



# School of **Education**

**Master of Education in Curriculum and Instruction  
with Post-Baccalaureate Initial Teacher Certification – GRAD TEACH**

## **Student Handbook 2018-2019**

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## **Introduction to the Master of Education in Curriculum and Instruction with Post-Baccalaureate Initial Teacher Certification – GRAD TEACH**

The School of Education Handbook is for the post-baccalaureate initial teacher certification students or the GRAD TEACH program—those who have the minimum of a bachelor’s degree from a regionally accredited college or university. It describes a teacher candidate’s program for standard certification as a classroom teacher in Texas. The handbook is meant to provide information that will help the teacher candidate understand the design, scope, and requirements of the GRAD TEACH program at The University of Texas at Tyler. While your advisor will assist you in completing the certification program, *students have the responsibility to read and fully understand all information and to abide by all policies and procedures described.*

This publication of the School of Education Handbook for the GRAD TEACH program will serve as a guide to program requirements and School of Education (SOE) policies.

The Handbook may be modified as Texas Education Agency (TEA) or State Board for Educator Certification (SBEC) rules dictate or as program changes are mandated. You will be notified of substantive modifications through email announcements.

**Students are expected to submit the electronic Handbook  
Acknowledgement Form as part of the admission process.**

**BE ADVISED**

*Students have the responsibility to read and fully understand all information  
in this Handbook and to abide by all policies and procedures described.*

# **The University of Texas at Tyler College of Education and Psychology**

## **Vision Statement**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

## **Mission Statement**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

## **School of Education's Mission Statement**

Our mission is to prepare professional educators who are knowledgeable, skilled, caring, and ethical. We also strive to contribute to the research base in our respective fields. We do so by working collaboratively to resolve pressing educational challenges.

## **The University of Texas at Tyler Honor Code**

Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

## **Master of Education in Curriculum & Instruction with Post-Baccalaureate Initial Teacher Certification – GRAD TEACH Program Overview**

The GRAD TEACH program is designed to facilitate the entry into the teaching profession for anyone who has the minimum of a bachelor's degree from a regionally accredited college or university and who meets the requirements of the GRAD TEACH program. The teacher candidate *is not required* to earn another bachelor's degree. The GRAD TEACH program, is a cognate within the Master of Education in Curriculum and Instruction. It is an online certification program to prepare teachers for 4-8, 7-12, or EC-12 classrooms. All pedagogy coursework will be offered in an online format through graduate courses.

### **GRAD TEACH Faculty & Staff**

**[Yanira Oliveras-Ortiz, Ph.D.](#)**

C&I Graduate Program Coordinator  
[yoliverasortiz@uttyler.edu](mailto:yoliverasortiz@uttyler.edu)  
903.565.5639

**[Wesley Hickey, Ed.D.](#)**

Director of the School of Education  
[whickey@uttyler.edu](mailto:whickey@uttyler.edu)  
903.565.5669

**[Virginia Fender, M.Ed.](#)**

Director of Educator Certification  
[gfender@uttyler.edu](mailto:gfender@uttyler.edu)  
903.566.7279

**[Annamary Consalvo, Ph.D.](#)**

Literacy Education

**[Gina M. Doepker, Ph.D.](#)**

Literacy Education

**[Julie Delello, Ph.D.](#)**

Educational Technology & STEM

**[Teresa Kennedy, Ph.D.](#)**

STEM & Bilingual/ELL Education

**[Sharon Amaral Back, M.Ed.](#)**

Online Graduates  
[sback@uttyler.edu](mailto:sback@uttyler.edu)  
903.566.7361

**[Sydni Blundell](#)**

Admissions to Online Graduate Programs  
[sblundell@uttyler.edu](mailto:sblundell@uttyler.edu)  
903.566.7087

**[Cynthia Sherman, M.Ed.](#)**

Coordinator of Clinical Supervision  
[csherman@uttyler.edu](mailto:csherman@uttyler.edu)  
903.566.7012

