

The TURNAROUND

Digest Review

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From the Desk of Dr. Rogers...

On Wednesday, January 25, I traveled to our State Capitol in Nashville. The purpose of my trip was to speak about the TDOE Turnaround Pilot Program in two of our IZone 2.0 schools: Hawkins Mill ES and Trezevant HS. I appeared before the Senate Education Committee to explain the work we are doing and the "why" behind it. Additionally, I was able to highlight our great leaders and teachers as evidenced by the 2021-2022 TCAP data.

The pilot program is a first step in recognizing that struggling schools need more dedicated resources and support; it is also a test to determine what types of resources and support will have the greatest long-term results.



Winning With Relentless Collective Efficacy!

Dr. Thomas D. Rogers



Leadership - Dr. Janice Tankson, Zone 12 ILD

Someone once told me, "a good leader knows how to delegate, but a great leader knows how to inspect what they expect." This week, I witnessed one of our great leaders, Blanchard Diavua, inspect what he expects by reviewing the student work (exit tickets) analysis process using information shared at the UVA Mid-Year conference in Oklahoma City. Colleagues, as we move full steam ahead, I want to challenge each of you to continue to TRUST your colleagues but verify along the way.

The best way to verify the actions of others is to inspect what you expect. This phrase can often be used rather loosely; its core meaning may be forgotten, and frustration can easily set in. However, when we take the time to meet with others and prioritize the set of expectations, the goals become much clearer and certainly more attainable.

How often do we communicate a clear plan for success? If you are like me, you do it often. The real question is how often do we go back and inspect what we expect? In the article, *When Leading Through Change, Inspect What you Expect (With Curiosity and Compassion)*, Karin Hurt and David Dye elaborate on five ways to inspect what you expect:

- 1. Model and test the behavior yourself**
- 2. Invite your team to show their approach**
- 3. Hold regular skip-level meetings and leadership visits**
- 4. Teach your team to ask courageous questions of one another**
- 5. Acknowledge the difficulty**

Please [click here](#) to read the article in its entirety. As always, please remember this impactful quote by W. Edwards Deming, "Every system is perfectly designed to get the results that it gets." How are you ensuring that you inspect what you expect (VERIFY) to produce your desired results?

Header Photo: Director Giles facilitates a panel discussion with IZone 2.0 principals during the January 26th Zone meeting.





The Focal Point...

K-8 Literacy - Dr. Matara Harris

Greetings Transformational Leaders,

IZone 2.0 educators have been charged with improving writing for every student. Reading and writing are skills that are reciprocal. Researchers have found that when children read extensively they become better writers. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own writing. In addition, reading provides students with prior knowledge that they can use in their own stories.

Another way to support student success with writing is to ensure that students use complete sentences when speaking. Students write the way they speak. At every opportunity, require that students speak in complete sentences and note how their writing improves.

The list below includes additional ways to support student writing.

1. Use journals
2. Use a timer
3. Engage in Quickwrites
4. Use writer's notebooks
5. Provide consistent practice



K-8 Science - Mrs. Angela Rowe-Jackson

M.A.D. Scientists at Work

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

An Effective "Engage" Lesson

5E lessons are all about how the teacher moves and how the students move within a standards-aligned lesson. IZone 2.0 has made it easy for teachers to implement 5E lessons through the use of STEMscopes. STEMscopes uses standards-aligned units (scopes) grounded in the 5E Instructional Model. This week we will focus on the components of an "Engage" lesson . . . it's all about the MOVES.

Teacher Moves:

- Raise questions or pose problems
- Elicit responses that uncover students' current knowledge
- Help students make connections to previous work
- Invite students to express what they think
- Invite students to develop their own questions

Student Moves:

- Ask questions such as, "Why did this happen?", "What do I already know about this?", "What can I find out about this?", and "How can this problem be solved?"
- Show interest in the topic through curiosity and expression of wonderings

[Click here](#) to learn more about teacher moves and student moves for each 5E component.



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

K-8 Math - Mr. Romond Arnold

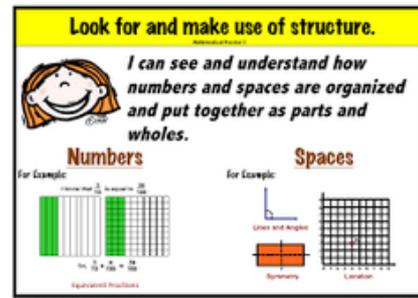
Mathematical Practice #7 - Look for and Make Use of Structure

Hello IZone 2.0 Mathematicians,

In this new era of mathematics, it is important for students to see structures in our number system (place value) and the standard algorithm. Students who are mathematically proficient look closely to discern a pattern or structure.

For example, students might notice that "four and six more" is the same amount as "six and four more", or they could sort shapes based on the number of sides the shapes have. Additionally, as students progress in school, they will understand how " 7×9 " can be equal to " $7 \times 5 + 7 \times 4$ ", (distributive property). In an algebraic expression, students can recognize the significance of any existing component of a geometric figure and can use the strategy of drawing to solve problems. This also allows students to reflect and gain a better perspective of the problem.

As students' proficiency increases, they begin to see how mathematical content is often complicated and they grow to understand how an algebraic expression can either be a single object or composed of several objects. This practice emphasizes the coherence and structures of mathematics by making grade-level connections. It helps to "make the math make sense". All math teachers should understand that concepts should not be taught in isolation, but should instead be an extension of what was previously learned.



High School - Dr. William Kinard

Evaluation within the 5E Instructional Model

Science teachers are embarking upon the second semester and increasing data usage to ensure that students are learning. We have adopted the 5E Instructional Model for teaching and learning. The phases of this model are: Engage, Explore, Explain, Elaborate, and Evaluate.

It is important that all teachers understand that evaluation is integrated into every phase of the 5E framework. Students may engage in self-evaluation while tracking their progress toward mastering a standard. Teachers may evaluate student learning formally or informally. Informal evaluation occurs through academic monitoring, questioning, and observation. Checks for Understanding (CFUs), quizzes, projects, presentations, and exit tickets are all examples of formal evaluation.

There are various ways to assess students' content mastery through a combination of strategies that can give an expansive view of student understanding. [Click here](#) to learn about a few ways to assess student mastery throughout the 5E instructional model.

