



Title of Project:

Immigration Policies Circulating in ESOL
Professional Development with K-12 Teachers

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Project Summary:

This paper reports on an ethnographic case study of classroom teachers working toward ESOL (English for Speakers of Other Languages) endorsement. The study closely explores one professional development course in a new immigrant destination state in the Nuevo South. I contend that ESOL teacher education is interdisciplinary in nature, a field of policy and practice positioned among immigration, transnationalism, and citizenship in educational contexts. The study makes two principal contributions. First, it builds understandings of immigration policies circulating in professional development work with teachers. “Teachers are key actors in educational policy appropriation: they interpret, negotiate, and revision assessment, curricular, pedagogical, and language policies in the classroom” (Bartlett & Vavrus, 2014, p. 141). Teachers are often first points of contact for immigrant students, yet “little is known about how educators understand the immigration practices shaping students’ lives or how this impacts their teaching” (Gallo & Link, 2015, p. 359).

Secondly, I explain how an actor-network theory lens contributes new perspectives to research on education and policy. I review Latour’s (2005) notions of the “social” as not preexisting, but rather emerging through the tracing of new associations involving human and non-human actors in networks of action, in this case, a network of teacher participants, policies, stakeholder-leaders, instructor, online learning system, course readings, instructor and teacher-participant discourses. In a fast-changing policy context, this study aligns with ANT’s “ontological politics” (Mol, 1999), exploring how knowledge comes to be produced, and how resources are mobilized to establish an object of knowledge.