

# The TURNAROUND

## *Digest Review*

October 21, 2022 - Volume 1/Issue 11

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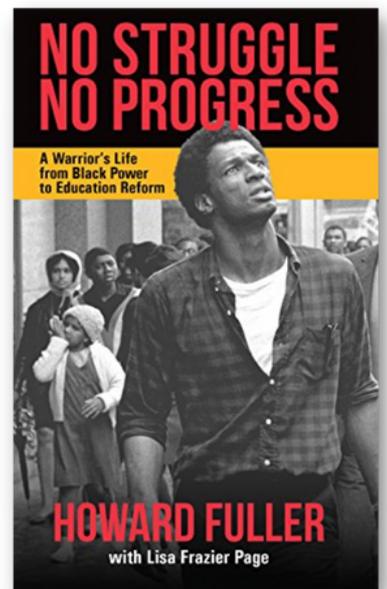
### **From the Desk of Dr. Rogers...**

#### **Establishing Your Professional Legacy**

During my time at the Ivy League Yale University for the Broad Fellowship, I had the profound pleasure of meeting and learning from Dr. Howard Fuller, who is now 81 years young. As a former superintendent, author, and leader to learn from, Dr. Fuller is a seasoned educator and a fierce advocate for underprivileged children. His book tells the story of the journey into the heart and the hard struggle to reform the nation's schools. While Dr. Fuller has always believed that it is imperative for poor children to have access to quality education, he did emphatically state that "diversity, equity, and inclusion without power is nothing". In my closing conversation with him, he reminded me to keep fighting even when victory seems impossible. In IZone 2.0, if we stop fighting for all students, we become complacent co-signers of the injustices. As you strive to overcome the daily challenges and obstacles of this work, reflect on the following questions while continuing to press forward: *What about your legacy? What about your reputation? How do you want to be remembered?*

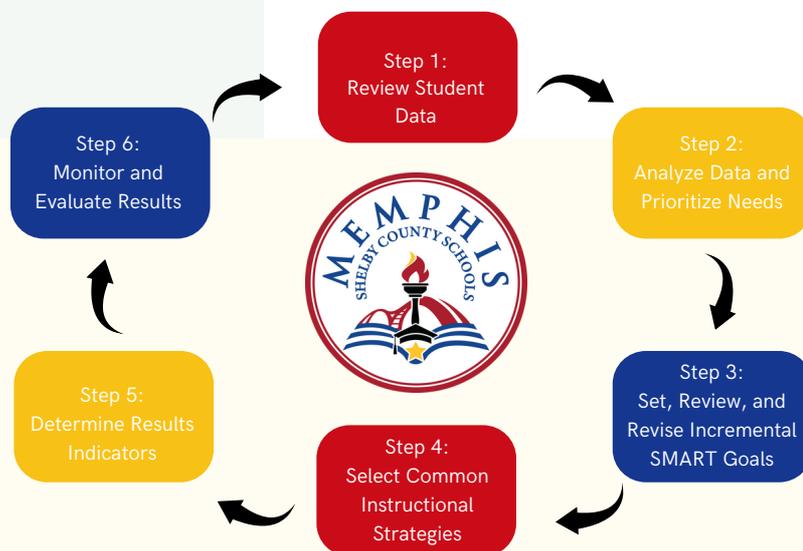
With Relentless Collective Efficacy!

*Dr. Thomas D. Rogers*



### **Leadership - Dr. Janice Tankson, Zone 12 ILD**

We have all heard the old saying about data, "Data drive every decision that you make." When you reflect over the first nine weeks of school, how will the results of the Mastery Connect Formative Assessment inform your future decisions for student success? In order to make the right decisions, a data-driven instructional (DDI) culture must be established in schools. Every DDI cycle follows a process. Memphis-Shelby County Schools District utilizes the cycle shown below:



If we follow the cycle with intentionality and fidelity, we will be able to answer the call to greatly improve student achievement within one year - One School at a Time, One Class at a Time, One Student at a Time.



## The Focal Point...

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

Greetings Phenomenal Educators,

Writing skills for students in grades 2-12 will be tested in the Spring. However, preparation begins now! The Tennessee Department of Education's Writing Rubrics are designed to score students' responses from the writing portion of the TNReady assessment. Each rubric is aligned to the appropriate grade-level standards in the Writing and Language strands. Though the rubrics are not explicitly designed to be used as instructional resources, the department provides the writing rubrics in advance so that educators can prepare students for the writing portion of the TNReady assessment.

