



Know that
one who comes to
understand words
is like a tree
bearing sweet fruit -
each leaf brings healing.
-Shmuel HaNagid

דע כי כל נבון דבר כמו עץ פרי מתוק
ועליו תרופה - שמואל הנגיד

NewCAJE3 Conference
Montclair State University
Montclair, New Jersey
August 5 - 8, 2012

Rabbi Bradley Artson on
Understanding God
Dean, American Jewish University



Deborah Grayson Riegel on
Initiating Positive Change
President, Elevated Training, Inc.

Rabbi Arthur Waskow on
Trees, Earth, and Torah
Director, The Shalom Center



Ruth Messinger on
Social Justice
*President,
American Jewish World Service*

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Riveting Talks by Remarkable Jews
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Rabbi Anne Brener on
Life and Death
Author, Mourning and Mitzvah



Professor Stephen M. Cohen on
The Future of Judaism
Director, Berman Jewish Policy Archive

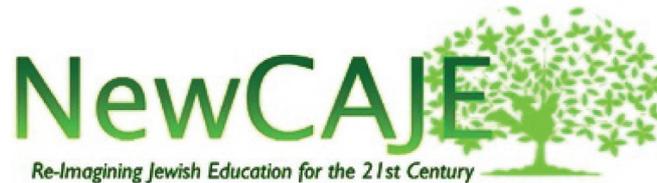
Dr. Judith Rosenbaum on
Jewish Women
*Director, Public History at the
Jewish Women's Archives*



Rabbi Rami Shapiro on
Spirituality
Author, Recovery—the Sacred Art



Rabbi Jeff Salkin on
Bar Mitzvah
Author, Putting God On the guest List



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Rabbi Yosef Leibowitz on
Passover
Torah teacher and scholar



NewCAJE3 CONFERENCE

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Professor Ron Hollander, Director*

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August 5-8, 2012
17th to 20th of Av, 5772

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WELCOME TO NEWCAJE3!

Dear Friends,

August 5, 2012

It is my pleasure to welcome you to NewCAJE3 at Montclair State University. We have put together a program that will give you the opportunity to teach and to learn. It will give you time to network with others and to refresh your soul for the school year ahead. I believe that the program and the sessions that are offered this year reflect the best of the thinking of Jewish educational practice in 2012. There are a number of sessions that speak about schools' attempts to reinvent themselves in order to respond to the needs of their consumers. There seems to be a renewed interest in the teaching of Bible. Concern for students with special needs continues to be important to Jewish educators. We see a growing place for the arts in Jewish education. More of you than ever are teaching early childhood and teenagers, reflecting a growing trend to de-emphasize the elementary age child. This year, we are especially pleased to have a small but growing number of day school educators in attendance, and we hope to promote a dialogue about how we might work together to strengthen the supplementary school system and maybe the day school system as well.

The NewCAJE young professionals have grown tremendously in the past year in part because of their NewCAJE connections. A new world has opened up for them including gigs in other communities, career changes and opportunities for advanced schooling. We have been pleased to hear of deepening relationships among young professionals and between them and their more seasoned mentors. The Young Professionals Facebook page is one of the happening places in the Jewish educational scene and over a thousand people follow NewCAJE on the Twitter.

As a field, Jewish educators are being challenged to reinvent the way we deliver Jewish education to our students. I hope that one of the topics of conversation in many sessions will be how we respond to the criticisms that are being directed toward us. Money is still tight in most communities as the movements fight to regain stability, and educators have been given job descriptions twice as big as they used to be.

Professional development money is non-existent in many places and we have to fight to regain it. If we don't continue to learn new things and grow as professionals, we will not be able to face the challenges that lie ahead. If we are isolated in our schools and communities, we will soon lose the ability to share innovation new ideas that we learn from each other. Our social media connections are a thousand times stronger when we have taken the time to develop personal relationships with our fellow educators.

The fight to make Jewish education the top domestic priority in the allocation of funds by the Jewish community has squarely fallen on us. As Bureaus around the country have been and will continue to be eliminated and silenced, who will speak for Jewish education if not us and our rabbinic colleagues?

The teacher crisis is very real. We do not have enough qualified and knowledgeable teachers to fill every classroom. In some areas of the country, this crisis has reached

significant proportions. I suspect that throwing money at this problem might make a difference but it isn't likely anyone will try this. That makes it all the more important that we should invest more in retaining those with the dedication and calling to be Jewish educators. This would include better pay and benefits but also lots of opportunities for advanced study of Judaica and education.

I have always believed in the importance of the Jewish teacher. We may have to go out there and sell the idea to our constituents. As an organization, I'd like to see NewCAJE recognize the outstanding accomplishments of the best schools and the best educational leaders. I think maybe the "C" in NewCAJE should stand for cheerleading. We need to showcase the wonderful programs and excellent products from our best schools today.

I know that each of you will make the most of your time here and go to a session that stretches your mind or is about something you haven't thought of yet. I hope you will ask, "How did you do that?" and not say, "This could never happen in my community."

Finally, I invite you to learn an important lesson from CAJE legend Shirley Barish z"l, who passed this year. Shirley was a wealthy lay leader from Houston, Texas. She didn't make a thing about that at CAJE and most people didn't know. Shirley cared about all Jewish kids. She wanted children to have an excellent Jewish education and deep Jewish experiences in Israel and in Houston. She worked tirelessly to make that happen. Shirley was an example of what can happen when Jewish educators and lay leaders work hand in hand. I would challenge you to bring your lay leader to NewCAJE. It is in that partnership that we will ultimately succeed.

In closing, I would like to dedicate this year's conference to Peter Stark z"l who died this year under tragic circumstances. Peter was a NewCAJE board member and he worked hard to make the dream of a NewCAJE a reality. He had two points he fought for always. One, he wanted to be sure that the "A" in NewCAJE always stood for Alternatives. He felt that we lost a great deal when we didn't keep our distance from other Jewish educational organizations and stopped representing and advocating for Jewish educators in the field. Second, as chair of CAJE 20, Peter had challenged Jewish educators to aspire to be versatile and not insular. He wanted us embrace the secular world around us while we remained secure in the power and creativity of our Jewish identity. Read his statement on the NewCAJE 3 quote and hear idea in his words.

On behalf of all who worked so hard to make this conference a reality, I welcome and bless you for all that you do for your students, your families and for the Jewish people.

Rabbi Cherie Koller-Fox, President, NewCAJE

עַל כֹּל מָאן דְּעָסְקִין בְּאוֹרֵיתָא: חֲנָא וְחִסְדָּא וְרַחֲמִין, וְחַיִּין אַרְיִכִין,
וּמְזוּגֵי רוּיְחִי, וּיְבָרְקָנָא, מִן קָדָם אֲבוּהוֹן דִּי בְּשָׁמְיָא וְאַמְרוּ אָמֵן.

May all who engage in the study and teaching of Torah
find abundant peace, gracious favor and mercy,
long life and ample sustenance!

A NOTE ON OUR QUOTE

By Peter Stark z"l

“One who achieves understanding is like a tree bearing sweet fruit; every leaf brings healing,” is drawn from a poem by Samuel ibn Naghreta (933-1058), also known as Shmuel HaNagid, in his day, the most prominent leader of the Jewish community in Spain.

Even among medieval figures (Maimonides, for one) of extraordinary accomplishment in diverser fields, the Nagid stands out as a unique figure. He was, as one might expect, a rabbi, expert in halakh, Talmud, and Midrash; he was equally conversant with Arabic literature and trained in Koranic studies! He served not only as Jewish communal leader, but also as vizier to several Moslem kings. The Nagid is one of the four poets whose work define a Golden Age; he is as multifaceted as Yehuda Ha-Levi, as lyrical as Moshe ibn Ezra, and as learned as Shlomo ibn Gvirol. In addition, the Nagid was something no Jewish leader (with the possible exception of Khazar officials) has been for hundreds of years: a successful general!

The poem from which our quote is drawn is particularly appropriate for CAJE, with our emphasis on text study. It accompanies and introduces a collection of Arabic poems selected and copied by the Nagid, a military commander in the field, on his way to battle, for this son, Yehosef.

*Yehosef,
Receive this collection which I have chose for you
From the finest words of Kedar and Eifah [Arabic]!
I [myself] have penned it –
Deadly spear in hand, sword drawn,
And though Death may command regions,
Bringing army upon army to armed destructions,
Yet I will not cease to instruct you, even as
Death yawns open its mouth about me,
So that Wisdom – lovelier to my soul
Than any balm – may come upon you.
Take this, ponder it, and part company
With those who make light of language and speech
Know that one who comes to understand words is
Like a tree bearing sweet fruit – each leaf brings healing,
While the fool is like a tree in the woods, who ends,
For all its buds and branches, in ash and flame!*

Here is the Jewish educator in the Nagid, on the eve of battle, praising the study of language in elegant Hebrew reminiscent of Kohefet, Proverbs, and other wisdom books associated with the House of David. In fact, the Nagid believed himself to be a descendant of King David, and he saw the full symbolic potential of his being a

successful Jewish military leader in a world in which many believed that God had turned his face away from the Jewish people forever.

In his story, “Pierre Menard, author del Quijote,” Jorge Luis Borges poses the fascinating questions of how the words of the 16th century author Cervantes might sound if written by a 20th century writer. He points out that words which might pass unnoticed in one century might astonish in another. Here, a poem of the Nagid offers a breathtaking example (especially since the NewCAJE logo always includes a tree!). The verse would not be out of place in Habakkuk, Zephaniah, or Zechariah, and might seem equally appropriate in a poem of the 19th or 20th century, but what breadth of vision it took for the Nagid, early in the 11th century, to write:

*Arise, arise!
Announce the day of deliverance!
The time of your mourning is over,
The shadow has lifted off you,
The balm has been found which will soothe you!
Arise, oh storm – driven drunkard [prophetic image for a failed misguided Jerusalem].
Pour out your drunkenness upon those who make you drunk!
Now is the time (of which, once, they said: “If not now, then!”)
To rise up like a lion.
Zion, which had become a dried-up tree, will yield fruit!
[So} put to shame those who have shamed you –
Let no one call you any longer “embittered nation!”*

As versatile with his pen as he was with his career, the Nagid mastered virtually every genre of Arabic and Hebrew poetry – creating some new and unique ones along the way. His epic war poems stand alongside his religious *piyyutim*, his colorful wine-songs and love poems to the *ofer* or the *tzvuah* stretch the vocabulary of Hebrew poetic imagery and bring back to life a field of Hebrew poetry fallow since Biblical times. Let us aspire as Jewish educators to the versatility of the Nagid, mastering diverse arts and sciences, literate in the highest sense, embracing unafraid the secular world around him, secure in the power and creativity of his Jewish identity. As we study texts together, let us remember the words he wrote to Yehosef (in what might have been a final message if he had lost the battle – but indeed, he won!), praising learning:

**Know that one who comes to understand words is like a tree bearing sweet fruit
– each leaf brings healing!**

Translations © P. Stark, 1995.

Peter Stark was a talented and many-faceted Jewish educator who served on the board of NewCAJE. He died tragically in January of 2012. We have taken the theme of this conference from that of CAJE 20, of which Peter was chair, in his honor and memory, and share with you the wonderful words he wrote on that occasion.

A NOTE ON OUR COVER

I was delighted when Rabbi Cherie Koller-Fox asked me to design the cover for the NewCAJE3 program book. As I am a member of Jewish National Fund's education department, she probably reasoned, I would know how to draw a tree! I feel fortunate that my job includes focusing on trees in Jewish thought. I am continuously awed by these beings, which blanketed the earth long before human life and are essential to the balance of nature. Many Jewish texts use trees to model the exemplary traits to which humans aspire: balance, perseverance and generosity. The quote on this program book cover from Shmuel HaNagid, a Talmudic scholar who lived in early-11th century Moorish Spain, reminds us of a time when the importance of trees was more universally recognized than today. Therefore, I took as inspiration for my design illuminated manuscripts from that era. The border design is in the shape of a sha'ar – gate – a traditional image at the beginning of a Jewish book. To be compared to a tree is an honor. As educators, we can be proud to plant for the future, and in that way contribute to tikkun olam.

Nina Walden



THANK YOU!

NewCAJE thanks **Professor Ron Hollander** of the **Jewish American Studies Program** who sponsored this conference on campus. Two other faculty members have opened their arms to us-- **Professors David Schwartz and Jaime Grinberg**. We are most grateful to them for their help and support and making us feel like family here.

To **Max Kleinman the CEO of Metro-West Federation** who helped NewCAJE obtain a grant from Metro-West so that more local teachers could afford to attend the conference.

Montclair State University has been helpful to us since we first visited in September. Our sincere thanks go to **Rob Foreman** in the Conference Center office, **Malini Som** in Housing, **Nancy Carter** in the Vice President of Budget's office, Gene Lotito and Michael Aquino at Memorial Auditorium. Our food is a unique cooperation between the University Food Services Sodexo and Foremost Glatt Kosher Caterers. Our thanks to **Cynthia Farabaugh** of Sodexo and her capable staff and to **Randy Zablo**, the Masgichim, head waiters and chefs for working out the difficult issues of bringing in a kosher caterer to a college campus.

This year we were fortunate to meet **Amy Green of BDI-Events**. Amy's Mom is a Jewish educator who had been to CAJE and so had she as a child. When she saw we were advertising for a Conference Coordinator she suggested we consider their company in Los Angeles. That is how we met all the great people at BDI-Events: **Melanie Marconi, Sean Devlin, Joe Martin, Bob Miller** and especially Amy Green. We appreciate their hard work and dedication and partnering with us to produce a professionally run conference—or at least the NewCAJE version of one. Speaking for the board and the whole NewCAJE family, I thank them for all they have done to make NewCAJE 3 a success.

Special mention has to be made to **Doug Cotler and Michael Kates**. Not only did they do a fabulous job of putting together a most memorable evening program, but they also took the time to rethink what the musical program at a NewCAJE conference should be.

I'd especially like to mention those people who advised us on the program for this conference and whose contributions made a huge difference in its success: **Amy Ripps, Goldie Milgrim, Shoshanna Silberman, Robin Eisenberg, Aliya Cheskis Cotel, Naomi Sandberg** and Jill Eisen.

Every musician, every storyteller and every comedian donated their time and more to make this event possible.

Every workshop leader, planner, and logistical volunteer: You gave of your teaching, your expertise and your time. Of course, I am grateful, but more importantly we are all grateful to all of you who volunteered in ways large and small. We could not have made NewCAJE happen without each one of you.

Young Professional Leadership: To **Anna Salomon** who served at YP chair this year even knowing that her son's August 4th Bar Mitzvah and move to a new job in North Carolina would preclude her being at this year's conference. To **Eitan Gutin** who served on the Board and took a major leadership role in the Conference itself. Eitan's knowledge and connections here in New Jersey proved invaluable as did his expertise in budget, public relations, and technology. He even convinced his Mom to let us use her house to lay out the program. Thank you **Judy Gutin!** Eitan continues to be a visionary for a new generation of Jewish educators. To **Miles Roger** who worked to develop a wonderful experience for the Young Professionals during the conference and in the Post Conference. To **Jill Eisen and Naomi Sandberg** who helped with major aspects of this year's program. To **Etta King** who took the role of outreach very seriously and developed the video that you all have seen and was always ready to advise me on all things outreach and technical. I can honestly say I have learned a great deal from her. To **Emilia Diamant** who is developing our advocacy program and also worked the Tweeter so we have well over a thousand followers hanging on our every word—well 142 characters at least. To **Jennifer Zunikoff and Jordan Hill** for their help in making the conference feel more intimate. To all who ask for help or give advice so freely on **our facebook page** and to all who will be **the leaders of the next generation** and set an agenda for the 21st Century, thank you for dedicating yourself to this holy calling of Jewish education.

We made a decision that we would not raise money for NewCAJE until we were established again as an organization worthy to be part of the American Jewish Community. I believe our three conferences have so established us. It is even sweeter to **thank all of you** who have given money and time through our requests and through our webinars so that we could reach this important landmark in our new history. Special thanks this year to **Deborah Grayson Riegel, Rabbi Jeff Salkin, Dr. Judith Rosenbaum, and Rabbi Rami Shapiro** who gave the wonderful webinar talks that help keep our organization afloat. To those of you who have believed in this effort and supported it with your funds, Jewish educators will always be grateful for the faith you have put in our organization and our leadership team. Special thanks to **Allen Glick, the Lippman Kanfer Family, The Grinspoons, the Winshalls, Laura Lauder, Jon Wolf and Margery Wolf** for your early support of our efforts. Gratitude abounds for **those former CAJE members** who continued to give from their pockets and from their hearts to make NewCAJE a reality.

To the members of the NewCAJE Board: Jerry Benjamin, Ahouva Steinhaus, Peter Stark z"l, Eitan Gutin and Anna Salomon and our families who have extended their support and hospitality to us in the course of these last years. NewCAJE has been about love and friendship as much as it has been about dreams for the future of Jewish Education in North America. Heart-felt thanks.

Cherie Koller-Fox, President NewCAJE

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Without your help, knowledge and talent, NewCAJE wouldn't be possible. Thank you for creating a field of Jewish Education and for sharing your gifts with your fellow Jewish educators. Because of you, we will each go back to our vineyard with renewed energy and enthusiasm for our holy task. People will remember you and what you've shared this week and in classrooms across North America, your influence will be felt.

AZKAROT REMEMBRANCES

WE REMEMBER THEM—NewCAJE AZKAROT

At the rising of the sun and at its going down

We remember them.

As we prepare for the Hanukah family program in the chill of winter

We remember them.

As we teach children the four questions in the rebirth of spring

We remember them.

As we gather at NewCAJE to recharge our souls in the warmth of summer

We remember them.

As we built a new curriculum for teaching Torah in the beauty of autumn

We remember them.

At the beginning of the school year and when it ends

We remember them.

*As long as we live, they too will live;
for their work is now our responsibility and they are a part of us
so we remember them.*

When we are weary and in need of strength

We remember them.

When we are lost and sick at heart

We remember them.

When we have joy we crave to share

We remember them.

When we have decisions that are difficult to make

We remember them.

When we have achievements that are based on theirs

We remember them.

They were our teachers, our colleagues, our benefactors, our inspirations, our friends

*As long as we live, they too will live;
for they are now a part of us
as we remember them.*

© based on Yizkor Prayer by Sylvia Kamens & Rabbi Jack Riemer

SHIRLEY BARISH

Remembered by Rabbi Cherie Koller-Fox

When you arrived at a CAJE conference, the first person you were likely to see was Shirley Barish sitting at the registration table. You could hear her warm laugh a mile away and people gravitated to her. She was the CAJE Mom—a little older than most of us—she mentored us and reminded us that being a Jewish educator was a privilege and a joy. Shirley gravitated to CAJE conferences early on and was a founding member of CAJE. She served on the Board for many years and volunteered to help in every way. Shirley brought the conference to her home state of Texas three times. She had a personality as large as Texas and a heart even bigger.

Shirley passed away on December 26, 2011, peacefully in her home. Shirley moved with her family to Houston, TX in 1945 where her family purchased Nolen Jewelry in Downtown Houston. She met her future husband of almost 63 years, Marvin Barish, on a blind date in 1948 and they were married a year later. Shirley would often bring Marvin with her to CAJE conferences They were blessed with three children, Jacquelyn, David & Leon Barish who were her inspiration for getting involved in everything from the PTA, Girl Scouts, and Red Cross Water Safety Instruction. She taught many not only to swim but how to teach others to swim. She used that knowledge as a springboard for her pioneering work in Jewish education, which started at Congregation Emanu El Religious School in Houston.

She and Marvin became Youth Group Advisors for the Congregation's Temple Youth Group. Shirley was "Mom Barish" to literally thousands of Jewish youth not only in Houston but throughout Texas and the nation. She also took many Houston Jewish teenagers to Israel on six week summer pilgrimages. Upon her retirement from teaching the youth, she turned to teaching teachers and became famous for her innovative programming. She published two volumes of her programs in *The Big Book of Great Teaching Ideas* and *The Big Book of Terrific Teaching Ideas*

Shirley received many awards and recognitions, her most recent being the American Jewish Committee Max Nathan Award for her and Marvin's dedicated service to the community. Taking what she had learned from her involvement in CAJE, Shirley created the Jewish community's Yom Limmud 18 years ago, bringing together all facets of the Houston Jewish community where over a thousand meet each year to learn together for a day. Three years ago she and Marvin endowed Yom Limmud for future generations to enjoy. They also provided a fund at their synagogue for teachers to have the opportunity for annual professional development. The sanctuary at Temple Emanu El is named in their honor.

Shirley was a Life Member of CAJE. We are saddened by her loss and by the knowledge that a new generation of Jewish educators will not have the opportunity to learn from her as we did. Shirley chose to live a life based on love of family and community and devotion to the Jewish people. She has left an indelible mark on Jewish education in Houston and on Jewish educators country-wide. We will continue her work and continue to tell the stories about “Mama Barish”, but she was unique—one of a kind in this world and she will be greatly missed.

SYLVIA ETTENBERG

Remembered by Carol K. Ingall

Reishit hokhmah, ir'ah...

I first met Sylvia (Mrs. Ettenberg, then) when I was 17 and hoping to attend the Seminary College while I studied at Barnard. I had to be interviewed because I wanted transfer credit for courses I took at the Hebrew College in Boston. I was grilled—in Hebrew—by a stunningly beautiful woman who emanated competence and high standards. I was terrified.

I don't recall anybody speaking in English to Mrs. Ettenberg. Hebrew was the sole key to unlock the treasury of Jewish knowledge. Writing about the Americans who devoted themselves to creating Hebrew poetry, Alan Mintz refers to them as building a *Sanctuary in the Wilderness* based on “a passionate and steadfast devotion to the Hebrew languages ...not merely a principled commitment, but something on the order of a fierce and burning *idée fixe* that made Hebrew into the cornerstone of national and personal existence.”

Sylvia grew up and met Moshe in one of those sanctuaries, the Tiferet Yisrael Talmud Torah in East New York, where her *maskil* father served as secretary of the PTA. It was, as Erving Goffman would say, a “total institution” where she went seven days a week. The Talmud Torah, far more engaging than her dull public school, offered after school and Sunday classes, a Boys' Congregation and Sisterhood, clubs, and sports. She loved the Teachers Institute (much more so than Brooklyn College, where she admitted to being an indifferent student) because the TI was also a total institution in which Hebrew was the *lingua franca*. For all of her professional life, Sylvia would continuously recreate that sanctuary in the wilderness, in order to build an American Jewish elite that was committed to Hebrew and Jewish literacy first at Camp Ramah, then Prozdor, LTF, Mador, and the Joint Program with Columbia.

Sylvia was equally as passionate about JTS. As happy as she was teaching *Ivrit b'Ivrit* at the newly launched Beit Ha'Yeled, she left to become the registrar and faculty secretary of the Teachers Institute, heeding the call of her alma mater. She would spend more than 40 years there in a variety of roles: Registrar, Dean of Students, Assistant Dean at TI, and Dean of Educational Development. She had created a network of linked organizations that she trolled for talent, scouting out potential rabbis and teachers at Ramah, using Prozdor to launch new faculty members, like Yohanan Muffs, Nahum Sarna, and Avraham Holtz, who would then be hired to teach in the “big leagues.”

She loved being “one of the boys” who ran JTS. Except once, when a heated meeting was interrupted for a restroom break. The “boys” decided what course to follow in the men's room. Sylvia was livid and warned them that backroom—or rather, bathroom—decision-making had to stop or else she'd follow them into the Men's Room. Even in her later years, Sylvia always felt connected to JTS. She wanted to hear what was going on—the quality of the students, enrollment numbers, how the new faculty hires were working out, and even the topics of the dissertations of the Davidson doctoral students.

Sylvia brought a panoply of personal attributes to JTS, chief among the practical wisdom. She was a born problem-solver. One of my favorite Sylvia stories is from her experience at Camp Cejwin. It took place during WWII, when it was downright impossible to find young men to staff the boys' camp. Sylvia was made the head of the youngest boys' division, and along with Albert Schoolman, hired a coterie of *yeshivah bochurs* as counselors, making them sign a pledge that they would take the kids for recreational swim on Shabbat. They promised in the spring, but reneged in the summer, making Sylvia furious. She told them she knew that they were concerned about *issur s'chitah* — wringing out water from towels and bathing suits. She had a solution: they were to swim nude, sans towels and bathing suits, and she'd supervise. Needless to say, they caved and took the kids swimming. Barry Holtz told me a wonderful Sylvia story after noticing the sudden appearance of *hekhshered* cheese in the Ramah dining hall, despite a *p'sak din* from Rabbi Isaac Klein that all cheese was kosher. When he asked why the change in policy, Sylvia succinctly replied, "I traded the cheese for *aliyot* for women."

Reishit hokhmah, yir'ah.

Sylvia was awe-inspiring, not only for her era but for ours as well. She would never call herself a feminist, although she surely believed in equal pay for equal work and used her wiles to get a raise from Dr. Finkelstein. Paula Hyman, *zikhrona l'vrakha*, observed, "She was among the first to prove that women could achieve positions of authority and influence in Jewish institutions of higher learning."

Sylvia was the mother of Isa Aron, the first executive director of CAJE and Professor of Jewish Education in Los Angeles. For all her accomplishments and for her ground-breaking path for women in Jewish education, we are in her debt. *Y'hi zikhra barukh* .

MORAH DEVORAH GOLINKIN

Remembered by Rabbi David Golinkin

Devorah Golinkin z"l was born in New York City on September 11, 1922. Her father, Avraham Nattan (Avrum Nossen) Perlberg, who died at a young age, was a Hebrew writer, poet and professor of Hebrew at the Mizrahi Teachers' Seminary and Yeshivah College in New York. During all the years that my brother Abe and I were growing up, our mother ran the house; taught Hebrew school; taught Spanish; was a devoted Rebbetzin; and was very active in Sisterhood and Hadassah.

Many of those who knew our mother in her later years did not know that she was a Spanish Professor and teacher for 42 years from 1943 until 1985. Mom taught Spanish at many universities and high schools in Arlington, Knoxville and Maryland, including: Queens College, Syracuse University, Hunter College, George Mason University - where she was an Assistant Professor - and the University of Tennessee.

In 1997, our mother was honored by The Council on Jewish Education Services at the Associated in Baltimore, for 36 years of teaching Hebrew school. All of her hundreds of pupils called her Morah Devorah. She began to teach at the Ar-Fax Pre-school at the congregation of our father Rabbi Noah Golinkin z"l in Arlington, Virginia.

She also taught at the Hebrew School at our father's congregation in Knoxville, Tennessee. When she left, in 1977, the kids put on a skit "This is Your Life". Here are a few excerpts which show their affection for Mom:

*Listen and we shall see
A woman so kind, so wise, so true
A teacher for me and you
Soon she will leave us and
We will not be the same...
For the last seven years she has been our teacher – Morah Devorah.
We were her first class in Knoxville. She taught us to love Judaism.
We will miss her...*

Finally, in Columbia, Maryland, Mom taught at the Columbia Jewish Community School, where she was honored in 1987-88, and at the Consolidated Hebrew School which included Beth Shalom. She taught 3rd, 4th and 6th grades – retiring in 1997.

Hebrew Literacy

Our father Rabbi Noah Golinkin z"l developed the Hebrew Literacy Program in Arlington, Virginia in 1963, during which every adult in the synagogue learned how to read the Siddur in twelve weeks. In 1978, he turned this into a national program.

Mom enabled Abba to teach 200,000 adults how to read Hebrew via the Hebrew Literacy Campaign and the Hebrew Reading Marathons. Beginning in 1986, when our father "retired" from Beth Shalom in Columbia, Maryland, he would work on Hebrew Literacy

every day from 8am to 2am. Mom supported him in every way: they ate supper every day together; they taught 150 Hebrew marathons from New York to Honolulu together; Mom drove Abba to all of his classes (he was a terrible driver); and Mom attended all of his classes.

The CAJE Connection

Rabbi Noah and Devorah Golinkin z"l attended almost every CAJE Conference for 15 years—from 1986 to the year 2000. Devorah enjoyed the CAJE Chevra and CAJE Ruach. Each year, she sang in the CAJE Chorale, a chorus of more than 100 CAJEniks, under the direction of Debbie Friedman z"l.

She assisted our father in presenting classes and workshops to train teachers how to teach the three textbooks mentioned above. At a few of the conferences, including one in Jerusalem, they taught the entire Hebrew Reading Marathon course of 8 hours, divided into several sessions, to Sunday School teachers, so that they could go back from CAJE to their communities knowing how to read Hebrew. Our mother, as usual, co-taught the Hebrew Reading Marathon with our father. In addition to teaching several units of the course, she would walk around the classroom while Abba was teaching, making sure that no student lost their place or fell behind.

Mom, in her quiet and unassuming manner, was indispensable to the success of each of the more than 150 Hebrew Reading Marathons she co-taught with Abba, thus empowering thousands of Jewish adults throughout America to read Hebrew.

Yehi zikhrah barukh! May her memory be for a blessing!

JACK HOROWITZ

Remembered by Rabbi Zoe Klein

We mourn the passing of Temple Isaiah's (Los Angeles) first religious school educator, Dr. Jack Horowitz. Jack directed our religious school for 34 years, from 1957 to 1991, after which he became director of religious education emeritus. He taught and led with heart and soul, and everyone who knew him felt the genuineness of his love and the depth of his wisdom. Jack was an inspiration to children, families and colleagues, and built the foundation of education at Isaiah that we still enjoy today. He was a national voice in Jewish education and a prolific, influential writer.

Jack Horowitz once wrote, "I challenged my colleagues to educate and inspire a generation of native-born youth who would be fired with zeal and love of Yiddishkeit and be ready to dedicate their lives to building a new Golden Age of Jewish learning and scholarship in America." Indeed, many of the students he educated, especially those graduates of Temple Isaiah's Rishonim program which he launched in 1971, became inspiring role models of Jewish living and involvement, assumed positions of Jewish leadership in various colleges and universities, traveled to work in Israeli kibbutzim and to study in the Hebrew University of Jerusalem and the University of Tel Aviv.

At his retirement, Jack wrote, "After thirty-four years with Temple Isaiah, I still marvel to see how all of you and your children have such a wonderful commitment to our Temple and to our people. How beautiful and how pleasant it is to see you and your families coming so eagerly and joyfully to our myriad of activities and celebrations revolving around our Religious School and Temple communal life. You are truly heroes of the Jewish spirit. What a joy and inspiration it is year after year to experience the sights and sounds of our religious School! Our classrooms are alive with beautiful, creative environments, realia, maps and paintings. There is singing of Hebrew songs and prayers, dancing of Jewish folk dances, and lively discussions of teachers and children. A wonderful *ruach* permeates the halls, the classroom, our entire Temple! Our children are constantly experiencing our rich Jewish heritage with all their senses, identifying with Yiddishkeit emotionally and cognitively."

May his memory be a blessing.

PAULA HYMAN

Remembered by Deborah Dash Moore

Paula Hyman, a pioneering historian of modern Jews, published “My Life as a Radical Jewish Woman” in 2001. Without its subtitle, “Memoirs of a Zionist Feminist in Poland,” it could stand as an apt characterization of Paula herself.

Paula Hyman helped integrate gender analysis into mainstream Jewish historical research. The Yale University historian chose to edit the English translation of Puah Rakovsky’s Yiddish memoir because she sensed a kindred spirit whose feminism and dedication to Jewish education, Zionism, family and community paralleled her own commitments. And in doing so, Paula, who died of cancer December 15 at age 65, found a way to marry her two passions: Jewish history and feminism.

Paula wanted to reclaim Jewish women activists of yore for contemporary Jews as part of her lifelong mission to challenge received ideas about leadership, values and ways of doing things in the United States and Israel. Her work ultimately brought gender analysis into the mainstream of Jewish historical scholarship. For example, Paula invited serious consideration of Jewish women’s organizations such as Hadassah, long scorned by male historians and skewered by comedians.

In 1997, Paula and I co-edited the two-volume “Jewish Women in America: An Historical Encyclopedia,” which inspired plentiful scholarship on hundreds of American Jewish women in arts, politics, society and religion.

Her years in New York, during the 1970s and ’80s, proved formative. She joined the New York Havurah, an experimental Jewish religious community, and she helped found Ezrat Nashim, a Jewish women’s consciousness-raising group that advocated for women’s equality in American Jewish life. Paula also pressed the Conservative movement to count women in a minyan and ordain women as rabbis.

Her activism did not derail her pursuits of a sustained scholarly career and a rich family life. In 1969 she married Stanley H. Rosenbaum, then a medical student, and the couple had two daughters, Judith and Adina.

Paula deployed her historical acumen to bring immigrant Jewish women’s history into the consciousness of American Jews. A 1982 article on the 1902 New York kosher meat boycott led by immigrant Jewish housewives became her most anthologized work.

Paula pursued such path-breaking activities even as she faced multiple bouts of cancer, over the course of more than 30 years. She battled illness courageously, refusing to slacken her pace. When her daughter Judith became a bat mitzvah, Paula read Torah despite having undergone an operation to remove a brain tumor six days earlier. But living with an acute consciousness of her mortality toughened her, making her impatient with tokenism involving women.

Paula nourished several generations of students at Columbia, the Jewish Theological Seminary and Yale University. In 1981 she became first woman to serve as dean of the seminary's Albert A. List College of Jewish Studies, and in 1986 she joined the faculty of Yale, becoming Lucy Moses Professor of Modern Jewish History. Three years after coming to Yale, she was appointed director of the Jewish studies department, becoming the first woman to lead a major university's Jewish studies program; she held that position for more than a decade.

Selected as a fellow of the American Academy for Jewish Research in 1995, she became the society's first female president in 2004.

Paula Hyman leaves behind an extraordinary legacy — a body of scholarship that radically altered modern Jewish studies, a large cohort of students and colleagues profoundly influenced by her insights, and a transformed American Jewish community that recognizes the principle and even necessity of women's equality — as well as deep friendships, a loving husband and two accomplished daughters—including Judith Rosenbaum of the Jewish Women's archive who like Paula is a great supporter of NewCAJE.

REUVEN MARTIN JAFFEE

Remembered by Emma Silvers

Reuven Martin Jaffe, a passionate Bay Area educator and advocate for Israel, died Aug. 6 in San Francisco at the age of 74. Born Jan. 18, 1937, Jaffe graduated from George Washington High School in San Francisco and went on to further his education in 11 different schools across the United States and in Israel. While a student at the Jewish Theological Seminary in New York in 1967, he met his future wife, Ruth, who had just begun to teach there; the two married within a year.

The couple subsequently moved around the world — to Los Angeles, to Jerusalem — but always wound up back in San Francisco.

Jaffe was well-known in the community for his commitment to education. Over the course of his roughly 50-year career, he taught in synagogues near Los Angeles and in San Francisco public schools, and served as education director at San Francisco's Congregation Ner Tamid. He was a lifelong student, receiving his doctorate from the University of Southern California at age 46.

Those who knew him well say he touched countless lives through his work as a teacher. At his funeral, former students spoke of Jaffe's compassion, drive and support. "He really changed his students' lives," said Ruth. "One student in particular spoke beautifully [at the funeral]. She said she didn't know where she'd be if it weren't for him."

Jaffe, the only member of the Northern California Board of Rabbis who wasn't an ordained rabbi, was a fixture in the Bay Area Jewish community. He served on a plethora of boards and committees that combined his passions for Judaism and education, such as the Jewish Community Relations Council's public schools committee; he was a member of the Hebrew Free Loan Association and Raoul Wallenberg Jewish Democratic Club, among many others.

"He carried the world on his shoulders," said his wife. "He wanted to fix the problems of the Middle East. Israel was central, was foremost in his life."

The father of two and grandfather of eight had a tremendous impact on all their lives, his wife said. "He had two mottos in life. One, from the Bible, was 'Do justly, love mercy, and walk humbly.' And the other was 'Justice, justice, thou shall pursue.' That's really how he sought to conduct his life."

"He was an educator to the nines," said Haas. "He was just a good fellow, and we'll miss him."

PETER STARK

Remembered by Rabbi Cherie Koller-Fox

I first met Peter when we were graduate students at Brandeis. Over the years, our lives intertwined around music, drama, social action but most importantly around our common passion for Jewish education.

When Peter learned there was a national organization (CAJE) that could give him a pulpit to spread his unique ideas and ideals of teaching, he became an activist in the organization, a teacher of teachers and an advocate for students. In 1995, he chaired CAJE 20, a Conference held at the University of Massachusetts. Like so many things he did in his life, Peter threw himself into this role, determined to use this conference to make a real contribution to the field of Jewish education.

Four years ago, when CAJE went bankrupt, I asked Peter to help me build a NewCAJE. He had just come back to Boston from a decade of caretaking his beloved parents and his adored aunt and he readily agreed to serve on our small Board.

These were difficult years for Peter. He was very ill and often in great pain. Nonetheless, he wouldn't miss a meeting. Last fall, we had to testify in a court case in Pennsylvania related to the bankruptcy and Peter insisted on taking the train down from Boston to support our case. It turned out to be a wonderful day. Sitting outside the courtroom waiting for our case to be called, Peter told jokes and spoke in Yiddish and laughed and laughed until the judge sent out his clerk to tell us to keep it down. Peter's belief that CAJE was critical for Jewish education inspired all of us to keep working, keep fighting. Peter was very proud of his part in this success against all odds. It was his kind of battle. Peter was a Jewish educator, activist and iconoclast.

It is odd to think of these three words included in the same sentence—odd to imagine that one person's life could hold them all. Peter was that unique and sometimes tortured man who held them all.

An iconoclast is someone who challenges tradition and destroys religious images. Peter challenged God every day because of the tragic deaths of his brothers at such young ages. Their death broke his faith. He could never regain it. But at the same time, he had been raised in a home imbued with the love of Jewish culture and Yiddish language. These things brought him great joy his whole life. Ironically, he found in the text of the Bible and in the lives of the rabbis and scholars support for his questioning and rebellion. He found that protesting God was part of Jewish tradition and he wanted to share the beauty of voice of protest with his students. It turns out that the people Israel—the descendants of Jacob who wrestled with God—are not to be submissive but are to make God accountable for his actions to those who suffer and question on this earth.

The literature of the Bible spoke to Peter's heart and drew him into it. It was the text of the Bible that he was studying in Graduate school when we met. He wanted his students to understand that the Bible could be questioned but more importantly, he wanted his

students to understand that it belonged to them and not to the rabbis or any authority. He wanted them to hear that the text could mirror whatever was in their hearts, that it could accompany them through their life—no matter what turn their life might take. He wanted them to know that any question they had about life could be reflected in scripture—that it would comfort them like it had strangely comforted him and that it could stand up to any anger, to any question.

His student—Claudia R.S. Schwartz wrote of her time as his student: “We read Ecclesiastes and Samuel, as well as other texts from the Bible. We spoke of oxymorons, antitheses, puns, metaphors, similes - just to name a few of the tools he gave us as the base of our literary understanding. He taught us how to find new dimensions in the text and transformed our idea of the Bible. I came out of his class with an appreciation of Tanach, one that doesn't just come from being Jewish. When I look at the Bible, I see it as a work of literature, with all the beauty and depth of a play by Shakespeare. I thank Peter for this, because to see the Bible as anything less is to miss a great piece of art.

We didn't always concentrate on the text, either. The great thing about Peter's class was that we could go in there and question about anything that happened to be on our minds. Sometimes discussions related to the text and sometimes they didn't. We spoke of herpes, AIDS, syphilis, World War II, Winston Churchill, the lineage of Sadaam Hussein and King Hussein, English Monarchies, Euthanasia, Earthquakes, heart transplants, the Czar's daughter Anastasia, Communism, Lenin, Stalin, as well as many other subjects. We read excerpts from Romeo and Juliet, Macbeth, and Julius Caesar. Peter taught us Hebrew grammar, English grammar, Semitic languages, and much more.”

