23rd Annual
JEWISH EDUCATOR
AWARDS
Luncheon

LUXE HOTEL SUNSET BLVD • LOS ANGELES • DECEMBER 13, 2012
MILKEN FAMILY FOUNDATION

JEWISH EDUCATOR AWARDS

WELCOME
Dr. Gil Graff
Executive Director
BJE

NATIONAL ANTHEMS
Cantor Nathan Lam
Stephen S. Wise Temple

GREETINGS
David Siegel
Consul General of Israel in Los Angeles

REMARKS
Richard Sandler
Executive Vice President
Milken Family Foundation

HAMOTZI
Rabbi Sholom Tendler
Mesitva Birkas Yitzchok

LUNCH

BIRKAT HAMAZON
Rabbi Aharon Wilk
Maimonides Academy

VIDEO PRESENTATION

PRESENTATION OF AWARDS
Richard Sandler

LUXE HOTEL SUNSET BLVD • DECEMBER 13, 2012
Sponsored by the Milken Family Foundation in cooperation with BJE,
a beneficiary agency of The Jewish Federation
MESSAGE FROM THE
MILKEN FAMILY FOUNDATION

There are two lasting bequests we can give our children: One is roots, the other wings.
— H. Carter

A quality Jewish day school education nourishes the roots of a strong Jewish identity, implanting core values and fertile learning while endowing youth with the wings to fly, test their limits and build a future that honors the past.

This complex and critical task is dependent upon outstanding educators. Surely, we must honor and recognize the most talented among the fine BJE teachers, administrators and specialists in nearly 40 schools. By surprising four exceptional educators with their Jewish Educator Awards before entire school communities, we proclaim very publicly that excellence in education should be rewarded. In recognizing the essential contributions that educators make to our society, we hope to encourage our next generation to consider the adventure of teaching. This connection is further reinforced through the JEA Student Essay Contest, open to middle and high school students at BJE-affiliated schools.

As we seek to attract, retain and motivate greater numbers of high-caliber individuals to pursue Jewish day school education as a profession, it is imperative that we provide them with opportunities and incentives for their work to flourish. Those we honor today—Mary Itri, Rabbi Usher Klein, Rabbi Baruch Kupfer and Lidia Turner—are role models deserving of emulation for their intelligence, scholarship, creativity and compassion. We are truly blessed by such educators, who ground our youth with the requisite knowledge and skills for success, while instilling the ethics and values that will allow them to soar.

Lowell Milken
Chairman and Co-Founder

Richard Sandler
Executive Vice President
This year’s Milken Family Foundation Jewish Educator Awards are presented during the week of Hanukkah. The holiday celebrates a victory that, eventually, restored Judaean sovereignty more than 2,000 years ago. Though military success was a significant part of the story, Jewish tradition emphasizes spiritual renewal—the rededication of the Temple—as the focus of the celebratory holiday. The rabbis chose a passage from Zechariah exalting the spirit, over might and power, as the prophetic selection to be read on the Shabbat of Hanukkah.

Educators nurture the enduring spirit of learning, enabling generations of students to take their place as thinking, inquisitive, contributing members of the communities of which they are a part. Those who teach at Jewish schools link their students to the Jewish people and its values, across time and place. How fitting to recognize excellence in education at this time of year.

The year 2012 marks 75 years since BJE was established. In 1937, it served 12 affiliated schools: five Hebrew Schools, three (Yiddish) Folk Shulen; three Workmen’s Circle Schools and one Child Care Center; there were no Jewish day schools in Los Angeles. Today, 39 BJE-affiliated day schools educate more than 9,500 students, grades K–12.

The Milken Family Foundation has been a longstanding leader in making Jewish educational opportunity available to children and families and in strengthening and recognizing excellence in education. BJE is appreciative of the partnership of the Milken Family Foundation in advancing its mission of encouraging participation, enhancing quality and promoting access to Jewish education. We honor and thank Mary Itri, Rabbi Usher Klein, Rabbi Baruch Kupfer and Lidia Turner, who brighten the lives and spirits of generations of students through their commitment to excellence in education.

