



DeLeT: Day School Leadership through Teaching

Handbook 2023-2024

Section 1

About DeLeT
Course of Study

Section 2

Mentoring and Fieldwork

Section 3

Academic Policies and
Procedures



ABOUT DELET COURSE OF STUDY

June 2023 – July 2024

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

Hebrew Union College-Jewish Institute of Religion Mission Statement

Hebrew Union College-Jewish Institute of Religion (HUC-JIR) is North America's premier institution of Jewish higher education and the center for professional leadership development of Reform Judaism. A multi-campus academic and spiritual learning community, HUC-JIR builds vibrant progressive Judaism in North America, Israel, and around the globe by:

- Studying the great issues of Jewish life, history and thought with an open, egalitarian, inclusive, and pluralistic spirit.
- Educating innovative, visionary clergy and professionals who embody the sustaining values, responsibilities, practices, and texts of Jewish tradition to inspire future generations; and
- Advancing the critical study of Judaism and Jewish culture in accordance with the highest standards of modern academic scholarship.

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 – Day School Leadership through Teaching is an innovative approach to

- attract new people into Jewish day school teaching,
- prepare them to become good novice day school teachers, and
- retain them in the field of day school education by providing induction support.

DeLeT prepares 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 curriculum integration,
- contribute to the creation of a powerful Jewish learning community in a day school, and
- become part of a professional community of learners and future leaders in day schools.

DeLeT advocates an approach to teaching excellence that assumes that the knowledge base of teaching is developed and improved over the course of a teacher's professional lifetime. DeLeT helps new teachers take their first steps through the '*delet*' (doorway) and leads them into a day school career 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 DeLeT MAT

The DeLeT MAT program offers continued learning for DeLeT alumni working as classroom teachers who wish to strengthen their professional practice and skills. Coursework focuses on pedagogical skill, action research design, reflective teaching practice, and collaborative professional development leadership.

Students conduct an action research project according to the field standards of teacher-led action research, including literature review and synthesis. They design, conduct, and share the findings of this inquiry with their peers and professional community. As a cohort, DeLeT MAT students participate in group reflective practice using protocols, writing, and structured exercises to support each other in their teaching. Each student also participates in a year-long individual mentoring relationship, collaboratively identifying areas of growth and working with observations and planning sessions to strengthen these areas.

The DeLeT MAT is a two-semester program held on weekday afternoons and evenings with some Sunday seminars throughout the academic year (August-May).

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.
- Infuse their classrooms with Jewish and American values,
- Integrate Jewish and general studies content and experiences throughout the year.
- Nurture their own growth as teachers and as humans
- See themselves as an essential part of a Jewish day school community

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

**DeLeT Credential
Course of Study 2023-2024**

Summer 1	FALL	SPRING	Summer 2
DLT 501 (T&L I) Teaching & Learning I Kerman 2 credits	DLT 502 (T&L II) Teaching & Learning II Kerman 2 credits	DLT 503 (T&L III) Teaching & Learning III Kerman 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 Davis 1 credit	DLT 516C Diversity in Schools Feldman-Abe 1 credit
DLT 520 Reading, Language, Lit I Sergant 1 credit	DLT 521 Reading, Language, Lit II Sergant 1 credit	DLT 516 Diversity in Schools Feldman-Abe 1 credit	DLT 517 Jewish Communities Villarreal 1 credit
DLT 530 Arts Workshop Curated .5 credits	DLT 527 Math Methods Dolinka 1 credit	DLT 522 Reading, Language, Lit III Sergant 1 credit	DLT 525 Integrated Social Studies Passanisi 1 credit
DLT 534 Educational Technology Getz 1 credit		DLT 556 (DSS) Day School and Society Applebaum 1 credit	DLT 528 STEM Methods Cobia 1 credit
DLT 559 T'fillah Villarreal 1 credit			DLT 530 Arts Workshop Curated .5 credits
	DLT 580 Supervised DS Teaching Applebaum 4 credits	DLT 581 Supervised DS Teaching Applebaum 4 credits	
6.5 credits	9 credits	10 (11) credits	7.5 credits
TOTAL CREDITS 33 (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 (CSET)	Pass Teacher Performance Assessment 1 (TPA 1)		
Complete U.S. Constitution Requirement	60-75 hours of observation and teaching in a public-school classroom. School & classroom assignment coordinated by DeLeT Director		