Peter loved his students and kept in touch with many of them. Even when they were children, he saw them as the human beings they were and the adults they would become. He held them in great respect and taught them wherever they were at. That respect was returned and heartfelt. Most people only meet a teacher like that once or twice in their lives, but rarely when they are rebellious teenagers hopped up on their own hormones—a time when they so badly need a teacher and role model and someone who loves and understands them. Peter was that teacher to a generation of students at the Solomon Schechter Day School in Boston and through his work with the Bureau of Jewish Education's efforts in the Soviet Union. (To name just a few of the places he'd worked.) When he died tragically in an automobile accident, just as he was beginning a new position at the Solomon Schechter school, his students filled social media sites with stories and with remembrances. One of his students was the rabbi at his funeral, many others eulogized him. They filled the airwaves with unforgettable stories of their time as his student and his friend. He had kept up with most of them over the years.

Peter had been active in the movement to save Soviet Jewry in the 70's. Many people marched and raised money and wrote letters to their congressmen, but Peter was not content to do only that. He went to the Soviet Union and was immediately drawn to the children there who he felt needed a way to understand their Jewish identity. He had this amazing idea to train a group of Boston kids all year to run a camp for their counterparts in Vilna. I don't know why Vilna, but of all the places in the Jewish world, Vilna was the

most intellectual and questioning locations—maybe he was drawn there for that reason. The Boston kids planned activities that they thought would interest the kids in Vilna. Peter supported them in their choices and the camp was a huge success. Peter was very passionate about this project, about his many trips to Vilna, and about the effect the camp had on his Boston kids and on those in Vilna. He became fluent in Russian just to be able to communicate better with people there. It was one of 8 languages he mastered. One of Peter’s heroes was the medieval poet, Shmuel HaNagid—in his day the most prominent member of the Jewish community in Spain. A rabbi, a scholar in both Jewish and Arab literature, he was a Jewish leader and an advisor to Moslem kings. He was a poet and a successful general- a renaissance man of great intellect and a multitude of interests—not unlike our dear Peter who was a producer, actor and director when he wasn’t in a classroom, a computer whiz, and a master of language, classical music and esoteric ideas.

In his memory, we have used the quote Peter Stark chose for CAJE20 as our quote for NewCAJE3. But a real tribute to him, would be if we took his hopes for us and made them our own. He wrote:

“Let us aspire as Jewish educators, to the versatility of Shmuel HaNagid, mastering diverse arts and sciences, literate in the highest sense, embracing unafraid the secular world around him, secure in the power and creativity of his Jewish identity.”

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**NewCAJE is sincerely grateful to all those who contributed to
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create a lasting support system for Jewish Educators.*

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Betsy Katz
Joanna Katz
Lawrence Katz
Sandra Katz
Stuart Kelman
Jessie Ker-Whitt
Temma Kingsley
Linda Kirsch
Barbara Klaristenfeld
Stanley Kleckner
Elliott Kleinman
Diane Kleinman
Rosalyn Koch
Robert Kogod
Cherie Koller-Fox
Gene Korff

Deborah Kornberg
Cynthia Kravitz-Entin
Lena Krebs
Shelly Kreiger
David Kishef
Terry Krulwich
Gillian Kulp
Paul Kurland
Ruth Kerlandsky
Howard Kurshner
Mary Jean Kurshner
Richard Kushnir
Candace Kwaitek
Cheryl Lane
Luisa Latham
Yael Lazar
Barbara Leff
Malcolm Leinwohl
Devra Lerner
Rona Lesser
Fran Levey
Marcia Levinsohn
Neil Levy
Henia Lewin
Lynn Liberman
Jonathan Lifschutz
Marcel Lindernbaum
Jillian Lisner
Hannah Litowitz
Bonita Malit
Susan March
George Marcus
Michelle Marcus
Phillip Marcus
Ellen Masters
Myrna Matsa
Batsheva Meiri
Michael Mellen
Florence Melton
Laurence Milder
Goldie Milgram
Milton Miller
Sue Mizrahi
Bonnie Morris
Robert Morris
Robin Morris

Jo ann Morrison
Sharon Morton
Gary Moskowitz
Sharon Feiman-Nemser
Raquel Newman
Janet Novins
Brian Opitz
Jodi Oskin
Barbara Oslick-Brown
Aaron Panken
Aviva Panush
Stephen Parkoff
Barbara Parkoff
Jordan Parr
Ruth Patt
Amy Perlin
Sara Perman
Iris Petroff
Rachel Petroff
Peter Pogany
Ruth Pogany
Frumeth Polasky
Janet Pont
Charles Posternak
Daniel Pressman
Michael Price
Jo-Ann Price
Lauren Pulver
Judith Race
Judith Radousky
Diane Rauchwerger
Ina Regosin
Susan Resnick
Arnold Resnicoff
Susan Rifkin
Amy Ripps
Carnie Rose
Lisa Rosenberg
Michael Rosenthal
Jessica Roskin
Barbara Rosoff
Seymour Rossel
Miriam Brun Ruberg
Dov Rubin
Diane Samet
Dena Saslaw

Jeffrey Schein
Alvin Schiff
Kyla Epstein Schneider
Peninnah Schram
Cherie Karo Schwartz
Patricia Schwartz
James Schwarz
Merril Shapiro
Thelma Shenkman
Michael Sherman
Nadine Siegman
Shoshana Silberman
Michael Silver
Jerry Silverman
Gail Simon
Kurt Simon
Alan Sims
Ronni Sims
Betty Singer
Ellen Singer
Bonnie Slavitt-Moore
Amy Small
Roger Smith
Barbara Sofer
Eliot Spack
Tamar Spanier
Mark Staitman
Carol Starin

Peter Stark z"l
Olivia Starman
Jonathan Stein
Myron Stern
Marc Sternfeld
Arlene Sterfeld
Lisa Stone
Barbara Stoner
Mark Strauss-Cohn
Karen Strok
Joseph Sumner
Sandra Suson
Barbara Sussman
Burton Sutker
Roberta Sutker
Daniel Syme
Ronald Symons
Neri Tischler
John Uhlmann
Faye Ullmann
Miriam Van Raalte
Morton Wachtler
Joan Wallis
Sharon Wassberg
David Wattenberg
Christine Wattenberg
Francine Weaver
Sharon Wechter

Barbi Weinberg
Michael Weinberg
Jody Weinberg
Caren Weintraub
Seth weiss
Gisela Weisz
Stephen Weitzman
Henny Wenkart
Jane West Walsh
Elizabeth Wexford
Alan Weiner
Abby Weiner
Shohama Weiner
Sheryl Witlin Bogad
Jonathan Wolf
Marcia Wollner
Rochelle Wynne
Diana Yacobi
Bebbye Zanerhaft
Shoshanah Zaritt
Geri Zeller
Nancy Zimmerman
Edward Zissman
William Zoske
Leonard Zucker
Julie Zupan
Ellen Zuskin

***We thank you for your generous support of Jewish Education,
and hope that you will continue to help us with our vision for
the 21st century—NewCAJE.***

NEWCAJE PROGRAMS

NewCAJE PUBLICATION: THE JEWISH EDUCATOR

The Jewish Educator, edited by Judi Resnick, is a journal dedicated to research, opinion, ideas, networking, best practices and innovation—anything Jewish educators. Currently, there are two volumes available, and a third volume will be released in October, 2012.

To access The Jewish Educator go to: <http://thejewisheducator.wordpress.com/>

LEHRHAUS OnLINE: The NewCAJE Webinars

Our Adult Education and Professional Development programs offer Life-Long Learning for Adults through NewCAJE's Great Speaker Series. Bring the greatest Jewish speakers and scholars to your community.

The webinars are:

- 4 Times a Year
- 90 Minutes long
- Interactive and Affordable
- Includes Study Guides

The next Webinar will feature Dr. Kerry M. Olitzky, Executive Director of the Jewish Outreach Institute, who will be speaking on *Intermarriage in the Jewish Community*. To register, please visit: <http://newcajelehrhausonline.org>

The following past webinars are currently available for purchase at <http://newcajelehrhausonline.org>:

- **Rabbi Bradley Artson:** Almighty? No way! Learning to Love the God you really believe in.
- **Rabbi Anne Brener:** Reflections on Life, Death, and Debbie Friedman (with music by Julie Silver)
- **Professor Steven M. Cohen:** More Jewish Friends: A Key to the Jewish Future
- **Rabbi Yosef Leibowitz:** 3 part series: Passover in the Bible/Haggadah
- **Ruth Messinger:** The Jewish Responsibility for Social Justice
- **Rabbi Arthur Waskow:** Trees, Earth and Torah: How Judaism teaches us to heal the Earth
- **Dr. Judith Rosenbaum:** 50 years after the Freedom Rides: Jewish Lessons from the Civil Rights Movement
- **Rabbi Jeffrey Salkin:** Sanity and Sanctity: Reinventing Bar/Bat Mitzvah in America
- **Rabbi Rami Shapiro:** Filling Heads and Opening Hearts: Teaching a Judaism of Compassion
- **Deborah Grayson Riegel:** Problems to Possibilities: Using Appreciative Inquiry to Focus on the Bright Spots in Jewish Education

MONTCLAIR STATE UNIVERSITY INFORMATION & LOGISTICS

Welcome to the beautiful campus of Montclair State University and our home for the NewCAJE3 Conference! Nestled in the hills of the New Jersey communities of Montclair, Little Falls and Clifton, this 250 acre campus was built in 1908 as the New Jersey State Normal School at Montclair.

Now known as Montclair State University, this second largest public university in the state of New Jersey offers 300 majors, minors, concentrations, and certificate programs and will welcome close to 19,000 students this fall.

The NewCAJE 3 Conference will be utilizing the following buildings:

UNIVERSITY HALL

- **Foyer**
Conference Check-in
- **Seventh Floor**
The Expo and Meals Service will be located on the seventh floor of University Hall. This exquisite space features a million-dollar panoramic view of the Manhattan skyline and wifi internet access throughout.
- **Second and Third Floor Classrooms**
Conference sessions will take place in the University Hall classrooms on the second and third floors.

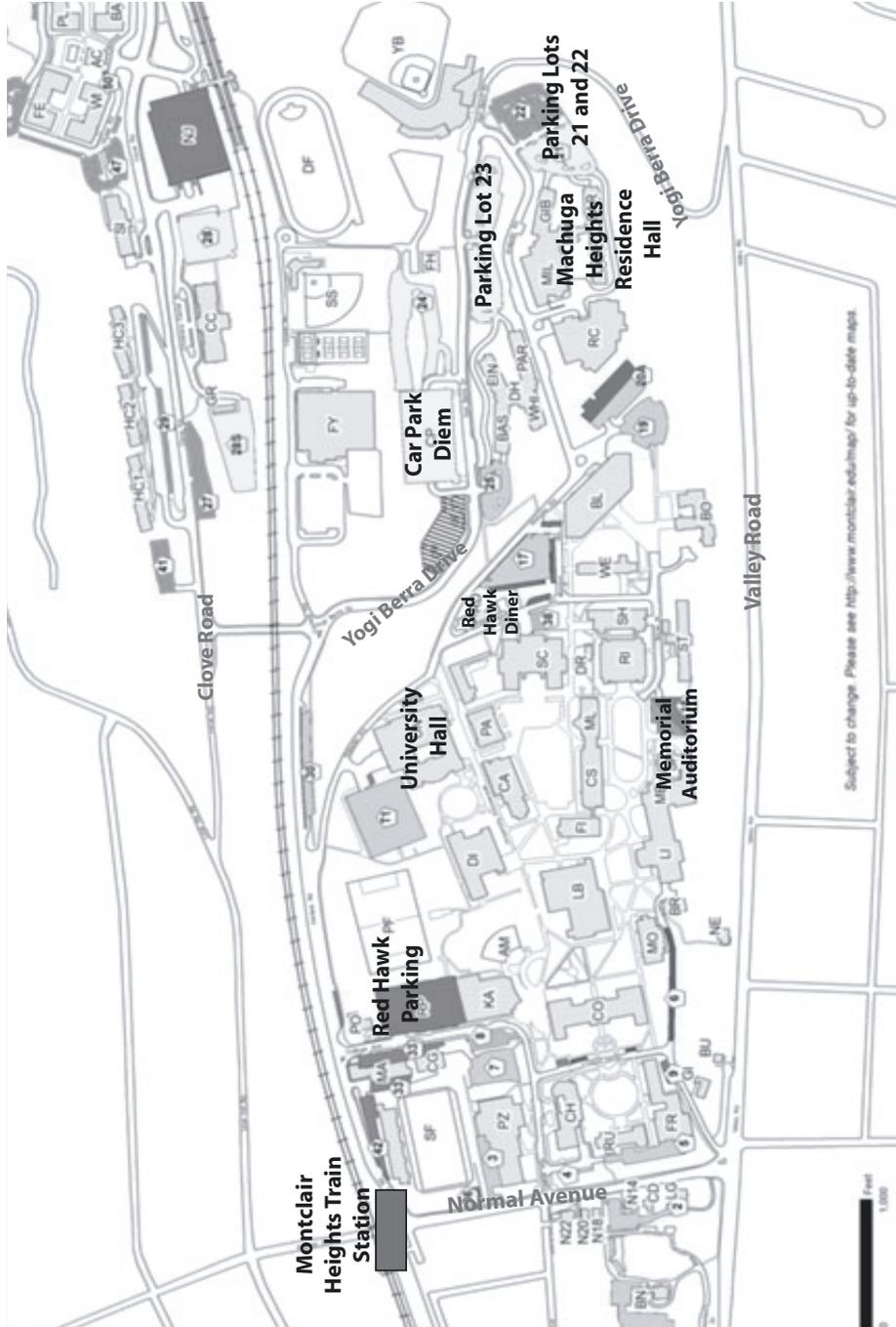
MEMORIAL AUDITORIUM

- This classic multi-cultural presentation/performance venue is the largest performance facility on campus and will host the Conference's evening performance sessions.

THE HEIGHTS RESIDENTIAL HALL

- Residential attendees will be staying in the brand new dorm complex, **The Heights**. Built in 2011, the building includes four residential buildings and two floors of common area and is a 10-20 minute walk to University Hall and Memorial Auditorium. Conference attendees will be housed The Machuga Heights Complex in buildings Barton Hall and Gordon Hall.
- **Machuga Heights Multi-purpose Room**
After Hours Kumsitz will be held in the Multipurpose Room of The Heights. Other activities including Young Professionals programming will be held here as well.

CAMPUS MAP



NewCAJIE3 Conference
 Montclair State University, New Jersey
 August 5-8, 2012

KEY INFORMATION, DEPOSIT AND RAFFLE

Your key/access card deposit is \$36, which you will pay at registration (cash or check). If you lose your key you must pay a lost key fee of an additional \$36, which must be paid upon reissuance of keys. If this happens, please visit the NewCAJE office in the second floor of University Hall.

You may choose to support NewCAJE by leaving your \$36 with us when you leave. For your donation, we will provide you with **two raffle tickets** for a chance to win an iPad3 and other exciting prizes, including Mitzvah Stories: Seeds for Inspiration and Learning donated by Peninnah Schram, TropeTrainer™ software Deluxe edition and TefillahTrainer™ software, Weekday and Shabbat edition donated by Sidney Wharton and a hand-crocheted afghan donated by Edith Harris.

You may buy additional raffle tickets for \$20 each to increase your chances of winning!



PARKING

Montclair State University is selling parking permits for a \$22 flat rate to accommodate conference attendees both commuting off campus and residing in the residence hall. All permits will allow vehicles to park in Commuter Surface Lots 21, 22, 23 and Car Park Diem (these lots are the closest to the Residence Hall). If you've pre-purchased a permit, you will receive it in your Registration Packet. If you have not purchased a pass, a limited number will be available onsite – these can be purchased for \$25 cash or check at the Registration Desk on Sunday. You can also choose to park at the Red Hawk Deck each day for \$11/day (this is the lot closest to University Hall and the conference sessions). Please keep your permit visible in your vehicle at all times.

RESIDENCE HALL

The Heights is a beautiful new residential facility that features bedrooms and suites equipped with a twin extra-long bed, wardrobe, desk, and chair for each guest. Standard linen service will also be provided with 1 pillow, 1 pillowcase, 1 flat sheet, 1 fitted sheet

and 1 bed pad, 1 blanket, and 1 face towel, 1 hand towel, and 1 full body towel – the linen packets will be at the foot of each bed.

You will check in at the Machuga Heights Front Desk, located just inside of The Heights building. The service desk staff can help you check in and out, obtain general information about campus, pick up and return room keys/access cards and parking passes and report maintenance and other inconveniences.

A staff member will be available at the Machuga Heights Front Desk during the following hours:

- Sunday: 7am – 2am
- Monday: 7:00 am – 10:00am and 4:00pm – 2:00am
- Tuesday: 7:00 am – 10:00am and 4:00pm – 2:00am
- Wednesday: 7:00 am – 10:00pm
- Thursday: 8:00 am – 3:00pm

You may contact the Machuga Heights Front Desk at 973-655-4668 during these times.

Should the Front Desk be closed, and/or you need to reach a member of the Residence Hall Staff, please contact:

- Machuga Heights On Call Staff, for after hours **emergencies** only: **973-277-7663**
- Leslie Ann Frishberg Community Director, Dinallo Heights 8am-5:30pm: 973-655-4657
- University Police, for all types of Emergencies 24 hours/day: 973-655-5222 (Please, **DO NOT** call 911, it is faster and easier to dial University Police for emergencies). You can also dial 5222 from any university phone.

Please note that daily housekeeping service is not provided (rooms are cleaned prior to a group's arrival) and common areas (bathrooms, lounges) in traditional halls are cleaned daily. There are free laundry facilities in every residence hall to wash bedding and towels if you wish to do so.

Upon check out, please be sure to return your linens and towels to the bins located at the end of each hall, and return your keys and access cards to the Service Desk. ***If you do not return your keys or access cards, you will be assessed an additional fee.***

RESIDENTIAL HALL & CAMPUS RULES

We ask that you please respect the rules of the Residential Halls, including:

- No Alcohol
- No damages to facility or damage charges will be issued
- No smoking inside or within 20 feet of building entrance
- No trash in common area
- No posting signs without strict permission from building manager

MAINTENANCE ISSUES

If you have maintenance issues, please see the Service Desk staff inside The Heights, or refer to the information page left in your dorm room.

TELEPHONES

There are no landlines in your dorm rooms. Please use your cell phone, borrow someone else's, or come to the office during open hours.

ON CAMPUS DINING

The Red Hawk Diner is an on-campus restaurant that offers a wide variety of food, welcoming atmosphere and convenient service, and is **open 24 hours a day, seven days a week**. Stop by anytime or call 973-655-4057 to place a to-go order.

MONTCLAIR STATE UNIVERSITY BOOKSTORE

Located within the Montclair State University Student Center, the campus bookstore offers a wide variety of books, apparel, accessories supplies and other goodies. Hours: Mon-Fri: 8:30am-4:00pm; Sat-Sun: Closed.

CAMPUS SHUTTLE BUS

For those who prefer not to walk between on-campus buildings, Montclair State University offers a University Shuttle Bus System that serves employees, students, and visitors traveling around campus.

For our conference purposes, the closest shuttle stops are located in front of Machuga Heights Residence Hall, and in front of the Student Center (closest stop to University Hall and Memorial Auditorium). The ride will take approximately 20-30 minutes and the shuttles will arrive at the stops every 20-30 minutes.

Please note that this is not direct service, and the shuttle bus will stop at other locations along the route. Also, each shuttle can hold 22-29 people and if it is full, you will need to wait for the next one.

INTERNET ACCESS

We are providing NewCAJE participants with University-wide wifi access. To connect to the Internet while on campus, please follow these directions:

- Open your web browser through your phone, iPad or computer.
- You should be directed to the registration screen for the University.
- Follow the prompts, and when asked, enter the following information for your conference:
 - NET ID: newcaje12
 - PASSWORD: ncj12

You should now have Internet access over the University's WIFI system – this will work throughout campus.

GENERAL CONFERENCE INFORMATION

NewCAJE OFFICE—LOCATION, HOURS AND PHONE

Our office will be located on the second floor of University Hall. The NewCAJE Office will be open from 9:00 AM-Noon and 1:30 PM-6:00 PM. The phone number to call is **323-989-CAJE (323-989-2253)**.

Here you will find answers to all of your questions, post information, coordinate transportation back to the airport and access the **Lost & Found**.

NUMBERS YOU MAY NEED

If you are in physical danger or are in need of immediate medical attention, call University Police at 973-655-5222.

University Police and Security Headquarters

The University Police is responsible for the safety of the members of the University community, for protection of State facilities and for parking and traffic enforcement. This is a full-fledged police department that is always open.

There are 115 emergency call boxes located throughout the campus. When the receiver is picked up, a dispatcher comes on the line to offer assistance. The call boxes are easily identified by large red and white colored emergency phone signs.

Other numbers you may need during your stay at the conference:

- NewCAJE Office: **323-989-2253**
- Residence Hall/Machuga Heights Front Desk: **973-655-4668**
- Residence Hall/Machuga Heights On Call Staff, for after hours emergencies only: **973-277-7663**
- St. Mary's Hospital: **973-365-4300**
- CVS/Pharmacy (24 hours): **973-746-9600**

COMFORT STATION

The comfort station is located in the NewCAJE office on the second floor of University Hall. Here you will find presenter supplies, minor medical supplies (band aids, aspirin etc.), information on local sites (tourism, banks, pharmacies etc.), the lost and found, and general support. If you are feeling overwhelmed or need emotional support, you are also welcome to come and talk with someone who will greet you and help you in any way they can.

PRESENTER SUPPLIES

We will provide the following for you, available at the NewCAJE office/ comfort station: Dry erase markers and erasers for the boards, flip charts, pencils, paper (lined, drawing and blank), oaktag upon prior request, scissors, glue sticks, tape (scotch and masking),

markers or crayons, and construction paper. Anything else that you need is your responsibility to bring or buy.

Presenter supplies that have been ordered in advance can be picked up in the NewCAJE office before your session.

XEROXING

Because we do not have a fully equipped office, presenters will have to bring their own photocopies. In a copy emergency you may ask for a limited number of copies if you have already brought at least 20 (classroom size) and need more than you expected. Depending on the availability of the machines we will try to help you.

NEWCAJE NEWSPAGE – CONFERENCE NEWSLETTER

This is your source for any last minute session changes (cancellations, additions, room changes) as well as general announcements and reminders. This is a critical part of the conference to **check daily**. They will be placed in the Dining Hall (seventh floor of University Hall) and also posted on the doors of the classrooms each morning. **If you would like to add something to the Newsletter**, please come by the NewCAJE office by 6pm.

JOB BOARD

On the bulletin board located in the Dining Hall (seventh floor of University Hall) will be a place to post and view employment opportunities and announcements - anyone may post.

NAMETAGS

For security reasons it is extremely important that you wear the nametags provided at registration at all times. This will also be your ticket for entry to all meal sessions – if you don't have your badge, you will not be given a meal.

In addition, if you are not wearing your nametag badge, campus security guards may stop you from entering university buildings and treat you as suspicious. Without a NewCAJE nametag, you will not be admitted to any evening programming, the dining hall or classroom sessions.

Wearing your nametag also helps to foster community and helps strangers to know your name (not to mention those with a bad memory!). If you lose your nametag please come to the NewCAJE office.

KASHRUT AND MEAL INFO

All meals will be catered by renowned catering company, Foremost RAM. Foremost RAM is supervised by the Star K organization, a Glatt Kosher agency located in Baltimore, Maryland. This certification is widely recognized in the Jewish community as a leader in the industry upholding the highest Kosher standards.

We have communicated all of your allergy restrictions to the caterer to accommodate everyone as best they can. If you didn't mention it in your registration application, we may not be able to accommodate your requests.

TIMES AND LOCATION OF MEALS

All meals will be served on the seventh floor of University Hall. General Conference meal times include:

Sunday:

- Dinner: 6:30 – 7:30pm

Monday:

- Breakfast: 7:45 – 9:00 am
- Lunch: 11:45 – 1:30pm—*check out our Lunch Café programs on page 42*
- Dinner: 6:15 – 7:45pm

Tuesday:

- Breakfast: 7:45 – 9:00 am
- Lunch: 11:45 – 1:30pm—*check out our Lunch Café programs on page 42*
- Dinner: 6:15 – 7:45pm

Wednesday:

- Breakfast: 7:45 – 9:00 am
- Lunch and Closing Ceremonies: 12:15 – 1:45pm

**Please note that Commuter Registration includes lunch only. Breakfasts and dinners may be purchased onsite, depending on availability. Breakfast and Dinner passes may be purchased at Conference Registration or the NewCAJE office.*

DAILY PRAYER SERVICE

- Sunday night Mincha/Maa'ariv at 7:40pm: Liberal Service in Room 2006, Traditional Service in Room 2008
- Monday morning Shacharit and Torah Reading at 7:00am: Liberal Service in Room 2006, Traditional Service in Room 2008
- Monday night Mincha/Maa'ariv at 7:40pm: Liberal Service in Room 2006, Traditional Service in Room 2008
- Tuesday morning Shacharit at 7:30am: Liberal Service in Room 2006, Traditional Service in Room 2008
- Tuesday night Mincha/Maa'ariv at 7:40pm: Liberal Service in Room 2006, Traditional Service in Room 2008
- Wednesday morning Shacharit at 7:30am: Liberal Service in Room 2006, Traditional Service in Room 2008

FRESH FEATURES OF THE NEWCAJE3 PROGRAM

MAKOM SESSIONS

In Hebrew, this word means “a place”. It can also refer to a Name of God, meaning “the Omnipresent One.” At NewCAJE we recognize that one purpose of the Conference is to reinvigorate you and send you back to the classrooms filled with new ideas and new enthusiasm for the task. We know you need to feed your soul at NewCAJE—this is one great way to do so.

There will be four opportunities for spiritual reflection, study and artistic expression during the conference. They include:

- **SUNDAY Opening Ceremony**
- **MONDAY—MAKOM Arts Festival**
- **TUESDAY—TBA—*check the daily NewCAJE NewsPAGE for information***
- **WEDNESDAY Closing Ceremony**

LUNCH OPTIONS AND CONVERSATION CAFES

At NewCAJE you can have lunch or you can have a luncheon!

Luncheon/CAFE's are one way to make a large conference smaller and more intimate. Have a leisurely lunch with people you don't know YET! Get to know them a little better over a lunch with a topic of conversation. Pick one of our suggested topics or host a luncheon/Cafe on a topic of your choosing. Either way, it's not a workshop, it's a conversation. It's an opportunity. It's a salon. It's a quiet meal with a few friends away from the noise of the dining room.

You must sign up for a Luncheon/CAFE in advance--for Monday's lunches by dinner on Sunday and for Tuesdays' Luncheon/CAFE's by dinner on Monday. You can sign up at registration or as you go into dinner. We hope you'll enjoy this chance to nosh and network? eat and enlighten? fress and fun? Who knows?

What is a Luncheon/Conversation CAFÉ?

After sessions, get your lunch and bring it to a classroom or a lounge where you and some like-minded folks:

- Get to know each other better
- Make friends
- Talk about topics of mutual interest over lunch
- Hang out and jam (music, not jelly).
- These are not workshops—they are conversations over lunch. They are a time to share and discuss; exchange ideas and get to know people's names.

How do I sign up for a Luncheon/Conversation Café?

- At registration

- At dinner on Sunday and Monday Sign-up Sheets will be posted. Check your NewCAJE NewsPage on Monday and Tuesday morning to see which Luncheons are a go and where they are located.
- Enjoy!

We will post some possible lunches and you can suggest some as well!

MONDAY LUNCH CAFÉ CHOICES

CHOOSE ONE OF THESE OR SUGGEST ONE OF YOUR OWN LUNCH BUNCHES

HANG OUT AND MEET PEOPLE

- Daber Ivrit- Hebrew speaking conversations
- People who work as assistant directors, principals, rabbis
- Brandeis alumni
- People who work with teens
- Socialize and meet new folks

HOSTED LUNCHEONS ON TOPICS OF MUTUAL INTEREST/CONSULTATIONS

- Etta King—Social Justice Work & its Applications in JEd
- Phillip Dickstein—Fans of King David
- Jon Wolf – Barak or Mitt? Who’s for the Jews?
- Hyim Brandes--Apps? Social Media? What does all this mean for Jewish Education

CONVERSATION CAFES—TALK ABOUT A TOPIC OF IMPORTANCE

Invite Dialogue. Think together. Listen together. Ask real questions. Hear something new. Create conscious space. Respect the coherence of another’s view

- **LIFE/WORK BALANCE AND SUCCESS:** Why did you choose to become a Jewish educator? What do you hope to accomplish in your professional life? Reflect on your everyday work. What are your successes? What are the obstacles you face when you try to achieve your goals? Do you feel that the power to influence what is going on in your school is in your hands? If so, how can you best use that power for good? If not, what influence would be appropriate for you to have and how can you come by it?
- **THE ROLE OF “FUN” IN JEWISH EDUCATION:** Currently schools in America value fun as the optimum way to get children to engage in learning. Does this idea contrast with Jewish values about learning? Why is it so important to parents and educators in Jewish schools for children to have fun? What is at risk if the students do not have fun at Jewish schools? What is at risk if they have fun but do not master Jewish skills and learning? What is emerging for you here?
- **THE FUTURE OF SUPPLEMENTARY SCHOOL EDUCATION:** What do you think about Jewish supplementary school education today? What are its

strengths and weaknesses? How do you feel about the fact that there are projects afoot that want to radically change how and where these schools do business or close them altogether? If you could wave your magic wand and be guaranteed of stakeholder buy in, what would your ideal school look like?

- **THE EFFECT OF THE ISRAELI-PALESTINIAN CONFLICT:** How have events related to the Israeli-Palestinian conflict affected you personally? As you think about it, what's at the heart of the matter for you? Do you have areas of uncertainty that you're willing to speak about? For example, can you think of a time when the values you hold about Israel bumped up against other values that are also important to you? Do your students seem aware/concerned about what is happening in Israel?

TUESDAY LUNCH CAFÉ CHOICES

CHOOSE ONE OF THESE OR SUGGEST ONE OF YOUR OWN LUNCH BUNCHES

HANG OUT AND MEET PEOPLE

- PB & Jam- Bring your instruments and jam
- Socialize and meet new folks
- Conservative Educators
- Rabbis Working in Jewish Education
- Reform Educators

HOSTED LUNCHEONS ON TOPICS OF MUTUAL INTEREST

These luncheons will focus on a particular subject area. You will have the opportunity to converse on specific topics of interest.

- Rachel Mytin: What can we do about Bullying?
- Holli Winick Viau--Wherever you go... Jewish life in Africa—come share your experience and interests in this topic
- Jed Filler-- Exploring Alternative Models in Jewish Education

CONVERSATION CAFÉS

Invite Dialogue. Think together. Listen together. Ask real questions. Hear something new. Create conscious space. Respect the coherence of another's view.

- **COLLABORATION BETWEEN DAY AND SUPPLEMENTARY SCHOOLS:** Day Schools and the Supplementary Schools are currently two separate and distinct educational systems. What strengths does each model have that the other could learn from? How do you feel that Jewish education would be changed if the two systems collaborated with each other? What's possible here and who cares?
- **FAITH:** There are passages in the liturgy and in the Bible that people find challenging. What are some of the ideas, texts or beliefs within Judaism that are problematic for you? What thoughts and feelings are stirred in you when you

encounter them? Have you reconciled these difficulties in your personal and professional life and if so how? What is emerging here for you?

- **EDUCATIONAL LEADERSHIP AND OBSTACLES TO SUCCESS:** What does it take to be a successful and effective educational leader? What have you accomplished as an educational leader that makes you most proud? What obstacles do you face when you try to achieve your goals? If money were not a factor, would you choose to go back into the classroom or continue in a leadership role? What would it take to create change on this issue?

CONFERENCE INTENSIVES

Before and after the conference, some participants and local community members will spend seven hours exploring a myriad of subjects with great scholars. It is still possible to reserve a place at these Intensives – see the Conference Office for sign up information.

PRE-CONFERENCE INTENSIVES: SUNDAY, AUGUST 5

- *Revisioning Bar and Bat Mitzvah through a Spiritual Lens: New Principles, Methods & Materials.* Faculty: Rabbi Goldie Milgram – Room 2004
- *Living the Legacy: Using History to Change the World and Ourselves.* Faculty: Dr. Judith Rosenbaum – Room 2006
- *Facing History.* Faculty: Peter Nelson – Room 2007
- *Matan Institute for Congregational School Teachers.* Faculty: Orlee Krass and Meredith Polsky – Rooms 2031 & 2032
- *Traditional Jewish Attitudes to Modern Warfare.* Faculty: Rabbi Dr. Nachum Amsel – Room 2008

POST-CONFERENCE INTENSIVES: WEDNESDAY, AUGUST 8

- *Programming Strategies for Experiential and Family Education.* Faculty: Joel Lurie Grishaver – Room 2004
- *Facing History.* Faculty: Peter Nelson – Room 2012
- *Traditional Jewish View on Lying, Snitching and Telling Secrets.* Faculty: Rabbi Dr. Nachum Amsel – Room 2021
- *Early Childhood Activities for the Classroom.* Faculty: Rabbi Susan Lazev, Jane Negrin, Ellen Allard & Helene Kates – Room 2025
- *Five Ways to Approach Parshat HaShavuah.* Faculty: Professor Everett Fox – Room 2031
- *Deeper Meaning: Kids, Wonder & Parshat HaShavuah.* Faculty: Dr. Jen Glaser – Room 2010
- *URJ Mitkadem Training Institute An INTENSIVE Professional Development Learning Opportunity for Teachers and Education Directors.* Faculty: Marlene Myerson R.J.E. and Joan Carr R.J.E. – Room 2026

THE MINI-MBA TRACK

The MBA method of case study is used to help us look at situations that might arise in the course of our work. Sitting with other experienced principals, you will learn new ideas

and skills that will help you consider situations so that you do not have to learn everything by trial and error.

We have chosen seven sessions this year to begin to develop an advanced track in management skills for principals. If you are a principal, educational director, CEO, Director of Life Long Learning or have a similar job description, you are welcome to take classes in this track. If you get the signatures of five instructors, we will send you a certificate that says you got a Mini-MBA at NewCAJE3. The courses are listed in our cross reference index and also noted in their descriptions.

THE NEW PRINCIPALS TRACK

A New Principal is one who is less than 3 or 4 years into their first position as a school leader. We have put together a great group of sessions to help you get yourself organized so you can occasionally leave the school and go home to your family. Being a head of school is a hard job and we've brought some great folks in to give you the help you need. If you look in the cross reference index you will find the sessions we think will be helpful to you at this conference. Some of them are obviously about administration while others are about issues that every educational leader should know. If there is a session in the Mini MBA track that interests you, you are welcome to sit in. You might want to make sure you know all the stuff in this track first though, because these things are the nuts and bolts.

THE NEWCAJE ARTS FESTIVAL

Here's a chance in the middle of the day to allow yourself the opportunity to immerse in Jewish culture. Go to something you love or to something you've never tried before. The arts speak to our souls. They are a window to the Divine. Listen to a story woven just for you. Paint on silk. Did you know that Israeli dance is a form of prayer? Come see! Watch a film about Jews in far- away Africa. Interpret a text with dance. Jam with Sam. Rock with Mama Doni. Enjoy the music of the Wizards Band. Find your place and stay awhile. The descriptions are on pages 71-72 in this Conference Book.

SNACKS

All this learning you will be experiencing is taxing on the body. Therefore, we know that you will need periodic snacks. Here is a schedule when they will be available:

Sunday: 3:30-3:45pm – Second Floor Hallway

Monday: 10:15 – 10:30 am and 3:15 – 3:30pm - Second Floor Hallway

Tuesday: 10:15 – 10:30 am and 3:15 – 3:30pm - Second Floor Hallway

Wednesday: 10:15 – 10:30am – Second Floor Hallway

AFTER HOURS KUMSITZ

After evening programming there will be an open Kumsitz – a musical party of melodies and mayhem. Bring your guitars, drums, voices, and spirits and come laugh and play! Join us in the Multipurpose Room of The Heights/Machuga Residence Hall 30 minutes after the Evening Performances.

YOUNG PROFESSIONALS PROGRAM

Who are the Young Professionals?

The Young Professionals come from every denomination, every possible work setting, and a wide geographic distribution. They are under 42 years old. This number reflects the fact that many of them are entering the field as rabbis, cantors, graduates of Master's and Doctoral Programs so they don't develop in their full-time positions until their 30's.

We hope the experienced educators will reach out to the Young Professionals and the Young Professionals to the experienced educators at this conference. Let us learn from each other and work together to create a NewCAJE.

YOUNG PROFESSIONAL ACTIVITIES

Miles Roger is the chair of this year's Young Professional Cohort at NewCAJE3. If you've graduated college and aren't too far past 40ish, you are a member of our young professional group and welcome to join in our activities at NewCAJE. Manigim and Bonim are required to attend all events but all others are welcome.

YOUNG PROFESSIONAL ORIENTATION: SUNDAY AT 4:45 IN ROOM 2002

Hey Young Professionals (YPs)! Have you been so inspired by your first workshop that you just aren't sure how to navigate the rest of the conference? Would you like to meet other Jewish educators your age? Have you been around NewCAJE and want to share your expertise with NewCAJE newbies? Then come to the Young Professionals Orientation. We will do some mixers so that you can have a friendly face to know during the conference as well as help NewCAJE newbies learn how to best navigate the NewCAJE Conference. This is required for all new Young Professional Bonim or Manhigim, but everyone else between the ages of 22-42 are welcome as well.

YOUNG PROFESSIONALS DINNER

Sunday Dinner –Watch for the signs reserving seats for YP's. During dinner on Sunday evening, sit at your assigned YP table for a social and informative activity. Table assignments will be distributed during the YP Orientation, but if you weren't able to attend, find Miles, LJ, Gavin, or Alison to find your table assignment.

MONDAY LUNCH/CAFE

Have lunch with others interested in taking leadership roles in NewCAJE for next year. Meet with members of the NewCAJE Board and with members of the YP Leadership. We will answer your questions and dream about next steps for NewCAJE.

YP LATE-NIGHT GET TOGETHER—Tuesday after Evening Programming Machuga Dorm Lounge

Hang out with the YP Community after evening programming for a little get-together before calling it a night. This will be low-key and just a time to reconnect with the YP Community. This will be our last chance to get together as a full Young Professionals Community, so make sure to come so you can network with your new friends.

POST CONFERENCE SCHEDULE

Wednesday

- 1:00-2:45 Session 1 Led by Jill Eisen/Miles Roger/ Alison Westerman
- 3:00-5:00 Session 2 Led by Gavin Hirsch
- 5:00-6:00 Session 3 Led by Alison Westerman
- 6:00-7:00 Dinner
- 7:00-8:00 Creating Community Lauren Jane Dragutsky (LJ)
- 8:30-10:30 Social time with Karaoke

Thursday

- 8:30-9:00 Breakfast
- 9:00-10:30 Session 1 Choose Advocacy w/Emilia
Choose Career Planning with Miles
- 10:30-12:00 Session 2 Tamara Beliak
- 12:00-1:00 Lunch
- 1:00-1:30 Wrap Up w/ Miles
- 2:00 Check out and transportation to Newark Airport

SESSION DESCRIPTIONS

<u>SUNDAY, AUGUST 5th, 2012</u>	
7:00 AM-2:00 PM-----	Residence Hall Check-In
10:00 AM-6:30 PM-----	Conference Registration
9:30-3:00 PM-----	Pre-Conference Intensives
12:00-5:15 PM-----	Expo
2:00-3:30 PM-----	Session 1 A
4:00-4:30 PM-----	Opening Ceremonies
4:45-6:15 PM-----	Session 1 B
6:30-7:30 PM-----	Dinner
6:15 PM-----	Resident Hall Late Check-In
7:40 PM-----	Mincha/Ma'ariv
8:00 PM-----	Main Concert
1/2 hour after the main concert ends-----	Late Night Kumsitz

SESSION 1 A

2:00-3:30 PM

DISCUSSING GOD

Rm 2009

Tamara Beliak

Discuss one way to engage students in discussions about God using the book "Finding God" by Rifat Sonsino and Daniel B. Syme as a base text.

