

QUEST FOR TEACHING EXCELLENCE CONFERENCE

A community collaboration
promoting professional development
in Greater MetroWest Jewish Day Schools

Tuesday, November 7, 2017
18 Cheshvan 5778
Livingston, NJ

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The Greater MetroWest NJ Day School Initiative is an ambitious and multi-faceted investment to enhance academic excellence for every educator and every learner, and to make the day school experience more affordable for families. Our community-wide middle income Tuition MAX program has helped hundreds of day school families by limiting tuition to no more than 18% of their adjusted gross income. A centerpiece of the Initiative is The Quest for Teaching Excellence, an investment of over \$1 million, providing support for every educator in every school to advance professionally along an individualized professional development program.

The Quest for Teaching Excellence provides each Greater MetroWest day school with funds for professional development and subsidizes a part-time faculty dean in each school. The deans customize professional development plans with each teacher, guide teachers toward related professional development opportunities, and plan collaborative programs for teachers from across all schools. One of the highlights of the program is today's Quest Conference for all 450 local day school educators.

Greater MetroWest Day Schools

The Jewish Educational Center

The Jewish Educational Center, which includes the Lower School, JEC High School for Boys, and Bruria High School for Girls, is an N-12 Yeshiva Day School in Elizabeth, NJ. Providing a comprehensive dual curriculum, the JEC stresses academic excellence and educates its students to be modern Torah Jews, committed to Torah knowledge and dedicated to the observance of its commandments.



Our dedicated faculty and staff provide students with a warm and nurturing learning environment that promotes individuality, community, and responsibility. We prepare our students for a life of learning, character development, and personal growth that empowers graduates to meet the spiritual and educational challenges of the world at large. JEC students forge a lifelong connection to the people, Torah and land of Israel.

Golda Och Academy

Golda Och Academy unlocks the potential of our students by cultivating their critical thinking skills and nurturing their intellectual curiosity through the study of the humanities, sciences, Judaics, and creative arts. In preparing future generations of Jewish leaders, our rigorous Pre-K through 12th grade curriculum is designed to provide a strong foundation in Jewish literacy through the exploration of texts, traditions, values, and the Hebrew language. Guided by an exceptional faculty and a meaningful partnership between school and home, our students develop a love of learning, a personal relationship with the State of Israel and its people, and a commitment to the betterment of the world through *tikkun olam*. We ground a rigorous academic curriculum in the culture and tenets of Conservative Judaism, while welcoming students and families from a range of synagogue affiliations and Jewish expression.

Gottesman RTW Academy

Gottesman RTW Academy maintains high standards of academic excellence and nurtures students in an environment infused with the richness of Jewish life. GRTWA inspires intellectual curiosity, critical thinking, and personal integrity to enable our students to emerge as lifelong learners,



compassionate individuals, and successful members of society who are rooted in their heritage. As a community day school, GRTWA welcomes families from a wide range of Jewish backgrounds, reflecting the diversity of the American Jewish community today. We deliver academic excellence and provide an opportunity for children and families to explore their American and Jewish traditions and heritage in a supportive and challenging atmosphere. We connect students to the broader Jewish community and the Hebrew language, combined with a love for and a commitment to the land of Israel.

Joseph Kushner Hebrew Academy/ Rae Kushner Yeshiva High School

As a Modern Orthodox co-educational yeshiva, JKHA/RKYHS seeks to inspire students to live lives of Torah and mitzvot; to embrace secular knowledge and American democratic values; to love and serve the Jewish People; and to forge a lifelong bond with the Land and State of Israel. We aim to empower students to achieve personal excellence by teaching them how to learn and by encouraging them to analyze, to create, and to pursue new intellectual challenges. We lead students to recognize that because we were all created in the image of G-d, we must treat everyone with respect and loving-kindness. We help students form strong, healthy identities, and we prepare them to take responsibility for themselves and their communities.



EQ MATTERS:

How Social and Emotional Intelligences Impact Our Teaching and Ourselves

8:00 a.m. Breakfast and Registration

8:30 a.m. Greetings (Epstein-Stein Auditorium)

8:45 a.m. Keynote Address: Robin Stern, PhD

Emotions Matter for Educators: An Introduction to the RULER Approach

Decades of research and science tell us that emotions drive our behavior all day, every day. Emotions matter for every aspect of our lives: learning and attention, decision-making, building relationships, well-being and creativity. In this overview of the RULER Approach, participants will learn how the skills of emotional intelligence can help us to be smart about our emotions – and use them wisely in the service of achieving our goals and, ultimately, our dreams.

10:00 a.m. Break

10:10 a.m. Affinity Groups

11:10 a.m. Break

11:20 a.m. Workshop 1

12:45 p.m. Lunch

1:35 p.m. Workshop 2

3:00 p.m. Break

**3:10 p.m. Closing Convocation (Epstein-Stein Auditorium)
Evaluations**

Final words from Robin Stern

Quest for Teaching Excellence Award Ceremony

3:45 p.m. Have a great evening. Thank you for joining us!