**DeLeT MAT
Course of Study 2023-2024**

FALL	SPRING
MAT 610 Collaborative Reflective Practice I 2 credits	MAT 611 Collaborative Reflective Practice II 2 credits
MAT 620 Mentored Teaching I 2 credits	MAT 621 Mentored Teaching II 2 credits
MAT 630 Practitioner Inquiry 2 credits	MAT 631 Practitioner Research 2 credits
6 credits	6 credits
	TOTAL CREDITS 12

Course Descriptions 2023-2024

SUMMER SEMESTER

DeLeT Credential Summer 1:

DLT 501 – Teaching and Learning Seminar – 2 credits

This core course offers a repertoire of skills and strategies necessary to engage in successful teaching. Throughout the year, the course integrates current education research with the teaching residency experience. The first of the four-part course focuses on elements of instruction.

DLT 510 - Child Development and Learning – 2 credits

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

DLT 520 - Reading, Language, and Literature – 1 credit

This course introduces students to the principles of early literacy and examines best practices for reading instruction. Fellows will explore the research behind the various components of high-quality literacy practice. They will engage with literacy materials and assessments. At the conclusion of this course, fellows will recognize the most important instructional methods to ensure successful literacy growth for their future students.

DLT 530 – Arts Workshop – .5 credits

Using music, dance, theater, and visual arts, guest specialists immerse students in the challenges and possibilities of making art. Students will engage in art-making and reflect on integration and infusion of art and creativity into their own classrooms.

DLT 534 – Educational Technology – 1 credit

The course provides an overview of current technologies used in a variety of educational settings. In addition to pedagogies and strategies, the course focuses on knowledge and skills appropriate for beginning teachers, including collaborative tools, copyrights, privacy, security, and safety issues.

DeLeT Credential Summer 2:**DLT 504- Bridge Seminar – 2 credits**

The culmination of this yearlong core course offers an opportunity for students to merge research, experience, and inquiry. Students collaborate in building a capstone project that reflects their emerging questions and educational vision.

DLT 516C Diversity in Schools– 1 credit

Please see complete listing for DLT 516.

DLT 517 Jewish Communities– 1 credit

In this course, students will explore the many facets of diversity in the Jewish day school community and consider ways to be responsive to that diversity in the classroom, an essential aspect of “caring” in schools and strong pedagogy. They will discuss how diversity is essential for Jewish cultural literacy and begins with teacher preparedness, and that diversity in the Jewish classroom includes ethnic/cultural, religious, socioeconomic and gender components.

DLT 525 – Integrated Social Studies – 1 credit

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

DLT 528 – STEM Methods – 1 credit

Progress in science is made by sharing observations, asking meaningful questions, and conducting careful investigations. This course identifies the big ideas and methods of science and presents strategies to enrich and enliven the Day School curriculum through integration and the use of technology. The course emphasizes points of convergence between the scientific and Jewish approaches to posing questions, studying multiple sources, seeking evidence, teasing out significant data, and making authentic and relevant applications.

DLT 530 – Arts Workshop – .5 credits

Using music, dance, theater, and visual arts, guest specialists immerse students in the challenges and possibilities of making art. Students will engage in art-making and reflect on integration and infusion of art and creativity into their own classrooms.

DLT 559 – T’fillah - 1 credit

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

FALL SEMESTER

DeLeT Credential:

DLT 502 – Teaching and Learning Seminar – 2 credits

This continuation of DLT 501 further develops skills and strategies necessary to engage in successful teaching. Through comprehensive analyses of teaching experiences, students refine their visions for what it means to be a Jewish day school teacher. The course integrates current education with the teaching residency experience. This course emphasizes students, the modalities through which they learn, and the construction of experiences to meet their needs.

DLT 512 – Meeting the Needs of All Learners – 1 credit

This course surveys the special needs of learners and programs designed to meet their educational needs within the Jewish day school context. Students learn to recognize and describe learning difficulties, working in partnership with parents, specialists, and administration. The course examines the broad range of resources available to day schools to successfully accommodate special needs learners, including implications for second language programs.