**[John Lamb, Ph.D.](#)**

Mathematics Education

**[Joanna Neel, Ed.D.](#)**

Education

**[Robert Stevens, Ed.D.](#)**

Education

**[Staci Zolkoski, Ph.D.](#)**

Special Education

*For additional information about our faculty members, visit our faculty webpages, linked to each faculty member's name.*

**Master of Education in Curriculum and Instruction  
with Post-Baccalaureate Initial Teacher Certification – GRAD TEACH  
Admission Requirements & Process**

**Admission Requirements**

- The applicant must hold a bachelor’s degree from a regionally-accredited institution of higher education
- The applicant must have a minimum 2.5 overall GPA or 2.5 last 60-hour GPA
- If the applicant has less than a 3.25 last 60-hour GPA, successful scores on the GRE are required and 5 admission points from the admission point chart are required.

<b>GPA</b>	<b>Points Awarded</b>	<b>GRE Verbal</b>	<b>Points Awarded</b>	<b>GRE Quantitative</b>	<b>Points Awarded</b>
3.000-3.249	3	151 +	3	141 +	1
2.750-2.999	2	148-150	2		
2.500-2.749	1	146-147	1		

**Admission Process**

**First:**

- Decide the content and grade level of the certification desired.
- Take the state’s Pre-Admission Content Test (PACT) (refer to information below)
- Apply through our [online application](http://www.uttyler.edu/graduate) at <http://www.uttyler.edu/graduate>

**Then:**

- Send all of the following to the Office of Graduate Admissions at the address below:
  - Official transcripts
  - Successful score on the PACT
  - Successful scores on a basic skills exam to the Office of Graduate Admission (refer to information below)
  - GRE scores if not waived. After your official transcripts have been received and your last 60 hour GPA has been calculated, the GRE will be waived if 3.25 or higher or if you have a previous master’s degree with a GPA of 3.0 or higher

The office of Graduate Admissions, ADM 345  
The University of Texas at Tyler  
3900 University Boulevard  
Tyler, TX 75799

You may also email documents to: [ogs@uttyler.edu](mailto:ogs@uttyler.edu)

**Finally:**

Complete the Admission Screening Survey.

## **Admission Decision**

Once an applicant has submitted all required application documents and the admission screening survey, two School of Education faculty members rate each survey question. Based on the applicant's responses, based on the rating for each question and overall score is calculated. A set cut score has been set and used as the acceptable admission criteria. Based on all other admission criteria, the faculty members submit individual recommendations for full admission or denial of full admission into the program.

If a student has been approved for full admission to the program, the following steps will be taken:

- The applicant will be sent an offer of admission that must be electronically signed and submitted within 5 business days.
- Along with the offer of admission, the applicant will need to agree and acknowledge to the following:
  - ✓ Criminal Records Statement
  - ✓ Disclosure and Privacy Statement
  - ✓ Certification Statement
  - ✓ Handbook Agreement Form
  - ✓ Code of Ethics and Program Statement
  - ✓ FERPA Consent
- Once completed, you will be fully admitted to the program.
- Upon admission, a letter of admission and degree plan will be sent to the student for electronic signature.
- Pay \$125 School of Education Admission Fee.

## **Additional Admission Information**

### **Pre-Admission Content Test (PACT)**

Information about the Pre-Admission Content Test (PACT), can be found at <http://www.texas.ets.org/epp/epppact>. This exam must be taken and passed prior to the admission deadline. Study materials can be found on the [testing website](#) at <http://www.texas.ets.org>. Look for Test Preparation Resources in the menu or go directly to the [Test Preparation Resources site](#). Normally, a non-certified individual must have permission from an educator preparation program (EPP) to take this test, but in this case, you will not need information because you are using the PACT route.

### **Basic Skills Exam & GRE Requirements**

The last 60 hours GPA will be determined once all official transcripts have been submitted to the Office of Graduate Admissions.

The GRE and basic skills exam requirements may be waived if the student hold a bachelor's degree from an accredited institution, and the GPA for last 60 hours is 3.25 or higher.

Students with a GPA below 3.25 in their last 60 hours of undergraduate work must take the GRE to meet the GRE and basic skills exam requirements. Students that take the GRE and score with the satisfactory score range will not be required to take a different basic skills test.

