language instruction (CBLI) practices in the language of the program and English;
- (6) understand the similarities and differences between the SLAR and ELAR TEKS and use this information to develop culturally and linguistically sustaining lesson plans aligned with IEP goals that build bilingualism and biliteracy and meet the needs of dual-identified students;
- (7) create lessons with both academic (TEKS) and linguistic (ELPS) objectives, and differentiate based on the IEP of the dual-identified student;
- (8) understand the components of biliteracy and strategically plan for language transfer and implement the English Language Arts and Reading (ELAR) TEKS, Spanish Language Arts and Reading (SLAR) TEKS, and the (ELPS) to develop literacy in the language of the program and English;
- (9) understand how to incorporate the Science of Teaching Reading standards in instruction and assessment as well as understand biliteracy and disability-related considerations for dual-identified students related to the Science of Teaching Reading;
- (10) use knowledge of the connection between the ELPS Proficiency Level Descriptors (PLDs) in Chapter §74.4, Subchapter A, Curriculum and Requirements and the Texas English Language Proficiency Assessment System (TELPAS) to plan for and deliver linguistically accommodated instruction and evaluate and monitor the progress of dual-identified students in their English language proficiency;
- (11) assesses and monitor language proficiency level in listening, speaking, reading, and writing when planning and delivering data-driven instruction;
- (12) promote learners' bilingual, biliterate, and sociocultural competent identity through culturally and linguistically sustaining activities;
- (13) use 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 sociocultural competent environment;
- (14) recognize and validate student's use of complete linguistic repertoire in assessment of content knowledge and language development;
- (15) understand 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 aligned with the student's IEP and when providing opportunities to develop biliteracy skills;
- (16) recognize implicit cultural and linguistic biases in assessment and high-stakes testing and work to identify and/or develop linguistically and culturally authentic assessment opportunities for dual-identified students;
- (17) understand the importance and influence of oracy on literacy and know how to incorporate bilingual storytelling and content-based story retelling (e.g. language sample analysis of narrative retells) for assessing comprehension;
- (18) utilize assessments (formative, Dynamic, and summative) and language proficiency levels to develop SDI (Specially Designed Instruction) including accommodations, modifications, and adaptations as well as inclusive lessons aligned with Universal Design for Learning (UDL);
- (19) collaborate with stakeholders regarding student assessment results in plain language, English, and home language for parents and students;

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- (20) recognize, affirm, foster, and leverage learners' bilingualism, biliteracy, sociocultural competence, and unique experiences as assets in service of their learning;
 - (21) understand the importance of content-specific language, and recognize that all language use is cognitive, academic, and a holistic component of language and literacy development;
 - (22) demonstrate the ability to teach students and interact with families in more than one language about language and literacy development; and
 - (23) recognize the diverse language use of students and families as legitimate and an important part of students' academic and identity development.
- (e) Standard IV. Eligibility, Program Placement, and Evaluation: The Bilingual Special Educator integrates bilingual and special education pedagogies in order to:
- (1) demonstrate a deep understanding of all aspects of special education services (Child Find, evaluation, identification, IEP development, ARD process) and the role of language development throughout for purposes of eligibility, evaluation, and placement;
 - (2) demonstrate a deep understanding of all steps in the LPAC process (identification, placement, services, review and reclassification, monitoring) and the role of disability-related needs throughout for purposes of eligibility, evaluation, and placement;
 - (3) use data from a variety of formative, Dynamic, and summative assessments and language proficiency levels to inform pre-referral processes, appropriate placement, and ongoing equitable evaluation for dual-identified students;
 - (4) understand and explain the interconnectedness of bilingual program and special education services and coordinate with both departments to support placement and develop an appropriate schedule of services;
 - (5) demonstrate knowledge of the key components and purposes of a Functional Behavioral Assessment (FBA) and collect, analyze and utilize the data to design culturally responsive behavior interventions;
 - (6) demonstrate knowledge of the key components and purposes of a culturally responsive Behavior Intervention Plan (BIP) and analyze progress monitoring data as defined in the BIP to evaluate the effects of behavioral interventions;
 - (7) support dual-identified students to understand and use their assessment data to self-monitor and self-regulate;
 - (8) demonstrate knowledge of different types, purposes, and applications of assessment to inform development of the culturally relevant IEP and plan linguistically accommodated instruction;
 - (9) use a variety of assessment data and language proficiency levels to write annual measurable IEP goals and present levels of academic achievement and functional performance, monitor linguistic development, and identify appropriate accommodations (linguistic, academic, behavior), designated supports (state testing) and modifications based on dual-identified student needs, and contribute to drafting the culturally relevant IEP;
 - (10) identify, recommend, and implement appropriate linguistic and disability related accommodations and/or modifications for classroom, behavior, state, and district testing or other assessments as determined by the LPAC/ARD committee;
 - (11) demonstrate familiarity with state testing requirements and criteria for participation and accommodation for dual-identified students (including TELPAS and State of Texas Assessments of Academic Readiness (STAAR));
 - (12) demonstrate an awareness of various data sources and the type of information they provide, including but not limited to formal assessments (including TELPAS and STAAR), district-created assessments, Curriculum-Based Assessment (CBA), locally purchased products, and informal inventories;

