

איגוד מוסדות לחינוך ישראלי  
CONSORTIUM of  
JEWISH DAY SCHOOLS



# SPEAKERS' BUREAU

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# CoJDS SPEAKERS BUREAU

CoJDS is the exclusive representative for

 **AccuTrain** presenters for Jewish day schools and yeshivot.  
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## RESPONSIBILITY-CENTERED DISCIPLINE (RCD)

Working with difficult, demanding, and disruptive students is not a new challenge for educators. However, there are current concerns being voiced regarding the changing nature and intensity of the behaviors of these students. Some educators are reporting increases in selfish, manipulative and hostile behaviors while others are noticing more students who are overly anxious and/or difficult to engage. Even well-seasoned, award-winning master educators can sometimes have their “feathers ruffled” by certain students in certain situations.

This training is designed to assist all educators with identifying and addressing these and other issues that affect the academic and behavioral progress of the students with whom they work. This power-packed training will provide you with up-to-date insights and strategies for reaching and helping those young people who seem to evoke the strongest feelings of frustration, hurt, and sometimes discouragement in professional educators.

RCD schools see a significant gain in student to student interactions. Students begin to personalize the foundations, and even self-assess their growth by progress monitoring with personal reflection. Working through peer situations with the RCD process improves student confidence to address a concern with a peer, and by the teacher's modeling of this, we see student gains, and in many schools bullying is eliminated.

### AVAILABLE PRESENTERS:

#### LARRY THOMPSON, M. ED.



*Author of Roadmap to Responsibility and Give 'em Five, Larry Thompson, M.Ed., is often called upon to deliver keynote presentations for state and national education conferences because of his knowledge, humor and passion for assisting today's students. He has helped thousands of educators and schools throughout North America to break away from their traditional discipline models to a model that creates a responsible climate and responsible students. Larry has served in a wide variety of roles in education – from special education teacher to alternative and traditional high school principal. As the creator of the Responsibility-Centered Discipline program, Larry understands that systems must be created that can be realistically implemented and sustained.*

#### ERIC CLARK, M. ED.



*Eric Clark, M. Ed., is a Certified Master Trainer for Responsibility-Centered Discipline and helped shape the implementation materials for the program. Eric is excited to be implementing Responsibility-Centered Discipline full-time in schools and school district all across the country. Eric most recently served as Head of School at a progressive private school in the Midwest.*

*Previously, Eric served as Principal in a public school setting, while also serving as the District Technology Integration Specialist. Eric began his education career teaching English Language Arts, Journalism and Media Communications. Between his other responsibilities, Eric also launched a thriving publishing company. As an administrator, Eric has successfully implemented the supportive, non-exclusionary principles of Responsibility-Centered Discipline with elementary, middle and high school faculty and students.*

# THE SELF REGULATION TRAINING SYSTEM

## BRAD CHAPIN, LCP, LMLP



*A leading authority on Self-regulation, Brad Chapin, LCP, LMLP, is a masters level psychologist with a passion for helping others learn the skills necessary for success and happiness. He is a best-selling author and nationally-recognized speaker in the area of Self-Regulation. He has served as the Director of Child and Adult Community Services for a large mental health center where he supervised 65 mental health field staff. Currently, he serves as Director of Clinical Services for Stormont-Vail Behavioral Health Services.*

*Brad created the Self-Regulation Training System from a practical, research-based foundation. His strategies have helped thousands of people develop the skills necessary for success in job and academic performance, relationships and overall wellness.*

*Brad is the author of Helping Young People Learn Self-Regulation (now in its second printing), Helping Teens Learn Self-Regulation, The Legend of the Regulators and the SECRET List, and Helping Pre-K Students Learn Self-Regulation. He has also created several DVDs and additional resources for helping students learn Self-Regulation skills.*

**AVAILABLE PRESENTATION:**     ***The Tools to Teach the Behavioral Skills Necessary for Impulse Control and Academic Success***

Self-Regulation includes a set of insights and skills students need for academic success, emotional control and healthy social interaction. When a young person is lacking in his/her ability to self-regulate emotions and behavior, negative outcomes are easily observable. Helping young people improve their Self-Regulation skills can help them to better handle anger issues, anxieties, impulsiveness, academic challenges, classroom behavior issues, self-esteem struggles, social troubles and more. Helping young people improve their Self-Regulation skills will enable teachers, counselors, social workers, administrators and other educators to see observable and sustained positive changes in young people.

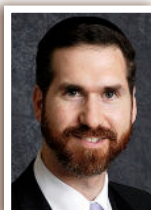
In this one-day training, Brad Chapin will provide recommendations and strategies that you will be able to use with all students, and in particular with students who have behavioral and/or emotional self-control issues. Included will be practical insights, recommendations and learning activities that are based upon the evidence-based approaches used in cognitive-behavior psychology. The content of this training is consistent with the principles underlying the RTI/MTSS and Positive Behavior Supports movements. Brad will provide creative, fresh and engaging approaches for individual students, small groups, classrooms and the whole school.

## 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**

What do Apple, Coca-Cola, Starbucks, Adidas, and Zappos have in common? They all launched very successful word-of-mouth (WOM) marketing campaigns. Schools have learned how to use this valuable tool which is even more potent for student recruitment and retention than its equivalent of revenue generation in the for-profit world. Parents play a unique role that the staff alone cannot do. This session will guide the school administration in a complete program starting with the preliminary steps of gathering a targeted group of parents through follow-up throughout the year to keep the program on track. Parents will be given an appreciation of the value of word-of-mouth marketing, discuss how to be WOM advocate, how to handle negative WOM and difficult questions and how to act as a reconnaissance resource for the school admission staff. A workshop forum provides an optimal setting to brainstorm ideas that will work for each school's market. Materials will be shared from other schools that have launched successful WOM campaigns.

