



Keeping an Eye on PTI



Lilmod U'lilamed visiting Hebrew Academy of Cleveland, OH, Rabbi Simcha Dessler, Menahel/Educational Director, May 9-10, 2022

LILMOD U'LILAMED: CHINUCH FOR MECHANCHIM

BY RABBI AARON KUTNOWSKI, HEAD OF JUDAIC STUDIES, HALPERN AKIVA ACADEMY, CALGARY, ALBERTA, CA



"Are you sure you are up for this, *Reb* Aaron?" Rabbi Heshy Glass asked.

"Yes." I heard myself say.

And with that, I had just accepted the position of Head of Judaic Studies at the Halpern Akiva Academy in Calgary, Alberta, Canada.

"It should be with *bracha*, *hatzlacha* and *mazal*." concluded Rabbi Glass.

The phone line went dead, and I rushed over to tell my wife, Chaviva, the news. After congratulating each other, my wife asked, "So, now what?" I shrugged my shoulders and said, "I'm not really sure."

I have taught Judaic Studies for nine years; the first two years were for a special educational institution called Zareinu in Toronto, (which has become Kayla's Children Centre), followed by seven years for the Hamilton Hebrew Academy (HHA). I have also had some administrative experience as the Judaic Studies coordinator for the HHA's Student Support Team (SST), but a small voice kept asking if this was enough to prepare me for this new role.

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RECAP: INNOVATIVE SCHOOL SUMMIT

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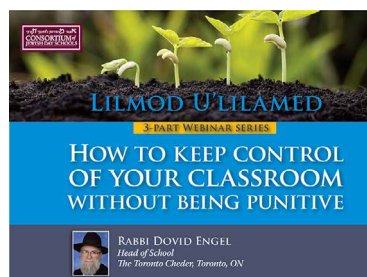
SPOTLIGHT ON...

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A few days later, I received a conference call from Mrs. Irina Be'eri and Mr. Alex Linetsky, president and treasurer of the Halpern Akiva Academy board. "We have just recently spoken with Rabbi Glass - and if you'd like - we can enroll you in the Consortium of Jewish Day School's *Lilmod U'Lilamed* program. We place a high value on professional development and if you think it could be beneficial, we think it could be a great learning experience." I breathed a sigh of relief. "That sounds great. When do I start?"

The *Lilmod U'Lilamed* program has two main components: a series of educational seminars and a mentorship placement. I jumped in with both feet and made contact with Rabbi Zecharia Weitz, Director of *Lilmod U'Lilamed*. He shared the seminar schedule for the coming weeks and I received timely weekly emails with the Zoom links for each session.

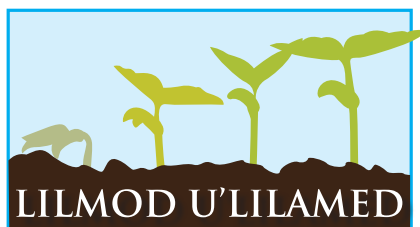
Rabbi Weitz was so easy to talk to. He welcomed me with open arms and made me feel like I was doing him the favor for signing up to the *Lilmod U'lilamed* program. His genuine friendliness, matched only by his unmatched humility, made me feel like I was talking to a close family member. He has guided all of the mentees and mentors in the *Lilmod U'lilamed* program with courtesy, professionalism and respect. Where he finds the time to organize and coordinate all of these speakers and to stay in close contact with everyone is a mystery. CoJDS is privileged to have a *mechanech* of this caliber among its dedicated staff.



The first three seminars were given by Rabbi Dovid Engel, the *menahel* of The Toronto Cheder. The sessions mainly covered the topic of classroom management and its

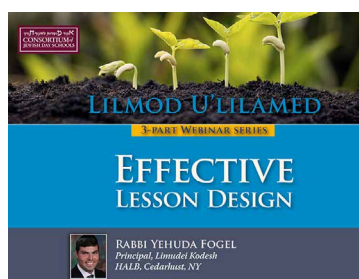
corollaries. This is a highly discussed topic and there were many excellent ideas shared, such as:

- Making the most of *Elul* for class assessment and proper proactive planning for the year.



- How essential it is for each *rebbe* and *morah* to know their students and family life, and have a real relationship with them. This can be done by facilitating *shabatonim* for teachers and students.
- Importance of schoolwide routines and consistently referencing them, allowing no wiggle room.
- The pitfall of removing the child from the problem instead of removing the problem from the child. *Chinuch* happens only when facilitating the problem being removed from the child.
- How to create a culture of life-long learning, as well as understanding the proper definition of *chinuch*: The actions that we do to cause our children to experience pleasure in having a relationship with *Hashem*, desire this internally, and learn how to achieve it on their own.

- The kindness done by teachers who give students a clean slate at the beginning of the year and allow them the opportunity to redefine themselves as a "good" student.
- Creating learning opportunities for the parent body of a school community, such as bi-monthly *shiurim* for fathers of students, so they can become part of the learning and teaching process as well.
- The error of punitive control through prizes or punishments, and exploring alternative methods.
- The responsibility of the teacher to excite and create interest in the subject matter for the students, and the need for differentiated instruction and experiential learning.



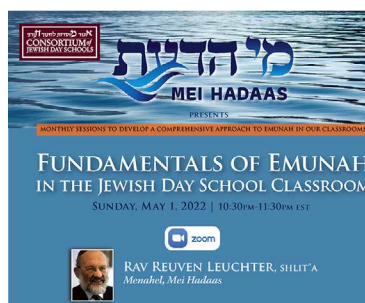
The next three seminars were given by Rabbi Yehuda Fogel, the associate principal of *limudei kodesh* at the Hebrew Academy of Long Beach

(HALB). The sessions covered effective lesson planning, learning strategies and assessment tools. Rabbi Fogel expertly covered these topics. Some of the take-away ideas were:

- Open the year with a skill assessment. This will help lesson planning be more tailor-made to the particular students. It will also allow appropriate learning goals to be set from the onset.
- Highlight "good" mistakes that occur in class that can be turned into a teachable moment. It is a great opportunity

to explain how mistakes are an integral part of the learning process.

