

CURRICULUM VITAE

JEFFREY S. KRESS

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Educational History

Rutgers University Graduate School of Arts and Sciences. New Brunswick, NJ.

Ph.D. in Clinical Psychology, January 1998

M.S. in Clinical Psychology, January 1994

University of Pennsylvania, Philadelphia, PA, B. A. Cum Laude, Major in Psychology, May 1990

Current Position

William Davidson Graduate School of Jewish Education, Jewish Theological Seminary, New York, NY,
August 2000-Present.

- *Director, Research Center at the Leadership Commons of the Davidson School, 2015-Present*
- *Dr. Bernard Heller Professor of Jewish Education, 2018-Present*
- *Associate Professor, 2010-2018*
- *Interim Dean, July 2013-June 2014*
- *Academic Director, Experiential Learning Initiative, 2010-2014*
- *Davidson Strategic Planning Working Group, 2012-2013*
- *Area Coordinator/Department Chair (Jewish Education), 2007-2013*
- *Assistant Professor, 2001-2010*
- *Senior Research Associate, 2000-2001*

Projects

- *Fellowship in Educating for Applied Jewish Wisdom, Leadership team/faculty for year-long fellowship of advanced practitioners.*
- *Profiles of inclusion: Developing case studies of schools and camps.[Grant received: Jim Jospheh Foundation, \$9900]*
- *“20-Up” Longitudinal follow up to 4- and 8 Up studies of the bar/t mitzvah class of 1995: Supervise work of contracted field researchers; take leadership role in all aspects of this project. Preliminary report completed.*
- *Inclusion at Jewish summer camp community of practice, collaboration with Foundation for Jewish Camp: Member of leadership team and mentor for program training 20 camp-based inclusion coordinators. Participants and program leaders use action-research to guide their work.*
- *Ramah Tikvah/inclusion staff survey: Developed online survey for Tikvah/inclusion staff; Received approximately 500 responses. Analysis of results is in progress.*
- *Photo-documentation of campers with disabilities: Research and staff training based on photos taken by campers with disabilities at Jewish overnight camp.*
- *Students’ Understanding of Rabbinics: Liaison and advisor for multi-phase study of rabbinics learning in Jewish day schools; consult to individuals schools interested in studying their own practice; part of leadership team that supervises field researchers.*

Projects (Continued)

- *Community of Practice around social, emotional, and spiritual education in day and congregational schools, 2015-2016*: Coordinated online, action-research oriented group of congregational and day school educators.
- *Experiential Learning Initiative, Funded by the Jim Joseph Foundation, 2010-2015*: Part of leadership team involved in conceptualizing, developing and implementing a program for middle-level managers at JCCs across North America; Helped to adapt Davidson MA concentration.
- Study of a *mussar*-based initiative in a community Jewish High School, funded by the AVI CHAI Foundation, 2010-2014
- Bridging Formal and Informal Education in Jewish Day High Schools; Funded by the AVI CHAI Foundation, 2004-2006; 2007-2008
- Educators in Jewish Schools Study; Funded by JESNA, 2005-2008
- Quality of Life/Happiness Project; Funded by the Steinhardt Foundation, 2004-2007

Courses Taught

Skills for Teaching; Informal Jewish Education; Practicum in Informal Jewish Education; Social and Emotional Learning in Jewish Education; Theories and Overview of Experiential Jewish Education; Techniques of Experiential Education; Empirical Research Methods in Jewish Education; Masters Thesis Supervision; Developmental Issues in Jewish Education; Doctoral Seminar.

Honors, Awards and Special Positions/Experience

- Associate Editor, *Journal of Jewish Education*, February 2017-current
- Coordinator, JTS-UTS Institutional Review Committee for research with “human subjects.”
- Co-Coordinator, Emerging Scholars Mentoring Seminar, Network for Research in Jewish Education, 2016, 2017, 2018
- Editorial Board, *Journal of Jewish Education*, 2014-2017
- National Jewish Book Award Winner (Jewish Education and Identity), 2012 for *Development, Learning, and Community: Educating for Identity in Pluralistic Jewish High Schools*.
- Provide 360° Leadership Assessments for Day School Leadership Training Institute and Leadership Institute for Congregational School Excellence. 2004-Present
- Chair, Network for Research in Jewish Education, 2009-2012
- National Jewish Book Award Runner-Up (Jewish Education and Identity), 2010 for *Ramah at 60: Impact and Innovation*.
- Certified as Facilitator for Benchmarks 360° Leadership Assessment, Center for Creative Leadership.
- Convener, Symposium on Researching “Sense of Meaning and Purpose” in Jewish Education, JTS, 2007
- Co-Chair, Ramah at 60 Conference and Celebration, JTS, 2007
- Guest Co-Editor, *Journal of Jewish Education*, Spring 2004
- Program Chair, Annual Conference, Network for Research in Jewish Education, June 2003.
- Grant Awarded by Turrell Foundation for Project Primary Start, Spring 2000
- Grant Renewed by Healthcare Foundation of NJ for Project Primary Start, 1999 & 2000
- Marion Johnson Doctoral Fellowship, Rutgers University, 1991-1995
- Psi Chi National Undergraduate Honor Society in Psychology, 1989-1990

