

## Highest Aspirations Podcast: S3/E03

### EL Shadowing as a Catalyst for Change with Ivannia Soto

**Steve Sofronas:**

Ivannia Soto, thank you so much for joining us on Highest Aspirations.

**Ivannia Soto:**

Thank you for having me.

**Steve Sofronas:**

Yeah, it's a pleasure. This is a topic that is near and dear to my heart, because it's something that I actually did as a teacher, and this really sort of simple tool helped me empathize with my students, and therefore become a better teacher. I want to start this conversation by saying that truly this was probably one of the most valuable pieces of PD experience that I had as a teacher. I'm excited to dig in. But, could you start by telling us why you think shadowing an EL student in particular is such an effective practice? I mean, for me it was just more traditional students. But what makes this such an effective practice for EL students?

**Ivannia Soto:**

Well, in my experience with schools and districts, oftentimes the needs of English learners are not met. Unfortunately, due to either teacher training, or not enough teacher training, in-service, or pre-service, the needs of English learners ... Right, there's usually a gap in achievement, which is linked to teacher preparation in this area. And so, going in the classroom, taking time to really take a look at the linguistic and cultural needs of an English learner specifically sensitizes teachers to the needs of English learners specifically. And so, it really creates an urgency for change and a sense of empathy.

**Steve Sofronas:**

Yeah. I like that you use the word sensitize. That really resonates with me. You can do lots of research, you can look at research, you can even take classes. But until you kind of see it happening face-to-face, and sort of in the moment it's hard to kind of sensitize people. So I'm glad you mentioned that. And then you also mentioned understanding the culture. And then another thing that you mentioned is this teacher preparation thing. Do you think that shadowing is kind of the impetus for change to add more teacher preparation for English learners, or do you think it can even substitute it?

**Ivannia Soto:**

No, it's the impetus. Something has to happen after shadowing. Shadowing is that one time experience, although you can also shadow for progress monitoring after professional development has been given over time. But really, shadowing creates the urgency for change, and then school systems and/or great teacher education programs have to have a plan after shadowing. So, the shadowing book, for example, I lay out three academic language

development research based strategies that teachers can really work on and perfect to create more academic oral language in the classroom setting.

Some of the research, this was pre common core work by Diana August, less than 2% of an English learners school day is spent in academic oral language production. As I'm going in the classrooms now, and systems over time, I'm seeing about 5-10%, which is a little bit better than less than two. But, if we know that language is acquired through lots of practice, then even 5-10% isn't enough and we really have to equip teachers to do this work with a strategy and the practice. We tend to give teachers a whole lot at once, 50 strategies, and perfect them in the next month, right?

**Steve Sofronas:**

Yeah. That sounds familiar. Yeah.

**Ivannia Soto:**

Yeah. And so, that kind of professional development usually doesn't create change or impact student achievement. And so really helping teachers with three foundational strategies that eventually they can work on, or they can build upon, will really make them comfortable in the classroom setting with their English learners, and then also create the scaffold that English learners need to produce more academic discourse.

**Steve Sofronas:**

Great. So yeah, that shadowing experience sort of sensitizes the teachers, creates that empathy, and then there needs to be a structure in place afterwards. Let's actually go back a little bit and talk about beforehand. I mean, so I'm sure it's valuable, and it was valuable for me just to kind of walk around the student for the day, and kind of get an idea of what they were going through; the good, the bad, the ugly, everything. But what needs to be done before the actual shadowing occurs?

**Ivannia Soto:**

I recommend professional development around shadowing and/or reading the book about how to use the protocol. Typically, the shadowing series is a three day series. And the first day is all about the academic language development needs of English learners, who our English learners are, and then working through how to use the actual tool when we go into a classroom setting. Again, the book also lays out step-by-step how to shadow a student, how to use the tool. Systems, so when I have district wide or school wide shadowing experiences, systems will need to identify the English learners that they're going to shadow. So, if we have, let's say, 50 teachers who are going to shadow at a variety of levels, elementary, middle and high school, then we would want each of those participants to have one student that they would shadow, and have their what I call an EL profile that we put together, which has achievement data on it, has a picture of the student, so that we can identify the student when we go into the classroom. And what we really do through the observation is we triangulate the data, we take a look at what

happens every day for an English learner, leads to the achievement results that we oftentimes see.

