

# The TURNAROUND *Digest Review*

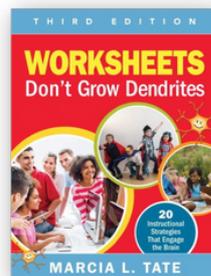
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## From the Desk of Dr. Rogers...

Last week, distinguished educator and author, Dr. Marcia L. Tate, was in Memphis to deliver her dynamic workshop, "Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain." The 20 unforgettable strategies for accelerating learning reminded all in attendance that student engagement is directly linked to positive academic outcomes. The IZone 2.0 Centralized Support Team and representatives from all 26 schools spent a whole day learning how to create a brain-compatible environment, which ultimately leads to delivering a brain-compatible lesson.

With Relentless Collective Efficacy!  
*Dr. Thomas D. Rogers*



**Dr. Melanie Black**



On August 22nd, The Building Blocks Mentoring Program surprised Sheffield High School's Dr. Melanie Black with the "Principal of the Year" award during its 13th Annual Back to School Charity Weekend.

***Congratulations, Dr. Black!***

*Photo Credit: Instagram - buildingblockssmp*

## Leadership - Dr. Debra Stanford, Zone 9 ILD

Equity is a priority for all school leaders. Though it can be difficult to focus on establishing and maintaining an equitable learning environment on a daily basis, it is at the school leadership level where such change can be incredibly effective. Powerful school leadership is a major factor in influencing teaching staff and enhancing school culture to create the conditions for change. A panel of global educators recently engaged in a discussion about inequitable practices currently plaguing schools.

Click the link below to learn about nine key themes that emerged from the panel discussion and a few action items aimed at assisting educational leaders in establishing equitable learning environments.

[9 Ways to Enable Equitable Education in Your School](#)

## The Week in Review: INFORMAL CLASSROOM WALKTHROUGHS & UVA-PLE LITERACY PILOT

Click the image below to view  
the photo montage!





## The Focal Point...

### K-8 Literacy - Dr. Matara Harris

Greetings Admirable Educators,

Brain-based strategies can be seamlessly integrated throughout the school day by utilizing the EdTech tool Nearpod. Nearpod is a platform that allows teachers to create interactive slides/videos and gamified activities that can simultaneously collect data and insights regarding student understanding.

In the article linked below, you will learn how to build exciting Nearpods that may include interactive slides, formative assessments, dynamic media, gamification, or several platform-specific activities like "Time to Climb" or "Draw It". The District has paid for access to Nearpod Premium through your Clever account.

Click the Nearpod logo on the left to learn how to:



- Create interactive slides within the Nearpod platform.
- Add content and activities to enhance the learning.
- Title and tag your lesson.

### K-8 Science -Mrs. Angela Rowe-Jackson

**M.A.D.** Scientists at Work

**Masters** of 5E with **Ambition** and **Determination**

We previously shared insight on understanding the "WHY" and the physiological and psychological benefits of hands-on/minds-on activities in the Science classroom. This week, we are continuing to provide insight by focusing on how hands-on/mind-on activities encourage students to take responsibility for their learning.

When students take responsibility for their learning you will see:

- Students engage more deeply in formulating thoughts, participating in conversations, and carrying out actions to complete tasks
- Students discuss their thoughts and understandings of a specific area of study with each other
- Students feel comfortable taking risks in their learning
- Students exchange ideas while respecting the ideas of others
- Students' increased display of creativity and innovation
- Student-generated content connections

[Click here](#) to learn more!

[Click here](#) to see students owning their learning!

"Together we are **ONE** in **SCIENCE!**"

### K-8 Math - Mr. Romond Arnold

Hello IZone 2.0 Mathematicians,

Being prepared to compete in an increasingly complicated and unpredictable world means developing the stamina and disposition to persevere through totally unfamiliar problems. When the real world throws us a problem, it never asks what chapter we've just studied. Competing in a knowledge-based society requires great adaptability to unexpected challenges. Students need to develop a disposition to tackle problems with only the knowledge they have (or can find on their own) without a pre-learned solution method.

**"The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important 'processes and proficiencies' with longstanding importance in mathematics education."**

Source: [corestandards.org/math/Practice](http://corestandards.org/math/Practice)

Practices 1 and 6 serve as overarching habits of mind in mathematical thinking and are pertinent to all mathematical problem-solving. Practices 2 and 3 focus on reasoning and justifying for oneself as well as for others and are essential for establishing the validity of mathematical work. Practices 4 and 5 are particularly relevant for preparing students to use mathematics in their work. Practices 7 and 8 involve identifying and generalizing patterns and structures in calculations and mathematical objects. These kid-friendly practices are the primary means by which we separate abstract, big mathematical ideas from specific examples.

**"Be even greater than what you already are!"**  
- Coach L. Slocum

#### Eight Standards for Mathematical Practice

	Make sense of problems and persevere in solving them. MP.1		Use appropriate tools strategically. MP.5
	Reason abstractly and quantitatively. MP.2		Attend to precision. MP.6
	Construct viable arguments and critique the reasoning of others. MP.3		Look for and make use of structure. MP.7
	Model with mathematics. MP.4		Look for and express regularity in repeated reasoning. MP.8

### High School - Dr. William Kinard

Climate, Culture, and Instructional Practices

The IZone High School Instructional Support Team would like to highlight the magnificent culture that all eight of our high schools have emphasized from the beginning of this school year. All schools have an atmosphere where optimal learning will take place. Additionally, all schools eagerly welcomed us as we conducted initial walkthroughs to determine the focus area of aligned support for teachers. We are pleased to see that Instructional Practice 1 has come to life in several of the classrooms. Shoutout to Alexis Lewis, Geometry teacher at Sheffield High School, for the masterful execution of incorporating IP 1.8 and 1.9 throughout the lesson. In addition, we are excited to see many brain-based strategies like movement, music, graphic organizers, drawing, and discussion living in the classroom.



Mr. Alexis Lewis

Way To Go High Schools!!!

**"Out Front Where We Belong!"**

IZONE 2.0

Thomas D. Rogers, Ed.D.  
ASSISTANT SUPERINTENDENT

CONNECT WITH US

