



THE TURNAROUND DIGEST

Review

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DR. THOMAS D. ROGERS, ASSISTANT SUPERINTENDENT - 2022-2023 BROAD FELLOW-YALE SCHOOL OF MANAGEMENT



FROM THE DESK OF

Dr. Thomas D. Rogers

Servant leadership in education is a transformative approach that prioritizes the needs and growth of students, teachers, and the entire school community. By placing servant leadership at the core of everything we do, servant leaders cultivate a sense of trust and collaboration, enabling everyone to thrive and contribute to the collective educational journey for all students. This student-centered philosophy not only enhances academic achievement but also instills essential life skills and values that extend beyond the classroom, shaping compassionate and responsible students of the future who will be globally competitive.

THE 11 PILLARS OF SERVANT LEADERSHIP

1

CALLING

YOU ARE COMPELLED TO LEAD OTHERS BECAUSE OF A BELIEF IN SOMETHING THAT IS LARGER THAN YOURSELF.

2

LISTENING

YOU BELIEVE THAT THE BEST WAY TO UNDERSTAND AND HELP OTHERS IS TO LISTEN TO THEM.

3

EMPATHY

YOU UNDERSTAND THAT EVERYONE HAS THEIR OWN PERSPECTIVE AND YOU TRY TO SEE THE WORLD THROUGH THEIR LENS.

4

HEALING

YOU RECOGNIZE THAT AS A LEADER OF OTHERS, YOU HAVE THE ABILITY TO CHANGE THE NARRATIVE OF THEIR STORIES.

5

AWARENESS

YOU RECOGNIZE THE NEED TO BE AWARE OF YOURSELF AND YOUR SURROUNDINGS, AND CHALLENGE WHAT DOESN'T FEEL RIGHT.

6

PERSUASION

YOUR ROLE IS NOT TO DIRECT OTHERS, BUT TO ENCOURAGE THEM TO MOVE IN A DIRECTION THAT IS BEST FOR THEM.

7

FORESIGHT

YOU HAVE THE ABILITY TO PREDICT AND UNDERSTAND THE IMPACT OF THE ACTIONS, AND HELP NAVIGATE A BETTER COURSE.

8

CONCEPTUALIZATION

AS A LEADER, YOU ARE ABLE TO SHARE THE VISION AND ARTICULATE THE OUTCOME SO THAT YOUR TEAM CAN DETERMINE HOW TO GET THERE.

9

STEWARDSHIP

YOUR ACCOUNTABILITY AND COMMITMENT TO LEAD EXTENDS FAR BEYOND YOUR PEOPLE AND YOUR COMPANY TO COMMUNITY AND PLANET.

10

GROWTH

YOUR SINGLE GREATEST SUCCESS AND ACCOMPLISHMENT AS A SERVANT LEADER IS TO GROW AND DEVELOP YOUR PEOPLE.

11

COMMUNITY

YOUR WORKPLACE CULTURE IS A PLACE WHERE ALL ARE WELCOME AND ALL MATTER.



**SERVANT
LEADERSHIP**
CENTRE OF CANADA

" THE GOAL OF MANY LEADERS IS TO GET PEOPLE TO THINK MORE HIGHLY OF THE LEADER. THE GOAL OF A GREAT LEADER IS TO HELP PEOPLE TO THINK MORE HIGHLY OF THEMSELVES."

- J. Carla Northcutt
Seminary Professor



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LEADERSHIP

DR. DEBRA STANFORD, ZONE 9 ILD

Instructional Feedback

The goal of any type of instructional feedback or coaching should always be improvement. The focus should be to help educators grow and improve in their craft. Feedback that doesn't improve performance is just a conversation or small talk. In every school, most teachers are doing the very best they can with the tools they have in their toolbox and to the limit of their capacity. **Let me repeat...to the limit of their capacity.** The purpose of instructional feedback and coaching is to support and help teachers grow as professionals, which results in better instruction for students. Recently, you participated in training on the "See It. Name It. Do It." protocol. We can expect every school to be at different levels of implementation, and that's okay. Just start small and over time, you will begin to see traction within your building.

Click [here](#) to view a video of the "See It. Name It. Do It." feedback protocol in action.

GIVING EFFECTIVE FEEDBACK: See it. Name it. Do it.

