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Memphis-Shelby County Schools

The TURNAROUND *Digest Review*

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From the Desk of Dr. Rogers...

As we come to the close of this adacemic year, I have been steeped in deep reflection to ensure we get better faster. The planning for the upcoming Summer Leanring Institute has begun with specific outcomes and non-negotiables in place. With that stated, the core of our instructional delivery begins with data and explicit lesson planning. GADE is an acronym to staple the lesson planing process with four components: goals, actions, demonstrate learning, and environment. How might this be used to strengthen our practices for the 2023-2024 school year?

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

American Way STEM Program
Principal Larissa Jackson

CLICK HERE

Leadership - Director Pamela Harris Giles

Daring Leadership versus Armored Leadership

During the last few weeks, the Instructional Support Managers and I have engaged in several reflective and introspective activities as we prepare to closeout this school year and prepare for next school year. We are currently reading *dare to lead* by Brene Brown, and if you have not read this book already, I highly encourage you to do so. In her book, Brown introduces a continuum of daring leadership versus armored leadership, and she pushes us to take an honest look at where we are along this continuum. Given the challenges and obstacles faced by school leaders today, I think we would all agree that it takes daring leadership to truly be impactful and successful for all our students who deserve an exceptional educational experience.

Click Here for additional information.

Header Photo: High School support team presented building testing coordinators with a testing survivor kit.

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The Focal Point...

K-8 Literacy - Dr. Matara Harris

Greetings Brilliant Educators,
Congratulations! We have made it through the week of TCAP! Kudos to everyone for their hard work to ensure our students were prepared last week to show off what they have learned thus far! Now that the first week of testing is complete, we can continue with the district's curriculum to finish the school year strong and have students thoroughly prepared for the next grade.

Teaching is a selfless profession, which is why it is important to engage in self-care throughout the year. By taking good care of yourself first, you can take even better care of your students. You can access your brilliance, your composure, and your patience. Start by incorporating the 3 R's of Reflecting, Releasing, and Recharging into your daily routine. As the article states below: "Remember, self-care is not selfish. You are worth it."

CLICK HERE: 3 R's for Teacher Self-Care

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 #8 Celebrate when it's over!

Week 2 of testing is here! You are almost at the finish line and you probably are making plans for next year's testing. However, don't forget to celebrate all that you have accomplished this school year.

Celebrate the effort you and your students put into preparing for the test. It's a big accomplishment and they should be proud of themselves!

Take time to celebrate and decompress. Some fun, classroom celebrations could be:
A pizza party
A sweet snack
Extended recess
A quick dance break
Some free time with their favorite classroom activities
However, don't forget to get your student's perspective on the state testing experience. Their perspective is valuable and can help you plan for next year's test prep.

Tune in next week when we'll share, "Testing is done, what's next."

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

K-8 Math - Mr. Romond Arnold

Hello IZone, 2.0 Mathematicians

Look For Students Actively Engaged In Learning

Engagement is clearly one of the most critical components of teaching and learning. A sense of belonging and motivating students to participate are key elements of student engagement. Building a safe, positive, and creative classroom culture that increases achievement makes those classes able to persevere through challenging problems. Students are invested in their learning when they are engaged in the lesson. When planning for student engagement, ask yourself the following questions:

- Are the math tasks worthwhile and high-quality?
- Are teachers guiding the explorations, allowing students to think for themselves?
- Are all students answering questions (e.g., are turn and talk strategies being used rather than one student answering the question)?
- Are students allowed time for productive struggle? Are they praised for effort and perseverance?

High School - Dr. William Kinard

Remember the saying, "attitude determines your aptitude?" Well, apparently it is true. Student aptitude can be impacted by teacher attitude. Is teacher attitude really related to student learning? Studies show that there is a positive correlation!

According to Miriam Munck, author of "Science Pedagogy, Teacher Attitudes, and Student Success," (Fall 2007), the lack of skill and knowledge in science teaching is related to teachers' attitudes about science teaching. Attitudes (outward observable actions related to personal belief) are rooted in experiences, and affect the lens through which teachers see, hear, think, and do. Consequently, teacher attitudes shape the actions and experiences that students receive in the classroom.

Studies show that there is a positive correlation between science teaching attitudes and the ability to be an effective science teacher. Teachers that are confident about their subject content, willing to utilize curricular and pedological innovations, and commit to student learning have a significant impact on their student's achievement.

Studies, such as these, imply that it is very important that educators approach the classroom with the belief that students can succeed, be willing to be science superheroes, and be open to trying new ways of instruction. To learn more about this topic, read "Science Pedagogy, Teacher Attitudes, and Student Success by Miriam Munck, Eastern Oregon University."

Journal of Elementary Science Education, Vol. 19, No. 2 (Fall 2007), pp. 13-24. ©2007 Department of Curriculum and Instruction, College of Education and Human Services, Western Illinois University. Downloaded 4/25/2023 from https://files.eric.ed.gov/fulltext/EJ798554.pdf
CLICK HERE to read the full text.

"Dedicated to Respecting the Innate Ability of Human Intelligence"

Summer Learning Institute

July 24-26, 2023

Early Return Days

July 27-28, 2023