



TOM TORLAKSON  
State Superintendent  
of Public Instruction

# ELI Model

- Annual CELDT takers must advance *at least* one CELDT performance level from prior year to current year to be included in the numerator of the ELI calculation.

## Examples:

| Prior Overall CELDT Performance | Current Overall CELDT Performance | Does the LEA or School Receive Credit? |
|---------------------------------|-----------------------------------|----------------------------------------|
| Early Intermediate              | Low Intermediate                  | Yes                                    |
| High Intermediate               | Advanced                          | Yes                                    |
| Beginning                       | Beginning                         | No                                     |

# Celdt Preperation Lesson

**United States. Congress. House.  
Committee on Education and Labor.  
Subcommittee on Early Childhood,  
Elementary, and Secondary Education**

## **Celdt Preparation Lesson:**

**Preparing Teachers for Deeper Learning** Linda Darling-Hammond, Jeannie Oakes, 2021-02-08 Preparing Teachers for Deeper Learning answers an urgent call for teachers who educate children from diverse backgrounds to meet the demands of a changing world. In today's knowledge economy, teachers must prioritize problem solving ability, adaptability, critical thinking, and the development of interpersonal and collaborative skills over rote memorization and the passive transmission of knowledge. Authors Linda Darling-Hammond and Jeannie Oakes and their colleagues examine what this means for teacher preparation and showcase the work of programs that are educating for deeper learning, equity, and social justice. Guided by the growing knowledge base in the science of learning and development, the book examines teacher preparation programs at Alverno College, Bank Street College of Education, High Tech High's Intern Program, Montclair State University, San Francisco Teacher Residency, Trinity University, and University of Colorado Denver. These seven programs share a common understanding of how people learn that shape similar innovative practices. With vivid examples of teaching for deeper learning in coursework and classrooms, interviews with faculty, school partners, and novice teachers, surveys of teacher candidates and graduates, and analyses of curriculum and practices, *Preparing Teachers for Deeper Learning* depicts transformative forms of teaching and teacher preparation that honor and expand all students' abilities, knowledges, and experiences, and reaffirm the promise of educating for a better world.

**Preparing Teachers for Deeper Learning at San Francisco Teacher Residency** Tara Kini, Steven K. Wojcikiewicz, 2019-05-28 The San Francisco Teacher Residency case is one of seven that form the basis for the arguments and analyses presented in *Preparing Teachers for Deeper Learning*. Each case outlines the context, vision, and practices guiding a particular program's enactment and includes sample curricula, assessment, and feedback forms, and the program details that have contributed to its success. The cases are valuable reading for educators involved in developing teacher candidates who are self-directed, collaborative, social justice focused, and prepared to meet the needs of today's students and a changing society.

**Science Teacher Preparation in Content-Based Second Language Acquisition** Alandeom W. Oliveira, Molly H. Weinburgh, 2016-10-25 The primary purpose of this book is to provide science teacher educators with exemplars of professional development programs designed to prepare school teachers to effectively help language learners in science classrooms simultaneously gain language proficiency and conceptual understanding. To this end, this book examines seventeen science teacher preparation programs that span a wide variety of grade levels, elementary, middle, and secondary, countries, Italy, Luxemburg, Spain, UK, and US, and linguistic contexts, English as a Second Language, English as a Foreign Language, trilingual classrooms, and teaching deaf children science through sign language. The book is divided into three main parts. Each part consists of chapters that illustrate a common cross-cutting theme in science teacher preparation in content-based second language acquisition, namely pre-service teacher preparation, in-service teacher preparation, and international perspectives. Each part provides many

insights on the similarities and differences in the professional development approaches used to prepare science teaching with varied amounts of instructional experience help students in different parts of the world overcome linguistic barriers while simultaneously learning concepts central to science Bringing together researchers from various academic backgrounds science education TESOL and Applied Linguistics attention is given to varied facets of the intersection of science and language learning in the specific context of school teacher preparation *Integrating Inquiry Across the Curriculum*

Richard H. Audet, Linda K. Jordan, 2005-04-13 Inquiry is the fundamental first step in the learning process and oftentimes the least understood This finely edited volume enables educators to visualize inquiry as the unifying knowledge base to guide students through all major subject areas It is a must have guide for exploring ways to integrate concepts across different content areas **Impact of No Child Left Behind on English Language Learners** United States. Congress. House.

Committee on Education and Labor. Subcommittee on Early Childhood, Elementary, and Secondary Education, 2007

Researcher-Policymaker Partnerships Jenni W. Owen, Anita M. Larson, 2017-03-31 Gone are the days when researchers policymakers and practitioners each worked in isolation In recent years a few interrelated issues have emphasized the need for greater collaboration among these groups the increased emphasis on results and accountability particularly where public funds are at stake the need to improve services and the growing use of technology This book is about these all important partnerships specifically the relationships between those searching for evidence and those putting evidence to use designing and implementing policy at the federal state or local level Yet the science or art of how to create partnerships and how to make them work has just begun This book offers the reader a toolkit for effective researcher policymaker collaborations by exploring innovations underway around the country and developing an analytic framework to describe the process It asks questions such as What can we learn from these examples How can and should partners communicate Where should partners plan together and where is it best to leave some separation to respect the differences in our roles Through carefully chosen and organized case studies this book demonstrates the motivations that lead to partnerships the core elements of successful implementation and the lessons to be learned about sustaining these relationships It further examines the use of research once the research phase has concluded as well as the ever important consideration of investing in collaboration by both non profit and public sector funders For policymakers this book offers a greater appreciation of the role of research in the policy process and new insights into different types of research For researchers the book provides insights into how best to formulate questions how to work closely with those most affected and how to communicate findings in ways that can be more easily understood by those who are depending on clear answers Students of public policy public administration social work and education will find much to inform future roles in research policy or practice *ELL Shadowing as a Catalyst for Change* Ivannia Soto, 2012-02-29 This book helps teachers understand the classroom experience from the English language learner's viewpoint *Improving Education for English Learners*, 2010 *Second Language Acquisition Strategies and*

*Methods in the Classroom* Sharon Cathleen Davis, 2007      *Promoting Academic Achievement Among English Learners*  
Claude Goldenberg, Rhoda Coleman, 2010-04-14 Navigate the current research on promoting success among students who  
speak little or no English and discover specific recommendations for developing effective policies and programs

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