



A LOOK BACK

2 0 1 7





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### THE CONSORTIUM OF JEWISH DAY SCHOOLS (COJDS) HAS TAKEN MAJOR STEPS THIS PAST YEAR TO BENEFIT JEWISH DAY SCHOOLS IN A MYRIAD OF WAYS.

Based on feedback from the yearly Principals Think Tank, the Jewish Studies Achievement Test (JSAT) initiative has taken the leap from the theoretical to the very practical tool to be used by principals across the country. Now, for the first time, Jewish day schools can chart the skills of students in Grade 5 in areas that are critical to a successful day school experience. The Grade 8 JSAT, which will be ready for the new year, is being developed with input from many of the major Jewish high schools. This will allow for a seamless transition from elementary to high schools.

As well, the mandate from the summer Think Tank required the formation of two new councils: small communities and principals of general studies. To this end, CoJDS has begun to have meetings with principals of schools from small communities to establish protocols for providing services to their schools. Distance learning for limudei kodesh, staffing, professional curriculum webinars for teachers and administrators, marketing and recruitment, have all started and will be further developed over the coming months. A conference for general studies principals is planned for Sunday, January 14, 2018, in Orlando, FL.

CoJDS has continued to work with small communities to increase Jewish day school enrollment. To that end, the Jewish Day School Transition Initiative of CoJDS, now in its second year, welcomed 40 new students from public schools to day schools. We look forward to working with more schools, administrators, parents, and educational foundations during the current school year to encourage more Jewish families to join the day school movement.

In 2017, the Maurice Ralph Julis Principal Training Institute (PTI) saw a record number of graduates complete the training program and many have advanced their careers through placement at prominent Jewish day schools across North America. As a result, CoJDS continues to be an address for school boards when initiating a search for administrators.

**“WE LOOK FORWARD TO WORKING WITH MORE SCHOOLS, ADMINISTRATORS, PARENTS, AND EDUCATIONAL FOUNDATIONS DURING THE CURRENT SCHOOL YEAR TO ENCOURAGE MORE JEWISH FAMILIES TO JOIN THE DAY SCHOOL MOVEMENT.”**

This year we initiated a new mentoring program, PTI 2.0, utilizing veteran principals from across the country to mentor newly placed principals. The cohort has started with 25 participants using standards developed by PTI and includes developing close relationships between mentor and mentee to guarantee successful professional growth in educational leadership.

CoJDS is dedicated to creating a strong Judaic studies standardized curriculum for Jewish day schools. The popularity of our L'havin U'lehaskil skill-based Chumash curriculum, currently being used by over 150 schools across North America, and in England, Australia and Panama, has prompted us to continue developing the program for additional grades, as well as for additional subjects.

A major focus of our organization is to establish deep and meaningful relationships with day schools and their leaders in order to better understand and serve the individual needs of these diverse educational institutions. To that end, regional workshops for school personnel were held in Hamilton, Seattle, New Orleans and Toronto.

**WE INVITE YOU TO JOIN IN OUR EFFORTS TO HELP JEWISH DAY SCHOOLS. PLEASE SHARE YOUR FEEDBACK WITH ME AT [HGLASS@COJDS.ORG](mailto:HGLASS@COJDS.ORG).**

**ON BEHALF OF COJDS, I WISH YOU CONTINUED SUCCESS IN YOUR EFFORTS TO CREATE, MAINTAIN, AND IMPROVE OUR JEWISH DAY SCHOOLS.**



**Rabbi Heshy Glass, Ed. D**  
**CoJDS National Chairman**





Rabbi Glenn Black, CEO, NCSY Canada, presents to school business leaders, Toronto, ON 06.27.17

# WHY CoJDS?



## **GOAL > TO ELEVATE THE STANDARDS OF LEARNING IN JEWISH DAY SCHOOLS**

CoJDS produces professionally trained school leaders and educators, providing placement and on-the-job support. We provide curricula and programs to make it easier and more efficient to accomplish our goals. We are facilitating increased enrollment and making Jewish education more accessible to the broader Jewish community.

Principal  
**THINK TANK IV**  
 2-DAY

**RAISE THE BAR**

Tuesday and Wednesday,  
 July 25 and 26, 2017  
 at CoJDS Cedarhurst Office  
 395 Pearsall Avenue

**Tuesday, July 25**

- 3:30pm Principal Training Institute (PTI) Graduation
- 4:30pm Jewish Education, Jewish Leaders
- 5:15pm Raising the Bar in Community Engagement
- 6:00pm Networking Dinner Reception  
 Featuring keynote speaker  
 Raising the Bar in Organizational Leadership

**PT** MAURICE RALPH JULIS משה רפאל  
 PRINCIPAL TRAINING INSTITUTE

**HaRav Shalom Kamenetsky**  
 Rosh Yeshiva, Talmudical Yeshiva of Philadelphia

**Moishe Bane**  
 President, Orthodox Union

**Dennis Walcott**  
 CEO, Queens Library;  
 Former Chancellor, NYC Public School System

**Wednesday, July 26**

- 8:15AM-8:45AM Networking and Refreshments
- 9:00AM-12:15PM **the break through coach** **Pancoast Training**  
 Raising the Bar  
**Malachi Pancoast** for the Functioning Executive
- 12:15PM-1:30PM Think Tank Lunch
- 1:30PM-3:15PM Concurrent Panel Discussions

**AT COJDS OFFICE**  
 395 PEARSALL AVENUE, CEDARHURST

**AT MESIVTA ATERES YAAKOV**  
 131 WASHINGTON AVENUE, LAWRENCE

**AT COJDS OFFICE**

**AT COJDS OFFICE**

**Panel Discussion A:**  
**Small Town Schools**  
 Mrs. Miriam Gettinger will lead a panel discussion confronting the challenges of smaller schools.

- PANELISTS WILL INCLUDE:**
- Rabbi Ira Budow**  
 Abramis Hebrew Academy  
 Yardley, PA
  - Mrs. Miriam Gettinger**  
 Hasten Hebrew Academy  
 Indianapolis, IN
  - Rabbi Yosef Bart**  
 Ruddle Torah Academy  
 Richmond, VA
  - Rabbi Chaim Greenwald**  
 Akiva Academy  
 Calgary, AB

Panel Discussion B:

**Bigger Schools, Bigger Challenges**

Dr. Zipora Schorr will lead a panel discussion confronting the challenges of larger schools.

- PANELISTS WILL INCLUDE:**
- Rabbi Daniel Alter**  
 The Moriah School  
 Englewood, NJ
  - Dr. Ruth Katz**  
 Hillel Yeshiva School  
 Ocean, NJ
  - Rabbi David Saltzman**  
 Maimonides School  
 Brookline, MA
  - Dr. Zipora Schorr**  
 Beth Tfilah Dahan Community School  
 Baltimore, MD

**Panel Discussion C:**  
**Administrators and Directors of General Studies Departments**

- PANELISTS WILL INCLUDE:**
- Temima Feldman**  
 Torah Academy for Girls  
 Far Rockaway, NY
  - Brittney Friedman**  
 Yeshiva Day School of Las Vegas  
 Henderson, NV

- 3:15PM-3:25PM Break
- 3:25PM-5:10PM Concurrent Sessions

**Session D:**  
 Creating a Synergy between Principal and Teacher Through Instructional Supervision  
**Amy Goldman**  
 PS 2, Queens, NY  
**Eliza Delman**  
 Columbus Torah Academy, Columbus, OH

**Session E:**  
 Raising the Bar in the Business of Education  
**Richard Hagler**  
 Hebrew Academy of Long Beach, NY  
**Alan Steinberg**  
 Yeshiva Har Torah, NY

**Helpdesk:**  
 **Carney Sandoe**

JSAT • EdTech • L'havin U'lehaskil • Enrollment and Marketing  
 Speakers Bureau • Instructional Supervision • CoJDS Rubric  
 • Administrative Mentoring •

# NATIONAL CONFERENCE

## GOALS

- to provide a collaborative forum from schools throughout North America for an open exchange of practical ideas
- to provide professional development opportunities for schools without adding a financial burden
- to provide educators access to a diverse network of colleagues
- to receive feedback from school leaders in order to continue providing the best resources and services available

On July 25 and 26, over 120 educators holding prestigious leadership positions throughout the United States, Canada, and cities around the world, gathered in Cedarhurst, New York, for a two day Think Tank conference to both recharge their educational batteries and share best practices going forward.

The evening gathering began with opening remarks from HaRav Shalom Kamenetsky, Rosh Yeshiva of the Talmudical Yeshiva of Philadelphia, who spoke about our theme, “Raising the Bar,” and observed that in today’s environment, educators cannot afford to be complacent and should not be happy with mediocrity. Rav Kamenetsky was followed by Mr. Moishe Bane, President of the Orthodox Union, who focused on the many challenges that the Jewish community is facing and how they trickle down to chinuch, as well as the tensions that principals feel

**2**

**Days**

**135**

**Participants**

**19**

**States and Provinces**



Mr. Moishe Bane presenting at CoJDS Summer Think Tank 2017

in terms of different fiduciary duties that they face and the implications of the diminution of the role of family vis-à-vis chinuch. At our networking dinner reception, Dennis Walcott, the current CEO of the Queens Library and former chancellor of the NYC Public School System, provided targeted insights for raising the bar in organizational leadership.

On Wednesday, Mr. Malachi Pancoast enthralled a packed auditorium with his Breakthrough Coach program that walked the audience through specific time-management skills. Mr. Pancoast provided the Think Tank with both the theoretical and fundamental practices behind working less, producing more and getting the job done with improved results.

Our afternoon break-out sessions included Dr. Zipora Schorr, Director of Education at the Beth Tfiloh Dahan Community School in Baltimore, Maryland,

who spoke about confronting the challenges of larger schools; Mrs. Miriam Gettinger, Principal of the Hasten Hebrew Academy of Indianapolis, Indiana, who focused on smaller schools and how to retain and recruit students; Mrs. Temima Feldman, Principal of Torah Academy for Girls in Far Rockaway, New York, whose session focused specifically on directors and administrators of general studies departments; Mrs. Amy Goldman, Principal of PS 2 in Queens, New York, who discussed tools for creating a synergy between principal and teacher through instructional supervision via classroom visits and rubrics; and Mr. Alan Steinberg, Vice President of Yeshiva Har Torah in Little Neck, New York, and Mr. Richard Hagler, Executive Director at HALB, who spoke about best practices regarding the business end of Jewish education.



Dr. Zipora Schorr leads a panel discussion at CoJDS Summer Think Tank 2017



*Dear Rabbi Russ,*

*Scott Hornbeck and I want to truly thank you for the opportunity and hospitality you offered us this week at the Consortium conference. Together we learned a lot that we can immediately put into practice at Hillel school. Please let us know if there is anything that we can do for the Consortium. We are excited to work with Dr. Shapiro to set up a regional conference at our school. We wish you and the Consortium continued success.*

***Tracie Glazer, Head of School, Hillel Community Day School of Rochester, Rochester, NY***

*I was truly inspired by the Think Tank program last week and am delighted to have made the trip to the home base, so to speak, to see the vision and sense the dynamism of the organization personally. I have already been contacted by numerous attendees of the panel session with requests for further information and look forward to helping in the follow up format. .... If I may be of further assistance, it is my sincerest pleasure to contribute to the mission of [raising the banner of Jewish education]*

***Mrs. Miriam Gettinger, Hasten Hebrew Academy, Indianapolis, IN***

Dennis M. Walcott  
President and Chief Executive Officer

January 9, 2018

Eli Shapiro, Ed.D, LCSW  
The Consortium of Jewish Day Schools  
395 Pearsall Avenue  
Cedarhurst, NY 11516

Dear Dr. Shapiro,

Thank you for the opportunity to present at your Think Tank professional development conference this past summer.

I was energized to see such an enthusiastic and committed group of school administrators seeking to improve their craft. The team at The Consortium of Jewish Day Schools provided them with outstanding learning opportunities which will benefit the students at their schools.

The Consortium of Jewish Day Schools is leading the way in raising the bar in professional practice in Jewish education and I look forward to collaborating again in the near future.

Sincerely,



Dennis M. Walcott

89-11 Merrick Boulevard • Jamaica, NY 11432 • T: 718.990.0794 • F: 718-990.8548 • [queenslibrary.org](http://queenslibrary.org)



Dennis Walcott, former Chancellor NYC public school system, presenting at the Summer Think Tank 2017



Malachi Pancoast presenting at the Summer Think Tank 2017





Rabbi Glass and Rabbi Daniel Green at CoJDS Regional Conference held at Hamilton Hebrew Academy, Hamilton, ON 4.30.17

**“IT IS OUR HOPE THAT THE STRONG SUCCESS OF THE CONFERENCE WILL BUILD FOUNDATIONS FOR FUTURE COLLABORATION AND OPPORTUNITIES FOR PROFESSIONAL GROWTH.”**

RABBI DANIEL GREEN, DEAN, HAMILTON HEBREW ACADEMY



Southeast Regional Conference held at Katz Hillel, Boca Raton, FL 01.16.17



# REGIONAL CONFERENCES

## GOALS

- to provide collaborative and professional development to schools on a local level
- to provide schools with limited budgets a chance for all their educators join a conference
- to create a unified regional platform for local schools to work together and exchange ideas

For more information or to bring a CoJDS regional conference to your community please contact Dr. Eli Shapiro at [eshapiro@cojds.org](mailto:eshapiro@cojds.org)

**2017 has been a banner year for the Consortium of Jewish Day Schools regional conferences initiative. Hundreds of teachers and administrators from schools across North America have benefitted from the opportunity to connect, collaborate and contribute at these regional events.**

## January

Hosted by the Katz Hillel school in Boca Raton, participants from over 25 South Florida schools and 15 schools from other states joined sessions by leaders in their respective areas of education. Presenters included Dr. Stephen Fain, Rabbi Adam Englander, Amy Goldman, Yossie Frankel, and Tamar Nusbaum. A special session on educational technology featured Rabbi Rafi Draiman of the Torah Academy of Boca Raton, Dr. Rebecca Andre of the Donna Klein Jewish Academy, and Mrs. Chani Richmond of RASG Hebrew Academy.

## April

The CoJDS regional conference team trekked up to our neighbors at Hamilton Hebrew Academy (HHA) in Hamilton, Ontario. The conference attracted dozens of schools from the Niagara region including Toronto and London in Ontario, and Buffalo and Rochester in New York. In addition to the regular sessions featuring Dr. Eli Shapiro of the Digital Citizenship Project and Richard Altabe, Lower School Principal of HALB, the program offered a special session on the L'havin U'lehaskil curriculum with expert educator Rabbi Yechiel Fishbain from Yeshiva of North Jersey as well as a separate track for preschool teachers with Morah Chaya Shapiro, veteran teacher at the Torah Academy for Girls in Far Rockaway, N.Y.

## June

CoJDS went back up north to the Toronto area to facilitate a professional development program on strategic fundraising for heads of school, financial administrators and board members. The event was hosted by Eitz Chaim and attracted 13 schools from around the region. Presenters included Rabbi Glen Black, CEO of NCSY Canada, and Mr. Alan Steinberg, real estate investor and former Director of Development for Yeshiva Har Torah in Queens.

## August

CoJDS team members headed to Torah Day School of New Orleans, Louisiana and presented to educators from local schools as well as schools from Houston, Dallas, Atlanta, and Orlando. Conference participants were treated to workshops that included Temima Feldman, Principal of Torah Academy for Girls in Far Rockaway and Becky Udman, Preschool Director of Torah Day School of Dallas and world renowned expert in Conscious Discipline.

## October

CoJDS visited Seattle, Washington, and featured keynote speaker Batsheva Frankel, author of *The Jewish Educators Companion*, as well as a special session by Rivy Poupko Kletenik, Head of School at the Seattle Hebrew Academy. The conference brought together the Northwest region of Jewish day school communities from Seattle, WA; Portland, OR; and Vancouver, BC.



At Mrs. Batsheva Frankel's presentation, CoJDS Seattle Regional Conference 10.22.17

Regional conference participants reported at an astounding rate of

**97%**

that CoJDS conferences met or exceeded their expectations.

CoJDS is committed to meeting the professional and educational needs of communities across the globe.



Participants at CoJDS Seattle Regional Conference 10.22.17

*Dear Rabbi Russ,*

*Thank you for your follow-up message and earlier invitation phone call to suggest I attend the conference in Seattle. It was most worthwhile and I have returned with lots of information about the Consortium and heard an array of outstanding presenters speak on various topics of interest. It was also an occasion to connect with leaders from Vancouver Hebrew Academy who I had not met and were also at the Seattle conference!*

*I have come back 'charged' and believe it would be a great Professional Development opportunity for our Hebrew and Judaic staff to attend a future conference - and have received positive endorsement from our leadership team. We would look forward to attending in greater numbers at a future event!*

**Patrick von Hahn, Interim Principal, Richmond Jewish Day School, Richmond, BC**

*"...In addition to the high caliber presentations, the conference included opportunities for educators to network and build bridges between schools. It is our hope that the strong success of the conference will build foundations for future collaboration and opportunities for professional growth."*

**Rabbi Daniel Green, Dean, Hamilton Hebrew Academy, Hamilton, ON**

*"...no doubt the information will serve as a motivation for further development of fundraising strategies and development by all those who attended. Kol HaKavod to COJDS for arranging this worthwhile seminar."*

**Rabbi Zvi Kamenetzky, Menahel, Joe Dwek Ohr Haemet Sephardic School, Toronto, ON**

*Dear Rabbi Glass,*

*On behalf of the teachers at Vancouver Hebrew Academy, I would like to express our appreciation to you and the staff at CoJDS for putting together such an exceptional program. We all learned a lot, enjoyed networking with colleagues and had much to take away. Yasher Kochachem!*

*If at all possible, would we be able to have the Powerpoint presentations in digital format for future review? We encourage our staff to share what they have learned among other teachers within the school and community and having these presentations will certainly facilitate that.*

*Thank you, once again, and wishing you much continued Hatzlacha.*

**Rabbi Don Pacht, Head of School, Vancouver Hebrew Academy, Vancouver, BC**



Mrs. Helena Levine, HOS at Donna Klein Jewish Academy, Boca Raton, FL presenting at a PTI workshop 01.16.17

PTI Training Conference at Donna Klein Jewish Academy, Boca Raton, FL 01.16.17



**Consortium of Jewish Day Schools (CoJDS) has been a great partner with Donna Klein Jewish Academy during the past two years. We had the wonderful pleasure of hosting members of the “Principal Training Institute” from CoJDS. During their visit, we provided an overview of our progressive educational strategies. We focused our presentation on our student-centered learning initiatives, which empower students to take ownership of their own educational process. We explored the impact of our new Maker Space, where students in all grades are encouraged to design, create, problem-solve and collaborate. It was wonderful to see the excitement in future principals as they heard about our school’s evolution through the lens of our newest initiatives. Dr. Shapiro and Rabbi Glass have been great supporters and partners to whom I am grateful for their ongoing collaboration. I look forward to our continued partnership for years to come.**

**Sincerely,**

**Helena Levine**  
Head of School  
Donna Klein Jewish Academy  
Boca Raton, FL

Dear Rabbi Glass, Dr. & Mrs. Shapiro, Mrs. Feldman and Mrs. Udman,

Thank you so very much for the incredible gift you gave our school with the outstanding conference you bought to Torah Academy in New Orleans. Our staff and everyone who attended were blown away by the caliber of the presentations and how much they gained from them. We have veteran teachers as well as new, and each one of them felt they learned so much from the presentations. I don't know if you know this, but a couple of our teachers went into their classrooms during the lunch break and made some changes and additions based on what they learned in the workshops!

The overall feeling was that every teacher wished we could have had access to all four of the workshops! We all spoke about having follow up meetings to go over and implement what we learned. There was even a request made that we should try to bring some of the presenters back for follow up sessions. Mrs. Feldman, one of our teachers said she would like to visit your school to see it in action! All in all, we feel this was a wonderful start to a brand-new year. Rabbi Glass, thank you so much for extending your stay for our bonus post conference meeting. It was very helpful and we are already thinking of how to follow up on the marketing ideas including empowering parent ambassadors for the school. You all have given us great confidence in our product and empowered US with the tools we need to market ourselves to the community.

