



The Hidden Sparks Fund 2010 Application for the INTERNAL COACH PROGRAM (ICP)

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**, a school-based teacher training and coaching initiative, was launched as a pilot in seven *yeshivot* and day schools in the New York area in February, 2006.

This inaugural program, and the HIDDEN SPARKS philosophy, is based on the principle that all children learn differently from each other and that the most effective program for helping those with learning difficulties is to design programs that help *all* children in the school. It also reflects 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 institutionalize or expand their system for early identification and response to struggling learners.

In order to both deepen the capacity in the schools which HIDDEN SPARKS currently serves, and to broaden the impact and reach to include *new* schools, HIDDEN SPARKS introduced the **Internal Coach Program (ICP)** in 2007.

INTERNAL COACH PROGRAM (ICP) OVERVIEW

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, assessment of children with learning differences, and classroom centered coaching. Similar to the HIDDEN SPARKS External Coach Program, these Internal Coaches will develop the expertise to become the resident experts on diverse learners and will facilitate scheduled monthly group discussions, offer workshops on diverse learning styles, and will work with individual faculty members 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 AND SCHOOL COMMITMENT

Internal Coaches will be provided with two types of training. The core HIDDEN SPARKS curriculum combines Pathways to Learning¹ and Understanding the Functions of Behavior, and how these areas intersect. The second aspect focuses on their Hidden Sparks role as coach - mentoring adult learners, conducting classroom observations, providing constructive feedback, and facilitating group discussion.

Dates for Internal Coach Course

The first 5 days of the Internal Coach Course will take place on:

- Monday, March 8, 2010
- Monday, March 15, 2010
- Monday, April 12, 2010
- Sunday, April 18, 2010
- Sunday, April 25, 2010

Classes run from 8:30 am – 4:30 pm. The remaining day will take place during the 2010-11 school year.

¹ Learning about Attention, Memory, Language, children who struggle with social challenges, sequencing, understanding the function of different behaviors.



In addition, and as a requirement for participation, each Internal Coach will participate in a monthly two-hour meeting with the HIDDEN SPARKS Educational Directors² for the duration of the program. These meetings will support a community of learning for all Internal Coaches to sharpen their skills and reflect on their practice, and will be a place for the Internal Coaches to talk about the program's implementation in their schools and the coach's own growth. Internal Coaches will receive financial remuneration by HIDDEN SPARKS for participation in each of the monthly meetings³, but individual schools will be directly and exclusively responsible for issues of salary adjustment and scheduling of adjusted class time.

The final aspect will consist of an opportunity to shadow a current HIDDEN SPARKS coach in one of the schools in which the program is operating.

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, schools select one grade for participation in the first year and must arrange and support monthly meetings by class – with Judaic and General studies teachers present, for the purpose of reviewing *all* children in the class in order to help them identify and understand students' social, emotional and learning differences and develop strategies that will help their students achieve greater success. These meetings will be facilitated by the Internal Coach. Student support services personnel and a member of the administration should be present for the bulk of these meetings to support the process and the Internal Coach.

In addition, the school must provide in the Internal Coach's schedule a minimum three (3) hours a week during the first year for guided classroom observation and one-to-one peer coaching with participating teachers.

SCHOOL INVESTMENT

Applicant schools will need to select current or incoming member(s) of their faculty for training to be an Internal Coach. In addition to releasing the Internal Coach for a period of 6 days for training (non-consecutive, alternating Sundays and weekdays over several months), the school must consider and submit a plan (in application part II) which would provide for a minimum of 45 minutes to an hour long monthly class meetings for one grade in which all educators (Judaic studies, general studies, resource room staff representative, specialties instructors if available) as well as one member and the school psychologist, will participate in a facilitated, professional discussion regarding the learning profile of each student in the class and other relevant educational and behavioral issues. One member of the administration is required to be present at these meetings at least once a marking period. These meetings will be facilitated by the Internal Coach. Additionally and included in the plan, the school will schedule opportunities for specific teachers and one-on-one coaching/peer observations by the Internal Coach. Members of the HIDDEN SPARKS faculty will visit the school several times a year to mentor the Internal Coach.

"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

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

² See bios.

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



descriptive data about the school). School observations and teacher focus groups sessions will also be part of the evaluation effort.

