DeLeT: Day School Leadership through Teaching

Program Handbook 2026-2027

DeLeT – Day School Leadership through Teaching

DeLeT Mission Statement
DeLeT: Day School Leadership through Teaching is dedicated to fostering teaching excellence in Jewish day schools in North America. Operating at the Rhea Hirsch School of Education on the Los Angeles Campus of HUC, DeLeT prepares and supports day school teachers in the DeLeT credential program, the DeLeT MAT, the DeLeT induction program, and the DeLeT LeHora'at Ivrit certificate. All DeLeT programs include mentored teaching experiences, academic coursework, and cohort-based learning and support.

DeLeT prepares students 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 Jewish day schools in the 21st century,
- contribute to the creation of a powerful Jewish learning community in a day school, and
- become part of a professional community of learners and 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 accompanied by 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.

The DeLeT Credential Program

The heart of the 13-month DeLeT credential program is a full-year teaching residency in a Jewish day school in the Los Angeles, San Diego, or San Francisco Bay areas (partner schools vary each year). Through a carefully staged sequence of teaching responsibilities, students 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. In-classroom mentors and visiting Clinical Educators (CEs) offer support and supervision throughout the year.

During the school year, students engage in coursework two evenings each week, either in-person or via video conference. All students come to campus for a full-time intensive summer institute during both the summer before and the summer after their teaching residency.

Students who successfully complete the program are awarded a Certificate in Day School Teaching from Hebrew Union College and may earn a California Preliminary Multiple Subject Teaching Credential. They may also apply to continue their studies in a 2 semester Masters of the Art of Teaching (MAT) program.

The Norms of DeLeT

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 research in general and Jewish education
- Collaborative learning
- Ongoing assessment and 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 all DeLeT programs is to help students become teachers who:

- Think critically and reflectively about their teaching,
- Lead classrooms rooted in active, inquiry-based, and constructivist approaches to learning.
- Work in partnership with children and their families, honoring the individuality of each learner.
- Articulate and embody what it means to be part of a Jewish day school community
- Nurture their own growth as teachers and as humans

In addition to working towards the DeLeT vision of teaching, Credential candidates spend the year working to fulfill the California Teaching Performance Expectations (TPEs). See Appendix D for full TPE descriptions.

DeLeT Framework for Teaching

DeLeT @ HUC, Los Angeles

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

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*

DeLeT Framework for Teaching

Know Jewish students as learners and use this knowledge to inform teaching
In working to promote student achievement, DeLeT resident teachers:

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

Design/Adapt Curriculum and Plan for Teaching
In preparing for teaching, DeLeT resident teachers:

- Frame enduring understandings (big ideas) that promote conceptual understanding, critical thinking, and inquiry
- Know what is 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, DeLeT resident teachers:

- 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 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, DeLeT resident teachers:

- 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 (*kehillah*)
- 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 Day School Educator

In developing as a professional Jewish day school educator, DeLeT resident teachers:

- Demonstrate professionalism in responsibility, punctuality, dress, and use of language
- Demonstrate a serious commitment to their ongoing learning
- Actively work to extend and deepen their subject matter preparation
- Explore their personal relationship to the Jewish community 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 educators committed to improving Jewish day school education

DeLeT Credential Program
POLICIES AND PROCEDURES

June 2026 – July 2027

Hebrew Union College
Jack H. Skirball Campus
3077 University Avenue Los Angeles, CA 90007

"Derech Eretz"

As DeLeT is a program that incorporates Jewish values, *derech eretz* is essential. The term *derech eretz* translates 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 in the DeLeT program 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
- Acknowledging your mentors' and clinical educator's support and guidance
- Being sensitive to diversity of Jewish practice and other cultural differences within the cohort.

Observance and Kashrut

DeLeT is a pluralistic program. We partner with Jewish day schools that are affiliated with the Reform, Conservative and Orthodox movements as well as Community Jewish day schools; and applicants to the program represent the full range of Jewish community participants: therefore, DeLeT observance is inclusive and pluralistic.

Shabbat
DeLeT coursework, programs and events respect a range of *Shabbat* observance. Program activities are not scheduled on *Shabbat* or Chag (Holiday) days.

Kashrut
All meals and snacks provided by DeLeT are Certified Kosher when needed by any member of the community.

COMMUNICATIONS AND RESOURCES

Email

HUC communicates with students about all HUC-related matters through the HUC email system – this is a requirement of the college's accrediting body. Students receive a huc.edu email address upon enrollment and, in order to receive all relevant communications, must check their huc.edu account regularly.

All DeLeT-related communications will utilize this address. Please do not ask instructors to use your personal email address instead. Students are expected to check their HUC email daily during the week.

Canvas

Canvas is HUC's secure (password-protected) CLE - *collaborative learning environment*. It is a platform that allows faculty and students to access and manage all their courses and project resources at any time and from any computer.

For any assistance with your email or with Canvas, please email techsupport@huc.edu.

TRAVEL AND IN-PERSON GATHERINGS

DeLeT includes required in-person gatherings during the academic year (in addition to the in-person summer semester). Specific dates, times, and locations will be included in the academic calendar for each program.

HUC will contribute to the cost of travel required for in-person gatherings during the academic year. Each student will be given an approved amount for the airfare, train, or reimbursed mileage from your home community to the destination of the event. We will provide this information to you based on location and distance and can assist you in finding a ticket within the parameters provided. Any amount over the parameter must be approved by the director prior to purchase. In keeping with HUC travel policy, ticket reimbursement only covers a regular (economy) ticket and taxes. Any ground transportation reimbursements must be approved ahead of time by the director. Receipts for travel need to be submitted within 30 days of purchase.

We reserve the right to revisit and change any portions of these guidelines.

