



Hidden Sparks 2013 Application for the INTERNAL COACH PROGRAM (ICP)

APPLICATION DEADLINE EXTENDED: FRIDAY, APRIL 5

BACKGROUND

Hidden Sparks was founded in February 2005 with the goal of increasing the capacity of Jewish Day Schools to address the varied needs of children with learning and/or behavioral difficulties, particularly children whose struggles might otherwise elude identification. Its inaugural program, the External Coach Program (ECP), a school-based teacher training and coaching initiative, was launched as a pilot in February, 2006 and is currently operating in eight Jewish day schools in New York, three in Baltimore and two in Chicago. In order to both deepen the capacity in the schools which HIDDEN SPARKS currently serves, and to broaden its impact and reach to include *new* schools, HIDDEN SPARKS introduced the **Internal Coach Program (ICP)** in 2007, now operating in 30 schools in New York, New Jersey, Baltimore, Chicago, Nashville, New Orleans, Hollywood and Tampa, Florida. These inaugural programs, and the HIDDEN SPARKS philosophy, are based on the principle that all children learn differently and that effective programs for helping those with learning difficulties will ultimately help *all* children in the school. They also reflect the HIDDEN SPARKS goal of building long term capacity within schools by providing teachers with the tools and teaching strategies to better understand and teach children with social, emotional and learning differences, and by nurturing a cadre of “trained experts” in the school, teacher-leaders from within the school. Finally, Hidden Sparks aims to help schools strengthen their system for early identification and response to struggling learners.

DESCRIPTION OF INTERNAL COACH PROGRAM (ICP)

Designed to support a school’s long term ability to address the needs of struggling learners, the ICP program provides training to selected faculty members to be resident HIDDEN SPARKS coaches - trained in understanding and teaching to diverse learning styles, behavior management, and classroom centered coaching. Similar to the HIDDEN SPARKS External Coach Program, these Internal Coaches develop the expertise to become the resident experts on diverse learners. They receive training to facilitate monthly class-level meetings, offer workshops on diverse learning styles, and provide coaching to individual faculty members in order to identify specific learning strategies for students struggling in school.

Applications for multiple candidates per school are encouraged in order to help create a cohort of coaches in each division and nurture a Hidden Sparks supportive school culture.

PROGRAM DETAILS

Applicant schools will need to select current or incoming member(s) of their faculty for training to be an Internal Coach. Often the Internal Coach selected is a resource room teacher or member to the faculty who can be released from class to coach others. The prospective coach should be well regarded by colleagues and evidence a non-judgmental approach to peers and students. Once an Internal Coach candidate is identified, a meeting is set up between the candidate and a member of the Hidden Sparks educational team.

COACH TRAINING

Internal Coaches will be provided with two types of training. The core HIDDEN SPARKS curriculum, called Learning Lenses, combines a neurodevelopmental approach to learning¹ with an examination of temperament, behavior and ecology, to inform a deeper understanding of children’s learning and behavior. The second aspect of the training focuses on their Hidden Sparks role as coach - mentoring adult learners, conducting classroom observations, providing constructive feedback, and facilitating group discussion.

Internal Coach training begins with the **6-day Internal Coach Course**. The first 4 days will take place in May 2013, followed by 1 day in August 2013 and 1 day during the 2013-14 school year. Participants will spend half a day shadowing a veteran coach and will receive monthly, one-on-one mentoring from a veteran coach during the 2013-14 school year.

In addition, and **as a requirement for participation, during the school year, each Internal Coach participates in monthly two-hour meetings with the HIDDEN SPARKS Educational Leadership² for the duration of the program.** These meetings provide an opportunity to sharpen skills in classroom observation, debriefing with novice to expert teachers, and facilitation. They also foster a community of learners to address common issues and concerns and reflect on their practice. Once they start coaching in their own schools with one grade and submit coach logs, Internal Coaches receive financial remuneration by HIDDEN SPARKS for participation in each of the monthly meetings³. Individual schools, however, are exclusively responsible for any adjustments of salary or schedule.