#### **Staff-Parent Relations & Customer Service**

It has been said that if a school can create happy parents, the school will not need to spend a dime on advertising. The relationships built between the entire school staff and the parents is a primary factor in the creation of those satisfied parents. The session will impress upon school staff how the recruitment and retention efforts of the school rests as much on teachers as the administration. Topics will include the importance of word-of-mouth marketing (WOM), the potential damage of negative WOM, how to make parents feel they are getting a good return on investment (ROI) of their tuition dollars, and elements of good customer service. The session provides

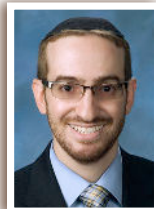


an excellent opportunity to build team effort within school staff in addressing parent concerns and to brainstorm ideas on how to improve the perception of the school amongst parents and the broader community.

### **The American Jewish Day School Landscape**

The best first step in strategic planning is to gain a panoramic perspective and observe which communities are thriving are which are not and the causes behind it. This session provides a birds-eye view of the day schools and the broader Jewish communities from which they draw. The objective is to use data to open discussion on the challenges facing Jewish day schools and solutions to overcome them. The session can be used as part of a larger presentation to school boards, federations or as a stand-alone session for staff in-service.

## **RABBI AVI BOSSEWITCH**

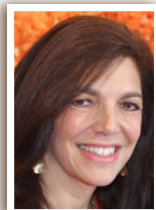


*Rabbi Avi Bossewitch is an experienced educational leader with more than a decade of senior-level school leadership spanning Early Childhood through High School. Rabbi Bossewitch currently serves as the Dean of Academics & Innovation at Hebrew Academy (RASG) of Miami. He attended Yeshiva University where he received his Bachelor's Degree in Business, Master's Degree in Jewish Education and Administration, and Smicha. He is currently pursuing his doctorate in Jewish Educational Leadership and Innovation. Rabbi Bossewitch is a certified trainer in the Fierce™ communication and leadership framework, a trained instructional coach, and a past participant in the Art of Leadership Institute at the Harvard Graduate School of Education. His areas of expertise include professional development, personalized and blended learning, instructional leadership, supervision and evaluation, strategic planning, and curricular development. Rabbi Bossewitch is known for his unique style, integrating classical Jewish texts and commentaries with modern theories of education, positive psychology, behavioral science, and cutting-edge research.*

### **Taste of Fierce: Transform Your Leadership Through Fierce Conversations**

The session will introduce participants to the Fierce™ framework, based on the principles of Susan Scott's best-seller *Fierce Conversations: Achieving Success at Work & in Life, One Conversation at a Time*. Participants will explore the costs of missed and unreal conversations, the obstacles that prevent authentic conversations, and how to conduct Fierce conversations in a variety of settings. Participants will be introduced to frameworks for having difficult conversations, coaching conversations, and team conversations. Participants will emerge with tools and strategies to help foster thriving relationships throughout their organization with fellow administrators, faculty, board members, and parents. Although the primary lens will be for Principals, the Fierce™ frameworks are applicable to every segment of any organization and to every relationship in one's life.

## **ASHLEY CHARNOFF**



*Mrs. Ashley Charnoff has been in Jewish Education for more than 20 years serving in various capacities from classroom teacher to administration. She serves as the Curriculum Coordinator for General Studies at TAG Elementary School and the Math Consultant for Early Childhood at Shulamith of Long Island. Her training as a 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 College, a JD from NYU Law School and a Masters in Early Childhood and Special Education from Touro. Additionally, she was a participant in the ELAI program in educational leadership from Bar Ilan. 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**

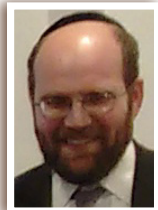
This session will teach methodology for differentiating instruction by modeling this method of Professional Development.

opment in the session. In the session, we will explore differentiation in staff development and in classrooms. We will examine content, process, and product. Educators will work together to plan a differentiated lesson based on the desired outcome. Additionally, we will look at assessment tools that help educators plan, such as pre assessments and exit tickets. Educators will brainstorm and rehearse new ways to engage diverse learners.

### **Integrating Curriculum for Maximum Impact**

The Yeshiva Day poses many challenges for educators; the “time crunch” being the most oft cited struggle. With this in mind, we will explore several integrated lessons that combine Limudei Kodesh, math, and literacy to make the most of our limited time. Additionally, we will explore how this approach to learning helps students connect to their knowledge to promote higher order thinking. Examples of this approach will be developed in the session across grade levels and subjects.

## **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****

A school administrator's day is filled with interactions with colleagues, teachers, staff, students and parents. Many of these are brief and productive - and then there are the meetings we dread.

In this interactive session, administrators and teachers can understand the underlying components of difficult conversations and use that knowledge to achieve mutual understanding, clarity and successful outcomes.

Teachers will gain powerful tools for telephone conversations, parent-teacher conferences and high stakes meetings with parents.

Administrators will learn how to effectively dialogue with parents, even in the most tense or angry situations.

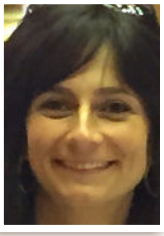
### **Customer Service for Schools**

On Madison Avenue, the saying goes: If you don't take care of your customers, someone else will!

