

Texas Educator Certification Examination Program

Field 187: Bilingual Special Education EC–12

Examination Framework

March 2026

Subtest 1 (588)	Range of Competencies
Special Education	001–006
Subtest 2 (589)	Range of Competencies
Application of Bilingual Special Education	001–006

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SUBTEST 1—SPECIAL EDUCATION (588)

Competency 001 (Legal and Ethical Guidelines): *Apply knowledge of applicable laws and procedures that pertain to special education services.*

For example:

- A. Demonstrate knowledge of the major state guidelines (e.g., Texas Administrative Code [TAC]; transition guidelines; Admission, Review, and Dismissal [ARD] committee guidelines), legislation, and key court cases that have affected special education.
- B. Demonstrate knowledge of Individuals with Disabilities Education Act (IDEA) eligibility categories for special education and related services and of the similarities and differences between Section 504 plans and Individualized Education Programs (IEPs).
- C. Demonstrate knowledge of the special education teacher's roles and responsibilities regarding Child Find.
- D. Demonstrate knowledge of confidentiality, components, and maintenance of special education eligibility folders (e.g., documentation of receipt of Individualized Education Programs [IEPs] by required staff, storage of folders according to local education agency [LEA] and Texas Education Agency [TEA] requirements).
- E. Demonstrate knowledge of the components of Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs) and procedures for developing, implementing, and amending IFSPs in collaboration with the Early Childhood Intervention (ECI) team and for developing, implementing, and amending IEPs in collaboration with the Admission, Review, and Dismissal (ARD) committee.
- F. Apply knowledge of auditing student class schedules to ensure compliance with least restrictive environment (LRE) and schedule of services in the Individualized Education Program (IEP).
- G. Demonstrate knowledge of the legal responsibility of all school staff to fully implement Individualized Education Programs (IEPs) and protect the confidentiality and dignity of students with disabilities.
- H. Apply knowledge of the roles and responsibilities of the required members of an Admission, Review, and Dismissal (ARD) committee and the required components of a standard ARD committee meeting agenda.
- I. Apply knowledge of the state and federal requirements for transition planning beginning at age 14 and of the federal requirements for transfer of rights at the age of majority.
- J. Apply knowledge of graduation options and requirements for students receiving special education services according to Rule §89.1070 of the Texas Administrative Code (TAC).

Competency 002 (Knowledge of Learners): *Apply knowledge of understanding how to address each student's developmental, communication, and learning needs.*

For example:

- A. Apply knowledge of how disabilities can impact students' developmental milestones, executive functioning, social skills, and learning.
- B. Apply knowledge of the multiple influences that may affect the individual strengths and needs of students who need varying levels of support in learning and development across the continuum of instructional options (e.g., one-on-one, high support needs, collaborative teaching model) from birth through early adulthood.

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- C. Apply knowledge of the multiple influences that may affect the individual strengths and needs of students with other identifiers (e.g., gifted and talented, emergent bilingual, highly mobile, at risk) in learning and development from birth through early adulthood.
- D. Demonstrate knowledge of factors contributing to stress and trauma and differentiate these factors from disabilities, and apply knowledge of how to address stress, trauma, protective factors, resilience, and supportive relationships and of how these factors may impact learning, behavior, motivation, and development in students.
- E. Apply knowledge of how brain development from birth through early adulthood impacts students' learning and development (e.g., decision making, problem solving, impulse control, executive functioning, interpersonal relationships).

Competency 003 (Assessment and Program Planning): *Apply knowledge of the evaluation and assessment process; appropriate assessment strategies to inform instructional design and support students; and how to contribute to, monitor, and report on individualized programming for students.*

For example:

