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Voice for Change: Model of Investment Theory in Professional Development for School Administrators

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This paper is a result of an intensive four-day summer academy designed for administrators and auxiliary staff to be introduced to the world of the English Learner (EL). Although over 95 participants participated in this study, we selected one participant as the focal person for this paper. It presents how one school principal changed and developed as a result of participating in the Summer Academy. In particular, using Investment Theory (Darvin & Norton, 2015) as the theoretical lens we discuss three areas where the Summer Academy played a role in how William viewed and approached working with others: 1) the personnel in his building, 2) the immediate surrounding community (district, local community members), and 3) the other summer academy participants and presenters. Readers will also be introduced to the highly unique summer academy.

Introduction

Across the United States, PK-12 schools have been experiencing an influx of English Learners (ELs; NCES, 2019). According to the most recent available data from the National Center for Education Statistics, as of fall 2017, the number of ELs had reached 5 million students in U.S. public schools, which represented 10.1% of U.S. public school students, an increase from 8.1% in 2000 (NCES, 2019). In Illinois specifically, there were 217,018 EL students enrolled in SY 2017-18 (ISBE, 2019a); this is up from 211,552 ELs enrolled in SY 2016-17 (ISBE, 2019b). Illinois has been proactive in assisting school districts to better serve their ELs. In 2013, Illinois became the first state in the U.S. to require pre-K teachers to have their ESL or Bilingual endorsement if working with ELs in their pre-Kindergarten classes (CSG Midwest, 2013). In 1973, the Illinois State legislature passed Article 14C (105 ILCS 5/Art. 14C), which requires schools in Illinois to offer at least a transitional bilingual program with 20 or more ELs who speak the same language and are in the same building of instruction. For these students the school is required to provide native-language instruction until they test out of the bilingual program and obtain a certain level of English proficiency.

At the local level, school districts across the state either hire consultants or commission internal experts to provide workshops and classes to educate their school personnel on how to more productively work with the needs of their ELs. In fact, many districts on behalf of their teachers make contracts with universities to offer ESL/Bilingual endorsement classes on site in their district to reach more staff members.
At the higher education level, Illinois colleges of education offer teacher candidates (pre-service teachers) classes towards their ESL or bilingual endorsement to equip them with the teaching strategies and knowledge of ELs to better meet their students’ needs in their future classrooms. Additionally, in Illinois only 18,445 teachers (47.7%; ISBE, 2019a) have their ESL endorsement (6 additional classes on top of their teaching licensure), thus universities also offer ESL/Bilingual endorsement classes to in-service teachers.

Unlike the increasing amount of support offered to pre-service and in-service teachers, school administrators and auxiliary staff often receive a limited number of professional development options providing the knowledge of how to work with ELs. Although the exact number is unknown, it is rare to find an administrator or an auxiliary staff member (e.g., school counselor, nurse, psychologist, speech pathologist, social worker, etc.) with an ESL or bilingual endorsement. This is understandable considering obtaining the ESL endorsement is not always the most prudent action they can take due to the emphasis on methodology/pedagogy of most ESL classes. Moreover, administrators and auxiliary staff are often not required to take courses as part of their licensure regarding ELs; and if they are, the requirement is met with one or two class sessions provided by an outside consultant or guest speaker. The ability to work with ELs necessitates, however, a deeper knowledge of different cultural and linguistic aspects as well as laws and policies and basic second language acquisition knowledge. The cultural barriers in and of themselves, without the exacerbating influence of language, are without a doubt, extremely confusing to educators, educational leaders, and service providers involved.

To help address this gap, the Summer Academy (SA) was created, which is an accelerated training for school administrators and auxiliary staff on how to service ELs. The SA was part of a larger Title III grant initiative funded by the Office of English Language Acquisition, Department of Education, Washington DC. The SA consisted of two cohorts of 10 school administrators and auxiliary staff each summer of the five-year period of the grant and constituted an accelerated version of the regular ESL endorsement content tailored towards the most relevant aspects of the non-classroom-based school staff positions. During the 4-day intensive professional development experience, principals and other school leaders were introduced to the world of the English Learner.

