



Course Syllabus: Vocational/Transitional Education

College of Education
SPED 4523/ 4523 X-10
Fall 2022

Contact Information

Instructor: Dr. Emily Smith

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Instructor Response Policy

Please allow 24 hours response time during the semester. I will respond to emails on weekdays, excluding holidays. I prefer you email me through my MSU email account [Emily Smith](mailto:Emily.Smith@msutexas.edu) but I also check the email associated with this course each morning.

Textbook & Instructional Materials

No text required. All reading will be provided.

Course Description

A study of the etiology of and concepts relating to exceptional individuals.

Course Objectives/Learning Outcomes/Course Competencies

The candidate will meet the following standards and competencies relating to special education by the Texas Education Agency (TEA) as required for certification as a special education teacher (EC-12), as well as the relevant Council for Exceptional Children (CEC) knowledge and skills base standards for all beginning special education teachers.

This course provides special education candidates and students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that the student:

- Knows characteristics of individuals with different types of disabilities, including individuals with different levels of severity and multiple disabilities across eligibility categories, and analyzes the impact of various disabilities on learning and experience.

- Knows how the developmental, academic, social, career and functional characteristics of individuals with disabilities relate to levels of support needed and applies knowledge of human development and disabilities to plan and implement appropriate curriculum.
- Knows the different ways that students with and without disabilities learn.
- Applies knowledge of human development and the effects of various types of disabilities on developmental processes in order to identify the needs of individuals with and without disabilities.
- Understands the effects of cultural and environmental influences (e.g., linguistic characteristics, socioeconomic issues, abuse/neglect, substance abuse) on the child and family.
- Knows aspects of medical conditions affecting individuals with disabilities, including the effects of various medications on behavior and functioning and the implications of medical complications for student support needs (e.g., seizure management, tube feeding, catheterization, cardiopulmonary resuscitation [CPR]).
- Understands ways in which physical disabilities and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities.
- Knows how to gather background information regarding academic, medical and family history, collaborate with parents/guardians and with other professionals to conduct assessments and evaluations, document ongoing student assessment and maintain accurate records.
- Knows how to select, develop and apply instructional content, materials, resources and strategies that are responsive to cultural and other factors (e.g., language, religion, gender, personal beliefs, nature and severity of disability).

- Knows curricula for developing cognitive, academic, social, language, affective, motor, functional, transition and career life skills for individuals with disabilities.
- Knows the role of the Texas Essential Knowledge and Skills (TEKS) in developing Individualized Education Programs (IEPs) for students with disabilities and applies skills for sequencing, implementing and evaluating individual learning objectives.
- Applies procedures for developing and using Individualized Education Program (IEP) objectives to plan instruction for individuals with disabilities.
- Prepares, adapts and organizes materials to implement developmentally appropriate and age-appropriate lesson plans based on Individualized Education Program (IEP) objectives for individuals with disabilities.
- Applies knowledge of issues, resources and appropriate strategies for teaching students with disabilities in specialized settings (e.g., alternative schools, special centers, hospitals, residential facilities), including transitions to and from school- and community-based settings.
- Knows how to collaborate with other professionals to interpret and use sensory, mobility, reflex and perceptual information to create appropriate learning plans (e.g., sensory stimulation, physical positioning, lifting).
- Knows how the general or special classroom and other learning environments (e.g., home, job site, cafeteria, transportation, community) impact student learning and behavior and applies strategies for planning educational environments that promote students' learning, active participation, communication, self-advocacy, increased independence and generalization of skills.
- Identifies ways in which technology can assist in planning and managing instruction for individuals with disabilities.
- Knows how to use local, state and federal resources to assist in programming for individuals with disabilities.

- Applies procedures for ensuring a safe, positive and supportive learning environment in which diversities are valued and knows how to address common environmental and personal barriers that hinder accessibility for and acceptance of individuals with disabilities.
- Knows how to use instructional time efficiently and effectively for individuals with disabilities.
- Knows how to design, structure and manage daily routines, including transition time, for students in a variety of educational settings and applies procedures for monitoring behavior changes across activities and settings.
- Applies knowledge of basic classroom management theories, methods and techniques for individuals with disabilities, research-based best practices for effective management of teaching and learning and management procedures that are appropriate to individual needs.
- Identifies ways in which technology can assist in managing the teaching and learning environment to meet the needs of individual students.
- Knows various types of assistive technologies, devices, services and resources and their role in facilitating students' educational achievement, communication, positioning, mobility and active participation in educational activities and routines.
- Knows how to make informed decisions about types and levels of assistive technologies, devices and services for students with various needs, collect and analyze information about a student's environment and curriculum to identify and monitor assistive technology needs and support the use of assistive technologies, devices and services.
- Analyzes cultural factors and perspectives that affect relationships among students, parents/guardians, schools and communities with regard to providing instruction for individuals with disabilities.

- Knows how to serve as a resource person for families, general education teachers, administrators and other personnel in recognizing the characteristics of and meeting the needs of individuals with learning differences in the general education classroom.
- Knows how to use assessment results to design, monitor and adapt instruction to enhance student learning and applies skills for selecting, adapting and using effective, research-based instructional strategies, practices and materials that are developmentally appropriate and age appropriate and that meet individual needs.
- Knows how to adapt lessons to maximize the physical abilities of individuals with specialized needs.
- Knows how to integrate related services into all types of educational settings.
- Knows how to provide community-referenced and community-based instruction as appropriate.
- Knows how to design and implement instruction in independent living skills, vocational skills and career education for students with physical and health disabilities and how to promote the use of medical self-management procedures for students with specialized health care needs.
- Applies knowledge of how culturally and/or linguistically diverse backgrounds of students impact behavior management and social skills instruction.
- Recognizes ways in which teacher attitudes and behaviors and personal cultural biases influence the behavior of students.
- Applies knowledge of ethics, laws, rules and procedural safeguards related to planning and implementing behavior management and discipline for individuals with and without disabilities.

