ACADEMIC POLICIES AND PROCEDURES

DeLeT
Day School Leadership through Teaching

Hebrew Union College – Jewish Institute of Religion

Jack H. Skirball Campus
Los Angeles, CA

Cohort 15
June, 2016 – July, 2017
# TABLE OF CONTENTS

- **Derech Eretz** ................................................................. 4
- **Observance and Kashrut** .................................................. 4

**Professionalism** .................................................................. 5
- **Attendance** ...................................................................... 5
- **Absence Protocol** ............................................................. 5
- **Punctuality** ...................................................................... 6
- **Technology Usage** ............................................................ 6

**Communication and Resources** .......................................... 7
- **Email** ............................................................................ 7
- **Sakai** ............................................................................ 7
- **Madaf L'Tochnit DeLeT** .................................................... 7

**Academic Expectations** ....................................................... 8
- **Standards for Academic Work** .......................................... 8
- **Course Withdrawals, Incompletes, and Failing Grades** ....... 8
- **Leave of Absence** ............................................................ 9
- **Assessment of Fellows and Evaluation of Courses** ............ 9
- **Course Evaluations** .......................................................... 9
- **Kallot** ........................................................................... 10

**State of California Requirements** ...................................... 11
- **Certificate of Clearance** .................................................. 11
- **Multiple-Subject Teaching Credential** .................................
  - **Requirements for Teachers Prepared in California** ............. 12
  - **Required Examinations** .................................................. 12
  - **California Subject Examinations for Teachers (CSET)** ...... 13
  - **Reading Instruction Competence Assessment (RICA)** ...... 13
  - **US Constitution Requirement** ........................................ 13
  - **Teacher Preparation Assessments** ................................. 14
  - **Extending the Deadline on Credential Requirements** ...... 14
  - **Public School Visits** ..................................................... 14
"DERECH ERETZ"

As DeLeT is a Fellowship that incorporates Jewish values, derech eretz is essential. The term derech eretz translates literally as the “way of the land” (i.e. doing what is right in a certain place). It refers to the incorporation of Jewish values into every domain of life.

Cohort learning at DeLeT is grounded in the concept of derech eretz. We learn as a cohort not only for what we can derive for ourselves but also for what we can contribute to a community of learners. “Commitment to support the growth of colleagues” is emphasized in the Norms of DeLeT.

Ways of demonstrating derech eretz include:
- Positive presupposition: presuming the best of others
- Weighing and valuing the contributions of others
- Respecting diversity of thought, opinion and experience
- Speaking kindly to and with tolerance of others
- Being a contributor who is both engaged and “self-limiting” (aware of the need for all voices to be heard)
- Maintaining confidentiality of information that is shared in seminar
- Acknowledging your mentors’ and clinical educator’s support and guidance
- Being sensitive to the rules of Kashrut

Observance and Kashrut

DeLeT is a “trans-denominational” program. DeLeT partners with day schools that are affiliated with the Reform, Conservative and Orthodox movements; and applicants to the program practice within all levels of observance; therefore, DeLeT observance seeks to be “all inclusive.”

Shabbat – DeLeT coursework, programs and events respect Shabbat observance. Please do not phone or email DeLeT faculty or administrators on Shabbat.

Kashrut – All meals and snacks provided by DeLeT are Certified Kosher. Any food that will be shared must also be Certified Kosher (with Hekhsher). The DeLeT administrative staff maintains separate dairy/pareve bowls, platters, and serving utensils on campus at HUC that are separate from other items on the premises.
PROFESSIONALISM

Professionalism in teaching includes appropriate dress, collaboration with colleagues, punctuality, demonstrating responsibility, and the use of appropriate professional language in communications with and about students, parents and colleagues.

Specific expectations of a professional (e.g. dress code) are determined by each day school. There are many ways to learn about the expectations in your school: 1) by reading the handbook and other formal communications regarding how teachers are to present themselves; 2) by observing what teachers do that is normative and acceptable in this setting; and 3) by asking the Mentor or day school administrator.

Attendance

Each DeLeT course has a full agenda of learning and Fellows are expected to attend every session. Unexcused absences are limited to one per course during the academic year; no unexcused absences are permitted during the summer. More than one unexcused absence in a course during the academic year may result in a grade of Fail; any unexcused absences during the summer may result in a grade of Fail. Excused absences are granted ONLY in cases of serious illness or family emergency. As soon as you are aware that you will be absent, you must communicate with the DeLeT Education Director.

Attendance at seminar takes precedent over day school-based activities such as in-service days, substitute teaching, parent-teacher conferences, field trips, etc. Absence from DeLeT for any of these activities is considered unexcused, unless the DeLeT Education Director has given you permission.

Attendance at all DeLeT events (retreats, Kallot, etc.) is mandatory.

Except for Tuesday/Thursday afternoons, attendance at your school is governed by your site school policy, as outlined in the faculty handbook or explained by your site school administration.

Absence Protocol

In the event of illness you must notify the day school administration and each of your mentors (per school protocol). Additionally, please email your Clinical Educator and the DeLeT Education Director to let them know you are sick and will not be at your school that day. You must also check in again later that day to give the school administrators, mentors, CE and DeLeT Education Director an update about your health and attendance for the next day.
**Punctuality**

Punctuality is expected at all DeLeT seminars, courses, and events. Being on time sends a clear message about the Fellow’s commitment to the DeLeT program, day school, and future teaching career. Fellows are expected to be punctual at their school, to be in the classroom **at least 15 minutes before the beginning of class** (maybe more), and to leave at the discretion of their mentors and in accordance with day school policies and guidelines. Whenever possible, make medical and personal appointments after school hours.

**Technology Usage**

Much of the work and communication within the DeLeT program is transmitted electronically; therefore, all DeLeT Fellows are required to own laptops and bring them to classes and events. Appropriate use of laptops, cell phones, and other electronic devices is expected during seminar and at the day school. This means **not using such devices for anything other than the work at hand**. It is offensive and distracting to both the instructor and your colleagues to multitask during class time. This includes emailing, social networking, internet usage, etc. When a laptop is not required during class, it should be closed or put away.
COMMUNICATIONS AND RESOURCES

Email

Each student is assigned a Hebrew Union College email address ending in @huc.edu. All DeLeT-related communications will utilize this address (including use by instructors). Please do not ask instructors to use your personal email address instead. Your huc.edu email address keeps you within the server, which assures that emails do not get “kicked back” Fellows are expected to check their HUC email daily (except Shabbat).

SAKAI

Sakai is HUC-JIR’s secure (password-protected) collaborative learning environment. It is a platform that allows faculty and Fellows to access and manage all their course and project resources at any time and from any computer. Sakai’s features are designed to supplement and enhance teaching and learning, while its tools help organize communication and resource management. Sakai plays an important role in DeLeT by coordinating all program resources and the latest information in the DeLeT program site. The HUC Sakai CLE is a project of the Department of Technology and e-Learning at HUC-JIR which can be reached for assistance at desupport@huc.edu. Use of Sakai also assists us in being an almost-paperless program.

Madaf L’Tochnit DeLeT

Madaf L’Tochnit DeLeT is a “bookshelf” of titles which are core to the DeLeT program. It lists required texts by semester, and provides a teacher’s reference section. Each day school will have a number of these books in the teacher’s reference section in its own library. Fellows should purchase the books well in advance of the term for which they are assigned.
ACADEMIC EXPECTATIONS

DeLeT is a “cohort-based” program. Fellows take all courses together, sharing the same experiences and learning as courses build on one another. Because of the value we place on this collaboration, special policies apply when Fellows are unable to successfully complete a course. Please note that these policies supersede policies regarding the same topics in the National Student Academic Handbook.

Standards for Academic Work

As a graduate level program, Fellows are expected to utilize Standard English expression and spelling in written work, as well as standard form (APA of MLA) for citing sources, using footnotes, and constructing bibliographies.

All work submitted must be typed using computer skills commensurate with assignments at this level. Work that is careless, incomplete, or does not meet minimum standards will need to be resubmitted. The program is designed to encourage collaboration between the Fellows, their Mentors, CEs, and instructors; Fellows are encouraged to use and enjoy this support system as appropriate in order to achieve success with assignments.

Course Withdrawal, Incompletes, and Failing Grades

DeLeT instructors and administrators want to ensure the success of each Fellow. They will work with Fellows to achieve passing grades through individualized pathways such as instructor-guided independent study, alternative assignments, and other means of demonstrating competence in the course material. Key to success is identifying and reporting extenuating circumstances in a timely manner, developing an alternative plan with the instructor and obtaining the approval of the DeLeT Education Director. Each instance is considered individually, weighing performance in other classes, progress toward course completion, communication with instructor and administration, and other factors.

In the event of extenuating circumstances and in consultation with DeLeT Education Director, a fellow may withdraw from a course in the early days or weeks of a course or take an incomplete if s/he has completed most of the course requirements. When this determination is made, the Fellow needs to formulate a plan with the instructor and the DeLeT Education Director as to how and when s/he will fulfill the requirements to complete the course in an alternative manner within one month. This plan must be presented to the DeLeT Director for approval.

Incomplete grades must be resolved by the end of the break following the coursework, prior to beginning new coursework. Failure to resolve grades of Incomplete within the requisite time frame will result in a grade of F and may lead to the student being placed on probation. One condition of probation is that the student must develop a plan for completing the requirement in accordance with the procedures outlined in the section on withdrawing from a course above.
If an acceptable plan is not filed within one month of the end of the course, the student may be dismissed from the program. If a student carries more than 2 incompletes, or one incomplete and one Fail, he or she may be dismissed from the program.

Students failing a course are required to present an alternative method of completing the course requirements within a month of being notified of the failing grade following the same procedures as outlined in the section on withdrawing from a course (above). Students failing more than one course will be dismissed from the program.

**Leave of Absence**

Due to the sequenced cohort nature of DeLeT, Fellows may not take a leave of absence. Withdrawal from a course does not constitute a leave of absence. See the policy regarding withdrawal from courses for further detail.

**Assessment of Fellows/Interns and Evaluation of Courses**

Assessments provide Fellows/Interns with important feedback and guidance. Three times during the academic year, DeLeT Fellows complete a self-assessment that is formally reviewed with the Mentors and CEs. The Mentor and Clinical Educator also provide written responses/comments. Assessment is based on the Fellow’s progress in meeting criteria presented in the DeLeT Framework for Teaching. Feedback is based on concrete evidence and observations provided by the Fellow/Intern, Mentor, or CE. Ultimately, assessment aims to encourage reflection and engender professional and personal growth.

**Course Evaluations**

At the conclusion of each course, Fellows are required to provide a course evaluation. Fellows’ thoughtfulness shapes the basis for future rethinking and restructuring of the learning experience. An evaluation form must be completed by each Fellow before he/she receives a grade. Instructors are required to submit fellow grades before viewing course evaluations, which may be submitted anonymously.

At the end of the academic year, Fellows are asked to provide summative feedback on their work with Mentors, Clinical Educators, and overall DeLeT experiences.
**Kallot**

During the school year, there are two *Kallot* (study sessions) in the fall and in spring semesters. Each Kallah is a designated part of a specific DeLeT course, and also includes visits to participating DeLeT site schools. Attendance is mandatory.

The following guidelines facilitate both travel and participation:

- Each Fellow makes his/her own travel reservations including purchasing tickets. See the section on “Travel” for more specific guidelines.

- Fellows bring required curricular materials, along with materials designated by the *Kallah* coordinator.

- Snacks, water, and lunch are provided by DeLeT. *DeLeT tries but cannot always provide for special dietary needs. If you have food restrictions, please bring your own snacks and meals.*

- Fellows are encouraged to plan additional meals and outings together.
STATE OF CALIFORNIA REQUIREMENTS FOR
PRELIMINARY MULTIPLE-SUBJECT TEACHING CREDENTIAL

Certificate of Clearance

The California Commission on Teacher Credentialing (CTC) requires the Certificate of Clearance as an initial step in applying for a California Preliminary Multiple Subject Teaching Credential. (IMPORTANT NOTE: The Department of Social Services [DSS] requires that all schools with children aged 4 and under have all of their employees fingerprinted. Unfortunately, the set of prints required by the DSS does not fulfill the credential requirements of the CTC. However, you can fill out and take both sets of forms (from the CTC and your school) to the LiveScan operator to be completed at the same time. Fellows will not be able to begin ‘teaching’ without a Certificate of Clearance.

Please read and follow the instructions carefully:

- Go to [http://www.ctc.ca.gov/credentials/how-to-apply.html](http://www.ctc.ca.gov/credentials/how-to-apply.html). This webpage link and the instructions below will help you to navigate the Certificate of Clearance process.
- When you get to this website, scroll half-way down the page to the section titled Certificate of Clearance.
- This is what you will see: **Apply online (the quickest method), using the instructions provided below:**
  a. Print three copies of Livescan 41-LS form
     [http://www.ctc.ca.gov/credentials/leaflets/41-LS.pdf](http://www.ctc.ca.gov/credentials/leaflets/41-LS.pdf)
  b. Submit the three copies of the Livescan 41-LS form and processing fees to the LiveScan operator when the prints are taken. Here is a listing of locations: [http://caag.state.ca.us/fingerprints/publications/contact.html](http://caag.state.ca.us/fingerprints/publications/contact.html)
  d. Complete the online application
  e. Using a VISA or MasterCard debit or credit card, complete the authorized transaction fee
  f. Immediately following the successful submission of the online application, an e-mail will be sent containing a confirmation number and a link to the Track Payment web page.

The Livescan forms when printed from this site are filled in for you to be sent directly to the Commission on Teacher Credentialing. After you have your fingerprints taken and turned in the Livescan form to the fingerprint taker, you must then fill in the rest of the application found in Online Direct Application Site and pay another required fee.
The next section asks for Employer Information. Fill in the name and address of your assigned site school. Ask the human resources person at your school what the five digit code assigned by the Department of Justice (DOJ) is for the school and put it in the space provided for Mail Code.

The bottom box of the page will be filled in by the Livescan operator. The Livescan operator keeps the first copy, the second copy goes to the Commission on Teacher Credentialing, and the third copy is for your records.

Within a few weeks you will receive your certificate of clearance online from the commission. Send a copy of your certificate of clearance to Bonnie Sharfman, DeLeT Credential Coordinator bsharfman@huc.edu so that it can be placed in your credential file at HUC-JIR.

**Multiple Subject Teaching Credential Requirements for Teachers Prepared in California**

The following list outlines the requirements to be completed in order for you to be recommended for a California Multiple Subjects Teaching Credential based on the requirements of the State of California Commission on Teacher Credentialing. At different points in the DeLeT application process and program, you will have completed each of these requirements. Use this two-page checklist to keep your accomplishments on track.

I. Before the DeLeT Program begins candidates must fulfill the following requirements:

- Possess baccalaureate or higher degree.

- Obtain a Certificate of Clearance (i.e. be fingerprinted by the California government). Information on this process can be found at [http://ag.ca.gov/fingerprints](http://ag.ca.gov/fingerprints).

- Register for, and take the California Subject Examinations for Teachers (CSET) (a standardized test for teachers required by the State of California that fulfills both the “subject matter requirement” and the “basic skills requirement”). More information on the CSET can be found at [http://www.cset.nesinc.com](http://www.cset.nesinc.com).

I. The DeLeT Program fulfills the following requirements:

- **Completion of an accredited teacher preparation program**
  - Fulfillment completed via matriculation and graduation from the DeLeT Program

- **Pass four Teaching Performance Assessments (TPA’s)**
  - Preparation and fulfillment will be embedded into the DeLeT coursework. Candidates must earn 12 points out of a possible 16 points for the four tasks to pass the state’s minimum requirement.
• Satisfy the “Developing English Language Skills, including Reading” requirement by completing a course that includes: systematic study of phonemic awareness, phonics, and decoding; literature, language and comprehension; and diagnostic and early intervention techniques (Preparation for RICA exam – see below).
  o Fulfillment of this requirement via DeLeT - Reading, Language, and Literature course, 3 units

• Complete foundational computer technology course work that includes general and specialized skills in the use of computers in educational technology
  o Fulfillment of this requirement via DeLeT - Technology course, 1 unit

Required Examinations

CSET (California Subject Examinations for Teachers)

All candidates for the California Preliminary Multiple Subject Teaching Credential must pass three CSET multiple subject exams plus the CSET writing exam.

You must take all of the CSET exams before student teaching begins in the fall. The CSET is given electronically Monday – Saturday at test centers throughout California. Test study book for the CSET are available at most major booksellers.

For information about the CSET and to sign up for the computer-based exam, go to: http://www.cset.nesinc.com/. The HUC-JIR code that you supply on the form is 531. It is your responsibility to forward all of your test results to the DeLeT administrative assistant as well as the Credential Coordinator.

NOTE: If you have taken the CBEST you do not need to take the writing portion of the CSET.

RICA (Reading Instruction Competence Assessment)

All candidates for the California Preliminary Multiple Subject Teaching Credential must pass the RICA. For information about the RICA and to sign up for the computer-based, written exam, go to: http://www.rica.nesinc.com. The HUC-JIR code that you supply on the form is 531. It is your responsibility to forward your test results to the DeLeT administrative assistant as well as the Credential Coordinator. Make plans to take the RICA in August. One of the courses required in the first summer, Reading, Language and Literature, will help you prepare for the exam. DeLeT may also offer a special RICA study session.
US Constitution Requirement

There are two ways to satisfy this requirement:

- One is to have taken a course in college that covers the U.S. Constitution. You must make a copy of your transcript plus a copy of the course syllabus. Scan and email these materials to Bonnie Sharfman, DeLeT Credential Coordinator, bsharfman@huc.edu. A decision will then be made to determine if the course satisfies this requirement.
- The second way is to take a 50 question multiple-choice exam on the U.S. Constitution. The exam including a study guide is found online at: http://www.usconstitutionexam.com

TPAs (Teacher Preparation Assessments)

The Teacher Performance Assessments (TPAs) are four written tasks required by the State of California. They must be successfully completed before a fellow can be recommended to the California Commission on Teacher Credentialing for a preliminary multiple-subject teaching credential. A score of 3 or 4 is considered passing. Scores of 1 or 2 are unsatisfactory and must be resubmitted for a passing grade.

- The four TPA tasks are scored by state assessors four times during the academic year.
- The cost to score all tasks is $400, payable by check made out to HUC at the beginning of the academic year.
- Fellows who are late in submitting their TPA tasks may see this reflected in their field-work grades.
- Fellows who do not pass a task will be allowed to re-submit it for a passing grade. Additional resubmissions will cost $100 each.

Extending the Deadline on Credential Requirements

Fellows may petition to defer the completion of some credential requirements until after the conclusion of the 13-month Fellowship. This applies only to TPA’s required by the Commission on Teacher Credentialing and not to DeLeT academic coursework or other academic parts of the program (e.g. Kallot). The Fellow must submit a written petition to the Credential Coordinators explaining the reason for the request. The Fellow must then meet with the DeLeT Education Director or one of the DeLeT Credential Coordinators to discuss the petition and to develop a timeline for completing the requirements. The petition and timeline are then submitted to the DeLeT Director. If the petition and timeline are approved by the DeLeT Director, the Fellow must complete all requirements within one year of the conclusion of the fellowship. The Fellow may be recommended for the California credential only after all requirements are completed satisfactorily.
Public School Visits

During the course of the year, in alignment with the State of California’s requirements, each DeLeT intern will have the opportunity to engage with a Public School. There will be over 30 hours of classroom visits, a week in January and May to teach in your Public School classroom and participation in professional development in your Public School. The administration takes responsibility for arranging your visits and you will be provided with a yearly calendar which details those dates.

A public school participation form will be completed and turned in to the Education Director monthly.

During your public school visits, it is important to remember that you are a representative of DeLeT, of HUC, and at times, of Judaism itself. Visitors are expected to be punctual, dress appropriately, and participate actively and observe attentively. Please be professional in every aspect of your visit and remember to express appreciation in written form to the hosting school.
PROGRAM ADMINISTRATION

Student Loans

Under certain circumstances, DeLeT Fellows may be eligible for guaranteed student loans. If you would like to inquire about applying for a student loan, contact Hebrew Union College’s Director of Financial Aid as soon as possible. If you decide to apply for a student loan, you will be required to complete several forms. **All questions should be directed to Roseanne Ackerley, HUC Director of Financial Aid, at rackerley@huc.edu or (212) 824-2206.**

In addition, Fellows may be able to receive short-term interest-free **emergency loans** from Hebrew Union College. See the DeLeT Program Associate for more information.

Travel and Reimbursement

During the year, Fellows will be traveling to visit one another’s day schools during *Kallot*. Scheduling these dates is done well in advance so participants can take advantage of the lowest fares in air travel. Please check these dates in your DeLeT Calendar. Book your reservations online at Southwest Airlines ([www.southwest.com](http://www.southwest.com)) or another airline with comparable fares. Please note that the following policies will apply:

- Fellows purchase their own tickets and are reimbursed by DeLeT.
- DeLeT will reimburse up to a maximum of $200 round trip.
- **Original Receipts** must be submitted to the Program Associate. E-receipts are acceptable.
- Receipts should be submitted immediately. Receipts older than 30 days will not be reimbursed, per HUC policy.
- Please seek out the most economical means of getting from your home to the airport and back. You are responsible for the costs of ground transportation and airport parking.
- Coordinate with other Fellows in your area to go to and from your destination so that you can take advantage of options such as renting a car together at your destination (as opposed to taking separate cabs or shuttles).
- Remember to print boarding passes.
- Bring money to cover breakfast and dinner costs.
- Try to arrange housing at the homes of your cohort members. The DeLeT Program Associate can often assist in finding housing with recent DeLeT alumni as well.
EXTRACURRICULAR GUIDELINES

Extra Responsibilities at Site Schools

DeLeT is an intensive and rigorous program of teacher preparation. Interns may not assume additional responsibilities at the day school without prior consultation with the Education Director.

Substitute Teaching

DeLeT Interns may function as substitute teachers ONLY in their own classrooms and only when:

• there is advance notice;
• the DeLeT Education Director has approved the request in advance;
• the substituting does not exceed a day or two; and
• the substituting provides a learning experience for Intern (i.e., it serves the needs of both the school and the Intern).

If at any point during the year the Intern substitutes for more than two (2) consecutive days, the school is obligated to provide the DeLeT Intern with appropriate compensation.
PROBLEM SOLVING

Communicating with DeLeT: Dealing with Concerns

It is DeLeT’s policy to deal with concerns that may arise in a direct and timely way. DeLeT staff maintain an open door policy, and any staff member can help direct your questions appropriately. To facilitate communication with DeLeT, please begin by noting the following areas of responsibility and contacts:

DeLeT Program Associate
- Financial needs
- Travel
- Reimbursements

Mentor teacher, school liaison or Clinical Educator
- School-based concerns

Clinical Educator
- Communication between Intern and Mentor
- Difficulties or questions with Inquiry assignments

Credential Coordinator
- Communication regarding State of CA Multi-Subject Teaching Credential

Associate Education Director
- Academic matters
- Academic credits
- Communication between Intern and course instructor
- Communication about spiritual/religious issues

Education Director
- Concerns about the overall program
- Communication between Intern and Clinical Educator
- Communication between Mentor and Clinical Educator
- Future professional placement

DeLeT Administrative Director
- Possibilities for future graduate study within HUC-JIR or other institutions
- Questions about Kallot

National Director of the Schools of Education
- Exit interviews, scheduled in second summer.
DeLeT Professional Staff 2016-2017

- Dr. Miriam Heller Stern – National Director of the Schools of Education
  mstern@huc.edu (appointments: 213-765-2115)

- Ms. Eileen Horowitz – DeLeT Education Director
  ehorowitz@huc.edu; 213-765-2162

- Rabbi Deborah Schuldenfrei – DeLeT Associate Education Director
  dschuldenfrei@huc.edu 310-935-9730

- Rivka Ben Daniel – Coordinator of DeLeT L'Ivrit and Lecturer in Teacher Education
  rbendaniel@huc.edu; 818-554-7123

- Dr. Bonnie Sharfman – DeLeT Credential Coordinator and Induction Coordinator
  bsharfman@huc.edu; 310-701-8819

- Ms. Esty Gross – Associate Coordinator of DeLeT L'Ivrit and Visiting Lecturer in Hebrew Language Instruction
  egross@huc.edu

- Ms. Caryn Barkin – DeLeT Program Associate
  cbarkin@huc.edu; 213-765-2178

- Roseanne Ackerley – HUC Director of Financial Aid
  rackerley@huc.edu; 212-824-2206
Addressing Serious Difficulties

A problem may arise at any time during the Internship year. Although it is often difficult to articulate its exact nature, it is important to recognize that a problem exists as early as possible. Open communication with Mentors, Clinical Educator, School Liaison, DeLeT Academic Coordinator, and DeLeT Education Director are encouraged in order to provide the support Interns need.

