The overall purpose of this journal-ready dissertation was to review policies and literature related to English Learners. The purpose of the first journal article was to review how policies affect practitioners and educator preparation programs. The following two chapters included a descriptive, matched-sample design, and structural equation models were implemented. Using data from the Texas Education Agency, the certification characteristics (i.e., ESL certification, program route, and certification level) of first-year teachers and their levels of preparedness for the domains of preparedness to teach English Learners, planning, and instruction were observed. In the final chapter, findings from the three journal articles were compared and synthesized.

Event Information
March 8, 2022
at 1:00 p.m.
Zoom meeting; Join code available upon request

Committee Members
Dr. Susan Skidmore
Dr. Chase Young
Dr. Julie Combs