- A. Demonstrate knowledge of various forms of assessments (e.g., formative, summative) and their purposes, interpretation, and applications to inform development of Individualized Education Programs (IEPs) to plan and deliver instruction.
- B. Apply knowledge of and strategies for assessing students' learning, behavior, and preferred mode of communication and the structure of the learning environment to evaluate and support classroom and school-based intervention and instruction.
- C. Demonstrate knowledge of administering, interpreting, and gathering baseline data from screening instruments and diagnostic assessments, such as reading, mathematics, and behavior assessments.
- D. Apply knowledge of formative and summative assessments administration, data collection, and record maintenance and of how to use a variety of formative and summative assessment data to identify learning goals and to plan, design, adjust, and adapt instruction or intervention.
- E. Apply knowledge of how to obtain additional expert guidance and promote collaboration (e.g., English as a Second Language [ESL] specialists, bilingual specialists, translators, interpreters, speech-language pathologists [SLPs], behavior specialists, related service providers), as needed, to ensure an appropriate and valid assessment process.
- F. Apply knowledge of how to interpret results of multiple assessments and evaluation data to determine if a student is making progress toward measurable outcomes in functional, academic, and/or behavioral goals and to determine a student's transition needs.
- G. Apply knowledge of identifying, recommending, and implementing appropriate accommodations and/or modifications during assessment as determined by the Admission, Review, and Dismissal (ARD) committee.
- H. Apply knowledge of interpreting the results of a variety of assessment data to describe students' present levels of academic achievement and functional performance (PLAAFP) and progress on annual Individualized Education Program (IEP) goals.
- I. Interpret and respond to the results of multiple points of assessment data to inform instructional decision making and describe students' progress on and mastery of grade-level Texas Essential Knowledge and Skills (TEKS).
- J. Apply knowledge of supporting students in understanding their own assessment data and using these results to self-monitor, self-regulate, and build self-efficacy.

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- K. Apply knowledge of the special education teacher's role in creating and implementing the Individualized Education Program (IEP) with fidelity, including collecting data and monitoring students' progress toward IEP goals and reporting interpretable progress to students and their parents/guardians throughout the year.
- L. Apply knowledge of how students' academic, social, communication, and functional developmental characteristics impact their levels of support needs in Individualized Education Program (IEP) development, and demonstrate knowledge of coordinating effectively with staff and service providers to utilize assessment data to provide appropriate supports.
- M. Apply knowledge of using a variety of assessment data to inform the drafting of students' Individualized Education Programs (IEPs) (e.g., writing measurable annual goals, describing present levels of academic achievement and functional performance [PLAAFP], identifying accommodations and modifications, taking into consideration the continuum of placement and least restrictive environment [LRE]).
- N. Apply knowledge of preparing for an Admission, Review, and Dismissal (ARD) committee meeting (e.g., collecting required data, interpreting the results of progress monitoring and classroom assessment data, visually representing and interpreting data to show student progress) and of preparing and supporting students to participate in and lead ARD committee discussions regarding progress on Individualized Education Program (IEP) goals; mastery of grade-level Texas Essential Knowledge and Skills (TEKS); appropriate accommodations; transition planning, needs, and goals; and other supplements as needed.
- O. Apply knowledge of creating, scheduling, and facilitating ongoing Individualized Education Program (IEP) transition activities to build students' readiness for postsecondary living and transition.

Competency 004 (Curricular Knowledge and Instructional Practices): *Apply knowledge of how to implement curriculum through relevant and appropriate content and specialized instructional strategies to guide and promote students' development and learning, plan instruction based on students' strengths and needs that is meaningful and challenging, and use practices to create safe learning environments and support students' positive behavior.*

For example:

- A. Apply content-specific knowledge to develop specially designed instruction, goals, and objectives that are aligned with early numeracy, early literacy, and pre-academic skills according to the *Texas Prekindergarten Guidelines*, the Texas Essential Knowledge and Skills (TEKS), and/or College and Career Readiness Standards (CCRS) for students receiving special education services and those suspected to have a disability, including students with high support needs.
- B. Apply knowledge of designing appropriate learning and performance accommodations and modifications to differentiate and/or develop specially designed instruction for students across academic subject-matter content of the general education curriculum and to provide access to instructional materials for a wide range of student performance levels (e.g., content-specific vertical alignment).
- C. Apply knowledge of the Texas Essential Knowledge and Skills (TEKS) subject matter and specialized curricula to inform programmatic and instructional decisions for students receiving special education services and to integrate TEKS subject matter with specialized instructional strategies and specialized curricula implementation to address individual students' needs in different contexts (e.g., center-based, home-based, and school-based classrooms; specialized and general education classrooms).