Publications

Books

- Kress, J. S. & Elias, M. J. (2020). *Nurturing students' character: Everyday teaching activities for social and emotional learning*. New York: Routledge Press.
- Levisohn, J. A., & Kress, J. S. (Eds.) (2018). *Toward a learning agenda in Jewish education*. Boston: Academic Studies Press.
- Kress, J. S. (Ed.). (2013). *Growing Jewish minds, Growing Jewish souls: Promoting spiritual, social, and emotional growth in Jewish education*. New York: URJ Press.
- Kress, J. S. (Ed). (2012). *Sense of meaning and purpose in Jewish education*. New York: JTS Press [edited transcript with original introduction].
- Kress, J. S. (2012). *Development, learning, and community: Educating for identity in pluralistic Jewish high schools*. Boston: Academic Studies Press. [**National Jewish Book Award Winner**]
- Cohen, M., & Kress, J. S. (Eds.). (2010). *Ramah at 60: Impact and innovation*. New York: National Ramah Commission. [**National Jewish Book Award Runner-Up**]
- Novick, B., Kress, J. S., & Elias, M. J. (2002). *Building learning communities with character: How to integrate academic, social, and emotional learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Journal Articles

- Uhrman, A. L., Walton, G., Oakes, L., Schleien, S., & Kress, J. S. (2019). Bringing inclusion into focus: A camp based research study. *Journal of Jewish Education*, 85(2), 86-108.
- Katz, M., & Kress, J. S. (2018). Jewish history engagement in an on-line simulation: Golda and Coco, Leah and Lou at the Jewish Court of All Time. *Journal of Jewish Education*, 84(2), 196-221.
- Kress, J. S., & Rotstein, E. (2018). Promoting social, emotional, and spiritual learning in congregational and day schools. *Journal of Jewish Education*, 84(3), 266-283.
- Kress, J. S. (2017). Learning from a mussar-based initiative in a Jewish community day school. *Journal of Jewish Education*, 83(2), 133-150.
- Shefter, L., Uhrman, A. L., Tobin, L., & Kress, J. S. (2017). Inclusion coordinators at Jewish summer camps: Roles and challenges. *Journal of Jewish Education*, 83(1), 69-84.
- Kress, J. S. (2016). Diversity, community, and pluralism in Jewish community day high schools, *Journal of Jewish Education*, 82(4), 293-310.
- Kress, J. S. (2014). Experiential Jewish education has arrived! Now what? *Journal of Jewish Education*, 80,319-342.
- Kress, J. S. (2014). Building a field without straying afield: Reflections on a decade of training experiential educators at the Davidson School. *Conservative Judaism*, 65 (3), 16-34.
- Kress, J. S., & Elias, M. J. (2013). Consultation and sustainability of social and emotional learning efforts in schools. *Consulting Psychology Journal: Research and Practice*. 65, 149-163.
- Kress, J. S. (2010). Reflection and connections: The other side of integration. *Journal of Jewish Education*,