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- (13) demonstrate knowledge of how to implement, collect data from, and keep records of ongoing formative assessment for language development and academic progress;
 - (14) collaborate with campus stakeholders to accurately analyze, interpret, and discuss the results of a variety of evaluation data for a dual-identified student (including language proficiency levels, measures of student functioning and educational, physical, and medical needs);
 - (15) accurately interpret the results of various forms of assessment (state assessments, district benchmark assessments) for an individual student to determine if a dual-identified student is making linguistic growth and academic progress toward measurable outcomes;
 - (16) collaborate with and provide feedback to stakeholders regarding assessments student will take, student performance on assessments, and interpretation of assessment results in plain language, English, and the preferred language of the family including the dual-identified student; and
 - (17) interpret the results of a variety of assessment data (i.e., classroom, state and district transition assessment) in both plain language, English, and the preferred language of the family to explain present levels of student academic achievement and functional performance, student progress on annual IEP goals, progress in the ELPS, and mastery of grade level TEKS to the LPAC/ARD committee members.
- (f) Standard V. Content Knowledge and Instructional Practices: The Bilingual Special Educator integrates bilingual and special education pedagogies in order to:
- (1) demonstrate knowledge of all domains of the Texas Prekindergarten Guidelines and demonstrate specific knowledge of early numeracy, early literacy, and pre-academic skills according to the Texas Prekindergarten Guidelines in primary language of the program and English;
 - (2) demonstrate knowledge of the English Language Proficiency Standards (ELPS) and Texas Essential Knowledge and Skills (TEKS) for English and Spanish language arts and reading, mathematics, science, and fine arts (Kindergarten-12) in primary language of the program and English;
 - (3) know and understand state educator certification standards in all content areas relevant to the certificate level;
 - (4) apply content-specific and language development knowledge to develop individualized goals and objectives for IEPs that are aligned to the appropriate grade-level TEKS and the Texas Prekindergarten Guidelines in primary language of the program and English;
 - (5) demonstrate knowledge of and understand 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) understand and apply second language acquisition methodologies including but not limited to Total Physical Response (TPR), Sheltered Instruction Observation Protocol (SIOP), pre-teaching vocabulary, and scaffolding strategies to make new information comprehensible), in order to provide research based differentiation strategies aligned with IEP goals;
 - (7) understand and apply differentiated methodologies and strategies for instructing a wide variety of linguistically diverse learners (e.g., heritage language learners, simultaneous bilinguals, recent arrivals, long-term emergent bilingual students, and program language learners in a two-way dual language immersion program) within different school-based configurations and program models;
 - (8) demonstrate knowledge of current terminology used in special education and bilingual education (e.g. emergent bilingual students; active bilingual learners/users of English (ABLE students); demonstrate ability to make content comprehensible for ABLE students through the use of both content and language objectives, as well as the inclusion of appropriate accommodation, modifications, and differentiation of instruction;