We realized today, that we are starting school with the highest enrollment Torah Academy has ever had and have now surpassed (for the first time) our pre-Katrina enrollment. As soon as we realized that, we reached out to the media to try to make this a media event and a buzz in the community. Yossie (my husband) wrote on FB that on Thursday (opening day) we have a surprise that is 12 years in the making. (Katrina was 12 years ago.) It has created a buzz of curiosity by the parents - who are now curious and trying to guess! All this PR buzz is a direct outcome of the post conference meeting! I will let you know how it plays out.

We appreciate immensely what you have done for our school and we look forward to being in touch with the follow up to all of this.

On behalf of the administration,

**Chanie Nemes, Torah Academy of New Orleans, New Orleans, LA**

**“...OUR STAFF AND EVERYONE WHO ATTENDED WERE BLOWN AWAY BY THE CALIBER OF THE PRESENTATIONS AND HOW MUCH THEY GAINED FROM THEM.”** CHANIE NEMES, TORAH ACADEMY OF NEW ORLEANS



Gulf Coast Regional Conference at Torah Academy of New Orleans 08.08.17



The Richmond Jewish Day School

November 20, 2017

Dear Rabbi Glass and Rabbi Russ-

I wanted to formally thank you for including The Richmond Jewish Day School in your recent Northwest Regional Conference held in Seattle. Your invitation and personal follow up telephone call to include our school in this professional development opportunity were most appreciated. The short trip to Seattle from Vancouver was worthwhile!

The quality of the presentations, the opportunity to network with other leaders and school staff, and topics from digital citizenship to Judaic Studies achievement tests, to the Six Categories of Questions were diverse and of interest to all educators. I would have wanted to have included our entire staff on this day of professional learning. I did note that my colleague Rabbi Pacht from The Hebrew Academy in Vancouver did have a larger number of his staff attend with him. I have encouraged our leadership team to consider this possibility for a future conference.

Jewish Day Schools do need to have the opportunity to network and learn from each other. Many of our schools have similar strengths and challenges in various contexts. The Consortium of Jewish Day Schools is an organization that has improved its reputation in the Pacific Northwest by the quality of this conference.

I am in an interim role at this school but wanted to thank you for your warm welcome to the international community of leaders in Jewish Day Schools. Principal mentoring programs and a wide array of speakers in your Speakers Bureau speak highly of your leadership programs for Jewish Day School education.

Sincerely,

Patrick von Hahn

Interim Principal

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Tel: 604-275-3393 www.rjds.ca Fax: 604-275-9322



Small schools meeting at CoJDS Summer Think Tank 07.26.17



School leaders from Charlotte, New Orleans, Charleston, Buffalo and Rochester convene in CoJDS office to strategize solutions for schools in small communities 11.30.17

# SPECIALIZED SCHOOL NETWORKS

## GOALS

- to connect educators facing similar challenges
- to bring together teachers and students from smaller communities
- to create a united front for fundraising and business costs
- to provide educational resources specific to the needs of small communities
- to support the unique role of the general studies principals in day schools and improve the quality of general studies programs in day schools

For more information about the JDS Council for Smaller Communities please contact [hadler@CoJDS.org](mailto:hadler@CoJDS.org).

For more information about the General Studies Principals Council please contact: [tfeldman@cojds.org](mailto:tfeldman@cojds.org).

## Small School Council

The energy that drives CoJDS is the firm belief that Jewish education lies at the core of our hopes for continuity. History testifies that the health and vibrancy of the Jewish day school in smaller communities is the most important factor in keeping a community alive and well. Day schools are the lifeblood of a community, even more so than the synagogue, the JCC, the kosher supermarket or restaurant or community programs. Some significant statistics to consider:

**40%**

of day schools have fewer than 100 students,<sup>1</sup>

In 16 states there has been a decline in day school enrollment over the last

**20**  
years,<sup>2</sup>

Since 1998, the percentage of non-Orthodox students in day schools has dropped from 20% to

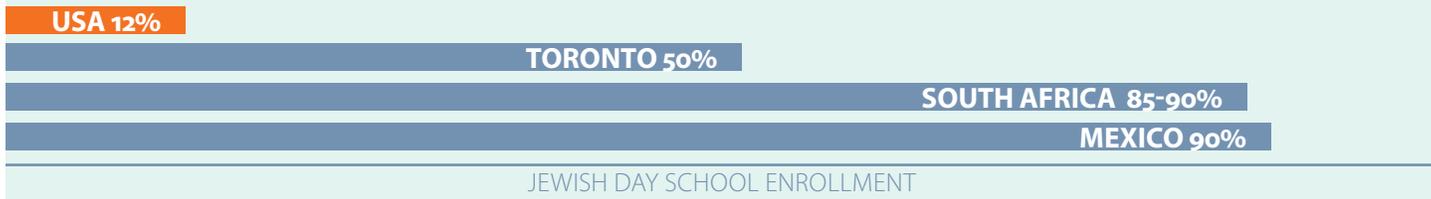
**13%**<sup>3</sup>

<sup>1</sup> "A Census of Jewish day schools in the United States," Marvin Schick, October 2014

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

The United States ranks very low in terms of Jewish day school enrollment compared to other countries. Only 12% of Jewish Americans attend day school, compared with 50% in Toronto, 90% in Mexico, 85%-90% in South Africa, 30% in France and 65% in England. Take the Orthodox out of the mix and the number drops to only 3% in the US.<sup>4</sup>



The population of Jews living outside the largest geographic areas in America numbers approximately **2,600,000**

of which **624,000** are children<sup>5</sup>

<sup>4</sup> "Suggested Solutions to the Real Jewish Day School Crisis," Avraham Edelstein, August 2013  
<sup>5</sup> "Steinhardt Institute American Jewish Population Estimates: 2012," Brandeis University, Steinhardt Social Research Institute, September 2013

CoJDS is working hard to fight for the needs of schools in smaller communities. A feature of our 2017 Summer Think Tank in July was a panel discussion geared specifically for the needs of small schools and schools in small communities. The discussion ranged from issues such as sustainability, Judaic staffing, recruitment and retention, maintaining Judaic curriculum against national standards, and maintaining relationships with different religious elements of the community. The panel was led by Mrs. Miriam Gettinger from Indianapolis, and included Rabbi Yosef Bart from Richmond, VA, Mr. Ira Budow from Yardley, PA, and Rabbi Chaim Greenwald from Calgary, AL.

At the request of the participants, CoJDS established a special council to facilitate discussion and problem-solving among this network. On November 21, Mrs. Miriam Gettinger led a webinar on the subject of curricular integration.

On November 30, a group of principals gathered to plan for our January 2018 conference in Orlando. Participants travelled from Charleston, Charlotte, Rochester, New Orleans, and Buffalo and joined by phone from Birmingham, Indianapolis, and Silver Spring. Principals shared their concerns regarding connecting smaller schools with each other through distance learning solutions, collusion toward funding for smaller schools, sharing administrative tasks to drive down expenses, and sharing of ideas that work in different communities. Hearing directly from seasoned principals in these communities is what allows CoJDS to keep its pulse on the needs of the schools and to put into place practical solutions that work.

**“HEARING DIRECTLY FROM SEASONED PRINCIPALS IN THESE COMMUNITIES IS WHAT ALLOWS COJDS TO KEEP ITS PULSE ON THE NEEDS OF THE SCHOOLS AND TO PUT INTO PLACE PRACTICAL SOLUTIONS THAT WORK.”**

## LOOKING AHEAD

*In the year ahead, CoJDS is looking to several distance learning options a solution to issues such as Judaic staffing, small class sizes and feelings of isolation. By connecting schools both to each other and to master teachers in larger communities, we expect to improve the quality of education and expand horizons of the schools.*

### **New Initiative: Distance Learning for Small Community Schools**

CoJDS has received requests from numerous communities for guidance in implementing quality Limudei Kodesh curricula, particularly in geographic areas where the schools are finding it difficult to attract Rebbeim and Morot to relocate to their community. Based on the needs of the communities and school leaders, CoJDS is pleased to announce the formation of a new Distance Learning Program. This will be a major initiative designed to connect communities with the guidance of consultants in educational technology, distant learning strategies, and expert Limudei Kodesh instructors. The lessons will be broadcasted from the CoJDS Video Conference Center in Cedarhurst.

A feature of the Orlando conference to be held in January 2018, is to develop the technological platforms and training to allow schools to avail themselves of the newly created CoJDS Distance Learning Program. The program will allow real-time instruction by expert Rebbeim and Morot, teaching multiple classrooms of students in all regions across the country. We will be working with schools to coordinate schedules during the school day and the students will be able to receive instruction in areas of Limudei Kodesh curriculum, including the highly acclaimed L'havin U'Lehaskil Chumash curriculum on grade appropriate levels customized for the needs of the students. The goal is to allow as many small community schools as possible to participate in this initiative to provide excellence in areas where there is currently a shortage of personnel.

### **GENERAL STUDIES PRINCIPAL COUNCIL**

The Consortium of Jewish Day Schools is proud to announce the establishment of a General Studies Principal Council. The council will serve as an opportunity for general studies administrators to connect with each other, collaborate and share best practices, and contribute to creating national standards of excellence in Jewish day schools across the map. The council committee includes Richard Altabe, Principal of HALB, Temima Feldman, Principal of Torah Academy for Girls, Eliza Delman, Principal of Columbus Torah Academy, and Rebecca Sasson, Principal of Caskey Torah Academy of Greater Philadelphia. The first annual conference of the General Studies Principal Council will take place on Sunday, January 14, 2018, in Orlando, Florida.



General Studies Principal Council at CoJDS Summer Think Tank 2017



THE ISRAEL AND GOLDA



KOSCHITZKY TORAH CENTRE

## תודה רבה Thank You

Dear Rabbi Adler and Rabbi Glass,

On behalf of the families and students of Akiva Academy, we want to thank COJDS so much for your generous scholarship to enable two new students to join our school this year. Your support of our school is greatly appreciated.

As you are aware, Akiva Academy depends on private and community donations. Akiva Academy is a vital component of the Calgary Jewish Community, and prides itself on providing an excellent Judaic and Secular education.

Your donation is a building block which will allow for Torah based Jewish education to thrive in Calgary. Your generosity has enriched the education of the students at Akiva Academy.

Thank you for your commitment to Jewish education in Calgary.  
On behalf of the Akiva Administration and Board of Directors.

Rabbi Chaim Greenwald  
Director of Judaic Studies

Mr. John Hadden  
Principal

Mr. Mike Ullman  
President



# ENROLLMENT AND SCHOOL MARKETING

## GOALS

- **to increase enrollment in day schools by attracting students who are currently receiving no Jewish education**
- **to remove financial barriers preventing parents from enrolling children in day schools**
- **to create a central low cost resource for schools to receive marketing tools and coaching**
- **to unify communal efforts to enlist more children in day schools**

For more information about the Enrollment and Marketing Division please contact Rabbi Hillel Adler at [hadler@cojds.org](mailto:hadler@cojds.org)

Few issues are as critical to the growth and maintenance of the Jewish day school movement as enrollment. Many of those living in thriving Jewish cities are unaware of the struggle that day schools in smaller communities experience on a constant basis to recruit and keep students. The day schools in these communities are the bedrock of Jewish life in these towns which collectively number millions of Jews throughout North America. The CoJDS Marketing and Enrollment Division continued to broaden its impact in 2017 by further enlisting community leaders, lay leaders, parents and school staff in an effort to increase day school enrollment. Based on the recognition that each stakeholder in every day school has a unique role in his or her ability to reach out to new parents, CoJDS is providing the training and development to help schools help themselves to strategize and retool their recruitment and retention plan. In addition, the CoJDS recruitment initiative expanded by sponsoring 39 children in 12 schools in the 2017-18 school year. We use a multi-level approach to maximize impact.

## Tuition Bridge

Already in its second year, we have expanded our initiative to remove financial hurdles that often prevent parents from completing enrollment. Utilizing a unique targeted system, we provide schools leverage in completing registration for families at risk of withdrawing registration due to concerns about their tuition agreement. Through providing scholarships in these select cases we are also increasing the revenue of the school in what would otherwise be an empty seat in the class. During the 2016-17 school year, our investment has yielded an unparalleled return of investment of \$200,000 in tuition revenue. CoJDS follows the progress of each individual student to ensure the requisite care is given to incorporate the beneficiary families within both the school and broader community. A CoJDS representative negotiates each case with the school in order to maximize buy-in from both the school's scholarship committee and to increase investment from parents.

## Parent Marketers

A CoJDS representative meets with parents and school admission directors to formulate a strategic plan to best market the school based on the demographics of the area. Parents are trained in word of mouth marketing and

successful methods in reaching out to prospective parents based on a peer-to-peer relationship. The parent volunteers significantly increase the reach of the school's admissions efforts and provide a personal and authentic avenue for parents to learn about what the day school experience has to offer.

### School Staff Training

CoJDS provides staff training in marketing the school and capitalizing on relationships as a key to improving the recruitment and retention trends of the school. A major aspect of marketing the school is to produce happy parents and children. Professional development workshops for school staff assists in improving the parent-staff relationship and the general school atmosphere.

### Marketing Consultation

We provide schools with targeted marketing tools designed for maximum impact with millennial parents. CoJDS takes into account the limited budgets of schools and provides services at little or no cost. Services include custom-made brochures, school website assessment, parent surveys, social media marketing plans, and branding overhauls. Materials are shared from non-competing schools as a national collaborative group effort amongst all day schools. Recognizing the limited resources of most schools, we eliminate the need for each school to create its own brochures and marketing plan from scratch.

### Community Partners

CoJDS is currently the day school organization with the most extensive and diverse reach in regards to strong relationships with community leaders on the ground. We apply the “it takes a village” approach to enrolling more children in day schools; as such, we partner with national and local outreach organizations, Chabad shluchim, Jewish camps, outreach community kollelim, youth group organizations, and community rabbis to join forces and create a community-wide system for gathering data and leads on potential future day school parents. We also develop collaboration between rabbis and parent ambassadors for maximum impact. We create an effective system whereby a lead generated by the initial engagement with an outreach organization or rabbi is then given to a parent ambassador of the school who can work with fellow parents on a personal level.

### Communities Benefiting From Marketing Workshops and/or Tuition Bridge Scholarships

San Diego, CA	Vancouver, BC	Charlotte, NC
Indianapolis, IN	Portland, OR	Columbus, OH
Phoenix, AZ	Seattle, WA	Morganville, NJ
Tamarac, FL	Atlanta, GA	Rochester, NY
Irvine, CA	New Orleans, LA	Longmeadow, MA
Sharon, MA	Commack, NY	Orlando, FL
Harrisburg, PA	Allentown, PA	Calgary, AL
Huntington Beach, CA	Hamilton, ON	
Highland Park, NJ	Margate, FL	

*Dear Rabbi Adler,*

*Thank you for your time and presentation at today's lunch and learn. We all learned how important it is for each of us to play our role in keeping enrollment numbers up. A powerful message before the start of the school year!*

*I also wanted to take this time to thank you and Rabbi Glass for your ongoing financial support to some of our families. We are extremely grateful to you both and the Consortium. We look forward to continuing to work together.*

*Thank you,*

**Amy Golding, Jewish Day School of the Lehigh Valley, Allentown, PA**

*Dear Rabbi Adler,*

*I wanted to thank you so much for the very effective presentations to parents and staff. We are so excited to have launched our Parent Ambassador group, and the positive conversations that were already generated from this effort are such a wonderful first step.*

*Your presentations were at the same time informative and data-driven, and enjoyable to listen to. I believe this was a great and important step for our school, and will IY"H generate positive talk which will lead to our mutual goal: To have as many Jewish children as possible enrolled in a day school.*

*I also felt that it was very encouraging, in a subtle way, for parents and staff to hear these issues regarding negative word of mouth, difficulties with attracting and keeping students, and finances all normalized by seeing that these issues are so part and parcel of the Jewish Day School experience.*

*Again, it was so appreciated and such a positive way to start the year. We look forward to building on this effort and keeping it up- we will be sure to keep you updated.*

**Aviva Hoberman, Shalom Torah Academy of Central New Jersey, NJ**

*Dear Rabbi Adler,*

*Thank you so much for coming here! It was so helpful to us from a staff perspective as well as the parents end. We look forward to doing follow-ups with our staff and parents and we will be in touch with you about all of that!*

*Thank you,*

**Chanie Nemes, Torah Academy of New Orleans, LA**

*Dear Rabbi Adler,*

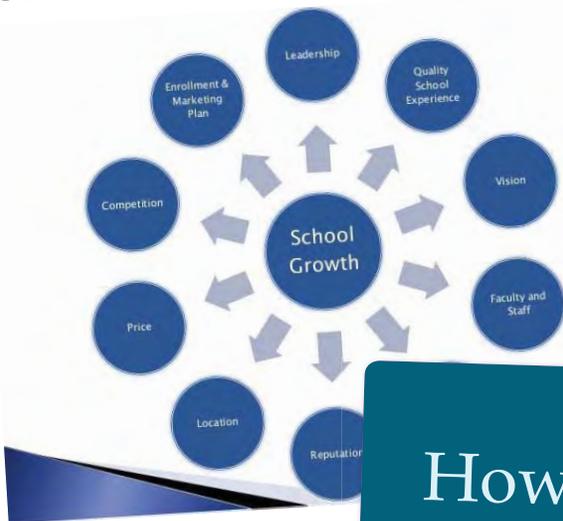
*A staff member and I attended your presentation on April 29 in Hamilton. It was very informative. I would like to make a presentation to our Executive Council next week. I will make a short presentation highlighting some of your points...I appreciate your knowledge and ideas.*

**Linda Latella, Principal, London Community Hebrew Day School, London, ON**



Rabbi Adler presenting at Hamilton Hebrew Academy, Hamilton, ON 04.30.17

## Factors related to school growth

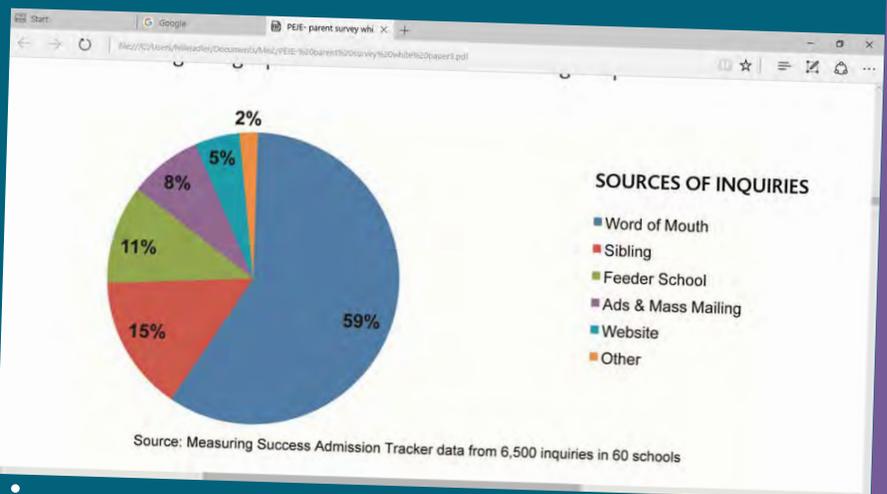


## Ideas to consider

- Infographic
- Partnering with local institutions-outreach, NCSY, JCC
- JDS as a JCC
- Parenting classes
- Base for JWRP returnees
- Holiday events
- Chill zone for kids
- Specialty camps in the summer with a Judaic piece
- Encourage parents to bring friends with children in public
- Jewish is O.K. –It's what makes you a JDS
- Build the school community
- Be what you are, not what you are not
- Barnes and Noble book readings
- Conduct surveys. Focus groups.



## How important is WOM ?



# JSAT - JUDAIC STUDIES ACHIEVEMENT TEST

## GOALS

- to enable principals and administrators to implement data-driven instruction strategies
- to achieve better learning outcomes for Judaic studies students
- to develop students who are knowledgeable and engaged in Jewish education

For more information about the JSAT please contact Rabbi Tzvi Daum at [tdaum@cojds.org](mailto:tdaum@cojds.org)

This past year we launched our first national standardized assessment, the Judaic Studies Achievement Test (JSAT). This Level 5 assessment targets students leaving 5th grade and was developed in partnership with 17 day schools across the United States. To date, well over 1,000 students in 30 different schools have taken this newly developed exam. The purpose of JSAT is to provide principals and educational leaders with objective data about their Judaic Studies programs and to guide future Judaic Studies instruction. Using this critical information, schools can then address the needs of students and design a plan of instruction accordingly. JSAT is aligned to measure 30 different Chumash skill standards, general Chumash knowledge, and general Dinim and Yediot Klalot knowledge. When testing is completed, schools receive interactive software which allows them to analyze results by grade, class, gender and to include or separate students with learning difficulties from the analysis. Schools can see not only how their students did on absolute basis but also how they scored on a norm-referenced basis in comparison to the national average.

