

## ACADEMIC PREPARATION

**Ph.D. in Applied Psychology**, *The Steinhardt School of Education, New York University*

**M.S.Ed. in Special Education**, *Bank Street College of Education*

**B.A. in Jewish Studies**, *The University of Chicago*

## FACULTY APPOINTMENTS

**Azrieli Graduate School of Jewish Education and Administration, Yeshiva University**

*Associate Professor with tenure, 2010 – present; Assistant Professor, 2004 – 10; Instructor, 2002 – 04*

## CURRENT RESEARCH PROJECTS

- **MaDYK – *Mivchan Dinami shel Y'cholot Kriah*** (Test of Dynamic Skills of Hebrew Reading) – authored this Hebrew reading assessment tool modeled after the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS). This study includes investigating the linguistic and sociolinguistic issues relevant to the acquisition of Hebrew as a second language across ages and designing and conducting reliability and validity studies on the assessment tools. More than 2000 first through third graders have participated in these studies.
- **JewBALE – Jewish Beliefs, Actions, and Living Evaluation** – authored this new scale of religious beliefs and practices. The scale is used to study high school student religious beliefs and practices. The project scrutinized the measure for reliability and validity, defined subscales/factors through Structural Equation Modeling (SEM), and revised the scale accordingly. Close to 2000 individuals have participated in these studies. A new version of the measure is in development.

## CURRENT RESEARCH WRITING IN PROGRESS

Goldberg, S.J. (in progress). MaDYK Hebrew letter naming fluency measures: Psychometric properties and development.

Goldberg, S.J. (in progress). MaDYK 2<sup>nd</sup> and 3<sup>rd</sup> grade Hebrew oral reading fluency measures: Psychometric properties and development.

Goldberg, S.J. & Muschel, E. (in progress). Teacher gender differences and the subjectivity of behavior.

Goldberg, S.J., Levinson, D., & Katz, B. (in progress). A study of school culture: The relationship between clarity of goals and teacher experimentation.

Goldberg, S.J., Pelcovitz, D., Ross, S., Lustiger, I., Ambinder, R., & Freedman, A. (in progress). The interaction of age and gender on the Jewish Beliefs Actions and Living Evaluation (JewBALE).

## SELECTED PUBLICATIONS

### *Juried Publications*

Goldberg, S.J., Weinberger, E.R., Goodman, N., & Ross, S. (2010). Development of an early Hebrew oral reading fluency measure, *Journal of Jewish Education*, 76, 198-214.

Goldberg, S. J., Krohn, B., Turetsky, M. (2009). Teacher perspectives on behaviour problems: Background influences on behavioural referral criteria and definitions of rebellious behaviour. In A. Pomson and H. Deitcher (Eds.), *Jewish day schools, Jewish communities: A reconsideration*. England: The Littman Library of Jewish Civilization.

### **Chapters in an Edited Book**

- Eisenstein Ebsworth, M., Goldberg, S.J., Wildstein, T. (forthcoming). Development of Hebrew/English Biliteracy in a Jewish Day School: Issues of language and identity. In R. Pandharipandey, M. David, and M. Eisenstein Ebsworth (Eds.), *Language and Religion*. Bristol: Multilingual Matters.
- Goldberg, S. J. (2014). Where's God?: Educating children for *tefillah* through preparation, prayer, and Questions In D. Z. Feldman & S. W. Halpern (Eds.), *Mitokh Ha'Ohel From within the tent: The weekday prayers*. New York: Yeshiva University Press.
- Goldberg, S. J. (2011). The spoils of education. In D. Z. Feldman & S. W. Halpern (Eds.), *Mitokh Ha'Ohel From within the tent: The Haftarat*. New York: Yeshiva University Press.
- Goldberg, S. J., & Sokolow, M. (2010). Sages on stages, or guides on the side?: Rashi, Rambam and constructivist educational theory. In E. Kanarfogel & M. Sokolow (Eds.), *Between Rashi and Maimonides: Themes in medieval Jewish thought, literature and exegesis*. New York: Yeshiva University Press.
- Goldberg, S. J. (2007). Students encountering the media and the Internet: A scientific analysis of media and Internet exposure amongst youth in the Jewish community. In Z. Grumet (Ed.), *Jewish education in transition: Proceedings of the first international conference on Jewish education* (pp. 59 – 72). Teaneck, NJ: Ben Yehuda Press.

