



# 2015

ANNUAL  
REPORT



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## MESSAGE FROM THE EXECUTIVE DIRECTOR

**W**ith gratitude to Hashem, we can look back and reflect on 2015 as another exciting year of growth at the Menachem Education Foundation (MEF). For seven years, we have worked tirelessly towards ensuring that every student in a Chabad school has access to a high-quality education that will prepare them to lead a successful life, imbued with Torah and its values.

Throughout my time at the helm of this organization, MEF has created a wide array of educational services and resources to address specific needs in our schools. Our teacher training programs were born out of a need to cultivate quality educators who would positively impact our children. The Zekelman Standards were developed to bring benchmarks and skill-based learning to schools. While each of these projects improved individual aspects of the Chabad education world, we came to realize the need for a more holistic approach. MEF has begun to focus on establishing comprehensive systems and structures throughout our programming.

Our new frontier lies in the newly established Chabad School Network, a multi-faceted system that addresses urgent educational challenges from every angle, bringing all of our previous efforts together in an accountable system that works with governance bodies, supporters, educational leadership, teachers, parents and students." Bold the words "bringing all our previous efforts together in an accountable system" My respect for the passion,

creativity and capability of MEF's team has never been stronger. In 2015, we were entrusted with continued leadership in nationwide education initiatives. Our programs in teacher training, community engagement, and standards implementation flourished. Our newly instituted Chabad School Network is already setting a new paradigm for educational excellence in its scope, sophistication and schools served. **It was a year of growth in capacity, structure and effectiveness.**

These achievements are not only ours to celebrate. They are yours. None of this could have happened without our staunch supporters, who are not only friends of MEF, but advocates for our community's children. In particular, I would like to thank my dear friends, **Mr. Alan and Mrs. Lori Zekelman**. Since our fortuitous meeting on a cloudy winter day, changing the experience of Torah for thousands for Jewish children. I would also like to recognize **Mr. Abe Pasternak** and the **Arora Nash Charitable Foundation** whose passion for Chabad education and personal investment of time and energy has extended our ability to reach beyond our previous capacity.

As we look ahead, we continue to take on ever more urgent challenges as we expand our reach and impact on the world of Jewish education. **Your commitment to our children's future is needed now more than ever, and we are grateful for your continued support.** May Hashem bless you, and all who are involved in quality education for our children, with success in the renewed vitality of the Jewish people.

**Rabbi Zalman Shneur**  
Executive Director

# 2015 AT A GLANCE

**142** teachers were empowered with practical skills and pedagogical knowledge to actualize students' potentials in the classroom each day.

**4** schools across the USA invested in premium standards-based curricula through Veshinantam."

**400** educators gained access to resources that support successful standard implementation at [www.ZekelmanStandards.org](http://www.ZekelmanStandards.org)



**1** school piloted our Chabad School Network, with results to be replicated in dozens of Chabad schools around the world.



Frequent professional development and networking events kept educators informed and inspired.

**100** job seekers in the educational sector utilized MEF's Job Fair and placement services.



**16** experienced educators learned mentoring techniques that grew their capacity to coach others.

**2000** students benefitted from standards-based assessment and individualized instruction.

**800** individual donors from across the community rally to support MEF in a large fundraising effort, proving grassroots support and wide recognition for the need and importance of school improvement.



## DATA INQUIRY CIRCLE



**500+** students participated in customized online assessment of Zekelman Chumash learning standards\*



\*Educational standards are the learning goals for what students should know and be able to do at each grade level. The **Zekelman Standards for Judaic Studies** act as uniform benchmarks to ensure rigorous and age appropriate learning takes place in Jewish schools around the world.



## What is DIFFERENTIATED INSTRUCTION?

Differentiation means tailoring instructions to meet individual needs.

Differentiated learning aims to:



# TRAINING TEACHERS. BUILDING LEADERS.

COACHING TEACHERS AND DEVELOPING THEIR SKILLS  
DIRECTLY IMPACTS STUDENT ACHIEVEMENT

**“W**hen I first started teaching, I was eager to succeed though I had very little knowledge or experience in how to make that happen. Without any substantial educational background, I was handed some curriculum materials, given some very basic instruction, and then was on my own in the classroom.



**RABBI DOVID BLASBERG,**  
GENERAL STUDIES TEACHER

That first year of teaching was very challenging. I had students disrupting my class constantly, leaving their seats and unable to stay on task. I struggled throughout the year and might have given up if not for the support of my school's General Studies principal. Still, I ended the year frustrated that the students had little to show for all my efforts.

