

HIDDEN SPARKS EVALUATION

Ziva Hassenfeld, Ph.D.

Executive Summary

The following report describes a qualitative evaluation of the Hidden Sparks program. The researcher carried out a case study of a single school implementing the program. The evaluation draws on observations of classes and coaching sessions as well as interviews with teachers and coaches.

The evaluation has four key findings:

1. Hidden Sparks coaches (external and internal) exhibit consistent and resolute messaging that embodies a transformative perspective towards students and is in strong alignment with the Hidden Sparks mission.
2. Teachers involved in the Hidden Sparks program understand the mission of Hidden Sparks and appreciate its goals.
3. Teachers further along in the Hidden Sparks training utilize more descriptive and transformative language vis-à-vis their students than novice Hidden Sparks teachers and teachers not involved with Hidden Sparks.
4. Novice Hidden Sparks teachers (in their first year with a coach) expressed frustration that Hidden Sparks could not provide more immediate fixes for the issues they were struggling with in their classrooms.

Professional Development Done Right

Over the last several decades, researchers have reached a consensus that good teachers adopt a stance of inquiry towards their teaching. Good teachers are able to turn confusion and frustration in their teaching into questions about their teaching and their students; they are able to try out new pedagogical approaches to meet the needs of their students and reflect on these interventions (Ball and Cohen, 1999; E.A. Van Es, 2011; Feiman-Nemser, 2012; Hawley and Valli, 1999). Educational researchers are clear that a stance of inquiry is not something teachers have or lack innately, but rather, something they can learn over the course of their careers.

To cultivate a stance of inquiry in teachers, schools must provide robust professional development programs with that objective. They must fight against education's "most damaging myth" that good teachers are born not made (Darling-Hammond, 2006) and model, support, and encourage the hard work of classroom teaching. At the heart of this work is the capacity and willingness to look at one's teaching practice, students, and how the former serves the latter, and ask questions about it.

The research on professional development suggests a model for developing these skills in teachers. Professional development must be integrated into the ongoing work of teaching. It must be

grounded in teachers' questions and concerns. It must take place through serious, long-term conversation in communities of practice. (Ball and Cohen, 1999; Feiman-Nemser, 2012, Hawley and Valli, 1999).

Study after study finds that Jewish day schools fail to provide their teachers with sufficient opportunities for professional development (Ben-Avi and Kress, 2008; Dobbs, Tobin, and Hymovitz, 2004; Dorph and Holtz, 2000; Holtz, Gamoran, Dorph, Goldring, and Robinson, 2000; Stodolsky, Dorph, and Feiman-Nemser, 2006; Tamir, Feiman-Nemser, Silvera-Sasson, Cytryn, 2010; Tamir, Perlmutter, Feiman-Nemser, 2017; Tamir, 2013). This failure contributes to high turnover rates among new hires and the loss of promising young teachers (Ben Avie and Kress, 2008; Ingall, 2006; Kelner, etc. 2005). Researchers in Jewish education call for more professional development (Dorph and Holtz, 2000; Dorph, Stodolsky and Wohl, 2002; Picker, 2012; Shevitz, 2008).

Hidden Sparks: A Transformative Perspective Towards Students

Hidden Sparks offers a corrective to this scarcity of professional development in Jewish education. Hidden Sparks focuses on the growing body of research that indicates the importance of training teachers to take a transformative perspective towards their students, and fight against the all-too-tempting habit of taking a deficit perspective towards students. The ways that teachers relate to their students can have important implications for student learning. Many teachers begin from a deficit perspective (Aukerman, 2007), focusing on what students cannot do, what they're lacking, and all the reasons they fail to accomplish the learning objectives teachers set for them. Examples of a deficit perspective from this evaluation's data collection include:

- “She just doesn’t care.”
- “His parents provide no support at home.”
- “I honestly don’t think she’s intellectually capable of getting this material.”