- Knows theories relating to student problem behavior (e.g., noncompliance, self-stimulation, self-injury, withdrawal, aggression, defiance) and the theoretical basis of behavior management techniques (e.g., positive behavioral support, reinforcement, proactive strategies, reductive strategies that decrease negative behaviors).
- Develops and/or selects social skills and behavioral curricula and strategies that promote socially appropriate behavior and prepares individuals to live cooperatively and productively in society.
- Incorporates social skills instruction across settings and curricula and knows how to design, implement and evaluate instructional programs that enhance an individual's social participation in family, school and community activities.
- Identifies realistic expectations for personal and social behavior in various settings and applies procedures for increasing an individual's self-awareness, self-control, self-management, self-reliance and self-confidence.
- Knows the impact of language on an individual's behavior and learning and knows how the communication skills of nonspeaking/nonverbal individuals affect their behavior.
- Understands functional behavior assessments and evaluations and their role in developing behavior intervention plans.
- Knows strategies for crisis prevention, intervention and postvention; applies procedures for developing, implementing and evaluating individual behavior crisis-management plans in educational settings; and implements the least intensive intervention consistent with individual needs.
- Applies knowledge of developmental processes associated with communication systems (e.g., listening, speaking, writing), including emergent and preliteracy skills, and knows how to provide a variety of opportunities for students with disabilities to learn communication skills.

- Knows the historical foundations of special education, major contributors to the literature, major legislation relevant to knowledge and practice in the education of individuals with disabilities and current issues and trends in special education.
- Applies knowledge of models, theories and philosophies that provide the basis for special education practice.
- Applies current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures.
- Analyzes issues relating to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds.
- Understands factors that influence the overrepresentation of culturally and/or linguistically diverse students in programs for individuals with disabilities.
- Recognizes various perspectives (e.g., medical, psychological, behavioral, educational) regarding definitions and etiologies of disabilities.
- Applies knowledge of the continuum of placement and services for individuals with disabilities.
- Knows consumer and professional organizations, publications and journals relevant to individuals with disabilities and knows how to access information on cognitive, communicative, physical, cultural, social and emotional characteristics and needs of individuals with disabilities.
- Applies skills for participating effectively in identifying, diagnosing, placing and developing programming for students with disabilities, including using advocacy skills and competencies to support the education of students in least restrictive environments.

- Applies knowledge of assurances and due process rights related to assessment, eligibility and placement and knows the rights and responsibilities of parents/guardians, students, teachers, other professionals and schools.
- Knows legal and ethical issues (e.g., liability) relevant to working with individuals with disabilities and knows how to conduct instructional and other professional activities consistent with the requirements of laws, rules and regulations and local district policies and procedures, including complying with local, state and federal monitoring and evaluation requirements.
- Knows the roles of and relationships among federal, state and local entities with regard to the regulation and provision of special education and related services, including specialized health care services.
- Applies knowledge of practices that conform to standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Preparation Standards.
- Applies procedures for safeguarding confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records, ensuring the confidentiality of conversations) and recognizes the importance of respecting students' privacy.
- Knows laws, regulations and policies related to the provision of specialized health care in the educational setting.
- Understands the collaborative roles of students, parents/guardians, teachers and other school and community personnel in planning and implementing an individualized program and applies effective strategies for working collaboratively in various contexts.
- Knows the types of information generally available from parents/guardians, school officials, the legal system and community service agencies.

- Applies knowledge of the collaborative and consultative roles of special education teachers, paraprofessionals and other school personnel in integrating individuals with disabilities into general educational settings.
- Knows how to serve as a resource person for families, general education teachers, administrators and other school personnel regarding the characteristics and needs of individuals with disabilities.

See Appendix A for a complete list of standards/competencies

Student Handbook

Refer to: [Student Handbook-2021-22](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Course Calendar

Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Date	Topic	Assignment All assignments are due Sunday by midnight, unless otherwise noted
08/22/22	Course Expectations and syllabus discussion	
08/29/22	Best Practices in Planning for Transition	Zoom at 6pm Turn in certificate
09/05/22	Transition Assessments: The Big Picture	Turn in certificate

Date	Topic	Assignment All assignments are due Sunday by midnight, unless otherwise noted
09/12/22	ARC Training	Meet at the ARC at 6pm
09/19/22	Working with Families	Turn in certificate
09/26/22	Vocational Activity	Meet at the ARC at 6pm
10/03/22	Secondary Transition and Cultural Diversity	Zoom at 6pm Turn in Transition Interview
10/10/22	Catch Up Week	Work on Transition Assessments, etc.
10/17/22	Vocational Activity	Meet at the ARC at 6pm
10/24/22	Strategies for School Completion	Turn in certificate
10/31/22	Enhancing Employment Opportunities	Turn in certificate
11/07/22	The Essentials of Self-Determination	Zoom at 6pm Turn in certificate
11/14/22	Transition Planning	Lecture at 6pm
11/21/22	Vocational Activity	Meet at the ARC at 6pm
11/28/22	Transition Planning	Turn in Transition Assignment
12/05/22	Final Exam	Take midterm by 12/07 midnight

Grading/Assessments

Assignment/Points

Assignments	Points
Vocational Activities (3 x 10)	30
Transition Modules (6 x 10)	60
Task Box	30

Assignments	Points
Transition Assessment Activities (3 x10)	30
Transition Activities Paper	10
Student Transition Interview	30
ARC Training	10
Transition Plan	100
Final Exam	100
Total Points	400

Grade/Points

Grade	Points
A	400-356
B	355 to 316
C	315 to 276
D	275 to 237
F	Less than 237

Transition Coalition Modules: 60 points (6 modules 10 points each)

A total of 6 modules will be assigned and completed. Upon completion of each module, you will upload your completion certificate to D2L.

