



**TEXES® Special Education EC–12  
Curriculum Crosswalk**

Required Course Numbers											
Test Content Categories											
<b>Domain I – Understanding Individuals with Disabilities and Evaluating Their Needs</b>											
Competency 001: <i>The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.</i>											
A. 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.											
B. 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.											
C. Knows theoretical explanations for behavioral disorders and analyzes the varied characteristics of behavioral disorders and their effect on learning.											
D. Knows the different ways that students with and without disabilities learn.											

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E. 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.											
F. Understands the effects of sociological and environmental influences (e.g., linguistic characteristics, socioeconomic issues, abuse/neglect, substance abuse) on the child and family.											
G. 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.											
H. 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. 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.											

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Competency 002: <i>The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.</i>											
A. 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.											
B. Understands ethical concerns related to assessment and evaluation, including legal provisions, regulations and guidelines regarding evaluation and the use of psychometric instruments and instructional assessment measures with individuals with disabilities.											
C. Identifies appropriate evaluation strategies for individual students with various characteristics and needs (e.g., related to sociological, language, personal beliefs, nature, severity of disabilities).											
D. Applies knowledge of procedures for screening, prereferral intervention, referral and determining eligibility, including criteria used to determine eligibility.											
E. 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.											

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F. 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).											
G. Knows how to communicate assessment and evaluation results appropriately to individuals with disabilities, parents/guardians, administrators and other professionals.											
H. 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.											
I. Knows how to design and use ecological assessments, portfolio assessments, task analyses and functional assessments (e.g., behavioral, social, communication) to accommodate the unique abilities and needs of individuals with disabilities.											

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J. 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 sociological and/or linguistical backgrounds, and identify supports needed for integration into various program placements.											
<b>Domain II – Promoting Student Learning and Development</b>											
Competency 003: <i>The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.</i>											
A. Knows how to select, develop and apply instructional content, materials, resources and strategies that are responsive to pertinent factors (e.g., language, religion, personal beliefs, nature and severity of disability).											
B. Knows curricula for developing cognitive, academic, social, language, affective, motor, functional, transition and career life skills for individuals with disabilities.											
C. Knows the role of the Texas Essential Knowledge and Skills (TEKS) in developing Individual Education Programs (IEPs) for students with disabilities and applies skills for sequencing, implementing and evaluating individual learning objectives.											

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D. Applies procedures for developing and using Individual Education Program (IEP) objectives to plan instruction for individuals with disabilities.											
E. Prepares, adapts and organizes materials to implement grade-level appropriate and age-appropriate lesson plans based on Individualized Education Program (IEP) objectives for individuals with disabilities.											
F. 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.											
G. 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).											
H. Understands the reciprocal nature of assessment and instruction; applies skills for effective instruction in the least restrictive setting for individuals with disabilities.											

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I. 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.											
J. Identifies ways in which technology can assist in planning and managing instruction for individuals with disabilities.											
K. Knows how to use local, state and federal resources to assist in programming for individuals with disabilities.											
Competency 004: <i>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.</i>											
A. 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.											
B. Knows how to use instructional time efficiently and effectively for individuals with disabilities.											

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C. 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.											
D. 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.											
E. Identifies ways in which technology can assist in managing the teaching and learning environment to meet the needs of individual students.											
F. 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.											
G. 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.											



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H. Understands the reciprocal nature of assessment and instruction; applies skills for technologies, devices and services for students with various needs.											
I. Applies procedures for coordinating activities of related services personnel and directing the activities of paraprofessionals, aides, volunteers and peer tutors.											
J. 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: <i>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.</i>											
A. Analyzes sociological factors and perspectives that affect relationships among students, parents/guardians, schools and communities with regard to providing instruction for individuals with disabilities.											
B. 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.											

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C. 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 grade-level appropriate and age appropriate and that meet individual needs.											
D. 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.											
E. Applies knowledge of techniques for motivating students, including the effects of high teacher expectations on student motivation.											
F. Knows life-skills and self-help curricula and strategies for providing students with life-skills instruction relevant to independent or assisted living and employment.											
G. Knows how to select and use appropriate technologies to accomplish instructional objectives and applies skills for appropriately integrating technology into the instructional process.											
H. 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.											

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I. Knows how to adapt lessons to maximize the physical abilities of individuals with specialized needs.											
J. Knows how to integrate related services into all types of educational settings.											
K. Knows how to provide community-referenced and community-based instruction as appropriate.											
L. 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: <i>The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.</i>											
A. Applies knowledge of how linguistical backgrounds of students impact behavior management and social skills instruction.											
B. Recognizes ways in which teacher attitudes and behaviors and personal partialities influence the behavior of students.											
C. Applies knowledge of ethics, laws, rules and procedural safeguards related to planning and implementing behavior management and discipline for individuals with and without disabilities.											