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:

Manager of Graduate Education Programs
- Financial needs
- Administrative questions
- Communication regarding State of CA Preliminary Multi-Subject Teaching Credential

Mentor teacher or School Administrator
- School-based concerns

Clinical Educator
- Difficulties or questions connecting coursework to teaching residency work

DeLeT Director
- Concerns about the overall program
- Communication between student and clinical faculty or mentor
- Future professional placement
- Academic matters
- Academic credits
- Communication between student and course instructor
- Possibilities for future graduate study within HUC or other institutions

DeLeT Professional Staff 2026-2027

Dr. Lauren Applebaum – Director of DeLeT Programs, Interim School of Education Director
lapplebaum@huc.edu (office: 213-765-2162)

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Shelley Lawrence – DeLeT Lead Pedagogy Instructor and Induction Coordinator
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Fieldwork Policies and Procedures

Teaching Residency Standards and Expectations

Professionalism in teaching includes appropriate dress, collaboration with colleagues, punctuality, 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 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.

Except for course times, public school service, or other DeLeT activities specifically scheduled, attendance at your school is governed by your site school policy, as outlined in the faculty handbook, or explained by your site school administration. In the event of illness, you must notify the day school administration and your mentor(s) (per school protocol).

Punctuality

Punctuality is expected at all DeLeT seminars, courses, and events. Students are expected to be punctual at their school, to be in the classroom at least 15 minutes before the beginning of class, 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 outside of school hours.

Extra Responsibilities at Site Schools

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

Substitute Teaching

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

a) There is **advance notice;**
b) The DeLeT Director has approved the request in advance;
c) The substituting does not exceed 1-2 days; and
d) Substituting provides a learning experience for student (i.e., it serves the needs of both the school and student).

If a student is an unpaid teaching resident and substitutes for more than two (2) consecutive days, the school is obligated to provide the DeLeT student with appropriate compensation.

Terminating the Teaching Residency

While program staff and faculty will make every effort to support students should difficulties arise, a Teaching Residency may be terminated in three ways:

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

Addressing Serious Difficulties

A problem may arise at any time during the year. Open communication is encouraged in order to provide the support that students need.

Simple problems can be addressed directly by the Mentor, Clinical Educator, School Administration or DeLeT 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, DeLeT Director and/or SOE Director, or the inability to address such a problem, in spite of consistent feedback and guidance; and
- Consistent disrespect/disregard for ideology, programs, or policies of the day school or DeLeT

Should one or several serious difficulties arise, the Mentor, Liaison, Clinical Educator, Senior Educator, DeLeT Director and/or National Director will immediately bring the problem to the attention of the student. 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 student to bring about improvement.

The DeLeT Director then notifies the student that the problem has reached a serious stage and calls a meeting which may include any or all the above individuals. The purposes of this meeting are to:

- Communicate clearly to the student the nature of the difficulty/ies
- Develop an understanding of any circumstances that may be affecting the Student's performance
- Develop a strategy for improving the student'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 student'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 teaching residency appears warranted.

Teach-Out Plan

In the event of the discontinuation of the DeLeT Teacher Education Program, HUC commits to making provisions for currently enrolled students to be able to complete the coursework outlined in the current DeLeT Handbook. HUC commits to communicating with all candidates regarding the teach-out plan in a timely manner. All candidates and graduates will be provided with information on how to access their student records via the HUC Registrar's Office.

MENTORING AND FIELDWORK

June 2026 – July 2027

Hebrew Union College
Jack H. Skirball Campus
3077 University Avenue Los Angeles, CA 90007

The Mentoring Relationship in the DeLeT Credential Program

The personal and professional relationship between clinical faculty and the student 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 student 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. Students and mentors have the right to expect professional and supportive behavior of each other.

Mentors and CEs can expect the Teaching Resident to:

- Perform assigned tasks in a timely manner and to the best of their ability
- Fulfill all the professional expectations outlined in the school's handbook and any others explicitly identified by administrators and/or mentors
- Always support the mentor in acting with the best interest of children in mind
- Apply what they are 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 teacher's policies in all exchanges with children, families, and colleagues
- Share problems they are 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 Teaching Resident can expect the Mentor to:

- Model professional behavior
- Allocate regularly scheduled meeting times (at least one hour per week)
- Clearly delineate and explain responsibilities for a given time period
- Allow opportunities for experiences and increasing responsibilities
- Listen carefully and thoughtfully to concerns
- Provide instructive, helpful feedback and guidance
- Respond to problems in a timely and professional manner
- Not share information about the Teaching Resident**,** which has been identified as confidential.

Formal Reflections and Assessments

Four times throughout the DeLeT year, all DeLeT Resident Teachers are asked to formally reflect on their progress. Mentor Teachers and Clinical Educators add comments to the

assessment documents, and a formalized meeting is set to reflect together on the Resident Teacher's growth and development as a beginning teacher. These assessments are used as benchmarks throughout the year to offer support and/or plan for remediation as needed.

In addition to the assessment meetings, Mentors and CEs use a variety of additional tools for feedback, reflection, and documentation of fieldwork learning experiences. See Appendix B, C, E, F and G for details.

California Teacher Performance Expectations (TPE's)

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning teachers learn in approved teacher preparation programs in California such as DeLeT@HUC. DeLeT Faculty, Administration, Clinical Educators, and Mentors support DeLeT Resident Teachers to become fully emersed in the full list of Teaching Performance Expectations as found in Appendix D below.

California Teaching Performance Expectations (TPEs)

TPE 1 – Engaging and Supporting All Students in Learning
TPE 2 – Creating and Maintaining Effective Environments for Student Learning
TPE 3 – Understanding and Organizing Subject Matter for Student Learning
TPE 4 – Planning Instruction and Designing Learning Experiences for All Students
TPE 5 – Assessing Student Learning
TPE 6 – Developing as a Professional Educator
TPE 7 – Effective Literacy Instruction for All Students

CA Literacy Standard 7

The CA State Literacy Standard 7 offers structure for how DeLeT residents practice assessing and teaching literacy skills to students. DeLeT Resident Teachers, their Mentors, and Clinical Educators keep track of their progress in teaching and assessing students in each of the specific elements found within Literacy Standard 7. (Appendix G)

DeLeT Resident Teachers will use the Literacy Checklist to keep accurate records that they have taught each of the elements found in Literacy Standard 7. (Appendix F)

Specific literacy-related experiences are included in the DeLeT Resident Teacher calendar as found in the Experiences and Expectations Document (Appendix A).