I knew that given the right tools, I could do better, and I joined MEF's Teacher Induction Program with that goal in mind. I was passionate about education and wanted to make

a difference in my students' lives – I wanted them to enjoy learning. In the summer courses, MEF instructors introduced me to a whole new world of education. Suddenly, I found myself discussing how to implement techniques for literacy instruction, involve students with different learning styles in the lesson, and engage students in critical thinking. “My learning continued throughout the year with monthly forums and weekly meetings with my mentor. Ninety percent of the terminology was foreign to me, but I was determined to do better for my students, and thankfully my mentor, Rabbi Zelly Silber, was there to support me.

I entered the classroom confident that this year was going to be different. And it was. From the beginning, the techniques and tools I learned for classroom management gave my students an understanding that they were there to learn, not to goof off – although they did have fun. Instead of teaching to the book,

“There is no better feeling in the world than being able to give your students the skills they need to succeed in the classroom and beyond.”



## TEACHER COACHING PROGRAM:

**IN SEPTEMBER 2015,** MEF INTRODUCED its internally developed Teacher Coaching Program (TCP) with the purpose of providing a highly trained coach for every participant in the Teacher Induction Program (TIP). The program, which is fully aligned with MEF's acclaimed TIP model, combines a number of the most effective models in leadership, education and peer coaching.

Veteran teachers are essential in empowering and supporting their colleagues in the complex task of teaching as they guide them in developing practical skills in classroom management, lesson planning and pedagogy. The specially designed curriculum is based on the work of Professor Arthur Costa and employs a model that empowers teachers in instructional decision making that optimizes the emotional and practical support that TCP coaches can provide to TIP trainees. TCP participants gain effective vocabulary, communication and trust building skills, methods for classroom observation and feedback, as well as the knowledge to engage teachers in collaborative cycles of inquiry and reflection.

**By training quality teaching coaches, MEF gives beginning teachers vital tools to succeed in the classroom and enhance the learning experience for each and every student.**

and making up a lesson five minutes before class, my lessons were well planned, structured with goals and techniques to effectively engage every student. **From day one, my students were really learning!** They all took huge strides in their ability to read and write and, even to me, who was setting their learning goals, their progress was remarkable.

By the end of the year, all of my students, some of who could not recognize two syllable words at the beginning of the year, were reading 100-page chapter books. One student told me how excited he was to be able to take notes in other classes for the first time in his life, now that he knew how to write.

As a teacher, that is what it is all about. **There is no better feeling in the world than being able to give your students the skills they need to succeed in the classroom and beyond.** I want to continue doing that for the rest of my life!”

**TIP & TCP**  
in  
**NUMBERS**

**125** TIP  
ALUMNI

**17** MEN  
AND WOMEN  
GRADUATE TIP  
CLASS 2016

**85%**  
RETENTION RATE

OVER **40**  
SCHOOLS EMPLOY TIP  
TRAINED TEACHERS

**17** COACHES  
TRAINED IN  
THE NEW TCP

**1100** HOURS  
OF INDIVIDUALIZED  
COACHING BY TCP  
TRAINED MENTORS

# RAISING THE BAR WITH SCHOOL STANDARDS

IMPLEMENTING EDUCATIONAL STANDARDS IMPROVES THE QUALITY OF INSTRUCTION FOR EVERY STUDENT



“**T**he educational leadership at Yeshiva Schools saw tremendous value in becoming a standards-based school, and we have been implementing the Zekelman Standards for Judaic Studies from the very beginning of the program. Still, the process of implementing standards has been long, as our experienced teachers had to become familiar and comfortable with the concepts. Some of our teachers were overwhelmed by the sheer volume of the standards and were struggling to seamlessly integrate and organize them with the vast amount of Chumash material that they already had. There is a lot of information in the standards and it can really be daunting at times, even for an expert teacher.

To aid them in their task, we joined MEF’s pilot of the Veshinantam program this year. The program is a holistic school improvement program that is essentially an entry

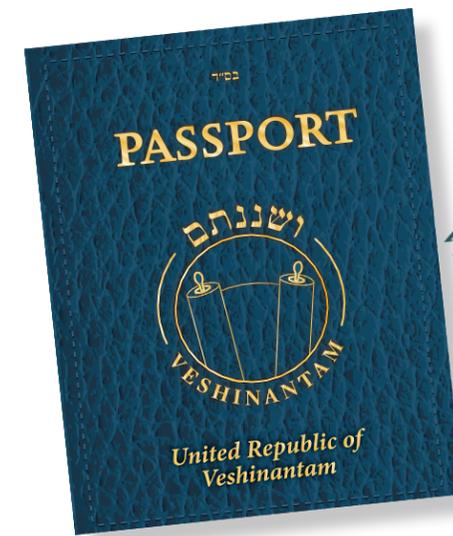
**MRS. NAMI FRIEDMAN,**  
ASSISTANT PRINCIPAL  
YESHIVA SCHOOLS PITTSBURGH

## ZEKELMANSTANDARDS.ORG: SPREADING STANDARDS TO THE WIDER JEWISH COMMUNITY

MEF’S revolutionary Zekelman Standards for Judaic Studies have introduced accountability in the world of Torah education and have set a new communal standard for what is to be expected to be learned in our schools and classrooms. The initiative allows teachers and students to set clear goals and create steps

to meet them, opening the door to transparent and purposeful assessment of student learning. Since its introduction, the Zekelman Standards have been recognized as a preeminent educational resource and throughout their development have had an enthusiastic roll out in about a dozen Jewish schools around

The MEF team created this program as a response to our journey and uses our feedback to constantly improve the program’s goal to make standards deployment achievable in our real everyday classrooms.