**Steve Sofronas:**

Yeah. And I was just thinking, those two things at many points can seem sort of disconnected. I mean, for me and maybe this is just me, but I think it's so important to marry those two things, the data and the shadowing experience, because they just seem to be sort of very siloed from one another. And so, you're saying that we need to triangulate those, is what you said, to kind of paint a better picture of who the students are that we work with. Talk more about the importance of marrying those two together, and how we can kind of break down those silos of one existing kind of without thinking about the other.

**Ivannia Soto:**

Yeah. So, they're really taking a look at quantitative data and qualitative data, the qualitative data being going into the classrooms, observing, taking down information at every five minute interval, which is what the shadowing experience is. But what I have folks do before we even go into the classroom is through the profile we take a look at the assets, what are the strengths? We all want to be viewed from an asset base, so we take a look at what are the strengths that your English learner that you're going to shadow that they're bringing to the table? And then, I have districts or schools with the profile give us three years worth of data to take a look at achievement over time. So where is the student strongest, and then where is the student struggling? The language assessment in California, it gives us data around listening, speaking, reading and writing for an English learner.

And so, we take a look at where ... Is the student strongest in listening, because the student is doing lots of listening in the classroom setting, and not enough speaking, perhaps that score is low. We also take a look at the relationship between speaking and writing, so speaking is the scaffold for writing, which is another reason why our English learners need those opportunities to speak. It kind of becomes a mental outline for the writing process. And so, we really ... And we're not looking at ... As teachers, we're oftentimes used to looking at 180 students at a time, or 36 at the elementary level. And looking at all of their data.

**Steve Sofronas:**

Yeah. I was going to say, especially when we're looking at that data, at those test results. We're looking at a lot at once. Sorry to interrupt, but I thought I'd emphasize that.

**Ivannia Soto:**

No. Yeah. And so, in this case we're slowing everything down, and we're looking at one English learner at a time. We can then do this for all of our English learners, is what I'm hoping eventually that we'll look at data in these ways for all of our students, especially our high needs students. But so we take a look at these trends, these achievement trends over time, over the ... Did a student really do well in, as I mentioned, in one domain over another? Did they regress? And then we ask why might that have been that the student regressed? Did the assessment

change? In California, we just had a switch from one language assessment to another. And then we go into the classroom, what I ask teachers to do as they shadow is to notice those strengths, and then notice those areas of need as they're documenting information on the protocol sheet for speaking and listening.

**Steve Sofronas:**

Yeah. So, you're clearly marrying those two things, and I mean you talk about California, which is the context that you're coming from, but in every state there's going to be some kind of test or assessment that's going to have those domains in it as well, which are kind of easy to tell where the student is, at least from a quantitative perspective on reading, writing, listening, or speaking. Then like you said, slowing it down as you said, and really looking at one student at a time. I imagine must really sort of help connect and put the pieces together of a puzzle that can be kind of difficult to solve, or see, if you're looking at, like you said, 100 students at a time. And you mentioned sort of some of the tools that you can use, one of which is the EL shadowing protocol. Could you get into that a little bit more? I know that you were just kind of scraping the surface of this, but I'd love to give listeners and idea of what that is and how it's used.

**Ivannia Soto:**

Sure. And then one other thing, I want to piggy back around what you said in the last question, was that ... So quantitative data is helpful, but it oftentimes doesn't give us the why of the phenomenon. We have to look at little more closely through observation, or through student work samples, to unpack the why. And so, that's where the shadowing piece alongside of the achievement data is so valuable. And so, with the shadowing protocol we have demographic information at the top that gets transferred from the English learner profile that had the achievement results so that we know who we're shadowing, what overall language proficiency level the student is at, just the basic information, first name of the student, not the first and last for confidentiality reasons.

