

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...

As you are well aware, we have more scheduled meetings than we can possibly attend. With that stated, it is imperative that meetings have a clear purpose, process, and outcomes. Most of us, if not all, have attended excessive and unproductive meetings. In this second semester, please take the time to assess and reevaluate your cadence for meetings. We want to ensure that all our work is deliberate, strategic, and intentional.

Resource: [5 Simple Ways to Improve Meetings](#)

Winning With Relentless Collective Efficacy!

Dr. Thomas D. Rogers



Leadership - Director Pamela Harris-Giles, IZone 2.0

New Year, New Resolutions

An age-old tradition associated with starting a new year is the creation of resolutions. As leaders, it is vitally important that we take the time to reflect and commit to continuous improvement, and creating resolutions for the new year is one way we can do so. Creating and committing to resolutions is beneficial not just for us personally, but also because, as leaders, many are looking to us to model the way. As you reflect and create your resolutions for 2023, I encourage you to click on the link and read the article, [10 Leadership Resolutions for a New Year](#), from the Center for Creative Leadership. Perhaps you will find a few nuggets of wisdom that you can apply to make this a better and brighter year for you and those you lead.





The Focal Point...

K-8 Literacy - Dr. Matara Harris

Greetings Sensational Leaders,

Happy New Year and welcome back! The IZone 2.0 ELA team will provide the second writing training for ELA teachers this month. We will offer training to elementary schools on January 9, 2023, and each middle schools will receive training at their respective locations during a designated PLC meeting in January.

The following objectives will guide our session with grade 3-5 ELA teachers:

- Know how to analyze student writing using the TNReady writing rubric
- Understand the components of the Opinion Writing rubric and specific look-fors within student writing
- Engage in a model of an Opinion Writing lesson to clearly determine next steps when teaching writing

The following objectives will guide our session with middle school teachers:

- Know the expectations of the TNReady Narrative Writing rubric and its alignment to the reading standards
- Understand how to unpack a writing prompt and score/analyze student responses based on the writing rubric
- Discuss components of the rubric and unpack a writing prompt to ensure understanding of student expectations

We look forward to providing this support during the month of January! More information will be provided by administrative team at each school.

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 5: Deepen Students' Thinking and Understanding of the Lesson Content

Probing Questions

Probing questions make a student think more deeply about the concepts at hand, thereby engaging students in more cognitively rigorous instruction. Probing questions is a strategy that can be used to elicit students' thinking. When done correctly, these methods create a safe space for students to share their ideas and challenge each other. Utilizing a combination of anchor charts with probing questions, students are able to demonstrate their thinking in order to address misconceptions. The combined use of anchor charts with probing questions provide teachers the opportunity to discuss students' misconceptions.

Here's a great read on the Types of Probing Questions: [Probing Questions in eLearning: What eLearning Professionals Should Know](#)

Strategy for Probing Questions to Address Misconceptions:

[Get Better Faster - Clip 27](#)

Created by: Rosalyn Pruitt

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

"Out Front Where We Belong!"

K-8 Math - Mr. Romond Arnold

Model with Mathematics - Mathematical Practice #4

Hello IZone 2.0 Mathematicians,

Mathematically proficient students can apply the mathematics they know to solve problems that arise in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another.

Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that their assumptions may need revision. They can identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts, and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Model with mathematics:

Expand your definition of "model" to include not only explaining concepts with concrete objects (manipulatives such as counters and place value blocks) but also using words, symbols, diagrams, tables, graphs, and formulas. "Modeling" also means demonstrating how to solve real-world problems. Begin each lesson with a real-world problem to help students make connections to the problems they'll come across in their everyday lives. To help students make those mathematical connections, use multiple representations-concrete, pictorial, and abstract. The ability of the teacher to show multiple representations of a skill or concept helps students develop and retain long-term knowledge.

Model with mathematics.

I can recognize math in everyday life and use math I know to solve problems.

I can use...

From use take away to find the difference between the number of crayons Jill and Rob have.

46
- 23

23

(Words) Jill has 23 crayons. Jill has 46 crayons. How many more crayons does Jill have than Rob?

(Objects) [Crayon manipulatives]

(Pictures) [Number line diagram showing 46 - 23 = 23]

...to solve everyday problems.

High School - Dr. William Kinard

Collaborative Planning

IZone 2.0 high schools have begun to work collaboratively on developing lesson plans for the third quarter. As teachers are working collaboratively on planning for our students, it is their essential responsibility to prepare for activities that allow students to learn important content and develop skills, mindsets, and habits to be successful in school and beyond. Teachers must have access to high-quality resources and instructional materials that have been designed by curriculum experts and provide a solid foundation and springboard for planning and preparation. These two components organize instruction that reflects an understanding of the disciplines they teach—the important concepts and principles within that content, and how the different elements relate to one another and to those in other disciplines. As teachers plan, they should prepare instruction that sets high expectations for every student, including sound assessment methods, and expertly-structured lessons to support all students' engagement with content.

Resource:

[The Danielson Group - The Framework for Teaching](#)