Interactive and child-friendly materials engage the student, bringing Chumash to life”

point to standards. The program provides schools with standards-based themed curricula, professional development, and modern assessment technology that can be easily integrated throughout the school, across grade levels.

The new, user-friendly deployment package has been a great resource for both our veteran and new teachers. The Veshinantam strategies supported teachers in developing a clearer understanding and approach to working with the standards.

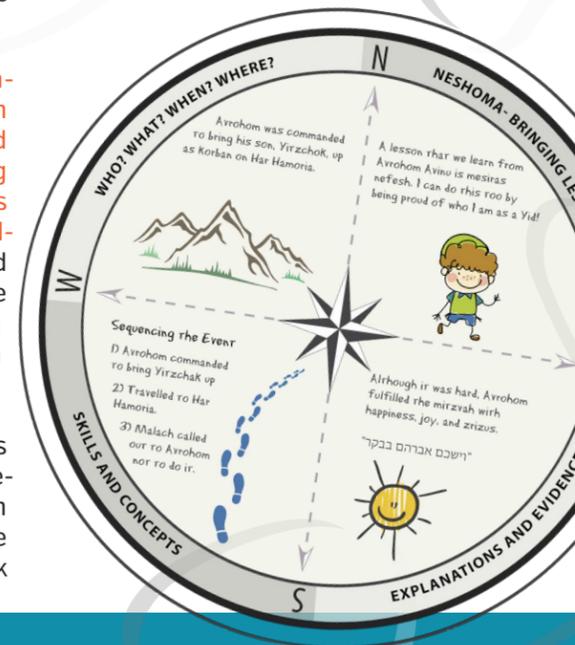
Veshinantam has increased the rigor and the organization in our instruction, heightened our focus in probing conceptual understandings of the role of Torah, and enhanced our students’ text navigation skills. The program helped teachers be vigilant about focusing on concepts that, although always included subtly in instruction, may have missed the attention they deserve.

MEF’s custom materials were very creative in the way they integrated the lessons and themes in an exciting way, and they enhanced student engagement and learning. The first unit of the program focused on the “big idea” and “essentials” of learning Chumash using the idea of zooming in and zooming out.

The concept that Torah is Hashem’s wisdom, and learning Torah connects us to Him, was included in the past, but now it is something that is on people’s tongues and is very much a part of the school culture. Our students have enhanced their macro understanding of the breadth of Torah while developing the micro tools they need to learn the detailed text.

What I love about Veshinantam is that I really feel that there is someone there for us. The MEF team created this program as a response to our journey and uses our feedback

to constantly improve the program’s goal to make standards deployment achievable in our real everyday classrooms. They are truly invested in our success and have helped us achieve a lot of valuable instructional growth.”



the world.

In an effort to share its success, MEF launched [www.ZekelmanStandards.org](http://www.ZekelmanStandards.org) in 2015, making the pioneering project widely available to the greater Jewish school network for the first time. The interactive website allows any principal, teacher or interested

parent to sign up and access the complete set of standards free of charge, and offers various support services for their successful deployment for an annual fee.

Since its launch, the user-friendly online interface was heralded as a tremendous resource for Jewish schools

well outside MEF’s normal reach, with hundreds of hits from around the world. Within three months, 73 users signed on for a paid subscription, including 14 more extensive school-wide plans, where they benefit from exclusive curriculum materials, supplementary resources associated with

specific standards and multimedia demonstrations. With its impressive digital reach, ZekelmanStandards.org gives every teacher a way to ensure that their students master the academic skills necessary for **self-sufficiency** in Torah study and **confident engagement** with Torah text.

# A NEW VISION FOR CHABAD EDUCATION

## AN ACCOUNTABLE NETWORK ENSURES BETTER EDUCATIONAL OUTCOMES IN CHABAD SCHOOLS

“I came into my first year as Principal of Cheder Chabad of Philadelphia in August 2015 with the knowledge that the school just signed on to be the first member of MEF’s Chabad School Network (CSN). I understood that the school had committed to a process of working on improvements within the school in all areas of school function, and I was eager to work toward achieving high quality educational outcomes for our students.

