# EDUCATION

# PhD in Urban Education Expected May 2020

The Graduate Center of the City University of New York, New York, NY

Advisor: Anna Stetsenko

Dissertation Title: Adult migrants as student-contributors in U.S. nonprofit education: an ethical, coauthorial, dialogical approach for a new collective project for social transformation

**MA in Applied Linguistics**

University of Massachusetts Boston, Boston, MA

**BA in Linguistics and Spanish** (double major)

Bryn Mawr College, Bryn Mawr, PA

# PUBLICATIONS

# Refereed Journal Articles:

# 2017. Entigar, K. The limits of pedagogy: diaculturalist pedagogy as paradigm shift in the education of adult immigrants. *Pedagogy, Culture & Society*, 25(3), 347-356.

# 2017. Entigar, K. “Low-Status” Adult Immigrants and Non-Profit Education: Paternalism, Participation and New Pedagogical Possibilities. *Kappa Delta Pi Record*, Vol. 53(1).

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# 2016. Michelli, N., Jacobowitz, T., Entigar, K., Waller, M. How Current Education Policies are Challenging the Mission of the NNER: A Call to Action. *Education in a Democracy: A journal of the NNER*. Seattle, WA: National Network for Educational Renewal. Vol. 8, October 2016.

**Book Reviews:**

2016. **Entigar, K.** *Translanguaging with Multilingual Students: Learning from Classroom Moments* by O. García & T. Kleyn. *Canadian Modern Language Review*, Vol. 72(4), 578-580.

**Manuscripts in Submission/Preparation:**

**Entigar, K.** (accepted subject to minor revisions) Unintelligible silence: challenging academic authority in a new socio-dialogic politics of the real for collective justice and transformation. *Outlines*, Vol. xx(x), pp. xx-xx.

**Entigar, K.** (in preparation) Including contributions vs. inclusion-in-coalition: reflecting on research with adult migrant students.

# ACADEMIC AND PROFESSIONAL HONORS

2018. “Best Paper Presentation,” Diversity in Research and Practice Conference, Teachers College, Columbia University.

2017. Provost’s Pre-Dissertation Research Fellowship, The Graduate Center, City University of New York. $4,000 for the development and execution of preliminary research during Summer 2017.

2016-2017, 2018-2019 (2 awards). Doctoral Student Research Grant, The Graduate Center, City University of New York. Funding to support conference attendance/participation.

2014-2019. Graduate Center Fellowship, The Graduate Center, City University of New York. $55,000/year for five years.

2013. The Book Award for Academic Excellence in Applied Linguistics, University of Massachusetts Boston.

2013. Golden Key International Honors Society, University of Massachusetts Boston.

2012-2013. UMass Boston Teaching Language with Technology Title III Scholarship (3 semesters).

**PROFESSIONAL DEVELOPMENT (WORKSHOPS/TRAINING)**

2019. Participation in Collaborative Seeing: Adapting Photo-Voice workshop. The Graduate Center, City University of New York, New York, NY, November 9.

2018. Participation in the Critical Participatory Action Research Institute. The Graduate Center, City University of New York, New York, NY, June 4-8.

# INVITED TALKS

2017. Roundtable Discussions: Social Justice and Democracy in Education. Manhattan College, Bronx, NY, April 25.

# CONFERENCE PARTICIPATION

**Panels/Sessions Organized**

2020. Critical Dialogue: Outsider Voices Transforming Education (Session Organizer). The Society for the Study of Social Problems. San Francisco, CA, August 7-9.

2018. Border Crossings: Challenging Assumed Authority in U.S.-Centric Immigration Scholarship through Transdisciplinary Dialogue (Panel Chair/Organizer). Left Forum, John Jay College, City University of New York, New York, NY, June 1-3.

**Papers Presented**

2020. To choose to not be included is not to belong: a dialogue about representation and agency in research with adult immigrants. May 20th Bloustein School convening on Education Reform, Communities, and Social Justice, Rutgers University, New Brunswick, NJ. May 20.

2019. Unintelligible silence: challenging academic authority in a socio-dialogic politics of the real for collective justice and social transformation. Aesthetics, Politics, and the Creation of the NEW, The New School, New York, NY, November 25.

2019. To choose to not be included is to belong: a dialogue about representation and agency in research and education with adult immigrants. New York State Teachers of English to Speakers of Other Languages (NYS TESOL), White Plains, NY, November 14-16.