ARC Volunteer Training: 10 points

Training with an ARC representative will be required for this course. You must attend the entire training to receive credit for the training.

Vocational Task Boxes: 30 points

Students will create a task box that addresses future employment, education, or independent living. Task boxes will include a vocational or transitional task that can be completed independently by a student with a disability.

Vocational Activity: 30 points

Each student will create 3 vocational activities that will last for approximately 30 minutes. These activities will be shared at the ARC with members.

Student Transition Interview – 30 points +10 Points

During this course, you will conduct an interview with a target student who is already identified as having a disability, receives special education services, and is in the transition process. The interview form will be provided in course materials. If needed, work with student and teacher on appropriate transition goals. The results of this interview may be shared with the classroom teacher, if requested.

Transition Assessment Activities – 50 points

During this semester, you will complete 3 transition assessments on a target student. You will work with one target student who is already identified as having a disability, receives special education services, and is in the transition process. The assessments will be provided in the course materials. You will choose one education assessment, one employment assessment, and one independent living assessment. The results of this interview may be shared with the classroom teacher, if requested. A 2-page paper will be produced to report and analyze findings. The following information will be included in the paper: Student information including personal, school, educational, and diagnosis information, a description and result of each educational assessment, conclusions and recommendations based off the assessments. A rubric for this assignment is posted in D2L.

Individual Transition Plan – 100 Points

Students will write an Individual Transition Plan for a secondary student with disabilities. The secondary student included in the transition plan will be the student's target student identified for their transition interview and transition assessments.

Final exam - 100 points

The final exam will be comprehensive for the semester and will be administered via D2L. The exam will be essay format. Students will have one hour to complete the exam.

Extra Credit

Extra credit assignments will not be given in this course.

Late Work

Late will only be accepted in extreme circumstances (death in the family, illness, etc). I must be contacted prior to the assignment due date and appropriate documentation must be provided.

Make Up Work/Tests

Make up work/tests will only be allowed in extreme circumstances (death in the family, illness, etc). I must be contacted prior to the work/test date and appropriate documentation must be provided.

Important Dates

Last day for term schedule changes: August 25th
Deadline to file for graduation: September 26th
Last Day to drop with a grade of "W:" October 24th
Refer to: [Drops, Withdrawals & Voids](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

References/Scientifically-Based Research/Additional Readings:

- Flexer, R. W., Baer, R. M., Luft, P. J., & Simmons, T. J. (2012). Transition planning for secondary students with disabilities.
- Johnson, D. R., Stodden, R. A., Emanuel, E. J., Luecking, R., & Mack, M. (2002). Current challenges facing secondary education and transition services: What research tells us. *Exceptional children*, 68(4), 519-531.
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- Morningstar, M.E., Gaumer Erickson, A., Lattin, D.L. & Wilkerson, D. (2012). Enhancing employment outcomes for youth with disabilities. [Online Training Module]. Lawrence, KS: University of Kansas, Department of Special Education. Retrieved from: [Transition Coalition](#)
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- Morningstar, M.E., Tiemann, G., & Noonan, P. (2005). Working with families to improve transition services for youth with disabilities. [Online Training Module]. Lawrence, KS: University of Kansas, Department of Special Education. Retrieved from: [Transition Coalition](#)
- National Council on Disability (US). (1996). *Achieving Independence: The Challenge for the 21st Century: a Decade of Progress in Disability Policy Setting an Agenda for the Future*. National Council on Disability.
- National Technical Assistance Center on Transition (2016). Strategies for School Completion. Heidrich, M.S., Morningstar, M.E., & Lattin, D.L. [Online module]. Lawrence, KS: University of Kansas, Transition Coalition. Available: [Transition Coalition](#)
- Noonan, P., Morningstar, M.E., and Clark, G. (2009). Transition assessment: The big picture. [Online Training Module]. Lawrence, KS: University of Kansas, Department of Special Education. Retrieved from: [Transition Coalition](#)
- The IRIS Center. (2007, Rev. 2016). *School counselors: Facilitating transitions for students with disabilities from high school to post-school settings*. Retrieved from [IRIS Center: School Counselors](#)
- The IRIS Center. (2016). *Secondary transition: Interagency collaboration*. Retrieved from [IRIS Center: Interagency Collaboration](#)
- The IRIS Center. (2017). *Secondary transition: Student-centered planning*. Retrieved from [IRIS Center: Student-centered planning](#)
- The IRIS Center. (2008). *SOS: Helping students become independent learners*. Retrieved from [IRIS Center: SOS](#)
- Yuan, F. T., & Reisman, E. S. (2000). Transition to Adulthood: Outcomes for Graduates of a Non-Degree Post-Secondary Program for Young Adults with Severe Learning Disabilities. *Learning Disabilities: A Multidisciplinary Journal*, 10(3), 153-63.