The program provided me with two professional and educational consultants who are mentoring me in both education and leadership areas. Rabbi Yossi Rosenblum coaches me on a weekly basis. He introduced me to the Zekelman Standards for Jewish Education and how to utilize them in our school, and advised me on mentoring, training, and evaluating staff. Providing professional development for teachers is a critical component of a high performing school, and Rabbi Rosenblum helped me acquire the skills needed to be able to run my own professional development sessions in our school.

Dr. Elliot Spiegel is working with me and the Board of Directors to strengthen our partnership and to best structure school systems and governance. I feel that I have really

**RABBI MENDY LEVIN**  
PRINCIPAL, CHEDER CHABAD  
OF PHILADELPHIA

gained a lot in my decision making, ability to deal with crises, and community relations. I have since become more confident in working with families to increase positive communication. Dr. Spiegel has also helped me with thorny communication issues, dealing with teachers and students, and he has advised me on how to improve the school culture and climate. I can truly say that **my mentors are helping me develop a mindset of growth and an understanding of the role of a principal as the leader of the school.**

The training and support that the school is receiving from CSN is truly evident in the functioning of the school on many levels. The teachers and parents are invested in our joint vision for our school. We hired a General Studies Curriculum Director and gave additional responsibilities to the Judaic Studies Curriculum Director, bolstering their ability to help teachers utilize strong learning systems. MEF’s other programs are also seamlessly integrated into our school’s ethos. Our students enjoy learning through the Veshinantam program and the Zekelman Standards for Chumash has resulted in an increase in our students’ text-based skills. When I look to hire teachers, I specifically seek MEF trained educators.

When we speak about a ‘excellence in education’ that can mean many different things to different people. The process of creating an excellent school is multifaceted as there are many areas of school function to improve. For our school, having clear benchmarks on the the continuum to becoming a “High Performing School” is vital. With every effort, we are that much closer to our goal of giving every one of our students the best education possible.”

Rabbi Mendy Levin, Principal,  
Cheder Chabad Philadelphia



### CHABAD SCHOOL NETWORK

MEF has long sought to address our community’s most urgent educational challenges from many different angles. In a concerted effort to reach every single Chabad student, we are now bringing together all of our previous efforts and creating a system that can work most advantageously with governance bodies, educational leadership, teachers, supporters, parents, and students.

At the centerpiece of our strategy is a new initiative that will improve the standards of excellence in Chabad schools on a comprehensive scale: The Chabad School Network (CSN). This network, comprised of Chabad schools which are committed to uncompromising success for all their students, will provide schools with a framework within which to strive for excellence and the resources and guidance to reach those goals.

**Every stakeholder in our children’s success – the school leadership, governing bodies, educators and parents – needs to be engaged and invested in cultivating educational institutions where students can thrive.** Member-schools will engage in best practices and strive for excellence on all levels of school function, guided by the MEF High Performance School Model. By promoting a culture of accountability and positive growth, MEF will ensure that participating schools are committed to providing each of their students with a top-quality education that gives them the tools they need for life.

The network is currently in its pilot year, and MEF is working primarily with one member-school. Our short term aim is to fully launch with 3-5 schools in September 2016 and build the network to 10 schools by 2020. The long-term goal is to reach 80 schools in North America with a combined student body of over 17,000 students.

# CONNECTING OUR COMMUNITY

BRINGING TOGETHER EDUCATIONAL STAKEHOLDERS CREATES AN ACTIVE LEARNING COMMUNITY WHERE EVERYONE GAINS



Chabad teachers gather for a unified evening of inspiration



Lecturers share professional development tools with educators

**“F**or 15 years, I have been involved with various educational outlets, and I have always found a sense of fulfillment in transmitting our heritage to others. When I started teaching 7th and 8th graders Chumash a few years ago, I knew I wanted to give my students the best quality education possible, but I had no idea what the best practices in teaching Chumash were. The school I work at is a relatively small institution with limited resources, and I began looking for solutions outside my home community to give my students the best.

**ROCHEL BAILA YAFFE,**  
CHABAD EMISSARY IN  
SOUTHERN CONNECTICUT  
AND MIDDLE SCHOOL  
CHUMASH TEACHER

When I heard about MEF's 3-day summer seminar for educators, I was intrigued. I was already familiar with names of the talented presenters and I knew that they would be able

to provide me with real life experience and quality guidance based on cutting edge research, as well as Chabad's traditional approach to education. I decided to attend, knowing that I would be getting the best in both Jewish philosophy and pedagogical methodology.

At the seminar, I met dozens of women educators from a wide range of schools—small schools for troubled teens, huge mainstream institutions with hundreds of students – and we were all there for the same purpose: to become better teachers. Although we came from different backgrounds, with different approaches to education, different levels of support and training from our administration, and varied familiarity with the materials that MEF presented, we were all in the same boat. We immediately

became a collaborative community, sharing ideas and learning from each other.

