

Special Education EC-12 Standards

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 teaching and learning environments.

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 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.

Special Education EC-12 Standards

<p>Standard I: The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.</p>	
<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teacher Can Do</p>
<p>1.1k the historic foundations, classic studies including the major contributors, and major state and federal legislation that has affected knowledge and practice of the education of individuals with disabilities;</p>	<p>1.1s conduct instructional and other professional activities consistent with the requirements of state and federal laws, rules and regulations, and local district policies and procedures;</p>
<p>1.2k major research, models, theories, and philosophies that provide the basis for special education practice;</p>	<p>1.2s articulate current issues and best practices in the education of individuals with disabilities; and</p>
<p>1.3k current educational terminology and definitions of a variety of disabilities, including professionally accepted classification systems and current incidence and prevalence figures;</p>	<p>1.3s articulate the factors that influence the overrepresentation of minority students in programs for individuals with disabilities</p>
<p>1.4k issues in definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;</p>	
<p>1.5k differing perspectives (e.g., medical, psychological, behavioral, educational) regarding the definitions and etiologies of a variety of disabilities;</p>	
<p>1.6k variations in beliefs, traditions, and values across cultures and their effects on the relationship among child, family, school, and community;</p>	
<p>1.7k the continuum of placement and services available for individuals with disabilities;</p>	
<p>1.8k assurances and due process rights related to assessment, eligibility, placement, and services;</p>	
<p>1.9k rights and responsibilities of parents/guardians, students, teachers and other professionals, and schools as they relate to individual learning needs; and</p>	
<p>1.10k 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.</p>	

<p>Standard II: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</p>	
<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teacher Can Do</p>
<p>2.1k 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;</p>	<p>2.1s practice within the 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;</p>
<p>2.2k personal cultural biases and differences that may affect one’s teaching;</p>	<p>2.2s promote and maintain a high level of competence and integrity in the practice of the profession;</p>
<p>2.3k consumer and professional organizations, publications, and journals relevant to individuals with disabilities;</p>	<p>2.3s demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with disabilities;</p>
<p>2.4k liability issues related to working with individuals with disabilities; and</p>	<p>2.4s respect the culture, gender, and personal beliefs of individual students and families;</p>
<p>2.5k how to maintain the confidentiality of medical and academic records and respect for the privacy of individuals with disabilities.</p>	<p>2.5s exercise objective professional judgment in the practice of the profession;</p>
	<p>2.6s participate in professional activities and organizations that increase skills and benefit individuals with disabilities, their parents/guardians, and colleagues;</p>
	<p>2.7s comply with local, state, and federal monitoring and evaluation requirements;</p>
	<p>2.8s use copyrighted educational materials in an ethical manner;</p>
	<p>2.9s safeguard confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records; ensuring the confidentiality of conversations; training related parties, such as parents/guardians and consultants, to maintain confidentiality);</p>
	<p>2.10s participate effectively in the identification, diagnosis, placement, and ongoing service of students with disabilities; and</p>
	<p>2.11s demonstrate advocacy skills and competencies needed to support educational services delivered to students in the least restrictive environment and in the community.</p>

<p>Standard III: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.</p>	
<p>Teacher Knowledge: What Teachers Know</p>	<p>Application: What Teacher Can Do</p>
<p>3.1k factors that promote effective communication and collaboration with individuals, parents/guardians, and school and community personnel;</p>	<p>3.1s work collaboratively with parents, students, and school and community personnel in the development of clear, measurable Individual Education Plan (IEP) goals and objectives that are aligned with the TEKS;</p>
<p>3.2k typical concerns of parents/guardians of individuals with disabilities and appropriate resources and strategies to help parents/guardians deal with these concerns;</p>	<p>3.2s demonstrate proficiency in oral and written communication;</p>
<p>3.3k the collaborative roles of individuals with disabilities, parents/guardians, teachers, and other school and community personnel in planning an individualized program;</p>	<p>3.3s foster respectful and beneficial relationships between parents/guardians and school community personnel;</p>
<p>3.4k the types of information generally available from parents/guardians, school officials, the legal system, and community service agencies;</p>	<p>3.4s use collaborative strategies in working with individuals with disabilities, parents/guardians, and school and community personnel in various learning environments;</p>
<p>3.5k collaborative and/or consultative roles of special education teachers with administrators, paraprofessionals, related service providers, and other school and community personnel in the integration of individuals with disabilities into general education settings; and</p>	<p>3.5s communicate and collaborate effectively with paraprofessionals and other school and community personnel to deliver special education services</p>
<p>3.6k ethical practices for confidential communication about individuals with disabilities.</p>	<p>3.6s encourage and assist parents/guardians to become active participants in their children’s education;</p>
	<p>3.7s plan and conduct collaborative conferences with parents/guardians;</p>
	<p>3.8s collaborate with general educational setting teachers and other school and community personnel in integrating individuals with disabilities into various learning environments; and</p>
	<p>3.9s serve as a resource person for parents/guardians, general education teachers, administrators, paraprofessionals, related service providers, and other school and community personnel about the characteristics and needs of individuals with disabilities</p>