## CHUMASH SKILLS:

The chart on the right shows how students scored on a percentage basis for each of the thirty Chumash standards measured.

Educators who have such information at hand about their own students are obviously in a better position to make decisions about which Chumash skills should be focused on in the classroom during the coming months. In addition, such information is available for each individual student and can be used to help guide personal instruction.



## CHUMASH KNOWLEDGE:

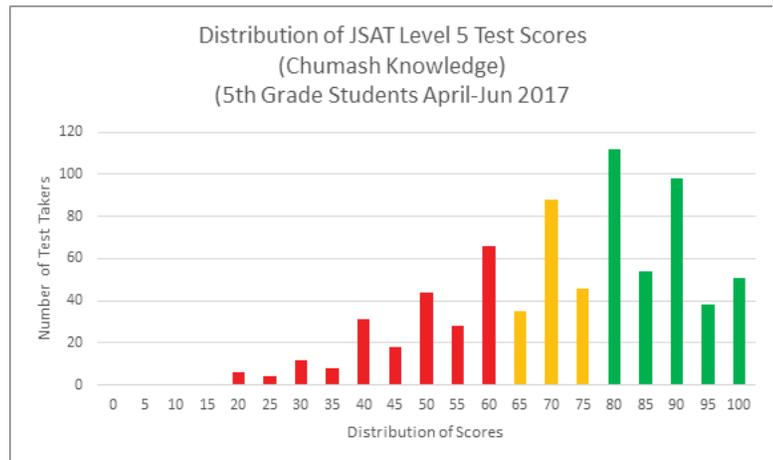
The Chumash knowledge portion of JSAT aims to measure the broad knowledge students have acquired over the years in parsha. For this section of the exam the average results was 71%.

## GOING FORWARD - JSAT LEVEL 8

As a continuation of JSAT Level 5, CoJDS has begun the development of JSAT Level 8, an assessment for 8th grade students. Thus far, 48 schools have participated in answering survey questions related to the development of the assessment. We have also

received input from a number of prestigious high schools regarding what to include in the final version of the JSAT Level 8 exam. In addition to the topics included in the JSAT Level 5 exam, there will be an optional mishna and gemara section and a Torah sheb'al Peh section on the JSAT Level 8 exam. We strongly believe that schools will find the data they get useful to help guide future instruction and help ensure all children obtain a quality Jewish education.

The JSAT Level 5 exam can be taken online or on paper.



### List of Schools That Have Administered the JSAT Exam:

Akiva Academy Calgary, AL, Canada	Hebrew Academy of Nassau County (HANC) Plainview, NY	Robert M. Beren Academy Houston, TX
Bnos Malka Academy Flushing, NY	Hebrew Academy of the Five Towns and Rockaway (HAFTR) Lawrence, NY	Silverstein Hebrew Academy Great Neck, NY
Brauser Maimonides Academy Fort Lauderdale, FL	Jewish Foundation School Staten Island, NY	The Jewish Education Center (JEC) Elizabeth, NJ
Denver Academy of Torah Denver, CO	Joseph Kushner Hebrew Academy Livingston, NJ	Torah Day School of Phoenix Phoenix, AZ
Derech Hatorah Rochester Rochester, NY	Manhattan Day School New York, NY	Vancouver Hebrew Academy Vancouver, BC, Canada
Emek Hebrew Academy Los Angeles, CA	Masada College Sydney, Australia	Yavneh Academy Paramus, NJ
Esformes Hebrew Academy Ormond Beach, FL	Netivot Hatorah Day School Thornhill, ON, Canada	Yavneh Hebrew Academy Los Angeles, CA
Hasten Hebrew Academy of Indianapolis Indianapolis, IN	Rabbi Pesach Raymon Yeshiva (RPRY) Edison, NJ	Yeshiva Ktana Ohr Reuvain Monsey, NY
Hebrew Academy Community School Margate, FL	Phoenix Hebrew Academy Phoenix, AZ	Yeshiva of Central Queens (YCQ) Flushing, NY
Hebrew Academy of Long Beach (HALB) Cedarhurst, NY		Yeshiva Shaarei Zion Piscataway, NJ
		Yeshiva Torat Emet Houston, TX

## Jewish High Schools Invited to Determine Standards for Grade 8 JSAT

Bruriah High School for Girls, Elizabeth, NJ

Davis Renov Stahler Yeshiva High School for Boys (DRS/HALB), Woodmere, NY

Hebrew Academy of Nassau County (HANC), Plainview, NY

Hebrew Academy of the Five Towns and Rockaway (HAFTR), Cedarhurst, NY

Hillel Yeshiva High School, Ocean, NJ

Ma'ayanot Yeshiva High School for Girls, Teaneck, NJ

Magen David Yeshivah High School, Brooklyn, NY

Rae Kushner Yeshiva High School, Livingston, NJ

Rambam High School, Lawrence, NY

SAR High School, Bronx, NY

Shulamith High School for Girls, Cedarhurst, NY

Shulamith of Brooklyn School for Girls, Brooklyn, NY

Stella K. Abraham High School for Girls, SKA/HALB, Hewlett, NY

The Frisch School, Paramus, NJ

The Jewish Educational Center (JEC), Elizabeth, NJ

The Ramaz School, New York, NY

Torah Academy of Bergen County (TABC), Teaneck, NJ

Yeshivat Darche Eres (YDE), Brooklyn, NY

Yeshiva of Flatbush Joel Braverman High School, Brooklyn, NY

Yeshiva University High School for Boys Marsha Stern Talmudical Academy (MTA), New York, NY

Yeshiva University High School for Girls (Central), Queens, NY

Rabbi Glass and Dr. Moshe Sokolow, Associate Dean, Fanya Gottesfeld-Heller Professor, Azrieli Graduate School of Jewish Education and Administration, Yeshiva University, meeting with Jewish high school principals at the NYC CoJDS office 12.21.17





CoJDS JSAT Meeting with Bergen County principals at Moriah School, Englewood, NJ 02.28.17

October 25, 2017

Dear Rabbi Glass,

On behalf of the Azrieli Graduate School of Jewish Education, I would like to express my thanks to the Consortium for the excellent presentation that Tzvi Daum made to our doctoral students this past Sunday.

His descriptions of the procedures he followed in planning the JSAT, soliciting the participation of schools, preparing the questions, collating the data, and, finally, utilizing the results in developing curricula and instruction, made a positive impression on all the participants. The accompanying discussions were quite animated, and attest to the attention that the audience paid to even the slightest details of a well-informed presentation.

It would be our pleasure to invite him back in the future to present details of forthcoming JSATs.

Sincerely,

**Dr. Moshe Sokolow, Associate Dean, Fanya Gottesfeld-Heller Professor  
Azrieli Graduate School of Jewish Education and Administration  
Yeshiva University**

# PRINCIPAL TRAINING AND MENTOR SUPPORT

## GOALS

- to train the next generation of school leaders in a comprehensive program led by experienced school administrators
- to provide ongoing coaching and mentoring to graduates of the Principal Training Institute during their initial years on the job
- to provide placement services to schools, including head of school searches and follow-through after placement

## Julis Principal Training Institute-PTI Graduates its Third Cohort

The third cohort of the Principal Training Institute-PTI finished its final session in June graduating 19 educators to become the next generation of future school leaders. Mrs. Amy Goldman, principal at PS 2 in Queens, led the PTI end of year review session where participants were given the opportunity to come full circle and review the leadership competencies which she first presented to the newly formed cohort in May 2016.

In addition, the soon to be graduates had the opportunity to reflect on their PTI experiences by sharing and presenting their final portfolios. These portfolios, which can now serve as comprehensive educational resumes, were created by culling evidence of years of experience and aligning them to the competencies the cohort members had covered throughout the year.

The portfolios ranged from large colorful binders crammed with memos, curricula, and leadership plans to Google documents that encompassed power point presentations, student data tracking, and scheduling tools.

“It is truly amazing to watch how the cohort members have meshed as a unit throughout the past twelve months,” observed a proud graduate. “This session really brought together the methodologies that we examined together as a group throughout the year and let each one of us shine in the competencies that were best suited to our individual day to day tasks.”

Mrs. Goldman reiterated her theme of the many classes that she gave throughout the session: a school building leader must aspire to show evidence of mastery of these competencies, which were subdivided as proficiency in leadership, student success, and communication. A number of principals shared portfolios that demonstrated action plans they have taken to solve school wide curriculum needs in both Limudei Kodesh and General Studies. On the other end of the spectrum, some participants’ portfolios addressed mastery over areas specific to individual classroom instruction, such as unique homework sheets and teacher mentoring. The unifying factor in all these presentations was the cross-competency shown by each action.

In truth, this final presentation gave the soon-to-be newly minted graduates an opportunity for self-introspection and some clarity for future action steps. These portfolios will serve as a concrete tool that can be used to help pave the path for future opportunities. As one principal who recently made a career move related, arriving at a job interview armed with a binder which is a live and very thick resume in hand, is one of the biggest advantages you

can give yourself in today's competitive job market and one of the first steps you can take in helping a whole new set of students.

## PTI 2.0 Mentorship Program

The past few years have seen a rise in the graduate rate of the Consortium of Jewish Day Schools Principal Training Institute (PTI) program. PTI offers ongoing personal mentorship to school administrators in new leadership roles.

A recent study conducted by SRI Education<sup>1</sup> suggests that providing high-quality mentors to staff yields major academic benefits for students. While we know that solid mentorship assists new leaders with job satisfaction, lower burnout rates and lessening feelings of isolation, this recent study highlights a new gain: students. Not only does mentoring assist the staff, but it assists the students as well.

An effective mentorship consists of well-trained mentors and utilizes strategies such as ongoing communication, weekly check-ins, regularly scheduled observations, ongoing feedback and using data to identify areas for growth. The PTI's new mentorship initiative will provide all that and more. It consists of incorporating the competencies mastered in the PTI program, and it includes the creation of rubrics and assessment standards that draw on existing material that is customized for today's Jewish day school leaders. Its goal is to create a supportive network where school leaders engage in ongoing professional growth.

Qualifying participants are either graduates of PTI or have used CoJDS' placement services and have the support and backing of their school leadership. To date we have 25 school administrators across the United States either serving as mentors or enrolled as mentees.

<sup>1</sup> "A Comprehensive Model of Teacher Induction: Implementation and Impact on Teachers and Students," SRI Education, December 2017

## Principal Placement

We work with interested schools to personalize the search for a qualified school leader. Aside from placement, we work to establish and maintain an ongoing relationship with the school and the candidate throughout the first year of employment. We coordinate realistic goals as well as support and evaluation to ensure a successful placement.



Members of the Julis PTI program meeting with Dr. Shimon Waronker in Commack, LI 02.13.17

## From Our Graduates

*I have just graduated from the CoJDS PTI Program and I would like to express my tremendous appreciation for the learning that you have provided to me over the past 14 months. Your incredible year-long Principal Training Program has had a tremendous impact on my life and my career...*

*The various other workshops and assignments, taught by leading experts, empowered me with valuable and well-rounded skills. It was clear to me that many hours of in-depth planning had been invested in ensuring that the PTI Program would equip the participants with all the tools that they needed to run successful schools- from the bottom up.*

*The most remarkable aspect of the PTI program was the incredible warmth and care displayed by Rabbi Glass, Mrs. Rosenshein and the entire CoJDS staff. They reached out to us throughout the program to ensure that we were satisfied and that our learning goals were being met. I have graduated from numerous undergraduate programs in Canada and a masters program in New York. I have never seen, in any of these many programs, anything close to the dedication and care displayed by the CoJDS team to their students!*

*The real beneficiaries of your efforts are the numerous students, staff and families who we PTI graduates will be in touch with in the years to come. The knowledge and tools that you have imparted us with will benefit them in countless ways and is sure to have a powerful ripple effect on their lives- and the lives of their families.*

*Wishing you all a blessing for much continued success in all the outstanding work that you are doing for Klal Yisroel.*

*Sincerely,*

**Rabbi Mordechai Chemel, MSW, RSW**

**Former Guidance Counselor, Tanenbaum CHAT Education Centre, Toronto, ON**

*I would like to thank Rabbi Glass and the Consortium board for giving me the opportunity to be a part of PTI this past year. It was an incredible learning experience which has greatly enhanced my understanding and ability as an educational leader, and in turn has enhanced our school. Everything about the program was amazing, from the presenters to the conferences and especially the networking. Being able to speak with people who are doing a similar job that I am doing has been invaluable to me.*

*With much appreciation,*

**Rabbi Dovid Lieberman**

**South Peninsula Hebrew Day School, Sunnyvale, CA**

*I truly feel indebted to each of you, and particularly Rabbi Glass, for all of the time, effort, hard work, and substantial expense which you have collectively put in throughout this past year on behalf of myself and each of the members of the 2016-2017 PTI cohort. Not only can I notice a real, positive change in my own leadership as a school principal, but you have helped to bring the education of the Jewish youth of North America in general to a new level of excellence. In the years to come, It will be the Jewish People as a whole who will be the ultimate beneficiaries of all of your efforts. To me, that is a truly awe inspiring thought, and the credit is entirely yours. May you have the strength and ability to continue your great work for many many years to come.*

**Rabbi Yisroel Weiner**

**Principal, Phoenix Hebrew Academy, Phoenix, AZ**

*I feel deeply indebted to the Consortium for letting me join such a beautiful program. The presentations from amazing, qualified leaders gave me valuable ideas to apply immediately and instilled in me the fantastic future of Jewish education.*

**Rabbi Noson Labovitz**

**Associate Principal, Stein Yeshiva, Yonkers, NY**

## Meet Our Mentors

**Rabbi Daniel Alter** is the Head of School of the Moriah School in Englewood, NJ, an early childhood through 8th grade school with approximately 700 students. Prior to his Headship at Moriah he lived in Denver, Colorado, where he was the Principal of the Denver Academy of Torah and the founding Rabbi of the DAT Minyan, which is now the largest Centrist Orthodox Shul in Colorado. While at the Denver Academy of Torah he founded the Denver Academy of Torah High School. He lives in Bergenfield, NJ, with his wife and seven children.



**Rabbi Kalmann Baumann** has been the Principal of the Klurman Elementary School of Yeshiva Toras Chaim Toras Emes in Miami, Florida for over thirty years. A Musmach of Yeshiva Chofetz Chaim in Queens, NY, he was Founding Director of the Principals' Training Institute (PTI) of the Consortium of Jewish Day Schools (CoJDS). He has presented classes and workshops focused on leadership, instruction, parenting and bullying.



**Debbie Finkelstein** is currently the principal of the Joseph Kushner Hebrew Academy's Lower and Middle School Divisions. She has over 25 years of experience working with students from early childhood through grade 8, in both General and Judaic studies. Ms. Finkelstein has created a warm school environment at Kushner with a commitment to academic excellence. She continues to provide professional development for colleagues and mentors faculty and various administrators. Ms. Finkelstein has a master's degree in special education and educational leadership.



**Mrs. Miriam Gettinger** has been a principal for the past 30 years, currently at the Hasten Hebrew Academy of Indianapolis and previously at the South Bend Hebrew Day School as well as at the helm of Bais Yaakov High School of Indiana. A graduate of Beth Jacob Teachers Institute of Jerusalem as well as Touro College, she has taught Limudei Kodesh to all ages from elementary to adult for over 40 years. In addition, she has written for the Mercaz Teacher Training Journal "Classnotes" and Torah U-Mesorah's "Hamechanech" magazine and edited their reprinting of "How to Teach and Enjoy the Primary Grades" by Mr. Avi Shulman. She is the daughter of Rabbi Berel Wein and a noted educational consultant and national speaker.



### **Mrs. Mindy Lidsky**

A graduate of B.J.J., Mrs. Lidsky is a veteran educator who has taught and supervised elementary and high school Limudei Kodesh and general studies for over thirty years. Her graduate studies have earned her an M.A. from New York University. Her post-graduate studies have included mentor training with the Jewish New Teacher Project, participation in the Harvard University Principal's Institute, the Torah U'Mesorah Aish Dos Program for School Leaders and Research for Better Teaching (RBT). Mrs. Lidsky has worked with Torah U'Mesorah to develop an Instructional Coaching Collaborate and is a featured facilitator of the program. At the present time, Mrs. Lidsky serves as an instructional coach at the Yeshiva K'tana of Passaic and has also founded and directs the Hadrechaini Advanced Teacher Training Institute where beginning and veteran teachers are guided in the art and science of instruction.

**Rabbi Asher Sabo** is currently the Menahel of Yeshiva Torah Vodaath. He has been in chinuch for over forty years. His experience has been rich and varied. Starting as a Rebbe and an English Teacher, he understands the other side of the desk. Teaching classes as a Menahel keeps him abreast of today's children and what has changed and more important what needs to change. He has been in the forefront of curricular development, creating a skills based Chumash curriculum, a Rashi curriculum which targets what is bothering Rashi, with questions that lead the children to figure that out. This year a Gemara curriculum was implemented, which is skills based and as every curriculum should be, leaves NO child behind!



Rabbi Sabo has also developed a system called Child Advocate which tracks every child and ensures that a child is receiving whatever services he needs to be successful. His rich and varied experience as a Menahel of students from all different backgrounds has created a person whose mind is open to the beauty and diversity of Klal Yisrael and the realization that we really are Am Echad.

**Rabbi David Saltzman** holds the position of Elementary School Principal of Maimonides School in Brookline, Massachusetts, for the past ten years. He has a masters in Educational Leadership and Administration from Yeshiva University and received his semicha from Rabbi Isaac Elchanan Theological Seminary. Rabbi Saltzman is currently mentoring two fellow principals as part of the CoJDS mentoring program. He is looking forward to the experience. "My goals for the program are to make connections with other Jewish day school principals and be able to share ideas and techniques in order to improve our schools. Relying on my 22 years of working in Jewish education as a teacher and administrator, I hope to be a valuable resource to help the mentee grow in his/her position. I also plan on enriching my own knowledge and skills as we discuss opinions and share our experiences."



**Rabbi Levi Solomon** serves as Principal at Emek Hebrew Academy Teichman Family Torah Center in Sherman Oaks, California. He was born in London, England and currently resides in Valley Village, CA where he is married to Erica Rosenthal (Emek alumna) and is a proud father of six children – three of whom are current students at Emek.



Rabbi Solomon graduated in 1993 from the Rabbinical College of America, Morristown, NJ, where he received his B.A. in Rabbinical Studies. In 1997 he completed the QTS (qualified teacher status) program through the University of London, and in 2007 received his Master of Arts Degree in Educational Leadership from Touro University.

During the past twenty three years, Rabbi Solomon enjoyed teaching students of all ages in both London and California. Rabbi Solomon became Emek Hebrew Academy principal in 2012 and has since worked together with the administrative team to establish a number of benchmarks that integrate 21st century learning skills and techniques into the school curriculum. In 2015, Rabbi Levi Solomon was awarded the Educator of the Year Award by the BJE in recognition of his outstanding achievements.

Rabbi Solomon is also the West Coast Representative for CoJDS, which involves communicating and being a liaison with the many schools on the west coast that either use the L'havin Chumash curriculum or partners with CoJDS on the many educational opportunities the Consortium offers.



Torah Academy of Boca Raton  
Elementary Division

*Invites you to our*

# 2nd Grade Chumash Siyum Expo

Wednesday, March 15th

9:30 am

In the Roness Auditorium

*Parents please join us as we complete  
our first Perakim of Chumash in*

# פרשת לך-לך

וַיֵּלֶךְ וַיֵּשֶׁב  
הָאָרֶץ וַיֵּאמֶר



Flyer of Torah Academy of Boca Raton Second Grade Chumash Siyum Expo on Wednesday, March 15, 2017. Students in Rabbi Estersohn's and Mrs. Englander's classes were so excited to complete their very first Perakim of Torah learning and showcase how much they have learned already.