WHAT DOES FACEBOOK HAVE TO DO WITH THE AMIDAH?

Rm 2010

Amy Dorsch

How can we use Facebook, Lego and Lady Gaga to engage with the structured prayer service? What does Dr. Seuss have to do with Shacharit? In this session we will explore various creative themes and formats to connect Jewish prayers to the personal and pop culture interests of our learners. We will explore examples of various themes for creative Tefillah, as well as have an opportunity to create our own. Handouts will include an example of a Creative Minyan. This session is geared toward educators who teach Jewish prayer in a structured way, to try and encourage creativity and out-of-the-box methods to make the structured experience more meaningful and tangible for young people.

FUN SONGS FOR THE KID IN ALL OF US!

Rm 2048

Susan Shane-Linder

In my workshop, I will explain and demonstrate that there are no limits to teaching young children about being Jewish and about holidays through catchy and interactive songs.

TEACHING SOCIAL JUSTICE ADVOCACY TO TEENS: LOBBYING AND MEDIA SKILLS

Rm 2013

Rabbi Dennis S. Ross

This workshop will demonstrate proven ways to engage and enable teens in advocacy for health care, including sex education, access to contraception, and safe abortion care.

SUNDAY

PARSHA TWEETS

Rm 2011

Lillian Kowalski

In a world surrounded by technological distractions, it's often challenging to keep older students interested in engaging with our texts. So why not reach them on their level, using their technology as our teaching strategy? What would happen if we could help our students condense the major ideas of each parsha into just 140 characters? In this session, we'll explore the Twitter-verse, and examine a particular parsha from which we will develop our own Tweets to post.

CREATING JEWISH CULTURAL IDENTITY IN 5 HOURS/WEEK

Rm 2012

Sharon Litwin

Over the past five years I have developed a "Tarbut" Jewish cultural identity curriculum for my 5 hour/week school that excites the students and introduces them to a variety of Jewish flavors through art, dance, music, cooking and identity discussions. I will present how this has helped merge the formal and informal aspects of education in a traditional Hebrew school setting, and will show you how to recreate this program in your schools.

ONE CLASS - DIVERSE NEEDS

Rm 2021

Sharon Frant Brooks

Most congregational schools meet the needs of a broad spectrum of students, often also incorporating students with special needs. There are ways to reach all of these students, but the challenge is in presentation of the material in ways that enables all students to be challenged but not overwhelmed. This session will share some curricular pieces that have successfully enabled students from one end of the learning curve to the other in a single classroom with a single teacher to develop mastery. I'll present an original prayer curriculum focused on the Torah service, as well as holiday and seasonal prayers.

DESIGNING POWERFUL PROFESSIONAL LEARNING: A MODEL OF PROFESSIONAL DEVELOPMENT

Rm 2025

Ellen Rank and Suri Jacknis

This workshop is geared toward those who provide professional learning for their teaching staff. Whole Person Learning is based on Understanding by Design by Wiggins and McTighe. To design Professional Learning that will empower and motivate staff to teach toward the goals of our school, we begin by asking: What does our staff need to Know, Do and Believe, and how do we build a sense of Belonging among our staff? This approach assumes that to achieve powerful learning - learning that makes a longlasting difference - all four target areas must be addressed. We have found this approach to be highly successful in our work with educators from the Coalition of Innovating Congregations as they design Professional Development. In this session, we will guide educators to (1) identify the desired outcomes (K,D,B and B) for Professional Learning with their staff and (2) begin to design professional learning that will lead to these desired outcomes. It takes into account that to really make a difference in how your teachers teach toward the goals of your school, you need to attend to what your staff knows, what they do, what they believe, and how connected they feel to your community.

**WARM-UPS, SILLY STORIES, SHIMON OMER AND BASKETBALL:
TEACHING HEBREW!**

Rm 2026

Margo Wolfson

What I do, I remember: Learning happens when children play. We'll cover teaching Hebrew with games (such as Hebrew Reading Basketball, bowling and dreidel,) using body warm-ups to form the letters and words, singing songs, and playing Simon Omer to teach vocabulary with beanie babies. Playing with colors and animals makes Hebrew learning fun for teachers and students alike!

**THE INTELLECTUAL, PRAGMATIC, AND EMOTIONAL-SPIRITUAL
REASONS FOR THE MITZVOT IN JEWISH THOUGHT**

Rm 2040

Rabbi Leonard Levin

We will explore a multifaceted approach to religious observance: The tension between the "yoke of divine authority" and autonomous human insight is studied, as well as the diverse approaches of "head, hand, and heart"—the approaches to religious observance as developed by different thinkers.

SESSION 1 B

4:45-6:15 PM

YOUNG PROFESSIONALS ORIENTATION (42 AND UNDER)

Rm 2002

Miles Roger

Hey Young Professionals (YPs)! Have you been so inspired by your first workshop that you just aren't sure how to navigate the rest of the conference? Would you like to meet other Jewish educators your age? Have you been around NewCAJE and want to share your expertise with NewCAJE newbies? Then come to the Young Professionals Orientation. We will do some mixers so that you can have a friendly face to know during the conference, as well as help new participants learn how to best navigate the Conference. This is required for all new Young Professional Bonim or Manhigim, but everyone else between the ages of 21-42 is welcome as well.

CREATIVE TORAH TEACHING

Rm 2004

Joel Grishaver

We will be looking at a number of creative Torah Teaching techniques, including StorahTelling, Bibliodrama, Make a Midrash Out Of Me, and creative midrash.

**IF YOU FEED THEM THEY WILL COME: CONNECTING FAMILIES AND
THEIR JEWISH HERITAGE THROUGH COOKING**

Rm 2010

Melinda Freed

This course will teach you how to bring family education into your synagogue kitchen. It will show you how to teach a lesson related to a food/holiday with a combination of stories, music, and hands-on cooking. This program is designed to educate families, and to connect parents with their children (and other families). Often, as parents are assisting their children with the food preparation they share their own childhood memories. Recipes and lesson plans will be provided.

SUNDAY

BUILDING JEWISH IDENTITY WITH JEWISH TIME: HEBREW CALENDAR IMMERSION

Rm 2011

Jonina Duker

Our great thinkers tell us that understanding the Hebrew calendar is fundamental to living a meaningful Jewish life. Holidays, life-cycle celebrations, and liturgy are all based on the Hebrew calendar. Teach younger students the basics of the calendar, and older students more of the complexities by using principles of immersion, a spiral curriculum, and techniques for multiple intelligences. Integrate the Hebrew calendar into your overall curricula. Detailed hand-outs will be sent by email.

FUN WITH JUDAISM AND NATURE

Rm 2012

Gavriel Goldman

J.E.N.E. (Jewish Environmental and Nature Education) is a way of understanding Jewish practices and traditions through the lens of nature. From Biblical stories to the holiday foods we eat, nature is an inherent part of Jewish life. This workshop unlocks new and exciting ways of looking at, and teaching about, Judaism. Learn what it means for animals to have split hooves; how it was possible for Abraham to carry fire in his hand; and the real reason pomegranates are a Jewish fruit.

ISRAELI FIREFIGHTER FRIENDS: COMMUNITY CONNECTIONS

Rm 2013

Nina Woldin

"Jewish National Fund's newest partner, Friends of Israeli Firefighters, provides an opportunity for students of different ages to connect to Israel in a meaningful way. You will discover hands-on activities for students of all ages, including an "Adopt a Firefighter" B'nai Mitzvah project. Preschool firefighter materials include hands-on activities designed to be used either independently or with a unit on local firefighters. Activities also include an opportunity for students to communicate directly with an Israeli Fire Chief. Other projects include Let Us Play, which supports the indoor recreation center that JNF built to provide the children of Sderot with a safe place to play, and the therapeutic petting zoo at Aleh Negev, a center for adults and children with disabilities.

ORIGINS OF THE KADDISH PRAYER

Rm 2021

Abraham Katz

Come learn how the origin of the fixed prayers enhances one's spiritual link to Jewish prayer. The workshop will focus on the origin of the Kaddish recited between prayers and the mourners' Kaddish.

PROPS, PUPPETS, AND PARACHUTES: THE 3 P'S OF PLAYFUL PRAYER

Rm 2046

Joshua Buchin

How do you engage young children in tefillah? Prayer is a conduit to God, can infuse everyday moments with holiness, and help connect us to our tradition and community. Prayer can be fun, inspiring, and moving, even with young children. This session will discuss methodologies for engaging children in prayer, while looking at books, props and resources that can help facilitate this process.

OH BLEEP! ANOTHER MEETING!

Rm 2025

Deborah Grayson Riegel

More schmoozing than strategic thinking? More opinions than outcomes? More food than facilitation? It must be a Jewish meeting! Every time you hold a meeting for Professionals, Lay Leaders, or Board Members, you have an opportunity to re-engage participants in the vital work of the organization, plan and accomplish mission-critical tasks, build ownership, retain talented professional and volunteer leadership, reinforce supportive personal and professional relationships, and demonstrate that this organization knows how to get things done. How many of these opportunities are you missing? If your meetings are unproductive, unfocused or unpopular – this session is for you. Participants will learn how to consistently meet the 3 criteria for productive meetings, how to build an outcome-based agenda that drives the entire meeting, how to use the meeting to reinforce Jewish values, and 8 other miraculous meeting makeovers. *This session is part of the Mini-MBA program.*

YOUTUBE, BLOGGING AND ONLINE RESEARCH: ENGAGING TWEENS, TEENS AND ADULTS IN 21ST CENTURY JEWISH LEARNING

Rm 2026

Ronni Ticker

So you've heard that incorporating Internet sites and online tools in your classroom will engage and inspire your students. How is this actually done? Through the lens of teaching modern Israel, we will review lesson plans, participate in actual classes, and discuss the opportunities and pitfalls. Time will be devoted for you to start the process of creating your own lesson plans for your classroom.

READ-ALOUDS FOR JEWISH CONTENT: PRESCHOOL AND THE EARLY GRADES

Rm 2044

Adah Radzin

Children love read-alouds, but how can you use them to teach Jewish content? This workshop will show how trade books can be used in the Pre-School, Hebrew and Day School classroom to motivate students' interests in Jewish concepts and history, and enhance their understanding of Jewish lessons. These literacy techniques and strategies will be applicable for preschool through second grade. Participants will have the opportunity to practice the strategies with age appropriate texts. This will enable participants to return to their classrooms with the tools to effectively use these appealing books with their students.

RELATING THE STORIES AND LESSONS OF THE KINDERTRANSPORT IN EVERY ACADEMIC SETTING

Rm 2042

Hana Bor

In this presentation, educators will learn how to apply widely recognized methodologies to teaching the Holocaust to nearly any age group, by focusing on Jewish values, storytelling, picture-word induction and concept attainment. The Kindertransport serves as an excellent basis for introducing a new generation of learners to a unique and defining Jewish historical event that is frequently overlooked in Holocaust education and history.

SUNDAY

TEACHING TEENS SHAKESPEARE AND JUDAISM: HOW "THE MERCHANT OF VENICE" CAN BE USED FOR FUN AND LEARNING

Rm 2040

Gerry Hecht

We will take the play "Merchant of Venice" and analyze it very quickly (it's a simple story) and use it to learn about history, anti-semitism, theater and people.

WHAT HAPPENS WHEN YOU (KIND OF) GET WHAT YOU WISH FOR: THE STORY OF YIFTAH

Rm 2006

Everett Fox

We will read the puzzling tale of an exiled brother who becomes a war leader and a chieftain, but makes a rash promise and loses his only child. Is he to be viewed as a hero ("judge") or a flawed leader who sits on the downward slope of the Book of Judges? We will focus on the (at times) odd language of the text, and celebrate the nameless daughter who lives on in folk memory.

NewCAJE CHORALE #1

Rm 2048

Cantor Leon Sher

Join the NewCAJE Chorale with Cantor Leon Sher. The choir is the ideal community that allows the individual to discover their own most beautiful voice, while listening to and helping others, recognizing that the whole sounds only as good as the individual parts. The music ranges from the simple to the complex to satisfy and challenge inexperienced and experienced singers alike. The chorale will perform on Tuesday night.

YOUNG PROFESSIONAL DINNER – SUNDAY NIGHT

During dinner on Sunday evening, sit at your assigned YP table for a social and informative activity. Table assignments will be distributed during the YP Orientation, but if you weren't able to attend, find Miles, LJ, Gavin, or Alison to find your assignment.

OPENING NIGHT CONCERT

8:00-10:30 PM

MEMORIAL AUDITORIUM

HINEINU ! HERE WE ARE !

We come together from near and far to sing, to learn, to laugh, to dance, perchance to dream. The many become one. Remember the old, celebrate the new. Our program begins with prayer, humor, and inspiring songs by:

Doug Cotler Kenny Ellis Six 13

The Baal Shem Tones

Ellen Allard Sam Glaser

LATE NIGHT KUMSITZ AND RECEPTION

After evening programming there will be an open Kumsitz – a musical party of melodies and mayhem. Bring your guitars, drums, voices, and spirits and come laugh and play! Join us in the Multipurpose Room in The Heights/Machuga Residence Hall 30 minutes after the Evening Performances – and enjoy a snack on us!

Once upon a time, an exciting young Educator came to New CAJE. The Educator was thrilled with the quality of the opening day sessions, the dinner, and especially the opening program. The Educator was enthralled with the songs and stories of the Doug Cotler, Kenny Ellis, Ellen Allard, Six13, the Baal Shem Tones and Sam Glaser. This was a Jewish communal experience unlike any the Educator had yet experienced!

Still in an unbelievable state of ruach, the Educator sat up and sang with new friends from all over the world at the late night Kumsitz.

If you are this Educator, and you're now looking at this page at 2:00 AM, looking for something to do now, let us give you some sage advice, derived from years of CAJE and NewCAJE experiences:

*You've got a big, full day ahead of you in a few hours
.....GO TO BED ALREADY!*

MONDAY

MONDAY, AUGUST 6th, 2012	
7:00 AM	-----Shacharit
7:30 AM	-----Yoga Shalom
7:45-9:00 AM	----- Breakfast
9:00 AM-12:00 PM	----- Session 2 A
9:00 AM-10:30 AM	----- Session 2 B
10:45 AM-12:15 PM	----- Session 2 C
9:00 AM- 6:15 PM	-----Expo
12:15 PM-1:30 PM	-----Lunch Options & Conversation Cafes
1:45-4:45 PM	-----Session 3 A
1:45-3:15 PM	-----Session 3 B
3:30-5:00 PM	-----Session 3 C
5:15-6:15 PM	-----Arts Festival
6:15-7:45 PM	-----Dinner
7:40 PM	-----Mincha/Ma'ariv
8:00 PM	-----Main Concert
1/2 hour after the main concert ends	-----Late Night Kumsitz

7:30 AM

YOGA SHALOM: THE EMBODIMENT OF JEWISH PRAYER

Rm 2002

Lisa Levine

What is Jewish about Yoga? Yoga Shalom explores the answers to that question through music, chanting and physical expressions of prayer. Lisa's practice has been transformed into an easy to understand Book/DVD/CD, published by URJ Press, which leads readers and practitioners with little or no experience in yoga as well as those advanced in yoga practice through a focused journey of spiritual discovery and self awareness. Lisa will lead participants through this the practice, either on a yoga mat, or seated in a chair. Original kavannot, creative interpretations of each morning prayer, as well as connections to Jewish prayer and yoga are explored. The entire practice can then be taken back with you to your home, congregation or studio to share with others. Quiet your minds, open your heart and nurture your spirits through the Yoga Shalom experience.

SESSION 2 A

9:00-12:00 PM

THE DAY THE TALMUD WAS CREATED

Rm 2004

Joel Grishaver

The story of the Day the Talmud was created. We'll look at the history of the Talmudic era, and there will be an interactive performance of a Talmudic text.

Be sure to check the NewCAJE NewsPAGE every morning for changes, additions and deletions to the daily schedule!

SERVICE-LEARNING FOR EVERYONE: EXCELLENT SERVICE-LEARNING FOR YOUR SCHOOL OR PROGRAM

Rm 2006

Rachel Meytin

Service and service-learning are all the rage. Everyone is doing it - from public schools to community centers to Jewish educational settings. But what does it actually mean? How do you do it well? What's essential? What's skipable? How do you make it Jewish? This session is ideal for someone with minimal to medium experience facilitating service or service-learning. We'll cover integrating it into your particular setting (supplemental or day school), how to ensure that it is a meaningful experience for your students and the community, and making the program deeply Jewish.

ADMINISTRATION 101

Rm 2008

Philip Dickstein

Drawing on the writings of John Goodlad and Seth Godin, participants will be given tools to help them make the best decisions to realize their school's mission – what is worth fighting for. Professional Development: Ensuring the faculty's continual learning, both as individual teachers and as a collaborative group. We'll look at several models to help us embed learning in the ongoing, day-to-day life of the school. Evaluation: Assessing and effectively communicating assessment is the surest way to build for a positive future. We will use Charlotte Danielson's work as a template to help create effective and supportive teacher assessment. Understanding and Creating School Culture: The one ingredient that brings together everything in the life of a school. Culture is, therefore, the most promising place to create school change. We will survey the crucial elements of examining and changing school culture –from faculty talk in the faculty room to the school's marketing campaign.

SESSION 2 B

9:00-10:30 AM

PUTTING THE MITZVAH BACK IN BAR/BAT MITZVAH

Rm 2010

Shira Hammerman

From leading a letter-writing campaign to donating your dress to hosting a fundraiser, there are countless ways to enhance your student's B'nai Mitzvah experience through social action. We have collected a variety of resources to share innovative, easy, and meaningful ideas of how to incorporate important Mitzvot as a significant step in becoming a Jewish adult and leader.

A WINDOW INTO THE SOFER'S WORLD

Rm 2012

Rabbi Gedaliah Druin

The Torah is not a book, the Hebrew letters are not letters, and a Sofer does not write. So, what do we have and what are these objects? By viewing the actual materials of the Sofer's craft, witnessing a demonstration of their function, seeing how the, so called, "Hebrew letters" are brought into being, and by learning what you have to be and how you must attempt to exist in order to fulfill the requirements of being/ becoming a Sofer, you will acquire an unexpected and fresh insight into the Torah, it's "use," and content.

MONDAY

PRAYBOOK HEBREW CAN BE FUN FOR GRADES 4-6

Rm 2007

Eric Komar

There's lots to do with Hebrew students who are past learning the alef-bet but still have time before bar/bat mitzvah prep. But in the age of iPhones, texting and reality TV, how do we successfully engage preteens in prayerbook Hebrew? Learn some ideas that have proven very effective in my 5th grade classes that can easily be adapted for other intermediate grades. Special attention will be devoted to a series of Survivor-type activities, in which students compete in both individual and team reading activities. The students have so much fun throughout the year, they barely realize the curriculum is intense, the materials serious, and the expectations high.

EVERY CHILD LEARNING LISHMA: HOW JEWISH MONTESSORI IS REVOLUTIONIZING JEWISH EDUCATION FOR ALL GRADES

Rm 2046

Ami Petter-Lipstein and Daniel Petter-Lipstein

Is there a holistic full system (as opposed to a particular teacher, program or curriculum) of Jewish education that causes kids to run into the classroom each day, excited to learn, approaching their learning regularly with joyous abandon? It is called Jewish Montessori. Over the past decade, the Jewish Montessori movement has exploded, with the number of Jewish Montessori day schools tripling and the child-centered Jewish Montessori approach being used in more complementary education settings. Please come join the founders of the Jewish Montessori Society who will provide an overview and engage you in a discussion about its power and potential for transforming Jewish education.

HOW TO TEACH ABOUT ISRAEL EFFECTIVELY IN THE DIGITAL AGE

Rm 2013

Nachum Amsel

We are currently losing the propaganda war about Israel, as our kids believe what they hear in the news and not what we teach in our classrooms. The Destiny Foundation has developed a new methodology to show, teach, and internalize a true understanding of the situations facing the State of Israel, its values, and the love for Israel we all want. Using new film clips with lesson plans, moral dilemmas, etc., the students will learn about the issues facing the State of Israel today, including the Palestinians State, the status of the West Bank, and why so many countries seem to hate Israel. All materials are digital and can be used in many different settings. Appropriate for anyone from age 10-100.

AN IMPROVISATIONAL JAM-SESSION APPROACH TO JEWISH MUSIC AND CONCEPTS

Rm 2011

Jordan Hill

Drawing on inspirations from improvisational jazz and klezmer to Hassidic and tribal approaches to music, the techniques and tools offered in this workshop are designed to plug musicians and non-musicians alike into a direct, hands-on experience with Jewish music and Judaism itself. The workshop will be as hands-on as the techniques, giving educators experience with several approaches that they can take home and apply in their own communities. Be prepared to jam!

YP STORY SHARING KEHILLAH

Rm 2009

Jennifer Rudick Zunikoff

(By Invitation Only) In this session, 5-8 YP participants will share stories about their own Jewish education and Jewish teaching experiences. Jennifer will train the participants to both share a story and facilitate a group story-sharing experience at one of the creative luncheons at NewCAJE. Participants will gain confidence as storytellers and facilitators. Participants will have the opportunity to receive additional coaching before the luncheon.

**FIVE BELIEFS ABOUT THE AFTERLIFE: TEACHING ABOUT
REVOLUTIONS IN JEWISH BELIEF**

Rm 2021

William Berkson

Many American Jewish adults, and teens even more so, are confused about what Judaism is. For example, what do “we” believe about the afterlife? Any serious understanding of Judaism must include an understanding of the profound changes in Jewish religion – changes wrought by the Rabbis, the Middle Ages, and the Enlightenment. Can the real story be taught successfully to older teens? We will survey of some of the changes, and brainstorm what to do.

HUMANISM AND THE HEBREW LANGUAGE

Rm 2025

Hinda Young

In this session we will explore how the pedagogical techniques of the 15th-Century Humanist movement and subsequent modes of instruction in Classical languages and can be employed in the teaching of biblical Hebrew. The classical emphasis on grammar, syntax and prose composition has been highly effective in imparting a complete understanding of language, history and culture. Discussion of the benefits of combining Classical and Judaic studies will accompany exercises in the techniques described above.

TIME OVER MATTER: GETTING THINGS DONE WITH LESS TSURIS

Rm 2026

Deborah Grayson Riegel

Too much to do and not enough hours in the day? Want to delegate but don't know how? If your to-do list is growing faster than the speed of light, then this session is for you. Learn how to distinguish between urgent and important activities, between those things that only you can do and those that can be delegated, and get a handle on the habits that are holding you back. *This session is part of the Mini-MBA program.*

JEWISH YOUNG ADULT SEXUAL BEHAVIORS

Rm 2031

Arielle Kowenski

This workshop will identify the sexual influences of Jewish young adults (JYA) during adolescence. Judaism and being Jewish has a presence in the social and individual aspects of JYA lives. Being Jewish is not only a religion but also a culture that unites, promotes Jewish camaraderie, and creates a Jewish identity. Finally, we'll talk about the need for comprehensive sexuality education within the Jewish community.

MONDAY

SIMPLE, SOULFUL AND SILLY SONGS FOR YOUR EARLY CHILDHOOD CLASSROOM

Rm 2048

Emily Aronoff Teck

This workshop will include learning new songs appropriate for teaching Jewish values, prayer and holidays in the early childhood environment. Additionally, participants will be recommended resources for further discovery, as well as provided research that will help educators articulate the importance of music in the early childhood environment

THE BIBLE'S NASTIEST STORY: JUDGES 19

Rm 2032

Everett Fox

What is a story that includes a straying concubine, a gang rape, dismemberment, and subsequent civil war and mass abduction of women doing in the Bible? What is it doing in the classroom? Come and find out.

REINVENTING THE WHEEL: SHOULD TECHNOLOGY BE INCORPORATED INTO JEWISH EDUCATION OR NOT?

Rm 2044

Alison Westermann

This session is about the "why" of technology use in educational settings. We may get into some of the "how" and "what," but the main focus will be a review of literature both supporting and opposing the use of technology in educational settings. We will probably not come to a consensus, but you will gain familiarity with the terminology of the "technology in education" world, an alphabet soup of acronyms and portmanteaus, so you can go out and make sense of the research yourself!

OUR TABLE AS OUR TEMPLE: EXPLORING MODERN JEWISH FOOD ETHICS

Rm 2002

Noam Dolgin

Eating is an action we engage in more than 3 times a day. What we choose to consume speaks volumes about our values and beliefs. We will explore curriculum around Jewish and secular ethics related to healthy and environmental conscious food choices, modern food technology, and how to make our meal a holy offering.

SESSION 2 C

10:45 AM-12:15 PM

UNDERSTANDING AND TEACHING THE PROPHETS: TEXTS AND TECHNIQUES

Rm 2026

Sharon Halper

As background for the teacher, this workshop will begin with a look at the world and theology of the Prophets and the origins of the concept of tikkun olam and how they have come together in our time. Then we will look at selections from Prophetic texts and experience methodologies for studying them in the classroom, with the goal of creating meaningful engagement with the texts. Interactive materials created for classroom use will include a visual guide to understanding the message of the Prophets and techniques (with applicable examples) for engaging all students in the subject.

**THINKING OUT OF THE BOX WITH “WHERE DO YOU GIVE?”:
REIMAGINING TZEDAKAH FOR THE 21ST CENTURY**

Rm 2007

Sasha Feldstein

This session is intended for educators who are looking for innovative resources for teaching tzedakah. The Where Do You Give? Curriculum – designed for teens but adaptable for all ages and settings – takes students beyond Rambam’s Ladder and into deep questions of where we give, to whom, and why. Experience the curriculum firsthand, with demo lesson plans taught by AJWS educators. All participants will walk away with a free copy of the curriculum.

**COLOR WAR, CAMPFIRE KAVANAH: BRINGING CAMP TO THE
CLASSROOM**

Rm 2009

Deborah Salomon

Attention Directors, Teachers and Teens who want to bring an exciting new way of reaching students teaching the Wizards Way. Color War games, songs that teach, and a creative Curriculum of Jewish content come to life in this interactive session that will change the way you think, act and teach. Join us as we blast into a new modern Jewish experience to reach students, teens and families. You will remember why you love being a teacher. Don't YOU Wanna be a Wizard?

A NEW KIND OF BLENDED LEARNING SYSTEM FOR JEWISH SCHOOLS

Rm 2011

Terry Kaye

Behrman House recently unveiled the Online Learning Center (OLC), an online learning environment for Jewish educators to organize, present, and deliver Jewish content and learning software to their students. Students can prepare before class, expand learning after class, or catch up if they miss class by interacting with the multi-media content teachers upload. We’ll show you how this blended learning environment can keep students engrossed with digital Hebrew activities, how you can assess their progress with one click, and how students can even record themselves reading or speaking. You’ll learn how you can download ready-to-go lesson plans, PowerPoints, and SmartBoard lessons that you can use in class with interactive whiteboards or laptops and projectors. Please note: Participants will receive a coupon to download a free multi-media resource. Full participation in the Online Learning Center carries a fee to the school.

**THE USES OF STORYTELLING IN THE CLASSROOM AND IN LIFE: WHY
STORYTELLING WORKS IN TEACHING BY REACHING THE HEART**

Rm 2013

Peninnah Schram and Cherie Karo Schwartz

Our Jewish stories, carried orally on 'wings of breath', carry the essential messages of Torah, traditions, and history. With today's addictive technology, Jewish educators can share stories panim el panim, restoring life meanings. Peninnah and Cherie will explore with participants the seminal role of storytelling and its uses throughout Jewish education. Through telling of stories, participants will learn how to integrate stories into their lives and teaching. Sources will be explored; handouts provided.

MONDAY

HESCHEL'S SPIRITUAL HUMANISM: JEWISH EDUCATION FOR THE 21ST CENTURY

Rm 2032

Peter Geffen

Peter Geffen, Founder of The Abraham Joshua Heschel School in NYC, will present the teachings of Rabbi Abraham Joshua Heschel that contain profound and dynamic implications for Jewish education today and in the future. Drawing directly from Heschel's own words, including some from manuscripts first published in 2011, the session will present a coherent philosophic view of student, teacher and the educational process as a whole.

BRINGING YOUNG JEWISH CHILDREN CLOSE TO THE WORLD GOD CREATED

Rm 2044

Fern Amper

Our early childhood programs can be greatly enhanced if we use the Torah as our curricular guide, and provide frequent and varied opportunities for very young children to interact with G-d through nature, both inside and outside the classroom. In this workshop, we will consider using natural materials for everything from toys and supplies, artwork, library/literacy, construction, gardening, snack, outdoor play, and even davening.

RABBI ELISHA BEN ABUYA OR ACHER: IS THERE ROOM FOR EXCLUSION IN JEWISH EDUCATION?

Rm 2021

Dalia Davis

Acher, formerly known as Rabbi Elisha ben Abuya, was deemed "other" and excluded from the mainstream Jewish community. However, when looking at the texts that relate his tale in greater detail it becomes questionable why he felt excluded from the Jewish community and even went so far as to believe that he could never return to the fold. As educators, we will analyze and unpack this text while addressing the question of whether or not there are approaches, ideas, or genres of teachers whose exclusion may be beneficial to Jewish education. Are there ideas we should not teach to children? Are there topics that are best not broached with adults? Does a person need to be a role model in order to be an effective Jewish educator? Are there students who "are not a good fit" for the Jewish educational system? In this workshop we will explore these questions through movement exploration, personal reflection and Jewish text study. Participants should wear clothing that they are comfortable moving in.

DANCE AND CREATIVE MOVEMENT IN JEWISH EDUCATION

Rm 2002

Ruth Goldman

This session will cover methods and materials for teaching Israeli folk dance and creative movement in early childhood, elementary and high school settings. Dance games for young children, a special repertoire of dances for Jewish holidays, and staging ideas for performances and enhancing holiday celebrations will be included. The aim is to free the teacher to explore the easy access and enjoyment of dance as an exciting educational tool with room to develop new ideas through active participation.

THE SUCCESS OF EVERY CHILD

Rm 2010

Orlee Krass

No two minds think alike and we each benefit from being taught in such a way that embraces our needs. Unfortunately we often expect students to adapt to our instruction rather than learn to adapt our instruction to their individual needs. Participants will be introduced to various learning styles and differentiated instruction in the classroom.

STUDENT LED T'FILLAH THAT WORKS! WORKSHOP #1

Rm 2025

Yonatan Rosner

Student led T'fillah that works! Come and learn how to facilitate a meaningful and spiritual T'fillah program for your school, based on the model of the T'fillah Kehillah Institute (TKI). In this first workshop, we will focus on the philosophy and methodology of the TKI model these three aspects: (a) acquisition of Knowledge: the study of Jewish prayer by examining rabbinic text on T'fillah and study the Siddur (b) development of Leadership Skills: How to engagingly communicate; evaluate effectiveness; plan and coordinate a dynamic and varied forty minute all-school T'fillah, eliciting response through questions, tone, and non-verbal communications (c) Holistic, Experiential and Experimental collaboration projects: TKI leaders, together with other faculty members, students from different classes, other schools in the community, guest musicians and guest speakers approach T'fillah through a variety of modalities including music and music composition, 2D art, media arts, Iyun, creative writing, midrash, dramatic skits and more, to create new, alternative and creative ways of Jewish spirituality.

PUTTING AN END TO THE "I HATE HEBREW SCHOOL" BLUES

Rm 2012

Joan Carr and Marlene Myerson

Anyone who has ever directed or taught in a traditional supplementary school Hebrew program knows that it presents a long list of special challenges. Let's confront some of those issues one by one. Join us for this workshop to learn how to turn that "I don't want to go" into "I can't wait to go!"

L'DOR VADOR: CONNECTING TEENS TO THEIR ROOTS USING JEWISH GENEALOGY

Rm 2031

Jeffrey Schrager

We will discuss the use of Jewish Genealogy research coupled with learning about Jewish history and culture as a means of strengthening Jewish identity among teenagers. Perhaps surprisingly, Jewish genealogy resonates profoundly with both day school students and their Hebrew school peers.

(BIG AND SMALL) QUESTIONS IN JEWISH EDUCATION

Rm 2046

Jen Glaser

Do you wonder about the purposes of Jewish education in the 21st century? How would you respond to a parent who asks "Why should I send my child to your school?" This session offers participants the opportunity to explore (big and small) answers to such questions with their colleagues.

MONDAY

HOW TO BE A NETWORK-WEAVER

Rm 2048

Deborah Fishman and Naava Frank

Jewish educational settings have particular goals and needs for which working with networks can be useful, e.g., including enabling a teacher to connect with other teachers to find and share new classroom resources or recruiting new students. It is critical to learn the skills of network-weaving to achieve these goals. A network weaver is someone who is aware of the networks around them and explicitly works to make them healthier. Network weavers do this by helping people identify their interests and challenges, connecting people strategically where there's potential for mutual benefit, and serving as a catalyst for self-organizing groups. This session will discuss basic network-weaving tactics such as how to identify the strengths and gifts of those in your network, how to manage information, how to help people with common interests connect. You will also learn how to develop a culture of sharing and the importance of diverse perspectives.

SESSION 3 A

1:45-4:45 PM

PRAYER LEADERSHIP 101 - EXPANDING OUR SKILLS AND OPENING OUR HEARTS

Rm 2004

Elana Jagoda Kaye

In this workshop we'll have the opportunity to discuss the fundamentals of prayer leadership. How do we create a service that flows? How can we learn to be in the prayer and lead it simultaneously? How can we most effectively use instruments to enhance the worship experience? How can the transitions between prayers feel more seamless? How can we make a communal prayer experience feel more personal? We'll also have an opportunity to do some singing and praying and integrate the techniques that we discuss.

BRINGING THE HOLOCAUST AND MORAL CHOICE-MAKING TO YOUR SCHOOL/EDUCATIONAL SETTING

Rm 2006

Peter Nelson

Facing History and Ourselves' Holocaust and Human Behavior workshop allows participants to explore the connection between Jewish history and identity, and the moral questions in everyday life. Participants learn multidisciplinary pedagogical approaches for teaching a course on the Holocaust grounded in a study of Jewish ethics and values. Participants receive access to Facing History's Educator Resources, free lending library, and are assigned a Program Associate to provide ongoing support services.

MUSIC THAT ROCKS THE PRESCHOOL CLASSROOM

Rm 3011

Lisa Baydush

Join us for a song-session of her favorite songs to sing with preschoolers. Lisa will teach songs that she has found to be particularly fun and effective with her students, and provide ideas on ways to make curriculum "pop." This workshop is appropriate for music teachers looking for new repertoire and new ideas, as well as classroom teachers looking for simple songs they can sing with their students. Come prepared to sing and be silly, and don't forget to bring a recorder!

SESSION 3 B

1:45-3:15 PM

YIDDISH IN THE HEBREW SCHOOL CLASSROOM

Rm 2007

Marcia Gruss Levinsohn and Amanda Jill Wood

Help your students get in touch with the Jewish culture of Eastern Europe through a taste of the Yiddish language. In this session, I will teach you some simple Yiddish songs as well as activities that you can use to make the Yiddish language seem real and inviting to your students. We will sing and enjoy crafts, games and stories that you can share with your students. I will even show you websites that focus on Yiddish resources.

PLANNING FOR RETIREMENT: ME? REALLY? WHY NOW?

Rm 2008

Ahouva Steinhaus

Why should saving for retirement be your priority? In this session, you will learn to think about retirement saving alternatives such as IRAs, Roth IRAs, 403bs and Annuities and how they can work for you in your life now and later. You will discover how retirement planning fits into the larger context of issues like salary, benefits, and fair working conditions. We will talk about how to monitor your progress in saving and investing, and how to plan for what you will need later in life.

TRANSFORMING REALITY INTO BLESSINGS: HOW WORKING WITH INTERFAITH FAMILIES ENHANCE LEARNING FOR ALL

Rm 2009

Dan Gordon

We now have many more students in interfaith families. In the past, many interfaith families didn't affiliate with synagogues because they felt un-welcome. Accepting reality helps us work with these students and families in respectful ways, learning how to share the world. When schools respect and acknowledge the non-Jewish partner, understanding increases. This workshop will help increase sensitivity, showing how welcoming children of interfaith families can be a net gain for the Jewish world.

ACTIVE LEARNING: ACQUIRING KNOWLEDGE

Rm 2011

Shoshana Silberman

This workshop will present engaging techniques to enable students to acquire knowledge. Techniques can be used to teach any subject (except Hebrew) to any age group. Participants will have the opportunity to experience the techniques, as well as to brainstorm ways each one can be used in their own classrooms.

WHAT EVERY JEWISH EDUCATOR NEEDS TO KNOW ABOUT TEACHING IN THE 21ST CENTURY

Rm 2031

Deborah Price Nagler

We live and work in a rapidly changing world that could barely have been imagined twenty years ago. This session will offer a framework for understanding the changes that are overtaking Jewish education, and the role of technology in its future. The unique characteristics of GenNet will be discussed, along with the corresponding features of learner-centered 21st century education.

MONDAY

WHEN THE TRADITIONAL RELIGIOUS SCHOOL SETTING NO LONGER WORKS: COME LEARN HOW TO BETTER SERVE FAMILIES AND STILL OFFER A QUALITY JEWISH EDUCATION

Rm 2013

Eyal Bor and Jill Eisen

Do you have families who cannot or will not come to a regular religious school setting due to private tutors, traffic, extra-curricular activities, different learning styles, or lack of carpool? This is a nation-wide dilemma facing supplemental religious schools. We have been studying this issue for over five years, and have developed alternative methods to combat this predicament such as the use of chavurot (groups) and satellite schools. The answer lies in being flexible, convenient, and meeting the personal needs of families while concurrently providing a high caliber of learning with innovative, hands-on, multi-sensory teaching methods. You will learn how to duplicate these approaches.

WHERE'S THE WATER? LIQUID LESSONS THAT CONNECT YOUR STUDENTS TO ISRAEL

Rm 2021

Nina Woldin

Hands-on activities focus on water, scarce but essential to Israel both historically and today. You will discover tools to teach your students about Israel's diverse environment and technological innovation, set within the framework of Israeli geography.

BEING TORAH ALIVE!

Rm 2025

Janie Grackin

This dynamic, transformational, and fun workshop offers energetic and interactive explorations of beloved Torah stories for all ages by combining innovative curriculums. Participants will learn new techniques to involve students of all ages, and infuse their classrooms and study sessions with excitement! Teachers and clergy will leave with new tools of engagement for the classroom and Family Life Education programs.

PROJECT MANAGEMENT

Rm 2026

Michael Riegel

In this interactive session, learn the basic building blocks of Project Management and begin to apply these concepts to your own projects. Understand the tools and resources available to you, as well as the different stakeholders associated with your project. Determine who needs to be involved and the level of input and role each group should fulfill. Learn how Project Management is highlighted in the Bible, and discuss the successes and failures. *This session is part of the Mini-MBA program.*

BEYOND THE SEDER: TOP TEN TU B'SHVAT PROGRAMS

Rm 2012

Noam Dolgin

Tu B'shvat is one time of the year when Jews celebrate the Earth, but there is snow on the ground and I'm tired of annual seders and tree plantings. What else can I do? In this session we will explore alternative indoor Tu B'shvat activities for children, as well as some outdoors games you can play in a backyard or park.

WRITE ON! CREATIVE EXPERIENTIAL WRITING FOR ALL AGES

Rm 3046

Aliya Cheskis-Cotel

Travel through the holiday cycle with creative writing to experience history. Write Ha Lachma Anya from the perspective of a foodless child. Write a Tu B'Shevat piece as if you were a tree with personality. Write a diary entry of a resistance fighter in the Maccabee caves. Write a controversial dialogue between Ahmed and Beni, an Arab-Israeli and Jewish-Israeli boy. Renew creative learning energy for all ages, making Jewish history come alive!

LIVING THE LEGACY: MAKING SOCIAL JUSTICE MEANINGFUL

Rm 2032

Etta King

While many of us teach curricula and programs that explore the Jewish roots of social justice and tikkun olam, these resources don't offer an in-depth look at the history today's teens inherit. This session will explore primary sources, new methodologies, and lesson plans that will expose students to many different voices from American Social Movements. Walk away with free resources and background knowledge to help you guide your students beyond a simple, "feel-good" narrative about Jewish justice into a journey that is complex, meaningful, and connected to their lives.