Simple problems can be addressed directly by the Mentor, Clinical Educator, School Administration or Education Director. Such problems may include:

- Any minor deviation from the professional norms of the school
- Any obstacle or inability to perform classroom tasks satisfactorily
- Unwillingness to assume new teaching responsibilities
- Difficulties in personal presentation, collegiality, planning or teaching

Other problems should be analyzed for their severity and/or pervasiveness. Examples include:

- Repeated and/or severe deviations from the professional norms of the school
- Repeated and/or severe inability to perform classroom tasks
- Repeated unwillingness to assume new responsibilities
- Significant difficulties in personal presentation, collegiality, planning, or teaching
- Manifestation of lack of understanding of a problem articulated by Mentor, Liaison, Clinical Educator, Associate Education Director, Education Director and/or Director, or the inability to address such a problem in spite of consistent feedback and guidance
- Consistent disrespect/disregard for the ideology, programs, or policies of the day school or DeLeT

Should one or several serious difficulties arise, the Mentor, Liaison, Clinical Educator, Associate Education Director, Education Director and/or Director will immediately bring the problem to the attention of the Intern. In addition, a meeting will be held with this support team to develop strategies for gathering information about the difficulties, documenting the difficulties, and meeting with the Intern to bring about improvement.
The Clinical Educator or Education Director then notifies the Intern that the problem has reached a serious stage and calls a meeting which may include any or all of the above individuals. The purposes of this meeting are to:

- Communicate clearly to the Intern the nature of the difficulty/ies
- Develop an understanding of any circumstances that may be affecting the Intern’s performance
- Develop a strategy for improving the Intern’s behavior and or remediating the difficulty/ies
- Establish a timeline for improvement, including a date for a follow-up meeting

At the follow-up meeting, one of the following conclusions can be reached:

- There has been sufficient evidence of improvement in the Intern’s behavior or performance
- There has been insufficient improvement or change and additional steps need to be taken
- There is little or no evidence of change and termination of the Internship appears warranted.

**Terminating the Internship**

In accordance with the terms of the “Letter of Agreement” signed by all DeLeT Interns, the Internship may be terminated in three ways:

- The Intern writes a letter to the DeLeT Director resigning from the DeLeT program;
- The placement school terminates the Intern for cause;
- No fault termination occurs when circumstances beyond the control of the program, the school or the Intern occur.
DeLeT Handbook

2016-2017

Cohort 15

With generous support from the
Jim Joseph Foundation

DeLeT
Hebrew Union College-Jewish Institute of Religion
Jack H. Skirball Campus
3077 University Avenue
Los Angeles, CA 90007
213-765-2178
Mission Statement
DeLeT, a program of the Rhea Hirsch School of Education is dedicated to fostering teaching excellence in Jewish day schools in North America. DeLeT is supported by a dedicated group of foundations and philanthropists with major support from the Jim Joseph Foundation. DeLeT carries out its mission in two locations, HUC-JIR/Los Angeles on the West Coast and Brandeis University on the East Coast. The program consists of coordinated recruitment strategies, a 13-month fellowship program combining academic coursework with mentored experience in Jewish day schools, guidance from a Clinical Educator throughout the internship experience, mentor teacher institutes, annual day-long seminars for heads of school, and a program of induction support for DeLeT alumni in their first two years of teaching.

DeLeT – Day School Leadership through Teaching is an innovative approach to:
• attract new people into day school teaching,
• prepare them to become good novice day school teachers, and
• retain them in the field of day school education by providing induction support.

DeLeT prepares fellows/interns for a day school career by helping them to:
• develop a vision of good teaching and a strong beginning teaching practice,
• utilize the latest research and thinking about teaching,
• acquire the tools to learn in and from teaching,
• investigate the possibilities and challenges of curriculum integration,*
• contribute to the creation of a powerful Jewish learning community in a day school, and
• become part of a professional community of learners and future leaders in day schools.

DeLeT advocates an approach to teaching excellence that assumes that the knowledge base of teaching is developed and improved over the course of a teacher’s professional lifetime. DeLeT helps new teachers take their first steps through the ‘delet’ (doorway) and leads them into a day school career by providing them with the wisdom of outstanding academic faculty, the experience of administrators in DeLeT site schools, the collegiality and support of a learning cohort, and the guidance of mentor teachers who work with them every day.

* bringing Jewish values and ideas into the general studies curriculum
The heart of the DeLeT program at HUC-JIR is a 13-month fellowship during which fellows receive a stipend (Fellows are also eligible to apply for guaranteed student loans through the Financial Aid Office of Hebrew Union College). Fellows are recruited and selected on the basis of their potential to succeed in the DeLeT program and the day school teaching profession, and placed in internships in Jewish day schools in the Los Angeles, San Diego, and San Francisco Bay areas. Fellows spend two summers studying education and Judaic studies at the Rhea Hirsch School of Education. During the intervening year, they are assigned to a day school teaching internship totaling four days each week under the guidance of two mentor teachers, one in general studies, one in Judaic studies. Two afternoons each week fellows continue their studies at HUC, either in person or via video conference. Through a carefully staged sequence of teaching responsibilities, fellows gradually learn the intricacies of teaching and, just as importantly, they learn how to think like sophisticated teachers so that they can continue to learn about teaching throughout their careers.

Fellows/Interns teach in both general studies and Judaic studies classrooms in order to:

- develop inquiry-driven ways of thinking critically about classroom teaching,
- develop teaching skills,
- gain insights into working with children and their families,
- learn how to infuse classroom life with Jewish and American values,
- develop the capacity to reflect on their teaching,
- nurture their own growth as teachers, as Jews, and as human beings, and
- create ways to bring Jewish studies and general studies into relationship with one another in children’s learning experiences.

The DeLeT Framework for Teaching guides the fellows’ learning experiences both in the academic setting and in their site school internships. The Framework serves as the basis for on-going assessment of fellows’ development as beginning Jewish day school teachers. At the same time, the Framework allows for specific learning opportunities for each fellow in response to their unique backgrounds, experience and professional aspirations.

Fellows who successfully complete the 13-month fellowship are awarded a Certificate in Day School Teaching from Hebrew Union College-Jewish Institute of Religion and also may earn a California Preliminary Multiple Subject Teaching Credential. Fellows may then seek teaching positions at Jewish day schools or apply to continue their graduate education in the RHSOE’s Master of Arts in Jewish Education (MAJE) program.

Fellows are expected to use their preparation and experience in DeLeT to continue to teach in Jewish day schools once they become DeLeT alumni. DeLeT provides induction support to fellows in their first few years of teaching by a trained mentor designated by the school at which they teach and by providing a Clinical Educator for consultation and guidance. DeLeT also works with schools in which alumni are employed to encourage the schools to develop an optimum environment for new teacher learning. Fellows are encouraged to continue their professional preparation in Jewish education by considering the MAJE program at the Rhea Hirsch School of Education.
The Norms of DeLeT

In order to support fellows’ learning, DeLeT promotes the following norms:

- Continuous inquiry
- Constant reflection in and on practice
- Decision-making drawing on Jewish and American values
- Professional practice rooted in the latest research and thinking about general and Jewish education
- Collaborative learning
- Ongoing assessment/goal-setting
- Commitment to teaching as a learning profession
- Commitment to support the growth of colleagues
The DeLeT Vision of a Jewish Day School Teacher

The goal of DeLeT is to help fellows become teachers who:

- See themselves as Jewish educators
- Create a classroom learning community infused with Jewish and American values
- Foster collaborative learning
- Engage students in a learning environment which is rich in daily living experiences of Judaism
- Stimulate inquiry-based learning
- Engage students in active, constructivist learning
- Honor and accommodate the individuality of each student thereby meeting the needs of all learners
- Continuously monitor and assess student learning in order to refine their teaching
- Provide opportunities for themselves and their students to produce excellent work
- Use reflective thinking to grow as human beings, as Jews, and as professional teachers
- Support learning which conveys a multiplicity of understandings within a given subject matter area
- Help students grasp “big ideas” and “enduring understandings” in the disciplines they are teaching
- Create classrooms in which general and Jewish learning are brought into relationship with one another (“integration”) in ways that challenge students to think about what it means to be a Jew in the larger society
- Understand and support the multiple contexts in which Jewish education takes place (family, synagogue, community, etc.)
STATE OF CALIFORNIA REQUIREMENTS FOR
PRELIMINARY MULTIPLE-SUBJECT TEACHING CREDENTIAL

Certificate of Clearance

The California Commission on Teacher Credentialing (CTC) requires the Certificate of Clearance as an initial step in applying for a California Preliminary Multiple Subject Teaching Credential. (IMPORTANT NOTE: The Department of Social Services [DSS] requires that all schools with children aged 4 and under have all of their employees fingerprinted. Unfortunately, the set of prints required by the DSS does not fulfill the credential requirements of the CTC. However, you can fill out and take both sets of forms (from the CTC and your school) to the LiveScan operator to be completed at the same time. Fellows will not be able to begin ‘teaching’ without a Certificate of Clearance.

Please read and follow the instructions carefully:

- Go to http://www.ctc.ca.gov/credentials/how-to-apply.html. This webpage link and the instructions below will help you to navigate the Certificate of Clearance process.
- When you get to this website, scroll half-way down the page to the section titled Certificate of Clearance.
- This is what you will see: Apply online (the quickest method), using the instructions provided below:
  b. Submit the three copies of the Livescan 41-LS form and processing fees to the LiveScan operator when the prints are taken. Here is a listing of locations: http://caag.state.ca.us/fingerprints/publications/contact.html
  c. Navigate to the Commission’s Online Direct Application Site: https://teachercred.ctc.ca.gov/cctc_phase3/InteractionMgr?interactionmgr.interaction=Enter_GeneralApplication
  d. Complete the online application
  e. Using a VISA or MasterCard debit or credit card, complete the authorized transaction fee
  f. Immediately following the successful submission of the online application, an e-mail will be sent containing a confirmation number and a link to the Track Payment web page.

The Livescan forms when printed from this site are filled in for you to be sent directly to the Commission on Teacher Credentialing. After you have your fingerprints taken and turned in the Livescan form to the fingerprint taker, you must then fill in the rest of the application found in Online Direct Application Site and pay another required fee.
The next section asks for Employer Information. Fill in the name and address of your assigned site school. Ask the human resources person at your school what the five digit code assigned by the Department of Justice (DOJ) is for the school and put it in the space provided for Mail Code.

The bottom box of the page will be filled in by the Livescan operator. The Livescan operator keeps the first copy, the second copy goes to the Commission on Teacher Credentialing, and the third copy is for your records.

Within a few weeks you will receive your certificate of clearance online from the commission. Send a copy of your certificate of clearance to Bonnie Sharfman, DeLeT Credential Coordinator bsharfman@huc.edu so that it can be placed in your credential file at HUC-JIR.

Multiple Subject Teaching Credential
Requirements for Teachers Prepared in California

The following list outlines the requirements to be completed in order for you to be recommended for a California Multiple Subjects Teaching Credential based on the requirements of the State of California Commission on Teacher Credentialing. At different points in the DeLeT application process and program, you will have completed each of these requirements. Use this two-page checklist to keep your accomplishments on track.

I. Before the DeLeT Program begins candidates must fulfill the following requirements:

- Possess baccalaureate or higher degree.
- Obtain a Certificate of Clearance (i.e. be fingerprinted by the California government). Information on this process can be found at http://ag.ca.gov/fingerprints.
- Register for, and take the California Subject Examinations for Teachers (CSET) (a standardized test for teachers required by the State of California that fulfills both the "subject matter requirement" and the "basic skills requirement"). More information on the CSET can be found at http://www.cset.nesinc.com.

I. The DeLeT Program fulfills the following requirements:

- **Completion of an accredited teacher preparation program.**
  - Fulfillment completed via matriculation and graduation from the DeLeT Program

- **Pass four Teaching Performance Assessments (TPA’s).**
  - Preparation and fulfillment will be embedded into the DeLeT coursework. Candidates must earn 12 points out of a possible 16 points for the four tasks to pass the state's minimum requirement.
• **Satisfy the “Developing English Language Skills, including Reading” requirement by completing a course that includes: systematic study of phonemic awareness, phonics, and decoding; literature, language and comprehension; and diagnostic and early intervention techniques (Preparation for RICA exam – see below).**
  - Fulfillment of this requirement via DeLeT - Reading, Language, and Literature course, 3 units

• **Complete foundational computer technology course work that includes general and specialized skills in the use of computers in educational technology.**
  - Fulfillment of this requirement via DeLeT - Technology course, 1 unit

### Required Examinations

**CSET (California Subject Examinations for Teachers)**

All candidates for the California Preliminary Multiple Subject Teaching Credential must pass three CSET multiple subject exams plus the CSET writing exam.

You must take all of the CSET exams before student teaching begins in the fall. The CSET is given electronically Monday – Saturday at test centers throughout California. Test study book for the CSET are available at most major booksellers.

For information about the CSET and to sign up for the computer-based exam, go to: [http://www.cset.nesinc.com/](http://www.cset.nesinc.com/). The HUC-JIR code that you supply on the form is 531. It is your responsibility to forward all of your test results to the DeLeT administrative assistant as well as the Credential Coordinator.

**NOTE:** If you have taken the CBEST you do not need to take the writing portion of the CSET.

**RICA (Reading Instruction Competence Assessment)**

All candidates for the California Preliminary Multiple Subject Teaching Credential must pass the RICA. For information about the RICA and to sign up for the computer-based, written exam, go to: [http://www.rica.nesinc.com](http://www.rica.nesinc.com). The HUC-JIR code that you supply on the form is 531. It is your responsibility to forward your test results to the DeLeT administrative assistant as well as the Credential Coordinator.

Make plans to take the RICA in August. One of the courses required in the first summer, Reading, Language and Literature, will help you prepare for the exam. DeLeT may also offer a special RICA study session.
US Constitution Requirement

There are two ways to satisfy this requirement:

- One is to have taken a course in college that covers the U.S. Constitution. You must make a copy of your transcript plus a copy of the course syllabus. Scan and email these materials to Bonnie Sharfman, DeLeT Credential Coordinator, bsharfman@huc.edu. A decision will then be made to determine if the course satisfies this requirement.

- The second way is to take a 50 question multiple-choice exam on the U.S. Constitution. The exam including a study guide is found online at: http://www.usconstitutionexam.com

TPAs (Teacher Preparation Assessments)

The Teacher Performance Assessments (TPAs) are four written tasks required by the State of California. They must be successfully completed before a fellow can be recommended to the California Commission on Teacher Credentialing for a preliminary multiple-subject teaching credential. A score of 3 or 4 is considered passing. Scores of 1 or 2 are unsatisfactory and must be resubmitted for a passing grade.

- The four TPA tasks are scored by state assessors four times during the academic year.
- The cost to score all tasks is $400, payable by check made out to HUC at the beginning of the academic year.
- Fellows who are late in submitting their TPA tasks may see this reflected in their field-work grades.
- Fellows who do not pass a task will be allowed to re-submit it for a passing grade. Additional resubmissions will cost $100 each.

Extending the Deadline on Credential Requirements

Fellows may petition to defer the completion of some credential requirements until after the conclusion of the 13-month Fellowship. This applies only to TPA’s required by the Commission on Teacher Credentialing and not to DeLeT academic coursework or other academic parts of the program (e.g. Kallot). The Fellow must submit a written petition to the Credential Coordinators explaining the reason for the request. The Fellow must then meet with the DeLeT Education Director or one of the DeLeT Credential Coordinators to discuss the petition and to develop a timeline for completing the requirements. The petition and timeline are then submitted to the DeLeT Director. If the petition and timeline are approved by the DeLeT Director, the Fellow must complete all requirements within one year of the conclusion of the fellowship. The Fellow may be recommended for the California credential only after all requirements are completed satisfactorily.
DeLeT Courses 2016-2017

FIRST SUMMER

DLT 501 – Teaching and Learning Seminar – 3 units
This core, year-long course offers a repertoire of skills and strategies necessary to engage in successful teaching. Through guided reflection and analysis of teaching experiences, students develop a personal vision for what it means to be a Jewish day school teacher. The course integrates current education research with the internship experience. The first of the four-part course focuses on elements of instruction.

DLT 550 - Introduction to Jewish Texts 1 – 2 units
This course introduces students to the major genres of Jewish text, with an emphasis on the prayer book and Jewish values. The course examines the characteristics of the texts, the broad issues raised by studying the texts, and the pedagogical concerns surrounding the teaching of the texts in the context of Jewish day school.

DLT 510 - Child Development and Learning – 2 units
This course is an inquiry into learning and development of children from early childhood through adolescence with emphasis on the elementary grades. Surveying the work of major child development theorists, the course examines human universals, individual differences, and cross-cultural variability in psychosocial and cognitive development. The context of Jewish day school education provides a platform for discussing both values and developmental issues.

DLT 534 – Educational Technology – 1 unit
The course provides an overview of current computer-based technologies used in a variety of educational settings. Significant changes in teaching and learning through technology are presented by matching instructional strategies with relevant technology. The course focuses on computer and technology knowledge and skills appropriate for beginning teachers, such as hardware and software terminology, operations, troubleshooting, records management, email, collaborative tools, copyrights, privacy, security, and safety issues.

DLT 530 / DLT 531 – Introduction to Jewish Holidays through the Arts – 1 unit (alternate between 1st and 2nd summer)
Using music, dance, theater, and visual arts, guest specialists immerse students in the delights of teaching the arts including creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Integration of art and music into and across the disciplines is modeled using games, projects, routines, and other activities that promote creative expression while improving self-esteem, self-concept, cooperation, and motivation in the elementary classroom. Attention is paid to Jewish holidays throughout the school year.
DeLeT – Day School Leadership through Teaching
Rhea Hirsch School of Education
Hebrew Union College, Los Angeles
Page 1-10

FALL SEMESTER

DLT 561H – Teaching Hebrew
Teaching Hebrew introduces prospective Hebrew teachers to the theoretical and practical knowledge for teaching and learning Hebrew as a second language. Fellows will survey several approaches to and theories about strategies for assessing the proficiency levels of their students. Underlying this course is an emphasis on how learning Hebrew can foster a sense of Jewish Peoplehood, a vibrant connection to Israel, and a strong sense of community within the classroom.

DLT 567H – Linguistics
Introduction to foundation of Hebrew linguistics as needed for proper Hebrew pedagogy.

DLT 502 – Teaching and Learning Seminar – 2 units
This continuation of ED 501A further develops skills and strategies necessary to engage in successful teaching. Through comprehensive analyses of teaching experiences, fellows refine their visions for what it means to be a Jewish day school teacher. The course integrates current education with the internship experience. Part 2 of this course emphasizes the students themselves, the modalities through which they learn, and the construction of experiences to meet their needs.

DLT 527 – Teaching Mathematics – 1 unit
This course combines the five content strands: numbers and operations, algebra, geometry, measurement, and data analysis and probability, with the five process strands for acquiring content knowledge: problem solving, reasoning and proof, communication, connections, and representation. The course focuses on instructional processes that link students’ prior knowledge to new knowledge through active constructivist learning activities. Assessment is an integral part of teaching and learning in math, informs teaching and practice, and links students’ knowledge and abilities with challenging and appropriate curricular content.

DLT 520 - Reading, Language, and Literature – 1 unit
This course introduces fellows to the principles of early literacy, including the concepts of listening, concepts of print, the alphabetic principle, letter recognition, letter-sound correspondence, phonological awareness, phoneme awareness, decoding, common word patterns, syllabication, sight words, word analysis and reading comprehension.

DLT 521 – Reading, Language, and Literature II – 1 unit
This course introduces principles for teaching reading and writing in grades 1 – 8 while inspiring appreciation for language and literature. Strategies for conducting literary analysis through class discussions, reading workshops, book reports, reading aloud, the use of picture books are presented. The second segment of this course focuses on the development of writing fluency in children, moving from sentences and paragraphs to expository writing, research papers, journaling, and poetry. Strategies for writing include brainstorming, pre-writing, drafting, editing, and publishing. Emphasis is placed on vocabulary building, spelling, and handwriting. This course offers approaches for assessing student work.
DLT 556 – Day School and Society – 2 units
As an inter-disciplinary course grounded in sociology, philosophy, anthropology, and theology, this course delves into the constant and dynamic tension of competing values in contemporary American Jewish Day School curriculum. It provides novice teachers with knowledge and tools to understand and approach the complexity and varied cultures of Jewish day school settings. Careful awareness of these dynamics is crucial for becoming and being an effective, sensitive, and creative day school teacher.

DLT 562H and 563H – Teaching Hebrew
Teaching Hebrew introduces prospective Hebrew teachers to the theoretical and practical knowledge for teaching and learning Hebrew as a second language. Fellows will survey several approaches to and theories about strategies for assessing the proficiency levels of their students. Underlying this course is an emphasis on how learning Hebrew can foster a sense of Jewish Peoplehood, a vibrant connection to Israel, and a strong sense of community within the classroom.

DLT 580 and 580H – Supervised Day School Teaching – 4 units
This course is comprised of supervised teaching in general and Judaic studies in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC faculty “clinical educator”.

SPRING SEMESTER

DLT 503 – Teaching and Learning Seminar – 2 units
Continuing to build the skills and strategies necessary to engage in successful teaching, this course merges current education research with the internship experience. Emphasizing integration between general and Judaic studies, students use principles of Understanding by Design to develop a teaching unit.

DLT 526 – Integrated Social Studies – Teaching Israel – 1 unit
In this course, students will understand, analyze, and evaluate key researching and thinking about American Jewish relationships to Israel today, specifically within the context of Jewish day schools. A broad range of curricular resources will be suggested for teaching about Israel, as well as for exploring personal relationships toward Israel. Students will explore their personal relationship to Israel as they navigate this multi-faceted domain.

DLT 522 – Reading, Language, and Literature III – 1 unit
Continuation of DLT 521 with an emphasis on story writing.

DLT 514 – Health and Jewish Values – 1 unit
This course addresses concepts, principles, and pertinent legislation for establishing a supportive, healthy environment for K-12 student learning. The course focuses on how student health and safety impact learning, teachers’ legal responsibilities, and how to access school and community resources. Candidates practice strategies for working constructively with students, families, and community members on health and safety issues. Jewish values of health, healing, wholeness and community responsibility complement lessons. Specific resources within the Jewish community are explored as opportunities for collaboration and referral among teachers, school systems and social-service agencies.
DLT 512 – Meeting the Needs of All Learners – 1 unit
This course surveys the special needs of learners and programs designed to meet their educational needs within the Jewish day school context. Fellows learn to recognize and describe learning difficulties, working in partnership with parents, specialists, and administration. The course examines the broad range of resources available to day schools to successfully accommodate special needs learners including implications for second language programs.

DLT 564H and 565H – Teaching Hebrew
Teaching Hebrew introduces prospective Hebrew teachers to the theoretical and practical knowledge for teaching and learning Hebrew as a second language. Fellows will survey several approaches to and theories about strategies for assessing the proficiency levels of their students. Underlying this course is an emphasis on how learning Hebrew can foster a sense of Jewish Peoplehood, a vibrant connection to Israel, and a strong sense of community within the classroom.