Building a positive school culture starts with building a positive climate with our many “customers” - students, parents and community members. That can be difficult when trying to run a school with policies, procedures and expectations. In this session, you can takeaway concrete tools to enhance your interactions with your community and start to build raving fans.

### **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**

This lecture is an interactive and experiential learning experience focusing on one key question - what are our students learning? This paradigm of educational instruction and leadership, focuses on what students have actually learned and mastered to help inform the student, teacher and administration drive academic excellence. The presenter will focus on four areas; Assessment - To create rigorous interim assessments that provide meaningful data, Analysis - Examine the results of assessments to identify the causes of both strengths and shortcomings; Action - Teach effectively what students most need to learn; Culture - Create an environment in which data-driven instruction can survive and thrive.

#### **Developing Professional Learning Communities**

A professional learning community, or PLC, is broadly defined as a group of educators that meets regularly and works collaboratively to improve teaching skills and the academic performance of students. This is accomplished by, discussing teacher and student work, data and student support strategies. PLC members also share their expertise and experience with their colleagues. This lecture is an interactive and experiential learning experience focusing on a step by step plan of the who, when, what and where of successful PLCs.

#### **What Can Technology Do For You?**

This presentation views educational technology as a tool in a teacher's pedagogy toolbox. Participants will learn to integrate and use simple applications to help manage, assessments, data, and classroom management to optimize student learning. This lecture is an interactive and experiential learning experience.

#### **Differentiated Instruction in Judaic Studies**

This lecture is an interactive and experiential learning experience focusing on one key question - what are our students learning? This paradigm of educational instruction, focuses on how teachers can address the needs of every student and their unique learning styles without losing too much sleep. The presenter will focus on three areas; learning/content, comprehension/process, assessment/product. The presentation will also focus on developing a lesson for a standard Judaic studies class.

### **RABBI DR. DOVID FOX**



*Rabbi Dr. Dovid Fox is a forensic and clinical psychologist in California where he has been in private practice since 1980, while also holding graduate professorships at USC and CSPP, and he was Associate Clinical Professor at Loma Linda University School of Medicine. A published author and columnist, he serves as a rav and dayan and has authored teshuvos on the four sections of Shulchan Aruch, some of which have been published by Otzar HaPoskim. He is the director of Crisis Intervention, Trauma and Bereavement services for Chai Lifeline and conducts seminars and training programs across the globe for schools, communities, educators and mental health professionals. He is a frequent consultant to Jewish schools and institutions on mental health matters and trauma affecting the community.*

#### **AVAILABLE PRESENTATIONS: Preparing for the Unexpected**

When a crisis strikes the school community and when traumatic events impact students and faculty, a management model for rapid response can make the difference between adaptation versus chaos and terror on campus. In this presentation, faculty and administration are presented with a campus-based model for assessing the immediate effects of trauma, identifying an action plan for supporting students, parents and faculty, providing intervention to assure safety, and obtaining consultation for addressing individual needs. The range of events which can and do surface in the lives of students will be surveyed, with a focus on the age appropriate reactions of children



and adults. Participants will learn effective tools and responsible techniques to have in place when needing to address students, faculty and the parent body.

### **The Different Child**

Loss of parent or sibling, prolonged illness of a family member, parental divorce and other “fact-of-life” crisis circumstances impact a student and also ripple throughout the classroom. Addressing the reality of the child whose family life is now different while also understanding the uncertainty of classmates about what to say, what to avoid and how to reconfigure relationships on and off campus is a challenge for teachers. This presentation provides tools for speaking about tragic loss and catastrophic life change with young people. Hashkafically accurate and psychologically appropriate approaches to discussing death and dying and other trauma will be addressed. Equipping students for dealing with *nichum* and other delicate interactions, and outfitting a school bereavement curriculum, will be presented.

### **Morality, Ethics and Values for the Jewish Student**

Jewish education offers a well-stocked reservoir of values-based lessons and a system of interpersonal ethics. However, formal discussion on developing a child’s consciousness of these topics is often not emphasized, other than through the use of stories, metaphors and formal textual study of Jewish thought which may not always integrate into a student’s own readiness to synthesize this information. This presentation provides a brain-based introduction to thought and feeling processes in students at each age level, and which modes of presentation and discussion impact character development in lasting ways. The presentation will address essential values and beliefs surrounding a student’s appreciation for moral standards such as human welfare, integrity, responsibility; for interpersonal ethics such as respect, boundaries and tolerance; and for values such as belief in HaShem, faith in HaShem, self-respect, self-control and identifying personal conflicts. Teachers will learn approaches for reaching students in ways which shape attitude and outlook.

## **BATSHEVA FRANKEL**



*Batsheva Frankel, author of The Jewish Educator’s Companion: Practical Tools and Inspirational Ideas (Behrman House, June 2017) is a veteran Judaic and general studies teacher of over 20 years. Batsheva created the award-winning LaunchBox products, which are games and activities that explore big philosophical ideas through a Jewish lens. As an educational consultant, Batsheva has given classes and workshops for Jewish educators all over the US and UK, and in the general education world at such conferences as Deeper-Learning, The California Association for the Gifted and Next Generation Schools LA. Additionally, she designs curriculum, and mentors teachers for many institutions. Batsheva is the director of New Lens Educational Consulting and the co-director of The Areté Institute in Los Angeles.*

### **AVAILABLE PRESENTATIONS: 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) 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.

In this highly interactive workshop, participants will learn by doing how to engage students of all ages in higher order thinking with meaningful, fun activities as they learn to master this approach.