A transformative perspective, on the other hand, focuses on what student can do and the strengths they have that will support them in progressing. For example, from this evaluation's data collection:

- “She really cares about horses. I notice whenever she has a chance to talk about horses, she lights up.”
- “Yes, his spelling needs work. But his capacity to generate stories and plot lines is incredible.”
- “I noticed even as she was mixing up manipulatives for subtraction, she was engaged in mathematical thinking.”

- “It’s amazing given the lack of support at home that he comes with his binder every day.”

Researchers have demonstrated that teachers who adopt a transformative perspective towards their students achieve better student outcomes (see e.g., Aukerman, 2007; Darling-Hammond, 2000).

Teachers who take a transformative perspective understand that all students take their own and other people’s ideas seriously. This means that despite students’ body language, eye contact or speech patterns, one assumes that they care. Teachers look for ways to highlight moments when students express their own and one another’s ideas. Teachers take note of when students are willing to defend or modify an idea in the face of disagreement and counter-arguments.

Teachers who take a transformative perspective understand that all children are naturally curious. Motivation to engage in classroom activities may be a marker of curiosity, but curiosity is more multidimensional than motivation, since it does not look the same for all children. Teachers seek to understand when and how each student is curious, and think about ways to foster each child’s way of being curious. Teachers also aim to introduce classroom material in ways that connect to students’ interests and purposes.

Teachers who take a transformative perspective assume that students can value relationships with curricula materials as important dimensions of who they are, that all students desire to understand what they read, and that not all children learn in the same way. Teachers who take a transformative perspective recognize that traditionally some children’s learning practices have been valued more than others in the classroom. Because of this, many children become less confident in their own learning abilities across time (Smith, Smith, Gilmore, & Jameson, 2012). Teachers who take a transformative perspective understand that culture, personal experience, interest, and context are all likely to influence a child’s repertoire of practices. They ensure that all students’ learning practices are valued in their classrooms.

Since 2006, Hidden Sparks has offered coaching and professional development programs for Jewish schools through both in person trainings and asynchronous online modules and webinars. The organization has reached thousands of teachers and trained hundreds of coaches. The programs follow an approach that helps teachers understand and respond to the different kinds of learners in their classroom, and instead of offering prescriptions, supports teachers in reflecting on their practice to sustain ongoing improvement.

Hidden Sparks currently offers several programs. The Coaching Program which provides Jewish day schools with an external coach who works with their Jewish studies faculty one day a week. The external coach also develops faculty to serve as “internal coaches” and equips faculty with the skills needed to manage meetings effectively and carry the work on after the school’s participation in the program. Hidden Sparks Without Walls offers series of webinars for teachers and parents as well as tailored single professional development sessions and consultations.

Evaluation Methods

An initial survey-based evaluation of the Hidden Sparks approach showed promise. Teachers who received Hidden Sparks training reported a shift in their perspective from deficit to transformative. They reported more frequently communicating with students in a non-judgmental manner, assessing the cognitive demands, using collaborative learning, and support struggling students. Teachers who worked with an external coach reported considering different instructional practices, reflecting on their teaching, shifting their perspective on their students, and overall, valuing the experience.

While an important to understand top-line outcomes, surveys are limited in their capacity to reveal how individuals make sense of a program and how that program accomplishes its outcomes. For that reason, in the Spring of 2019, I conducted a series of ethnographic observations and in-depth interviews in order to shed light on how teachers understand their experiences with Hidden Sparks.

I took a case-study approach to investigating the impact of Hidden Sparks. Specifically, this evaluation follows the critical-case model of single-significant case sampling design (Patton, 2015). In-depth single cases allow for detailed, well-documented and richly described research. This evaluation looks at Hidden Sparks' impact on one school eco-system, with a specific focus on classroom teachers.

Data Collection

A triangulation of methods was used to collect data:

- Participant observations were conducted in five classrooms.
- Participant observations were conducted in three coaching meetings.
- In-depth, open-ended interviews were conducted with a total of X teachers and internal coaches in the school (See Appendix A for interview protocol)
- Ongoing conversational interviews with the school's external coach.
- Analysis of program-related documents provided background information and context.