DLT 521 – Reading, Language, and Literature II – 1 credit

This course introduces principles for teaching reading and writing in grades 1-8 while inspiring appreciation for language and literature. Strategies for conducting literary analysis through class discussions, reading workshops, book reports, reading aloud, and the use of picture books are presented.

DLT 527 – Mathematics Methods – 1 credit

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

DLT 580 – Supervised Day School Teaching – 4 credits

This course is comprised of supervised teaching in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC faculty clinical educator.

DeLeT MAT:

MAT 610 – Collaborative Reflective Practice I – 2 credits

Gathering as a cohort provides an opportunity for students to learn models of collaborative professional reflection such as protocols, lesson study, and Critical Friends work. Topics will include both issues common to all novice teachers and those specific to the unique environments of Jewish day schools. These reflective experiences complement the individual support offered in the Mentored Teaching course.

MAT 620 – Mentored Teaching I – 2 credits

Mentored Teaching builds upon prior mentoring work and individual needs in order to provide crucial support and feedback on classroom practice. For those pursuing a permanent California teaching credential, this course will fulfill the mentoring/observation requirements for induction.

MAT 630 – Practitioner Inquiry – 2 credits

This yearlong course allows students to identify a specific area of interest and design an inquiry project to explore it both in and outside of their classroom. Components include literature reviews of current research, integration with Judaic studies content, and action inquiry elements to allow for testing and experimentation in their classroom.

SPRING SEMESTER

DeLeT Credential:

DLT 503 –Teaching and Learning Seminar – 2 credits

Continuing to build the skills and strategies necessary to engage in successful teaching, this course merges current education research with the teaching residency experience. Emphasizing integration between general and Judaic studies, students use principles of *Understanding by Design* to develop a teaching unit.

DLT 514 – Wellness and Jewish Values – 1 credit

This course addresses concepts, principles, and pertinent legislation for establishing a supportive, healthy environment for K-12 student learning. The course focuses on how students' health and safety impact learning, teachers' legal responsibilities, and how to access school and community resources. Candidates practice strategies for working constructively with students, families, and community members on health and safety issues. Jewish values of health, healing, wholeness, and community responsibility complement lessons. Specific resources within the Jewish community are explored as opportunities for collaboration and referral among teachers, school systems and social-service agencies.

DLT 516 – Diversity in Schools - 1 credit

This course, which continues in the second summer, explores the role that culture plays in our own lives and in the lives of our students. By incorporating a range of historical and cultural traditions into our classroom instruction, students understand the importance of cultural traditions in learning and establishing expectations for achievement.

DLT 522- Reading, Language, and Literature III – 1 credit

The third section of the RLL course focuses on the development of writing fluency in children, moving from sentences and paragraphs to expository writing, research papers, journaling, and poetry. Strategies for writing include brainstorming, pre-writing, drafting, editing, and publishing. Emphasis is placed on vocabulary building, spelling, and handwriting. This course also offers approaches for assessing student work.

DLT 556 – Day School and Society – 1 credit

As an inter-disciplinary course grounded in sociology, philosophy, anthropology, and theology, this course delves into the constant and dynamic tension of competing values in contemporary American Jewish Day School curriculum. It provides novice teachers with knowledge and tools to understand and approach the complexity and varied cultures of Jewish day school settings.

DLT 581– Supervised Day School Teaching – 4 credits

This course includes supervised teaching in general and Judaic studies in a Jewish day school under the guidance of a mentor teacher and the supervision of an HUC clinical educator.

DeLeT MAT:

MAT 611 –Collaborative Reflective Practice II – 2 credits

See course description for MAT 610 for complete description of this yearlong course.

MAT 621 –Mentored Teaching II – 2 credits

See course description for MAT 620 for complete description of this two-semester course.

MAT 631 – Practitioner Inquiry II– 2 credits

In this continuation of MAT 630, students will complete their individual inquiry projects and prepare to share them with colleagues from their schools and cohort in a public seminar prior to graduation.