We then have several columns. We have a timestamp column, we have an activity column, we have a speaking, a listening, a no listening, and then a comments column. For the time, what we're doing is we're taking down, it's not a running record, we're taking down what we see first at the start of the five minute interval as if we were taking a snapshot, or a picture of what was happening for our English learner. So this is what is different about shadowing. We're not observing the teacher. Typically, we go into classrooms and as administrators that's what we're used to doing. Here, we're shifting things. And we're not observing every student, we're only observing the English learner that was assigned to us.

The teacher doesn't know which English learner is being shadowed. We do tell teachers we're going to come in, we're going to observe student engagement, but we don't want to change an authentic environment, and so we kind of keep it at that. Instead of if you tell them I'm going to shadow José today, then the teacher might overly call on José. Right? So at the start of every five minute interval under activity, I write down again what I see first, what I see my English learner engaged in first. Whatever I see my English learner engaged in at the start of that five

minute interval, and I write down under activity, that's what I'm going to code under listening, speaking, or no listening. And so, for example, if my English learner happened to be engaged in a think-pair-share, and he is speaking at the start of the five minute intervals using, let's say, a language stem, then I would check off on the protocol sheet number two under speaking, because that student-to-student engagement, or student-to-student talking.

After the start of the five minute interval I'm going to take down any additional information under comments. And so, let's say if my student is speaking at the start of the five minute interval and then is off task, I would only code speaking, and then anything else write off task behavior would not get coded, it would go under comments. And so this is where it's really important to read the book and/or go through the shadowing professional development so that everybody's on the same page, and there's a rate of reliability. But it's pretty user friendly. We also have a shadowing app, which really helps participants with being accurate. It times them, it keeps them on target in terms of their coding. So there are a variety of options. We're looking primarily for speaking ... We're primarily looking for academic speaking and academic listening. And students will typically be doing one or the other at the start of the five minute interval, they won't be doing both at the same time. We can't speak and listen at exactly the same time.

**Steve Sofronas:**

Right. Yeah. I mean, it sounds like based on what you've said and what I've seen of this, you're providing a very sort of structured protocol for people to use so that if there's a lot of people doing this at once, in once school, or one district, you're able to get sort of consistent data and information. But having that comments piece available also gives people some agency to kind of write down what they're seeing. It's kind of my experience, and probably most people's experience with these kinds of shadowing things, it was a lot more loose. It's not that it wasn't useful, but it wasn't geared toward a specific kind of end goal and it wasn't geared, I think, to a large group of people doing this all at once to kind of make significant, hopefully school based change, which I think is great.

The other piece that I just wanted to take away from what you said is the idea that the teacher doesn't know which student is being shadowed. I think that's so important, because anybody who teaches will say to you that when somebody comes in to observe your behavior ... I just don't know how it doesn't change, like when you just kind of feel like you're a little bit on the hot seat, you're not really sure what to expect, even if you're a veteran teacher, you try to just do your thing so you can get true feedback. But it's just hard to not change that behavior, so I think that's a really smart way to approach it.

**Ivannia Soto:**

And we really try to help teachers see that this is not evaluative. So my worst nightmare is that this would be used for teacher evaluation. That's part of the reason why I wrote the book, was I was starting to see in the field some things happen that was not intended. And so, I tried to ... Through the shadowing training, and in the book, really tried to lay out the purpose of shadowing, and that it's for teachers as well.

**Steve Sofronas:**

Yeah. Great. That's an important point of clarity, and I'm glad that you mentioned that. So, we've kind of gone through what happens before, we've gone through a little bit of what happens during, granted, again, we're just scraping the surface here, and there's a lot more information in the book and in your resources that we'll talk about a little later. But I want to talk now about what happens after, because that might be the most crucial piece, if we're looking to make changes and to make an impact on our students. What happens after teachers shadow students? I mean, how are participants debriefing, reflecting, and perhaps even initiating changes after the experience is over?