In addition to or as part of regularly bi-monthly observations, DeLeT Resident Teachers will be observed teaching each of the Standard 7 Literacy elements across the arc of Standard 7: 7.5 – Foundational Skills, 7.6 – Meaning Making, 7.7 – Language development, 7.8 – Effective Expression, and 7.9 – Content Knowledge. Literacy Observations forms, which will be used by mentor teachers, clinical educators, and Reading, Language, Literature instructors, are found in Appendix E.

Additionally, four times throughout the year, DeLeT Residents will monitor the progress of two students in Literacy, observing, practicing, analyzing, and communicating the results using the Literacy Progress Monitoring document. (Appendix G)

APPENDIX

Appendix A:

DeLeT Fieldwork Experiences and Expectations
Cohort 25 2026-2027

This document is a guide for what Residents are doing[1] in their fieldwork classrooms over the course of the year. While individual speed and volume will vary, all Residents should be engaging in these listed experiences within the section of the year indicated. At the end of each section, there is a checklist for teams to keep track of progress. The year is divided into four parts:

The First Six Weeks (August – September);
Foundational Experiences (October – December);
Instructional Experiences (January – March);
Student Teaching (April- June).

Throughout the year, classroom experiences allow Residents to work towards the seven California Teaching Performance Expectations (TPEs). Resident teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California.

Teaching Performance Expectations:

TPE 1 – Engaging and Supporting All Students in Learning
TPE 2 – Creating and Maintaining Effective Environments for Student Learning
TPE 3 – Understanding and Organizing Subject Matter for Student Learning
TPE 4 – Planning Instruction and Designing Learning Experiences for All Students
TPE 5 – Assessing Student Learning
TPE 6 – Developing as a Professional Educator
TPE 7 – Effective Literacy Instructions for All Students

[1] For some partnerships, this document serves as a "minimum" standard, if a Resident needs support to take on increasing responsibilities or if a mentor needs clarity about what experiences to provide. For other partnerships, this document serves to make sure Residents are having a broad enough range of experiences beyond their daily responsibilities

The First Six Weeks

In the first six weeks, the Resident's role is to observe in the classroom and throughout the school as much as possible, while taking care of assigned responsibilities. It is important for Residents, mentors, and CEs to establish a regularly scheduled meeting time (1x week with mentors and 2x month with CEs). The following checklist should guide the content of the observations and initial experiences.

First Six Weeks: August/September

Getting to know your school community

1. Acquaint yourself with your school's website *(TPE #6.5)*
2. Learn the roles of various support staff in the school *(TPE #6.3)*
3. Tour the entire school facility and meet specialists *(TPE #6.3)*
4. Read faculty/staff handbook and student/parent handbook to learn school policies, and discuss questions with mentor *(TPE #6.5)*
5. Discuss the vision of the school with mentor and school leaders *(TPE #6.3)*
6. Discuss approach to building and maintaining classroom community (set-up, management, expectations) with mentor (*TPE #2)*
7. Participate actively in Back to School Night, with mentor support
8. Observe and participate in Shabbat and Jewish holiday celebrations and observe the role they play in starting the year

Observing and getting to know learners

9. Get to know your students (names, interests, cultures, and abilities) *(TPE #1.1, 1.3, 7.3)*
10. Observe behavior management systems and strategies; participate as appropriate. *(TPE #2.6)*

Observing and Interacting in the classroom

11. Help mentor set up classroom. *(TPE #2)*
12. Familiarize yourself with the math and language arts content of your classroom curriculum and discuss the scope and sequence of the year with your mentor. Familiarize yourself with all curriculum materials (textbooks, teacher guides, online portals, etc). *(TPE #3.1, 7)*
13. Learn classroom policies and routines; participate as much as appropriate. *(TPE #2.6)*
14. Observe and assist with transitions such as walking students to and from specialists, recess and lunch and classroom transitions throughout the day. *(TPE #2)*
15. Observe, assist, and practice Literacy/Fluency testing with your mentor or literacy specialist to assess students' foundational reading skills. See DeLeT Progress Monitoring Document #1 – Determine Literacy Profiles (*TPE #7.5, 7.10)*
16. Observe and assist with the use and management of supplies, instructional materials, and technology. *(TPE #1)*
17. Observe the set-up of three other classrooms/grade levels in the school. *(TPE #3.4)*

Please sign and date to indicate completion of these experiences.

Resident Teacher _____ Date _____

Mentor _____ Date _____

October-December: Foundational Experiences

In this phase, Residents shift from observing to practicing daily classroom skills, including assisting, leading in small group instruction, and planning/implementing some full group instruction with mentor and clinical educator feedback.

Foundational Experiences: October - December

Curriculum and planning

1. Discuss lesson planning templates and routines with your mentor; begin to assist and practice creating lesson plans (with all components; see DeLeT lesson plan templates). *(TPE #4)*
2. Familiarize yourself with the Teacher Performance Expectations (TPE's), CA Literacy Plan Standard 7, and CA Dyslexia Guidelines. *(TPEs #4, 7.)*
3. Become proficient in using the California Content Standards/Curriculum Frameworks and English Language Development Standards (ELD Standards) in lesson planning. *(TPEs #4.1, 7.11)*
4. Use the DeLeT Literacy Observation Tool 7.5 with your CE to observe and debrief a foundational literacy lesson plan taught by your mentor or literacy specialist. *(TPE 7.5)*
5. Discuss goals and content in a specialist content area (technology, art, music, physical education) with the specialist. *(TPEs #1.7, 4, 7)*
6. Discuss scope and sequence of Judaics and/or Hebrew curriculum for your grade with the JS/Hebrew teachers. Where possible, observe evidence of teachers promoting effective expression in their home language and/or translanguaging for students who speak languages other than English. *(TPEs #7.7, 7.10)*