Standard IV: The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.	
Teacher Knowledge: What Teachers Know	Application: What Teacher Can Do
4.1k differential characteristics of individuals with disabilities, including levels of severity and multiple disabilities across eligibility categories;	4.1s access information on various cognitive, communicative, physical, cultural, social, and emotional conditions of individuals with disabilities;
4.2k human development and the effects of disabilities on developmental processes across domains (e.g., cognition, communication, motor, behavior);	4.2s describe and define general developmental, academic, social, career, and functional characteristics of individuals with disabilities as they relate to levels of support needed;
4.3k cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities;	4.3s apply knowledge of human development and disabilities to plan and implement appropriate curriculum with appropriate modifications and adaptations; and
4.4k characteristics of normal, delayed, and disordered communication patterns of individuals with disabilities;	4.4s help students understand the characteristics of their disabilities, with emphasis on their unique strengths and learning needs
4.5k physical development, physical disabilities, sensory disabilities, and health impairments as they relate to the development and behavior of individuals;	
4.6k common etiologies and the impact of sensory, physical, cognitive, and emotional disabilities on learning and experience;	
4.7k effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions;	
4.8k the educational implications of various disabilities;	
4.9k various ways to adapt instruction to meet unique learning needs of individuals with disabilities;	
4.10k effects that one or more disabilities may have on an individual's life;	
4.11k effects of cultural and environmental influences (e.g., cultural and linguistic characteristics, socioeconomic level, abuse/neglect, substance abuse) on the child and family;	
4.12k various etiologies and medical aspects of conditions affecting individuals with disabilities;	
4.13k the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with disabilities;	
4.14k medical complications and their implications for student support needs, including seizure management, tube feeding, catheterization, and cardiopulmonary resuscitation (CPR); and	
4.15k laws, regulations, and policies related to the provision of specialized health care in the educational setting.	

Standard V: The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.	
Teacher Knowledge: What Teachers Know	Application: What Teacher Can Do
5.1k state and federal laws (e.g., IDEA, Title I) that require the assessment of the progress of all students toward state standards;	5.1s collaborate with parents/guardians and with other school and community personnel involved in the assessment of individuals with disabilities;
5.2k basic terminology used in assessment (e.g., validity, reliability, norm-referenced assessment, criterion-referenced assessment);	5.2s document ongoing student progress and maintain accurate records;
5.3k ethical concerns related to assessment, including legal provisions, regulations, and guidelines regarding unbiased assessment and the use of psychometric instruments and instructional assessment measures with individuals with disabilities;	5.3s demonstrate responsiveness to cultural and other factors (e.g., ethnicity, language, religion, gender, personal beliefs, nature and severity of disability) by matching appropriate assessment strategies to the characteristics and needs of individual students;
5.4k criteria used to determine eligibility for special education services;	5.4s gather background information regarding academic, medical, and family history;
5.5k the processes used for screening, pre-referral, intervention, referral, and determining eligibility for special education services;	5.5s use various types of assessment procedures appropriately;
5.6k the appropriate application and interpretation of scores, including standard scores, percentile ranks, and age/grade equivalents;	5.6s interpret information from formal and informal assessment instruments and procedures, including the interpretation of various types of scores;
5.7k the purpose, appropriate uses, and limitations of various types of assessment instruments;	5.7s report assessment results to individuals with disabilities, parents/guardians, administrators, and other school and community personnel using appropriate communication skills;
5.8k methods for monitoring the daily progress of individuals with disabilities; and	5.8s use information from teachers, other school and community personnel, individuals with disabilities, and parents/guardians to make or suggest appropriate accommodations/modifications to learning environments;
5.9k the reciprocal nature of assessment and instruction and how to evaluate assessment results to design, monitor, and modify instruction for individuals with disabilities.	5.9s develop individualized assessment strategies to evaluate the results of instruction;
	5.10s use assessment information to help make instructional decisions and plan individual programs that result in appropriate placement and intervention for all individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds;
	5.11s evaluate supports needed for access to the general curriculum and integration into various programs and environments; and
	5.12s design ecological inventories, portfolio assessments, task analyses, and functional assessments to accommodate the unique abilities and needs of individuals with disabilities.