- Charne, S., Horowitz, B., Hyman, T., & Kress, J. S. (2008). Jewish identities in action: An exploration of models, metaphors, and methods. *Journal of Jewish Education, 74*, 115-143.
- Kress, J. S., & Elias, M. J. (2008). Distancing in encompassing education settings: Lessons from Jewish education. *Journal of Applied Developmental Psychology, 29*, 337-344.
- Kress, J. S., Cohen, S. M., & Davidson, A. (2007). Perceptions and roles of Conservative rabbis: Findings and implications related to identity and education. *Journal of Jewish Education, 3*, 191-208.
- Sigel, I., Kress, J.S., & Elias, M. J. (2007). Beyond questioning: Inquiry strategies and cognitive and affective elements of Jewish Education. *Journal of Jewish Education, 73*, 51-66.
- Kress, J. S., & Elias, M. J. (2006). Building learning communities through social and emotional learning: Navigating the rough seas of implementation. *Professional School Counseling Journal, 10*, 102-107.
- Kress, J. S., Norris, J. A., et al. (2004). Bringing together educational standards and social and emotional learning: Making the case for educators. *American Journal of Education, 111*, 68-89.
- Kress, J. S., & Lehman, M. (2003). The Babylonian Talmud in cognitive perspective: Reflections on the nature of the *bavli* and its pedagogical implications. *Journal of Jewish Education, 69*, 58-77.
- Cohen, S. M., Kress, J. S., & Davidson, A. (2003). Rating rabbinic roles: A survey of Conservative congregational rabbis and lay leaders. *Conservative Judaism, 56*, 71-89.
- Cohen, I., Kress, J. S., & Elias, M. J. (2002). Classroom climate in an Orthodox day school: The contribution of emotional intelligence, demographics, and classroom context. *Journal of Jewish Education, 68*, 21-33.
- Kress, J. S., & Elias, M. J. (2001). Social and emotional learning in the Jewish classroom: Tools for a strong Jewish identity. *Journal of Jewish Communal Service, 77*, 182-190.
- Kress, J. S., & Elias, M. J. (2000). Infusing Community Psychology and religious issues: The Jewish Identity Development Project. *Journal of Community Psychology, 28*, 187-198.
- Yares, A., Kress, J. S., & Elias, M. J. (1999/2000). Jewish identity on campus: Research and recommendations for the college years. *Journal of Jewish Education, 65*, 41-48.
- Kress, J. S., Cimring, B. R., & Elias, M. J. (1997). Community psychology consultation and the transition to institutional ownership and operation of intervention. *Journal of Educational and Psychological Consultation, 8*, 231-253.
- Gager, P. J., Kress, J. S., & Elias, M. J. (1996). Prevention programs and special education: Considerations related to risk, social competence, and multiculturalism. *Journal of Primary Prevention, 16*, 395-412.
- Elias, M. J., & Kress, J. S. (1994). A critical thinking approach to health promotion and problem prevention: Social decision making and life skills development in the middle school. *The Journal of School Health, 64*, 62-66.
- Elias, M. J., Kress, J. S., Gager, P. A., & Hancock, M. E. (1994). Adolescent health promotion and risk reduction: Towards a renewed medical role in the schools. *The Bulletin of the New York Academy of Medicine, 71*, 87-110.
- Kress, J. S., & Elias, M. J. (1993). Substance abuse prevention in special education: Review and

recommendations. *Journal of Special Education*, 27, 35-51.

Book Chapters

- Uhrman, A. E., & Kress, J. S. (in progress). Inclusion of campers with disabilities at Ramah Camps: A synthesis of research. To appear in Ramah at 70.
- Kress, J. S., & Levisohn, J. A. (2018). Subject-specificity versus “Jewish developmental outcomes” in Jewish education. To appear in J. Levisohn & J. S. Kress (Eds.), *Toward a learning agenda for Jewish education*. Boston: Academic Studies Press.
- Noam, G., & Kress, J. S., (2018). The holistic goals of Jewish education. To appear in J. A. Levisohn & J. S. Kress (Eds.), *Toward a learning agenda for Jewish education*. Boston; Academic Studies Press.
- Kress, J. S., Uhrman, A., & Young, M. S. (2015). Preparing experiential Jewish educators. In D. Bryfman (Ed.), *Experience and Jewish Education*. Los Angeles: Torah Aura.
- Kress, J. S. (2011). Parents and Jewish educational settings. In H. Miller, A. Pomson, & L. Grant (Eds.), *International Handbook of Jewish Education*. Springer.
- Kress, J. S. (2010). Campus and camp: Findings from a study of college-Age Ramah staff. In Cohen, M. & Kress, J. S. (Eds.), *Ramah at 60: Impact and innovation*. New York: National Ramah Commission.
- Kress, J. S., & Ben-Avie, M. (2010). Camp Social Climate: Relationships and Motivation at Ramah. Cohen, M. & Kress, J. S. (Eds.), *Ramah at 60: Impact and innovation* (pp. 143-158). New York: National Ramah Commission.
- Shteinhart-Moghadam, Y., & Kress, J. S. (2010). The impact of the Ramah experience on Israeli *shlichim*. In Cohen, M. & Kress, J. S. (Eds.), *Ramah at 60: Impact and innovation* (pp. 184-193). New York: National Ramah Commission.
- Kress & Reimer (2009). Shabbatonim as experiential education in the North American community day high school. In A. Pomson, & H. Deitcher (Eds.), *Jewish day schools, Jewish communities* (pp. 341-360). Oxford: Littman Library of Jewish Civilization.
- Ingall, C., & Kress, J. S. (2008). What we know about nurturing Jewish values. In R. L. Goodman, P. A. Flexner, & L. D. Bloomberg (Eds.), *What we now know about Jewish Education* (pp. 291-298). Los Angeles: Torah Aura.
- Kress, J. S. (2007). Expectations, perceptions, and preconceptions: How Jewish parents talk about “supplementary” religious education. (pp. 143-180). In J. Wertheimer (ed.), *Family matters: Jewish education in an age of choice*. Waltham, MA: Brandeis University Press.
- Elias, M. J., Kress, J. S., Hunter, L. (2006) Emotional intelligence and the crisis in schools. In J. Ciarrochi, J. Forgas, & J. Mayer, (Eds) *Emotional intelligence in everyday life, second edition* (pp. 166-186). New York: Psychology Press.
- Kress, J. S., & Elias, M. J. (2006). School based social and emotional learning programs. In K. A. Renninger & I. E. Sigel (Eds.), *Handbook of child psychology: Vol.4. Child psychology in practice* (6th ed., pp. 592-618). Hoboken, NJ: John Wiley and Sons.
- Bruene-Bulter, L., Kress, J.S., & Norris, J. A. (2003). Institutionalizing programming for social-emotional learning: Lessons and illustrations from the field. In M. J. Elias, H. Arnold, & C. S. Hussey (Eds.), *EQ+IQ=Best leadership practices for caring and successful schools* (pp. 199-212). Thousand Oaks,

