



Hidden Sparks

Application for the 2019-20 EXTERNAL COACH PROGRAM (ECP)

ELEMENTS OF THE EXTERNAL COACH PROGRAM

The Hidden Sparks External Coach Program offers weekly (38 days per school year) in-school professional development in understanding and teaching to diverse learners, positive behavioral supports, assessment of children with learning differences, and classroom centered coaching. The program targets Jewish day schools and *yeshivot* in the New York Metropolitan area.

Over the course of five years, the grant will support your school's efforts to independently sustain Hidden Sparks practices and to build internal capacity by training school faculty as child-observers and coaches, by institutionalizing teacher meetings, and by developing a common vocabulary staff can use to describe students' strengths and challenges productively.

In order to qualify, schools need to submit the **attached application**.

PROGRAM SUMMARY

- Schools will select two-three grades for monthly facilitated meetings about all children in those grades;
- Teachers will be trained in the Hidden Sparks approach to understanding and successfully meeting the needs of struggling students;
- Monthly meetings will be facilitated by a senior level Hidden Sparks "coach", with extensive experience as a learning specialist and/or clinician in behavior management. Faculty who interact with the children in the participating grades will participate in team meetings for the purpose of understanding and developing learning profiles and recommendations for each child;
- The same coach will continue to work in the school for the equivalent of one day per week for guided implementation and "coaching" in the classroom;
- Schools will participate in a program evaluation;
- Schools commit to future participation in the Internal Coach Program (ICP);
- **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.**

REVIEW CRITERIA

Proposals will be assessed using the following criteria:

- **Institutional Readiness:** Does the school have the capacity—professional leadership and other necessary resources—to carry out the program?
- **Commitment:** How well has the school's educational, administrative, and lay leadership expressed and demonstrated commitment to the program?
- **Institutional Resources:** What kinds of resources does the school currently have or is on the way to securing to support this effort?
- **Implementation:** What is the strength of the school's specific plan for implementation?



What Hidden Sparks Offers	What Hidden Sparks Expects of the School
1. Expert Coaching	
<p>A “coach” with extensive experience in learning strategies (e.g. <i>Schools Attuned</i>® and behavior management) for the equivalent of one day per week (for a total of 38 days per school year) , to provide school based training, guidance with struggling students and classroom centered coaching.</p> <p>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.</p>	<p>Select two-three grades for the first year. Be sure to include the teachers who teach the same students (e.g. Judaic and secular studies teachers). Provide coverage (15 – 20 min.) for teachers to meet with the coach after she has observed students in their classes.</p>
2. Monthly Grade-Level Meetings	
<p>The coach acts as a facilitator during monthly discussion groups with the educators in each class, in order to help them identify and understand students’ learning differences and develop strategies that will help their students achieve greater success.</p> <p>One of the goals of these monthly meetings is to review the performance of all of the children in the participating grades on a regular basis, in order to identify children whose struggles might have gone unidentified, and to provide further, coordinated assistance for all children.</p> <p>A second goal is to help participating schools to institutionalize an approach for early identification and responsiveness to struggling learners.</p>	<p>Schedule monthly meetings with teachers on each grade level. (If we start with three grades, there will be three monthly meetings).</p> <p>Provide a space where the coach and staff can discuss student observations privately.</p> <p>Make information about IEPs available to teachers.</p> <p>Make whatever arrangements are necessary to ensure educators (Judaic studies, general studies, resource room staff representative, specialties instructors, 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.</p> <p>Schedule the appropriate administrator to join the monthly meetings at least once a marking period.</p>
3. Faculty Workshops	
<p>To develop a common vocabulary for describing and thinking about students, Hidden Sparks offers school-based faculty workshops.</p>	<p>Allocate some of the school’s professional development time for Hidden Sparks workshops on our lenses — temperament, ecology and neurodevelopmental constructs.</p>
4. Building Capacity	
<p>The program aims to train a cadre of educators in each school who are attuned to the needs of</p>	<p>Commit to participation in the HIDDEN SPARKS Internal Coach program (ICP).</p>



What Hidden Sparks Offers	What Hidden Sparks Expects of the School
<p>struggling learners and can work effectively in this area with students and other educators.</p> <p>Designed to support a school’s long term ability to address the needs of struggling learners, the HIDDEN SPARKS Internal Coach program (ICP) 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.</p> <p>To build the school’s internal capacity, Hidden Sparks offers an extensive 6-day course, and two years of support (mentoring, regional meetings, workshops, an annual retreat) to support “internal coaches and school leaders.</p> <p>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.</p> <p>The fee for this training is included in the External Coach Program fee.</p>	<p>Over time, sending staff to function as internal coaches in each grade.</p> <p>Over time, sending at least two administrators to the school leader training.</p> <p>Releasing teachers and/or administrators to attend the course and providing coverage for their initial training, mentoring, regional meetings and the annual Hidden Sparks retreat.</p> <p>Support internal coaches by scheduling time for them to work with teacher teams and to visit classrooms to conduct classroom student observations.</p> <p>Build capacity by scheduling time for the internal coach’s monthly grade meetings, and making arrangements for teachers to attend these meetings.</p>
5. Evaluation	
<p>In order to learn from this stage of the program, and to strengthen and optimize the program, Hidden Sparks evaluates its programs.</p>	<p>Successful applicants will be required to help with the evaluation effort by working with the evaluator to gather appropriate data (e.g., teacher questionnaires, confidential pre-post student data, and descriptive data about the school). School observations and teacher focus groups sessions will also be part of the evaluation effort.</p>
6. Cost	
<p>The ECP program cost is \$25,000 per year, \$20,000 per year is granted to accepted schools.</p>	<p>The school contributes \$5,000 per year, to the total cost of the program. If eligible, schools can apply title funds toward this cost.</p>



APPLICATION PART 1: SCHOOL INFORMATION

After review of this application, you may be invited to complete Part 2.

Please type or print clearly.

Submit by fax or email: (212) 641-3201 / Margaret@hiddensparks.org

School 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? _____

For the target grade(s), the number of:

GRADE _____

Students: _____

Full time Judaic Studies teachers _____

Full time General Studies teachers _____

Classes _____

Part time JS teachers _____

Part time GS teachers _____

GRADE _____

Students: _____

Full time Judaic Studies teachers _____

Full time General Studies teachers _____

Classes _____

Part time JS teachers _____

Part time GS teachers _____

GRADE _____

Students: _____

Full time Judaic Studies teachers _____

Full time General Studies teachers _____

Classes _____

Part time JS teachers _____

Part time GS teachers _____

Why were these grades selected?

How does the school envision scheduling the monthly meetings involving all General and Judaic Studies faculty from each class? _____



Which members of faculty will be at the monthly meetings?

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

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

What other professional development programs are currently in place at your school? (Aussie, America's Choice, Jewish New Teacher Project, other) _____

Contact information for school administrator 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: _____

Cell phone (and/or best way to reach over summer) _____

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: _____

Cell phone (and/or best way to reach over summer) _____