### **Basic Skill Tests Scores**

Provide **evidence** of satisfactory scores on one of these acceptable basic skills tests:

- TSI** Minimum of 351 in reading, 350 in math, 5 on essay OR 4 on essay with a minimum of 363 in sentence structure
- GRE** Minimum of 159 on verbal score (590 on old GRE)  
Minimum of 148 on quantitative score (590 on old GRE) Minimum of 4 on writing score
- Accuplacer\*** Minimum of 82 in reading and mathematics; 6 in writing
- ACT** Composite score of 24 with minimum of 22 on the English, mathematics, and writing tests
- SAT** Minimum of 550 on the critical reading (verbal), mathematics, and writing tests
- THEA/TASP** Minimum of 240 on each section—reading, mathematics, and writing

## Curriculum Overview

The curriculum of the M.Ed. in C&I with Initial Teacher Certification will prepare teacher candidates for certification and the teaching profession. Specific education courses are required for teacher certification as determined by the School of Education in cooperation with the Texas Higher Education Coordinating Board (THECB), the Texas Education Agency (TEA), and the State Board for Educator Certification (SBEC). The curriculum for the University of Texas at Tyler's Master of Education in Curriculum and Instruction with initial certification program includes graduate education courses focused on classroom management, the planning and delivery of instruction, assessment, data-driven practices, Texas school policies, literacy across the content areas as well as a course focused on understanding the needs of diverse students. Additionally, students will gain an understanding of critical issues such as dyslexia, mental health, substance abuse, and youth suicide. Students will understand the [Texas Educators' Code of Ethics](#), the [Texas Teacher Standards](#), the [Texas Essential Knowledge and Skills \(TEKS\)](#), and the [Texas Teacher Evaluation and Support System \(T-TESS\)](#).

As part of their plan of study, GRAD TEACH students are required to complete a one-semester clinical teaching experience under the supervision of a certified Texas teacher. Instead of clinical teaching for one semester, candidates can find a job teaching the subject for which they are preparing and at the grade level for which they are preparing and teach successfully for one full year as the teacher-of-record. The teaching position must be in a TEA-accredited school.

Given the critical need of interns to acquire the knowledge and skills needed to successfully serve as a classroom teacher, The University of Texas at Tyler's GRAD TEACH certification courses will be offered in 7-week sessions during the fall and spring semesters. Specific courses and the plan of study for the summer and fall cohorts can be found in the subsequent pages of this handbook.

### Program Benchmarks for Progress

In order to measure the students' progress toward mastery of the knowledge and skills needed to be a successful teacher, students in the GRAD TEACH certification program will be required to score a minimum of "C" on the program benchmarks. The program benchmarks are the final exam or final project in each of the following 6 required courses:

- |                      |   |
|----------------------|---|
| 1. EDUC 5306 or 5315 | School Policy & Texas Students                |
| 2. EDUC 5350         | Classroom Management & Discipline             |
| 3. EDUC 5335         | Models of Teaching & Assessment               |
| 4. EDUC 5306         | Best Practices for Curriculum & Instruction   |
| 5. EDUC 5306         | Diversity & Special Populations               |
| 6. READ 5305         | Teaching Disciplinary Literacy to Adolescents |

Students who fail to show proficiency or mastery of courses' content, by scoring a grade lower than "C" on the course's final evaluation, will be required to complete a remediation module to address gaps in the students' learning.

**Master of Education in Curriculum and Instruction  
with Post-Baccalaureate Initial Teacher Certification – GRAD TEACH**

**Summer Cohort Plan of Study**

<b>Semester</b>	<b>Prefix &amp; Number</b>	<b>Title</b>	<b>Credit Hours</b>
Summer 18	READ 5301	Language Literacy and Culture <b>OR</b>	
	READ 5302	Issues in Teaching of Literacy	3
	EDUC 5306	School Policy & Texas Students	3
Fall 18	EDUC 5047	Clinical Teaching/Internship*	0
	EDUC 5335	Classroom Management & Discipline	3
	EDUC 5372	Models of Teaching & Assessment	3
Spring 19	EDUC 5047	Clinical Teaching/Internship**	0
	EDUC 5306	Best Practices for Curriculum & Instruction	3
	EDUC 5306	Diversity & Special Populations	3
Summer 19	EDUC 5301	Research Methods for the Behavioral Sciences	3
	READ 5305	Teaching Disciplinary Literacy to Adolescents	3
Fall 19	EDUC 5359	Educational Technology	3
	EDUC 5302	Research Project in Curriculum & Instruction	3