Sincerely,

Donna S. Nadel
President, BJE

Gil Graff, Ph.D.
Executive Director, BJE
The Milken Family Foundation, in partnership with BJE, established the Jewish Educator Awards (JEA) in 1990 as an adjunct to the Milken Educator Awards. Each fall, four unsuspecting educators in BJE-affiliated schools are surprised before their entire school communities with individual unrestricted Jewish Educator Awards of $15,000 each. Honorees reflect the highest ideals of Jewish and secular education, fostering the lifelong pursuit of knowledge and nurturing a value system that can guide students through adulthood. Recipients also demonstrate an outstanding ability to develop Jewish children’s understanding of the connections among their religion, classroom activities and lives outside of school.

GOALS

Outstanding educators who continue to learn are essential to foster student growth, improve schools and enhance the education profession. Hence, the goals of the Jewish Educator Awards are:

- To honor and reward outstanding Jewish day school educators for the quality of their teaching, their professional leadership, their engagement with families and the community, and their potential for even greater contributions to the healthy development of children.

- To increase public awareness of the importance of their role in the community and in society.

- To encourage able, caring and creative people to choose the challenge, service and adventure of education as a career.

- To increase public support and recognition for Jewish day school educators who make outstanding contributions to the development of their students.
SELECTION

Award recipients are selected by a committee of educators—both professional and lay leaders from the Jewish community—who have a long-standing concern for and involvement with education in Jewish schools.

To be eligible for consideration, educators must teach a minimum of 15 hours per week at the K–12 level. They must have been teaching for a minimum of seven years in a BJE-affiliated school.

Criteria considered for the selection of Jewish Educator Award recipients include:

- Exceptional educational talent and promise, as demonstrated by outstanding practices in the classroom, school and community.
- Evidence of originality, dedication and capacity for leadership and self-direction.
- Commitment to influencing policies that affect children, their families and schools.
- Strong long-range potential for even greater contributions to children, the profession and society.
- Distinguished achievement in developing innovative educational curricula, programs and/or teaching methods.
- Outstanding ability to instill character and self-confidence in students.
- Outstanding ability to develop Jewish children’s understanding of the connections among their religion, their classroom activities, and their activities beyond the classroom.
- Commitment to professional development and excellence, and the continuing Judaic and/or secular study necessary for it.
- Personal involvement in responding to the needs of the Jewish and secular communities.

Criteria for administrators also include an outstanding ability to attract, support and motivate committed education professionals.
Mary Itri
General Studies Teacher, Grade 5
Director, Spring Musical, Grades 4–6
Stephen S. Wise Temple Elementary School

Creative in her roles as both a fifth-grade general studies teacher and as impresario of the annual Spring Musical, Mary Itri has sparked a love for learning in generations of students. Mrs. Itri’s acting background in stage and film informs her favorite role as teacher. She integrates the Meisner Method of Acting into her classroom management and instruction—particularly those principles for reading behavior and being in the moment—to address individual student learning styles and enhance the curriculum. She has served as a grade-level chairperson and mentored both DeLeT Fellows and student teachers. Colleagues look to her as a leader and role model.

Passionate about the potential of the performing arts to inspire students to higher levels of achievement, Mrs. Itri directs the annual Spring Musical. This tradition is widely recognized for its extraordinary professionalism. From spending her summer breaks selecting and adapting the play to collaborating with colleagues and building community partners who help ensure a successful outcome, Mrs. Itri is the driving force behind the entire production. The experience is a hands-on learning opportunity, carefully designed to reinforce Judaic values as it builds student self-confidence and skill in oral presentations. Thanks to Mrs. Itri, the musical has had a major impact on students who seek a form of personal expression that is different from playing a sport, but which offers the satisfaction and growth that comes with being part of a team mentality.
As the iconic ninth-grade yeshiva rebbe, Rabbi Usher Klein spent seven years at YULA, where he solidified an Advanced Gemara track before co-founding Mesivta Birkas Yitzchok in 2006. For incoming students, the opportunity to anchor a high school career with Rabbi Klein as the ninth-grade rebbe is a primary reason for the school’s waiting list of boys from a variety of yeshivas. Rabbi Klein is a gifted pedagogue who teaches students to think analytically and to grasp deep conceptual ideas of Talmudic Law. He has implemented several programs for learning, among them the Mishnah Brura to enable students to research laws on their own, a Talmud Survey of quick topical learning, and the classic Chavrusa Learning with one-on-one study partners. Rabbi Klein’s energetic presentation and genuine respect for students is known to transform even those who previously dreaded Talmudic study into students eager to delve deeper into learning. The Klein home is always open to students and is especially popular for Oneg Shabbos.