Focusing Questions of the Evaluation

- Do educators involved in Hidden Sparks utilize a descriptive tone, take a transformative perspective, and avoid evaluative language?
- How do teachers talk about their teaching and their students' learning?
- How do participating educators relate to the time-intensive work that goes into reflective practice? Have their attitudes changed since the beginning of the Hidden Sparks intervention?

Focusing Question of the Evaluation	Data Sources
<ul style="list-style-type: none"> Do educators involved in Hidden Sparks utilize a descriptive tone, take a transformative perspective, and avoid evaluative language? 	<ul style="list-style-type: none"> Coaching meeting observations Classroom observations
<ul style="list-style-type: none"> How do teachers talk about their teaching and their students' learning? 	<ul style="list-style-type: none"> Coaching meeting observations
<ul style="list-style-type: none"> How do participating educators relate to the time-intensive work that goes into reflective practice? Have their attitudes changed since the beginning of the Hidden Sparks intervention? 	<ul style="list-style-type: none"> Teacher interviews

Data Analysis

- Interviews were analyzed using a grounded theory approach. In this method, findings were derived from themes that surface inductively.
- Data were analyzed by identifying recurring ideas using a series of codes, which are then grouped by theme.
- Quotes were selected because they articulate the sentiments of several respondents.

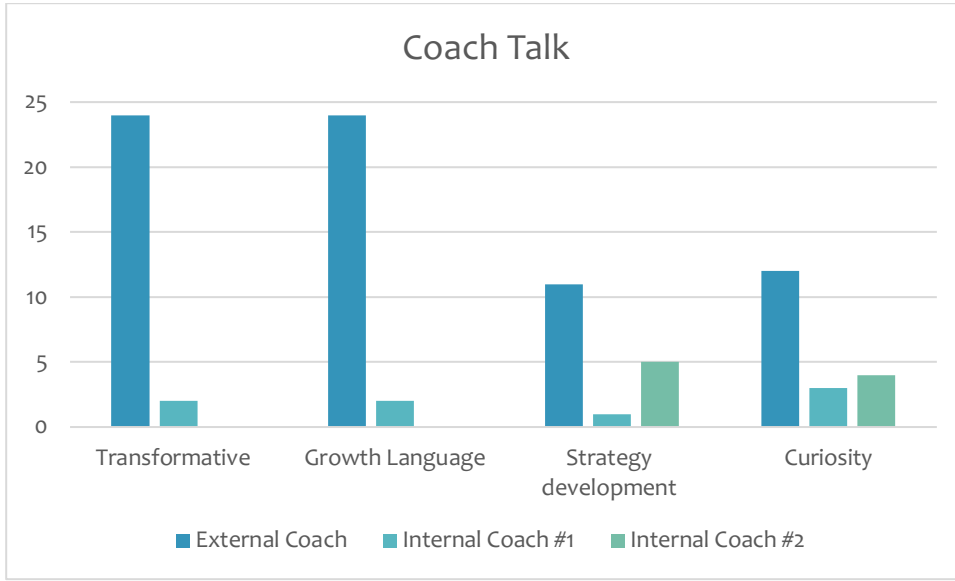
Codebooks for Observations

Codes emerged out of an iterative process. I began with general themes. For example, I approached the data with the codes “transformative perspective” and “deficit perspective”, “teacher probe” and “teacher uptake” in mind. At the same time, I allowed other themes to emerge inductively from the data. For example, the codes “resistant” and “receptive” as well as “responsibility avoidance/overwhelmed” emerged inductively from the data.

Outcomes

- Hidden Sparks coaches exhibit consistent and resolute messaging that embodies a transformative perspective towards students and is in perfect alignment with the Hidden Sparks mission.**

Both the internal and external Hidden Sparks coaches embodied the mission of the organization in their coaching. Below is a graph that shows the distribution of types of talk used by the external coach and the two internal coaches in observed coaching meetings.



In order to animate the quantitative findings displayed above, I will present below qualitative portraits that demonstrate the overarching trends described above.