- (9) apply content-specific knowledge and language development knowledge to routinely collaborate, co-teach, modify, and adapt curriculum with general education teachers, special education teachers and related service providers;
- (10) use explicit, differentiated, scaffolded, and systematic instruction to teach content, strategies, and skills designed for the student's language proficiency level and aligned with IEP goals;
- (11) create linguistically accommodated opportunities for students to demonstrate their knowledge and skills using different modalities and allow every individual to advance as he or she demonstrates understanding;
- (12) demonstrate knowledge of how to provide linguistically appropriate modified access to subject-specific instructional materials to address individual learner needs in different contexts such as center-based, homebased, and school-based classrooms, including specialized and general classrooms;
- (13) demonstrate knowledge of how to plan instruction according to the requirements of an IEP, including supplementary aids, assistive technology, and related services;
- (14) use various types of formative and summative assessment results to design, adapt, plan, and inform instruction, intervention, or linguistic accommodations for dual-identified students;
- (15) apply knowledge of language development and the learning processes of dual-identified students to select and use a variety of grouping strategies (e.g., whole group, small group, individual) to meet the linguistic and learning needs of each dual-identified student;
- (16) use knowledge of the learning processes and language development of young children from birth through adolescence to select, adapt, and apply linguistic accommodations and instructional strategies that recognize the strengths and meet the needs of each dual-identified student and support transition goals;
- (17) adapt and apply appropriate IEP-based learning and performance accommodations and modifications as well as implement appropriate linguistic accommodations based on language proficiency level for dual-identified students in primary language of the program and English;
- (18) apply content-specific knowledge to accommodate, modify and/or differentiate instruction as well as provide access to instructional materials for a wide range of student performance levels;
- (19) effectively implement collaborative teaching approaches (e.g., co-teaching) to deliver, adapt, and differentiate instruction to meet students' instructional, emotional, behavioral, and social needs;
- (20) provide specific, developmentally appropriate, and explicit feedback to students during instruction to engage, motivate, and support students toward language proficiency development and content mastery;
- (21) plan, adapt, and deliver language and learning experiences for dual-identified students in an inclusive manner that reflects an understanding of the continuum of instructional settings;
- (22) understand the strengths and limitations of various instructional models, including co-teaching, based on environmental setting, teacher certification, and the individual needs of the dual-identified student;
- (23) demonstrate a content-specific knowledge at a level necessary for dual-identified students to progress in their individualized programs toward completion of appropriate graduation requirements;
- (24) create 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, plan and design activities that foster mutual appreciation and respect for targeted cultural groups among families and community members);