Standard VI: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.	
Teacher Knowledge: What Teachers Know	Application: What Teacher Can Do
6.1k research-based basic classroom management theories, methods, and techniques for individuals with disabilities;	6.1s create a safe, positive, and supportive learning environment in which diversities are valued;
6.2k research-based practices regarding how the classroom and other learning environments (e.g., job site, cafeteria, school bus, community) impact learning and behavior;	6.2s prepare lesson plans that are developmentally and age appropriate and based on the student Individual Educational Plan (IEP);
6.3k research-based best practices for effective management of teaching and learning;	6.3s prepare and organize materials to implement daily lesson plans;
6.4k ways in which technology can assist with planning instruction and managing the teaching and learning environment and meeting the needs of individual students;	6.4s incorporate evaluation, planning, and management procedures that match student needs with a variety of instructional environments;
6.5k curricula for the development of cognitive, academic, social, language, affective, motor, career, and functional life skills for individuals with disabilities;	6.5s design, structure, and manage daily routines, including transition time, for students and other staff in a variety of educational settings;
6.6k effective academic, career, vocational, and transition programs for individuals with disabilities;	6.6s use instructional time efficiently and effectively;
6.7k issues, resources, and strategies used to teach students with disabilities in specialized settings (e.g., alternative schools, special centers, hospitals, residential treatment centers), including transitions to and from school-based settings;	6.7s design a learning environment that encourages active participation by students in a variety of individual and group learning activities;
6.8k how to create a community of learners and address common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities; and	6.8s structure the educational environment to enhance learning opportunities for individuals with disabilities;
6.9k how to use Individual Educational Plan (IEP) objectives to plan educational setting and instruction.	6.9s encourage self-advocacy and increased independence across school and community learning environments;
	6.10s design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities in a variety of group and individual learning activities;
	6.11s design learning environments for individuals with disabilities that provide feedback from peers and adults;
	6.12s implement functional curricula in a variety of settings;
	6.13s monitor behavior changes across activities and settings;
	6.14s use local, state, and federal resources to assist in programming for individuals with disabilities;

	6.15s direct the activities of an educational setting paraprofessional, aide, volunteer, or peer tutor;
	6.16s coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities;
	6.17s use appropriate adaptive equipment and assistive technologies as recommended by related services personnel to facilitate positioning, mobility, communication, and learning for individuals with physical and health disabilities;
	6.18s demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating under the direction of related services personnel; and
	6.19s fully implement students' IEPs, including behavior intervention plans and modifications of materials and curriculum.

Standard VII: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.	
Teacher Knowledge: What Teachers Know	Application: What Teacher Can Do
7.1k attitudes and behaviors of school and community personnel that positively or negatively influence the behavior of individuals with disabilities;	7.1s modify learning environments (e.g., schedule, physical arrangement) to promote appropriate behaviors;
7.2k theories of challenging behavior in individuals with disabilities (e.g., noncompliance, self-stimulation, self-abuse, violence);	7.2s demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with disabilities;
7.3k theories underlying behavior management techniques (e.g., reinforcement, proactive strategies, strategies that decrease inappropriate behavior) and their applications for teaching individuals with disabilities;	7.3s implement the least intensive intervention consistent with the needs of individuals with disabilities;
7.4k ethical considerations inherent in behavior management;	7.4s identify realistic expectations for personal and social behavior in various settings;
7.5k applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavior management and discipline for individuals with and without disabilities;	7.5s use effective teaching procedures to include social skills instruction in curriculum activities;
7.6k rationales for selecting appropriate behavior management techniques for individuals with disabilities;	7.6s demonstrate procedures to increase an individual's self-awareness, self-control, self-reliance, and self-confidence;
7.7k the impact of multiple disabilities on an individual's behavior and learning;	7.7s design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities; and
7.8k strategies for preparing individuals to live cooperatively and productively in society, including social skills needed for educational and functional living environments;	7.8s develop, implement, and evaluate behavior crisis-management plans in educational settings
7.9k the range and variety of social skills and behavioral curricula;	
7.10k strategies for crisis prevention and intervention;	
7.11k how the communication skills of nonspeaking/nonverbal individuals affect their behavior; and	
7.12k the process of functional behavior assessments and their role in developing behavior intervention plans.	

