

# The TURNAROUND

## Digest Review

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

#### The UVA-PLE Fall Supervisor & Shepherd Summit



Maxwell (2011) outlines five leadership levels: position, permission, production, people developer, and pinnacle. This week, the ILDs and I have been learning with other turnaround colleagues at the UVA Supervisor & Shepherd Summit in St. Louis, MO. This professional learning engagement helped to build our capacity to ensure all IZone 2.0 schools are doing the right work that is aligned with transformational coaching moves for principals. Alongside these supports, school leaders can reach their potential when held accountable for implementation and desired outcomes for students.



November 6th-8th, (L-R): Dr. Thomas D. Rogers, Dr. Janice Tankson, Director Alisha Kiner, and Dr. Terrence Brittenum attend the UVA-PLE Supervisor & Shepherd Summit in St. Louis, MO.

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



We are sending a very special "Thank You" to the following schools for reaching a 100% response rate for the Fall 22 Insight Survey!



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

Please read the following excerpt from *Leadership Takeaways from a Flight Through the Fog* by William D. Parker:

Two weeks ago, I attended the NASSP Ignite Conference in Dallas, Texas. On my flight home, the pilot informed us that we would encounter heavy fog at the Tulsa airport. As we began descending, we were shrouded in it. I kept looking out the windows, and all I could see was the faint blinking lights on the plane's wing. Then for just an instant, I caught sight of land, and with a thud, the plane's wheels hit ground. A lady in front of me screamed. As the plane jostled to a safe landing, there was [a] collective sigh of relief, and we safely taxied to our gate. That moment had me thinking about how pilots manage such landings. As I thought about it, I also began to ask myself how school leaders help our students and teachers as we travel through the rough patches of a school year.



Click [here](#) to read the six leadership takeaways from this excerpt.

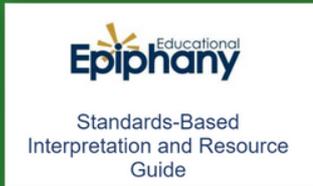


## The Focal Point...

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

Greetings Excellent Educators,

As you continue to master Instructional Practice 2 for classroom instruction, take time to review the Interpretation and Resource Guides provided within the Educational Epiphany resources.



Click the link below to access resources:

#### [Educational Epiphany: Interpretation and Resource Guides](#)

The Interpretation and Resource Guides provide the TN ELA Academic Standards, the Performance Based Objectives, and the definitions that are based on the language of the TN ELA Academic Standards.

#### Each Lesson Progression includes:

- State Standard
- Interpretation of the Standard
- Performance Based Objective
- Academic Language
- Complex Text (for gradual release)
- Guiding Questions

Lastly, as a reminder, the IZone 2.0 ELA department is ready to support with TNReady Writing requirements. We have trainings for all modes of Writing for grades 3-8. Reach out to Dr. Matara Harris ([harrismc@scsk12.org](mailto:harrismc@scsk12.org)) today to have the training brought to you!

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

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

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

*How to Support Students with Misconceptions - Part 1*

#### Science Anchor Charts

A science anchor chart is a tool used to support the teaching of science-related topics. Anchor charts help students develop a deeper understanding of the content being taught and capture the key points students need to know.

The use of science anchor charts enhances the learning environment by not only supporting the classroom aesthetic, but by also enriching the learning process. For example, a student struggling with a particular topic can easily refer back to the anchor charts to make connections to new learning or visualize complex processes. Because many anchor charts include word and picture associations, they can be especially helpful for ELL students.

Here's a Great Read on HOW To: [Anchor Charts: 8 Tips to Maximize Effectiveness - The Science Duo](#)

Shout out to Ms. S. Moore (8th Grade Science) at American Way Middle for her interactive anchor charts! Click [here](#) to check them out!

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

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

#### Brainstorming is not Just for Reading

Hello IZone 2.0 Mathematicians,

Brainstorming is an excellent teaching strategy many math teachers neglect to incorporate into their regular classroom practices. Some teachers don't think they have time; some teachers don't recognize the value of it; and some teachers have never even thought about having students brainstorm. Brainstorming can have a slightly different purpose and can result in different benefits depending on when it is used in the course of a lesson or unit. Consider the benefits of brainstorming below:

- **Activates schema:** Our brains love to make associations. We learn and recall information best when we can connect it to other things we already know.
- **Helps set a baseline for learning:** Brainstorming before a lesson or unit of study allows both teachers and students to get an idea of how much a student knows about the topic.
- **Helps identify student misconceptions about a topic:** Brainstorming before a lesson shines a light on any misconceptions that students bring to the discussion.
- **Helps guide teaching and differentiation:** Observing and analyzing student brainstorming sessions allows an educator to determine students' degree of prior knowledge about a given topic.
- **Improve students' perception of their level of mathematical understanding:** Many students have a very low perception of their math abilities because they associate math with computation. Most students don't realize that they know much more about math than they think.

#### Resources:

- [Brainstorming Strategies](#)
- [Brainstorming Concept Map](#)

### High School - Dr. William Kinard

As educators, we always seek opportunities to increase students' engagement with the content and each other. We know that from a Constructivist view: Learning is a collaborative process that helps students build on each other's understanding through peer-to-peer interaction. One way to ensure that students are both interacting with the content and interacting with each other is to allow students to critique each other's work. Through peer review activities, students can analyze each other's submissions and provide feedback. Once the assignment is returned to the original owner, students can partner and discuss the work and critique provided. Students may revise their original work, if necessary, and turn in their final update.

Peer review as an instructional strategy can be used to help students increase their engagement with learning activities, build confidence in their community of learning, and increase their comprehension of the course material.

Please see the excerpt below from the [Stanford University - Teaching Commons Website](#):

#### **Build peer review into open-ended assignments**

*While peer review can be beneficial for increasing engagement, students are most accepting when instructors inform them of the importance and potential benefits of participating in such activities. Take time to establish peer review norms and expectations, so that students can trust they will be treated with respect and be more open to feedback. Ask students to account for how and why they incorporated the feedback and when they did not. Consider how and when you give your feedback on student work so that it does not unintentionally undercut the peer review process. If your feedback comes after a draft that incorporates peer feedback, that is an opportunity for you to reinforce the value of that peer feedback by pointing to places where they successfully integrated the feedback or places where they should have.*

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

IZONE 2.0

Thomas D. Rogers, Ed.D.  
ASSISTANT SUPERINTENDENT

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*To Our  
Veterans,*

**THANK YOU  
★ FOR YOUR ★  
SERVICE**