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- D. Demonstrate knowledge of the key components of various postsecondary education and career options and pathways, including employment models; how to promote student readiness for various employment models and pathways; and how to provide students with access to community-based instruction and vocational training.
- E. Demonstrate knowledge of specialized curricula, including curriculum and specialized instructional strategies for social skills, life skills, transition, orientation and mobility, independence, and self-advocacy, and of how to accommodate, modify, and/or adapt the curricula across contexts based on individual students' strengths and needs, as well as knowledge of barriers to accessibility for students receiving special education services and how to plan for ways to address those barriers through the implementation of specialized curricula (e.g., low-incidence and high-incidence supports).
- F. Apply knowledge of the key differences between Individualized Education Program (IEP) accommodations and modifications and how to plan instruction with appropriate delivery of accommodations and modifications according to the requirements of an IEP (e.g., supplements, assistive technology, related services).
- G. Apply knowledge of designing explicit, scaffolded, systematic, and individualized instruction that adapts instructional intensity and/or intervention to build on students' strengths and accommodate students' needs based on various factors (e.g., learning processes, content, pedagogy, assessment results).
- H. Apply knowledge of appropriate instructional strategies to promote high academic expectations for students and active student engagement, motivation, and self-reliance, and apply knowledge of learning processes to select and use a variety of grouping strategies (e.g., whole group, small group, individual) to meet the learning needs of each student.
- I. Apply knowledge of creating opportunities for students to demonstrate knowledge and skills using different modalities (e.g., kinesthetic, visual, auditory, olfactory, equilibrioception) and allowing each student to advance in rigor and depth of knowledge as they demonstrate understanding.
- J. Apply knowledge of strategies for making content and instruction accessible and challenging for students with all support needs in a range of instructional and educational settings (e.g., co-teaching classroom, self-contained classroom, special education resource room, content mastery program).
- K. Apply knowledge of types of assistive technology (e.g., low-tech, medium-tech, high-tech) and how to plan for strategic integration of assistive technology into daily teaching practices based on students' developmental and learning needs.
- L. Apply knowledge of promoting and supporting the transfer (e.g., generalization) of concepts and skills across content areas, educational settings (e.g., co-teaching classroom, self-contained classroom, special education resource room, content mastery program), and environmental settings (e.g., community, home).
- M. Apply knowledge of planning, adapting, and delivering high-quality, meaningful, and age-appropriate learning experiences for students with high support needs across instructional settings to develop the highest possible learning outcomes.
- N. Apply knowledge of selecting, adapting, and applying instructional strategies that support transition goals and of planning and integrating transition-focused activities into high-quality classroom instruction.
- O. Apply knowledge of appropriate and effective procedures and routines to create safe, organized, and universally accessible learning environments and experiences to support and engage students and to facilitate safe and efficient transitions to promote independence, self-regulation, and executive functioning with students in varying environments.

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- P. Apply knowledge of strategies and methods for establishing, teaching, and maintaining high expectations for students' behavior; providing constructive, specific, and appropriate feedback to guide students' behavior; and building positive relationships with students based on understanding of individual strengths and needs, mutual respect, and rapport.
- Q. Demonstrate knowledge of how factors may impact students' behavior in the learning environment and of the impact of behavior on the development and learning of students and classmates.
- R. Demonstrate knowledge of research-based de-escalation strategies to prevent and address externalizing behavior to ensure a positive and safe learning environment.
- S. Demonstrate knowledge of the key components and purposes of functional behavioral assessments (FBAs), behavioral intervention plans (BIPs), and behavioral intervention practices that align with legal and ethical guidelines, and apply knowledge of how to interpret FBAs to develop effective BIPs.
- T. Demonstrate knowledge of monitoring the effectiveness of behavioral interventions through progress monitoring data, as defined in the behavioral intervention plan (BIP), to evaluate the effects of behavioral interventions.

Competency 005 (Professional Collaboration, Learning, and Responsibilities): *Apply knowledge of strategies, approaches, and techniques for effective consultation and collaboration with students, parents/guardians, school personnel, and other professionals to support students' development and learning, and apply knowledge of the professional roles and responsibilities of a special education teacher.*

For example:

- A. Apply knowledge of collaborating and promoting a shared partnership with parents/guardians, school personnel, and specialists to address students' academic and nonacademic needs.
- B. Apply knowledge of supervising and collaborating with paraprofessionals to identify and define the responsibilities, skills, and professional development needed for their roles.
- C. Apply knowledge of how to consult, co-plan, and co-teach with campus staff and/or colleagues using collaborative strategies, supports, and implementation of Individualized Education Programs (IEPs).
- D. Apply knowledge of coordinating effectively with administrators, school counselors, and related service providers to build students' schedules according to identified least restrictive environment (LRE) as stated in students' Individualized Education Programs (IEPs).
- E. Apply knowledge of various co-teaching strategies and models based on setting and the individual needs of all students when delivering, adapting, differentiating, and/or developing specially designed instruction to meet students' academic and nonacademic needs.
- F. Apply knowledge of effective collaboration with general education teachers to deliver, adapt, differentiate, co-teach, and/or develop specially designed instruction to address students' needs, and understand the reciprocal relationship with general education teachers for effective and balanced practices.
- G. Demonstrate knowledge of implementing transition activities in students' Individualized Education Programs (IEPs) that include community resources and service providers.
- H. Apply knowledge of collaborating and consulting with multidisciplinary teams to plan and implement instruction (e.g., electives, extracurriculars, community resources) in accordance with students' Individualized Education Programs (IEPs).
- I. Apply knowledge of selecting and utilizing resources to improve communication and collaboration with families and the community.

