IZone 2.0
Memphis-Shelby County Schools

The TURNAROUND Digest Review

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Thomas D. Rogers, Ed.D.
Assistant Superintendent
2022-2023 Broad Fellow | Yale School of Management

From the Desk of Dr. Rogers...

Leadership is the most important "ship" in our work and requires one to be a reflective practitioner. As we think about the upcoming TCAP, it is all about leadership impact and influence. How can we all show up differently for TCAP this year than we did last year? What lessons have we learned since we returned from the pandemic? Are students scoring higher with face-to-face instruction? Do we have data points that mirror what they were during virtual instruction? Just thinking...Reflecting...

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

IN THE *Spotlight:*

IZone lifting up under-performing schools across the district. Click the image to the right.

Save The Dates

Summer Learning Institute
July 24-26
Early Return Days
July 27-28

Leadership - ALISHA KINER, Zone 11 ILD

When the high school Principals and their teams went to Oklahoma this past January, we had the chance to hear Paul Bambrick-Santoyo share his thoughts about observing for learning. Bambrick-Santoyo said:

1. Before even entering the classroom, we should review the objective, task and exit ticket from the lesson plan to ensure they are aligned with the rigor of the next interim assessment.
2. Next, once we enter the classroom, we should walk around and analyze student work by asking these questions:
   a. Are students completing the right work as outlined on their lesson plans? Will the task students are completing (discussing, etc.) lead to success on the exit ticket?
   b. Are students working? How many are working?
   c. How many students have the correct answer? Are they showing their work? Are they annotating?
   d. How many students have the right/wrong answer?
3. Then, look up and find the gap in the teacher's craft.

This may be a shift in your current practice of observing teacher actions, first. But, as Bambrick-Santoyo pointed out if the output/outcomes of students are missing, then what the teacher is doing is problematic. How are you putting student outcomes first during your classroom visits?

Check out this video to see how aggressive monitoring helps teachers and administrators know immediately what students know and are able to do. Click Here

Header Photo: Ms. Gloria Cole, from AB Hill, engages in the IZone Collaborative Writing Clinic lead by Coach Bostick

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The Focal Point...

K-8 Literacy - Dr. Matara Harris

Greetings Great Leaders and Educators,

Did you know that lesson-embedded writing opportunities can strengthen students' mastery of reading skills and standards? According to research, specific writing strategies can play an important role in boosting reading comprehension.

1.Have Students Write About The Texts They Read.
- Respond to a text in writing
- Write Summaries of a Text
- Write Notes about a Text
- Answer Questions about a Text in Writing

2. Teach Students the Writing Skills and Processes that Go into Creating Text
- Teach the Process of Writing, Text Structures for Writing, Paragraph or Sentence Construction Skills
- Teach Spelling & Sentence Construction Skills

3. Increase How Much Students Write

Click the link below to read more:

Writing Can Improve Reading Skill, Study Finds

K-8 Science - Mrs. Angela Rowe-Jackson

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

Getting Ready for TNReady

TIP 2 Play the Long Game

"You may hit a home run today but it will not count at all towards tomorrow's games. However, the practice you get from hitting a home run very well may be the reason you win the rest of the season." -Steve Scott

Everything we have done this year has been in an effort to "play the long game." There is no trick or hack that can be rolled out after spring break that will magically make students proficient. The key to playing the long game is consistency. That means quality teaching from August to May. There is still time to make adjustments so that students can be successful.

Things to consider:
When administering assessments, use questions that align with the standard and mimic the TNReady format.

Ensure you are continuing to spiral review through the use of the Re-Teach Calendar.

Further Reading: Cramming: Why It's Ineffective & Should Be Avoided

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

K-8 Math - Mr. Romond Arnold

Hello IZone, 2.0 Mathematicians

Know your students and adapt to their differences. Educators can scaffold their teaching by recognizing students' multiple intelligences or preferred methods of learning that support the process of independent thinking. Along with encouraging a growth mindset and scaffolding, there are various forms of communication preferences among learners that take place in the classroom. When these learning strategies are taken into consideration, you can speak to the needs of each student and can deliver equitable instruction.

According to Howard Gardner of Harvard University, "students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways." In addition, when building equity in the classroom, teachers must embrace the use of fair systems of rules, procedures, and classroom management. Teachers can eliminate the complaints of favoritism that may surface during instruction when students see that there are systems in place.

If your students are having difficulty learning by listening, then try this.

Before the lesson:
- Pre-teach difficult vocabulary and concepts.
- State the objective, providing a reason for listening.
- Teach the mental activities involved in listening: mental note-taking, questioning, and reviewing.
- Provide study guides/worksheets.

During the lesson:
- Provide visuals via the board or Smartboard.
- Use flash cards.
- Have the student close their eyes and try to visualize the information.
- Have the student take notes and use colored markers to highlight.
- Give explanations in small distinct steps.
- Provide written as well as oral directions.
- Have the student repeat directions.
- When giving directions to the class, leave a pause between each step so the students can carry out the process in their minds.
- Shorten the listening time required.
- Provide written and manipulative tasks.

High School - Dr. William Kinard

As we approach the season of EOC testing, it may be tempting to bypass some of the best practices we know that work to promote student learning and achievement. As you plan and prepare for daily instruction, please make sure to keep the Core Actions that are presented in the Achieve the Core Instructional Practice Guide (IPG). This document outlines core actions that teachers should show evidence of during planning and instruction.

Those actions include the following:
- Ensure the work of the enacted lesson reflects the focus, coherence, and rigor required by college- and career-ready standards in mathematics.
- Employ instructional practices that allow all students to learn the content of the lesson.
- Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson.