

General Studies In-Service Supplement



B'CHADREI CHADORIM

Your inside view in and around Clifton Cheder

י"ג כסלו תשע"ו

November 25, 2015

Rabbi Yonah G. Lazar, Dean

Mrs. Rivkah Isaacs, Early Childhood Director

Mrs. Odelia Schlisser, General Studies Principal

Volume III, Issue 4 Supplement

Lessons on Leadership



By: Mrs. Odelia Schlisser

I was honored to participate in the key note address and a workshop by Shimon Waronker on The Characteristics of Leadership. Shimon is a fascinating individual. He grew up in South America, and is a Lubavitcher Chossid living in Crown Heights. He took over as a superintendent at one of the ten top worst public schools in the country. When the students and community saw this soft spoken man with his yarmulke and tzitzis, they did not think he would last. Shimon Waronker turned

this school around into a top notch place. The former crime riddled, low attendance establishment became a place where teachers sought employment, children felt safe, and students' achievement scores rose.

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Have you joined the FFFF Movement?

If you haven't had a chance to yet, please forward our Open House Infomercials to Five Fantastic Friends and Families that you would want to have enroll their children at the Cheder.

CALENDAR

**Thursday, November 26th-
Friday, November 27th**

Thanksgiving Weekend
Early Childhood: no sessions
Elementary: 12:30 p.m. dism.

Shabbos, November 27th-28th

*Rabbi Lazar & family visit
Passaic/Clifton for Shabbos*

Rabbi Lazar will iy"h deliver a
Friday night D'var Torah
at the new Shul of
Rabbi Yonah S. Lazar
and the

Shabbos Morning D'rasha
at Rabbi Spira's Shul
See attached flyer for details.

Sunday, November 29th

*Clifton Cheder Open House
7:45 p.m.*

Sunday, December 6th

*Third Grade
Hascholas Mishnayos*

CHEDER | חדר

CLIFTON CHEDER
123 INDUSTRIAL EAST
CLIFTON, NJ 07012
(973) 472-0011
ADMIN@CLIFTONCHEDER.ORG

Professional InterACTions



By: Mr. Joshua Rubin

Last Wednesday, I was lucky enough to have the experience of a lifetime. Attending the Day of Learning at HAFTR was both exciting as well as intellectually stimulating. Surrounded by fellow educators, some of whom have decades of experience under their belts was both awe-inspiring as well as humbling. Not only were we pushed to learn new tactics for the classroom, but we reinforced our understanding that the number one priority for us is not the books we read or the tests we give, but rather, it's the students that we teach.

I sat in on a workshop

called "InterACT." This was a program that involved an educator providing a situation and three young actors by the names of Rachel, Hannah and Jacob. These three beautifully acted out scenarios of potential occurrences in the classroom that an average teacher might face. This included instances of bullying, the feeling of being the new kid as well as other social interactions that students regularly face. When the scene came to its end, we, the teachers, were allowed to interact with the actors in character to further discuss the event that was performed. We then held group discussions to find ways to assess and either mend or positively change the situation that these actors performed. Needless to say, I was

fascinated to hear from these other educators who proposed so many wonderful ideas. I felt that this program made each and every one who attended a stronger teacher and human being.

Professional development is always necessary for teachers to enhance and build on their craft. We learn not just about the classroom, but about ourselves as well. This Yeshiva Day School Day of Learning helped us do all of that and much more. I want to thank Mrs. Odelia Schlisser and the Clifton Cheder so much for giving us all the opportunity to attend this wonderful event! I certainly can't wait to see what they bring to the table next year!



