

OUR INSTRUCTORS

Hidden Sparks Without Walls

offers short-term classes designed for educators and administrators serving Jewish day schools and yeshivot. Varied course topics are offered to deepen classroom teachers' pedagogic knowledge and practice and enhance their understanding of learning, behavior and differentiated instruction. During Hidden Sparks Without Walls courses, teachers across similar or diverse disciplines share ideas, discuss curriculum, and reflect on their practice.

Hidden Sparks is a nonprofit fund whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks generates and supports professional development programs for Jewish day schools to help increase understanding and support for teaching to diverse learners.

Guided by a philosophy that by helping schools meet the needs of children with learning and behavioral differences, ultimately all students will benefit, Hidden Sparks' programs combine professional development in learning and positive behavioral support, guided classroom observation and one-on-one coaching.

Jane Gertler, Ph.D., is the Director of The Churchill Center, the Professional Development Center of the Churchill School, a K – 12 school for students with learning disabilities in New York City. Dr. Gertler spent more than 20 years as a school administrator in Westchester, serving as Director of Special Education in Irvington, prior to becoming the Director of Curriculum, Assessment and Professional Development in Edgemont. She is a member of the Board of Education for the Mount Pleasant Cottage School, a residential and day school for special needs students in Pleasantville. She holds a B.S. from Cornell University, a master's in education from New York University, and a doctorate in school administration from Fordham University.

Harriet Lenk, Ph.D., a former middle school teacher and assistant principal, holds a doctorate in curriculum and teaching from Teachers College, Columbia University and a master's degree in supervision and administration from Bank Street College of Education. Dr. Lenk is a member of the Graduate Faculty of Bank Street College of Education in New York City. Her expertise in teacher education includes induction support for beginning teachers, early adolescent development, curriculum development, cooperative learning, and experiential group process.

Rona Novick, Ph. D., is Director of the Fanya Gottesfeld Heller doctoral program at the Azrieli Graduate School of Jewish Education and Administration at Yeshiva University and an Associate Professor of Psychology 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. Dr. Novick is also one of two Educational Directors for Hidden Sparks, providing training, supervision and ongoing mentoring to the Hidden Sparks teams of coaches, principals, and Internal Coaches in twenty-two yeshivot.

Kelli Pollock has been a National Facilitator of Schools Attuned® since 1997, where she has developed curriculum for the Schools Attuned® course and led workshops on neurodevelopment. She received her master's degree in special education from Bank Street College of Education and has taught at The Churchill School in New York City. She served as a middle school inclusion teacher prior to moving into mainstream classrooms, where she taught from third through sixth grades. Ms. Pollock served as an adjunct professor at Bank Street College and is a private tutor for students with learning disabilities.

Andrea Rousso has taught in the New York City public schools for 33 years and is currently a special education teacher in a kindergarten collaborative team classroom and a certified facilitator for the Schools Attuned® Initiative. Previously, she served as a special needs teacher for children in grades K-6 in a day treatment center and mentor to teachers in self-contained special education classes and collaborative teams in inclusive classrooms. Ms. Rousso has also led workshops for teachers, taught classes at the graduate level, and tutored children with learning disabilities.

Judah Weller, Ed.D., Educational Director for PTACH, is also an Associate Professor at Touro College in the Graduate Program in Speech and Language Pathology. Dr. Weller has trained over 600 Jewish educators as a Jewish day Schools Attuned® facilitator. He is credited with having established the first Jewish Studies Resource Room (in 1977) at HAFTR. Dr. Weller holds a doctorate in education from Azrieli Graduate School of Education of Yeshiva University and a master's in speech and language from Adelphi University.

Hidden Sparks 712 Fifth Avenue, 46th floor, New York, NY 10019
T 212.767.7707 F 212.641.3201 www.hiddensparks.org

Debbie Niderberg, Executive Director dknider@hiddensparks.org
Margaret Sarro, Executive Assistant margaret@hiddensparks.org

hiddensparks without walls

A professional
development
program for day
schools and yeshivot



hiddensparks®
helping children reach their potential™

www.hiddensparks.org

OVERVIEW

How it works:

Accessible from home or school, classes are available online and through conference calls and presentations, hosted by a conference call provider. The following procedure makes participation easy for everyone:

- Participants dial a specified phone number and are admitted to the "class."
- Participants will be able to follow the presentation over the internet. Hidden Sparks will supply a course code for internet-accessible computers.
- Participants who do not have internet access can participate in the conference call using a hard copy of the materials, which will be mailed or faxed to them before the call.
- To ensure maximum participation, multi-session classes will be limited to forty.

Course content and format will vary. Some offerings comprise one-time sessions; other courses will take place over multiple sessions. See our Courses Listing for details.

All Hidden Sparks Without Walls classes will be saved on the Hidden Sparks website and can be downloaded at the participant's leisure.

What do I gain by participation?

There are many benefits for educators and for their schools. Participating teachers have access to continuing professional development from leading experts at no cost. Hidden Sparks Without Walls provides a platform through which Jewish day school/yeshiva teachers can share their knowledge and experience about how to improve their practice by discussing particular topics related to understanding learning and behavior.

What kinds of courses are offered in the Hidden Sparks Without Walls?

Courses are offered in Hidden Sparks' areas of expertise including: Pathways to Learning and Understanding Behavior. Students have a chance to explore topics such as memory, attention, social cognition, behavior, student organization and looking at student work.

To whom do I address specific requests?

