IZone 2.0
Memphis-Shelby County Schools

The TURNAROUND *Digest Review*

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From the Desk of Dr. Rogers...

Did you know?
As we celebrate Black History this month, let us remember that we will all have a place in history based on what we do for our children. How will you be remembered?

Winning With Relentless Collective Efficacy!
Dr. Thomas D. Rogers

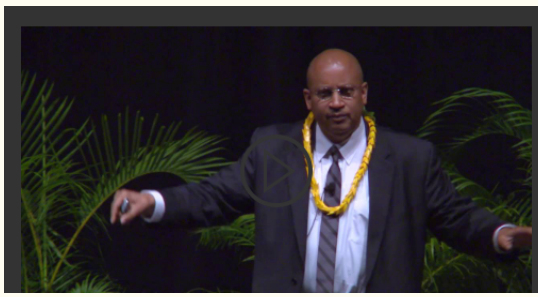
IN THE *Spotlight:*

Oakhaven High School
Innovative use of Phonics

Congratulations are in order for Principal Jocelyn Mosby and the faculty & staff at Oakhaven High School!
Oakhaven was recognized in Governor Lee's State of the State Address 2023
CLICK HERE ***to view the shout-out (25:07)!***

Leadership - Dr. Debra Stanford, Zone 9 ILD

Hey school leader, how often do you study your "GAME FILM?"



Hey school leader, how often do you study your "GAME FILM?"

Principal Kafele says to 1200 Hawaiian Dept. of Education administrators that the analysis of their "game film" is crucial toward the overall success of thei...

Header Photo: Centralized Support Team Meeting by Dr. Thomas D. Rogers

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The Focal Point...

K-8 Literacy - Dr. Matara Harris

Greetings Great Leaders and Educators,

As we forge ahead through the second semester, and TCAP draws near, remember that ensuring high-quality standards-aligned instruction is happening in every class. Daily instruction will directly impact student achievement on the state assessment. With that in mind, a great resource to support standards-aligned instruction in preparation for TCAP is the ELA Standards Guides released by the TDOE.

The ELA standards guides are a supplemental resource to the Tennessee ELA standards that are designed to provide instructional leaders and teachers with a deeper understanding of each standard. This understanding will enhance teachers' ability to facilitate the use of high-quality instructional materials in the classroom. The guide includes four sections for each standard:

- An unpacking of key elements of the standard.
- A glossary of key terms in the standard .
- Examples of how the standard can be represented in classroom tasks.
- A snapshot of the vertical progression of the standard.

To access please click: TDOE ELA Standards Guides

K-8 Science - Mrs. Angela Rowe-Jackson

M.A.D. Scientists at Work
Masters of 5E with ***Ambition*** and ***Determination***

An Effective Elaborate Lesson

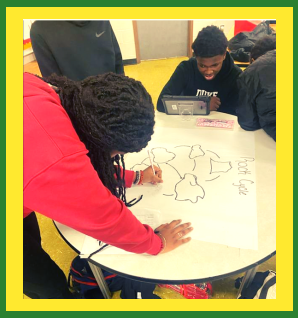
The Elaborate phase, also referred to as Extend, of the 5E Model focuses on giving students space to apply what they've learned. This helps students to develop a deeper understanding of the content. Elaborate gives students time to reflect on what they have learned, make meaningful connections, and cement their knowledge of the content.

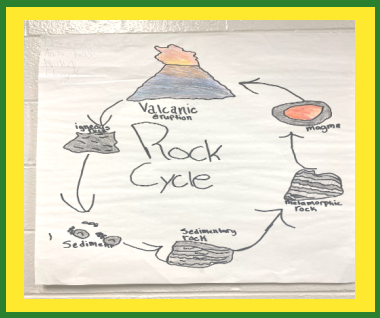
What could Elaborate look like in the Classroom?

- *Claim, Evidence, Reasoning (CER)*
- *Cross-Cutting Concept (CCC) Probing Questioning*
- *Anchor Charts (Designed by Students)*
- *Open Ended Responses*
- *Projects*

Here is a great read on the Elaborate Phase:

What is the extension Phase of the 5E Iinstructional Model?





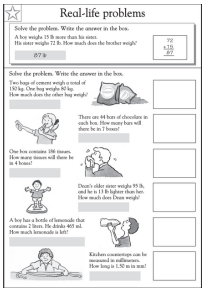
Ms. McNear-8th Grade Science
Anchor Charts-Raleigh Egypt Middle

Created by: Rosalyn Pruitt

"Together We are ONE in SCIENCE!"

K-8 Math - Mr. Romond Arnold

Real World Math



Hello, IZone 2.0 Mathematicians,

We want students to see that math extends far past the confines of the classroom and into everyday life. We also want them to appreciate that math is cool. Math isn't just about calculations or memorizing formulas; math is everywhere we look. It's in the science behind a perfect football spiral, the velocity of a game-winning three-point shot in basketball. It's in the ratio of ingredients you measure when you're cooking. It's even in how you budget to save for your first car.

When we were kids, we didn't realize that math was training our brains to solve these types of problems. Every day, we make hundreds of decisions that are informed by our quantitative judgment. Most of the time, we don't even realize it. When you're packing a lot of things into a small bag, you must think geometrically. When you're planning a schedule or dividing your time, you're thinking quantitatively. When you're trying to decide between two different options, you're thinking analytically. In some sense, everybody must become a mathematician. We all face problems that require mathematical concepts. The better we can solve them, the better off we'll be.

High School - Dr. William Kinard

Phenomenon-Based Learning Theory

Phenomenon-based learning is a learner-centered, multidisciplinary instructional approach that is based on student inquiry and problem-solving. Although designed similarly to project-based learning, problem-solving-based learning, and inquiry-based learning, phenomenon-based learning requires a global context and interdisciplinary approach. It requires that students use a real-world problem and use a multidisciplinary approach to solve it. Thus, students are not only learning one subject but also leaning on the knowledge learned in other subjects, as well.

The goal of phenomenon-based- learning is to prepare students to be able to operate in real life. It is rooted in constructivism, socio-constructivism, and sociocultural learning theories. The students are the investigators and the teachers are the facilitators of learning experiences.

Strengths of phenomenon-based learning

- Fosters greater engagement in learning new knowledge and skills because learners are working towards what interests them personally.
- Enables deeper learning because learners are making connections across subjects and seeing practical relevance to real life.
- Learners develop stronger skills in communication, teamwork, critical thinking, and problem-solving.
- Learners become more independent as they become responsible for their own learning; this helps to create a more independent, self-sufficient workforce.

Weaknesses of phenomenon-based learning

- If there is a specific learning goal that you want learners to achieve, then phenomenon-based learning may not be the answer. There are no imposed learning goals in phenomenon-based learning because they are created during the learning process.
- Resources and support need to be available for learners to tackle self-led projects. Without a facilitator, learners may struggle to identify and learn the skills and knowledge required to complete the project.
- Phenomenon-based learning is characterized by its lack of formal structure; if your organization is required to have a formal structure where learners need to show completion of skills or knowledge required, this form of learning may not be ideal.
- If feedback and assessment are important to your organization, this may be more difficult with phenomenon-based learning, where assessment is mainly based on learner progress.

As public school educators, there is usefulness for components of the phenomenon-based learning theory. Students can learn to become independent thinkers. Teachers can also incorporate learning and skills from other subjects. Students can find usefulness in the skills and information that they learn in their everyday lives. However, there will have to be some adjustments to fit our testing cultures - such as using specific learning performance objectives and mastery expectations of content objectives.

To learn more, click Phenomenon-Based Learning