In this paper, we introduce a case study of William, a school principal, who participated in one of the first cohorts of the SA. We show William’s investment in advocating for ELs and leading his school through the necessary steps of building a program that offers ELs a strong and fair educational experience by engaging both the school district and the local community. Although William is only one participant out of 95+ participants, we aim to portray the influence that the SA had on William and how the different elements, lessons, and ideas of this professional development come together in building on William’s cultural capital and ideology. Moreover, we demonstrate how the SA experience helped shape his identity as a principal focusing his work on investing in servicing ELs. To help guide us in the analysis of the data, we asked the following research questions:

1. What role(s) does the summer academy play in a participant’s investment in being an advocate for English Learners?
2. What ideological transformation happens with the participant by participating in the summer academy?

**Professional Development**

“Administrators are instructional leaders at their respective campuses; therefore, it is important for administrators who are serving as instructional leaders to understand EL needs and research-based teaching practices” (Reyes & Gentry, 2019, p. 28). Research indicates that effective professional development (PD) must be longitudinal (Darling-Hammond et al., 2009), is most effective when it expands over time (Darling-Hammond & McLaughlin, 2011); involves follow-up as part of the process (Darling-Hammond & Falk, 2013) and is practical (Nuthall, 2004). PD is also most productive and effective when it consists of a combination of hands-on and theoretical (Moon, 2013), is focused on student achievement (Piggot-Irvine, 2011), and is connected to school’s communal goals and improvement plans (Macià & García, 2016). Moreover, PD needs to be a part of the workday at the site (Zepeda, Jimenez & Lanoue, 2015); it needs to foster collaboration and reflection on school practices (Creemers, Kyriakides, & Antoniou, 2013), and implements an array of strategies (Drago-Severson, 2009).

PD should be comprehensible, linking to other support practices, such as supervision and coaching (Desimone, 2011; Zepeda, Jimenez & Lanoue, 2015). It should also emphasize the development of collaborative peer networks (Shakeshaft et al., 2013) and involves common learning experiences in professional learning communities (Zepeda, Jimenez & Lanoue, 2015), which in turn leads to building strong working relationships among educators (Darling-Hammond et al., 2009). Effective PD is also grounded in the context specific nature of the school and the system (Zepeda, Jimenez & Lanoue, 2015) and promotes an action-orientated paradigm addressing the need to continuously change practice (Kanokorn, Pongtorn & Ngang, 2014).

**Complicating PD for Administrators**

The complexity of PD for school administrators stems from the duality of their role: that of a learner and of a leader in one learning context (Young et al, 2009). For principals in particular, these roles expand even further - the leader role divides into the role of a supervisor, evaluator, and professional developer of teachers (Bush, 2018). Principals “walk a tightrope supporting a performance environment and culture that both drives and inspires teachers to higher performance in the classroom” (Zepeda, Jimenez & Lanoue, 2015, p. 304). They must become the lead learners and support a culture that embraces the work of teachers, and they are the ones who in the end can ensure that excellent teaching and learning are part of every classroom (Zepeda, Jimenez & Lanoue, 2015). Principals are expected to be visionary managers and leaders who provide guidelines, resolve problems, make strategic plans and decisions, develop teachers, and oversee every aspect of the school’s functioning (Butler, 2008; Tingle, Corrales, & Peters, 2019). They matter only second to teachers in promoting gains in students’ achievement (Heck & Hallinger, 2009), and so they are responsible for fostering the growth and development of teachers who are at the forefront of the instructional program in classrooms (Davis, 2013). Principals are the ones in the position to ensure that excellent teaching and learning are part of every classroom (Mitgang, 2012) and are the “primary teacher developers and architects of collaborative learning” (Drago-Severson, 2009, p. 4). The research on PD and the particular
challenges that stand before school administrators were the key factors in the design of the Summer Academy training.

The Summer Academy

The Summer Academy served nearly 100 participants over a five-year period comprising K12 administrators and auxiliary staff (i.e., nurses, school counselors, psychologists, and various program directors), the majority of whom were school principals. Participants were recruited to each of the ten SA cohorts (with two cohorts each summer during the five-year grant period) through a competitive application process. Each summer a cohort was created in a rural area and one closer to suburban areas. The initiative employed these small group settings with the purpose of creating community among the participants, a space to foster discussions and interactions pertaining to the individual needs and contexts of the particular participants, as well as nurture future collaborations.

After the four-day intensive SA in June, the participants returned in late October to present on what they had learned from participating in the SA and how they implemented the knowledge in their everyday school practice. As further support of their learning, each participant was provided a binder with articles addressing each of the presentations along with the respective PowerPoints, which they could take with them upon completing the SA.