All requests should be directed to Margaret Sarro at margaret@hiddensparks.org or 212.767.7707

COURSE LIST AND SCHEDULE, 2009-2010

How To Talk To Children About Their Learning Strengths and Struggles

Helping children understand their unique strengths and struggles is an essential part of teaching and learning. Utilizing short case scenarios, we will discuss such topics as how to help a child understand complex ideas regarding their learning; How to personalize learning as part of everyday conversations with students; How to use a student's strengths and hobbies to discuss and develop strategies for their weaker areas; How does my learning profile influence these discussions?

Date: Wed, October 28, 2009

Time: 8:00 p.m. – 9:00 p.m.

Instructor: Kelli Pollock

Kriyah: Developing an Effective Management Plan for Building Kriyah Skills

By understanding the neurodevelopmental demands of Kriyah, participants will be able to pinpoint specific weaknesses and develop a comprehensive management plan for building skills. Considerations for second language learning (decoding only) will also be discussed.

Date: Tuesday, December 1, 2009

Time: 8:00 p.m. – 9:00 p.m.

Instructor: Dr. Judah Weller

Transitions

Transitions happen all the time. Most adults have learned to cope and strategize, either from past experiences or by seeking support from people and resources. Children, on the other hand, require the teacher's leadership, support and explanation to cope with the variety of transitions they encounter throughout the school day. Efficient and developmentally appropriate transitions and expectations are key to a 'steady' classroom (especially for students with learning issues). This seminar will focus on the many kinds of transitions that students must pass through at school. We will explore the teacher's role in teaching transitions and knowing how and when to transfer the responsibility to the students. We will offer and share tips for creating transitional practices and activities for the whole class as well as for individual students, in an effort to maintain efficient and focused instruction.

Date: Wednesday, December 9, 2009

Time: 8:00 p.m. – 9:00 p.m.

Instructor: Andrea Rousso

Is This Typical? Understanding Variations in Child Development

How often we wonder why some students can achieve milestones while others struggle to keep up, and if these differences are part of typical development or indicators of more significant challenges? Understanding child development can be an extremely powerful and helpful lens for teachers. In this session, we will present child developmental along a continuum, from typically developing children to those with developmental challenges in behavior or learning. Some behavioral and learning issues that are outside the pattern of typical development will be explored and we will discuss the developmental tasks usually mastered at particular ages and phases.

This course will be offered two times: the first session will focus on primary school students and the second will focus on secondary school students.

Primary School Students

Date: Tuesday, February 16, 2010

Time: 8:00 p.m. – 9:00 p.m.

Instructor: Dr. Rona Novick

Secondary School Students

Date: Tuesday, February 23, 2010

Time: 8:00 p.m. – 9:00 p.m.

Instructor: Dr. Rona Novick

Core Classroom Practices in Judaic and General Studies that Reflect an Appreciation for All Kinds of Learners in the Classroom

Good teaching utilizes a number of core instructional techniques to manage individual student difference in the classroom. By identifying and utilizing these core strategies, and understanding their neurodevelopment underpinnings, both targeted individual students and whole classes will benefit.

Date: Wednesday, March 3, 2010

Time: 8:00 p.m. – 9:00 p.m.

Instructor: Dr. Judah Weller

Helping Students Discover How They Learn

Helping children to understand how they learn is as important, if not more important, than the content they are learning. In this webinar, we will explore ways to incorporate "learning about learning" into lessons we are already teaching and also discuss developing lessons designed specifically to help children understand their own learning. How do we decide on what parts of learning to focus on? What are the essential components of these lessons? What kinds of questions can we pose to help children reflect on their own learning practices? We will explore these issues and more in an effort to incorporate metacognition into our daily lives with students.

Date: Wednesday, March 17, 2010

Time: 8:00 p.m. – 9:00 p.m.

Instructor: Kelli Pollock

Reading Comprehension Strategy Instruction: Enhancing Understanding of Text

Reading is about understanding and processing; therefore, without comprehension, real reading does not occur. Learn effective comprehension strategies to help your students access prior knowledge, set a purpose for reading, organize information and make meaningful connections to narrative and expository text. This workshop is for Judaic and general studies teachers of grades 3 through high school.

Date: Wednesday, April 14, 2010

Time: 8:00 p.m. – 9:00 p.m.

Instructor: Dr. Jane Gertler

Cooperative Learning: A Way to Differentiate Your Instruction and Enhance Your Students' Engagement

Cooperative learning is an approach to learning that has attracted national attention. It is designed to support high levels of engagement within carefully designed small groups of learners. Many teachers need support in order to develop and implement effective cooperative learning strategies. This two-session webinar is designed to introduce educators to this approach to learning and will provide a range of strategies to support the group process in your classroom.

Date: Monday, May 3 & Monday, May 10, 2010

Time: 8:00 p.m. – 9:00 p.m.

Instructor: Dr. Harriet Lenk

For registration, the most up-to-date course information and additional information, visit our website www.hiddensparks.org

INTRODUCING...

The Diverse Learners CoP Hidden Sparks and Hebrew College, Newton, Massachusetts are pleased to offer The Diverse Learners CoP, previously administered through PEJE. The goal of this Community of Practice is to bring together administrators, special educators and teachers for ongoing online discussions dedicated to improving school practices in educating diverse learners in Jewish day school settings. Members of the CoP meet via a conference call while watching a PowerPoint presentation, similar to a Hidden Sparks Without Walls course.

Scheduled CoP meetings take place Mondays, 4:00 pm-5:00 pm Eastern Time as follows:

- October 19, 2009
- November 16, 2009
- December 21, 2009
- January 11, 2010
- February 8, 2010
- March 15, 2010

For more information or to register for the CoP, please contact Sandy Miller-Jacobs at cop.dl.smj@gmail.com or 617.559.8615.