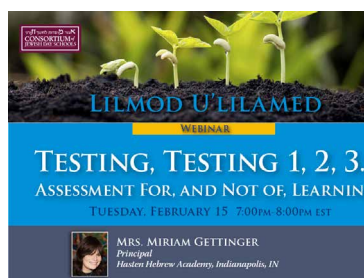
- The importance for administration to allocate adequate time for teaching preparation. As well, when possible, have *morot* and *rebbeim* teach the same grade so that they can continue sharpening their curriculum and knowledge of the teaching material.
- The goal of teaching must focus on the “*nefesh shel Torah*”, and not simply data points or facts. Skills are essential, but more specifically as a bridge to the true learning goal and not an end in itself.
- Utilize the **KWL** method to structure classes. Start with establishing what we **Know**, continue to identify what we **Want** to know, and conclude with what we have **Learned**. It’s an easy structure for students to get used to and follow. It’s a great way for a teacher to take class inventory of knowledge, excite student curiosity and conclude with evidence of learning.
- Do 7-minute writes with a prompt question to begin a class or topic. This allows students to engage in the learning processes and can be done so independently.
- Invest in self-paced learning options and the uses of technology in the classroom. Both can be a real asset for teachers and school. They can be constructed collaboratively and are reusable.
- The importance of collecting aggregate data. This can be accomplished by marking tests and questions across the entire class or even the school.
- Adhering to and setting teaching standards, such as CoJDS’ JSATs which will allow a school administration and board to make data-driven educational decisions.



The next three seminars were given by Rabbi Reuven Leuchter, a primary disciple of Rav Shlomo Wolbe. The sessions discussed *emunah* and *hashgacha pratis*. These conversations might have been the most surprising. Rabbi Leuchter really pushed the participants to think deeply and sincerely about the topic. Some ideas that he focused our attention to were:

- *Emunah* should not be treated like a static subject. It is a dynamic concept that should interact with each and every part of our own personal lives.

- One of the main ways of understanding *emunah* is infusing it within a story, similar to how *Hashem* constructed the *Torah*. Therefore, do not turn the *chumash* simply into a book of facts; instead, it has to be approached as the Jewish people’s personal story. We cannot turn phrases like, “*Avraham Avinu*” into dead epithets. We must show the students that we see *Avraham* as our father.
- Focus lessons on the important lessons *Hashem* is teaching us, rather than technical components of the *chumash*. For example, the episode of *Dasan* and *Aviram* taking extra *mahn* during the week and becoming wormy and spoiling showed the great miracle that occurred on *Shabbos* when it remained fresh from intake on Friday.
- The lessons must be excavated out of the *chumash* by the class, as this investment to understand the messages will cause it to be internalized. These lessons must also be constantly highlighted and repeated. Again, this is because *emunah* is not simply a piece of information. It is a way of life.



There was also a stand-alone lecture by Mrs. Miriam Gettinger, principal of the Hasten Hebrew Academy of Indianapolis, Indiana, on assessments. Mrs.

Gettinger’s passion for *chinuch* and depth of knowledge on the subject made the lecture especially memorable. A major focus of her discussion centered around the interplay of memory and assessment. Some of the topics covered were:

- The abilities of students to focus is, generally, the age of the child plus two (i.e. a 5-year-old would be able to sustain his focus for a maximum of seven minutes). The maximum time of sustained focus is 20 minutes. This must be kept in mind for appropriate planning of lessons, learning goals and assessments.
- Students can recall a maximum of six chunks of information at a given time. As well, the beginning and the end of a lesson are usually easier for students to recall than the middle. Consolidating the learning at the end of a class can greatly facilitate student memory.
- She outlined the five types of memory (semantic, episodic, automatic, procedural and emotional), as well as discussed how many “standard” forms of teaching solely utilize semantical memory, while the other four forms generally have much easier recall for students.

- Assessments are for students and teachers because assessments facilitate learning, as well as deepen it, and should not simply be about the external motivation of grades. There are three forms of assessments: pre-assessment, formative and summative assessment. A greater focus should be made on formative assessment (during learning), as well as the importance of summative assessments matching learning goals.
- Assessments quantify three areas of learning: performance, i.e. achieved knowledge; process, i.e. work habits and effort; and progress, i.e. development of learning outcomes over the course of a unit. Mrs. Gettinger closed by discussing the reporting of assessments by separating out *derech ertz* and effort, creating space for students to achieve in other areas besides academics. Stress is then placed on *middos* and striving for better, rather than simply “good” grades.



The last three seminars were given by Kris Pease, Ken Yoon and Joanna Albertine, respectively, of Cross River, a financial services organization

that provides technology infrastructure to fintech and technology companies, and the corporate sponsor of the *Lilmod U'lilamed* program. The lectures covered acquiring financial literacy in an educational setting. Some ideas that they focused our attention to were:

- Before developing and expanding credit, one should have the appropriate knowledge and behaviour to manage it.

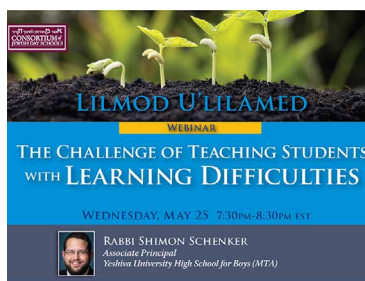
Defined credit and credit score as the quantified trust of another person for future payment of a loan, credit card balance, etc. Discussed the variables that contribute to this, as well as the advantages and disadvantages of taking credit.

- Listed the types of credit: credit cards, installment loans, service credit, revolving credit, student loans, and single payment credit. Described ways to establish credit as well as maintain creditworthiness while growing it.
- Contrasted good credit history to bad credit history to show the savings and value of developing and maintaining good credit. Showed the cost of credit and how much a small percentage impacts large loans, such as mortgages.
- Creating accountability over personal finances to plan, manage, track and forecast it. The main factors that affect one's budget are income (earnings, investment portfolio, and other revenue streams) minus expenses (fixed and variable, plus taxes), equaling a surplus or shortfall. These factors can be tracked weekly, monthly, quarterly or annually.
- Setting short, midterm and long-term financial goals by defining needs, wants and luxuries, as well as writing down specific measurable goals. Access financial technology, such as Inuit Mint, Quicken and Excel. Allowing all of this to help plan for retirement responsibility.