Appendix A: Standards/Competencies

Course Objectives, Standards, and Assignments

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Knows characteristics of individuals with different types of disabilities, including individuals with different levels of severity and multiple disabilities across eligibility categories, and analyzes the impact of various disabilities on learning and experience.	I, 001	Lectures, Modules, Vocational Activities, Transition Activities
Knows how the developmental, academic, social, career and functional characteristics of individuals with disabilities relate to levels of support needed and applies knowledge of human development and disabilities to plan and implement appropriate curriculum.	I, 001	Lectures, Modules, Vocational Activities, Transition Activities
Knows the different ways that students with and without disabilities learn.	I, 001	Lectures, Modules, Vocational Activities, Transition Activities
Applies knowledge of human development and the effects of various types of disabilities on developmental processes in order to identify the needs of individuals with and without disabilities.	I, 001	Modules, Lectures, Exam
Understands the effects of cultural and environmental influences (e.g., linguistic characteristics, socioeconomic issues, abuse/neglect, substance abuse) on the child and family.	I, 001	Lectures, Modules, Vocational Activities, Transition Activities
Understands normal, delayed and disordered communication patterns, including nonsymbolic communication, and the impact of language development on the academic and social skills of individuals with disabilities.	I, 001	Modules, Lectures, Exam

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Knows aspects of medical conditions affecting individuals with disabilities, including the effects of various medications on behavior and functioning and the implications of medical complications for student support needs (e.g., seizure management, tube feeding, catheterization, cardiopulmonary resuscitation [CPR]).	I,001	Lectures, Modules, Vocational Activities, Transition Activities
Understands ways in which physical disabilities and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities.	I, 001	Modules, Lectures, Exam
Knows how to gather background information regarding academic, medical and family history, collaborate with parents/guardians and with other professionals to conduct assessments and evaluations, document ongoing student assessment and maintain accurate records.	I, 002	Lectures, Modules, Vocational Activities, Transition Assessments
Knows how to select, develop and apply instructional content, materials, resources and strategies that are responsive to cultural and other factors (e.g., language, religion, gender, personal beliefs, nature and severity of disability).	II, 003	Lectures, Modules, Vocational Activities, Transition Assessments
Knows curricula for developing cognitive, academic, social, language, affective, motor, functional, transition and career life skills for individuals with disabilities.	II, 003	Modules, Lectures, Exam
Knows the role of the Texas Essential Knowledge and Skills (TEKS) in developing Individualized Education Programs (IEPs) for students with disabilities and applies skills for sequencing, implementing and evaluating individual learning objectives.	II, 003	Modules, Lectures, Exam
Applies procedures for developing and using Individualized Education Program (IEP) objectives to plan instruction for individuals with disabilities.	II, 003	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Prepares, adapts and organizes materials to implement developmentally appropriate and age-appropriate lesson plans based on Individualized Education Program (IEP) objectives for individuals with disabilities.	II, 003	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan
Applies knowledge of issues, resources and appropriate strategies for teaching students with disabilities in specialized settings (e.g., alternative schools, special centers, hospitals, residential facilities), including transitions to and from school- and community-based settings.	II, 003	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan
Knows how to collaborate with other professionals to interpret and use sensory, mobility, reflex and perceptual information to create appropriate learning plans (e.g., sensory stimulation, physical positioning, lifting).	II, 003	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan
Knows how the general or special classroom and other learning environments (e.g., home, job site, cafeteria, transportation, community) impact student learning and behavior and applies strategies for planning educational environments that promote students' learning, active participation, communication, self-advocacy, increased independence and generalization of skills.	II, 003	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan
Identifies ways in which technology can assist in planning and managing instruction for individuals with disabilities.	II, 003	Lectures, Modules, Vocational Activities, Transition Activities
Knows how to use local, state and federal resources to assist in programming for individuals with disabilities.	II, 003	Modules, Lectures, Exam

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Applies procedures for ensuring a safe, positive and supportive learning environment in which diversities are valued and knows how to address common environmental and personal barriers that hinder accessibility for and acceptance of individuals with disabilities.	II, 004	Lectures, Modules, Vocational Activities, Transition Activities
Knows how to use instructional time efficiently and effectively for individuals with disabilities.	II, 004	Vocational Activities, Transition Activities
Knows how to design, structure and manage daily routines, including transition time, for students in a variety of educational settings and applies procedures for monitoring behavior changes across activities and settings.	II, 004	Vocational Activities, Transition Activities
Applies knowledge of basic classroom management theories, methods and techniques for individuals with disabilities, research-based best practices for effective management of teaching and learning and management procedures that are appropriate to individual needs.	II,004	Lectures, Modules, Vocational Activities, Transition Activities
Identifies ways in which technology can assist in managing the teaching and learning environment to meet the needs of individual students.	II, 004	Modules, Lectures, Exam
Knows various types of assistive technologies, devices, services and resources and their role in facilitating students' educational achievement, communication, positioning, mobility and active participation in educational activities and routines.	II, 004	Lectures, Modules, Vocational Activities, Transition Activities
Knows how to make informed decisions about types and levels of assistive technologies, devices and services for students with various needs, collect and analyze information about a student's environment and curriculum to identify and monitor assistive technology needs and support the use of assistive technologies, devices and services.	II, 004	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Analyzes cultural factors and perspectives that affect relationships among students, parents/guardians, schools and communities with regard to providing instruction for individuals with disabilities.	II,005	Modules, Lectures, Exam
Knows how to serve as a resource person for families, general education teachers, administrators and other personnel in recognizing the characteristics of and meeting the needs of individuals with learning differences in the general education classroom.	II, 005	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan
Knows how to use assessment results to design, monitor and adapt instruction to enhance student learning and applies skills for selecting, adapting and using effective, research-based instructional strategies, practices and materials that are developmentally appropriate and age appropriate and that meet individual needs.	II, 005	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan
Knows how to adapt lessons to maximize the physical abilities of individuals with specialized needs.	II, 005	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan
Knows how to integrate related services into all types of educational settings.	II, 005	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan
Knows how to provide community-referenced and community-based instruction as appropriate.	II, 005	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Knows how to design and implement instruction in independent living skills, vocational skills and career education for students with physical and health disabilities and how to promote the use of medical self-management procedures for students with specialized health care needs.	II, 005	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan
Applies knowledge of how culturally and/or linguistically diverse backgrounds of students impact behavior management and social skills instruction.	II, 006	Modules, Lectures, Exam
Recognizes ways in which teacher attitudes and behaviors and personal cultural biases influence the behavior of students.	II, 006	Modules, Lectures, Exam
Applies knowledge of ethics, laws, rules and procedural safeguards related to planning and implementing behavior management and discipline for individuals with and without disabilities.	II, 006	Modules, Lectures, Exam
Knows theories relating to student problem behavior (e.g., noncompliance, self-stimulation, self-injury, withdrawal, aggression, defiance) and the theoretical basis of behavior management techniques (e.g., positive behavioral support, reinforcement, proactive strategies, reductive strategies that decrease negative behaviors).	II, 006	Modules, Lectures, Exam
Develops and/or selects social skills and behavioral curricula and strategies that promote socially appropriate behavior and prepares individuals to live cooperatively and productively in society.	II, 006	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan
Incorporates social skills instruction across settings and curricula and knows how to design, implement and evaluate instructional programs that enhance an individual's social participation in family, school and community activities.	II, 006	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Identifies realistic expectations for personal and social behavior in various settings and applies procedures for increasing an individual's self-awareness, self-control, self-management, self-reliance and self-confidence.	II, 006	Lectures, Modules, Vocational Activities, Transition Activities, Transition Plan
Knows the impact of language on an individual's behavior and learning and knows how the communication skills of nonspeaking/nonverbal individuals affect their behavior.	II, 006	Modules, Lectures, Exam
Understands functional behavior assessments and evaluations and their role in developing behavior intervention plans.	II, 006	Modules, Lectures, Exam
Knows strategies for crisis prevention, intervention and postvention; applies procedures for developing, implementing and evaluating individual behavior crisis-management plans in educational settings; and implements the least intensive intervention consistent with individual needs.	II, 006	Modules, Lectures, Exam
Applies knowledge of developmental processes associated with communication systems (e.g., listening, speaking, writing), including emergent and preliteracy skills, and knows how to provide a variety of opportunities for students with disabilities to learn communication skills.	II, 008	Modules, Lectures, Exam
Knows the historical foundations of special education, major contributors to the literature, major legislation relevant to knowledge and practice in the education of individuals with disabilities and current issues and trends in special education.	IV, 010	Modules, Lectures, Exam
Applies knowledge of models, theories and philosophies that provide the basis for special education practice.	IV, 010	Modules, Lectures, Exam
Applies current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures.	IV, 010	Modules, Lectures, Exam

