

# The TURNAROUND

## *Digest Review*

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

Very soon, the conversation about the 2023-2024 budget will begin. Student-Based Budgeting (SBB) provides an opportunity to advance the needs of our students based on data. It is imperative that we focus on the root causes of declining enrollment - which is a threat to the overall fiscal budget. With that being a known fact, we must shift our actions to avoid the "fiscal cliff". When we create and sustain schools with a reputation for doing what is right and best for children, the children will come. Please carve out some time to start thinking about budget tradeoffs to ensure equity.

**Article:** [What is Student Based Budgeting? How can it drive student learning?](#)

Winning With Relentless Collective Efficacy!

*Dr. Thomas D. Rogers*



IZone 2.0 District and school leaders recently attended the UVA-PLE Mid-Year Retreat in Oklahoma City. [Click here](#) to see the video recap!

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



Greetings IZone 2.0 Leaders,

I hope you enjoyed your winter break. I sure did! Can you believe that 2022 is over and 2023 has begun? Professionally speaking, 2022 was met with a rollercoaster of emotions. Nonetheless, it's been an amazing leadership ride watching my IZone 2.0 family stretch and grow. I'm glad to be back in the trenches with you. As we jump into the work, I would like to give you a **LOGICAL FACT . . . 2023 can be our biggest year, ever!**

Before the break, we had a chance to evaluate our leadership impact thus far. Hopefully, we've reset, refocused, and become fully recharged to lead effectively. Word to the wise, we must be **LOGICAL** in our approach to the second semester. With various external factors competing for our time, it is easy to lose sight of our priorities and be operational instead of instructional. So here are five simple, yet, important leadership reminders:

**Reminder #1:** Be even more visible. Visibility creates accountability and is key to strategic planning that yields success. If no one's being held accountable, what's the motive for anyone (including us) to get the job done?

**Reminder #2:** Revisit your game plan (90-Day Plan). Based on the data, some plans require a facelift while others require a total makeover. Goals without a strategic plan and committed effort are just dreams and ideas. Don't fall into the "New Year's Resolution" trap of setting goals that you know, deep down, you'll never be able to fully commit to achieving this semester. In reality, it's just an empty goal so narrow your focus.

**Reminder #3:** Review your 6x6. Write down six things that will advance the work forward if you accomplish them over the next six weeks. Along the way, evaluate how you are doing on those items and ensure they align with your year-end goals.

**Reminder #4:** Make better use of your **TEAM**. Revisit how you are leveraging your entire staff to level up. If you have not realigned your leadership team's caseload, now is the time. If you have not mobilized your support staff in service of **every** student, now is the time.

**Reminder #5:** Watch all current data dashboards. While both are important, there's only so much you can do with summative data; formative data is another story.



## The Focal Point...

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

Greetings Diligent Leaders,

The IZone ELA team would like to thank teachers in grades 3-5 for attending the Opinion Writing training January 9, 2023 at Alcy Elementary School. Teachers began the session by using the TNReady rubric to analyze writing samples from IZone students. The focus then shifted to opinion writing and how to effectively teach using the opinion writing rubric, a graphic organizer, and a paragraph frame.

Teachers left with a strong understanding of the importance of engaging in the writing process and providing ample opportunities for practice. Remember, IZone's goal is a score of 12 from each student.

We will continue to strive for excellence in writing!



22-23 IZone K-8 ELA Centralized Support Team

(L-R): Tonika Smith, Dr. Matara Harris (ELA K-8 Manager), Sherrie Anderson, Jolie Madihalli, Toya Nelson-Johnson, Carrie Runnels, McQuitta Bostick, Tiffany Dixon (standing)

### 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 6

"Addressing misconceptions is important in the science classroom because simply reading and observing scientific principles will not fully address nor change the frameworks about science that students bring to the classroom."\*

#### How do we address students' misconceptions?

**Identify student misconceptions.** Teachers can ask questions about or demonstrate a scientific concept that reveals students' misconceptions. As Duckworth mentioned, we need to "allow students to realize that their ideas are significant" so that they will gain confidence in their ideas and be willing to explore them!