2019. To choose to not be included is to belong: a dialogue about representation and agency in research and education with adult immigrants. The Society for the Study of Social Problems, New York, NY, August 9-11.

2019. To choose to not be included is to belong: a dialogue about representation and agency in research and education with adult immigrants. Canada International Conference on Education. University of Toronto Mississauga, Mississauga, ON, Canada, June 24-27. [paper accepted; unable to present]

2019. To choose to not be included is to belong: a dialogue about representation and agency in research and education with adult immigrants. Society for Qualitative Inquiry in Psychology, Simmons University, Boston, MA, June 10-11.

2019. To choose to not be included is to belong: a dialogue about positionality, agency, and resistance in educational research and practice with adult immigrants. Change and Transformation: Possibilities, Resistance, and Positionality Critical Pedagogy Conference, The Graduate Center, City University of New York, New York, NY, May 4.

2019. To choose to not be included is to belong: a dialogue about trauma, representation, and agency in research and education with adult immigrants. Punishing Trauma Conference, Columbia University, New York, NY, April 26-27.

2019. Adult immigrants’ experiences and contributions in nonprofit education and educational research: an ethical, dialogical, transformative approach for new possibilities. Critical Perspectives on Human Rights Conference, City College of New York, City University of New York, New York, NY, March 13-15.

2018. Adult immigrants as student-contributors in U.S. nonprofit education: an ethical, coauthorial, dialogical approach for a new collective project for social transformation.Canada International Conference on Education. University of Toronto Mississauga, Mississauga, ON, Canada, June 25-28.

2018. Adult immigrants’ experiences and contributions in nonprofit education and educational research: an ethical, dialogical, transformative approach for new possibilities. Diversity in Research and Practice Conference. Teachers College, Columbia University, New York, NY, April 21.

2018. Silence as contribution and resistance: an onto-epistemological project in possible-izing unwritten futures for collective justice. American Educational Research Association. New York, NY, April 13-17. [panel received positive reviews; lack of time slot availability prevented final presentation]

2018. Adult immigrants as student-contributors in U.S. nonprofit education: an ethical, coauthorial, dialogical approach for a new collective project for social transformation. 14th Annual International Globalization, Diversity, and Education Conference. Washington State University, Spokane, WA, February 22-23.

2017. The reification of English in the non-profit education of “low-status” adult immigrant learners. The Canadian Association for the Study of Adult Education, Ryerson University, Toronto, ON, Canada, May 28-30. [paper accepted; unable to present]

2016. Understanding and Influencing Education Policy. New York Collective of Radical Educators Annual Conference, New York, NY, March 19.

2016. Re-Humanizing Non-Profit Adult Education: Challenging Paternalism in Transition-Minded Pedagogy and Envisioning Theoretical and Programmatic Alternatives. Eastern Sociological Society 86th Annual Meeting, Boston, MA, March 17-20.

2015. Education Policy and the Agenda for Education in a Democracy. How Can the NNER and the Settings Respond to a Policy Crisis? Paper Session presented at the annual National Network for Education Renewal Conference, Chico, CA, October 1-3.

**Discussant**

2018. Preservice Teachers' Understandings and Practice in Formative Assessment and Grading. American Educational Research Association. New York, NY, April 13-17.

**CAMPUS/DEPARTMENTAL TALKS**

2018. Silence as tool of resistance: a project in possible-izing unwritten futures for collective justice. *iIngobernables!* XXIII Lailac Graduate Student Conference, The Graduate Center, City University of New York, April 20.

2017. Agency, Subjectivity and Collaboration toward a Transformative Pedagogy in Education with “Low-Status” Adult Immigrant Learners in Nonprofit Organizations. The Early Research Initiative, The Graduate Center, City University of New York, New York, NY, September 1.

2017. The reification of English in the non-profit education of adult immigrant learners. Over the Wall/Saltar el Muro: Compromiso público y academia/Public Engagement & Academia. Hispanic and Luso-Brazilian Literatures & Languages 22nd Annual Graduate Student Conference, The Graduate Center, City University of New York, New York, NY, April 27-28th.

2016. The reification of English in the non-profit education of “low-status” adult immigrant learners. Multilingualism and Language Empowerment: A Response to Inequality, The Graduate Center, City University of New York, September 23.