Learners in the classroom

7. Monitor for student understanding in emerging literacy skills, including meaning making (TPE 7.6), language development (TPE 7.7), effective expression (TPE 7.8) and content knowledge (TPE 7.9). Assist students as needed. *(TPE's 1.5, 4, 7.)*
8. Observe, assist, and practice diagnostic literacy screening with your mentor or literacy specialist to practice identifying, assessing, and implementing instructional strategies for all students, including English learners, students with dyslexia, or other literacy-related challenges. See DeLeT Progress Monitoring Document #2 Assessing and Interpreting results for ELL. *(TPE #7.10)*
9. In one-on-one and small group interactions, help students to complete work independently, refocus students, provide appropriate assistance. *(TPEs # 3.2, 3.5, 4)*
10. Work with individual students to give feedback on or correct their work. *(TPE's #4.7, 7.6-9)*
11. Engage in behavioral interventions as needed (i.e. take students for a break, recess interactions). *(TPE #2.1, 3)*
12. Support students' social-emotional growth in individual and group interactions. *(TPE #1.1)*
13. Observe at least 2 parent/teacher conferences with your mentor. *(TPE #1.2)*
14. Observe and/or participate in student support/IEP/504 meetings as opportunities arise. *(TPE #4.5)*

Teaching and learning in the classroom

15. Assist with classroom transitions, routines, and materials management. Lead these classroom elements as discussed with your mentor. Prepare the classroom for instruction. *(TPE #2)*

16. Plan with your mentor to prepare and lead one subject/group in spelling, vocabulary, grammar, or math each week. *(TPEs #3, 7.1)*
17. Use the DeLeT Literacy Observation Tools with your mentor and CE to observe and debrief all literacy lesson plans that you plan and teach. Keep track of these Standard 7 elements on the Literacy Checklist. *(TPE 7.5, 7.6, 7.7, 7.8, 7.9)*
18. Plan and teach a math lesson (for TPA Cycle #1) in late November. Plan and teach individual math lessons earlier as appropriate. *(TPE #3.5)*
19. Observe and discuss assessment methods and systems in your classroom; Take over some of the grading/assessing of student work as appropriate. *(TPE #5)*
20. Observe a full lesson in another classroom of the same/similar grade.

Please sign and date to indicate completion of these experiences.

Resident Teacher _____ Date _____

Mentor _____ Date _____

Instructional Experiences: January-March

Residents engage in supported instructional experiences across the curriculum, working with small groups and the full class to plan, teach, assess, and reflect. Co-planning and co-teaching alongside the mentor allow for skill development and experimentation with an increasing range of teaching strategies, knowledge and skills.

Instructional Experiences – January – March
Teaching and learning experiences 1. Share some responsibility for assessment/evaluation process (e.g., grades, reports, ongoing records including literacy monitoring) with mentor. *(TPE's #5 and 7.10)* 2. Provide regular feedback to students including informal/formative assessments, student self-assessment, and formal/summative assessment. *(TPE #5.2)* 3. Regularly co-plan and teach small groups daily. *(TPE #4.3)* 4. Plan and teach individual general studies lessons 3-5x per week. *(TPE #4.3, 7.1)* 5. Continue to plan and teach a foundational literacy lessons that is observed by your mentor or CE using the DeLeT Literacy Observation Tools to reflect. Keep track of these Standard 7 elements on the Literacy Checklist. *(TPE 7.5, 7.6, 7.7, 7.8. 7.9)* 6. Conduct literacy assessments/progress monitoring for two students. Discuss findings with your mentor teacher. Take detailed notes of assessments used, results, and planned strategies and interventions. Use DeLeT Progress Monitoring Document #3 *(TPE's #5 and 7.10)* 7. Take charge of the classroom for planned and unplanned periods of time during the day. *(TPE #4.4, 6.3)*
Curriculum and planning experiences 8. Discuss curriculum and unit planning approaches with mentor. *(TPEs #3, 4, 6, 7)* 9. Familiarize yourself with scope and sequence as well as instructional materials for social studies, science and any remaining curriculum areas. *(TPEs #3, 4, 6, 7)* 10. Plan and teach a 3-5 lesson arc in Language Arts (for TPA cycle #2). Plan and teach multi-lesson arcs in other areas as appropriate. *(TPEs #1.4, 2.2, 3.1-3, 3.5, 4.1, 4.4, 4.7, 5.2, 5.8, 6.1, 7)* 11. Discuss your school's approach to integration (Judaics-General studies, and within General studies) with administrators and teachers.

Please sign and date to indicate completion of these experiences.

Resident Teacher _____ Date _____

Mentor _____ Date _____

Student Teaching: April-June

Student Teaching is defined as solo or co-teaching during which the resident teacher plans or co-plans the lessons, delivers the lessons, and assesses or grades student work. This period of time gives the Resident teacher the chance to experience and understand the full range of activities and responsibilities of being a teacher of record and demonstrate pedagogical competence. Mentors, CEs, and Residents plan together for this phase in order to design an individualized experience of challenge and growth.

Student Teaching – April – June
Student Teaching 1. Participate in an expanded range of teaching leadership, including: teaching full days and/or weeks, teaching specific subjects for week or multi-week long stretches, planning and implementing full units of study in core content areas, etc. (All TPE's) 2. Monitor and assess student progress towards achieving academic goals in all areas. (TPE 5) 3. Use the DeLeT Literacy Observation Tools with your mentor and CE to complete teaching and reflecting on all Standard 7 elements on the Literacy Checklist. *(TPE 7.5, 7.6, 7.7, 7.8, 7.9)* 4. If possible, student teach in public school assignment as a component of your 60 total hours of public school engagement.
School Community 5. Collaborate with your mentor in the writing of report cards. (TPEs #1.2, 5.2, 5.4) 6. Write formal feedback for assessed literacy progress for at least two students. See DeLeT Progress Monitoring Document #4. (TPEs #1.2, 5.2, 5.4, 7.10) 7. Participate in all parent/teacher conferences. (TPE #1.2) 8. Help facilitate end of school year with your mentor. 9. Participate in and reflect on your school's Israel celebrations and other spring holidays.

Please sign and date to indicate completion of these experiences.

Resident Teacher _____ Date _____

Mentor _____ Date _____

Appendix B:

The Collaborative Log

Mentors and students meet together weekly to help the Resident develop and grow. Together they keep a collaborative log of their work together.