The content of the SA involved interactive presentations and lectures focusing on ELs. Each presentation was led by scholars, specialists, principals, bilingual program directors, bilingual psychologists, bilingual school counselors, and bilingual speech pathologists. Topics involved data on immigrant populations, types of school programs for ELs, introduction to second language acquisition and its common myths and realities, federal and state laws towards ELs and undocumented students, an introduction to multicultural and bilingual special education, and an overview of the various types of bilingual programs. The overarching goal for the SA lectures and discussions centered on student achievement, support, and advocacy for ELs. Figure 1 presents the detailed schedule of topics and speakers of the SA.

As part of the participation in the Summer Academy, as well as a strategy to extend their learning and thinking about ELs, participants were invited for an individual 60-minute interview three - four months after the October presentation to follow up on their personal experience with the Academy, their individual take-aways from it, and the resulting practice.

Theoretical Framework: Model of Investment

The Model of Investment theory relies on the notion that a person invests in something with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital and social power (Darvin & Norton, 2015). Originally developed to provide a more sociocultural approach to viewing second language acquisition (Norton and Toohey, 2011), the model of investment theory has been applied to literacy instruction (Norton, 2010), comic book culture and language learning (Norton& Vanderheyden, 2004), identity construction (Norton, 2010), and has been utilized to explore imagined communities of language learners (Pavlenko & Norton, 2007; Cohen, 2011).
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<tr>
<th>Time</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
<td>8:00-9:00</td>
<td>Breakfast</td>
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<td>9-10:30</td>
<td>Introduction to the project and data on immigrant demographics</td>
<td>Multicultural Education</td>
<td>Dual Language: (School level)</td>
<td>What can schools do for undocumented immigrants?</td>
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<td></td>
<td>Professor of ESL/Bilingual Education</td>
<td>Professor of Multicultural Education</td>
<td>Bilingual principal</td>
<td>Bilingual School Counselor</td>
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<td>10:30-10:40</td>
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<td>10:40-12:10</td>
<td>Types of school programs for ELs</td>
<td>Multicultural Education continued</td>
<td>Bilingual Program (district level)</td>
<td>Bilingual Special Education</td>
</tr>
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<td></td>
<td>Professor of ESL/Bilingual Education</td>
<td>Professor of Multicultural Education</td>
<td>District Bilingual Director</td>
<td>Bilingual Speech Pathologist</td>
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<td>12:10-1:00</td>
<td>Lunch</td>
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<td>1:00-2:30</td>
<td>Intro to SLA: Myths vs. realities</td>
<td>Multicultural Education</td>
<td>School nursing &amp; ELs</td>
<td>Bilingualism and the brain</td>
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<td></td>
<td>Professor of ESL/Bilingual Education</td>
<td>Professor of Multicultural Education</td>
<td>Bilingual School Nurse</td>
<td>Bilingual School Psychologist</td>
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<td>Recap of day</td>
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<td>Recap and close-up</td>
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<td>Federal and State Laws for ELs</td>
<td>Multicultural Education</td>
<td>Trauma Informed Care</td>
<td>Project PI</td>
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<td></td>
<td>Professor of ESL/Bilingual Education</td>
<td>Professor of Multicultural Education</td>
<td>District Superintendent</td>
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<td>Recap of day</td>
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<td>Project PI</td>
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Figure 1: Detailed Schedule of the Summer Academy

The model of investment “accentuates the role of human agency and identity in engaging with the task at hand, in accumulating economic and symbolic capital, in having stakes in the endeavor and in persevering in that endeavor” (Kramsch, 2013, p. 195). That is, investment is not strictly for economic or advancement purposes; it can be for affiliation, group membership, as well as to fulfill an emotional or socio-affective purpose. The investment in languages, identities, and imagined communities as symbolic capital reflect the organizing and shifting hierarchical order of their social and linguistic practices as well as their attachments to certain social categories. Investments are multidimensional, and complex social, ideologically vested representations of themselves; they give meaning to the investor’s social realities. The notion of investment is complex and multilayered, and the things in which we invest that are to become part of our identity are not static but rather full of contradictions, heterogeneity, and
unpredictable changing “as we live in a universe of fluid, moving, evolving representations that are constantly being redefined, renegotiated and re-imagined” (Clark, 2010, p. 144).

Darvin and Norton (2015) define three key components of investment: identity, ideology, and capital. The following section details these components.