**Ivannia Soto:**

Yeah. So, we always take time after shadowing ... It's either done in the same day on day one, where I teach them how to shadow in the morning, they shadow in the late morning to lunchtime, and I should say that I recommend at least two hours of shadowing in two different content areas, because an English learner might really feel at home in a designated ELD classroom, English language development classroom, but may not in a history classroom for whatever reason, because the language is just richer or more academic in nature and perhaps there aren't as many scaffolds, or whatever it may be. Or an English learner may shine in math. So two different content areas. I have had some districts shadow for an hour and a half, but I would say that is the absolutely minimum amount of time to really get a sense of a day in the life of an English learner.

And so after shadowing what we do is we take a look, we go back to the data, the profile with the three years worth of achievement data, and then we take a look at our ... The data now that we ... The observational data that we've taken down in the protocol sheet. And I have either as a table group or in partners, just an overall reflection of what connections did you see, did you notice in fact that your English learner was not producing a whole lot of language, academic oral language, or speaking. And so that was one of the reasons why that domain score was lowest. We do kind of an overall where we're connecting back to the achievement data.

But then, we also take a look at all of our protocol sheets. So for two hours you would have back-to-back ... You would have three back-to-back protocol sheets, a total of six, and we would tally how many times did we see an English learner talk to a partner, or talk to the teacher, or listen to the teacher for all of the codes, and there are seven codes. I didn't go through all of them, but there are seven codes for speaking, there are four codes for listening, and then there are options for ... There are times when students are not speaking, they're not required to speak, they're reading or writing silently, or there are times when students might be off task. So we track those things as well.

We go through all of the speaking tallies, all of the listening tallies, and all of the no listening tallies, and then we add them up and put them on a large poster. If there are 50 participants I would have several posters in the room, and each person would put up their data, so that now

we have an aggregate of these let's say 50 English learners that we just shadowed as a group. And we would take a look at trends and patterns across all of these students. And again, this is where I typically see the 5-10%, especially if districts or systems have done work around structures for academic talk, or Kagan strategies, or whatever it may be. So if they did some foundational work, or professional development in these areas I often see the range around 5-10% for academic oral language production.

The most typical pattern and theme that I typically see across these posters, and I've been shadowing since 2003, and so until districts do deep work over time to change this phenomenon, unfortunately the pattern that we see is the teacher doing the most talking, which is ... For speaking, that's code number seven. For listening, it's the student listening to the teacher, so that's a two, code of a two. And then what we tend to see is if it's around middle school we see a lot more off task behavior. And at the elementary level we'll see reading or writing silently for the third column. So if you look at this diet, if you're schooling experience were seven, two, and one, a diet of the teacher talking to the whole class, I have to listen, and then perhaps possibly listening, and then reading or writing silently; if that is my schooling experience day, after day, after day, I'm going to be unmotivated. I'm going to be disengaged. Or I may just tune out. You know?

And so, one of the things that I reiterate through the shadowing training, and through the strategies that I teach to change this phenomenon is that the person doing the most talking is doing the most learning. And so we need to make sure that students are doing the most talking, the heavy lifting, and that we're gradually releasing talk to our students. It's not that the teacher shouldn't talk, but we have to make sure ... A student can only listen for as old as they are, and even that I usually ... I use the 15 minute rule, so I will only talk for about 15 minutes before I have even adult learners do something with what I have just said, so that they're making personal meanings.

**Steve Sofronas:**

Yeah. I mean, definitely true and it seems to come up in almost every episode that we do that's kind of based on instructional practice, the idea that there is this shift to kind of relinquish the talking to the students, but that requires relinquishing control, which not every teacher is very good at, and not every district and sort of school leader supports. It can be difficult to do. But if we have students talking and creating in ways that are structured, we're going to see more results from a more nutritious diet, to use that analogy that you used, which by the way I think is great. A diet of just passively listening isn't going to yield the results that you want. I have two follow up questions I'm curious about to your response there.