SEARCHING FOR LEADERSHIP

Rm 2042

Dorothy C. Herman

Leadership is a main theme in our Torah. What are the traits of a great leader? Are leaders born or made? Who will be able to fulfill the promise of the covenant? Abraham, Isaac, Jacob, Joseph and Moses each had their own approach. Can our students become the next "leader?" Participants will meet the challenge of being "LOST". This sociodrama enhances our Bible stories as decisions and actions take place.

TEACHING DIFFICULT TEXT: DAVID AND BATSHEVA

Rm 2046

Tamara Beliak

The session will involve text study of the story of David and Batsheva, and offer different ways that teachers have taught the text. The session is based on doctoral research.

MUSIC AND COMMUNITY BUILDING: CO-CREATING IN THE CLASSROOM

Rm 3052

Helene Kates and Goldie Milgrim

This session will teach you how to help your students visualize and discover their own dreams and life goals. We will learn several techniques that will give participants the tools to create music along with the group. These are: hands-on exercises incorporating rhythm, free-flow writing and physical motion. This powerful process helps build self-esteem and respect for individual ideas while learning to synthesize and incorporate them into a whole that the group creates together. The workshop will culminate with the co-creation of a song. This is a wonderful, fun way to foster both diversity and collaboration that you can add to your repertoire for the classroom or synagogue. You do not have to be a musician to participate, but those who are, are encouraged to bring instruments.

MONDAY

SESSION 3 C

3:30-5:00 PM

PARENTS AND TEACHERS TOGETHER: FOR THE SAKE OF THE CHILD WITH SPECIAL NEEDS

Rm 2007

Sandy Miller-Jacobs

When parents and teachers share their knowledge about the child/teen, everyone wins – but this doesn't always happen. Through discussion and role play, we will consider reasons they are reluctant to share their knowledge, and examine ways to improve communication in order to help the student meet success in the classroom. We will also consider ways to talk with parents of typically developing children about the benefits of inclusion. Geared for educators, parents, and lay leaders.

THE ART OF PUBLIC PRESENTATIONS FOR JEWISH EDUCATIONAL LEADERS

Rm 2008

Andrew Greenberg

Speaking skills are of paramount importance for anyone who needs to speak to the public. Speaking is an essential way to establish credibility with parents, congregants, students, committees and boards. We will begin by shattering your fears of public speaking. Then I will reveal techniques that allow even the shyest person to transform into a confident and influential speaker. This session is interactive and lots of fun.

UPPITY WOMEN OF THE BIBLE: THE TRUE STORY OF OUR MOTHERS

Rm 2009

Ruz Gulko

Whom to blame? Shockingly-bad translations? Patriarchal traditions? Not enough close reading of the text? So how did I go all the way through Jewish Day Schools & not know this stuff?! Are you ready for a giant paradigm shift? And, do you want to teach the WHOLE story to your students? We'll read the Biblical text of key passages that will prove not only how VITAL these women were, but also how the Torah and Midrash recognize & acknowledge this.

OY VEY! ISN'T A STRATEGY: FOUR ESSENTIAL SKILLS FOR PROFESSIONAL SUCCESS

Rm 2011

Deborah Grayson Riegel

If you're too busy managing your classroom and workload to keep up with the business of your ongoing professional development, then this workshop is for you. Based on her book, "Oy Vey! Isn't a Strategy," Deborah Grayson Riegel will explore with you two essential areas you need to tackle in order to grow and excel in your job as a Jewish educator: Hot to Get to Know Yourself, and How to Get Along Better with Others

MAKING INTERFAITH MULTIFAITH THROUGH SOCIAL ACTION

Rm 2042

George Kelley

Learners will explore a model of interfaith cooperation and learning through creating a social action project relevant to all involved. Find out how you can learn about other faith communities through a shared goal based on a successful Indianapolis program.

THINKING OUTSIDE THE BOX: SUCCESSFUL WAYS TO CHANGE CULTURE

Rm 2012

Amy Ripps

Want to affect change at your school? Through a case study, we will explore successful methods of changing culture and finding win-win solutions for common problems. The specific case deals with parental demands regarding school hours, the ever-present absences due to soccer/ballet/etc, and setting goals for the school. Techniques will be discussed that can apply to your situation.

TAKING ON AND REFLECTING ON TOUGH TEXTS

Rm 2013

Beverly Lerner

It's a mitzvah – a commandment – to stone a stubborn and rebellious child. How do we teach that Mitzvah to children? Do we? If we do teach this and other difficult texts, how do we approach them? How might these techniques apply to other direct text study? Join me, and we'll explore those questions using a curriculum written for 7th graders to study the Mishnah about the Stubborn and Rebellious Child.

IBOOKS AUTHOR + YOU = A GREAT NEW TEXTBOOK

Rm 2021

Miles Roger

Jewish educators have a great new resource to create meaningful materials utilizing a technology that students will love. Apple's iBooks Author allows anyone with a Mac to create an amazing textbook. Throw in DavkaWriter for Mac and you can create electronic holiday materials to share with all of your families in a convenient format that they will be excited to use. Just be comfortable typing and you can create great looking materials.

BUILDING WORLD CONSCIOUSNESS: A JEWISH IMPERATIVE AS SEEN THROUGH A KIVUNIM EDUCATIONAL EXPERIENCE

Rm 2025

Peter Geffen

We will discuss the radical alternative philosophy that guides the highly successful KIVUNIM program, both for teachers in Jewish schools and for gap-year students. Studying and traveling with KIVUNIM students throughout the year to a dozen countries from Morocco to India, Peter has gained and now possesses a uniquely informed view of much of the world and of Jewish communities and their history. His talk will focus on Morocco and will include a report of a historic first of monumental proportion: the recent KIVUNIM-Mimouna Israel Seminar, the first tourist visit to Israel from an Arab country in the history of the State of Israel, with students from the Mimouna Clubs of four Moroccan Universities!

TEACHING ETHICS IN MODERN TIMES

Rm 2026

Steven Bayar

Teaching Ethics is not the easiest task for the educator today. Using modern trigger films (South Park, Disney, Harry Potter and others) we will explore how Pirkei Avot and other ethical texts from Rabbinic and Medieval sources can be brought into the present tense, making Jewish ethics accessible to students and adults.

MONDAY

USING THE ARTS TO ENHANCE YOUR JEWISH CLASSROOM

Rm 2002

Julie Wohl

My session is an interactive approach to experiential, arts-based Jewish education. I include participants in thinking about the big questions in their teaching, and provide them with a variety of techniques for incorporating the arts into their big-idea based teaching. I teach participants how to use a variety of approaches in the arts, including Hebrew Micrography, ripped paper, resist watercolor, and sculpture to meet the goals of their classroom, whether those goals are teaching prayer and Hebrew literacy, Torah study or community building.

JEWISH EXPERIENTIAL EDUCATION: TIPS AND TECHNIQUES FOR SUCCESS

Rm 2031

Gavriel Goldman

This workshop provides participants with an understanding of everything that we now know about experiential education – what it is, what makes it effective, and the major challenges to its success. Participants will also learn through three classical teaching techniques while exploring a variety of ways to bring this type of education to their educational setting. This is appropriate for formal and informal Jewish educators.

GET YOUR STUDENTS ARGUING: DEBATE IN THE CLASSROOM AS A METHOD FOR PROJECT-BASED LEARNING

Rm 2032

Mark Levine

Introduce students to ten classic debates from Jewish tradition and teach them how to debate on their own. Behrman House has just released Judaism's Great Debates for 6-7th graders. Co-author Rabbi Mark H. Levine will show you how students can analyze the value-conflict at the core of each historic debate, and learn to apply Jewish values to similar conflicts in our society. In your own classes, you too can promote the spirit of argumentation and debate that is core to Judaism. The method is ideal for project-based learning as students learn to identify areas about which they are passionate and present the arguments supporting their causes. A supplementary digital companion provides support for PBL. Participants will receive a complimentary copy of Judaism's Great Debates by Rabbi Mark Levine and Rabbi Barry Schwartz.

LIMUD SHABBAT: A VISION OF A SCHOOL BASED ON APPLYING AND UTILIZING THE KNOWLEDGE WE TEACH

Rm 2046

Jed Filler

Shirat Hayam in Swampscott MA is in the 4th year of our experiment of combining one day of our school program with shabbat and with the synaplex activities we sponsor. The children come to services for part of the morning and the rest of the morning learn t'filah, Hebrew, torah, and community studies. Other subjects are taught during the week. The school meets every week during the school year, and it has brought the parents to services along with their children. We have achieved significant success with this model in some areas, and encountered challenges (some we predicted and some we didn't) but have dealt with them while keeping our core vision intact.

MONDAY

NewCAJE CHORALE #2

Rm 2048

Cantor Leon Sher

Join the NewCAJE Chorale with Cantor Leon Sher. The choir is the ideal community that allows the individual to discover their own most beautiful voice while listening to and helping others, recognizing that the whole sounds only as good as the individual parts. The music ranges from the simple to the complex to satisfy and challenge inexperienced and experienced singers alike. The chorale will perform on Tuesday night.



NEWCAJE ARTS FESTIVAL

5:15-6:15PM

Jewish Artistic Expression transmits culture and identity from one generation to the next. Here at NewCAJE 3 we invite you to explore the media of art, dance, film, music and storytelling through our talented participants. You are welcome to take pencil, pen or crayon to paper yourself and interpret what you hear or see or do today. How can you bring the arts into your educational setting? Be reflective: What is the value of the arts within the American Jewish Community. Is every story written by a Jewish author a Jewish story? Does the art you see here reflect American Jewish life today or is it a reflection of times past? Meanwhile choose one art form and spend an hour with the artist. Please don't wander and don't enter a room after the session starts unless there is a come in anytime sign on the door. Enjoy!

JAM WITH SAM

Rm 3004

Sam Glaser

Come sing with performer/composer Sam Glaser and friends! All your favorite tunes presented in a fun, interactive singalong, just like the shows Sam presents around the world on his annual 50 city tours.

ISRAELI DANCING!

Rm 3008

Ruth Goldman

Come nourish your body and soul with Israeli Dance! Lead by one of the most experienced and beloved teachers, Ruth Goldman will get you moving with joy.

ARTISTIC EXPRESSION THROUGH DANCE SEEN THROUGH THE LENS OF TEXT

Rm 3011

Dalia Davis

We will focus on the rabbinic characters Rabbi Yehoshuah and Rabbi Gamliel. These two men had a serious disagreement about a decision they had to make that would effect a large group of people and even set a precedent for the whole community. We'll delve into this topic through movement, exploration, personal reflection and Jewish text study. Participants should wear clothing that they are comfortable moving in.

MONDAY

MITZVAH STORIES SALON

Rm 3054

**Cherie Karo-Schwartz, Gerald Fierst,
Dan Gordon, Jennifer Rudick Zunikoff &
Jordan Hill**

Join these contributing authors to *Mitzvah Stories: Seeds for Inspiration and Learning* (Reclaiming Judaism Press) -- enjoy professional telling of stories perfect to bring home for retelling and discussion. Volume co-editor, and director of the Reclaiming Judaism Mitzvah-Centered Life Initiative, Goldie Milgram, will then invite you to share your mitzvah stories some of which may be included in the next volume of tales.

JEWISH IDENTITY IN AFRICA, AMERICA AND BEYOND: A FILM

Rm 2042

Jeff Lieberman

"RE-EMERGING: The Jews of Nigeria" is a journey into the heart of the lives and culture of the Igbo people of southeast Nigeria. The film introduces the world to the many synagogues that dot the land, and a handful of passionate, committed, and diverse characters. Individual stories are woven together with key facets of history, tracing the Igbo from Biblical times up to the brutal 1960s Biafran War, which killed over 1 million Igbo. The film and workshop explore the complex idea of what it means to be a Jew - whether it has to be inherited, or whether someone can claim Judaism without any official documentation or DNA evidence and will center around the role the western Jewish community and Israel should feel in supporting, acknowledging and communicating with the Igbo Jewish community. Participants will learn several methods for exploring diversity and identity in the Jewish community both at home, and in the wider world.

MUSIC FOR KIDS AND THEIR FAVORITE ADULTS: A DOUBLE BILL

Rm 2048

Mama Doni

Mama Doni brings a new twist to "Jewish" music. Quirky, funny, and always unpredictable, Doni's music ventures through dance beats, Latin pop, "Jewgrass" hoe-downs, and dazzling disco ditties to make latkes, dreidels and Yiddish expressions cooler than ever. The Mama Doni Band delights families throughout the country. Hebrew Wizards has its first CD featuring original music that complements their innovative Curriculum. With songs that teach us everything we need to know about being Jewish, it is music the whole family can enjoy. Our professional musicians have brought to life the songs from our heart that connect the generations.

SILK PAINTING AND MEANING MAKING

Rm 3012

Nancy Katz and Cherie Koller-Fox

Interpretation of text is easy to do because it's difficult to make a mistake and always involves a conversation. It has something to do with paying respect to tradition and our ancestors while at the same time updating it. Silk painting isn't that different in its approach to art. Both are deeply spiritual practices and both are great fun. That's why Nancy and Cherie thought they belonged together. Come, we'll learn and create and remember and make a work of art that we'll be proud of.

MONDAY

**MONDAY NIGHT CONCERT
8:00-10:30 PM
MEMORIAL AUDITORIUM**

A FRESSER'S DELIGHT ! YUM !

Music and Stories are the food and drink of the soul. Join these delicious singers and storytellers in a sumptuous music feast.

Kol B'seder—40TH Anniversary concert!

New Performers Showcase:

Noah Aronson

Jay Rapoport

Eric Komar

Naomi Less

Sue Horowitz

Saul Kaye

Elana Jagoda

Eliana Light

Storytellers:

Goldie Milgram

Janie Grackin

Peninnah Schram

LATE NIGHT KUMSITZ AND RECEPTION

After evening programming there will be an open Kumsitz – a musical party of melodies and mayhem. Bring your guitars, drums, voices, and spirits and come laugh and play! Join us in the Multipurpose Room in The Heights/Machuga Residence Hall 30 minutes after the Evening Performances – and enjoy a snack on us!

Be sure to check out the NewCAJE NewsPAGE every morning for changes, additions and deletions to the daily schedule!

TUESDAY

TUESDAY, AUGUST 7th, 2012	
7:30 AM	-----Shacharit
7:45-9:00 AM	----- Breakfast
8:45 AM-11:45 AM	----- Session 4 A
8:45 AM-10:15 AM	----- Session 4 B
10:30 AM-12:00 PM	----- Session 4 C
9:00 AM-6:15 PM	-----Expo
11:45 AM-1:30 PM	-----Lunch Options & Conversation Cafes
1:45-4:45 PM	-----Session 5 A
1:45-3:15 PM	-----Session 5 B
3:30-5:00 PM	-----Session 5 C
5:15-6:15 PM	-----MAKOM Session
6:15-7:45 PM	-----Dinner
7:40 PM	-----Mincha/Ma'ariv
8:00 PM	-----Main Concert
1/2 hour after the main concert ends	-----Late Night Kumsitz

SESSION 4 A

8:45-11:45 AM

TEACHING PRAYER

Rm 2004

Joel Grishaver

In this workshop we will do prayer teaching from soup to nuts. It will include sections on teaching Hebrew Reading, Building Fluency, Building a Sense of Hebrew Meaning, Knowing the Structure, Knowing the Story of each Prayer, and a set of experiences that lead to meaning. We will play the Prayerbook Board Game and do a lot of other experiential activities.

REVEALING THE DIVINE THROUGH STORY

Rm 2006

Gerald Fierst, Jordan Hill and Dan Gorden

According to midrash God said, "Let there be light," and from that light all else was formed. God is everywhere. Whether at a tisch, Bubbe's table, or in a classroom, Jewish stories are lenses to reveal that divine spark in everything. Join a group of professional Jewish storytellers to learn sacred stories, play relevant drama games, and discover how to apply it all to make your classroom (and your life) sparkle with the divine.

DUCT TAPE TALLIT!

Rm 2007

Janie Grackin

Inspirational and artistic, bold and creative, the Tallit as an art form and ritual garment enters a New Age. YOU can make a Tallit for yourself or a loved one in just one session. Yes, you can! Stories, ideas, instruction, assistance, and the opportunity to make a memory that will touch your heart forever! All materials and instruction book included. Class size strictly limited to 24 participants.

SESSION 4 B

8:45-10:15 AM

JEWISH NATURE WALK

Meet in front of University Hall Gavriel Goldman

Join Gabe for an easy walk on campus grounds to learn how to see nature through Jewish eyes, and how to use natural settings to demonstrate Jewish practices and values. Discover the truth of the Midrash that proclaims that everything in the universe was created with intent and purpose. Renew your own connections with nature; and share with others the ways you already use nature to enhance your teaching.

REALITY BITES: TACKLING THE TOUGH STUFF OR "REAL LIFE ISSUES" IN YOUR JEWISH EDUCATIONAL SETTING

Rm 2008 Amy Dorsch

How can they learn their Alef-Bet or Torah Stories when they are so distracted by the "tough stuff" they deal with every day? Is it your responsibility as a Jewish educator to handle these issues? A student comes into your congregational school highly emotional after seeing a Facebook message making fun of her. One of your female students won't make eye contact with boys because she feels they'll think she's ugly. You are a youth director and a teen recently approached you, questioning his sexuality. Are you equipped with responses? Most Jewish educators are not trained therapists or social worker, but this session will give you the JEWISH tools to address sensitive issues through activities that draw on Jewish concepts and values. This session will train participants to address these real life issues and turn them into teachable Jewish moments. This session is geared toward anyone working with Jewish youth, particularly those who have faced these challenges and were unsure of how or whether to address them. Possible topics include but not limited to: Cyberbullying, Self Esteem, Body image, Sexuality, Different abilities (disabilities) or learning challenges, Changes in Family Structure, Betrayal of friends

300 WAYS TO ENHANCE SEDERS: FUN AND EDUCATIONAL TOOLS TO SPICE UP SEDERS AT SCHOOLS AND HOME

Rm 2009 Murray Spiegel

Learn tools for novel and educational seders in your classrooms, and receive materials parents can use for their home seders. Educational games, musical parodies, themed seders, foreign chants, and fun 4 Questions activities will be taught. Fascinating and funny stories from a unique 30-year Passover project will be told, cultural nuggets from other lands, exotic Jewish languages, and connections to the world at large.

HOW PIRKE AVOT, THE ETHICS OF THE FATHERS, CAN SAVE JUDAISM

Rm 2010 William Berkson

A neglected source of strength in Jewish tradition is the personal guidance that Jewish values can give: strengthening our relationships, uplifting our lives. Learn how the values in Pirke Avot can help Judaism thrive even in the face of modern rivals. Lead by the author of the recent "Pirke Avot: Timeless Wisdom for Modern Life," from JPS. Introduction to a resource that teachers can use in all classes, interactions with students.

TUESDAY

GRANT ME A WISH

Rm 2011

Donna Schwartz

Ever wonder what companies are looking for or why your proposal wasn't picked? Come to this session to learn practical tips that will get your next grant noticed. Learn how to develop your story so that your next project is chosen. *This session is part of the Mini-MBA program.*

ONE STUDENT AT A TIME: DIFFERENTIATED HEBREW INSTRUCTION

Rm 2012

Joan Carr and Marlene Myerson

One of the most difficult issues a Hebrew teacher faces are classrooms filled with students with many different learning styles. We will be looking at some of the ways in which teachers can adapt curriculum to meet the varied needs of their students.

NEW TECHNOLOGY AND MATERIALS FOR B'NAI MITZVAH TEACHING

Rm 2013

Hazzan Sheldon Levin

New books, computer programs, apps, devices and gaming techniques will be presented for teaching B'nai Mitzvah, teen, and adult Torah and Haftarah readers. From PocketTorah to electronic Yad; from scanning texts to making MP3s; from new books about Mitzvah projects to comparing the available booklets currently published – participants will leave with ideas, resources and materials for 21st century students.

TEXT BY DESIGN: USING TEXT STUDY AS A TOOL FOR PROFESSIONAL DEVELOPMENT

Rm 2021

Leah Wolff-Pellingra

When text study is utilized in Professional Development, Enduring Understandings that have sustained K'lal Yisrael for millennia become a part of teaching. We will engage text study as a tool that allows Jewish professionals to form bonds of mutual respect and collegiality while reinforcing that the inspiration we seek in our own teaching “is not far away,” (Deuteronomy 30:11). Participants will leave equipped with a “how to” protocol for instituting text study in their own settings, a model for initial sessions, and resources for continued study and inspiration.

USING GOOD PEOPLE TO TEACH TIKKUN OLAM

Rm 2025

Naomi Eisenberger and Sharon Halper

Participants will be introduced to people who dedicate their lives to Tikkun Olam. Through their stories participants will learn how to model this behavior and inspire their students to do the same.

SENSORY OVERLOAD! HOW TO TIE YOUR SENSORY BIN TO THE JEWISH CALENDAR!

Rm 2044

Lauren Jane Dragutsky

Anyone who knows preschoolers knows the importance of your sensory table. Let's take a hands-on approach (you might get messy!) to connecting your sensory bin to the Jewish calendar in order to deepen its importance!

SWEET TEA, GRITS, AND MATZO BALL SOUP - NOURISHMENT FOR THE JEWISH MIDDLE SCHOOLER: A TEMPLATE FOR SUSTAINING THE TEMPLE CONNECTION

Rm 2026

Risa Strauss and Cheryl Nail

How one southern Temple community renewed the soul of their religious school through reinvigorating the middle school program to retain post-B'nai mitzvah students and families. Participants will have the opportunity to create a similar model to use in their own schools: sharing new curriculum ideas, budgetary models, and methods in wooing Temple and community boards to help support students' and families' Temple connection and sustain the goals of the religious school.

POP CULTURE ISN'T SCARY: USING TV, MUSIC, MOVIES, AND MORE IN YOUR LESSON PLANS

Rm 2031

Emilia Diamant

Whether its The Hunger Games, Glee, or New Directions...young people are some of the greatest consumers of pop culture, and if we can find ways to authentically relate to it, we're going to be able to relate better to our students. Let's talk about how this can work for you, using a lesson plan example that I've used, discussing pop culture topics, and delving into some discussion of the connections we can make to Jewish values.

JEWISH JOURNEY PROJECT

Rm 2032

Lori Forman-Jacobi

Come hear about the Jewish Journey Project, an innovative, collaborative, and flexible program for 3rd-7th grade students. Spearheaded by Rabbi Joy Levitt, the Executive Director of the JCC in Manhattan, the Jewish Journey Project engages each participant to plan and build a personalized journey along five pathways: Torah, God & Spirituality, Hebrew, Jewish Peoplehood, and Tikkun Olam. In collaboration with local synagogues and educational organizations, JJP hopes to help each participant plan and build a personalized journey, choosing courses and workshops that match his or her passions and curiosities, and their preferred mode of learning. Students will each receive a passport to help track their journeys and a digital platform is being developed to create a travel journal of pictures, videos, and written entries about their JJP experiences. In addition to courses on week-day afternoons, weekends, and intensives during school vacation breaks, participants return to their home synagogue for a JJP MeetUp experience on a regular basis to allow synagogues to impart their vision to JJP participants, and to provide a forum to share their Jewish Journey experience with fellow travelers.

APPROACHES TO TEACHING BIBLE

Rm 2046

Galya Greenberg

By studying several texts together, we will review a variety of approaches to teaching Bible, such as: contextual, literary, midrashic, etc. We will explore how one chooses an approach, and discuss the pedagogical options for groupings and differentiation. This workshop is appropriate for all Bible teachers regardless of setting, students' ages, or primary language of study (English/Hebrew).

TUESDAY

THE CENTRALITY OF MUSIC IN JUDAISM

Rm 2048

Nachum Amsel

This is not a Music Session that teaches songs and lyrics – rather, participants will learn, through various traditional sources, WHY music is so integral to Judaism, both in ancient times and today. Participants do not require knowledge of Hebrew or a Jewish background, but beginning with the Torah and continuing to modern day, this session will prove why we cannot be full Jews without Jewish music. The session will also discuss and show in depth many of the Jewish issues related to music over the years.

SESSION 4 C

10:30 AM-12:00 PM

AFTER THE HEBREW PRIMER: WHERE DO WE GO FROM HERE

Rm 2008

Dina Maiben

The question of what to do once students have mastered basic Hebrew decoding skills is the central quandary in supplementary Hebrew education. First, we will examine the best practices for teaching accurate and fluent prayer recitation. Next we will discuss strategies for connecting Hebrew prayers to the students' real-life concerns. Finally, we will examine an approach to Hebrew language instruction that enables students to comprehend prayer text more directly.

ADDRESSING DIFFERENT NEEDS

Rm 2009

Maya Blank

Using hand-made educational materials and a variety of live examples, Israeli-born Special Education teacher Maya Blank will demonstrate methods devised to address the needs of students with disabilities within the Jewish Education setting. The presentation will touch upon Hebrew instruction and emphasize the importance of visual aides, storytelling, and inclusion.

DEVELOPING CRITICAL THINKING SKILLS & CREATIVITY THROUGH TORAH STUDY

Rm 2010

Hal Miller-Jacobs

Role playing a reporter for the Canaan Times, you interview Leah just after her sister Rachel is married to Jacob, "So tell me Leah, how do you feel about sleeping with Jacob and fooling him?" Faced with these types of questions, students take on roles to think critically and creatively. They learn Torah and have a good time. After participating in this experiential exercise, you will learn how to conduct these Bibliodrama-type sessions with your own class and have a chance to try it out. You will also examine five primary reasons why this technique is so powerful.

KID'S CHOIR SING OUT!

Rm 2048

Ellen Allard

Join Ellen Allard for a session in which she will share some of her outside-of-the-box rehearsal techniques for working with Kids Choirs (K - 6th). Be prepared! You never know what she will pull out of her conductor's hat!

STUDENT LED T'FILLAH THAT WORKS! WORKSHOP #2

Rm 2011

Yonatan Rosner

Come and learn how to facilitate a meaningful and spiritual T'fillah program for your school, based on the model of the T'fillah Kehillah Institute (TKI). In this second workshop we will apply the methodology and approach of the TKI model introduced in workshop #1 to create a TKI-style T'fillah session. After choosing a theme and agreeing on a general outline, the participants will break into groups to work on their individual components. Each group will use a text and modality to express the chosen theme in an experiential and experimental way. The groups will meet with me as needed during agreed upon times and places to complete their task. The overall outline and experience will be shared with the whole conference community during a final T'fillah session.

OY VEY I'M SVITZING, TEACHING ABOUT JUDAISM & CLIMATE CHANGE

Rm 2012

Noam Dolgin

Climate change is the pressing environmental challenge of our day, so in an attempt to look forward, let's look back at what Jewish tradition has to offer this modern problem. Through drama, art, and discussion we will explore Jewish texts related to energy conservation and waste reduction, pikuach nefesh (responsibility to save life,) plus biblical values of withholding rain and climate change as G-d's form of punishment.

FOUR EXILES AND FOUR SPIRITUAL REVOLUTIONS

Rm 2013

Joel Hoffman

Judaism has seen four spiritual revolutions, each in the wake of a major exile. Our Temple was destroyed twice. We were exiled from Spain. And we were nearly destroyed in 20th-century Europe. But after each attack we emerged stronger than ever. Join us for this exciting look at where we've been and where we are going!

ENGAGING CONGREGANTS IN POVERTY AND HOMELESSNESS SOCIAL ACTION

Rm 2021

Mark Wasserman and Frank McCann

Learn about two experiential programs to raise awareness of poverty and homelessness. Frank McCann, Just Neighbors® Director, will demonstrate this interactive multi-media curriculum that teaches about the struggles of poor families and how congregants can make a difference in their lives. Mark Wasserman, creator of the award-winning Houses for Change national homelessness campaign, will talk about how to use this fun tzedakah box crafts project to engage kids with homes to help kids without.

NUTS AND BOLTS: HOW TO RUN YOUR SCHOOL MONTH BY MONTH

Rm 2025

Jeffrey Myers

This session will teach participants how to run an afternoon religious school month by month. It will focus on the ongoing daily tasks and how to plan for major events. Topics to be discussed include: how far in advance you need to plan holidays, the steps to take to prepare for school conferences and report cards, how to organize family Shabbat services.

TUESDAY

SCRIBAL ARTS

Rm 2026

Zerach Greenfield

This is an overview of the making of Sifrei Torah, Tefillin, and Mezuzot. It is nuts and bolts session that will help teachers understand the process, as well as give them ideas for presentations. We will also deal with roots of the Hebrew language and the writing of a Sofer STAM – Quills, ink, and paper provided for actual writing. If you ever open a Torah to show your class, this session is for you.

GOING DEEPER: EXPLORING MEANING IN BIBLICAL TEXTS WITH CHILDREN

Rm 2031

Jen Glaser

Philosophy begins with wonder – we begin by being puzzled by something that grabs our attention and invites us to think. This session will introduce participants to a new approach to teaching Bible that is based in philosophical inquiry. We will experience this practice together and view examples from the classroom.

CRITICAL THINKING SKILLS FOR JEWISH TEENS AND YOUNG ADULTS

Rm 2046

Meri Weiss

Learning critical thinking skills are important for everyone, but especially important for Jewish youth due to the prevalence of high-pressure religious groups, and other cult-like organizations that single out Jews for recruitment/conversion. Critical thinking is also useful for secular purposes, such as figuring out which political candidate to vote for, or simply becoming more media savvy. I have found that students' connection to their faith is deepened, because they have taken the time to determine for themselves why they choose to be a Jew. In this session, I will review my curriculum for teaching critical thinking skills, and the textbook and methodology I use as the base for my curriculum.

SHALVA YOGA

RM 2002

Sara Shalva

Shalva Yoga is a session fusing meditation, traditional yoga postures and text study.

ROSENFELD COMMUNITY OF PRACTICE TOOLBOX: ENGAGING YOUNG CHILDREN WITH BOOKS AND MUSIC

Rm 2044

Emily Aronoff Teck

The Rosenfeld Legacy Project was created so that this generation of Jewish children and generations to come learn of the remarkable legacy of Judaism, its contributions to all aspects of life, and its moral and ethical principles that have shaped the world. This workshop will highlight some of the experiences that educators have had while utilizing the Rosenfeld Legacy Project, including a brief overview of the program. Several strategies that can be widely applied to a variety of resources, both Legacy and non-Legacy materials will be modeled. Educators will leave with several ?tools? (strategies of engagement) that they will have experienced, discussed and now have a level of comfort to use in their classroom. Additionally, educators will know of the resources available to them to support their utilization of the tools that have been given to them.

TUESDAY

VISUAL PRAYER

Rm 2032

EJ Cohen

Prayer is a communal activity with individual contributions. It can be spoken, sung, thought, or signed...and this workshop will introduce ASL (American Sign Language) as a way to supplement the kavannah and keva of prayer. The Shema, Oseh Shalom, and other familiar prayer-tunes will be taught with the signs that are used by many in the Jewish Deaf community. Come and learn another way to daven!

SESSION 5 A

1:45-4:45 PM

JUMP IN AND BECOME A STORYTELLER/MAGID

Rm 2012

**Peninnah Schram, Goldie Milgram, Arthur Strimling,
Helene Kates and Guests**

Part I: Telling & Tachlis: How to select, prepare and deliver messages and stories that nurture mitzvah-centered living re: holidays, values, etc.

Part II: Experience a Farbrengen and using your selected theme, learn how to adapt this powerful, inspiring teaching tool for your classrooms and communities.

Part III: Reflect on the role of storyteller as part of your evolving Jewish identity, and learn about a storyteller/maggid ordination program for Jewish educators.

FACING HISTORY AND TODAY: HOLOCAUST AND HUMAN BEHAVIOR

Rm 2013

Peter Nelson

Taken from Facing History's 5-day seminar, this session will focus on the connection between choices historically and how we choose today. Using social history and Jewish sacred text, attendees will consider what makes an upstander and a bystander, and how that discussion can come to any school or community setting.

OLD WINE IN NEW BOTTLES: NEW GRAPHIC SYMBOLS FOR TEACHING NUSACH

Rm 2011

Neil Schwartz

Trope have been used for 1200 years, but until recently there were no symbols for the musical motifs of Nusach Modes. Come meet the 18 new graphic symbols called "Simanei Nusach" ("Symbols of Prayer-Chant"), and learn how they have been implemented in teaching-software. You will receive many handouts on Hebrew grammar, Trope, Liturgy structure, and the music of Nusach HaT'fillah. Bring a thumb-drive.

SESSION 5 B

1:45-3:15 PM

PRAYER FOR THE PEOPLE: EMBODYING TEFILLAH

Rm 3011

Naomi Less

Isn't it time we all knew what we were saying and determined why we're saying it when we pray from the liturgy? Crack open the meaning of prayer with exercises for both you and your learners - you will leave this workshop saying: "well, i'll never look at 'x' prayer again quite the same way!" - and your learners will too!

TUESDAY

YOUR JEWISH VOICE: A MUSICAL WORKSHOP

Rm 2004

Doni Zasloff Thomas

In this workshop, early childhood educators will experience the celebration of our culture (holidays, food, traditions, Yiddish words) through a method of “dipping” everything in our world into the “Jewish Bucket.” We will explore ways to help our students see life through plans to use in your classroom as well. In this active and fun learning workshop, everyone becomes a songwriter. Mama Doni and her live band will show preschool teachers a variety of ways to create their own original Jewish music for their classrooms.

ESAU'S BLESSING: HOW THE BIBLE EMBRACES THOSE WITH SPECIAL NEEDS

Rm 2007

Ora Horn Prouser

We often think of special needs as a modern construction. In reading the Bible, however, we find many characters who can be understood as individuals with special needs. In this session, which is geared to teachers, parents, and anyone interested in new ways of looking at biblical text, we will look at several of these biblical characters. We will then draw implications for our reading of the Bible, for our understanding of God, and for our use of the Bible in the classroom.

LAUGHING THROUGH HISTORY: WHAT JEWISH JOKES SAY ABOUT US...AND WHY THEY'RE FUNNY

Rm 2009

Joel Chasnoff

Joel Chasnoff is a stand-up comedian who's performed in nine countries and toured with Jon Stewart. But he's also a scholar of Jewish humor. In this session, Joel chooses his ten favorite Jewish jokes, explains why they're funny, and suggests ways that these and other jokes can be used to educate children about Jewish history. Be prepared to share a joke or two of your own. And come ready to laugh...and learn!

3,000 YEARS OF JEWISH CONTINUITY AS SEEN THROUGH 3,000 YEARS OF HEBREW

Rm 2048

Joel Hoffman

An exploration of the remarkable history that links the Jewish people to its historic language and identity through time: the fascinating story of how Hebrew began, why almost every written alphabet today can trace its roots to Hebrew, how Hebrew developed, where the text of the Bible comes from, the relevance of the Dead Sea Scrolls and other ancient manuscripts, and finally how modern Israeli Hebrew developed.

BAYAMIM HAHEM: TEACHING STUDENTS TO LOOK AT THEIR LIVES THROUGH THE PROPHETS

Rm 2021

Jeffrey Schrager and Miriam Tannenbaum

We will explore concepts in teaching the early Prophets in Middle and High School with an emphasis on students applying the lessons of the Prophets to their lives. In both Day and Congregational schools, the Prophets can raise important discussions that view our lives through classic texts.

MOVING BEYOND "JUSTICE, JUSTICE YOU SHALL PURSUE" WITH ON1FOOT.ORG

Rm 2025

Sasha Feldstein

Jewish perspectives on social justice are diverse and complex, yet they're often boiled down to the same over-quoted statements. In this session, you will learn how to use On1Foot (www.on1foot.org), a free online resource presented by American Jewish World Service that gives you free access to thousands of Jewish social justice texts, text studies, lesson plans and divrei Torah, as well as a do-it-yourself source sheet builder. Come explore how you can use On1Foot to generate richer learning about Judaism and social justice in your classroom.

THE ART OF AMAZEMENT: USING JUDAISM'S POWERFUL TOOLS TO CREATE A SENSE OF WONDER

Rm 2026

Sam Glaser

We will explore opportunities to share with students how “everyday” life is a bounty of amazement and excitement. Retaining fascination is crucial to stimulating deeper investigation into the teachings of Judaism on a lifelong quest for pleasure. The tools for enlightenment and awareness made popular in new age movements have roots in our heritage. This workshop will examine these ancient tools, offering participants a daily “wake up call” to the inner child and the ability to maintain a state of perpetual “wow!”

FLIPPING THE CLASSROOM OR "WHAT DO WE HAVE FOR HOMEWORK?"

Rm 2032

Philip Dickstein

Flipping the Classroom has been featured in everything from “60 Minutes” to the education buzz on the Internet. It moves schoolwork into the home and, at the same time, moves homework into the classroom - where it belongs! Most important, this approach promotes the one-to-one relationship between the teacher and student in new, dramatic, and powerful ways. After we view a few successful examples of flipped classrooms, participants will have the opportunity to tailor this approach to his/her own individual/class setting, and then decide if this approach makes sense in their setting.

COPYWRITING OUR LIVES: KNOWING HOW AND WHEN TO PASS THE TORCH

Rm 2040

Dalia Davis

As educators we are both creators as well as facilitators, encouraging and nurturing the creative endeavors of others. We are often faced with the challenge of being about to discern when our work is complete. When is it time for us to let go and allow our work to develop and progress without our active engagement? Are we at peace with the notion that our creations may change and progress in a way that is drastically different from how we envisioned them? This challenge is one that dates back to Moses when he journeys through time to study in the classroom of Rabbi Akiva. In this workshop we will explore these questions through movement exploration, personal reflection and Jewish text study. Participants should wear clothing that they are comfortable moving in.

TUESDAY

DON'T SWEAT LITTLE LEAGUE: JEWISH EDUCATION AS "ANYWHERE, ANYTIME" LEARNING

Rm 2031

Deborah Price Nagler

New technologies can help us overcome the competitive scheduling by offering 24/6 access to learning. This session will showcase a number of Web 2.0 tools that can extend learning beyond the four walls of the classroom into a personal learning network. Wikis, Mobile Apps, and Multi-User Virtual Environments will be among the applications discussed. Laptops/netbooks recommended.

GETTING TEENS INTO THE BUILDING: TEENS IN FAMILY EDUCATION, MODELS OF SUCCESS

Rm 2042

Erin Beser

One year ago, newly minted Director of Family Education, Erin Beser, was charged with a simple task: get more teens in the building. Since then, she and her youth team have led the USY chapter to divisional chapter of the year, largest increase of membership in the METNY region, and inspired dozens of teens to take on leadership roles in all of the synagogue's major family and holiday programming events throughout the year - all to rave reviews and accolades from Jewish leaders such as David Bryfman and organizations like the Jewish Education Project and Lomed. How did she do it?

SOCIAL MEDIA: HOW TO USE IT EFFECTIVELY

Room 2044

Miriam Brosseau

"Can teachers "friend" students?" "What do we do about nasty comments on our blog?" "How should we separate personal and professional social media?" Sound familiar? Today the question is less about whether we should use social media for marketing and community-building, but how we can engage them safely and mindfully. Developing a social media policy is a crucial step in answering these - and many other - pressing questions. Join us for a conversation about writing a collaborative, living policy with your staff and stakeholders, and come away with the tools and resources you need to make sure the voice, vision, and values of your school are as real online as they are on-land. *This session is part of the Mini-MBA program.*

AVADIM HAYINU: DANCE YOUR WAY TO FREEDOM THROUGH THE HOLIDAYS!

Rm 2002

Aliya Cheskis-Cotel

Dance your way through the holiday cycle with new dances for the Yamim Noraim (Days of Awe), Chanuka, Tu B'Shvat, Purim, Pesach, Yom Ha'atzmaut, Shavuot, Shabbat, and Hallel (Psalms of Praise). Come kick up your heels and add rhythmic, simple, and fun folk dances to your holidays. Guaranteed to get adults and children on their feet with enthusiasm. Use for teaching or for pure enjoyment!