The last lecture session was given by Rabbi Shimon Schenker, Associate Principal of Yeshiva University High School for Boys (MTA), on “Understanding Learning Difficulties”. I began my teaching career in a Special Educational Satellite Classroom and Rabbi



Rabbi Eli Moshe Janowski, Rebbe, Hebrew Academy of Cleveland and Lilmod U'lilamed mentee, teaching during a school visitation



Schenker truly comprehensively covered the gambit of learning disabilities (LD). Some takeaway points were:

- The concept of Response to Intervention (RTI) options: Tier 1 response: classroom supplementation; Tier 2 response: small group intervention; Tier 3 response: one-on-one attention.
- As a Torah value, it is important to keep each and every LD student feeling that he/she is part of the broader school community. This necessitates minimizing Tier 3 responses when possible to meet the student's needs without it.
- The importance of understanding different students' primary learning style: visual, auditory or kinesthetic. Classroom teachers are encouraged to teach utilizing all three forms of learning. Visuals were highlighted to play a greater role in learning in the current modern environment, as many are exposed to devices and their visual allure.
- Some warning signs of LD are, but are not limited to: poor grades, attendance, memory or attention concerns, lagging skills in reading, writing or computational execution, and self-control, social or emotional issues.
- At times, a particular learning disability can be assigned and diagnosed by psychologists, occupational therapists or speech and language therapists. A student should never become his/her disability, *chas v'shalom*. The teacher must constantly highlight each student's strengths and abilities.

Rabbi Schenker closed by discussing the importance of generalizing learning accommodations across classrooms and schools.

All the sessions were facilitated by Rabbi Baruch Noy, the Educational Technology Consultant of CoJDS, over Zoom. Rabbi Noy did a great job communicating participants' questions to the presenters.

There were other sessions, and they were all really quite inspiring, but the mentorship placement was just beyond imaginable. Since I was living in Hamilton, Ontario, I was a short hour's drive from Toronto and Rabbi Dovid Engel, the Director of the Principal Training Institute (PTI) of CoJDS and *menahel* of The Toronto Cheder. Rabbi Engel immediately found time in his busy schedule to meet with me bi-weekly in person at The Toronto Cheder, in addition to email and text correspondences throughout the week. This was a gift from *Hashem*, as many of the other mentees were not afforded this luxury of so much in person contact with Rabbi Engel. It was similar to experiencing *shimush*, but for an administrative role rather than for *semicha*. His ability to advocate for students and teachers alike was not something he simply paid lip service to. I was able to see firsthand the calm demeanor he displayed towards the students, knowing each and every one by name, as well as constantly predicting what their needs would be. I saw Rabbi Engel stand

An excellent mechanech empowers his talmidim to continue learning for themselves.



Lilmod U'lilamed representatives together with mentees and administrators of Hebrew Academy of Cleveland, OH



Rabbi Simcha Dessler, Menahel/Educational Director, Hebrew Academy of Cleveland, OH, addressing Lilmod U'lilamed participants

up and personally help a student make a bowl of cereal when he was hungry. I saw him calm an upset student who was slowly unravelling, on the brink of going home. I saw Rabbi Engel de-escalate a situation with two students, as well as guide them to resolve the situation, providing alternatives to avoid issues in the future. One thirsty *rebbe* came in and used the SodaStream to make some seltzer, while another *rebbe* talked off to the side of Rabbi Engel's office about a sensitive, complex family dynamic. And then there was the personal help I received, such as helpful tips

to properly run my *Pesach seder*; getting each family member involved and invested in just the right way.

But the mentorship component didn't end there. Behind the scenes, Rabbi Engel cajoled Rabbi Glass to have a *Lilmod U'lilamed* Conven-

tion, feeling the need to bring together the mentors and mentees from across North, and even, South America. This convention ended up taking place in Cleveland, Ohio, hosted by the Hebrew Academy of Cleveland. The two-day convention began with a quick meet and greet at the Hyatt Legacy Hotel, followed by dinner at Arova. The main event of the first day was a three hour session with Larry Thompson, author of "Give 'Em Five" and "Roadmap to Responsibilities", on Responsibility-Centered Discipline (RCD), in the Hebrew Academy of Cleveland's grand auditorium. The first day didn't end there though; it concluded with an informal debriefing led by Rabbi Engel back at the Hyatt hotel. We heard about the inception of CoJDS from Rabbi Glass, as well as some of the lead up to the *Lilmod U'lilamed* program from Rabbi Weitz. Other projects were discussed and suggested, such as future conventions and the importance of mentees developing into mentors themselves. Various mentors and mentees shared invaluable insights and stories, while Rabbi Engel made sure everyone was well fed. The next day began with a beautiful *shacharis* with

LILMOD U'LILAMED CLEVELAND CONVENTION	
MONDAY, MAY 9 - TUESDAY, MAY 10, 2022	
CoJDS thanks the Hebrew Academy of Cleveland for hosting this event	
MONDAY, MAY 9	
8:00PM-8:30PM	ARRIVAL & CHECK IN AT HYATT PLACE CLEVELAND
8:30PM-9:00PM	DINNER AT AROVA RESTAURANT
9:00PM-10:00PM	RESPONSIBILITY-CENTERED DISCIPLINE BY LARRY THOMPSON AT HEBREW ACADEMY OF CLEVELAND
10:00PM	MAARIV
TUESDAY, MAY 10	
7:45AM-9:00AM	SHACHARIS FOLLOWED BY BREAKFAST
9:00AM-9:30AM	ADDRESS BY RABBI SIMCHA DESSLER
9:30AM-10:30AM	CLASSROOM VISITATIONS
10:30AM-11:30AM	PUTTING IT ALL TOGETHER
11:30AM-12:00PM	LUNCH
12:00PM	TEFICHECH ESHALOM
CROSS RIVER	
Free admission, registration required	
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At every stage of the Lilmod U'Lilamed program, we are encouraged to fully involve ourselves in the learning process, which truly enhances our ability to fully integrate the many lessons taught.

the grade 5 and 6 boys of the Yeshiva Ketana of Cleveland. After breakfast, we were given a tour by Rabbi Simcha Dessler, *menahel* and educational director of the Hebrew Academy of Cleveland, of the 92-acre former Oakwood Country Club campus, which now houses over 1,000 students, as well as *Kollel Ateres Nochum Zev*. Rabbi Dessler spoke about the origins of the school and education in general. He highlighted the importance of taking *achrayus*, highlighting the precedence of this in the *Torah*, where Yehuda's success in keeping Binyamin from *Tzafnat Paneach* only came after "*Vayigash*" - he stepped forward with *achrayus*. This echoed the school's own history, beginning in 1943 with Rabbi Nochum Zev Dessler who literally knocked on doors to introduce and promote a revolutionary concept - a Jewish day school - at a time when the Jewish day school model literally did not exist yet. The day concluded with a lecture by Rabbi Engel on "Making Your Clients' Everyday School Experience a Positive One". This lecture was packed with precious pearls of wisdom. Afterwards, a participant commented to me how impressed he was with the breadth and depth of the lecture. I informed him that I am fortunate to have these classes regularly with Rabbi Engel. And even as we were saying our good-byes to our new friends and colleagues, finishing up our photo opportunity at the entrance to the exquisite Hebrew Academy of Cleveland, Rabbi Engel pulled me aside to ask when we would be meeting next.