COMMITMENT TO COACHING FROM THE SCHOOL

While HIDDEN SPARKS provides the training to boost the expertise of the faculty member selected for participation in ICP, HIDDEN SPARKS requires a serious commitment on the part of participating schools. **For each Internal Coach, the school selects one grade that the Internal Coach will work with in the first year.**

For the selected grade, Internal Coaches facilitate monthly meetings by class, with **all** educators for that class present, including Judaic and General studies teachers, and student support service personnel. The purpose of these meetings is to review **all** children in the class in order to help faculty identify and understand students’ social, emotional and learning differences, and develop strategies that will help their students achieve greater success. A member of the administration is expected to attend these monthly meetings at least once per marking period.

“Hidden Sparks offers unparalleled professional development. Working with a mentor, teachers are able to gain insight into individual students and so modify their teaching to enable them to reach every student in their class.”
Rabbi Alan Berkowitz, Principal
Ramaz Lower School, Manhattan

Additionally, the school must provide 1-2 hours a week in the Internal Coach’s schedule for conducting guided classroom observations and one-to-one peer coaching with participating teachers.

PROGRAM EVALUATION

To enable us to learn from this initiative, **it is required that accepted schools participate in the evaluation by working with the evaluator to gather appropriate data (e.g., teacher questionnaires, confidential pre-post student data, and descriptive data about the school).** School observations and teacher focus group sessions will also be part of the evaluation effort.

¹ Understanding how attention, memory, language, sequencing, spatial ordering, knowledge of social skills and neuromotor abilities function in learning.

² See bios.

³ These details will be included in the agreements that participant schools receive.

Internal Coach Program Overview

- Schools will select faculty members who they believe have the temperament and skills to become “Internal Coaches”, and who are able to devote approximately 1-2 hours⁴ per week to coaching. HIDDEN SPARKS encourages schools to plan for an Internal Coach for each division in their school and will support applications for multiple candidates. A member of the Hidden Sparks educational team will meet with the Internal Coach selected by the school.
- The target audience of children is not necessarily those children who have already been identified for help and are being served through school or state services, but struggling learners whose challenges and needs have not yet been identified.
- Internal Coaches will be trained in the HIDDEN SPARKS curriculum which combines a neurodevelopmental approach to learning⁵, temperament, behavior and ecology, for a deeper understanding of children’s learning and behavior. The second aspect of their training focuses on their Hidden Sparks role as coach - mentoring adult learners, conducting classroom observations, providing constructive feedback, and facilitating group discussion.
- Internal Coaches **must attend all six days** of the Internal Coach training course, to be held at the Jewish Education Project, located in Manhattan: **May 1, May 2, May 28, May 29, Aug 22, Nov 11 (Veterans Day)** .
- After completion of their training, Internal Coaches will begin coaching at their schools in the 2013-14 academic year. **Below are the responsibilities of Internal Coaches. The school is expected to make the necessary arrangements to allow coaches to fulfill these responsibilities.**

Internal Coach Responsibilities outside school:

1. Attendance at 3 Regional Group meetings, 2 hours long, held at a host school.
2. Attendance at 2-3 Full Group meetings, 2 hours long, held in Manhattan.
3. Attendance at full day Coach Retreat held in New York.

Internal Coach Responsibilities within school:

1-2 hours per week devoted to Hidden Sparks work to include:

1. 1-2 student observation each week depending on the experience level of coach.
2. Debriefing with classroom teacher of observed student.
3. Monthly meeting with all teachers with whom coach works. The monthly ‘Hidden Sparks’ meeting provides the opportunity for General and Judaic Studies teachers to meet together.

Support for Internal Coaches

1. Facilitated group work around coaching, observations, and workshop facilitation, in either the Regional or Full Group Meetings noted above.
2. An annual retreat, for all coaching staff.