TUESDAY

CHOOSING CURRICULUM FOR THE TOTAL SCHOOL

Rm 2046

Dorothy C. Herman

We have a limited number of hours and years with our students to “make Jews.” What will we teach to inspire them to continue living Jewish lives, make Jewish decisions, and contribute to our people and the world? How do we decide what will be transmitted at each grade level? This workshop presents an interactive methodology to guide the educator into choosing areas of study and the questions that must be asked in the process.

SESSION 5 C

3:30-5:00 PM

SO MUCH MORE THAN MEETS THE EYE: THE STRUCTURE AND MEANING OF JEWISH PRAYER AS SEEN THROUGH THE FRIDAY EVENING LITURGY

Rm 2004

Cherie Koller-Fox

The siddur was carefully designed to encapsulate the most important Jewish ideas and ideals. Where did the concept of prayer and even Siddur originate? Who wrote the siddur and why? What did the rabbis want us to know about believing in God? What revolutionary ideas did they want us to share with the larger world? As well as we know the prayers individually, we don't know the deep underpinnings as well as we might. In this session, we will look at the Friday night service and other prayers from High Holiday liturgy in order to better understand and teach this seminal work of Jewish literature.

WHEN SILENT PRAYER ISN'T: LEARNING HOW TO PRAY FROM A NON-VERBAL AUTISTIC POET

Rm 3011

Sharon Frant Brooks and Aaron Bar-David

We come to Jewish prayer with some notions of just what we understand prayer to be, and that we can communicate in prayer-language to G-d. But what if you have language of prayer and spirituality, but not have a way to express these deeply felt concepts. No one knows all that you have to share. Then – when a means to express these thoughts, all around are stunned with the intensity of your vision. So it was with Aaron Bar-David, a poet with non-verbal Autism. How can we as educators discover what each and every student has to say and to teach us? What can each of us learn about prayer, texts, and relationships with G-d from Aaron, and how can we as educators use one man's experience to advance our abilities as Jewish educators from Sharon.

KOL NETIVOTEHA: JEWISH PLURALISM TODAY

Room 2040

Jonathan Wolf

CAJE has for decades been (along with Hillels & CLAL & *Sh'ma* magazine) a principal site for Jews of all kinds to learn from each other. In the divisive 21st [58th] Century, can Jews of varying movements and ideologies and backgrounds study and work together? In this week following the commemoration of the Temple's destruction, which the Rabbis say was caused by *sin'at hinam* (causeless hate), we will read from Rav Kuk (who promoted "*ahavat hinam*") and apply his ideas about pluralism to our era.

TUESDAY

NOT YOUR BUBBE'S BAT MITZVAH: JEWISH COMING-OF-AGE PAST, PRESENT, AND FUTURE

Rm 2032

**Etta King, Leah Wolff-Pellingra, Naomi Less,
Alison Westermann, and Meri Weiss**

Join a team of Young Professionals in this exciting and interactive exploration of B'nai Mitzvah! Uncover the history of B'nai Mitzvah through text study of documents spanning Jewish history, share your own story in a discussion about rites of passage, and collaborate with others to find innovative solutions to the challenges of B'nai Mitzvah today. Each section of the program models new techniques and technologies – participants will leave with fresh virtual, physical, and pedagogical tools for their toolkit.

ISRAEL INSIDE/OUT: ISRAEL EDUCATION FOR THE YOUTUBE GENERATION

Rm 2007

Suzanne Saltzberg and Andrea Gottlieb

This hands-on workshop will present a sample lesson from the Jerusalem Inside/Out curriculum that was developed by JERUSALEMONLINEU.COM in partnership with Jewish National Fund and The David Project. This curriculum offers high school teachers a media-based curriculum as a tool to further educate their students on the issues of Israel and the Middle East. This comprehensive curriculum is based on the Israel Inside/Out course and includes films, discussions, simulations, reviews and activities.

NEGOTIATIONS: MONEY, BENEFITS, AND INTELLECTUAL PROPERTY

Rm 2009

TBA

Negotiating is something we all do all the time. We do it when our kids won't go to bed or we don't get our Latte the way we like it. People are not born as negotiators it is a learned skill. At its core, it is how we interact with others. Our success depends on whether we can prepare for the negotiation and whether we can learn to be soft on people and hard on the problem. If Abraham could negotiate with God about Sodom, we should be able to make sure we have the salary, job description and benefits we need. *This session is part of the Mini-MBA program.*

HOW TO TEACH BIBLE INVOLVING ALL YOUR STUDENTS USING THE TECHNIQUES OF NECHAMA LEIBOWITZ

Rm 2026

Nachum Amsel

Many teachers struggle with how to involve all students in teaching anything, much less the Bible. Using the unique approach and principles of Nechama Leibowitz, this class will show how even non-Hebrew speakers can teach text and values in a manner that will involve and excite all students in the class (10-year olds to adults). Examples and patterns will be shown so that participants can use this approach immediately in their classroom, no matter which book of the Bible is being taught.

SECRETS OF HEBREW READING SUCCESS

Rm 2021

Dina Maiben

Despite its centrality to the curriculum, Hebrew reading is one of the most controversial and least understood aspects of Jewish education. Participants in this session will explore the system that best leads to full mastery of Hebrew decoding and will learn what the relevant research can tell us about why some students struggle to read Hebrew, and how to help all of them succeed.

MAKING THE MOVE TO PERSONALIZED LEARNING

Rm 2031

Hyim Brandes

Come learn how to design everything from a single lesson to an entire curriculum to meet the needs of the widest possible range of learners. Learn to use digital materials and online tools to serve everyone, from honors students to those with learning differences. Use project based learning and gamification increase interest and relevance, boost learning outcomes and take differentiated learning to a whole new level.

STORYTELLING AND DRAMA GAMES FOR HIGH HOLIDAY YOUTH SERVICES

Rm 2025

Jordan Hill

Every year as the High Holidays roll around, thousands of young Jews descend on our synagogues. How's it best to reach them? In conducting High Holiday youth services and classes over the past decade +, Jordan Hill has developed a number of storytelling and drama games to create fun and engaging experiences that leave students with highly positive associations. This hands-on workshop covers a number of these easy-to-learn games and activities. Be ready to play!

NOT OUR GRANDPARENTS' GAN YELADIM: PRE-K & K AS THE JEWISH WORLD IN MICROCOSM

Rm 2044

Paul Solyn and Sara Baim

Secular schools may focus increasingly on academics even in early childhood, but two years ago we implemented a new pre-kindergarten and kindergarten plan that's all about children's experiences of Jewish life. It makes the classroom into HaMakom, a model of the best forms of Jewish life as it exists today. In this workshop we'll share our approach and invite everyone to work together to adapt and refine it.

THE ENGAGED LEARNER: ON TASK, CHALLENGED, AND COLLABORATIVE

Rm 2046

Terry Kaye

Do your students seem bored in class, distract others, doodle a lot? Perhaps you need to engage them more! Using the latest brain-based learning research we will play through practical ways to build engaging lessons, create interactive lesson plans, use the physical space in interesting ways, build students curiosity and hold their attention, and assess learning in unexpected ways. You'll also discover why the video game model is so compelling as a prototype for your own classes. Applicable to all grades and subjects.

TUESDAY

ACTIVE LEARNING: ACQUIRING SKILLS AND VALUES

Rm 2042

Shoshana Silberman

Participants will learn new techniques to engage students and enable them to more effectively learn new skills and acquire Jewish values. The techniques presented work well for all age groups and subject matter (though not geared for Hebrew language.) Participants will have the opportunity to both experience all techniques and to brainstorm ways to utilize them in their own classrooms or other educational environments.

NEWCAJE CHORALE #3

Rm 2048

Cantor Leon Sher

Join the NewCAJE Chorale with Cantor Leon Sher. The choir is the ideal community that allows the individual to discover their own most beautiful voice, while listening to and helping others, recognizing that the whole sounds only as good as the individual parts. The music ranges from the simple to the complex to satisfy and challenge inexperienced and experienced singers alike. The chorale will perform on Tuesday night.

MAKOM SESSION

5:15-6:15 PM

Check the daily NewCAJE NewsPAGE for information and location.

CLOSING NIGHT CONCERT

8:00-10:30 PM

MEMORIAL AUDITORIUM

NEWCAJE L'hitraot

We feel uplifted and ready for a new year...so much information to take home. As we say L'hitraot, we'll enjoy some innovative music and a warm farewell.

NewCAJE Chorale led by Cantor Leon Sher

Galeet Dardashti

The Guy Mendilow Ensemble

Joel Chasnoff

LATE NIGHT KUMSITZ AND RECEPTION

After evening programming there will be an open Kumsitz – a musical party of melodies and mayhem. Bring your guitars, drums, voices, and spirits and come laugh and play! Join us in the Multipurpose Room in The Heights/Machuga Residence Hall 30 minutes after the Evening Performances – and enjoy a snack on us!

YP LATE NIGHT GET TOGETHER

Common Space of The Heights/Machuga Residence Hall

Hang out with the YP Community after evening programming for a little get-together before calling it a night. This will be low-key - just some time to reconnect with the YP Community, as it will be our last chance to get together as a full Young Professionals Community. Join us in the Common Space of The Heights/Machuga Residence Hall and be there to network with your new friends.



WEDNESDAY

WEDNESDAY, AUGUST 8th, 2012	
7:00-10:00 AM	Resident Hall Early Check-out
7:30 AM	Shacharit
7:45-9:00 AM	Breakfast
8:45 AM-11:45 AM	Session 6 A
8:45 AM-10:15 AM	Session 6 B
10:30 AM-12:00 PM	Session 6 C
9:00 AM-1:30 PM	Expo
10:30 AM - 12:00 PM	Intensives Part 1
12:15-12:45 PM	Closing Ceremonies
12:45-1:45 PM	Lunch
1:30-6:00 PM	Intensives Part 2
1:15-6:00 PM	YP Part 1
2:00-4:00 PM	Resident Hall Check-out
6:00-7:00 PM	Dinner
7:00-8:00 PM	YP Part 2
8:00-10:30 PM	YP Evening Program

SESSION 6 A

8:45-11:45 AM

TEACHING ABOUT GOD IN THE CLASSROOM

Rm 2006

Phillip Schwartz

No matter what grade or subject you teach in congregational schools – holidays, life-cycles, history, texts, or traditions – God plays an integral part in these topics. But, how do you teach such an abstract concept? Part of teaching about God is being able to express what you believe in God. The other part involves understanding the religious developmental theories and how they can be applied to Jewish educational settings. In this session, we will utilize various reflection tools to help you express your own God idea, look at various developmental theories of religious life, and examine some examples of how your own beliefs in God and understanding of development can inform what and how you teach about God in the classroom.

HIP HOP HEVRUTA: THE MUSICAL MAGIC OF BIBLE RAPS

Rm 2007

Eliana Light

Learn how to bring swagger to your classroom with Bible Raps, an innovative approach to Jewish education that uses rap to enliven core text. First, get acquainted with the Bible Raps teacher's Tool-Kit, an amazing set of curricula that uses music to bring Torah stories to life. Then, learn how to run a Torah rap workshop by participating in one yourself! Study a text, write, and record your own Bible Rap to take home!

Be sure to check the NewCAJE NewsPAGE every morning for changes, additions and deletions to the daily schedule!

SESSION 6 B

8:45-10:15 AM

PUTTING THE "HEBREW" BACK IN HEBREW SCHOOL: WHAT GOES WRONG WITH HEBREW EDUCATION AND HOW TO FIX IT

Rm 2004

Joel Hoffman

In 1988, the Board of Jewish Education in New York City discovered the astonishing fact that students don't learn more Hebrew by going to Hebrew school more. We'll start by looking at what goes so wrong. Next we'll discuss some ways to approach the issue of Hebrew education. And then we'll turn to concrete solutions. You'll understand Hebrew education better and be better prepared to implement a successful Hebrew program.

UTILIZING TEEN ASSISTANTS IN THE CLASSROOM

Rm 2008

Rachel Figurasmith

This workshop is geared for all educators who work with teens in the classroom (or supervise those who do!). In this time, we will reflect on the challenges and blessings involved in using teens in our classrooms. Through humor, hands-on activities, and discussion, we will reflect on and work to improve our processes for recruitment, matching, training, feedback, and use of the teens who are interested in helping in religious school. If you have, please bring any training or advertising materials for your teen programs to this training with you.

TRANSFORMATIONAL AND AUTHENTIC LEADERSHIP IN JEWISH EDUCATION

Rm 2009

Hana Bor

This workshop will provide educators with ways to transform into authentic leaders. We will examine the theory of both transformational leadership and authentic leadership; exploring the ways each participant can achieve their greatest potential. Activities will include self-assessments and questionnaires to enable participants to identify strengths, weaknesses and target areas of growth. *This session is part of the Mini-MBA program.*

WHO WROTE THE BIBLE?

Rm 2010

Gideon Amir

We will take a close look at the Biblical text in order to understand how the Torah was compiled. I will use source criticism, which is the theory that the Torah was put together from several different traditions or documents. This approach helps solve the problem of the contradictions and duplications in the Torah text. I will show you eye-opening examples that will demonstrate how this works.

WHOSE STORY? MINE, YOURS, HIS, HERS AND OURS!

Rm 2032

Naomi Sandberg

Go beyond the textbook to connect your students to their American Jewish History. Learn and share strategies and techniques to make this history come alive. This workshop will help you to see the limitless hands-on and enriching activities that can be used alongside any American Jewish History textbook.

WEDNESDAY

LISTEN, LAUGH AND LEARN - A UNIQUE AND ENJOYABLE WAY TO STUDY OUR RICH HERITAGE OF JEWISH MUSIC

Rm 2011

Kenny Ellis

Join Kenny Ellis as he takes you on a journey through Jewish music and humor. Using his vast collection of LPs, 45s, 78s, cassettes and 8-tracks (all now digital) you will hear songs and comedy in Yiddish, Hebrew and English which reflect the sound of our Jewish culture. His collection includes some of the greatest Cantors, comedians, shows, dance music and even Jewish songs recorded by non-Jewish artists – for example, My Yiddishe Mama by Tom Jones, Billy Holiday and others.

THE LAWS OF THE NATIONS: THAT'S JUST NOT JEWISH

Rm 2031

Michael Pitkowsky

Leviticus 18:3 warns the Israelites not to follow the "Laws of the Nations." In post-Biblical literature the category "Laws of the Nations" was used to describe behaviors that were prohibited in order to separate Jews from Gentiles. The modern Jew is often faced with the challenge of how to balance both integration into the larger non-Jewish society and culture along with the desire to preserve one's unique religious and ethnic culture and identity. We will learn together sources from Rabbinic Literature that will offer us some guidance in facing these challenges.

WINGED LISTENERS: YOUNG ADULTS SHARE THE STORIES OF HOLOCAUST SURVIVORS

Rm 2013

**Jennifer Rudick Zunikoff , Andrea Heymann,
Arielle Breite**

Oral History of the Holocaust students from Goucher College will perform stories of Holocaust survivors. Jennifer Zunikoff will share the lessons and positive coaching techniques she employs to help students confidently create and perform. Participants will practice coaching techniques and will discuss how the combination of oral history and storytelling can apply in their own classrooms.

A TASTE OF TROPE

Rm 2012

Sharon Mills

You don't have to be a professional to learn to chant Hebrew texts! I learned to chant Torah and Haftarah as an adult and have been teaching this skill to adults and M'nai Mitzvah students for 10 years. This workshop is intended for participants who have never learned trope, or who teach trope and would like to get ideas for how to present the topic. I will cover a brief history, the purpose of trope, the variation in melody for different occasions, and give participants the chance to learn a few trope marks and apply them to text. Participants should be able to decode Hebrew to maximize their experience from this workshop. I will provide links to recordings of the material covered in class, but participants are welcome to bring their own recording devices if they choose.

WHY AREN'T PEOPLE JOINING SYNAGOGUES? MEETING THE EDUCATIONAL AND SPIRITUAL NEEDS OF THE NEXT GENERATION

Rm 2026

Daniel Dorsch

Outreaching to the new generation of millennials presents its own host of challenges for synagogue professionals and lay leaders. Come hear from a young rabbi about what his friends are up to, discuss and share strategies for outreach, and learn the role that the synagogue schools, communities, and staff should play in reaching out (even on a low-budget!) to this demographic.

SINGIN' SHACHARIT CIRCLETIME

Rm 2048

Emily Aronoff Teck

This experiential workshop will model songs and strategies to engage young children with the Shacharit liturgy and themes inspired by that liturgy. Participants will be asked to discover their inner child as we pray, sing, dance, move and learn together. The focus of the workshop will be employing participants with transferable skills so that they can implement these musical, prayerful experiences with children in classroom or morning "Tot Shabbat" settings.

MOVING FROM LEARNING TO LIVING: HEBREW INSTRUCTION IS GROWING FAMILY WORSHIP

Rm 2025

Lee Brice

The problem we faced is the problem faced by many if not most communities today: we had two congregations! One was in the sanctuary on Friday evening, the other came to religious school. I began to wonder if our religious education was actually working against synagogue participation, in that the school was the primary Jewish experience for most of the families. We designed a voluntary pilot model, beginning with participation in a once-monthly family service. Midweek, we stopped having a service and began teaching our students how to master the prayers well enough to lead parts during the service on Friday night and to enjoy being able to actively participate. We invited other members of the congregation to join us. We listened to feedback and modified the options for families. We created a welcoming, non-judgmental atmosphere. We went from 30 people for dinners to over 100, consistently, and from 70 at Shabbat services to 200 people. Now, they are forming connections and look forward to coming – even those who found it difficult to manage!

BENEFITS: GO FOR THEM!

Rm 2021

Ahouva Steinhaus

In this session, we will explore work benefits and your requirements for a healthy, happy work environment. What supports you in being your best? Learn strategies to clarify and advocate for your priorities such as health insurance, retirement plans, access to professional development, tuition for NewCAJE. The session will include role play on approaching your director to ask for what you need including the above and more – a salary raise, curriculum materials, flexible scheduling, prep time, and so on.

WEDNESDAY

SESSION 6 C

10:30 AM-12:00 PM

BRANDING AND EMAIL MARKETING: GETTING THE WORD OUT TO PARENTS AND CONGREGANTS

Rm 2009

Eitan Gutin and Jill Eisen

What is social media? What is the best way to use social media? The presenters will demonstrate and debate the merits of different email marketing tools. Is Twitter and Facebook worth the effort of a novice? Bring your questions and we will tackle them together.

THE PROMISE: AN ISRAEL WORKSHOP

Rm 2011

Sam Glaser

This workshop will elucidate the phenomenon of the centrality of Israel to the Jewish people, opportunities for response in times of crisis and the power of music to help bind us to the Land and to each other. Sam Glaser has made a career out of increasing unity and connection around the globe. His new 15 song Israel-focused effort is two years in the making and takes the listener on a journey of the history of the Jewish homeland. We will analyze the themes of these moving songs and explore how they can impart to students the deepest feelings of empathy with Israel's triumphs and tragedies.

TEACHING JEWISH VALUES THROUGH SONG

Rm 2048

Eric Komar

Most educators would agree that an effective and fun way to learn a concept is by singing about it. Instruments and recording devices are welcome at this presentation of repertoire which is useful for teaching such Jewish values as Mitzvot (doing commandments), K'lal Yisrael (Jewish community), Tikkun olam (repairing the world), Pikuach nefesh (saving a life), Tzedek tzedek tirdof (Justice, justice shall you pursue) and V'ahavta l'rei'acha kamocho (Love your neighbor as yourself). Attendees are encouraged to share their own ideas; the list of songs and values is not exhaustive!

A PROVEN FRAMEWORK FOR ENGAGING JEWISH ADULTS IN LIFE LONG JEWISH GROWTH

Rm 2032

Audrey Lichter and Galya Greenberg

Chai Mitzvah is a proven framework for engaging Jewish adults in life long learning. It has been implemented in formal and informal settings, including Synagogues, JCCs, Federations, Cultural Centers, and independent groups. There are 5 steps to becoming a Chai Mitzvah. Participants identify something Jewish they want to learn, take on or deepen a Jewish ritual, engage in a social action project and attend a monthly class with specially designed curriculum for Chai Mitzvah. The program lasts 8 months and participants are mentored throughout that time. Chai Mitzvah is turn key and cost effective. We are a non-profit organization, not affiliated with any particular movement. Perfect in synagogues for 5th and 6th grade parents, early childhood, empty nesters, seniors, or interfaith families. Great for JCC settings and Federation groups. Chai Mitzvah is a versatile framework that can be implemented in a variety of settings.

CREATING TZEDAKAH ORIENTED COMMUNITIES

Rm 2013 **Steven Bayar**

We may know how to teach about Tzedakah in our classrooms, but do we know to transfer this knowledge to transform our communities? How do we take the potential of a values-laden lesson and transform it into action? In this workshop we will explore the philosophy of teaching Tzedakah, why it is important and how it can be used effectively in long-term community programs.

TOTALLY TERRIFIC TOT SHABBATS

Rm 2044 **Lisa Baydush**

Let your inner child out! Come experience the fun of Tot Shabbat. Afterwards, Lisa will break down the service step by step and discuss her philosophy and methodology of worship with preschoolers. Learn tips and techniques for making your Tot Shabbats TOTALLY TERRIFIC! Come ready to have fun, and bring a recorder.

THE SOUL OF THE JEWISH TEACHER

Rm 2046 **Rabbi Gedaliah Druin**

Discover your 12 Jewish Senses. Are you sensitive to them, and do you know to use them? The 12 senses are the portals for grasping and being grasped by existence. They enable you to begin to educate your students, and yourself, to relate to and to enter into a new landscape of existence, purpose and unfold a Jewish sense of education. We will also use the specific Hebrew words that are used to define "education" and "sense" in order to practically re-define what is Jewish education.

V'SAMACHTA: HOLIDAY CELEBRATIONS FOR GROWN-UPS

Rm 2002 **Jonathan Wolf**

Tu B'Shvat Seders, Purim parties, Passover gatherings, Chanuka candle-lightings -- they're not just for kids! Shabbatons, yom tov picnics, Tisha B'Av prayer & study sessions, overnight Tikuns on Shavuot and Hoshana Rabba, end-of-Pesach Mashiach Meals, Jewish celebrations of Thanksgiving, and many other events for adults will be shared, with sources for making Jewish holidays meaningful and joyful for everyone who is past adolescence.

MIKVAH IN THE CLASSROOM

Rm 2006 **Wilhelmina Gottschalk**

The liberal Jewish world has begun to embrace the mikvah as a place of transformation and deep healing ritual. Still, mikvah doesn't come across as a "kid-friendly" topic. We will explore ways to make the mikvah interesting to a preschooler, relevant to a ten-year-old, and significant to adults with a variety of religious backgrounds.

CLOSING CEREMONIES

12:15-12:45 PM

We gather together to reflect on what we've learned and how we've grown in our time together at NewCAJE3. Goodbye's and Blessings for the new year ahead are in store. This event will occur in the Dining Hall.

THURSDAY

<u>THURSDAY, AUGUST 9th, 2012</u>	
8:30-9:00 AM-----	YP Breakfast
9:00 AM-12:00 PM-----	YP Part 3
12:00-1:00 PM-----	YP Lunch
1:00-1:30 PM-----	Wrap-Up

*We hope you had an awesome experience
at NewCAJE3.*

*Watch your e-mail for NewCAJE activities and
learning opportunities throughout the year, and most
important, information about next year's conference—*

NewCAJE4!

WHO'S WHO AT NEWCAJE? THE PRESENTERS

THE NEWCAJE CONFERENCE IS FULL OF AWESOME EDUCATORS AND PERFORMERS WHO DONATED THEIR TIME TO SHARE THEIR EXPERTISE:

ELLEN ALLARD is a multi-award winning Recording Artist, Composer, and Early Childhood Music Specialist. She presents captivating family concerts, Tot and Family Shabbat services, teacher workshops, and is committed to building community through music. Ellen has taught at HUC, is faculty at the North American Jewish Choral Festival and Hava Nashira, and has led family services at the URJ Biennial, CAJE and NewCAJE.

GIDEON AMIR has taught Bible to adults for over a decade. He has a BA in Mathematics, an MS in Computer Science, and an MA in Jewish studies. He has taught computer science at the college level in Israel, and co-published a programming-language textbook. Born in Holland but raised in Israel, he served as a paratrooper in the IDF.

FERN AMPER recently retired as Early Childhood Director in Teaneck, New Jersey, She is continuing to promote child-centered/Reggio-inspired, Torah-based early childhood education through training, consulting, and mentoring.

NACHUM AMSEL works with Berel Wein and the Destiny Foundation, “to bring Jewish history to life in an exciting, entertaining, interactive way.” Rabbi Dr. Amsel has taught thousands of teachers, and has worked in all areas of Jewish education, developing curricula, including a methodology on how to teach Jewish Values using media.

EMILY ARONOFF TECK is a Jewish Music Educator who believes wholeheartedly in the power of informal education and utilizes music as her tool of choice. Emily was awarded the Grinspoon-Steinhardt Award for excellence in Jewish Education in 2010. In 2012, she received a M.Ed. in Curriculum and Instruction with a specialization in Music.

SARA BAIM has a MA in Early Childhood education, Montessori training, and many years of teaching mixed age groups in private and Head Start settings. After retiring from preschool education, she was the educator/administrator for the religious school of the Twin Tiers Jewish Community. She now teaches pre-k/kindergarten at the Jewish Community School in Elmira, NY. For the past 20 years, Sara has also worked a few hours weekly at the Elmira Psychiatric Center as ‘Jewish Pastoral Representative.’

AARON BAR-DAVID in his own words: “When I was very young, I woke up with a brain injury from autism. I could not speak. I could not calm my nerves or my body. And I had to try time and again to reach my loved ones – I had no way to teach them what was happening to me. So I talked to Hashem, even many years later when I learned to type. My time in prayer with Hashem brought healing to me, and I hope to open the door more widely to all who hear me, to find their own guidance to Hashem.

STEVEN BAYAR has been the rabbi at Congregation Bnai Israel in Millburn for over 20 years. He has co-authored several books, including “Teens & Trust: Building Bridges in Jewish Education” and “You Shall Teach Them Diligently To Your Children.” He was the lead writer for the Ziv/Giraffe Tzedakah Curriculum, and has written curricula as co-founder of Ikkar Publishing.

LISA BAYDUSH is a singer, song-writer and early childhood music specialist in the DC Metropolitan area. A creative preschool and religious school music teacher, Lisa also leads engaging Tot Shabbat and holiday services throughout the year, and has produced four albums of her original songs.

TAMARA BELIAK is finishing up her EdD at Yeshiva University on "Teacher Planning: Biblical Texts, Gender and the Young Adolescent". She is the Judaic Studies department chair at the Jewish High School of Connecticut and has previously taught in both supplemental and day school programs at both middle school and high school level.

WILLIAM BERKSON, Ph.D., is the Director of the Jewish Institute for Youth and Family. He has led development of the Becoming a Mentsh workshops, and now the Becoming a Mentsh classes on Peer-to-Peer Ethics, Shalom Bayit (parent teen relations), Passionate Decisions, and Making Peace with Your Future. He is author of the recently published Pirke Avot: Timeless Wisdom for Modern Life (JPS).

ERIN BESER is a 2006 graduate of the JTS and Columbia U. joint program. She has lived and worked in the Jewish communities of Mumbai, India, Izmir, Turkey, and Szarvas, Hungary. She completed her MA in Hebrew Culture at Tel Aviv U. through the Shalom Hartman Institute's Melamdim Teacher Educator program in 2011. She and her husband live in White Plains where she is a Director of Family Education.

MAYA BLANK was a producer in the IDF Film Unit. She also designed and directed theater and storytelling workshops for ages 3-13 in Israel. She studied Psychology and Media Studies at Hunter College, and has a Master's in Special Education concentration on autism from Columbia's Teachers College. After years as a special education teacher at homes and in schools, Maya became the head teacher and designer of a unique Jewish tradition program for children with autism at the Stephen Wise Free Synagogue.

HANA BOR is the Associate Professor of Education and Director of the Master of Arts in Jewish Education and Jewish Community Service at Towson University. She teaches courses in methodology, administration, and leadership. She enjoys taking her students on Study Abroad to Israel and recently developed a course on Holocaust Education. She lives in Baltimore with her husband Dr. Eyal Bor and their four children.

DR. EYAL BOR is instrumental in developing innovative educational programs used throughout the U.S., such as: Project Mishpacha; Chavurah Chadasha, small family groups study together; Gesher L'Tikvah, a program to assist students with dyslexia and/or learning disabilities. Dr. Bor is a professor of Hebrew Language at Towson

University, and the Director of Education at Beth El Congregation in Pikesville, Maryland. He is married to Dr. Hana Bor.

HYIM BRANDES has worked for more than 10 years at the intersection of Jewish Education and technology. He is currently Executive Director of the Online Jewish Academy, an initiative to meet the needs of students with learning differences, funded by the JCF of Los Angeles, in collaboration with BJE, Milken Community, New Community Jewish, and YULA Boys & Girls High Schools.

ARIELLE BREITE participated in the "Oral History of the Holocaust" course in Fall 2009. She is presently in Veterinary School at Cornell University.

LEE BRICE has completed her 10th year as the Educator at the reform Congregation Gates of Heaven in upstate New York. Major projects this year included a Family Worship/Hebrew program, initiating a Visioning Committee, and increasing Family education. She brings to her work a love of Judaism, a Masters in Education, years of teaching children with special needs, and many trips to Israel.

MIRIAM BROSSEAU attended UW-Madison, graduating in 2006 with a dual degree in Jewish Studies and Modern Hebrew; she also holds a masters in Jewish Professional Studies from Spertus College in Chicago. Miriam is a Jewish professional by day, working in community, technology, and leadership with Darim Online and The Jewish Education Project. By night she is the lead singer of "Biblegum pop" duo Stere, with her husband producer Alan Jay Sufrin. Miriam is a member of the ROI community of young Jewish innovators and was named to The Jewish Week's "36 Under 36" list for 2012.

JOSHUA BUCHIN, author of the children's book "Tefilat HaDerech: The Traveler's Prayer," has worked in a variety of capacities with many ages: as a preschool teacher, in after-school settings, and as an educator for synagogues and community organizations. He is studying to be a Rabbi at the Ziegler School of Rabbinic Studies in Los Angeles.

JOAN CARR, RJE, has worked in Jewish Education for over thirty years. She has been the Director of Education at Sha'aray Shalom in Hingham, MA, the URJ Regional Educator for the Northeast Council, and as Education Specialist for the URJ Department of Lifelong Learning. As a Curriculum Consultant for URJ Books and Music, Joan serves Reform congregations by training teachers in the use of Mitkadem and CHAI. In addition, Joan is a Vice President of the National Association of Temple Educators.

JOEL CHASNOFF is a stand-up comedian with stage and screen credits in eight countries, and author of the comic memoir *The 188th Crybaby Brigade*, about his year as a combat soldier in the Israeli Army. On tour, Joel was the warm-up act for Jon Stewart and Lewis Black. Joel recently returned from a USO Comedy Tour of Japan and Korea entertaining American Marines. He's supplied his voice to numerous cartoons and has performed at more than five hundred colleges, clubs, and conferences.

ALIYA CHESKIS-COTEL is Director of the first exclusive Jewish Talent Agency in this country that engages in fundraising – Kolot Management.com. She has taught at CAJE, NewCAJE, and several Limmud conferences. She specializes in arts programs, creative writing, and dedicates herself to special needs and enrichment Judaic learning for students 7 to 70. Author of "Open It Up! Integrating the Arts into Jewish Education," and "The Journey to Golda's Balcony" Study Guide.

EJ COHEN is a long-time CAJEnik, who interpreted at conferences for 25 years. She holds an M.Ed. in Deaf Education and an MA in Jewish Education. She has presented workshops all over the USA, the UK, Israel, and Munich. After living and working in London since 2003, she is back in her adopted home of Concord, NH. She works full time as an educational interpreter and is a teacher and a Trustee of Temple Beth Jacob.

DALIA DAVIS founded Beit Midrash in Motion, through which she creates and presents workshops incorporating movement exploration, personal reflection, and Jewish text. She was Rosh Beit Midrash for the Merkavah Women's Torah Institute in Berkeley, CA, and is also pursuing an MA in Marriage and Family Therapy. Dalia recently moved to Springfield, MA, where she teaches for the Melton Adult Mini School, consults for the Harold Grinspoon Foundation, and is the Dance Educator for the Cornerstone program for the Foundation for Jewish Summer Camps.

EMILIA DIAMANT, MSW, just completed a summer at Genesis Summer Program at Brandeis, where she was a Community Educator focusing on intersections between Jews and communities of color in Boston. She begins a new job at Prozdor High School as the Director of Programming and Initiatives this month. She has worked with youth for eight years as an advisor, Principal, mentor, counselor, and program director.

PHILIP DICKSTEIN has served as principal in a variety of schools, ranging from a Conservative Day School to a Reform congregational school. He currently teaches Bible at a Schechter Middle School. He is married with four wonderful children and one very, very bright granddaughter.

NOAM DOLGIN is a leader in field of Jewish & environmental education. He has served as Associate Director of the Teva Learning Center, North America's foremost Jewish environmental education organization, and as Executive Director of the Green Zionist Alliance. Most recently he worked as the NextGen Program Manager for the Jewish Federation of Greater Vancouver. www.noamdolgin.com

AMY DORSCH worked for Hillel of Greater Toronto before completing a Master's Degree in Jewish Education at the Davidson Program at JTS. She works for USY as the Education Coordinator, and lives Livingston New Jersey with my rabbi-husband, Dan.

DANIEL DORSCH serves as the Assistant Rabbi at Temple Beth Shalom in Livingston, NJ. A graduate JTS and the Davidson School education programs, Dan fell in love with teaching at Camp Ramah in the Poconos and in USY. Dan is a regular contributor to

Haaretz.com's Rabbi's Round Table, a forum for contemporary Jewish issues, and is a board member of Mercaz-USA. He is happily married to his wife Amy.

LAUREN JANE DRAGUTSKY comes from the LA area where she attended Stephen S. Wise Temple day school. She has taught in the ECC and religious school at Kehillat Israel for 6 years and looks forward to learning and teaching this year at NewCAJE.

RABBI GEDALIAH DRUIN was the science curator and supervisor of education at the Brooklyn Children's Museum. He was a professor of philosophy at Santa Rosa College, managed a farm in Israel, and has taught at all levels and age groups. Today he travels the world as a master scribe, restoring scrolls and teaching about the wonders of the Torah.

JONINA DUKER presented at CAJE, IAJGS, Limmud NY, MANAJE, NHC, and NewCAJE conferences. She teaches basic Judaism, genealogy, history, literature, liturgy, and text in translation. She facilitates book discussions, and became a certified Great Books Foundation discussion leader at CAJE. Jonina helped found Kulanu, and also volunteers with the Yad Vashem Names Recovery Project.

JILL EISEN has a MAJE and MAJSC from Baltimore Hebrew University. She has co-developed unique learning opportunities for her religious school families, including chavurot and satellite schools. Jill is married to Scott and has just adopted a beautiful baby boy, Benjamin. They also have two amazing dogs.

NAOMI EISENBERGER is the founding Executive Director of the Good People Fund. For more than 10 years she was Managing Director of Danny Siegel's Ziv Tzedakah Fund. Naomi has more than 20 years experience in creating tikkun olam communities and working with some of the most inspiring and selfless Good People.

KENNY ELLIS received a B.A. in Theatre Arts and a Certificate of Hebrew Education. He is currently the cantor at Temple Beth Ami in Santa Clarita, CA. His CD's include The Man Behind the Matzoh Ball, and Hanukkah Swings!, the first big band Hanukkah album. Last Hanukkah, Kenny was invited to perform with the West Point Big Band at West Point and at Avery Fisher Hall at Lincoln Center. www.kennyellis.com

DANIEL EPSTEIN has a master's in mental health counseling and created TheDialogueCo.com. His goal is through The Dialogue Co. to become a thought-leader on teen and young adult wellness issues through programming, public engagement and creative content. He also provides video chat counseling sessions for clients globally.

SASHA FELDSTEIN works in the department of education and community engagement at AJWS, and is project manager for Where Do You Give? Reimagining Tzedakah for the 21st Century. She is an alum of AJWS's Volunteer Corps in Heshima Kenya in Nairobi, and AVODAH: The Jewish Service Corps, where she was a legal advocate at the Urban Justice Center's Homelessness Outreach and Prevention Project (HOPP).

GERALD FIERST is a performer, writer, and teacher. He has presented at CAJE, LIMMUD, and the National Havurah Conference. He is a recipient of the JustStories Fellowship for his work with Susan O'Hallaran and Arif Choudhury on Jewish, Muslim, and Christian identity in 21st Century America. Fierst released four audiotapes including Tikun Olam: Stories to Heal the World, and Jewish Tales of Magic and Mysticism.

RACHEL FIGURASMITH is the Assistant Director of Education at Congregation Habonim in New York City. She is earning her MA in Jewish Education at the Davidson School at JTS. She has served as the after-school program director in a Brooklyn public charter school, and has also worked as a coordinator for teen refugees, taught homeless children in western Kenya, worked at New Jersey YMHA Camps for numerous years, and taught in several synagogues in New York, Atlanta, and Massachusetts.

JED FILLER is the Director of the Center for Jewish Education at Congregation Shirat Hayam. He holds an MA in Jewish Communal Service, and has studied at Facing History in Ourselves, the Whizin Institute for Jewish Family Life, and the Pardes Institute. For five years, Jed served Sinai Temple in Springfield, MA as their Director of Education.

DEBORAH FISHMAN is the Director of Communications for the AVI CHAI Foundation. Previously, she was Network Animator for the Presentense Group and Editor & Publisher of Presentense Magazine. Deborah has a Masters in Jewish Professional Studies from the Spertus Institute, was a Fellow in Israel Education at the iCenter, is a member of the ROI Community, and was recently named one of the "36 under 36" Jews making an impact in the NYC Jewish community by the Jewish Week.

LORI FORMAN-JACOBI is the director of JJP. She has served as principal of the Ivry Prozdor High School and Senior Vice-Principal for the Bergen County High School of Jewish Studies. She was also Director of The JRC at UJA-Federation, worked at The American Jewish Committee in Interreligious Affairs, and was principal for The West Side Jewish Community School. She is co-author of Sacred Intentions: Daily Inspiration to Strengthen the Spirit and Restful Reflections: Nighttime Inspiration to Calm the Soul.

EVERETT FOX is the Allen M. Glick Professor of Judaic and Biblical Studies at Clark University, where he heads the Program in Jewish Studies. He is the translator of The Five Books of Moses, and his annotated translation of Joshua, Judges, Samuel and Kings (The Early Prophets) will be published in the near future.

NAAVA FRANK is Director of Continuing Education and Professional Development at the Institute for University School Partnership at Yeshiva University. Naava was the found of Knowledge Communities an organization devoted to knowledge sharing among foundations and non-profits through the creation of learning communities. She also served as the Senior Project Director at the Partnership for Excellence in Jewish Education (PEJE) where she developed school consultation services. Naava holds an Ed.D. from the Harvard Graduate School of Education.

SHARON FRANT BROOKS has been an Occupational Therapist since 1973, and is currently working as an assistive technology practitioner. In 2008 she got an additional Masters Degree from JTS' Davidson School of Education. She has been a Jewish Educator for 23 years, the last 11 as coordinator of Resource Center Services at Adath Israel Congregation, Lawrenceville, NJ. She is currently the Chair of the committee for Diverse Learners of the Jewish Educators Assembly.

MELINDA FREED teaches at Temple Emanuel in suburban Pittsburgh, the congregation that her grandparents helped found. She teaches 3rd grade Judaics, various teen electives including Jewish literature, the wait-listed Jewish Cooking classes, and Adult Beginning Prayerbook Hebrew. She is also the Temple's in-house caterer, and trains 6,600 election workers, and operates consulting and greeting card businesses.