I committed myself to learning as much as I could and I gained tremendously. Where previously I didn't even know what questions to ask, I now had a foundation from which I could begin to formulate my questions or ideas. **By sharing with us how they envision excellence in Jewish Studies instruction, MEF gave me a framework within which I could think and function.**

Since the seminars, I have kept up the dialogue with the colleagues I met,

and I also signed up for the resources available at [Zekelmanstandards.org](http://Zekelmanstandards.org). I feel like a child who is learning to ride a bike for the first time – secure in the knowledge that his parents are right behind him, even if they are not holding on to the bike. It is such a comfort to know that I have a place to address my questions and that I can continue my education with people who are there to help me succeed.”



Educators explore text-based learning at workshops

“It is such a comfort to know that I have a place to address my questions and that I have a network of people out there to support my success.”



Teachers delve into educational theory at summer seminars



Job seekers network at the Chinuch Job Fair



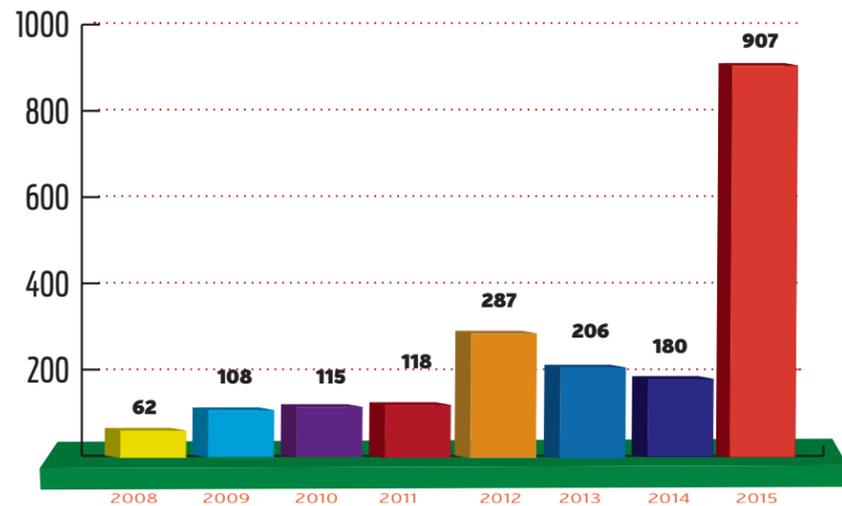
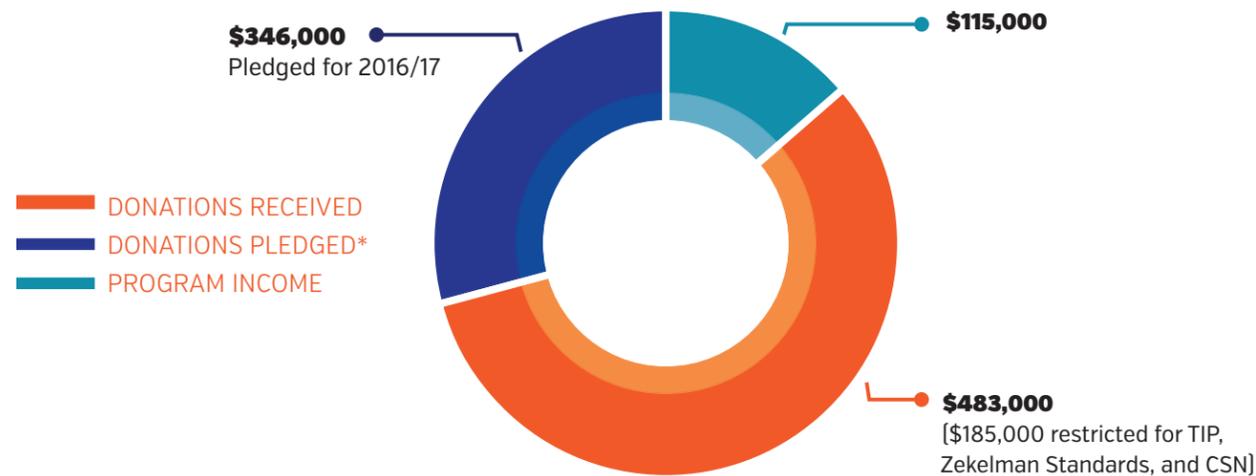
# FINANCIAL STATEMENT

YEAR ENDED DECEMBER 31, 2015

Creating programs and solutions that raise the bar for Jewish education remains a top priority for our organization and our contributions over the past year certainly reflect that. We also strive to provide comprehensive and effective systems that have an uncompromising focus on student success. **With you in our corner, we've made meaningful strides in all areas.**

## INCOME: \$944,000

[Includes pledges for 2016]