The first one is I guess kind of a simple one, and the second one might be a little bit more complicated. So the first one is when you tally up that data at the end, which I think is great that they're getting immediate feedback on big chart paper across the room and you're seeing that immediately. I'm curious if you ever see a disconnect between the data, like the domain scores

that you see and what's actually seen in classrooms, perhaps as a result of assessments not being as accurate as we'd like them to be. That's my first question.

**Ivannia Soto:**

I have, in terms of when students have not been classified accurately, so if they are a student who has just what we call reclassified as no longer English proficient. And so, the scores might have been higher than they were, but then now they've reclassified, and now they're in the mainstream classroom, so perhaps struggling a little bit more. Nuances like that. Or perhaps a student duly identified as an English learner and a student with special needs. For the most part, we've seen a pretty close coupling and triangulation of the data, some outliers, but we try to avoid that by being really cognizant and intentional about who we shadow. So, I usually ask districts which band are you struggling with the most in terms of English learner achievement? So, do you have a lot of new arrivals, if so let's shadow them. If you have a lot of long term English learners, let's shadow them. If you have duly identified, we just ... I just had a shadowing project in San Bernardino County with duly identified, because there was a high percentage of duly identified English learners and students with special needs.

And so in year two, we shifted from just English learners to EL and students with special needs. Next year in that same district we're going to shadow standard English learners, and compare the data to ... So standard English learners, or students who speak non standard forms of English, like Chicano English or the African American Vernacular English, and so we're going to compare the data cross the two, and try to create that same urgency for change. But all that to say that typically it's pretty consistent.

**Steve Sofronas:**

Well, that's a good thing. I was just curious, because sometimes you see trends that point to an assessment perhaps not being as accurate as it should, but that's actually a good thing. And you mentioned some of the nuances and the outliers, which would be expected, or some of the reasons that somebody may not perform well on speaking based on where they are along that arc. That was my first question. The second question I guess I'll connect to a broader question, I'll kind of bring in my own experience here to frame this. I mean, when I ... First of all, I'll say when I shadowed students I didn't do it nearly as deeply as what you're talking about here. It wasn't directed toward a specific population of students, so it was definitely different. But some of the most powerful learnings that I had were really kind of simple. It was like I'm sitting in a very uncomfortable seat for a long time, I'm carrying tons of books and papers, I can't keep track of all of the different things that people are saying, because I'm getting so much input, and I'm not allowed to give my own opinion, or give output, speak more as you mentioned.

And so, you framed a lot of that as when you sort of learn what a student is going through, and you see that more opportunities are given to speaking, you know that there's been some more deeper work and intentional work done out in the district. So the root of my question is, is this shadowing experience, does it provide typically the impetus for deeper work as you explained it that would then later allow teachers, students, excuse me, to speak more, to create more, to

practice those skills more? Is that the impetus that's needed, and are there action steps that happen after typically with districts?

**Ivannia Soto:**

Yes. Yes. From the outset when I talk to districts, I really try to urge that shadowing is not a panacea, the actual shadowing experience. It's an eye opening experience, it can help create that urgency for change, but there has to be a plan after shadowing. And the other part of the reason why I wrote the shadowing book is that I was working with systems, and we would conduct the shadowing project, and then I would assist them with planning that didn't always take hold, or happen. There were times when there was an assumption that they knew where to go next, and in some cases districts do know where to go next, they know how to link or bring coherence to other initiatives going on within the district.

But oftentimes, since this is a particularly underserved group of students schools or districts are really asking for expertise and help around next steps. And so, the next steps that I lay out in the shadowing book are the three academic language development strategies that teachers try on throughout the three day training series. There's typically at least one month in between each of the days, so that teachers can go back to their classroom and try on these strategies.