The link below gives access to writing rubrics for grades 2nd through 12th.



[TDOE 22-23 Writing Rubrics](#)

Remember IZone's Writing goal is 12 points!

### 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. 6

We hope you had a great Fall Break!

Writing in Science:

As we continue to encourage the integration of engagement strategies, we will focus on the use of writing in the science classroom. Writing is crucial because it assists the students' brain in organizing, retaining, and making sense of extremely complex information. Writing also gives students new ways of thinking about and doing science; it provides an opportunity for students to assess their own understanding of the inquiry process. Furthermore, having students to write helps the teacher evaluate student responses and correct misconceptions.

Students can engage in writing by utilizing the following:

- Writing Prompts
- Claim-Evidence-Reasoning (CER) - Model Teaching
- Observations from a hands-on experiment/activities
- Foldables
- Graphic Organizers

Great reads for more information!

- [Writing In Science](#)
- [Creating Authentic Writing Opportunities in the Science Classroom](#)

Developed by: Coach Rosalyn Pruitt

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

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

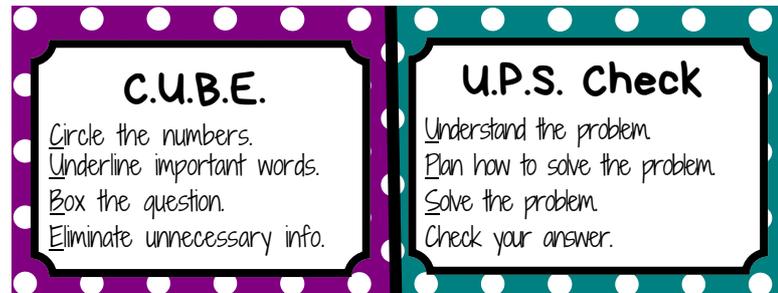
Hello IZone 2.0 Mathematicians,

For years, teachers have used familiar mnemonics to help students remember historical facts, musical lines, and spaces. But today's educators are not just using tried and true memory tools, they are also making their own.

In mnemonic instruction, students relate new information to what they have already learned through visual and verbal cues. The approach is often used in special education classes, but it can be applied in any class. Mnemonics are helpful for students because they enhance the initial processing of information, which results in enhanced information retrieval in the future.

Math can be one of the most difficult subjects to teach to students. It can be similar to trying to teach someone a new language when they have barely mastered their native language. Helping students to master mathematical concepts may seem like an impossible task until you find a technique, such as these math mnemonics, to make the process easier for you and your students. A math mnemonic can be an acronym or a song. For example, "Please Excuse My Dear Aunt Sally" represents the order of operations in solving a math equation - "Parentheses, Exponents, Multiply, Divide, Add, and Subtract." Mnemonic devices help to engage the brain. It is much easier for the brain to remember engaging and interesting information rather than trying to recall fragments of information related to a specific topic.

Resource: [Education World - Math Mnemonics](#)



### High School - Dr. William Kinard

Instructional Practice - Questioning

Proper questioning techniques can help teachers steer students' thinking beyond the surface level. Well-planned, probing questions can be useful in both one-to-one and whole-group instruction. Educators should capitalize on any opportunity to integrate quality questioning methods into a lesson. Probing questions are usually VERBAL, USED in REAL TIME, and SCAFFOLDED into discussions. Probing questions can and should be contemplated prior to the lesson. Teachers can provide written questions on handouts or use personal prompts to encourage deeper thinking from students.

Benefits of using Probing Questions:

- Students are challenged to think more deeply about the topic they are learning.
- Students will develop higher-order thinking skills.
- Students will develop the ability to ask probing questions to others.
- Students will develop enhanced, independent thinking skills.
- Students exhibit greater levels of discussion and debate during class and group activities.
- Teachers can more deeply and comprehensively assess students' learning.
- Teachers have greater opportunities to stretch and challenge students.
- Students learn how to navigate challenging questions and conversations.
- Students develop the ability to use evidence and examples to support their arguments.

Resources

Article: [Probing Questioning](#)

Website: [How to Ask Probing Questions in Lessons](#)