What's Working:	**Challenges and Concerns:**
Resident's Next Steps:	**Mentor's Next Steps:**

"What's Working"

- Mentor and student each share their perceptions of what is 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 student each share their concerns
- What evidence supports these concerns?
- How might the concerns be addressed?

Next Steps

- What will the student do and when will they do it?
- What will the mentor do and when will they do it?

Appendix C:

Clinical Educator Observation and Coaching Form

Clinical Educators observe Residents on a bi-monthly basis and complete this form as a method of feedback for their Residents.

<table>
<tr><th colspan="2">Observation</th></tr>
<tr><td>Teacher:
Class/Subject:</td><td>Date:
Time:
Observer:</td></tr>
<tr><td colspan="2">Observational Focus (Please indicate at least one relevant TPE):

Will this observation focus on or include UDL Strategies, use of technology, Multi-Tiered System of Support (MTSS), and/or Dyslexia Guidelines?</td></tr>
<tr><td colspan="2">Classroom Setup:

Lesson Notes with Timestamp:</td></tr>
<tr><td>What went well…</td><td>Things to consider…</td></tr>
<tr><th colspan="2">Teacher Reflection</th></tr>
<tr><td>What went well…</td><td>What are you still wondering about?</td></tr>
<tr><td colspan="2">Next Steps:</td></tr>
</table>

Appendix D:

CA Teaching Performance Expectations:

TPE 1 – Engaging and Supporting All Students in Learning
TPE 2 – Creating and Maintaining Effective Environments for Student Learning
TPE 3 – Understanding and Organizing Subject Matter for Student Learning
TPE 4 – Planning Instruction and Designing Learning Experiences for All Students
TPE 5 – Assessing Student Learning
TPE 6 – Developing as a Professional Educator
TPE 7 – Effective Literacy Instructions for All Students

TPE 1 – Engaging and Supporting All Students in Learning

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2 – Creating and Maintaining Effective Environments for Student Learning

2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2.2 Create learning environments (ie., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3 – Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing and engaging students to demonstrate their knowledge.

3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

3.6 Use and adapt resources, standard-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

3.7 Model and develop digital literacy by using technology to engage student and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4 – Planning Instruction and Designing Learning Experiences for All Students

4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable

4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through inperson or virtual collaboration, co-teaching, coaching, and/or networking.

4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5 – Assessing Student Learning

5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6 – Developing as a Professional Educator

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

TPE 7 – Effective Literacy Instructions for All Students

7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards3 and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

7.3 Incorporate asset-based pedagogies,4 inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

7.5 Foundational Skills.6 Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including

accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

7.10 Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.8 Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret

results for English learner students.9 If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Appendix E:

Literacy Focus: Standard 7.5 Foundational Skills Observation and Coaching Form

Observation Focus	
Teacher: **Class/Subject:** **Learning Objective:**	**Date:** **Time:** **Observer:**

Literacy Focus: Standard 7.5 Foundational Skills
Throughout the year you will need to be observed teaching each of the following foundational literacy skills.

Prior to the observation choose one or more area of foundational skills that are being addressed in the lesson plan:

- ☐ **Print concepts, including letters of the alphabet.**
- ☐ **Phonological awareness, including phonemic awareness.**
- ☐ **Phonics, spelling, and word recognition including letter-sound, spelling-sound, and sound-symbol correspondences.**
- ☐ **Decoding and encoding including morphological awareness.**
- ☐ **Text reading fluency, accuracy, prosody (expression) and rate (as an indicator of automaticity.)**
- ☐ **Text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.**
- ☐ **Reading appropriately complex disciplinary texts with comprehension and effective expression.**

Evidence Observed

Use this section "Evidence Observed" for each element to take notes about what is seen and heard to support findings. It is fine to take detailed notes on a separate page and review the notes after the lesson to determine the presence of an indicator.

1.Was instruction that structured and organized as well as direct, systematic, and explicit? (7.5f)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

2.Does the lesson make use of appropriate instructional materials, including differentiated, connected, decodable text?

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

3.Did the lesson incorporate UDL Strategies? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

4.Were the students actively engaged in the content/informational part of the lesson? (7.4)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

5.Was there evidence of Multi-Tiered System of Support (MTSS) in the lesson? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

7.Did the lesson utilize the CA Dyslexia Guidelines? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

6.Were the students challenged at their own level during the practice portion of this lesson? (7.10)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

Teacher Reflection

Reflective Questions:

1. **What were the teacher actions that fostered foundational literacy skills?** (7.5)
2. **How did informal or formal assessment inform your teaching in the moment?** (5.2)

Student Learning Outcomes:

1. **What did students do to practice foundational literacy skills?** (7.5)
2. **How were the students' foundational literacy skills assessed?** (5.1)

Next Steps:

Literacy Focus: Standard 7.6 Meaning Making
Observation and Coaching Form

Observation Focus	
Teacher: **Class/Subject:** **Learning Objective:**	**Date:** **Time:** **Observer:**

Literacy Focus: Standard 7.6 Meaning Making
Throughout the year you will need to be observed teaching each of the following literacy skills.

Prior to the observation choose one or more area of meaning making that are being addressed in the lesson plan:

- ☐ **Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral).**
- ☐ **Use questioning and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.**
- ☐ **Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.**

Evidence Observed

Use this section "Evidence Observed" for each element to take notes about what is seen and heard to support findings. It is fine to take detailed notes on a separate page and review the notes after the lesson to determine the presence of an indicator.

1.Is instruction structured and organized as well as direct, systematic, and explicit. (7.5f)	**2.Does the lesson make use of appropriate instructional materials, including differentiated, connected, decodable text.**
☐ Always ☐ Often ☐ Sometimes ☐ Rarely/Never **Evidence:**	☐ Always ☐ Often ☐ Sometimes ☐ Rarely/Never **Evidence:**

3.Did the lesson incorporate UDL Strategies? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

4.Were the students actively engaged in the content/informational part of the lesson? (7.4)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

5.Was there evidence of Multi-Tiered System of Support (MTSS) in the lesson? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

6.Were the students challenged at their own level during the practice portion of this lesson? (7.10)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

7.Did the lesson utilize the CA Dyslexia Guidelines? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

Teacher Reflection	
Reflective Questions: **1. What were the teacher actions that fostered making meaning? (7.5)** **2. How did informal or formal assessment inform your teaching in the moment? (5.2)**	**Student Learning Outcomes:** **1. What did students do to practice meaning making literacy skills? (7.6)** **2. How were the students' meaning making literacy skills assessed? (5.1)**
Next Steps:	

Literacy Focus: Standard 7.7. Language Development
Observation and Coaching Form

Observation Focus	
Teacher: **Class/Subject:** **Learning Objective:**	**Date:** **Time:** **Observer:**

Literacy Focus: Standard 7.7 Language Development
Throughout the year you will need to be observed teaching each of the following literacy skills.