2016. “Low-status” adult immigrant learners in non-profit education: framing failure as a first step in pedagogy and academia. Interdisciplinary Graduate Theory Workshop: Failure, The Graduate Center, City University of New York, New York, NY, April 8.

2016. The limits of pedagogy: *diaculturalist pedagogy* as paradigm shift in the education of adult immigrants. Hispanic and Luso-Brazilian Literatures & Languages 20th Annual Graduate Student Conference, The Graduate Center, City University of New York, New York, NY, April 24-25.

# ACADEMIC TEACHING EXPERIENCE

 **A. Graduate Level:**

**City College of New York**, New York, NY

Grammar and Its Pedagogy 2019-2020

Teaching Content (Math, Science, and Social Studies) with Language Arts in English
and an Additional Language 2016, 2018

edTPA Workshop 2017

Teaching Culturally and Linguistically Diverse Students 2017

Methods for Teaching English to Speakers of Other Languages (TESOL) 2016

Theories, Practices and Programs for Emergent Bilingual Students 2016

Research Seminar II in Teaching Culturally & Linguistically Diverse Students 2015

Research Seminar I in Teaching Culturally & Linguistically Diverse Students 2015, 2017

**Hunter College**, New York, NY

Second Language Acquisition 2016-2017

**B. Undergraduate level:**

**Showa University**, Boston, MA

English Composition, Business/Academic Communication 2015-2016

**C. Additional Teaching Appointments**

Writing Across the Curriculum Fellowship, York College, Queens, NY 2018-2019, 2019-2020

**PROFESSIONAL TEACHING EXPERIENCE**

**Oxford Seminars**, Boston, MA

TEFL/TESL/TESOL Certification Course 2012-present

**Jewish Vocational Service**, Boston, MA

ESOL/Professional Communication/Computer Literacy/ Citizenship/ADP 2011-2014

**Various ESL teaching sites** (Madrid, Spain, Boston, MA, New York, NY)

ESL/ESOL, Curriculum Development Test Preparation, Business English 2005-2014

# OTHER RELATED EXPERIENCE

**Hunter College**, New York, NY 2019-2020

Field Supervisor for teacher candidates in Master of Arts in TESOL program

**Center for Integrated Language Communities, The Graduate Center, CUNY**, New York, NY

Curriculum Specialist 2018-2019

**Center for Philanthropy and Civil Society, The Graduate Center, CUNY**, New York, NY

Graduate Assistant 2018

**New York University**, New York, NY

Field Supervisor for student teachers in Master of Arts in TESOL program 2016-2018

**Kaplan International Colleges**, Boston, MA

Academic Manager 2009-2011

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# RESEARCH EXPERIENCE

2019-2020. Volunteer Consultant on Participatory and Qualitative Methods.

**NYU Law/NSC Participatory Evaluation Project. Research location: New Sanctuary Coalition**, New York, NY.

Principal Investigators: Ellie Happel and Sukti Dhital.

Consulted on the development of research design for a qualitative study using narrative research and focus groups to explore the experiences of undocumented migrant “friends” and volunteers at New Sanctuary Coalition, a migrant legal empowerment organization in Manhattan, NY.

2019. Research Assistant.

**Translanguaging In Peer Tutoring, York College, City University of New York. Research location: York College**, New York, NY.

Principal Investigator: Jonathan Hall.

Contributed to research design and conducted research for mixed-methods study with multilingual students who use on-campus peer tutoring services at a senior college in a large public urban university in Queens, NY.

2018. Principal Investigator.

**Dissertation Research, The Graduate Center of the City University of New York. Research location: International Center of Catholic Charities**, New York, NY.

Conducted research for mixed-methods pilot study with adult migrant ESL students in a nonprofit education organization in Manhattan, NY.

2017. Principal Investigator.

**Pilot Study, The Graduate Center of the City University of New York. Research location: International Center of Catholic Charities**, New York, NY.

Conducted research for mixed-methods pilot study with adult migrant ESL students in a nonprofit education organization in Manhattan, NY, funded by the Provost’s Pre-Dissertation Summer Research Award. Award amount: $4,000.

2017. Research Assistant.

**CUNY-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB)**, New York, NY.
Principal Investigators: Ricardo Otheguy, Ofelia Garcia.