Rabbi Klein’s influence extends beyond his high school responsibilities. He teaches Talmud to adults every afternoon in the Mesivta Birkas Yitzchok Beit Midrash and presents adult Talmud classes two nights a week at Yeshiva of Los Angeles. As a trained and certified sofer (scribe), he is often called upon to check a mezuzah or correct a sefer Torah, and he is a sought-after speaker in many Pico-Robertson area congregations, further enriching the life of the community.
When Rabbi Baruch Kupfer was recruited as executive director of Maimonides Academy in 1984, the school had 184 pupils. Today, Maimonides is at capacity with 520 students, from pre-K through eighth grade. Under Rabbi Kupfer’s leadership, the school strives to be at the forefront of innovation in both Judaic and general studies, with a consistent focus on pride, commitment and dedication. The culture of excellence is characterized by highly qualified educators who continually improve, thanks to professional development opportunities, ongoing refinements to the instructional program, and an array of arts and enrichment programs. Of special note is the *Middot Tovot*—a focus on character and growth for young Jewish Americans. Rabbi Kupfer’s team endeavors to teach the individual child, regardless of where each is on the learning spectrum. Understanding the influence of home and family on students, he personally conducts adult education seminars for parents on Jewish texts.

In addition to his efforts to achieve a high level of academic performance and growth, Rabbi Kupfer sees to it that the school is fiscally sound. He heads a $26-million building campaign—of which half has been raised—to completely rebuild Maimonides’ campus. In the broader community, he represents the yeshiva cluster of schools on the BJE committee that is focused on building day school operational capacity. Baruch, “blessed,” is aptly descriptive of Rabbi Kupfer’s contributions to Jewish day school education in Los Angeles.
Uruguay-born Lidia Turner first became a Hebrew and Jewish studies teacher in her native country, then pursued graduate work as an architect. Upon immigrating to the U.S., she worked in architecture but soon turned full time to her first love—instilling in young people “the importance of being an educated link in the chain of Jewish generations.” With a guitar always at the ready, Mrs. Turner infuses music into her Israel and Hebrew curriculum as a way of incorporating the students’ senses into their learning. A dynamic teacher who makes Hebrew relevant and engaging, Mrs. Turner maintains a close pulse on the emotional and academic well-being of each of her students and is skilled at supporting them in meeting her high standards.

As a master teacher, Mrs. Turner leads Israel education and programming for faculty as well as students. The heart of her work has been coordinating the Nofim Israel Education Program (developed jointly by a team of educators in Israel and at Milken) and integrating it across the curriculum. Mrs. Turner creates Israel Special Days that engage the entire student body; for example, a Yom Ha’atzmaut/Israel Independence Day celebration during which students reenact the events of 1948. She utilizes primary source texts on Israeli history and culture, and bridges the geographic divide between California and Israel through an experiential, multi-media curriculum. During the summer, Mrs. Turner leads a two-week Nofim Israel faculty training trip to Israel that features studies with Israeli scholars, historians and artists.
Talented teachers and talented students go hand in hand, so the Jewish Educator Awards Student Essay Contest was a natural extension of the partnership between the Milken Family Foundation and BJE. Participation is open to middle and high school students at all BJE-affiliated schools.

As with the Jewish Educator Awards, recognition of excellence is an important part of the competition, which presents an unrestricted gift of $1,800 to the schools of the prize-winning essayists. Two winners are selected, one at the middle and one at the high school level. In addition, each of the students selected will have the opportunity to designate a $500 contribution to an approved charity of his or her choice.

The 2012 themes ask students to ponder the following questions.

**Middle School Topic:**
If there were one Jewish value that you could effectively teach to someone, what would that value be? What impact would it have on society if everyone were to embrace that value?

**High School Topic:**
Are there Jewish values that influence your views on the upcoming Presidential election? What are those values and how do they influence your thinking?