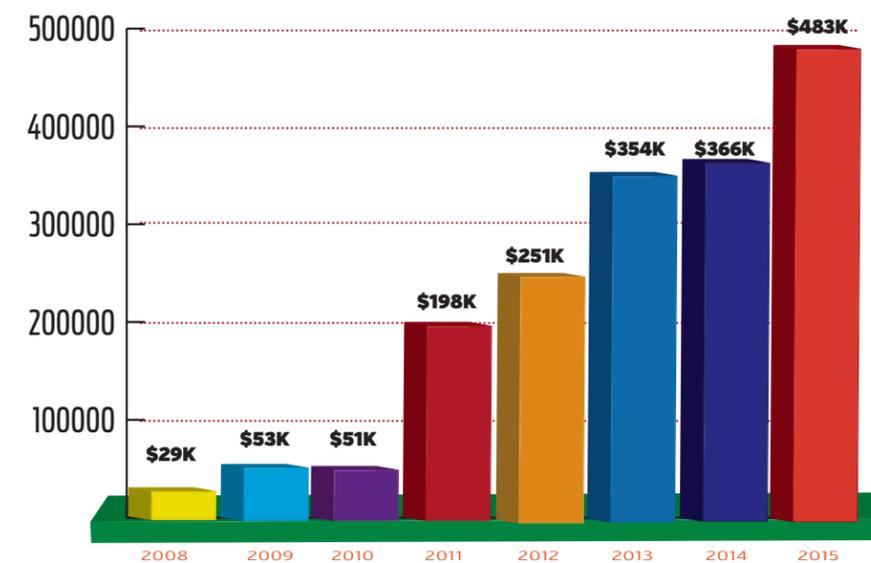
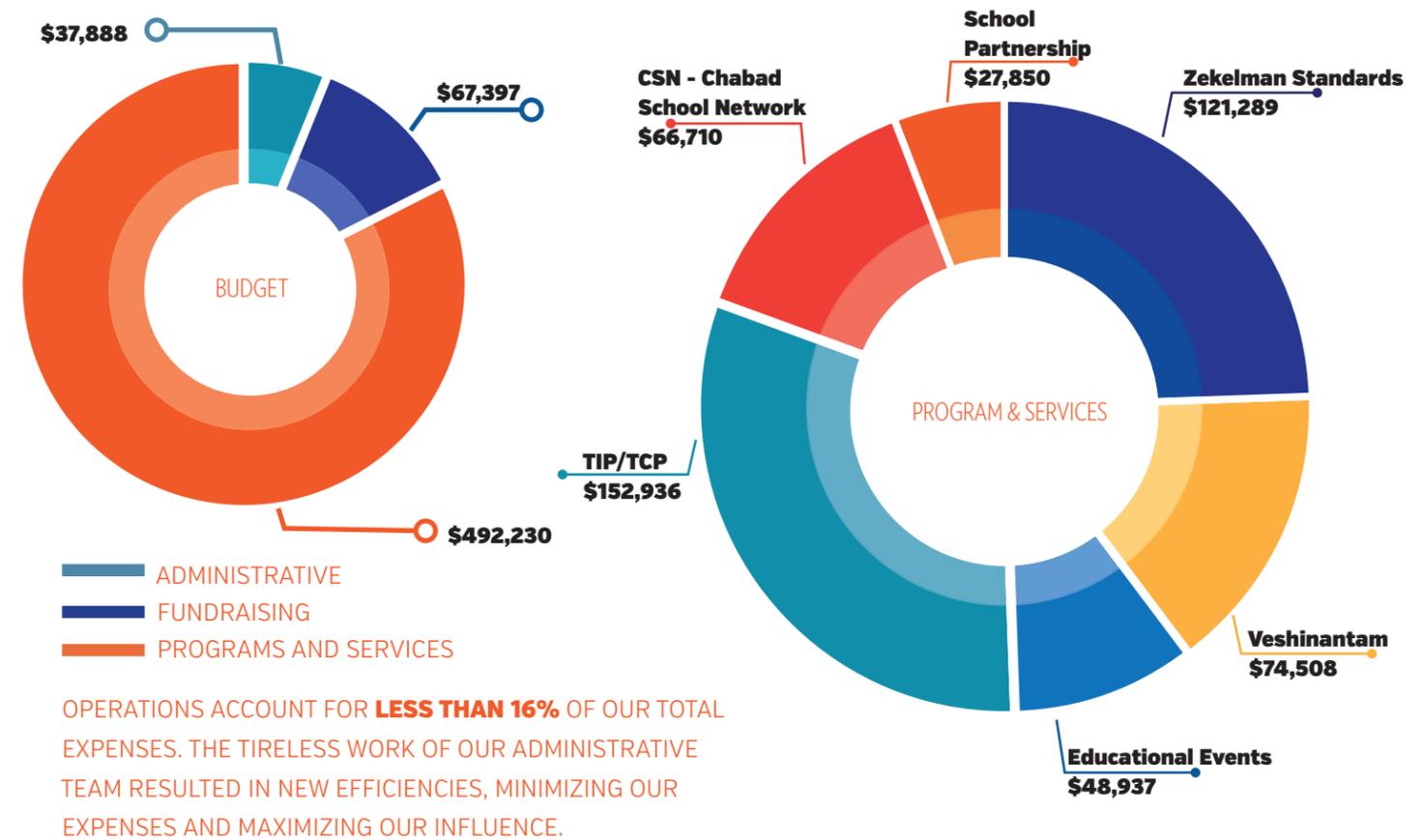