Coaching Vignette # 1

Uninvolved Teacher: She raises her hand every single chance she can. But the answer is always wrong.

Novice Teacher: No...

Uninvolved Teacher: I was asking a math question today and she says...

Novice Teacher: She is inconsistent for sure.

Uninvolved Teacher: It had nothing to do with what we were teaching. And I said, “Good try sweetheart.” Because you know, I don’t make them feel bad when they get it wrong, but she will raise her hand whether she knows it or not.

External Coach: You know I saw her give the right answer to a question in today’s social studies lesson. (Looks into her notes). It was during the part of the lesson in the workbook questions. (Turns to Internal Coach) Did you see that?

Internal Coach: Yes.

External Coach: I was really impressed by that.

Novice Teacher: A right answer? I know it wasn’t her written response because she didn’t get that right. She wasn’t paying attention.

External Coach: What she actually got right was she was able to identify what color went with the key.

Novice Teacher: Oh yes, she looked at the key.

External Coach: That’s quite impressive. That’s not an easy thing to do. You know the real question that I think exists here is this an attention issue or is there something about the reading that is difficult for her.

In this twenty-five second exchange the external coach makes a number of moves. First, she counters the teacher's assertion that the student never gets anything right in class by providing a concrete counter-example of when the student did get a question right. The external coach grounds her observation in an instructional moment that is easy for a teacher to miss. This was not an answer the student provided in front of the whole class, but rather an answer she wrote down in her workbook during independent work. By providing this concrete counter-example the external coach manages to challenge, in a gentle and inquisitive fashion, the deficit-perspective the teacher is taking towards the child. Second, the external coach models a transformative perspective. She doesn't just tally "one right answer" for the child, but she thinks out loud about what skills and knowledge this right answer demonstrates. In doing this she both elucidates the child's strengths and models for the teachers what to look for from a transformative perspective. Finally, the external coach models curiosity. She takes her observation about this child and turns it into a question: What is this child really struggling with? In modeling this stance of inquiry the external coach again challenges, gently, another deficit-perspective claim the teachers have made (earlier in the transcript) about this child: that she doesn't pay attention.

Coaching Vignette # 2

<p>Novice Teacher: She likes to be first and she likes to be quick and that doesn't benefit her.</p> <p>External Coach: One thing we spoke about in our strategy list is that because she likes to read orally to have her read orally alongside the class as someone else is reading.</p> <p>Novice Teacher: She does that sometimes. But it can be hard.</p> <p>External Coach: Right, it's important to find the right place in the classroom for her to sit. Another thing I'm wondering about is tracking. I'm not sure how well she tracks which makes finding the answer on the page difficult. The strategy of oral reading can help with this.</p> <p>Uninvolved Teacher: She has no comprehension skills.</p> <p>External Coach: Well she has listening comprehension skills.</p>

In this thirteen second exchange the external coach models curiosity and strategies use. The external coach steers the teachers away from evaluative language and towards consideration of strategies and an inquiry stance. The novice teacher offers a criticism of the student, the external coach refocuses her on strategy talk. The novice teacher goes along with the external coach. Having shifted the focus and tone of the discourse, the external coach takes the opportunity to again model curiosity about the student. Where do her limitations truly lie?

Like in the vignette above, the external coach implicitly reminds the teachers that the source of struggle will never be a character flaw. It will always be a cognitive weakness that, once identified, can be improved upon. This stance towards the students challenges teachers to take responsibility for students and feel empowered by the capacity for successful intervention.

2. Teachers involved in the Hidden Sparks program unanimously understand the mission of Hidden Sparks and appreciate its goals.