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Analyzes issues relating to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds.	IV, 010	Modules, Lectures, Exam
Understands factors that influence the overrepresentation of culturally and/or linguistically diverse students in programs for individuals with disabilities.	IV, 010	Modules, Lectures, Exam
Recognizes various perspectives (e.g., medical, psychological, behavioral, educational) regarding definitions and etiologies of disabilities.	IV, 010	Modules, Lectures, Exam
Applies knowledge of the continuum of placement and services for individuals with disabilities..	IV, 010	Modules, Lectures, Exam
Knows consumer and professional organizations, publications and journals relevant to individuals with disabilities and knows how to access information on cognitive, communicative, physical, cultural, social and emotional characteristics and needs of individuals with disabilities.	IV, 011	Modules, Lectures, ARC Training
Applies skills for participating effectively in identifying, diagnosing, placing and developing programming for students with disabilities, including using advocacy skills and competencies to support the education of students in least restrictive environments.	IV, 011	Modules, Lectures, Exam
Applies knowledge of assurances and due process rights related to assessment, eligibility and placement and knows the rights and responsibilities of parents/guardians, students, teachers, other professionals and schools.	IV, 011	Modules, Lectures, Exam

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Knows legal and ethical issues (e.g., liability) relevant to working with individuals with disabilities and knows how to conduct instructional and other professional activities consistent with the requirements of laws, rules and regulations and local district policies and procedures, including complying with local, state and federal monitoring and evaluation requirements.	IV, 011	Modules, Lectures, Exam
Knows the roles of and relationships among federal, state and local entities with regard to the regulation and provision of special education and related services, including specialized health care services.	IV, 011	Modules, Lectures, Exam
Applies knowledge of practices that conform to standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Preparation Standards.		Modules, Lectures, ARC Training
Applies procedures for safeguarding confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records, ensuring the confidentiality of conversations) and recognizes the importance of respecting students' privacy.	IV, 011	Modules, Lectures, ARC Training
Knows laws, regulations and policies related to the provision of specialized health care in the educational setting.	IV, 011	Modules, Lectures, Exam
Understands the collaborative roles of students, parents/guardians, teachers and other school and community personnel in planning and implementing an individualized program and applies effective strategies for working collaboratively in various contexts.	IV, 012	Modules, Lectures, ARC Training
Knows the types of information generally available from parents/guardians, school officials, the legal system and community service agencies.	IV, 012	Modules, Lectures, Exam

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment
Applies knowledge of the collaborative and consultative roles of special education teachers, paraprofessionals and other school personnel in integrating individuals with disabilities into general educational settings.	IV, 012	Modules, Lectures, Exam
Knows how to serve as a resource person for families, general education teachers, administrators and other school personnel regarding the characteristics and needs of individuals with disabilities.	IV, 012	Modules, Lectures, Exam

Special Education EC-12 Standards

Standard	Description
Standard I	The special education teacher understands and applies knowledge of the philosophical, historical and legal foundations of special education.
Standard II	The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
Standard III	The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
Standard IV	The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.
Standard V	The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
Standard VI	The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.
Standard VII	The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
Standard VIII	The special education teacher understands assistive technology as defined by state and federal regulations.
Standard IX	The special education teacher understands and applies knowledge of transition issues and procedures across the life span.
Standard X	The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard	Description
Standard XI	The special education teacher promotes students' performance in English language arts and reading.
Standard XII	The special education teacher promotes students' performance in mathematics.