When I safely returned from the convention, many friends and family asked how it was. I answered, almost dumbstruck, "It was awesome." Thinking about it now, it was another tremendous opportunity to, in some small way, be *mishamaish* Rabbi Engel. Even with our packed schedule, he etched out time to compliment and encourage current *rebbeim* enrolled

in the program. It is unique to see how Rabbi Engel teaches and treats his *rebbeim*, as well as helps lay the foundations and teach the proper perspectives for future administrative positions.

"So, how're things going?" Rabbi Glass asks.

"It's been amazing." I responded.

"OK. But can you be a bit more specific?"

"An adequate *mechanech* teaches his *talmidim*. An excellent *mechanech* empowers his *talmidim* to continue learning for themselves. At every stage of the *Lilmod U'Lilamed* program, we are encouraged to fully involve ourselves in the learning process, which truly enhances our ability to fully integrate the many lessons taught. Rabbi Dovid Engel is the proverbial "cherry on top". New and old ideas are explored in earnest determination to fully appreciate the end position taken. In his accepting and encouraging way, Rabbi Engel constantly urges us to speak up and share our differing viewpoints, constantly exhibiting how a continuous learner acts."

"Wow. That was specific. Well, *Reb* Aaron, how do you feel now? You up for it?" Rabbi Heshy Glass asked.

"Only with *Hashem's* help, but definitely," I heard myself say. ♦

Rabbi Nachum Aaron Kutnowski is a seasoned Judaic Studies educator. He is currently relocating his family to Calgary, Alberta, Canada, to fill the position of Head of Judaic Studies at the Halpern Akiva Academy (HAA). He is passionate about facilitating a genuine relationship with Hashem, Torah and Mitzvot, and the Jewish people. Rabbi Kutnowski holds an honors degree in English Literature from York University of Toronto, various certificates from Geneva Centre for Autism, and is a proud recipient of a certificate of completion from the Consortium of Jewish Day School's (CoJDS) Lilmod U'Lilamed program.

It is unique to see how Rabbi Engel teaches and treats his rebbeim, as well as helps lay the foundations and teach the proper perspectives for future administrative positions.

For more information about the *Lilmod U'Lilamed* program, please contact info@cojds.org or zweitz@cojds.org

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LILMOD U'LILAMED CHINUCH TRAINING PROGRAM 2022

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How to Keep Control of Your Classroom Without Being Punitive



RABBI DOVID ENGEL
Head of School, The Toronto Cheder,
Toronto, ON

Effective Lesson Design



RABBI YEHUDA FOGEL
Associate Principal, Limudei Kodesh,
HALB, Cedarhurst, NY

Teaching Emunah



RAV REUVEN LEUCHTER
Manhig Ruchani, Ner Le'Elef,
Israel

Testing, Testing 1, 2, 3... Assessment For, and Not of, Learning



MRS. MIRIAM GETTINGER
Principal, Hasten Hebrew Academy,
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RABBI YERACHMIEL GARFIELD, ED.D
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The Importance of Chinuch, Cornerstone Foundations, and the Characteristics of a Successful Mechanech



RABBI ZEV LEFF
Mara D'Asra, Moshav Mattisyahu,
Israel

The Challenge of Teaching Students with Learning Difficulties



RABBI SHIMON SCHENKER
Yeshiva University High School for Boys (MTA)

Larry Thompson, Responsibility-Centered Discipline, presenting to Hebrew Academy of Cleveland faculty, May 9, 2022





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so we can do well.

**Empowering innovation and technology is as
important to us as emboldening organizations
that work tirelessly on behalf of others.**

Cross River is, therefore, a proud supporter of Consortium of Jewish Day Schools (CoJDS) and applauds its leadership and staff for their hard work on behalf of the families they represent. We're honored to be included as a sponsor in this event and wish continued success in CoJDS' endeavors on behalf of the Jewish community.

RECAP: INNOVATIVE SCHOOL SUMMIT




JOIN THE COJDS COHORT OF JEWISH DAY SCHOOL EDUCATORS ATTENDING THE



PRE-CONFERENCE 2-DAY EVENT

Wednesday, March 30 | 9:00AM-4:00PM

Thursday, March 31 | 8:00AM-1:00PM

Marriott Marquis | 1535 Broadway, New York, NY

DINNER AT **Le Marais**
A hot (delicious) with love

REGISTRATION FEE: \$250

FEATURING






LARRY THOMPSON, M.ED. MIKE PAGET, M.ED. TOM MAGLISCEAU, PH.D. BRAD CHAPIN, M.S.

To register, please visit cojds.org
 For more information please email info@cojds.org

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Throughout the years, Consortium of Jewish Day Schools (CoJDS) has prided itself in searching out cutting edge social and emotional concepts in the broader world which can be garnered to enhance *chinuch* in Jewish day schools. For two days at the end of March, over 100 school administrators, teachers and school mental health professionals joined together with the Consortium's leadership to participate as a group in the Innovative Schools Summit's exclusive pre-conference event in Manhattan. It was an excellent opportunity to join over 1,200 educators who were looking to gain tools in dealing with students facing specific challenges. The

sessions were interspersed with opportunities for Consortium attendees to meet as a smaller group over lunch and dinner to discuss the practical applications of what they had learned and were planning on taking back to their individual schools while bouncing ideas off of like-minded professionals facing similar challenges.

The first featured presenter was Mike Paget who outlined positive behavioral supports for students facing challenges such as anxiety, depression and Asperger's. Over the course of the seminar he outlined suggestions for setting up school wide behavior supports based on not

only teaching expected behaviors, but on guiding staff to change the tone from negative to positive when dealing with these sometimes-challenging children by aiming for prevention and positive feedback. While these behavior supports are often set up as a school wide program, students with specific challenges need what is known as Tier Two supports and the seminar covered close to 70 practical strategies and accommodations that can be game changers. These suggestions ran the gamut from designating a “go to adult” for a student to partner with or setting up an “emotional escape plan” a student can execute on his own when he recognizes the signs of feeling overwhelmed. Mr. Paget was able to show attendees the clear paths that these tools serve in order to address cognitive distortions that these students face which are often negative, irrational thoughts that dominate, discourage and depress. While the ultimate goal is clearly having students own their own temperament and personality and be responsible for themselves, this can only be achieved by arming teachers and staff with tools that they can use to help in the process.