Pointers For Positive Performance (yes, even with ADHD)

By: Mrs. Suri Gutstein

This past professional day, November 11th, I took 2 workshops which discussed the impact of Attention Deficit Hyperactivity Disorder, also known as ADHD, on a student's behavior in school. The workshops were called, "What Every Parent and Professional Must Know about ADD and ADHD!," given by Chris A. Zeigler Dendy, M.S. and Tommy Dendy, B.S., and "If I Could, I Would: Keys to Managing Challenging Behaviors in the Classroom," given by Dr. Phyllis Anne Teeter Ellison, Professor Emeritus at the University of Wisconsin-Milwaukee. I am going to focus on the first course because it is very pertinent for anyone who is involved with children who have ADHD.

There are 2 forms of ADHD. One is hyperactive-impulsive and the other one is inattentive. Some symptoms of hyperactive-impulsive ADHD include calling out, the inability to sit still, and having trouble working quietly. Inattentive ADHD is when a student has a difficult time focusing, finishing assignments, holding on to things, and is easily distracted. There may also be times that a child has a coexisting condition such as anxiety or a conduct disorder. ADHD affects a child's executive functioning. Executive function is controlled by the frontal lobe of the brain, for example a child's ability to recall information, organize materials, and control emotions. This challenge may cause a child to be

unable to start or complete an assignment; comprehend what was read, or write an essay. One of the treatments for ADHD is medication, which is effective 70-92% of the time. However, sometimes the dosage is too low and it can take a while to figure out exactly which dosage and medication works.

There are some very simple strategies that can be implemented within the classroom in order to help a student achieve.

- Allowing a child to chew gum or fidget can allow him to keep his body busy, while still paying attention.
- Helping a student organize his materials and making the classroom an organized set-

ting can assist him in keeping his belonging where they need to be.

- If a child has a difficult time with comprehension, reading directions orally and giving additional instructions may help the student understand the requirements of an assignment better.
- Giving a child an extended amount of time to do a test or modifying the test to the student's ability may also increase a child's performance.

Usually children want to succeed and at times it is just a matter of helping them figure out how to function in the classroom in order to get them to their ultimate goal.... **SUCCESS!**



Is it Nature (he is wired that way), or is it Nurture (the environment we create)?

By: Mrs. Erica Yadlovker

One session I went to was on changing and managing student affect. This means that any individual has a right to feel whatever emotion he/she is feeling then. As parents, we are meant to teach our children the proper display of emotion (affect) in order to create social and emotional well-being for our children. This includes how to react when you are upset, make a mistake, or don't get your own way. Affect regulation is an important factor in establishing and maintaining a classroom where the learning environment is safe and boundaries are secure, enabling students to take risks and explore new possibilities.

One way to manage student affect that was discussed was mindfulness, and how to create it in the classroom. The third grade has now begun implementing these techniques, through breathing exercises. The point of these exercises is to create an awareness of a person's body and breathing. By doing this, it increases the body's intake of oxygen, thereby increasing the oxygen levels in the brain and organs. This then, helps students (and adults!) focus, concentrate and learn better. This also helps the students be aware of their bodies and what they feeling in

the moment. Instead of just reacting to something, they learn to concentrate and focus their bodies.

The ultimate goal is preventing extreme emotional reactions, keeping students calm and



aware of themselves and their behaviors. Creating a routine that incorporates this establishes behaviors patterns for when students feel they are having a difficult time controlling their emotions and behaving appropriately. A student can step aside, and do an exercise he is already familiar with, that is already part of his routine. This will increase oxy-

gen to his brain, and slow down his reaction to something. The student will be able to think and talk through a problem more easily, and not just have an explosive reaction to the problem.

This works because of the parts of the brain that are involved in reaction processes. The two we discussed were the prefrontal cortex, which is involved in slow, managed, processed, ordered thinking. The other is the amygdala, which controls a person's quick reactions, quickly termed the "flight, fight or freeze" reactions. All people need both for different tasks. The prefrontal cortex helps us pick a baby name, while the amygdala can help us avoid a car crash on a rainy day. While adults know how to use the prefrontal cortex more, many students do not (yet). Therefore, their reactions come from the side of the brain that may not always

create the best reactions for the scenario. Taking a moment to breathe and think things through, while getting more oxygen to the brain, helps students better activate the prefrontal cortex, allowing them to achieve better, more thought out reactions to the problems they are facing.