DLT 581 and 581H – Supervised Day School Teaching – 4 units
This course includes supervised teaching in general and Judaic studies in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC faculty “clinical educator.”

SECOND SUMMER

DLT 504- Teaching and Learning Seminar – Teaching Practicum – 1 unit
The culmination of this year-long core course offers a practicum for fellows to merge research, experiences, and content learning. Students collaborate in building an integrated and collaborative capstone project that reflects their vision for day school teaching.

DLT 554 – Introduction to Jewish Texts II
This course delves into the major genres of Jewish text, including the Torah, Mishnah, Talmud and Commentaries. The course examines the characteristics of the texts, the broad issues raised by studying these works, and the pedagogical concerns surrounding the teaching of the texts in Jewish day schools. The study of Jewish texts is embedded in the history of the Jewish people.

DLT 528 – Teaching Science – 1 unit
Progress in science is made by sharing observations, asking meaningful questions and conducting careful investigations. This course identifies the big ideas and methods of science, and presents strategies to enrich and enliven the Day School curriculum through integration and the use of technology. The course emphasizes points of convergence between the scientific and Jewish approaches to posing questions, studying multiple sources, seeking evidence, teasing out significant data, and making authentic and relevant applications.
DLT 516 – Diversity in Schools – 3 units
This course explores the role that culture plays in our own lives and in the lives of our students, in both Jewish educational and general educational contexts. By incorporating a range of historical and cultural traditions into our classroom instruction, fellows understand the importance of cultural traditions in learning and establishing expectations for achievement. The second segment of this course explores the range of Jewish Cultural traditions within our community.

DLT 525 – Integrated Social Studies – 1 unit
This course introduces methods for teaching social sciences content within the elementary school classroom, incorporating history, geography, economics, culture/anthropology, archaeology, philosophy, sociology, psychology, government, law and politics. By utilizing thematic units of study across the domains of social science, fellows learn knowledge, skills, and attitudes that promote positive citizenship in our culturally diverse, democratic society. Opportunities for integration between social studies and Judaic studies curricula are presented.

DLT 530 / DLT 531 – Introduction to Jewish Holidays through the Arts – 1 unit (alternate between 1st and 2nd summer)
Using music, dance, theater, and visual arts, guest specialists immerse students in the delights of teaching the arts including creation, performance, production, history, culture, perception, analysis, criticism, aesthetics, technology, and appreciation. Integration of art and music into and across the disciplines is modeled using games, projects, routines, and other activities that promote creative expression while improving self-concept, self-discipline, cooperation, and motivation in the elementary school classroom. Attention is paid to Jewish holidays throughout the school year.
Who’s Who in DeLeT?

**DeLeT Fellow/Intern** A student of teaching with an intensive and sustained internship in a DeLeT partner school. In the classroom, fellows/Interns are expected to:
- Engage in observations and small group teaching
- Co-plan and co-teach with the mentor teacher
- Gradually build their capacity towards assuming responsibility for lead teaching in a Jewish day school
- Engage in reflection in and on the practice of teaching
- Participate in the academic study of teaching and learning
- Complete for the Certificate in Day School Teaching granted by HUC-JIR and the California State Multiple Subjects Teaching Credential
- Conduct a series of site-based inquiries into day school classrooms and the process of teaching and learning, and the California Teacher Performance Assessments

**DeLeT Mentor Teacher** An experienced teacher nominated by school administrators and accepted by the DeLeT faculty. Mentor teachers guide Interns as they assume increasing responsibility in the classroom, aware that Interns are not assistant teachers but are novices learning to teach in Jewish day schools.
- Primary mentors meet at least two hours per week with their Interns, one hour for co-planning and one hour for reflection and work with Interns on most of their inquiries and the California Teacher Performance Assessments
- Supporting mentors meet at least one hour per week with their Interns for co-planning and reflection, and work with their Interns on 2-3 of the Interns’ site-based inquiries
- All mentors participate in the Mentor Institute in the summer, the monthly Mentor Shiurim (study groups), and two Y’mei Limmud (days of learning) in order to increase their skills and capacities in mentoring, to reflect on their mentoring experiences, and to learn how to maintain alignment with what the fellows/Interns are learning in the DeLeT seminars
**DeLeT Clinical Educator**

A member of the DeLeT faculty who works with Interns, mentor teachers, and the administration at the school. Clinical educators guide the Interns in their growth, and work with the mentors to develop an appropriate unfolding of classroom responsibilities for the Interns. Clinical educators:

- Work individually with fellows/Interns to support them in their work in the classroom, including observing them and meeting with them weekly
- Guide mentor teachers in nurturing the growth of Interns including meeting with them for at least 2 hours per month
- Work with mentor teachers to frame the formative, mid-term and summative assessments
- Helping fellows/Interns with their inquiries and give them feedback on their findings, using SAKAI
- Helping Interns to think about and develop their educational philosophy (credo) and teaching portfolio
- Help Interns to sharpen their thinking and reflective capacities in relation to professional development and career choices as a Jewish day school teacher
- Diagnose issues/problems and “trouble-shoot” with Interns, mentor teachers and site schools when issues arise and helping to modify Interns’ responsibilities as necessary
- Maintain and circulate weekly collaborative logs
- Monitor Interns’ responsibilities in accordance with the monthly checklist of tasks in the DeLeT Handbook
- Meet periodically with the Head of School
- Advance the norms of the DeLeT program

**Liaison**

A senior administrator at the school designated by the Head of School to work directly with DeLeT. The liaison:

- Provides an orientation for the fellow to the school, its programs and its culture
- Arranges for all payroll, benefits and other employment issues
- Serves as the Intern’s supervisor within the school structure
- Assists in the site-based inquiries by providing resources and access throughout the school
- Maintains communication with the DeLeT Education Director
- Informs the Head of School of significant milestones in the Intern’s growth
- Organizes site-based opportunities for the Intern and for the entire cohort (when they visit)
Facilitates mentor support – e.g. provides backup for the mentor teacher when Interns are not available and coverage when the mentors attend the Y’mei Limmud (days of learning)

Visits the classroom once each semester to observe the fellow and to offer feedback

Provides support for the videoing and transferring of tapes two or three times during the year.

**Head of School**

The chief administrative and educational professional in the site school. The Head of School:

- Designates a liaison to DeLeT
- Maintains communication with the DeLeT Director and Education Director concerning major issues
- Helps develop the school into an environment conducive to novice day school teacher learning
- Visits the classroom once each semester to observe the fellow and to offer feedback

**National Director of the Schools of Education**

Dr. Miriam Heller Stern joins our team on July 1, 2016 after an illustrious career at the American Jewish University where she served as Dean of the Graduate Center. Dr. Stern has published widely in the field of Jewish education as editor and author, establishing herself as a thought leader in both the practice and theory of education. Most notably, Dr. Stern launched “Dream Lab,” an unprecedented collaboration between artists and educators, to position both as change-makers in the field of Jewish education. **Dr. Stern is the person to contact when issues and concerns have not been resolved by direct communication among the interested parties.**

**DeLeT Education Director**

Eileen Horowitz, a veteran day school educator and administrator, oversees the entire educational program of DeLeT. She remains in close communication with the liaisons and heads of school, monitors the progress of the interns, and coordinates the work of the Clinical Educators. **Eileen is the first point of contact for all questions that Interns, mentor teachers and liaisons may have as the year progresses.**
Rabbi Deborah Schuldenfrei, MAJE, provides a Rabbinic presence for DeLeT throughout the 13-month long fellowship. She is also responsible for coordinating the academic coursework for DeLeT fellows throughout the year. She works to align coursework and instructors with DeLeT goals and practices, and to ensure their success. As part of the DeLeT administrative team, Deborah collaborates with other administrators to enhance the DeLeT and DeLeT L’Ivrit experience for fellows.

Jordanna Flores, a graduate of both the Rhea Hirsch School of Education and the Zelikow School of Jewish Nonprofit Management, is responsible for recruitment and admissions, days of learning, special events including the Kallot and siyyum (graduation). Jordanna also leads weekly reflection during the summer and weekly homeroom during the year. Jordanna is the first point of contact regarding financial arrangements as well as options for future graduate study.

Caryn Barkin, with extensive experience in the day school world, is responsible for logistical and administrative functions of the program. As the onsite presence of DeLeT, Caryn works as part of the DeLeT administrative team to make sure that all aspects of the program are aligned, coordinated, and communicated.

Rivka Ben Daniel has been an integral part of DeLeT for many years. She is Visiting Lecturer of Teacher Education and teaches the Teaching and Learning Seminar that is the backbone of the program over thirteen months. She is also the Coordinator of DeLeT L’Ivrit, the newest component of DeLeT. She is responsible for working with all Fellows, both DeLeT and DeLeT L’Ivrit, monitoring their growth and development as Jewish day school teachers.

Dr. Bonnie Sharfman is responsible for advising students on all of the requirements related to the California Preliminary Multiple Subject Teaching Credential. In her role as Induction Coordinator Bonnie is responsible for recruiting DeLeT alumni to participate in the Induction program in order to “clear” their credential.
DeLeT Instructors

DeLeT instructors are distinguished educators with expertise in their specific area of teaching. All instructors are part-time at DeLeT, and many hold positions at other institutions. Instructors are accessible for meetings and via email and are the first point of contact regarding questions about assignments, deadlines, readings, and course content.

Associate Coordinator of DeLeT L'Ivrit

Esty Gross, an accomplished day school educator and Hebrew administrator, brings her many years of experience and passion to our newly formed DeLeT L'Ivrit program. She will work closely with our DLI students both in the classroom and in the field. She will collaborate with other administrators to create a smooth transition this year between our two programs.
Why have a framework for teaching?

Starting Assumption: Teaching is complex.

A framework provides:

- **Vocabulary**
  - A common vocabulary for talking about teaching and a means of communicating about excellence

- **Roadmap**
  - A roadmap for novices so that they know how to direct their attention

- **Improvement**
  - A way to focus attention on assessing and improving teaching

- **Focus**
  - A means for making learning to teach more purposeful, targeted, and directed

- **Professional base**
  - A structure for discussing teaching in professional contexts (i.e. an agreed upon vision of what teaching is and what teaching excellence entails)

- **Objective**
  - A way to make sure ideas about the kind of teaching novices are learning are shared and not just ideas from one person’s head

- **Publicity**
  - A way to talk to the public at large about the complexities of teaching
The guiding vision of DeLeT is that teaching is a learner-centered enterprise, with the Jewish child at its core. The DeLeT fellow is a novice teacher who is learning to prepare children to lead meaningful lives as Jews in America.

The DeLeT Framework for Teaching represents the program’s vision of the kind of teacher DeLeT is preparing and the kind of teaching DeLeT fellows are learning. It creates a common language for talking about teaching and learning.

The Framework reflects the commitments and experiences of the national team that originally designed DeLeT. It builds on state and national efforts to frame professional standards for beginning elementary teachers,¹ and has been refined over the years that DeLeT has been in existence.

During the fellowship, the framework serves as a basis for planning and assessing fellows’ progress and documenting their learning in key areas.

**Know Jewish Students as Learners and Use this Knowledge to Inform Teaching**

In working to promote student achievement, fellows:

- Work actively to know students as individuals and members of families and communities
- Use their knowledge of child development and learning, and their knowledge of individual students to inform their teaching
- Use information about students to differentiate instruction and meet the needs of all students
- Respect diversity in the Jewish practices of their students’ families and seek opportunities to enrich families’ Jewish experiences

*The last two points are important when fellows become lead teachers of their own classrooms:*

- Keep families informed about students’ academic and social progress
- Treat families as partners in students’ general and Jewish learning

¹ The DeLeT design team drew on the work of the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INTASC), California’s Standards for the Teaching Profession and Michigan State University’s Teacher Certification Program in drafting this framework.
Design/Adapt Curriculum and Plan for Teaching

In preparing for teaching, Interns:

- Frame enduring understandings (big ideas) that promote conceptual understanding, critical thinking and inquiry
- Know what’s important for students to learn in the subjects they teach
- Plan lessons with well-conceived objectives, appropriate set inductions, engaging activities that teach to the objectives, ways to monitor students' learning, and educative closures
- Plan learning activities based on an understanding of content and curricular expectations
- Plan instruction and assessment together so they promote important goals for student learning
- Plan learning opportunities which create appropriate links across disciplines, in particular between general and Jewish subjects
- Respect ways of knowing associated with different domains of knowledge
- Sequence learning opportunities in order to build on what students know, accommodate individual learners and promote their learning
- Draw on a range of resources in school and beyond

Teach for Understanding

In teaching and assessing students’ learning, Interns:

- Help students connect what they already know with what they are learning
- Help students see how the content they are learning relates to their lives as Americans and as Jews
- Use a variety of instructional strategies to make knowledge accessible and interesting to diverse learners
- Teach in ways that model and promote the inherent value of learning (Torah Lishma)
- Monitor students’ intellectual engagement and take steps to challenge or re-engage them
- Adjust instruction based on ongoing assessment
- Differentiate instruction to meet the needs of all learners
- Provide students with useful and timely feedback on their learning and involve students in assessing their own learning
- Create opportunities for students to demonstrate their understanding, including authentic assessments and meaningful projects
- Challenge students to think in more sophisticated ways about relationships between Jewish and general content areas of the curriculum
Create and Sustain a Classroom Learning Community Based on Universal and Jewish Values and Ideas

In creating and sustaining an effective environment for learning, Interns:

- Develop a culture of learning where diverse people, knowledge, ideas and questions are respected and valued (kavod)
- Provide a range of learning opportunities to meet diverse learning needs and hold high expectations for student learning
- Foster shared responsibility and collaborative learning (hevruta)
- Create a safe environment where students are comfortable taking intellectual risks and sharing ideas, issues and personal experiences (kehilla)
- Develop procedures for the smooth operation of the classroom and the efficient use of time
- Establish clear norms and consequences for individual and group behavior and enforce them consistently
- Use multiple strategies to manage student behavior and keep students engaged in learning
- Engage students in a learning environment richly endowed with daily Jewish living experiences

Develop as a Jewish Educator

In developing as a professional Jewish educator, Interns:

- Demonstrate professionalism in responsibility, punctuality, dress and use of language
- Demonstrate a serious commitment to their ongoing learning as Jews and Jewish educators
- Actively work to extend and deepen their subject matter preparation
- Explore their personal relationship to Judaism and its connection to their evolving professional identity
- Demonstrate the disposition and skills to study and improve their own teaching
- Work with colleagues to strengthen the school as a learning community for students and teachers
- See themselves as part of a network of Jewish educators committed to improving day school education
- Continue to fashion a Jewish lifestyle that is personally meaningful and enriches professional work
- Learn about and support the multiple contexts in which Jewish day school education takes place (family, synagogue, summer camp, Israel, etc.)
- Develop continuously deepening knowledge of self-as-teacher, self-as-Jew and self-as-Jewish-educator
<table>
<thead>
<tr>
<th>Summer 1</th>
<th>FALL</th>
<th>SPRING</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLT 501</td>
<td>(T&amp;L I)</td>
<td>DLT 502</td>
<td>(T&amp;L II)</td>
</tr>
<tr>
<td>Teaching &amp; Learning Sem I</td>
<td>Ben Daniel</td>
<td>3 units</td>
<td>Teaching &amp; Learning II</td>
</tr>
<tr>
<td>DLT 550</td>
<td>Intro to Jewish Texts I</td>
<td>DLT 520</td>
<td>Reading, Language, Lit I</td>
</tr>
<tr>
<td>Hoffman</td>
<td>2 units</td>
<td></td>
<td>Shwartz</td>
</tr>
<tr>
<td>DLT 510</td>
<td>Child Development</td>
<td>DLT 527</td>
<td>Teaching Math</td>
</tr>
<tr>
<td>Garf</td>
<td>2 units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DLT 534</td>
<td>Educational Technology</td>
<td>DLT 556</td>
<td>Day School and Society</td>
</tr>
<tr>
<td>Getz</td>
<td>1 unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DLT 531</td>
<td>ARTS Jewish Holidays</td>
<td>DLT 521</td>
<td>Reading, Language, Lit II</td>
</tr>
<tr>
<td>Schudlenfrei</td>
<td>1 unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DLT 561H</td>
<td>Teaching Hebrew I</td>
<td>DLT 562H</td>
<td>Teaching Hebrew II</td>
</tr>
<tr>
<td>Gross</td>
<td>1 unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DLT 567H</td>
<td>Linguistics</td>
<td>DLT 563H</td>
<td>Teaching Hebrew III</td>
</tr>
<tr>
<td>Haruv</td>
<td>1 unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DLT 580</td>
<td>Supervised DS Teaching</td>
<td>DLT 580H</td>
<td>Supervised Teaching L'Ivrit</td>
</tr>
<tr>
<td>Horowitz</td>
<td>4 units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Workshops</td>
<td>PE, RICA Prep, ELA, Lesson Plans</td>
<td></td>
<td>DLT 581H</td>
</tr>
<tr>
<td>DeLeT</td>
<td>9 units</td>
<td>DeLeT</td>
<td>11 units</td>
</tr>
<tr>
<td>DeLeT L'Ivrit</td>
<td>11 units</td>
<td>DeLeT L'Ivrit</td>
<td>12 units</td>
</tr>
<tr>
<td>Parashat Hashavua 1</td>
<td>Parashat Hashavua 2</td>
<td>Parashat Hashavua 3</td>
<td>Parashat Hashavua 4</td>
</tr>
<tr>
<td>Certificate of Clearance with CTC</td>
<td>Pass Reading Instruction Competence Assessment (RICA)</td>
<td>Pass Teacher Performance Assessment 3 (TPA 3)</td>
<td></td>
</tr>
<tr>
<td>Pass California Subject Examinations for Teachers (CSET)</td>
<td>Pass Teacher Performance Assessment 1 (TPA 1)</td>
<td>Pass Teacher Performance Assessment 4 (TPA 4)</td>
<td></td>
</tr>
<tr>
<td>Complete U.S. Constitution Requirement</td>
<td>Pass Teacher Performance Assessment 2 (TPA 2)</td>
<td>Physical Education Workshop</td>
<td></td>
</tr>
</tbody>
</table>

**KEY:** White = DeLeT + DeLeT L'Ivrit Pink = DeLeT only Blue = DeLeT L'Ivrit only

REVISED 6/15/2016 + 11:36 AM
## DeLeT Goals

- Know Jewish Students as Learners
- Develop as a Jewish Educator
- Create and Sustain Classroom Learning Community
- Teach for Understanding
- Design/Adapt Curriculum

## Academic Coursework at Hebrew Union College

<table>
<thead>
<tr>
<th>First Summer</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Second Summer</th>
</tr>
</thead>
</table>
| • Teaching & Learning Seminar  
• Child Development  
• Intro to Jewish Texts I  
• Teaching Jewish Holidays through the Arts  
• Educational Technology  
• Linguistics  
• Teaching Hebrew I | • Teaching & Learning Seminar  
• Day School and Society  
• Reading Language & Literature I  
• **Reading Language & Literature II**  
• Teaching Mathematics  
• Teaching Hebrew II  
• Teaching Hebrew III  
• Supervised Day School Teaching Internship | • Teaching & Learning Seminar  
• Health and Jewish Values  
• Integrated Social Studies – Israel  
• **Reading Language & Literature III**  
• Meeting the Needs of All Learners  
• Teaching Hebrew, Part IV  
• Teaching Hebrew, Part V  
• Supervised Day School Teaching Internship | • T&L Teaching Practicum  
• Diversity in Schools  
• Introduction to Jewish Texts II  
• Teaching Jewish Holidays through the Arts  
• Integrated Social Studies  
• Teaching Science |

## Year-Long Day School Internship at Partner Schools

Supervised by Mentors and Clinical Educators

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>STAGE 2</th>
<th>STAGE 3</th>
</tr>
</thead>
</table>
| • Observation  
• Support  
• Small group teaching | • Collaborative Planning  
• Collaborative Teaching | • Guided Planning  
• Guided Teaching  
• Independent Teaching |

## Pedagogical Inquiry Themes and Core Pedagogical Emphases

of Teaching and Learning Seminar

<table>
<thead>
<tr>
<th>Classroom Learning Community</th>
<th>Instruction</th>
<th>Child Study</th>
<th>Curriculum</th>
<th>Integration</th>
<th>Judaic Studies</th>
</tr>
</thead>
</table>
| Color Key:  
Black text = all Fellows  
Red text = DeLeT Only  
Blue text = DeLeT L’Ivrit Only |
<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY JUNE 20</th>
<th>TUESDAY JUNE 21</th>
<th>WEDNESDAY JUNE 22</th>
<th>THURSDAY JUNE 23</th>
<th>FRIDAY JUNE 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:35</td>
<td><strong>Special Morning Schedule</strong></td>
<td><strong>Tefillah</strong></td>
<td><strong>Tefillah</strong></td>
<td><strong>Tefillah</strong></td>
<td><strong>Ma'agal Hakhshava / Parshat HaShavua</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mercaz</td>
<td>Mercaz</td>
<td>Mercaz</td>
<td>Mercaz</td>
</tr>
<tr>
<td>8:45-12:30</td>
<td><strong>8:00-10:00 C14 + C15 Kabbalat Panim</strong></td>
<td><strong>DLT 516 Diversity in Schools</strong></td>
<td><strong>DLT 516 Diversity in Schools</strong></td>
<td><strong>DLT 516 Diversity in Schools</strong></td>
<td><strong>DLT 530 Arts</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Mercaz</strong></td>
<td>Davis</td>
<td>Davis</td>
<td>Hollie</td>
<td>Ben Daniel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rm</td>
<td>Rm</td>
<td>Rm</td>
<td>Rm</td>
</tr>
<tr>
<td></td>
<td><strong>10:00-12:00 BRUNCH HONORING MICHAEL ZELDIN</strong></td>
<td><strong>DLT 510 Child Development</strong></td>
<td><strong>DLT 510 Child Development</strong></td>
<td><strong>DLT 510 Child Development</strong></td>
<td><strong>DLT 510 Arts</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Rm 101</strong></td>
<td>Garf</td>
<td>Garf</td>
<td>Garf</td>
<td>Garf</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rm Mercaz</td>
<td>Rm Mercaz</td>
<td>Rm Mercaz</td>
<td>Rm Mercaz</td>
</tr>
<tr>
<td>LUNCH</td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td>12:30-1:15</td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td>TODAY ONLY 12:30-5</td>
<td><strong>Rav Siach Preparation</strong></td>
<td><strong>DLT 504 Teaching Practicum</strong></td>
<td><strong>DLT 516 Diversity in Schools</strong></td>
<td><strong>DLT 516 Diversity in Schools</strong></td>
<td><strong>Rav Siach Preparation</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schuldenfrei</td>
<td>Davis</td>
<td>Hollie</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rm</td>
<td>Rm</td>
<td>Rm</td>
<td>Rm</td>
</tr>
<tr>
<td>1:15-5:00</td>
<td><strong>DLT 501 Teaching &amp; Learning Seminar (T&amp;L 1)</strong></td>
<td><strong>DLT 501 T&amp;L 1</strong></td>
<td><strong>DLT 501 T&amp;L 1</strong></td>
<td><strong>DLT 501 T&amp;L 1</strong></td>
<td><strong>DLT 501 T&amp;L 1</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Mercaz Ben Daniel</strong></td>
<td><strong>Ben Daniel</strong></td>
<td><strong>Ben Daniel</strong></td>
<td><strong>Ben Daniel</strong></td>
<td><strong>Ben Daniel</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mercaz</td>
<td>Mercaz</td>
<td>Mercaz</td>
<td>Mercaz</td>
</tr>
</tbody>
</table>