The three strategies are: think-pair-share, and this is not your typical partner talk, or the typical think-pair-share, it's think-pair-share on, what I call on steroids, where we require active listening, and paraphrasing and we require academic language via sentence starters. Teachers learn that strategy on day one alongside of shadowing. They try it on between days one and two. They bring back student work samples from their English learners. We analyze the student work samples. We talk about what went well, what didn't, how should we tweak the strategy so that it works better, perhaps what did we forget when we were implementing, did we not intentionally pair our students, was the classroom not set up for classroom talk? So we strategize before we move on to the next strategy.

The second strategy is the Frayer model, which is a way to teach academic vocabulary. We have a target word or concept, we have examples that students bring forth, non examples, a visual, and then they come up with their own definition. We know that English learners come to school with far fewer words than their English counterparts, and so we want to teach many words at a time, and so all of the examples that emerge out of the example's quadrant of this graphic organizer are words that are also being taught alongside of the target word.

And then the third strategy is reciprocal teaching. This is a little more sophisticated. Good readers know how to summarize, question, prediction, and connect, which are the four reciprocal teaching strategies that we teach teachers and students to use. We also know that this assists with literacy development, but also language development. We put students into small groups with English learners in the group, so they're heterogeneously grouped, and intentionally grouped, and we teach each of the four roles explicitly. And so, the three strategies were selected because they connect to the essential elements of academic language. They're

researched based as well, but they're also ... The four essential components of academic language are [inaudible 00:35:09] vocabulary, syntax, grammar, and the register of language. We're addressing those essential elements by teaching teachers to use these three strategies.

And then the hope and the desire is that moving forward teachers ... They typically plan lessons, we plan lessons together before they leave so they're ready to go with that strategy. We then try it on again, they bring back some work samples, so there's a focus, a continued focus over time around refining these strategies. In year two we would add additional strategies from an academic oral language, or academic language development.

**Steve Sofronas:**

Yeah. It sounds very intentional and structured, which it is, and it's worth mentioning that the three strategies that you mentioned to start with are also strategies that are probably going to work for all students not just English learners. So they can be used, which I think is crucially important. I don't escape one of these episodes without mentioning that good instruction for English learners is generally good instruction for all students, which is wonderful here as well. I'm glad that you mentioned those three, and that we talked about the follow up. Again, there's so much here that we're not going to get to today, but I do want to wrap up this conversation, before we get into some resources and people learn more about your book and the work that you're doing.

There was a quote from an article that you wrote that I thought was really quite powerful and kind of gets to the root of all this. It goes like this, you said: "Once you've experienced a day in the academic life of an English learner it is truly difficult to turn away and not change practice." I definitely feel that way about my experience with more mainstream students. I'm curious if you think leaving the experience with empathy for ELs is even more powerful than just experiencing it with just traditional students. I think I know the answer to that question, so I'm more concerned with kind of wrapping this up with why.

**Ivannia Soto:**

Yeah. Well, they're one of the most vulnerable students in our system. Typically, they're underachieving, and so getting down to the root, and really ... The way that I like to frame a shadowing training for teachers is today you are an educational researcher collecting data. We're slowing everything down, and we're not focusing on 180, 36, we're focusing on that one child, that one student, a day in the life of that English learner.

**Steve Sofronas:**

And what a breath of fresh air for most teachers too, I bet.

**Ivannia Soto:**

Yeah. Yes, because I mean teaching is difficult. Juggling 36 students and all of their needs can be difficult. And so, teachers will rise to the level of our expectations when they're provided with the appropriate training, and time, and support. And so, I have found that it really ... English

learning shadowing in particular. One of the things ... So connecting back to one of the things that you said, so the three strategies are good for all student, but our English learners absolutely need those three strategies to survive in school. And so similarly, with English learner shadowing, putting them at the forefront is reminding us that I'm in teacher education at Whittier College, I train pre-service teachers, they get one course in California, teachers get one course on meeting the needs of English learners. Now, all of the courses are supposed to address English learners to a particular extent. We're asking teachers to master this huge need, linguistic and cultural need of students in the field, through one course. And so, that's where the ongoing professional development over time can really assist with closing opportunity gaps and achievement gaps with our English learners.