Please submit your evaluation forms as you exit the conference; you will then receive your certificate of professional development. The evaluation responses will help us to shape the collaborative activities offered to the faculties of our schools, strengthening our Community of Practice.



FACILITATED AFFINITY GROUPS 10:10-11:10 A.M.

Affinity group sessions offer teachers a welcome opportunity to compare notes and resources with their colleagues from other schools.

Nursery	Middle School & High School Hebrew
Pre-K	Middle School Math
Kindergarten/Primer	High School Math
Grade 1 Judaic Studies	Middle School Science
Grade 1 General Studies	High School Science
Grade 2 Judaic Studies	PE/Health
Grade 2 General Studies	Art/Music
Grade 3 & 4 Judaic Studies	Lower & Middle School Guidance/ Mental Health/Nurse
Grade 3 & 4 General Studies	High School Guidance/ Mental Health/Nurse
Grade 5 Judaic & General Studies	Lower School Learning Specialists
Middle School Tanakh	Middle School & High School Learning Specialists
High School Tanakh	Technology/Media
Middle School Talmud, Mishnah, and Philosophy	Lower School Administration
High School Talmud, Mishnah, and Philosophy	Middle & High School Administration
Middle School Humanities	Marketing/Development
High School History/ Social Science	Admissions & Finance
High School Language Arts	Library
Middle School & High School World Languages	



WORKSHOPS

RULER* Workshops

(Offered in Session I or II)

For more on RULER, see page 9

Using Storybooks to Teach Emotional Intelligence to Young Children:
RULER in the Early Childhood Classroom

Integrating RULER into the Elementary Years

How RULER in Middle School Can Help Kids Make Better Choices in
Peer Relationships – On and Offline

Navigating the Challenges of Adolescence with Emotional Intelligence:
RULER with Teens

Tips We Can All Practice to Help Families Feel Better and Build Stronger
Relationships: RULER for Families

Thematic Workshops

(Offered in Session I or II)

School Climate

Upstanders in Action: A Mental Health Initiative

Teaching Students to Become Strong Havrutah Partners

Using Protocols to Teach Literature and Active Listening Skills

Helping Students Find Their Own Voice in Tefillah

Should the Dog Eat Your Homework? Examining Homework's Impact
on Children's Learning and Life



Not for Students Only: Mussar as a Transformative Jewish Approach to Classroom, Faculty, and Administrative Culture Change

A Social and Emotional Learning Lens for Classroom Management: Opportunities for Promoting Jewish Values in Any Classroom

Understanding Your Temperament: How It Affects You, Your Relationships, and Your Career

Does G-d Have Emotions and What Does It Mean to Us?

When and Why G-d Speaks to Himself in Genesis

Do You Want to Play?: Using Games to Create Culture and Learning

The "I Am" Project: Integrating Meditation and Contemplative Practices into General Studies Classrooms

"Hineini": Integrating Meditation and Contemplative Practices into Judaic Studies Classrooms

Constructive Conflict: Bringing Mahloket L'Shem Shamayim from Text to Life

Sensory Processing in the Classroom

Climate, Clarity, and Community in the STEM Classroom

Whole-Person Learning: PBL and Social and Emotional Intelligence

Intensive Workshops

(Duration: Double Sessions)

Rethinking Teacher Supervision and Evaluation

Social-Emotional Learning: It Starts with Ourselves



RULER WORKSHOPS:

RULER is an evidence-based, multigenerational approach to social and emotional learning and positive school climate developed at the Yale Center for Emotional Intelligence. RULER helps educators and students develop the skills of emotional intelligence (Recognition, Understanding, Labeling, Expressing, and Regulating emotions) so they can make sound decisions, foster healthy relationships, prevent bullying, and achieve desired academic outcomes.

As extensions of the keynote, the five RULER workshops will introduce participants to key implementation strategies of bringing RULER into school communities: using RULER strategies and tools to create positive school climate; integrating emotion skills into curricula; adopting a shared language between home and school; and making RULER developmentally relevant to children, adolescents, educators, and families.

Using Storybooks to Teach Emotional Intelligence to Young Children: RULER in the Early Childhood Classroom

Workshops 1 & 2: EC

Craig Bailey

Participants in this workshop will learn how to integrate social and emotional learning into classroom curricula and pedagogy with an emphasis on read-alouds and extension activities.

Integrating RULER into the Elementary Years

Workshops 1 & 2: LS

Kerri Seow

Participants will learn how RULER was implemented in one school in New York City and what it looks like in the hallways of a K-5 school – in the lunchroom, in the classrooms – and will highlight specific RULER tools that have also captured the attention and engagement of families.



How RULER in Middle School Can Help Kids Make Better Choices in Peer Relationships – On and Offline

Workshops 1 & 2: MS

Madeline Chaffee

In this interactive workshop, participants will learn how the RULER approach can be integrated into the lives of middle school students. The workshop highlights the developmental significance of peer relationships and how RULER skills and tools can help students more effectively manage the issues that arise around bullying and social media. Examples of in-class and out-of-school time will be presented.