# CURRICULUM

CoJDS currently provides curriculum for



CHUMASH

NAVI

TEFILA

EARLY CHILDHOOD

FOUNDATIONS

## GOALS

- to create standardized programs in which schools can progressively build on skills from one grade level to the next
- to provide data to teachers and administrators on the growth of their students with an efficient and accurate assessment system
- to develop students into independent learners with a special focus on skills
- to facilitate preparation of lesson plans with standardized objectives for Judaic faculty
- to create high-quality educational materials for Judaic studies
- to facilitate regular contact between CoJDS and each school for feedback to ensure schools are maximizing the curricula to their fullest
- to inspire students towards a meaningful prayer experience

Our curriculum coordinator, Mrs. Tamar Nusbaum, recently presented, alongside Stanford professor Claude Goldenberg and Dr. Ziva R. Hassenfeld of Brandeis University, at the Mandel Center for Studies in Jewish Education in Brandeis University on May 7 and 8, 2017. Mrs. Nusbaum presented the Consortium's L'havin U'Lehaskil program, which is built on several main principles:

### Teach

The program provides a clear scope and sequence through user-friendly workbooks, manipulatives and hands-on materials, which enables the teacher to present skills and words/sharashim in a simple and easy way.

### Review

The program has a built-in system that consistently spirals back and reviews skills taught from the beginning of

the program. A wordlist with sharashim and high frequency words, flashcards and binders with student cards, all enable the students to build a word bank that transfers into all Judaic studies subjects. L'havin U'Lehaskil enables teachers and students to easily reinforce and review skills and subject matter so that the children will retain their knowledge in a pressure-free, enjoyable environment, thereby enabling them to achieve mastery.

## Build

L'havinU'Lehaskil presents lessons that build new skills on top of skills previously learned. Scaffolding limits the amount of redundancy, ensuring that the time allowance for learning Tanach is maximized.

## Data Driven Instruction

Formative and summative assessments are built into the system. They are designed to assist the teacher in evaluating each student's knowledge, level and progress, and in monitoring the effectivity of his or her own teaching methods in a non-pressured, user-friendly environment. Upon completion of the summative assessments, a report is generated by L'havin U'Lehaskil, which records the average of the class and/or students, and helps specify strengths and weaknesses.

## Experiential Experience



Visit to grade 2, Gindi Maimonides Academy, Los Angeles, CA 01.17.17

After completing the Hachana L'Chumash (Preparation for Chumash) workbook, all skills, words and sharashim are taught from the Chumash text itself. Students are able to apply their knowledge and conceptual understanding to real-world experiences, with the teacher directing and facilitating learning.

The L'havin U'Lehaskil program does not dictate to teachers how to teach the text; it leaves room for every individual teacher, classroom, and school to make meaning of Chumash. It does help teachers to provide access to the biblical text and its content in a positive and effective way.

*Our students come into fourth grade after two years under the tutelage of Rabbi Michoel Paris- a master [educator]. The ability to translate every pasuk on their own (with the exception of the new words, which are given at the beginning of each lesson) is quite an accomplishment. Their knowledge of Shorashim, shem etzem, poal etc... is very impressive. The highlighting of each component of each pasuk helps them drill in these dikduk skills into their approach to deciphering of any pasuk they come across. The [students] are confident in translating and eventually explaining any pasuk that they are learning. ....By the time they graduate fourth grade, the students can do many dikduk exercises without needing their workbooks to guide them....*

*The students receive so much of the real narrative which is based on [classical commentaries].....I strongly feel that even if a school does not want to invest time into the Dikduk aspect of the curriculum, they should use the lesson/ commentary section.*

*A tremendous debt of gratitude is owed to the Consortium and the creators of this second to none Chumash curriculum. Thank you for making the Torah "talk" to the next generation while steeped in [our rich traditions]*

**Rabbi Ezra Kier**

**4th Grade Judaic teacher, Yeshiva Day School of Las Vegas, Henderson, NV**

Dear Tamar,

I wanted to thank you for sharing your incredible (and impressive) program for Tanakh education with us. L'Havin U'lehaskil is an incredible gift to the world of Jewish education, and I believe everyone in the room understood that. It offers a thoughtful and comprehensive program and methodology for building independent readers of Tanakh.

But just as wonderful as your presentation was, I also want to thank you for your presence and participation in the rest of the conference. You were such a thoughtful voice in the conversation, listening and contributing to every part of the conference. Thank you for adding so much.

**Ziva Reimer Hassenfeld, Ph.D., Post-Doctoral Fellow**  
**Jack, Joseph and Morton Mandel Center for Studies in Jewish Education**  
**Brandeis University**

I teach seventh grade Chumash to an honors class of girls and boys. My current seventh grade class has gone through the L'havin U'lehaskil program in 1st, 2nd and third grade. I notice that the students have a much better understating of the dikduk. They understand how to break up a word and translate it properly.

Most importantly, I see a stronger foundation from the students who were exposed to L'havin U'lehaskil than those who were not.

**Chavi Rabhan, Rambam Day School, Savannah, GA**

The introduction of the L'Havin U'Lehaskil Chumash program has been a groundbreaking innovation in the teaching of Chumash. Among the many superlatives that I could ascribe to the L'Havin U'Lhaskil program, the word "brilliant" comes to mind. The program can be compared to a banquet table set with all the finest utensils needed to enjoy a feast. The guests partaking of the elegant repast can savor the delicious food, because they have the proper spoons, forks, and knives.

This is analogous to the presentation of the L'Havin U'Lhaskil program. Chumash is more than just relaying a "story". It is a smorgasbord of all the components that comprise the effective Chumash curriculum. Grammar skills, translation, vocabulary, "hashkafa", and Rashi are all methodically and sequentially arranged within each grade and between the grades. Just like a well set table, all the instructional "utensils" are well-placed; the Rebbe or Morah just have to pick them up and employ them.

As a principal whose Rebbeim and Moros have utilized L'Havin U'Lehaskil for the past six years, I can attest that the program truly works! Our first cohort of students who went through the entire curriculum has demonstrated versatility and mastery in all areas. They are able to dissect a pasuk, apply the principles they have learned, and have expressed their delight in success.

Achieving success, however, does not happen "overnight". It is a four year commitment. From the first book introducing Chumash concepts (in first grade) to teaching Birkat Yaakov (in fourth grade) the skills are presented sequentially and methodically. The skills of the previous year are reinforced through spiral review which allow for mastery. The acquisition of new information is a smooth process due to the solid information upon which each year is built. The goals of the L'havin U'Lehaskil program can only be attained, however, if an unwavering commitment is made for each of the years for which the program has been designed.

The support materials – the workbooks, the musical CD's, the parents' translation book, the homework book, and the assessments are all visually appealing and respects the different modality strengths of the students. If used properly, these enhancements create a dynamic and exciting teaching environment.

If an educational program can be compared to a work of art, then the L'Havin U'lhaskil program is art in its finest form! How fortunate we are to have the L'Havin U'Lehaskil Chumash program.

Sincerely,

**Mrs. Besie Katz, Head of School, Politz Hebrew Academy, Philadelphia, PA**

## Tefilah Curriculum

The Tefilah Curriculum is a recent effort to fill a void felt in many Jewish Day Schools: a comprehensive approach to Tefilah. It has been piloted in a dozen communities across North America, including Allentown, Buffalo, Columbus, Davie, Denver, Hamilton, Las Vegas, Portland and Rochester.

With the help of Judaic studies teachers, principals, psychologists, social workers, leading Rabbinic advisors and siddur developers, the Tefilah Curriculum is being introduced for 3rd through 5th graders. The curriculum is designed to be a 5-minute daily lesson before Tefilah. The goal is to develop the foundation for a lifetime of meaningful Tefilah.

The first year of the curriculum helps the children recognize and internalize that Tefilah is talking to G-D. This is done through the words of the Tefilah itself and this is the piece of the curriculum which has been piloted.

When the first year is perfected, there are plans to expand over the next two years with additional pilot programs. We will focus on the goal of each Tefilah, known as the PARTS of Tefilah: is this a Praising, Asking, Recognizing, Thanking or Subjecting Tefilah? Once the children understand to whom they are talking and what they are saying, the next step will help them with their focus on the Tefilah: Spiritual mindfulness.

This is an exciting new undertaking which allows CoJDS to offer a Tefilah program to many different schools with students of different backgrounds and styles. We are excited to continue its development in many more schools. Every school agrees that there needs to be an approach to Tefilah. CoJDS is proud to be working on this project.

In addressing the need for students to understand prayers in the original Hebrew, the curriculum will focus on the skills learned in the L'havin U'lehaskil Chumash curriculum to make the words of Tefila meaningful as well.



Students work on CoJDS Tefilah Curriculum in Hillel Community Day School, Rochester, NY

*I have used Rabbi Benari's Tefilah curriculum with both a third grade class and a fifth grade class. I was hesitant to use the materials with my current fifth graders, but the school asked me to do a unit on Tefilah, so I decided to use the PARTS curriculum instead of creating my own sheets. After only 3 lessons my fifth graders commented, "I am going to show this to my kids" and, "I'm going to keep these sheets forever." The material is so meaningful to the students and can be used as a basis for discussion in many grades. Personally, I feel that teaching this curriculum has also made my davening more meaningful.*

*Thank you for sharing it with us,*

***Elana Katz, Columbus Torah Academy, OH***

*Over the course of the lessons, we talked about things we know are in the world but can't see. The students talked about microscopic things as well as air, love, and words. We had a wonderful discussion about words and how they can make us feel good and how they can hurt. We ended that day being more aware of the effect on the world that all these things can have.*

*We then brought the discussion to HaShem and how we can't see HaShem but we can see things in the world that let us know that HaShem is all around. We then talked about forces in the world - gravity, electricity, etc. The students enjoyed the maze.*

*Next was the Wonders of the World. We changed the activity a bit, and we had the students put on WOW glasses to see the amazing things in the world. They each made their own WOW glasses. We hung all the glasses on the wall in the school cafeteria. Our last discussion was about our neshama, and the students readily shared how it is like having a bit of Hashem inside of ourselves.*

*Our students are so engaged and thoughtful, and they are all eager to share their own insights.*

*Thank you, again, for this wonderful curriculum.*

***Pauline Rosenberg, Ivrit Teacher and Judaics Coordinator, Hillel Community Day School, Rochester, NY***

*Absolutely beautiful! What I realized is that by creating a special time during the day to discuss these concepts, it allows the children an opportunity to develop curiosity about Emunah ideas, get into a discussion and hopefully receive answers. Here are two questions that have come up so far that show the thoughtfulness of these 7-8 year olds:*

*If G-d is everywhere, am I sitting on Him when I sit on a chair?*

*Why doesn't G-d talk to people anymore?*

*Definitely the hardest concept is the abstractness of G-d. However, your curriculum does a beautiful job of explaining, developing and integrating this idea. Tizkeh l'mitzvos!*

***Rivka Gross, Denver Academy of Torah, Denver, CO***

**“YOUR CURRICULUM DOES A BEAUTIFUL JOB OF EXPLAINING,  
DEVELOPING AND INTEGRATING THE ABSTRACTNESS OF G-D”**

RIVKA GROSS, DENVER ACADEMY OF TORAH, DENVER, CO

## Jewish Day Schools Piloting Tefila Program:

Yeshiva Day School of Las Vegas  
Henderson, NV

Hebrew Academy of Nassau County  
West Hempstead, NY

Jewish Day School of the Lehigh Valley  
Allentown, PA

Hillel Community Day School  
Rochester, NY

The Hebrew Academy  
New City, NY

Denver Academy of Torah  
Denver, CO

Maayan Torah Day School  
Portland, OR

Akiva Academy  
Calgary, AB

Hillel Academy of Pittsburgh  
Pittsburgh, PA

Columbus Torah Academy  
Columbus, OH

Yeshiva of Central Queens  
Flushing, NY

Yeshiva Har Torah  
Little Neck, NY

Hamilton Hebrew Academy  
Hamilton, ON

Posnack Jewish Day School  
Davie, FL

# 3 MAIN SECTIONS OF THE TEFILLAH CURRICULUM

**1 Emunah.** FAITH- Who am I talking to? Recognize that Hashem is present everywhere and is running everything around us. This helps establish the relationship upon which daily appointments with Hashem are based. A relationship cannot be created during prayer. Rather, prayer is an expression and a refocusing on the relationship.

Once I know that Hashem is here, on my side and wants me to succeed, I can talk to Him and tell Him personal things about myself. I have to see and experience Him in my life to be able to feel comfortable and anticipate talking to Him.

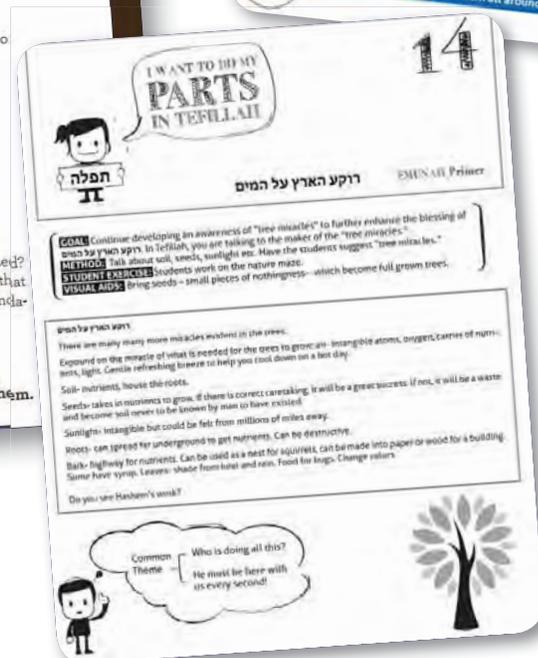
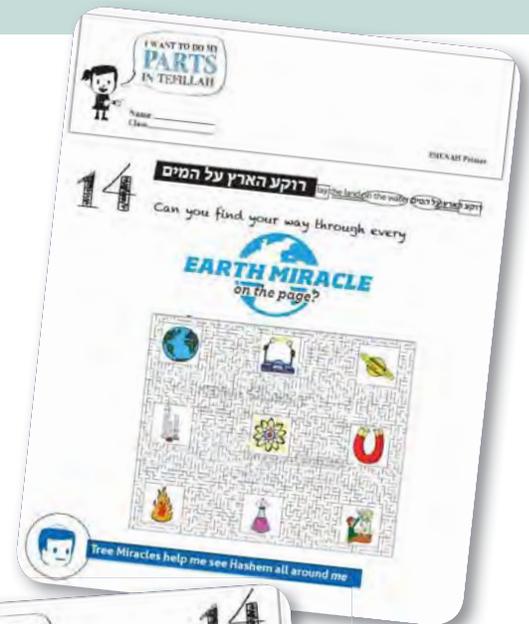
**2 PARTS.** What am I supposed to be doing and why? What does this have to do with me? It is not someone's prayer. It is my prayer.

- Praising Hashem
- Asking Hashem
- Recognizing Hashem
- Thanking Hashem
- Subjecting yourself to Hashem

**3 Spiritual Mindfulness.** How am I supposed to stay focused? Engaging, fun worksheets, videos, stories and words of inspiration will assure that the information is clear and is being given over accurately. This will lay the foundation for a lifetime of meaningful davening.

### GOAL:

To have children feel lucky that they have the ability to talk to Hashem.



## MORAH'S PLACE IN CONJUNCTION WITH COJDS



MRS. HADASSAH SVEI



Every seasoned educator is cognizant of the fact that the preschool years provide the crucial building blocks upon which a student's future academic success can be built. This is even more true in the Jewish Day School world where children are exposed to ideas such as Chagim, Parsha, and Midos from the earliest age. While these concepts are integral to the Jewish Day School curriculum, many preschool teachers face the challenge of finding appropriate ready to use curriculum in these areas. It is no wonder then, that a new web-based preschool curriculum designed to fill this void that has recently been rolled out by Mrs. Hadassah Svei and the Consortium of Jewish Day Schools has been met with much enthusiasm across the country.

This new curriculum, aptly named MorahsPlace, is aimed at a teacher who is running a center based classroom and is looking for quality material that is developmentally appropriate. The program is based on a model of a six-center classroom, with a concentration

on literacy, math, art, science and sensory, play, and blocks. Each module uses a project based approach and contains PDF downloads and smartboard activities that target key skills in a developmentally appropriate manner. Additionally, step-by-step instructions on how each center should be set up, templates, and a list of materials are included. A Chanukah module was available just in time for the approaching holiday, and additional curriculum sets will be rolled out in accordance with the calendar.

A walk through the website reveals a colorful yet professional interface that is easy to navigate. A preschool teacher can use the site either in a center specific manner or specifically to cover the Yom Tov or Yahadus unit that is appropriate at the time. A quick peek at the Chanukah module reveals ideas, activities and games that can keep preschoolers busy in the exciting lead up to the holiday, and allow them to master skills through play and discovery. For example, a teacher can print out

professional looking candle, sufganiyot, and menorah cards that can be used for sorting and counting. She can also set up a Chanukah shopping center, have her students participate in crayon melt art, or work on creating a secret dreidel cave based on the easy to follow instructions and guidelines found on the site. The variety and scope of materials are impressive, and therefore each individual teacher can utilize the offerings to fit his or her classroom style.

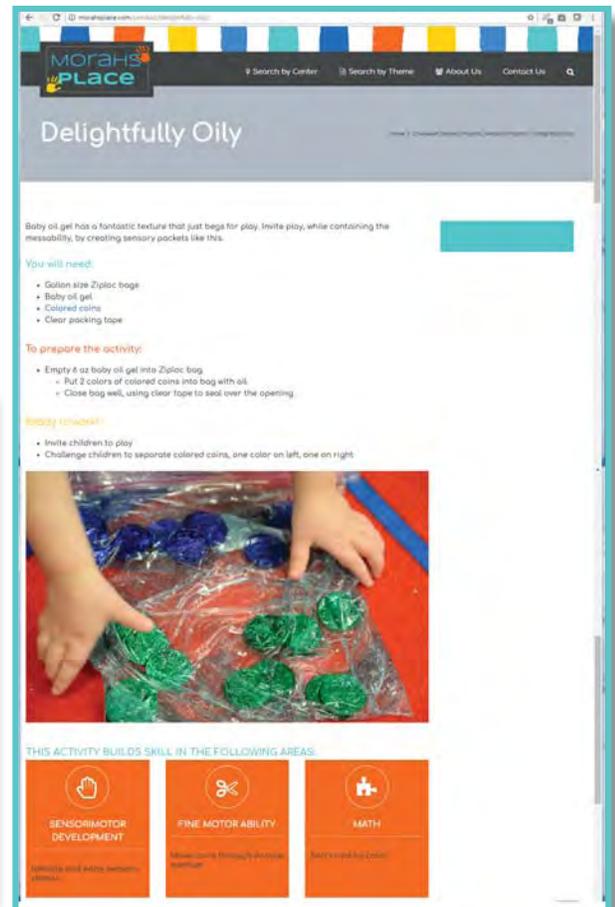
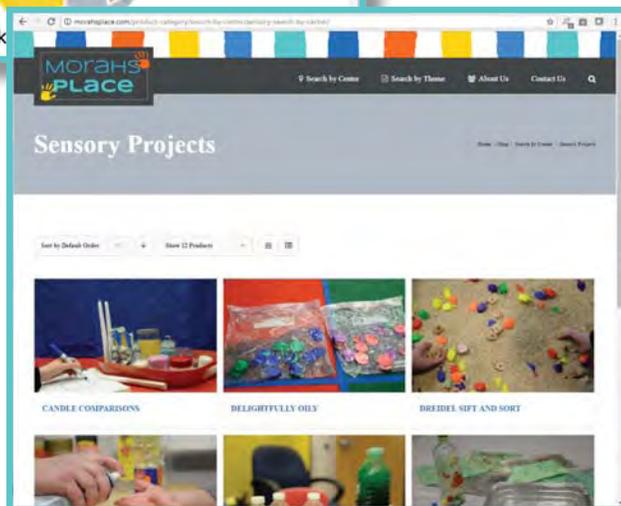
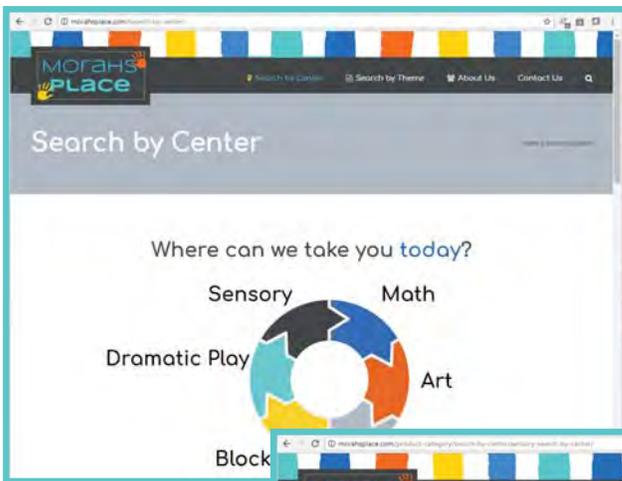
Mrs. Svei has been teaching and directing at the preschool level for over twenty years to much acclaim. Her own classroom experiences led her on the path of creating a web-based curriculum specifically designed

to meet the needs of the 21st century Jewish preschool classroom. Mrs. Svei keenly observes, “As trends and standards in preschool curricula are constantly changing, I wanted to create a curriculum model that would allow for ongoing updates to reflect those varying trends, while keeping the core of our Yahadus and Chagim curriculum constant.”