### **Integrating Technology to Enhance Not Overwhelm**

Because students’ lives often revolve around technology and social media, finding ways to use them in the classroom in an organic and fruitful manner shows students the positive use of technology. Even teachers who are

comfortable with technology in their lives, may not know how to best use it in the class. In this workshop, we will examine examples of how to incorporate tried and true 21st century technology (devices, apps, websites, etc.) into any curriculum with practical ideas. Teachers will create at least one lesson plan with a new technology idea from the workshop that they haven't yet tried.

### **Teacher's Toolkit: Putting it all Together**

This intensive workshop covers the basics— building community with ice-breakers, classroom management, creative authentic assessments, lesson planning and more with imaginative and innovative approaches. In this hands-on, interactive workshop, we will cover the general concepts and also address specific challenges in your learning community. Great for newer teachers looking for practical tools, as well as veteran educators who want some fresh inspirational ideas.

#### **ADDITIONAL SESSIONS:**

**Say Anything: Using Improvisation for Learning Language**

**Evidence of Learning: Creating Creative Authentic Assessments**

**Creating Lasting Connections to Sacred Writings: Text Activators**

**Ice-Breakers and Community Makers**

**Educational Game-Changers**

**Say Anything: Using Improvisation for Learning Language**

## **YOSSIE FRANKEL**



*Mr. Yossie Frankel started his career in education in the early '80's as the micro-computer lab manager for the University of Winnipeg, Continuing Education Department. From there, Yossie went on to teach for other schools as an Adjunct Professor of Computer Science, a Middle School Science Department Head, Paramedic Instructor Trainer, and a school division Director of Information Services and Educational Technology. In the late 90's, Yossie was twice nominated as a Disney Teacher of the Year for his innovations in teaching middle school science. Yossie's passion is helping Jewish schools the world over, discover what this mysterious "21st Century Education" really means and how it affects our children – the future of the Jewish People.*

#### **AVAILABLE PRESENTATION: Flipped and Distance Learning**

Join Technology Specialist Yossie Frankel as he reviews how you can create the "Classroom of the Future - Today!" Yossie will review the necessary ICT infrastructure, professional development opportunities, teaching techniques and tech tools that will allow you to create an advanced learning space in your school without breaking your school's budget!

### **Augmented and Virtual Reality in Jewish Day Schools**

Augmented and Virtual Reality (A/R and V/R) are fast becoming part of mainstream technology use with organizations such as Facebook, Google and Microsoft spending BILLIONS (yes, you read that right) on its practical development and implementation. Already, through devices like Google Cardboard and NearPod, students are taking "virtual fieldtrips" and visiting such far-away places like the Great Wall of China and Antarctica. Closer to home, smartphones such as Samsung, have full 360 video built into the device. With the recent release of affordable A/R & V/R equipment, this technology is rapidly making its way into our homes, businesses and classrooms.

Join CIJE Tech Specialist Yossie Frankel as he introduces you to the potential of this incredible technology. Not only will the group discuss (and see demonstrations of) how A/R and V/R will effect Jewish day schools in both *Limudei Kodesh* and *Limudei Chol*, but there will be a practical session where you will create your very own A/R & V/R application – so bring (both) your computers and iOS/Android devices! This session is appropriate for both *Limudei Chol* and *Limudei Kodesh* as well as teachers and administrators.

## BRITTNEY FRIEDMAN



*Mrs. Brittney Friedman is the General Studies Principal at Hillel Academy of Pittsburgh, PA. She has a Bachelor's degree in Elementary Education and Judaic Studies, an endorsement in ESOL instruction from University of Miami, and a Master's Degree in Educational Leadership from Christian Brothers University. With 14 years of education experience, Mrs. Friedman is dedicated to student success and cutting edge educational theory, while accommodating students with unique learning challenges. She is streamlining student assessments to better monitor student progress and growth. Additionally, Mrs. Friedman is focusing on teacher professional development to drive differentiated instruction, visible thinking strategies and project based learning in every classroom.*

### **AVAILABLE PRESENTATIONS: The Third Teacher: The Impact of Physical Environment on Student Achievement**

The physical design of a learning area is one of the most important aspects of classroom management and day to day student achievement. During this session, educators will be exposed to modern and sensible solutions for optimizing the physical learning spaces they work in to promote open and engaging spaces in which students can thrive. Educators will collaborate and brainstorm problems and solutions they deal with in their own classrooms and will walk away armed with knowledge and skills to implement these strategies in their schools.

### **Making Thinking Visible: Building Routines that Boost Student Engagement and Thinking Skills**

Based off of Harvard Project Zero, Visible Thinking Routines are a novel approach to problem solving and critical thinking that enables teachers and students to approach a question from a number of different perspectives. Visible thinking provides a framework of strategies that can be applied to all aspects of education, from vocabulary to Talmud. Educators will workshop various Visible Thinking routines and discuss ways to implement the routines in their classrooms.

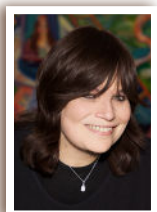
### **Teaching Diverse Learners: A New Dimension of Differentiation**

In this session, educators will take the idea of differentiated learning into a new dimension; students differ in more ways than academic level, and different types of learners at similar academic levels can benefit greatly from a variety of learning methods and strategies. Educators will learn how to effectively provide agency in classrooms for students to optimize learning by gravitating towards methods that compliment their varied learning styles.

### **Enhancing Classroom Management Skills with your Core Values**

Ask your teachers what a managed classroom looks like; you'll get different answers from every teacher. One teacher's "managed" is another teachers "chaotic". In this session, teachers will learn how to embrace their own core teaching values while using core principles of classroom management to create a personalized vision of a successfully managed classroom.