Continuing on this theme, Mr. Brad Chapin opened up the second session with this thought-provoking question: When a student can’t read, we teach him how. When a student struggles with algebra, we give her skills to help. When a student has trouble behaving what do we do? Mr. Chapin described the answer to this dilemma by providing attendees with evidence-based strategies that allow educators to see behavior as a teachable skill that starts with

self-regulation. Self-regulation in this case would include self-control, self-efficacy, accountability and, most importantly, being proactive versus reactive. He explained that students often have little control over their environment, but a great deal of control over their response to their environment. This control can be framed as a physical, emotional, and cognitive cycle. If students are taught to recognize the ways that the body responds to a physical and emotional threat by shutting down or initiating a fight or flight response, they can then be taught to reframe their thoughts in a way that makes them feel calm and safe. At this point feelings can be expressed in healthy, appropriate ways that are outlets to begin identifying and effectively challenging unhealthy beliefs about themselves, their classmates, or the world in general. In short, if children are armed with the motto “You can do more for yourself than anyone could ever do for you”, they are on the path to lifelong success.

The second day opened with a presentation by Larry Thompson. Mr. Thompson is no stranger to CoJDS and participants were eager to be introduced to his concept of Responsibility-Centered Discipline which is in line with a primary goal of most Jewish day schools, namely having students take responsibility for their actions. 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. Respon-

sibility-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 workshop, 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. As Mr. Thompson himself mentioned throughout the workshop, "Educators must think of self-control as a muscle that students need to exercise in order to strengthen that muscle."

As the conference came to a close, participants heading back to locations as far away as Los Angeles, Portland and Montreal had a chance to reflect on the new social emotional skills that they had gained with a lot of food for thought to explore further. New connections between school leaders were forged with promises of keeping in touch to monitor how these newfound skills transferred back in real time. As one principal reflected, "As I sat in each session I had a different student in mind and it was as if the presenter was addressing my specific concerns about each of them. I can't wait to discuss a plan with our child study team and get to work." There is nothing like strengthening those muscles. ♦

Planning your professional development for the 2023 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





Lunch at CoJDS NY headquarters

Dinner at Le Marais, NY







It has been refreshing to have school return to routine after the upheaval of the last two years, and principals are able to once again bring their thirst for new initiatives to the schools that they serve.

CoJDS would like to introduce the reader to Rabbi Zach Swigard, the Head of Jewish Life and Academics at Hillel Academy in Los Angeles, CA:



SPOTLIGHT ON...

Rabbi Zach Swigard

*Head of Jewish Life and Academics
Hillel Academy in Los Angeles, CA*

Rabbi Zach Swigard has leveraged the stability that Hillel was fortunately able to maintain while they remained open during the entire 20-21 school year to prime for new initiatives that he is rolling out this year.

Rabbi Swigard's own educational path took him around the country, and became part of his persona as he eventually settled down in Los Angeles. He was raised in Seattle, WA, attended high school in Chicago, IL, and after learning in Israel attended *yeshiva* in Silver Spring, MD. He came to Hillel Academy in 2011 as a *Rebbi* and quickly took on new roles and responsibilities each year. His positions at the school have run the gamut from Student Council Advisor to Educational

Technology and Curriculum Integration Specialist to Principal of Judaic Studies at the Middle School. During the last two years he has found his niche as Head of Jewish Life and Academics and oversees all of *Limudei Kodesh* at the school. In addition, he creates strategic plans, oversees the educational budget, leads the administrative team, and helps lead a 21st century style learning paradigm shift.

Rabbi Swigard is acutely aware that Hillel was fortunate to have been able to stay open during all of last year while receiving the necessary approvals from the department of health. This allowed him to give his students stability in an unstable year. The school set up

"I have been very impressed with the L'havin curriculum. Anecdotaly, and through assessment data, the curricular shift has already proven its value for our community."

systems and protocols with teams of individuals who knew what their roles were within the school so as not to allow the administration and teachers to get bogged down and lead everyone into crisis mode. In this way, Rabbi Swigard had the opportunity to keep his eye on the big picture goals and not get stuck in the minutiae. As a result of this, Hillel was able to roll out significant initiatives this year instead of spending the year in recovery mode.

Hillel Academy is a first year start up school for CoJDS' *L'havin* curriculum. This reflects a shift in the school's focus from merely teaching content to a skills-based curriculum which allows students to become independent learners. In turn, they will be capable of learning at the next level once they graduate eighth grade. As Rabbi Swigard did research and analyzed data to see what was working or not, he realized that using *L'havin* would allow students to focus more on skills and begin a mindset shift. The *L'havin* guided lesson plans and accompanying skill pages, combined with the ability to streamline the curriculum across grades, with the support of the CoJDS curriculum team, provides the lateral support necessary to achieve these goals. "I have been very impressed with the *L'havin* curriculum. An-

ecdotaly, and through assessment data, the curricular shift has already proven its value for our community," said Rabbi Swigard.

Another area where Rabbi Swigard has put an emphasis this year is on cognitive neuroscience and how the brain learns, retains, and masters material. During the last year he was able to plant the seeds, and a small focus group of teachers began learning more about the process. As the program was broadened at the start of the 21-22 school year, a professional learning community was created within the school which will lead teachers on a path to learning about best practices within the field. For example, assessments within the school are now based on data and research and not just the natural end to a learning unit. This theme will continue throughout the school and have the added bonus of supporting teachers as the school invests in them while keeping an eye on the future. Rabbi Swigard added, "There is a natural tendency to primarily focus on *what* we teach in schools. However, with the research readily available, we need to really shift our focus on *how* we teach in schools, which really is the most important of all." ♦

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SPOTLIGHT ON...

Dr. Tamara Miller

Head of Academics

Hillel Academy in Los Angeles, CA

Often Jewish day school students' experiences are enriched when their teachers, principals and heads of school are able to utilize their educational experiences outside of the Orthodox Jewish Day School system to enrich an existing framework. Dr. Tamara Miller, the new head of academics at Hillel Hebrew Academy in California, is such an administrative example. Dr. Miller has over 25 years of educational experience in public and independent schools across the state. She began at Hillel after 18 years at Brentwood School as a Biology teacher, Department Chair and Academic Dean, followed by the role of principal at Brawerman Elementary School. She graduated UC Berkeley with a degree in Molecular Biology and earned her doctorate in Educational Leadership at UCLA.