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- J. Demonstrate knowledge of coordinating with related service providers and community agencies to identify and access services, resources, and supports to meet the needs of students who receive special education services.
- K. Demonstrate knowledge of the roles and responsibilities of a special education teacher and of other professionals who deliver special education services, including related and instructional service providers.
- L. Apply knowledge of the importance of and the process involved in setting short-term and long-term professional goals based on ongoing analysis of student learning, self-reflection, and professional standards.
- M. Demonstrate understanding of the barriers that exist for students who receive special education services from early childhood to postsecondary educational settings, with consideration of graduation requirements, and how to work with stakeholders to design environments and select curriculum resources that include supports that address a range of students' needs.
- N. Apply knowledge of advocating for family and student participation in the Individualized Education Program (IEP) process; Admission, Review, and Dismissal (ARD) committee meetings; transition plan development; and the graduation plan decision-making process.

Competency 006 (Analysis and Response): *In a written response, analyze and interpret varying types of data (e.g., qualitative, quantitative) to identify a given student's strengths and needs and design appropriate instruction.*

For example:

- A. Analyze and interpret assessment information on a given student, including varying types of data (e.g., qualitative, quantitative) from a variety of formal and informal assessments (e.g., progress monitoring data, progress reports, student work samples, anecdotal observation notes) to identify a student's strengths and needs.
- B. Synthesize data and information on the given student to generate one (1) recommendation for instruction and/or intervention.
- C. Describe how a teacher would implement and monitor the progress of the generated recommendation.

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SUBTEST 2—APPLICATION OF BILINGUAL SPECIAL EDUCATION (589)

Competency 001 (Legal and Ethical Guidelines of Bilingual Special Education): *Apply knowledge of applicable laws and procedures that pertain to bilingual and special education pedagogies.*

For example:

- A. Demonstrate knowledge of Individuals with Disabilities Education Act (IDEA) eligibility categories for special education and related services, the role of bilingual assessment in the eligibility process, and considerations for emergent bilingual students in each eligibility category.
- B. Demonstrate knowledge of federal- and state-mandated policies and statutes related to emergent bilingual students, including the Language Proficiency Assessment Committee (LPAC) procedures for identifying, recommending and delivering program services for, reclassifying, and monitoring dually identified students.
- C. Demonstrate knowledge of the relevant special education and bilingual education laws and policies that facilitate families' full participation in their students' education as well as policies and procedures for providing families with special education and bilingual education documentation in the home language of the parents/guardians.
- D. Demonstrate knowledge of the components of Individualized Family Service Plans (IFSPs) for dually identified students and procedures for developing, implementing, and amending IFSPs in collaboration with the Early Childhood Intervention (ECI) team.
- E. Demonstrate knowledge of the components of Individualized Education Programs (IEPs) for dually identified students and procedures for developing, implementing, and amending IEPs in collaboration with the Admission, Review, and Dismissal (ARD) committee and the Language Proficiency Assessment Committee (LPAC).
- F. Demonstrate knowledge of roles and responsibilities related to implementing the Individualized Education Programs (IEPs) for dually identified students with fidelity.
- G. Apply knowledge of auditing student class schedules to ensure compliance with least restrictive environment (LRE) and schedule of services in the Individualized Education Program (IEP) as well as placement in appropriate courses to support language development.
- H. Demonstrate knowledge of the legal responsibility of all school staff to fully implement Individualized Education Programs (IEPs) for dually identified students, to provide instruction in the Texas English language proficiency standards (ELPS), and to incorporate linguistically accommodated instruction based on language proficiency level.
- I. Demonstrate knowledge of the roles and responsibilities related to effectively preparing for an Admission, Review, and Dismissal (ARD) committee and/or Language Proficiency Assessment Committee (LPAC) meeting for a dually identified student.