**Identity**

In Bucholtz and Hall’s (2005) definition, identity is a “relational and sociocultural phenomenon that emerges and circulates in local discourse contexts of interaction rather than as a stable structure located primarily in the individual psyche or in fixed social categories” (p. 585-586). Identity is multilayered and dynamic, continually changing over time and space, and a site of struggle of competing ideologies and imagined identities (Darvin & Norton, 2015; Norton, 2013). It represents the way a person understands their relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future (Skilton-Sylvester, 2002). It is socially negotiated, fragmented, and dynamic. Identity construction is a negotiation with self, with others, and with the discourses present in one’s life. As a person negotiates their identities, they construct, adopt, and reject identity positions for themselves and this negotiation happens continually in sustained relationships as well as in brief encounters. This dialectic nature of identity construction which involves the relationships between self and other(s) and between the internal and external lies at heart of the identity construction (Reeves, 2009).

**Ideology**

Darvin and Norton (2015) base their conception of ideology on the construct of *ideologies* (Bourdieu, 1987), complementing the view on identity as fluid and multiple. Ideologies are “dominant ways of thinking that organize and stabilize societies while simultaneously determining modes of inclusion and exclusion, and the privileging and marginalization of ideas, people, and relations” (David & Norton, 2015, p. 44). Ideologies are sets of ideas which are constructed by symbolic or world-making power, “the power to impose and to inculcate principles of construction of reality” (Bourdieu, 1987, p. 3). As an authority enables the ‘arbitrary’ to be misrecognized as the natural order and as that order organizes and regulates, it constructs modes of inclusion and exclusion (Darvin & Norton, 2015). However, ideologies are not static and monolithic but rather complex and layered beliefs where ideational, institutional, and behavioral aspects interact among each other and can thus lead to an ideological shift. At the student level, ideology is important to the acquisition of content, whether it is language or something else, because the student needs to believe that the content is necessary to reach the goal that they have set for themselves. At the school leader level, the administrator must be aware of their own ideological perspective regarding language acquisition (i.e., acceptance and advocacy for bilingualism as opposed to only wanting English only instruction in their school) and acceptance and promotion of the cultures the students bring with them to class each day, i.e., viewing students’ cultures from a funds of knowledge perspective as opposed to deficit model (Gonzales & Moll, 2009).

**Capital**
The third element constructing the model of investment and a tool of social reproduction and transformation (Darvin & Norton, 2015) is capital. Darvin and Norton borrow the term capital from Bourdieu (1986) who describes capital as power extending from the economic to the cultural and social types. Economic or material capital comprises the income, wealth, and property someone has. Cultural capital refers to educational credentials, knowledge, and appreciation of particular cultural forms like arts or sports. In the education world, if a student has cultural capital it means the student knows ‘how to do school’ or has a clear understanding of the hidden curriculum (Thomas, 2019). Social capital, in turn, denotes connections to networks of power (Darvin & Norton, 2015), simply speaking, one’s social network. Social capital can exist in three different states: institutionalized, referring to the recognition received by a certain institution (e.g., educational); objectified, referring to owning items of high cultural value (e.g., paintings or books); and an embodied state, denoting valued competencies or valued cultural bearing an individual may have (e.g., speaking with a ‘posh’ accent; Gordon, 2018). The value of the economic, cultural, and social capitals is determined by the dominant ideologies of specific groups or fields, is continually negotiated in different fields or sites of struggle, and shifts and evolves as it moves across time and space (Darvin & Norton, 2015).

The form the different types of capital take “once they are perceived and recognized as legitimate” (Bourdieu, 1987, p. 4) constitutes symbolic capital. Symbolic capital is essentially recognition received from a certain group that defines the weight of their power within a society (Gordon, 2018). The construct of symbolic capital indicates two significant ideas: first, people enter those spaces already with a capital (e.g., resources, knowledge, and/or social networks); and second, they do not only acquire new material and symbolic resources but also use the already possessed capital as affordances and transform this capital into something that is regarded as valuable in the new context. This transformation is always a site of struggle as what may be valued in one space, may be radically devalued in another (Darvin & Norton, 2015). An example of symbolic capital is how to do school. In many countries it is not customary to speak up and answer questions in class. This cultural capital will allow the student to be successful in the eyes of the teacher in those respective countries. However, that specific cultural capital does not have symbolic capital in the U.S. context because American teachers may think the student is unengaged and unmotivated if the student does not speak up in class.