CA: Corwin Press.

- Elias, M. J., Kress, J. S., & Neft, D. (2003). Social and emotional learning, adolescence. In T. P. Gullotta and M. Bloom (eds). *The encyclopedia of primary prevention and health promotion* (pp.1023-1028). New York: Kluwer.
- Elias, M. J., Hunter, L., & Kress, J. S. (2001) Emotional intelligence in the classroom. In J. Ciarrochi, J. Forgas, & J. Mayer, *Emotional intelligence in everyday life: A scientific inquiry* (pp. 133-149). New York: Psychology Press.
- Elias, M. J., Blum, L., Gager, P., Hunter, L., & Kress, J. S. (1998). Group interventions for students with mild disorders: Classroom inclusion approaches. In T. R. Kratochwill & K. C. Stoiber (Eds.), *Handbook of group intervention for children and families* (pp. 220-235). New York: Guilford.
- Other Publications - Print*
- Kress, J. S. (Fall, 2019). Beware the Aisle of Abandoned Innovations. *HaYidion: The Prizmah Journal*, pp. 29-29.
- Kress, J. S. (2018). A diversity of “distancing.” [Editor’s introduction]. *Journal of Jewish Education*, 84(1), 1-3.
- Kress, J. S. (2017). Review of [Serious fun at a Jewish community summer camp.] *Journal of Jewish Education*, 83(1), 85-88.
- Kress, J. S. & Elias, M. J. (2013) Social-ecological consulting for sustainable school-based social-emotional learning and character education. *The Community Psychologist*, 46 (4), 29-31.
- Kress, J. S. (2012). Integration: Closing the loop on holistic Jewish growth. *HaYidion RAVSAK Journal*.
- Kress, J. S. (March, 2012). So, you want your school to be more like camp? *NY Jewish Week*.
- Epstein, S. & Kress, J. S. (Winter, 2011). Not just fun and games: Preparing teachers for meaningful, constructivist experiential education. *HaYidion RAVSAK Journal*, 50-51, 62.
- Kress, J. S. (Fall, 2009). Identity: A (thankfully?) elusive construct. *Torah at the Center*, 13(1), p. 27.
- Kress, J. S. (2006). [Review of Resilient classrooms: Creating healthy environments for learning.] *Social Work With Groups*, 32.
- Adler, B., & Kress, J. S. (Spring, 2006). Spirituality and prayer in community high schools. *Jewish Education News*, 36-37.
- Zeldin, M. & Kress, J. S. (2004). Method and meaning: How we know what we know about Jewish education. *Journal of Jewish Education*, 70, 1-3. [Introduction to issue guest edited by Zeldin & Kress]
- Lehman, M., & Kress, J. S. (2004). Dialogue and "distance": Cognitive – developmental theories and the teaching of Talmud. *Jewish Education News*, 25(2), 21-23.
- Kress, J. S., & Elias, M. J. (2003). A comprehensive skill building approach to Jewish values: Social and emotional learning and caring early childhood classrooms. In *Jewish values for growing outstanding Jewish children*. New York: CAJE.
- Kress, J. S., & Elias, M. J. (Winter, 2003). Creating lasting programming for Jewish identity and values: Keeping initiatives alive in rough seas. *V’ElehHa Chadashot-Journal of the Jewish Educators*

Assembly.

