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**2015 Application for INTERNAL COACH PROGRAM (ICP)
NEW SCHOOLS**

APPLICATION DEADLINE WEDNESDAY, JANUARY 7, 2015

BACKGROUND

Hidden Sparks was founded 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 premier program, the **External Coach Program (ECP)**, is a school-based teacher training and coaching initiative currently operating in 13 Jewish day schools in New York, three in Baltimore and two in Chicago. In order to both deepen the capacity in the ECP schools and to broaden its reach to include *new* schools, HIDDEN SPARKS developed the **Internal Coach Program (ICP)**, now operating in 36 schools. These 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, identify early, 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.

“I had hoped that the course would have a certain translation into application, and it has been fantastic. The knowledge gained is something that I can bring back home to the school and educate teachers to apply it across the spectrum.”

Rabbi K, Administrator, Yeshiva Darchei Menachem

“Even behaviors that can seem negative, we’ve learned, can be channeled in a positive way...I’ve started thinking what might motivate the behaviors, and what strategies we can use to help children excel.”

Morah D., Kindergarten Teacher, Mazel Day School

“Hidden Sparks has helped me look at my students differently. I now become less frustrated when they are having a hard time and rather try to think of strategies to help them. I love the fact that I am encouraged to think about my students’ strengths and not to only think about their weaknesses.”

Morah T., Elementary Teacher, Bnos Bais Yaakov

Internal Coach Program Overview

Designed to support a school’s long term ability to address the needs of struggling learners, the ICP program provides training in understanding and teaching to diverse learning styles, behavior management, facilitation skills, and mentoring to selected faculty members to be resident HIDDEN SPARKS “Internal Coaches.” coaches. 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

helping children reach their potential



learning styles. Internal Coaches provide coaching to classroom teachers to help identify specific learning strategies for students struggling in school.

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.

- The target audience of children is struggling learners whose challenges and needs have not yet been identified, not necessarily those children who have already been identified for help and are already receiving effective services.
- 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: **Feb 10, 11, 25, 26, March 16, 17, 2015.**
- Following the ICP Course, Internal Coaches must complete a two hour session of “shadowing” an experienced Hidden Sparks coach at another school. Shadowing dates will take place during April – May 2015.
- After completion of the ICP Course and shadowing, Internal Coaches begin coaching in their schools in fall 2015. They also continue their training in the 2015-16 academic year with monthly mentoring sessions and attendance at three Regional Group Meetings. Note: Internal Coaches must be fulfilling their coaching responsibilities to be eligible for mentoring.

Below are the responsibilities of Internal Coaches. The school agrees to make the necessary arrangements (e.g. coverage for coaches, arranging meetings) to allow coaches to fulfill these responsibilities.

Internal Coach Responsibilities within school (beginning Fall 2015):

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. Facilitating 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.

New Internal Coaches receive monthly, in school, on-on-one mentoring sessions with a Hidden Sparks mentor who will assist the coach with the above responsibilities.

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

² Understanding how attention, memory, language, sequencing, spatial ordering, knowledge of social skills and neuro-motor abilities function in learning.



Internal Coach Responsibilities outside school:

1. Attendance at 3 Regional Group meetings (fall 2015, winter 2016, spring 2016), 2 hours long, held at a host school (1st year Internal Coaches only).
2. Attendance at full day Coach Retreat held in New York.

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 pairs of General and Judaic Studies (who work with the same students) to work with the Internal Coach. New Internal Coaches typically work with 2-4 teachers.
3. Arrange for the teachers whom the Internal Coach works with to meet once per month for grade level "Hidden Sparks meetings." Both the General Studies and Judaic Studies teachers must be in attendance together.
4. Provide 1 – 2 hours per week in the Internal Coach's schedule for conducting classroom observations of students and one-to-one peer coaching.
5. Provide meeting time and coverage for one-to-one peer coaching.
6. Participate in a program evaluation.

Support for New Internal Coaches (1st year coaching):

1. Half a day of one-on-one mentoring per month in their schools (2015-16).
2. 3 Regional Group Meetings -facilitated small group practicums which focus on the key coaching skills of observations, debriefing, and workshop facilitation (held in the fall, winter, and spring).
3. An annual retreat for all coaching staff.

