



Keeping an Eye on PTI



THINK TANK BY DESIGN PRINCIPAL TWO-DAY THINK TANK VI

Hundreds of principals and administrators throughout North America look forward to the 2019 Summer Think Tank. CoJDS takes their responsibility very seriously to make the best use of these busy educators' time. The planning for this year's Think Tank began almost as soon as last year's event was completed. The organizers partnered with AccuTrain to book top tier speakers and did the research necessary to organize the panels. This year, nearly every speaker at the Think Tank was chosen purposefully in order to introduce attendees to relatively new concepts that can easily be replicated in any school. In this way, not only was each session valuable and informative for the participants, but it also provided them with something concrete that could be implemented throughout the upcoming school year. Moreover, the Think Tank presenters are available through the CoJDS Speakers' Bureau for school professional development and ongoing consultation throughout the school year.

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This year's Think Tank reflected the shift in education over the last two decades from the cognizant domain to the affective domain. CoJDS partnered with Nefesh, the International Network of Orthodox Mental Health Professionals, and many of the presenters over the two-day conference focused on the social emotional component of education today. A highlight of the day was a panel discussion moderated by Dr. Rona Novick that explored the challenges school administrators and mental health professionals face when working together on behalf of a student. Rabbi Mordechai Yaffe, Ph.D., Ms. Debbie Hamburg, Dr. Karyn Feinberg, and Dr. Clark Goldstein participated in the panel and each gave valuable input on best practices to be followed while stressing the need to keep the lines of communication open. At the conclusion of the session, it was clear that both sides of the spectrum had the best interests of students in mind and that only by working together can this unique interdisciplinary relationship work best.

Building on their past success with bringing top-tier speakers to the Jewish day school world, CoJDS opened the first day of the 2019 Think Tank by featuring Brad Chapin presenting his self-regulation training system which can be used with all students, particularly those with behavioral or emotional self control issues. Chapin focused on evidence-based approaches used in cognitive behavior therapy and provided recommendations and strategies for dealing with individual students, small groups, classrooms, and the school as a whole. Equally informative was the next morning's keynote session which was presented by Dr. Thomas Hoerr and focused on the need to develop students' social emotional intelligence. Dr. Hoerr demonstrated how a school's culture can have a direct effect on the school's social emotional learning. Participants were introduced to the "For-

mative Five", a concrete guide that can be used when dealing with students' complex world.

The rest of the Think Tank's line up reflected the ongoing themes of social emotional learning and the ability to relate attendees' learning experiences to their individual staffs. Rabbi Avi Bossewitch introduced participants to the art of difficult conversations, coaching conversations and team conversations via the Fierce framework based on the research of the acclaimed author Susan Scott. Ms. Naomi Lipman continued with the theme of effective communication and focused on particular challenges educators are facing today. Using their personal experiences, both Rabbi Yaakov Sadigh and Rabbi Mordechai Yaffe, Ph.D., focused on the role a leader can play in his or her school culture with an emphasis on cultivating loyalty while addressing the needs of all who have a stake in the success of a school. These sessions were scheduled in a manner that allowed for participants to have many opportunities to network and reflect on the day. As the participants headed home, it was clear that the themes running throughout the days were certainly ones that they were looking forward to bringing back to the benefit of their staff and students.

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. ♦

"...both sides of the spectrum had the best interests of students in mind...only by working together can this unique interdisciplinary relationship work best."



The 2019-2020 PTI cohort consists of a group of talented, seasoned educators who are striving to build and expand their leadership skills and watch their school communities thrive as a result of their efforts.

Meet two of our cohort members:



SPOTLIGHT ON...

Rabbi Saul Haimoff, Psy.D.

Head Rabbi

The Brandeis School, Lawrence, NY

Rabbi Saul Haimoff, Psy.D., attended Yeshiva University as an undergraduate and then received his *smicha* at the Rabbi Isaac Elchanan Theological Seminary (RIETS) of Yeshiva University. He gained experience teaching *limudei kodesh* by participating in both the Ramaz Upper School and DRS kollels for two years each. He rounded out his experience as a member of the Camp Lavi *Chinuch* Staff for three summers and spent a year teaching 6th grade boys at HANC Elementary School. Rabbi Dr. Haimoff then spent 6 years completing his doctoral degree in clinical psychology at Long Island University - Post campus, with a specialty in treating children and adolescents with behavioral problems and anxiety.

