IZone 2.0
Memphis-Shelby County Schools

The TURNAROUND *Digest Review*

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From the Desk of Dr. Rogers...

How can we better engage students, drive deeper understanding, and improve learning? Watch a video where two teachers discuss the benefit of leading lessons with real-world phenomena. Centering lessons around relevant and meaningful phenomena is the hook that captures interest and inspires students to learn more.

Video: [Using Real-World Phenomena Engages Students and Improves Learning]

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

IN THE *Spotlight:*

SEED's WKNO Recognition Awards

The Department of Student Equity, Enrollment & Discipline (SEED) recently recognized eight schools across MSCS for their "tremendous growth and improvement as a result of decreased suspensions and reductions in chronic absenteeism (year over year comparisons)". In an effort to encourage these principals' turnaround efforts, the principals of each school have been selected to receive an on-air TV spot that will run on WKNO/PBS Kids - Channel 10! The cherry on top of this announcement is that 6/8 (75%) of the schools to be featured belong to IZone 2.0! Congratulations to the IZone 2.0 schools and principals below.

Tara Harris, Principal

Travis McGlothian, Principal

Deartis Barber, Principal

Staci Hendrix, Principal

Jocelyn Mosby, Principal

Dione Curry, Principal

Leadership - Dr. Terrence Brittenum, Zone 10 ILD

As a leader, you must continue to learn and grow. One of the most important leadership tasks is hiring staff. Thus, when you are hiring, be sure to hire individuals that have strengths to complement your areas of deficit. It is perfectly fine to hire staff that may be "smarter" than you. In fact, having smart people on your team helps to lessen your workload, improve your school's effectiveness, and make you look good when it's all said and done. Hire smart! You don't have to be the smartest person in the room.

Article: [Principals, Don't Try to Be the Smartest Person in the Room]

Header Photo: Dr. Tankson presents Zone 12 data during the January 6th CST meeting.

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The Focal Point...

K-8 Literacy - Dr. Matara Harris

Greetings Diligent Leaders,

As a reminder, the IZone 2.0 Middle School ELA team will conduct narrative writing training for teachers during designated PLC times previously confirmed by schools' administrative teams.

Session Objectives:

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

The IZone ELA Middle 2.0 School team looks forward to providing this support during the month of January.

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 7

Reteach to Address Misconceptions

What's a teacher to do when students don't understand a concept or have misconceptions after the unit has been taught? Review and reteaching are two very different methods of helping your students retain information, but they are not interchangeable.

The reteaching strategy should be used when there are misconceptions in a student's understanding. Once the misconception is identified, the next step is to provide additional opportunities to engage in new and different activities that focus on the root of the misconception.

Push students' thinking by having them provide an open-ended explanation as part of their answer/response to questions/prompts. Be sure to provide engagement opportunities using multiple modalities that differ from how content was originally delivered (i.e., reading, writing, video, hands-on).

Article:
Review vs Reteach: Using Both to Benefit Your Students

Video:
Teaching Strategies: Misconceptions

Video:
Dispelling Scientific Misconceptions

Created by: Cynthia Hughes

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

K-8 Math - Mr. Romond Arnold

Mathematical Practice #6 - Attend to Precision

Hello IZone 2.0 Mathematicians,

Our goal is to develop mathematically proficient students who can communicate precisely. Mathematically proficient students must use clear definitions to define content vocabulary and explain their mathematical reasoning. The consistent and appropriate use of symbols, units of measure, and labels are all a part of attending to precision. When reflecting on Mathematical Practice 6, students should calculate accurately and efficiently. They must express numerical answers with a degree of precision appropriate for the problem context.

When providing instruction, the teacher should point out that graphs, diagrams, and tables without labels have no mathematical meaning. The teacher must ensure that students know that every problem should be answered in complete sentences. Also, using the correct academic vocabulary when explaining and justifying answers is very important. When students consistently use the correct academic vocabulary, it becomes a habit and enhances conceptual understanding. According to research, Mathematical Practice 6 should always be paired with Mathematical Practice 1 (Make sense of the problem and persevere in solving them) because it is important for students to attend to precision when solving problems.

High School - Dr. William Kinard

Do experience lulls during your lessons similar to the classroom scene in the movie *Ferris Bueller's Day Off*? Are you having trouble getting your students to engage in mathematical discussions? If so, these excerpts from Sara Gonser's Edutopia article may help!

Encourage Rough-Draft Math Thinking
"In the classroom, have your students share and comment on each other's rough-draft solutions to a problem, revise their work based on peer feedback, and then explain how and why their thinking evolved."

Highlight the Value of Each Student's Work
"Ask your students to examine a math problem together, work on solutions, then agree upon one solution to share with the entire class. Then, have a collective discussion about 'what's powerful and what could be improved' about each draft, says Jansen.

It's a technique that also functions as an equalizer for students—especially those who might not feel comfortable sharing their thinking—once they realize how their individual math thinking contributes to the whole group's problem-solving abilities."

Set Up Small-Group Conversations
"Especially for English language learners who might shy away from speaking in front of the entire class, small-group settings can be helpful for tackling word problems. Teachers observe and ask open-ended questions like 'tell me why you believe that, or, let's think about this,' says Carl. When teachers gently guide the discussion like this without supplying correct answers, kids can start deepening their math thinking."

Model Math Talk
Students "need help learning how to engage in productive math conversations". Using sentence starters can jumpstart great conversations. eg. "When Robert uses this strategy, it makes me think of…" or, "This makes sense to me because…". "Teachers can also use cartoon-inspired thought bubbles. . .to help spur math conversations". Model a solution, then circle a specific section of it and draw it in a thought bubble. "What do you think I'm thinking here?" a teacher might ask students, indicating the thought bubble.

Read the Full Article: 4 Ways to Encourage Math Talks