Ongoing Support for Internal Coaches (2nd year coaching and beyond):

1. Workshops on team leadership skills, workshop design and facilitation skills.
2. An annual retreat, for all coaching staff



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Cost*:

1. **The tuition for the Internal Coach Program 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 training (6-day course, shadowing, 3 regional meetings, and monthly mentoring) to participants who fully complete the 6-day course and shadowing. The continuation of monthly mentoring is contingent upon the Internal Coach fulfilling the responsibilities as described earlier in the application.

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.

3. Active Internal Coaches are eligible to attend ongoing professional development and the annual retreat on full scholarship.

TIMELINE FOR 2014 ICP APPLICATION/TRAINING PROCESS

Thu Nov 20	Application process opens
Thu Dec 4 @10:30 am	Conference Call Q & A for schools and candidates Register Here or at hiddensparks.webex.com .
Tue. Dec 9 @4:30 pm	Conference Call Q & A for schools and candidates Register Here or at hiddensparks.webex.com and register.
Wed. Jan. 7	Application Deadline
Tues. Feb 10	ICP Course Day 1
Wed. Feb 11	ICP Course Day 2
Wed. Feb 25	ICP Course Day 3
Thu Feb 26	ICP Course Day 4
Mon March 16	ICP Course Day 5
Tue Mar 17	ICP Course Day 6
April/May 2015	Shadowing Internal coach spends half a day shadowing an experienced Hidden Sparks Coach at another school



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Fall 2015

Coaching Begins

ICP Coaches devote 1-2 hours per week 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.

Fall 2015

Mentoring Begins

Internal Coach is assigned a Hidden Sparks mentor who visits coach's school a half-day/month. Note: only coaches who have completed their training and whose schools are supporting their work as coaches, are eligible for mentoring.

Fall 2015/Winter 2016/
Spring 2016

Regional Meetings and Retreat

As part of their training, new coaches attend:

- (3) 2-hour (usually 10 am – 12 pm) Regional Group Meetings where they have the opportunity to practice their coaching skills in real classrooms (scheduled for fall 2015, winter 2016 and spring 2016).
- The full-day Hidden Sparks Coach Retreat (typically held in December or January).

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 Wednesday, January 7, 2015

- 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 should 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: **Sara Diament**, Director of School Operations at: 212-767-7707 or e-mail, sara@hiddensparks.org.

NEW SCHOOL APPLICATION CHECKLIST

- PART 1.** Complete one for your school.
- PART 2.** Should be completed for each Internal Coach 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
 - SCHEDULE A MEETING WITH HIDDEN SPARKS STAFF**
Upon receipt of Parts 1, 2, and 3 of the application we will contact schools to schedule a school visit and meetings with Internal Coach candidates and school principals.
 - 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 **Wednesday, February 7, 2014:**

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



**2015 ICP APPLICATION – NEW SCHOOLS
PART 1 (SUBMIT ONE FOR YOUR SCHOOL)**

Submit by Wed., January 7, 2015 by email or fax: margaret@hiddensparks.org / Fax: 212 641-3201.
Rolling admission for new schools begins on Monday, December 1, 2014.

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: _____



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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) Signature of top administrator 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



**2015 ICP APPLICATION – NEW SCHOOLS
PART 2 - COMPLETE THIS SECTION FOR EACH CANDIDATE**

1) Candidate Information

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? _____

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? _____

2) 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 _____



4) Candidate’s Statement of Purpose (must be completed by Internal Coach candidate)

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

5) Candidate’s Signatures

By signing this, candidate acknowledges that he/she understands the responsibilities of the Internal Coach training and the Internal Coach role, and acknowledges that he/she wishes to be considered for the program.

Printed Full Name

Position

Signature

Date

Dates for 2015 ICP Course

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

- *Tue, Feb 10*
- *Wed Feb 11*
- *Wed Feb 24*
- *Thu Feb 25*
- *Mon Mar 16*
- *Tue Mar 17*

Classes run from 9:00 am – 4:30 pm.

Please make all necessary childcare arrangements so that you can participate fully in the course.

Course will take place at a Manhattan location.



2015 ICP APPLICATION – NEW SCHOOLS

PART 3

Submit by Wed, January 7, 2015 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, e.g., resource room teacher, school psychologist? 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 Group Meetings and the Coach 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) will be scheduled upon receipt of the application.