

The TURNAROUND Digest Review

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From the Desk of Dr. Rogers...

Powerful teaching and compelling learning experiences are primary drivers of turnaround transformational work in public education. As high-quality, tier one lessons are planned for delivery across all content areas, it is imperative that students master content with a depth of knowledge that yields unwavering comprehension in order to extract meaning and apply the learning.

Here are some essential thought-provoking questions for planning with positive outcomes in mind:

- What do students need to know and how will they show it?
- Are students engaged with strategies that take advantage of how the brain learns best?
- How is progress being monitored and measured to guide and improve instruction?
- How can we align, to teach in tandem, tier one instruction, RTI, and tutoring to ensure the desired outcomes for students?
- When data are analyzed, how can the results be used to pinpoint the learner-centered problem to a problem of practice, which was created or missed during instruction?



With Relentless Collective Efficacy!

Dr. Thomas D. Rogers

Leadership - Dr. Terrence Brittenum, Zone 10 ILD

Teacher stability is critical, as it can negatively impact student achievement. Hanushek, Kain, O'Brien, and Ravin's (2005) investigation found that student achievement gains were considerably lower in classrooms in which teacher turnover was a factor. Similarly, The Alliance for Excellent Education (2005) reported that high teacher attrition rates have negative effects on student achievement.

In spite of the alarming number of teachers leaving the profession, many remain. There are internal and external factors that influence teachers' decisions to remain in the classroom. Plihal (1982) found that a teacher's years of experience were positively correlated with intrinsic rewards conceptualized by the importance attached to "reaching students". Factors such as satisfaction with the immediate supervisor, intrinsic and status factors in the job itself, the organization as a system, and indirect satisfaction with mobility and potential wages now and in the future were significant in motivating teachers (Jiang, 2005).

Providing induction programs has helped to reduce the attrition rate of beginning teachers (Blair-Larsen & Bercik, 1992). The assignment of mentors helps to provide new teachers with personal and professional support (Batchelor, 1993). In some middle schools, teachers often share common planning times, adjacent classrooms, and additional planning periods (Erb & Stevenson, 1999). Learn more here: [ASCD Article - Q&A: New Challenges, New Solutions in Teacher Induction](#)



Ashley Grandberry
High School ELA Coach



Kudos to Ashley Grandberry for publishing an article in *Kiwanis Magazine* about the importance of reading!

Click the link below to learn more:

[Kiwanis Magazine: From the womb to the world beyond](#)

Time for a Little Recreation...

Members of the Zone 12 family enjoy a beautiful evening at the Hamilton HS vs Sheffield HS football game.



L-R (front): ISA Wanda Phifer, AP Nancy Harrison, ILD Janice Tankson, Ed.D.
L-R (back): ISA Deborah Atkins, PLC Coach Cicely Brooks, Principal Blanchard Diavuu



The Focal Point...

K-8 Literacy - Dr. Matara Harris

Greetings Vigorous Educators,



When planning for our students, it is important to have parental support at home. The resources below can strengthen family members' efforts to support K-8 students at home.

- *Wonders* provides Parental Support Videos to educate parents/guardians about skills and concepts taught at school. The link below provides a series of videos to guide parents with at-home support with the *Wonders* curriculum.

Video 1- Wonders Grades K-6 Introduction and Dashboard: Parent Support

Video 2- Wonders Grades K-2 To Do List, Vocabulary, Games, Read: Parent Support

Video 3- Wonders Grades 3-6 To Do List, Vocabulary, Games, Read: Parent Support

Link: [Wonders Program Resources](#)

- Family members may also access the Homework Hotline to support their students' academic success. The Homework Hotline tutors students in reading, language arts, and more. These services are provided in English, Hindi, Spanish, Arabic, and Farsi. Click the link below to access the Homework Hotline directly.

Link: [Homework Hotline](#)

K-8 Science -Mrs. Angela Rowe-Jackson

M.A.D. Scientists at Work

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

How Engagement Strategies Live in Science - Part 1: "Movement"

"Not only does movement help to place information in one of the strongest memory systems in the brain, procedural or muscle memory, but it makes teaching and learning so much fun! Anything you learned while you were actively engaged, you stand a better chance of recalling." - Dr. Marcia Tate

What we know from Marcia Tate's research is that movement solidifies information in the brain so that it can be more easily remembered. One of the biggest lifts when it comes to Science is Tier III vocabulary.

Considering what we know about movement, how powerful would it be to teach vocabulary by anchoring difficult terms with movement?

Try it: The next time you dissect (annotate) your PBO, incorporate movement with at least one word and see how easily your students grasp the concept and vocabulary. Be sure to incorporate that same movement throughout the lesson.

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

K-8 Math - Mr. Romond Arnold

Hello IZone 2.0 Mathematicians,

If you think back to the educational TV shows you watched as a kid, one aspect that probably stands out is the songs. Teachers who engage students using music education can achieve better outcomes in their classes while making the day livelier and more fun. However, it takes careful planning to involve students and ensure they get the most out of their experiences. Dr. Marcia Tate shared several brain-based strategies to support engagement. The first strategy we will focus on is music because it is much more analytical and mathematical than one may think. It also assists teachers in reaching several of the learning styles such as auditory (for our listeners) and kinesthetic (for our movers). Mathematics is literally the study of relationships between numbers and if you replace those numbers with notes, rhythm, and timing, you have music.

Resource: <https://www.rocknlearn.com/>

Here are a few teaching tips:

1. Discuss the lyrics first so that your kids understand the content and why they are singing it.
2. Ask questions and have students use the actual song lyrics to help them answer.
3. Write the song lyrics on chart paper and add visuals.
4. Add hand movements to reinforce content when appropriate.
5. Remember that a song does not explicitly teach the concept, but it can serve as a way for your kids to make connections and deepen understanding.
6. If you are creative, and I am sure many of you are, take a well-known song and change the lyrics to review a math concept.

"In order to teach mathematics, you must do the math. So, plan each lesson with great integrity."
- Coach J. Kirksey-Armour



High School - Dr. William Kinard

Increasing Content Discourse Using Socratic Seminar

The High School IST is excited about the progress our pilot schools (and additional high schools) have made with implementing the Socratic Seminar Strategy to build student discourse and deeper understanding of the text. Shoutout to the pilot schools in the University of Virginia Literacy Pilot Program: Oakhaven HS and Booker T. Washington HS. The High School ELA Team worked cross-functionally with the IZone Highly Specialized Advisors, Dr. Jenai Emmel (UVA), ILD Kiner, and Dr. Rogers to conduct walkthroughs and assess student data collected during last week's phase of the UVA Literacy Pilot Program. Also, we are pleased that all schools have begun their IZone Common Formative Assessment; we eagerly await the data.

(Science, continued)

Click the links below to learn more:

Video:

- [How to Engage Students | Worksheets Don't Grow Dendrites | Marcia Tate](#)
- [Marcia L. Tate: Growing Dendrites Preview Video](#)

Article:

- [Active Learning: A Strategy for Sensemaking](#)

"Out Front Where We Belong!"

IZONE 2.0

Thomas D. Rogers, Ed.D.
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