Total Hours: 30

*\*Students completing a full-year internship will register for EDUC 5047 in their first fall semester.*

*\*\*All students (interns and clinical teachers) will register for EDUC 5047 in the spring.*

The Fall 2018 and Spring 2019 courses will be 7-week sessions.

According to University Policy: All coursework for the master's degree must be completed within 6 years.

**Master of Education in Curriculum and Instruction  
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**Fall Cohort Plan of Study**

<b>Semester</b>	<b>Prefix &amp; Number</b>	<b>Title</b>	<b>Credit Hours</b>
Fall 18	EDUC 5335	Classroom Management & Discipline	3
	EDUC 5315	School Policy & Texas Students	3
	EDUC 5372	Models of Teaching & Assessment	3
	EDUC 5047	Clinical Teaching/Internship*	0
Spring 19	EDUC 5047	Clinical Teaching/Internship**	0
	EDUC 5306	Best Practices for Curriculum & Instruction	3
	EDUC 5306	Diversity & Special Populations	3
Summer 19	EDUC 5301	Research Methods for the Behavioral Sciences	3
	READ 5305	Teaching Disciplinary Literacy to Adolescents	3
	READ 5301	Language Literacy and Culture <b>OR</b>	
	READ 5302	Issues in Teaching of Literacy	3
Fall 19	EDUC 5359	Educational Technology	3
	EDUC 5302	Research Project in Curriculum & Instruction	3

Total Hours: 30

*\*Students completing a full-year internship will register for EDUC 5047 in their first fall semester.*

*\*\*All students (interns and clinical teachers) will register for EDUC 5047 in the spring.*

The Fall 2018 and Spring 2019 courses will be 7-week sessions.

According to University Policy: All coursework for the master's degree must be completed within 6 years.

**Master of Education in Curriculum and Instruction  
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Internship and Clinical Teaching**

During the early part of the program, 30 clock hours of classroom observation are required. The Office of Clinical Experiences will make the placement based on information provided by the candidate.

GRAD TEACH students seeking initial teaching certification are required to complete a one-year internship or clinical teaching. Clinical teaching is the capstone for the certification process as teacher candidates spend a full semester in the classroom with a certified teacher.

Once admitted to the program, all students, regardless of the path they wish to take to meet the teaching certification requirements, must complete the “Clinical Teaching Application”.

All students, including interns and clinical teachers, will be assigned a clinical supervisor. Students are required to complete a supervisor evaluation at the end of each semester.

For additional information about Clinical Teaching and Internships, please contact  
Cynthia Sherman, M.Ed.  
Coordinator of Clinical Supervision  
Office: BEP 212  
Phone: 903.566.7012  
Email: [csherman@uttyler.edu](mailto:csherman@uttyler.edu)  
Website: [Field Experience and Clinical Teaching](#)

## Texas Examinations of Educator Standards (TExES) Eligibility to Test Information

All GRAD TEACH students must pass the content exam to be admitted to the program.

### **For the Pedagogy and Professional Responsibilities (PPR) EC-12 (160):**

Upon successful completion of the first 24 credit hours of the degree plan, during the last semester of the program, students must take the Pedagogy and Professional Responsibilities (PPR) TExES.

Students must submit a score of 85% or higher on the ETS Full Length Interactive Practice ([https://practice.ets.org/iptmgr/validate.do?s\\_num=texas1ipt&WT.ac=texas\\_ipt\\_ws\\_140212](https://practice.ets.org/iptmgr/validate.do?s_num=texas1ipt&WT.ac=texas_ipt_ws_140212)). Submit your proof to [certification@uttyler.edu](mailto:certification@uttyler.edu).