- Kress, J. S., Lateiner, K. S., and colleagues. (Summer, 2000). The Primary Start project: Coordinating two social competence promotion programs in an urban elementary school. *The Community Psychologist*, 23 (3), 32-33
- Norris, J. A., & Kress, J. S. (2000). Reframing the Standards vs. Social and Emotional Learning debate: A case study. *The Fourth R*, 91, 7-10.
- Bruene-Butler, L., Kress, J. S., & Clabby, J. (1999). Decision-making and problem solving: A framework for organizing social and emotional learning. *NYC Challenge: The Journal of the NY ASCD*, 14(1), 15-17.
- Elias, M. J., & Kress, J. S. (1999). The emergence of spirituality in adolescence. *United Synagogue Review*, 52 (1), 18-19.
- Kress, J. S., & Elias, M. J. (1998). It takes a *kehilla* to make a *mensch*: Building Jewish identity as part of overall identity. *Jewish Education News*, 19 (2), 20-24.
- Kress, J. S., & Gager, P. J. (1997). Diversity and context: Perspectives for primary prevention. *Journal of Primary Prevention*, 17, 338-343.
- Kress, J. S. (1996). [Review of Psychology and religion: Eight points of view]. *Contemporary Psychology*, 41, 79-80.
- Kress, J. S. (1995). [Review of Advances in clinical child psychology, Volume 16]. *Child and Family Behavior Therapy*, 17, 61-65.
- Kress, J. S. (1994). [Review of The juvenile sex offender]. *Child and Family Behavior Therapy*, 16, 54-58.
- Kress, J. S., & Elias, M. J. (1993, June 6). Glen Ridge rape case highlights special risks. *The Newark Star-Ledger*, 59.
- Other Publications - Online*
- Kress, J. S., & Uhrman, A. E. (February 20, 2020). Bright spots in inclusion. Posted to ejewishphilanthropy.com.
- Eisman, J., Friedman, J. S., & Kress, J. S. (November 12, 2019). Social and emotional learning in Jewish education: Introduction to a series. Posted to ejewishphilanthropy.com.
- Kress, J. S. (2018). Values in action and vice versa: Toward an integrated framework for Jewish education in the social and emotional domains. *Gleanings: Dialogue on Jewish Education from the Davidson School*, <http://www.jtsa.edu/values-in-action-and-vice-versa>
- Parkes, N., & Kress, J. S. (November 20, 2018). Values + social and emotional learning = Powerful Jewish learning. Posted to ejewishphilanthropy.com.
- Levisohn, J. A., & Kress, J. S. (May, 2017). *The great (fake) debate: How should we think about the outcomes of Jewish education?* *Gleanings: A dialogue on Jewish education*. <http://www.jtsa.edu/The-Great-Fake-Debate>
- Kress, J. S. (February 5, 2017). *Hurray (?) for happiness*. Posted to ejewishphilanthropy.com.
- Kress, J. S. (Winter 2014). Take the experiential Jewish education challenge! (It's not what you think). Included in *Gleanings: Dialogue on Jewish Education from The Davidson School*.

