

# The TURNAROUND *Digest Review*

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

We have all heard that leaders are born and some are made. There are ordinary people who achieve extraordinary results in challenging situations. Leaders are the kind of people others are willing to follow because of their vision. While I have seen leaders whom I would label as born and made, the most important point is to be effective, consistent, results-oriented, and rock solid. Thank you for allowing me to lead IZone 2.0 with purpose and a fiery passion that ignites others for our children. Yes, we are committed...

With Relentless Collective Efficacy!

*Dr. Thomas D. Rogers*



*Click the image above to view a video on leadership.*

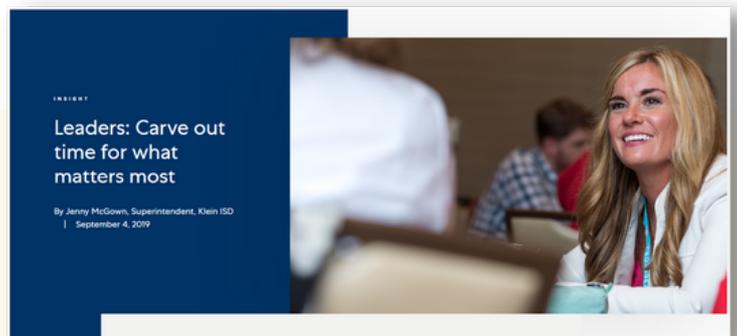


New York Times education reporter, Sarah Mervosh, visited Oakhaven High School on December 6th and 7th as a part of her mission to get a first-hand look at how high schools nationwide are working to close the literacy gap. During her time at Oakhaven, Ms. Mervosh observed a PD session with PLC Coach Ebony Shaw and the Literacy Team, sat in on ELA and Biology classes, and saw Ms. Melonee Gaines's (Senior Reading Advisor) Foundations of Literacy Course in action. Ms. Mervosh also interviewed Principal Jocelyn Mosby and other school leaders, Chief Jaron Carson, Chief Amie Marsh, and Interim Superintendent Toni Williams to get a comprehensive view of the efforts to improve literacy rates in Memphis-Shelby County Schools. Congratulations, Mighty Hawks!

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

### **Why Reflection Time is Vital for the Success of Schools**

As the end of the year approaches, have you taken the time to reflect on your personal actions as school leaders? I ask this question because leaders make numerous decisions on a daily basis. Some decisions must be made instantly, while other decisions are made as a result of a well-thought-out process. With every decision within a day or even a week, there should be a component of Reflection Time. Reflecting on prior decisions and what you have learned, either positive or negative, can be applied to future goals for the success of the school. Superintendent Jenny McGown's article entitled, [Leaders: Carve out Time for What Matters Most](#), outlines systematic approaches that all leaders should take when reflecting on their personal and work-day decisions. I encourage you to click the link or image above, read the article, and apply the component of Reflection Time in your life.



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Merry Christmas and Happy Holidays!!!  
ILD Janice Tankson



## The Focal Point...

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

Greetings Awesome Leaders!

As we press toward the end of the 1st semester and prepare for the second semester, writing is and will continue to be a focus for IZone 2.0. Students must receive adequate practice and instruction in writing, as this complex skill doesn't develop naturally. Please ensure that teachers use the link below to access the TDOE rubrics as writing is taught. Our goal in IZone 2.0 is for each student to earn a score of 12. Effective writing instruction, specific feedback, and consistent practice can put IZone 2.0 on the right trajectory to acquire 12 points or more!

[Tennessee Department of Education \(TDOE\) Writing Rubrics](#)

The IZone ELA team has already provided training for the Informative/Explanatory Writing rubric. We will provide training for Opinion/Argumentative Writing upon returning from Winter Break. Specific dates and locations are forthcoming.

### 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

##### During Test-taking Questions

One important skill connected to utilizing bell work and exit tickets during lessons is for teachers to be able to identify student misconceptions. Student work analysis is a great way to help identify misconceptions. When creating bell work and exit tickets pay close attention to how academic vocabulary and open-ended questions are used. One of the most effective learning strategies to identify scientific misconceptions is to ask your students to record their thoughts before you reveal the facts.

