To alleviate background noise and ensure a quiet session, your audio connection has been muted.

Chat: Asking Questions & Sharing Thoughts
You are encouraged to ask questions and share your thoughts on the chat. Please activate the chat feature on the bottom of the screen. You may choose to chat to panelists and all attendees or just panelists.

Audio:
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ABOUT HIDDEN SPARKS
Hidden Sparks is a non-profit that helps educators and schools nurture the Hidden Spark within each student. We do this by developing and facilitating professional development programs for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks provides an award winning professional development program in understanding learning and behavior, conducting classroom observations, coaching teachers and developing peer coaches. By helping teachers meet the needs of struggling students, ultimately all students benefit.

• 125 Jewish day schools across the country with hundreds of teachers participate in PD programs annually.
• Impacting over 7,000 students every year.
• Over 350 school peer coaches have received training and mentoring.
• Hidden Sparks Without Walls international webinar program has reached thousands of teachers and parents.
• New in 2020! SEL Initiative

Please be in touch to find out how to bring Hidden Sparks programs to your school!
Our Guest:

Dr. Laya Salomon is Associate Professor at the Azrieli Graduate School of Jewish Education and Administration at Yeshiva University and Director of Azrieli’s Master’s Program in Jewish Education. Dr. Salomon teaches master’s and doctoral level courses in leadership, supervision, curriculum, assessment, teaching methodologies and differentiated instruction, and she supervises student teachers. Prior to joining Azrieli in 2004, Dr. Salomon was a professor of psychology and education at Touro College and a Judaic studies teacher.

Overview of the Session

- Goals of Supervision
- Big Idea of Supervision
- Recommendations for:
  - Pre- and post-conferences
  - Type of feedback
  - Mentoring tips
- Case Study

Starting on the Same Page

Establishing a Shared Understanding Of Supervision Goals

Formative vs Summative
SUPERVISION AND MENTORING

What is the goal for teachers?
How should this impact students?

Think of a growth period in your life:
❖ When did you feel motivated to grow?
❖ What motivated your personal growth?
❖ What did the growth process look like?
❖ What best enables you to grow as a person?

Goals for Personal Growth

SELF-REFLECTIVE
SELF-AWARENESS
SELF-GUIDED
HOW CAN SUPERVISORS/MENTORS PROMOTE “SELF”?  

Shared Understanding of Effective Teaching

What:
• Beliefs about teaching & learning
• Discipline goals
• Defining engagement

How:
• Danielson
• Marshall
• InTASC Standards

The Big Idea
DESCRIPTIVE FACTUAL OBJECTIVE

VS.

PRESCRIPTIVE EVALUATIVE SUBJECTIVE

WHY?

PRESCRIPTIVE VS DESCRIPTIVE

INSTEAD OF:

“Some students are misbehaving”

“That work was too difficult for the students”

“Students are engaged!”

REPLACE WITH:

“Some students are engaging and need redirection”

“Students are struggling with the material”

“Students should be encouraged to participate more”

DATA-DRIVEN OBSERVATIONS
How can we collect data during the lesson observation?

Collecting data during the lesson:

What data is already readily available?

What data can the supervisor collect?

LESSON SCRIPTING/ANECDOTAL NOTE TAKING

A factual description of teacher behaviors
What information can be extracted from the data?
**STUDENT ON-TASK/OFF-TASK**

Time where sweep began:
Time ended: 

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**VERBAL INTERACTIONS**

What can we extract from this data?

**TEACHER-PUPIL INTERACTIONS**

Task 1: Teacher-elicited
- Task 2: Pupil-generated
- Task 3: Teacher-modified

Task 4: Student-generated
- Task 5: Teacher-elaborated
- Task 6: Pupil-modified

Task 7: Teacher-responded
- Task 8: Pupil-responded
- Task 9: Teacher-elaborated
- Task 10: Pupil-modified

Task 11: Teacher-elaborated
- Task 12: Pupil-responded
- Task 13: Teacher-modified
- Task 14: Pupil-generated
**SPACE UTILIZATION**

![Diagram of Space Utilization](image)

**QUESTIONING STRATEGIES**

- Selective verbatim recording
- Details to record

![Questioning Strategies](image)

**Direct vs. Indirect Approach**

High conceptual level: Indirect, purely data driven

Low conceptual level: Direct feedback

Identify topic with greatest negative impact on students

(Glickman, 1990)

![Direct vs. Indirect Approach](image)
**Pre-observation**

- Teacher identifies challenges
- Build collegiality
- Identify area of focus

**Post-conference**

- Ask teacher to reflect on lesson
- Seek to understand why
- Share data
- Discuss
- Develop an action plan

**SETTING**

- GOALS
OTHER TIPS:

• Share specific positive feedback too
• Avoid unannounced visits
• Videorecording as a helpful tool

APPLY:

Challenge:
“Students are not motivated to learn. These are 21st century post-COVID students and I can’t get them interested.”
https://www.youtube.com/watch?v=xtzhdIR_Y7E

- What kind of data might you gather?
- How would you share the data?

Focusing on Goals

How does data-driven observation and data-driven feedback support teacher self-awareness, self-motivation and self-guidance?
Other forms of supervisory and mentorship supports:

1. Instructional rounds
2. Lesson studies
3. Peer coaching
4. Walk throughs/mini-observations

Upcoming Hidden Sparks Without Walls Sessions

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<tr>
<th>Date</th>
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<tr>
<td>Tuesday, January 11, 2022</td>
<td>For Parents: Saying No to Ourselves and Our Children: Building Delayed Gratification</td>
<td>Dr. Oshra Cohen</td>
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<td>Wednesday, February 16, 2022</td>
<td>For Teachers: Problem Solving with My Administrator</td>
<td>Suzie Marder</td>
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If you are interested in bringing Hidden Sparks to your school or city, please contact us:

212-767-7707 or sara@hiddensparks.org

Contacting Hidden Sparks

Contact Presenter:

Contact Hidden Sparks:
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