PETER GEFFEN is a 2012 recipient of the Covenant Award. He is Founder of the Abraham Joshua Heschel School in NYC, and the Founder and Executive Director of Kivunim—The Institute of Experiential Learning of Israel and World Jewish Communities Studies. From 2003-05 he was Executive Director of The Center for Jewish History, and is one of the Hazanim for Congregation Bnai Jeshurun at High Holidays.

DR. JEN GLASER is co-director of the Israel Centre for Philosophy in Education (ICPE) www.philosophy4life.org. She holds a PhD in philosophy from the University of Melbourne, and teaching qualifications from Sydney University, Australia. Her areas of research include pluralism, citizenship, individual and collective identity, philosophy of education, philosophy of place, Philosophical inquiry with children, and teaching Bible. She is past president of the International Council of Philosophical Inquiry with Children.

SAM GLASER has been named one of the top ten Jewish artists in the US by Moment magazine. He has released 22 CDs, performs in over 50 cities each year and has appeared at such venues as L.A.'s Greek Theater, Gibson Amphitheater, Staples Center and Dodger Stadium as well as on Broadway and at the White House.

GAVRIEL GOLDMAN is nationally known for creating the field of Jewish experiential and nature education (J.E.N.E.). He is leaving his position as the Director of Experiential Learning at the AJU in Los Angeles to return to the East Coast. Gabe is the author of Guide for the Spiritually Perplexed: A Jewish Meditation Primer. He learned his text skills at the Yeshiva of the Bostoner Rebbe, his wilderness skills from Native American teachers, and earned his PhD in Educational Studies.

RUTH GOLDMAN is Director of the Israeli Dance Institute, the Jewish/Israeli Dance Division of 92Y, the annual Israeli Folk Dance Festival, and the Parparim Ensemble. She is an author of the article, "Israeli Folk Dance Pioneers" published in Jewish Women in America. Ruth has also conducted dance workshops for teachers and children throughout North and South America, including CAJE conferences. Ruth Goldman holds a Master of Arts degree in Dance Education from Columbia University Teachers College.

RABBI DAN (DANTE) GORDON has been spiritual leader of Temple Beth Torah, Humble, TX, since 1998. He has toured the U.S., Israel and Australia with unique adaptations of midrash, folklore and personal narratives. He has worked with Houston public schools since 1993 teaching teachers to incorporate storytelling into curriculum, and has been published in the storytelling anthologies 'What's Jewish About the National Pastime?' and 'Mitzvah Stories, Seeds of Inspiration and Learning.'

ANDREA GOTTLIEB is the Executive Director of JerusalemOnlineU.com an innovative film based education program. In 2011, Gottlieb launched a grass roots Israel education campaign called Step up For Israel designed to create broad awareness of the growing anti-Israel/anti-Semitic movement on college campuses. She is on the board of Jewish National Fund, and lives with her husband Richard and 3 children.

WILHELMINA GOTTSCHALK serves as the Religious School Director at Congregation Beth Emeth and is a graduate of St. Olaf College and the Jewish Theological Seminary.

RABBI JANIE GRACKIN creates programs for intergenerational populations in synagogues and schools, including 'Being Torah Alive!', the most cutting edge approach to teaching Torah. In 1997 she was inducted into the National Women's Hall of Fame for her commitment to AIDS education. In 2005 she was awarded the Solomon Schechter Gold Award for Family Education and has served as the co-chair of the CAJE and NewCAJE Jewish Storytelling Network. www.janiegrackin.com.

DEBORAH GRAYSON RIEGEL is the President of MyJewishCoach.com and Elevated Training Inc. Her clients range from American Express to the U.S. Army, and include Jewish schools, Federations, and synagogues. Deborah is a Visiting Professor of Executive Communications for the Beijing International MBA Program at Peking University, China. She writes for Forbes.com, The New York Jewish Week, and is the author of 'Oy Vey! Isn't a Strategy: 25 Solutions for Personal and Professional Success'.

ANDREW GREENBERG is a professional speaker and trainer who is heard by millions daily on the radio. He was a senior level corporate executive for 35 years, and taught in Hebrew school for 20+ years. For the past 5 he has taught B'nai Mitzvah students how to write and deliver powerful speeches.

GALYA GREENBERG is the Project Director of the MaToK Bible Curriculum used in day schools across North America. She is a graduate of Brandeis (BA in Judaic Studies), JTS (MA in Jewish Education), and is currently a doctoral student in Jewish Educational Leadership at Hebrew College and Northeastern University. Her professional experience has been in the day school setting as both a teacher and administrator.

ZERACH GREENFIELD has been teaching the art of STAM for 30 years. He has developed numerous programs that bring the scribal arts to life for all ages. Born in USA, he made Aliyah in 1980, and now splits his time between the two.

JOEL LURIE GRISHAVER is a founding board member of CAJE, a founding consultant to Shevet: The Jewish Family Education Exchange, a co-owner of Torah Aura Productions, and the author of more than 150 books

MARCIA GRUSS LEVISOHN is Founder/Director of the Jewish Educational Workshop, a Board member of Yiddish of Greater Washington, and has published three Yiddish Picture Books for beginning Yiddish students. She teaches Yiddish Conversation classes for Seniors, and has presented at CAJE, IAYC, Early Childhood Conferences, Brother/Sisterhoods, and Ethnic/Book Fairs.

RUZ GULKO accidentally became a Hebrew teacher in 1986, then a lay cantor/rabbi. She has worked with most of the Jewish educational and religious institutions in the greater Seattle area, teaching Judaic Studies and Hebrew, training teachers, writing curriculum, and lecturing. In 2007, Ruz started her free-lance career, teaching privately from her home, as well as leading services and workshops.

EITAN GUTIN is currently serving as the Director of Lifelong Learning for Tifereth Israel in DC. He has been an educator in many Jewish venues, and specializes in matters of Tefillah and spirituality. He recently received S'micha as a Maggid, using stories to connect other Jews with God. Eitan, his wife Aviva, and their son Lev live in MD.

SHARON HALPER has been a congregational educator, family educator, writer and Regional Educator for the URJ for over three decades. Most recently she authored Lesson Planning Manuals for Behrman House, and writes programs for the JDC (available at: en.morim.org). She has frequently presented at conferences, and taught families and at local congregations and through the Melton Adult Mini-School in Rockland County, NY.

SHIRA HAMMERMAN is Areyvut's Educational Coordinator. She is a doctoral student in Jewish Studies and Education at NYU, and an alumna of the Wexner/Davidson Scholar Graduate Fellowship Program. She provides curricular support and professional development for day and congregational schools. Shira also has an MS in Elementary Education from the University of Pennsylvania.

GERRY HECHT is a full-time practicing attorney in Connecticut. He also teaches 5 days a week in Tarrytown, NY and Westport, CT, 6th grade and up, and is also the Youth Director at Temple Beth Abraham in Tarrytown, NY. He is a Grinspoon-Steinhardt award winner (2008)

DOROTHY C. HERMAN has served as the Director of Education at two large NATE accredited Religious Schools. She is the author of Planning for Success, Teaching for Success, and Creating Successful Curriculum Enhancers. She has created curricula materials for all grades and has trained her staff in their use. She has served as a consultant on school administration and teaching methodology. She facilitates staff development workshops, mentors young professionals, and teaches teen-agers.

ANDREA HEYMANN participated in the "Oral History of the Holocaust" course in Fall 2011. She plans to pursue graduate work in Holocaust and Genocide Studies.

JORDAN HILL is a storyteller and dramatic educator for whom high-energy storytelling is inextricably bound to his extensive teaching. He now teaches at Tucson's Jewish Day School and Hebrew High, yet slips into a metaphorical phone booth to fly around the country, weaving wonders, turning tales, and teaching storytelling.

JOEL HOFFMAN lectures globally on translation, Hebrew, Bible, and Jewish pedagogy. He holds a doctorate in linguistics and was faculty at Brandeis University and of HUC-JIR. Hoffman is the chief translator for "My People's Prayer Book" (winner of the National Jewish Book Award) and the author of "In the Beginning: A Short History of the Hebrew Language" (NYU Press) and "And God Said: How Translations Conceal the Bible's Original Meaning" (St. Martin's Press). In 2008 he chaired CAJE 33.

ORA HORN PROUSER is executive vice president and academic dean at the Academy for Jewish Religion. She received her PhD in Bible and Ancient Semitic Languages and Literature at JTS, where she was adjunct faculty for 16 years. Dr. Prouser has published widely on literary approaches to biblical study, as well as gender, and other issues. She served as an academic consultant with the Melton Center developing Bible curricula for day schools through the MaToK curriculum.

SURI JACKNIS is the Associate Director for Innovation in Congregational Learning at the The Jewish Education Project, where she supports congregations on their journeys toward creating new models to meet the needs of 21st century families. She has directed the Morasha Teacher Preparation Institute, and inducted over 100 new teachers into the field of congregational education.

ELANA JAGODA KAYE is a prayer leader, music educator, performer and composer who brings soul and innovation to Jewish music. She is working towards her cantorial ordination, and serves as the full-time soloist at Peninsula Temple Beth El in San Mateo, California. Elana has released two CDs of Jewish family music. She plays rocking family concerts at synagogues, museums, festivals and JCCs around the country.

CHERIE KARO SCHWARTZ is a Storyteller, Author, Educator, celebrating forty years of sharing spirit-filled wisdom for all ages. She tells and teaches for conferences, synagogues, museums, libraries, and schools. She is co-founding coordinator of the CAJE Storytelling Network. Cherie has always lived in stories. She is author of My Lucky Dreidel, The Kids' Catalog of Passover, and Circle Spinning; Jewish Turning and Returning Tales; co-editor: MITZVAH STORIES.

HELENE KATES is a singer/songwriter with the Baal Shem Tones. She is also a much-beloved music, drama and dance specialist in the Atlanta Jewish schools. She offers a variety of workshops in music, movement, healing and community building for all ages.

ABRAHAM KATZ is the Founding Director Of Beurei Hatefila Institute. For the last nine years, he has written a weekly e-mail newsletter tracing the origin of the words and structure of the Siddur. His goal is to establish the study of the Siddur as a core curriculum course in Jewish middle schools and high schools.

NANCY KATZ is a nationally recognized artist with a keen sense of color and design. Her work is included as part of the permanent collections of the Israel Museum in Jerusalem, the Oakland Museum, and the Magnes Museum. After 25 years in Northern California, Nancy now lives in Western Massachusetts with her husband Mark Liebowitz, their dog Mazel, & sweet memories of their beloved cat Nachamu.

TERRY KAYE is Vice President of Behrman House and Director of Behrman House Consulting Group. Terry is a leading authority on traditional and innovative Jewish educational practices in North America, especially new developments in educational technology. She provides educational consultation and builds teacher success programs.

GEORGE KELLEY began his career in Early Childhood Education, but moved to blend his passion for good education with his love of Judaism. For the last ten years George has been the Education Director of Congregation Beth-El Zedeck in Indianapolis, IN. He is married to educator and storyteller Dianne Kelley and has a son, Noah.

ETTA KING is the Education Program Manager at the Jewish Women's Archive where she works to bring untold stories of American Jewish lives into classrooms, synagogues, community centers, and camps. Her goal is to make Jewish history exciting and personally meaningful to teachers AND students. Etta is excited to return to NewCAJE and to contribute her knowledge of informal pedagogy, teaching with primary sources, and collecting community history.

CHERIE KOLLER-FOX is a founder and past president of CAJE, and served as chair of its Advocacy Commission. She has written and spoken extensively about family education, innovation in Jewish education, and spiritual practices. Along with Everett Fox, she has established the Ezra Institute to promote the study and teaching of Bible. Cherie is the Rabbi of the Chapel Minyan and is practicing the art of chaplaincy. She is now a founder (once more) and president of NewCAJE and is the conference facilitator this year. She is married to Everett Fox and they have 3 children: Akiva, Leora and Ezra.

ERIC KOMAR started out over 20 years ago as a NFTY songleader. He performs concerts, retreats, and artist-in-residence weekends throughout North America. He has three CDs of original folk- and jazz-tinged Jewish rock. He also teaches religious school music and Hebrew language, does music typesetting and transcription, and teaches guitar.

LILLIAN KOWALSKI is a 2008 graduate of Brandeis University, with a B.A. in Judaic Studies and Music. She has worked with 9 different Jewish organizations in various positions related to synagogue life. Her main focus is working with children 2 to 18, as well as adults. She has taught Hebrew, holidays, and Pirkei Avot, facilitated discussions utilizing popular media, and shares Israeli dance and Jewish music with her students.

ARIELLE KOWENSKI is a Jewish American woman with a Masters in Public Health and a strong interest in sexual behaviors who wants to implement programs on healthy sexuality for her community. With no research or statistics on the sexual behaviors of Jewish adolescents, it is difficult to gather support for implementing sexual health education within day schools, youth groups, and camps. She wants to provide the education that will promote the best lifestyle for the adolescents.

ORLEE KRASS obtained her BA in Judaic Studies from the University of Massachusetts and her MS in Education from Mercy College in New York. She taught students with a wide range of special needs at elementary schools in Manhattan and the Bronx for 8 years. Orlee has taught students with special needs in multiple formal and informal Jewish educational settings and has been with Matan since 2010.

BEVERLY LERNER has an M.S. Ed. in Religious Education and Secondary Education from the University of Pennsylvania. She served as the Director of Education at Congregation Shaare Tikvah in Maryland, and has been a Fellow at Yeshivat Hadar. She is the Assistant Director of Congregational Learning at Temple Beth Sholom in Cherry Hill, NJ. She now lives with her partner in Philadelphia; they are marrying next summer.

NAOMI LESS is founder of Jewish Chicks Rock, a program empowering Jewish girls to pick up musical instrument. She tours worldwide with her band, providing concerts, services and workshops. She is a founding member and Director of Education and Training for StorahTelling, and was VP of Programs at the Foundation for Jewish Camp.

DR. LEONARD LEVIN is assistant professor of Jewish Philosophy at JTS and AJR. His scholarly interests are focused on constructive theology and Jewish intellectual history of all periods, and he has translated several works of the contemporary Israeli philosopher and scholar Eliezer Schweid and others.

HAZZAN SHELDON LEVIN is a past president of the Cantors Assembly and editor of the New Maftir and Haftarah books by KTAV. He has been an Educational Director for over three decades and has published many books on Jewish music and Education.

LISA LEVINE's original musical is published by Transcontinental Music, and appears in over 15 compilations. She has released seven CD's, two songbooks and a band book. Lisa is the creator and author of 'Yoga Shalom,' a worship embodiment book/dvd/cd published by URJ Press. She is Cantor of Temple Shalom in Chevy Chase MD and appears as artist-in-residence around the country.

RABBI MARK LEVINE is the Executive Editor of Behrman House. He received a M. Ed. in Curriculum Theory and Development from Temple University and smicha from the Reconstructionist Rabbinical College. Prior to coming to Behrman House in 2009, Mark served for 10 years as the Editor of BabagaNewz Magazine.

AUDREY LICHTER served 14 years as Principal of Yachad, the Greater Hartford Jewish Community High School, one of 5 schools of distinction by JESNA. For the past 3 years she has been Executive Director of Chai Mitzvah. Audrey also founded the Jewish Day School Consortium of Southern New England and the Hebrew High School of New England. She is the recipient of the Grinspoon Foundation Lay Leadership Award, and the Charter Oak Cultural Center Vision Award for Jewish Education.

JEFF LIEBERMAN is currently a Writer-Producer with CBS National News and a Video Reporter with NYPost.com. His TV Specials, News Stories and Documentaries have appeared on CBS, HBO, CNN, FOX, Starz Encore, Fox Movie Channel, The Discovery Channel, and E! Entertainment. 'RE-EMERGING: The Jews of Nigeria', is his first independent feature-length documentary film.

ELIANA LIGHT is an undergraduate at Brandeis University. She has taught Hebrew School, lead children's services, been a camp counselor, and Bar/Bat Mitzvah tutoring. Her real passion is Jewish music, which she has spent this past summer pursuing as an intern at the Bible Raps Project. After the conference, Eliana will be a part of the first Studio G-dCast at the Contemporary Jewish Museum in San Francisco.

RABBI SHARON LITWIN is the Director of the Northern New Jersey Jewish Academy, a Collaborative Hebrew school of 5 Bergen County, NJ Conservative synagogues. She was ordained from Hebrew Union College in 2002 and joined the Rabbinical Assembly in 2011. She has been working as a Jewish educator her whole life.

DINA MAIBEN has authored nineteen books and more than two-dozen journal articles. Her Hebrew primer, Alef Bet Quest, won the Association of Educational Publishers' Distinguished Achievement Award for World Language in 2010. Her most recent book, Ready, Set...Go Alef Bet! is the first fully integrated multi-media Hebrew pre-primer. Dina is completing her MA in Jewish Studies Education at Gratz College, where she won the 2012 graduate prize for excellence in Jewish Education.

FRANK MCCANN is the Director and creator of Just Neighbors, an interactive multimedia poverty awareness curriculum. Just Neighbors is sponsored by Family Promise, the nation's leading nonprofit helping homeless and low-income families.

RACHEL MEYTIN is the Director of the BBYO PANIM Institute, working with thousands of teens and professionals to connect Judaism and social justice. She also developed a 5-day training program for Jewish service-learning professionals. Rachel holds an MAEd, MBA, and graduate-level certification in service-learning. She currently lives in the DC suburbs with her wife, two children, and two cats.

GOLDIE MILGRAM is the Founder & director of ReclaimingJudaism.org & Reclaiming Judaism Press, focusing on innovative educational methods, materials & stories that effectively bring Jewish spirituality & meaning to a new generation. She is also a partner, parent, professor, journalist, bioethicist, composer, artist, author & environmental & human rights activist.

SANDY MILLER-JACOBS has spent most of her adult life in teacher education, working with college undergraduate and graduate students to help those with special needs meet academic and social success in the classroom. Currently, she works at Hebrew College and is a consultant for MATAN based in New York. She is a Professor Emerita in Special Education at Fitchburg State College.

HAL MILLER-JACOBS makes Torah come alive as a reporter for The Canaan Times, interviewing participants who take on the roles of Torah characters. This Bibliodrama-based technique is particularly effective with kids. Hal, a teacher for many years, is a graduate of the Davening Leadership Training Institute. His life's work is making technology user-friendly and does the same with Torah & Tefilah.

SHARON MILLS learned to chant Torah and Haftarah as an adult about 20 years ago. She has been teaching adults and b'nai mitzvah students to chant Torah and Haftarah for 10 years. Everyone who takes 'Taste of Trope,' gains a deeper understanding of how chanting enhances our understanding of the text.

JEFFREY MYERS is the Hazzan/Educator of Congregation Beth Judah in Ventnor NJ. He has been a principal for over 25 years. He serves on the Executive Board of the Jewish Educators Association of the conservative movement. After giving this workshop at CAJE for years, he runs an on-line help line for new principals in need of support.

MARLENE MYERSON, RJE, has worked as Director of Education at Temple Emanuel in Toronto, serving as the URJ Regional Educator for Canada, as a URJ Education Specialist for the Department of Lifelong Learning, and most recently as a Curriculum Consultant for the URJ Books and Music. Marlene is an author of the CHAI Curriculum and provides support for educators in the use of Mitkadem and CHAI.

DEBORAH PRICE NAGLER is Director of Gratz College's new online Certificate Program in Educational Technology, and Simnik, a company that creates multi-user virtual environments for education and training. Nagler's career includes positions as Principal of both Synagogue and Day Schools, Director of two Central Agencies, and the national director of Education and Training for Hadassah, WZOA. She holds an MA in Jewish Education and an MS in Education Media Design and Technology.

CHERYL NAIL teaches middle school Jewish American History and leadership training at the Tree of Life Congregation. She taught 7-12 grade reading, language arts, and drama in North Central Florida before becoming a curriculum developer and writer. She now works as the Community Relations Coordinator at the Columbia Jewish Federation.

PETER NELSON is the director of the NY office of Facing History and Ourselves. He also works with Jan Darsa in the Jewish Education Program, a subdivision of Facing History. Previously he taught at public high schools in New York City. He has a B.A. in Psychology and an M.A. in Philosophy.

AMI PETTER-LIPSTEIN spent fifteen years in professional services marketing, coaching attorneys on developing business. From 2007-2010, Ami led numerous projects and initiatives for Yeshivat Netivot Montessori in Edison, NJ. She founded and leads the Jewish Montessori Society (JMS). From 1996-1999, Ami lived in Jerusalem as a Dorot Fellow and working in marketing for Amdocs, the Israeli telecom giant.

DANIEL PETTER-LIPSTEIN lived in Israel as a Dorot Fellow from 1994-1995, working at the Shalom Hartman Institute, and developing a curriculum for the Israeli Ministry of Education on Jewish texts and perspectives for treating physically disabled people with dignity and respect. In 2006 he walked into Yeshivat Netivot Montessori in Edison, NJ and his life has never been the same. Now Daniel is known as one of the most passionate and effective advocates for general and Jewish Montessori in the US.

MICHAEL PITKOWSKY Ph.D. in Talmud, is the author of the article, “Dear Rabbi, I Am a Woman Who...’: Women Asking Rabbis Questions, from Rabbi Moshe Feinstein to the Internet.” Rabbi Pitkowsky oversees the Rabbinics Curriculum at AJR, helps to coordinate their academic journal, is increasing AJR’s presence in social media, and teaches Talmud and Codes. Rabbi Pitkowsky also teaches at JTS, and has taught at the Schechter Institute of Jewish Studies and the Conservative Yeshiva in Jerusalem.

MEREDITH POLSKY was one of the co-founders of Matan, and recently returned to the professional staff. Meredith holds a Masters degree in Special Education as well as one in Clinical Social Work. In 2001, Meredith was one of eight recipients of the first fellowships awarded by Joshua Venture: A Fellowship for Jewish Social Entrepreneurs. Meredith currently resides in Gaithersburg, MD with her husband and three children.

ADAH RADZIN is ABD in literacy and certified as a NJ Reading Specialist, Learning Disabilities Consultant, Special Education and elementary Education Teacher. She also has taught for 25 years in public elementary schools. She’s spent several years teaching teachers to improve literacy instruction, is fluent in Hebrew, and has visited Israel numerous times. This year she won the "FJCC Sisterhood Women of the Year Award."

ELLEN RANK is a Congregational Education Consultant for The Jewish Education Project, and a fifth-grade teacher at Merrick Jewish Center. She served as a writer and associate editor for MaToK, the Bible Curriculum for Solomon Schechter Day Schools, and is the author of several teachers’ guides by Behrman House Publishing. Ellen is a recipient of the Grinspoon-Steinhardt Award for Excellence in Jewish Education.

MICHAEL REIGEL is a project management expert with more than 20 years of experience leading teams. He has developed a specialty in the areas of Resource Management and Asset Allocation related to capital construction activities, and has led teams in the completion of projects ranging from \$100,000 to \$1 billion. Michael writes on a range of topics, often focusing on project management, technical organizations, organizational behavior for technical professionals, and work-life balance.

AMY RIPPS is the Director of Education (school, youth programs and adults) at Beth Meyer Synagogue in Raleigh, NC, where she also served as lay-Rabbi for one year. Prior to relocating to North Carolina 20 years ago, Amy was based in the D.C., area where she held a number of education and youth-related positions at Reform and Conservative congregations. She chaired CAJE 31 at Duke University.

MILES ROGER is Assistant Director at the Indianapolis BJE. A graduate of Indiana University Kelley School of Business, Miles has worked in Jewish education with students from ages 2 - 92, developing curricula for pluralistic settings that bring Judaism to life. In addition to his work at the Bureau, Miles also serves on the Cultural Committee for the Jewish Federation of Greater Indianapolis Young Leadership Division.

JUDITH ROSENBAUM is Director of Public History at the Jewish Women's Archive, where she develops and directs their major educational initiatives, including the new Living the Legacy social justice curriculum, MyBatMitzvahStory.org, and the national Institutes for Educators. She is a scholar of Jewish and Women's Studies, and a nationally recognized educator, she has taught high school, college, and adult learners.

YONATAN ROSNER holds an MA in Jewish Education from Hebrew University, ISR, and is a Pardes Educators Program alumni. For the past 4 years he's been a Jewish Studies teacher at the New Community Jewish High School. He has been the Director of the T'fillah Kehillah Institute since 2009.

RABBI DENNIS S. ROSS directs Concerned Clergy, an interfaith network of 1000 religious leaders providing advocacy and media support on behalf of Planned Parenthood, sex education and women's health. His book, All Politics is Religious: Speaking Faith to the Media, Policy Makers and Community is released by SkyLight Paths Publishing. He serves at Congregation Beth Emeth in Albany, N. Y.

JENNIFER RUDICK ZUNIKOFF trains Jewish educators to use storytelling in the classroom, most recently at Krieger Schechter Day School. Jennifer co-teaches the Oral History of the Holocaust course at Goucher College. She facilitates the Student Immigration Storytelling project in Baltimore City. Jennifer's CD, The Growing Season, includes original stories for young children about Tu B'Shvat, Purim and Pesach.

DEBORAH SALOMON created and founded the innovative and non-traditional model for Jewish learning, Hebrew Wizards, which received its first grant to replicate in Atlanta, Georgia. As Director and Spiritual Leader, Deborah continues to engage students, teens and families. She is a writer, poet and songwriter, and is a member of the Hebrew Wizards Family Band. Deborah will be ordained as a Rabbi in January of 2013.

SUZANNE SALTZBERG has worked in Jewish Education for more that 2 decades. She has an M.S. in Education with a focus on curriculum development and a MAJed with a focus on administration. Suzanne won both the Lackritz Award for her work and the Grinspoon-Steinhardt Award, and has taught in Supplementary, public, and Day schools. She has also help develop curriculum for both secular and Jewish schools.

NAOMI SANDBERG is Assistant Talmud Torah Principal at B'nai Israel Congregation. She holds an M.ed. in Elementary Education and an MA in Jewish Studies. Naomi has served as the Assistant Director of the Religious School at Shaare Torah congregation in Gaithersburg, MD, Assistant Director of the Upper School at Temple Sinai in the District, and taught Hebrew/Judaics for 10 years at D.C.'s Jewish Primary Day School.

JEFFREY SCHRAGER is a middle school teacher at the Akiba Academy of Dallas.

PENINNAH SCHRAM is a storyteller, teacher, author, recording artist, and Speech and Drama professor of Stern College. She is author of twelve books of Jewish folktales, including *The Hungry Clothes and Other Jewish Folktales*, and a CD, *The Minstrel and the Storyteller* with singer/guitarist Gerard Edery. *Mitzvah Stories* (Reclaiming Judaism Press) was published in her honor. Peninnah is a recipient of the prestigious Covenant Award, and the National Storytelling Network's Lifetime Achievement Award.

DONNA SCHWARTZ is the Associate Executive Director at the Siegel JCC in Wilmington, Delaware. She has worked as a Jewish Communal Professional for over 15 years. Her current job allows her to write innovative grants that add value to the center and the community at large. Donna has worked with large corporations such as AstraZeneca, Bank of America, and Lexus to build creative programming for the Wilmington community.

NEIL SCHWARTZ serves as Hazzan for a congregation in Saskatoon, Saskatchewan. He is completing a Master of Arts in Religion and Culture, and teaches Trospe and Nusach online for Hebrew College. Neil also notates music for "Tefillah Trainer" software produced by Kinnor.com, and is very involved in community Interfaith activities.

PHILLIP SCHWARTZ is entering his final year in the Rabbinical program HUC in Cincinnati, and received his Master's in Educational Administration with a Specialization in Jewish Studies. He has served as Student Rabbi in Marion, IN, Ishpeming, MI, and Marion, OH. Currently, he is a Rabbinic intern and teacher at Isaac M. Wise Temple, as well as a Rabbinic chaplain for Jewish Family Services in Cincinnati, OH.

SARA SHALVA is Director of Enrollment Management at Hebrew College. In both Israel and the US she has worked as: the Pozez Fellow at Panim, as a Lead Faculty for the Panim/BBYO signature leadership development seminar program, volunteered on Project Otzma and studied at The Pardes Institute. Sara has MAs in Nonprofit Management and Judaic Studies. After one year as the Development Associate for HUC in Jerusalem, Sara served as the Executive Director of Limmud NY.

SUSAN SHANE-LINDER is a singer, songwriter, composer, and recording artist. She has presented and performed at early childhood workshops, summer camps and many national organizations including CAJE & NAEYC. She received a Nickelodeon Parents' Picks Award for best party entertainer in Miami/Ft. Lauderdale, and the Gerald Legow Outstanding Achievement Award. Susan has three CDs. www.singinwithsusan.com

LEON SHER is the Cantor at Temple Shalom in Aberdeen, NJ. He is a faculty member of the North American Jewish Choral Festival and a conductor, accompanist, composer and arranger for local chapters of HaZamir, an international Jewish High School Choir. He is also a current and founding member of Begeg Kefet, a music group which donates their profits to Myriam's Dream for the benefit of the elderly and disabled.

DR. SHOSHANA SILBERMAN has been a teacher, principal, teacher trainer, consultant, and author. She's led workshops on Active Learning, and Hebrew. Her most popular books are A Family Haggadah I&II, The Whole Megillah Almost, Tikur Shofar (family mahzor), Siddur Shema Yisrael, and Active Jewish Learning.

PAUL SOLYN is director of the Jewish Community School in Elmira, NY. He holds an M.J.Ed., and a family-educator certificate from Hebrew College.

DR. MURRAY SPIEGEL is a speech researcher who lectures widely about innovative Seders. Murray has led more than 35 unique Seders. He's transformed his house into a Bedouin tent, a jumbo jet to take Israelites out of Egypt, and an ancient Egyptian tomb. His seders have been featured in the New York Times and filmed by PBS.

AHOVA STEINHAUS is a financial advisor, educational consultant, and Treasurer of NewCAJE. Her CAJE claim to fame is that she taught with Cherie Koller-Fox at the first conference at Brown University in 1975, and has continued to develop innovative educational curriculum ever since. She has been an activist and teacher in the service of Jewish Renewal for 40 years. Her areas of expertise include career and retirement planning, and advising people about how to make the most of their money.

RISA STRAUSS is the Director of Education at Tree of Life Congregation in Columbia, SC. She has worked for Congregation Shaarey Zedek, United Hebrew Schools, the Fresh Air Society, the Jewish Federation, Project Renewal, and the Jewish Community Center of West Bloomfield. Risa also worked for 8 years as a pre-school teacher and Director of Childcare and Pre-School Education on Kibbutz Gezer. Risa is a recipient of the Grinspoon-Steinhardt Excellence in Teaching award.

ARTHUR STRIMLING is Maggid HaMakom at Congregation Kolot Chayeinu in Park Slope, Brooklyn. Performer, writer, director, and author, he has appeared at venues including Lincoln Center Out-of-Doors, 92nd Street Y, Symphony Space, and across the world. He is the Founding Artistic Director of Roots&Branches Intergenerational Theater, and author of Roots & Branches: Creating Intergenerational Theater. He has been in residence at MacDowell, Yaddo, and the Jewish Museum.

MIRIAM TANNENBAUM is a middle school Judaic Studies teacher at the Akiba Academy of Dallas.

RONNI TICKER is the Director of the Religious School at Congregation Ahavath Chesed in Jacksonville, FL. She teaches Jewish Studies, Bible, and Rabbinics to tweens, teens and adults in formal and informal settings, and holds a M.A.J.S., M.B.A., and B.S.

MARK WASSERMAN is the creator of the award-winning Houses for Change national homelessness awareness campaign. Since its launch in 2010, more than 20,000 kids have raised \$300,000 for local homeless charities. Houses for Change is sponsored by Family Promise, the nation's leading nonprofit helping homeless and low-income families.

MERI WEISS was the recipient of the Levy Hillel Leadership Award. She attended the USCJ IMUN program, which culminated in a six-week stint leading services at her synagogue in the absence of clergy. She has served as a teacher for all ages, including B'nai Mitzvah, and is an active member of her synagogue choir. She also has created her own crafting and catering business.

ALISON WESTERMANN is a singer-songwriter and Jewish educator-at-large who has presented at Limmud Chicago 2012 as well as on her home stage in El Paso, Texas at Temple Mount Sinai with folks ranging from early childhood to retirement.

JULIE WOHL is currently the Education Director at Brit Shalom Congregation in State College, Pennsylvania, and received her Master's Degree in Jewish Education from JTS. She is also owner and lead educator of Jewish Learning Thru Art, a traveling Creative Arts Beit Midrash. Julie is the illustrator of Simply Seder: A Family Haggadah, and the co-creator/illustrator of Siddur Mah Tov: A Family Shabbat Prayer Book.

NINA WOLDIN is JNF's Israel Advocacy and Education Senior Area Director for New Jersey, Westchester and Rockland County NY. She has been published by Grolier, Addison-Wesley, Behrman House, Ktav and Kar-Ben, and has consulted for the Melton Research Center, The Jewish Museum in NYC, the BJENY, the PJLL in NJ, and the AZM. Her Jewish educational website, Yourpage.org, became part of JNF's site in 2003.

LEAH WOLFF-PELLINGRA is the Family Worship Coordinator at Congregation Gates of Heaven in Schenectady, NY, and a Cantorial Soloist serving the greater Capital District of NY. She writes for RJ.org, NoshingConfessions.com, and Fresh Updates from the RAC. Leah is currently a student in HUC-JIR's MA in Jewish Education program.

MARGO WOLFSON has taught Hebrew school for the past 17 years, and youth choir for the past 7. She is also the Biology at her local community college, and is a passionate environmentalist, involved with Greenfaith and Clean Ocean Action.

JONATHAN WOLF helped to found CAJE and has led conference sessions since the 1970s. He serves as Director of the Institute for Jewish Activism and as national co-chair of Orthodox Jews for Obama, and is creator of the website BlueJew.com. He led the West Side Center for Jewish Life, started & ran the Community Action Department at Lincoln Square Synagogue, and had been an initiator & leader of numerous Jewish activist organizations & coalitions working on Jewish pluralism, community education, homelessness, environmentalism, Orthodox feminism, Ethiopian Jewry, domestic & world hunger, promoting Israel's religious peace movement, and advancing other values & causes.

AMANDA WOOD has been sharing the joys of Yiddish with her bobe since birth. She earned her master's degree in School Psychology, and has been working as a school psychologist in Baltimore City Public Schools, where she works closely to collaborate with and train other educators to meet the needs of diverse learners.

HINDA YOUNG will be a fellow at the Tikvah Fund in 2012-2013. She's also studied at the American University of Rome, and participated in an archaeological excavation of Etruscan ruins. She was involved in the Ghetto Shul at McGill, and served as the youth director of Congregation Shaar Hashomayim in Westmount, Quebec. She's spent two summers at the CUNY Greek Institute and the Drisha Collegiate Immersion Program.

DONI ZASLOFF THOMAS (Mama Doni) received the Parent's Choice Award for her album Shabbat Shaboom, and the "Simcha Award" at the International Jewish Music Festival. She is also a spokesperson for Shalom TV. Her tour is sponsored by Streit's, and was seen on 1,000,000 boxes of matzo this Passover. She is coming out with e book from Behrman House entitled "Get Cooking! A Jewish American Family Cookbook & Rockin Mama Doni Celebration." www.mamadoni.com



WHO'S WHO AT NEWCAJE? THE ENTERTAINERS



NOAH ARONSON

Noah Aronson is an energetic and soulful composer/performer with a unique musical style. Noah studied Piano and Jazz Composition at Berklee College of Music, and eventually released his first entirely Jewish solo album in May 2011. His title song 'Am I Awake' was a winner in the NewVoices Song Competition. Noah is in the midst of composing an original musical and musical web series.



ELLEN ALLARD

Ellen is one of the most popular & influential Jewish musicians & educators on today's Jewish music scene. Presenting family concerts, Tot & Family Shabbat services, keynotes & teacher workshops, she is passionately committed to building community through music. Unique, charismatic, charming, and heartwarming, Ellen knows how to engage people, sometimes goofy, sometimes serious, always meaningful. Ellen creates powerful, moving & spiritual moments that speak to heart, mind, and soul.



THE BAAL SHEM TONES

Helene and Michael Kates again bring us their delightful songs, powerful harmonies and vibrant, vital rhythms. You might also find them off in a lounge sharing song after song from their huge repertoire of popular music. "We rarely play a song the same way twice," says Michael. "Why even try? Life is improvisation." For many fans their concerts are more than great music; they're spiritual events that resonate for years.



JOEL CHASNOFF

Joel Chasnoff was the warm-up act for Jon Stewart of The Daily Show. His memoir about his year in the Israeli Army, *The 188th Crybaby Brigade*, has been optioned in Hollywood. Chasnoff has performed his unique brand of clever, upbeat comedy in eight countries, including nine shows for Birthright Israel in Jerusalem. He will do comedy/fundraising in your community!



DOUG COTLER

Retire after winning a coveted Grammy Award for songwriting? Absolutely not! Slow down after composing the hauntingly beautiful Jewish worship standards, "Listen" and "Standing on the Shoulders"? Never! Rest after writing, producing and performing in the largest and most successful Jewish shows in America? No way Moshe! Be incarcerated for creating the most outrageous and hilarious Jewish songs ever? You decide!



DIVAHN

Iranian-descended vocalist Galeet Dardashti leads the NY-based renowned all-female power-house Mizrahi ensemble, Divahn. The group has gained an international following with its fresh and fiery renditions of traditional and original Middle Eastern Jewish songs. As one of the few groups performing Mizrahi music in the US, Divahn welcomes its audiences to a beautiful sphere of shared Jewish and Muslim culture.



KENNY ELLIS

Kenny Ellis was the very first MC at CAJE and served for ten years. He was honored to be named as one of the "CAJE Legends." Known as the "Man Behind the Matzoh Ball," his big band CD, "Hanukkah Swings!" has broken new ground in Jewish music. He cherishes his memories of performing comedy with Debbie Friedman z"l at on CAJE closing nights. Visit KennyEllis.com for more info.



JANIE GRACKIN

Rabbi Janie Grackin, Storyteller/Jewish Community Educator, uses the art of storytelling to inspire and educate. Janie creates programs for intergenerational populations in synagogues and schools in the United States, Europe and Israel, including "Being Torah Alive!" - the most cutting edge approach to teaching Torah. In 1997 she was inducted into the National Women's Hall of Fame for her commitment to AIDS education and was awarded the Solomon Schechter Gold Award for Family Education, as well as numerous other educational awards. She has also served as the co-chair of the CAJE Jewish Storytelling Network.



SUE HOROWITZ

Sue Horowitz is a musician, writer, teacher, mom, wife, educator, song leader and bar singer. She has two CDs of original Jewish music, with Josh Nelson and Dan Nichols. Sue has appeared at CAJE, URJ Biennial, Remembering Debbie, Boston Limmud and at congregations throughout the Northeast. Sue's warm and engaging style creates a feeling of community wherever she sings.



NAOMI LESS

Songwriter. Activist. Rocker. Worship leader. Educator. Naomi Less engages, enlightens and empowers worldwide audiences through concerts, worship and workshops. "The Real Me" album wrestles with issues around self-worth, theology and being YOURSELF! Check out her YouTube G-dcast animated hit "Shout 'em Out". Naomi is a Storahelling founding company member and Director of Education and Training.



KOL B'SEDER

Rabbi Dan Freeland and Cantor Jeff Klepper met as camp counselors and started singing together. With Debbie Friedman z"l, and others, they forged a new sound for the American synagogue using Hebrew, popular music, and total participation. Their songs, such as "Shalom Rav" and "Lo Alecha," have had a lasting impact. They are delighted to be appearing at NewCAJE and singing with friends, both old and new!



SAUL KAYE

Saul Kaye is pioneering a new musical genre: Jewish Blues. Like his grandfather, who blazed a trail from Russia to South Africa to trade cattle between warring African Tribes, Saul blazes a trail of over 100 shows a year on four continents, telling the story of the Jewish People through the music of the African-American slaves.



ERIC KOMAR

Having started out 20 years ago as a NFTY songleader, Eric Komar performs concerts, retreats, and artist-in-residence weekends throughout North America. He currently has three CDs of original folk- and jazz-tinged Jewish rock. He also teaches religious school music and Hebrew language, does music typesetting and transcription, and teaches guitar. Eric lives in NJ with his wife and two children.



