

# The TURNAROUND

## *Digest Review*

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**Thomas D. Rogers, Ed.D.**

*Assistant Superintendent  
2022-2023 Broad Fellow | Yale School of Management*

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

*"...God is not dead, nor doth He sleep; The Wrong shall fail, The Right prevail, With peace on earth, good will to men."  
~Henry Wadsworth Longfellow*

As we close the first semester, we will admit that it has been a mammoth task. Nonetheless, we have all persevered, and as a result, we are stronger, wiser, and better. In the second semester, we will reset to ensure we reach our desired outcomes for students. Our students have waited long enough; therefore, let all of us recommit ourselves to the work. I look forward to seeing each of you on the team for the second half.

Winning With Relentless Collective Efficacy!

*Dr. Thomas D. Rogers*



### **Westwood High School: Fire Drill Kudos!**

Principal Julia Callaway and the Westwood Longhorns were recently commended for the level of competence exhibited during their school fire drill. Please take a moment to read the full message of commendation from Mr. Jimmy Tuggers!

*Dr. Callaway,*

*I had an opportunity to observe the Westwood High School fire drill on camera. I would be remiss if I didn't acknowledge how efficiently the egress was executed. Considering the configuration of your campus and the proximity of the building locations, occupants were moved to the staging areas orderly and quickly. It was truly "textbook". What impressed me most was how you moved the wheelchair students and the students who require assistance with evacuation. I was totally blown away when I tried to call and congratulate you, to learn you were at the Central Office when the drill was taking place, and that your Designee, AP Marcus Jones was in command. He should be congratulated for a job well done. The "Management Objective" is to create an entity that can function in your absence. In my opinion, "mission accomplished".*

*Respectfully,  
Jimmy D. Tuggers  
Emergency Management Advisor  
Memphis Shelby County Schools*

### **Leadership - Ms. Alisha Kiner, Zone 11 ILD**

#### **Acting on Feedback**

The other morning, I stepped on the scale, and I didn't like what I saw. I had several options:

1. Use a grenade, a brick, or the nearest window to break the scale because the scale was being unfair.
2. Hide the scale or throw the scale away so that I will never have to see THAT number again.
3. Cry because I felt targeted.
4. Buy another scale because this scale is always wrong.
5. Use the feedback from the scale to gauge my current journey and get better.

While several of these options appealed to that thing in me that loves to eat and sleep, only one of those options would allow me to sincerely improve my quality of life and help me reach my goal of fitting in my clothes again.

Even though this example is proverbially accurate, it also applies almost anytime we receive feedback. We have the same options as I had for the feedback I received from my scale - but only one option will allow us to improve our practice and help us reach our goals. How do you respond to feedback?



**Video:** [Huge Career Hack: Be Coachable](#) | [#culturedrop](#) | [Galen Emanuele](#)



## The Focal Point...

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

Greetings Awe-Inspiring Leaders,

As we approach the first semester's closeout, it is important to take time to reflect on the strides toward excellence made thus far! ELA teachers in IZone 2.0 have experienced professional development sessions that can catapult all stakeholders to new heights in education. During the IZone 2.0 2022 Summer Learning Institute 2022, we began by focusing on what standards-aligned instruction looks like with a clear modeling process, the aggressive monitoring process, and student engagement strategies. As we reflect, let's remember that those practices are still essential for our work in the second semester. Our focus on Writing will continue to be at the forefront when we return in January 2023. [Click here](#) and take a moment to reflect on the work we've done during the first semester.

Enjoy this Holiday Season!

Best,  
The IZone 2.0 ELA CST

### 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 4

Allow Students to Develop their own Conclusions through Hands-On Activities

The best way for students to correct scientific misconceptions to constructing their own knowledge through hands-on activities and experimentation.

The video linked below, provides an example of how using hands-on activities to explore scientific concepts works to dispel misconceptions. The activity is "teacher-led", but "students" are engaging in an effective, inquiry-based learning process.