Science misconceptions can be referred to as preconceived notions or conceptual misunderstandings. These are instances in which something a person knows and believes does not match what is known to be scientifically correct. Students may hold a misconception about science without understanding how their ideas are false or incorrect. When they are provided with the correct information, they often have a hard time adjusting their beliefs.

So you want to learn more about misconceptions? We're so glad we've piqued your interest! Click the links below to access additional resources:

- [StoryBoardThat - Misconception and Conceptual Understanding in Science](#)
- [YouTube Video - Types of Misconceptions](#)

Submitted by: Dexter Flanagan

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

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

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

#### Reason Abstractly and Quantitatively - Mathematical Practice #2

Hello IZone 2.0 Mathematicians,

The second of the Standards for Mathematical Practice is to "reason abstractly and quantitatively." Essentially, when solving problems, it is important for students to 1) be able to make sense of the math in the problem, 2) decontextualize, and 3) put the math back into the problem to contextualize it. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

If we encourage students to reason quantitatively (attending to the relationships between the numbers and using properties flexibly), they can abstract to general principles that can help solve other seemingly unrelated problems. Mathematical Practice 2 gives us language that shows students the relationship between word problems (quantitative) and the corresponding algebraic equations (abstract). Students should be used to the number line for plotting numbers, drawing lengths to represent numbers, and for showing addition, subtraction, multiplication, and division. Modeling these quantities and operations as line segments, with arrows to show direction, results in abstractions of using the numbers and operations. As part of Mathematical Practice 2, this use of reasoning about units of measurement leads directly to one of the high school number sense and quantity standards. Mathematically proficient students make sense of quantities and their relationships in problem situations.

**Reason abstractly and quantitatively.**  
Mathematical Practice 2  
*I can use numbers, words, and reasoning habits to help me make sense of problems.*

**Contextualize (Numbers to Words)**  
 $\frac{1}{2} \times 6 = 3$  or  $6 \times \frac{1}{2} = 3$   
 ↓  
 Mary practices the piano  $\frac{1}{2}$  hour a day for 6 days.  
 How many total hours does she practice?  
 Hours: 0  $\frac{1}{2}$  1  $\frac{1}{2}$  2  $\frac{1}{2}$  3

**Decontextualize (Words to Numbers)**  
 Mary practices the piano  $\frac{1}{2}$  hour a day for 6 days.  
 How many total hours does she practice?  
 Hours: 0  $\frac{1}{2}$  1  $\frac{1}{2}$  2  $\frac{1}{2}$  3  
 ↓  
 $\frac{1}{2} \times 6 = 3$  or  $6 \times \frac{1}{2} = 3$

**Reasoning Habits**

- 1) Make an understandable representation of the problem.
- 2) Think about the units involved.
- 3) Pay attention to the meaning of the numbers.
- 4) Use the properties of operations or objects.

Clip art licensed from the Clip Art Gallery on [DiscoverySchool.com](#). Jordan School District 2012, Grades 4-6

### High School - Dr. William Kinard

#### Professional Development to Improve Instructional Practices - Peer Observation:

As Instructional Support Teams develop our menu of services, we consider all types of needs for instructional support. Just as students sometimes learn best from their classmates, teachers often achieve their "A-ha" moments when another teacher is implementing the skill desired. Peer observation is a professional development tool where a teacher observes another teacher to develop their own classroom practice. It benefits both the observer and the teacher. The observed teacher plans an exemplary lesson with care to target key look-fors. The observing teacher is attentively notetaking to capture key teacher and student moves that may improve their own practice.

#### Benefits of Peer Observation:

In addition to complementing other forms of professional development, peer observation:

- provides a new way of approaching a problem
- encourages honest conversation
- boosts confidence
- encourages reflection
- develops communication skills
- and helps educators reflect on their own teaching

Resource: [Getting Started with Peer Observation](#)