Navigating the Challenges of Adolescence with Emotional Intelligence: RULER with Teens

Workshops 1 & 2: US

Nicole Elbertson

Engaged in an interactive approach, participants will learn about RULER High School and how the science and practice of emotional intelligence is implemented in schools and made relevant to the lives of high school students. Examples from the field will be presented.

Tips We Can All Practice to Help Families Feel Better and Build Stronger Relationships: RULER for Families

Workshop 1: MS/US

Workshop 2: EC/LS

Kathryn Lee and Robin Stern

In this interactive workshop, parents will have an opportunity to explore what RULER looks like at home to model and teach the skills of emotional intelligence and to build the kind of home climate that helps kids flourish.

Ruler Presenters:



Robin Stern, Ph.D., is the associate director for the Yale Center for Emotional Intelligence. She is a licensed psychoanalyst, educator, and author, with over 25 years of experience. Robin holds a doctorate in applied psychology from New York University and a postdoctoral certificate in psychoanalytic group psychotherapy from the Postgraduate Center for Mental Health. She is a co-developer of RULER, as well as a co-creator

and a lead facilitator for Yale's Institutes. Robin's work includes investigating the RULER for Parents project, creating High School RULER, and exploring the intersection of self-awareness, emotion, and the arts. She has worked with Facebook to better understand and respond to cyberbullying and co-teaches a class on emotional intelligence at Teacher's College, Columbia University. Robin was a founding member of Woodhull Institute, serves on several advisory boards, is a member of the Emotionally Intelligence Consortium, has authored three books, and travels widely to speak on emotional intelligence. In 2014-15 Robin was a fellow in the Public Voices Fellowship, which led to publications in *Psychology Today*, The Huffington Post, and Time.com.



Craig S. Bailey, Ph.D., is an associate research scientist at the Yale Child Study Center and Director of RULER for Early Childhood at the Yale Center for Emotional Intelligence. Craig facilitates professional development for early childhood educators; develops content for teaching emotional intelligence; and conducts psychological, educational, and intervention research. His work emphasizes supporting and

promoting development of empathy and emotion regulation. With experience as an early childhood educator, Craig is passionate about bridging research and practice. He consults for many initiatives, including Think Equal; the Collaborative for Academic, Social, and Emotional Learning; and Sesame Workshop.



Kerri Seow is currently the assistant principal at Thurgood Marshall Academy Lower School and a Teachers College Cahn Ally from the 2016 cohort. She has been teaching in the NYC Department of Education since 2004 and at Thurgood Marshall Academy Lower since 2009. Kerri earned her bachelor's degree from Carleton University in Ottawa, Ontario, a master's degree in childhood education from Medaille College in

Buffalo, NY, and a master's degree in educational leadership from City College of New York. She has contributed to multiple advisory boards that support the integration of technology into curricula and has participated in a discussion panel regarding Expanded Learning and Community Partnerships.



Madeline Chaffee is a project manager for RULER for Families, which supports emotional skill-building in the home and explores opportunities for partnerships between families and schools. Madeline helps facilitate workshops, provides ongoing support to RULER schools, and develops resources for RULER schools and their families. Previously, Madeline worked as a health educator in Montana and was the lead health

educator for five school-based health centers in Stamford, Connecticut. Madeline holds a B.S. in Public Health from Southern Connecticut State University. She is also a Certified Health Education Specialist (CHES) and an ACE Certified Health Coach.



Kathryn Lee directs RULER for Families at the Yale Center for Emotional Intelligence, focusing on strengthening family relationships and the protective factors needed to bolster emotional resilience in children. Previously, Kathryn was the Director of Innovation, Partnerships, and Service at Prospect Sierra School, where she developed an award-winning K-8 community engagement program, organized efforts to become a state-

recognized green school, curated a TEDx event on compassion and education, and taught kindergarten for many years. She graduated

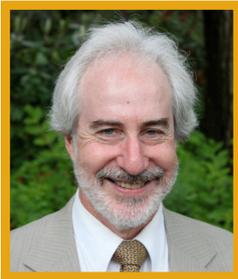
from the University of the Pacific with a B.A. in Human Development, and did graduate work at Mills College in Early Childhood Development.



Nicole (Nikki) Elbertson is the director of blended learning at the Yale Center for Emotional Intelligence. At the Center for over 15 years, she has managed and coordinated several projects focused on the development, implementation, and evaluation of RULER from elementary through high school. Nikki has contributed to the design and publication of the Center’s research studies and curricula, and she is the co-author of

several scholarly articles, papers, and book chapters. Currently, she focuses on content development for the Center’s RULER online portal and serves as a RULER trainer and coach. She is also a certified group fitness instructor.