**Steve Sofronas:**

Yeah. Absolutely. And the one course that's offered in California unfortunately is more than is offered in other places at this point as well. But the ongoing PD is crucially important. No matter how many courses there are. Things change, and demographics shift, and you have to keep yourself up to practice and this is a great way to do it. Okay. As we wrap up I'm going to ask you a question that I like to ask everybody who comes onto the podcast, and that is, if there's a book or resource that has influenced you either personally or professionally that you'd like to share with us.

**Ivannia Soto:**

I was an English major as an undergrad. I specialized in Southern literature. And so for me, I'm kind of taking a non-education approach at this point.

**Steve Sofronas:**

And that's fine.

**Ivannia Soto:**

But, just taking a look and linking the experiences, the African American experience with the experience of Latinos or Latinx folks in the United States has really been part of my life's work starting with I was an English teacher in middle school, and I taught at a school that was actually the second largest middle school in the country at the time, 3600 kids, 99.9% Latino. Most of my students either had been English learners, or were English learners at the time. And really trying to have them see an experience that was like theirs outside of their community, and how similar we are. And so for me, Faulkner, and Toni Morrison, and Maya Angelou. Typically, what I would do in my middle school classroom was start with Chicano literature, or culturally relevant pieces that connected to their personal experience, but then linking that to the African American experience, because oftentimes these two groups can be pitted against each other.

And so, I found that has been ... It started in my classroom. And in the first book that I wrote was *The Literacy Gap*, where we tried to take a look at the similarity in needs between English learners and standard English learners, and I kind of talked a little bit about who standard English learners are previously. And so that teachers can see that, as you suggested, the

strategies that we use in the classroom setting can work for both of these groups, because there are linguistic similarities and cultural similarities and needs. That's kind of ... Definitely I could ... In education [inaudible 00:43:00] other people's children. But as an English major, the Southern literature really, and African American literature, really impacted me.

**Steve Sofronas:**

That's great. That's a totally fair answer, and it's a unique one, which I appreciate as well. We hear a lot about the great education books, and that's wonderful, but you mentioned Faulkner and Angelou, and making that connection between Southern and African American literature and the Chicano literature as well, which I had the privilege of having some time to study when I was an undergrad as well, is great. I think we can take a lot from that. But shifting over to your work, I do want people to know how they can find your work, including your books, and just kind of find out more about what you're doing. Where can people go to find those and to learn more about the work that you're doing?

**Ivannia Soto:**

Two ways. They can go to ... My publisher is Corwin, and so they can go to the Corwin website, and it's [Corwin.com/ivannia-soto](http://Corwin.com/ivannia-soto), I-V-A-N-N-I-A hyphen S-O-T-O. And then they can also personally email me at Ivannia, I-V-A-N-N-I-A at G-O-C-A-B-E dot org. And I should say, I'm a professor at Whittier College. I'm on leave working on a grant for the California Association For Bilingual Education last year and then this year, so that's the email, the most recent email that you can contact me at.

**Steve Sofronas:**

Well that's great. And CAFE is doing great things, I was at the conference in Long Beach, I guess that was ... That was in the Spring now, which was wonderful. And that's great. And so we will link to both your email, and the Corwin website as well, if people want to learn more. I would highly recommend taking a look at those resources and those books, that's kind of what informed me in some of the questions that I came up with for today. Obviously, we just scraped the surface, but Ivannia, it's been a pleasure. Thank you so much for really expanding my knowledge, and I'm sure that of our listeners as well. Beyond shadowing is just kind of a day to build empathy, and understand what students are going through, to something that's really connecting data, connecting research, and probably most importantly impacting and effecting change in a real, positive, and concrete way. So I really appreciate you coming on. Thank you.

**Ivannia Soto:**

Thank you for the opportunity.