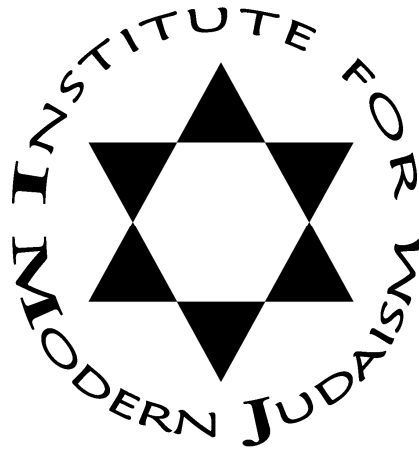
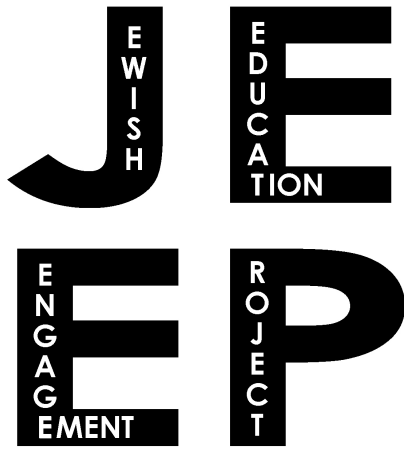


The Jewish Education Engagement Project of the Institute for Modern Judaism



proudly presents a financial proposal...

The IMJ's **Madrich** **Training Initiative**

*Engaging today's Jewish students
to produce tomorrow's Jewish adults*

Respectfully submitted by:
Noah Zaves, IMJ Director

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About the IMJ:

The Institute for Modern Judaism is a new organization dedicated to engaging young Jews through educational and social contexts, resulting in a positive identification with Judaism.

About Noah Zaves, IMJ Director:

Noah Zaves has seven years of experience in Jewish education and programming. From his roots coordinating Midrasha retreats in the East Bay, to his tenure as Program Director of the legendary Camp Tawonga, Noah has engaged with all levels of the Jewish community. His philosophy of dynamic, engaging, and memorable education – cultural, religious, and social – led him to start a successful teen program in Oregon, and to develop a new *commandments* curriculum complete with a “service learning” component. Now, Mr. Zaves is excited about empowering teenage Jews to effectively teach these ideas in K-7 Hebrew schools, thus creating a self-sustaining cycle in the community.

1) Intro/Mission

Too many Jewish adults have negative memories of Hebrew school. Indeed, bad Hebrew school experiences have led many teenagers to entirely avoid youth groups or Hebrew high programs, the traditional gateway to lifelong Jewish identity.

The JEEP program will address that issue by changing the culture of America's K-7 Hebrew schools, leaving graduates with a positive Jewish identity, and an excitement about continuing their Jewish development.

The Madrich Training Initiative, outlined in this proposal, is the first step toward that ultimate goal. By empowering teens with the tools, training, and philosophy to engage students in the classroom, Hebrew schools connect with the students on a level that adult teachers can't match. Along with their natural enthusiasm and energy, modern teens' cultural proximity to K-7 students allows them to present lessons and activities using methods that the students will actively enjoy.

Rabbi Sydney Mintz's 1994 explanation of *yasher koach* as "may the force be with you" changed the perspective of a generation of young Jews. Who knows which teen will invent the next cultural catchphrase to engage tomorrow's Hebrew school students?

2) Content/Trainings

The Madrich Training Initiative includes three major training modules:

- Group dynamics/classroom management skills
- Lesson development/setting goals
- Teacher personality/being awesome & memorable

The initiative will look slightly different at each participating synagogue, but it will consistently feature two complementary components: training and coaching.

☆ *TRAINING*

Madrichim will gather for training every 2-4 weeks. Synagogues will schedule these trainings, lasting 30-60 minutes, either during classes or afterward. Trainings will be run seminar-style, giving each teen the opportunity to research and share a specific area of education. Later, the madrichim will plan their own lessons, and practice implementing them in front of their peers. The trainings will emphasize the use of original and contemporary techniques, to best engage both the madrichim and their eventual students.

☆ *COACHING*

Following the trainings, Mr. Zaves will coach each Madrich during their classes. He will address all aspects of their performance, including their success focusing student attention on the adult teacher, and their eventual formal lessons (likely toward the end of the year). After each observation session, Mr. Zaves will debrief the experience with the Madrich, to identify areas of success and areas of improvement, giving them the tools to evaluate their success even when Mr. Zaves isn't observing. These self-assessments will also be conducted on a larger scale at the trainings, giving Madrichim the opportunity to share suggestions that have worked for them. Finally, Mr. Zaves will help the adult teachers provide frequent written and oral feedback that will support the Madrichim in their educational growth.

3) Program Participants

For this pilot project, during the 2010-2011 school year, the Madrich Training Initiative is being implemented at two synagogues:

- Congregation B'nai Shalom (Walnut Creek, CA)
- Temple Beth Abraham (Oakland, CA)

The synagogues' staggered religious school schedules allow Mr. Zaves to simultaneously implement the program at all three schools. In addition, their proximity to each other will allow him to facilitate periodic regional events, where the different groups of Madrichim can meet and interact, fostering a larger sense of community.

In coming years, this program will be expanded to more synagogues, with Mr. Zaves empowering local educators to run trainings for the Madrichim. This pilot will allow the JEEP to refine the training curriculum, and identify effective coaching methods, to ensure the program's success and transferability as it expands in the future.

4) Financial Needs

The this program includes three main costs: prep time, training, and in-class coaching. Each is critical to the success of the program, and ensures that the trainings have the maximum possible impact on the students.

Professionals in the teen education field typically make \$30 per hour. This adherence to the standard wage scale will allow the IMJ to secure top-notch professionals with the skills to make this program succeed.

Projected weekly and yearly time commitment to successfully implement the Madrich Training Initiative at each synagogue:

	Hours	Cost	Per 24-week year
Curriculum preparation:	3 hrs.	\$90	\$2160
Training sessions:	2 hrs.	\$60	\$1440
In-class coaching:	4 hrs.	\$120	\$2880
Total:	9 hrs.	\$270	\$6480

In subsequent years, as the full implementation of this program continues, each participating synagogue will be asked to contribute \$1000-1500 toward the implementation, with the rest covered by grants and donations. Each synagogue will also be asked to make their board available for a fundraising solicitation by the IMJ, and we may also invite the parents of the madrichim to contribute.

5) Timeline

August 2010: Each synagogue hosts a training day for their madrichim, potentially in coordination with its training for adult staff.

September-November 2010: Bi-monthly trainings and coaching focus on themes of group dynamics and maintaining focus in class.

December 2010-February 2011: Trainings and coaching focus on the “teacher personality,” and how to actively engage students.

March-May 2011: Trainings and coaching focus on lesson development, including the creation and evaluation of goals.

May 2011: An area-wide siyyum celebration is held for all of the madrichim who have successfully completed the program.

Meanwhile...

March 2011: The IMJ evaluates the success of the Madrich Training Initiative, and solicits feedback on improvements for coming years.

April 2011: Plans are made to continue and expand the program for the following school year, including the possibility of engaging extra educators to train madrichim at new schools.