Prior to the observation choose one or more area of language development that are being addressed in the lesson plan:

☐ **Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.**

☐ **Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.**

Evidence Observed

Use this section "Evidence Observed" for each element to take notes about what is seen and heard to support findings. It is fine to take detailed notes on a separate page and review the notes after the lesson to determine the presence of an indicator.

1.Is instruction structured and organized as well as direct, systematic, and explicit. (7.5f) ☐ Always ☐ Often ☐ Sometimes ☐ Rarely/Never **Evidence:**	**2.Does the lesson make use of appropriate instructional materials, including differentiated, connected, decodable text.** ☐ Always ☐ Often ☐ Sometimes ☐ Rarely/Never **Evidence:**

3.Did the lesson incorporate UDL Strategies? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

4.Were the students actively engaged in the content/informational part of the lesson? (7.4)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

5.Was there evidence of Multi-Tiered System of Support (MTSS) in the lesson? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

6.Were the students challenged at their own level during the practice portion of this lesson? (7.10)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

7.Did the lesson utilize the CA Dyslexia Guidelines? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

8.Does the classroom environment foster students' oral and written language development, including discipline-specific academic language?

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

9. Was there evidence of instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging?

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

Teacher Reflection

Reflective Questions:

1. **What were the teacher actions that fostered language development (7.5)**
2. **How did informal or formal assessment inform your teaching in the moment? (5.2)**

Student Learning Outcomes:

1. **What did students do to practice language development literacy skills? (7.7)**
2. **How were the students' language development literacy skills assessed? (5.1)**

Next Steps:

Literacy Focus: Standard 7.8 Effective Expression
Observation and Coaching Form

Observation Focus	
Teacher: **Class/Subject:** **Learning Objective:**	**Date:** **Time:** **Observer:**

Literacy Focus: Standard 7.8 Effective Expression
Throughout the year you will need to be observed teaching each of the following literacy skills.

Prior to the observation choose one or more area of effective expression that are being addressed in the lesson plan:

- ☐ **Develop students' effective expression as they write, discuss, present, and use language conventions.**
- ☐ **Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.**
- ☐ **Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback.**
- ☐ **Practice editing to produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.**
- ☐ **Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.**
- ☐ **Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.**

Evidence Observed

Use this section "Evidence Observed" for each element to take notes about what is seen and heard to support findings. It is fine to take detailed notes on a separate page and review the notes after the lesson to determine the presence of an indicator.

1.Is instruction structured and organized as well as direct, systematic, and explicit? (7.5f)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

2.Does the lesson make use of appropriate instructional materials, including differentiated, connected, decodable text?

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

3.Did the lesson incorporate UDL Strategies? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

4.Were the students actively engaged in the content/informational part of the lesson? (7.4)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

5.Was there evidence of Multi-Tiered System of Support (MTSS) in the lesson? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

6.Were the students challenged at their own level during the practice portion of this lesson? (7.10)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

7.Did the lesson utilize the CA Dyslexia Guidelines? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

Teacher Reflection

Reflective Questions:

1. **What were the teacher actions that fostered effective expression? (7.5)**
2. **How did informal or formal assessment inform your teaching in the moment? (5.2)**

Student Learning Outcomes:

1. **What did students do to practice effective expression literacy skills? (7.8)**
2. **How were the students' effective expression literacy skills assessed? (5.1)**

Next Steps:

Literacy Focus: Standard 7.9 Content Knowledge
Observation and Coaching Form

Observation Focus	
Teacher: **Class/Subject:** **Learning Objective:**	**Date:** **Time:** **Observer:**

Literacy Focus: Standard 7.9 Content Knowledge
Throughout the year you will need to be observed teaching each of the following literacy skills.

Prior to the observation choose one or more area of content knowledge that are being addressed in the lesson plan:

☐ **Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways.**

☐ **Provide printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading.**

☐ **Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways.**

☐ **Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.**

Evidence Observed

Use this section "Evidence Observed" for each element to take notes about what is seen and heard to support findings. It is fine to take detailed notes on a separate page and review the notes after the lesson to determine the presence of an indicator.

1.Is instruction structured and organized as well as direct, systematic, and explicit? (7.5f) ☐ Always ☐ Often ☐ Sometimes ☐ Rarely/Never **Evidence:**	**2.Does the lesson make use of appropriate instructional materials, including differentiated, connected, decodable text?** ☐ Always ☐ Often ☐ Sometimes ☐ Rarely/Never **Evidence:**

3.Did the lesson incorporate UDL Strategies? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

4.Were the students actively engaged in the content/informational part of the lesson? (7.4)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

5.Was there evidence of Multi-Tiered System of Support (MTSS) in the lesson? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

6.Were the students challenged at their own level during the practice portion of this lesson? (7.10)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

7.Did the lesson utilize the CA Dyslexia Guidelines? (7.2)

☐ Always ☐ Often

☐ Sometimes ☐ Rarely/Never

Evidence:

Teacher Reflection	
Reflective Questions: **1. What were the teacher actions that fostered content knowledge? (7.5)** **2. How did informal or formal assessment inform your teaching in the moment? (5.2)**	**Student Learning Outcomes:** **1. What did students do to practice content knowledge literacy skills? (7.9)** **2. How were the students' content knowledge literacy skills assessed? (5.1)**
Next Steps:	

Appendix F:

DeLeT Resident Teacher Literacy Observation Checklist

Over the course of this academic year you will be observed teaching each of the listed Standard 7 Literacy elements. Use this checklist to note the date(s) that you were observed teaching each element. The observation will make use of the appropriate Literacy Observation Tool used by your Mentor Teacher, CE, or RLL Instructor.

