



ELL Shadowing as a Catalyst for Change

By Ivannia M. Soto



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Experience a day in the life of an ELL

What if you could barely understand what your teacher was saying? ELL shadowing helps teachers experience the classroom from the student's point of view. The author describe

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ELL Shadowing as a Catalyst for Change By Ivannia M. Soto Bibliography

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Editorial Review

Review

"ELL Shadowing offers a compelling case for acknowledging and attending to the complexity of language learning in schools. With clear and specific guidelines, this book represents a significant contribution to the field of bilingual education, showing us that we need to seriously revamp how we successfully teach ELL students." (William Perez, Associate Professor of Education 2011-08-05)

"Through collecting and analyzing student data in an easy to follow, step by step process, ELL Shadowing has the potential to raise teachers' as well as administrators' awareness of how ELLs are being taught in their schools. I recommend considering ELL Shadowing as part of your school's professional development program."

(Diane Staehr Fenner, President 2011-08-29)

"The ELL Shadowing technique provides a simple way to get all educators involved in focusing on one distinct group of students. Because of its simplicity and possible connection and use with other student subgroups, it is a powerful observation tool that can become a part of any school improvement plan."

(Jennifer Paul, ELL Assessment Specialist 2011-08-29)

"This book is a great example of how focus on the academic success of English learners can influence academic success of all learners. It provides excellent strategies and tools that span grade levels and content areas, and shows schools and district leaders how to organize a system of enduring professional learning."

(Margery B. Ginsberg, Associate Professor 2011-08-29)

"This book will change a classroom observer's mindset forever. Student shadowing is a technique we all should learn to do, to do well, and to do frequently. The success of our students depends on it." (Guadalupe Valdes, Bonnie Katz Tenenbaum Professor of Education 2011-08-29)

About the Author

Consulting Description: Academic Language

Consulting Description: ELL Shadowing

Consulting Description: English Language Learners

Dr. Ivannia Soto is associate professor of Education at Whittier College, where she specializes in second language acquisition, systemic reform for English language learners (ELLs), and urban education. She began her career in the Los Angeles Unified School District (LAUSD), where she taught English and English Language Development to a population made of up 99.9% Latinos, who either were or had been ELLs. Before becoming a professor, Dr. Soto also served LAUSD as a literacy coach and district office

administrator. She has presented on literacy and language topics at various conferences, including the National Association for Bilingual Education (NABE), the California Association for Bilingual Association (CABE), the American Educational Research Association (AERA), and the National Urban Education Conference. As a consultant, Soto has worked with Stanford University's School Redesign Network (SRN) and WestEd, as well as a variety of districts and county offices in California, providing technical assistance for systemic reform for ELLs and Title III. Soto is the co-author of *The Literacy Gaps: Building Bridges for ELLs and SELs*, as well as *ELL Shadowing as a Catalyst for Change* and *From Spoken to Written Language with ELLs*, all published by Corwin Press. Together, the books tell a story of how to systemically close achievement gaps with ELLs by increasing their oral language production in academic areas. Soto is Executive Director of the *Institute for Culturally and Linguistically Responsive Teaching (ICLRT)* at Whittier College, whose mission it is to promote relevant research and develop academic resources for ELLs and Standard English Learners (SELs) via linguistically and culturally responsive teaching practices.

Users Review

From reader reviews:

Gerald Hackler:

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