Dr. Miller's path throughout the years has always been motivated by a love for teaching and a passion as a life-long learner to equip herself with the tools and the experiences necessary to help each and every student that she encounters. Her inaugural year at Hillel Academy has taught her so much more about the importance of an Orthodox Jewish education for students and in a way has served as the missing piece in her career path. She has excelled by working as a team with Rabbi Swigard, the Head of Jewish Life and Academics, and plans to

build on the existing curriculum by integrating the General studies and Judaic studies in a meaningful way.

"As a Zionist orthodox school, Israel education and support of the Jewish state is a vibrant aspect of the school. Through my work at Hillel I have come to appreciate the importance of organizations that provide so many resources for various groups in Israel."

Differentiated instruction has been an area where Dr. Miller has focused to help the students at Hillel Academy reach their personal goals. As schools begin to see the results of children in a post-COVID world, it is important to make sure students are supported and all children are challenged. Dr. Miller has set up systems where the results of Basic Early Language Skills Testing (DIBELS) and Measures of Academic Progress Testing (MAP) can be used to inform instruction more effectively. This, combined with teacher feedback and classroom assessment, has not only set students on a path for remediation, but has helped enrich students as well. Dr. Miller has worked closely with the Director of Gifted and Talented to assure that there is a more rigorous program in place for those students who would benefit from it. There is still more exciting work to be done and Dr. Miller embraces the new challenge. ♦

"As a Zionist orthodox school, Israel education and support of the Jewish state is a vibrant aspect of the school."

SAVE THE DATE

Principal Think Tank IX and Conference

MONDAY, AUGUST 1, 2022



CoJDS partners with EDS to explore common challenges and best practices for both school education leaders and school business leaders.

Join other principals, heads of school, executive directors and school finance leaders for professional development and networking.

TUESDAY, AUGUST 2, 2022



We are pleased to introduce JEDIT, the newly formed division of CoJDS for Information and Education Technology in Jewish day schools.

Join other principals, heads of school, IT and Ed tech leaders for professional development and networking.

CONGREGATION BETH SHOLOM

390 BROADWAY | LAWRENCE, NY 11559

9:00AM-5:00PM

DIVREI BRACHA:

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

MONDAY KEYNOTE ADDRESS:

Terry Moore, BCP-E
ISM Executive Consultant, Wilmington, DE

TUESDAY KEYNOTE ADDRESS:

Miriam Wallach, M.A., MS.Ed.
Head of Social Responsibility, Cross River

FEATURED PRESENTERS INCLUDE:

Alex Pomson, Ph.D., Principal and Managing Director, Rosov Consulting

Rabbi Baruch Noy, National Director, JEDIT, NY

Ahuva Heyman, Director, Bnos Yisroel, Baltimore, MD

Dr. Josh Wyner, Associate Principal, HAFTR High School, Lawrence, NY

\$100 per day | \$175 for both days

For more information, please contact info@cojds.org

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516.368.3333



להבין ולהשכיל

L'HAVIN U'LEHASKIL TEACHERS CONFERENCE

WEDNESDAY, JUNE 29, 2022

CoJDS CEDARHURST OFFICE | 395 PEARSALL AVE

9:30AM

REGISTRATION

10:00AM

OPENING REMARKS

RABBI HESHY GLASS, ED. D
National Chairman, CoJDS

10:15AM

KEYNOTE ADDRESS
עבודת הקודש TEACHING AS

REBBETZIN AVIVA FEINER
Rebbetzin of Congregation Knesses Yisrael, Far Rockaway, NY
Senior Mechaneches, TAG High School, Far Rockaway, NY

10:45AM

RACHEL SCHUH
CoJDS Curriculum Coordinator

11:00AM

TRACK I: SCOPE AND SEQUENCE

SESSION I

Understanding expectations and goals for each grade level in L'havin's unique curriculum

TRACK II: IS LEARNING LOSS REAL?

How to help your students recover

1:00PM

LUNCH

2:00PM

DO I USE ALL THE L'HAVIN U'LEHASKIL PAGES?

SESSION II

UNDERSTANDING DIFFERENTIATED INSTRUCTION IN THE CLASSROOM
This session will train teachers in how to effectively use each section of the L'havin workbooks to meet their curricular goals

4:00PM

פנחה/BREAK

5:00PM

DINNER
דברי חיזוק

RABBI EYTAN FEINER
Rav, Congregation Knesses Yisrael, Far Rockaway, NY



להבין ולהשכיל

L'HAVIN U'LEHASKIL TEACHERS CONFERENCE

THURSDAY, JUNE 30, 2022

CoJDS CEDARHURST OFFICE | 395 PEARSALL AVE

9:00AM

SESSION III

TRACK I: BALANCING CONTENT AND SKILLS IN YOUR LESSONS
How to build a lesson where content and skills blend

TRACK II: ADVANCED LESSON PLANNING
Demonstrating different teaching techniques for the classroom

11:00AM

SESSION IV

L'HAVIN DIGITAL PLATFORM DEMONSTRATION
Learn what digital resources are available and how to access them.

12:00PM

LUNCH

1:00PM

SESSION V

CREATE POWERFUL TORAH LESSONS WITH YOUR L'HAVIN U'LEHASKIL LESSONS
Imbuing your skill-based lessons with timeless חזקת התורה.

2:00PM

SESSION VI

CoJDS CURRICULUM ADVISORS WILL BE AVAILABLE TO MEET WITH INDIVIDUAL TEACHERS OR TEAMS
If you are interested in arranging a meeting, please email Basha Mindell at bmindell@cojds.org

Sessions will be interactive, presented and facilitated by members of the CoJDS Curriculum team.



RACHEL SCHUH
CoJDS Curriculum Coordinator

ELISSA HOCHBAUM
Rosenbaum Yeshiva of North Jersey, NJ

RABBI MOSHE GUTSTEIN
YBH, Passaic, NJ

MIMI FUCHS
Naaleh High School for Girls, Fairlawn, NJ

BASHA MINDELL
CoJDS, Cedarhurst, NY

*Conference participants will receive
a L'havin U'lehaskil Advanced Teacher Training Certificate*



Apploi

A major area of concern of many schools is finding appropriate teaching staff for both General and Judaic Studies. In 2019, CoJDS partnered with **Apploi**, a recruitment company, to help with your staffing needs.

In March 2021, **Inc Magazine** placed **Apploi** first in the software category and seventh overall in the Fastest-Growing Private Companies in the New York Metro Area.