THE GUY MENDILOW ENSEMBLE

Get ready for an emotionally powerful voyage awash with warm harmonies, intricate textures and spellbinding rhythms. Starting in ancient Spain and winding through Sarajevo, Salonica and Jerusalem, the Guy Mendilow Ensemble breathes new life into centuries-old Sephardi songs. Epic tales of sailors lost at sea, fantastic dreams and the intrigue of kings and queens abound in arrangements that crackle with rich storytelling.



GOLDIE MILGRAM

Rabbi Goldie Milgram is best known for her inspiring programs and innovative resources that prepare Jewish educators, clergy and families to guide students towards more meaningful living and loving their Judaism. A widely published author, acclaimed storyteller and workshop leader who has served as a religious school teacher, principal, BJE director and seminary dean, "Reb Goldie" returns with her newest releases: *Mitzvah Stories: Seeds for Inspiration and Learning* and matching 52 card decks of MITZVAH CARDS (Reclaiming Judaism Press), and *Living Jewish Live Cycle: How to Create Meaningful Jewish Rites of Passage at Every Stage of Life* (Jewish Lights).



JAY RAPOPORT

Jay Rapoport creates Jewish rock educational theme songs! Jay is an HUC-JIR Education student in NYC and has been a Camp Director, Songleader and Jewish Educator for the past decade. With songs from his album "With All Your Heart," featured on Jewish Rock Radio and NFTY Ruach 5771, he performed at NFTY Convention, NewCAJE and URJ Biennial in 2011.



PENINNAH SCHRAM

Peninnah Schram is a storyteller, teacher, author and recording artist. She is a professor of Speech and Drama at Yeshiva University and the author of 12 Jewish folktales. Her album is titled *The Minstrel and the Storyteller*, which she recorded with singer/guitarist Gerard Edery. Peninnah was awarded the National Storytelling Network's 2003 Lifetime Achievement Award "for sustained and exemplary contributions to storytelling in America."



SIX13

Fueled by a strong, Jewish identity and anchored by soulful harmonies, Six13 is a New York-based group that brings an unprecedented style of Jewish music to the stage, sounding like a full band using nothing but six voices. They've been viewed more than 1,000,000 times on YouTube and toured worldwide, providing entertainment for Shabbat or any other day of the week.

NEWCAJE EXPO

EXPO HOURS:

The NewCAJE3 Conference EXPO is located on the seventh floor of University Hall, and will be open during the following times:

Sunday: Noon – 5:15pm

Monday: 9:00am – 6:15pm

Tuesday: 9:00am – 6:15pm

Wednesday: 9:00am – 1:30pm

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Contacts: Sasha Feldstein and Sarah Mulhern

www.ajws.org

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Contact: RuthE Levy

www.AndThouShaltRead.com

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Contact: Wendy Marx

www.jewishlibraries.org

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www.behrmanhouse.com

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Contact: Hara Person

ccapress.org

CHAI MITZVAH

Chai Mitzvah provides a framework for “growing your Judaism.” The program is designed for synagogues, community groups and special-interest groups to encourage deeper engagement in Judaism and community life.

Contacts: Audrey Lichter and Carly Hoss

www.ChaiMitzvah.org

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enjoybook@aol.com

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www.goodpeoplefund.org

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Contact: Deborah Nagler

www.Gratz.edu

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Contact: Nina Woldin

www.jnf.org/

THE JEWISH WOMEN'S ARCHIVES

A national non-profit organization, JWA is devoted to making known the stories, struggles, and achievements of Jewish women in North America in order to enrich the way we understand the past and to ensure a more inclusive future. JWA lives on the web at jwa.org, a destination for people seeking knowledge, a sense of connection and community, and a way to provide new entry points to Jewish identification for students.

Contact: Etta King

www.jwa.org

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Please visit our site www.mikva-whyme.org, which contains over 100 essays in Hebrew and English, about Mikva, in 4 different levels. The following are some of our titles: Mikva in the White House! "To Stand A l o n e With G-d!" "Waters of Life!" Why Adam did not take Eve, for a sight-seeing tour? We must believe! Recognizing our Parents is based on a belief! Why some people prefer to believe they originate from a Monkey? Darwin's son explanation. Why No Bathtub?! The difference between two identical drops of water...? •Food Utensils Mikva, Why? Start Them Young...!! Netilat Yadayim, How and Why? Real Angels!! How to Merit Their Help? Bloody, Painful and Dangerous! Man, the only creature, who needs to be "fixed" by men, to correct a "defect" planted by G-d. How to build your Family with G-d's Blessings & Jewish Continuity?! Holy Shabbat Candles why in addition to electric lights? •Bread and Wine the Test of Man! •Wine for the Price of Water! •“Tree of Knowledge,” why forbidden instead of recommended? **Much more & free gifts are waiting for you in our booth!** 17Menachem-Av5772



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CROSS-REFERENCE OF SESSIONS BY SUBJECT

ADMINISTRATION

S 2:00pm	<i>DESIGNING POWERFUL PROFESSIONAL LEARNING: A MODEL OF PROFESSIONAL DEVELOPMENT</i> Ellen Rank and Suri Jacknis
M 8:45am	<i>OH BLEEP! ANOTHER MEETING!</i> Deborah Grayson Riegel
M 8:45 am	<i>ADMINSTRATION 101</i> Philip Dickstein
M 3:30pm	<i>THE ART OF PUBLIC PRESENTATIONS FOR JEWISH EDUCATIONAL LEADERS</i> Andrew Greenberg
M 3:30pm	<i>OY VEY! ISN'T A STRATEGY: FOUR ESSENTIAL SKILLS FOR PROFESSIONAL SUCCESS (PART 1)</i> Deborah Grayson Riegel
Tu 8:45am	<i>TEXT BY DESIGN: USING TEXT STUDY AS A TOOL FOR PROFESSIONAL DEVELOPMENT</i> Leah Wolff-Pellingra
Tu 1:45pm	<i>CHOOSING CURRICULUM FOR THE TOTAL SCHOOL</i> Dorothy C. Herman
Tu 3:30pm	<i>NEGOTIATIONS: MONEY, BENEFITS, AND INTELLECTUAL PROPERTY</i> Teacher TBA
W 8:45am	<i>UTILIZING TEEN ASSISTANTS IN THE CLASSROOM</i> Rachel Figurasmith
W 8:45am	<i>TRANSFORMATIONAL AND AUTHENTIC LEADERSHIP IN JEWISH EDUCATION</i> Hana Bor

ADULT EDUCATION

S 3:45pm	<i>YOUTUBE, BLOGGING AND ONLINE RESEARCH: ENGAGING TWEENS, TEENS AND ADULTS IN 21ST CENTURY JEWISH LEARNING</i> Ronni Ticker
W 8:45am	<i>A TASTE OF TROPE</i> Sharon Mills
W 8:45am	<i>WHY AREN'T PEOPLE JOINING SYNAGOGUES? MEETING THE EDUCATIONAL AND SPIRITUAL NEEDS OF THE NEXT GENERATION</i> Daniel Dorsch
W 10:30am	<i>A PROVEN FRAMEWORK FOR ENGAGING JEWISH ADULTS IN LIFE LONG JEWISH GROWTH</i> Audrey Lichter and Galya Greenberg
W 10:30am	<i>V'SAMACHTA: HOLIDAY CELEBRATIONS FOR GROWN-UPS</i> Jonathan Wolf

ALTERNATIVE MODELS OF JEWISH EDUCATION

S 2:00pm	<i>CREATING JEWISH CULTURAL IDENTITY IN 5 HOURS/WEEK</i> Sharon Litwin
M 8:45am	<i>EVERY CHILD LEARNING LISHMA: HOW JEWISH MONTESSORI IS REVOLUTIONIZING JEWISH EDUCATION FOR ALL GRADES</i> Ami Petter-Lipstein and Daniel Petter-Lipstein

M 10:30am	<i>COLOR WAR, CAMPFIRE KAVANAH: BRINGING CAMP TO THE CLASSROOM</i> Deborah Salomon
M 10:30am	<i>A NEW KIND OF BLENDED LEARNING SYSTEM FOR JEWISH SCHOOLS</i> Terry Kaye
M 1:45pm	<i>WHEN THE TRADITIONAL RELIGIOUS SCHOOL SETTING NO LONGER WORKS: COME LEARN HOW TO BETTER SERVE FAMILIES AND STILL OFFER A QUALITY JEWISH EDUCATION</i> Eyal Bor and Jill Eisen
M 3:30pm	<i>THINKING OUTSIDE THE BOX: SUCCESSFUL WAYS TO CHANGE CULTURE</i> Amy Ripps
M 3:30pm	<i>LIMUD SHABBAT: A VISION OF A SCHOOL BASED ON APPLYING AND UTILIZING THE KNOWLEDGE WE TEACH</i> Jed Filler
Tu 8:45am	<i>SWEET TEA, GRITS, AND MATZO BALL SOUP - NOURISHMENT FOR THE JEWISH MIDDLE SCHOOLER: A TEMPLATE FOR SUSTAINING THE TEMPLE CONNECTION</i> Risa Strauss and Cheryl Nail
Tu 8:45am	<i>JEWISH JOURNEY PROJECT</i> Lori Forman-Jacobi
Tu 1:45pm	<i>DON'T SWEAT LITTLE LEAGUE: JEWISH EDUCATION AS "ANYWHERE, ANYTIME" LEARNING</i> Deborah Price Nagler
Tu 1:45pm	<i>FLIPPING THE CLASSROOM OR "WHAT DO WE HAVE FOR HOMEWORK?"</i> Philip Dickstein
W 8:45am	<i>MOVING FROM LEARNING TO LIVING: HEBREW INSTRUCTION IS GROWING FAMILY WORSHIP</i> Lee Brice

BAR AND BAT MITZVAH

M 8:45am	<i>PUTTING THE MITZVAH BACK IN BAR/BAT MITZVAH</i> Shira Hammerman
Tu 8:45am	<i>NEW TECHNOLOGY AND MATERIALS FOR B'NAI MITZVAH TEACH</i> Hazzan Sheldon Levin
Tu 1:45pm	<i>OLD WINE IN NEW BOTTLES: NEW GRAPHIC SYMBOLS FOR TEACHING NUSACH</i> Neil Schwartz
Tu 3:30pm	<i>NOT YOUR BUBBE'S BAT MITZVAH: JEWISH COMING-OF-AGE PAST, PRESENT, AND FUTURE</i> Etta King, Leah Wolff-Pellingra, Naomi Less, Alison Westermann, and Meri Weiss
W 8:45am	<i>A TASTE OF TROPE</i> Sharon Mills

BIBLE

S 2:00pm	<i>PARSHA TWEETS</i> Lillian Kowalski
S 3:45pm	<i>CREATIVE TORAH TEACHING</i> Joel Grishaver
S 3:45pm	<i>WHAT HAPPENS WHEN YOU (KIND OF) GET WHAT YOU WISH FOR: THE STORY OF YIFTAH</i> Everett Fox

M 8:45am	<i>A WINDOW INTO THE SOFER'S WORLD</i> Rabbi Gedaliah Druin
M 8:45am	<i>THE BIBLE'S NASTIEST STORY: JUDGES 19</i> Everett Fox
M 10:30am	<i>UNDERSTANDING AND TEACHING THE PROPHETS: TEXTS AND TECHNIQUES</i> Sharon Halper
M 1:45pm	<i>BEING TORAH ALIVE!</i> Janie Grackin
M 1:45pm	<i>TEACHING DIFFICULT TEXT: DAVID AND BATSHEVA</i> Tamara Beliak
M 3:30pm	<i>UPPITY WOMEN OF THE BIBLE: THE TRUE STORY OF OUR MOTHERS</i> Ruz Gulko
M 3:30pm	<i>TAKING ON AND REFLECTING ON TOUGH TEXTS</i> Beverly Lerner
Tu 8:45am	<i>APPROACHES TO TEACHING BIBLE</i> Galya Greenberg
Tu 10:30am	<i>DEVELOPING CRITICAL THINKING SKILLS & CREATIVITY THROUGH TORAH STUDY</i> Hal Miller-Jacobs
Tu 10:30am	<i>GOING DEEPER: EXPLORING MEANING IN BIBLICAL TEXTS CHILDREN</i> Jen Glaser
Tu 10:30am	<i>SHALVA YOGA</i> Sara Shalva
Tu 1:45pm	<i>ESAU'S BLESSING: HOW THE BIBLE EMBRACES THOSE SPECIAL NEEDS</i> Ora Horn Prouser
Tu 1:45pm	<i>BAYAMIM HAHEM: TEACHING STUDENTS TO LOOK AT THEIR LIVES THROUGH THE PROPHETS</i> Jeffrey Schragger and Miriam Tannenbaum
Tu 3:30pm	<i>HOW TO TEACH BIBLE INVOLVING ALL YOUR STUDENTS USING THE TECHNIQUES OF NECHAMA LEIBOWITZ</i> Nachum Amsel
W 8:45am	<i>WHO WROTE THE BIBLE?</i> Gideon Amir
W 8:45am	<i>THE LAWS OF THE NATIONS: THAT'S JUST NOT JEWISH</i> Michael Pitkowsky
W 8:45am	<i>HIP HOP HEVRUTA: THE MUSICAL MAGIC OF BIBLE RAPS</i> Eliana Light
W 10:30am	<i>THE SOUL OF THE JEWISH TEACHER</i> Rabbi Gedaliah Druin

CREATIVE AND CULTURAL ARTS

S 2:00pm	<i>CREATING JEWISH CULTURAL IDENTITY IN 5 HOURS/WEEK</i> Sharon Litwin
S 3:45pm	<i>IF YOU FEED THEM THEY WILL COME: CONNECTING FAMILIES & THEIR JEWISH HERITAGE THROUGH COOKING</i> Melinda Freed
M 8:45am	<i>A WINDOW INTO THE SOFER'S WORLD</i> Rabbi Gedaliah Druin

M 10:30am	<i>THE USES OF STORYTELLING IN THE CLASSROOM AND IN LIFE: WHY STORYTELLING WORKS IN TEACHING BY REACHING THE HEART</i> Peninnah Schram and Cherie Karo Schwartz
M 10:30am	<i>RABBI ELISHA BEN ABUYA OR ACHER: IS THERE ROOM FOR EXCLUSION IN JEWISH EDUCATION?</i> Dalia Davis
M 10:30am	<i>DANCE AND CREATIVE MOVEMENT IN JEWISH EDUCATION</i> Ruth Goldman
M 1:45pm	<i>YIDDISH IN THE HEBREW SCHOOL CLASSROOM</i> Marcia Gruss Levinsohn and Amanda Jill Wood
M 1:45pm	<i>WRITE ON! CREATIVE EXPERIENTIAL WRITING FOR ALL AGES</i> Aliya Cheskis-Cotel
M 3:30pm	<i>USING THE ARTS TO ENHANCE YOUR JEWISH CLASSROOM</i> Julie Wohl
M 5:15pm	Makom - Arts Festival - JAM WITH SAM, Sam Glaser
M 5:15pm	Makom - Arts Festival ISRAELI DANCING!, Ruth Goldman
M 5:15pm	Makom - Arts Festival ARTISTIC EXPRESSION THROUGH DANCE SEEN THROUGH THE LENS OF TEXT, Dalia Davis
M 5:15pm	Makom - Arts Festival JEWISH IDENTITY IN AFRICA, AMERICA AND BEYOND: A FILM, Jeff Lieberman
M 5:15pm	Makom - Arts Festival - MITZVAH STORIES SALON, Cherie Karo-Schwartz, Gerald Fierst, Dan Gordon, Jennifer Rudick Zunikoff & Jordan Hill
M 5:15pm	Makom - Arts Festival - ROCKIN' CELEBRATION, Mama Doni and the Mama Doni Band and TIME TO SHINE, Deborah Salomon and Company
M 5:15pm	Makom - Arts Festival - SILK ART AND SWEET FRUIT Nancy Katz and Cherie Koller-Fox
Tu 8:45am	<i>REVEALING THE DIVINE THROUGH STORY</i> Gerald Fierst, Jordan Hill and Dan Gordon
Tu 8:45am	<i>DUCT TAPE TALLIT!</i> Janie Grackin
Tu 10:30am	<i>SCRIBAL ARTS</i> Zerach Greenfield
Tu 1:45pm	<i>LAUGHING THROUGH HISTORY: WHAT JEWISH JOKES SAY ABOUT US...AND WHY THEY'RE FUNNY</i> Joel Chasnoff
Tu 1:45pm	<i>COPYWRITING OUR LIVES: KNOWING HOW AND WHEN TO PASS THE TORCH</i> Dalia Davis
Tu 1:45pm	<i>AVADIM HAYINU: DANCE YOUR WAY TO FREEDOM THROUGH THE HOLIDAYS!</i> Aliya Cheskis-Cotel
Tu 1:45pm	<i>JUMP IN AND BECOME A STORYTELLER/MAGID</i> Peninnah Schram, Goldie Milgram, Arthur Strimling, Helene Kates and Guests
Tu 3:30pm	<i>STORYTELLING AND DRAMA GAMES FOR HIGH HOLIDAY YOUTH SERVICES</i> Jordan Hill

W 8:45am	<i>LISTEN, LAUGH AND LEARN - A UNIQUE AND ENJOYABLE WAY TO STUDY OUR RICH HERITAGE OF JEWISH MUSIC</i> Kenny Ellis
W 8:45am	<i>WINGED LISTENERS: YOUNG ADULTS SHARE THE STORIES OF HOLOCAUST SURVIVORS</i> Jennifer Rudick Zunikoff , Andrea Heymann, Arielle Breite
W 8:45am	<i>HIP HOP HEVRUTA: THE MUSICAL MAGIC OF BIBLE RAPS</i> Eliana Light
W 10:30am	<i>THE SOUL OF THE JEWISH TEACHER</i> Rabbi Gedaliah Druin

DAY SCHOOL

S 2:00pm	<i>DISCUSSING GOD</i> Tamara Beliak
S 2:00pm	<i>THE INTELLECTUAL, PRAGMATIC, AND EMOTIONAL-SPIRITUAL REASONS FOR THE MITZVOT IN JEWISH THOUGHT</i> Rabbi Leonard Levin
S 3:45pm	<i>ORIGINS OF THE KADDISH PRAYER</i> Abraham Katz
S 3:45pm	<i>YOUTUBE, BLOGGING AND ONLINE RESEARCH: ENGAGING TWEENS, TEENS AND ADULTS IN 21ST CENTURY JEWISH LEARNING</i> Ronni Ticker
S 3:45pm	<i>TEACHING TEENS SHAKESPEARE AND JUDAISM: HOW "THE MERCHANT OF VENICE" CAN BE USED FOR FUN AND LEARNING</i> Gerry Hecht
S 3:45pm	<i>WHAT HAPPENS WHEN YOU (KIND OF) GET WHAT YOU WISH FOR: THE STORY OF YIFTAH</i> Everett Fox
M 8:45am	<i>A WINDOW INTO THE SOFER'S WORLD</i> Rabbi Gedaliah Druin
M 8:45am	<i>HOW TO TEACH ABOUT ISRAEL EFFECTIVELY IN THE DIGITAL AGE</i> Nachum Amsel
M 8:45am	<i>FIVE BELIEFS ABOUT THE AFTERLIFE: TEACHING ABOUT REVOLUTIONS IN JEWISH BELIEF</i> William Berkson
M 8:45am	<i>HUMANISM AND THE HEBREW LANGUAGE</i> Hinda Young
M 8:45am	<i>THE BIBLE'S NASTIEST STORY: JUDGES 19</i> Everett Fox
M 8:45am	<i>EVERY CHILD LEARNING LISHMA: HOW JEWISH MONTESSORI IS REVOLUTIONIZING JEWISH EDUCATION FOR ALL GRADES</i> Ami Petter-Lipstein and Daniel Petter-Lipstein
M 8:45am	<i>THE DAY THE TALMUD WAS CREATED</i> Joel Grishaver
M 8:45am	<i>SERVICE-LEARNING FOR EVERYONE: EXCELLENT SERVICE-LEARNING FOR YOUR SCHOOL OR PROGRAM</i> Rachel Meytin

M 10:30am	<i>THE USES OF STORYTELLING IN THE CLASSROOM AND IN LIFE: WHY STORYTELLING WORKS IN TEACHING BY REACHING THE HEART</i> Peninnah Schram and Cherie Karo Schwartz
M 10:30am	<i>RABBI ELISHA BEN ABUYA OR ACHER: IS THERE ROOM FOR EXCLUSION IN JEWISH EDUCATION?</i> Dalia Davis
M 10:30am	<i>STUDENT LED T'FILLAH THAT WORKS! WORKSHOP #1</i> Yonatan Rosner
M 10:30am	<i>L'DOR VADOR: CONNECTING TEENS TO THEIR ROOTS USING JEWISH GENEALOGY</i> Jeffrey Schrager
M 10:30am	<i>HESCHEL'S SPIRITUAL HUMANISM: JEWISH EDUCATION FOR THE 21ST CENTURY</i> Peter Geffen
M 10:30am	<i>THE SUCCESS OF EVERY CHILD</i> Orlee Krass
M 1:45pm	<i>WHERE'S THE WATER? LIQUID LESSONS THAT CONNECT YOUR STUDENTS TO ISRAEL</i> Nina Woldin
M 1:45pm	<i>WHAT EVERY JEWISH EDUCATOR NEEDS TO KNOW ABOUT TEACHING IN THE 21ST CENTURY</i> Deborah Price Nagler
M 1:45pm	<i>TEACHING DIFFICULT TEXT: DAVID AND BATSHEVA</i> Tamara Beliak
M 1:45pm	<i>WRITE ON! CREATIVE EXPERIENTIAL WRITING FOR ALL AGES</i> Aliya Cheskis-Cotel
M 1:45pm	<i>PRAYER LEADERSHIP 101 - EXPANDING OUR SKILLS AND OPENING OUR HEARTS</i> Elana Jagoda Kaye
M 1:45pm	<i>BRINGING THE HOLOCAUST AND MORAL CHOICE-MAKING TO YOUR SCHOOL/EDUCATIONAL SETTING</i> Peter Nelson
M 3:30pm	<i>PARENTS AND TEACHERS TOGETHER: FOR THE SAKE OF THE CHILD WITH SPECIAL NEEDS</i> Sandy Miller-Jacobs
M 3:30pm	<i>TAKING ON AND REFLECTING ON TOUGH TEXTS</i> Beverly Lerner
Tu 8:45am	<i>REALITY BITES: TACKLING THE TOUGH STUFF OR "REAL LIFE ISSUES" IN YOUR JEWISH EDUCATIONAL SETTING</i> Amy Dorsch
Tu 8:45am	<i>HOW PIRKE AVOT, THE ETHICS OF THE FATHERS, CAN SAVE JUDAISM</i> William Berkson
Tu 8:45am	<i>ONE STUDENT AT A TIME: DIFFERENTIATED HEBREW INSTRUCTION</i> Joan Carr and Marlene Myerson
Tu 8:45am	<i>POP CULTURE ISN'T SCARY: USING TV, MUSIC, MOVIES, AND MORE IN YOUR LESSON PLANS</i> Emilia Diamant
Tu 8:45am	<i>THE CENTRALITY OF MUSIC IN JUDAISM</i> Nachum Amsel
Tu 8:45am	<i>TEACHING PRAYER</i> Joel Grishaver
Tu 8:45am	<i>REVEALING THE DIVINE THROUGH STORY</i> Gerald Fierst, Jordan Hill and Dan Gorden

Tu 10:30am	<i>STUDENT LED T'FILLAH THAT WORKS! WORKSHOP #2</i> Yonatan Rosner
Tu 10:30am	<i>FOUR EXILES AND FOUR SPIRITUAL REVOLUTIONS</i> Joel Hoffman
Tu 10:30am	<i>GOING DEEPER: EXPLORING MEANING IN BIBLICAL TEXTS WITH CHILDREN</i> Jen Glaser
Tu 10:30am	<i>VISUAL PRAYER</i> EJ Cohen
Tu 1:45pm	<i>ESAU'S BLESSING: HOW THE BIBLE EMBRACES THOSE WITH SPECIAL NEEDS</i> Ora Horn Prouser
Tu 1:45pm	<i>BAYAMIM HAHEM: TEACHING STUDENTS TO LOOK AT THEIR LIVES THROUGH THE PROPHETS</i> Jeffrey Schrage and Miriam Tannenbaum
Tu 1:45pm	<i>MOVING BEYOND "JUSTICE, JUSTICE YOU SHALL PURSUE" WITH ONIFOOT.ORG</i> Sasha Feldstein
Tu 1:45pm	<i>THE ART OF AMAZEMENT: USING JUDAISM'S POWERFUL TOOLS TO CREATE A SENSE OF WONDER</i> Sam Glaser
Tu 1:45pm	<i>FLIPPING THE CLASSROOM OR "WHAT DO WE HAVE FOR HOMEWORK?"</i> Philip Dickstein
Tu 1:45pm	<i>JUMP IN AND BECOME A STORYTELLER/MAGID</i> Peninnah Schram, Goldie Milgram, Arthur Strimling, Helene Kates and Guests
Tu 1:45pm	<i>FACING HISTORY AND TODAY: HOLOCAUST AND HUMAN BEHAVIOR</i> Peter Nelson
Tu 3:30pm	<i>THE WISDOM OF THE SIDDUR</i> Cherie Koller-Fox
Tu 3:30pm	<i>HOW TO TEACH BIBLE INVOLVING ALL YOUR STUDENTS USING THE TECHNIQUES OF NECHAMA LEIBOWITZ</i> Nachum Amsel
Tu 3:30pm	<i>MAKING THE MOVE TO PERSONALIZED LEARNING</i> Hyim Brandes
Tu 3:30pm	<i>ACTIVE LEARNING: ACQUIRING SKILLS AND VALUES</i> Shoshana Silberman
W 8:45am	<i>WINGED LISTENERS: YOUNG ADULTS SHARE THE STORIES OF HOLOCAUST SURVIVORS</i> Jennifer Rudick Zunikoff, Andrea Heymann, Arielle Breite
W 8:45am	<i>TEACHING ABOUT GOD IN THE CLASSROOM</i> Phillip Schwartz
W 8:45am	<i>HIP HOP HEVRUTA: THE MUSICAL MAGIC OF BIBLE RAPS</i> Eliana Light
W 10:30am	<i>THE PROMISE: AN ISRAEL WORKSHOP</i> Sam Glaser
W 10:30am	<i>THE SOUL OF THE JEWISH TEACHER</i> Rabbi Gedaliah Druin

EARLY CHILDHOOD EDUCATION

S 2:00pm	<i>FUN SONGS FOR THE KID IN ALL OF US!</i> Susan Shane-Linder
S 3:45pm	<i>READ-ALOUDS FOR JEWISH CONTENT: PRESCHOOL AND THE EARLY GRADES</i> Adah Radzin
M 8:45am	<i>SIMPLE, SOULFUL AND SILLY SONGS FOR YOUR EARLY CHILDHOOD CLASSROOM</i> Emily Aronoff Teck
M 10:30am	<i>BRINGING YOUNG JEWISH CHILDREN CLOSE TO THE WORLD GOD CREATED</i> Fern Amper
M 1:45pm	<i>MUSIC THAT ROCKS THE PRESCHOOL CLASSROOM</i> Lisa Baydush
M 3:30pm	<i>USING THE ARTS TO ENHANCE YOUR JEWISH CLASSROOM</i> Julie Wohl
M 5:15pm	Makom - Arts Festival - ROCKIN' CELEBRATION, Mama Doni and the Mama Doni Band and TIME TO SHINE, Deborah Salomon and Company
Tu 8:45am	<i>SENSORY OVERLOAD! HOW TO TIE YOUR SENSORY BIN TO THE JEWISH CALENDAR!</i> Lauren Jane Dragutsky
Tu 10:30am	<i>LEGACY</i> Emily Aronoff Teck
Tu 1:45pm	<i>YOUR JEWISH VOICE: A MUSICAL WORKSHOP</i> Doni Zasloff Thomas
Tu 3:30pm	<i>NOT OUR GRANDPARENTS' GAN YELADIM: PRE-K & K AS THE JEWISH WORLD IN MICROCOSM</i> Paul Solyn and Sara Baim
W 8:45am	<i>SINGIN' SHACHARIT CIRCLETIME</i> Emily Aronoff Teck
W 10:30am	<i>TOTALLY TERRIFIC TOT SHABBATS</i> Lisa Baydush
W 10:30am	<i>MIKVAH IN THE CLASSROOM</i> Wilhelmina Gottschalk

ECOLOGY

S 3:45pm	<i>FUN WITH JUDAISM AND NATURE</i> Gavriel Goldman
M 8:45am	<i>OUR TABLE AS OUR TEMPLE: EXPLORING MODERN JEWISH FOOD ETHICS</i> Noam Dolgin
M 1:45pm	<i>BEYOND THE SEDER: TOP TEN TU B'SHVAT PROGRAMS</i> Noam Dolgin
Tu 8:45am	<i>JEWISH NATURE WALK</i> Gavriel Goldman
Tu 10:30am	<i>OY VEY I'M SVITZING, TEACHING ABOUT JUDAISM & CLIMATE CHANGE</i> Noam Dolgin

ELEMENTARY EDUCATION

S 2:00pm	<i>CREATING JEWISH CULTURAL IDENTITY IN 5 HOURS/WEEK</i> Sharon Litwin
S 2:00pm	<i>ONE CLASS - DIVERSE NEEDS</i> Sharon Frant Brooks
S 2:00pm	<i>WARM-UPS, SILLY STORIES, SHIMON OMER AND BASKETBALL: TEACHING HEBREW!</i> Margo Wolfson
S 3:45pm	<i>CREATIVE TORAH TEACHING</i> Joel Grishaver
S 3:45pm	<i>IF YOU FEED THEM THEY WILL COME: CONNECTING FAMILIES AND THEIR JEWISH HERITAGE THROUGH COOKING</i> Melinda Freed
S 3:45pm	<i>BUILDING JEWISH IDENTITY WITH JEWISH TIME: HEBREW CALENDAR IMMERSION</i> Jonina Duker
S 3:45pm	<i>FUN WITH JUDAISM AND NATURE</i> Gavriel Goldman
S 3:45pm	<i>ISRAELI FIREFIGHTER FRIENDS: COMMUNITY CONNECTIONS</i> Nina Woldin
S 3:45pm	<i>PROPS, PUPPETS, AND PARACHUTES: THE 3 P'S OF PLAYFUL PRAYER</i> Joshua Buchin
M 8:45am	<i>PRAYBOOK HEBREW CAN BE FUN FOR GRADES 4-6</i> Eric Komar
M 8:45am	<i>A WINDOW INTO THE SOFER'S WORLD</i> Rabbi Gedaliah Druin
M 8:45am	<i>EVERY CHILD LEARNING LISHMA: HOW JEWISH MONTESSORI IS REVOLUTIONIZING JEWISH EDUCATION FOR ALL GRADES</i> Ami Petter-Lipstein and Daniel Petter-Lipstein
M 10:30am	<i>COLOR WAR, CAMPFIRE KAVANAH: BRINGING CAMP TO THE CLASSROOM</i> Deborah Salomon
M 10:30am	<i>A NEW KIND OF BLENDED LEARNING SYSTEM FOR JEWISH SCHOOLS</i> Terry Kaye
M 10:30am	<i>PUTTING AN END TO THE "I HATE HEBREW SCHOOL" BLUES</i> Joan Carr and Marlene Myerson
M 10:30am	<i>THE USES OF STORYTELLING IN THE CLASSROOM AND IN LIFE: WHY STORYTELLING WORKS IN TEACHING BY REACHING THE HEART</i> Peninnah Schram and Cherie Karo Schwartz
M 10:30am	<i>THE SUCCESS OF EVERY CHILD</i> Orlee Krass
M 1:45pm	<i>YIDDISH IN THE HEBREW SCHOOL CLASSROOM</i> Marcia Gruss Levinsohn and Amanda Jill Wood
M 1:45pm	<i>ACTIVE LEARNING: ACQUIRING KNOWLEDGE</i> Shoshana Silberman
M 1:45pm	<i>BEING TORAH ALIVE!</i> Janie Grackin
M 1:45pm	<i>SEARCHING FOR LEADERSHIP</i> Dorothy C. Herman

M 1:45pm	<i>WRITE ON! CREATIVE EXPERIENTIAL WRITING FOR ALL AGES</i> Aliya Cheskis-Cotel
M 3:30pm	<i>USING THE ARTS TO ENHANCE YOUR JEWISH CLASSROOM</i> Julie Wohl
M 3:30pm	<i>JEWISH EXPERIENTIAL EDUCATION: TIPS AND TECHNIQUES FOR SUCCESS</i> Gavriel Goldman
M 3:30pm	<i>GET YOUR STUDENTS ARGUING: DEBATE IN THE CLASSROOM AS A METHOD FOR PROJECT-BASED LEARNING</i> Mark Levine
M 3:30pm	<i>LIMUD SHABBAT: A VISION OF A SCHOOL BASED ON APPLYING AND UTILIZING THE KNOWLEDGE WE TEACH</i> Jed Filler
M 5:15pm	Makom - Arts Festival - ROCKIN' CELEBRATION, Mama Doni and the Mama Doni Band and TIME TO SHINE, Deborah Salomon and Company
Tu 8:45am	<i>JEWISH NATURE WALK</i> Gavriel Goldman
Tu 8:45am	<i>300 WAYS TO ENHANCE SEDERS: FUN AND EDUCATIONAL TOOLS TO SPICE UP SEDERS AT SCHOOLS AND HOME</i> Murray Spiegel
Tu 8:45am	<i>ONE STUDENT AT A TIME: DIFFERENTIATED HEBREW INSTRUCTION</i> Joan Carr and Marlene Myerson
Tu 8:45am	<i>USING GOOD PEOPLE TO TEACH TIKKUN OLAM</i> Naomi Eisenberger and Sharon Halper
Tu 8:45am	<i>SWEET TEA, GRITS, AND MATZO BALL SOUP - NOURISHMENT FOR THE JEWISH MIDDLE SCHOOLER: A TEMPLATE FOR SUSTAINING THE TEMPLE CONNECTION IN THE SOUTH</i> Risa Strauss and Cheryl Nail
Tu 8:45am	<i>POP CULTURE ISN'T SCARY: USING TV, MUSIC, MOVIES, AND MORE IN YOUR LESSON PLANS</i> Emilia Diamant
Tu 8:45am	<i>JEWISH JOURNEY PROJECT</i> Lori Forman-Jacobi
Tu 8:45am	<i>APPROACHES TO TEACHING BIBLE</i> Galya Greenberg
Tu 8:45am	TEACHING PRAYER Joel Grishaver
Tu 8:45am	<i>REVEALING THE DIVINE THROUGH STORY</i> Gerald Fierst, Jordan Hill and Dan Gorden
Tu 8:45am	<i>DUCT TAPE TALLIT!</i> Janie Grackin
Tu 10:30am	<i>DEVELOPING CRITICAL THINKING SKILLS & CREATIVITY THROUGH TORAH STUDY</i> Hal Miller-Jacobs
Tu 10:30am	<i>KID'S CHOIR SING OUT!</i> Ellen Allard
Tu 10:30am	<i>ENGAGING CONGREGANTS IN POVERTY AND HOMELESSNESS SOCIAL ACTION</i> Mark Wasserman and Frank McCann
Tu 10:30am	<i>SCRIBAL ARTS</i> Zerach Greenfield

Tu 10:30am	<i>GOING DEEPER: EXPLORING MEANING IN BIBLICAL TEXTS WITH CHILDREN</i> Jen Glaser
Tu 1:45pm	<i>DON'T SWEAT LITTLE LEAGUE: JEWISH EDUCATION AS "ANYWHERE, ANYTIME" LEARNING</i> Deborah Price Nagler
Tu 1:45pm	<i>CHOOSING CURRICULUM FOR THE TOTAL SCHOOL</i> Dorothy C. Herman
Tu 1:45pm	<i>AVADIM HAYINU: DANCE YOUR WAY TO FREEDOM THROUGH THE HOLIDAYS!</i> Aliya Cheskis-Cotel
Tu 3:30pm	<i>ISRAEL INSIDE/OUT: ISRAEL EDUCATION FOR THE YOUTUBE GENERATION</i> Suzanne Saltzberg and Andrea Go
Tu 3:30pm	<i>STORYTELLING AND DRAMA GAMES FOR HIGH HOLIDAY YOUTH SERVICES</i> Jordan Hill
Tu 3:30pm	<i>HOW TO TEACH BIBLE INVOLVING ALL YOUR STUDENTS USING THE TECHNIQUES OF NECHAMA LEIBOWITZ</i> Nachum Amsel
Tu 3:30pm	<i>ACTIVE LEARNING: ACQUIRING SKILLS AND VALUES</i> Shoshana Silberman
Tu 3:30pm	<i>THE ENGAGED LEARNER: ON TASK, CHALLENGED, AND COLLABORATIVE</i> Terry Kaye
W 8:45am	<i>PUTTING THE "HEBREW" BACK IN HEBREW SCHOOL: WHAT GOES WRONG WITH HEBREW EDUCATION AND HOW TO FIX IT</i> Joel Hoffman
W 8:45am	<i>UTILIZING TEEN ASSISTANTS IN THE CLASSROOM</i> Rachel Figurasmith
W 8:45am	<i>MOVING FROM LEARNING TO LIVING: HEBREW INSTRUCTION IS GROWING FAMILY WORSHIP</i> Lee Brice
W 8:45am	<i>WHO'S STORY? MINE, YOURS, HIS, HERS AND OURS!</i> Naomi Sandberg
W 8:45am	<i>HIP HOP HEVRUTA: THE MUSICAL MAGIC OF BIBLE RAPS</i> Eliana Light
W 10:30am	<i>TEACHING JEWISH VALUES THROUGH SONG</i> Eric Komar
W 10:30am	<i>CREATING TZEDAKAH ORIENTED COMMUNITIES</i> Steven Bayar
W 10:30am	<i>THE SOUL OF THE JEWISH TEACHER</i> Rabbi Gedaliah Druin

FAMILY EDUCATION

S 3:45pm	<i>IF YOU FEED THEM THEY WILL COME: CONNECTING FAMILIES AND THEIR JEWISH HERITAGE THROUGH COOKING</i> Melinda Freed
M 1:45pm	<i>TRANSFORMING REALITY INTO BLESSINGS: HOW WORKING WITH INTERFAITH FAMILIES ENHANCE LEARNING FOR ALL</i> Dan Gordon
Tu 8:45am	<i>300 WAYS TO ENHANCE SEDERS: FUN AND EDUCATIONAL TOOLS TO SPICE UP SEDERS AT SCHOOLS AND HOME</i> Murray Spiegel

HEBREW AND YIDDISH

S 3:45pm	<i>ISRAELI FIREFIGHTER FRIENDS: COMMUNITY CONNECTIONS</i> Nina Woldin
M 8:45am	<i>HOW TO TEACH ABOUT ISRAEL EFFECTIVELY IN THE DIGITAL AGE</i> Nachum Amsel
M 8:45am	<i>FIVE BELIEFS ABOUT THE AFTERLIFE: TEACHING ABOUT REVOLUTIONS IN JEWISH BELIEF</i> William Berkson
M 10:30am	<i>L'DOR VADOR: CONNECTING TEENS TO THEIR ROOTS USING JEWISH GENEALOGY</i> Jeffrey Schrager
M 1:45pm	<i>WHERE'S THE WATER? LIQUID LESSONS THAT CONNECT YOUR STUDENTS TO ISRAEL</i> Nina Woldin
M 3:30pm	<i>GET YOUR STUDENTS ARGUING: DEBATE IN THE CLASSROOM AS A METHOD FOR PROJECT-BASED LEARNING</i> Mark Levine
Tu 10:30am	<i>FOUR EXILES AND FOUR SPIRITUAL REVOLUTIONS</i> Joel Hoffman
Tu 1:45pm	<i>LAUGHING THROUGH HISTORY: WHAT JEWISH JOKES SAY ABOUT US...AND WHY THEY'RE FUNNY</i> Joel Chasnoff
Tu 1:45pm	<i>3,000 YEARS OF JEWISH CONTINUITY AS SEEN THROUGH 3,000 YEARS OF HEBREW</i> Joel Hoffman
Tu 1:45pm	<i>FACING HISTORY AND TODAY: HOLOCAUST AND HUMAN BEHAVIOR</i> Peter Nelson
Tu 3:30pm	<i>ISRAEL INSIDE/OUT: ISRAEL EDUCATION FOR THE YOUTUBE GENERATION</i> Suzanne Saltzberg and Andrea Go
W 8:45am	<i>WHO'S STORY? MINE, YOURS, HIS, HERS AND OURS!</i> Naomi Sandberg
W 10:30am	<i>THE PROMISE: AN ISRAEL WORKSHOP</i> Sam Glaser