Thematic Workshops:



School Climate

Workshop 1: Administrators, Teachers
Dr. Jonathan Cohen

This workshop will summarize how to initiate conversations, goal-setting processes and inter-generational school improvement efforts that promote even safer, more supportive and engaging climates for learning that further school and life success. Essential school-wide instructional and relational improvement goals and suggested strategies will be described. Guidelines, measurement tools, and options as well as “lessons learned” will be outlined.

Upstanders in Action: A Mental Health Initiative

Workshop 2: Mental Health Professionals, MS/US Teachers
Dr. Jonathan Cohen

We want all children and adolescents to become healthy, caring, and productive adults, but approximately 20 percent of adolescents struggle with significant psychiatric problems that are compounded by stigma and lack of understanding and empathy. The Upstanders in Action initiative supports transformational intergenerational school improvement efforts through service learning opportunities. Its specific goals are threefold: 1. teach about mental health and its promotion; 2. teach about mental illnesses; and, 3. support school improvement efforts that promote mental health, de-stigmatize mental illness, and promote Upstander or socially responsible behavior. This workshop introduces this initiative and provides preliminary pilot findings about its efficacy.

Jonathan Cohen is co-founder and president of the National School Climate Center: Educating Minds and Hearts, Because the 3 Rs Are Not Enough; adjunct professor of Psychology and Education at Teachers College, Columbia University; and co-editor of the *Journal of the International Observatory for School Climate and Violence Prevention in Schools*. He is the author of more than 50 peer-reviewed papers, more than 50 chapters, and six books, including the award-winning *Educating Minds and Hearts: Social Emotional Learning*. Jonathan consults widely to local, national, and international entities around a range of school climate, social emotional learning, and mental health promotion efforts.



Teaching Students to Become Strong Havrutah Partners

Workshop 1: JS in upper LS, MS, US
Rabbi Elliot Goldberg

Havrutah learning is central to the work in many Judaic studies classrooms. Taking the time to teach students about the havrutah learning process and the skills and dispositions that will



make students strong havrutah partners is key to creating a culture of strong havrutah learning in the classroom. In this session, we will explore and experience instructional strategies to help students develop the skills and dispositions that make for successful havrutah learning and to increase their competencies in the five areas of social and emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

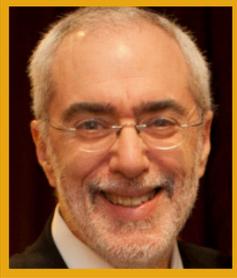
Using Protocols to Teach Literature and Active Listening Skills

Workshop 2: Language Arts, Hebrew, and all who teach literature and other primary sources in upper LS, MS, US

Rabbi Elliot Goldberg

Protocols can be used to develop safe space for growth and learning; build group cohesion; engage in meaningful, productive, and efficient conversation; and nurture active listening and problem-solving skills. Participants will practice using a Guided Text Reading and Active Listening Protocol that focuses upon the enlargement of understanding and the construction of new knowledge through active listening and affirming the perspective of others rather than upon convincing others to adopt a particular point of view. The focus of our learning will be poems written by Yehuda Amichai that will be available to session participants in Hebrew and English translation.

Rabbi Elliot Goldberg is a visiting scholar at the Jack, Joseph and Morton Mandel Center for Studies in Jewish Education at Brandeis University, a consultant for the Legacy Heritage Instructional Leadership Institute of the Davidson School at the Jewish Theological Seminary (JTS), and a leadership consultant. Rabbi Goldberg earned his master's in Jewish education and rabbinic ordination at JTS as a Wexner Graduate Fellow. He completed the Senior Educator Program at the Melton Center for Jewish Education and the Day School Leadership Training Institute. Rabbi Goldberg has two decades of experience as a professional leader in Jewish day schools.



Helping Students Find Their Own Voice in Tefillah

Workshop 1: MS/US

Workshop 2: LS

Rabbi Dr. Jay Goldmintz

This session will focus first on what research can tell us about the development of prayer in children and adolescents: What is going on psychologically, emotionally, religiously, and even neurologically from one age or stage to the next? This knowledge, in turn, can help shape our goals for tefillah education overall, help set realistic expectations of our students, and then inform the ways that we can speak to them about finding their own meaning in tefillah while nurturing their relationship with G-d.

Rabbi Dr. Jay Goldmintz teaches Tanakh and Jewish Philosophy at Ma'ayanot Yeshiva High School. He has published widely on many topics and authored the 2014 National Jewish Book Award-winning *Koren Ani Tefila Weekday Siddur: A Siddur of Reflection, Connection and Learning* and its companion volume on Shabbat. He serves on the editorial board of the Koren Magerman Educational Siddur Series and is educational director of the Legacy 613 Foundation Tefillah Project. He was a Jerusalem Fellow and Headmaster at Ramaz School. He received semikha from REITS and his Ed.D. from Yeshiva University, where he often serves as an adjunct professor.