New Internal Coaches also

1. Spend half a day shadowing an experienced coach at another school.
2. Receive half a day of one-on-one mentoring per month in their schools.

- Schools will participate in a program evaluation.

⁴ The exact time may vary and will depend on the size of the school and number of classes per grade.

⁵ Understanding how attention, memory, language, sequencing, spatial ordering, knowledge of social skills and neuro-motor abilities function in learning.

TIMELINE FOR 2013 ICP APPLICATION/TRAINING PROCESS

Thu March 21	Application Deadline
Apr 3 – Apr 17	Hidden Sparks meetings with Internal Coach candidates
Wed May 1	ICP Course Day 1
Thu May 2	ICP Course Day 2
Tue May 28	ICP Course Day 3
Wed May 29	ICP Course Day 4
Thu Aug 22	ICP Course Day 5
Mon Nov 11	ICP Course Day 6 (Veterans Day)
Fall 2013	Internal coach spends half a day shadowing an experienced Hidden Sparks Coach at another school
Fall 2013	Monthly mentoring sessions begin; Internal Coach is assigned a Hidden Sparks mentor who visits coach's school 1 half-day/month.

PROFESSIONAL LEADERSHIP

Debbie Niderberg, Executive Director

Debbie Niderberg, Executive Director, Hidden Sparks, helped launch Hidden Sparks, from conceptual development to its present size and worked collaboratively to design its unique programming, and build the organization's infrastructure and professional leadership. She is also responsible for developing new initiatives, such as Hidden Sparks Without Walls, and new programmatic and funding partnerships. Prior to coming to Hidden Sparks, Ms. Niderberg served as the Executive Director for The Nash Family Foundation, where she was instrumental in bringing the Schools Attuned Professional Development Program to 72 New York area Jewish schools, launching a kosher City Harvest program, an Israel-based medical fellowship, and grants for the first residential Jewish hospice in New York, among other significant grants. Prior to this, she co-founded the Jewish Children's Learning Lab, an interactive Jewish children's museum in New York and managed the Outreach and Special Projects division for the Fund for Jewish Education.

Karen Kruger, Director of Education

Karen Kruger, Director of Education, received her master's degree from Bank Street College of Education. Karen comes with a wealth of experience in the field, having served as Hidden Sparks' ICP (Internal Coach Program) School-based mentor for the past year, where she mentored internal coaches, a regional facilitator, and the lead trainer for workshops funded through No Child Left Behind. Working with middle school teachers and administrators from New York City middle schools, Ms. Kruger also served as a field facilitator and course instructor for 'Schools Attuned', teaching courses offered by "All Kinds of Minds", developing curricula for workshops, and mentoring and supervising teachers in grades K-12. Ms. Kruger was an adjunct professor at Bank Street College of Education and has taught in elementary and middle schools from Kindergarten through 8th grade.

Rona Milch Novick, Co-Educational Director

Dr. Rona Novick, Ph.D, Co-Educational Director for Hidden Sparks, is the Director of the Fanya Gottesfeld Heller Doctoral Program in Jewish Education and Administration at Yeshiva University and an Associate Professor of Psychiatry at the Albert Einstein College of Medicine. She served for many years as the Coordinator of Child Psychology in the Division of Child and Adolescent Psychiatry at Schneider Children's Hospital and as the Clinical Director of the Alliance for School Mental Health, providing outreach services, treatment and training to schools, families and communities. She developed the BRAVE bully prevention program and is a trained cognitive behavior therapist with her own private practice. As one of two educational directors for Hidden Sparks, Dr. Novick provides training, supervision and ongoing mentoring to the Hidden Sparks teams of coaches, principals and Internal Coaches.