**COLOR KEY**
- Cohorts 14 & 15
- Together
- Courses
<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>June 27</strong></td>
<td><strong>June 28</strong></td>
<td><strong>June 29</strong></td>
<td><strong>June 30</strong></td>
<td><strong>July 1</strong></td>
</tr>
<tr>
<td>DeLeT 8:00-8:35</td>
<td><em>Tefillah</em></td>
<td><em>Tefillah / Bagels with ZSJNM</em> (tentative)</td>
<td><em>Tefillah</em></td>
<td><em>Tefillah</em></td>
<td><em>Ma’agal Hakhshava / Parshat HaShavua</em></td>
</tr>
<tr>
<td></td>
<td>Mercaz</td>
<td>Mercaz</td>
<td>Mercaz</td>
<td>Mercaz</td>
<td>Mercaz</td>
</tr>
<tr>
<td>DeLeT 8:45-12:30</td>
<td>DLT 516 Diversity in Schools</td>
<td>DLT 516 Diversity in Schools</td>
<td>DLT 516 Diversity in Schools</td>
<td>DLT 525 Integ Social Studies</td>
<td>DLT 530 Arts</td>
</tr>
<tr>
<td></td>
<td>Hollie</td>
<td>Hollie</td>
<td>Davis</td>
<td>Recinos</td>
<td>Ben Daniel</td>
</tr>
<tr>
<td></td>
<td>Rm 104</td>
<td>Rm 104</td>
<td>Rm 104</td>
<td>Rm 104</td>
<td>Mercaz</td>
</tr>
<tr>
<td>DLT 534 Educ Technology</td>
<td>Getz</td>
<td>Getz</td>
<td>Getz</td>
<td>Getz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rm 031</td>
<td>Rm 031</td>
<td>Rm 031</td>
<td>Rm 031</td>
<td></td>
</tr>
<tr>
<td>LUNCH</td>
<td><strong>12:30-1:15</strong></td>
<td><strong>12:30-1:15</strong></td>
<td><strong>Review Lesson Plans During Lunch Both Cohorts</strong></td>
<td><strong>12:30-1:15</strong></td>
<td><strong>12:30-1:15</strong></td>
</tr>
<tr>
<td>DeLeT 1:15-5:00</td>
<td>DLT 516 Diversity in Schools</td>
<td>DLT 516 Diversity in Schools</td>
<td>DLT 516 Diversity in Schools</td>
<td>DLT 525 Integ Social Studies</td>
<td>Rav Siach Preparation</td>
</tr>
<tr>
<td></td>
<td>Davis</td>
<td>Davis</td>
<td>Davis</td>
<td>Recinos</td>
<td>Mercaz/Rm 104</td>
</tr>
<tr>
<td></td>
<td>Rm 104</td>
<td>Rm 104</td>
<td>Rm 104</td>
<td>Rm 104</td>
<td></td>
</tr>
<tr>
<td>DLT 501 T&amp;L I</td>
<td>Ben Daniel</td>
<td>Ben Daniel</td>
<td>Ben Daniel</td>
<td>Ben Daniel</td>
<td>Ben Daniel</td>
</tr>
<tr>
<td></td>
<td>Mercaz</td>
<td>Mercaz</td>
<td>Mercaz</td>
<td>Mercaz</td>
<td>Mercaz</td>
</tr>
<tr>
<td>COLOR KEY</td>
<td><strong>Cohorts 14 &amp; 15 Together</strong></td>
<td><strong>Cohort 14 Courses</strong></td>
<td><strong>Cohort 15 Courses</strong></td>
<td><strong>Cohort 14 Courses</strong></td>
<td><strong>Cohort 15 Courses</strong></td>
</tr>
</tbody>
</table>
### DeLeT Summer Institute 2016  
**Cohorts 14 & 15**

#### Week 3  July 4 - July 8

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY July 4</th>
<th>TUESDAY July 5</th>
<th>WEDNESDAY July 6</th>
<th>THURSDAY July 7</th>
<th>FRIDAY July 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DeLeT 8:00-8:35</strong></td>
<td>FOURTH OF JULY HOLIDAY</td>
<td>Tefillah</td>
<td>Tefillah</td>
<td>Tefillah</td>
<td>Ma’agal Hakhshava / Parshat HaShavua</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mercaz</td>
<td>Mercaz</td>
<td>Mercaz</td>
<td>Mercaz</td>
</tr>
<tr>
<td><strong>DeLeT 8:45-12:30</strong></td>
<td></td>
<td>DLT 528 Science Methods</td>
<td></td>
<td>DLT 525 Integ Social Studies</td>
<td>DLT 530 Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Socol</td>
<td>YOM LIMMUD</td>
<td>Recinos</td>
<td>Ben Daniel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rm 104</td>
<td>DeLeT</td>
<td>Rm 104</td>
<td>Mercaz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DLT 510 Child Development</td>
<td></td>
<td>DLT 510 Child Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Garf</td>
<td>Day of Learning</td>
<td>Garf</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mercaz</td>
<td>Room 101</td>
<td>Mercaz</td>
<td></td>
</tr>
<tr>
<td><strong>LUNCH 12:30-1:15</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY July 4</th>
<th>TUESDAY July 5</th>
<th>WEDNESDAY July 6</th>
<th>THURSDAY July 7</th>
<th>FRIDAY July 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DeLeT 1:15-5:00</strong></td>
<td>Teaching Practicum</td>
<td></td>
<td>YOM LIMMUD</td>
<td>Integ SocialStudies</td>
<td>Rav Siach Preparation</td>
</tr>
<tr>
<td></td>
<td>Schuldenfrei</td>
<td></td>
<td></td>
<td>Recinos</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rm 104</td>
<td></td>
<td></td>
<td>Rm 104</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DLT 510 Child Development</td>
<td></td>
<td>DLT 561H Hebrew I</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Garf</td>
<td>Day of Learning</td>
<td>Gross</td>
<td>DLT 510 Child Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mercaz</td>
<td>Room 101</td>
<td>Rm 105</td>
<td>Garf</td>
</tr>
</tbody>
</table>

**COLOR KEY**  
- **Cohorts 14 & 15 Together**
- **Cohort 14 Courses**
- **Cohort 15 Courses**
## DeLeT Summer Institute 2016
### Cohorts 14 & 15

#### Week 4  July 11 - July 15

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>DeLeT 8:00-8:35</strong></td>
<td><strong>DeLeT 8:45-12:30</strong></td>
<td><strong>DeLeT 1:15-5:00</strong></td>
<td><strong>DeLeT 8:00-8:35</strong></td>
<td><strong>Closing</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Tefillah</strong></td>
<td><strong>Tefillah</strong></td>
<td><strong>Tefillah</strong></td>
<td><strong>Tefillah</strong></td>
<td><strong>Closing Ma'agal Hakhshava</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Mercaz</strong></td>
<td><strong>Mercaz</strong></td>
<td><strong>Mercaz</strong></td>
<td><strong>Mercaz</strong></td>
<td><strong>Mercaz</strong></td>
</tr>
<tr>
<td></td>
<td>DLT 551 Intro to Jewish Texts II Feig Rm 104</td>
<td>DLT 551 Intro to Jewish Texts II Feig Rm 104</td>
<td>DLT 550 Intro to Jewish Texts I Hoffman Mercaz</td>
<td>DLT 550 Intro to Jewish Texts I Hoffman</td>
<td>DLT 28 Science Methods Socol Rm 104</td>
</tr>
<tr>
<td></td>
<td>DLT 551 Intro to Jewish Texts II Feig Rm 104</td>
<td>DLT 551 Intro to Jewish Texts II Feig Rm 104</td>
<td>DLT 550 Intro to Jewish Texts I Hoffman Mercaz</td>
<td>DLT 561H Hebrew I Gross Rm 105</td>
<td>DLT 528 Science Methods Socol Rm 104</td>
</tr>
<tr>
<td></td>
<td>DLT 550 Intro to Jewish Texts I Hoffman Mercaz</td>
<td>DLT 550 Intro to Jewish Texts I Hoffman Mercaz</td>
<td>DLT 550 Intro to Jewish Texts I Hoffman</td>
<td>DLT 550 Intro to Jewish Texts I Hoffman</td>
<td>DLT 528 Science Methods Socol Rm 104</td>
</tr>
<tr>
<td></td>
<td>DLT 504 Teaching Practicum Schudlenfrei Rm 104</td>
<td>DLT 528 Science Methods Socol Rm 104</td>
<td>DLT 551 Intro to Jewish Texts II Feig Rm 104</td>
<td>DLT 551 Intro to Jewish Texts II Feig Rm 104</td>
<td>DLT 567H Linguistics Haruv Mercaz</td>
</tr>
<tr>
<td></td>
<td>DLT 567H Linguistics Haruv Mercaz</td>
<td>DLT 567H Linguistics Haruv Mercaz</td>
<td>DLT 567H Linguistics Haruv Mercaz</td>
<td>DLT 567H Linguistics Haruv Mercaz</td>
<td>DLT 567H Linguistics Haruv Mercaz</td>
</tr>
</tbody>
</table>

### Lunch

- **LUNCH 12:30-1:15**

**COLOR KEY**

- DeLeT
- Cohorts 14 & 15 Together
- Cohort 14 Courses
- Cohort 15 Courses
### DeLeT Summer Institute 2016
#### Cohorts 14 & 15

**Week 5 July 18 - July 22**

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY July 18</th>
<th>TUESDAY July 19</th>
<th>WEDNESDAY July 20</th>
<th>THURSDAY July 21</th>
<th>FRIDAY July 22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DeLeT</strong> 8:00-8:35</td>
<td><strong>Tefillah</strong></td>
<td><strong>FINAL Tefillah</strong></td>
<td><strong>NO TEFILLAH</strong></td>
<td><strong>NO TEFILLAH</strong></td>
<td><strong>Cohort 14</strong></td>
</tr>
<tr>
<td></td>
<td>Mercaz</td>
<td>Mercaz</td>
<td></td>
<td></td>
<td><strong>TEKKES SIYYUM</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>GRADUATION</strong></td>
</tr>
<tr>
<td><strong>DeLeT</strong> 8:45-12:30</td>
<td>DLT 551 Intro to Jewish Texts II Feig Rm 104</td>
<td>DLT 551 Intro to Jewish Texts II Feig Rm 104</td>
<td>Rav Siach Preparation Rm 104</td>
<td>Graduation Rehearsal Mercaz</td>
<td><strong>Cohort 14</strong></td>
</tr>
<tr>
<td></td>
<td>DLT 501 T&amp;L 1 Ben Daniel Mercaz</td>
<td>DLT 501 T&amp;L 1 Ben Daniel Mercaz</td>
<td>DLT 561H Hebrew I Gross Rm 105</td>
<td>DLT 561H Hebrew I Gross Rm 105</td>
<td><strong>Hilborn Chapel</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>CULMINATING PROJECT</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>RAV SIACH</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Cohort 14</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Together</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Courses</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Courses</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Culminating</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Project</strong></td>
</tr>
</tbody>
</table>

**COLOR KEY**
- **Cohorts 14 & 15 Together**
- **Cohort 14 Courses**
- **Cohort 15 Courses**
<table>
<thead>
<tr>
<th>Date</th>
<th>DeLeT &amp; DeLeT L'Ivrit</th>
<th>Time</th>
<th>Date</th>
<th>DeLeT &amp; DeLeT L'Ivrit</th>
<th>Time</th>
<th>Date</th>
<th>DeLeT L'Ivrit / Certificate</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 6</td>
<td>RLL I #1</td>
<td>3:00-5:00</td>
<td>Sept 8</td>
<td>Parshat HaShavua #1</td>
<td>1:30-2:30</td>
<td>Sept 11</td>
<td>Teaching Hebrew #1</td>
<td>4:00-6:00</td>
</tr>
<tr>
<td></td>
<td>RLL I #2</td>
<td>5:15-7:15</td>
<td></td>
<td>Homeroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #1</td>
<td>2:45-3:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3:00-6:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 13</td>
<td>T&amp;L II #2</td>
<td>3:00-5:00</td>
<td>Sept 15</td>
<td>Public School Visit #1</td>
<td>1:30-2:30</td>
<td>Sept 18</td>
<td>Teaching Hebrew #2</td>
<td>4:00-6:00</td>
</tr>
<tr>
<td></td>
<td>Math Methods #1</td>
<td>5:15-7:15</td>
<td></td>
<td>Homeroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #3</td>
<td>2:45-3:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3:00-6:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 20</td>
<td>RLL I #3</td>
<td>3:00-5:00</td>
<td>Sept 22</td>
<td>Public School Visit #2</td>
<td>1:30-2:30</td>
<td>Sept 25</td>
<td>Teaching Hebrew #3</td>
<td>4:00-6:00</td>
</tr>
<tr>
<td></td>
<td>RLL I #4</td>
<td>5:15-7:15</td>
<td></td>
<td>Homeroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #4</td>
<td>2:45-3:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3:00-6:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 27</td>
<td>T&amp;L II #5</td>
<td>3:00-5:00</td>
<td>Sept 29</td>
<td>Public School Visit #3</td>
<td>1:30-2:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math Methods #2</td>
<td>5:15-7:15</td>
<td></td>
<td>Homeroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #6</td>
<td>2:45-3:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3:00-5:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>RLL I #5</td>
<td>5:15-7:15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TUESDAYS</td>
<td>THURSDAYS</td>
<td>SUNDAYS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>DeLeT &amp; DeLeT L'Ivrit Time</td>
<td>Date</td>
<td>DeLeT L'Ivrit / Certificate Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 4</td>
<td>ROSH HASHANAH</td>
<td>Oct 6  Parshat HaShavua #2: 1:30-2:30</td>
<td>Oct 9  Teaching Hebrew #4: 4:00-6:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 18</td>
<td>SUKKOT</td>
<td>Oct 20 Parshat HaShavua #3: 1:30-2:30</td>
<td>Oct 23  EREV SHEMINI ATZERET</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 25</td>
<td>SIMCHAT TORAH</td>
<td>Oct 27 Public School Visit #5: 1:30-2:30</td>
<td>Oct 30  Teaching Hebrew #5: 4:00-6:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Cohort 15 Academic Class Schedule
## 2016-2017

<table>
<thead>
<tr>
<th>Date</th>
<th>TUESDAYS</th>
<th>THURSDAYS</th>
<th>SUNDAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>DeLeT &amp; DeLeT L'Ivrit</td>
<td>Time</td>
<td>Date</td>
</tr>
<tr>
<td>Nov 1</td>
<td>RLL I #6</td>
<td>3:00-5:00</td>
<td>Nov 3</td>
</tr>
<tr>
<td></td>
<td>RLL I #7</td>
<td>5:15-7:15</td>
<td></td>
</tr>
<tr>
<td>Nov 8</td>
<td></td>
<td></td>
<td>Nov 10</td>
</tr>
<tr>
<td></td>
<td>ELECTION DAY</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GO VOTE!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 15</td>
<td>RLL II #1</td>
<td>3:00-5:00</td>
<td>Nov 17</td>
</tr>
<tr>
<td></td>
<td>RLL II #2</td>
<td>5:15-7:15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 22</td>
<td>DSS #1</td>
<td>3:00-5:00</td>
<td>Nov 24</td>
</tr>
<tr>
<td></td>
<td>RLL II #3</td>
<td>5:15-7:15</td>
<td></td>
</tr>
<tr>
<td>Nov 29</td>
<td>DSS #2</td>
<td>3:00-5:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RLL II #4</td>
<td>5:15-7:15</td>
<td></td>
</tr>
</tbody>
</table>

Revised 6/15/2016, 10:33 AM
<table>
<thead>
<tr>
<th>Date</th>
<th>TUESDAYS</th>
<th>Date</th>
<th>THURSDAYS</th>
<th>Date</th>
<th>SUNDAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Time</td>
<td></td>
<td>Time</td>
<td></td>
<td>Time</td>
</tr>
<tr>
<td>Dec 1</td>
<td>Public School Visit #8</td>
<td>Dec 4</td>
<td>Teaching Hebrew #9</td>
<td>Dec 11</td>
<td>Teaching Hebrew #10</td>
</tr>
<tr>
<td></td>
<td>Homeroom</td>
<td></td>
<td>1:30-2:30</td>
<td></td>
<td>4:00-6:00</td>
</tr>
<tr>
<td></td>
<td>T&amp;L #14</td>
<td>Oct 5</td>
<td></td>
<td>Dec 18</td>
<td>NO HEBREW</td>
</tr>
<tr>
<td>Dec 6</td>
<td>DSS #3</td>
<td>Dec 8</td>
<td>Parshat HaShavua #5</td>
<td>Dec 15</td>
<td>Public School Visit #9</td>
</tr>
<tr>
<td></td>
<td>RLL II #5</td>
<td></td>
<td>Homeroom</td>
<td></td>
<td>1:30-2:30</td>
</tr>
<tr>
<td></td>
<td>3:00-5:00</td>
<td></td>
<td>T&amp;L #14</td>
<td></td>
<td>2:45-3:00</td>
</tr>
<tr>
<td></td>
<td>5:15-7:15</td>
<td></td>
<td></td>
<td></td>
<td>3:00-6:00</td>
</tr>
<tr>
<td>Dec 13</td>
<td>DSS #4</td>
<td>Dec 15</td>
<td>Public School Visit #9</td>
<td>Dec 20</td>
<td>WINTER BREAK</td>
</tr>
<tr>
<td></td>
<td>RLL II #6</td>
<td></td>
<td>1:30-2:30</td>
<td>Dec 22</td>
<td>WINTER BREAK</td>
</tr>
<tr>
<td></td>
<td>3:00-5:00</td>
<td></td>
<td>Homeroom</td>
<td>Dec 25</td>
<td>WINTER BREAK</td>
</tr>
<tr>
<td></td>
<td>5:15-7:15</td>
<td></td>
<td>T&amp;L #16</td>
<td>Jan 1 2017</td>
<td>WINTER BREAK</td>
</tr>
<tr>
<td>Dec 27</td>
<td>WINTER BREAK</td>
<td>Dec 29</td>
<td>WINTER BREAK</td>
<td>Jan 1 2017</td>
<td>WINTER BREAK</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>DeLeT &amp; DeLeT L'Ivrit</td>
<td>Time</td>
<td>Date</td>
<td>DeLeT &amp; DeLeT L'Ivrit</td>
<td>Time</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------</td>
<td>------------</td>
<td>------------</td>
<td>-----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Jan 3</td>
<td>DSS #5</td>
<td>3:00-5:00</td>
<td>Jan 5</td>
<td>Parshat HaShavua #6</td>
<td>1:30-2:30</td>
</tr>
<tr>
<td></td>
<td>RLL II #7</td>
<td>5:15-7:15</td>
<td></td>
<td>Homeroom</td>
<td>2:45-3:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #17</td>
<td>3:00-6:00</td>
</tr>
<tr>
<td>Jan 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mon, Tues, Wed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>KALLAH ALEPH in LA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DSS completes during KALLAH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 17</td>
<td>MethodsA #1</td>
<td>3:00-5:00</td>
<td>Jan 19</td>
<td>Public School Visit #10</td>
<td>1:30-2:30</td>
</tr>
<tr>
<td></td>
<td>MethodsB #1</td>
<td>5:15-7:15</td>
<td></td>
<td>Homeroom</td>
<td>2:45-3:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #18</td>
<td>3:00-6:00</td>
</tr>
<tr>
<td>Jan 23-27, 2017 Public School Teaching 8:00-2:00</td>
<td>*Note: teaching days may be different in your region</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 25</td>
<td>MethodsA #2</td>
<td>3:00-5:00</td>
<td>Jan 26</td>
<td>Public School Visit #11</td>
<td>1:30-2:30</td>
</tr>
<tr>
<td></td>
<td>MethodsB #2</td>
<td>5:15-7:15</td>
<td></td>
<td>Homeroom</td>
<td>2:45-3:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T&amp;L II #19</td>
<td>3:00-6:00</td>
</tr>
<tr>
<td>Jan 31</td>
<td>MethodsA #3</td>
<td>3:00-5:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MethodsB #3</td>
<td>5:15-7:15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>DeLeT &amp; DeLeT L’Ivrit</td>
<td>Time</td>
<td>Date</td>
<td>DeLeT &amp; DeLeT L’Ivrit</td>
<td>Time</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------</td>
<td>--------</td>
<td>------------</td>
<td>-----------------------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Feb 2</td>
<td>Parshat HaShavuah #7</td>
<td>1:30-2:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Homeroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #20</td>
<td>3:00-6:00</td>
</tr>
<tr>
<td>Feb 7</td>
<td>MethodsA #4</td>
<td>3:00-5:00</td>
<td>Feb 9</td>
<td>Public School Visit #12</td>
<td>1:30-2:30</td>
</tr>
<tr>
<td></td>
<td>MethodsB #4</td>
<td>5:15-7:15</td>
<td></td>
<td>Homeroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #21</td>
<td>3:00-6:00</td>
</tr>
<tr>
<td>Feb 14</td>
<td>MethodsA #5</td>
<td>3:00-5:00</td>
<td>Feb 16</td>
<td>Parshat HaShavuah #8</td>
<td>1:30-2:30</td>
</tr>
<tr>
<td></td>
<td>MethodsB #5</td>
<td>5:15-7:15</td>
<td></td>
<td>Homeroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #22</td>
<td>3:00-6:00</td>
</tr>
<tr>
<td>Feb 21</td>
<td>MethodsA #6</td>
<td>3:00-5:00</td>
<td>Feb 23</td>
<td>Public School Visit #13</td>
<td>1:30-2:30</td>
</tr>
<tr>
<td></td>
<td>MethodsB #6</td>
<td>5:15-7:15</td>
<td></td>
<td>Homeroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #23</td>
<td>3:00-6:00</td>
</tr>
<tr>
<td>Feb 28</td>
<td><strong>TRAVEL DAY - NO CLASS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>TUESDAYS</td>
<td>Date</td>
<td>THURSDAYS</td>
<td>Date</td>
<td>SUNDAYS</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
<td>-------</td>
<td>--------------------</td>
<td>-------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>Time</td>
<td></td>
<td>Time</td>
<td></td>
<td>Time</td>
</tr>
<tr>
<td>TUESDAYS</td>
<td></td>
<td>THURSDAYS</td>
<td></td>
<td>SUNDAYS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 2</td>
<td>1:30-2:30</td>
<td>Mar 5</td>
<td>Teaching Hebrew #15</td>
<td>4:00-6:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:45-3:00</td>
<td></td>
<td>3:00-6:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homeroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>T&amp;L #24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 7</td>
<td>MethodsA #7</td>
<td>Mar 9</td>
<td>Public School Visit #14</td>
<td>1:30-2:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:00-5:00</td>
<td></td>
<td></td>
<td></td>
<td>4:00-6:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MethodsB #7</td>
<td></td>
<td>Homeroom</td>
<td>2:45-3:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5:15-7:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #25</td>
<td>3:00-6:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 14</td>
<td>Methods C #1</td>
<td>Mar 16</td>
<td>Parshat HaShavuah #10</td>
<td>1:30-2:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:00-5:00</td>
<td></td>
<td></td>
<td></td>
<td>4:00-6:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods D #1</td>
<td></td>
<td>Homeroom</td>
<td>2:45-3:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5:15-7:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #26</td>
<td>3:00-6:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 21</td>
<td>Methods C #2</td>
<td>Mar 23</td>
<td>Public School Visit #15</td>
<td>1:30-2:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:00-5:00</td>
<td></td>
<td></td>
<td></td>
<td>4:00-6:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods D #2</td>
<td></td>
<td>Homeroom</td>
<td>2:45-3:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5:15-7:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #27</td>
<td>3:00-6:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 28</td>
<td>Methods C #3</td>
<td>Mar 30</td>
<td>Parshat HaShavuah #11</td>
<td>1:30-2:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:00-5:00</td>
<td></td>
<td></td>
<td></td>
<td>4:00-6:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods D #3</td>
<td></td>
<td>Homeroom</td>
<td>2:45-3:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5:15-7:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #28</td>
<td>3:00-6:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 6/15/2016, 10:33 AM
<table>
<thead>
<tr>
<th>Date</th>
<th>DeLeT &amp; DeLeT L'Ivrit</th>
<th>Time</th>
<th>Date</th>
<th>DeLeT &amp; DeLeT L'Ivrit</th>
<th>Time</th>
<th>Date</th>
<th>DeLeT L'Ivrit / Certificate</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TUESDAYS</strong></td>
<td></td>
<td></td>
<td><strong>THURSDAYS</strong></td>
<td></td>
<td><strong>SUNDAYS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 4</td>
<td>Methods C #4</td>
<td>3:00-5:00</td>
<td>Apr 6</td>
<td>Public School Visit #16</td>
<td>1:30-2:30</td>
<td>Apr 9</td>
<td>NO HEBREW</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods D #4</td>
<td>5:15-7:15</td>
<td></td>
<td>Homeroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 11</td>
<td>SPRING BREAK</td>
<td></td>
<td>Apr 13</td>
<td>SPRING BREAK</td>
<td></td>
<td>Apr 16</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Apr 18</td>
<td>SPRING BREAK</td>
<td></td>
<td>Apr 20</td>
<td>SPRING BREAK</td>
<td></td>
<td>Apr 23</td>
<td>Teaching Hebrew #20</td>
<td>4:00-6:00</td>
</tr>
<tr>
<td>Apr 25</td>
<td>Methods C #5</td>
<td>3:00-5:00</td>
<td>Apr 27</td>
<td>Parshat HaShavuah #12</td>
<td>1:30-2:30</td>
<td>April 30</td>
<td>Teaching Hebrew #21</td>
<td>4:00-6:00</td>
</tr>
<tr>
<td></td>
<td>Methods D #5</td>
<td>5:15-7:15</td>
<td></td>
<td>Homeroom</td>
<td>2:45-3:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #30</td>
<td>3:00-6:00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 6/15/2016, 10:33 AM
## Cohort 15 Academic Class Schedule
### 2016-2017

