

2021 PROFESSIONAL LEARNING FOR K-12 TEACHERS, ADMINISTRATORS, COACHES & COUNSELORS

VIRTUAL TRAINING SERIES - SPRING/FALL 2021 SHADOWING MULTILINGUAL LEARNERS

**A DAY IN THE LIFE OF MULTILINGUAL LEARNERS (MLLS):
RE-CENTERING THE CLASSROOM EXPERIENCES OF MLLS VIA SHADOWING**

Wednesdays: May 5, May 26, August 18, and September 1, 2021 • 3:30-5:00PM PST



Register by April 19, 2021 to receive your free copy of **Shadowing Multilingual Learners** by the first session!

Sponsored by:  CORWIN
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COST: \$225 FOR 4-PART SERIES AND BOOK



Ivannia Soto, Ph.D. is the author of *ELL Shadowing and Shadowing Multilingual Learners* and is Professor of Education and Director of Graduate Programs at Whittier College.

DR. IVANNIA SOTO

WHO SHOULD ATTEND

Teachers, administrators, instructional aides, and coaches: K - 12

SHADOWING MULTILINGUAL LEARNERS DESCRIPTION

The four-part series is designed for distance, hybrid and in-person instruction as a bridge between school years. It will provide you with the opportunity to learn and practice MLL Shadowing in the May sessions, as well as implement both shadowing and three research-based strategies as you enter the new school year in August and September. You will have time to apply your new knowledge before each session, ensuring that you will be able to embed your new skills and take them back to your school or district for Fall 2021. You won't want to miss this series!

SESSION 1	USING SHADOWING IN A VIRTUAL OR FACE-TO-FACE SETTING AND INTRODUCTION TO THINK-PAIR-SHARE 2.0	Date: Wednesday, May 5, 2021 Time: 3:30-5:00PM (PST)
SESSION 2	DEBRIEFING SHADOWING AND THINK-PAIR-SHARE 2.0/ INTRODUCTION TO FRAYER MODEL	Date: Wednesday, May 26, 2021 Time: 3:30-5:00PM (PST)
SESSION 3	DEBRIEFING FRAYER MODEL AND INTRODUCTION TO RECIPROCAL TEACHING	Date: Wednesday, August 18, 2021 Time: 3:30-5:00PM (PST)
SESSION 4	DEBRIEFING RECIPROCAL TEACHING/SHADOWING IN A FACE-TO-FACE SETTING	Date: Wednesday, September 1, 2021 Time: 3:30-5:00PM (PST)

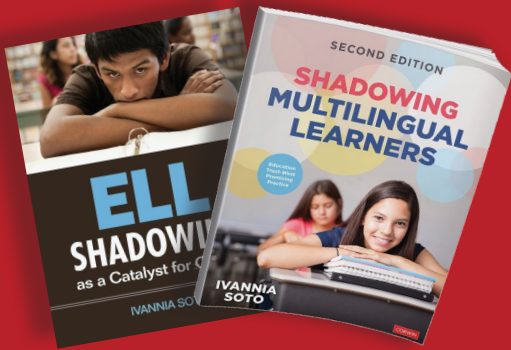
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10TH YEAR OF SHADOWING FOR ENGLISH LANGUAGE LEARNERS AND MULTILINGUAL LEARNERS

Published by: CORWIN
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In the decade since Soto’s best-selling ELL Shadowing book was published, more than 90,000 shadowing projects have been conducted in California and across the country. With the publication of the new Second Edition, Shadowing Multilingual Learners, this series will share the lessons learned during the past 10 years of implementation. In this series and through the book, you will learn:

- an overview on the importance of oral language development
- information on preparing the shadowing experience
- the complete shadowing protocol
- a guide for analyzing the shadowing experience
- key oral language development strategies



Ivannia Soto, Ph.D. is Professor of Education and Director of Graduate Programs at Whittier College, where she specializes in 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 of 99.9% Latinos, who either were or had been multilingual learners. Before becoming a professor, Dr. Soto also served LAUSD as a

literacy coach, as well as district office and county office administrator. She has presented on literacy and language topics at various conferences, including the California Association for Bilingual Association (CABE), the National Association for Bilingual Education (NABE), 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), WestEd, and CABE, as well as a variety of districts and county offices in California, providing technical assistance for systemic reform for ELLs and Title III. Recently, Soto also directed a CABE bilingual teacher and administrator program across California. Dr. Soto has written 12 books, which together tell a story of how to equitably engage and include MLLs by ensuring that they gain voice and an academic identity in the classroom setting.