- Kress, J. S., & Elias, M. J. (January 15, 2014). *Sustaining the seeds of change*. Posted to ejewishphilanthropy.com.
- Kress, J. S. (June 16, 2013). *A more accurate analogy? Thinking about synagogues, not schools, and camps*. Posted to ejewishphilanthropy.com.
- Kress, J. S. (April 22, 2013). *Reflections on "Effective Strategies for Educating and Engaging Jewish Teens"*. Posted to ejewishphilanthropy.com.
- Kress, J. S. (March 18, 2013). *What is experiential Jewish education?* Posted to blog.jtsa.edu/reframe
- Elias, M. J., & Kress, J. S. (2005). Social-Emotional learning and character education: Toward a convergence of concept and practice, *The Attribute*, 2(9) http://yrlc.on.ca/character_matters/attribute/
- Kress, J. S. (2003). Modeling interaction in emotional intelligence: Bringing together research and practice. *Melton Gleanings*, 5 (3). (<http://www.jtsa.edu/research/melton/gleanings/v5n3/>).
- Major Research and Evaluation Reports*
- Tobin, L., Uhrman, A. L., & Kress, J. S. (Eds.) (2018). *Including campers with disabilities: Learning from the work of inclusion coordinators at Jewish summer camps*. Unpublished manuscript available at <https://jewishcamp.org/wp-content/uploads/2018/05/Learning-from-Camp-Inclusion-Coordinators.pdf>.
- Singfer, D., Uhrman, A. L., & Kress, J. S. (2018). *Staffing Tikvah: Results of a survey of past Tikvah staff*.
- Kress, J. S. (2015). *The Chanoch LaNa'ar program at a crossroads: Sustaining and transferring innovation*. Prepared for the AVI CHAI Foundation.
- Kress, J. S. (2014) *Evaluation of Chanoch LaN'ar, a mussar-based character education program at Gann Academy*. Prepared for the AVI CHAI Foundation.
- Kress, J. S. (2008). *Shabbatonim and other experiential education in communal and conservative Jewish high schools: Findings from the AVI CHAI – IJE Experiential Educators Project (Cohort 2)*. Prepared for the AVI CHAI Foundation.
- Ben-Avie, M., & Kress, J. S. (2007). *EJSS: A North American study of educators in Jewish day and congregational schools*. Prepared for the Jewish Educational Service of North America and available at: [http://www.jewisheducationalchange.org/docs/Ben-Avie%20and%20Kress%20EJSS%20Technical%20Report%20\(FINAL\).pdf](http://www.jewisheducationalchange.org/docs/Ben-Avie%20and%20Kress%20EJSS%20Technical%20Report%20(FINAL).pdf).
- Kress, J. S. (2006). *Evaluation summary: TEAM 2005-2006*. Prepared for the Detroit Jewish Federation.
- Kress, J. S. (2005). *Campus and camp: A descriptive report of college-age staff at Camp Ramah*. Prepared for the National Ramah Commission.
- Kress, J. S. (2005) *TEAM 2003-2005 evaluation report*. Prepared for the Detroit Jewish Federation.
- Kress, J. S. (2002). *Jewish Early Educator Enrichment Program Evaluation*. Prepared for the Detroit Jewish Federation.

Videos

- “Preparing and Processing Inter-generational Programs.” Video for the “Better Together” project of the Legacy Heritage Foundation, 2014.

Featured in The High Five documentary produced by the Jewish Education Project, 2011.

Academic Conference Presentations

Network for Research in Jewish Education

- Levisohn, J., Sobe, N., Kelman, A., Kress, J. S., & Schuster, D. (June 2019). The State of the Field of Scholarship on Learning in Jewish Education.
- Robinson, B., Shapiro, J., & Kress, J. S. (June 2019) Shlemut by way of Praxis Explication: Merging Research, Theory, and Practice.
- Bryfman, D., Safyan, L., Kress, J., Winer, A., & Levites, A. (June 2018). The kids are alright. Right? A panel discussion of the findings from the 2018 National Jewish Youth Serving Organization Study. Spotlight session presented at the 2018 conference of the Network for Research in Jewish Education, Washington, DC.
- Singfer, D., Uhrman, A., & Kress, J. S. (June 2018). Staffing a camp inclusion program: Findings from a survey of Tikvah staff. Paper presented at the 2018 conference of the Network for Research in Jewish Education, Washington, DC
- Uhrman, A., Singfer, D., & Kress (June 2017). Staff attitudes about inclusion before and after an initiative for campers with disabilities.
- Levisohn, J., & Kress, J. S. (June, 2016). The whole and its parts: “Subject-specific” and “Jewish-developmental” outcomes in Jewish education research.
- Ben-Lev, M., Parkes, M., Rotstein, E., & Kress, J. S. (June 2016). Implementing education in the social, emotional, and spiritual domains in congregational schools: Supports and challenges.
- Kress, J. S. (June, 2014). Current topics and controversies in experiential Jewish education. Presented as part of panel commemorating the 80th anniversary of the *Journal of Jewish Education*.
- Herzberg, W., Katz, M., Kress, J., Shapiro-Plevan, S. & Zeldin, M. (June 2013). Practicing what we teach: Integrating Jewish content and general pedagogy through collaborative teaching in a MA program in Jewish education.
- Jaffe, D., & Kress, J. S. (June 2012). Navigating cultures: A *mussar* based initiative in a pluralistic Jewish high school.
- Kress, J. S. (June 2011). Spiritual and socio-affective issues in Jewish education.
- Kress, J. S. (June, 2010). Pluralism three ways: Jewish high schools, diversity, and community.
- Kress, J. S. (June, 2009). The potential and challenges of experiential education in Jewish day high schools: Shabbatonim and beyond.
- Isaacs, L., Raff, L., Kress, J. S., & O’Brien, K. (June, 2008). We’ve got the data: Now what? Policy and practice implications of the Educators in Jewish Schools Study (EJSS).
- Kress, J. S. (June 2005). Investigating “quality of life” outcomes of Jewish day school education.
- Kress, J. S. & Rosov, W. (Conveners) (June 2005). Conceptualizing and researching Jewish identity: Emerging trends and challenges.
- Cohen, I., Kress, J. S., & Elias, M. J. (2002). Predictors of emotional intelligence outcomes: A case study from an Orthodox day school.
- Kress, J. S., Cohen, I., & Elias, M. J. (June, 2001). Perceptions of classroom climate in an Orthodox day school: The influence of social-emotional and demographic factors.
- Kress, J. S. & Elias, M. J. (June, 2000). Ecological theory, self-complexity, and Jewish identity: Implications for research and practice.