Should the Dog Eat Your Homework? Examining Homework's Impact on Children's Learning and Life

Workshop 1: K-5

Workshop 2: 6-12

Shira Heller

Homework always seems to be a topic of conversation. Are we getting it right? How much? To what purpose? Increasingly, we're also asking: How is homework impacting students and families? This workshop

will examine current research and thinking on the academic efficacy of homework and its impact on the social and emotional health of children and families. Teachers will be challenged to reflect on how their own homework practices address the holistic needs of the children in their classrooms. Teachers will have the opportunity to explore alternative homework approaches that address social and emotional needs while still encouraging academic growth.

Shira Heller is Director of Teaching and Learning at Prizmah: Center for Jewish Day Schools. She designs learning opportunities for Jewish day school teachers and leaders, connecting them to valuable resources and to each other. Shira is a sought-after teacher, consultant, and coach. Previously, she worked as assistant director for professional development at YU School Partnership, and has served as a classroom teacher, a campus Jewish educator at Boston University, and an adult educator at the Manhattan Jewish Experience. Shira received her MSW from Yeshiva University and has done graduate work in education at Florida Atlantic University.



**Not for Students Only:
Mussar as a Transformative
Jewish Approach to Classroom,
Faculty, and Administrative
Culture Change**

MS/US, others are welcome

*Workshop 1: Background in Jewish texts
is NOT needed*

*Workshop 2: Will delve more deeply into
Jewish texts*

Rabbi David Jaffe

This interactive session will explore how Mussar, the Jewish discipline of spiritual and character development, can be used to create a more collaborative, supportive, and high-performing classroom, faculty, and administrative culture. Learning will be drawn from the experience at Gann Academy, which has run a multi-tiered, Mussar-based culture change initiative since 2010 with support of the Covenant and Avi Chai Foundations. The session will include a basic introduction to Mussar,

lessons learned from engaging faculty and students in Mussar practice, and an interactive exploration of how to apply Mussar wisdom and practice in your school, classroom, faculty, or administration.

Rabbi David Jaffe is the former Mashgiach Ruchani/Spiritual Advisor at Gann Academy where he developed Chanoch L'na'ar, an innovative, Mussar-based character development program. David teaches middot/character development widely throughout the United States and Israel. His first book, *Changing the World from the Inside Out: A Jewish Approach to Personal and Social Change*, won the 2016 National Jewish Book Award for Contemporary Jewish Life. His rabbinic ordination is from Yeshivat Bat Ayin in Israel and Rabbi Zalman Nechemia Goldberg, and he has a master's in social work from Columbia University and a master's in Jewish studies from the Jewish Theological Seminary.



A Social and Emotional Learning Lens for Classroom Management: Opportunities for Promoting Jewish Values in Any Classroom

Workshop 1: EC/LS — focus on building emotional vocabulary, communication skills, and self-control

Workshop 2: MS/US — focus on building empathy, problem solving, and self-monitoring

Dr. Jeffrey Kress

In this workshop, we will explore how social and emotional learning (SEL) can add a values-enhancing dimension to learning and classroom management. Participants will not only gain a deeper understanding of the ideas of SEL but will also work with techniques and materials they can use in their classrooms.

Dr. Jeffrey Kress is the Dr. Bernard Heller Associate Professor of Jewish Education & Director of Research at the Leadership Commons of the Davidson School of Jewish Education at JTS. He has worked previously as professional development specialist for the

Social Decision Making/Social Problem Solving program. His book *Development, Learning, and Community: Educating for Identity in Pluralistic Jewish High Schools* won a National Jewish Book Award. He edited *Growing Jewish Minds, Growing Jewish Souls: Promoting Spiritual, Social, and Emotional Growth in Jewish Education* and is the co-author of *Building Learning Communities with Character: How to Integrate Academic, Social, and Emotional Learning*.



Understanding Your Temperament: How It Affects You, Your Relationships, and Your Career

Workshops 1 & 2: All adult learners
Robyn Krugman

As human beings we are born with different temperaments, different preferences, different ways of approaching life. These preferences or temperament styles can enhance relationships or cause difficulties, depending on how they are dealt with. We will explore the various temperament styles and how to advocate for your emotional needs, to help improve relationships with others, with yourself, and in your career.

Robyn Krugman, LCSW, is the coordinator for adolescent services at Jewish Family Services of MetroWest NJ. She has over ten years of clinical and programmatic experience working with adolescents, their families, and their communities. Robyn provides individual and group psychotherapy for adolescents and their families and collaborates with private and public schools to create and implement psychoeducational programs for students, staff, and parents. She strives to help adolescents and the people in their lives understand the unique and complex challenges of adolescence. Robyn teaches part-time at Rutgers University in the School of Social Work.



Does G-d Have Emotions and What Does It Mean to Us?

Workshop 1: Open to all adult learners; will delve more deeply into Jewish texts
Rabbi Menachem Leibtag

This workshop will explore social and emotional intelligence through Biblical text study. We are all familiar with G-d's 13 attributes of Mercy, as they form a central theme in the liturgy of the High Holidays; however the Bible also describes G-d's anger and vengeance, and even at times His apparent lack of compassion. In our session, we will trace the Biblical development of G-d's attributes from the story of Flood until the covenant at Mt. Sinai to better understand why compassion and community, as well as repentance, emerge as core values of Judaism.