Standard VIII: The special education teacher understands assistive technology as defined by state and federal regulations.	
Teacher Knowledge: What Teachers Know	Application: What Teacher Can Do
8.1k the range and variety of assistive technology, devices, services, and resources;	8.1s link individual student needs with appropriate assistive technology, devices, and services;
8.2k state and federal laws pertaining to the acquisition and use of assistive technology;	8.2s find and access school and community resources on assistive technology;
8.3k how to access school and community resources for meeting the assistive technology needs of individual students;	8.3s make informed decisions with regard to types and levels of assistive technology, devices, and services (e.g., “no tech,” “low tech,” and “high tech”) and support the implementation of those devices and services based on individual needs;
8.4k when to make a referral for an assistive technology evaluation;	8.4s participate in the selection and implementation of augmentative or alternative communication devices and systems for use with students;
8.5k how to effectively consider the benefits of assistive technology during the Admission, Review, and Dismissal (ARD) process; and	8.5s collect and use data about the individual’s environment and curriculum to determine and monitor assistive technology needs;
8.6k the role of assistive technology, devices, and services in facilitating students’ access to the general curriculum and active participation in educational activities and routines.	8.6s keep classroom assistive technology equipment in good working order;
	8.7s implement assistive technology as directed by a student’s Individual Educational Plan (IEP)

Standard IX: The special education teacher understands and applies knowledge of transition issues and procedures across the life span.	
Teacher Knowledge: What Teachers Know	Application: What Teacher Can Do
9.1k state and federal laws pertaining to transition issues and services;	9.1s collaborate in designing transition plans that meet the identified needs of students with disabilities;
9.2k how to plan, facilitate, and implement transition activities as documented in Individualized Family Services Plans (IFSPs);	9.2s collaborate with students, families, and school and community personnel to ensure successful transitions for individuals with disabilities;
9.3k how to plan for and link students' current developmental and learning experiences and teaching strategies with those of their subsequent educational setting;	9.3s communicate with families about issues related to transition and strategies for helping their children make successful transitions; and
9.4k the programs and services available at various levels and how to assist students and families in planning for transition;	9.4s teach students skills for coping with and managing transitions successfully
9.5k how to plan, facilitate, and implement transition activities as documented in students' Individual Educational Plans (IEPs) and Individual Transition Plans (ITPs);	
9.6k sources of unique services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support; and	
9.7k procedures and supports needed to facilitate transitions across programs and placements.	

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.	
Teacher Knowledge: What Teachers Know	Application: What Teacher Can Do
10.1k instructional, compensatory, and remedial methods, techniques, and curriculum materials;	10.1s sequence, implement, evaluate, and measure student progress toward individual learning objectives;
10.2k techniques for modifying instructional methods and materials based on differing learning styles and the specific needs of individuals with disabilities;	10.2s use effective, research-based instructional strategies and practices to meet the needs of individuals with disabilities;
10.3k how to evaluate and use assessment results to design, monitor, and modify instruction to improve student learning;	10.3s collaborate in the development and/or selection of instructional content, materials, resources, and strategies that demonstrate responsiveness to cultural and other factors (e.g., ethnicity, language, religion, gender, personal beliefs, nature and severity of disability);
10.4k techniques for motivating students, including the effects of high expectations on student motivation;	10.4s evaluate, select, adapt, and use instructional strategies and materials according to characteristics of the student;
10.5k varied cultural perspectives that affect the relationship among parents/ guardians, schools, and communities with regard to effective instruction for individuals with disabilities;	10.5s use instructional strategies that are developmentally and age-appropriate;
10.6k the impact of language development on the academic and social skills of individuals with disabilities;	10.6s choose and use appropriate technologies to accomplish instructional objectives, and integrate those technologies appropriately into the instructional process;
10.7k life-skills instruction relevant to independent, community, and personal living and employment;	10.7s use strategies for facilitating maintenance and generalization of skills across learning environments;
10.8k available curricula for life skills and self-help for individuals with disabilities;	10.8s teach individuals with disabilities to problem solve and use other cognitive strategies to meet their individual needs;
10.9k the role of the Texas Essential Knowledge and Skills (TEKS) in the development of the Individual Educational Plan (IEP) for individuals with disabilities; and	10.9s integrate affective, social, and career/vocational skills with academic curricula;
10.10k the benefits of comprehensive, longitudinal individualized programs.	10.10s integrate related services into students' educational settings;
	10.11s provide community-referenced and community-based instruction as appropriate based on individual need;
	10.12s collaborate with other professionals to interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans (e.g., sensory stimulation, physical positioning, lifting);
	10.13s adapt lessons to maximize the physical abilities of individuals with specialized health care needs;
	10.14s design and implement an instructional program that addresses instruction in independent living skills,