The ability to expose children to a host of new skills and ideas at the level at which they are at is certainly not a new concept. MorahsPlace accomplishes this and more by providing high quality curricular materials to teachers that are easily accessible. For more information please contact [info@cojds.org](mailto:info@cojds.org). ♦

# MORAHSPPLACE.COM

## THE NEW PRESCHOOL RESOURCE WEBSITE



On Monday, November 13, more than sixty Early Childhood teachers gathered at Eitz Chaim Schools and became students for a day! We had the pleasure of hearing first from Morah Chaya Shapiro, who passionately delivered hands-on, practical ideas that help teachers make every child in her class feel special, unique, and most of all -- loved. As we know, not all children learn in the same way, and not all children will connect emotionally with their peers and teachers in the same way. Morah Chaya shared with us some tried-and-true approaches in how to best reach every type of learner. She reminded us that teachers have the power to build a trusting and caring relationship with their students that can enable them to achieve and reach their full potential.

Next, we were treated to a session with Elana Fertig. Elana's creative and fun approach to teaching made us all want to be students in her school! Sparring no detail, Elana went through each of the five senses while incorporating topics such as parshah, chagim, and middos. The wide range of exciting and appropriate ideas that Elana shared with us gave every teacher in the room the incentive to tap into so many new and fun ideas to bring to their own classrooms.

**Judy Mernick, Executive Assistant to Rabbi Shlomo Schwartz, Head of School, Eitz Chaim Schools, Toronto, ON**



Elana Fertig presenting at CoJDS Early Childhood Conference at Eitz Chaim Schools, Toronto, ON 11.13.17



Elana Fertig and Sharon Schwartz at Early Childhood Step-Up Course Graduation, CoJDS Cedarhurst Office, NY 05.16.17



Chaya Shapiro presenting at CoJDS Early Childhood Conference at Eitz Chaim Schools, Toronto, ON 11.13.17

## Around the Community

### Professional Development at HANC

**O**n Tuesday, November 7, more than 100 Early Childhood Educators from all over Long Island, Brooklyn, and Queens gathered at the Hebrew Academy of Nassau County Early Childhood Center, located in West Hempstead, for a day of meaningful professional development. This collaborative event was coordinated by the Consortium of Jewish Day Schools.

A highlight of the conference was a workshop called “How to Bring Conscious Discipline into Your Classrooms” given by Mrs. Becky Udman, Early Childhood Director of the Torah Day School in Dallas. Mrs. Udman spoke about how specific words can be used to build a child’s self-esteem as well as help students feel more comfortable in a classroom setting. A participant teacher remarked that Mrs. Udman’s engaging talk provided her with tools that she can use daily in her professional practice. Another educator mentioned that Mrs. Udman’s passion for her craft was palpable. Many participants felt that the recommen-



dations will produce tangible results with their students. A local preschool director mentioned that using the Conscious Discipline Approach can be used in any setting, in any classroom. “We may live in different communities but our challenges are very similar.”

In addition to the discipline work-

shop, other presentations included Mrs. Sharon Schwartz, a pre 1A teacher from Bais Yaakov of Queens who gave a session called “Conflict Resolution and Classroom Behavior Techniques”, and Mrs. Chavi Schmell, a reading specialist, who conducted an insightful session on literacy.

Many thanks to Mrs. Trudy Rubinstein, HANC Early Childhood Center Director; Mrs. Elana Fertig, Pre-School Director Yeshiva of South Shore; and Rabbi Heshy Glass, Chairman of the Consortium of Jewish Day Schools, for organizing this amazing day of learning and discovery.

*Dear Elana and Rabbi Glass,*

*Thank you for arranging this productive day of learning for early childhood educators. The presenter was relatable, knowledgeable, and very practical. When we return to school, we now have a common language thanks to Conscious Discipline.*

**Goldie Golding, Shaare Torah, Brooklyn, NY**

*This was absolutely an amazing day! Becky is a tremendous speaker, and kept me engaged the entire time. I wrote down many tools I hope to implement in my school (wishing well, breathing techniques, making connections) AND many of the topics I hope to take with me out of the school into my own life with my own child (QTIP!!!).*

*Thank you!*

**Sherri Essrog, Little Friends Gan, Far Rockaway, NY**

*Informative! Very positive... Gives tools for teacher and students for life! Focus on bringing out the best in a child to get the best back. Thanks!*

**HANC ECC**

*This was an informative presentation! I enjoyed the videos that showed concrete examples of “wish well”, “Breathing”, “Clean Up with team effort”.*

*The presenter was well organized and handout was helpful.*

**AR, Little Friends Gan, Far Rockaway, NY**

## Foundations



The Foundations Curriculum guides students toward the awareness that spiritual investment will enrich their lives and deepen their sense of self-worth. The goal of Foundations is to address the lack of connection that many of our young people feel toward spiritual growth and Judaism. Through developing a personal identity rooted in Torah, each of our children can come to recognize his or her own inherent value and the unique role that each of them has been given by G-d.

### The Foundations curriculum helps students:

- cultivate a strong sense of integrity and personal honesty when approaching spiritual development
- diminish apathy and increase investment in their Judaism
- foster greater personal development based on classical Torah values
- increase their potential for being ambassadors for Judaism
- develop into responsible adults who will be active in their respective communities

For more information about the Foundation curriculum please contact [foundations613@gmail.com](mailto:foundations613@gmail.com).

### Schools Currently Using the Foundations Curriculum 2017-18:

Bais Yaakov of Baltimore High School  
Baltimore, MD

Torah Academy for Girls High School  
Far Rockaway, NY

Prospect Park Bnos Leah High School  
Brooklyn, NY

Temimah High School  
Atlanta, GA

Yavne High School  
Cleveland, OH

Bais Yaakov D’Khal Adas Yereim High School  
Brooklyn, NY

Bais Yaakov High School  
Brooklyn, NY

Atara High School  
Cincinnati, OH

Bais Yaakov High School  
Chicago, IL (new 2017)

Hannah Sacks Bais Yaakov of Chicago  
Chicago, IL (new 2017)

## Teacher Testimonials:

When reflecting on the year with the students, and discussing how much they have grown, one tenth grader said, "I think that all the growth we have had is because of the Foundations class. That material so changed my life; it applies to the way we think, and I actually think about it all the time." There was a chorus of agreement and emphatic nodding from the other students. I was really wowed.

**Penina Teitelbaum, Atara Girls High School, Cincinnati, OH**

I am now in my second semester teaching the Foundations curriculum in TAG HS. This is different from any course that I have ever taught... The curriculum is, not to sound cliché, a beautiful tapestry, with each unit flowing into the next, where at one of the later units, the girls themselves "connect the dots," and explore how they have really come on a journey of self-exploration, leading to a deeper understanding of who they are, their relationship to Hashem, and with their fellow man ...

**Yaffa Jungreis, Torah Academy for Girls, Far Rockaway, NY**

In a culture saturated with materialism, consumerism, and focus on conformity, Foundations - taught by the right teacher - challenges Jewish students to understand their uniqueness amongst the Nations of the world and to embrace their individuality while channeling it to achieve their greatest potential.

**Gitti Horowitz, Bais Yaakov Baltimore, MD**

The collage features several educational components:

- Hebrew Text:** "פרקי אבות פרק ג' יח: חביב אדם שנברא בצלם, חבה יתירה נודעת לו שנברא בצלם"
- Quote:** "Rav S.R. Hirsch. Chapters of the Fathers p. 10 (Feldheim Publishers, I...)"  
"...Man was favored by having been created in the the image of G-d. This in itself w... be a wondrous gift, even if man would not be aware of it at all. For by virtue of the... qualities with which he was thus endowed at the time of his creation he would do... that is morally and spiritually good, even though he would not be aware that... that is morally and spiritually good, even though he would not be aware that... conducting himself he was merely demonstrating his resemblance to G-d. Bu... special divine favor attained its full worth only by virtue of the fact that man was t... explicitly that his dignity and nobleness which raises him above all other crea... and his destiny which guides him toward G-d in moral and spiritual perfectio... based upon his having b... the image of the L-rd..."
- Worksheet:** "Steps in Building a Relationship" and "Connecting to Another Person".  

Steps in Building a Relationship	Connecting to Another Person
<b>Stage #1</b>	
Sharing common goals .....	
Sharing common interests .....	
<b>RESULT:</b> Appreciating what the other person values	
<b>Stage #2</b>	
Sharing time together .....	
Working together toward a common goal .....	
- Diagram:** A central blue circle labeled "OLAM CHESED YIBANEH" with eight arrows pointing outwards to empty blue boxes.

# PROFESSIONAL DEVELOPMENT FOR ADMINISTRATORS AND TEACHERS

## GOALS

- to provide low-cost professional development programs for school leaders and teachers
- to improve the quality of education in day school
- to individualize professional development programs for every school

## Leadership by Design: Dr. Shimon Waronker Raises the Bar at CoJDS Training Session



This past July, the Consortium of Jewish Day Schools gave thirty outstanding educators the unique opportunity to embark upon a three day seminar aptly entitled “Leadership by Design,” given by the renowned Dr. Shimon Waronker. The attendees joined Dr. Waronker in Cedarhurst, New York, from locations as far away as Moscow and Australia, as well as many cities in between.

In addition to receiving a doctorate at Harvard University, Dr. Waronker holds a Cahn Fellowship at Columbia University’s Teachers College and a Presidential Fellowship at Harvard University. He has gained worldwide acclaim for taking a violent, failing public school in South

Bronx, New York and turning it into a success by developing and using his own methodologies. He has used his impressive education and experience to found the nonprofit New American Initiative, Inc., which is dedicated to creating an innovative educational model.

The group spent an entire day working in collaborative teams, and the educators worked on PowerPoint presentations that were culled from research done by Dr. Waronker himself in his dissertation entitled “Teacher Teams and Refined Praxis: An Investigation of Teacher Perceptions in Schools.” Additionally, participants were given an opportunity to role play throughout the day and be videoed as they sorted through difficult conversations with a new hire based on his inappropriate actions at his first staff meeting. The day ended as each following day would, with a period of reflection and sharing of thoughts in a public setting.

The workshop concluded with detailed discussions regarding the implications of the approaches garnered throughout the seminar to the participants’ individual schools. In order to ensure that change does indeed take place, participants worked with partners to draw up action plans going forward and were encouraged to discuss how each pair of educators will support and hold themselves and each other accountable for executing the plan.



Some practical suggestions from participants for bringing Dr. Waronker’s model to their schools included starting with small teams and having team leaders model their behaviors to others. The educators also thought that having collaborative meeting times at their schools and encouraging openness and a non-judgmental environment through planned exercises would be a good start in bringing some of the skills that they learned back to their own learning communities.

The newly formed cohort left the building after this intense three day mental workout with a shared goal of bringing their new skill set to their own individual schools and supporting each other in the process. One participant commented that she now has a new set of defined practices that may challenge the old schema in her school. She did feel confident that she had gained a valuable new set of skills and support group to help her in the process. In this way Dr. Waronker surely modeled to the group an essential characteristic of a true leader – he is not only an expert in the art and science of leadership, but he thrives on passing this knowledge on to others.

### **Raising the Bar for the Functioning Executive: Malachi Pancoast, The Breakthrough Coach, Presents at the Fourth Annual Think Tank**

Our national conference this summer featured Malachi Pancoast, “The Breakthrough Coach,” on the topic of “How to Work Less, Produce More, and Still Get the Job Done.”

Mr. Pancoast has been working with instructional leaders since 1998 and founded his consulting firm, The Breakthrough Coach, in 2001. His trademarked breakthrough system seeks to help educators increase their students’ achievements, their staff’s satisfaction, and their general productivity as a school leader. He presented a condensed version of his two-day seminar concentrating on the theory behind his methodology and some practical suggestions for applying his methods.

*Dear Rabbi Glass,*

*I would like to thank you for yesterday's Think Tank. Mr. Pancoast was amazing! I feel like there is a chance to get my life back.)  
The environment in your beautiful offices is very warm and caring with an added personal touch, and the staff was extremely helpful with anything and everything.*

*Please thank all the 'behind the scenes' people that made this happen, on my behalf.*

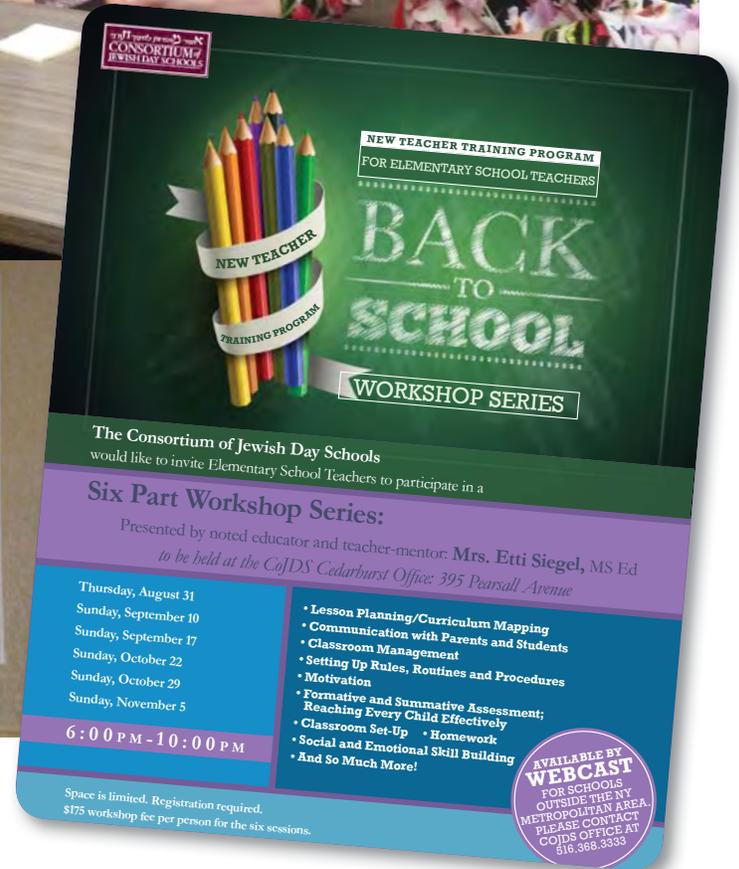
**Rabbi Yosef B. Rawicki, Menahel, Yeshiva Ketana, Yeshivas Ohr Reuven, Wesley Hills, NY**



Mr. Malachi Pancoast, presenting at CoJDS Summer Think Tank 2017



New Teacher Workshop Series 11.05.17



## New Teacher Workshop Series - 2017:

The New Teacher Workshop Series just completed its third successful year at CoJDS, with 20 attendees from neighborhood schools and over ten attendees from yeshivas and day schools around the country participating via the web.

The New Teacher Workshop Series was designed to help first to third year teachers understand how mindful classroom management, lesson planning, and the way a classroom is set up all contribute in creating a successful learning environment.

The courses were designed and presented by Mrs. Etti Siegel, MsED, a veteran master teacher who is involved in the professional development of teachers across a broad spectrum of grades and subjects on a daily basis across the tri-state area. The New Teacher Workshop Series was presented in six parts with each four hour session addressing a different aspect of some of the more common issues that new teachers often struggle with, offering the teachers a chance to prepare themselves both before school began, and once they established themselves in their respective classes.

## **A Sample of the Feedback from This Year's Participants:**

*Thank you for investing so much in bringing this amazing course to so many educators. I learned so many basic fundamentals and attitudes that are making my classroom manageable and successful every day. It's so apparent that you guys at CoJDS are so passionate about giving our kids the best quality education as well as support and resources for the educators themselves. Mrs. Siegel is an amazing teacher and it was great to be in her "class."*

*Thank you so much for the extra effort to make the webinar work properly - much appreciated!*

*Sincerely,*

**Rabbi Uri Rabinowitz**

**Judaic Studies, Grades 6-7, Ohr Chodosh Academy, Baltimore, MD**

*The course gave me the direction I needed to start strong and understand what to focus on at the beginning. Prior to attending the course I was confident with the content of what I was to teach, but lacked confidence in classroom order and management. I also found it especially helpful knowing that I could call Etti at home at any time. Her availability and quick responses, even outside the classroom, put me at ease. What I learned from the course allowed me to start teaching with confidence, giving me a presence in the classroom. Starting strong laid the tone for the year, and for that I am grateful to CoJDS.*

**Mrs. Leah Fink**

**Grade 8 math teacher, Shulamith School for Girls, Lawrence NY**

*I enjoyed these classes so much. Before the classes started I was terrified to teach and control my class. I had no clue what to expect when coming into a classroom. From day one I used all the methods you taught us, from setting up classroom jobs for the girls, where to put the schedule on the board, to preparing my procedures and routines. The classes changed my whole perspective of the teacher's role.*

*Thank you!*

**Mrs. Maya Kaniel, Morah of 4th grade, Bnot Yaakov, Great Neck, NY**

*This course was extremely helpful, and it made me feel more confident as a teacher. After learning several helpful techniques to help manage behaviors in the classroom, I can feel more relaxed now when I enter the classroom each day. This course has also helped me develop skills to become a more proactive teacher and take care of small problems before they became major issues.*

*Thank you for letting me be a part of these most effective and informative classes.*

**Leah Friedler, Grade 5 General Studies teacher, Hebrew Academy of Nassau County, NY**

*First of all I want to thank you immensely for giving this course... I really gained so much from your knowledge, advice, tips, and wealth of experience. I gained also in a personal sense- how to relate to kids, and deal with people. I find myself hearing your voice in my head whenever I'm in the classroom, and it makes a huge difference!*

**Chavi Savitzky, Bais Yaakov of Queens, NY**

*I learned a ton and as always, each lesson was so down-to-earth and practical! Midway I just got this thrill at being part of the education field and at the immense opportunities at my fingertips and at the immense picture I am a part of. That was thanks to you. Thanks for your enthusiasm and dedication to molding us into the best teachers we can be.*

**Miss Shayna Gold, Morah, Yeshiva Darchei Erez, Brooklyn, NY**

Dear Rabbi Glass and Mrs. Siegel,

I wanted to thank you so much for the course. I certainly learned many valuable lessons. Among the most important lessons were how important it is to investigate what's "going on" with a child that may be causing misbehavior, the importance of strong lessons and tight transitions, and that no child can hijack your classroom. I also loved how everyone felt comfortable asking questions and we were able to learn from your stories as well as each other's. You encourage us to use our own styles which I felt very important. May you have continued hatzlacha being mechanech all of Hashem's children.

With much appreciation,

**Aviva Breskin, 2nd grade General Studies Teacher, Bnos Bais Yaakov, Far Rockaway, NY**

### **A Word from Experienced Educators:**

Kudos to Mrs. Etti Siegel! The CoJDS New Teacher Course is a comprehensive overview and must-have handbook for each teacher to have in his/her pocket. All aspects of classroom set-up, management, differentiation and curricula were addressed in a clear, succinct and positive manner. Every teacher – new and veteran – walked away armed with innovative ideas, refreshed and ready to restart their year. The added touch of Mrs. Siegel's availability after the course to mentor the teachers was the finishing touch that made this workshop series one that should not be missed!

**Rebbetzin B. Altusky, Hebrew Curriculum Coordinator, Bnos Bais Yaakov, Far Rockaway, NY**  
**Mrs. P. Neuberger, Menahales, Bnos Bais Yaakov, Far Rockaway, NY**

### **L'havin Training in Shalom Torah Academy, November 7, 2017**

Hi Rabbi Glass,

Yesterday our staff had the privilege of working with Mrs. Rachel Schuh who was providing us with staff development as we are initiating the L'havin curriculum schoolwide.

Mrs. Schuh's presentation was absolutely outstanding. She accomplished all of our goals for this workshop- plus!