While the model of investment theory has been mostly employed in the research on language acquisition, especially in the second language context, we view participation in the Summer Academy as participants’ investment in a new “language” of working with ELs. This language involves not only speaking about the issues and solutions in the context of ELs but even more so, it is the language of employment of social justice, new ideologies and new capital, and finally also of a new identity for those participating in this professional development experience.

**Design of the Study**

**Methods**

The data presented in this paper is a small part of a much larger data set collected during the five years of the grant funded project. In particular, we are looking into one participant of the early Summer Academy cohorts, William. As part of the four-day Summer Academy held in June,
participants were required to report on their post-Academy work in the form of a presentation in late October (to provide adequate time to implement what they had learned from the Academy), and then requested to participate in an hour-long semi-structured (Merriam, 2002) interview, which took place several months after October to force the participants to continue to think about the knowledge they gained from participating in the Academy.

We analyzed William’s application to participate in the Summer Academy, his presentation in October, and his interview in February, following his participation in the SA. To analyze the data, we met online and with the data on a shared screen, we employed a constant comparative method (Glaser & Strauss, 1967) involving reading through all the texts multiple times to code the data. Upon coming up with several codes, we delved back into the data within those codes and looked for nuances, thus learning of more codes. In the second analysis, one of the codes that stood out was investment. Upon further analysis of investment, we noticed three strong areas paralleling Norton’s Investment theory: ideology, capital, and identity. Within each of these three facets, we again analyzed the data and found more specific subcategories. It is these themes/subcategories that we discuss in this manuscript.

The Participant and Setting

Originally from Canada, raised as a bilingual child with a Costa-Rican mother, William went through a complex path in developing his professional career that eventually led him to a principalship and becoming an EL advocate. He started his education with a degree in Political Science, but soon after, took a teaching opportunity at a bilingual school in Colombia, where he discovered his passion for teaching and the meaning his bilingual background had for him. It is that experience which becomes the beginning of his career as an EL advocate. After returning from Colombia, he completed three masters’ degrees in Spanish literature, foreign language teaching, and educational administration. His interests and work soon led him to become an assistant principal at a middle school and then to a principalship of a newly created elementary school. Working as a principal in middle and elementary schools, he became strongly invested in the matters of ELs and dedicated his forthcoming doctorate studies to researching how undocumented students and ELs can be supported in the U.S. schools. At the time, William was the only bilingual administrator in his district.

At the time of the Summer Academy, William was a principal at an elementary school in the suburb of a large urban city in the Midwest of the U.S. His school was 54% low income, 69% White, 17% Hispanic, 5% Black, and 11% ELs. He had recently become the principal of this school and was audited by the state, which created a major impetus for attending the Academy. We selected William for this study because he was extremely active (wanting to continue his relationship with the project Director (author #2) and other Academy participants and was strongly invested in making a difference in both his school and district in how ELs were serviced. Although many Academy participants demonstrated this investment and will be written about in other articles, we selected William for this first case study.

Findings

Investing in Networks Within School Leadership, Teachers, and Staff
The first facet of social capital that emerges with William and the groundwork for William’s investment are his networks at the school level. William learned about the Academy through a bilingual teacher hired at his school who was a Grant Project teacher fellow (e.g., the grant also paid for ESL/Bilingual Endorsements for teachers). He entered the Academy with the main purpose of building on his cultural capital through his social capital:

I knew that in order to really service our community well, you really have to find all the resources that you can to have your attention focus on the ultimate goal, [which] is to achieve [something] for our English learners. A principal can’t do it by himself, teachers can’t do it, it takes everyone, and I saw where the expertise was and what they were doing. So I applied and got into [SA].

In the above quotation, we can observe how he views a principalship as just one element of a complex community and how he understands that it takes a group effort to make change. While he points out that it is about “those few key people who are going to let things happen” he also knows that this is just the beginning of any action plan. First, he believes that “the leadership just has to be conscious of the expertise, it has to respect it and harness it,” meaning not only that the members of the leadership team must be equipped with the necessary cultural capital, but also with the openness for the expertise of other members of the team (i.e., teachers and staff members). Thus, his teachers are “highly qualified, highly capable, and came with very good, solid references”. He understands that qualified bilingual teachers are in great demand, especially at the time when many schools, just like William’s, received an audit of their bilingual program. Thus, he has to be able to offer them an environment where they can do their work based on their expertise, with the trust and support of the leadership, but also where they can grow. He talks about how he works with his teachers, for example, in the following words:

I’m always checking on them. ‘How are you doing?’ ‘I know you’re-I know you can do with curriculum and everything, and we’ll lead on that, and I won’t tell you what to do because as long as the answers are in tune with what I knew (sic) based on research and practice.’