Every single teacher interviewed was able to accurately and precisely describe the mission and goals of the Hidden Sparks program. See below for a few example quotes from the interviews:

<p>“Hidden Sparks wants to help teachers see students as... well, hidden sparks. They work to remind us that every student is still human even in the most difficult situations.”</p> <p>- Novice Hidden Sparks Teacher</p>
<p>“Oh, it’s about understanding that every child has a story.”</p> <p>- Internal Hidden Sparks Coach/Experienced Teacher</p>
<p>“Hidden Sparks wants to help us address the needs of all students by thinking carefully about each student.”</p> <p>- Novice Hidden Sparks Teacher</p>

The interviews with teachers revealed an impressive consistency at every stage of Hidden Sparks. The teachers in this school understood the program’s mission and goals. This is a significant finding. Because coaching is associated with so many different elements of the classroom, most often, teaching, it’s meaningful that no teacher was confused about the purpose and focus of the Hidden Sparks internal and external coaching.

The teachers’ understanding of Hidden Sparks’ mission and goals was triangulated by the administration’s understanding. In their book, *The Practice of Adaptive Leadership*, Harvard professors Ron Heifetz and Marty Linsky (2009) explain that many organizations, schools, businesses and non-profits suffer from “the illusion of the broken system,” where, though it’s very clear what is not working, they continue to “not work” because somewhere, deep down, the people in the social system want it that way. In other words, organizations are often functioning exactly how they want

to be, even if it appears dysfunctional. Heifetz and Linsky quote their colleague Jeff Lawrence, “There is no such thing as a dysfunctional organization, because every organization is perfectly aligned to achieve the results it currently gets.” Lawrence gives the example of an organization that has a stated value of transparency but whose reality is that most people in the organization tightly control the flow of information. He explains that this organization is not failing but rather is aware of this gap between the espoused value and the current reality, the “value-in-practice.” The organization has decided that losing the gap would be more painful than living with it.

I bring this insight from the leading scholars on adaptive leadership because it reminds us that cultural change is very difficult in an organization. And so often in schools teachers are sent out to professional developments, equipped with wonderful new skills, only to then return to their school, motivated to be agents of change and met with pushback, resistance or simple silence. One can imagine a scenario where Hidden Sparks works deeply with the teachers but remains at odds with the larger school system. Yes, the administration appreciates the value-added of a tagline that espouses their commitment to seeing the unique light in every child, but whose “value-in-practice” actually allows the gap to persist. We have all seen this countless times. A nice info-graphic about a school’s values that does not translate in practice.

What was quite remarkable in this particular case-study is how top-to-bottom the commitment to Hidden Sparks ran. Speaking with the administration I heard a deep appreciation for Hidden Sparks. The administration was aligned with the teachers in their commitment to the organization’s mission and its impact on their school. At the level of operation, this commitment translated into a significant restructuring and complicated logistical jigsaw puzzle in order to ensure that all participating teachers and coaches had the necessary time built into their schedules for observations, debriefs, and coaching meetings. Introducing Hidden Sparks as a core value of the school on every level of the organization required commitment on the part of the school and administration. It meant redoing the entire schedule to allow for coaching meetings and observations. It meant making the time for teachers to attend training and follow-ups. It also meant supporting teachers in the difficult work of differentiated instruction. The administration understood this and were willing to do the work. As one administrator reflected in an interview, “I don’t think the teachers weren’t compassionate before Hidden Sparks. I think they were, they just didn’t know how to direct that compassion. The program gives them *tools for compassion*. And those tools allow misunderstood children to be understood.”

3. Teachers further along in the Hidden Sparks training and work overwhelmingly utilized more descriptive and transformative language vis-à-vis their students than novice Hidden Sparks teachers and teachers not involved with Hidden Sparks.