When and Why G-d Speaks to Himself in Genesis

Workshop 2: Text study; open to all adult learners; background in Jewish texts is NOT needed
Rabbi Menachem Leibtag

This workshop will explore social and emotional intelligence through Biblical text study. In the first eleven chapters of Genesis, G-d consistently talks to Himself before every major event in His relationship with humankind. Afterward, this never happens, with the exception of a special dialogue between G-d and Abraham before the destruction of Sedom that focuses on the affect of the righteous behavior of the individual on his neighboring society. As we study this development, our class will demonstrate how these stories teach us the Biblical reason for G-d's choice of the Jewish nation, and how behavior may be "contagious."

Rabbi Menachem Leibtag, founder of the Tanach Study Center (www.tanach.org), is an internationally acclaimed Bible scholar and pioneer of Jewish Education on the Internet. His essays on Parshat ha'Shavua reflect his vibrant thematic-analytical approach, blending the methods of modern scholarship with traditional approaches. As a rebbe at Yeshivat Har Etzion, he is best known for his ability to teach students how to study Tanach. Rabbi Leibtag also teaches at Yeshivat Shaalavim, Midreshet Lindenbaum, and Matan; and routinely lectures around the globe, primarily as a scholar-in-residence in communities across North America.



Do You Want to Play? Using Games to Create Culture and Learning

Workshop 1: MS/US

Workshop 2: EC/LS

Justin Sakofs

Board games are back with a vengeance, creating culture and community among gamers. As educators, how can we use the love of games to teach and also create community? Together, we'll play games and explore topics including the Conquest of Canaan, Aliyah, the Holocaust, and the trend of escape rooms in learning. You'll walk away from the session ready to create activities and games for your class.

Justin Sakofs is Director of Empowerment of Families with School Aged Children at the Jewish Federation of Greater Metrowest NJ, where he connects educators through the JKid Educator Interchange to workshop ideas to enhance the learning for all. After years of teaching, he created MagneticShul, which is an amazing educational toy designed to engage young children in ritual synagogue life. Justin's articles have been published in the *JOFA Journal*, on Kveller.com, and on the Federation BlogSpot. Justin's work focuses on making learning more accessible and successful.



The "I Am" Project: Integrating Meditation and Contemplative Practices into General Studies Classrooms

Workshop 1: PK-8

Yali Szulanski

This interactive workshop implores participants to think about the question "What does it mean to be here?" by introducing meditation and breathing as tools for presence and awareness. It explores how these practices can be woven into the classroom through the "I Am" Project and the benefits of doing so. The workshops will consist of discussion on how stress presents in students' lives, how to teach contemplative practices to kids, an interactive set of exercises exploring the practices, and a debriefing session.



“Hineini”: Integrating Meditation and Contemplative Practices into Judaic Studies Classrooms

Workshop 2: K-8

Yali Szulanski

Hineini – Here I am – is a statement of presence – physical, emotional, mental, and spiritual. Saying *Hineini* is an intentional declaration of willingness to align with one’s inner goodness and wholeness. It can suggest a student’s ability to fully step into their most aligned, most harmonious, most strong, and most “good” self. This interactive workshop explores how to weave these practices into the classroom and the benefits of doing so. The workshop will include discussion on how stress presents in students’ lives, how to teach contemplative practices to kids, an interactive set of exercises exploring the practices, and a debriefing session.

Yali Szulanski, M.A., is a Judaic Studies teacher at Kinneret Day School and the founder of the “I Am” Project (www.iamproject.co), through which students integrate contemplative and mind-body-spirit practices into their lives in accessible and practical ways. Yali has also written “Hineini,” an award-winning curriculum that integrates contemplative and wellness practices into Jewish Day Schools. She is currently piloting this curriculum at Kinneret Day School in grades 2-8. Yali creates spaces in which people can safely explore their physical, mental, emotional, and spiritual health and is interested in how contemplative practice and creativity intersect with traditional systems of education.



Constructive Conflict: Bringing Mahloket L'Shem Shamayim from Text to Life

Workshops 1 & 2: Most applicable to MS, but can be open to anyone interested. Will be based in Jewish texts but do not need a background in Jewish texts to attend.

Joan Vander Walde

Through a combination of text study, case study, and reflective modeling, educators will connect the dots between the theory and practice of *mahloket l'shem shamayaim* and development of social/emotional skills — listening, empathy, and problem solving. Participants will leave with an understanding of approaching the whole child through an authentic Jewish lens of *mahloket l'shem shamayim*. They will learn to provide students with opportunities to:

- Recognize that rabbinic tradition highly values and applies methods of constructive dispute to address challenges.
- Learn and practice related contemporary, constructive conflict engagement and resolution strategies that can be applied in their own lives.

Joan Vander Walde is a Jewish educator with four decades of experience. She worked as a teacher, counselor, educational leader, and middle school principal at the Charles E. Smith Jewish Day School in Rockville, Maryland, and conducted field research on Jewish and Israel experiential education at camps in North America for the Avi Chai Foundation. Currently she serves as director of the Pardes Rodef Shalom Schools Program, mentors teacher leaders through Legacy Heritage Teachers Institute, and prepares educators to implement meaningful school twinning programs for the Jewish Agency for Israel.



Sensory Processing in the Classroom

Workshops 1 & 2: EC/LS, others are welcome

Rebecca Wanatick

Join this session to learn more about sensory processing/sensory integration. We will discuss what it is, how our bodies integrate the sensory feedback we receive, and self-regulation strategies to use in the classroom. There will be a make-n-take component to the workshop, allowing educators to bring something they learned back to their own classrooms.

Rebecca Wanatick is beginning her ninth year as the Manager of Community Inclusion for Greater MetroWest ABLE where she engages families, synagogues, and agencies in the Greater MetroWest community in creating a community that is accessible to all members. Rebecca received her master's degree in special education from Boston University and a bachelor's degree in both elementary and special education from University of Hartford. She has been engaged in the field of special education since she was old enough to volunteer her time and has worked in a diverse range of settings including camps, public schools, and religious schools.



Climate, Clarity, and Community in the STEM Classroom

Workshop 1: MS

Workshop 2: US

Erin Wasserman

This workshop will explore how to skillfully marry the ideas of experiential learning and social experience within a supportive and structured STEM classroom. The workshop will include information about a course that offers motivated students the opportunity to journey into scientific research under the apprenticeship of a research mentor and will provide a model for empowering students to work independently and in teams. Teachers will have the opportunity to delve into a lesson or topic of their own choosing and incorporate some of these strategies for creating

routines and classroom climates to boost social and emotional learning. Examples will be shared to serve as models for teachers to take and modify for their own use.

Erin Wasserman currently works at the Center for Initiatives in Jewish Education (CIJE), where she mentors teachers in the STEM classroom. She has been teaching high school chemistry and science research for 12 years. From 2010-2013 Erin built the Science Research Program at Fox Lane High School in Bedford, NY. She holds a master's degree in inorganic chemistry from Syracuse University and is a New York State certified teacher who has been awarded many grants to continue her work in the classroom. She is a New York City National Chemistry Day Coordinator and continues to be a very active volunteer in community science events.



Whole-Person Learning: PBL and Social and Emotional Intelligence

Workshop 1: MS/US

Workshops 2: EC/LS

Tikvah Wiener

This workshop will focus on using project-based learning to help students learn about themselves while acquiring academic content and skills. We will explore the importance of meta-cognition, feedback, and reflection as opportunities to organically integrate social and emotional goals into learning.

Tikvah Wiener is Head of School of The Idea School, a co-ed, Orthodox PBL high school opening in 2018. She is co-founder and director of the I.D.E.A. Schools Network, which has trained approximately 1,000 teachers while helping schools implement educational innovation. Tikvah earned a B.A. in English literature from Stern College, an M.A. in English literature/creative writing from Queen's College, and completed training at the Educational Leadership Academy at the High Tech High Graduate School of Education. She has worked in Jewish day schools for many years, was a Joshua Venture Fellow, and was a designer for JEIC's HaKaveret Design Team.

Intensive Workshops:



Rethinking Teacher Supervision and Evaluation

Double Session: Administrators

Kim Marshall

Research has shown that the traditional teacher-evaluation model has very little impact on teaching and learning. Kim will suggest a different approach with these components:

- Short, frequent, unannounced classroom visits followed by face-to-face coaching conversations and very brief narrative summaries sent afterward
- Supervision of teacher teams creating curriculum unit plans
- Supervision of teacher teams looking at student work and data
- Student perception surveys as input to teachers
- Rubrics used for self-assessment and final evaluation

This balanced model promises to have far greater impact on teaching and learning and to provide sound data for summative evaluations.

Kim Marshall, a former Boston Public Schools teacher, principal, and central-office curriculum director, now coaches principals, gives workshops and courses on school leadership, and consults with school districts, often on rethinking teacher supervision and evaluation and curriculum unit design. He publishes the weekly Marshall Memo, summarizing best practices from 60 publications, and is the author of *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2013).



Social-Emotional Learning: It Starts with Ourselves

Double Session: EC/LS/MS/US

Fayge Safran & Marti Herskovitz

There is a parallel process of social and emotional learning for school leaders, teachers, and students. Workshop participants will analyze the components of a Social Emotional Learning framework, self-assess our own aptitudes, and examine them through the lens of our schools. We will reflect on our resilience and capacity for empathy and ways to foster them in our students. Our goal is to help teachers build a skillset to support their students and know them across multiple dimensions. Our hope is that students learn and practice these skills in school and apply them in other aspects of their lives.