### **TExES Registration Information**

1. Complete TExES Test Request Form found on the School of Education Website (see Certification webpages). Email your Test Request Form to [certification@uttyler.edu](mailto:certification@uttyler.edu).
2. Receive approval notification from certification office to test. If you did not receive an approval email, contact the Office of Educator Certification and Accountability at [certification@uttyler.edu](mailto:certification@uttyler.edu).
3. Log onto <https://secure.sbec.state.tx.us/SBECOnline/login.asp> using your TEA ID# & verify your profile information is correct. If incorrect, update and save changes. (Write down your TEA ID# before exiting the website. You will need this information when registering on [www.texas.ets.org](http://www.texas.ets.org))
4. Log onto [www.texas.ets.org](http://www.texas.ets.org) and register, using the Registration Bulletin as a resource.
5. Proceed with registration process per instructions.
6. Provide appropriate method of payment and **print** Admission Ticket. (If you did not receive an Admission Ticket, contact customer service at 1-866-902-5922)
7. Twenty-four (24) hours prior to testing date, look for updates on the TExES/ETS website ([www.texas.ets.org](http://www.texas.ets.org)) and review **Important Information** on the Admission Ticket.

### **Taking the TExES**

- Preparing for the TExES:
- Class Materials for PPR
- Use the discounted paid resources (240Tutoring.com)
- School of Education Website- TExES Information – Study Materials
- ETS Preparation manual

- Participate in an online TExES preparation session
- Take the interactive practice tests for the PPR

### **Taking the TExES**

- ***Print*** Admission Ticket
- Arrive Early! (Late arrivals are not admitted)
- Have **TWO** forms of identification. **The TExES registration bulletin describes “Proper Identification”.**
- Read the Registration Bulletin for any other instructions on what is allowed in the test area and what is not allowed.
  - Leave cell phone in the car! Violation of this rule will lead to dismissal from testing site.
  - Watches are not allowed in the testing center.

## **Certification and Graduation Requirements**

### **Certification Requirements**

During the last semester of the GRAD TEACH program, teacher candidates must attempt the TExES PPR. Remember that to be approved for the PPR, you must score a 85% or higher on the ETS interactive PPR.

In order for UT Tyler to recommend an application for certification, the candidate must pass all TExES exams including the PPR.

### **Graduation Requirements and Process**

- ✓ Successful completion of all courses with a “C” or better with an overall GPA of 3.0 or higher.
- ✓ Earning a grade of “CR” in Clinical Teaching (EDUC 5640).
- ✓ Complete all required clinical teaching, supervision, and SOE program surveys and evaluations.
- ✓ Apply for graduation.
- ✓ Order graduation regalia.
- ✓ Attend Graduation.

### **After Graduation**

- ✓ Apply for certification when all degree and certification requirements are complete.

## **Master of Education in Curriculum and Instruction with Post-Baccalaureate Initial Teacher Certification – GRAD TEACH Policies**

### **Background Check**

In order to receive a Texas teacher certification, the candidate must pass a criminal history background check. If an applicant has been convicted of an offense that is considered not appropriate for a teacher, the applicant could be ineligible to earn this certification from the state of Texas. All applicants have a right to request a criminal history evaluation letter from the Texas Education Agency. The Texas Education Agency currently charges a \$50 fee for this criminal history evaluation.

### **Attendance**

The University of Texas at Tyler Class Attendance policy can be found on the [Handbook of Operating Procedures](#). Section 3.2.13 indicates that

1. Responsibility for class attendance rests with the student. A student shall make every attempt to notify each instructor in advance, or as soon as possible thereafter, when there is a legitimate (unforeseen or unavoidable) reason for being absent. Instructors shall include a statement in each course syllabus indicating how a student is to make up assignments missed which result from a legitimate absence.
2. The University reserves the right to consider individual cases of nonattendance. In general, students are graded on the basis of intellectual effort and performance. In many cases, class participation is a significant element of performance, and nonattendance can adversely affect a student's grade. Additionally, if an instructor determines that a student has been absent to such a degree as to jeopardize success in the course, the instructor may, with the concurrence of his or her academic dean, inform the student and the Office of the Registrar that the student is to be dropped from the course.

