IZone 2.0
Memphis-Shelby County Schools

The TURNAROUND Digest Review

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From the Desk of Dr. Rogers...

One of the hallmarks of transformational leadership...

A transformational school leader ensures students focus on their studies by being considerate of individuality, being charismatic in influencing them, and inspiring them. Instead of using set problem-solving techniques, he or she involves students and teachers to come up with solutions to problems as they arise. Transformational leaders in a school setting quickly identify areas in need of improvement, seeking out-of-the-box solutions. The leader identifies cynicism and intentions to quit among teachers, through consultation and individualized consideration. Realigning their values and goals to resonate with those of the school, the leader reassures teachers that they are needed and valued.

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

Leadership - Dr. Terrence D. Brittenum, Zone 10 ILD

Providing high-quality professional development for teachers is vital to improving their effectiveness and student outcomes. How do you determine the professional development that your teachers participate in? How do you monitor the implementation of professional development? How do you receive feedback from your teachers regarding the quality and relevance of the professional development provided? The answers to these questions may be found in this article. The Critical Friends Group (CFG) Tuning Protocol is a protocol that has been utilized to support teacher-focused professional development. Let's make every moment of training provided to teachers meaningful, applicable, and worthwhile!
A Protocol for Teacher-Focused PD

Header Photo: IZone Olympics and Academics Ceremony

IZONE 2.0

The Focal Point...

K-8 Literacy - Dr. Matara Harris

Greetings Great Leaders and Educators,

With approximately 30 instructional days left until the TCAP testing window begins, we, here in IZone, continue to have our "eyes on the prize," with an intensive focus around writing. With our goal set at 12 points and above per student on the writing portion of the assessment, we must continue to provide high quality writing instruction and opportunities for students to hone their skills. Fortunately, the MSCS Curriculum & Instruction team has recently released a series of writing toolkits to serve as an additional support to teachers and students. Here is some information from C&I:

"Throughout the year, teachers work to develop students' writing using the information found in the curriculum and the Reading Prescriptions. Each writing toolkit is designed to provide additional writing instructional support and practice opportunities to prepare students for state writing assessments. The Writing Toolkit provides teachers direct and immediate access to curriculum, state, and supplemental writing resources. These standards-based writing resources include instructional supports and prompts that align to TCAP-tested standards W.TTP.1-W.TTP.3."

Please use the link below to access the Writing Toolkits:

Writing Toolkits

K-8 Science - Mrs. Angela Rowe-Jackson

M.A.D. Scientists at Work

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

An Effective Evaluate Lesson

The Evaluate phase of the 5E model focuses on assessing students' understanding or knowledge of concepts and skills. It can encourage students to access their own learning. Evaluate lessons are not chapter tests or quizzes, but a time for students to show evidence of their accomplishment, answer open-ended questions or provide reasonable responses and explanations to events or phenomena.

What could Evaluate look like in the classroom?

- Claim, Evidence, Reasoning (*CER*)
- Open Ended Responses
- Performance assessment
- Self-assessment tool with a rubric

Here is a great read on the Evaluate Phase:

What Is The Evaluation Phase Of The 5E Instructional Model

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

K-8 Math - Mr. Romond Arnold

Math Anxiety

Hello, IZone 2.0 Mathematicians,
Math anxiety doesn't just make students choke on tests. It changes their approach to learning the subject in ways that set them up for ongoing failure. A student with math anxiety chooses less-effective ways to study, like rereading textbooks instead of working through real problems. This, in turn, can make them less prepared for exams and heighten the risk students will also "freeze" on the math test itself. Generally, students who are initially low performing are also at higher risk of developing math anxiety.

Teachers can help math-anxious students learn to study more effectively by providing both partially worked and unworked practice problems for review, which can ease students into practice. Similarly, teachers can give students more confidence to tackle challenging problems by asking students to solve them as part of games or puzzles, rather than for grades or homework. On the day of testing, some research suggests that teachers can help students possibly avoid some of the physical symptoms of anxiety—such as sweating palms or a racing heartbeat—as signs of excitement or readiness. This reframing has been shown to help students avoid "choking" on exams.

Article: 8 Practical Ways to Conquer Your Child's Math Anxiety

High School - Dr. William Kinard

Data-Driven Instruction

IZone 2.0 educators have been engaging in data-driven instruction over the past few years, which means a foundation of DDI has been created. Now that the foundation has been laid, it is important for all stakeholders to take accountability for creating a culture of data use. When everyone knows what is expected of them and uses data to drive continuous improvement, it becomes ingrained in the district's DNA, then real change can happen.

According to eSchoolNews, here are 6 steps to take for using data to improve instruction:

1. Lay the foundation.
2. Create a culture of data use.
3. Invest in data management systems.
4. Choose the right data.
5. Build capacity.
6. Turn data into action.

Source: Steps for Using Data to Improve Instruction

Thank you, Mr. Toliver and Ms. Duncan for participating in the Learning Forward Coaches' Academy.