He emphasizes above how important it is to give teachers space to use their expertise and to trust them doing their best work. This trust emerges directly from his cultural capital which was significantly influenced by the Summer Academy’s social capital of new networks that allowed him to “recruit, since December last year, 7 bilingual certified teachers to this district.” Similarly, he invested in the cultural capital of his staff through developing “a team action plan for the district, which is to move from ESL to TBE to Dual language” and his goal “to recruit more of our administrators to [Summer Academy].”

This investment in his teachers and staff is the element of William’s investment in the capacity, a leading ideology of how a program servicing ELs and the team executing it should look like, resulting from his attendance in the SA. We can see this in the following exchange:

Interviewer: Okay. Good. Um, what was the most memorable aspect for you, of participating in the Summer Academy?
William: I liked, in the whole theme of I have to build capacity. That’s just the way I see my job. If I don’t show up to work tomorrow or ever again, then there are systems in place that is [sic] going to allow them-the work to continue, so that, the networking.

William sees his job as building a capacity of people in place who will ensure the mutual support from different areas of expertise and experience. This ideology is supported by his actions of hiring support staff like a district bilingual coordinator and a bilingual secretary and creating a bilingual programming steering committee for bilingual education, “made of at least one or two school board members, of a superintendent, of community leaders, parents, and teachers as to guide where the program is going and next steps.” He was also organizing professional development opportunities for his teachers and staff as well as teachers’ and staff’s attendance at bilingual conferences like the Annual Statewide Bilingual Conference and National WIDA conference.

Investing in Social Capital Through Networks Within His Community

The second facet of William’s social capital emerging from his words, and perhaps the strongest aha-moment in the Summer Academy for him, are the collaborative networks he creates within his community of parents, students, families, but also with local workers and companies. In the following quote, William expresses the importance of involving the entire community as well as on educating them on the work he wants to do:

That’s what I’ve gotten out of [SA] too. The community support (knocked on table twice) is absolutely critical to the success of like, creating a dual language program. If you got a community who’s convinced that dual language is excellent, then you’re... nothing is going to stop you. Not the superintendent, not the board, no one (...) And that’s something that I can’t, as I work, no matter how hard I work, if I don’t concentrate my effort on educating the community, workshops and talking to community leaders about dual language development. If they embrace it, and they start showing up, I think that the district is just going to react to their- their well educated demands.

In the above quotation we can see his ideology of the importance of influencing the cultural capital of the community who are involved in the change he is aiming for, on educating the entire community on why implementing the bilingual and dual language programs is important. He knows that having the like-ideology people on board and at large can create a true change. Thus, his goal is to “meet the needs of the English learners while using the community at large from local companies, local organizations.”

A crucial element of this ideological belief system that William represents is placing emphasis on his social capital in that he creates a Bilingual Parent Advisory Committee (BPAC) with his primary goal “to be a resource to the families of our ELs.” In addition to it being a state policy that all schools with a bilingual program have a BPAC, William reflects on what he learned in the Academy:
The next level of this collaboration is with the students themselves. As we can see earlier in this paper, William has a really strong connection with his teachers and often checks on them while they are working with students. This investment in the work with his teachers continues towards the actual students in his school district. This connecting with students through his teachers is yet another aspect of William’s investment in the social capital of his entire team. In the following excerpt, we can observe William’s ideology of the collaborative team support in action:

It’s putting it into practice now. It’s happening here, for instance there is a second grade class I was observing yesterday and the teacher, she knows how busy I am, the new bilingual teacher, the one who graduated from [Grant Project], but she makes sure she comes by here and she says, ‘you’ve got to see this group. They love you, they want to see you.’ And ‘cause I just joke around with them and I go in and take 30 seconds and they’re mostly a group of 7 students they’re from Mexico, mostly from Mexico City, and what I learned yesterday is all four of them-oh I’m sorry, all seven of them, they all have a grandparent in Mexico. Their grandparents live in Mexico. And just to talk about them, to sing a song and to watch them light up, to read part of a story with them, just validates them as people because it’s so, as the future, they are so smart and if we make them bilingual and they become educated, you are going to create an extreme strength in the community. But it’s that treatment of them that— it’s how you treat them that— that says so much about how they are going to respond to you. So she makes me go in just to light them up because it’s—because it just validates them as little— as little people. They feel special instead of, what can so often happen, second rate citizen.