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- (25) understand how to identify a learner's preferred mode of communication and language of communication;
 - (26) demonstrate knowledge of specialized curricula that may include curriculum for social skills, life skills, transition, orientation and mobility, independence, and self-advocacy;
 - (27) demonstrate knowledge of various forms of assistive technology (low, middle, and high-tech) and plan for strategic integration of assistive technology into daily teaching practices based on student developmental, learning, and linguistic needs;
 - (28) plan and integrate school-to-school and school-to-community transition-focused activities into classroom instruction related to the student's post-secondary (academic and life) goals;
 - (29) design bilingual visual supports to promote student language development and mastery of curriculum, executive functioning, classroom procedures, and behavior expectations;
 - (30) create an environment in which expectations are linguistically clear and predictable using developmentally appropriate procedures and routines to facilitate safe and efficient transitions, promote independence, self-regulation, and executive functioning;
 - (31) use effective procedures and routines to create a relationship-driven, and organized learning environment with access to materials, instruction, and content that facilitates communication with peers, staff, and students;
 - (32) build positive relationships with students based on understanding of individual strengths and needs, high expectations, and mutual respect and rapport;
 - (33) demonstrate knowledge of research-based de-escalation strategies, trauma-related behavior, and cultural norms to effectively address aggressive behavior;
 - (34) use sources of data, such as the BIP and language proficiency levels, to identify or develop effective, evidence-based, and, whenever possible, function-based practices for class-wide or individual-level interventions;
 - (35) consider multiple culturally and linguistically relevant avenues of intervention and reinforcement techniques such as class-wide and/or individual-level interventions;
 - (36) explicitly teach expectations for student behavior and provide positive and constructive specific, linguistically and developmentally-appropriate feedback;
 - (37) demonstrate knowledge of how to find appropriate school and community supports for students who need social, physical, and/or emotional learning support;
 - (38) apply knowledge of evidence-based practices to identify and intervene when dual-identified students are not making expected progress in linguistic, functional, academic, or behavioral goals;
 - (39) demonstrate the knowledge and ability to adapt instruction when dual-identified students, particularly those with high support needs, do not meet milestones; and
 - (40) demonstrate knowledge of the key components and purposes of trauma informed instruction and restorative discipline practices.
- (g) Standard VI. Advocacy, Collaboration, and Professional Responsibilities: The Bilingual Special Educator integrates bilingual and special education pedagogies in order to:
- (1) demonstrate awareness of multilingualism as a worldwide norm (e.g., intercultural/bilingual education in Indigenous communities, bilingualism of the U.S./México border, changing demographics in the US, language policy in Canada, South Africa, Switzerland, and India, German Triangle in the 1840s, educational systems in other countries designed to create bilingual and/or multilingual graduates, etc.);
 - (2) demonstrate evidence-based knowledge of the benefits of life-long bilingualism (e.g. multitasking, later life cognitive benefits, positive identity, etc.) and act and make decisions from language-as-resource and language-as-right orientations;

- (3) understand and both address and dispel the myths and misunderstandings related to bilingualism and disability (including but not limited to: Exposure to or learning more than one language will overwhelm and confuse children with disabilities (false), code-switching is a sign of confusion (false), students with a disability will be confused or cognitively overloaded by continuing to develop bilingualism/biliteracy (false), existing learning and language deficits will be worsened by exposure to more than one language, limiting the ability of these students to successfully learn English (false), emergent bilingual students should stop using their first language (L1) at home and school in order to learn English (false) in order to challenge dual-identified students with high expectations and provide students with meaningful inclusive participation opportunities to develop the highest possible learning outcomes;
- (4) demonstrate understanding of theories and policies related to the mindset shift from bilingualism as a problem to bilingualism as a resource and a right for dual-identified students and build capacity in professional communities around the theories and policies;
- (5) empower the parents of dual-identified students to understand all aspects of the LPAC/ARD process and the purpose and benefits of their student being dual-identified;
- (6) advocate for family and student participation in activities designed to support student achievement (i.e. Math and literacy nights), linguistic and cultural identity (poetry declamation, international fair) as well as the IEP, LPAC/ARD meetings, and transition plans;
- (7) advocate for high academic, linguistic, and behavioral expectations for dual-identified students;
- (8) demonstrate understanding of the barriers that exist for dual-identified students within educational settings and work with decision makers to design environments, processes and select curriculum resources that include supports that address a range of student needs;
- (9) respectfully advocate for social, legal, and environmental changes for dual-identified students and their families, particularly those with high support needs, recognizing students' multiple identified linguistic and disability related needs;
- (10) advocate for dual-identified students by effectively collaborating with general education teachers to deliver, adapt, and differentiate instruction to address students' instructional, linguistic, disability related, emotional, behavioral, and social needs;
- (11) advocate for a school environment that is welcoming to and inclusive of all students (e.g., take an active role in advisory committees at the campus and district levels, campus improvement committee, admissions committee, etc.);
- (12) advocate for the bilingual program and the participating learners (e.g., serve as school and community liaison, participate in teacher retention and recruitment committees, etc.);
- (13) foster and support students and family in their development of identity, self-reliance and self-advocacy;
- (14) collaborate in a culturally sustaining and sustaining manner with families, paraprofessionals, and other professionals to lead effective meetings in plain language, English, and the preferred language of the family that address students' instructional, academic, linguistic, emotional, behavioral, and social needs;
- (15) collaborate and consult with multi-disciplinary teams to plan and implement instruction in accordance with a student's IEP and current language proficiency levels;
- (16) coordinate with related service providers and community agencies to identify and access services, resources, and supports to meet the needs of dual-identified students;
- (17) mentor, supervise, and collaborate with paraprofessionals to identify the responsibilities, skills, and professional development needed for their roles;
- (18) support general and special education teachers to create culturally and linguistically sustaining lessons and classroom environment aligned with the students' IEP;