Here are some of the things that we discussed:

- An overview of the L'havin program and the educational framework it uses
- The general scope and sequence, moving from our first grade through middle school
- How to best utilize the materials in a practical way
- Differentiating within the program
- The challenges of starting the program in the upper grades when students are missing some of the foundation

Mrs. Schuh then worked with individual grade levels to really work through the practicalities of the day-to-day instruction. She focused on pacing and maximizing instructional time, as well as offering many suggestions for active student engagement.

I was so impressed with her ability to connect with everyone in the room. Her presentation was clear and confident, but she was approaching the teachers as someone "in the trenches" as her day-to-day experiences in her own classroom came up a lot, and she was able to speak to the typical challenges and frustrations that teachers may feel when faced with a classroom of students of varied ability levels.

Her coaching style was supportive of each teacher as an individual, and met the teacher where she was at, moving them forward with very clear and concrete suggestions for improvement.

My teachers were thrilled that they were able to work with her, and many requested follow up. They would love to watch her in action as well as have her observe them in their classrooms, if possible.

This was an excellent first step to help the teachers in Shalom grow comfortable with a new program and a new approach, and I greatly appreciate your support in making this happen.

**Aviva Hoberman**  
**Principal, Shalom Torah Academy, Morganville, NJ**

## *Professional Development in Charleston, South Carolina, January 2, 2017*

Addlestone Hebrew Academy in Charleston, South Carolina was privileged to host two speakers from the Consortium of Jewish Day Schools for our Professional Development Day on January 2.

Mrs. Temima Feldman, principal of TAG Elementary School in Far Rockaway, addressed the topic of incorporating Project Based Learning in our classrooms. This topic was of great interest to our teachers as Addlestone Hebrew Academy has a shorter school day than many day schools and finding time to include all of the General and Judaic Studies material can be a challenge. Mrs. Feldman spoke about how project based learning not only engages the students by facilitating education, rather than instructing, but is also helpful in teaching material across the curriculum, hence utilizing time to its best advantage.

Mrs. Feldman's presentation was followed by Rabbi Hillel Adler, who spoke about how teachers at Jewish day schools have an incredible opportunity to market the school and urged teachers to realize their roles as being on the front lines of retention and recruitment.

Rabbi Adler used data to explain to the staff why parents choose a Jewish day school for their children and how all members of the staff can help contribute to creating a warm Jewish experience for the children at the school. He also shared examples from other schools who emphasized rather than downplayed their Jewish identity and grew as a result.

Jennifer Eisenhart who is a first grade General Studies teacher and a parent at the school agreed and shared why she chose Addlestone for her children, "Because we live in the Bible belt it is important for our children to develop a strong Jewish identity," she said, "We are not a very observant family and our children participate in extracurricular team sport activities where they are almost always the 'token Jew.' Without the strong Jewish identity they have gotten from Addlestone I do not believe they would have the confidence and knowledge base to be who they are."

Kindergarten teacher Josephine Routh said, "The concept that teachers are promoters of their school in addition to being leaders in the classroom was not new to me, however, I had not considered the importance of this role in long term retention."

Our staff greatly appreciated the material they learned at the sessions and the school administrators are very grateful for the guidance and practical hands-on assistance they have gained from the Consortium.

"The workshop and the Consortium has provided us with useful and applicable information to be used throughout the curriculum and we are so thankful for their help," said principal Abby Levine.



CoJDS professional development at Addlestone Hebrew Academy, Charleston, SC 01.02.17



## List of Participating Schools

### ARIZONA

Cheder Lubavitch, *Phoenix*  
Phoenix Hebrew Academy, *Phoenix*  
Torah Day School of Phoenix, *Phoenix*

### CALIFORNIA

Chabad Hebrew Academy, *San Diego*  
EMEK Hebrew Academy, *Sherman Oaks*  
Gindi Maimonides Academy, *Los Angeles*  
Hebrew Academy of Huntington Beach, *Huntington Beach*  
Irvine Hebrew Day School, *Santa Ana*  
Lamplighters Jewish Academy, *Oxnard*  
Or HaChaim Academy, *N. Hollywood*  
Soille San Diego Hebrew Day School, *San Diego*  
South Peninsula Hebrew Day School (SPHDS), *Sunnyvale*  
Yeshiva Ketana of Los Angeles, *Los Angeles*  
Yeshiva Rav Isacson Toras Emes, *Los Angeles*

### COLORADO

Denver Academy of Torah, *Denver*

### CONNECTICUT

Bess and Paul Sigel Hebrew Academy, *Hartford*  
Bi-Cultural Day School, *Stamford*  
Ezra Academy, *Woodbridge*  
Yeshiva K'tana of Waterbury, *Waterbury*

### FLORIDA

Brauser Maimonides Academy, *Ft. Lauderdale*  
Chabad Day School, *Jacksonville*  
Chabad HA Community School, *Margate*  
Esformes Hebrew Academy, *Ormond Beach*  
Hebrew Academy Rabbi Alexander S. Gross, *Miami Beach*  
Hebrew Academy of Tampa Bay, *Tampa*  
Jewish Cooperative School, *Hollywood*  
Katz Hillel Day School, *Boca Raton*  
Lubavitch Educational Center- Boys, *Miami*  
Lubavitch Educational Center- Girls, *Miami*  
Maimonides Hebrew Day School, *Fort Meyers*  
Masoret Yehudit, *Hallandale Beach*  
Orlando Jewish Day School, *Orlando*  
Orlando Torah Academy, *Orlando*  
Torah Academy of Boca Raton, *Boca Raton*

Torah Academy of Jacksonville, *Jacksonville*  
Toras Emes Academy of Miami, *Miami Beach*

### GEORGIA

Atlanta Jewish Academy, *Atlanta*  
Rambam Day School, *Savannah*

### ILLINOIS

Cheder Lubavitch Hebrew Day School, *Chicago*  
Torah Academy of Buffalo Grove, *Buffalo Grove*

### INDIANA

Hasten Hebrew Academy, *Indianapolis*  
South Bend Hebrew Day School, *Mishawaka*

### KANSAS

Hyman Brand Hebrew Academy, *Overland Park*

### LOUISIANA

Torah Academy, *New Orleans*

### MARYLAND

Berman Hebrew Academy, *Rockville*  
Beth Tefilah Dahan Community School, *Baltimore*  
Bnos Yisroel, *Baltimore*  
Cheder Chabad, *Baltimore*  
Leo Bernstein Jewish Academy of Fine Arts, *Silver Spring*  
Ohr Chadash Academy, *Baltimore*  
Talmudical Academy, *Baltimore*

### MASSACHUSETTS

Striar Hebrew Academy, *Sharon*

### MICHIGAN

Yeshivat Akiva-Farber Hebrew Day School, *Detroit*

### MINNESOTA

Lubavitch Cheder Day School, *St. Paul*  
Torah Academy of Minneapolis, *St. Louis Park*

### MISSOURI

Epstein Hebrew Academy, *St. Louis*

### NEVADA

Desert Torah Academy, *Las Vegas*  
Yeshiva Day School of Las Vegas (YDLV), *Henderson*

## **NEW JERSEY**

Cheder Lubavitch Morristown Boys, *Morristown*  
Cheder Lubavitch Morristown Girls, *Morristown*  
Cheder Menachem, *N. Brunswick*  
Hillel Yeshiva School, *Ocean*  
Joseph Kushner Hebrew Academy, *Livingston*  
Moriah School, *Englewood*  
Politz Day School, *Cherry Hill*  
Rabbi Pesach Raymon Yeshiva, *Edison*  
Rosenbaum Yeshiva of North Jersey (YNJ), *River Edge*  
Shalom Torah Academy, *Morganville*  
Sinai Schools, *Livingston*  
Tenafly Chabad Academy, *Englewood Cliffs*  
The Jewish Educational Center, *Elizabeth*  
Yavneh Academy, *Paramus*  
Yeshiva Shaarei Tzion, *Piscataway*

## **NEW YORK**

ASHAR, *New City*  
Ateres Bais Yaakov, *Monsey*  
Bais Yaakov Academy of Queens, *Queens*  
Bais Yaakov Ateres Miriam, *Far Rockaway*  
Bais Yaakov of Boro Park, *Brooklyn*  
Beth Rivkah, *Brooklyn*  
Bnos Bais Yaakov, *Far Rockaway*  
Bnos Malka Academy, *Queens*  
Bnos Yisroel School, *Brooklyn*  
Bnot Yaakov, *Great Neck*  
Cheder Chabad, *Monsey*  
Communities Acting to Heighten Awareness and Learning (CAHAL), *Cedarhurst*  
Hebrew Academy of the Five Towns and Rockaway, *Lawrence*  
Hebrew Academy of Long Beach, *Long Beach*  
Hebrew Academy of Nassau County, *Plainview*  
Hebrew Academy of Nassau County, *West Hempstead*  
Jewish Foundation School, *Staten Island*  
Jewish Institute of Queens, *Queens*  
Long Island Hebrew Academy, *Great Neck*  
Manhattan Day School, *Manhattan*  
Pathway Study Center, *Brooklyn*  
Shulamith School for Girls, *Cedarhurst and Brooklyn*  
Silverstein Hebrew Academy, *Great Neck*  
The Hebrew Academy, *New City*  
Westchester Day School, *Mamaroneck*  
Yeshiva Har Torah, *Little Neck*  
Yeshiva Ketana of Queens, *Flushing*  
Yeshiva of Central Queens, *Flushing*  
Yeshiva Rabbi Samson Rafael Hirsch, *Manhattan*  
Yeshivat Darche Eres, Boys, *Brooklyn*  
Yeshivat Darche Eres, Girls, *Brooklyn*  
Yeshivat Lev Torah, *Brooklyn*

## **OHIO**

Cincinnati Hebrew Day School, *Cincinnati*  
Columbus Torah Academy, *Columbus*  
Fuchs Mizrahi School, *Cleveland*

## **OREGON**

Ma'ayan Torah Day School, *Portland*  
Maimonides Jewish Day School, *Portland*

## **PENNSYLVANIA**

Caskey Torah Academy, *Wynnewood*  
Cheder Menachem, *Wilkes Barre*  
Politz Hebrew Academy, *Philadelphia*

## **TENNESSEE**

Bornblum Jewish Community School, *Memphis*  
Margolin Hebrew Academy/  
Feinstone Yeshiva of the South, *Memphis*

## **TEXAS**

Akiba Academy, *Dallas*  
Robert M. Beren Academy, *Houston*  
Torah Day School of Dallas, *Dallas*

## **VIRGINIA**

Rudlin Torah Academy, *Richmond*

## **WASHINGTON**

Menachem Mendel Seattle Cheder Day School, *Seattle*  
Seattle Hebrew Academy, *Seattle*  
Torah Day School of Seattle, *Seattle*

## **WISCONSIN**

Yeshiva Elementary School, *Milwaukee*

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## **AUSTRALIA**

Masada College-Torah Stream, *Sydney*

## **CANADA**

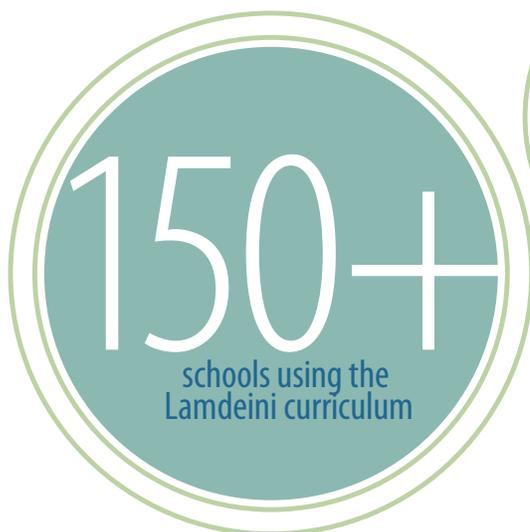
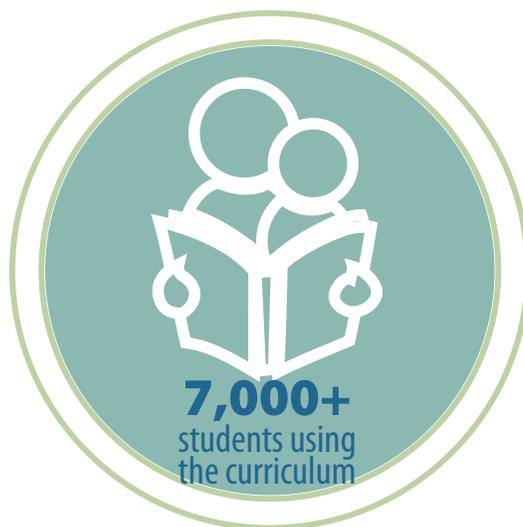
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Associated Hebrew Schools, *Toronto, ON*  
Beth Rivka, *Montreal, QC*  
Eitz Chaim Schools, Patricia, *Toronto, ON*  
Eitz Chaim Schools, Viewmont, *Toronto, ON*  
Hamilton Hebrew Academy, *Hamilton, ON*  
Joe Dwek Ohr HaEmet Sephardic School, *Toronto, ON*  
Menorah Academy, *Edmonton, AB*  
Netivot HaTorah Day School, *Toronto, ON*  
Torah Day School of Ottawa, *Ottawa, ON*  
Vancouver Hebrew Academy, *Vancouver, BC*  
Yeshivat Yavne, *Montreal*

## **ENGLAND**

Lubavitch Primary School, *London*

## **PANAMA**

Magen David Academy





### **International**

Lauder Etz Chaim Moscow Russia  
Masada College-Sydney Australia

### **South East**

Addlestone Hebrew Academy, Charleston, SC  
Atlanta Jewish Academy, GA  
Bais Yaakov of Baltimore, MD  
Beth Tfiloh Dahan Community School, Baltimore, MD  
Chaya Mushka Children's house, Atlanta, GA  
Charlotte Jewish Day school, Charlotte, NC  
Margolin Hebrew Academy, Memphis, TN  
Melvin J. Berman Hebrew Academy, Rockville, MD  
Ohr Chadash Academy, Baltimore, MD  
Rudlin Torah Academy, Richmond, VA  
Torah Academy of Jacksonville, Jacksonville, FL  
Jacksonville Torah High School  
Torah Day School of Atlanta, GA

### **Central East**

Cincinnati Hebrew Day School, OH  
Columbus Torah Academy, OH  
Farber Akiva Hebrew Day School, Southfield, MI  
Hasten Hebrew Academy, Indianapolis, IN  
Hebrew Academy of Cleveland, OH  
South Bend Hebrew Day School, IN  
Yeshiva Derech HaTorah, Cleveland, OH

### **West Coast**

Bnos Devorah High School, Los Angeles, CA  
Cheder Menachem, Los Angeles, CA  
Emek Hebrew Academy, Los Angeles, CA  
Hebrew Academy of Huntington Beach, CA  
Maayan Torah Day School, Portland, OR  
Maimonides Academy, Los Angeles, CA  
Maimonides Jewish Day School, Portland, OR  
Menachem Mendel Seattle Cheder, Seattle, WA  
Phoenix Hebrew Academy, AZ  
Seattle Hebrew Academy, Seattle, WA  
Soille San Diego Hebrew Day School, San Diego, CA  
South Peninsula Hebrew Day School, Sunnyvale, CA  
Torah Day School of Phoenix, AZ  
Yeshiva Day School of Las Vegas, NV

### **Mid-West**

Denver Academy of Torah, CO  
Hillel Academy of Denver, CO  
Torah Day School of Dallas, TX  
Torah Academy of New Orleans, LA  
Yavneh Academy of Dallas, TX  
Yeshiva Torat Emet, Houston, TX

### **Canada**

Akiva Academy, Calgary, AB  
Bais Chaya Mushka Toronto, ON  
Bais Yaakov, Toronto, ON  
Beth Rivkah, Montreal, QC  
Bialik Hebrew Day School, Toronto, ON  
Cheder Chabad, Toronto, ON  
Eitz Chaim Day School, Thornhill, ON  
Hamilton Hebrew Academy, Hamilton, ON  
Heschel School, Toronto, ON  
Joe Dwek Ohr HaEmet Sephardic School, Toronto, ON  
London Community Hebrew Day School, New London, ON  
Mosdos Bobov, Toronto, ON  
Ner Yisroel, Toronto, ON  
Netivot HaTorah Day School, Toronto, ON  
Richmond Jewish Day school, Richmond, BC  
Robbins Hebrew Academy, Toronto  
Tanenbaum CHAT, Toronto, ON  
Tiferes Bais Yaakov, Toronto, ON  
Torah Academy of Ottawa, ON  
The Toronto Cheder, ON  
Yeshiva Darchei Torah, Toronto, ON  
Vancouver Hebrew Academy, BC

### **South Florida**

Arevim Schoolhouse, Boca Raton, FL  
Chabad Esformes Hebrew Academy, Ormond Beach, FL  
Donna Klein Jewish Academy, Boca Raton, FL  
Downtown Jewish Preschool, Ft. Lauderdale, FL  
Hebrew Academy Community School, Margate, FL  
Katz Hillel Day School, Boca Raton, FL  
Katz Yeshiva High School, Boca Raton, FL  
Lubavitch Educational Center, Miami, FL  
Masoret Yehudit, Hallandale Beach, FL  
Metzuyan Academy, Miami, FL  
Orlando Jewish Day School, FL

Ohr Yechezkel, Aventura, FL  
Posnack Jewish Day School, Davie, FL  
Rabbi Alexander S. Gross Hebrew Academy,  
Miami Beach, FL  
Rohr Bais Chaya Academy, Tamarac, FL  
Scheck Hillel Community school, North Miami Beach, FL  
Shaarei Bina, Hollywood, FL  
South Florida Jewish Academy, Coconut Creek, FL  
Torah Academy, Boca Raton, FL  
Toras Emes Academy of Miami  
Torah Tots Academy, Boca Raton, FL  
Yeshiva Tiferes Torah High School of Boca Raton, FL

## North East

Abrams Hebrew Academy, Yardley, PA  
Bi-Cultural Day School, Stamford, CT  
Derech Hatorah of Rochester, NY  
Cheder Chabad of Philadelphia, PA  
Cheder Menachem Wilkes-Barre, PA  
Hillel Community Day School, Rochester, NY  
Jewish Day School of the Lehigh Valley, Allentown, PA  
Jewish Heritage Day School, Buffalo, NY  
Jewish High School of Connecticut, Stamford, CT  
Kadimah School, Buffalo, NY  
Sigel Hebrew Academy, Bloomfield, CT  
Silver Academy, Harrisburg, PA  
Striar Hebrew Academy, Sharon, MA  
Torah Academy of Philadelphia, PA