Other academic conferences

- Chertok, F., Kress, J. S., Uhrman, A., & Olson, D. (December, 2018). "A Part" or "Apart:" Research on Inclusion of Persons with Disabilities in Jewish Life. Roundtable presented at Association for Jewish Studies conference, Boston.
- Katz, M., & Kress, J. S. (February, 2017). Middle schools students and "the other" in an on-line Jewish history simulation. Presented at the Melton Coalition for Creative Interaction's Jewish Learning and the Non-Jew conference, New York.
- Elias, M. J. & Kress, J. S. (March 2003). Building learning communities with character. Presented at the conference of the Association for Supervision and Curriculum Development, San Francisco, CA.
- Kress, J. S., & Elias, M. J. (March 2003). Implementing an effective, enduring character education and social and emotional learning program. Presented at the conference of the Association for Supervision and Curriculum Development, San Francisco, CA.
- Lehman, M. S., & Kress, J. S. (December 2002). Didactics and dialectics: Viewing emotional intelligence through the lens of Talmud Instruction. Paper presented at Association for Jewish Studies, Los Angeles, CA.
- Kress, J. S., Chair (December 2002). Bridging academics and social competence in the Jewish classroom: Theory, research, and methods. Panel presented at the conference of the Association for Jewish Studies, Los Angeles, CA.
- Kress, J. S. & Davidson, A. (December, 2001). Rabbinic leadership: A contemporary perspective. Presented in S. M. Cohen (Chair), The changing nature of rabbinic leadership in the United States and Canada, Association for Jewish Studies Annual Conference, Washington, DC.
- Kress, J. S., Chair (June, 1999). Bringing together community psychology and religion/spirituality: Towards an action-research agenda for SCRA. Symposium presented at the Seventh Biennial Conference on Community Psychology (APA-Division 27), New Haven, CT.
- Kress, J. S., & Elias, M. J. (May, 1997). Community Psychology consultation and ownership of intervention. Presented in J. Zins and M. Klien (symposium co-chairs), Community Psychology contributions to school-based consultation, Sixth Biennial Conference on Community Research and Action (APA-Division 27), Columbia, SC.
- Kress, J. S., & Elias, M. J. (November, 1995). Who am I? and other questions of identity development in Jewish adolescents. Paper presented at the Policy/Program Conference on the Jewish Adolescent in North America, Boston, MA.
- Kress, J. S., Elias, M. J., & Novick, J. (March, 1995). Religiosity and coping in children: Preliminary findings from a sample of Jewish students. Poster presented at Society for Research in Child Development Biennial Conference, Indianapolis, IN.
- Kress, J. S., Elias, M. J., Novick, J., Schoenfeld, M. J., & Zibbell, R. (June, 1995). Paradox or possibility: Community cohesion and the acceptance of "outsiders". Poster presented at the Fifth Biennial Conference on Community Research and Action (APA-Division 27), Chicago, IL.
- Kress, J. S., & Elias, M. J. (1993, June). Prevention in Special Education: Reconceptualizing risks to inform

interventions. Poster presented at the Fourth Biennial Conference on Community Research and Action (APA-Division 27), Williamsburg, VA.