One Principal + Eight Teachers, Attended on Average Three PD Workshops Each, the Sum of Their Learning = Cancelled Afternoon Classes on Veterans Day



By: Mrs. Odelia Schlisser and Mrs. Debra Goldberg

On Veteran's Day, we traveled as a group of educators to participate in the Annual Yeshiva Day School Professional Development day, conducted by The Jewish Education project. We spent the better part of the day benefiting from various workshops. One fascinating workshop that I attended along with Mrs. Goldberg was *Making and Critiquing Mathematical Arguments at Grades 6 to 8*, by Eric Segal, a Generation Ready Math Consultant.

In this workshop we learned that it is not enough to teach math,

but rather it is incumbent on us to help our students become mathematically proficient by being able to construct viable arguments, both orally and in writing and to listen and critique the reasoning of others. This is actually the Common

Core Practice #3: "Mathematically proficient students are able to do more than provide an answer. They are able to share their reasoning, to prove that their actions and their answers make sense. Such students are able to assess other's thinking and recognize its validity or find faults in their arguments. And they are able to clearly communicate their thinking to others" (Putting the Practices into Action, Page 44).

Students apply various different justifications for their mathematical process. Some may accept an idea because their teacher or parent told them so. A more so-

phisticated justification for an answer would be the result of trying out the example, or applying mathematical reasoning, or formal proof.

One easy and fun way to do this is a math problem called Eliminate IT –

Here is an example for you to work out:

Eliminate It

Which one does not belong with the others?

Tell or show why it does not belong:

55	21
49	28

What answer did you come up with? More importantly what justification did you provide for your answer?

Here are a few potential answers; Answer 1: 28, because it's the only even factor

Answer 2: 55, because the other numbers equal a number sentence ($28+21=49$)

There are other potential answers. The emphasis we need to be placing for our students is that they have the rationale or the justification for the answer and not just on producing the correct response.



יהי ביתך פתוח לרוחה

CLIFTON CHEDER
invites you to our

תשע"ז / 2016-17
OPEN HOUSE

SEE FOR
YOURSELF WHAT
EVERYONE IS
TALKING ABOUT!

ASK ABOUT
OUR SPECIAL
\$4,800
TODDLER &
NURSERY RATES



SUNDAY
NOVEMBER 29th
7:45 pm

123 Industrial East
Clifton, New Jersey
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cliftoncheder.org



Look out for
details of our
NEW GIRLS
ELEMENTARY
SCHOOL!

IF A CHEDER CHILD
IS A HAPPY CHILD,
wouldn't you want that for your child?

Cheder Grades for תשע"ז / 2016-17:

BOYS
Toddler – Grade 8

GIRLS
Toddler – Pre1A

חדר
CHEDER

Rabbi Yonah G. Lazar
DEAN

Mrs. Rivkah Isaacs
EARLY CHILDHOOD DIRECTOR

Mrs. Odelia
Schlisser
GENERAL STUDIES
PRINCIPAL



Updated Schedule

CHEDER | אָדער

Please join our dean and his family as they visit our Passaic/Clifton community for this Shabbos, Parshas Vayishlach, November 27-28.

Rabbi Lazar will iy"h deliver the **Friday night D'var Torah**

at the new Shul of Rabbi Yonah S. Lazar

Kehilas Eitz Chaim, 371 Brook Avenue

Mincha: 4:15 p.m.



and the

Shabbos Morning D'rasha at

Rabbi Menachem Spira's Shul

Beis Medrash Zichron Eliezer

170 Main Avenue, Passaic

Shachris: 8:30 a.m.

At 8:00 p.m. the community is invited to a **Gala Oneg Shabbos** for men, women, and children at the home of Mr. and Mrs. Kurt Stein, 85 Ridge Avenue