## New York

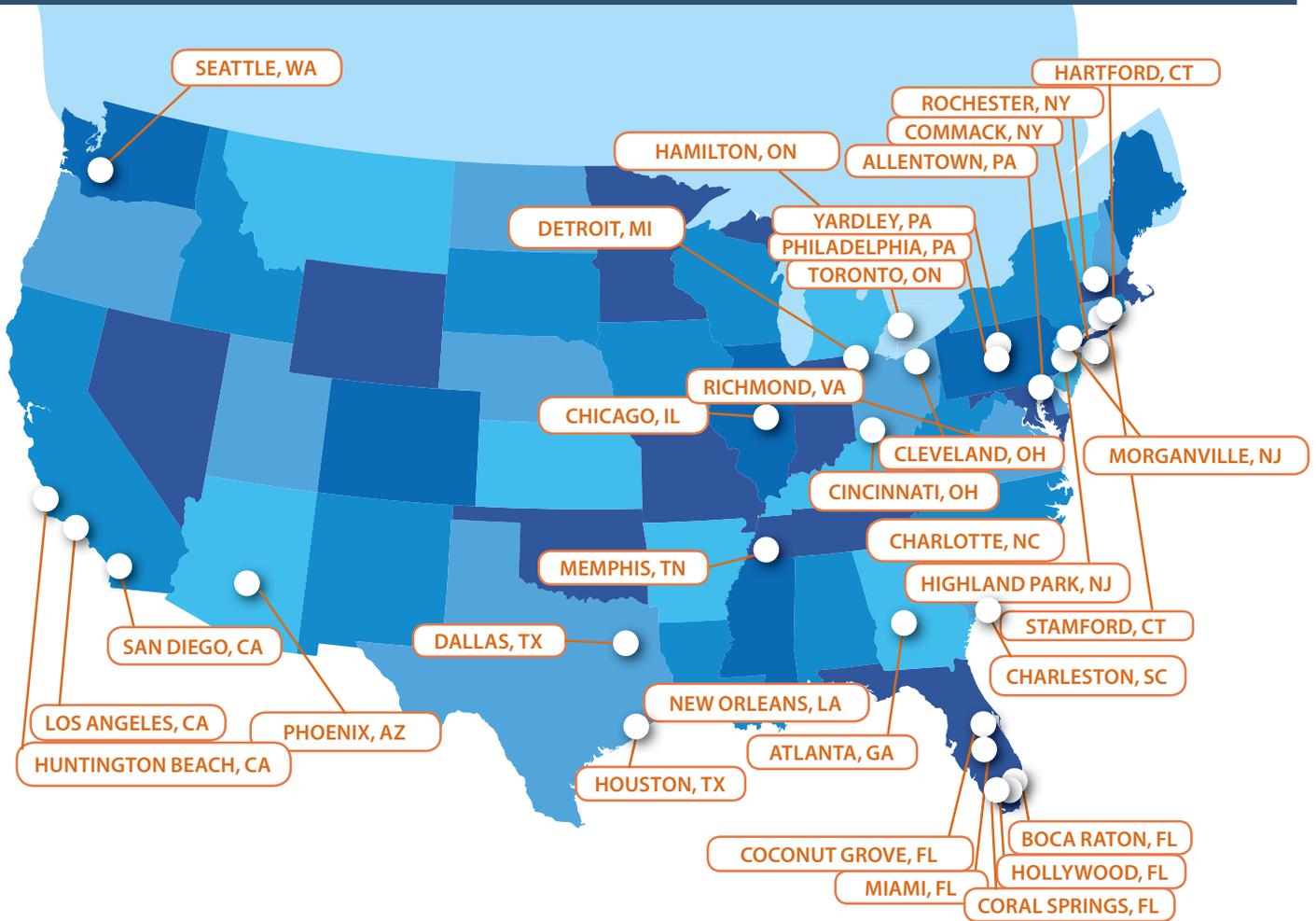
Ahi Ezer, Brooklyn  
Ateres Bais Yaakov, Monsey, NY  
Bais Rivkah, Brooklyn, NY  
Bais Yaakov Ateres Miriam, Far Rockaway, NY  
Bais Yaakov of Boro Park, NY  
Bais Yaakov of Queens, Kew Gardens, NY  
Beit Rabban Day School, Manhattan, NY  
Bnos Bais Yaakov, Far Rockaway, NY  
Bnos Malka Academy, Queens, NY  
Bnos Margulia Viznitz High School, Brooklyn, NY  
Bnot Yaakov, Great Neck, NY  
Chabad Lubavitch of Riverdale, NY  
Forest Hills Jewish Center, Forest Hills, NY  
Hebrew Academy of Five Towns and Rockaway,  
Lawrence, NY  
Hebrew Academy of Long Beach, NY  
Hebrew Academy of Nassau County, Plainview, NY  
Hebrew Academy of Nassau County, West Hempstead, NY  
Jewish Academy, Commack, NY

Jewish Foundation School, Staten Island, NY  
Magen David, Brooklyn, NY  
Manhattan Day School, NY  
Mazel Day School, Brooklyn, NY  
Mesivta Ateres Yaakov, Lawrence, NY  
Midreshet Shalhevet HS, Valley Stream  
Ohr Chana High School, Queens, NY  
Ohr Reuven, Monsey, NY  
Pathway Study Center, Brooklyn, NY  
Ramaz, Manhattan, NY  
Shaare Torah, Brooklyn, NY  
Shulamith School for Girls, Brooklyn, NY  
Shulamith School for Girls, Cedarhurst, NY  
Silverstein Hebrew Academy, Great Neck, NY  
Stars of Israel, Queens, NY  
Stein Yeshiva, Yonkers, NY  
Torah Academy for Girls, Far Rockaway, NY  
The Jewish Education Project, Manhattan, NY  
Yeshiva of Flatbush, Brooklyn, NY  
Yeshiva of Central Queens (YCO), Flushing, NY  
Yeshiva Har Torah, Little Neck, NY  
Yeshiva Institute, Flushing, NY  
Yeshiva Ketana of Long Island, Inwood, NY  
Yeshiva Ketana of Queens, Flushing, NY  
Yeshiva Ketana of Manhattan, NY  
Yeshiva of South Shore, Hewlett, NY  
Yeshiva Tiferes Moshe, Flushing, NY  
Yeshiva Tiferes Yisroel, Brooklyn, NY  
Yeshiva Torah Vodaath, Brooklyn, NY  
Yeshiva University High School for Boys, Manhattan, NY  
Yeshivat Darche Eres, Brooklyn, NY  
Yeshivat Kol Yaakov, Great Neck, NY  
Yeshivat Lev Torah, Brooklyn, NY  
Yeshivat Ohr Haiim, Richmond Hill, NY  
Yeshivath Gesher, Brooklyn, NY  
Yeshivat Sha'arei Tzion, , Brooklyn, NY

## New Jersey

Clifton Cheder, Clifton, NJ  
Bet Yaakov of the Jersey Shore, West Long Branch, NJ  
Catapult Learning, Camden, NJ  
Cheder Lubavitch, Morristown, NJ  
Politz Day School, Cherry Hill, NJ  
Rosenbaum Yeshiva of North Jersey (RYNJ), River Edge, NJ  
Rabbi Paysach Raymon Yeshiva, Edison, NJ  
Shalom Torah Academy, Morganville, NJ  
Yavneh Academy, Paramus, NJ  
Yeshiva Shaarei Tzion, Highland Park, NJ  
Yeshivat Noam, Paramus, NJ

# CoJDS VISITS SCHOOLS ACROSS NORTH AMERICA 2017



Rabbi Glass and Rabbi Adler of CoJDS visit Jewish Day School of the Lehigh Valley, Allentown, PA



(top right photo) Dr. Eli Shapiro of CoJDS visits Rabbi Leonard Matanky at Ida Crown Jewish Academy in Chicago, IL; (bottom right photo) Dr. Shapiro visits Rabbi Avrohom Moller, Director of Associated Talmud Torahs of Chicago, IL 12.25.17

# SCHOOL SERVICE-VISITATION AND IMPROVEMENT

## GOALS

- to offer continued support and training for all CoJDS curriculum and programs
- to arrange free consultations to schools for administrative and educational support
- to maintain regular feedback channels with all schools taking advantage of CoJDS services
- to provide regional representatives to offer personal service to schools and broaden outreach
- to coordinate regional collaboration between schools and federations
- to administer on-site visits by CoJDS representatives to better understand the individual needs of schools

For more information, please contact Rabbi Herbert Russ at [hruss@cojds.org](mailto:hruss@cojds.org)  
West Coast schools, please contact Rabbi Levi Solomon at [lsolomon@cojds.org](mailto:lsolomon@cojds.org)  
Florida schools, please contact Tzippy Richmond at [trichmond@cojds.org](mailto:trichmond@cojds.org)

"I've seen many programs out there that offer [the service] of 'buy my program and have a good day.' They often fall apart because they don't have support to make it happen. We have involved educators in the process through communication and collaboration. We have taken it to the next stage to ensure that educators buy in and feel connected..."

### **Rabbi Levi Solomon**

*Emek Hebrew Academy, Los Angeles, CA*

Our School Services Department reaches out to schools that participate in our educational programs. The L'havin U'lehaskil Chumash program is currently being used in 137 schools, a more than 30% increase over the past two years. Through constant communication and constructive feedback from principals and teachers, we can adapt the curriculum to the individual needs of the schools we work with. Over the past year, we have arranged for teacher mentoring and workshops both at numerous schools throughout the country as

well as at our Cedarhurst, NY office. The addition of the Chazak V'Amatz Navi curriculum, beginning with Sefer Yehoshua, to our Lamdeini curriculum, has been well received and provides the next stage of textual skill-based learning to students. In addition, the JSAT - Judaic Studies Achievement Test - for 5th grade students provides invaluable data to individual schools, and it enables our CoJDS educational team to continue developing curricula and testing programs.

We reach out to Jewish schools through our regional conferences which take place throughout the country. We invite all principals and teachers to join us for our networking events, workshops, and training seminars throughout the year. Our Cedarhurst, NY, resource center is always open to you to meet with our team of educators. Our goal is to support you, the Jewish educators of today and tomorrow, by providing superior standards in Jewish education.

**Rabbi Herbert Russ**  
*CoJDS School Services Coordinator*

### ***Report from Florida Regional Representative Mrs. Tzippy Richmond***

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In an effort to build stronger relationships with schools and develop a deep understanding of each one's unique needs, the Consortium's South Florida representative has recently visited 14 schools across three different counties. These face-to-face encounters bring collaboration to a whole new level and more school visits are already planned for the near future. Additionally, a visit was made to the local Jewish federation agency for Jewish education, where new ways to collaborate for professional development were shared and plans were made to work together for future conferences and trainings.

During the school visits the principals were able to share ideas and ways that the Consortium can best help them and their individual schools. The principals were given an opportunity to preview the brand-new 5th grade JSATs and look at the standards through which the assessment is based. The feedback was extremely positive:

"This is amazing!"

*- Rabbi Yossi Kastan, Brauser Maimonides Academy, Ft. Lauderdale, FL*

"People have been talking about the need for something like this for years, I am so excited to see that the Consortium finally did it!"

*- Rabbi Chaim Albert, Masoret Yehudit, Hallandale Beach, FL*

"I saw the emails, but I didn't really understand what it was. Thank you so much for coming all the way here to show it to me and explain it. We look forward to implementing the JSATs."

*- Rabbi Kalman Baumann, Toras Emes, FL*

Many of the middle and high school principals expressed interest in being part of the 8th grade pilot and every school felt strongly that this would greatly benefit them.

In one school, a visit between the Jewish day school principal and the local public school principal was arranged, so that the day school principal could observe how the public school effectively runs its lunchroom.

During the school visits, principals were given the opportunity to share data on the implementation of the L'havin U'lehaskil curriculum in their schools. The CoJDS representative explained the full scope of the program and the benefits of using it in its entirety. Mentors for new teachers were established and guidance was given to help schools increase L'havin use and effectiveness in schools. Schools were provided with resources to ensure academic rigor and success in chumash learning.

"The illustrations in the Yehoshua workbook are so compelling and interactive!"

-*Rabbi Pressberg, Skylar Mai Jewish Montessori, Coconut Grove, FL*

"My teachers are all very experienced and have a lot of great curriculum, but they are asking for a formal navi program."

-*Rabbi Janowsky, Yeshiva Elementary School, Miami Beach, FL*

When walking into 4th grade boys class of the Jewish Cooperative School, the boys were actively engaged in a Navi lesson using the Lamdeni Yehoshua program.

Two brand new schools were visited and a 3rd received a virtual visit. Two of the new schools are girls high schools, Hadar high school in Boca Raton and Jacksonville Torah High in Jacksonville. The 3rd school, Skylar Mai Jewish Montessori is located in Coconut Grove.

### **List of Schools Visited Include:**

Areivim School House  
Boca Raton

Katz Hillel Day School  
Boca Raton

Hadar High School  
Boca Raton

Hebrew Academy of Margate  
Coral Springs

Jewish Cooperative School  
Hollywood

Shaarei Bina  
Hollywood

Metzuyan Academy  
Hollywood

Brauser Maimonides Academy  
Hollywood

Masoret Yehudit  
Hallandale

Or Yechezkel  
Ft. Lauderdale

Skylar Mai Jewish Montessori  
Coconut Grove

RASG Hebrew Academy  
Miami Beach

Yeshiva Elementary School  
Miami Beach

Toras Emes Academy  
North Miami Beach

Orlando Torah Academy  
Orlando (*Virtual Visit*)

Jacksonville Torah High  
Jacksonville (*Virtual Visit*)



Dina Pinson-Kranz,  
Arevim Schoolhouse  
East Boca Raton, FL



Masoret Yehudit  
Hallandale Beach, FL



Mrs. Nicola Trump  
Jewish Cooperative School  
Hollywood, FL



Rabbi Pressburg  
New Sklyar Mai Jewish  
Montessori School,  
Coconut Grove, FL



Shaarei Bina Torah Academy  
Hollywood, FL

There is a vast network of Jewish day schools in Florida, servicing a wide range of students from diverse backgrounds. Rarely do these schools get to come together and share ideas. However, the Consortium is looking forward to hosting a principal's luncheon with the goal of fostering collaboration so that Jewish day schools can help each other by sharing their strengths and learning from each other.

### **Report from West Coast Regional Representative Rabbi Levi Solomon**



In overseeing the curriculum for the West Coast region, each year new initiatives are developed to offer support and professional development to those using the L'havin program. This past spring we initiated a series of webinars for each grade level (2nd, 3rd, and 4th grades), moderated by Rabbi Levi Solomon, West Coast Regional director. The first few of the webinars attracted between 15-18 teachers solely on the west coast, allowing for easy participation and collaboration. Our next step was to branch out the webinars to those across the states. This began in November and will be ongoing throughout the year. Each seminar is theme-based, addressing a different area of expertise. The main purpose, however, is for the participants to share ideas, techniques, challenges and advice. This form of collaboration and support is key for continued growth and knowledge in the program.

School site visits continued throughout the region, with a full sweep through the Phoenix, San Diego, Las Vegas and Los Angeles schools involved in the program. This year a Pacific West Coast regional conference in Seattle was well-attended, with the goal of providing a forum for local school principals to share ideas, offer their experience and expertise and assist each other in professional growth.

**“...SHARING IDEAS, TECHNIQUES, CHALLENGES AND ADVICE...ARE KEY FOR CONTINUED GROWTH AND KNOWLEDGE IN THE PROGRAM”**

RABBI LEVI SOLOMON, L'HAVIN WEST COAST REGIONAL REPRESENTATIVE

## COJDS SPEAKERS BUREAU

The Consortium of Jewish Day Schools' speakers bureau represents some of the most talented individuals in Jewish education who can take your school community to the next level. Our speakers are leaders in the field and can cover a wide range of topics even beyond the sample sessions listed here. We are pleased to make our speakers available to you at subsidized rates and look forward to working with your school community. To find out more or to book a speaker, email our Director of Educational Initiatives, Dr. Eli Shapiro at [eshapiro@CoJDS.org](mailto:eshapiro@CoJDS.org).

### RABBI HILLEL ADLER



*Rabbi Hillel Adler has worked in Jewish education since 2001. He has served both in the classroom as a teacher and in administrative duties utilizing his experience as a CPA to manage school finances. Since March of 2014 he has served as the National Director of Recruitment and Marketing for the Consortium of Jewish day schools with a mission of making day school education more accessible and attractive to the broader Jewish community. His extensive experience with small to midsize schools outside major Jewish metropolitan centers has served well in understanding the needs of schools that look to enrollment growth as a key ingredient to their success.*

Rabbi Adler utilizes a multi-pronged approach in assisting schools to improve both recruitment and retention trends. He enlists parents, school staff and school boards in using the “it takes a village” mentality to increase enrollment in day schools.

**AVAILABLE PRESENTATIONS:** **Parent Ambassador Workshop**  
**Staff-Parent Relations & Customer Service**

### ASHLEY CHARNOFF



*Mrs. Ashely Charnoff has worked in the field of Jewish Education for nearly two decades serving in various capacities from classroom teacher to school administrator. She currently serves as the Curriculum Coordinator for General Studies at the Torah Academy for Girls Elementary School in Far Rockaway N.Y. and as a Math Consultant for the Early Childhood division at the Shulamith School for Girls of Long Island. Her training as a Jewish New Teacher Project (JNTP) mentor has enabled her to found and facilitate a new faculty induction program. She has a diverse educational background, having earned a BA from Columbia University, a JD from NYU School of Law and a Masters Degree in Early Childhood and Special Education from Touro College. Additionally, she was a participant in the ELAI program in educational leadership from Bar Ilan University. Ashley has given workshops on Differentiated Instruction, Integrating Curriculum for Maximum Impact, Having Daily Math Conversations, and various other topics.*

**AVAILABLE PRESENTATIONS:** **Differentiated Instruction in Action**  
**Integrating Curriculum for Maximum Impact**

## RABBI ISAAC ENTIN



*Rabbi Isaac Entin is the Menahel of the Torah Academy of Greater Philadelphia. Rabbi Entin served as the founding Principal of Torah Day School of Virginia and as Principal of Phoenix Hebrew Academy for nine years.*

*Originally a high school teacher, he began teaching fifth grade and quickly fell in love with elementary education, developing Chumash, Mishna, Dinim and Tefilah curricula that promoted active engagement in the learning process.*

*As an administrator, Rabbi Entin pioneered innovative programs on a variety of topics from Derech Eretz to Inquiry-Based Science, producing students who are both well-rounded and high academic achievers. He has also lobbied for special needs services on both the local and state level as part of his commitment to see every Jewish child succeed in a Day School. Rabbi Entin holds a Master Degree in Educational Leadership and Administration from Barry University and Smicha from HaRav Yochanan Zweig. He is a graduate of Harvard University's Principals Institute as well as Bar Ilan University's Principal's Program.*

**AVAILABLE PRESENTATIONS:** **Difficult Conversations:  
Mastering Meetings with Parents, Students and Staff  
Customer Service for Schools  
Inspiring Judaism: Cultivating Positive Feelings and Passion  
for our Young Children**

## TEMIMA FELDMAN



*Mrs. Temima Feldman has over 20 years experience in school leadership and administration. She currently serves as the Elementary General Studies Principal of Torah Academy for Girls in Far Rockaway, New York, whose current enrollment exceeds over 1500 students. Mrs. Feldman has held numerous school leadership and consultancy positions in a diverse range of Yeshivot and Day Schools across the United States. Her areas of expertise include: differentiated instruction, curriculum development, classroom management, literacy development, behavior modification, instructional supervision, Myers Briggs, school home engagement and more. Additionally, Mrs. Feldman is the Associate Director of The Digital Citizenship Project, which teaches digital responsibility in the age of technology.*

**AVAILABLE PRESENTATIONS:** **Differentiated Instruction:  
More Effective and Less Time Consuming**

Classrooms reflect a wide variety of learning styles and abilities. Differentiating instruction means giving students multiple options for taking in and learning new information. The workshop explores the research and methodology behind a differentiated curriculum as well as offer pragmatic and real-time solutions for differentiation in a day school setting.

This session will teach methodology for differentiating instruction in the classroom. We will examine differentiation in three domains: content, process, and product. The workshop explores all aspects of planning a meaningful learning session and includes behavior management techniques.

During the workshop the participants will learn:

- How to vary the level of the content they present
- How to provide and manage a variety of learning environments
- Different modalities in which students can 'show what they know'

The workshop is taught using a variety of teaching methods, which teachers can implement as teaching strategies for their own classrooms.

The workshop is divided into three components, which culminates in producing an actual differentiated lesson.

- Why a differentiated curriculum works
- Understanding what differentiated instruction is and isn't
- Educators collaborating to plan a differentiated lesson

### **Best Practice for Better Schools: Using Data to Drive Instructional Action**

Mrs. Feldman will explore how to consistently collect data and utilize it as a formative assessment to drive classroom instruction and ultimately create better learning opportunities for our students. The session will also explore how to foster a better environment for student learning and how data can professionalize the academic culture for faculty.

## **RABBI YEHUDA FOGEL**



*Rabbi Fogel has worked in the field of Jewish Education and mental health for more than a decade serving in various capacities from classroom teacher, guidance counselor to school administrator. He currently serves as the Associate Principal of the Middle School Judaic Studies at The Hebrew Academy of Long Beach. Rabbi Fogel graduated with his MA in Educational Psychology from Columbia University. While at Columbia, he served as the Program Ambassador of the Counseling and Clinical Psychology Department and was a member of a Clinical Psychology research team. He also has researched and published in diverse areas, such as pathways to religious and spiritual development in adolescence, specifically pertaining to depression, attachment, addiction, and post-traumatic growth. He continued his studies at the Harvard University Principals' Center Art of Leadership Program and completed his Certificate in Advanced Education Leadership. Rabbi Fogel also graduated the Consortium of Jewish Day Schools Principals' Training Institute.*

**AVAILABLE PRESENTATIONS:**

- Data Driven and Individualized Instruction**
- Planning Differentiated Instructions**
- Developing Professional Learning Communities**
- Integrating Technology in a Limudei Kodesh classroom**
- Developing and Implementing Positive Behavioral Intervention and Support (PBIS)**
- How to Develop Your Students' Executive Functioning Skills**

## **BATSHEVA FRANKEL**



*Mrs. Batsheva Frankel has been teaching English, Judaic studies, creative writing and acting for over 20 years in a diversity of places throughout Los Angeles and the East coast. She has given lectures, classes and workshops for adults at Isralight Institute, JConnect, Jewlicious, Limmud (UK), Limmud-LA, American Jewish University, CIJE, NewCAJE and Pico Shul. In 2011, Batsheva began developing LaunchBox which was the winner of the Jewish Federation of Los Angeles' The Next Big Jewish Idea contest. As an educational consultant she has taught at teachers' conferences, schools and synagogues in the United States and the United Kingdom. Batsheva is also a full-time teacher and Dean of Faculty at Arete Preparatory Academy, as well as a published writer, performer and director.*

**AVAILABLE PRESENTATION:** **Lenses of Questioning**

In this age of instant information access and shallow sound bites, it is imperative that we don't lose the skill of thoughtful, critical inquiry. The Lenses of Questioning method (loosely based on the business model of Six Hats of Thinking), as taught in the 2.5 hour workshop, gives solid tools and includes activities to both model for and train students to ask, analyze and answer strong questions. This leads to deeper critical thinking skills and imaginative observations.