Rabbi Dr. Haimoff now works as the Head Rabbi of The Brandeis School in Lawrence, NY. Brandeis is a small, Jewish community day school that provides an Orthodox education to a small, but diverse student body. As

Head Rabbi, Saul Haimoff oversees the entire Judaic Studies program, including curriculum enhancements, *hashkafa* (religious philosophy), and experiential components of Jewish education such as *tefillah*, holiday programming and *chessed* opportunities. It is a very exciting opportunity for Rabbi Haimoff to help Brandeis continue to grow and expand its unique role of servicing a religiously diverse community in the Five Towns.

Rabbi Dr. Haimoff is incredibly grateful to be a member of the Principal Training Institute, where he can further develop his leadership skills and learn from experts in the field of Jewish education. Consortium of Jewish Day Schools is an incredible resource to help him network with similar schools across the country and beyond. More than anything else, the relationships he has created since joining the organization have provided him with a peer support group that has been an invaluable benefit. ♦

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SPOTLIGHT ON...

Rabbi Igal Meirovich

Headmaster

Maimonides School, Santiago, Chile

Rabbi Igal Meirovich adds a unique dimension to the cohort as he hails from South America where he holds the position of Headmaster of Maimonides School located in Santiago, Chile. The Maimonides School is the only Jewish day school in Chile and was founded by Mr. & Mrs. Dov and Nancy Friedberg from Toronto 21 years ago. The Friedbergs continue to support the school as part of their bigger project of bringing back traditional Jewish life to Santiago and turning the tide of local assimilation. Rabbi Meirovich has risen through the ranks of the school serving first as a *Gemara* teacher, then advancing to the role of Judaic Studies Director, and finally overseeing the school at large as Headmaster to approximately 400 students and close to 100 staff members.

Rabbi Meirovich and his staff have been grateful and deeply moved by the manner in which CoDJS, and Rabbi Glass in particular, have reached out to his small and

distant community. To Rabbi Meirovich, the need for his relationship with CoDJS is clear-cut. "With no other Jewish day school within 1,000 miles, it is very important for us to connect to a broader network of Jewish education in order to expand our perspective and validate our practices. We also are very impressed by the way CoDJS has been able to blend the professional know how from the business world and top educational practices with traditional Jewish *chinuch* without losing its *neshama*." The PTI experience in particular has been a great learning opportunity for Rabbi Meirovich, who identifies with its thorough program and with Mrs. Feldman's energy and professional approach. "It also gives us the opportunity to share knowledge and ideas in order to address our common challenges as *mechanchim*," Rabbi Meirovich reflects, and it is indeed this feeling of a joined community both above and below the equator that is one the cohort's main goals. ♦

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משה רפאל
MAURICE RALPH JULIS
PRINCIPAL TRAINING INSTITUTE

FALL 2019 SEMESTER

All sessions will take place at CoJDS Cedarhurst Office | 395 Pearsall Avenue

Dinner 6:30PM | Workshop 7:00PM-9:00PM



TEMIMA FELDMAN

WEDNESDAY, SEPTEMBER 11, 2019

CORE LEADERSHIP: Maximizing Your Staff, Productivity and School Morale

Learn to identify different styles of leadership, self reflect on your own individual preferred approach and identify how that impacts your school culture. Master the art of switching between leadership approaches to achieve the results you want.

Temima Feldman currently serves as the principal for grades 1-5 at Torah Academy for Girls in Far Rockaway, NY, as well as the Associate Director of The Digital Citizenship Project. She has over two decades of educational and administrative experience and consults and lectures on numerous areas of school leadership.



RABBI YAAKOV SADIGH

WEDNESDAY, OCTOBER 30, 2019

CREATING "MAGIC" IN YOUR SCHOOL

Learn how to craft a school culture based on the successful Disney Business Model: the art of effective communication, attention to detail, earning "buy in" from shareholders, and conveying your compelling story. Help your staff feel a sense of pride and a feeling of loyalty. Build a collaborative toolbox of resources to implement in your own professional practice.

Cultivate a faculty of committed and passionate professionals who will work with you to create a community of lifelong learners.

Working in the field of Jewish Education for the past 25 years, Rabbi Yaakov Sadigh serves as the Head of School of the Hebrew Academy of Nassau County-West Hempstead Campuses. Intrigued by Disney's proven business model, Rabbi Sadigh studied with facilitators from the Disney Institute in both Anaheim and Orlando. He has incorporated Disney's best practice into an action plan, helping educators create a magical experience for faculty, students, and parents resulting in loyalty and customer satisfaction.



RABBI ISAAC ENTIN

WEDNESDAY, NOVEMBER 20, 2019

LEADERSHIP: Having the Difficult Conversations

Mastering Meetings with Parents, Students and Staff

Rabbi Isaac Entin is the menahel of the Caskey 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. 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.

