

## OUR INSTRUCTORS

**Hidden Sparks Without Walls**

offers short-term courses 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.

**Rivkah Dahan, M.S.Ed.** is the newly appointed Director of Education for Hidden Sparks. A former mainstream and special education teacher, she holds a Master's Degree in Special Education from City University of New York, is a certified advanced trainer for the Nurtured Heart approach, and has served as a mentor for The Jewish New Teacher Project. She was the founding director of Torah Umesorah's Educational Resource Center serving teachers and principals nation-wide, as well as Director of the Teacher Center of the Jewish Education Center of Cleveland. She is the co-author of *Creating a Learning Environment: The Ultimate Jewish Teacher's Handbook* and is a nationally recognized presenter.

**Dr. Jane Gertler** 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 NYC. Dr. Gertler spent more than 20 years as a school administrator in Westchester, serving as Director of Special Education in Irvington and then in Edgemont, before 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 has a B.S. from Cornell University, an M.A. in Education from NYU and a doctorate in school administration from Fordham University.

**Amy Goldman, M.S., M.A.** has worked in the New York City public schools for over 20 years and is currently an Assistant Principal. She holds a Masters of Arts in Reading Instruction, a Masters of Science in Teaching English to Speakers of Other Languages (TESOL) and is certified in School Administration and Supervision. She began her career as a reading teacher for the Department of Education, and later became a literacy coach and staff developer for the New York City public school system. Ms. Goldman has taught graduate level reading instruction courses and has conducted workshops in literacy for the United Federation of Teachers.

**Karen Kruger, M.Ed.** Hidden Sparks Internal Coach Mentor, 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 New York City schools and observing students. Karen served as an adjunct professor at Bank Street College and she is currently working with New York City 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.

**Dr. Judah Weller** is the Educational Director for PTACH for the past 27 years. He 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 also credited with having established the first Jewish Studies Resource Room (in 1977) at HAFTR. Dr. Weller holds an Ed.D. from Azrieli Graduate School of Education of Yeshiva University and an M.S. in Speech and Language from Adelphi University.

**Claire Wurtzel, M.S.** 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, and one of two Educational Directors of Hidden Sparks. Previously, Ms. Wurtzel was the Director of Faculty Development for the New York City Schools Attuned initiative for All Kinds of Minds, an institute founded by Dr. Mel Levine and Charles Schwab to help educators work effectively with struggling learners. As Director, Ms. Wurtzel oversaw Schools Attuned courses, mentor and facilitator training for over 400 New York City schools. In her role with Hidden Sparks, Claire is involved in training, supervision and ongoing mentoring to the Hidden Sparks teams of coaches, principals and Internal Coaches in 30 schools and in other Hidden Sparks programs.

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# hiddensparks without walls

A professional  
development program  
for day schools  
and yeshivot



**hiddensparks**  
helping children reach their potential™

[www.hiddensparks.org](http://www.hiddensparks.org)

## OVERVIEW

### How it works: (see our Course List)

Accessible from home or school, courses 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 courses will be limited to forty participants.

Course content and format will vary. Some courses are one time sessions; other courses will take place over multiple sessions. See our Course Listing for details. All Hidden Sparks Without Walls courses will be archived in the Hidden Sparks website and can be downloaded free of charge.

### What do I gain by participation?

Participation has many benefits for educators and their schools. 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 by 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.

### I don't have internet access, can I still participate?

Yes! Please call the Hidden Sparks Office at **212.767.7707** to register. We will fax you hard copies of the presentation and you can call in via telephone and follow along with the hard copy.

### Questions?

All requests should be directed to Margaret Sarro at [margaret@hiddensparks.org](mailto:margaret@hiddensparks.org) or **212.767.7707**

## COURSE LIST AND SCHEDULE, 2010–2011

### How to Ask Questions that Stimulates Students to Think and Learn?

When you hear an expert teacher question students it may sound deceptively easy. It is not. Learning how to ask powerful questions of students is a very valuable skill and like any other skill, takes time and deliberate practice to develop. In this session, we will explore various kinds of questioning techniques and the multiple reasons for questioning students such as: to stimulate and provoke them to think creatively; to help them clarify their thinking; to encourage them to think critically; to teach students to be reflective and to develop self-control. In addition, educators will discuss ways to be good listeners that validate students ideas and builds a strong sense of community in a group.

**Instructor:** Claire Wurtzel, M.S.

**Date:** Wednesday, November 3, 2010

**Time:** 8:00 p.m. – 9:00 p.m.

### Core Classroom Practices, for All Kinds of Learners, in Judaic and General Studies

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

**Instructor:** Dr. Judah Weller

**Date:** Wednesday, November 17, 2010

**Time:** 8:00 – 9:00 p.m.

### Mid-Year Modifications to Your Classroom to Enhance Student Success

It's December. Now that you're familiar with your students, this is the perfect time to step back and ask “How can I modify my classroom to further enhance my students' success?” Using a neurodevelopmental lens, we will consider the demands involved with classroom configuration and discuss how you can adjust your physical classroom to accommodate your diverse learners and encourage their success.

**Instructor:** Karen Kruger, M.Ed.

**Date:** Wednesday, December 15, 2010

**Time:** 8:00 – 9:00 p.m.

### Teaching Reading to Students with Diverse Reading Levels

This course will focus on the complex skill of reading. The stages of reading development will be explored as well as the various methods to teach reading to children at different levels. A focus of the session will be on the creation and implementation of purposeful reading groups to address the range and levels of readers in your class.

**Instructor:** Amy Goldman, M.S., M.A.

**Date:** Wednesday February 9, 2010

**Time:** 8:00 p.m. – 9:00 p.m.

### Non Frontal Review Techniques for the Classroom

Do you want to add more games and other fun activities to your classroom repertoire? Research shows that children learn better when they enjoy what they learn. When students play games with material that they are learning, they take ownership and generalize to other subjects. Join us for this creative webinar and learn techniques for creating hassle-free games and activities. Participants will come away with a variety of new game ideas that they can immediately implement in their classrooms. All games can be used with virtually any classroom topic.

**Instructor:** Rivkah Dahan, M.S.Ed.

**Date:** Wednesday, March 2, 2011

**Time:** 8:00 – 9:00 p.m.

### Assessment and Differentiated Instruction

For differentiation to happen, teachers need to gather and utilize information about their students. Information should relate to students' readiness, interests, and learning profiles. Pre-, formative and summative assessments provide teachers with the data to plan meaningful learning experiences for all students. This webinar will focus on the role of assessments in differentiated instruction and strategies to develop and implement quality assessments.

**Instructor:** Dr. Jane Gertler

**Date:** Tuesday, May 17, 2010

**Time:** 8:00 p.m. – 9:00 p.m.

For registration, the most up-to-date course information and additional information, visit our website [www.hiddensparks.org](http://www.hiddensparks.org)