Claire Wurtzel, Co-Educational Director

Claire Wurtzel, Co-Educational Director, recently retired as the Director of Faculty Development for the Churchill School and Center in New York. Prior to this position, Ms. Wurtzel was the Director of Faculty Development for the New York City Schools Attuned initiative for All Kinds of Minds, an institute co-founded by Dr. Mel Levine and Charles Schwab to help educators work effectively with struggling learners. In her capacity as Director, she oversaw Schools Attuned courses, mentor training and facilitator training for over 400 New York City schools. As one of two educational directors for Hidden Sparks, Ms. Wurtzel provides training, supervision and ongoing mentoring to the Hidden Sparks teams of coaches, principals and Internal Coaches. To fulfill long-standing interest in Jewish education, Ms. Wurtzel has worked to adapt the Schools Attuned professional development program for Jewish day schools.

Esther Kramer, ICP Coordinator and Mentor

Esther has been an educator in both the New York City independent schools and the New York City public schools, as well as a faculty member and staff developer of the Special Education Department at Bank Street College of Education. Ms. Kramer was the head of the Lower School of the Town School for eight years, and principal and director of the Churchill School and Center in New York. Ms. Kramer also served as a facilitator with the Schools Attuned Program from All Kinds of Minds for the New York City public schools. In addition, she co-produced The Open Mind for public television and participated in several research studies



APPLICATION INSTRUCTIONS

All items should be submitted by **Thursday, March 21, 2013**

- Submit all items on the **Application Checklist**.
*Note: Current HIDDEN SPARKS schools only need to submit Part 1.
- Part 1 can be submitted as soon as completed, with Part 2 to follow. If multiple candidates are being submitted, Items 2 and 3 on Part 1 should be completed on a separate form for each candidate. Schools may submit up to five (5) candidates.
- Both Part 1 and Part 2 can first be submitted by email or fax, with a hard copy to follow:
margaret@hiddensparks.org / Fax: 212 641-3201
- Mail a hard copy of the entire proposal (Part 1, Part 2, and all attachments) to the HIDDEN SPARKS office:

Hidden Sparks
452 Fifth Avenue, 24th Floor
New York, NY 10018
- **Applications will be considered as they are received.**
- Should you have questions preparing your application, please contact: **Margaret Sarro**, Manager of Operations at: 212-767-7707 or e-mail, margaret@hiddensparks.org

APPLICATION CHECKLIST

- PART 1.** Items 2 and 3 should be completed for each Internal Coach candidate.
- PART 2.** For new schools only; Current HIDDEN SPARKS schools do not need to submit Part 2 and attachments.
Clearly label each section. Question answers need not be longer than a total of 3 pages.
 - Answers to questions from the “Program Implementation” section.
 - Answers to questions from the “Services for Special Needs” section
 - Answers to questions from the “Professional Development” section
- ATTACHMENTS** as listed in Part 2, Item #IV.
 - School Mission Statement (if the school has one)
 - Resumes or descriptions of key staff, including the educator(s)/school psychologist that will be the point person for helping implement this program.
 - Copy of school’s tax exempt status
 - Copy of school's audited financial statements
 - School's Department of Education BEDS number
- SUBMISSION OF HARD COPY**
 - Mail a hard copy of the entire application postmarked by Thursday, March 21, 2013.



PART 1

Submit by Thursday, March 21, 2013 by email or fax: margaret@hiddensparks.org / Fax: 212 641-3201

Note: Part 1 may be submitted as soon completed, with Part 2 to follow.

Dates for 2013 Internal Coach Course

The 6 days of the Internal Coach Course will take place on:

- *Wed, May 1*
- *Thu, May 2*
- *Tue, May 28*
- *Wed, May 29*
- *Thu, Aug 22*
- *Mon, Nov 11 (Veterans Day)*

Classes run from 9:00 am – 4:30 pm.

Location: Jewish Education Project, New York, NY

Please type or print clearly.

1) School Information

School Name (Please use official name): _____

Address: _____

Main phone number: _____ Website: _____

Year school opened: _____ Affiliation: _____

Grades currently served: _____ Grades served at full capacity: _____

School's enrollment capacity: _____ School hours: _____

Current school year? _____

Last year? _____

Previous year? _____

2) Candidate Information (For additional candidates, please answer #'s 2 and 3 on a separate form.)