Domain I—Understanding Individuals with Disabilities and Evaluating Their Needs

Competency 001—The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

The beginning teacher:

1. Knows characteristics of individuals with different types of disabilities, including individuals with different levels of severity and multiple disabilities across eligibility categories, and analyzes the impact of various disabilities on learning and experience.
2. Knows how the developmental, academic, social, career and functional characteristics of individuals with disabilities relate to levels of support needed and applies knowledge of human development and disabilities to plan and implement appropriate curriculum.
3. Knows theoretical explanations for behavioral disorders and analyzes the varied characteristics of behavioral disorders and their effect on learning.
4. Knows the different ways that students with and without disabilities learn.
5. Applies knowledge of human development and the effects of various types of disabilities on developmental processes in order to identify the needs of individuals with and without disabilities.
6. Understands the effects of cultural and environmental influences (e.g., linguistic characteristics, socioeconomic issues, abuse/neglect, substance abuse) on the child and family.
7. Understands normal, delayed and disordered communication patterns, including nonsymbolic communication, and the impact of language development on the academic and social skills of individuals with disabilities.
8. Knows aspects of medical conditions affecting individuals with disabilities, including the effects of various medications on behavior and functioning and the implications of medical complications for student support needs (e.g., seizure management, tube feeding, catheterization, cardiopulmonary resuscitation [CPR]).
9. Understands ways in which physical disabilities and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities.

Competency 002—The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.

The beginning teacher:

1. Applies knowledge of basic terminology used in assessment and evaluation, the uses and limitations of various types of instruments and techniques and methods for monitoring the progress of individuals with disabilities.
2. Understands ethical concerns related to assessment and evaluation, including legal provisions, regulations and guidelines regarding unbiased evaluation and the use of psychometric instruments and instructional assessment measures with individuals with disabilities.
3. Identifies appropriate evaluation strategies for individual students with diverse characteristics and needs (e.g., related to culture, language, personal beliefs, nature, severity of disabilities).
4. Applies knowledge of procedures for screening, prereferral intervention, referral and determining eligibility, including criteria used to determine eligibility.
5. Knows how to gather background information regarding academic, medical and family history, collaborate with parents/guardians and with other professionals to conduct assessments and evaluations, document ongoing student assessment and maintain accurate records.
6. Knows how to interpret and apply information from formal and informal assessment and evaluation instruments and procedures, including interpreting various types of scores (e.g., standard scores, percentile ranks, age/grade equivalents).
7. Knows how to communicate assessment and evaluation results appropriately to individuals with disabilities, parents/guardians, administrators and other professionals.
8. Understands the reciprocal nature of assessment and instruction; applies skills for developing individualized assessment strategies to evaluate the results of instruction; and knows how to use assessment and evaluation results to design, monitor and modify instruction for individuals with disabilities.
9. Knows how to design and use ecological assessments, portfolio assessments, task analysis and functional assessments (e.g., behavioral, social, communication) to accommodate the unique abilities and needs of individuals with disabilities.
10. Applies skills for using assessment and evaluation information from various sources (e.g., teachers, other professionals, parents/guardians, individuals with disabilities) to make instructional decisions, plan effective programs for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds, and identify supports needed for integration into various program placements.

Domain II—Promoting Student Learning and Development

Competency 003—The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

The beginning teacher:

1. Knows how to select, develop and apply instructional content, materials, resources and strategies that are responsive to cultural and other factors (e.g., language, religion, gender, personal beliefs, nature and severity of disability).
2. Knows curricula for developing cognitive, academic, social, language, affective, motor, functional, transition and career life skills for individuals with disabilities.
3. Knows the role of the Texas Essential Knowledge and Skills (TEKS) in developing Individualized Education Programs (IEPs) for students with disabilities and applies skills for sequencing, implementing and evaluating individual learning objectives.
4. Applies procedures for developing and using Individualized Education Program (IEP) objectives to plan instruction for individuals with disabilities.
5. Prepares, adapts and organizes materials to implement developmentally appropriate and age-appropriate lesson plans based on Individualized Education Program (IEP) objectives for individuals with disabilities.
6. Applies knowledge of issues, resources and appropriate strategies for teaching students with disabilities in specialized settings (e.g., alternative schools, special centers, hospitals, residential facilities), including transitions to and from school- and community-based settings.
7. Knows how to collaborate with other professionals to interpret and use sensory, mobility, reflex and perceptual information to create appropriate learning plans (e.g., sensory stimulation, physical positioning, lifting).
8. Understands the reciprocal nature of assessment and instruction; applies skills for effective instruction in the least restrictive setting for individuals with disabilities.
9. Knows how the general or special classroom and other learning environments (e.g., home, job site, cafeteria, transportation, community) impact student learning and behavior and applies strategies for planning educational environments that promote students' learning, active participation, communication, self-advocacy, increased independence and generalization of skills.
10. Identifies ways in which technology can assist in planning and managing instruction for individuals with disabilities.
11. Knows how to use local, state and federal resources to assist in programming for individuals with disabilities.

Competency 004—The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

The beginning teacher:

1. Applies procedures for ensuring a safe, positive and supportive learning environment in which diversities are valued and knows how to address common environmental and personal barriers that hinder accessibility for and acceptance of individuals with disabilities.
2. Knows how to use instructional time efficiently and effectively for individuals with disabilities.
3. Knows how to design, structure and manage daily routines, including transition time, for students in a variety of educational settings and applies procedures for monitoring behavior changes across activities and settings.
4. Applies knowledge of basic classroom management theories, methods and techniques for individuals with disabilities, research-based best practices for effective management of teaching and learning and management procedures that are appropriate to individual needs.
5. Identifies ways in which technology can assist in managing the teaching and learning environment to meet the needs of individual students.
6. Knows various types of assistive technologies, devices, services and resources and their role in facilitating students' educational achievement, communication, positioning, mobility and active participation in educational activities and routines.
7. Knows how to make informed decisions about types and levels of assistive technologies, devices and services for students with various needs, collect and analyze information about a student's environment and curriculum to identify and monitor assistive technology needs and support the use of assistive technologies, devices and services.
8. Understands the reciprocal nature of assessment and instruction; applies skills for technologies, devices and services for students with various needs.
9. Applies procedures for coordinating activities of related services personnel and directing the activities of paraprofessionals, aides, volunteers and peer tutors.
10. Under the direction of related services personnel, applies knowledge of appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning and seating.

