

Shadowing Multilingual Learners

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Introduction

What we know for sure...

There are over 6 million K-12 students in California.

ELL Demographics – We have increasing numbers of MEL students in California and the country.

- a) There are now approximately over 1 million MEL students in California.**
- b) The number of proficient MEL students, as measured by the ELPAC is 1.1 million.**
- c) The number of redesignated MEL students in California is approximately 153,000.**

Who are Long-Term English Learners (LTELs)?

ELLs who have been in U.S. schools for six years or more without reaching sufficient English proficiency to be reclassified as fluent in English.

The majority (59%) of English Language Learners (ELLs) at the secondary level are Long-Term English Learners (LTELs).

(Olsen, 2010)

What is Academic English?

ALL students are AESL



Academic English is not natural language. It must be explicitly taught.

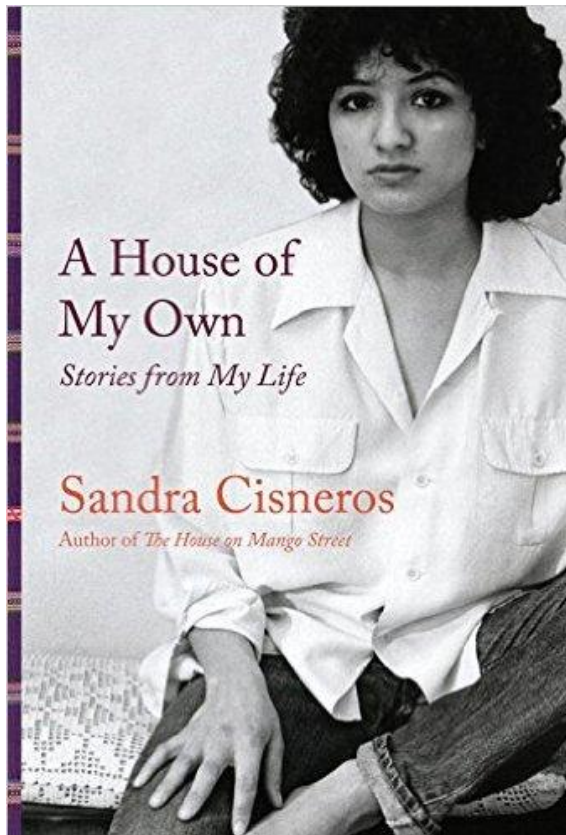
Essential Components of Academic English Language:

- **Vocabulary (Frayer Model)**
- **Syntax (Complex)**
- **Grammar (Sophisticated)**
- **Register (**Think-Pair-Share** and Reciprocal Teaching)**

(Kinsella, 2007)

Sandra Cisneros on Speaking in School

A House of My Own



“At home I was fine, but at school I never opened my mouth except when the teacher called on me . . . I didn’t like school because all they saw was the outside of me.”

A Day in the Life of Moises

Video: A day in the life

As you watch the video:

What do you notice?

What do you wonder?



Benefits of Talk for ELLs

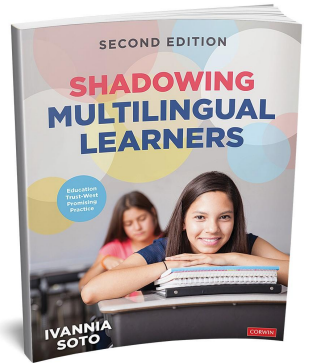
- 1. They hear more language.***
- 2. They speak more language.***
- 3. They understand more language.***
- 4. They ask more questions.***
- 5. They are more comfortable about speaking.***

What other benefits of talk can you think of?



Purpose of Shadowing

- Get a glimpse of the levels of productive speech and active listening occurring in K-12 classrooms.
- Objective is to open eyes, not point fingers.
- Recognize how the presence/absence of productive speech and listening affects student learning.
- Serve as a shared L2 experience for schools, districts, and/or county offices.
- Act as a bridge to our study of research-based practices with ELLs and Gibbons text.



