

November 9, 2016

To Whom It May Concern:

This letter is a testimonial to endorse and support Yochi Paltin, in her teaching pursuits. We can personally attest to Yochi's diligence in teaching and empathy for her students. Yochi was our son, Leo's, Hebrew teacher for three years (2013-14, 2014-15, 2015-16—Grades 3, 4 and 5, respectively), at Perelman Jewish Day School. During that time we had many discussions with Yochi, as well as the opportunity to visit her classroom on several occasions. We can attest to the strong rapport that Yochi developed with our son, Leo, and his classmates each of those years. Not only is Yochi a great teacher; she is well liked by students—a terrific combination.

At the beginning of 3rd Grade, Leo was stressed because he did not think that he could successfully complete the work for Yochi's Hebrew class. We met with Yochi, to discuss Leo's situation; and she let us know that she was absolutely convinced that Leo had the capability to compete with other students and belonged in her classroom. She suggested that she tutor Leo once weekly, until he felt confident. She did so for several months during the academic year, until both she and Leo agreed that the meetings were no longer necessary. Leo grew comfortable and confident in class. That was especially evident when we watched him and his classmates' in-class Hebrew presentations.

After the summer break, at the beginning of 4th Grade, Leo thought that he needed tutoring, again. We spoke with Yochi, and she assured us that was not the case. Rather, she indicated that Leo was ready to "fly" on his own, and the classroom would be a safe and supportive environment to do so. On occasion, Leo and Yochi would meet at lunchtime, to touch base. That feedback mechanism was great. Over the year, Leo thrived in Yochi's classroom, and his confidence in his own abilities grew tremendously. Once again, whenever we visited the class, to see the students' presentations, the environment was friendly and dynamic. The students were excited about what they were doing and happy to be there.

Leo's final year with Yochi, 5th grade, was just as extraordinary. His confidence improved so much that he didn't even consider the need for tutoring. Again, the class environment was communicative and engaging. As in the earlier years, Yochi's classroom was full of life—not only the students' enthusiasm, but also the wall of plants by the windows and the snakes in their terrariums, which the children really seemed to enjoy. A visit to Yochi's class was always lively and interesting. It felt good to see the students learning and having fun at the same time.

Something else that enriched the students' experience in Yochi's class—as we witnessed firsthand, through Leo—is her embrace of a variety of assistive teaching technologies which the students also embraced. Not one of our other three children who have attended Perelman, has been so engaged, as none of their Hebrew teachers embraced or utilized technology to the same extent. Leo participated in video chats and lessons and online team projects, in addition to using pen, paper, books and the regular classroom experience.

As far as impact, several times over the years that Leo was Yochi's student at Perelman, other parents came up to us to compliment us for Leo's presentations and his mastery of Hebrew. Several asked whether we all spoke Hebrew at home, and were surprised to find that we did not! Leo is now in his first year at Jack Barrack Hebrew Academy. He is in the most advanced Hebrew class, and he is shining. There is no doubt in our minds that Yochi's methods and her deep concern for her students have been a large contributor to his success.

Respectfully,



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