Competency 005—The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

The beginning teacher:

1. Analyzes cultural factors and perspectives that affect relationships among students, parents/guardians, schools and communities with regard to providing instruction for individuals with disabilities.
2. Knows how to serve as a resource person for families, general education teachers, administrators and other personnel in recognizing the characteristics of and meeting the needs of individuals with learning differences in the general education classroom.
3. Knows how to use assessment results to design, monitor and adapt instruction to enhance student learning and applies skills for selecting, adapting and using effective, research-based instructional strategies, practices and materials that are developmentally appropriate and age appropriate and that meet individual needs.
4. Knows instructional, compensatory, enrichment and remedial methods, techniques and curriculum materials and applies strategies for modifying instruction based on the differing learning styles and needs of students.
5. Applies knowledge of techniques for motivating students, including the effects of high teacher expectations on student motivation.
6. Knows life-skills and self-help curricula and strategies for providing students with life-skills instruction relevant to independent or assisted living and employment.
7. Knows how to select and use appropriate technologies to accomplish instructional objectives and applies skills for appropriately integrating technology into the instructional process.
8. Applies strategies for integrating affective, social and career/vocational skills with academic curricula, teaching students with disabilities to solve problems and use other cognitive strategies to meet their individual needs and facilitating maintenance and generalization of skills across learning environments.
9. Knows how to adapt lessons to maximize the physical abilities of individuals with specialized needs.
10. Knows how to integrate related services into all types of educational settings.
11. Knows how to provide community-referenced and community-based instruction as appropriate.
12. Knows how to design and implement instruction in independent living skills, vocational skills and career education for students with physical and health disabilities and how to promote the use of medical self-management procedures for students with specialized health care needs.

Competency 006—The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

The beginning teacher:

1. Applies knowledge of how culturally and/or linguistically diverse backgrounds of students impact behavior management and social skills instruction.
2. Recognizes ways in which teacher attitudes and behaviors and personal cultural biases influence the behavior of students.
3. Applies knowledge of ethics, laws, rules and procedural safeguards related to planning and implementing behavior management and discipline for individuals with and without disabilities.
4. Knows theories relating to student problem behavior (e.g., noncompliance, self-stimulation, self-injury, withdrawal, aggression, defiance) and the theoretical basis of behavior management techniques (e.g., positive behavioral support, reinforcement, proactive strategies, reductive strategies that decrease negative behaviors).
5. Develops and/or selects social skills and behavioral curricula and strategies that promote socially appropriate behavior and prepares individuals to live cooperatively and productively in society.
6. Incorporates social skills instruction across settings and curricula and knows how to design, implement and evaluate instructional programs that enhance an individual's social participation in family, school and community activities.
7. Identifies realistic expectations for personal and social behavior in various settings and applies procedures for increasing an individual's self-awareness, self-control, self-management, self-reliance and self-confidence.
8. Knows strategies for modifying learning environments (e.g., schedule, physical and instructional arrangements) to promote appropriate behaviors.
9. Knows the impact of language on an individual's behavior and learning and knows how the communication skills of nonspeaking/nonverbal individuals affect their behavior.
10. Understands functional behavior assessments and evaluations and their role in developing behavior intervention plans.
11. Knows strategies for crisis prevention, intervention and postvention; applies procedures for developing, implementing and evaluating individual behavior crisis-management plans in educational settings; and implements the least intensive intervention consistent with individual needs.

Competency 007—The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

The beginning teacher:

1. Knows how to plan, facilitate and implement transition activities as documented in Individualized Family Services Plans (IFSPs) and Individualized Education Programs (IEPs).

2. Knows how to plan for and link students' current and previous developmental and learning experiences, including teaching strategies, with those of subsequent settings.
3. Knows programs and services available at various levels and how to assist students and families in planning for transition.
4. Knows how to teach students skills for coping with and managing transitions.
5. Knows sources of unique services, networks and organizations for individuals with disabilities, including career, vocational and transition support.
6. Applies knowledge of procedures and supports needed to facilitate transitions across programs and placements.
7. Knows how to collaborate with the student, the family and others to design and implement transition plans that meet identified student needs and ensure successful transitions.
8. Applies skills for communicating with families about issues related to transition and strategies for helping their children make successful transitions.

Domain III—Promoting Student Achievement in English Language Arts and Reading and in Mathematics

Competency 008—The special education teacher promotes students' performance in English language arts and reading.

The beginning teacher:

1. Applies knowledge of developmental processes associated with communication systems (e.g., listening, speaking, writing), including emergent and preliteracy skills, and knows how to provide a variety of opportunities for students with disabilities to learn communication skills.
2. Knows how to use a variety of assessment practices and procedures to plan and implement instruction in English language arts and reading that is responsive to the strengths and needs of individuals with disabilities.
3. Knows the nature and stages of literacy development, and various contexts and methods for promoting students' literacy development.
4. Applies knowledge of phonological and phonemic awareness and strategies for promoting the phonological and phonemic awareness of students with disabilities.
5. Applies knowledge of the alphabetic principle and word analysis skills (e.g., decoding, structural analysis, sight word vocabulary) and knows how to provide students with disabilities with systematic instruction that promotes their ability to apply the alphabetic principle and word analysis and decoding skills.