#### Video: Misconceptions About Temperature

While exploring misconceptions in your classroom, there are a few things to keep in mind:

- Be mindful of students' backgrounds and beliefs.
- Avoid telling students they are wrong. Encourage additional inquiry and research instead.
- Misconceptions will not be clarified until students see a need for their views to change.
- Addressing misconceptions is extremely important in science and should not be ignored!!!

Created by: Coach P. Hallman

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



Left: Students are engaged in hands-on learning during Ms. Bernadine Muhammad's 4th Grade Science class at Alcy Elementary

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

Construct viable arguments and critique the reasoning of others. (Mathematical Practice #3)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments and are able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. They make conjectures and build a logical progression of statements to explore the truth of their conjectures.

- They are able to analyze situations by breaking them into cases and can recognize and use counterexamples.
- They justify their conclusions, communicate them to others, and respond to the arguments of others.
- They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen to or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Tips for Implementation: To help students conceptualize mathematics, students should be encouraged to always explain and justify their solutions. This will help them construct viable arguments. When "explaining" students must describe what they did procedurally. In "justifying" they must explain why an answer works mathematically. If students can talk about their solutions and provide step-by-step explanations that justify their answers, then they have conceptualized the math. Understanding math should be a collaborative process so that both students and teachers are active participants in the lesson and learning process.

**Construct viable arguments and critique the reasoning of others**

*I can make conjectures and critique the mathematical thinking of others.*

<p>I can <b>construct, justify, and communicate</b> arguments by...</p> <ul style="list-style-type: none"> <li>◆ considering context</li> <li>◆ using examples and non-examples</li> <li>◆ using objects, drawings, diagrams and actions</li> </ul>	<p>I can <b>critique the reasoning of others</b> by...</p> <ul style="list-style-type: none"> <li>◆ listening</li> <li>◆ comparing arguments</li> <li>◆ identifying flawed logic</li> <li>◆ asking questions to clarify or improve arguments</li> </ul>
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### High School - Dr. William Kinard

The IZone classroom must be a fully engaged classroom. Did you know that giving students choices and options can directly impact classroom engagement? According to EL Education, "using the language of choice and giving students options builds maturity and ownership." The concept of choice, whether behavioral or academic, is central to management in the active classroom for three reasons. First, the language of choice is a particularly effective way to describe and understand the decisions, good and bad, that students make. School (and life) is not about naturally being a "good student" or "good person", but about making good choices and taking responsibility for the choices we make. Second, students (and adults) assume more ownership of their actions and work when they are actively engaged in making decisions. Third, students can learn how to make better choices only if they can practice decision-making. If students are always told explicitly what to do, they can't build self-management skills. This seems to come to fruition on the collegiate level where so many freshmen fall short in several ways. They may even drop out because they didn't learn to manage their time and make smart choices in academic or social settings. As with everything we do, you must plan, but plan choices for your students to be active in their learning.

Resource: [EL Education - Choice and Options for Students](#) (website may be viewed best on a non-MSCS network)

"Out Front Where We Belong!"

IZONE 2.0

Thomas D. Rogers, Ed.D.  
ASSISTANT SUPERINTENDENT

CONNECT WITH US





# *Spreading Holiday Cheer!*

The students at Dunbar Elementary will experience a wonderful Christmas this year thanks to their principal and an anonymous donor. Recently, Principal LaWanda Shaw shared that she wanted to encourage students to do their best on Mastery Connect and provide incentives for all students who scored "Met"/"Exceeded" rather than having to draw one winner. This idea was shared with an anonymous donor who agreed and donated \$10,000 to purchase incentives for all students who meet the criteria. Students had previously shared ideas for incentives such as tablets, hoverboards, bicycles, gift cards, and skates. In addition, the donor wanted to ensure that all students received a Christmas present. Due to the generosity of the donor, not only will our students have something special to strive for academically, but they will also enjoy a special Christmas and feel the supportive outreach from the community!



*Wishing you and your family a  
happy and safe holiday season!*



*\* Merry Christmas! \* ¡Feliz Navidad! \* Happy Kwanzaa! \* Happy Hanukkah! \* Celebrate the Season! \**