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THE FORMATIVE FIVE



Any responsible educational workshop in today's day and age includes not only an academic component, but also the all-important social emotional factor that is at the crux of student success. The 2019 Co-JDS Think Tank featured renown author and educational leader Dr. Thomas Hoerr who introduced the hundreds of principals in attendance to the concept of the formative five and provided them with direction, personal anecdotes, and resources which clarified the promotion of these success skills in their staff and students. Dr. Hoerr classified these cornerstone skills as empathy, self-control, integrity, embracing diversity, and grit. Dr. Hoerr used the morning to explain each of these skills at length and how they apply to overall success. For example, he explained that in order for empathy to become an element of a school culture it needs to be part of everyone's vocabulary, starting as early as kindergarten, and should be a term that is used routinely. Dr. Hoerr further explained that there are three types of empathy: cognitive empathy, emotional empathy, and actionable empathy. Often it is easy for educators to limit their focus on the challenging task of cognitive empathy without moving into the realm of emotional empathy. This additional step would allow staff and students to feel what another person feels in addition to merely identifying the feeling, and, more importantly, the end

result would be actionable empathy. Once the formative five were clarified, Dr. Hoerr allowed all in attendance to view them in a most practical manner by tying these traits into a school's culture. He modeled, through anecdotes culled from his 34 years of experience, how the various components of an organization's culture (vision, values, practices, people, narrative, and place) can be used to teach the formative five skills which are critical to promoting an environment that allows for academic achievement and the positive school culture principals strive for. At the close of the session, the principals' feedback was positive. School leaders returned to their respective schools with the knowledge that intentionality and transparency are the keys to owning the culture of their schools and with the practical guidelines to grow their staff's and students' social emotional learning come the new school year in September. ♦

*Thomas R. Hoerr, Ph.D., retired after leading the New City School in St. Louis, Missouri, for 34 years and is now the Emeritus Head of School. He is currently a Scholar In Residence at the University of Missouri-St. Louis and teaches in the Educational Leadership program, preparing prospective principals. He also leads the ISACS New Heads Network, helping new leaders of independent schools. Hoerr has written five books – most recently, *The Formative Five* (2016). He is currently writing a successor book, tentatively titled *SEL: School Culture and the Formative Five*. Hoerr has written more than 140 articles, including "The Principal Connection" column in *Educational Leadership Magazine* from 2004 to 2017.*

*"...intentionality
and transparency
are the keys
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PTI PARTICIPANTS PRESENT AND SHARE: LEADERSHIP AT ITS BEST

CHANA SCHWARTZ

Identifying your “lollipop moment”, finding your first follower as seen by the dancing guy, and cultivating opportunities for leadership, were among some of the tips that were delivered by Mrs. Feldman during the first official PTI session focused on targeted leadership skills. Based on the work of Daniel Goldman, six different leadership styles were analyzed and discussed. Participants were guided to best use each style ranging from authoritative to democratic and everything in between and adjusting styles according to the school’s needs.

Mrs. Feldman highlighted how every lead-

er should look for their “lollipop moment.” Each one of us has moments of greatness and the ability to create positive impact on teachers and students alike. Another concept that Mrs. Feldman introduced was “the first follower.” This idea explains how being the first follower makes the individual into a new leader. The leader must credit the first follower for “being the spark that made the fire.”

I am looking forward to developing my innate abilities and gaining many skills to be a successful leader in improving Jewish education for the next generation. ♦



*To schedule a Professional Development program for your teachers using the **L'havin U'lehaskil** curriculum, please contact info@cojds.org or 516.368.3333.*

Planning your professional development for the 2019-20 school year?

Do you need a speaker for your school?

Want to host a regional professional development program?

Partner with the Consortium of Jewish Day Schools to meet your school’s professional development needs. Let our team customize solutions for your school and community.

For more information please contact **Dr. Eli Shapiro**, Director of Educational Initiatives, at eshapiro@cojds.org



PTI PARTICIPANTS PRESENT AND SHARE: MS. LIPMAN AND COMMUNICATION

MENACHEM BORNSTEIN



As a first-time principal, I found the session Ms. Lipman gave on communication to parents both valuable and informative. One of

the issues that educators often struggle with is how to convey their message in a way that the parents will be positively receptive. Ms. Lipman gave multiple examples as to how teachers can effectively respond to parents, and even a few examples of mistakes teachers made while reaching out to parents. While some of those emails might have been amusing, we must remember that they represent real life correspondence and that parents who received these messages were not impressed.