<table>
<thead>
<tr>
<th>Date</th>
<th>TUESDAYS</th>
<th>Time</th>
<th>THURSDAYS</th>
<th>Time</th>
<th>SUNDAYS</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2</td>
<td>Methods C #6</td>
<td>3:00-5:00</td>
<td>Public School Visit #17</td>
<td>1:30-2:30</td>
<td>Teaching Hebrew #22</td>
<td>4:00-6:00</td>
</tr>
<tr>
<td></td>
<td>Methods D #6</td>
<td>5:15-7:15</td>
<td>Homeroom</td>
<td>2:45-3:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #31</td>
<td>3:00-6:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 7</td>
<td>Teaching Hebrew #22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 9</td>
<td>Methods C #7</td>
<td>3:00-5:00</td>
<td>Parshat HaShavuah #13</td>
<td>1:30-2:30</td>
<td>Mother's Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods D #7</td>
<td>5:15-7:15</td>
<td>Homeroom</td>
<td>2:45-3:00</td>
<td>LAG B'OMER</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T&amp;L #32</td>
<td>3:00-6:00</td>
<td>NO HEBREW</td>
<td></td>
</tr>
<tr>
<td>May 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 11</td>
<td>Rav Siach Prep</td>
<td></td>
<td>Rav Siach Prep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 14</td>
<td>Mother's Day</td>
<td></td>
<td></td>
<td></td>
<td>Lag B'omer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 16</td>
<td>Rav Siach Prep</td>
<td></td>
<td>Rav Siach Prep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 18</td>
<td>Rav Siach Prep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 21</td>
<td>Teaching Hebrew #23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 22-26</td>
<td>Public School Teaching 8:00-2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Note: teaching days may be different in your region</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 23</td>
<td>PE Workshop</td>
<td>3:30-5:30</td>
<td>PE Workshop</td>
<td>3:30-5:30</td>
<td>NO HEBREW</td>
<td></td>
</tr>
<tr>
<td></td>
<td>via videoconference from your coursework site</td>
<td></td>
<td>via videoconference from your coursework site</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 29-31</td>
<td>Monday MEMORIAL DAY</td>
<td></td>
<td></td>
<td></td>
<td>MEMORIAL DAY WEEKEND</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EREV SHAVUOT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SHAVUOT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 6/15/2016, 10:33 AM
Cohort 15 Academic Class Schedule
2016-2017

<table>
<thead>
<tr>
<th>TUESDAYS</th>
<th>THURSDAYS</th>
<th>SUNDAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>DeLeT &amp; DeLeT L'Ivrit</td>
<td>Time</td>
</tr>
<tr>
<td>Date</td>
<td>DeLeT &amp; DeLeT L'Ivrit</td>
<td>Time</td>
</tr>
<tr>
<td>Date</td>
<td>DeLeT L'Ivrit / Certificate</td>
<td>Time</td>
</tr>
</tbody>
</table>

- **June 1**: SHAVUOT
Calendar of Responsibilities

The following monthly guidelines are for reference at your site school. Each responsibility, when fulfilled, should be initialed by your mentor on the first of every month for the previous month. (This information is collected as evidence for the State of California to show your continued competency in these areas.)

Scan each month's guidelines and send a copy to your CE and the Education Director.

*Please Note that these are merely guidelines; and each mentor and clinical educator will make appropriate adjustments per the intern’s progress each month.*
August

**Taking on New Responsibilities in the Classroom**

- First meeting with mentor and Clinical Educator (CE)
- Establish times to meet with CE bi-weekly
- Establish weekly meeting with mentor
- Discuss expectations of Intern during the opening days of school with mentor/s and CE
- Participate in school staff/teacher orientation
- Learn the roles of various support staff in the school
- Tour the entire school facility
- Familiarize yourself with all printed and electronic school materials
- Learn school policies
- Read teacher handbook and discuss any questions with mentor/s and CE
- Learn classroom policies and routines
- Help mentor/s set up classroom
- Discuss vision of the classroom with mentor/s
- Purchase all reading materials for your 1st semester of coursework
- Observe the classroom setup of at least 3 different grades
- Obtain teacher manuals for all subjects
- Read Ruth Charney's *Teaching Children to Care*
September

Taking on New Responsibilities in the Classroom

_____Assist in classroom transitions and routines
_____Write out and turn in to clinical educator weekly schedule of at least two assigned responsibilities (e.g. Tefillah, lunch duty, morning meeting, and transitions.)
_____Arrange weekly meetings with mentor/s
_____Take a speaking role (at least in the form of a personal introduction) at Back to School Night
_____Take responsibility for all or part of a Jewish routine in the classroom (e.g. Tefillah, Kabbalat Shabbat) or take some responsibility related to one of the holidays of Tishrei
_____Observe in another classroom of the same grade, if possible
_____Discuss upcoming Jewish holidays and the role they play in starting the year in the classroom
_____Begin to apply theory from HUC coursework to observations you make in your assigned classroom
_____Begin to take initiative in your classroom setting
_____Begin Public School engagement Thursday, September 15, 2016
_____Begin turning in Student Observation Form, Monthly Guidelines, and Public School visits
October

Taking on New Responsibilities in the Classroom

- Begin working on Preliminary Assessment
- Discuss child study with mentor/s and Clinical Educator
- Discuss goals and content in **math** with mentor/s **and teach a small group lesson**
- Discuss goals and content in **language arts** with mentor/s **and teach a small group lesson**
- Discuss goals and content in **social studies** with mentor/s
- Discuss goals and content in **science** with mentor/s
- Discuss goals and content in **Hebrew** with mentor/s
- Discuss goals and content in **Jewish studies** with mentor/s
- Work with mentor to plan general studies, Jewish studies or Hebrew lesson, followed by conference with Mentor after you observe the lesson
- Discuss with mentor topic and dates of teaching two lessons during November and begin planning.
- Discuss your **ongoing** observations with your Clinical Educator
November

Taking on New Responsibilities in the Classroom

- Meet with mentors & CE to review Preliminary Assessment
- Teach two lessons in a week during November (date to be determined during T&L)
- Preliminary Assessment DUE November 14, 2016
- Observe at least two parent/teacher conferences with your mentor/s
  Interns do not provide feedback during conferences.
- Intern and Clinical Educator observe an individual child, followed
  by 3-way meeting with mentor to de-brief and unpack
- Take charge of classroom for short periods of time, planned and unplanned
  (add to your teaching time).
- Discuss goals and content in other content areas (computer, art, music, physical education) with mentor/s
- Support the learning of individual students
December

**Taking on New Responsibilities in the Classroom**

- Make plans for Kallah Aleph (January 8-11, 2017)
- Take on at least one responsibility related to *Chanukah* with mentor support and feedback
- Begin observing various assessment tools being used. Find ways to support these protocols.
- Observe in another classroom in a different grade and write a reflection on the differentiated instruction and share with your CE
January

**Taking on New Responsibilities in the Classroom**

_____ Consult with mentors and clinical educator on unit to teach
_____ Determine a unit to teach with mentors during two weeks in February.
_____ Discuss Understanding by Design with mentor/s
_____ Week-long Public School Teaching January 23-27, 2017
_____ Begin Mid-Year Assessment *January 30, 2017*
_____ Share some responsibility for assessment/evaluation process
   (e.g. grades, reports, on-going records) with mentor/s, write a reflection
   and share with CE
_____ Depending on your site school calendar, participate in at least 3 Parent/Teacher
   conferences and writing report cards
February

Taking on New Responsibilities in the Classroom

- Teach unit during two weeks in February *(dates to be determined in T&L)*
- Meet with mentor/s and clinical educator to review Mid-Year Assessment (by week of **February 20, 2017**)
- Signature of approval of all lesson plans by Clinical Educator
- Schedule Clinical Educator to observe two of your teaching lessons
- Mid-Year Assessment **DUE February 27, 2017** to DeLeT Education Director
- Make plans for Kallah Bet, NoCA, February 26-28, 2017
- Begin planning integrated units with mentor
- Meet with Head of School to discuss integration
March

**Taking on New Responsibilities in the Classroom**

- Schedule to teach an Integration unit two weeks in March.
- Discuss integration inquiry with mentor/s and clinical educator.
- Identify topic for integrated unit early in the month.
- From now until May, videotape lessons of your uninterrupted and unedited teaching for T&L.
- Observe how Purim is taught and celebrated at your school and take on one responsibility.
April

**Taking on New Responsibilities in the Classroom**

- Begin planning for **five consecutive days of teaching** in public school during May in consultation with your public school mentor.
- Observe Passover celebrations in a class other than your own.
- Observe how Pesach is taught and celebrated at your school.
- Schedule interviews/observations with 3 Judaic teachers.
- Help plan and facilitate at least one Passover activity at your school.
- Begin and establish *Rav Siach* planning meetings.
May

**Taking on New Responsibilities in the Classroom**

- Begin work on Summative Assessment *May 1, 2017*
- Begin planning for five consecutive days of teaching in June at your site school in consultation with Mentors and Clinical Educators
- Public School Teaching: May 22-26, 2017
- Begin final teaching at your site school approximately May 31, 2017
- Participate in as many as possible Parent/Teacher conferences
June

Taking on New Responsibilities in the Classroom

- Final Assessment **DUE June 5, 2017**
- Plan for Summer Institute
- Take role in reception of the new cohort
- Help facilitate the ending of the school year with your mentor/s
- Collaborate with your Mentor/s in the writing of report cards (might be in May)
- Teach as many days as possible in your site school, with support of your Mentor/s.
- Continue research and planning for *Rav Siach*
DeLeT Intern Name: Tammy Sacks  
Teacher's Name: Robert Brown  
Grade Level: 3rd grade

### October-January Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>January 25-28, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/21</td>
<td>Observed English Class</td>
<td>1/25</td>
</tr>
<tr>
<td>11/4</td>
<td>Observed multiple math warm-up and lesson</td>
<td>1/27</td>
</tr>
<tr>
<td>12/4</td>
<td></td>
<td>1/28</td>
</tr>
<tr>
<td>1/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/25</td>
<td>Observed whole-school assembly</td>
<td></td>
</tr>
<tr>
<td>1/27</td>
<td>Observed class</td>
<td></td>
</tr>
<tr>
<td>1/28</td>
<td>Ran one center for English class</td>
<td></td>
</tr>
</tbody>
</table>

### February - May Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>May 23-27, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/3</td>
<td></td>
<td>5/23</td>
</tr>
<tr>
<td>3/2</td>
<td></td>
<td>5/24</td>
</tr>
<tr>
<td>4/13</td>
<td></td>
<td>5/25</td>
</tr>
<tr>
<td>5/18</td>
<td></td>
<td>5/26</td>
</tr>
<tr>
<td>5/23</td>
<td></td>
<td>5/27</td>
</tr>
</tbody>
</table>

Instructions: Please use the space below to add details for each day you visit Jefferson Elementary. If you need additional space, insert rows and move onto the next page.

- 10/21/2015: Observed English Class
- 11/4/2015: Observe English class
- 12/4/2015: Observed whole-school assembly
- 1/3/2016: Ran center for English
- 1/25/2016: Observed whole-school assembly / Observed class
- 1/27/2016: Observed class  Gave math timed-tests
# Monthly Record of Two Students’ Progress in Reading and Math

*Instructions:* Select two students from your class. One should be an English-language learner, if there is one. If not, select a student who has another language issue. The other student should present a different challenge. Identify these students by initials or alias.

Each month, briefly record evidence of the progress these two students have made in reading and in math. Submit this form to Eileen Horowitz at the end of each month. At the end of September, you will submit one month’s observations. In October, you will add your new observations and resubmit the form with the added information. The rows will expand as needed, resulting in a multi-page document by the end of the year. Continue in this manner throughout the academic year.

<table>
<thead>
<tr>
<th>Month</th>
<th>Students</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initials of Students</td>
<td>Comments</td>
<td>Comments</td>
</tr>
<tr>
<td>September</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative comments</td>
<td>Student 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative comments</td>
<td>Student 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Mentoring Relationship

The personal and professional relationship between the mentor and the Intern lies at the heart of the DeLeT experience, and open and honest communication lies at the heart of a successful relationship. The relationship works best when both parties pay special attention to the sensitive treatment of the other, showing “unconditional positive regard” and displaying empathy whenever possible. In entering the relationship, both mentor and Intern become conscious of the ethical responsibilities they have towards one another. They respect the other’s rights, feelings and confidences. They agree to be responsible and responsive to one another. Interns and mentors have the right to expect professional and supportive behavior of each other.

The mentor can expect the Intern to:

- Perform assigned tasks in a timely manner and to the best of his/her ability
- Fulfill all the professional expectations outlined in the school’s handbook and any others explicitly identified by head of school, liaison and/or mentors
- Always support the mentor in acting with the best interest of children in mind
- Apply what he/she is learning in DeLeT to the classroom
- Act in accordance with the classroom guidelines established by the mentor
- Communicate carefully with parents (after reviewing guidelines for appropriateness with the mentor)
- Support the teacher and his/her policies in all exchanges with children, families and colleagues
- Share problems he/she is encountering in a timely manner
- Be willing to engage in reflection and self-assessment
- Respond and follow through on feedback and guidance
- Keep confidential information confidential (as defined by the mentor) about the school, its professionals, students or families

The Intern can expect the mentor to:

- Model professional behavior
- Allocate regularly-scheduled meeting times with the Intern (at least one hour per week for planning and reflection)
- Clearly delineate and explain the Intern’s responsibilities for a given period of time
- **Allow the Intern opportunities for experiences and responsibilities, in accordance with the calendars and the lists of Interns’ responsibilities on the calendars**
- Listen carefully and thoughtfully to the Intern’s concerns
- Provide instructive, helpful feedback and guidance to the Intern
- Respond to problems the Intern may encounter in a timely and professional manner
- **Not share information about the Intern** which the Intern has identified as confidential, without the Intern’s permission
Protocols for Mentoring Conversations: Planning, Feedback, and Reflection

The Norms of DeLeT stress the centrality of:
- Continuous inquiry and reflection
- Collaborative learning
- Ongoing assessment

In order to live out these norms, interns meet with their mentors for at least one hour every week. Each week time should be devoted to:
- Planning (thinking ahead to what the Intern will be expected to do over the following week)
- Reflection (what the Intern has learned from his/her experiences)
- Feedback (how the Intern is progressing)

The questions which mentors ask during mentoring conversations can stimulate Interns to begin thinking like a teacher. The most helpful questions are those that encourage multiple responses rather than single right answers. Effective questions help Interns:
- Hypothesize what might happen
- Analyze what happened and why
- Imagine possibilities
- Develop insights and ideas based on what happened

Some helpful question stems are:
- What is another way you might…?
- What do you think might happen if…?
- How did you decide…(or come to that conclusion)?
- What might you see happening in your classroom if…?
- What did you learn from…?

Some useful ways to think about questions are:
- Use plural forms (What are some of your goals? What ideas do you have?)
- Use tentative language (What hunches do you have? How might you go about doing that?)
- Use “positive presuppositions” which assume that Interns have knowledge and skill (As you think about this with your content expertise… Since you know the students well…)

The protocols on the following pages can be used to guide these conversations.

* Much of the material in this section has been adapted, with permission, from material developed at the Santa Cruz New Teachers Center at the University of California, Santa Cruz.
1. General Protocol for a Mentoring Conversation

When to use this protocol: This protocol is appropriate when the mentor wants to “take the pulse” of where the Intern is currently in his/her development as a beginning teacher and where the Intern might move forward in the coming week or weeks.

Assess the intern’s needs by:
- Making connections and building trust
- Identifying successes and challenges

Establish a focus for work by:
- Paraphrasing
- Clarifying

Support the intern’s movement forward by:
- Direct teaching
- Collaborative problem-solving
- Reflective questioning

Promote accountability by:
- Identifying specific next steps
- Agreeing to follow up
2. A Planning Conference

When to use this protocol: The purpose of many mentoring conversations is to plan the intern’s participation in the classroom over the coming week. Sometimes, the planning can be about general responsibilities; sometimes, the focus can be a specific lesson. This protocol can be used when planning a lesson, and can be adapted when planning for the interns to take on other classroom responsibilities.

Clarify goals and context:
- What are the goals of the lesson?
- How does this lesson build on previous learning?
- How does it address students’ needs?

Determine evidence of learning:
- What do you want students to learn through this lesson?
- How will you know what they have learned?
- How will students know what is expected?

Explore teaching strategies:
- What materials and resources will you use in this lesson?
- In what learning experiences will students engage?
- How will these resources and experiences promote student learning?
3. **Conversation about the Collaborative Log**

**When to use this protocol:** This protocol can be used whenever the Clinical Educator and/or Mentor meet with the Intern. The conversation provides a way to monitor the Intern’s progress towards becoming a teacher and understand the Intern’s current strengths and challenges.

The Clinical Educator fills out the chart based on the conversation with the Intern and Mentor, or just the Intern. The Intern, Mentor, Clinical Educator and Education Director all get copies of the completed Log. (NCR forms are available from the Education Director.)

<table>
<thead>
<tr>
<th>What’s Working:</th>
<th>Challenges and Concerns:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern’s Next Steps:</td>
<td>Mentors’ and CE’s Next Steps:</td>
</tr>
</tbody>
</table>

Share “What’s Working”
- Mentor and intern each share their perceptions of what’s working
- What is similar and what is different in the reflections?
- What might account for the differences?

Challenges and Concerns (areas for change)
- Mentor and intern each share their concerns
- What evidence supports these concerns?
- How might the concerns be addressed?

Next steps
- What will the intern do and when will he/she do it?
- What will the mentor do and when will he/she do it?
- What will the clinical educator do and when will he/she do it?

Among the next steps which can be considered are the following:
- Focused observation of the intern by the mentor (or clinical educator)
- Demonstration by the mentor, observed by the intern
- Demonstration by another veteran teacher, observed by the intern
- Videotaping the intern “in action”
4. Goal-setting Conversation

When to use this protocol: Periodically, Mentors and Interns take stock of the Intern’s growth and set goals for the coming weeks or months. The goals are arrived at collaboratively; both Mentor and Intern have input into the goals that are set.

Review:
- Thinking back (or in reviewing collaborative logs), what patterns emerge regarding strengths and areas for potential growth?

Reflection on DeLeT Framework for Teaching

Examine one (or a few) of the areas in the framework. For each one, ask:
- To what does this area of the framework refer?
- In what ways is the intern demonstrating emerging competence in this area?
- What evidence supports these impressions?
- In which specific areas does the intern need to focus (either because emerging competence is not being demonstrated or because potential for excellence is emerging)?

Strategies for further growth:
- What can the Intern do to address the areas identified above?
- What can the mentor do to support the Mentors’ development in these areas?
5. Analysis of Student Work

When to use this protocol: Understanding student learning is an important part of teaching. Mentor and Intern can work together to understand students and their learning by analyzing student work on a given assignment. This protocol can be used to help the intern learn how to monitor student learning and plan to differentiate instruction.

Mentor and Intern can fill out the chart below as they analyze student work. The first time they do this, they should look at the work together. At a later date, the Intern might do the analysis alone, and then share it with the Mentor for comment.

Describe your expectations for student work/ performance on this assignment.

<table>
<thead>
<tr>
<th>Exceeding expectation</th>
<th>Meeting expectation</th>
<th>Approaching expectation</th>
<th>Performed below expectation</th>
</tr>
</thead>
</table>

Sort student work into four piles.

Select one sample from each pile for further reflection. Describe the performance of each selected student.

<table>
<thead>
<tr>
<th>Exceeding expectation</th>
<th>Meeting expectation</th>
<th>Approaching expectation</th>
<th>Performed below expectation</th>
</tr>
</thead>
</table>

How might you support each student’s learning and forward movement?

<table>
<thead>
<tr>
<th>Exceeding expectation</th>
<th>Meeting expectation</th>
<th>Approaching expectation</th>
<th>Performed below expectation</th>
</tr>
</thead>
</table>
6. Observation Conference

When to use this protocol: Formal observation of the Interns while they are teaching is critical to helping Interns grow and develop as beginning teachers. Observations should always be planned in 3 parts:

- Pre-observation conference to determine the purpose and focus
- Observation and collection of evidence
- Post-observation conference for reflection and future planning

Pre-observation Conference:
- Clarify goals of the teaching
- Determine evidence of student success
- Review the plan for the lesson (and modify as necessary)
- Identify focus for data collection (What are interns and mentors curious to learn from this observation?)

The mentor records evidence as the lesson is taking place. Note the distinctions between evidence and opinion:

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>OPINION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observable</td>
<td>Draws conclusions</td>
</tr>
<tr>
<td>Objective</td>
<td>Subjective</td>
</tr>
<tr>
<td>Free of value judgment</td>
<td>May include value judgment</td>
</tr>
<tr>
<td>Not subject to debate (unambiguous)</td>
<td>Makes inferences</td>
</tr>
</tbody>
</table>

(In order to take notes, the Mentor may want to divide a sheet of paper into three columns, the left-hand column for evidence of what the teacher is doing, the middle column for what the students are doing, and the right-hand column for points of curiosity (“I wonder…” statements). The Mentor should be aware that he/she and the Intern will look at this together.)

Post-Observation Conference:
- Identify significant patterns in the observation (What stands out? What happened repeatedly?)
  Recall evidence to support the patterns.
- Analyze the lesson: How was the lesson similar to what was planned? How did it differ?
- What might account for the differences?
- Synthesize learning and draw conclusions (What can we learn from what happened?)
- Set next steps (What can we do with what we learned? How might we support students in moving forward in their learning? How might we support the Intern in his/her learning to teach?)
- Reflect on the observation process (pre-conference, observation, post-conference): What worked? What didn’t? What did we learn that can help us as we move into the future?
**The Mentors’ Role in Assessment**

Mentors play a key role in the assessment of Interns and their development as teachers. In order to prepare for this role, Mentors should study the Framework for Teaching, beginning on page 1-16 of this Handbook. This framework draws on the insights of numerous educators with experience and wisdom about teaching and learning to teach, and addresses the particularities of teaching in a Jewish day school.