### **Complementary Published Scholarly Works**

- Walker, C. & Goldberg, S. (2017). Hebrew language education literature review: Learning Hebrew as a second or foreign language: Issues of directionality, orthography, and metalinguistic awareness. *Consortium for Applied Studies in Jewish Education*.
- Rose, D. (with Goldberg, S.J.). (2015). *The Koren youth siddur* [prayerbook]. Jerusalem: Koren.
- Rose, D. (with Goldberg, S.J.). (2014). *The Koren children's siddur* [prayerbook]. Jerusalem: Koren.
- Goldberg, S.J. (2013). *Yeah but...what if? – The future of education*. [Video]. Available from [http://elitalks.org/yeah\\_but\\_what\\_if\\_future\\_education/](http://elitalks.org/yeah_but_what_if_future_education/)
- Goldberg, S. J., & Weinberger, E. R. (Summer 2011). Are we ready for a standardized measure of Hebrew reading. *HaYidion*.
- Pelcovitz, D., Goldberg, S. J., & Rosenberg, J. (Winter 2010). Nourishing the adolescent soul: Insights and recommendations. *HaYidion* (Online Edition) <https://prizmah.org/nourishing-adolescent-soul-insights-and-recommendations>
- Goldberg, S. J., & Pelcovitz, D. (Autumn 2008). Measuring and promoting religious purposefulness in Jewish day schools. *HaYidion* (Online Edition) <https://prizmah.org/measuring-and-promoting-religious-purposefulness-jewish-day-schools>
- Goldberg, S. J. (2008, April). Questions replace feedback. *Principal Leadership*, 8, 8.
- Goldberg, S. J. (2007, January). Assessing student religious growth. *Jewish Educational Leadership*, 5, 2.
- Goldberg, S. J. (2006). Do as I say...and do. *Jewish Educational Leadership*, 5, 1.
- Goldberg, S. J. (2005). Hebrew reading difficulties and behavior problems: Is there a link? *Jewish Educational Leadership*, 4, 1.
- Goldberg, S. J. (2005). Hebrew reading difficulties and social exclusion: A path to aggressive behavior. *Jewish Educational Leadership* (Online Edition) [http://www.lookstein.org/online\\_journal.php?id=74](http://www.lookstein.org/online_journal.php?id=74)
- Goldberg, S. J. (2004). *The relationship between English (L1) and Hebrew (L2) reading and externalizing behavior amongst Orthodox Jewish boys*. (Unpublished doctoral dissertation). New York University, NY.

### **Publications as Editor**

- Rose, D. (2015). *An educator's companion: A guide to the Koren youth siddur*. Jerusalem: Koren.
- Rose, D. (2014). *An educator's companion: A guide to the Koren children's siddur*. Jerusalem: Koren.
- Goldmintz, J. (2014). *The Koren ani tefilla siddur: A weekday siddur*. [I am prayer weekday prayerbook]. Jerusalem: Koren.
- Pelcovitz, D., & Eisenberg, S. (2009). Israel study: Summary of findings and recommendations. In S. Goldberg (Ed.) *Institute for University-School Partnership research reports*. New York, NY: Yeshiva University. <http://www.yu.edu/azrieli/schoolpartnership/index.aspx?id=44486>
- Bloom, H. (2012). Jewish day schools 2030: Applying cutting edge management practices for long-term sustainability. In S. Goldberg (Ed.) *Institute for University-School Partnership Research in Practice Series*. New York, NY: Yeshiva University. [http://www.yuschoolpartnership.org/attachments/article/1439/FINAL\\_WhitePaper\\_JewDaySchool2030%20\(2\).pdf](http://www.yuschoolpartnership.org/attachments/article/1439/FINAL_WhitePaper_JewDaySchool2030%20(2).pdf)
- Bloom, H. (2010). Does better governance correlate with better day schools?. In S. Goldberg (Ed.) *Institute for University-School Partnership research reports*. New York, NY: Yeshiva University. <http://www.yu.edu/azrieli/schoolpartnership/media-details.aspx?scoId=950710604>
- Bloom, H. (2010). The big challenges facing small day schools. In S. Goldberg (Ed.) *Institute for University-School Partnership research reports*. New York, NY: Yeshiva University. <http://www.yu.edu/azrieli/schoolpartnership/media-details.aspx?scoId=950699352>
- Bloom, H. (2010). Jewish day school economics: Today and tomorrow. In S. Goldberg (Ed.) *Institute for University-School Partnership research reports*. New York, NY: Yeshiva University. <http://www.yu.edu/azrieli/schoolpartnership/media-details.aspx?scoId=950743993>

### **LEADERSHIP EXPERIENCE**

#### **Office of the Provost, Yeshiva University**

##### ***Vice Provost, 2013 – 2016***

Partnered with the Provost to lead a complex institution with over 7300 students from 46 states and 42 countries, including 3000 undergraduates in three schools with 50 departments, 3500 graduate and professional students in medicine, biological sciences, law, business, economics, math, psychology, social work, education, and Jewish studies, and 800 students in university high schools and affiliates and more than 1000 faculty across four campuses in New York and one in Israel.

- Collaborated with and empowered deans, faculty, and staff of the undergraduate and graduate schools, YU Museum, Libraries, Registrar, Institutional Research, pre- and post-grant administration, and Student Learning Assessment.
- Founded YU Global: Yeshiva University Online, raising \$5M of seed capital, visioning, designing, and launching the new unit, hiring and supervising staff, managing budget, forming university and corporate partnerships, creating systems and processes, and generating programs.
- Established a new School of Graduate and Professional Studies with the Provost to drive academic entrepreneurship and house YU Global, Summer School, and new degrees.
- Led a collaborative process to develop YU's first Associate level cohort-based undergraduate programs, modeled on CUNY's Accelerated Study in Associate Programs (ASAP) and Guttman Community College programs with pathways to the university's baccalaureate programs.
- Enhanced the quality of academic programs through faculty development, strategic investment to recruit new faculty, establishing partnerships with industry to understand market demand, expansion of field-based experiential learning opportunities for students, and modernization of facilities and technologies.