What makes William connect with the students is truly seeing them. He recognizes the richness of their unique cultural and linguistic background and shows them how this background is their resource of great possibilities, rather than a classification as a “second rate citizen”. He emphasizes that this recognition and the way of treating ELs are the key aspects of how they respond to an educator or to any other person, and how they will feel about themselves. This treatment, in turn, will shape their future in school and beyond. As students shape their self-views so largely in school, it is extremely crucial to influence them in a way that will make them
grow and use their skills and help them “feel special”. This is especially true for ELs and William is clearly invested in his students’ wellbeing and growth.

**Investing in Social Capital Through Building Partnerships with the Summer Academy Organizers**

Finally, the third facet of William’s work manifests through the social capital of partnerships with the members and collaborators of the Summer Academy and partnerships with other school districts and professionals. This is also where he looks to extend his current cultural capital and to advance his work.

I’m a networker, so the relationship with [author #2] is very important to me. I’m actually going to be meeting with him on about 5 different topics on Monday. Um, all the resources that I was presented to, and I mean human resources, the people that were at SA, all the presenters, I have this binder with me. I have a list of all the participants and then, all the speakers were excellent. From Author 2 on the first day, to (lists different presenters’ names)... I know who to go to when I need things.

In these words, William specifies his take-away from the Summer Academy, and we can directly see how he envisions his new social capital involving experts he met in the Summer Academy. He not only remembers all the names, but also plans on specific collaborations with all the presenters. For example, he plans on inviting one of them to come to his school district and “do an hour session on his perspectives of our challenges and where we’re headed in (...) being successful in the multicultural environment.” He also reflects on how, when he was in the Academy, he had already been planning to bring the SA presenters to his school district. The main William’s go-to person becomes, however, author #2, who he sees as “very important to [him]” and builds a relationship that extends far beyond the Summer Academy, resulting in regular meetings, discussions, as well as building further on William’s social capital and connecting him with new bilingual teachers and people in the know. In fact, William ended up taking a graduate level class with Author #2 in the fall semester a year after the Summer Academy.

**Discussion**

In this paper, we inquired into how one of the 95+ Academy participants, William, experienced the multilayered and fluid process of investment. We analyzed how this participant’s relationships or social capital flow through and underpin his work. As the notion of investment builds on the idea that who we are is inseparably connected to culture and context and that people, cultures, and contexts are always in a state of flux and influencing each other (Skilton-Sylvester, 2002), we investigated how this participant’s connections to people, cultures, and contexts influence each other in his individual investments as a result of participation in the Summer Academy.

All participants attended the SA at a different time in their professional career and came equipped with different cultural and social capitals, different ideologies, and with different identities. They bought into the Academy in different ways, experienced it through the different
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lenses of how they identify themselves, and thus, their investment in the work with ELs as the result of the Academy substantially differs. William represents one of the cases of how the Academy affected his identity and his work with ELs.

The dominant theme with William fits within the social capital category, emerging in connection with different groups of networks with varied purposes. He enters the Summer Academy equipped with a rich cultural capital of education and experiences related to his identity of being a bilingual speaker raised in a bicultural environment, of being a bilingual and Spanish teacher, and being a principal. However, it is the part of his identity of a person who continually searches to enrich his cultural and social capital - which we can observe in his educational path of three master’s degrees and pursuing his doctorate - that brought him to the Summer Academy. Although he came into the SA as an advocate for ELs, participation in the SA clearly enables him to be more focused and strategic by developing an action plan towards changing the way his school district services ELs. William shows us that the collaboration of the entire community is needed for a true change of how ELs are serviced and that principals must be the driving forces to orchestrate this change. With the SA experience, William becomes that kind of a director and a voice of change.