Mentors engage in ongoing assessment of interns, providing:

- **Feedback** (how is the intern doing with respect to the expectations set forth in this classroom and the expectations of DeLeT Interns)
- **Guidance** (specific suggestions for acting as a teacher in more effective ways)

Feedback and guidance can be expressed to the Intern:

- During the weekly reflective meeting
- As needed (in a timely, private and professional manner)

Interns will complete three self-assessments based on DeLeT’s written prompts and questions:

- A preliminary assessment due **November 14, 2016**
- A mid-year assessment due **February 27, 2017**
- A summative assessment due **June 5, 2017**

After completing each written self-assessment, interns will share what they have written with their mentors. Together with clinical educator, mentors will prepare responses to the intern’s self-assessments. Clinical educators, rather than mentors, will be responsible for the actual writing. When the document is complete, interns, mentors and clinical educators will meet to discuss the assessment.

**The full assessment protocols follow.**
The Formative Assessment is an important time for taking stock of your progress in the initial period of the internship. Use this worksheet to prompt your thinking about your learning.

Knowing Jewish Students as Learners and Using this Knowledge to Inform their Teaching

- Work actively to learn about students as individuals and members of families and communities;
- Use their knowledge of child development and learning, and their knowledge of individual students to inform their teaching;
- Use information in Individual Education Plans (IEPs) to modify instruction and integrate students with disabilities into the classroom;
- Respect diversity in the Jewish practices of their students’ families and seek opportunities to enrich families’ Jewish experiences;

1. **Intern:** Study the elements above. Choose one that you are beginning to understand in a deeper way and call it Element A.

   **Element A:**

   **Intern’s response to element A:** Think about how you initially understood this element, how your understanding has developed, and what specifically contributed to your learning. What are you doing in the classroom that relates to this element or to this standard?

   **Mentor’s response to Element A:** Comment on the element your intern chose to discuss. What has she/he done (or is planning to do) that relates to this element?

<table>
<thead>
<tr>
<th>Intern</th>
<th>Mentor/CE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Plan**
2. Intern: Now choose an element from this standard that is still unclear or puzzling to you and call it Element B.

Element B: ____________________________________________

**Intern’s response to Element B**: What questions do you have about this element? How is your mentor teacher working on this aspect of the standard? How can you get more “inside its meaning” and what it implies for classroom practice? (Be specific.)

**Mentor’s response to Element B**: How can you help your intern with this element?

<table>
<thead>
<tr>
<th>Intern</th>
<th>Mentor/CE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Plan**

Creating and Sustaining a Classroom Learning Community Based in Jewish Values and Ideas

- Develop a culture of learning where diverse people, knowledge, ideas and questions are respected and valued;
- Provide a range of learning opportunities to meet diverse learning needs and hold high expectations for student learning;
- Foster shared responsibility and collaborative learning;
- Create a safe environment where students are comfortable taking intellectual risks and sharing ideas, issues and personal experiences;
- Develop procedures for the smooth operation of the classroom and the efficient use of time;
- Establish clear norms and consequences for individual and group behavior and enforce them consistently;
- Use multiple strategies to manage student behavior and keep students engaged in learning.
- Infuse classroom culture with Jewish values, rituals and ideas
3. **Intern:** Review the elements listed above. Choose one element (call it Element C) from this facet of the framework that you now understand in a deeper way.

Element C: ________________________________________________________________

**Intern:** Reflect on how you initially thought about this element, how your understanding has developed, and what specifically contributed to your learning. What are you doing in class (or planning to do) that relates to this element or to this standard?

**Mentor:** Comment on your intern’s element. What has he/she done that relates to Element C?

<table>
<thead>
<tr>
<th>Intern</th>
<th>Mentor/CE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Plan**

4. **Intern:** Now choose an element that is still unclear or puzzling to you and call it Element D.

Element D: ________________________________________________________________

**Intern:** What questions do you have about this element? How can you get more into its meaning and what it implies for classroom practice? (Be specific.)

**Mentor:** Comment on the element your intern chose. What has she/he done that relates to this element? What can you do to help him/her clarify this element and what it means for classroom teaching?
### 5. Intern:

What regular responsibilities have you taken on for handling various classroom tasks, such as attendance, meetings, and routines? How would you characterize your developing “teacher presence” or “stance” during these times? How are you taking initiative in the classroom?

<table>
<thead>
<tr>
<th>Intern</th>
<th>Mentor/CE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Plan**

Intern | Mentor/CE |
--------|-----------|
        |           |

**Action Plan**

<table>
<thead>
<tr>
<th>Intern</th>
<th>Mentor/CE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DeLeT – Day School Leadership through Teaching
Rhea Hirsch School of Education
Hebrew Union College, Los Angeles
Page 3-13

Rev 6/9/2015
Developing as a Professional Jewish Educator

6. **Intern**: What makes your classroom a Jewish learning community? What role are you playing or would you like to play to foster the Jewish culture of your classroom?

<table>
<thead>
<tr>
<th>Intern</th>
<th>Mentor/CE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Plan**

7. How would you characterize the professional demeanor and comportment of your intern so far? Are you comfortable with issues of dress, punctuality, and reliability? How do you respond to feedback?

<table>
<thead>
<tr>
<th>Intern</th>
<th>Mentor/CE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Plan**
8. DeLeT Seminars
To be responded by Intern with feedback from CE

Please reflect on your fulfillment of DeLeT requirements. In what ways do your journals, papers, and inquiries contribute to your becoming a professional teacher? Are drafts submitted with adequate time to allow for feedback? Is your final work submitted on time? Do you respond to emails and phone calls promptly?

<table>
<thead>
<tr>
<th>Intern</th>
<th>CE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action Plan
Mid-Year Assessment – 2017

Intern: ______________________  Clinical Educator: ______________________
Mentor: ______________________  Mentor: ______________________

Date Assessment is due to Mentor/s and Clinical Educator: **February 20, 2017**

Your mentor teacher/s and CE will respond to your reflection.
Date Assessment is due to Education Director: **February 27, 2017**

**TEACH FOR UNDERSTANDING**

*Please respond to each statement based on your teaching your unit using Understanding by Design.*

1. I help students connect what they already know with what they are learning.

   **INTERN:**
   - □ Accomplished
   - □ Shows Improvement
   - □ Needs Improvement

   **MENTOR/CE:**
   - □ Accomplished
   - □ Shows Improvement
   - □ Needs Improvement

2. I help students see how the content they are learning relates to their lives as Americans and as Jews.

   **INTERN:**
   - □ Accomplished
   - □ Shows Improvement
   - □ Needs Improvement

   **MENTOR/CE:**
   - □ Accomplished
   - □ Shows Improvement
   - □ Needs Improvement

3. I use a variety of instructional strategies to make knowledge accessible and interesting to diverse learners.

   **INTERN:**
   - □ Accomplished
   - □ Shows Improvement
   - □ Needs Improvement

   **MENTOR/CE:**
   - □ Accomplished
   - □ Shows Improvement
   - □ Needs Improvement
4. I teach in ways that model and promote the inherent value of learning *(Torah Lishma)*.

INTERN: ☐ Accomplished ☐ Shows Improvement ☐ Needs Improvement

MENTOR/CE: ☐ Accomplished ☐ Shows Improvement ☐ Needs Improvement

5. I monitor student’s intellectual engagement and take steps to challenge to re-engage them.

INTERN: ☐ Accomplished ☐ Shows Improvement ☐ Needs Improvement

MENTOR/CE: ☐ Accomplished ☐ Shows Improvement ☐ Needs Improvement

6. I adjust instruction based on ongoing assessment.

INTERN: ☐ Accomplished ☐ Shows Improvement ☐ Needs Improvement

MENTOR/CE: ☐ Accomplished ☐ Shows Improvement ☐ Needs Improvement

7. I provide students with useful and timely feedback on their learning and involve students in assessing their own learning.

INTERN: ☐ Accomplished ☐ Shows Improvement ☐ Needs Improvement

MENTOR/CE: ☐ Accomplished ☐ Shows Improvement ☐ Needs Improvement
8. I create opportunities for students to demonstrate their understanding.

INTERN:  
☐ Accomplished  ☐ Shows Improvement  ☐ Needs Improvement

MENTOR/CE:  
☐ Accomplished  ☐ Shows Improvement  ☐ Needs Improvement

9. I challenge students to think in more sophisticated ways about relationship between Jewish and general content areas of the curriculum.

INTERN:  
☐ Accomplished  ☐ Shows Improvement  ☐ Needs Improvement

MENTOR/CE:  
☐ Accomplished  ☐ Shows Improvement  ☐ Needs Improvement

INTERN: Comment below on your growth and challenges in areas that are most important to you.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
MENTOR/S AND CLINICAL EDUCATOR: Comments and/or action plan.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

_____________________________________________________________________________________
3. I plan learning activities based on an understanding of content and curricular expectations

<table>
<thead>
<tr>
<th>INTERN:</th>
<th>MENTOR/CE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Accomplished</td>
<td>☐ Accomplished</td>
</tr>
<tr>
<td>☐ Shows Improvement</td>
<td>☐ Shows Improvement</td>
</tr>
<tr>
<td>☐ Needs Improvement</td>
<td>☐ Needs Improvement</td>
</tr>
</tbody>
</table>

4. I design lessons that motivate and engage all students.

<table>
<thead>
<tr>
<th>INTERN:</th>
<th>MENTOR/CE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Accomplished</td>
<td>☐ Accomplished</td>
</tr>
<tr>
<td>☐ Shows Improvement</td>
<td>☐ Shows Improvement</td>
</tr>
<tr>
<td>☐ Needs Improvement</td>
<td>☐ Needs Improvement</td>
</tr>
</tbody>
</table>

5. I plan learning opportunities which create appropriate links across disciplines and between general and Jewish subjects.

<table>
<thead>
<tr>
<th>INTERN:</th>
<th>MENTOR/CE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Accomplished</td>
<td>☐ Accomplished</td>
</tr>
<tr>
<td>☐ Shows Improvement</td>
<td>☐ Shows Improvement</td>
</tr>
<tr>
<td>☐ Needs Improvement</td>
<td>☐ Needs Improvement</td>
</tr>
</tbody>
</table>

6. I sequence learning opportunities that build on what students know, accommodate individual learners and promote their learning.

<table>
<thead>
<tr>
<th>INTERN:</th>
<th>MENTOR/CE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Accomplished</td>
<td>☐ Accomplished</td>
</tr>
<tr>
<td>☐ Shows Improvement</td>
<td>☐ Shows Improvement</td>
</tr>
<tr>
<td>☐ Needs Improvement</td>
<td>☐ Needs Improvement</td>
</tr>
</tbody>
</table>
7. I draw on a range of resources in schools and beyond.

INTERN:  
☐ Accomplished  
☐ Shows Improvement  
☐ Needs Improvement  

MENTOR/CE:  
☐ Accomplished  
☐ Shows Improvement  
☐ Needs Improvement  

8. I plan instructional assessment to promote important goals.

INTERN:  
☐ Accomplished  
☐ Shows Improvement  
☐ Needs Improvement  

MENTOR/CE:  
☐ Accomplished  
☐ Shows Improvement  
☐ Needs Improvement  

9. I write comprehensive lesson plans in a timely fashion.

INTERN:  
☐ Accomplished  
☐ Shows Improvement  
☐ Needs Improvement  

MENTOR/CE:  
☐ Accomplished  
☐ Shows Improvement  
☐ Needs Improvement  

INTERN: Comment below on your growth and challenges in areas that are most important to you.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

DeLeT – Day School Leadership through Teaching  
Rhea Hirsch School of Education  
Hebrew Union College, Los Angeles  
Page 3-21  

Rev 6/9/2015
MENTOR/S AND CLINICAL EDUCATOR: Comments and/or action plan.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Throughout the year, through inquiries and assessments, your work in the field of teaching has been referenced to the DeLeT Framework. Now that you are about to graduate from DeLeT, your summative assessment is to refer to “The DeLeT Vision of a Jewish Day School Teacher.”

Write a one or two page reflection on your progress in fulfilling this vision.

1. **Part One:** As you review the ideal qualities of a Jewish day school teacher, choose the items that represent areas of greatest growth for you. Comment on how you feel you have developed in these areas. You may cite your own reflections, evidence of student learning, comments from mentors, CE’s or other indicators.

2. **Part Two:** Write about those qualities in which you would like to grow as a teacher. How might you accomplish this?

In addition, please fill out the rubrics attached to this document. Highlight the descriptors in each category that apply to you; and give yourself a score. You may find that you fall into more than one category across the criterion. **If so, fill out the same rubric and item.** Your mentor teachers and CE will consult with you to see if your self-assessment is in alignment with how your mentor and CE view your work this year.
The DeLeT Vision of a Jewish Day School Teacher

The goal of DeLeT is to help fellows/interns become teachers who:

- See themselves as Jewish educators
- Create a classroom learning community infused with Jewish and American values
- Foster collaborative learning
- Engage students in a learning environment which is rich in daily living experiences of Judaism
- Stimulate inquiry-based learning
- Engage students in active, constructivist learning
- Honor and accommodate the individuality of each student, thereby meeting the needs of all learners
- Continuously monitor and assess student learning in order to refine their teaching
- Provide opportunities for themselves and their students to produce excellent work
- Use reflective thinking to grow as human beings, as Jews, and as professional teachers
- Support learning which conveys a multiplicity of understandings within a given subject matter area
- Help students grasp “big ideas” and “enduring understandings” in the disciplines they are teaching
- Create classrooms in which general and Jewish learning are brought into relationship with one another (“integration”) in ways that challenge students to think about what it means to be a Jew in the larger society
- Understand and support the multiple contexts in which Jewish education takes place (family, synagogue, community, etc.)
**RUBRIC FOR EVALUATING FIELDWORK PLACEMENT PERFORMANCE**

_Thinking about your performance to date: where do you see your work on this continuum_

1. **Highlight the descriptors in each category that apply to your work. You may find that you fall in more than one category across the criterion. If so, highlight each phrase that applies to your work.**
2. **When you have finished highlighting, review all of the criteria, give your work a holistic (overall) score, and explain your thinking around this score.**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Pass</th>
<th>Low Pass</th>
<th>No Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approach to Learning</td>
<td>Displays curiosity, love of learning, and a quest for knowledge.</td>
<td>Displays superficial interest in learning. Practice reveals surface understanding or connection to coursework, suggesting incomplete understanding of readings. Demonstrates minimal growth in learning.</td>
<td>Displays indifference toward learning. Follows up with some of the course reading without connecting to practice. Demonstrates little or no growth in learning.</td>
</tr>
<tr>
<td>Response to Feedback</td>
<td>Welcomes and seeks feedback as an opportunity for growth. Takes responsibility for own learning and growth. Reflects on practice, performance and feedback.</td>
<td>Willing to listen to feedback when suggested by mentor or CE, but does not seek feedback. Exhibits minimal growth as a result of feedback and reflection.</td>
<td>Does not use feedback as opportunity for growth. Is resistant during feedback time. Shunts responsibility for learning to others. Does not see reflection as an important tool to improve practice.</td>
</tr>
<tr>
<td>Initiative</td>
<td>Seeks opportunities to support learning, learners and mentors. Seeks leadership opportunities. Volunteers and explores new ideas. Takes initiative in school-wide events as appropriate.</td>
<td>Impassive to learning, learners and mentors. Takes minimal initiatives in school and in supporting the mentors during class time.</td>
<td>Does not support learning, learners and mentors. Waits to be asked to take part in classroom activities and school's events.</td>
</tr>
<tr>
<td>Planning</td>
<td>Allows adequate time for lesson planning and receipt of feedback from CE and Mentors. Applies Elements of Instruction and Understanding by Design to well-organized lesson plans. Actively engages with mentor/CE in planning process.</td>
<td>Shares lesson plans late with CE and/or Mentors. Applies some of the Elements of Instruction and/or Understanding by Design but lesson plan is only somewhat organized. Consults mentor/CE about planning.</td>
<td>Attempts to teach without adequate planning. Shares lesson plans with CE and Mentor too late for feedback and revision. Does not apply Elements of Instruction and/or Understanding by Design. Follows mentor's plans without accepting ownership.</td>
</tr>
<tr>
<td>Criterion</td>
<td>Pass</td>
<td>Low Pass</td>
<td>No Pass</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Respects school policies (e.g., dress code, punctuality, and responsibilities). Responds to all emails and phone calls promptly. Understands school culture and behaves accordingly. Manages time effectively. Expresses appreciation and concern appropriately. Communicates openly, honestly, and respectfully with mentors, CEs and others. Maintains a positive, professional tone.</td>
<td>Demonstrates inconsistent professional behavior, is late at times, and sometimes dresses unprofessionally. Responds late or inconsistently to emails or phone calls. Demonstrates reasonably consistent time management. Communicates appropriately.</td>
<td>Dresses inappropriately for school culture and expectations. Responds late or not at all to email or phone calls. Acts unprofessionally to the point of causing concern among various school stakeholders. Manages time ineffectively. Communicates inappropriately or negatively.</td>
</tr>
<tr>
<td>Content Mastery</td>
<td>Researches subject matter thoroughly before teaching, going beyond student requirements. Anticipates and addresses student questions and challenges.</td>
<td>Researches subject matter partially before teaching, meeting student requirements. Anticipates some student questions and challenges.</td>
<td>Presents limited knowledge of subject matter; cannot answer students' basic questions. Recognizes lack of adequate knowledge after class, or not at all.</td>
</tr>
<tr>
<td>Engagement with Students</td>
<td>Interacts positively and respectfully with students and demonstrates knowledge of their individuality. Tracks individual students' progress.</td>
<td>Interacts positively with most students but inattentive to some individuals' needs. Is unfamiliar with some students' needs.</td>
<td>Detached and disinterested in students. Unaware of or unresponsive to students' individual needs.</td>
</tr>
</tbody>
</table>

In this box, please give your work an overall score and explain your rating based on the criteria you highlighted:
Wisdom from Previous Fellows/Interns *(revised 2015)*

1. Be sure that you establish yourself as a DeLeT Intern (*not a teaching assistant*) early in the year.
2. Keep a positive attitude – it’s too easy to get caught up in complaining about the negatives!
3. Journal!! Even when you feel like you don’t have the time. This will help you to remember this amazing experience when it’s over.
4. Form a strong relationship with your mentor(s) – they will be your teachers, students, supporters, friends, advocates, and so much more.
5. If you feel that your needs are not being met, do something about it, but be diplomatic! Talk to your mentor and Clinical Educator FIRST!
6. Try to attend as many family education events as possible, even when they aren’t mandatory.
7. Take advantage of the resources in your school – there is so much to learn. Attend all staff and faculty meetings (unless they conflict with DeLeT seminars).
8. Keep samples of student work from your lessons. You’ll want a portfolio.
9. If Judaic staff meetings are run in Hebrew, sit in so that you can improve your Hebrew.
10. When things get stressful, reread your DeLeT essays to remember why you’re doing this!
11. If you have DeLeT alumni or another Intern at your school, attempt to see them and build a relationship.
12. Talk to Eileen as soon as a problem occurs. Before you panic, you can get help to regain your footing.
13. Start a ‘GOLD’ file – this is where you will save all the tips/websites and other information you can use in the future.
14. Save all of your assessments and CE logs throughout the year.
15. Remember – it’s only 13 months. Embrace the challenge and take one assignment at a time. You will be writing these tips to the next cohort before you know it.
16. You’re not here to be perfect, you’re here to learn and contribute.
17. Enjoy the journey!
Wisdom of a DeLeT Mentor

By Rachel Klein, Brandeis, San Francisco
DeLeT Mentor 2002-2016

- Think of your Intern as someone who will eventually be your co-teacher, not an assistant.
- Inquire about their living situation.
- Do they have plans for the High Holidays?
- Be the Welcoming Committee. Introduce them to your interns teachers, school staff, parents and children. Use the language and ideas of DeLeT by addressing this person as your “DeLeT Intern.”
- Plan your Intern’s weekly schedule to best fit the needs of your classroom and the weekly DeLeT Seminar. Let the person who organizes supervision duties at your school know when your Intern will not be on campus.
- From the very first day, remind yourself that your Intern will need to be seen by the students as someone who is in charge.
- Let your Intern know it would not be appropriate for them to baby sit or tutor students from your class.
- Unpack your teaching. Whenever possible, explain why you are doing what you are doing.
- Share background information about your students, with a clear understanding regarding confidentiality.
- Find out the strengths of your Intern. Was he or she a drama major in college? Let him or her direct a class play.
- Give authentic praise when appropriate.
- Let him or her fail. It’s difficult to watch a situation where you want to jump in and “fix” things, but unless you have a 911 emergency, let it go. The benefit of experiencing a failed lesson is tremendous.
- Don’t put off difficult conversations. Be thoughtful, but remember sooner is better than later.
- Make your planning time together non-negotiable for either of you.
- Share your lesson planning; don’t assume your Intern knows how or why you are teaching your lessons.

Remember you are a Supermodel! Your Intern is carefully observing your behavior to know how to teach your class and future students. You have been chosen to be a Mentor, because you exemplify excellent teaching. Have a wonderful year with your Intern!

Please feel free to write me (Rachel Klein) with any questions you may have at: raquelsfca@yahoo.com
DeLeT promotes the idea that teachers are lifelong learners who affirm that professional practice is rooted in a deep understanding of the content they are teaching. Jewish day school teachers who strive for excellence continually deepen their own knowledge of Jewish tradition, culture, and values. They seek out opportunities to discover new ideas about teaching and learning as a way to improve their practice.

“MADAF L’Tochnit DeLeT” (The DeLeT Book Shelf) represents some of the books that we have identified as the beginning of a professional library that Jewish day school teachers might consider owning as they start out on that journey of lifelong learning, and that mentors might consider reading as part of their journey.

Of course, any Jewish library begins with Tanach and Siddur. We suggest that each DeLeT fellow own a Tanach (Bible) that contains the entire Hebrew and English version of the Torah. The (Jewish Publication Society) JPS translation provides an accessible English text. Similarly, we suggest that each DeLeT fellow own a traditional weekday Siddur (prayer book) with Hebrew and English. Because siddurim reflect ideological expressions of Judaism, careful selection of a siddur is very important.

The books listed below represent a spectrum of areas of Jewish content and a variety of aspects of teaching and learning. Books that are required reading in one of the DeLeT seminars are indicated as required (additional required books may be added during the year).

Required Books for Summer

(DLT 501) Charney, Ruth. Teaching Children to Care: Management in the Responsive Classroom
**Please purchase during Summer Institute to read in August**

Charney provides a theoretical framework for elementary school teaching and specific guidelines and techniques to put that theory into practice. She shows how to organize classrooms, develop appropriate curricula, and most importantly, develop social competence. The book focuses on classroom management that is respectful to children and compatible with a reflective and intellectually-focused classroom.

Required Books for Fall Semester

DLT 502 – Teaching & Learning Seminar (T&L)


McTighe and Wiggins present an approach to curriculum design called "backward design" as an alternative to coverage and activity-oriented plans. Though backward from habit, this approach brings more focus and coherence to instruction. The book also describes six "facets" of understanding which combine with backward design to provide a powerful, practical framework for designing curriculum, assessment, and instruction. Beyond its theories, Understanding by Design offers practical design tools, including criteria for selecting "big ideas" worthy of deep understanding, strategies for framing units of study around essential questions, a continuum of assessment methods for determining the degree to which students understand, and the WHERETO framework, which enhances student engagement and "rethinking".
Tomlinson, Carol Ann and Jay McTighe. *Integrating Differentiated Instruction and Understanding by Design*

In this book the two models converge, providing readers fresh perspectives on two of the greatest contemporary challenges for educators: crafting powerful curriculum in a standards-dominated era and ensuring academic success for the full spectrum of learners. Each model strengthens the other. *Understanding by Design* is predominantly a curriculum design model that focuses on what we teach. *Differentiated Instruction* focuses on whom we teach, where we teach, and how we teach. Carol Ann Tomlinson and Jay McTighe show you how to use the principles of backward design and differentiation together to craft lesson plans that will teach essential knowledge and skills for the full spectrum of learners.