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*Sincere appreciation goes to the judges for their thoughtful review and deliberation in selecting JEA Student Essay Contest finalists.*

**David Suissa**  
President  
Jewish Journal

**Eileen Horowitz**  
DeLeT Education Director  
Hebrew Union College - Jewish Institute of Religion  
Jewish Educator Award Recipient, 2004

**Elaine Lindheim**  
Past President, BJE  
Former Middle School Language Arts Teacher
I would choose the Jewish value of always trying to move closer to G-d. I believe that having a spiritual life reminds us that we should act as if we were made in G-d’s image. When I take the opportunity to think of my relationship with G-d, I realize how lucky I am to have everything I have in this world. When I look around me, I see all of G-d’s creations—including my family, my friends, my teachers and my community. Realizing that we are part of something greater than ourselves gives us more reason to appreciate each other. I would like others to share in this value. By being spiritual, people can stop focusing on all the unimportant things in life. They need to realize that, in everything they do, they have a chance to connect with G-d.

Some people might think that spirituality is just about sitting with your own thoughts or praying. But the Jewish value of spirituality is actually about making our lives more holy. We do this in many different ways. I feel spiritual when I help other children, like when our school participated in the “Nurture Now” program. There were moments when I felt a closer connection to G-d because I had a closer connection to these kids. I wish other people would realize that, since G-d is all around us, if you want to be spiritual you have to reach out and touch others around you.

I find that there are times in my life when I am quietly talking to G-d and I can start to think of new ideas about how to make my life and other peoples’ lives better. There is so much going on in the world that people don’t pause long enough to really think about the consequences of their actions. But spirituality makes us think about how G-d would look at what we do. We really cannot do just anything we want because we are being judged. We are not just being judged by the people around us, but we are also being judged by G-d.

I know that there are many important Jewish values like education, tzedakah and tikkun olam. But I selected spirituality because too often we just go through the motions of learning and contributing money without doing it from our souls. What I love about the Jewish value of spirituality is that it makes all my thoughts and all my actions worthier. If everyone in society would embrace their ability to reach out to G-d, both quietly and in helping others, they would act more appropriately and find more value in the acts they perform. Most importantly, it would create on earth the type of environment that other religions think only happens in heaven. The Jewish value of spirituality teaches us that, through our acts, we can create a place on this earth that G-d would find holy.
Throughout my six years at Milken Community High School, an overarching question has been whether I classify myself as an American Jew or a Jewish American. Until recently, I approached this question with indifference simply because many Jewish values like tzedakah and tikkun olam are synonymous with virtue and moral rectitude: social principles that are held in high regard by our American value system. This is the first Presidential election I have become invested in and I am just beginning to develop my individual political doctrine. My conclusion is that I am a Jewish American. This doesn’t mean I embrace Judaism while forsaking American values, but simply that I place a higher premium on Jewish values than issues plaguing America.

The Talmudic idea “Kol yisrael areivim zeh la-zeh” states that “all the people of Israel are responsible for one another.” This dictum has many interpretations. For me, it means that that Jews must care for one another. To me, when deciding on a Presidential candidate, this belief takes precedence over other key issues like healthcare and the economy.

Caring for the longevity of the Jewish people directly correlates to ensuring the vitality of the Jewish state. When the Jewish people did not have Israel, world Jewry’s security was perilous. The expulsion in 1492 from Spain, the pogroms in Russia, and the Holocaust all provide examples in history when our well-being was compromised. While it is not a foregone conclusion that having a state of Israel would have prevented these atrocities, the presence of Israel would have protected Jews. Ergo, my lens on this upcoming election is viewed through the prism of which candidate is best for Israel.

This is a complex question, as both Obama and Romney have demonstrated support for the state of Israel. Obama signed the largest foreign aid package to Israel in history while Romney has voiced his unwavering support as well. Obama’s apparent frosty relationship with PM Benjamin Netanyahu leaves me concerned, especially when contrasted with the close friendship that Romney and Netanyahu possess dating back to 1976. While not mandatory, a strong personal relationship would make it clear to the entire world that an ironclad alliance exists between the two countries.

