



Hidden Sparks

2014 Application for the INTERNAL COACH PROGRAM (ICP) – FOR NEW SCHOOLS

NEW SCHOOL APPLICATION DEADLINE: MONDAY, FEBRUARY 3

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 32 schools in New York, New Jersey, Baltimore and Chicago. 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.

INTERNAL COACH PROGRAM (ICP) - SCHOOL-BASED COACHING FOR DIVERSE LEARNERS

ICP Internal Coach Pathway- Coaching for diverse learners

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, facilitation skills and mentoring. Internal Coaches develop the expertise to become school-based resources on diverse learners. They receive training to facilitate monthly class-level meetings, and workshops on diverse learning styles. Internal Coaches provide coaching to classroom teachers to help identify specific learning strategies for students struggling in school.

ICP School Leadership Pathway – Institutionalizing Hidden Sparks learning communities

This year we are inaugurating targeted training for school leaders who wish to train as an ICP coach but who will use their training to benefit the school as a whole and to support the institutionalization of Hidden Sparks principles in a manner congruent with their role in the school. Principals, for example, may plan and implement structural supports and professional learning community practices to integrate Hidden Sparks into the school’s culture, while a school psychologist might conduct faculty and parent workshops on the Learning Lenses. A Hidden Sparks facilitator will help ICP coaches in this track to plan their contributions to the school.

Internal Coach Pathway 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 hours¹ 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. As part of the application process a member of the Hidden Sparks educational team will meet with the Internal Coach candidate(s) and school principal(s). **See Part 3, V.**

- 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 learning², 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 location in Manhattan: **March 4, 10, 19 24, April 30 and May 14.**
- After completion of their training, Internal Coaches will begin coaching at their schools in the 2014-15 academic year and will be eligible for on-site mentoring. **Below are the responsibilities of Internal Coaches. The school is expected to make the necessary arrangements (e.g. coverage for coaches, arranging meetings) to allow coaches to fulfill these responsibilities.**

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.
2. Workshops on diverse learners, instructional strategies, etc.
3. 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.

School’s Responsibilities for their Internal Coaching Program

1. Release Internal Coaches for the initial 6-day training, shadowing, regional meetings, monthly mentoring and annual retreat.
2. Assign *all* the teachers in one grade to work with the Internal Coach.
3. Arrange for Judaic Studies and General Studies teachers on one grade to meet once per month.

¹ The exact time may vary and will depend on the size of the school and number of classes per grade.



4. Provide 1 – 2 hours per week in the Internal Coach’s schedule for conducting classroom observations of students, one-to-one peer coaching.
5. Provide meeting time for one-to-one peer coaching.
6. Participate in a program evaluation.

Internal Coach Responsibilities outside school:

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

Cost*:

1. **The tuition for the Internal Coach Pathway is \$500 for 1 participant and a total of \$1,000 for 2 or more participants.**
2. Hidden Sparks will award a **full scholarship** to cover the cost of the initial training (6-day course, shadowing, 3 regional meetings) to participants who fully complete the 6-day course and shadowing.
3. Schools must reserve space with a check for the full cost of tuition. Hidden Sparks will return the check after the full completion of the training for each participant.
4. Once the candidate has completed the training and begins coaching, the school will be eligible for a mentor for one-half day per month for the first year of the program as a grant to the school.
5. Active Internal Coaches are eligible to attend ongoing professional development and the annual retreat on full scholarship.

***IMPORTANT NOTE:** *Teachers of eligible Title I and Title III students may be able to attend the ICP Course using school title funds. Interested schools should be in touch with Sarah Diament, Hidden Sparks Director of School Services to find out more: sara@hiddensparks.org; 212-767-7707.*

ICP School Leaders Pathway Overview

Schools will select a faculty member(s) who has the temperament and role within the school to strengthen Hidden Sparks principles as systems within the school. A member of the Hidden Sparks educational team will meet with the ICP School Leader selected by the school. As part of the application process a member of the Hidden Sparks educational team will meet with the ICP School Leader candidate(s) and school principal(s). **See Part 3, V.**

- School Leaders will receive training in the HIDDEN SPARKS curriculum which combines a neurodevelopmental approach to learning³, 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 school leader - mentoring adult learners, providing constructive feedback, and facilitating group discussion, among other areas.
- Internal Coaches **must attend all six days** of the Internal Coach training course, to be held at a location in Manhattan: **March 4, 10, 19 24, April 30 and May 14 .**
- **The responsibilities of the ICP School Leader vary according to their role in the school and the needs of the school. The school is expected to make the necessary arrangements to allow coaches to continue their professional development.**

ICP School Leaders Responsibilities outside school:

1. Attendance at least 3 half-day workshops throughout the school-year.
2. Attendance at full day Coach Retreat held in New York.