	vocational skills, and career education for students with physical and health disabilities; and
	10.15s design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs.

Standard XI: The special education teacher promotes students' performance in English language arts and reading.	
Teacher Knowledge: What Teachers Know	Application: What Teacher Can Do
11.1k the developmental process of communication systems (e.g., listening, speaking, writing), including emergent and pre-literacy skills;	11.1s provide a variety of instructional opportunities and strategies for students with disabilities to learn communication skills;
11.2k the components of phonological and phonemic awareness;	11.2s utilize a variety of approaches so students with disabilities develop phonological and phonemic awareness and understand its relationship to written language;
11.3k the elements of the alphabetic principle and the relationship among the alphabetic principle, reading, and components of other communication systems;	11.3s provide instruction to students with disabilities so they understand that printed words consist of graphic representations that relate to the sounds of spoken language and components of other communication systems;
11.4k the nature and stages of literacy development and various contexts and methods to promote students' literacy development;	11.4s provide systematic instruction using a variety of methods and strategies to improve the word analysis and decoding abilities of students with disabilities;
11.5k word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary);	11.5s provide systematic instruction to improve the reading fluency of students with disabilities;
11.6k the relationship between reading fluency and reading comprehension and how to provide systematic instruction to improve students' reading fluency;	11.6s provide systematic instruction in critical reading strategies to students with disabilities to improve their reading comprehension;
11.7k the importance of comprehension in reading;	11.7s provide systematic instruction to students with disabilities so they develop skills in writing conventions and competence in written communication;
11.8k the relationship between learning and effective study and inquiry skills; and	11.8s use a variety of methods and strategies to teach students with disabilities to apply study and inquiry skills;
11.9k how to interpret, analyze, evaluate, and provide visual images and messages in various media and technologies.	11.9s provide systematic instruction that helps students with disabilities learn to interpret, analyze, evaluate, and create visual images and messages in various media and technologies; and
	11.10s use a variety of literacy assessment practices to plan and implement literacy instruction for students with disabilities.

Standard XII: The special education teacher promotes students' performance in mathematics.	
Teacher Knowledge: What Teachers Know	Application: What Teacher Can Do
12.1k how children learn and develop mathematical skills, procedures, and concepts;	12.1s use a variety of instructional strategies and resources so that students with disabilities understand and apply number concepts;
12.2k mathematical methods and strategies appropriate for teaching students with disabilities to reason mathematically, to solve mathematical problems, to make mathematical connections within and outside of mathematics, and to communicate mathematically;	12.2s use a variety of instructional strategies and resources so that students with disabilities understand and apply patterns and algebra;
12.3k numbers, number systems and their structure, operations and algorithms, quantitative reasoning, and technology appropriate to teach students with disabilities to use mathematics;	12.3s use a variety of instructional methods and resources so that students with disabilities understand and apply geometry and measurement concepts;
12.4k patterns, relations, functions, algebraic reasoning, analysis, and technology appropriate to teach students with disabilities to use mathematics;	12.4s use a variety of instructional methods and resources so that students with disabilities understand and apply concepts related to probability and statistics;
12.5k geometry, spatial reasoning, measurement concepts and principles, and technology appropriate to teach students with disabilities to use mathematics; and	12.5s use a variety of instructional methods and resources so that students with disabilities engage in mathematical reasoning and problem solving, apply mathematics in a variety of contexts, and communicate mathematically;
12.6k principles and applications of probability and statistics, and technology appropriate to teach students with disabilities to use mathematics.	12.6s 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; and
	12.7s use a wide variety of assessment methods to monitor students' understanding and adapt mathematics instruction based on the individual strengths and needs of students with disabilities