Literacy Focus: Standard 7.5 Foundational Skills

☐ **Print concepts, including letters of the alphabet.** Date(s) completed_____

☐ **Phonological awareness, including phonemic awareness.** Date(s) completed_____

☐ **Phonics, spelling, and word recognition including letter-sound, spelling-sound, and sound-symbol correspondences.** Date(s) completed_____

☐ **Decoding and encoding including morphological awareness.** Date(s) completed_____

☐ **Text reading fluency, accuracy, prosody (expression) and rate (as an indicator of automaticity.)** Date(s) completed_____

☐ **Text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax.** Date(s) completed_____

☐ **Reading appropriately complex disciplinary texts with comprehension and effective expression.** Date(s) completed_____

Literacy Focus: Standard 7.6 Meaning Making

☐ **Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral).** Date(s) completed_____

☐ **Use questioning and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines.** Date(s) completed_____

☐ **Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.** Date(s) completed_____

Literacy Focus: Standard 7.7 Language Development

☐ **Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression.** Date(s) completed_____

☐ **Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts.** Date(s) completed_____

Literacy Focus: Standard 7.8 Effective Expression

☐ **Develop students' effective expression as they write, discuss, present, and use language conventions.** Date(s) completed_____

☐ **Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts.** Date(s) completed_____

☐ **Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback.** Date(s) completed_____

☐ **Practice editing to produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration.** Date(s) completed_____

☐ **Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.** Date(s) completed_____

☐ **Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.** Date(s) completed_____

Literacy Focus: Standard 7.9 Content Knowledge

☐ **Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways.** Date(s) completed_____

☐ **Provide printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading.** Date(s) completed_____

☐ **Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways.** Date(s) completed_____

Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship. Date(s) completed_____

☐

Appendix G:

Standard 7.10 - Literacy Progress Monitoring

Over the course of the year participate in literacy assessments four times (Fall, Winter, Spring, End of Year), keeping accurate records of literacy assessments, ongoing progress monitoring, diagnostic interventions and techniques that inform instructional decision making.

Literacy assessment #1: Fall – Determine literacy profiles

Observe your mentor or literacy specialist screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.

Record assessment data and notes from two students. Indicate literacy assessment used at school site: (Benchmark assessments, MAP Tests, DIBELS, Informal Reading Inventory, etc.)

Literacy assessment #2: Winter - Assessing and interpreting results for English Language Learners

Observe your mentor, literacy specialist, or another teacher in your school assess and interpret literacy results for two English Learner students. Take notes as you participate in analyzing the results and help plan for further instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

Literacy assessment #3: Spring – Progress monitoring
Conduct literacy assessments/progress monitoring for two students. Discuss findings with your mentor teacher and receive feedback on your assessment practice. Take detailed notes of assessments used, results, and planned strategies and interventions based on the assessment that will meet the students analyzed needs.

Literacy assessment #4: End of Year
Write formal feedback (report cards/progress reports) for assessed literacy progress for at least two students. Discuss with your mentor to receive feedback. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; initiate referrals for students who need more intensive support.

Appendix H:

Course of Study 2026-2027

Summer 1	FALL	SPRING	Summer 2
EDU 5100 (T&L I) Teaching & Learning I Lawrence 2 credits	EDU 5101 (T&L II) Teaching & Learning II Lawrence 2 credits	EDU 5102 (T&L II) Teaching & Learning II Lawrence 2 credits	EDU 6100 Bridge Seminar Lawrence 2 credits
EDU 5110 Literacy Methods I Walker 1 credit	EDU 5111 Literacy Methods II TBD 1 credit	EDU 5112 Literacy Methods III Ardell 1 credit	EDU 5113 Literacy Methods IV Ardell 1 credit
EDU 5120 Child Development Zakai 2 credits	EDU 5121 (MNL) Meeting the Needs of All Learners Sandoval 1 credit	EDU 5122 Wellness in the Classroom Gomez 1 credit	EDU 5123 Diversity in School Communities Villarreal 1 credit
EDU 5131 Introduction to Jewish Prayer Villarreal 1 credit	EDU 5115 Mathematics Methods Dolinka 1 credit	DLT 515 Diversity in School Communities I Villareal 1 credit	EDU 5132 Introduction to Jewish Text Study Schatz 1 credit
EDU 5140 Arts Workshop I Curated .5 credits		EDU 5130 (DSS) Day School and Society Applebaum 2 credit	EDU 5141 Arts Workshop II Curated .5 credits
EDU 5117 Education Technology Getz 1 credit			EDU 5114 Social Studies Methods Passanisi 1 credit
			EDU 5116 STEM Method Cobia 1 credit
	EDU 5190 Supervised DS Teaching Applebaum 4 credits	EDU 5191 Supervised DS Teaching Applebaum 4 credits	
7.5 credits	**9 credits**	**10 credits**	**7.5 credits**
			TOTAL CREDITS 34

ADDITIONAL REQUIREMENTS FOR CALIFORNIA CREDENTIAL			
Certificate of Clearance with **CTC**	Pass Teacher Performance Assessment **(TPA)**	Pass Literacy Performance Assessment **(LPA)**	
Pass California Subject Examinations for Teachers or equivalent **(CSETs)**			
Complete **U.S. Constitution** Requirement	***60 hours of observation and teaching in a public-school classroom. School & classroom assignment coordinated by DeLeT Director***		

Appendix I:

Requirements for the CA Preliminary Multiple-Subject Teaching Credential 2026-2027

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

More details about each requirement can be found on the following pages:

Before the DeLeT Program begins, candidates must fulfill the following requirements:

- ❑ Possess a baccalaureate or higher degree.
- ❑ Obtain a Certificate of Clearance from the CTC (including LiveScan fingerprinting – see details on below)
- ❑ Fulfill subject matter competency and basic skills requirements
- ❑ Pass the US Constitution requirement (see details below)

During the DeLeT program, candidates will fulfill the following requirements:

- ❑ Successfully complete DeLeT coursework
- ❑ Successfully Complete two Teaching Performance Assessments (TPA #1 Math and LPA #2 Literacy Performance Assessment)
- ❑ Work as a student teacher in a Jewish day school and a Public School classroom for a total of 600+ hours.