School's candidate for Internal Coach Program: _____
Mr./Mrs./Ms/Rabbi/Dr. First Name Last Name

Email: _____ Home Phone: _____ Cell Phone: _____

Home Mailing Address _____

Position within school _____

of years in education _____ # of years in this school _____

Capacities served/ grades taught _____



Educational level/degrees: _____

Professional Development within/beyond the school: _____

Describe the candidate's supervisory experience? _____

How many hours does the candidate work? _____

What hours are they expected to work to implement this program? _____

What incentive is the school providing for the Internal Coach? _____

Who will the Internal Coach report to? _____

Why was this candidate selected for participation? _____

How do faculty members regard the candidate? _____

3) For the target grade:

GRADE _____

of students: _____

of classes _____

of Full time Judaic Studies teachers _____

Part time JS teachers _____

of Full time General Studies teachers _____

Part time GS teachers _____

4) What steps would the school take to support the program initiative and direction? _____

5) If successful, would - and to what extent - the school try to adapt the program to additional grades? Why or why not, and how? _____



6) Contact information for school principal(s):

Name: _____ Title: _____
Mr./Mrs./Ms/Rabbi/Dr. First Name Last Name

Direct phone: _____ Fax: _____ Email: _____

Name: _____ Title: _____
Mr./Mrs./Ms/Rabbi/Dr. First Name Last Name

Direct phone: _____ Fax: _____ Email: _____

7) Contact information for the person who will be in charge of this program (if different from above):

Name: _____ Role in school: _____
Mr./Mrs./Ms/Rabbi/Dr. First Name Last Name

Direct phone: _____ Fax: _____ Email: _____

8) Signatures of top administrator and lay leader endorsing the submission of this application:

Printed Full Name Title Signature Date

Printed Full Name Title Signature Date



PART 2 – FOR NEW SCHOOLS ONLY

*** CURRENT HIDDEN SPARKS SCHOOLS DO NOT NEED TO COMPLETE PART 2 ***

Submit by Thursday, March 21, 2013 by email or fax: margaret@hiddensparks.org / Fax: 212 641-3201

Please type your answers on separate paper with each answer clearly labeled. Answers to questions need not be longer than a total of three pages.

I. Program Implementation

- 1) Who will be responsible for overseeing the HIDDEN SPARKS program? (Note: bio should be submitted as part of the attachments; See “Application Checklist” in the Instructions.)
- 2) Describe how the school will implement this program, including: Which grade(s) will be included? How will the school meet the scheduling needs enabling all of the general and Judaic studies teachers to meet on a monthly basis? In addition to the participating teachers, which other staff members will attend monthly meetings? Which administrators will attend monthly meetings (at least once per marking period)? How will the school arrange coverage for the Internal Coach to leave school to attend the Regional Meetings, Full Group meetings and Retreat day?

II. Description of School’s Services for Special Needs

- 3) What type of assessments does the school provide in the area of reading readiness, and on-going reading, decoding, and comprehension? Does the school provide any formal and informal assessments, and if so, by whom?
- 4) What processes are in place for working with students with special learning needs?
- 5) Does your school have a resource room? Serving which grades and how many children?
- 6) Does the school have part time/full time psychologists on staff? What is the role of the psychologist(s)?
- 7) How does your school address behavioral issues?

III. Professional Development in the School

- 1) What is the school’s philosophy and approach to professional development?
- 2) Provide examples of current and past professional development efforts.

IV. Attachments

- 1) School Mission Statement (if the school has one)
- 2) Resumes or descriptions of key staff, including the educator(s)/school psychologist that will be the point person for helping implement this program.
- 3) Copy of school’s audited financial statement
- 4) Copy of school’s tax exempt status
- 5) School's Department of Education BEDS number