6. Applies knowledge of reading fluency and the relationship between reading fluency and reading comprehension and knows how to provide students with disabilities with systematic instruction that promotes their reading fluency.
7. Knows the importance of comprehension in reading and knows how to provide students with disabilities with instruction in the use of skills and strategies (e.g., critical/creative thinking) to promote their reading comprehension.
8. Knows how to provide students with disabilities with systematic instruction to develop skills in writing conventions and competence in written communication.
9. Knows the relationship between learning and effective study, critical-thinking and inquiry skills and knows how to use various methods and strategies to teach students with disabilities to apply study, critical-thinking and inquiry skills.
10. Knows skills for interpreting, analyzing, evaluating and providing visual images and messages and knows how to provide systematic instruction that helps students with disabilities learn to interpret, analyze, evaluate and create visual images and messages in various media and technologies.

Competency 009—The special education teacher promotes students' performance in mathematics.

The beginning teacher:

1. Knows how to use a variety of assessment methods to monitor the mathematical understanding of students with disabilities and adapt mathematics instruction to address individual strengths and needs.
2. Knows how to provide mathematics instruction that is based on principles of children's learning and development and that reflects recognition of common misconceptions and sources of error in mathematics.
3. Knows how individuals learn and develop mathematical skills, procedures and concepts.
4. Understands numbers, number systems and their structure, operations and algorithms and quantitative reasoning and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.
5. Understands patterns, relations, functions and algebraic reasoning and analysis and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.
6. Understands geometry, spatial reasoning and measurement concepts and principles, and uses various instructional strategies and resources, including technology, to help students with disabilities understand and apply related content and skills.
7. Understands principles and applications of probability and statistics and uses various instructional strategies and resources, including technology,

to help students with disabilities understand and apply related content and skills.

8. Applies knowledge of methods, strategies and resources for teaching students with disabilities to engage in mathematical reasoning and problem solving, apply mathematics in a variety of contexts and communicate mathematically.

Domain IV—Foundations and Professional Roles and Responsibilities

Competency 010—The special education teacher understands the philosophical, historical and legal foundations of special education.

The beginning teacher:

1. Knows the historical foundations of special education, major contributors to the literature, major legislation relevant to knowledge and practice in the education of individuals with disabilities and current issues and trends in special education.
2. Applies knowledge of models, theories and philosophies that provide the basis for special education practice.
3. Applies current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures.
4. Analyzes issues relating to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds.
5. Understands factors that influence the overrepresentation of culturally and/or linguistically diverse students in programs for individuals with disabilities.
6. Recognizes various perspectives (e.g., medical, psychological, behavioral, educational) regarding definitions and etiologies of disabilities.
7. Understands cultural variations in beliefs, traditions and values and their effects on the relationships among child, family and school.
8. Applies knowledge of the continuum of placement and services for individuals with disabilities.

Competency 011—The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The beginning teacher:

1. Knows how to exercise objective professional judgment, maintain a high level of competence and integrity in professional practice and participate in

- professional activities and organizations that may benefit individuals with disabilities, their parents/guardians and/or colleagues.
2. Knows consumer and professional organizations, publications and journals relevant to individuals with disabilities and knows how to access information on cognitive, communicative, physical, cultural, social and emotional characteristics and needs of individuals with disabilities.
 3. Applies skills for participating effectively in identifying, diagnosing, placing and developing programming for students with disabilities, including using advocacy skills and competencies to support the education of students in least restrictive environments.
 4. Applies knowledge of assurances and due process rights related to assessment, eligibility and placement and knows the rights and responsibilities of parents/guardians, students, teachers, other professionals and schools.
 5. Knows legal and ethical issues (e.g., liability) relevant to working with individuals with disabilities and knows how to conduct instructional and other professional activities consistent with the requirements of laws, rules and regulations and local district policies and procedures, including complying with local, state and federal monitoring and evaluation requirements.
 6. Knows the roles of and relationships among federal, state and local entities with regard to the regulation and provision of special education and related services, including specialized health care services.
 7. Applies knowledge of practices that conform to standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Preparation Standards.
 8. Demonstrates awareness of personal cultural biases and differences that may affect one's teaching and knows how to demonstrate respect for the culture, gender and personal beliefs of individual students.
 9. Applies procedures for safeguarding confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records, ensuring the confidentiality of conversations) and recognizes the importance of respecting students' privacy.
 10. Knows laws, regulations and policies related to the provision of specialized health care in the educational setting.

Competency 012—The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

The beginning teacher:

1. Understands the collaborative roles of students, parents/guardians, teachers and other school and community personnel in planning and implementing an individualized program and applies effective strategies for working collaboratively in various contexts.

2. Applies knowledge of factors that promote effective communication and collaboration with students, parents/guardians, teachers, paraprofessionals and other school and community personnel.
3. Knows how to foster respectful and beneficial relationships between families and professionals in the school and community.
4. Knows typical concerns of families of individuals with disabilities and appropriate strategies to support families in dealing with these concerns.
5. Applies knowledge of strategies for encouraging and assisting parents/guardians in their role as active participants in their children's education and applies procedures for planning and conducting collaborative conferences with parents/guardians.
6. Applies knowledge of effective communication in various professional contexts and knows ethical practices for confidential communication regarding individuals with disabilities.
7. Knows the types of information generally available from parents/guardians, school officials, the legal system and community service agencies.
8. Applies knowledge of the collaborative and consultative roles of special education teachers, paraprofessionals and other school personnel in integrating individuals with disabilities into general educational settings.
9. Knows how to collaborate with teachers in the general educational setting and other school and community personnel to integrate individuals with disabilities into various learning environments.
10. Knows how to serve as a resource person for families, general education teachers, administrators and other school personnel regarding the characteristics and needs of individuals with disabilities.