MENTORING AND FIELDWORK

June 2023 – July 2024

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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?



ACADEMIC 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 “trans-denominational” 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 practice all levels of observance; therefore, DeLeT observance is inclusive and pluralistic.

Shabbat

DeLeT coursework, programs and events respect a range of Shabbat observance. Program activities should not be scheduled on *Shabbat* or Chag (Holiday) days, and DeLeT faculty and administrators will not be available on *Shabbat* or *Chag* 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*).

PROFESSIONALISM

Attendance

Each DeLeT course has a full agenda of learning and students are expected to attend every session. **Unexcused absences** are limited to one per course during the academic year; no unexcused absences are permitted during the summer. More than one unexcused absence in a course during the academic year may result in a grade of Fail; any unexcused absences during the summer may result in a grade of Fail. **Excused absences** are granted only in cases of serious illness or family emergency.

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

Technology Usage

All DeLeT students are required to own laptops and bring them to classes and events. Appropriate use of laptops, cell phones, and other devices is expected during seminars and at the day school. This means not using such devices for anything other than the work at hand.

It is distracting to both your instructor and your colleagues to multitask during class time. This includes emailing, social networking, internet usage, etc. When a laptop is not required during class, it should be closed or put away.

COMMUNICATIONS AND RESOURCES

Email

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

Both the MAT and Credential programs include required in-person gatherings during the academic year (In addition to the in-person summer semester for the Credential program). 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.

ACADEMIC EXPECTATIONS

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

Standards for Academic Work

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

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

In accordance with the Americans with Disabilities Act of 1990 (ADA) as amended by the ADA Amendment Act of 2008 and Section 504 of the Rehabilitation Act of 1973, Hebrew Union College-Jewish Institute of Religion is committed to providing accommodations that ensure our academic programs are accessible to all students. We provide reasonable accommodations to help facilitate academic success. Accommodations are adjustments made for students with disabilities in order to allow the same educational experiences as their peers.

Any student who believes they will need academic accommodations to participate in DeLeT should contact Rabbi Andrew Goodman (agoodman@huc.edu), Director of Student Support in the Office of the Provost. Through this process, the student will make accommodation needs known as early as

possible to the professor to eliminate, as much as possible, physical, or instructional barriers to learning encountered by the student with a disability.

You can access the full Disability Services Policy in HUC-JIR's National Student Academic Handbook.

Course Withdrawal, Incompletes, and Failing Grades

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

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

Incomplete grades must be resolved by the end of the break following the coursework, prior to beginning new coursework. Failure to resolve grades of Incomplete within the requisite time frame will result in a grade of F and may lead to the student being placed on probation. One condition of probation is that the student must develop a plan for completing the requirement in accordance with the procedures outlined in the section on withdrawing from a course above.

If an acceptable plan is not filed within one month of the end of the course, the student may be dismissed from the program. *If a student carries more than 2 incompletes, or one incomplete and one Fail, they may be dismissed from their program.*

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

Leave of Absence

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

Reflective Assessment

Assessments provide students with important feedback and guidance. During the academic year, DeLeT students complete a series of self-assessments formally reviewed with their mentor, advisor, or clinical faculty member. Assessment is based on the student's progress in meeting criteria presented in the DeLeT Framework for Teaching. Feedback is based on concrete evidence and

observations provided by the student and faculty. Ultimately, assessment aims to encourage reflection and engender professional and personal growth.

Course Evaluations

At the conclusion of each course, students are **required** to provide a course evaluation. Students' thoughtfulness shapes the basis for future rethinking and restructuring of the DeLeT experience. An evaluation form must be completed by each student before he/she receives a grade. Evaluations may be submitted anonymously. Instructors are required to submit grades before viewing course evaluations,

At the end of each semester, students are asked to provide summative feedback on their work and overall DeLeT experiences.

Advanced Standing and Transfer of Credits

DeLeT programs do not accept advanced standing or credit transfer at this time.

PROGRAM ADMINISTRATION

Payment of Tuition and Fees

The office of Student Billing, part of the National Business Office located in Cincinnati, OH, will send you tuition bills, and bill you for any required fees.