- Designed a “New Program Development Process” to organize and steward new program ideas forward from brainstorming and curricular planning to business planning and state approval to launch. Established program Return on Investment (ROI) academically, programmatically, and financially, allowing the university to strategically position itself in the marketplace with a clear view of required capital and human resources, costs, price point, revenue projections, potential alumni and industry partnerships, and start-up grants.
- Key partner to the Provost in academic affairs restructuring resulting in cost savings estimated to be at least \$6.9M, based on capacity-utilization analysis of personnel and space, examination of organizational structure, and evaluation of programs.
- Convened university-wide task forces to consider and propose plans for pedagogical and curricular innovation, interdisciplinary vertical and horizontal integration of courses and programs, and shared services.
- Stewarded relationships with the Board of Trustees, donors, and grant-making foundations.
- Originated an audit system for the university to oversee the education in affiliate institutions.
- Chaired and participated in university committees related to strategic planning, student learning assessment, faculty tenure and promotion, admissions and retention, at-risk students, interdisciplinary planning and collaboration, shared services, technology, and teaching and learning innovation.
- Redesigned and regulated university policies/protocols/procedures related to budget, promotion, workload, leave, academic integrity, conflict of interest, and intellectual property.
- Chaired searches for key university personnel, including Director of Institutional Research, Director of Libraries, and Director of Academic Computing.

***Founding Director, Institute for University-School Partnership, 2007 – 2013***

- Created YU’s first continuing education unit, hiring and supervising faculty, staff, and consultants, managing budgets of \$5M, inspiring donor investment, stewarding external grants, developing fee-for-service business, and cultivating an advisory board.
- Developed co-operative partnerships with schools to advance field-based undergraduate and graduate education for students and faculty research.
- Generated extensive continuing education and professional development for teachers, administrators, lay leaders and other school-based professionals in more than 200 schools in North America and several in other parts of the globe including Brazil, Chile, Argentina, Panama, Mexico, Great Britain, Russia, South Africa, and Australia.
- Conceived and shepherded YU’s accreditation processes for the more than 50 study abroad partner institutions in collaboration with university and school stakeholders.
- Boosted YU’s domestic and international undergraduate enrollment, graduate enrollment in teacher education and school leadership degree programs, and faculty applied research activity as a direct result of the relationships with schools, board members, and educators worldwide.
- Accelerated the adoption of a holistic model for strengthening P-12 schools around the world through integrated improvement of personnel, teaching and learning, governance, and finances.
- Revamped recruitment, placement, and induction services for new teachers and school leaders.
- Elevated YU’s role in the day school field as a leader and partner in driving higher quality outcomes in education.
- Wrote, spoke, and participated in national think tanks and working groups to develop policy, best-practice programs, and solutions to major educational issues.

***Special Assistant to the Provost for Online Learning, 2010 - 2013***

- Raised seed funds as part of a \$15M grant from the Jim Joseph Foundation to support a strategic approach to educational innovation, including online/blended learning for the university, faculty development to ensure the quality of the teaching and learning, and evaluative processes to monitor progress.
- Stimulated the design and production of the first online degree at the university, three online certificate programs, and many individual online modules and courses.

**Azrieli Graduate School of Jewish Education and Administration, Yeshiva University**

***Founding Director, Fanya Gottesfeld Heller Division of Doctoral Studies, 2006 – 2008***

- Hired and evaluated faculty, developed and managed program budget, scheduled program and courses, created co-operative partnerships with schools for student internships, designed student programming, reviewed student research and approved dissertations.
- Raised graduation rates from an average of one doctoral degree annually to more than 10 annually and improved the quality of the program simultaneously.
- Overhauled a 1-track school administration degree program to craft a 3-track doctoral program with concentrations in educational leadership, curriculum and instruction, and psychology of student support, aligning the program with the needs and expectations of the job market.

**SELECTED FUNDED PROJECTS AND GRANTS**

- **YU Global: Yeshiva University Online**, private philanthropy, 2013 – 2016.
- **Jim Joseph Educational Initiative**, Jim Joseph Foundation, 2008 – 2015.
- **YULead** (a project of the YU School Partnership), AviChai Foundation, 2013 – 2015.
- **Benchmarking and Financial Reengineering**, AviChai Foundation and match gifts from local foundations in program cities, 2011 – 2014.
- **Legacy Heritage Teacher Training Fellowship**, Legacy Heritage Fund, 2009 – 2014.
- **Comprehensive Abuse Response Education - C.A.R.E.**, private philanthropy, 2010 – 2013.
- **Global Learning Initiative/Continuing Education** Gruss Life Monument Fund, 2007 – 2010.