Obama’s approach to Iran and their nuclear weapons program is of concern. He does not demonstrate his comprehension of the tremendous danger Israel faces if Iran goes nuclear. Romney is clear that he will take a firm approach to Iran if elected as his “red line” is nuclear capability. Romney has not had the legislative opportunity to prove his support for Israel, but his pick of Paul Ryan as Vice President is a strong indicator of his unyielding policy toward Iran. Ryan has co-authored legislation which the President grudgingly signed that sanctions the Central Bank of Iran in the hope of stymying its nuclear program. This, I believe, demonstrates the Romney-Ryan ticket’s grasp of this volatile issue.

My view on this election has been strongly influenced by the Talmudic idea that we Jews are responsible for one another, which means that the security and the vitality of Israel is of paramount importance to me.
PREVIOUS JEA RECIPIENTS

2011
Lisa Feldman
Weizmann Day School
Marnie Greenwald
Temple Emanuel Academy Day School
Hava Mirovski
Sinai Akiba Academy
Juli Shanblatt
Bais Yaakov School for Girls

2010
Deborah Cohen
Abraham Joshua Heschel Day School
Dalia Golan
Harkham Hillel Hebrew Academy
Louis Schwerdtfeger
Valley Beth Shalom Day School
Debra Sokolow
Milken Community High School

2009
Shelley Lawrence
Sinai-Akiba Academy
Melanie Berkey
Shalhevet School
Rabbi Mitchel Malkus
Pressman Academy
Rabbi Dov Goldman
Cheder Menachem

2008
Malka Clement
Stephen S. Wise Temple Elementary School
Suri Nowosiolski
Yavneh Hebrew Academy
Debra Schaffer
Abraham Joshua Heschel Day School
Dena Wolmark
Bais Yaakov School for Girls

2007
Mona Riss
Emek Hebrew Academy
Alan Rosen
Maimonides Academy

2006
Bilha Schechter
Valley Beth Shalom Day School
Lee Tenerowicz
Brawerman Elementary School

2005
Bluma Drebin
YULA Girls High School
Rabbi Simcha Frankel
Cheder Menachem
Tami Rosenfeld
Pressman Academy
Dr. Rennie Wrubel
Milken Community High School
Beverly Yachzel
Beth Hillel Day School

2004
Rabbi Berish Goldenberg
Yeshiva Rav Isaacsohn-Torath Emeth Academy
Vivian Levy
Sinai Akiba Academy
Chaya Moldaver
Yavneh Hebrew Academy
Dr. Bruce Powell
New Community Jewish High School
Robin Solomon
Adat Ari El Day School

2003
Eileen Horowitz
Temple Israel of Hollywood Day School
Rick Hepworth
Yeshiva Gedolah of Los Angeles
Rabbi Mordechai Dubin
Maimonides Academy of Los Angeles
Pamela Kleinman
Heschel West Day School
Inez Tiger
The Rabbi Jacob Pressman Academy of Temple Beth Am

2002
Rabbi Gordon Bernat-Kunin
Milken Community High School
Rabbi Avrohom Klyne
Yavneh Hebrew Academy
Marty Uslaner
Kadima Hebrew Academy
Barbara Wirtschafter
Bais Yaakov High School for Girls
Sara Yoseph
Atid Hebrew Academy

2001
Frida Eytan
Sinai Akiba Academy
Carol Goldman
Stephen S. Wise Temple Elementary School
Vered Hopenstand
Shalhevet High School
Rabbi Shmuel Jacobs
Yeshiva Rav Isaacsohn-Torath Emeth Academy
Janet Saltsman
Heschel West Day School

2000
Kathy Reynolds
Milken Community High School
Andi Schochet
Maimonides Academy
Rabbi Pesach Wachsman
Emek Hebrew Academy
Elaine Wasserman
Temple Israel of Hollywood Day School
Ginny Zemtseff
Sinai Akiba Academy
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° Of blessed memory
ADVANCING A MISSION IN EDUCATION

“EDUCATION IS AT THE HEART OF NEARLY EVERYTHING WE VALUE AS INDIVIDUALS, AS CITIZENS AND AS PRODUCTIVE HUMAN BEINGS.”

— Lowell Milken
Chairman and Co-Founder

A wealth of human potential is represented by individuals of all ages whose vision and purpose make them dynamic forces for change. The Milken Family Foundation’s mission is to help realize this potential by providing the support that enables people to create and carry out effective, lasting solutions to the challenges facing our communities. The Jewish Educator Awards is one of several MFF initiatives working to advance this mission.