One of the biggest lessons I learned from the session is to be proactive in contacting parents. Rather than doing damage control after something concerning happens, reach out first to the parents so

they have a teacher's perspective of what occurred. Having a clearer understanding of the situation with all of the facts can often help mitigate a potential problematic situation. This also creates a stronger sense of partnership between parent and teacher, as the phone call demonstrates not just the teacher's concern for what occurred, but a desire to work in consonance in steering the child towards more positive and productive behavior. It demonstrates the teacher's investment in the child's overall growth.

Being clear with the teachers before the year starts on how to properly communicate with the parents will go a long way towards helping the staff initiate a satisfactory connection with the parents (in fact, this is going to be one of the focal points in my own PowerPoint presentation when I meet with my teachers right before school starts). We must remember that we are all on the same team, whose goal is to help the student achieve success throughout the year. ♦

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RESPONSIBILITY- CENTERED DISCIPLINE TRAINING OPPORTUNITIES

WITH LARRY THOMPSON



Presentation at Torah Academy of Boca Raton, FL 08.27.19



Presentation at Torah Prep School, St. Louis, MO 08.22.19



Presentation at Hebrew Academy Community School, Margate, FL 08.21.19



Presentation at Hebrew Academy of Long Beach, Woodmere, NY 08.28.19



Presentation at Torah Academy for Girls, Far Rockaway, NY 09.03.19



*Presentation by Eric Clark at
Akiba Academy, Dallas, TX 08.13.19*

GIVE 'EM FIVE



Since introducing Larry Thompson and his “Give ’em Five” methodology at the CoJDS 2018 Summer Think Tank, thousands of day school students across North America are benefitting from Responsibility-Centered Discipline. During one-

day or two-day workshops, Mr. Thompson introduced his ongoing model to teachers in their own school settings and provided the teachers with the tools and coaching to help ensure school-wide implementation. The feedback from the training has been tremendous, with the beauty being that the process is guided enough that teachers can be coached to gain mastery over the basic skills, while it is fluid enough to allow each individual teacher to use his or her own natural dialogue when interacting with students.

Mr. Thompson’s concept of Responsibility-Centered Discipline is in line with a primary goal of most Jewish day schools which is to have students take responsibility for their actions. The program’s emphasis on building strong school foundations is also one that is echoed in Jewish day schools across the world. This discipline system expects educators to clarify the qualities, skills, and attributes that they most want their students to leave their day school experience with, and in this way they provide a common language to help support their students in aligning their behaviors to these goals.

Responsibility-Centered Discipline at the core focuses on six keys that a school must have in place in order to increase the climate of responsibility in a school. Students must understand the benefits of changing a behavior in order to develop the self-control necessary to make a change. The student can only then take responsibility in an environment where teachers set forth clear expectations for students and enforce these expectations in a consistent manner. This removes many of a student’s excuses for not being accountable for their actions. During the workshops, Mr. Thompson gave his audience clear tools to assure emotional control and positive leadership in challenging moments in an effort, again, to make sure the focus is on the student and his responsibility. Once

this framework is in place, Mr. Thompson explained that a student could take accountability for a problem and most importantly generate, articulate, and implement the solution he has created.

Several hours of the day-long workshops were dedicated to giving school teams a concrete methodology in order to begin the new school year with the roll out of Responsibility-Centered Discipline. “Give ’em Five” is a guided conversation checklist that allows school staff to shift the responsibility of students’ actions back on to them. While working through a “Give ’em Five” conversation with a student, an educator will cover areas of support, expectation, breakdown, benefit, and closure. For example, the conversation may begin with a discussion of student expectations based on the core beliefs mentioned above and then proceed to an outline of the breakdown, i.e. the identification of where things are failing to be successful. Each conversation must end with closure where the child brainstorms about how to change his behavior. This helps switch the entire conversation to be about the student and guides the student to ultimately take responsibility for the actions. Mr. Thompson readily admitted that his “Give ’em Five” methodology is not natural to most teachers. It is for this reason that practice, practice, practice is built into each workshop and embedded in the rollout within the schools. Participants had many opportunities to role play difficult conversations and reflect on which of these five essential pieces were difficult for them to absorb. This practice and reflection is built into the program and will continue in individual schools throughout the year.

For the schools who have benefited from CoJDS and the Thompson workshops, it is clear that the new school year will not be the same. As Mr. Thompson himself mentioned throughout the workshop, “Educators must think of self-control as a muscle that students need to exercise in to strengthen that muscle.” Many schools now find themselves in an enviable position of being able to transform their school climate into one that helps each and every student gain responsibility that will hopefully serve them for a lifetime. ♦

“Students must understand the benefits of changing a behavior in order to develop the self-control necessary to make a change.”



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 and using traditional *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.

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