## NUMBER OF DONORS

In 2015, MEF made a concerted effort to diversify funding sources and engage the community in our work. A highly successful 24-hour crowd-funding campaign and a public awareness drive opened a lot of new eyes to the impact and importance of our work, inspiring hundreds of new donors to participate. To build on this growing momentum, we must continue to educate our audience and build support throughout our community.

\*In an unprecedented fundraising initiative, MEF undertook a 24-hour campaign to raise \$500,000. The campaign, which took place in late November, was a success, but not all the funds that were pledged on that day have been received as of December 31, 2015. Still, with a net income of \$598,000, MEF was able to comfortably cover all of its expenses in 2015. MEF expects the outstanding pledges to be fulfilled in this coming fiscal year and is proud to have a \$346,000 head start on our 2016 budget.

## EXPENSES: \$597,515



## DONATION INCOME

# SHARE OUR TRIUMPHS



THE MENACHEM EDUCATION FOUNDATION is transforming the education of children in Chabad schools from the inside out. Our programming currently enhances the Jewish education of 4,700 children in 40 cities around the world.

## AND WE OWE IT ALL TO YOU.

We are blessed to have the unwavering support of generous donors, an esteemed board of directors and hundreds of grassroots believers in change who have steadfastly stood behind our work and committed themselves to support the vibrant wellbeing of our community.

We know that we have YOU to thank for your interest in building excellent Chabad education. In a 24-hour crowdsourced fundraising campaign, 95 MEF volunteers galvanized the community to raise \$500,000 from 845 people—over 600 of them new, first time donors.

## TOGETHER, YOU DONATED \$829,000 TO ADVANCE JEWISH EDUCATION THIS YEAR.



Because of **your** support in 2015, we have been able to implement more system-oriented solutions in more ways than ever before. Our innovative leadership and training programs, comprehensive curriculum models and digital standardization measures have brought a previously unknown measure of progress and professionalism to Chabad schools.

By creating actual change in individual classrooms we are inspiring a new vision for Chabad education and making it a reality.

But amid all the great triumphs of the previous year, we look toward the daunting challenges of the next. We currently service *only one quarter* of the 15,000 children in Chabad schools. MEF will not rest until we reach EVERY Chabad student in EVERY Chabad school.

So we invite you to help us to conquer once again. To help us break through. To push us further than we've ever been.

Our organization effects the very future of the Jewish people and we ask you to continue to lend your support and take your commitment one step further.

## SHARE OUR TRIUMPHS. HELP MAKE 2016 OUR MOST EFFECTIVE YEAR YET!

Please send your tax-deductible donation to 411 Kingston Avenue Suite 300, Brooklyn NY 11213 or contribute at [www.mymef.org](http://www.mymef.org).



**RABBI ZALMAN SHNEUR, Executive Director**  
A tireless activist on behalf of Jewish learning and professional education, Rabbi Shneur founded the Menachem Education Foundation in an effort to bring professionalized systems to advance Chabad education. He is widely recognized for his solutions-oriented approach to challenges and his passionate advocacy for students.

**RABBI SHMUEL GOLDMAN, Strategic Initiatives and Technology**  
As co-founder and former COO of Intrasphere Technologies, Inc., Rabbi Goldman brings his business expertise as well as a long career of community service to improving MEF's infrastructure and operations.

**MRS. CHANAH ROSE, Educational Director**  
After nearly a decade as a teacher and curriculum director, Mrs. Rose has taken her passion for education to the next level in her role as MEF's educational director, where she works with teachers, schools and other constituents to bring MEF's lofty educational goals to life in the classroom.

**RABBI NISSEN BRENNSON, Chabad School Network Project Manager**  
With a long career in education and management, including stints as a camp director, supplementary school principal, and director of education at the Jewish Children's Museum, Rabbi Brenenson is currently serving as CSN project manager, overseeing all of its operations in its pilot year.

**RABBI ZELLY SILBER, Teacher Induction Program Director**  
A veteran teacher of 8 years at Cheder Chabad of Monsey, Rabbi Silber is himself an alumnus of MEF's first TIP cohort and a sought after teacher, mentor and advisor. Today he directs the men's division of the TIP.