PROGRAM SUMMARY

- Schools will select faculty members who they believe have the temperament and skills to become “Internal Coaches”⁴. HIDDEN SPARKS encourages schools to plan for an Internal Coach for each division in their school and will support applications for multiple candidates.
- Internal Coaches will be trained in the HIDDEN SPARKS curriculum which combines understanding neuro-development and the functions of behavior in order to meeting the needs of diverse learners; they will also be trained to mentor, provide critical feedback, and facilitate monthly reviews of students with their classroom teachers and other staff.
- Internal Coaches will begin facilitating monthly meetings mid-way into the training program. These monthly meetings will be organized per class, involving all participating classes in that grade. The Internal Coach will facilitate a discussion with all faculty working with the children in the selected class. The goal is to enhance understanding of students’ learning profiles and to develop appropriate strategies that support the students who are struggling. Participating schools will arrange for the faculty of the selected grade(s) and a member of the school’s administration to meet on a quarterly basis.
- In addition, the Internal Coach, by arrangement of the school, will continue to work with the teachers in the selected grade(s) for the equivalent of an estimated three (3) hours⁵ per week so that they can meet with all participating teachers in guided classroom observation and classroom centered “coaching”.
- Internal Coaches will be expected to keep weekly logs of discussions.
- Schools will participate in a program evaluation.
- **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.**

⁴ Qualities of successful coaches include a positive disposition, non-judgmental approach, peer leaders, and the ability and willingness to be reflective practitioners.

⁵ The exact time may vary and will depend on the size of the school and number of classes per grade.



PROFESSIONAL LEADERSHIP

Debbie Niderberg, Executive Director

Debbie Niderberg 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.

Rona Milch Novick, Ph.D, Co-Educational Director

Dr. Rona Novick 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 is the Director of Faculty Development for the Churchill School and Center in New York, working within and beyond the school to develop the Churchill Center for professional development. 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, Ms. Wurtzel oversaw Schools Attuned courses, mentor training and facilitator training for over 400 New York City schools. She 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. To fulfill long-standing interest in Jewish education, Ms. Wurtzel has worked to adapt the Schools Attuned professional development program for Jewish day schools.

Karen Kruger, M.Ed, ICP School-based Mentor

Karen Kruger received her master's degree from Bank Street and has taught in elementary and middle schools from Kindergarten through 8th grade. For the past seven years she has been a field facilitator and course instructor for Schools Attuned. Her responsibilities included teaching all courses offered by "All Kinds of Minds", developing curricula for workshops, mentoring and supervising teachers in K-12, leading faculty development workshops for NYC schools and observing students. Karen served as an adjunct professor at Bank Street College and she is currently working with NYC middle school teachers and administrators to support their Schools Attuned programs and with ICP coaches in Jewish day schools to mentor them in their HIDDEN SPARKS school-based coaching



APPLICATION INSTRUCTIONS

All items should be submitted by **February 18, 2010**.

- Submit all items on the **Application Checklist**.
Note: Returning 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 fax or email, with hard copies to follow:
Fax: 212-641-3201 / Margaret@hiddensparks.org .
- Mail two (2) hard copies of the entire proposal (Part 1, Part 2, and all attachments) to the HIDDEN SPARKS office:

**Hidden Sparks Fund
712 Fifth Avenue, 46th Floor
New York, NY 10019-4108**
- Applications will be considered as they are received.
- Should you have questions preparing your application, please contact: **Margaret Sarro**, Executive Assistant, HIDDEN SPARKS 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.** Note: Returning 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
- SUBMISSION OF HARD COPIES**
 - Mail two (2) hard copies of entire application by February 18, 2010.



PART 1

**** RETURNING SCHOOLS NEED ONLY TO COMPLETE THIS SECTION**

Submit by **February 18, 2010**

Fax: 212 641-3201 / margaret@hiddensparks.org

Dates for Internal Coach Course

The first 5 days of the Internal Coach Course will take place on:

- Monday, March 8, 2010
- Monday, March 15, 2010
- Monday, April 12, 2010
- Sunday, April 18, 2010
- Sunday, April 25, 2010

Classes run from 8:30 am – 4:30 pm.

The remaining day will take place during the 2010-11 school year.

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: _____

Position within school: _____

How long has this person been with the school? _____

In which capacities have they served/which grades have they taught? _____



Educational level/degrees: _____

Professional Development within/beyond the school: _____

Does the candidate person have 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? _____

Which members of faculty will be at the monthly meetings? _____

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, the number of:

GRADE _____

of students: _____

of classes _____

Full time Judaic Studies teachers _____

Part time JS teachers _____

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 the person who will be in charge of this program:

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

Direct phone: _____ Fax: _____ Email: _____

7) Contact information for person submitting this application (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, lay leader, and educator endorsing the submission of this application:

Printed name and title Signature Date

Printed name and title Signature Date

Printed name and title Signature Date



PART 2

Submit by February 18, 2010

Fax: 212 641-3201 / margaret@hiddensparks.org

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) How would the school implement this program? Which grade(s) would be included? Describe how the school would meet the scheduling needs enabling all of the general and Judaic studies teachers to meet on a monthly basis.

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

- 8) What is the school's philosophy and approach to professional development? 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