

The TURNAROUND *Digest Review*

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From the Desk of Dr. Rogers...

Personal Leadership

Turnaround and transformational leaders consistently demonstrate the belief in the potential of every student to achieve at high levels. To do this, instructional leaders have to be bold, courageous, and willing to employ cage-busting leadership strategies to advocate for all students. Leaders who operate in such a manner are truly reflective practitioners who stand in the trenches with the people they lead. Moreover, they understand and own the fact that their school or organization, whether it is good or not so good, is a mirror image of their acceptance and tolerance. "Cage-busters focus not on "more, better" education but on finding ways to improve "teaching" and "schooling" (Hess, 2017, p. 66).

With Relentless Collective Efficacy!

Dr. Thomas D. Rogers



Click the icon above to view the video on personal leadership!

Leadership - Dr. Terrence Brittenum, Zone 10 ILD

How School Leaders Can Support Effective Professional Development

It is vital for today's teachers to possess an expert knowledge of their content to ensure rigorous, standards-aligned, and differentiated instruction occurs daily for all students. Professional development must be strategically designed to address identified learning targets, close gaps in instruction, and support individual student learning needs. Administrators must work collaboratively with members of their administrative teams to ensure that professional development for teachers is high-quality, differentiated, and is consistently monitored for effective implementation (TEAM Rubric, C2. - Differentiated Professional Learning). This article shares how school leaders can be more intentional, utilizing professional development and the power of collective efficacy to foster increased levels of student achievement.

Article:

[How School Leaders Can Support Effective Professional Development](#)



The Memphis-Shelby County Schools September Nearpod Top Ten

Seven IZone educators were named to the MSCS September Nearpod Top Ten! Seventy percent of the educators listed were from IZone. What a way to show that we are "Out Front Where We Belong!"

Click the image below to learn more about these dynamic educators.





The Focal Point...

K-8 Literacy - Dr. Matara Harris

Greetings Amazing Educators,

According to research (Gardner, 1999; Willis, 2007), approximately 50% of students who are sitting in any classroom will appear to be predominately visual-spatial learners. They need to be able to see what is being taught. Another 35% are bodily-kinesthetic learners, so they will need to move at some point during the lesson. The remaining 15% of today's students are primarily auditory and learn best through listening to what we want them to remember. If the only method for delivering content is lecture, then 85% of your students are simply not listening. When people say a picture is worth a thousand words, they are not kidding. Providing a visual in your classroom makes the content more meaningful and memorable.

Some examples of including visuals while facilitating a classroom discussion are:

- Writing key words and/or phrases on a dry-erase or smart board
- Drawing accompanying pictures on a dry-erase or smart board
- Writing the word "noun" and the words "person", "place", "thing" or "idea" as you explain the definition of a noun or drawing and labeling a picture of the digestive tract as you explain its function.

Use this strategy to your advantage to increase text comprehension!

Using Visual Thinking Strategies in the Classroom

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 Pt. 5 Station Rotations

This week we will continue with our focus on how to merge both movement and hands-on experiments in the classroom through science station rotations. Hands-on is by no means a "new" movement in the classroom. That being said, even today, many schools find it difficult to incorporate hands-on projects and principles into student work. This can be particularly challenging for public schools, which often have tight budgets and less freedom in developing curricula. However, in IZone 2.0, this isn't the case because we have ample resources to provide these experiences for our students. By doing so, we can create a love of learning and inspire students to seek careers in STEM.

Hands-on learning and movement bring many benefits to students, including:

- It is a more engaging way to learn.
- It can lead to increased retention.
- It can offer practice in problem-solving and critical thinking.
- It often results in a physical creation.

Great read for more information: STEM Activities for Kids

Developed by: Coach Precious Hallman

Have a Great Fall Break!!

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

K-8 Math - Mr. Romond Arnold

Hello IZone 2.0 Mathematicians,

"Anything the brain learns while the body is in motion is long remembered."- Dr. Marcia Tate

Movement gives learning experiences something fresh and new, which the brain likes. Using movement in math class helps those students who are initially timid and reluctant to participate and become more engaged. Movement, although considered an art form, is an ideal example of hands-on learning. Generally, the teacher asks students to listen and look at math examples. By adding movement, students can involve themselves with the learning in a more concrete way. The brain is activated; the more active the body is in learning, according to Marcia Tate's research, the more connections the brain can make with the content. The brain also likes repetition and practice, which forms and strengthens neural pathways in the brain, which helps concepts move more quickly from short-term to long-term memory. The key to using movement in the classroom, regardless of the subject matter, is consistency.

Examples of Movement in Math

Elementary:

- A hopscotch mat for learning numbers: Students must jump from the number 1 to the number 10 consecutively.
- Clapping for number skipping: Students say all numbers in order, but clap on each target number (like the twos or threes).
- Cat and Mouse Addition (or any operation really): All students have a number pinned to their backs. A cat is chosen and given a math problem to solve. The cat must chase mice until it has caught a mouse with the correct answer on its back.

Middle:

Make the circle: Desks are moved out of the way. A stack of cards is thrown in the air. The cards have an algebra problem on the front and an answer on the back. Students must grab a card, figure out the answer to the question on the front of the card, and find the student that has a card with the correct answer. Finally, the class forms a circle in which students with matching cards are standing next to each other.

Resources: Movement in Mathematics



High School - Dr. William Kinard

Exploring test-taking strategies daily allows students to practice and improve their skills in preparation for the state exams. Annotating test questions is a great way for students to remember what they read, summarize and highlight key information, and ultimately prepare for targeted questions.

During daily bellwork and exit tickets, IZone students annotate each question as they answer it. Students use their schools' pre-developed annotation protocol. Oakhaven HS and Trezevant HS have some great examples!

Oakhaven HS

- H**ave you read the question?
- A**nnotate.
- W**hat are the silly answers?
- K**3 is Key.
- S**elect the correct answer.

Trezevant HS

- B**old (underline) key concepts/terms.
- E**liminate the wrong answers.
- A**nnotate the question.
- R**eread the question.
- S**elect and justify your answer.

Continue to use your school's own distinct method to tackle and dissect TNReady-style questions as we prepare to achieve beyond expectations.





Have a Wonderful

**Fall
Break!**