## 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.

### **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:

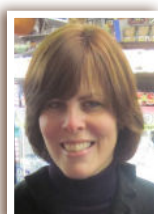
- Identify the characteristics and critical attributes of highly effective questioning and discussion techniques, as defined by Danielson’s Framework for Teaching.

- 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.

### **AMY GOLDMAN**



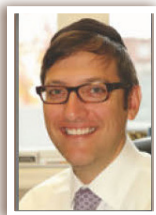
*Mrs. Amy Goldman is currently a Principal for the Department of Education at Public School 2, an elementary school in Jackson Heights, Queens. Prior to that she served as the school’s Assistant Principal for 8 years. She has also worked as a UFT Teacher Center Staff Developer and coached teachers for 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**

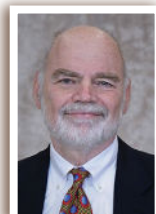


*Rabbi Netanel Gralla currently serves as the Head of School at JFS in Staten Island. Rabbi Gralla was the founding Head of School of Yeshivat He'Atid in Teaneck, NJ, where he designed an innovative educational model based on creating a personalized learning experience for each child. Rabbi Gralla was a classroom Rebbe 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.

## **THOMAS R. HOERR, PH.D.**

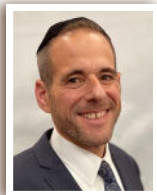


*Thomas R. Hoerr, Ph.D., retired after leading the New City School in St. Louis, Missouri, for 34 years and is now the Emeritus Head of School. He is currently a Scholar In Residence at the University of Missouri-St. Louis and teaches in the Educational Leadership program, preparing prospective principals. 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.*

**AVAILABLE PRESENTATION: The Formative Five and School Culture**

We should be preparing students to succeed in life, not simply to do well in school. Scholastic success is important, but it should be the floor, not the ceiling. It is imperative that we go beyond academics and develop students' social-emotional learning (SEL) in order to prepare them for a world in which the only constant is change. We must develop our students' Formative Five success skills: empathy, self-control, integrity, embracing diversity, and grit. Dr. Hoerr will share how the components of an organization's culture – values, practices, people, narrative, and place – can be used as a tool to implement SEL and teach the Formative Five. School leaders play a powerful role in framing culture, but a school's culture belongs to administrators and teachers. In this session, ideas to develop SEL will be shared and created. These strategies can be done by administrators and teachers; we all own the culture.

## RABBI REUVEN KAMIN



*Rabbi Reuven Kamin MA comes with over 20 years of experience in school education and administration. He currently serves as the Director of Student Achievement and Services at Rabbi Shaul J. Kassin Yeshivat Darche Eres Boys High School. Rabbi Kamin conducts principal, teacher, and parent training and consultation for schools and therapy practices across the United States and Canada. He presents at international conferences, such as Nefesh, Priority-1, and Torah Umesorah.*

*Rabbi Kamin learned at Yeshivah Zichron Aryeh/Kollel Ner Yehoshua and received Semicha from Rav Daniel Channan of Beit Shemesh. Rabbi Kamin received his MA in Curriculum and Teaching Learning Disabilities from Teachers College Columbia University and has done extensive continued education in behavioral management as it pertains to both school and home-based issues.*

*Rabbi Reuven Kamin served as the Program Coordinator of the P'TACH Program at Yeshiva Rabbi Chaim Berlin Elementary and High School for 10 years and the Principal of the Torah Academy, Priority-1's Alternative High School, for 9 years. His private practice focuses on working with principals, teachers and parents regarding behavioral and academic/curriculum management issues. Rabbi Kamin is a Director of Yachad's Camp Chaverim- a camp for individuals with special needs and developmental disabilities for close to 30 years.*

### AVAILABLE PRESENTATIONS: FOR EDUCATORS

#### **Language Processing and Its Effects On Instruction and Classroom Behavior**

Great educators endeavor to reach students using multi-modality instruction. Still, the most relied on mode of communication is language. A significant percentage of students in all classrooms, unbeknownst to us, struggle with language processing. This will have obvious ramifications to our instructional and behavioral management effectiveness. In this course, attendees will gain a greater understanding of the Language Neurodevelopmental Construct and its impact on learning and student behavior. We will discuss practical takeaways that will be useful immediately.

#### **The Interplay Between Language Processing, Attention Deficits, and Social Cognition**

In this course we will take a deeper dive into the Neurodevelopmental Constructs of Language, Attention and Social Cognition. We will explore the overlap between language processing and attention deficits, and its significant impacts on social cognition. Through highly engaging and interactive presentations, these complex concepts become easy to understand, relatable and most importantly, applicable. Attendees will gain a greater understanding of students' potentially maladaptive behavior, and its underlying causes and solutions. We will discuss relatable case studies, examples, interventions and practical takeaways with a holistic approach to create durable solutions for our students.

#### **Collaborative Problem Solving**

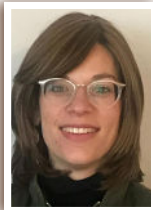
In today's classrooms we have so many students that are diagnosed, self-diagnosed or assumed to have academic and behavioral deficits. Very often they are not meeting expectations and it becomes increasingly difficult to have them in our classrooms. The initial course of treatment is comprehensive pharmacological oversight and a good behavior plan with follow-through. However often that is ineffective.