Competency 002 (Knowledge of Learners): *Apply knowledge of understanding how to apply bilingual pedagogy to address dually identified students' developmental, communication, and learning needs.*

For example:

- A. Apply knowledge of relevant developmental milestones, including language acquisition milestones, from birth through adolescence for dually identified students.
- B. Apply knowledge of the impact that disability, stress, trauma, protective factors, resilience, and supportive relationships may have on the learning, behavior, language acquisition, and development of dually identified students.

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- C. Apply knowledge of evidence-based strategies to support dually identified students' development and independence given Individualized Education Program (IEP) and relevant grade-level expectations for academic progress, language proficiency growth, and behavior from birth through adolescence.
- D. Demonstrate knowledge of individual learner characteristics and specialized curricula to accommodate, modify, and/or customize the curricula across contexts for dually identified students.
- E. Apply knowledge of strategies for utilizing present levels of academic achievement and functional performance (PLAAFP) to select and implement appropriate specially designed instruction for dually identified students.
- F. Demonstrate knowledge of barriers to accessibility and learning for dually identified students and evidence-based methods to mitigate those barriers.
- G. Demonstrate knowledge of evidence-based, individualized student behavioral support theories and strategies for fostering a safe, effective, and linguistically responsive learning environment for dually identified students.
- H. Demonstrate knowledge of strategies for leveraging the familial, educational, linguistic, and developmental experiences of dually identified students to support learning across instructional settings.
- I. Apply knowledge of differences in language across various groups to design and implement appropriate instructional practices and identify ways to promote dually identified students' use of formal and informal registers to promote academic and linguistic development.
- J. Apply knowledge of the concept of funds of knowledge to improve academic outcomes for dually identified students.

Competency 003 (Eligibility, Program Placement, and Assessment in Bilingual Special Education):
Apply knowledge of integrating bilingual and special education pedagogies to the evaluation and assessment process and to the use of appropriate assessment strategies and data to inform program placement and goals.

For example:

- A. Demonstrate knowledge of the role of language development throughout all aspects of special education services for purposes of eligibility, evaluation, assessment, and placement.
- B. Demonstrate knowledge of the role of disability-related needs throughout all steps in the Language Proficiency Assessment Committee (LPAC) process for purposes of identification, placement, services, review and reclassification, and monitoring.
- C. Demonstrate knowledge of using data from a variety of formative, dynamic, and summative assessments and language proficiency levels to inform pre-referral processes, appropriate placement, and ongoing appropriate evaluation for dually identified students and for utilizing and documenting ongoing formative and summative assessment for language development and academic and behavioral progress.
- D. Apply knowledge of ways to support dually identified students in using language proficiency development and academic progress data to articulate and communicate their academic and nonacademic needs.
- E. Apply knowledge of interpreting and using the results of assessment data and language proficiency levels to draft annual measurable Individualized Education Program (IEP) goals and present levels of academic achievement and functional performance (PLAAFP); monitor linguistic development; and identify appropriate accommodations, designated supports for state testing, and modifications based on the individual needs of dually identified students.

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- F. Demonstrate knowledge of appropriate accommodations and modifications for classroom, state, and district testing or other assessments as determined by the Language Proficiency Assessment Committee (LPAC) or Admission, Review, and Dismissal (ARD) committee for dually identified students.
- G. Apply knowledge of state testing requirements and criteria for participation and accommodation for dually identified students.
- H. Apply knowledge of collaboration with campus stakeholders to accurately analyze, interpret, and discuss the results of a variety of evaluation data for dually identified students.
- I. Apply knowledge of interpreting the results of various forms of assessment to determine linguistic growth and academic progress toward measurable outcomes for dually identified students.
- J. Demonstrate knowledge of strategies for communicating a dually identified student's present levels of achievement and progress on Individualized Education Program (IEP) goals, progress in the Texas English language proficiency standards (ELPS), and mastery of grade-level Texas Essential Knowledge and Skills (TEKS) to all relevant stakeholders.