HISTORY AND ISRAEL

S 3:45pm	<i>ISRAELI FIREFIGHTER FRIENDS: COMMUNITY CONNECTIONS</i> Nina Woldin
M 8:45am	<i>HOW TO TEACH ABOUT ISRAEL EFFECTIVELY IN THE DIGITAL AGE</i> Nachum Amsel
M 8:45am	<i>FIVE BELIEFS ABOUT THE AFTERLIFE: TEACHING ABOUT REVOLUTIONS IN JEWISH BELIEF</i> William Berkson
M 10:30am	<i>L'DOR VADOR: CONNECTING TEENS TO THEIR ROOTS USING JEWISH GENEALOGY</i> Jeffrey Schrager
M 1:45pm	<i>WHERE'S THE WATER? LIQUID LESSONS THAT CONNECT YOUR STUDENTS TO ISRAEL</i> Nina Woldin
M 3:30pm	<i>GET YOUR STUDENTS ARGUING: DEBATE IN THE CLASSROOM AS A METHOD FOR PROJECT-BASED LEARNING</i> Mark Levine
Tu 11:00am	<i>FOUR EXILES AND FOUR SPIRITUAL REVOLUTIONS</i> Joel Hoffman
Tu 1:45pm	<i>LAUGHING THROUGH HISTORY: WHAT JEWISH JOKES SAY ABOUT US...AND WHY THEY'RE FUNNY</i> Joel Chasnoff

Tu 1:45pm	<i>3,000 YEARS OF JEWISH CONTINUITY AS SEEN THROUGH 3,000 YEARS OF HEBREW</i> Joel Hoffman
Tu 1:45pm	<i>FACING HISTORY AND TODAY: HOLOCAUST AND HUMAN BEHAVIOR</i> Peter Nelson
Tu 3:30pm	<i>ISRAEL INSIDE/OUT: ISRAEL EDUCATION FOR THE YOUTUBE GENERATION</i> Suzanne Saltzberg and Andrea Go
W 8:45am	<i>WHO'S STORY? MINE, YOURS, HIS, HERS AND OURS!</i> Naomi Sandberg
W 10:30am	<i>THE PROMISE: AN ISRAEL WORKSHOP</i> Sam Glaser

HOLIDAYS

S 3:45pm	<i>BUILDING JEWISH IDENTITY WITH JEWISH TIME: HEBREW CALENDAR IMMERSION</i> Jonina Duker
M 1:45pm	<i>BEYOND THE SEDER: TOP TEN TU B'SHVAT PROGRAMS</i> Noam Dolgin
M 1:45pm	<i>WRITE ON! CREATIVE EXPERIENTIAL WRITING FOR ALL AGES</i> Aliya Cheskis-Cotel
Tu 8:45am	<i>300 WAYS TO ENHANCE SEDERS: FUN AND EDUCATIONAL TOOLS TO SPICE UP SEDERS AT SCHOOLS AND HOME</i> Murray Spiegel
Tu 8:45am	<i>SENSORY OVERLOAD! HOW TO TIE YOUR SENSORY BIN TO THE JEWISH CALENDAR!</i> Lauren Jane Dragutsky
Tu 1:45pm	<i>AVADIM HAYINU: DANCE YOUR WAY TO FREEDOM THROUGH THE HOLIDAYS!</i> Aliya Cheskis-Cotel
Tu 3:30pm	<i>STORYTELLING AND DRAMA GAMES FOR HIGH HOLIDAY YOUTH SERVICES</i> Jordan Hill
W 10:30am	<i>V'SAMACHTA: HOLIDAY CELEBRATIONS FOR GROWN-UPS</i> Jonathan Wolf

HOLOCAUST

S 3:45pm	<i>RELATING THE STORIES AND LESSONS OF THE KINDERTRANSPORT IN EVERY ACADEMIC SETTING</i> Hana Bor
M 1:45pm	<i>BRINGING THE HOLOCAUST AND MORAL CHOICE-MAKING TO YOUR SCHOOL/EDUCATIONAL SETTING</i> Peter Nelson
Tu 1:45pm	<i>FACING HISTORY AND TODAY: HOLOCAUST AND HUMAN BEHAVIOR</i> Peter Nelson
W 8:45am	<i>WINGED LISTENERS: YOUNG ADULTS SHARE THE STORIES OF HOLOCAUST SURVIVORS</i> Jennifer Rudick Zunikoff , Andrea Heymann, Arielle Breite

KLAL YISRAEL

S 3:45pm	<i>ISRAELI FIREFIGHTER FRIENDS: COMMUNITY CONNECTIONS</i> Nina Woldin
S 3:45pm	<i>NewCAJE CHORALE #1</i> Cantor Leon Sher
M 8:45am	<i>YP STORY SHARING KEHILLAH</i> Jennifer Rudick Zunikoff
M 10:30am	<i>STUDENT LED T'FILLAH THAT WORKS! WORKSHOP #1</i> Yonatan Rosner
M 1:45pm	<i>TRANSFORMING REALITY INTO BLESSINGS: HOW WORKING WITH INTERFAITH FAMILIES ENHANCE LEARNING FOR ALL</i> Dan Gordon
M 3:30pm	<i>PARENTS AND TEACHERS TOGETHER: FOR THE SAKE OF THE CHILD WITH SPECIAL NEEDS</i> Sandy Miller-Jacobs
M 3:30pm	<i>NewCAJE CHORALE #2</i> Cantor Leon Sher
M 5:15pm	<i>Makom - Arts Festival JEWISH IDENTITY IN AFRICA, AMERICA AND BEYOND: A FILM</i> , Jeff Lieberman
Tu 3:30pm	<i>KOL NETIVOTEHA: JEWISH PLURALISM TODAY</i> Jon Wolf
Tu 3:30pm	<i>NewCAJE CHORALE #3</i> Cantor Leon Sher
W 8:45am	<i>WHY AREN'T PEOPLE JOINING SYNAGOGUES? MEETING THE EDUCATIONAL AND SPIRITUAL NEEDS OF THE NEXT GENERATION</i> Daniel Dorsch
W 10:30am	<i>CREATING TZEDAKAH ORIENTED COMMUNITIES</i> Steven Bayar

MORAL DEVELOPMENT

M 8:45am	<i>JEWISH YOUNG ADULT SEXUAL BEHAVIORS</i> Arielle Kowenski
M 1:45pm	<i>BRINGING THE HOLOCAUST AND MORAL CHOICE-MAKING TO YOUR SCHOOL/EDUCATIONAL SETTING</i> Peter Nelson
M 3:30pm	<i>TEACHING ETHICS IN MODERN TIMES</i> Steven Bayar
Tu 8:45am	<i>REALITY BITES: TACKLING THE TOUGH STUFF OR "REAL LIFE ISSUES" IN YOUR JEWISH EDUCATIONAL SETTING</i> Amy Dorsch
Tu 8:45am	<i>HOW PIRKE AVOT, THE ETHICS OF THE FATHERS, CAN SAVE JUDAISM</i> William Berkson
Tu 8:45am	<i>POP CULTURE ISN'T SCARY: USING TV, MUSIC, MOVIES, AND MORE IN YOUR LESSON PLANS</i> Emilia Diamant
Tu 10:30am	<i>CRITICAL THINKING SKILLS FOR JEWISH TEENS AND YOUNG ADULTS</i> Meri Weiss
Tu 1:45pm	<i>BAYAMIM HAHEM: TEACHING STUDENTS TO LOOK AT THEIR LIVES THROUGH THE PROPHETS</i> Jeffrey Schragger and Miriam Tannenbaum

Tu 1:45pm	<i>FACING HISTORY AND TODAY: HOLOCAUST AND HUMAN BEHAVIOR</i> Peter Nelson
W 10:30am	<i>TEACHING JEWISH VALUES THROUGH SONG</i> Eric Komar

MINI-MBA: PRINCIPALING

S 3:45pm	<i>TIME OVER MATTER: GETTING THINGS DONE WITH LESS TSURIS</i> Deborah Grayson Riegel
M 8:45am	<i>OH BLEEP! ANOTHER MEETING!</i> Deborah Grayson Riegel
M 1:45pm	<i>PROJECT MANAGEMENT</i> Michael Riegel
Tu 8:45am	<i>GRANT ME A WISH</i> Donna Schwartz
Tu 1:45pm	<i>SOCIAL MEDIA: HOW TO USE IT EFFECTIVELY</i> Miriam Brosseau
Tu 3:30pm	<i>NEGOTIATIONS: MONEY, BENEFITS, AND INTELLECTUAL PROPERTY</i> Teacher TBA
W 8:45am	<i>TRANSFORMATIONAL AND AUTHENTIC LEADERSHIP IN JEWISH EDUCATION</i> Hana Bor

MUSIC

S 2:00pm	<i>FUN SONGS FOR THE KID IN ALL OF US!</i> with Susan Shane-Linder
S 3:45pm	<i>NewCAJE CHORALE #1</i> with Cantor Leon Sher
M 8:45am	<i>AN IMPROVISATIONAL JAM-SESSION APPROACH TO JEWISH MUSIC AND CONCEPTS</i> with Jordan Hill
M 8:45am	<i>SIMPLE, SOULFUL AND SILLY SONGS FOR YOUR EARLY CHILDHOOD CLASSROOM</i> with Emily Aronoff Teck
M 1:45pm	<i>MUSIC AND COMMUNITY BUILDING: CO-CREATING IN THE CLASSROOM</i> with Helene Kates
M 1:45pm	<i>MUSIC THAT ROCKS THE PRESCHOOL CLASSROOM</i> with Lisa Baydush
M 3:30pm	<i>NewCAJE CHORALE #2</i> with Cantor Leon Sher
M 5:15pm	Makom - Arts Festival - JAM WITH SAM, Sam Glaser
Tu 8:45am	<i>THE CENTRALITY OF MUSIC IN JUDAISM</i> with Nachum Amsel
Tu 10:30am	<i>KID'S CHOIR SING OUT!</i> with Ellen Allard
Tu 1:45pm	<i>YOUR JEWISH VOICE: A MUSICAL WORKSHOP</i> with Doni Zasloff Thomas

Tu 1:45pm	<i>JUMP IN AND BECOME A STORYTELLER/MAGID</i> with Peninnah Schram, Goldie Milgram, Arthur Strimling, Helene Kates and Guests
Tu 3:30pm	<i>NewCAJE CHORALE #3</i> with Cantor Leon Sher
W 8:45am	<i>LISTEN, LAUGH AND LEARN - A UNIQUE AND ENJOYABLE WAY TO STUDY OUR RICH HERITAGE OF JEWISH MUSIC</i> with Kenny Ellis
W 8:45am	<i>SINGIN' SHACHARIT CIRCLETIME</i> with Emily Aronoff Teck
W 8:45am	<i>HIP HOP HEVRUTA: THE MUSICAL MAGIC OF BIBLE RAPS</i> with Eliana Light
W 10:30am	<i>TEACHING JEWISH VALUES THROUGH SONG</i> with Eric Komar
W 10:30am	<i>TOTALLY TERRIFIC TOT SHABBATS</i> with Lisa Baydush

NEW PRINCIPALS

S 2:00pm	<i>DESIGNING POWERFUL PROFESSIONAL LEARNING: A MODEL OF PROFESSIONAL DEVELOPMENT</i> Ellen Rank and Suri Jacknis
S 3:45pm	<i>TIME OVER MATTER: GETTING THINGS DONE WITH LESS</i> TSURIS Deborah Grayson Riegel
M 8:45am	<i>OH BLEEP! ANOTHER MEETING!</i> Deborah Grayson Riegel
M 8:45am	<i>ADMINISTRATION 101</i> Philip Dickstein
M 10:30am	<i>PUTTING AN END TO THE "I HATE HEBREW SCHOOL" BLUES</i> Joan Carr and Marlene Myerson
M 10:30am	<i>THE SUCCESS OF EVERY CHILD</i> Orlee Krass
M 3:30pm	<i>PARENTS AND TEACHERS TOGETHER: FOR THE SAKE OF THE CHILD WITH SPECIAL NEEDS</i> Sandy Miller-Jacobs
M 3:30pm	<i>THE ART OF PUBLIC PRESENTATIONS FOR JEWISH EDUCATIONAL LEADERS</i> Andrew Greenberg
M 3:30pm	<i>OY VEY! ISN'T A STRATEGY: FOUR ESSENTIAL SKILLS FOR PROFESSIONAL SUCCESS (PART 1)</i> Deborah Grayson Riegel
M 3:30pm	<i>THINKING OUTSIDE THE BOX: SUCCESSFUL WAYS TO CHANGE CULTURE</i> Amy Ripps
Tu 8:45am	<i>REALITY BITES: TACKLING THE TOUGH STUFF OR "REAL LIFE ISSUES" IN YOUR JEWISH EDUCATIONAL SETTING</i> Amy Dorsch
Tu 8:45am	<i>TEXT BY DESIGN: USING TEXT STUDY AS A TOOL FOR PROFESSIONAL DEVELOPMENT</i> Leah Wolff-Pellingra
Tu 10:30am	<i>AFTER THE HEBREW PRIMER: WHERE DO WE GO FROM HERE</i> Dina Maiben
Tu 10:30am	<i>ADDRESSING DIFFERENT NEEDS</i> Maya Blank

Tu 10:30am	<i>NUTS AND BOLTS: HOW TO RUN YOUR SCHOOL MONTH BY MONTH</i> Jeffrey Myers
Tu 1:45pm	<i>DON'T SWEAT LITTLE LEAGUE: JEWISH EDUCATION AS "ANYWHERE, ANYTIME" LEARNING</i> Deborah Price Nagler
Tu 1:45pm	<i>CHOOSING CURRICULUM FOR THE TOTAL SCHOOL</i> Dorothy C. Herman
Tu 1:45pm	<i>FACING HISTORY AND TODAY: HOLOCAUST AND HUMAN BEHAVIOR</i> Peter Nelson
Tu 3:30pm	<i>ACTIVE LEARNING: ACQUIRING SKILLS AND VALUES</i> Shoshana Silberman
W 8:45am	<i>PUTTING THE "HEBREW" BACK IN HEBREW SCHOOL: WHAT GOES WRONG WITH HEBREW EDUCATION AND HOW TO FIX IT</i> Joel Hoffman
W 8:45am	<i>UTILIZING TEEN ASSISTANTS IN THE CLASSROOM</i> Rachel Figurasmith
W 8:45am	<i>BENEFITS: GO FOR THEM!</i> Ahouva Steinhaus
W 10:30am	<i>BRANDING AND EMAIL MARKETING: GETTING THE WORD OUT TO PARENTS AND CONGREGANTS</i> Eitan Gutin and Jill Eisen

PRAYER

S 2:00pm	<i>WHAT DOES FACEBOOK HAVE TO DO WITH THE AMIDAH?</i> Amy Dorsch
S 3:45pm	<i>ORIGINS OF THE KADDISH PRAYER</i> Abraham Katz
S 3:45pm	<i>PROPS, PUPPETS, AND PARACHUTES: THE 3 P'S OF PLAYFUL PRAYER</i> Joshua Buchin
M 7:30am	<i>YOGA SHALOM</i> Lisa Levine
M 8:45am	<i>PRAYBOOK HEBREW CAN BE FUN FOR GRADES 4-6</i> Eric Komar
M 10:30am	<i>STUDENT LED T'FILLAH THAT WORKS! WORKSHOP #1</i> Yonatan Rosner
M 1:45pm	<i>PRAYER LEADERSHIP 101 - EXPANDING OUR SKILLS AND OPENING OUR HEARTS</i> Elana Jagoda Kaye
Tu 8:45am	<i>TEACHING PRAYER</i> Joel Grishaver
Tu 8:45am	<i>DUCT TAPE TALLIT!</i> Janie Grackin
Tu 10:30am	<i>STUDENT LED T'FILLAH THAT WORKS! WORKSHOP #2</i> Yonatan Rosner
Tu 10:30am	<i>VISUAL PRAYER</i> EJ Cohen
Tu 1:45pm	<i>PRAYER FOR THE PEOPLE: EMBODYING TEFILLAH</i> Naomi Less

Tu 1:45pm	<i>OLD WINE IN NEW BOTTLES: NEW GRAPHIC SYMBOLS FOR TEACHING NUSACH</i> Neil Schwartz
Tu 3:30pm	<i>THE WISDOM OF THE SIDDUR</i> Cherie Koller-Fox
Tu 3:30pm	<i>STORYTELLING AND DRAMA GAMES FOR HIGH HOLIDAY YOUTH SERVICES</i> Jordan Hill
W 8:45am	<i>MOVING FROM LEARNING TO LIVING: HEBREW INSTRUCTION IS GROWING FAMILY WORSHIP</i> Lee Brice
W 8:45am	<i>SINGIN' SHACHARIT CIRCLETIME</i> Emily Aronoff Teck
W 10:30am	<i>TOTALLY TERRIFIC TOT SHABBATS</i> Lisa Baydush

SELF-CARE

S 3:45pm	<i>NewCAJE CHORALE #1</i> Cantor Leon Sher
M 7:30am	YOGA SHALOM Lisa Levine
M 1:45pm	<i>PLANNING FOR RETIREMENT: ME? REALLY? WHY NOW?</i> Ahouva Steinhaus
M 3:30pm	<i>NewCAJE CHORALE #2</i> Cantor Leon Sher
Tu 10:30am	SHALVA YOGA Sara Shalva
Tu 1:45pm	<i>COPYWRITING OUR LIVES: KNOWING HOW AND WHEN TO PASS THE TORCH</i> Dalia Davis
Tu 3:30pm	<i>NewCAJE CHORALE #3</i> Cantor Leon Sher
W 8:45am	<i>BENEFITS: GO FOR THEM!</i> Ahouva Steinhaus

SPECIAL NEEDS

S 2:00pm	<i>ONE CLASS - DIVERSE NEEDS</i> Sharon Frant Brooks
M 10:30am	<i>THE SUCCESS OF EVERY CHILD</i> Orlee Krass
M 3:30pm	<i>PARENTS AND TEACHERS TOGETHER: FOR THE SAKE OF THE CHILD WITH SPECIAL NEEDS</i> Sandy Miller-Jacobs
Tu 8:45am	<i>ONE STUDENT AT A TIME: DIFFERENTIATED HEBREW INSTRUCTION</i> Joan Carr and Marlene Myerson
Tu 10:30am	<i>ADDRESSING DIFFERENT NEEDS</i> Maya Blank

Tu 1:45pm	<i>ESAU'S BLESSING: HOW THE BIBLE EMBRACES THOSE WITH SPECIAL NEEDS</i> Ora Horn Prouser
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SPIRITUALITY

S 2:00pm	<i>DISCUSSING GOD</i> Tamara Beliak
M 10:30am	<i>THE USES OF STORYTELLING IN THE CLASSROOM AND IN LIFE: WHY STORYTELLING WORKS IN TEACHING BY REACHING THE HEART</i> Peninnah Schram and Cherie Karo Schwartz
M 10:30am	<i>STUDENT LED T'FILLAH THAT WORKS! WORKSHOP #1</i> Yonatan Rosner
M 10:30am	<i>BRINGING YOUNG JEWISH CHILDREN CLOSE TO THE WORLD GOD CREATED</i> Fern Amper
M 1:45pm	<i>MUSIC AND COMMUNITY BUILDING: CO-CREATING IN THE CLASSROOM</i> Helene Kates
M 1:45pm	<i>PRAYER LEADERSHIP 101 - EXPANDING OUR SKILLS AND OPENING OUR HEARTS</i> Elana Jagoda Kaye
Tu 8:45am	<i>JEWISH NATURE WALK</i> Gavriel Goldman
Tu 8:45am	<i>REVEALING THE DIVINE THROUGH STORY</i> Gerald Fierst, Jordan Hill and Dan Gorden
Tu 10:30am	<i>STUDENT LED T'FILLAH THAT WORKS! WORKSHOP #2</i> Yonatan Rosner
Tu 10:30am	<i>VISUAL PRAYER</i> EJ Cohen
Tu 1:45pm	<i>THE ART OF AMAZEMENT: USING JUDAISM'S POWERFUL TOOLS TO CREATE A SENSE OF WONDER</i> Sam Glaser
Tu 1:45pm	<i>COPYWRITING OUR LIVES: KNOWING HOW AND WHEN TO PASS THE TORCH</i> Dalia Davis
W 10:30am	<i>THE SOUL OF THE JEWISH TEACHER</i> Rabbi Gedaliah Druin

TEACHING TECHNIQUES

S 3:45pm	<i>TEACHING TEENS SHAKESPEARE AND JUDAISM: HOW "THE MERCHANT OF VENICE" CAN BE USED FOR FUN AND LEARNING</i> Gerry Hecht
S 3:45pm	<i>RELATING THE STORIES AND LESSONS OF THE KINDERTRANSPORT IN EVERY ACADEMIC SETTING</i> Hana Bor
M 8:45am	<i>REINVENTING THE WHEEL: SHOULD TECHNOLOGY BE INCORPORATED INTO JEWISH EDUCATION OR NOT?</i> Alison Westermann
M 8:45am	<i>EVERY CHILD LEARNING LISHMA: HOW JEWISH MONTESSORI IS REVOLUTIONIZING JEWISH EDUCATION FOR ALL GRADES</i> Ami Petter-Lipstein and Daniel Petter-Lipstein

M 10:30am	<i>THINKING OUT OF THE BOX WITH "WHERE DO YOU GIVE?": REIMAGINING TZEDAKAH FOR THE 21ST CENTURY</i> Sasha Feldstein
M 10:30am	<i>COLOR WAR, CAMPFIRE KAVANAH: BRINGING CAMP TO THE CLASSROOM</i> Deborah Salomon
M 10:30am	<i>PUTTING AN END TO THE "I HATE HEBREW SCHOOL" BLUES</i> Joan Carr and Marlene Myerson
M 10:30am	<i>UNDERSTANDING AND TEACHING THE PROPHETS: TEXTS AND TECHNIQUES</i> Sharon Halper
M 1:45pm	<i>ACTIVE LEARNING: ACQUIRING KNOWLEDGE</i> Shoshana Silberman
M 1:45pm	<i>BEYOND THE SEDER: TOP TEN TU B'SHVAT PROGRAMS</i> Noam Dolgin
M 1:45pm	<i>BEING TORAH ALIVE!</i> Janie Grackin
M 1:45pm	<i>SEARCHING FOR LEADERSHIP</i> Dorothy C. Herman
M 1:45pm	<i>MUSIC AND COMMUNITY BUILDING: CO-CREATING IN THE CLASSROOM</i> Helene Kates
M 1:45pm	<i>BRINGING THE HOLOCAUST AND MORAL CHOICE-MAKING TO YOUR SCHOOL/EDUCATIONAL SETTING</i> Peter Nelson
M 3:30pm	<i>TAKING ON AND REFLECTING ON TOUGH TEXTS</i> Beverly Lerner
M 3:30pm	<i>USING THE ARTS TO ENHANCE YOUR JEWISH CLASSROOM</i> Julie Wohl
M 3:30pm	<i>JEWISH EXPERIENTIAL EDUCATION: TIPS AND TECHNIQUES FOR SUCCESS</i> Gavriel Goldman
M 3:30pm	<i>GET YOUR STUDENTS ARGUING: DEBATE IN THE CLASSROOM AS A METHOD FOR PROJECT-BASED LEARNING</i> Mark Levine
Tu 8:45am	<i>ONE STUDENT AT A TIME: DIFFERENTIATED HEBREW INSTRUCTION</i> Joan Carr and Marlene Myerson
Tu 8:45am	<i>JEWISH JOURNEY PROJECT</i> Lori Forman-Jacobi
Tu 8:45am	<i>APPROACHES TO TEACHING BIBLE</i> Galya Greenberg
Tu 8:45am	<i>TEACHING PRAYER</i> Joel Grishaver
Tu 10:30am	<i>AFTER THE HEBREW PRIMER: WHERE DO WE GO FROM HERE</i> Dina Maiben
Tu 10:30am	<i>DEVELOPING CRITICAL THINKING SKILLS & CREATIVITY THROUGH TORAH STUDY</i> Hal Miller-Jacobs
Tu 10:30am	<i>OY VEY I'M SVITZING, TEACHING ABOUT JUDAISM & CLIMATE CHANGE</i> Noam Dolgin
Tu 10:30am	<i>GOING DEEPER: EXPLORING MEANING IN BIBLICAL TEXTS WITH CHILDREN</i> Jen Glaser

Tu 1:45pm	<i>THE ART OF AMAZEMENT: USING JUDAISM'S POWERFUL TOOLS TO CREATE A SENSE OF WONDER</i> Sam Glaser
Tu 1:45pm	<i>FLIPPING THE CLASSROOM OR "WHAT DO WE HAVE FOR HOMEWORK?"</i> Philip Dickstein
Tu 3:30pm	<i>NOT OUR GRANDPARENTS' GAN YELADIM: PRE-K & K AS THE JEWISH WORLD IN MICROCOSM</i> Paul Solyn and Sara Baim
Tu 3:30pm	<i>MAKING THE MOVE TO PERSONALIZED LEARNING</i> Hyim Brandes
Tu 3:30pm	<i>ACTIVE LEARNING: ACQUIRING SKILLS AND VALUES</i> Shoshana Silberman
Tu 3:30pm	<i>THE ENGAGED LEARNER: ON TASK, CHALLENGED, AND COLLABORATIVE</i> Terry Kaye
W 8:45am	<i>TEACHING ABOUT GOD IN THE CLASSROOM</i> Phillip Schwartz

TECHNOLOGY

S 2:00pm	<i>WHAT DOES FACEBOOK HAVE TO DO WITH THE AMIDAH?</i> Amy Dorsch
S 2:00pm	<i>PARSHA TWEETS</i> Lillian Kowalski
S 3:45pm	<i>YOUTUBE, BLOGGING AND ONLINE RESEARCH: ENGAGING TWEENS, TEENS AND ADULTS IN 21ST CENTURY JEWISH LEARNING</i> Ronni Ticker
M 8:45am	<i>HOW TO TEACH ABOUT ISRAEL EFFECTIVELY IN THE DIGITAL AGE</i> Nachum Amsel
M 8:45am	<i>REINVENTING THE WHEEL: SHOULD TECHNOLOGY BE INCORPORATED INTO JEWISH EDUCATION OR NOT?</i> Alison Westermann
M 10:30am	<i>A NEW KIND OF BLENDED LEARNING SYSTEM FOR JEWISH SCHOOLS</i> Terry Kaye
M 1:45pm	<i>WHAT EVERY JEWISH EDUCATOR NEEDS TO KNOW ABOUT TEACHING IN THE 21ST CENTURY</i> Deborah Price Nagler
M 3:30pm	<i>IBOOKS AUTHOR + YOU = A GREAT NEW TEXTBOOK</i> Miles Roger
Tu 8:45am	<i>NEW TECHNOLOGY AND MATERIALS FOR B'NAI MITZVAH TEACH</i> Hazzan Sheldon Levin
Tu 1:45pm	<i>DON'T SWEAT LITTLE LEAGUE: JEWISH EDUCATION AS "ANYWHERE, ANYTIME" LEARNING</i> Deborah Price Nagler
Tu 1:45pm	<i>SOCIAL MEDIA: HOW TO USE IT EFFECTIVELY</i> Miriam Brosseau
Tu 1:45pm	<i>OLD WINE IN NEW BOTTLES: NEW GRAPHIC SYMBOLS FOR TEACHING NUSACH</i> Neil Schwartz
Tu 3:30pm	<i>MAKING THE MOVE TO PERSONALIZED LEARNING</i> Hyim Brandes

Tu 3:30pm	<i>THE ENGAGED LEARNER: ON TASK, CHALLENGED, AND COLLABORATIVE</i> Terry Kaye
W 10:30am	<i>BRANDING AND EMAIL MARKETING: GETTING THE WORD OUT TO PARENTS AND CONGREGANTS</i> Eitan Gutin and Jill Eisen

TEENS

S 2:00pm	<i>DISCUSSING GOD</i> Tamara Beliak
S 2:00pm	<i>PARSHA TWEETS</i> Lillian Kowalski
S 2:00pm	<i>TEACHING SOCIAL JUSTICE ADVOCACY TOTEENS: LOBBYING AND MEDIA SKILLS</i> Rabbi Dennis S. Ross
S 3:45pm	<i>YOUTUBE, BLOGGING AND ONLINE RESEARCH: ENGAGING TWEENS, TEENS AND ADULTS IN 21ST CENTURY JEWISH LEARNING</i> Ronni Ticker
S 3:45pm	<i>TEACHING TEENS SHAKESPEARE AND JUDAISM: HOW "THE MERCHANT OF VENICE" CAN BE USED FOR FUN AND LEARNING</i> Gerry Hecht
M 8:45am	<i>JEWISH YOUNG ADULT SEXUAL BEHAVIORS</i> Arielle Kowenski
M 8:45 am	<i>SERVICE-LEARNING FOR EVERYONE: EXCELLENT SERVICE-LEARNING FOR YOUR SCHOOL OR PROGRAM</i> Rachel Meytin
M 8:45am	<i>PUTTING THE MITZVAH BACK IN BAR/BAT MITZVAH</i> Shira Hammerman
M 10:30am	<i>L'DOR VADOR: CONNECTING TEENS TO THEIR ROOTS USING JEWISH GENEALOGY</i> Jeffrey Schragar
M 1:45pm	<i>LIVING THE LEGACY: MAKING SOCIAL JUSTICE MEANINGFUL</i> Etta King
M 1:45pm	<i>SEARCHING FOR LEADERSHIP</i> Dorothy C. Herman
M 1:45pm	<i>BRINGING THE HOLOCAUST AND MORAL CHOICE-MAKING TO YOUR SCHOOL/EDUCATIONAL SETTING</i> Peter Nelson
M 3:30pm	<i>BUILDING WORLD CONSCIOUSNESS: A JEWISH IMPERATIVE AS SEEN THROUGH A KIVUNIM EDUCATIONAL EXPERIENCE</i> Peter Geffen
M 3:30pm	<i>TEACHING ETHICS IN MODERN TIMES</i> Steven Bayar
Tu 8:45am	<i>REALITY BITES: TACKLING THE TOUGH STUFF OR "REAL LIFE ISSUES" IN YOUR JEWISH EDUCATIONAL SETTING</i> Amy Dorsch
Tu 8:45am	<i>NEW TECHNOLOGY AND MATERIALS FOR B'NAI MITZVAH TEACH</i> Hazzan Sheldon Levin
Tu 8:45am	<i>POP CULTURE ISN'T SCARY: USING TV, MUSIC, MOVIES, AND MORE IN YOUR LESSON PLANS</i> Emilia Diamant
Tu 10:30am	<i>STUDENT LED T'FILLAH THAT WORKS! WORKSHOP #2</i> Yonatan Rosner

Tu 10:30am	<i>CRITICAL THINKING SKILLS FOR JEWISH TEENS AND YOUNG ADULTS</i> Meri Weiss
Tu 1:45pm	<i>BAYAMIM HAHEM: TEACHING STUDENTS TO LOOK AT THEIR LIVES THROUGH THE PROPHETS</i> Jeffrey Schrager and Miriam Tannenbaum
Tu 1:45pm	<i>MOVING BEYOND "JUSTICE, JUSTICE YOU SHALL PURSUE" WITH ONIFOOT.ORG</i> Sasha Feldstein
Tu 1:45pm	<i>GETTING TEENS INTO THE BUILDING: TEENS IN FAMILY EDUCATION, MODELS OF SUCCESS</i> Erin Beser
Tu 1:45pm	<i>FACING HISTORY AND TODAY: HOLOCAUST AND HUMAN BEHAVIOR</i> Peter Nelson
Tu 1:45pm	<i>OLD WINE IN NEW BOTTLES: NEW GRAPHIC SYMBOLS FOR TEACHING NUSACH</i> Neil Schwartz
Tu 3:30pm	<i>HOW TO TEACH BIBLE INVOLVING ALL YOUR STUDENTS USING THE TECHNIQUES OF NECHAMA LEIBOWITZ</i> Nachum Amsel
Tu 3:30pm	<i>MAKING THE MOVE TO PERSONALIZED LEARNING</i> Hyim Brandes
W 8:45am	<i>UTILIZING TEEN ASSISTANTS IN THE CLASSROOM</i> Rachel Figurasmith
W 8:45am	<i>WINGED LISTENERS: YOUNG ADULTS SHARE THE STORIES OF HOLOCAUST SURVIVORS</i> Jennifer Rudick Zunikoff , Andrea Heymann, Arielle Breite
W 8:45am	<i>TEACHING ABOUT GOD IN THE CLASSROOM</i> Phillip Schwartz
W 8:45am	<i>HIP HOP HEVRUTA: THE MUSICAL MAGIC OF BIBLE RAPS</i> Eliana Light
W 10:30am	<i>CREATING TZEDAKAH ORIENTED COMMUNITIES</i> Steven Bayar

TEXT AND TRADITION

S 2:00pm	<i>THE INTELLECTUAL, PRAGMATIC, AND EMOTIONAL-SPIRITUAL REASONS FOR THE MITZVOT IN JEWISH THOUGHT</i> Rabbi Leonard Levin
M 8:45 am	<i>THE DAY THE TALMUD WAS CREATED</i> Joel Grishaver
M 10:30am	<i>RABBI ELISHA BEN ABUYA OR ACHER: IS THERE ROOM FOR EXCLUSION IN JEWISH EDUCATION?</i> Dalia Davis
M 5:15pm	Makom - Arts Festival <i>ARTISTIC EXPRESSION THROUGH DANCE SEEN THROUGH THE LENS OF TEXT</i> , Dalia Davis
M 5:15pm	Makom - Arts Festival - <i>MITZVAH STORIES SALON</i> , Cherie Karo-Schwartz, Gerald Fierst, Dan Gordon, Jennifer Rudick Zunikoff & Jordan Hill
M 5:15pm	Makom - Arts Festival - <i>SILK ART AND SWEET FRUIT</i> Nancy Katz and Cherie Koller-Fox

Tu 8:45am	<i>HOW PIRKE AVOT, THE ETHICS OF THE FATHERS, CAN SAVE JUDAISM</i> William Berkson
Tu 8:45am	<i>TEXT BY DESIGN: USING TEXT STUDY AS A TOOL FOR PROFESSIONAL DEVELOPMENT</i> Leah Wolff-Pellingra
Tu 8:45am	<i>THE CENTRALITY OF MUSIC IN JUDAISM</i> Nachum Amsel
Tu 1:45pm	<i>MOVING BEYOND "JUSTICE, JUSTICE YOU SHALL PURSUE" WITH ONIFOOT.ORG</i> Sasha Feldstein
Tu 1:45pm	<i>COPYWRITING OUR LIVES: KNOWING HOW AND WHEN TO PASS THE TORCH</i> Dalia Davis
Tu 3:30pm	<i>THE WISDOM OF THE SIDUR</i> Cherie Koller-Fox
W 10:30am	<i>THE PROMISE: AN ISRAEL WORKSHOP</i> Sam Glaser

THE BIG PICTURE OF JEWISH EDUCATION

M 10:30am	<i>(BIG AND SMALL) QUESTIONS IN JEWISH EDUCATION</i> Jen Glaser
Tu 8:45am	<i>REALITY BITES: TACKLING THE TOUGH STUFF OR "REAL LIFE ISSUES" IN YOUR JEWISH EDUCATIONAL SETTING</i> Amy Dorsch
W 8:45am	<i>PUTTING THE "HEBREW" BACK IN HEBREW SCHOOL: WHAT GOES WRONG WITH HEBREW EDUCATION AND HOW TO FIX IT</i> Joel Hoffman

THEOLOGY

S 2:00pm	<i>TEACHING SOCIAL JUSTICE ADVOCACY TO TEENS: LOBBYING AND MEDIA SKILLS</i> Rabbi Dennis S. Ross
M 8:45am	<i>SERVICE-LEARNING FOR EVERYONE: EXCELLENT SERVICE-LEARNING FOR YOUR SCHOOL OR PROGRAM</i> Rachel Meytin
M 8:45am	<i>PUTTING THE MITZVAH BACK IN BAR/BAT MITZVAH</i> Shira Hammerman
M 10:30am	<i>THINKING OUT OF THE BOX WITH "WHERE DO YOU GIVE?": REIMAGINING TZEDAKAH FOR THE 21ST CENTURY</i> Sasha Feldstein
M 1:45pm	<i>LIVING THE LEGACY: MAKING SOCIAL JUSTICE MEANINGFUL</i> Etta King
M 3:30pm	<i>BUILDING WORLD CONSCIOUSNESS: A JEWISH IMPERATIVE AS SEEN THROUGH A KIVUNIM EDUCATIONAL EXPERIENCE</i> Peter Geffen
M 3:30pm	<i>MAKING INTERFAITH MULTIFAITH THROUGH SOCIAL ACTION</i> George Kelley
Tu 8:45am	<i>USING GOOD PEOPLE TO TEACH TIKKUN OLAM</i> Naomi Eisenberger and Sharon Halper
Tu 10:30am	<i>ENGAGING CONGREGANTS IN POVERTY AND HOMELESSNESS SOCIAL ACTION</i> Mark Wasserman and Frank McCann

Tu 1:45pm	<i>MOVING BEYOND "JUSTICE, JUSTICE YOU SHALL PURSUE" WITH ONIFOOT.ORG</i> Sasha Feldstein
W 10:30am	<i>CREATING TZEDAKAH ORIENTED COMMUNITIES</i> Steven Bayar

TIKKUN OLAM/SOCIAL JUSTICE/TZEDAKAH

S 2:00pm	<i>TEACHING SOCIAL JUSTICE ADVOCACY TOTEENS: LOBBYING AND MEDIA SKILLS</i> Rabbi Dennis S. Ross
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W 10:30am	<i>CREATING TZEDAKAH ORIENTED COMMUNITIES</i> Steven Bayar

TORAH L'SHMA

S 2:00pm	<i>THE INTELLECTUAL, PRAGMATIC, AND EMOTIONAL-SPIRITUAL REASONS FOR THE MITZVOT IN JEWISH THOUGHT</i> Rabbi Leonard Levin
S 3:45pm	<i>WHAT HAPPENS WHEN YOU (KIND OF) GET WHAT YOU WISH FOR: THE STORY OF YIFTAH</i> Everett Fox
M 8:45am	<i>THE BIBLE'S NASTIEST STORY: JUDGES 19</i> Everett Fox
M 10:30am	<i>RABBI ELISHA BEN ABUYA OR ACHER: IS THERE ROOM FOR EXCLUSION IN JEWISH EDUCATION?</i> Dalia Davis
M 3:30pm	<i>UPPITY WOMEN OF THE BIBLE: THE TRUE STORY OF OUR MOTHERS</i> Ruz Gulko

PLANNING OUT YOUR CONFERENCE

SUNDAY, AUGUST 5TH		
SESSIONS	1ST CHOICE	2ND CHOICE
SESSION 1 AB		
MONDAY, AUGUST 6TH		
SESSIONS	1ST CHOICE	2ND CHOICE
SESSION 2 ABC		
SESSION 3 ABC		
ARTS FESTIVAL		
OTHER ACTIVITIES		
TUESDAY, AUGUST 7TH		
SESSION 4 ABC		
SESSION 5 ABC		
OTHER ACTIVITIES		
WEDNESDAY, AUGUST 8TH		
SESSION 6 ABC		

NOTES:

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