Berger, Ron. *An Ethic of Excellence*

Drawing from his own remarkable experience as a veteran classroom teacher (still in the classroom), Ron Berger gives us a vision of educational reform that transcends standards, curriculum, and instructional strategies. He argues for a paradigm shift – a school-wide embrace of an "ethic of excellence." A master carpenter as well as a gifted teacher, Berger is guided by a craftsman’s passion for quality, describing what’s possible when teachers, students, and parents commit to nothing less than the best. Berger is not just idealistic, he’s realistic – he tells exactly how this can be done, from the blackboard to the blacktop to the school boardroom.

Grennon Brooks, Jacqueline, Brooks, Martin G. *In Search of Understanding: The Case for Constructivist Classrooms* ASCD 1999

Levine, Mel. *A Mind at a Time* (DLT 502)

Levine presents a view of education in which recognizing each child’s intellectual, emotional, and physical strengths – and teaching directly to these strengths – is key. He incorporates scientific research to show readers how eight "neuro-developmental constructs" evolve, interact, and contribute to a child’s success in school. Based on his work with children who have learning or behavioral problems, Levine has isolated eight areas of learning (the memory system, the language system, the spatial ordering system, the motor system, etc.). He provides chapters describing how each type of learning works and advises teachers on how to help children struggling in these areas. Levine emphasizes that all minds have some areas of giftedness and pleads for educators to "make a firm social and political commitment to neuro-developmental pluralism."

---

**Instructors MAY require the books below for the Fall and Spring**

**DLT 527 – Math Methods**


ISBN-10: 0325052875  

**DLT 521 + 522 – Reading, Language & Literature**

Course Reader: Available through University Readers [www.universityreaders.com](http://www.universityreaders.com). This is a collection of course materials for Reading, Language, and Literature which should be purchased directly from the printer and brought to each class session.

**DLT 556 – Day School and Society (DSS)**

Bruner, Jerome. *The Culture of Education* Noted psychologist Jerome Bruner recognizes that education must help students find meaning within a cultural context. Bruner scours the research reports of pioneering psychologists to explain the significance of that cultural context, yet he insists that everyone – not just the researcher – shares responsibility for defining the social and political meanings that educators reinforce. Bruner identifies the wise educator as the one who helps students piece together authentic narratives about themselves and their society.
Building a DeLeT Bookshelf

The books below are recommended reading and are books we encourage you to consider purchasing for your personal teaching and professional bookshelf.


Calkins, Lucy. *The Art of Teaching Writing* (DLT 520B)
The *Art of Teaching Writing* has major new chapters on assessment, thematic studies, writing throughout the day, reading/writing relationships, publication, curriculum development, nonfiction writing and home/school connections.

Coles, Robert. *Spiritual Life of Children*
Coles shows us children – Christian, Moslem, Jewish, secular – face-to-face with the idea of God. He interviews children alone and in groups, listening and participating in their reflections and conversations.

Danielson, Charlotte. *Enhancing Professional Practice: A Framework for Teaching*
The framework for teaching described in this book identifies those aspects of a teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. These responsibilities seek to define what teachers should know and be able to do in the exercise of their profession. In this framework, the complex activity of teaching is divided into 22 components clustered into four domains of teaching responsibility: planning and preparation, classroom environment, instruction, and professional responsibilities.

Dewey John. *Democracy and Education*
The key to democracy is education that promotes criticism, self-education, and constant growth. Since life is best lived as growth (the unexamined life is not worth living), and democracy is the best way to deal with the constant changes that all societies face, an education that helps children love learning and change is essential to a democratic society. Unfortunately, many societal constructs are educative in a narrow sense, and allow us to be complacently self-satisfied and rigid in our habits. Dewey warns against the business mind that, since the writing of this book, has thoroughly permeated many institutions, including the university. Children naturally are inquisitive and love growth, but many societal constructs, such as traditional schooling or dogmatic religious practices, dampen this curiosity.

Drake, Susan M. *Semester Planning Integrated Curriculum: The Call to Adventure* ASCD 1993

Van de Walle, John A., Karen S. Karp and Jennifer M. Bay Williams. *Elementary and Middle School Mathematics Teaching Developmentally*
"It is fun to figure out the puzzle of how children go about making sense of mathematics and then how to help teachers help kids" wrote John A. Van de Walle, late of Virginia Commonwealth University. This is the philosophy behind Elementary and Middle School Mathematics: Teaching Developmentally. John A. Van de Walle wrote this book to help students understand mathematics and become confident in their ability to teach the subject to children in kindergarten through eighth grade. Although he could not have foreseen the changes in mathematics teaching over the last three decades, he was at the forefront of the movement towards a constructivist view of teaching, or teaching developmentally. Constructivism says that children construct their own knowledge. They are not blank slates waiting to absorb whatever the teacher tells them. Teachers must understand both mathematics itself and how students learn mathematics in order to teach it effectively.

Dewey, John. *Experience and Education*
Dewey was the pre-eminent educational theorist of the twentieth century. In this concise book he presents an approach to education that respects all sources of experience and is both historical and social, both orderly and dynamic.
Fried, Robert. *The Passionate Teacher: A Practical Guide*
Every teacher could be a passionate teacher--one who engages young people in the excitement of learning and ideas--if teaching were not being undermined by the ways we do business in schools. The Passionate Teacher draws on the voices, stories, and success of teachers in urban, suburban, and rural classrooms to provide a guide to becoming, and remaining, a passionate teacher despite day-to-day obstacles. A new afterword speaks to the special challenges facing first-year teachers.

Greenberg, Irving. *The Jewish Way: Living the Holidays*
Greenberg explains and interprets the origin, background, ceremonial rituals, and religious significance of all the Jewish holidays. Giving detailed instructions for observance – the rituals, prayers, foods, and songs – he shows how celebrating the holy days of the Jewish calendar not only relives Jewish history but puts one in touch with the basic ideals of Judaism and the fundamental experience of life.

Henry, Marcia. *Unlocking Literacy, Effective Decoding and Spelling Instruction*
This book outlines key research in the area of English spelling/reading patterns. It delves deeply into the etymological roots of the English language, showing how modern English developed predominantly from the Anglo Saxon, Latin, Greek and French languages. This practical, detailed book is an asset to elementary, middle school and high school teachers who want to aid their students in developing a love of linguistics.

Hoffman, Lawrence. *The Art of Public Prayer: Not for Clergy Only*
Hoffman examines how and why religious ritual works – and why it often doesn't work. In *The Art of Public Prayer*, he uses psychology, social science, theology and common sense to explain the key roles played by ritual, symbolism, liturgy and song in services. Each chapter features “conversation points” designed to get readers thinking about your own worship patterns – where they succeed, and where they need improvement.


*(DLT 550)* Holtz, Barry. *Back to the Sources: Reading the Classic Jewish Texts*
This is a collection of articles/essays that will be required for both DLT 510A and DLT 510B. Holtz provides a superb introduction to the classic Jewish texts: the Bible, Talmud, Midrash, medieval Bible commentaries (legal codes are discussed in the chapter on Talmud), medieval philosophical works, Zohar and other Kabbalistic works, Hassidic teachings, and the prayer book. Each chapter is written by a different scholar, who is an expert in the text or texts at hand. Available on Amazon.com.

Bible, Hebrew-English Tanakh *(required for the whole year)* Jewish Publication Society Translation.

*(DLT 516)* Diversity in Schools

Holtz, Barry. *Textual Knowledge: Teaching the Bible in Theory and in Practice*
Holtz explores the largest issues involved in Bible teaching: What are our purposes? What are the outcomes that we are looking for? How do we conceptualize the Bible as the subject matter? How do we develop theories of Bible teaching? And how do we move from theory to practice? Rather than suggesting single answers to these questions, Holtz offers a variety of alternative scholarly conceptions of the Bible and explores answers based on each of the conceptions.
Kushner, Harold. *When Children Ask About God: A Guide for Parents Who Don’t Always Have All the Answers*
Kushner helps parents understand their children's fears and fantasies, and offers advice on answering their questions about religion, the Bible, illness, and bereavement. Offering general commonsense advice from a liberal Jewish perspective, Kushner offers an alternative understanding of what we mean by God, one that is free from superstition and supernaturalism.

Lawrence-Lightfoot, Sara. *The Essential Conversation: What Parents and Teachers Can Learn from Each Other*
On the surface, this book is about that most ordinary of human encounters—the parent/teacher meeting—that takes place more than 100 million times a year, usually in uncomfortable, undersized chairs. Beneath the smooth surface of this mostly polite exchange, according to Harvard education professor Lawrence-Lightfoot, lurk ancestral ghosts and ancient psychological themes, a turbulent mix of fears, anxieties, drives and biases that both parties bring to the table. Add to this the vectors of race, class, gender, culture and language, and you have a set of complex and passionate dynamics that often have as much to do with the adults' desires and needs as with those of the children. Parents and teachers have a lot to learn from each other, says Lawrence-Lightfoot, and these essential conversations are a crucial if neglected aspect of children's educational success.

Leu, Donald J. et al. *Phonics, Phonemic Awareness, and Word Analysis for Teachers (recommended for RICA)*
This practical self-study guide provides a strong foundation for phonemic awareness, phonics, and word analysis—and enables future and practicing teachers to update their knowledge, prepare for teacher certification, or study for competency tests. Learners are able to go through the text on their own and master the concepts and terminology of word analysis, and then demonstrate their knowledge by passing a short test on its contents. The book provides important information about a wide range of word analysis including phonic generalizations with high utility, morphemic and structural analysis, and using a dictionary. It also examines sound-letter relationships, the spelling patterns of language, and the language processing strategies useful to children.

Miller, Donalyn. *The Book Whisperer: Awakening the Inner Reader in Every Child*
Miller tells the personal story of how she learned to teach reading in an authentic manner, and gives teachers structured guidance about how to create this highly successful, individualized reading program.

Mogel distills the ancient teachings of the Torah, the Talmud, important Jewish thinkers, and contemporary psychological insights into nine blessings that address key parenting issues such as: determining realistic expectations for each child, respect for adults, chores, mealtime battles, coping with frustration, developing independence and self-control, resisting over-scheduling and over-indulgence.

Paley, Vivian. *You Can’t Say You Can’t Play*
Paley examines the moral dimension of classroom life by introducing a new rule – “You can’t say you can’t play” – to her kindergarten students. The book illustrates how the teacher’s art can shape the moral climate of a classroom.

Parker, Palmer. *The Courage to Teach: Exploring the Inner landscape of a Teacher’s Life*
This book is for teachers who have good days and bad - and whose bad days bring the suffering that comes only from something one loves. It is for teachers who refuse to harden their hearts, because they love learners, learning, and the teaching life." - Parker J. Palmer

Rosenthal, Donna. *The Israelis: Ordinary People in an Extraordinary Land*
How does Israel look to Israelis? The answers are varied, and they have been brought together here in one of the most original books about Israel in decades. From battlefields to bedrooms to boardrooms, discover the colliding worlds in which an astounding mix of 7.2 million devoutly traditional and radically modern people live. You’ll meet "Arab Jews" who fled Islamic countries, dreadlock-wearing Ethiopian immigrants who sing reggae in Hebrew, Christians in Nazareth who publish an Arabic-style Cosmo, young Israeli Muslims who know more about Judaism than most Jews of the Diaspora, ultra-Orthodox Jews on "Modesty Patrols," and more. Interweaving hundreds of personal stories with intriguing new research, *The Israelis* is lively, irreverent, and always fascinating.

Senge, Peter. *The Fifth Discipline*...
Peter Senge’s vision of a learning organization as a group of people who are continually enhancing their capabilities to create what they want to create has been deeply influential. There are five disciplines he sees as central to learning organizations and some issues and questions concerning the theory and practice of learning organization: Systems thinking; Personal mastery; Mental models; Building shared vision and Team learning;

Telushkin, Joseph. *Jewish Literacy: The Most Important Things to Know About the Jewish Religion, Its People and Its History*
In 1988, Rabbi Joseph Telushkin undertook a mission to heal "Jewish ignorance," an affliction whose symptoms include the ability to name the three components of the Trinity, coupled with an inability to explain *mitzvah*. Telushkin’s contribution to the cure is his wide-ranging, entertaining *Jewish Literacy*. First published in 1991, *Jewish Literacy* contains almost 350 entries on subjects ranging from the Ten Commandments to *The Protocols of the Elders of Zion*. Entries are numbered (for easy, encyclopedia-style reference) and organized topically (to smooth the experience of reading each page straight through). And the revised edition contains several new entries (including articles about the assassination of Yitzhak Rabin and the vice-presidential nomination of Joseph Lieberman) as well as numerous corrections, enlargements, and updates.

Tomlinson, Carol Ann. *How to Differentiate Instruction in Mixed Ability Classrooms* (2nd ed.)
Differentiated instruction provides multiple approaches to content, process, and product; and it is a blend of whole-class, group, and individual instruction. In this book, Tomlinson explains the rationale for differentiated instruction. She also provides practical guidance in addressing the diverse needs of students in mixed-ability classrooms.


This book offers prospective teachers the information they need in order to pass the written version of the California Reading Instruction Competence Assessment (RICA) examination. This book offers a comprehensive review of all thirteen of the content areas that the RICA tests, along with a sample test with answers for practice. The introduction includes an overview of the test, plus tips and clues for pre-test study, pointers for how to structure essay answers, hints for how to “think like the test preparers,” and more.

Smith, Rick. *Conscious Classroom Management*  2004
Indispensable for new teacher induction or regular staff development, this resource incorporates meaningful stories, insights, humor, and invaluable strategies for what really works in the classroom.

Rev. 6/5/15
Chen, Milton. *Education Nation* 2010
As a result of constant innovation learning is no longer limited by traditional confines and we’re moving beyond students tied
to their chairs, desks, textbooks and teachers locked away in classrooms. In *Education Nation* author Milton Chen draws
from extensive experience in media – from his work on Sesame Street in its nascent years to his role as executive director
of the George Lucas Educational Foundation, to support a vision for a new world of learning.

Visible Thinking is a research-based approach to teaching thinking, begun at Harvard’s Project Zero that develops students’
thinking dispositions, while at the same time deepening their understanding of the topics they study. Rather than a set of
fixed lessons, Visible Thinking is a sequence of steps as well as the documentation of student thinking. Using this process,
thinking becomes visible as the students’ different viewpoints are expressed, documented, discussed and reflected upon.

Wagner, Tony. *Creating Innovators* 2012
Tony Wagner provides a powerful rationale for developing an innovation-driven economy. He explores what parents,
teachers and employers must do to develop the capacities of young people to become innovators. In profiling compelling
young American innovators such as Kirk Phelps, product manager for Apple’s first iPhone, and Jodie Wu, who founded a
company that builds bicycle-powered maize shellers in Tanzania, Wagner reveals how the adults in their lives nurtured their
creativity and sparked their imaginations, while teaching them to learn from failures and persevere. Wagner identifies a
pattern – a childhood of creative play leads to deep-seated interests, which in adolescence and adulthood blossom into a
deeper purpose for career and life goals.

Note: Most annotations adapted from Amazon.com reviews.
ACADEMIC POLICIES AND PROCEDURES

DeLeT
Day School Leadership through Teaching

Hebrew Union College – Jewish Institute of Religion
Jack H. Skirball Campus
Los Angeles, CA

Cohort 15
June, 2016 – July, 2017
# TABLE OF CONTENTS

**Derech Eretz** ........................................................................................................... 4  
Observance and Kashrut .......................................................................................... 4

Professionalism ........................................................................................................... 5  
Attendance ................................................................................................................ 5  
Absence Protocol ....................................................................................................... 5  
Punctuality .................................................................................................................. 6  
Technology Usage ...................................................................................................... 6

Communication and Resources .................................................................................. 7  
Email .......................................................................................................................... 7  
Sakai ........................................................................................................................... 7  
*Madaf L'Tochnit DeLeT* ............................................................................................ 7

Academic Expectations ............................................................................................... 8  
Standards for Academic Work .................................................................................... 8  
Course Withdrawals, Incompletes, and Failing Grades ................................................ 8  
Leave of Absence ........................................................................................................ 9  
Assessment of Fellows and Evaluation of Courses ....................................................... 9  
Course Evaluations .................................................................................................... 9  
Kallot ........................................................................................................................... 10

State of California Requirements ............................................................................. 11  
Certificate of Clearance ............................................................................................ 11  
Multiple-Subject Teaching Credential  
  Requirements for Teachers Prepared in California .................................................... 12  
Required Examinations .............................................................................................. 12  
California Subject Examinations for Teachers (CSET) ............................................... 13  
Reading Instruction Competence Assessment (RICA) ............................................... 13  
US Constitution Requirement .................................................................................... 13  
Teacher Preparation Assessments ............................................................................. 14  
Extending the Deadline on Credential Requirements ............................................... 14  
Public School Visits ................................................................................................... 14
Program Administration ................................................................. 15
Student Loans .......................................................................... 15
Travel and Reimbursement .................................................... 15

Extracurricular Guidelines ........................................................ 16
Extra Responsibilities at Site Schools ....................................... 16
Substitute Teaching ................................................................. 16

Problem Solving ...................................................................... 17
Communicating with DeLeT: Dealing with Concerns ................ 17
DeLeT Professional Staff 2016-2017 ............................................. 18
Addressing Serious Difficulties ................................................ 19
Terminating the Fellowship ..................................................... 20
“DERECH ERETZ”

As DeLeT is a Fellowship that incorporates Jewish values, derech etz is essential. The term derech etz translates literally as the “way of the land” (i.e. doing what is right in a certain place). It refers to the incorporation of Jewish values into every domain of life.

Cohort learning at DeLeT is grounded in the concept of derech etz. We learn as a cohort not only for what we can derive for ourselves but also for what we can contribute to a community of learners. “Commitment to support the growth of colleagues” is emphasized in the Norms of DeLeT.

Ways of demonstrating derech etz include:
- Positive presupposition: presuming the best of others
- Weighing and valuing the contributions of others
- Respecting diversity of thought, opinion and experience
- Speaking kindly to and with tolerance of others
- Being a contributor who is both engaged and “self-limiting” (aware of the need for all voices to be heard)
- Maintaining confidentiality of information that is shared in seminar
- Acknowledging your mentors’ and clinical educator’s support and guidance
- Being sensitive to the rules of Kashrut

**Observance and Kashrut**

DeLeT is a “trans-denominational” program. DeLeT partners with day schools that are affiliated with the Reform, Conservative and Orthodox movements; and applicants to the program practice within all levels of observance; therefore, DeLeT observance seeks to be “all inclusive.”

*Shabbat* – DeLeT coursework, programs and events respect Shabbat observance. Please do not phone or email DeLeT faculty or administrators on Shabbat.

*Kashrut* – All meals and snacks provided by DeLeT are Certified Kosher. Any food that will be shared must also be Certified Kosher (with Hekhsher). The DeLeT administrative staff maintains separate dairy/pareve bowls, platters, and serving utensils on campus at HUC that are separate from other items on the premises.
PROFESSIONALISM

Professionalism in teaching includes appropriate dress, collaboration with colleagues, punctuality, demonstrating responsibility, and the use of appropriate professional language in communications with and about students, parents and colleagues.

Specific expectations of a professional (e.g. dress code) are determined by each day school. There are many ways to learn about the expectations in your school: 1) by reading the handbook and other formal communications regarding how teachers are to present themselves; 2) by observing what teachers do that is normative and acceptable in this setting; and 3) by asking the Mentor or day school administrator.

Attendance

Each DeLeT course has a full agenda of learning and Fellows are expected to attend every session. Unexcused absences are limited to one per course during the academic year; no unexcused absences are permitted during the summer. More than one unexcused absence in a course during the academic year may result in a grade of Fail; any unexcused absences during the summer may result in a grade of Fail. Excused absences are granted ONLY in cases of serious illness or family emergency. As soon as you are aware that you will be absent, you must communicate with the DeLeT Education Director.

Attendance at seminar takes precedent over day school-based activities such as in-service days, substitute teaching, parent-teacher conferences, field trips, etc. Absence from DeLeT for any of these activities is considered unexcused, unless the DeLeT Education Director has given you permission.

Attendance at all DeLeT events (retreats, Kallot, etc.) is mandatory.

Except for Tuesday/Thursday afternoons, attendance at your school is governed by your site school policy, as outlined in the faculty handbook or explained by your site school administration.

Absence Protocol

In the event of illness you must notify the day school administration and each of your mentors (per school protocol). Additionally, please email your Clinical Educator and the DeLeT Education Director to let them know you are sick and will not be at your school that day. You must also check in again later that day to give the school administrators, mentors, CE and DeLeT Education Director an update about your health and attendance for the next day.
**Punctuality**

Punctuality is expected at all DeLeT seminars, courses, and events. Being on time sends a clear message about the Fellow’s commitment to the DeLeT program, day school, and future teaching career. Fellows are expected to be punctual at their school, to be in the classroom at least 15 minutes before the beginning of class (maybe more), and to leave at the discretion of their mentors and in accordance with day school policies and guidelines. Whenever possible, make medical and personal appointments after school hours.

**Technology Usage**

Much of the work and communication within the DeLeT program is transmitted electronically; therefore, all DeLeT Fellows are required to own laptops and bring them to classes and events. Appropriate use of laptops, cell phones, and other electronic devices is expected during seminar and at the day school. This means not using such devices for anything other than the work at hand. It is offensive and distracting to both the instructor and your colleagues to multitask during class time. This includes emailing, social networking, internet usage, etc. When a laptop is not required during class, it should be closed or put away.
COMMUNICATIONS AND RESOURCES

Email

Each student is assigned a Hebrew Union College email address ending in @huc.edu. All DeLeT-related communications will utilize this address (including use by instructors). Please do not ask instructors to use your personal email address instead. Your huc.edu email address keeps you within the server, which assures that emails do not get “kicked back” Fellows are expected to check their HUC email daily (except Shabbat).

SAKAI

Sakai is HUC-JIR’s secure (password-protected) collaborative learning environment. It is a platform that allows faculty and Fellows to access and manage all their course and project resources at any time and from any computer. Sakai’s features are designed to supplement and enhance teaching and learning, while its tools help organize communication and resource management. Sakai plays an important role in DeLeT by coordinating all program resources and the latest information in the DeLeT program site. The HUC Sakai CLE is a project of the Department of Technology and e-Learning at HUC-JIR which can be reached for assistance at desupport@huc.edu. Use of Sakai also assists us in being an almost-paperless program.

Madaf L’Tochnit DeLeT

Madaf L’Tochnit DeLeT is a “bookshelf” of titles which are core to the DeLeT program. It lists required texts by semester, and provides a teacher’s reference section. Each day school will have a number of these books in the teacher’s reference section in its own library. Fellows should purchase the books well in advance of the term for which they are assigned.
ACADEMIC EXPECTATIONS

DeLeT is a “cohort-based” program. Fellows take all courses together, sharing the same experiences and learning as courses build on one another. Because of the value we place on this collaboration, special policies apply when Fellows are unable to successfully complete a course. Please note that these policies supersede policies regarding the same topics in the National Student Academic Handbook.

Standards for Academic Work

As a graduate level program, Fellows are expected to utilize Standard English expression and spelling in written work, as well as standard form (APA of MLA) for citing sources, using footnotes, and constructing bibliographies.

All work submitted must be typed using computer skills commensurate with assignments at this level. Work that is careless, incomplete, or does not meet minimum standards will need to be resubmitted. The program is designed to encourage collaboration between the Fellows, their Mentors, CEs, and instructors; Fellows are encouraged to use and enjoy this support system as appropriate in order to achieve success with assignments.

Course Withdrawal, Incompletes, and Failing Grades

DeLeT instructors and administrators want to ensure the success of each Fellow. They will work with Fellows to achieve passing grades through individualized pathways such as instructor-guided independent study, alternative assignments, and other means of demonstrating competence in the course material. Key to success is identifying and reporting extenuating circumstances in a timely manner, developing an alternative plan with the instructor and obtaining the approval of the DeLeT Education Director. Each instance is considered individually, weighing performance in other classes, progress toward course completion, communication with instructor and administration, and other factors.