This session gives a comprehensive overview of Dr. Ross Greene's collaborative problem-solving method, which is proven to greatly reduce hostility and antagonism between adults and students. We will discuss ways to anticipate situations in which students are most likely to present with behavioral issues. When implementing this set of skills in your classroom and school, you will be creating an environment that teaches students to problem solve with adults, as well as with their peers. Typically, students become more flexible and can handle frustration more adaptively.

### FOR THERAPISTS AND CLINICIANS

As a clinician, diagnoses and treatment are guided heavily by the communication and reporting of clients, families, schools and their various systems. According to the Journal of Pediatric Clinics of North America, approximately 50-70 percent of students who are referred to mental health clinics have been diagnosed with Language Impairment. If there are gaps in our ability to obtain accurate information from our clients, then how do we know we are getting it right? Failure to factor in language processing highly affects the diagnosis. If we don't get it right, we are not treating the client correctly and therefore our efficacy is limited. In this course we will address the effects that language processing has on our ability to accurately diagnose. We will discuss practical applications to check and ensure the communication and therapeutic practices are effective.

## LEAH KITAINIK



*Leah Kitainik, OTR/L, is a pediatric occupational therapist whose clinical skills, enthusiasm, and warmth make her a well sought after therapist. She received her degree from SUNY Downstate Brooklyn, NY, in 1999, and has been working exclusively with pediatrics ever since. Leah's passion has always been improving children's lives through playful and motivating therapy. She began her career working in a sensory motor based pediatric private practice in Belle Harbor, NY, for 5 years, under the close supervision of Anne Buckley Reen, a highly regarded expert in the field. Leah then treated the 0-3 Early Intervention population in their homes, in Queens, NY. These experiences were extremely fulfilling and she strongly believes that working with children and their families is the most effective method for success. Upon moving to Las Vegas with her family in 2008, she has continued to work with children and their families as well as providing staff trainings at Easter Seals and to teachers in local schools in Las Vegas. Leah focuses on tailor made sensory motor based strategies for her clients, and sees tremendous improvements in the children she works with.*

**AVAILABLE PRESENTATION:**     **Making Sense of Sensory Processing**

## DR. JEFFREY LICHTMAN

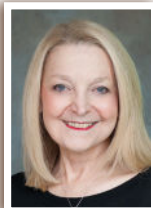


*Dr. Jeffrey Lichtman currently serves as Professor & Lucille Weidman Director, Graduate Jewish Education/Special Education at Touro College & University. Dr. Lichtman served as the International Director of Yachad, The National Jewish Council for Disabilities (NJCD), Dean of IVDU Schools and a consultant to schools and agencies working with individuals who have special needs. He has masters degrees in school psychology and education from St. Johns University and NYU and received his undergraduate and rabbinical training from Yeshiva University, where he completed his doctorate as well.*

**AVAILABLE PRESENTATIONS:**     **The Open-Faced Sandwich or  
The Secret to Getting and Keeping Students and Their Families**

This session will explore how customer driven service can make you a household name or leave you behind, constantly looking for new customers. It will identify the specific elements that have brought success to schools and organizations.

## NAOMI LIPPMAN



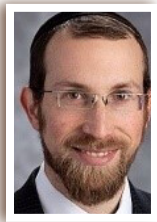
*Ms. Naomi Lippman, principal of HAFTR High School, has served as an educational leader in HAFTR Middle School and High School for the past 21 years. A graduate of Stern College for Women, Ms. Lippman completed graduate work at Ferkauf Graduate School and New York University. She holds a BA in English, an MS in Special Education, and New York State certification in School Administration and Supervision at the School Building Leader and School District Leader levels. Prior to joining HAFTR, Ms. Lippman worked as teacher, curriculum coordinator and school director in special education settings. In addition to her career in teaching and school leadership, she has served as assistant editor of the Educational Administration Quarterly and an editor of weekly community newspapers.*

**AVAILABLE PRESENTATION:**     **Effective Communication in the Era of Email and Entitlement**

How school leaders can guide and mentor teachers to be more effective, professional communicators. A conversation about practical strategies for successfully conveying important information about students, responding professionally to challenging communication from parents, and establishing protocols for teacher use of technology and social media in communication with the school community.



## 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.

## RONIT PASTERNAK, MS OTR/L



*Ronit Pasternak is a pediatric occupational therapist whose educational background, combined with clinical and diagnostic skills, make her a sought-after therapist. Ronit works in several schools in the Far Rockaway and 5 towns area and is a evaluator for Lawrence public schools. She also provides programmatic occupational therapy to groups of students prior to entering first grade. Ronit has lectured on behalf of Torah Umesorah at many conferences, and has given various workshops across the tri-state area, and beyond, focusing on early childhood educators. Prior to becoming an Occupational Therapist, Ronit graduated with a Masters Degree in Education, and worked as a middle school teacher in Brooklyn, New York. She then went to SUNY Downstate, in Brooklyn NY, to complete her second Masters degree in Occupational Therapy. Her educational experience, combined with her therapy expertise make her a unique lecturer, as she combines her knowledge of running a classroom, along with implementing techniques to help students who present with various weaknesses.*

### AVAILABLE PRESENTATIONS: **DIY: Tools and Tips for the Early Childhood Educator from the OT Toolbox**

Learn how to gain a better understanding of the most common underlying issues within the preschool classroom. Build skills to pick up on these signs before they “take over”. Tips on how to accommodate these children without compromising the quality you give to your students overall. A pragmatic and attainable approach presented to give teachers and educators real tools for classroom setting and smooth transition.

