



DeLeT: Day School Leadership through Teaching

Program Handbook 2024-2025

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ABOUT DELET

June 2024 – July 2025

Hebrew Union College – Jewish Institute of Religion
Jack H. Skirball Campus
3077 University Avenue Los Angeles, CA 90007



DeLeT – Day School Leadership through Teaching Hebrew Union College-Jewish Institute of Religion

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-JIR, 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-Jewish Institute of Religion 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

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, students:

- 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, students:

- 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, students:

- 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, students:

- 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, students:

- 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



MENTORING AND FIELDWORK

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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.

The Collaborative Log

The Clinical Educator fills out a report based on the conversation with the student and mentor, or just the student. The student, Clinical Educator and DeLeT Director all get copies of the completed Log.

What's Working:	Challenges and Concerns:
Student's Next Steps:	Mentors' and CE'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?
- What will the clinical educator do and when will they do it?



PROGRAM POLICIES AND PROCEDURES

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“Derech Eretz”

As DeLeT is a program that incorporates Jewish values, *derech erez* is essential. The term *derech erez* 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 erez*. 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 erez* 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. Any food that will be shared must also be Certified Kosher (with *Hekhsher*) when needed by any member of the community.

COMMUNICATIONS AND RESOURCES

Email

The College-Institute communicates with students about all HUC-related matters through the HUC email system – this is a requirement of the College-Institute’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-JIR’s secure (password-protected) CLE - *collaborative learning environment*. It is a platform that allows faculty and students to access and manage all their course and project resources at any time and from any computer. The HUC Canvas CLE is a project of the Department of Technology and e-Learning at HUC-JIR which can be reached for assistance at 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-JIR 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:

Coordinator of Graduate Education Programs

- Financial needs
- Administrative questions

Mentor teacher or School Administrator

- School-based concerns

Clinical Educator

- Difficulties or questions connecting coursework to teaching residency work

Credential Coordinator

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

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-JIR or other institutions

National Director of the School of Education

- Program feedback

DeLeT Professional Staff 2024-2025

Dr. Miriam Heller Stern – National Director of the School of Education
mstern@huc.edu (appointments: 213-765-2116)

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

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

Lauren Rosenblum – Coordinator of Graduate Education Programs
lrosenblum@huc.edu (office: 213-765-2115)

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

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 National 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.



APPENDIX

**DeLeT Credential
Course of Study 2024-2025**

Summer 1	FALL	SPRING	Summer 2
DLT 501 (T&L I) Teaching & Learning I Lawrence 2 credits	DLT 502 (T&L II) Teaching & Learning II Lawrence 2 credits	DLT 503 (T&L III) Teaching & Learning III Lawrence 2 credits	DLT 504 (T&L IV) Bridge Seminar Applebaum 2 credits
DLT 510 Child Development Lawrence 2 credits	DLT 512 (MNL) Meeting Needs All Learners Sandoval 1 credit	DLT 514 (WJV) Wellness & Jewish Values Gomez 1 credit	DLT 516 Diversity in School Communities I Villarreal 1 credit
DLT 520 Reading, Language, Lit I Curwen 1 credit	DLT 521 Reading, Language, Lit II Khachatryan 1 credit	DLT 522 Reading, Language, Lit III Ardell 1 credit	DLT 525 Integrated Social Studies Passanisi 1 credit
DLT 534 Educational Technology Getz 1 credit	DLT 527 Math Methods Dolinka 1 credit	DLT 515 Diversity in School Communities I Villareal 1 credit	DLT 528 STEM Methods Cobia 1 credit
DLT 530 Arts Workshop Curated .5 credits		DLT 556 (DSS) Day School and Society Applebaum 2 credit	DLT 530 Arts Workshop Curated .5 credits
DLT 559 Rabbinic Texts Feig 1 credit			DLT 559 T'fillah Villarreal 1 credit
	DLT 580 Supervised DS Teaching Applebaum 4 credits	DLT 581 Supervised DS Teaching Applebaum 4 credits	
7.5 credits	9 credits	11 credits	6.5 credits
TOTAL CREDITS 34			
ADDITIONAL REQUIREMENTS FOR CALIFORNIA CREDENTIAL			
Certificate of Clearance with CTC	Pass Reading Instruction Competence Assessment (RICA)	Pass Teacher Performance Assessment 2 (TPA 2)	
Pass California Subject Examinations for Teachers or equivalent (CSETs)	Pass Teacher Performance Assessment 1 (TPA 1)		
Complete U.S. Constitution Requirement	60 hours of observation and teaching in a public- school classroom. School & classroom assignment coordinated by DeLeT Director		

Requirements for the CA Preliminary Multiple-Subject Teaching Credential 2024-2025

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 following page)
- 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
- Pass the RICA
- Successfully Complete two Teaching Performance Assessments (TPA #1 and TPA #2)
- 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:

- Go to <https://www.ctc.ca.gov/credentials/apply>
- 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. [Online fill in the LiveScan 41-LS form.](#)

- c. Submit the three copies of the completed LiveScan 41-LS 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>
- d. Complete the Certificate of Clearance application on the Commission's [Online Direct Application Site](#):
- e. Using a VISA or MasterCard debit or credit card, complete the authorized transaction fee of \$52.50
- f. Immediately following the successful submission of the online application, an e-mail will be sent containing a confirmation number and a link to the Track Payment web page. This is not your Certificate of Clearance number.