Experienced Hidden Sparks teachers, that is, teachers who were already in training or served as internal coaches, utilized more descriptive and transformative language vis-à-vis their students than novice Hidden Sparks teachers and teachers not involved with Hidden Sparks. This was true when

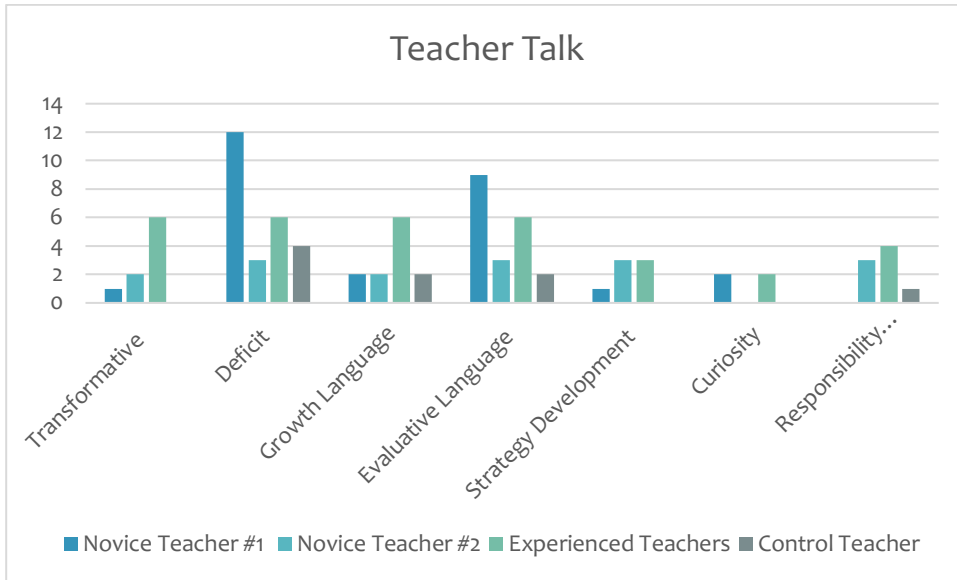
communicating directly with students and when communicating with colleagues about student. Consider for a moment these two comparative columns of comments from coaching meetings.

Novice Hidden Sparks Teachers	Experienced Hidden Sparks Teachers
<p>“She’s just so distracted. She finds things to focus on other than what we’re doing in class.”</p>	<p>“He does work well with redirecting. He’s more able to stay on task.”</p>
<p>“She isn’t able to get that right”</p>	<p>“He wants to do well.”</p>
<p>“Reading is something she struggles with, for sure.”</p>	<p>“His reading is very concerning.... He can read out loud. That’s strong.”</p>

The awareness and effort to strive for a transformative perspective is apparent in the experienced Hidden Sparks teachers in a way that it is still quite emergent in the novice Hidden Sparks teachers. This pattern was consistent across teachers in this school.

Hidden Sparks is very clear that classroom pedagogy and instructional practice are beyond their purview. They hold this line intentionally and explicitly in order to create a comfortable and non-evaluative or judgmental repaire with the teachers (Conversational Interview with External Coach, May 29th). When external coaches first begin their work in a school teachers often spend much of the coaching meetings expecting and asking for feedback on their teaching. Only after many reminders that the coach is there just to observe students and to help the teachers understand the students, do teachers begin opening up and easing up (Conversational Interview with External Coach, May 29th).

That said, large scale research in general education has shown that shifts in teacher attitudes impacts teacher talk in the classroom, and that this, in turn, influences pedagogy (Nystrand and Gamoron, 1991). One cannot become curious about students’ curiosity and not begin to ask more questions of your students in class (Gallas, 2003). The observations of classrooms in this case study confirmed previous research. Experience Hidden Sparks teachers did not only use more transformative language in their reflections on students during coaching meetings, but they also used more transformative language in their actual teaching. Figure 2 below shows comparative classroom talk between experienced Hidden Sparks Teachers and Novice Hidden Sparks Teachers.



4. Novice Hidden Sparks teachers (in their first year with a coach) expressed frustration that Hidden Sparks could not provide more immediate fixes for the issues they were struggling with in their classrooms.

Novice Hidden Sparks teachers were not entirely satisfied with the coaching model. They wanted more hands on modeling as part of the program. They felt discussion alone was not enough to provide them with the tools they needed to implement the strategies discussed by the coaches. See select quotes below:

"

"It's a great program in theory. It's important work. But it has to be full circle. They come observe, evaluate, tell us strategies, and then I don't hear from them until the next observation. They don't help us or model for us. **They tell and there's no showing.**"

- **Novice Hidden Sparks Teacher**

"

"It could be frustrating. They didn't give us concrete solutions. When it came to finding solutions in our experience it was lacking. It was: 'Here's the problem, now fix it.' But how do you fix it? We were left on our own to think of strategies."