Workshops and Other Presentations

Workshop/Presentation topics include:

- Bridging Formal and Experiential Jewish Education Models.
- Building Learning Communities
- Creating Caring Educational Environments and Relationships.
- Developmental Issues
- Experiential Jewish Education
- Moral and Character Education
- Promoting Jewish Values and Jewish Identity
- Social, Emotional, and Spiritual Learning

Workshops/Presentations delivered at settings including:

- American Jewish Joint Distribution Committee
- Auerbach Central Agency for Jewish Education, Philadelphia, PA
- Board of Jewish Education of New York
- Bildner Center for the Study of Jewish Life, Rutgers University
- Camp Ramah in the Berkshires
- Center for Applied Psychology, Rutgers University
- Columbia/Barnard Hillel
- Foundation for Educational Administration/NJ Principals and Supervisors Association.
- Hebrew Union College, New York
- Human Genetics Program, Sarah Lawrence College
- Institute for Southern Jewish Life
- Jewish Community Center Association
- Jewish Educators Assembly
- Jewish Education Association- Metrowest, NJ
- Jewish Education Services of Bergen County & North Hudson
- Jewish Federation in the Heart of NJ
- Jewish Youth Directors Association
- Quest for Teaching Excellence, Jewish Federation of Metrowest NJ
- Montgomery County (MD) Synagogue Educators Association
- National Association of Temple Educators Annual Conference
- National Association of Temple Educators
- New Jersey Association of Federal Program Administrators
- Northern NJ Region Standards Conference
- Northern Virginia Synagogue Educators Association
- Orange County (NY) Yom Moreh (Day of Teaching).Solomon Schechter Middle School Conference.
- Pardes Day School Educators Program
- Prizmah
- Rutgers Hillel
- Teachers College's Spirituality Mind Body Institute
- Teachers College's Social and Emotional Learning Society
- United Synagogue of New Jersey
- United Synagogue of Conservative Judaism
- Westchester Board of Jewish Education
- Many other secular and Jewish educational institutions.

Additional Experience: School-Based Projects

Program Development Specialist, Social Decision Making/Problem Solving Program
University Behavioral HealthCare-UMDNJ; New Brunswick, NJ. Sept. 1998- July 2000

School-based Social Problem Solving Consultant

- Yeshiva ShaareiTzion, Piscataway, NJ, Fall 1997
- Bergen County Education Commission Special Services, South Bergen, NJ, 8/96
- The Children's Institute, Livingston, NJ, 9/91-5/96

Additional Teaching/Supervisory Experience

“Outside” Doctoral Committee Member for doctorates at Teachers College-Columbia University (2018); the Steinhardt School of Culture, Education, and Human Development, New York University (2013); The California School of Professional Psychology at Alliant International University, San Francisco, CA, Doctoral Dissertation (2012); Azrieli Graduate School of Jewish Education, Yeshiva University, NY, Doctoral Dissertations (2009, 2013); Norwich University, Vermont College, Brattleboro, VT, (Master's Thesis 2001).

Psychology Intern Supervisor, Social Decision Making/Problem Solving Program, University Behavioral HealthCare-UMDNJ; New Brunswick, NJ, 1999-2000

Undergraduate Independent Study Coordinator, Jewish Identity Development Project, Rutgers University, New Brunswick, NJ, 1994-1997.

Recitation Instructor, Gateway Program for At-Risk Students, Psychology Department, Rutgers University, New Brunswick, NJ, 1994-1996.

Instructor of Quantitative Methods, Psychology Department, Rutgers University, New Brunswick, NJ, Summers 1992, 1993.

Social Studies Teacher, James Madison High School, Brooklyn, NY.1990-1991.

Additional Experience: Clinical Psychology

University of Medicine and Dentistry of New Jersey/Robert Wood Johnson Medical School. Piscataway, NJ.

Internship in Clinical/Community Psychology, Sept. 1996-Aug. 1997

Practicum experiences

- Clinician, South Plainfield Community Satellite; Carrier Foundation, South Plainfield, NJ, 11/95-5/96
- School-based Clinician, Rutgers-Somerset Counseling Program; Smith Middle School, Somerset, NJ, 11/94-5/96
- Clinician, Partial Hospital/Outpatient Program; Carrier Foundation, Belle Mead, NJ, 9/94-6/95
- Clinician, Psychology Clinic, Graduate School of Applied and Professional Psychology, Rutgers University, Piscataway, NJ, 9/92-5/95
- School-based Clinician, Carrier Day School, Belle Mead, NJ, 1993-1995
- Neuropsychological Assessment Technician, Princeton Evaluation and Treatment Services, Belle Mead, NJ. 9/93-5/94

Professional Memberships

- Network for Research in Jewish Education
- Society for Community Research and Action (APA Division 27)
- Association for Supervision and Curriculum Development

Updated 06/05/20