Sections 1 and 2 of the LiveScan form, when printed from this site, are filled in for you with the address of the Commission on Teacher Credentialing in Sacramento. Fill in section 3 (red boxes) with your personal information. Use your personal email, not your school/work email address. In section 4 fill in your social security number for a 2nd time. In section 5 titled Supplemental Agency/Employer it is optional if you want to fill in the name and address of your assigned Jewish day school. Section 6 will be filled in by the LiveScan operator. The LiveScan operator keeps the first copy, the second copy goes to the Commission on Teacher Credentialing, and the third copy is for your records.

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

State Subject Matter Competency and Basic Skills Requirements

The requirements to complete **Subject Matter Competency** and **Basic Skills** have recently changed in the State of CA. There are now three pathways to fulfill the subject matter competency and basic skills requirements:

1. Anyone with a Liberal Studies major from a CA University qualifies as satisfying subject matter competency. You must also fulfill the basic skills requirement. (See #3 below)
2. Taking 4 CSET (Multiple Subjects plus Writing Skills) Exams satisfies both basic skills and subject matter competency requirements.
 - o 101 – Reading, Language, and Literature/History and Social Science
 - o 214 - Math/Science, and
 - o 225 - Visual and Performing Arts/Physical Education/Human Development
 - o Either the CSET Writing Skills or CBEST exam
3. Coursework in lieu of one or more CSET exams - 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. A grade of B- or above is needed to satisfy the Basic Skills Requirement. This will be discussed at your initial credential meeting with the Credential Coordinator after you have been accepted into DeLeT.

CSET Information

If you need to complete basic skills and 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 Dr. Bonnie Sharfman, DeLeT Credential Coordinator at bsharfman@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.
- Two online test prep options are:
 - 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 Dr. Bonnie Sharfman, DeLeT Credential Coordinator, bsharfman@huc.edu. A decision will then be made to determine if the course satisfies this requirement.
- The second way is to take a 50-question multiple-choice exam on the US Constitution. The exam including a study guide 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.

RICA (Reading Instruction Competence Assessment)

- All candidates for the California Preliminary Multiple Subject Teaching Credential must pass the 3 part RICA. This test can now be taken from your home computer. For information about the RICA and to sign up for the computer-based, written exam, go to: http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CA_RICA_Written_TestPage.html
- We recommend that DeLeT Resident Teachers take the RICA after completing RLL I and II, most often by January
- Cost \$57 per sub-test
- We suggest that you take the RICA written exams, not the video exam.
- As this is the last year that the RICA will be given. You must pass all sections of the RICA before June 2025.
- The HUC code that you supply on the form is 531. It is your responsibility to forward all RICA electronic test results to Dr. Bonnie Sharfman, DeLeT Credential Coordinator at bsharfman@huc.edu

Recommended RICA study guides:

Ready for RICA by James J. Zarillo

https://www.amazon.com/Ready-RICA-Preparation-Californias-Instruction/dp/0134146352/ref=sr_1_1?ie=UTF8&qid=1474414491&sr=8-1&keywords=ready+for+rica+zarillo&sr=11&keywords=case+studies+in+preparation+for+the+california+reading+competency+test

Case Studies in Preparation for the California Reading Competency Test by Joanne Rossi and Beth Schipper

https://www.amazon.com/Studies-Preparation-California-Reading-Competency/dp/0132599945/ref=sr_1_1?s=books&ie=UTF8&qid=1474417755&sr=11&keywords=case+studies+in+preparation+for+the+california+reading+competency+test

TPA (Teacher Performance Assessment)

The Teacher Performance Assessments (TPAs) are two written and video tasks required by the State of California. They must be successfully completed before a Resident Teacher can be recommended to the California Commission on Teacher Credentialing for a *clear multiple-subject teaching credential*. There is a fee of \$300 to be paid online to the Commission on Teacher Credentialing for participating in the TPAs. The TPAs will be explained and scheduled during the academic year.

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.

DeLeT ABBREVIATIONS

CE	Clinical Educator (field supervisor)
CSTP	California Standards for the Teaching Profession
DLI	DeLeT Lehora'at Ivrit
DS	Day school
EL or ELL	English Language Learners
GS/JS	General Studies/Jewish Studies
HOS	Head of school
HUC-JIR	Hebrew Union College-Jewish Institute of Religion
JDS	Jewish day school
MAT	Masters of the Art in Teaching
SOE	School of Education (HUC-JIR department to which DeLeT belongs)
T&L	Teaching and Learning Seminar courses
TPAs	Teacher Performance Assessments (State examinations)
TPEs	Teacher Performance Expectations (list of state professional expectations)

Glossary of DeLeT Terms and Hebrew Words

DeLeT Terms

Canvas	Collaborative Learning Environment, an electronic platform used at HUC-JIR for mutual access by students and faculty
Clinical Educator	field supervisor for DeLeT students
DeLeT	doorway, acronym for D ay school L eadership through T eaching
General Studies	all studies outside of Jewish subjects
Head of School	Lead administrator of a Jewish day school
Integration	bringing various aspects of the school's learning into relationships across disciplines
Judaic Studies	all Jewish studies subjects
Mentor	a site-school teacher to whom a student is assigned for feedback and supervision
<i>Shabbat</i>	Sabbath or day of rest; The DeLeT office is closed from sunset Friday night until sunset Saturday night
<i>Siyum</i>	conclusion, graduation
<i>Student/Resident Teacher</i>	a teaching candidate in the DeLeT program
<i>Teaching Residency</i>	each student's full year work experience in a site school