**Let students test their misconceptions.** It is important to allow students to test their misconceptions against the real world by raising challenging questions and making their own predictions and experiments. This is primarily accomplished through the Explore phase of the lesson.

**Allow students to confront their misconceptions.** By revisiting the phenomenon *and* student misconceptions after each component of the 5E model, students can revise their understanding regarding the science concept(s) learned.

Resource: [How Do We Deal with Misconceptions in Our Science Classrooms?](#)

\*Adapted from "How to Address Misconceptions in the Science Classroom" from *Exploring Exemplary Science Teaching* published by the University of Miami of Ohio.

Created by: Johnathan Justice

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

"Out Front Where We Belong!"

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

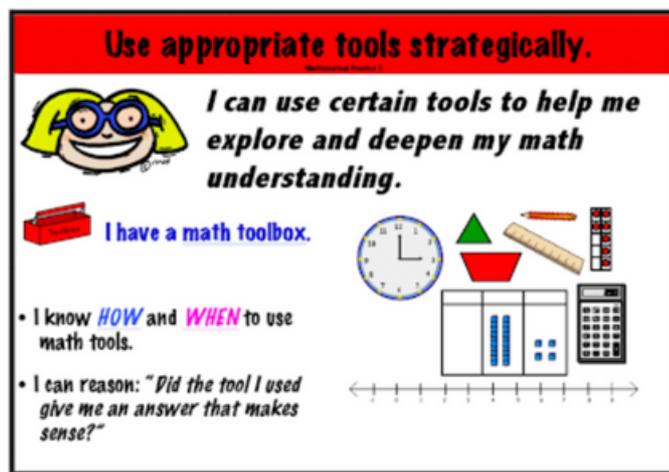
#### Mathematical Practice #5 - Use Appropriate Tools Strategically

Hello IZone 2.0 Mathematicians,

Mathematically proficient students often consider available tools when solving mathematical problems. The available tools may include manipulatives, paper, pencils, concrete models, a calculator, or a protractor. With tools appropriate for their grade level, proficient students can decide when those tools can be used and how. It is key that teachers make it clear to students why using manipulatives, rulers, protractors, compasses, and other tools will aid their problem-solving process. These students have the ability to identify and assess the knowledge to be gained.

As they create mathematical models, these students can use technology to visualize, explore and compare data which can deepen their understanding. The teacher should establish norms for accessing and using technology during the initial stages. A mathematically proficient student should be able to gather relevant mathematical resources from websites and use them to either pose or solve problems. It is the teacher's responsibility to be aware of how students solve a problem and use the appropriate tools to solve the problem accurately.

Sources: [Illustrative Mathematics](#) and [Sadlier School](#)



### High School - Dr. William Kinard

Educators around the world know that the 2nd semester is considered "crunch time" for teachers to prepare students for end-of-year testing and transitioning to the next grade level. To better assist teachers with preparing students for the end of the year, the IZone HS Centralized Support Team will focus on lesson internalization and deliberate practice. Ericsson, Krampe, and Tesche-Romer (1993) noted that "to assure effective learning, subjects ideally should be given explicit instructions about the best method and be supervised by a teacher to allow individualized diagnosis of errors, informative feedback, and remedial part training" (p. 367). Continuous improvement with deliberate practice will produce expertise over time. Targeted and specific feedback from a coach, mentor, or supervisor is a crucial component in developing expertise.

An individual seeking to become an expert via deliberate practice does the following:

- Breaks down the specific skills required to be an expert
- Focuses on improving those particular critical skill chunks during practice or day-to-day activities (as opposed to practicing the easy tasks)
- Receives immediate, specific, and actionable feedback, particularly from a more experienced coach
- Continually practices each critical skill at more challenging levels to move toward mastery, giving far less time to skills already mastered

Resource: [Deliberate Practice for Deliberate Growth](#)