Apploi uses the latest technology to spread the widest net possible to attract candidates and manage the entire hiring process.

Key features include:

- Automate job postings across multiple job boards and social sites (Indeed, Zip Recruiter, Simply Hired, LinkedIn, Google for Jobs, etc.) to reach candidates where they are.
- Use of video, text, scheduling, and a host of other capabilities from any device
- Screening relevant to each job, to determine the candidate suitability as early as possible
- Easily filter, review, create notes and move candidates through your pipeline
- Easy to track and manage high volumes of candidates
- Interview scheduling that connects to your Google calendar
- All jobs automatically appear on the CoJDS website

In recognition of the vital role played by Jewish day schools, Apploi is offering this service to CoJDS affiliated schools for only \$250 per year (\$2,000 value).

For more information visit the CAREERS section of our website.

Please contact Rabbi Hillel Adler at hadler@cojds.org or 203.768.8693 to register with Apploi.

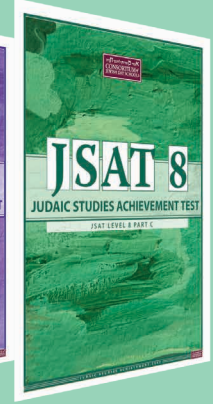
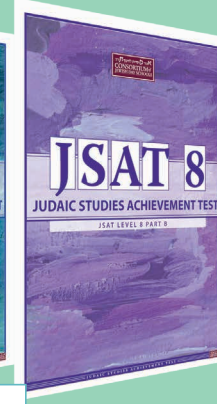
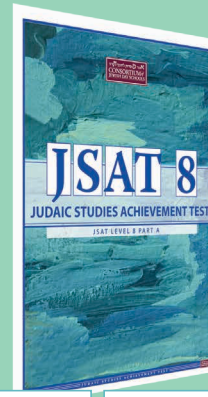
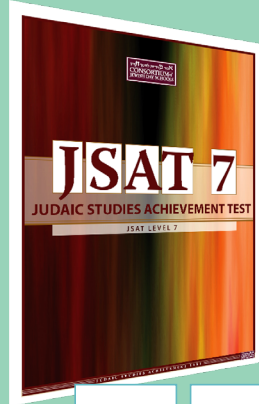
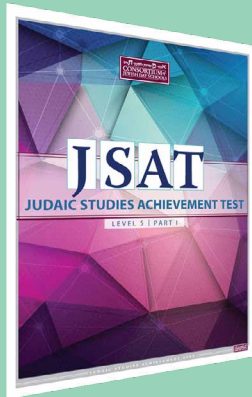
Schools attempting to register directly with Apploi will NOT receive the special Jewish day school price.

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JSAT

JUDAIC STUDIES ACHIEVEMENT TEST

CoJDS is very proud of its Judaic Studies Achievement Test (JSAT) for students in grades 5 and 8. JSAT, the only standardized assessment for Jewish day schools, was developed by CoJDS in partnership with over 50 schools across North America. These standardized assessments provide educators with comprehensive data regarding student achievement both on a class and individual level. The objective data provided by the exam enables teachers to focus classroom learning on those areas of content and skills where students need the most assistance to improve learning outcomes and provides a measure of accountability in Judaic studies classrooms.

For more information, please contact Rabbi Tzvi Daum at 516.368.3333 or tdaum@cojds.org.