Tuition and fees must be paid in a timely manner, in order to be able to register for the next semester. Second summer fees must be paid in full in order to graduate from DeLeT.

All questions should be directed to Stacey Roper, sroper@huc.edu

Financial Aid

DeLeT students may be eligible for student loans and financial aid. If you would like to inquire about applying, contact Hebrew Union College's Director of Financial Aid as soon as possible.

All questions should be directed to Roseanne Ackerley, HUC Director of Financial Aid, at rackerley@huc.edu or (212) 824-2206.

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

- Communication between student and Mentor
- 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 2023-2024

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

Dr. Lauren Applebaum – DeLeT Director
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)

DeLeT ABBREVIATIONS

CE	Clinical Educator (field supervisor)
CSTP	California Standards for the Teaching Profession
DI	Differentiated Instruction
DLI	DeLeT Lehora'at Ivrit
DS	Day school
EL or ELL	English Language Learners
EOI	Elements of instruction (Madeline Hunter)
EQ	Essential questions (part of Understanding by Design planning)
EU	Enduring understandings (starting point for UbD planning)
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)
UbD	Understanding by Design (<i>backwards</i> lesson planning strategy)

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 Day school Leadership through Teaching
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
Shabbat	Sabbath or day of rest; The DeLeT office is closed from sunset Friday night until sunset Saturday night
Siyum	conclusion, graduation
Student/Resident Teacher	a teaching candidate in the DeLeT program
Teaching Residency	each student's full year work experience in a site school

Quick Guide to additional Hebrew Words

Beit Midrash	house of prayer/study
Chevrutah	study partners
Chesed	loving-kindness
DeleT	doorway
Derech erez	respect, behaving the "right" way
Havdalah	separation, i.e., brief ritual separating the Sabbath and the rest of the week
Kavanah	intention, especially in prayer
Menschlekeit/ mensch	goodness in a person, behaving with the utmost honor and dignity towards others, an ethical person
Mercaz	meeting place, at HUC, the <i>Beit Midrash</i>
Parasha or parashat haShavuah	weekly Torah reading from the Five Books of Moses
Siddur	Prayer book
T'fillah	prayer
TaNach	Hebrew Bible
Tikkun olam	repairing the world, social action
Torah	Five Books of Moses
Tzedakah	righteousness, charity
Yiddishkeit	knowledge and use of Yiddish or Jewish culture

DeLeT Credential Program Additional 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). Additionally, please email the DeLeT Director to inform her that you are sick and will not be at your school that day.

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.

Requirements for the CA Preliminary Multiple-Subject Teaching Credential 2023-2024

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:

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

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

- a. Successfully complete DeLeT coursework
- b. Pass the RICA
- c. Successfully Complete two Teaching Performance Assessments (TPA #1 and TPA #2)
- d. 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.
 - 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

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 103 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.
- Teachers Test Prep is a recommended website for additional support in preparing for CSET and RICA exams: https://www.teacherstestprep.com/?gclid=EAlalQobChMli4jMy6P3_AIVlxUAR3DxAwsEAAYASAAEglxAfD_BwE

US Constitution Requirement

There are two ways to satisfy the US Constitution requirement:

1. 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.
2. 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.
- The HUC-JIR 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

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) is 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.

Extending the Deadline on Credential Requirements

Resident teachers may petition to defer the completion of some credential requirements until after the conclusion of the 13-month program. This applies only to TPAs and the RICA required by the Commission on Teacher Credentialing and not to DeLeT academic coursework or other academic parts of the program. Completing basic skills and subject matter competency requirements cannot be deferred, as they are required before a Resident Teacher may “student teach” in the classroom during the 13-month DeLeT program.

The Resident Teacher must submit a written petition to the DeLeT Director and Credential Coordinator explaining the reason for the request. Due to the complexity of rescheduling TPA completions, petitions are granted only in exceptional circumstances. The Resident Teacher must then meet with the DeLeT Director to discuss the petition and to develop a timeline for completing the requirements. If the petition and timeline are approved by the DeLeT Director, the Resident Teacher must complete all requirements within one year of the conclusion of the DeLeT Program. The Resident Teacher may be recommended for the California credential only after all requirements are completed satisfactorily.