- **Novice Hidden Sparks Teacher**

As these quotes illustrate, there was a sense among the novice Hidden Sparks teachers that coaching meetings alone were not enough. These teachers were interested in changing their attitudes and practices vis-à-vis their students but they still felt ill-equipped to do so. They wanted to see what a Hidden Sparks stance looked like in real-time.

Learnings

This case-study evaluation found that Hidden Sparks overwhelmingly works. Modeling a transformative perspective towards students through ongoing observation and coaching had an impact on the teachers at this school. Within this particular site, where the professional development work of Hidden Sparks had the full support of the administration, ensuring fidelity of implementation, there was a significant difference between teachers' stance towards students who were further along in the Hidden Sparks professional development work than teachers who were just starting off in the Hidden Sparks professional development work or were not involved at all.

That said, this case-study evaluation also found that there was a sense of frustration among novice teachers involved in the Hidden Sparks professional development that the coaching was focused almost exclusively on discourse *about* the students instead of discourse *with* the students. In other words, there was a unanimous desire among the novice Hidden Sparks teachers for more modeling. "Yes, but how do I do that," was a regular refrain in the interviews.

The Hidden Sparks gradual release model of professional development naturally addresses this critique. As the schools switch over from an external coach to internal coaches there will be more opportunities for modeling. Internal coaches can and should invite novice Hidden Sparks teachers into their classrooms to watch particular teaching practices and strategies modeled in action. In the name phase of Hidden Sparks at this school modeling through "classroom rounds" should be a central element of the program. This would distribute the coaching among trained coaches and also allow for more collaborative problem solving about students. At the same time it would allow novice teachers to watch expert teachers enact the Hidden Sparks stance in the classroom and in discussion about their students outside of the classroom.

Conclusions

The Hidden Sparks model is one in which schools begin with an external coach and, through a gradual release model, train internal coaches. This allows the work to be ongoing and embedded in the culture and personalities of the school, following best practices in professional development (Feiman-Nemser, 2012). Its single minded commitment to shifting attitudes among educators from a deficit to a transformative perspective towards students, even the most difficult students, even those students whose problems extend far beyond the classroom, is laudable. As the eternal coach said in a meeting, a line that is hard to forget, "You have him for nine hours a day, so even acknowledging all the ways the adults in his life are failing him, here he is, in your class. How can you best show up for him?" This simple question reminds us just how important the role of a teacher is, and how often their work must extend beyond the formal curriculum.

This case-study evaluation had the advantages of going inside a single school eco-system and taking a deep look at how Hidden Sparks has impacted the culture of the school. This case-study could not examine the long term impact of Hidden Sparks on the students and teachers. A follow-up evaluation that looks at longitudinal impact on students would greatly compliment this case-study evaluation.

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Appendix A: Codebooks

Classroom Observations		
Code	Definition	Example from the Data
Teacher Probe	When a teacher pushes students in their thinking and/or academic work- writing, reading, playing and engages them about their motives, process, ideas, etc.	- Preschool room, student is playing with alphabet blocks. Teacher asks, “Why did you choose that letter?” Student answers “I liked it.” Teacher follows up, “What do you like about it?”
Teacher Approbation	When a teacher takes an opportunity to praise a student for his/her thinking or any other comment or actions (besides a right answer)	- 4th grade math classroom, teacher says to a student, “I love when you volunteer”
Teacher Discipline	When a teacher either stops class to discipline a student, or does so during independent/group work	- 4 th grade history classroom, teacher says to student, “You need to re-read it!”
Uptake on Student Comment	Uptake involves following up on something a student has said by asking the student to elaborate and explore an idea that the student has brought up, or to elaborate on how the student arrived at that understanding.	<ul style="list-style-type: none"> - 3rd grade classroom, student reads answer on her worksheet, teacher in says, “Yes, why did you choose that answer?” - 4th grade history classroom. Teacher responds to student question, “Glad you asked! We’re about to read about that. Let’s read and you will answer your own question.”
Dismissal of Student Comment	When a teacher is dismissive of a student idea, question or comment that is relevant to the discussion/topic at hand.	- 4 th grade history classroom, “That’s a good question. You can look that up later.”
Reference Back to Student Comment/Idea	Reference back refers to moments where the teacher incorporates students’ comments and ideas into their explanation and instruction.	- 4th grade classroom, one student gets a question wrong. Teacher encourages this student and says, “Remember earlier was Student Y said...”