**MRS. BLUMIE GUREVITZ, Women's Teacher Coaching Program Instructor**  
A veteran educator for over a decade with a variety of age groups, experienced teacher mentor, curriculum coordinator and instructional leader at Cheder Chabad of Philadelphia, Mrs. Gurevitz was personally trained to lead the Teacher Coaching Program by its chief developer, Ms. Liz Gewirtzman.

**RABBI LEVI FELDMAN, Men's Teacher Coaching Program Instructor**  
A true example of MEF's ability to build leadership

from within, Rabbi Feldman first came to MEF as a rookie teacher in the TIP. Soon after, he decided to give back by becoming a mentor and today he leads the men's cohort of the new Teacher Coaching Program.

**MRS. MIMI MARK, Fundraising Specialist**  
A veteran fundraising professional, Mrs. Mark started her development career in the Jewish Federation system and then went on to raise funds for other Jewish organizations. At MEF she helps manage the annual campaign, grant applications, as well as board and leadership development.

**MS. RIVKA TAUBER, Program Coordinator and Office Manager**  
In addition to being the coordinator for MEF's events and programming, Ms. Tauber manages the main office and is acting assistant to the Executive Director. A vital member of the administration team, Ms. Tauber takes on many important managerial roles in the organization.

**RABBI REUVEN DERAY, Systems Administrator**  
As MEF's in-house tech and media maven, Rabbi Deray manages all aspects of our online communities, creating educational multimedia, and managing assessment and learning platforms. He also focuses on creating technological solutions for MEF's many programs and helps develop the website and other tech-based systems.

**MS. SHAINA SHAGALOW, Program Officer**  
With a strong background in management, Ms. Shagalow oversees the TIP, TCP and Veshinantam programs, where she leads, develops and coordinates all aspects of these projects.

**MR. YEHUDA SUGAR, School Placement and Recruitment**  
As the director of MEF's educational job placement program, Mr. Sugar has a keen understanding of what schools and job seekers are looking for and works tirelessly to make effective matches that will benefit all parties.

**MRS. RENA UDKOFF, Copywriter**  
An experienced writer with a talent for breaking down big ideas into clear and simple words, Mrs. Udkoff helps tell MEF's story throughout the organization's written communication.

## EDUCATIONAL CONSULTANTS:

**MS. LIZ GEWIRTZMAN, MA, Educational Consultant, TIP and TCP curriculum**  
A distinguished lecturer at Baruch College School of Public Affairs and nationally recognized "teacher of teachers," Ms. Gewirtzman has consulted for the NYC Board of Education, the Rochester City School System, the NYC Leadership Academy, and MEF's leadership training initiatives.

**RABBI MENACHEM GREENBAUM, Zekelman Standards Development Team**  
As Principal of the high performing Cheder Menachem of Los Angeles, CA, and recipient of the Milken Jewish Educator Award, Rabbi Greenbaum contributes to the content and integrity of MEF's educational activities.

**RABBI YOSSI ROSENBLUM, Zekelman Standards of Judaic Studies Director**  
A widely esteemed educational consultant and principal of blue-ribbon winning Yeshiva Schools of Pittsburgh, Rabbi Rosenblum steers the content and development of the Zekelman Standards and acts as a senior advisor of MEF's educational initiatives.

**DR. SARA ROSENFELD, D.Ed, Zekelman Standards Development Team**  
Director of Curriculum in Yeshiva-Beth Rivkah Colleges in Melbourne, Australia, and author of numerous Judaic curricula and workbooks, Dr. Rosenfeld is sought after as a presenter and Jewish educational consultant around the world.

**DR. CHANA SILBERSTEIN, PhD, Senior Advisor for Curriculum and Educational Programming**  
Educational director of Chabad of Ithaca and former dean of curriculum at the Rohr Jewish Learning Institute (JLI), Dr. Silberstein has over 25 years experience in education and curriculum development, and a PhD in experimental psychology from Cornell University.

**DR. ELLIOT SPIEGEL, D.Ed, CSN Governance**  
With a long career history in school governance and leadership, Dr. Spiegel has been in the forefront of the growth of community day schools. Today, he brings that expertise to CSN as a primary consultant in the areas of school governance and organizational structure.

## BOARD OF DIRECTORS:

**MR. GERALD EISENBERG CPA, ESM**  
Tax, Partner

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**RABBI ZALMAN SHNEUR, MEF,**  
Executive Director

**MR. ALAN ZEKELMAN, JMC Steel,**  
Officer

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**DR. CHARLOTTE K. FRANK, McGraw Hill, Senior Vice President of Research and Development**

**RABBI YOSEF SIMPSON, United Lubavitcher Yeshiva, Principal**

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**RABBI ZALMEN LEIB MARKOWITZ, Independent Educational Advisor**

**RABBI YOSSI ROSENBLUM, Yeshiva Schools of Pittsburgh, Principal**

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