Milken Archive of Jewish Music: The American Experience

The Chicago Tribune hailed the Milken Archive of Jewish Music as “the most comprehensive documentation, ever, of music reflecting Jewish life and culture in America…. The Milkens will realize something that has been a dream of scholars and musicians practically since the dawn of recorded sound.” Launched by Lowell Milken in 1990, this vast “virtual museum” features music, videos, oral histories, photos and essays. The Milken Archive preserves Jewish heritage, even as it reveals the universality of the Jewish experience to people of all faiths and cultures.

“In sharing the Milken Archive’s diverse repertoire, scholarship and multimedia resources, we seek to broaden public awareness for the various forms of Jewish musical expression that have contributed significantly to American Jewish cultural identity and to the music world in general. In the process, we also hope to encourage present and future composers and performers to express Jewish themes in their music.”

— Lowell Milken, Founder
The most comprehensive documentation, ever, of music reflecting Jewish life and culture in America…. The Milkens will realize something that has been a dream of scholars and musicians practically since the dawn of recorded sound.

Chicago Tribune
Milken Educator Awards

Coined the “Oscars of teaching” by *Teachers Magazine*, the Milken Educator Awards provide public recognition and individual financial rewards to K–12 teachers, principals and specialists who are furthering excellence in education. Recipients are heralded in early to mid-career for what they have achieved and for the promise of what they will accomplish in the future. Each honoree joins the Milken Educator Network, a group of distinguished professionals whose expertise serves as a valuable resource to fellow educators, legislators, school boards and others shaping the future of education.

“As a Milken Educator Award recipient, I was charged with the responsibility to be an agent for change in education. I take this opportunity seriously.”

— Dexter Chaney II, Illinois Milken Educator

National Institute for Excellence in Teaching

*Educator excellence… Student achievement… Opportunities for all*

Recognizing that an effective teacher is the most important school-based factor impacting student achievement, Lowell Milken founded the National Institute for Excellence in Teaching (NIET) with a commitment to ensuring a highly skilled, strongly motivated and competitively compensated teacher for every classroom in America. Partnering with states, districts and schools nationwide, NIET works to attract, develop, support and retain high-quality human capital, through two signature initiatives: the Best Practices Center and TAP: The System for Teacher and Student Advancement.

**The NIET Best Practices Center (BPC)** provides innovative services, support and solutions to schools, districts and states to improve educator effectiveness. BPC is well known for educator evaluation systems that accurately measure performance and support improvements in teacher skills using multiple measures.

**TAP™: The System for Teacher and Student Advancement** is a comprehensive school reform model that provides teachers with powerful opportunities for career advancement, ongoing professional development, a fair evaluation system and performance-based compensation. TAP is proof that systemic reform can work.

“Every young person deserves the high-quality educational experience that only a talented teacher can provide. What’s more, our nation’s future strength is directly linked to the effectiveness of our educators.”

— Lowell Milken, Founder and Chairman
National Institute for Excellence in Teaching
Milken Scholars

Michael and Lori Milken founded the Milken Scholars in 1989 to honor exceptional young men and women who have demonstrated the potential to make a profound difference in the world. Scholars are chosen while high school seniors on the basis of distinguished academic performance, school and community service, leadership, and evidence of having overcome personal and social obstacles. Milken Scholars receive financial assistance during their undergraduate careers. Yet, what makes the program truly unique is the vast array of resources provided to scholarship recipients. Being a Milken Scholar means joining an extended family and building relationships with fellow Scholars and Foundation staff who provide a strong support system that lasts over time.

"Whether they become doctors, research scientists, educators, entrepreneurs or diplomats, the common denominator of Milken Scholars is a genuine sense of service."

— Mike Milken

Mike’s Math Club

Learning that appeals to a sense of fun and discovery captures children’s interest and imagination. Mike’s Math Club, a curriculum enrichment program, shows students in inner-city elementary schools that math is not only useful, but entertaining. Students learn “secret codes” and “handy hints” that promote math skills, while they play math games and gain a sense of self-worth. Learning with the Mike’s Math Club Team is important proof to students that learning can be its own reward.

“My mother said it was going to take a miracle to make me interested in math, but now she likes how I come home confident about my math homework.”