ICP School Leaders Responsibilities within school:

1. Institutionalizing Hidden Sparks principles into the life and culture of the school.

Support for School Leaders

1. Facilitated workshops around school culture, professional learning and communication with parents, teachers and students in workshops noted above.
2. An annual retreat, for all ICP staff.

School’s Responsibilities for their ICP Program

1. Release Internal Coaches for the initial 6-day training, shadowing, regional meetings, monthly mentoring and annual retreat.
2. Arrange for Judaic Studies and General Studies teachers who teach the same grade/students to meet once per month.
3. Provide 1 – 2 hours per week in the Internal Coach’s schedule for conducting classroom observations of students, one-to-one peer coaching.
4. Provide meeting time for one-to-one peer coaching.
5. Participate in a program evaluation.

Cost *

1. **Tuition is \$500 per candidate. This fee is waived for schools who will have 3 Internal Coaches working in their schools (either previously trained or in this course).**
2. The \$500 fee includes:

³ Understanding how attention, memory, language, sequencing, spatial ordering, knowledge of social skills and neuro-motor abilities function in learning.



- The cost of the initial training 6-day course, shadowing
- 3 workshops and courses designed for school leaders and the annual retreat on full scholarship.

3. Leadership coaching is available for an additional charge.

***IMPORTANT NOTE:** Teachers of eligible Title I and Title III students may be able to attend the ICP Course using school title funds. Interested schools should be in touch with Sarah Diament, Hidden Sparks Director of School Services to find out more: sara@hiddensparks.org; 212-767-7707.

TIMELINE FOR 2014 ICP APPLICATION/TRAINING PROCESS

Wed. Jan 15, noon	Conference Call Q & A for schools and candidates (Register Here)
Mon. Jan 27, 2:00 pm	Conference Call Q & A for schools and candidates (Register Here)
Mon. Feb. 3	Application Deadline
Feb. 2 – Feb. 9	Hidden Sparks meetings with Internal Coach candidates
Feb. 13	Visits to new schools; meetings with principal(s) and candidates
Tues. Mar. 4	ICP Course Day 1
Mon. Mar. 10	ICP Course Day 2
Wed. Mar. 19	ICP Course Day 3
Mon. Mar. 24	ICP Course Day 4
Wed. April 30	ICP Course Day 5
Wed. May 14	ICP Course Day 6

HIDDEN SPARKS INTERNAL COACH PATHWAY

May/June 2014	Shadowing Internal coach spends half a day shadowing an experienced Hidden Sparks Coach at another school
Fall 2014	Regional Meetings and Hidden Sparks Annual Retreat



Winter 2014
Spring 2015

As part of their training, new coaches will attend three 2- hour (10 am – noon) regional meetings where they will have an opportunity to practice their coaching skills in real classrooms with the support of an experienced Hidden Sparks coach, and our full-day annual Hidden Sparks Retreat.

Fall 2014

Mentoring

Monthly mentoring sessions begin; Internal Coach is assigned a Hidden Sparks mentor who visits coach’s school 1 half-day/month. (For candidates who have completed their training and whose schools are supporting their work as coaches.)

Fall 2014/Spring 2015

Coaches begin serving as an Internal Coach in their schools: 1-2 hours per week devoted to Hidden Sparks work to include:

- 1-2 student observation each week depending on the experience level of coach.
- Debriefing with classroom teacher of observed student.
- 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.

HIDDEN SPARKS ICP SCHOOL LEADERS PATHWAY

Fall 2014
Winter 2014
Spring 2015

Topical Meetings and Hidden Sparks Annual Retreat

ICP School Leaders attend at least three half-day workshops targeted to support your school activities, and our full-day annual Hidden Sparks Retreat. (Included in fee.)

2014/15

Leadership Coaching • Site-Based Implementation Support
Available to the school for an additional fee.

PROFESSIONAL LEADERSHIP

Debbie Niderberg, Executive Director
Elizabeth Fox, Director of Education
Rona Milch Novick, Co-Educational Director
Claire Wurtzel, Co-Educational Director
Esther Kramer, ICP Coordinator and Mentor



SCHOOL APPLICATION INSTRUCTIONS – NEW SCHOOLS

All items should be submitted by **Monday, February 3, 2014**

- Submit all items on the **Application Checklist**.*
Parts 1 and 2 can be submitted as soon as completed, with Part 3 to follow. Schools may submit up to five (5) candidates.
- Parts 1, 2 and 3 can first be submitted by email or fax, with a hard copy to follow:
margaret@hiddensparks.org / Fax: 212 641-3201
- **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