Competency 004 (Language and Literacy Development, Academic Content, and Instructional Practices in Bilingual Special Education): *Apply knowledge of integrating bilingual and special education pedagogies related to language and literacy development, academic content, and instructional practices.*

For example:

- A. Demonstrate knowledge of the application of language and literacy development for dually identified students in the content areas to support targeted lesson planning across all areas of the curriculum.
- B. Demonstrate knowledge of strategies for integrating language development and content-area instruction to meet the cognitive, linguistic, and affective needs of dually identified students in accordance with state guidelines.
- C. Demonstrate knowledge of the recursive nature of assessment and the need to use multiple data points to assess and monitor biliteracy development across language domains when planning for and delivering instruction aligned with a dually identified student's Individualized Education Program (IEP) and when providing opportunities to develop biliteracy skills.
- D. Apply knowledge of developing individualized goals and objectives for Individualized Education Programs (IEPs) aligned to appropriate grade-level Texas Essential Knowledge and Skills (TEKS), the Texas English language proficiency standards (ELPS), and/or the *Texas Prekindergarten Guidelines* that identify appropriate language of instruction for a dually identified student.
- E. Demonstrate knowledge of differentiated methodologies and strategies for instructing a wide variety of learners (e.g., heritage language learners, simultaneous bilinguals, newcomers, long-term emergent bilingual students, program language learners in a two-way dual language immersion program) within different school-based configurations and program models.
- F. Apply content-specific knowledge and language development knowledge to effectively collaborate, co-teach, modify, and adapt curriculum for dually identified students with general education teachers, special education teachers, and/or related service providers.
- G. Apply knowledge of relevant standards with biliteracy and disability-related considerations for instruction and assessment.
- H. Apply knowledge of utilizing assessments and language proficiency levels to develop specially designed instruction (SDI) for dually identified students.

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- I. Apply knowledge of planning for and delivering linguistically accommodated instruction and evaluating and monitoring the progress of dually identified students in their English language proficiency.
- J. Apply knowledge of types of assistive technology and how to plan for strategic integration of assistive technology into daily teaching practices based on dually identified students' developmental, learning, and linguistic needs.
- K. Apply knowledge of planning for and delivering high-quality, responsive instruction that incorporates authentic materials, content-based language instruction (CBLI), and appropriate objectives and differentiation based on a dually identified student's Individualized Education Program (IEP).
- L. Apply knowledge of evidence-based practices to design and implement appropriate interventions to address situations in which dually identified students are not making expected progress in linguistic, functional, academic, or behavioral goals.
- M. Apply knowledge of the similarities and differences between and purposes of linguistic and disability-related accommodations and modified curriculum, and identify appropriate accommodations, modifications, and differentiation strategies to meet the needs of dually identified students.

Competency 005 (Student Support and Professional Collaboration and Responsibilities): *Apply knowledge of integrating bilingual and special education practices and responsibilities to the development of strategies and approaches to support dually identified students and for consultation and collaboration with stakeholders to support the development and learning of students who are dually identified.*

For example:

- A. Demonstrate knowledge of the academic and nonacademic benefits of bilingualism for students with disabilities, misconceptions related to bilingualism and disability, and how to avoid practices based on these misunderstandings.
- B. Demonstrate knowledge of ways to provide rigorous learning opportunities that support the development of a student's home language and English as well as strategies for challenging dually identified students through high expectations, individualized supports, and participation opportunities that promote positive learning outcomes.
- C. Apply knowledge of strategies for effective communication with parents/guardians around aspects of the Language Proficiency Assessment Committee (LPAC) and/or Admission, Review, and Dismissal (ARD) committee process to support participation in activities designed to support the achievement and growth of dually identified students.
- D. Demonstrate knowledge of ways to support access to services for dually identified students and their families as well as programmatic considerations and practices.
- E. Apply knowledge of collaboration strategies to support all relevant stakeholders to effectively serve dually identified students across instructional settings.
- F. Apply knowledge of coordinating effectively with related service providers and community agencies to identify and access services, resources, and supports to meet the needs of dually identified students.

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Competency 006 (Analysis and Response): *In a written response, analyze and interpret varying types of data (e.g., qualitative, quantitative) to identify a given student's strengths and needs and design appropriate instruction.*

For example:

- A. Analyze and interpret assessment information on a given dually identified student, including varying types of data (e.g., qualitative, quantitative) from a variety of formal and informal assessments (e.g., academic and linguistic progress monitoring data, student work samples, anecdotal observation notes) to identify the student's strengths and needs.
- B. Synthesize data and information on the given dually identified student to generate one (1) recommendation for instruction and/or intervention that addresses the linguistic and disability-related needs of the student.
- C. Describe how a teacher would implement and monitor the progress of the generated recommendation.