### **Stepping Stones**

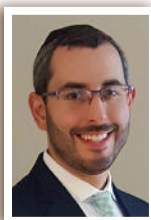
Workshop focuses on fine motor skills in children ages 3-6, with a focus on handwriting and introduction of pre-writing skills. Learn about the various handwriting curriculums, what they mean, and how they help or hinder a child's writing. Workshop will also delve into the importance of reading and writing in harmony, and linking the two. Several case studies will illustrate each concept to create a better picture for educators.



## The Function of Executive Functioning

Workshop highlights the various scenarios and science behind executive functioning delays, and tips as to how to help a child who may be struggling. Focus will be on diagnostics and implementation. Explanation of social-emotional awareness, and how this ties in to executive functioning will be discussed and addressed. Tools and tips will be illustrated to better help a child struggling with delays in these areas.

### 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 PRESENTATIONS: **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.

#### **How to Move From Teaching to Facilitating Learning in the Classroom**

A healthy child is a curious child. The most powerful and lasting learning is done through self exploration. This workshop presents teachers with the background and tools necessary to foster an environment of *learning* in the classroom. Often times the objective of a classroom is for effective *teaching*, which does not seek to identify the true objective of education: effective student *learning*. Participants will explore the different ways children communicate and learn in today's world and how teachers can set up their classrooms using the modern mediums available to them, creating an environment in which the children are driving their own education.

### RABBI YAAKOV SADIGH



*Working in the field of Jewish Education for the past 26 years, in numerous capacities including teaching and administration, Rabbi Yaakov Sadigh serves as the Head of School at HANC-West Hempstead Campuses. He holds a Masters Degree in Education and Special Education from Touro College, a Masters Degree in School Building Leadership from St. John's University, and Rabbinic Ordination from Nechamas Yerushalayim. Rabbi Sadigh is invited to lecture and present workshops on a broad range of educational topics including intentional leadership, building a collaborative school culture, and improving student behavior. Intrigued by Disney's proven business model, Rabbi Sadigh studied with facilitators from the Disney Institute in both Anaheim and Orlando. He has successfully 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.*

## **Building Relationships that Improve Student Academics and Behavior**

Studies prove that a strong teacher-student relationship is an important factor in increasing student achievement and motivation as well as improving behavior. Positive relationships are more significant than classroom size, amount of teacher training or school policy in promoting good behavior and academic success. By focusing on student strengths and talent rather than highlighting negative behavior, you will discover how to forge relationships with the most difficult and resistant students. Learn how to create a collaborative learning community, with teacher buy in, wherein ideas can be exchanged and methodologies explored. Ultimately, you will be able to cultivate student responsibility, resiliency, social emotional skills, and grit into an approach suitable for all teachers and administrators.

## **Let's Write Your Story- It's About a Million Little Things**

Storytelling is one of the most effective communication strategies for any organization. People are more engaged and moved by information presented through a persuasive narrative. A “good story” is appealing to the mind and captures the heart. From teachers to school leaders, in this workshop, you will discover why persuasion is so difficult, and what can you do to inspire people through storytelling? Learn how to successfully articulate your personal story and tell it well. In a day and age where all Jewish Day Schools are on par academically and aligned, what sets you apart from your competitors? What compelling story are you telling at your open house? What do your parents find out about you as their child's teacher at Open School Night?

## **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 articulating a compelling vision for the future. 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.

## **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 Citizenship 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.

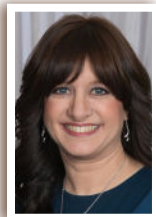
### **Bullying, Cyber Bullying & Maladaptive Social Behavior**

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.

### **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 graduate of the Consortium of Jewish Day Schools Principal Training Program.*

#### **AVAILABLE PRESENTATIONS: Classroom Management Workshops:**

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

#### **Topics on Teaching:**

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"

## RABBI AVI WASSER



*Rabbi Avi Wasser is the Director of Learning and Academic Support at Katz Yeshiva High School in Boca Raton, FL. With his MA in Special Education from National Louis University, Rabbi Wasser has been working with students with learning, behavioral and emotional disabilities in Middle and High School settings for 20 years, as a Rebbe, General Studies teacher, and administrator. Rabbi Wasser believes that all students can learn when provided with meaningful, relevant and appropriate opportunities to do so. He is passionate about facilitating those opportunities in his own classroom and in others'.*

### AVAILABLE PRESENTATIONS: **Learning Gemara: A Task Analysis**

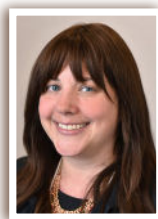
Learning Gemara is a complex task involving many cognitive functions and academic skills. Students must be able to organize information, connect it to previous knowledge and reason logically as they read, translate and comprehend. Lack of experience or a deficiency in any one of these functions or skills can make the experience of learning Gemara an overwhelming task for a student. In this workshop, educators will learn how to identify each of the demands inherent in a Gemara lesson and be intentional about instructional goals. We will explore ways to remediate or accommodate for deficiencies in order to create lessons that target those goals in a meaningful yet attainable way.

### **Anatomy of an Engaging Lesson**

Motivated students are curious, passionate, interested, attentive, and optimistic. How can we foster these attributes in our classrooms? In this workshop, educators will learn about these key elements of engagement and how to design lessons that foster them. Teachers will walk away with a toolbox of practical suggestions and examples to implement that get and keep students' attention, peak their interests and have them on the edge of their seats wanting more! *Available as a general overview or as in-depth sessions on each of the elements.*

## 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**

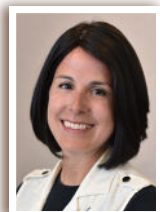
This workshop speaks about ideas from the book written by Elana Fertig, but expounds on the ideas, and adds more ideas and more ways to do PR for your school, as well as help you write about it for newsletters or newspapers. More hands-on, exciting ideas, school wide, inside or outside the classroom,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

Session participants will learn how to utilize multi sensory techniques to maximize student learning. Teachers 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.