— Fifth-grade student, Birdielee V. Bright Elementary School
In addition to its signature initiatives in education, the Milken Family Foundation is committed to the realization of human potential through grants and ongoing partnerships with organizations and individuals sharing our mission, such as those described below.

Lowell Milken Center

The Lowell Milken Center (LMC) discovers, develops and communicates the stories of unsung heroes who have made a profound and positive difference on the course of history. Through student-driven project-based learning, people throughout the world learn that each of us has the responsibility and the power to take actions that “repair the world” by improving the lives of others. LMC was founded in 2007 in partnership with Milken Educator Norman Conard (KS ’92), a Kansas high school history teacher whose instructional leadership has resulted in national honors for both his students and himself. Now in its sixth year, the Lowell Milken Center has engaged more than 5,000 schools across all 50 states and 26 nations. LMC is an endeavor of the Lowell Milken Family Foundation.

“We believe that children can reach over walls of bias that adults can never hope to, reaching out and changing lives. Young people can take the lead in inspiring others to repair the world.”

— Norman Conard, Kansas Milken Educator and Executive Director
Lowell Milken Center

Milken Community High School

More than 800 students benefit from a college preparatory education designed to develop students intellectually, spiritually, artistically and physically at Milken Community High School (MCHS), a Jewish day school nationally respected for its rigorous curriculum that challenges students to achieve their individual best. Four signature MCHS programs include the Mitchell Academy of Science and Technology, which engages students through research and discovery; the Architecture + Design Institute, which offers college-level training; the Beit Midrash Fellowship, which focuses on Jewish values and texts; and the Tiferet Israel Fellowship, which forges a lifelong bond with Israel.
Lowell Milken Institute for Business Law and Policy at UCLA School of Law

By setting new standards in business law education, the Lowell Milken Institute for Business Law and Policy prepares students for outstanding careers and leadership in business law as well as in business, the non-profit sector and philanthropy. The Institute simultaneously serves as a dynamic hub of research and strategy for practitioners, scholars and experts across a variety of disciplines. A keen emphasis on innovative research at the intersection of law and business is supported by a widely recognized business law faculty, a unique blend of policy and practice courses designed to prepare students for diverse opportunities in the new economy, and a relevant slate of conferences and scholarly events that further solutions to some of the nation’s most pressing challenges.

HighTech-Los Angeles

Officially dedicated in 2004, HighTech-Los Angeles (HT-LA) is a partnership among the Los Angeles Unified School District, corporations and foundations. This innovative public charter school engages students with a rigorous curriculum rich in technology complemented by real-world internships. HT-LA’s diverse student population, which draws from over 30 ZIP Codes, achieved California Distinguished School status in record time. The school’s initial lead grant was a commitment from the Lowell Milken Family Foundation.

The Children of Willesden Lane

The Children of Willesden Lane is the story of author/pianist Mona Golabek’s mother, who was rescued as a girl during World War II aboard the Kindertransport and survived tragedy to become a concert pianist. Recognizing the book’s potential to inform and inspire young people, Lowell Milken commissioned an interdisciplinary curriculum guide to support the book’s use in schools. The curriculum guide, complete with recordings referenced in the book, is available free of charge.
MILKEN FAMILY FOUNDATION
MISSION STATEMENT

The Milken Family Foundation was established by Lowell and Michael Milken in 1982 with the mission to discover and advance inventive and effective ways of helping people help themselves and those around them lead productive and satisfying lives. The Foundation advances this mission primarily through its work in education and medical research.

In EDUCATION, the Foundation is committed to:

- Strengthening the profession by recognizing and rewarding outstanding educators, and by expanding their professional leadership and policy influence.

- Attracting, developing, motivating and retaining the best talent to the teaching profession by means of comprehensive, whole-school reform.

- Stimulating creativity and productivity among young people and adults through programs that encourage learning as a lifelong process.

- Building vibrant communities by involving people of all ages in programs that contribute to the revitalization of their community and to the well-being of its residents.

In MEDICAL RESEARCH, the Foundation is committed to:

- Advancing and supporting basic and applied medical research—especially in the areas of prostate cancer and epilepsy—and recognizing and rewarding outstanding scientists in these areas.

- Supporting basic health care programs to assure the well-being of community members of all ages.
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