Examined relevant recent research studies to create an Annotated Bibliography for CUNY-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB), a New York State Education Department initiative, on three sub-populations of emergent bilinguals in the U.S. public school system. The Annotated Bibliography was then used to create a summary and a set of proposed recommendations to the NYC Department of Education. Grant amount: $4,500.

2016. Research Assistant.

**Lehman College**, Bronx, NY.

Principal Investigator: Pamela Hinden.

Conducted gap analysis/literature review and provided recommendations based on best practices in non-traditional/continuing education programs at the higher education level.

2012-2013. Curriculum Developer, Research Assistant.

**University of Massachusetts Boston**, Boston, MA.

Principal Investigator: Lilia Bartolomé.

Helped develop courses for Rethinking Equity of Teaching English Language Learners (RETELL) and the Massachusetts Licensure Academy (MLA), in collaboration with the Department of Elementary and Secondary Education (DESE) and the University of Massachusetts Boston.

# PROFESSIONAL SERVICE

2016-2020. Member of the Immigration Working Group, The Graduate Center of the City University of New York, New York, NY.

2016-2019. Reviewer for *The Urban Review: Issues and Ideas in Public Education*, Center for Urban Education, Springer Verlag.

2017-2018. Guest Lead Editor for *Cultural Studies of Science Education*, Springer Netherlands.

2017-2019. Steering Committee Member of the Working Group on Civil Society and Philanthropy, The Graduate Center of the City University of New York, New York, NY.

2015. Reviewer for *Theory, Research, and Action in Urban Education*, The Graduate Center of the City University of New York, New York, NY.

# COMMUNITY INVOLVEMENT/OUTREACH

2018-2020. Volunteering (providing Spanish-English/English-Spanish simultaneous interpretation at weekly pro se legal empowerment clinic; accompanying undocumented migrant “friends” to pro se hearings and ICE check-in’s) with New Sanctuary Coalition (NSC), New York, NY.
Summer/Fall 2019: Consulted on the development and enactment of narrative research with undocumented migrant “friends” and NSC volunteers. Fall 2019: Developed and led language coordination team in implementing community-based ESL/language exchange class with undocumented migrant “friends” and volunteers.

2018-2019. Volunteering with New York Immigration Coalition, New York, NY.

2017-2019. Volunteer ESL teaching with Catholic Charities, New York, NY.
Summer 2018, 2019: Supported the development and implementation of ESL tutoring/teaching volunteer program with *Terra Firma*, an organization supporting unaccompanied migrant youth from Central America.

2017. Membership in the New York City Coalition for Adult Literacy (NYCCAL), New York, NY.

2017. Membership in the Mobilizing Literacy Committee, New York, NY.

2016. Volunteering with Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA), Boston, MA.

2015. Volunteering with the Boston Educators for Social Justice, Boston, MA.

2013-2014. Program Specialist, Blog Writer, Educational Materials Developer, The National Service Inclusion Project, Boston, MA.

# RELATED PROFESSIONAL SKILLS

Research design/development/implementation and data analysis (survey research; narrative research; interview-based research; focus group research; mixed methods)

Spanish-English/English-Spanish language interpretation

Teacher training: pedagogy, language acquisition theory, working with culturally and linguistically diverse students

Writing mentoring of undergraduate and graduate students (English/Spanish language)

Educational program development/implementation

Workshop development/delivery

Curriculum development: ESL/ENL, Writing Intensive coursework, Workplace Training, Citizenship coursework,

Database management

Expertise in using online platforms for digital pedagogy (online and hybrid course development/delivery): WordPress, BlackBoard

# Expertise in using online platforms for blogging: WordPress

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# LANGUAGES

Spanish – Full professional proficiency/fluency level, written and spoken; capacity includes experience in simultaneous interpretation

French – Low Intermediate level, written and spoken

# German, Navajo, American Sign Language, Basque – Familiarity with structures through previous study

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# PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

Society for the Study of Social Problems (SSSP) 2019-2020

New York State Teachers of English to Speakers of Other Languages 2019-2020

American Educational Research Association (AERA) 2014-2020

New York City Coalition for Adult Literacy (NYCCAL) 2017

Canadian Association for the Study of Adult Education (CASAE) 2017

Eastern Sociological Society (ESS) 2016-2017

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# REFERENCES

Available upon request