Fayge Safran is a founding member and senior program director at the Jewish New Teacher Project (JNTP). She trains mentors and principals, coaches principals, and develops JNTP materials and resources. Fayge previously was assistant principal at Ma'ayanot Yeshiva High School; served as founding editor of *Ten Da'at*, a Jewish educational journal; was adjunct instructor at Yeshiva University's Stern College; taught in day schools for over 30 years; and has lectured across North America on a variety of Judaic topics. Fayge has a B.A. in English Literature from Brooklyn College, an M.A. in English Literature from New York University, and an M.S. in Bible from Yeshiva University.

Marti Herskovitz is a program consultant and JNTP's regional coordinator for the Baltimore/Washington area. She trains mentors and new teachers, assists in program development, and recruits mentors. Before joining JNTP, Marti worked in Jewish education for 30 years in Baltimore/Washington area schools. Marti holds a B.A. in Elementary Education from The George Washington University, an M.A.T. from Lewis and Clark College, and an M.S. in School Counseling and Guidance from Johns Hopkins University.



Quest Award

for the Pursuit of Teaching Excellence

The Quest Award for the Pursuit of Teaching Excellence honors one educator from each Greater MetroWest NJ Day School who has demonstrated exceptional initiative in professional learning and collaboration.

Recipients have excelled in three dimensions of their work:

They have sought professional learning opportunities that align with established goals and apply that learning within their classrooms.

They have shared their professional knowledge with colleagues by providing mentorship to others and seeking opportunities to collaborate within their schools.

They have encouraged a sense of “Quest Citizenship” by participating in Federation-sponsored collaborative professional development programs and collaborating with colleagues in other Greater MetroWest NJ schools.

Recipients will participate in a unique shared experience that will nurture individualized professional growth and advance communal learning.

Each Head of School will honor one faculty member with an award during today’s closing convocation.

JEWISH FEDERATION OF GREATER METROWEST NJ
and its **JEWISH COMMUNITY FOUNDATION**

cherish every educator and every learner in every day school. We are proud to support and invest in all four superb schools and in the Greater MetroWest Day School Initiative. In addition to providing direct support for each school and supplemental funding that makes day school more affordable through Tuition MAX, we are delighted to be partners in advancing professional practice through programs such as the Quest for Teaching Excellence.

*The very world rests on the breath
of children in the schoolhouse.*

Talmud Bavli; Shabbat 119b



Today's event is a feature of
The Quest for Teaching Excellence Initiative

With thanks to:

Adam Shapiro
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Jewish Educational Center

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Quest for Teaching Excellence Deans Coordinator

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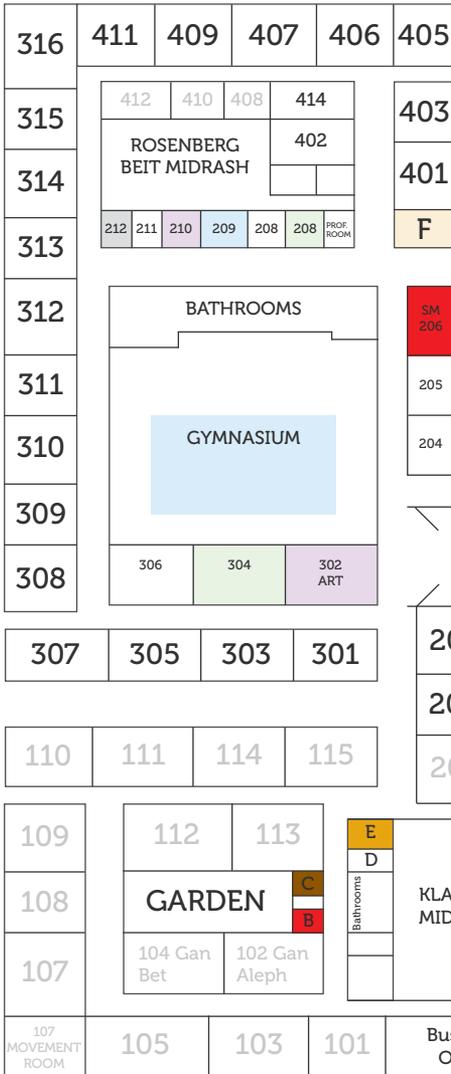
Rebecca Hindin
Director, Greater MetroWest Day School Initiative

Robert Lichtman
*Chief Jewish Learning Officer,
Jewish Federation of Greater MetroWest*

**Many thanks to the Joseph Kushner Hebrew Academy/
Rae Kushner Yeshiva High School for hosting this event**

Special thanks to Howard Plotsker, Gerri Russo and Alisha Blugrind

JOSEPH KUSHNER HEBREW ACADEMY MAP




WiFi Access:
WiFi Name: JKHA_Guest
WiFi Password: GuestW1F1

● = no classes in these rooms

ENTRANCE
FRONT OF BUILDING



EQ MATTERS:

How Social and Emotional Intelligences Impact Our Students and Ourselves

For more information visit

WWW.NJDAYSCHOOLS.ORG

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