## JOSH GOLD



*Prior to moving into the Jewish Day School world, Joshua Gold worked in the New York City Department of Education for ten years as a teacher, department chair, new teacher mentor, and assistant principal. Mr. Gold worked first as a teacher at the High School for Sports Management, and then for seven years as a teacher and then school leader at NEST+m, NYC's premier Gifted and Talented school, and one of the best public schools in the country.*

*Mr. Gold holds a Bachelors Degree in Secondary Education - Social Studies from SUNY Cortland, a Masters Degree in History from Brooklyn College, and a Masters Degree in Educational Leadership and Organizational Management from Columbia University, where he was a Wallace Fellow. Mr. Gold is also a graduate of Columbia University's prestigious Summer Principal's Academy.*

*Mr. Gold has developed specialization in the areas of the psychology of leading adult development, developing social emotional learning curricula, and instructional leadership at large.*

*A sought after speaker and professional development facilitator, Mr. Gold currently serves as the Principal of HAFTR Middle School in Lawrence, NY.*

### **AVAILABLE PRESENTATION: Using Questioning and Discussion Techniques**

What role should questioning and discussion play in the highly effective classroom? What does accountable talk look like and how can we create structures to support student dialogue? What role should Bloom's Taxonomy and Webb's DOK play in the planning of questions?

These questions will be unpacked and analyzed using shared readings, educational research, and practical tools in an interactive workshop designed to give educators user-friendly strategies and principles to apply in their varied instructional settings.

In particular, by the end of this session, teachers will be able to do the following:

Identify the characteristics and critical attributes of highly effective questioning and discussion techniques, as defined by Danielson's Framework for Teaching.

Develop scaffolded questions in their discipline utilizing Webb's DOK and the Cognitive Rigor Matrix.

Understand the role of questioning in promoting inquiry-based learning.

Understand the role of essential questions in designing lesson and unit plans.

## MIRIAM GETTINGER



*Mrs. Miriam Gettinger has been a principal for the past 30 years, currently at the Hasten Hebrew Academy of Indianapolis and previously at the South Bend Hebrew Day School as well as at the helm of Bais Yaakov High School of Indiana. A graduate of Beth Jacob Teachers Institute of Jerusalem as well as Touro College, she has taught Limudei Kodesh to all ages from elementary to adult for over 40 years.*

*In addition, she has written for the Mercaz Teacher Training Journal "Classnotes" and Torah Umesorah's "Hamechanech" magazine and edited their reprinting of "How to Teach and Enjoy the Primary Grades" by Mr. Avi Shulman. She is the daughter of Rabbi Berel Wein and a noted educational consultant and national speaker.*

### **AVAILABLE PRESENTATION: Learning Targets – Performance for Understanding**

Go back to basics in creating an effective lesson. Session will focus on targeted learning to cut away the ambiguities in lesson planning that can hamper students learning. Teachers will learn the skills necessary to help students articulate in their own language the goal of the lesson and how they will know that they have reached that goal. Not only will such clarity empower the students who have mastered the material, it also allows for "recalculating" in specifying the skills or areas that remain unclear.

## AMY GOLDMAN



*Mrs. Amy Goldman is currently a Principal for the Department of Education at Public School 2, an elementary school in Jackson Heights, Queens. Prior to that she served as the school's Assistant Principal for 8 years. She has also worked as a UFT Teacher Center Staff Developer and coached teachers for 7 years. Amy began in the DOE as a reading specialist and fifth grade teacher and has been conducting staff development for over 20 years. She also serves as the Senior Educational Consultant for the Consortium of Jewish Day Schools' Principal Training Institute (PTI).*

**AVAILABLE PRESENTATION:** **Leadership and Practice**

Mrs. Amy Goldman brings her years of educational leadership experience to a variety of workshops including administrative leadership and best practices for classroom teachers.

## RABBI NETANEL GRALLA



*Rabbi Netanel Gralla currently serves as the Head of School at JFS in Staten Island. Rabbi Gralla was the founding Head of School of Yeshivat He'Atid in Teaneck, NJ, where he designed an innovative educational model based on creating a personalized learning experience for each child. Rabbi Gralla was a classroom Rebbi for 16 years as well as the Director of Special Services for DRS HALB in Woodmere, New York. He has lectured on a variety of topics from differentiated and data driven instruction, to leadership and culture building. He has worked with various foundations, lay leaders as well as educators for both startups and existing schools.*

**AVAILABLE PRESENTATION:** **Creating a Personalized Learning Experience for Each Student**

Rabbi Gralla will share his experiences in creating a groundbreaking school that serves as a model in the day school world for blended and cooperative learning. The most important feature of this model involves developing a culture of collaboration, problem solving and active learning. Many schools and foundations from around the country visit Yeshivat He'Atid to observe a paradigmatic example of a school that has a personalized tailor made curriculum for each student based on their method of learning. A nice feature of his system is that besides serving as a revolutionary model of learning, it manages to cut expenses and, hence, tuition costs.

## RICHARD HAGLER



*Richard Hagler has been the executive director of the Hebrew Academy of Long Beach since 1998. Prior to that he worked in the real estate and banking industries.*

*His responsibilities at HALB include, complete financial management of a 1700 student school, including budgeting, collections, financial aid, payroll, benefits, purchasing etc. In addition, over his career he has been responsible for the construction of new elementary school and high school facilities.*

*Richard is also responsible for the facilities management, security, transportation, and the yeshiva dinner and has successfully managed two capital campaigns totaling 15MM.*

**AVAILABLE PRESENTATIONS:** **School Finance**  
**Institutional Advancement**

## RABBI BARUCH NOY



*Rabbi Baruch Noy is currently STEM Coordinator for K-8 and an educational technology specialist at HAFTR, a pioneering and leading school in these areas. In this role, he oversees and teaches STEM classes, as well as provides professional development to Jewish Studies and General Studies teachers focusing on technology integration into the classroom. Prior to this position, he was a Jewish Studies curriculum coordinator and teacher, as well as a General Studies teacher, having experience teaching at 11 grade levels. Rabbi Noy holds a Master's Degree in Education from California State University, focusing on Curriculum and Instruction. In addition to his position at HAFTR, he delivers workshops to other schools focusing on STEM development and educational technology integration.*

### AVAILABLE PRESENTATIONS: **STEM Workshop**

Learn about a highly successful STEM program that covers elementary and middle school grades, and how to set up and train staff to offer a robust and advanced STEM curriculum. Specific focus will be placed on how to best use resources and create a startup program from scratch.

### **Jewish Studies Distance-Learning Program**

Come hear about a revolutionary program that harnesses the advantages of technology to provide top-tier Jewish educators to your own small school. Students will experience the power of learning and interacting with other Jewish students, in an interactive classroom that will allow for individual participation as well as cooperative projects and assignments between students of different participating locations. Learn about this opportunity and the prerequisites for joining in, and provide meaningful feedback to make this revolutionary program a success.

## TAMAR NUSBAUM

*Mrs. Tamar Nusbaum is a seasoned educator with an expertise in curriculum development and classroom management. She has been teaching all grade levels for the past thirty years and specializes in structuring scope, sequences and strategies to utilize classroom time to maximize student learning opportunities. As the creator of the L'havin U'lehaskil Chumash curriculum, Sefer Yehoshua and Tefila workbooks, she possesses both the technical know how for curriculum development as well as the critical skills for classroom integration. Her pedagogic approach ensures that each individual child and the class as a whole are engaged in a process of learning and growth.*

### AVAILABLE PRESENTATION: **L'havin Trainings**

Learn L'havin from the source. Mrs. Tamar Nusbaum, creator of the L'havin curriculum, conducts comprehensive trainings of the L'havin curriculum and shares best practices for implementation in the classroom. Mrs. Nusbaum also conducts trainings on the brand new Sefer Yehoshua curriculum.

## DR. ELI SHAPIRO



*Dr. Eli Shapiro is a licensed clinical social worker with a doctorate in education and over 20 years of school based experience in both the private and public sector. He specialized in student support and social emotional literacy in children and writes and lectures nationally on related social challenges impacting families and communities. Dr. Shapiro also serves as an adjunct professor for the City University of New York at York College, the founder and director of the Digital Citizenship Project, and the lead researcher on a national study on the technology habits of Jewish day school students, as well as a Senior Consultant for Educational Initiatives for the Consortium of Jewish Day Schools.*

### AVAILABLE PRESENTATIONS: **Digital Citizenship: What Every Educator Needs to Know About Technology's Impact on Student Functioning**

Dr. Shapiro will explore how technology impacts the social, psychological and behavioral functioning of children today and what educators can do to better manage their students technology habits. Data from the Digital Citizenships Project's national technology habits study will also be presented as well as how technology is changing the face of Jewish education and Jewish families.

### **Bullying, Cyber Bullying & Maladaptive Social Behavior**

This session will explore how teachers can identify, intervene and reduce the prevalence of negative social phenomenon that occur both in and out of the classroom. Dr. Shapiro will draw on both research and experience to present practical strategies that teachers can implement immediately to reduce bullying and promote positive peer relations, leaving more time for classroom teaching and less time managing classroom drama.

### **CSEs, IEPs, 504s, RTI, CSTs...Everything You Always Wanted to Know About District Process but Were Afraid to Ask**

Many teachers find the procedures for district evaluations and implementation of accommodations, modifications and supporting related services to be an intimidating prospect. Dr. Shapiro will walk you through the steps from referral to support and all the legal foundations behind it. Teachers will feel more confident in making recommendations to parents and what they can do to best support a child in the classroom.

## **RABBI AHRON ROSENTHAL**



*Rabbi Ahron Rosenthal is the Director of Yachad (National Jewish Council for Disabilities) in New York, and has been involved with the Consortium of Jewish Day Schools for the past 4 years. Previously he spent 9 years as an administrator at Yeshiva Har Torah in Queens, NY as well as Judaic Studies teacher for grades 4-8. Rabbi Rosenthal has presented on the topic of technology integration at educational conferences and in a number of schools in the U.S. and Canada. He has participated in the Day School Collaboration Network through the UJA, and is a graduate of the ELAI program through Bar-Ilan University and The Lookstein Foundation. He holds a bachelor's degree in History from State University of NY, a Master's in Educational Leadership from Bellevue University and is currently completing a Master's degree in Marketing from Yeshiva University's Sy Syms School of Business. During the summers Rabbi Rosenthal is the head counselor at Camp Kaylie in Wurtsboro, New York.*

### **AVAILABLE PRESENTATION: Integrating Technology into a Lesson**

A basic to intermediate workshop on effective ways of integrating technology into your classroom and lessons. Participants will learn practical programs, apps and tricks to help engage students and create a dynamic lesson. The goal of the session is to equip educators with tools that can be implemented into a classroom immediately. Most often, children interact with the world and access information through their smartphones, tablets and gaming devices. Explore creative ways to utilize the "language" that children speak to build a dynamic and engaging lesson.

## **ETTI SIEGEL**



*Mrs. Etti Siegel brings sound teaching advice to her audiences culled from her over 30 years of teaching and administrative experience. Etti is an Adjunct Professor, a Coach and Mentor, a Workshop Presenter, and a master teacher who has mentored and helped countless educators, student teachers, and parents transform many a difficult experience in the classroom into a positive year of growth in learning. She has served as an interim principal for an elementary school for six months, and ran a day camp for nine years, and a sleep away camp for four years. Her dynamic style and many practical workshops have been praised by principals as well as veteran and novice teachers. With a BA in Organizational Management, and an MS in Teaching and Learning/Educational Leadership, Etti's personal thirst for growth is constantly benefiting those who learn from her. She is a recent graduate of the Consortium of Jewish Day Schools Principal Training Program.*

**AVAILABLE PRESENTATIONS: Classroom Management Workshops:**

Higher Order Thinking - Higher Order Questioning Techniques  
Preparing the Perfect Lessons  
Alternative Testing and Assessment Strategies  
Formative Assessment/Checking for Understanding  
Collaborative Learning

Balanced Literacy  
Literacy in the Classroom  
Understanding the Different Learning Styles in Your Classroom  
Creating the “Safe Classroom”

**Topics on Teaching:**

Classroom Management for Veteran and Novice Teachers  
Assertive and Effective Discipline  
Differentiated Instruction  
Motivating Students  
Understanding Challenges in the Classroom and the Strategies to Deal with Them

They’re Misbehaving, Now What?  
Understanding the “Problem Child” in Your Class  
Building a Connection between Teacher and Student  
Building a Connection between Teacher and Parents  
Teach Like a Champion Workshops

## EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT

### ELANA FERTIG



*Mrs. Elana Fertig, MS Ed, is marking her 14th year as the Early Childhood Director at Yeshiva of South Shore in Long Island, NY following 3 years as the Early Childhood Director at Prospect Park Yeshiva in Brooklyn. Mrs. Fertig also serves as the Early Childhood Consultant for the Consortium of Jewish Day Schools (CoJDS) where she coordinates classes and workshops for Early Childhood directors and teachers. She is one of the founders of the Long Island Yeshiva Early Childhood Network and has presented at numerous workshops at schools and conventions throughout the tri-state area and the United States. She is also the author of “Infusing the Ruach in your School.” Elana’s forte is bringing the fun and excitement into your school, so children and staff will enjoy their learning and build memories for years to come.*

**AVAILABLE PRESENTATIONS: Making Sense of Your Senses: Using All of Yours Senses and Centers**

This is a science workshop, filled with hands-on, exciting, inexpensive, and developmentally appropriate ideas that will help you teach the senses, while using the parsha and/or yom tov as a kickoff idea. It helps you teach the senses throughout your centers, and has you teaching its sense, when it makes sense.

**Infusing the Ruach in Your School**

This workshop speaks about ideas from the book written by Elana Fertig, but expounds on the ideas, and adds more ideas and more ways to do PR for your school, as well as help you write about it for newsletters or newspapers. More hands-on, exciting ideas, school wide, inside or outside the classroom, trip ideas, ideas to help teach about parsha, yom tov, middos, mitzvos and more.

**Middos, Mitzvos, and Mindfulness**

The concept of mindfulness means to be present in the moment and to notice the world around us. This workshop will help you teach and be involved in mitzvah and middos lessons throughout the year. We will understand that the concept of mindfulness is also kavana, as well as noticing Hashem’s amazing world and taking care of our friends and family. The workshop is filled with art, math, literacy, writing and more creative ideas to teach specific middos and mitzvos in your classroom.

## CHAYA SHAPIRO



*Morah Chaya is a graduate of Bais Yaakov Toronto Seminary where she pursued a Bachelors Degree in Humanities. She has over two decades of experience in early childhood education and has been teaching kindergarten at Torah Academy for Girls in Far Rockaway for the past 18 years. Morah Chaya's warm and supportive style, and ability to identify and utilize the strengths of each individual student consistently earns her accolades and praise from parents and teachers alike. Through the use of differentiated instruction she has built a reputation as a teacher's teacher whose classroom lessons serve as a role model for preschool teachers worldwide. Morah Chaya has been a featured presenter at the Torah Umesorah National convention, for The Consortium of Jewish Day Schools and is a sought after facilitator for preschool professional development programs.*

### **AVAILABLE PRESENTATIONS:** **Reaching and Teaching Every Student, Even the Ones that Seem Unreachable**

In this session pre school teachers will learn tried and true methods for promoting appropriate participation of all their students including those that are shy, oppositional, distracted, etc. These strategies will maximize classroom functioning and student learning opportunities.

### **A Dollar and A Dream: Creating Classroom Games and Activities on a Budget**

Join Morah Chaya on a creative journey in how to use dollar store and household items to create fun and enriching activities for your pre school students. Through these games and activities your students will be engaged, having fun and most of all, learning.

### **Multi Sensory Teaching in the Pre School Classroom**

Session participants will learn how to utilize multi sensory techniques to maximize student learning. Teacher will learn to incorporate the use of visual, auditory, tactile and kinesthetic components into their existing lessons and through finding the sensory pathway or modality through which students learn best, students' learning experiences will be maximized.

## BECKY UDMAN



*Becky Udman, a certified "Becoming a Love and Logic Parent/ Teacher" facilitator incorporating the tools of Conscious Discipline into her presentations, has been lecturing both in the Dallas/Fort Worth area and throughout the country for close to twenty five years. Helping parents and educators keep the passion, while helping children gain confidence and independence, while enjoying the process. Audiences have enjoyed both the humor and the tools of parenting and classroom discipline. Becky has appeared on radio shows in Dallas and New York and writes a monthly column for The Texas Jewish Post. Her Parenting CD series has been enjoyed by thousands of people around the world.*

### **AVAILABLE PRESENTATION:** **Love and Logic and Conscious Discipline**

The goal of this workshop is to give teachers the tools they need to reach their ultimate goal of preparing their students for the future with the confidence, and tools to be independent and be assertive in a positive way. Through understanding basic brain function and why people act and react the way they do, teachers can better connect with their students. This connection is a prerequisite for all learning. Session participants will learn to create a classroom family where children feel they are important and valued, resulting in a natural decrease of attention seeking behaviors and social discord and bullying. Once these strategies are in place there are fewer discipline issues and teaching can take place in an environment that maximizes learning opportunities. This session utilizes both lecture format and interactive and role-play.

**TO FIND OUT MORE OR TO BOOK A SPEAKER, EMAIL OUR  
DIRECTOR OF EDUCATIONAL INITIATIVES, DR. ELI SHAPIRO  
AT [ESHAPIRO@COJDS.ORG](mailto:ESHAPIRO@COJDS.ORG)**

## CoJDS MISSION STATEMENT

**The Consortium of Jewish Day Schools (CoJDS) is dedicated to the empowerment, development, and improvement of Jewish day schools across North America promoting best practices using Torah values as our guide. Established in 2002 as a collaborative union among Day School principals, CoJDS today encompasses educators from many schools across the U.S. and Canada, providing a powerful forum for continuous collaboration towards the realization of mutual goals, training programs, and events. CoJDS provides financial incentives and subsidies, and an amalgam of formal and informal endeavors which together empower Day School administrators towards the achievement of excellence in their roles of educational leadership.**

The Consortium works in partnership with schools to formulate and apply an individualized support system tailored to each institution's distinctive character. CoJDS has developed a variety of approaches for the assessment, evaluation, and definition of a day school's particular needs, as well as the resources necessary to facilitate and

fulfill those objectives. CoJDS programs include: Judaic studies skills based curricula with computer generated reports; Job-Embedded Mentoring Program (JEM), which enables graduates of our Principals' Training Institute (PTI) to receive advanced coaching from experienced principals; student recruitment and marketing initiatives including financial incentives to attract new families; regional and national conferences for staff professional development; standardized assessment tools to aid data driven instruction; a national speakers bureau; edtech assistance for schools; school visitations and follow-up guidance; principal placement; peer support and networking opportunities; and teacher training directed toward the staffing of Judaic teachers in smaller communities. Our L'havin U'lehaskil Chumash Curriculum is currently used in over 150 day schools in North America, Panama, England, and Australia, by nearly 7,000 students annually.

CoJDS participant schools range from fledgling community schools to multi-campus institutions, from newly-formed enterprises to decades-old establishments, in small towns and major cities across the continent. The principals and heads of schools of affiliated institutions contribute their unique talents while simultaneously benefiting from the personal and professional experience of their fellow administrators, forging a cooperative construct of knowledge and expertise that ultimately serves to enhance the professional, managerial, social, and scholastic success of the Jewish Day Schools, its educators, and lay leadership.

סדוֹת לַחֲינוּךְ תּוֹרָנִי  
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