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- (19) understand the reciprocal relationship with general education teachers for effective and inclusive practices;
 - (20) consult with campus staff and/or colleagues about linguistic accommodation in all instructional settings as well as full and effective implementation of IEP and second language acquisition;
 - (21) demonstrate knowledge of families, second language acquisition, culture, and community when involving paraprofessionals, general educators, specialists, resources, and supports to create and incorporate strategies for making content and instruction comprehensible, accessible and challenging for students at all levels of support needs;
 - (22) select and develop bilingual resources to improve communication and collaboration with family and community;
 - (23) engage in ongoing self-reflection to design and implement professional learning activities and advocate for improved outcomes for dual-identified students and their families while considering their social, cultural, and linguistic diversity;
 - (24) proactively build capacity with other professionals (e.g. educational diagnostician, LSSP, multilingual specialists, speech and language pathologists, behavior specialists, etc.) to ensure a linguistically and culturally equitable assessment process for potential dual-identified students;
 - (25) demonstrate knowledge of the roles and responsibilities of the Early Childhood-Grade 12 special education teacher and of other professionals who deliver special education services, including related and instructional service providers;
 - (26) implement transition activities in the IEP that leverage bilingual community resources and service providers aligned to student's postsecondary (academic and life) goals;
 - (27) model daily the ability to use culturally and linguistically sustaining language in everyday communication;
 - (28) know and understand public issues and educational policy that impact effective programming and equitable, culturally, and linguistically diverse learning environments;
 - (29) empower school colleagues and school community to better serve dual-identified students and to advocate for appropriate instruction and assessment;
 - (30) demonstrate sensitivity to learners' diverse cultural backgrounds and show respect for regional language differences considering the learner's entire linguistic repertoire;
 - (31) set short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection, advocacy, and professional standards.

ATTACHMENT II**Bilingual Special Education Educator Standards Advisory Committee Members
and Timeline**

Date	Action
May 2, 2022	Application period opened, and TEA staff distributed educator standard advisory committee application forms
June 1, 2022	Application period closed, and all committee member applications due.
July 22, 2022	SBEC approves Standards Advisory Committee members
July 25, 2022	Standards Advisory Committee members notified
August 31, 2022	TEA staff facilitate initial Bilingual Education Standards Advisory Committee work session
September- November 2022	TEA staff facilitate a series of drafting work sessions with committee members
January 3, 2022	TEA staff hosts final draft work session with committee members to capture last round of feedback; committee members review and indicate if changes are necessary

Name	Title/Role	District/Program	Region
Alma Contreras-Vanegas	Assistant Professor	Sam Houston State University	Region 6
Chara Christopher	EL/Sped Instructional Specialist	Dallas ISD	Region 10
Christa Schouweiler	English II / PAP English II / ESL Teacher	Comal ISD	Region 20
Leslie Correa	2 nd Grade Bilingual Teacher	Dallas ISD	Region 10
Dr. Lizdelia Pinon	Emergent Bilingual Education Associate	Intercultural Development Research Association (IDRA)	Region 11
Minkowan Goo	Associate Professor of Special Education	Texas Woman's University	Region 10

Noemi Arnal Villalba	3 rd Grade Teacher	Dallas ISD	Region 10
Steve Przymus	Assistant Professor of Bilingual/Multicultural Education	Texas Christian University	Region 11