Credential Requirement Details:

Certificate of Clearance and LiveScan

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. You must have a Certificate of Clearance before you start observing/working in a public school.

This will require a LiveScan fingerprinting process. (**IMPORTANT NOTE**: Prior fingerprinting taken for other purposes, including Department of Social Services, does not fulfill this requirement). You may also need to submit fingerprints for your Jewish day school placement, using a separate form. If you are a new school employee, 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.

Please read and follow the instructions carefully:

- Create an account here: https://www.ctc.ca.gov/ctc-online-services-help/your-educator-account/create-account/

- This webpage link and the instructions below will help you to navigate the Certificate of Clearance process.

  a. Create an Educator Login (user id and password) for the CTC. Please remember this as you will need it at the end of DeLeT.

  b. Complete the online Certificate of Clearance application on the Commission's Online Direct Application Site. Fill in the appropriate sections of the Application for Credential Authorizing Public School Service to apply for the Certificate of Clearance.

  c. Using a VISA or MasterCard debit or credit card, complete the authorized transaction fee of $52.50

  d. 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. This is not your Certificate of Clearance number.

  e. Online fill in the LiveScan 41-LS form

  f. Take the completed LiveScan form and processing fees to the LiveScan operator when the prints are taken. List of LiveScan locations by county from the CTC website: https://oag.ca.gov/fingerprints/locations

Within a few weeks you will receive your Certificate of Clearance via email from the commission. Send the electronic copy of your certificate of clearance (number) to Lauren Rosenblum, DeLeT Credential Coordinator lrosenblum@huc.edu so that it can be placed in your credential file at HUC.

State Basic Skills and Subject Matter Competency Requirements:

The requirements to complete **Basic Skills** and **Subject Matter Competency** have recently changed in the State of CA.

1. **Basic skills** is met by completing a bachelor's or higher degree from a regionally accredited institution.

2. Anyone who graduates with a Liberal Studies major from a CA University qualifies as satisfying **subject matter competency**.

3. Other ways to satisfy Subject Matter Competency requirements:

   Transcript Evaluation – If you have completed coursework with a grade of C- and above in courses that match the domains of the multiple subject credential (Reading, Language, and Literature/History and Social Science, Math/Science, Visual and Performing Arts/PE/Human Development,) coursework can be counted in lieu of one or more CSET tests for subject matter competency. This will be discussed at your initial credential meeting with the Credential Coordinator after you have been accepted into DeLeT.

   Taking CSET (Multiple Subjects plus Writing Skills) exams
   - 101 –Reading, Language, and Literature/History and Social Science
   - 214 - Math/Science, and
   - 225 - Visual and Performing Arts/Physical Education/Human Development
   - Either the CSET Writing Skills or CBEST exam

CSET Information

If it is determined that you need to complete subject matter competency requirements, you might need to take up to four CSET exams:

- The CSET is given electronically Monday – Saturday at test centers throughout California. You can now sign up to take CSET 101 and 225 from home with a live proctor during certain weeks each month. Each test costs approximately $99. An electronic study guide is included when you sign up for the tests. Additionally, study books for the CSET are available on Amazon and at most major booksellers.

- For information about the CSET, and to sign up for the computer-based exams, go to: http://www.cset.nesinc.com/. The HUC code that you supply on the form is 531.

- It is your responsibility to forward all CSET electronic test results to Lauren Rosenblum, DeLeT Credential Coordinator lrosenblum@huc.edu

- The CTC understands it continues to be difficult to schedule or take CSET tests. Please be persistent in scheduling and taking these exams as needed.

- If you want test prep tutoring, we recommend two online test prep companies that our alumni have used.
    - Tutoring 240 https://www.240tutoring.com/
    - Teacher Test Prep

US Constitution Requirement

There are two ways to satisfy the US Constitution requirement:

- One is to have taken a course in college that satisfies the US Constitution requirement. See the following list of accepted courses: https://courses.teach.ucdavis.edu/requirements/u-s-constitution

- For courses and colleges not on the above list, please send a copy of the course catalog stating that the course fulfills the requirement for teachers, or syllabus showing the number of classes specifically on the US Constitution, as well as a copy of your undergrad transcripts to Lauren Rosenblum, LRosenblum@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 US Constitution. The exam including a study guide for $85 is found online at: http://www.usconstitutionexam.com

DeLeT Coursework

- ❑ Complete all DeLeT coursework, including courses in computer technology and developing English language skills (including systematic study of phonemic awareness, phonics, and decoding; literature, language, and comprehension; and diagnostic and early intervention techniques.

TPA (Teacher Performance Assessment) and LPA (Literacy Performance Assessment)

The Teacher Performance Assessment (TPA) and Literacy Performance Assessment (LPA) are two written and video assessments required by the State of California. They must be successfully completed before a Resident Teacher can be recommended to the CTC for a *multiple-subject teaching credential*. There is a fee of $150 each to be paid online to the Commission on Teacher Credentialing for participating in these assessments.

Teacher Performance Assessment Cycle #1 Math (TPA) will be completed in the fall and winter of your DeLeT year after taking courses in Meeting the Needs of All Learners and Math Methods.

Literacy Performance Assessment Cycle #2 (LPA) will be completed in the spring of your DeLeT year after taking 3 foundational Reading, Language, and Literature Courses.

DeLeT provides substantial guidance and coaching support to help our Resident Teachers pass these important assessments.

Public School Hours and Jewish Day School Engagement

To reach a total of 600 hours of student teaching DeLeT resident teachers spend approximately 550+ hours in a Jewish Day School, observing, assisting, leading small groups, and eventually taking over the full classroom planning and teaching lessons (student teaching.)

Approximately 60-75 hours (generally 3 weeks) are spent in public school classrooms during the academic year. Resident Teachers observe as well as assist the mentor teachers in planning and leading small groups culminating in whole class student teaching.