The M.Ed. in C&I with initial teacher certification is an online program. According to the Department of Education, a student is considered in attendance in an online class if the student completes the required work including discussion boards, quizzes, tests and/or other assignments. Logging into the class does not count as being in attendance.

Course instructors must report attendance by Census Date. The specific Census Date for each term can be found online on The University of Texas at Tyler's Academic Calendar. Not being in attendance, will result in the instructor reporting of the student as "not in attendance", which will impact the student's financial aid eligibility.

GRAD TEACH students must regularly attend course to successfully complete all courses according to the individual course syllabus' policies. Students must complete all courses with a minimum of a "C" to be eligible for graduation and certification. Students should refer to the individual course syllabi for grading and attendance policies. Attendance and assignments must meet the evaluation standards as set by the course instructors.

### **Transfer of Credit/Experience**

**Credits.** In compliance with the Southern Association of Colleges and Schools and The University of Texas at Tyler graduate policies, credit earned at other regionally accredited colleges or universities may be transferred by students presenting official transcripts describing such credit. Courses are acceptable for transfer at the level at which these courses were classified by the institution granting the credit. Students may transfer up to 6 graduate credit hours. Only courses in which a student has earned a grade equivalent of "C" or better will be acceptable for transfer. The course content must be equivalent to the course where transfer is being sought. Students should work with the education advisor to gain information about transfer of credit. Students seeking credit for other experiences should meet with the School Director for requirements.

All coursework for the master's degree must be completed within 6 years. The date of completion of any transferred credits will start the "clock" for completion of the UT Tyler degree.

**Military and Prior Teaching Experience.** Applicants with military or prior teaching experience may request credit for experience to substitute for part of the certification program requirements. Prior experience must be directly aligned to the certificate being sought. The experience may substitute a course but will not shorten the degree. All students are required to complete 30 credit hours to complete their Master of Education. Evidence and documentation of experience and how the experience is related to the certificate being sought must be provided. Acceptable documentation includes service records, job descriptions, and performance evaluations. The documentation must support equivalent experience was completed at a proficient level. When the decision to substitute a course for military or prior teaching experience is approved, the student will have the freedom to select elective courses to complete the required 30 credit hours. Decisions to award credit for military or prior teaching experience is made on a case-by-case basis by the Program Coordinator and the Director of the School of Education.

Curriculum Instruction M.Ed. with  
Post-Baccalaurate Teacher Certification

	EDUC 5047: Clinical Teaching or Internship	EDUC 5315: TX Policies & Students	EDUC 5350: Classroom Management & Disc	EDUC 5335: Teaching & Assessment	EDUC 5306: Best practices for C&I	EDUC 5306: Diversity & Special Populations	READ 5301 or READ 5302	EDUC 5359: Ed Tech	EDUC 5301: Research Methods	EDUC 5302: Research Project C&I
<b>Chapter 228 Requirements</b>										
(A) designing clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;		x	x	x	x	x				
(B) formally and informally collecting, analyzing, and using student progress data to inform instruction and make needed lesson adjustments;		x	x	x	x	x				
(C) ensuring high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction;	x	x	x	x	x	x				
(D) clearly and accurately communicating to support persistence, deeper learning, and effective effort;	x	x	x	x	x	x				
(E) organizing a safe, accessible, and efficient classroom;	x	x	x	x	x	x				
(F) establishing, communicating, and maintaining clear expectations for student behavior;	x	x	x	x	x	x				
(G) leading a mutually respectful and collaborative class of actively engaged learners;	x	x	x	x	x	x				
(H) meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;	x	x	x							
(I) reflect on his or her practice; and	x	x	x	x	x	x	x			
(J) effectively communicating with students, families, colleagues, and community members.	x	x	x	x	x	x				
(1) the relevant TEKS, including the English Language Proficiency Standards;		x				x				
(2) reading instruction, including instruction that improves students' content-area literacy;				x	x		x			