The underpinning of this voice being William’s ideology, that results in his grand plan for change for ELs in his district, relies on the foundational components he learned in the SA. Following the lessons from the SA, his ideology represents for him a capacity of a well-coordinated team, consisting of highly qualified teachers and staff members, guided by an expertise-conscious leadership, and working for and in collaboration with students, parents, and the community surrounding the school district. This guiding belief system drives him to be invested in improving the educational experiences of ELs in his school and creating the ultimate bilingual program and eventually “to build a successful dual language program that not only meets the needs of the ELs but the community at large.” William’s ideology of how such a program should look and what kind of teamwork it involves manifests through three facets of social capital: 1) through creating networks within school leadership, teachers, and staff, 2) through the community, and 3) through building partnerships with the Summer Academy organizer and presenters.

As identity is multiple, fluid, and a site of struggle, how people are able to invest in something is contingent on the “dynamic negotiation of power in different fields, and thus investment is complex, contradictory, and in a state of flux” (Darvin & Norton, 2015, p.37). William’s investment in the new role as a representative of EL issues is contingent on the dynamic negotiation of his different roles: of a learner, teacher, manager, but also of a Summer Academy participant. The environment, knowledge, and people that he was exposed to in the Academy influenced the complexity and process of William’s adaptation to the new cultural capital. The three facets of William’s social capital, his ideology of a capacity of a well-coordinated team, and his enhanced identity as an EL advocate and a creator of the EL advocacy team constitute his investment in servicing ELs. As a result of attending the SA, William was able to expand his social capital, build his cultural capital, and concretize his ideology towards ELs by taking action towards the creation of a community in support of a dual language program for his school and district.
Professional development for administrators and other school leaders is paramount if we are to continue to improve our schools and meet the needs of our culturally and linguistically marginalized students. In order for this to happen, administrators must be provided with on-going PD focused on students that do not fit the white middle class native English-speaking mold, such as the Summer Academy. Although the purpose of the SA was to introduce the administrators to the world of the EL in particular, other successful summer academies could focus on varied topics such as students with special needs, understanding the Black, Brown, White divide, etc. The Summer Academy represents an example that parallels the suggestions learned from the research regarding professional development. According to Darling-Hammond et al. (2009), they found that when teachers received substantial professional development (an average of 49 contact hours spread over six to twelve months) they were able to boost their students’ achievement scores an average of 21 percentage points; whereas, sporadic or low dose professional development (5 to 14 hours total) correlated to no statistically significant effects on student achievement. Although the 30 hours of the SA did not meet 49 hours, we suggest that the intensity of the SA, as well as its unique structure, fostered an environment where these hours of an ideal PD were matched in different ways. Spending 30 hours together in one small room created a setting where the participants were learning the same vocabulary, having the same experiences, building relationships that would not have been possible if they had not gone to the Academy.

In addition, as part of the participation in the SA, the attendees were required to return to the classroom several months later (October) to present what they had gained from the SA and had infused into their daily routines. This acted as the on-going reinforcement of the content as depicted in the literature (Darling-Hammond et al., 2009; Darling-Hammond & McLaughlin, 2011; Creemer, Kyriakides, & Antoniou, 2013; Zepeda, Jimenez & Lanoue, 2015). This forced the participants to continue to think about the content for many months after the academy ended. Studies (Darling-Hammond & McLaughlin, 2011) indicate the importance of a follow-up, interacting with the learners about the original professional development experience, and the SA did just that. In addition to meeting with the participants in October, we again followed up with the participants after the winter holiday vacation to interview them at length about their personal experiences with the academy and provide them an opportunity to explicate any changes they had made in their daily routines. Once again, this was providing follow-up and longitudinal engagement with the participants. Although this paper only discusses one participant of the summer academy, from the interviews we conducted, each of the participants changed in some way their ideology and investment towards ELs.

**Implications for School Administrators**

For teachers studying to become administrators, we suggest that colleges of education, where teachers learn to become administrators, need to offer classes where the topic of ELs is discussed at length. In the university where we work and the state in which we work, neither currently requires any coursework on English Learners. Not only is this a disservice to the thousands of ELs across the state, but seriously potentially impedes their learning. How can administrators advocate or even want to advocate for ELs if they do not know the context or situation in which ELs experience school?
Understanding that there is always a major time and financial constraint for administrators to undertake some form of longitudinal professional development for themselves, from our experience summer vacation right after school is out is the best time for administrators to take the time and intensely learn about ELs and their families. Each state board of education across the country provides opportunities for administrators to increase their understanding of culturally and linguistically marginalized students. At the risk of sounding preachy, it behooves all administrators who have not taken the time to learn about this group of students to do so. They might just be shocked with what they learn.

Author Notes

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