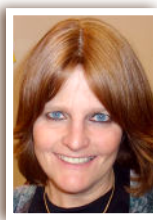
### ***A Practical Guide for "All In" Teaching***

Learn the triple As of "All In" teaching and how to become fully engaged and immersed in your craft. Morah Chaya will inspire participants to reconnect with their internal motivation and passion to be an "All In" teacher and provide practical strategies for every part of the day, as well as effective solutions for common and uncommon challenges.

### ***Seeing Your Students in 3D***

In this workshop, teachers will learn the skills of addressing problematic behavior in the classroom by utilizing Morah Chaya's 3D method. The 3D method incorporates the concepts of mindful teaching, conscious discipline, and responsibility-centered discipline to quickly and effectively turn difficult behavioral moments, into teachable moments. Participants will leave with implementable skills that will change how they view their students, classroom culture and role as a teacher. 3D glasses included.

## BECKY UDMAN



*Becky Uzman, 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)**

# CONSULTANTS

## **RABBI GLENN BLACK** FUNDRAISING AND BUSINESS MODEL FOR NON-PROFITS

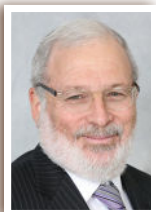


*Rabbi Glenn Black has been the Chief Executive Officer of NCSY Canada for nearly 30 years and is the creator and founder of Torah High, a unique and dynamic Jewish studies program for high school credits, with branches across Canada and the US. With his guidance, vision and fiscal leadership, NCSY has grown from modest beginnings to a force that connects, empowers and inspires thousands of affiliated and unaffiliated teens and their families. Innovative education and cutting edge programs are the hallmark of his leadership. Rabbi Black is the forefront of stemming the tide of assimilation for decades and has inspired teens to take leadership roles in our community. He has thousands of students and alumni living all over the world.*

**AVAILABLE PRESENTATION:** **I'm Not a Fundraiser, I Just Raise Money:  
How We See Ourselves; How Donors See Our Organization**

How we see ourselves as organizational ambassadors often directly result in a donors willingness to invest in our cause. In this session, Rabbi Black will draw on his nearly 3 decades of experience in building relationships and supporters that ultimately turned a small outreach organization into a national entity that serves as the core fabric of communities across Canada and beyond.

## **RICHARD HAGLER** BUSINESS OFFICE AND BUDGETING

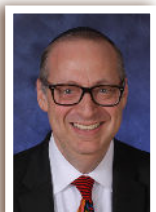


*Richard Hagler has been the executive director of the Hebrew Academy of Long Beach since 1998. Prior to that he worked in the real estate and banking industries.*

*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**

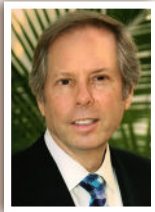
## **LEV STARK** DIGITAL MARKETING FOR DAY SCHOOLS



*Lev Stark has spent over 20 years concentrating on developing companies' growth, public profiles, Internet strategies and leveraging the power of the Internet to a company's overall business plan. For the last 7 years he has been the Executive Director of Yavneh Hebrew Academy in Los Angeles, California, overseeing the operations and marketing of the Pre-K through 8th grade yeshiva and camp. Lev has brought a unique perspective to the running of a Jewish day school, employing many of the marketing strategies used by businesses, for his yeshiva. Prior to working at Yavneh, Lev was the CIO and VP of Customer Relations at Twin Med and before that the Content Czar at Edmunds.com.*

**AVAILABLE PRESENTATION:** **Breaking Through! The Eight Things Every Jewish School Needs to Know About Connecting to its Community in a Digital World**

## ALAN J. STEINBERG FUNDRAISING



*Alan J. Steinberg is a real-estate owner and investor, who was ‘pulled’ into major fundraising and construction for Yeshiva Har Torah at a time that the school needed his assistance. Alan took leave from his firm twice and served as YHT’s full-time Director of Development, for a period of 5 years.*

*Under Alan’s fundraising and and fiscal management leadership, YHT initiated a golf outing (now in its 15th year); raised more than \$10 million dollars and built a 60,000 s/f state-of-the-art building; raised another \$3 million and added on a new 16,000 s/f 3rd floor; secured a donor for a matching grant and established a successful endowment campaign for YHT in excess of \$2 million. In addition, Alan refinanced the school’s accumulated debt and mortgage into a self-liquidating 15 year term loan, so YHT will be debt free.*

*Alan now is back in his real estate firm, redeveloping his Manhattan office buildings into residential condos, while serving as Vice President of Yeshiva Har Torah.*

*Alan is also a volunteer consultant to many other local yeshivot, day schools and synagogues on various fundraising, construction and financial matters.*

### AVAILABLE PRESENTATION: **Effective Fundraising**

What are the key elements to leading effective school fundraising campaigns? Listen to the fascinating story of a successful real-estate investor who was twice “pulled” from his career to serve as a Director of Development for his local day school. Listen to how Mr. Steinberg raised over \$15,000,000 by establishing highly effective campaigns such as golf outings and various events. Learn techniques on vital issues such as: How to Secure the Appointment with Donors, How to Make the Ask, Making Large Donations More Palatable, The “Painful Solicitations”, Closing the Deal, The Role of the Head of School in Fundraising.

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