NEW SCHOOL APPLICATION CHECKLIST

- PART 1.** Complete one for your school.
- PART 2.** Should be completed for each Internal Coach or School Leader candidate.
- PART 3.** School information
 - 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 3, 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
 - ARRANGE FOR A MEETING WITH HIDDEN SPARKS STAFF ON FEBRUARY 13TH**
 - SUBMIT A HARD COPY**
Mail a hard copy of the entire proposal (Part 1, Part 2, and all attachments) to the HIDDEN SPARKS office by **Monday, February 3, 2014:**

**Hidden Sparks
452 Fifth Avenue, 24th Floor
New York, NY 10018**



PART 1 (SUBMIT ONE FOR YOUR SCHOOL)

Submit by **Monday, February 3, 2014** by email or fax: margaret@hiddensparks.org / Fax: 212 641-3201

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

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

4) 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: _____



5) 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: _____

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

By signing this, you agree to accept the school's responsibilities for training Internal Coaches and supporting their work in your school.

Printed Full Name Title Signature Date

Printed Full Name Title Signature Date



PART 2 - COMPLETE THIS SECTION FOR EACH CANDIDATE

1) Candidate Information

Please indicate which pathway this candidate intends to follow: Internal Coach _____ School Leader _____

School's candidate for ICP Program: _____

Email: _____ Home Phone: _____ Cell Phone: _____
Mr./Mrs./Ms/Rabbi/Dr. First Name Last Name

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? _____

2) Candidate's Statement of Purpose (must be completed by Internal Coach or School Leader candidate)

Why do you want to become trained as an Internal Coach or School Leader? What interests you about Hidden Sparks? _____

3) For Internal Coach Candidates Only

How many hours does the candidate work at your school? _____

When are they expected to work to implement this program? How many hours? _____

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? _____

4) With which grade and teachers will this Internal Coach work:

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 _____

5) Candidate's Signatures

By signing this, you agree to accept responsibility for completing the Internal Coach or School Leader training and to implement the Hidden Sparks ICP program in your school to the best of your abilities.

Printed Full Name

Title

Signature

Date

Dates for 2014 ICP Course

The 6 days of the ICP Course will take place on:

- *Wed, March 4*
- *Mon., March 10*
- *Wed., March 19*
- *Mon., March 24*
- *Wed, April 30*
- *Wed, May 14*

Classes run from 9:00 am – 4:30 pm.

Course will take place at a Manhattan location

PART 3 –SCHOOL APPLICATION – NEW SCHOOLS

Submit by Monday, February 3, 2014 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 (New York schools)

V. School Visit and Meetings with Candidate(s) and Principal(s)

Please provide a 1st, 2nd and 3rd choice for each candidate and principal.

All visits and meetings will take place on Thursday, February 13, 2014

Thursday, February 13, 2014			
Principal/Head of School (please select 3 choices)	___ 9:00 – 10:00 ___ 10:00 – 11:00 ___ 11:00 - noon	___ -noon – 1:00 ___ 1:00 – 2:00 ___ 2:00 – 3:00	___ 3:00 – 4:00 ___ 4:00 – 5:00
Candidate #1 (please select 3 choices)	___ 9:00 – 10:00 ___ 10:00 – 11:00 ___ 11:00 - noon	___ -noon – 1:00 ___ 1:00 – 2:00 ___ 2:00 – 3:00	___ 3:00 – 4:00 ___ 4:00 – 5:00
Candidate #2 (please select 3 choices)	___ 9:00 – 10:00 ___ 10:00 – 11:00 ___ 11:00 - noon	___ -noon – 1:00 ___ 1:00 – 2:00 ___ 2:00 – 3:00	___ 3:00 – 4:00 ___ 4:00 – 5:00
Candidate #3 (please select 3 choices)	___ 9:00 – 10:00 ___ 10:00 – 11:00 ___ 11:00 - noon	___ -noon – 1:00 ___ 1:00 – 2:00 ___ 2:00 – 3:00	___ 3:00 – 4:00 ___ 4:00 – 5:00
Candidate #4 (please select 3 choices)	___ 9:00 – 10:00 ___ 10:00 – 11:00 ___ 11:00 - noon	___ -noon – 1:00 ___ 1:00 – 2:00 ___ 2:00 – 3:00	___ 3:00 – 4:00 ___ 4:00 – 5:00
Candidate #5 (please select 3 choices)	___ 9:00 – 10:00 ___ 10:00 – 11:00 ___ 11:00 - noon	___ -noon – 1:00 ___ 1:00 – 2:00 ___ 2:00 – 3:00	___ 3:00 – 4:00 ___ 4:00 – 5:00