In the event of extenuating circumstances and in consultation with DeLeT Education Director, a fellow may withdraw from a course in the early days or weeks of a course or take an incomplete if s/he has completed most of the course requirements. When this determination is made, the Fellow needs to formulate a plan with the instructor and the DeLeT Education Director as to how and when s/he will fulfill the requirements to complete the course in an alternative manner within one month. This plan must be presented to the DeLeT Director for approval.

Incomplete grades must be resolved by the end of the break following the coursework, prior to beginning new coursework. Failure to resolve grades of Incomplete within the requisite time frame will result in a grade of F and may lead to the student being placed on probation. One condition of probation is that the student must develop a plan for completing the requirement in accordance with the procedures outlined in the section on withdrawing from a course above.
If an acceptable plan is not filed within one month of the end of the course, the student may be dismissed from the program. *If a student carries more than 2 incompletes, or one incomplete and one Fail, he or she may be dismissed from the program.*

Students failing a course are required to present an alternative method of completing the course requirements within a month of being notified of the failing grade following the same procedures as outlined in the section on withdrawing from a course (above). *Students failing more than one course will be dismissed from the program.*

**Leave of Absence**

Due to the sequenced cohort nature of DeLeT, Fellows may not take a leave of absence. Withdrawal from a course does not constitute a leave of absence. See the policy regarding withdrawal from courses for further detail.

**Assessment of Fellows/Interns and Evaluation of Courses**

Assessments provide Fellows/Interns with important feedback and guidance. Three times during the academic year, DeLeT Fellows complete a self-assessment that is formally reviewed with the Mentors and CEs. The Mentor and Clinical Educator also provide written responses/comments. Assessment is based on the Fellow’s progress in meeting criteria presented in the DeLeT Framework for Teaching. Feedback is based on concrete evidence and observations provided by the Fellow/Intern, Mentor, or CE. Ultimately, assessment aims to encourage reflection and engender professional and personal growth.

**Course Evaluations**

At the conclusion of each course, Fellows are required to provide a course evaluation. Fellows’ thoughtfulness shapes the basis for future rethinking and restructuring of the learning experience. An evaluation form must be completed by each Fellow before he/she receives a grade. Instructors are required to submit fellow grades before viewing course evaluations, which may be submitted anonymously.

At the end of the academic year, Fellows are asked to provide summative feedback on their work with Mentors, Clinical Educators, and overall DeLeT experiences.
**Kallot**

During the school year, there are two *Kallot* (study sessions) in the fall and in spring semesters. Each Kallah is a designated part of a specific DeLeT course, and also includes visits to participating DeLeT site schools. Attendance is mandatory.

The following guidelines facilitate both travel and participation:

- Each Fellow makes his/her own travel reservations including purchasing tickets. See the section on “Travel” for more specific guidelines.

- Fellows bring required curricular materials, along with materials designated by the *Kallah* coordinator.

- Snacks, water, and lunch are provided by DeLeT. *DeLeT tries but cannot always provide for special dietary needs. If you have food restrictions, please bring your own snacks and meals.*

- Fellows are encouraged to plan additional meals and outings together.
STATE OF CALIFORNIA REQUIREMENTS FOR
PRELIMINARY MULTIPLE-SUBJECT TEACHING CREDENTIAL

Certificate of Clearance

The California Commission on Teacher Credentialing (CTC) requires the Certificate of Clearance as an initial step in applying for a California Preliminary Multiple Subject Teaching Credential. (IMPORTANT NOTE: The Department of Social Services [DSS] requires that all schools with children aged 4 and under have all of their employees fingerprinted. Unfortunately, the set of prints required by the DSS does not fulfill the credential requirements of the CTC. However, you can fill out and take both sets of forms (from the CTC and your school) to the LiveScan operator to be completed at the same time. Fellows will not be able to begin ‘teaching’ without a Certificate of Clearance.

Please read and follow the instructions carefully:

- Go to http://www.ctc.ca.gov/credentials/how-to-apply.html. This webpage link and the instructions below will help you to navigate the Certificate of Clearance process.
- When you get to this website, scroll half-way down the page to the section titled Certificate of Clearance.
- This is what you will see: Apply online (the quickest method), using the instructions provided below:
  b. Submit the three copies of the Livescan 41-LS form and processing fees to the LiveScan operator when the prints are taken. Here is a listing of locations: http://caag.state.ca.us/fingerprints/publications/contact.html
  d. Complete the online application
  e. Using a VISA or MasterCard debit or credit card, complete the authorized transaction fee
  f. Immediately following the successful submission of the online application, an e-mail will be sent containing a confirmation number and a link to the Track Payment web page.

The Livescan forms when printed from this site are filled in for you to be sent directly to the Commission on Teacher Credentialing. After you have your fingerprints taken and turned in the Livescan form to the fingerprint taker, you must then fill in the rest of the application found in Online Direct Application Site and pay another required fee.
The next section asks for Employer Information. Fill in the name and address of your assigned site school. Ask the human resources person at your school what the five digit code assigned by the Department of Justice (DOJ) is for the school and put it in the space provided for Mail Code.

The bottom box of the page will be filled in by the Livescan operator. The Livescan operator keeps the first copy, the second copy goes to the Commission on Teacher Credentialing, and the third copy is for your records.

Within a few weeks you will receive your certificate of clearance online from the commission. Send a copy of your certificate of clearance to Bonnie Sharfman, DeLeT Credential Coordinator bsharfman@huc.edu so that it can be placed in your credential file at HUC-JIR.

Multiple Subject Teaching Credential Requirements for Teachers Prepared in California

The following list outlines the requirements to be completed in order for you to be recommended for a California Multiple Subjects Teaching Credential based on the requirements of the State of California Commission on Teacher Credentialing. At different points in the DeLeT application process and program, you will have completed each of these requirements. Use this two-page checklist to keep your accomplishments on track.

I. Before the DeLeT Program begins candidates must fulfill the following requirements:

- Possess baccalaureate or higher degree.
- Obtain a Certificate of Clearance (i.e. be fingerprinted by the California government). Information on this process can be found at http://ag.ca.gov/fingerprints.
- Register for, and take the California Subject Examinations for Teachers (CSET) (a standardized test for teachers required by the State of California that fulfills both the “subject matter requirement” and the “basic skills requirement”). More information on the CSET can be found at http://www.cset.nesinc.com.

I. The DeLeT Program fulfills the following requirements:

- Completion of an accredited teacher preparation program
  - Fulfillment completed via matriculation and graduation from the DeLeT Program
- Pass four Teaching Performance Assessments (TPA’s).
  - Preparation and fulfillment will be embedded into the DeLeT coursework. Candidates must earn 12 points out of a possible 16 points for the four tasks to pass the state's minimum requirement.
• Satisfy the “Developing English Language Skills, including Reading” requirement by completing a course that includes: systematic study of phonemic awareness, phonics, and decoding; literature, language and comprehension; and diagnostic and early intervention techniques (Preparation for RICA exam – see below).
  o Fulfillment of this requirement via DeLeT - Reading, Language, and Literature course, 3 units

• Complete foundational computer technology course work that includes general and specialized skills in the use of computers in educational technology
  o Fulfillment of this requirement via DeLeT - Technology course, 1 unit

Required Examinations

CSET (California Subject Examinations for Teachers)

All candidates for the California Preliminary Multiple Subject Teaching Credential must pass three CSET multiple subject exams plus the CSET writing exam.

You must take all of the CSET exams before student teaching begins in the fall. The CSET is given electronically Monday – Saturday at test centers throughout California. Test study book for the CSET are available at most major booksellers.

For information about the CSET and to sign up for the computer-based exam, go to: http://www.cset.nesinc.com/. The HUC-JIR code that you supply on the form is 531. It is your responsibility to forward all of your test results to the DeLeT administrative assistant as well as the Credential Coordinator.

NOTE: If you have taken the CBEST you do not need to take the writing portion of the CSET.

RICA (Reading Instruction Competence Assessment)

All candidates for the California Preliminary Multiple Subject Teaching Credential must pass the RICA. For information about the RICA and to sign up for the computer-based, written exam, go to: http://www.rica.nesinc.com. The HUC-JIR code that you supply on the form is 531. It is your responsibility to forward your test results to the DeLeT administrative assistant as well as the Credential Coordinator. Make plans to take the RICA in August. One of the courses required in the first summer, Reading, Language and Literature, will help you prepare for the exam. DeLeT may also offer a special RICA study session.
US Constitution Requirement

There are two ways to satisfy this requirement:

- One is to have taken a course in college that covers the U.S. Constitution. You must make a copy of your transcript plus a copy of the course syllabus. Scan and email these materials to Bonnie Sharfman, DeLeT Credential Coordinator, bsharfman@huc.edu. A decision will then be made to determine if the course satisfies this requirement.
- The second way is to take a 50 question multiple-choice exam on the U.S. Constitution. The exam including a study guide is found online at: http://www.usconstitutionexam.com

TPAs (Teacher Preparation Assessments)

The Teacher Performance Assessments (TPAs) are four written tasks required by the State of California. They must be successfully completed before a fellow can be recommended to the California Commission on Teacher Credentialing for a preliminary multiple-subject teaching credential. A score of 3 or 4 is considered passing. Scores of 1 or 2 are unsatisfactory and must be resubmitted for a passing grade.

- The four TPA tasks are scored by state assessors four times during the academic year.
- The cost to score all tasks is $400, payable by check made out to HUC at the beginning of the academic year.
- Fellows who are late in submitting their TPA tasks may see this reflected in their field-work grades.
- Fellows who do not pass a task will be allowed to re-submit it for a passing grade. Additional resubmissions will cost $100 each.

Extending the Deadline on Credential Requirements

Fellows may petition to defer the completion of some credential requirements until after the conclusion of the 13-month Fellowship. This applies only to TPA’s required by the Commission on Teacher Credentialing and not to DeLeT academic coursework or other academic parts of the program (e.g. Kallot). The Fellow must submit a written petition to the Credential Coordinators explaining the reason for the request. The Fellow must then meet with the DeLeT Education Director or one of the DeLeT Credential Coordinators to discuss the petition and to develop a timeline for completing the requirements. The petition and timeline are then submitted to the DeLeT Director. If the petition and timeline are approved by the DeLeT Director, the Fellow must complete all requirements within one year of the conclusion of the fellowship. The Fellow may be recommended for the California credential only after all requirements are completed satisfactorily.
Public School Visits

During the course of the year, in alignment with the State of California’s requirements, each DeLeT intern will have the opportunity to engage with a Public School. There will be over 30 hours of classroom visits, a week in January and May to teach in your Public School classroom and participation in professional development in your Public School. The administration takes responsibility for arranging your visits and you will be provided with a yearly calendar which details those dates.

A public school participation form will be completed and turned in to the Education Director monthly.

During your public school visits, it is important to remember that you are a representative of DeLeT, of HUC, and at times, of Judaism itself. Visitors are expected to be punctual, dress appropriately, and participate actively and observe attentively. Please be professional in every aspect of your visit and remember to express appreciation in written form to the hosting school.
PROGRAM ADMINISTRATION

Student Loans

Under certain circumstances, DeLeT Fellows may be eligible for guaranteed student loans. If you would like to inquire about applying for a student loan, contact Hebrew Union College’s Director of Financial Aid as soon as possible. If you decide to apply for a student loan, you will be required to complete several forms. All questions should be directed to Roseanne Ackerley, HUC Director of Financial Aid, at rackerley@huc.edu or (212) 824-2206.

In addition, Fellows may be able to receive short-term interest-free emergency loans from Hebrew Union College. See the DeLeT Program Associate for more information.

Travel and Reimbursement

During the year, Fellows will be traveling to visit one another’s day schools during Kallot. Scheduling these dates is done well in advance so participants can take advantage of the lowest fares in air travel. Please check these dates in your DeLeT Calendar. Book your reservations online at Southwest Airlines (www.southwest.com) or another airline with comparable fares. Please note that the following policies will apply:

- Fellows purchase their own tickets and are reimbursed by DeLeT.
- DeLeT will reimburse up to a maximum of $200 round trip.
- Original Receipts must be submitted to the Program Associate. E-receipts are acceptable.
- Receipts should be submitted immediately. Receipts older than 30 days will not be reimbursed, per HUC policy.
- Please seek out the most economical means of getting from your home to the airport and back. You are responsible for the costs of ground transportation and airport parking.
- Coordinate with other Fellows in your area to go to and from your destination so that you can take advantage of options such as renting a car together at your destination (as opposed to taking separate cabs or shuttles).
- Remember to print boarding passes.
- Bring money to cover breakfast and dinner costs.
- Try to arrange housing at the homes of your cohort members. The DeLeT Program Associate can often assist in finding housing with recent DeLeT alumni as well.
EXTRACURRICULAR GUIDELINES

Extra Responsibilities at Site Schools

DeLeT is an intensive and rigorous program of teacher preparation. Interns may not assume additional responsibilities at the day school without prior consultation with the Education Director.

Substitute Teaching

DeLeT Interns may function as substitute teachers ONLY in their own classrooms and only when:

- there is advance notice;
- the DeLeT Education Director has approved the request in advance;
- the substituting does not exceed a day or two; and
- the substituting provides a learning experience for Intern (i.e., it serves the needs of both the school and the Intern).

If at any point during the year the Intern substitutes for more than two (2) consecutive days, the school is obligated to provide the DeLeT Intern with appropriate compensation.
PROBLEM SOLVING

Communicating with DeLeT: Dealing with Concerns

It is DeLeT’s policy to deal with concerns that may arise in a direct and timely way. DeLeT staff maintain an open door policy, and any staff member can help direct your questions appropriately. To facilitate communication with DeLeT, please begin by noting the following areas of responsibility and contacts:

DeLeT Program Associate
- Financial needs
- Travel
- Reimbursements

Mentor teacher, school liaison or Clinical Educator
- School-based concerns

Clinical Educator
- Communication between Intern and Mentor
- Difficulties or questions with Inquiry assignments

Credential Coordinator
- Communication regarding State of CA Multi-Subject Teaching Credential

Associate Education Director
- Academic matters
- Academic credits
- Communication between Intern and course instructor
- Communication about spiritual/religious issues

Education Director
- Concerns about the overall program
- Communication between Intern and Clinical Educator
- Communication between Mentor and Clinical Educator
- Future professional placement

DeLeT Administrative Director
- Possibilities for future graduate study within HUC-JIR or other institutions
- Questions about Kallot

National Director of the Schools of Education
- Exit interviews, scheduled in second summer.
DeLeT Professional Staff 2016-2017

- Dr. Miriam Heller Stern – National Director of the Schools of Education
  mstern@huc.edu (appointments: 213-765-2115)

- Ms. Eileen Horowitz – DeLeT Education Director
  ehorowitz@huc.edu; 213-765-2162

- Rabbi Deborah Schuldenfrei – DeLeT Associate Education Director
  dschuldenfrei@huc.edu 310-935-9730

- Rivka Ben Daniel – Coordinator of DeLeT L'Ivrit and Lecturer in Teacher Education
  rbendaniel@huc.edu; 818-554-7123

- Dr. Bonnie Sharfman – DeLeT Credential Coordinator and Induction Coordinator
  bsharfman@huc.edu; 310-701-8819

- Ms. Esty Gross – Associate Coordinator of DeLeT L'Ivrit and Visiting Lecturer in Hebrew Language Instruction
  egross@huc.edu

- Ms. Caryn Barkin – DeLeT Program Associate
  cbarkin@huc.edu; 213-765-2178

- Roseanne Ackerley – HUC Director of Financial Aid
  rackerley@huc.edu; 212-824-2206
Addressing Serious Difficulties

A problem may arise at any time during the Internship year. Although it is often difficult to articulate its exact nature, it is important to recognize that a problem exists as early as possible. Open communication with Mentors, Clinical Educator, School Liaison, DeLet Academic Coordinator, and DeLeT Education Director are encouraged in order to provide the support Interns need.

Simple problems can be addressed directly by the Mentor, Clinical Educator, School Administration or Education Director. Such problems may include:

- Any minor deviation from the professional norms of the school
- Any obstacle or inability to perform classroom tasks satisfactorily
- Unwillingness to assume new teaching responsibilities
- Difficulties in personal presentation, collegiality, planning or teaching

Other problems should be analyzed for their severity and/or pervasiveness. Examples include:

- Repeated and/or severe deviations from the professional norms of the school
- Repeated and/or severe inability to perform classroom tasks
- Repeated unwillingness to assume new responsibilities
- Significant difficulties in personal presentation, collegiality, planning, or teaching
- Manifestation of lack of understanding of a problem articulated by Mentor, Liaison, Clinical Educator, Associate Education Director, Education Director and/or Director, or the inability to address such a problem in spite of consistent feedback and guidance
- Consistent disrespect/disregard for the ideology, programs, or policies of the day school or DeLeT

Should one or several serious difficulties arise, the Mentor, Liaison, Clinical Educator, Associate Education Director, Education Director and/or Director will immediately bring the problem to the attention of the Intern. In addition, a meeting will be held with this support team to develop strategies for gathering information about the difficulties, documenting the difficulties, and meeting with the Intern to bring about improvement.
The Clinical Educator or Education Director then notifies the Intern that the problem has reached a serious stage and calls a meeting which may include any or all of the above individuals. The purposes of this meeting are to:

- Communicate clearly to the Intern the nature of the difficulty/ies
- Develop an understanding of any circumstances that may be affecting the Intern’s performance
- Develop a strategy for improving the Intern’s behavior and or remediating the difficulty/ies
- Establish a timeline for improvement, including a date for a follow-up meeting

At the follow-up meeting, one of the following conclusions can be reached:

- There has been sufficient evidence of improvement in the Intern’s behavior or performance
- There has been insufficient improvement or change and additional steps need to be taken
- There is little or no evidence of change and termination of the Internship appears warranted.

**Terminating the Internship**

In accordance with the terms of the “Letter of Agreement” signed by all DeLeT Interns, the Internship may be terminated in three ways:

- The Intern writes a letter to the DeLeT Director resigning from the DeLeT program;
- The placement school terminates the Intern for cause;
- No fault termination occurs when circumstances beyond the control of the program, the school or the Intern occur.
ABBREVIATIONS

CE  Clinical educator (field supervisor)
CLC  Classroom learning community (inquiry #1)
CSTP  California Standards for the Teaching Profession
DI  Differentiated instruction
DNA  DeLeT News and Announcements
DS  Day school
DSS  Day School and Society (class)
EL or ELL  English Language Learners
EOI  Elements of instruction (Madeline Hunter’s elements)
EQ  Essential questions (part of Understanding by Design planning)
EU  Enduring understandings (starting point for UbD planning)
GS/JS  General Studies/Jewish Studies
HJV  Health and Jewish Values (class)
HOS  Head of school
HUC-JIR  Hebrew Union College-Jewish Institute of Religion
JDS  Jewish day school
JJF  Jim Joseph Foundation (major funder of DeLeT)
MNL  Meeting the Needs of all Learners (class)
PEJV  Physical Education and Jewish Values (class)
RHSOE  Rhea Hirsch School of Education (HUC-JIR education department to which DeLeT belongs)
RLL  Reading, Language and Literature (class)
INT S  Integrated Social Studies classes (1 & 2)
T&L  Teaching and Learning (focal DeLeT seminar)
TPAs  Teacher Performance Assessments (one of four state examinations)
TPEs  Teacher Performance Expectations (list of state professional expectations)
UbD  Understanding by Design (“backwards” lesson planning strategy)
## Glossary of DeLeT Terms and Hebrew Words

### DeLeT Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical educator</td>
<td>field supervisor for DeLeT fellows</td>
</tr>
<tr>
<td>DeLeT</td>
<td>doorway, acronym for Day school Leadership through Teaching</td>
</tr>
<tr>
<td>Fellow/Intern</td>
<td>a teaching candidate in the DeLeT program</td>
</tr>
<tr>
<td>General Studies</td>
<td>all studies outside of Jewish subjects</td>
</tr>
<tr>
<td>Head of School</td>
<td>top administrator of a Jewish day school</td>
</tr>
<tr>
<td>Inquiries</td>
<td>six major assignments that bring together the theoretical work learned in the Teaching and Learning Seminar and practical, required, experiences in the fellows' internship</td>
</tr>
<tr>
<td>Integration</td>
<td>bringing various aspects of the school's learning into relationship, usually Jewish and general studies, or Judaism and the culture of modernity</td>
</tr>
<tr>
<td>Internship</td>
<td>each fellow's full year placement and work in a site school</td>
</tr>
<tr>
<td>Judaic Studies</td>
<td>all Jewish studies subjects</td>
</tr>
<tr>
<td>Ma'agal hakhshava</td>
<td>listening circle</td>
</tr>
<tr>
<td>Mentor</td>
<td>a site-school teacher to whom a fellow is assigned</td>
</tr>
<tr>
<td>Mentor Shiur</td>
<td>Seminars (literally &quot;lessons&quot;) for a group of mentor teachers</td>
</tr>
<tr>
<td>Rav Siach</td>
<td>capstone project for DeLeT fellows; colloquium</td>
</tr>
<tr>
<td>SAKAI</td>
<td>Collaborative Learning Environment, an electronic platform used at HUC-JIR for mutual access by students and faculty</td>
</tr>
<tr>
<td>Shabbat</td>
<td>Sabbath or day of rest; DeLeT work is not conducted over the Sabbath, from sunset Friday night until sunset Saturday night</td>
</tr>
<tr>
<td>Shiur</td>
<td>study session, usually for mentor teachers</td>
</tr>
<tr>
<td>Site School</td>
<td>day school to which fellows are assigned</td>
</tr>
<tr>
<td>Siyyum</td>
<td>conclusion, graduation</td>
</tr>
<tr>
<td>Yom Limmud</td>
<td>day of learning, usually for mentor teachers</td>
</tr>
</tbody>
</table>

### Quick Guide to additional Hebrew Words

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beit Midrash</td>
<td>house of prayer</td>
</tr>
<tr>
<td>Chevrutah</td>
<td>study partners</td>
</tr>
<tr>
<td>Chesed</td>
<td>loving-kindness</td>
</tr>
<tr>
<td>Derech eretz</td>
<td>respect, behaving the right way</td>
</tr>
<tr>
<td>Havdalah</td>
<td>separation, i.e. brief ritual separating the Sabbath and the rest of the week</td>
</tr>
<tr>
<td>Kallah</td>
<td>retreat, or intensive study conference, usually bringing together fellows from all cities</td>
</tr>
<tr>
<td>Kavanah</td>
<td>intention, especially in prayer</td>
</tr>
<tr>
<td>Madaf l'/Tochnit DeLeT</td>
<td>DeLeT bookshelf, i.e. annotated bibliography</td>
</tr>
<tr>
<td>Menschlekeit/mensch</td>
<td>goodness in a person, behaving with the utmost honor and dignity towards others, an ethical person</td>
</tr>
<tr>
<td>Mercaz</td>
<td>meeting place, at HUC, the Beit Midrash</td>
</tr>
<tr>
<td>Parasha or parashat haShavuah</td>
<td>weekly Torah reading from the Five Books of Moses</td>
</tr>
<tr>
<td>Siddur</td>
<td>Prayer book</td>
</tr>
<tr>
<td>T'filah</td>
<td>prayer</td>
</tr>
<tr>
<td>TaNaCh</td>
<td>Hebrew Bible</td>
</tr>
<tr>
<td>Tikun olam</td>
<td>repairing the world, social action</td>
</tr>
<tr>
<td>Torah</td>
<td>Five Books of Moses</td>
</tr>
<tr>
<td>Tzedaka</td>
<td>righteousness, charity</td>
</tr>
<tr>
<td>Yiddishkeit</td>
<td>knowledge and use of Yiddish or Jewish culture</td>
</tr>
</tbody>
</table>