Interactions with HS Focal Students	Every interaction with an identified HS focal student received this code. These interactions were further analyzed vis-a-vis the goals articulated in the coaching meetings.	- 3rd grade classroom, HS focal student is positioned at particular station with particular classmate as planned for during coaching meeting. All teacher interactions with this pair of students received this “interaction” code.
Coaching Meeting Observations		
Code	Definition	Example from the Data
Transformative Perspective	Taking a transformative perspective towards a student is evidenced by focusing on what the student <i>can</i> do, and can't <i>yet</i> do.	“HS Coach: that’s another strength. Teacher, “Oh she definitely has strengths.”
Deficit Perspective	Taking a deficit perspective towards a student is evidenced by a focus on what the student can't do (instead of what s/he can do), and speaking with a sense of inevitability about the student's weaknesses.	“She raises her hand every time but she’s always wrong- she raises her hand whether she knows is or not.” “There’s no comprehension skills there.” Teacher 1, “but his comprehension is so weak.” Teacher 2, “He’s constantly off task.” Teacher 1, “He’s the class clown.”
Growth Language	This code was often double- coded with transformative perspective.	“In the gallery walk he was engaged.”
Evaluative Language	This code was often double- coded with deficit perspective.	“It’s motivation for her.” “She doesn’t try as hard.”
Curiosity	Moments in the coaching meeting when the teachers or coaches took a stance of inquiry towards the students’ behaviors, interactions, or motivations.	“I wonder why she does that?”
Strategy-Development	Moments in the coaching meeting where teachers willingly developed a	“Okay, today we will try having him work with Student Y.”

	plan or strategy to try in the next class with HS focal student.	
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Responsibility Avoidance/ Overwhelmed	Moments in the coaching meeting where teachers expressed skepticism that there was anything more they could do to help HS focal student.	“If his mother won’t come in for a meeting, what can we do?”
Receptive to Coaching	Moments where the teachers evidenced openness to the coach and her suggestions.	“Yes, we can try that today.”
Resistance to Coaching	Moments where the teachers resisted or challenged the coach and her suggestions.	“Believe me, we’ve tried that. We’re doing our best, but there’s nothing to do.” “No, I notice everything. There’s nothing I don’t see.”

Appendix B: Teacher Interview Protocol

<p>Demographic Questions:</p> <ul style="list-style-type: none"> - How long have you been teaching? - How long have you been at SS Queens? - How long have you been involved in Hidden Sparks? - What other, if any, coaching/PD programs have you participated in? <p>Open-Ended Questions (With Follow Up Prompts):</p> <ul style="list-style-type: none"> - Tell me about your participation in HS. <ul style="list-style-type: none"> * What did you find most helpful? * What did you find least helpful?
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- How, if at all, has HS changed your teaching?
 - * For each area they describe ask follow up. Eg. Can you tell me more about...?
Can you give me an example of...?
- What memories from coaching stand out as most salient in your mind?
- What was your experience of the coaching component of HS?
 - * How did your coaches help you?
 - * What do you feel you gained from it?
 - * What could have been improved?
- What, if anything, has been difficult about participating in HS?
- How do you imagine your work with HS continuing next year?
 - * Do you see HS involved in that work if at all?