English Learner Shadow Study Observation Form

Student: _____ School: _____ ELD Level: _____

Gender: _____

Grade Level: _____

Years in US Schools: _____

Years in district: _____

Time	Specific Student Activity/Location of student 5 minute intervals	Academic Speaking (check one)	Academic Listening 1-way or 2-way (check one)	Student is not listening (check one)	Comments
9:10	What do you think an important theme of the book is?	<input type="checkbox"/> Student to Student- 1 <input type="checkbox"/> Student To Teacher-2 <input type="checkbox"/> Student to Small Group-3 <input type="checkbox"/> Student to Whole Class-4 <input type="checkbox"/> Teacher to Student-5 <input type="checkbox"/> Teacher to Small Group- 6 <input type="checkbox"/> Teacher to Whole Class- 7	1 way or two way <input type="checkbox"/> Student listening mostly to Student- 1 <input type="checkbox"/> Student listening mostly to Teacher-2 <input type="checkbox"/> Student listening mostly to Small Group-3 <input type="checkbox"/> Student listening to mostly Whole Class-4	<input type="checkbox"/> Reading or writing silently-1 <input type="checkbox"/> Student is off task-2	An important theme is real courage . . .
9:15	ELL listens to partner explain, "So people see that he isn't bad."	<input type="checkbox"/> Student to Student- 1 <input type="checkbox"/> Student To Teacher-2 <input type="checkbox"/> Student to Small Group-3 <input type="checkbox"/> Student to Whole Class-4 <input type="checkbox"/> Teacher to Student-5 <input type="checkbox"/> Teacher to Small Group- 6 <input type="checkbox"/> Teacher to Whole Class- 7	1 way or two way <input type="checkbox"/> Student listening mostly to Student- 1 <input type="checkbox"/> Student listening mostly to Teacher-2 <input type="checkbox"/> Student listening mostly to Small Group-3 <input type="checkbox"/> Student listening to mostly Whole Class-4	<input type="checkbox"/> Reading or writing silently-1 <input type="checkbox"/> Student is off task-2	ELL listens to partner carefully and makes eye contact.
		<input type="checkbox"/> Student to Student- 1 <input type="checkbox"/> Student To Teacher-2 <input type="checkbox"/> Student to Small Group-3 <input type="checkbox"/> Student to Whole Class-4 <input type="checkbox"/> Teacher to Student-5 <input type="checkbox"/> Teacher to Small Group- 6 <input type="checkbox"/> Teacher to Whole Class- 7	1 way or two way <input type="checkbox"/> Student listening mostly to Student- 1 <input type="checkbox"/> Student listening mostly to Teacher-2 <input type="checkbox"/> Student listening mostly to Small Group-3 <input type="checkbox"/> Student listening to mostly Whole Class-4	<input type="checkbox"/> Reading or writing silently-1 <input type="checkbox"/> Student is off task-2	
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Introducing CAFE as the official home of the National Center for Multilingual Learner Shadowing (NCMLS)

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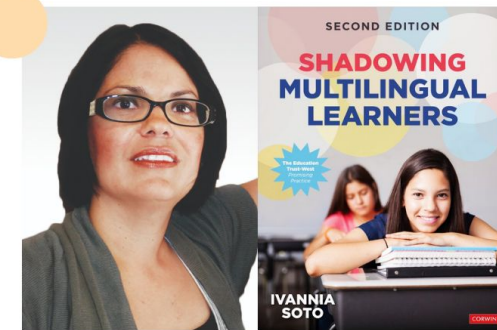
"Shadowing Re-Centers Instruction On What Multilingual Learners Actually Experience—Not What We Assume They Experience—So Educators Can Take Action Toward Equity."

- Ivannia Soto, Ph.D.

EQUITY WAS THE WORK.

LEGACY IS THE CHARGE.

CAFE LEADS the nation as the sole authorized provider of Dr. Ivannia Soto's work, the Multilingual Shadowing Protocol.



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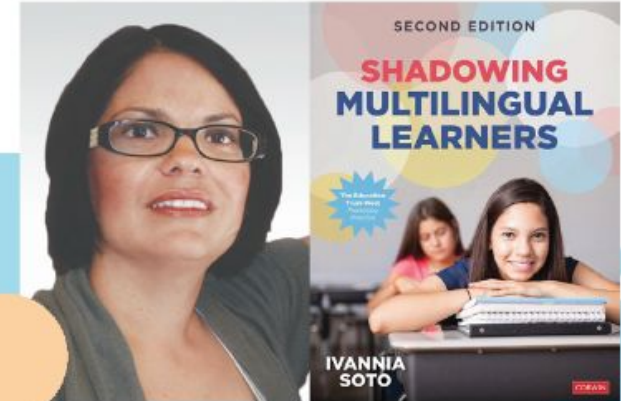


MULTILINGUAL LEARNER SHADOWING INSTITUTE

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July 23 & September 17, 2026 • 9:00 am - 3:00 pm

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