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D. 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).											
E. 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.											
F. 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.											
G. 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.											
H. Knows strategies for modifying learning environments (e.g., schedule, physical and instructional arrangements) to promote appropriate behaviors.											
I. 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.											

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J. Understands functional behavior assessments and evaluations and their role in developing behavior intervention plans.											
K. 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: <i>The special education teacher understands and applies knowledge of transition issues and procedures across the life span.</i>											
A. Knows how to plan, facilitate and implement transition activities as documented in Individualized Family Services Plans (IFSPs) and Individual Education Programs (IEPs).											
B. Knows how to plan for and link students' current and previous developmental and learning experiences, including teaching strategies, with those of subsequent settings.											
C. Knows programs and services available at various levels and how to assist students and families in planning for transition.											
D. Knows how to teach students skills for coping with and managing transitions.											
E. Knows sources of unique services, networks and organizations for individuals with disabilities, including career, vocational and transition support.											

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F. Applies knowledge of procedures and supports needed to facilitate transitions across programs and placements.											
G. 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.											
H. Applies skills for communicating with families about issues related to transition and strategies for helping their children make successful transitions.											
<b>Domain III – Promoting Student Achievement in English Language Arts and Reading and in Mathematics</b>											
Competency 008: <i>The special education teacher promotes students' performance in English language arts and reading.</i>											
A. 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.											
B. 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.											

Required Course Numbers											
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C. Knows the nature and stages of literacy development, and various contexts and methods for promoting students' literacy development.											
D. Applies knowledge of phonological and phonemic awareness and strategies for promoting the phonological and phonemic awareness of students with disabilities.											
E. 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.											
F. 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.											
G. 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.											
H. Knows how to provide students with disabilities with systematic instruction to develop skills in writing conventions and competence in written communication.											

Required Course Numbers											
Test Content Categories											
I. 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.											
J. 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: <i>The special education teacher promotes students' performance in mathematics.</i>											
A. 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.											
B. 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.											
C. Knows how individuals learn and develop mathematical skills, procedures and concepts.											



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D. 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.											
E. 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.											
F. 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.											
G. 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.											
H. 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.											

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<b>Domain IV — Foundations and Professional Roles and Responsibilities</b>											
Competency 010: <i>The special education teacher understands the philosophical, historical and legal foundations of special education.</i>											
A. 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.											
B. Applies knowledge of models, theories and philosophies that provide the basis for special education practice.											
C. Applies current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures.											
D. Analyzes issues relating to definition and identification procedures for individuals with disabilities, including individuals from linguistic backgrounds.											
E. Understands factors that influence the overrepresentation of linguistically varied students in programs for individuals with disabilities.											
F. Recognizes various perspectives (e.g., medical, psychological, behavioral, educational) regarding definitions and etiologies of disabilities.											

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G. Understands sociological variations in beliefs, traditions and values and their effects on the relationships among child, family and school.											
H. Applies knowledge of the continuum of placement and services for individuals with disabilities.											
Competency 011: <i>The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</i>											
A. 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.											
B. Knows consumer and professional organizations, publications and journals relevant to individuals with disabilities and knows how to access information on cognitive, communicative, physical, sociological, social and emotional characteristics and needs of individuals with disabilities.											
C. 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.											

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D. 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.											
E. 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.											
F. 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.											
G. 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) Code of Ethics.											
H. Demonstrates awareness of personal partialities and differences that may affect one's teaching and knows how to demonstrate respect for all students.											

Required Course Numbers											
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I. 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.											
J. Knows laws, regulations and policies related to the provision of specialized health care in the educational setting.											
Competency 012: <i>The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.</i>											
A. 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.											
B. Applies knowledge of factors that promote effective communication and collaboration with students, parents/guardians, teachers, paraprofessionals and other school and community personnel.											
C. Knows how to foster respectful and beneficial relationships between families and professionals in the school and community.											
D. Knows typical concerns of families of individuals with disabilities and appropriate strategies to support families in dealing with these concerns.											

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E. 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.											
F. Applies knowledge of effective communication in various professional contexts and knows ethical practices for confidential communication regarding individuals with disabilities.											
G. Knows the types of information generally available from parents/guardians, school officials, the legal system and community service agencies.											
H. 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.											
I. 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.											
J. 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.											