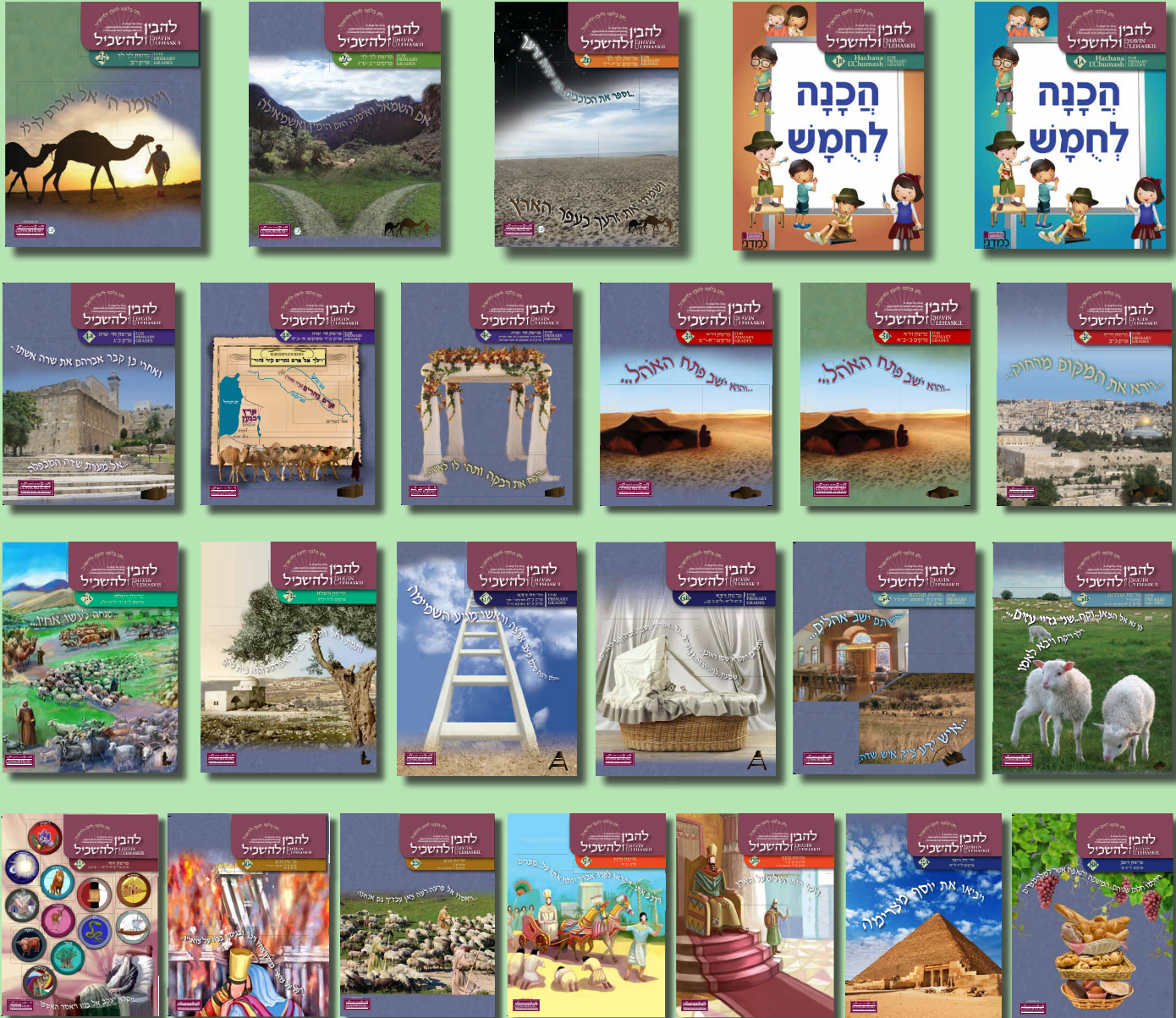
INTERACTIVE AND PDF REPORTS FOR CLASSES AND INDIVIDUAL STUDENTS



*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.*

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A step-by-step
approach to understanding
Chumash text independently
להבין ולהשכיל
L'HAVIN U'LEHASKIL

L'HAVIN U'LEHASKIL CURRICULUM



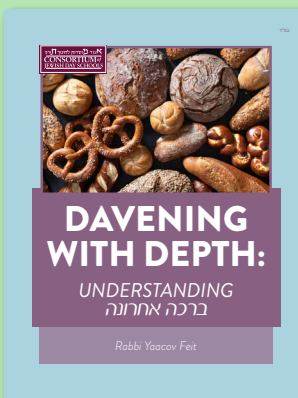
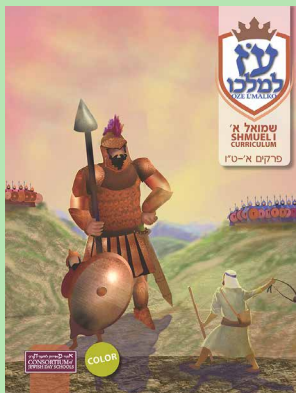
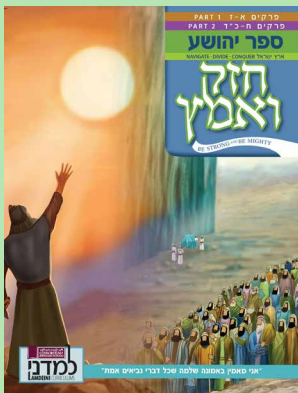
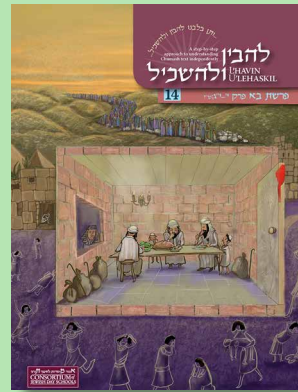
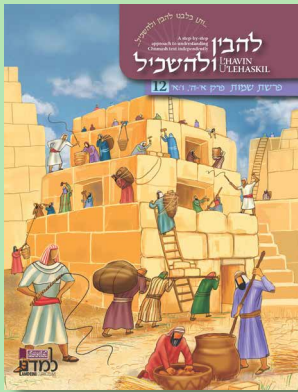
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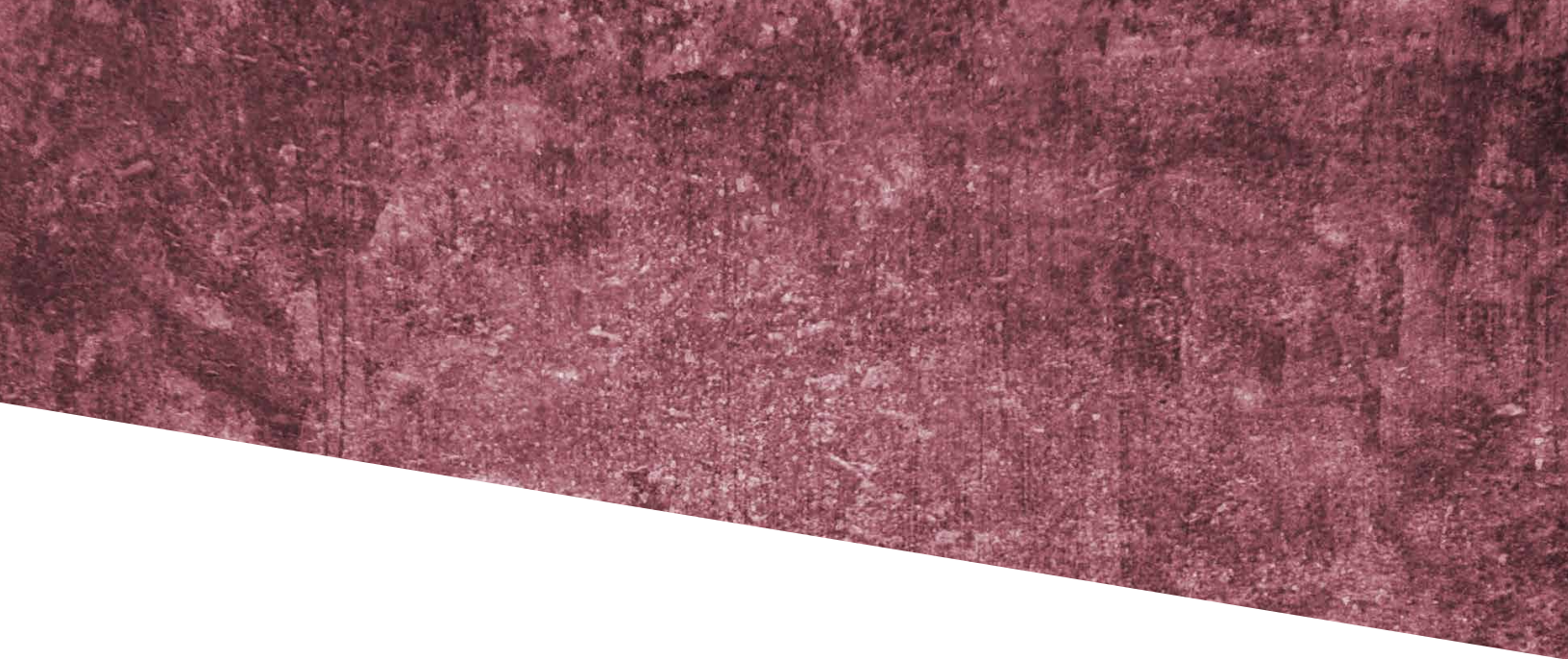
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