Prepare	
Prepare During observation	<ul style="list-style-type: none"> Have your tools in hand: <ul style="list-style-type: none"> Get Better Faster Scope & Sequence, teacher lesson plan, video tool, observation tracker Select the highest leverage, measurable, bite-sized action step Plan your feedback while observing: <ul style="list-style-type: none"> Fill out planning template Videotape while you observe: mark the time stamps in your planning template
	See it: Success, Model, & Gap
See It 2-8 mins	<p>See the Success:</p> <ul style="list-style-type: none"> "We set a goal last week of _____ and I noticed how you [met goal] by [state concrete positive actions teacher took]." "What made that successful? What was the impact of [that positive action]?" <p>See the Model:</p> <ul style="list-style-type: none"> Narrow the focus: "Today, I want to dive into [specific element of lesson, action step area]." Prompt the teacher to name the exemplar: <ul style="list-style-type: none"> "What are the keys/criteria for success to _____ [action step/skill]? What is the purpose?" "What did you ideally want to see/hear when _____?" "What was your objective/goal for _____ [activity/lesson]? What did the students have to do to meet this goal/objective?" (If unable to name the exemplar) Show a model—choose one: <ul style="list-style-type: none"> Show video of effective teaching: "What actions did the teacher take to do _____?" Model: "What do you notice about how I _____?" "What is the impact and purpose?" Connect to PD: "Think back to the PD on _____; what were the keys required for _____?" Debrief real-time feedback: "When I gave real-time feedback, what did I say? What did I do? What was the impact of the real-time feedback?" Read a one-pager or prompting guide: "What are the essential elements of _____?" <p>See the Gap:</p> <ul style="list-style-type: none"> "What is the gap between [the model/exemplar] and class today? What keys were missing?" "What was the challenge in implementing [technique/content] effectively during the lesson?" (If unable to name the gap) Present the evidence: <ul style="list-style-type: none"> Present time-stamped video from observation: "What are the students doing? What are you doing?" "What is the gap between what we see in this part of the video and the [exemplar]?" Present classroom evidence: "Two students in the front row had their heads down during independent practice. How does this impact student learning?" "What is the gap between [the exemplar] and class today?" Present student work: "What is the gap between the [exemplar] and [student work] today?"
	Action Step: What & How
Name it 2 mins	<p>Name the Action Step:</p> <ul style="list-style-type: none"> "Based on what we discussed today, what do you think your action step should be?" "What are the key steps to take to close the gap?" <p>Punch it:</p> <ul style="list-style-type: none"> "So your action step today is _____—state clearly and concisely: <ul style="list-style-type: none"> what the teacher will work on (e.g., what-to-do directions) how the teacher will execute (e.g., "1.Stand still, 2.Give a what-to-do direction, and 3.Scan") Have teacher restate the action step; then write it down

Click the image above to view the full "See It. Name It. Do It." protocol.



IN THE SPOTLIGHT

MR. TOYNIKO PERRY, SR.

A huge "**CONGRATULATIONS**" goes out to Mr. Toyniko Perry, Sr., an 8th-grade mathematics teacher at Craigmont Middle School!

Mr. Perry recently passed the Math PRAXIS exam and is all set to continue inspiring the lives of his Craigmont Chiefs!

Mr. Perry is a member of Phi Beta Sigma Fraternity, Incorporated, and a graduate of both Rust College and Alabama A&M University – earning his bachelor's degree in Mathematics and master's degree in Physics, respectively.

Way to Go, Mr. Perry!



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K-8 ELA

DR. MATARA HARRIS, MANAGER

Greetings Inspiring Educators,

The first week of school is complete! As we begin a new school year of learning, we want to ensure you have quick access to the ELA *Getting Started* documents for K-5 and 6-12 (see links below). These guides provide new and returning teachers tips on how to navigate digital teacher accounts, create and edit the calendar, manage digital assignments, access on-demand videos, and more!

Link: [2023-24 Getting Started with K-5 Wonders Resources for Educators](#)

Link: [2023-24 Getting Started with the 6-12 ELA myPerspectives Curriculum Resources](#)

Additionally, please make note of the guidance in the table below for accessing the digital platforms. The adopted curricula credentials are useful for those without SSO access and for those that are awaiting updates to the integration with PowerSchool.

Wonders (Grades K-5)	myPerspectives (Grades 6-12)	Ready Reading (Grades K-8)
Website: my.mheducation.com Username: TNELA2019 Password: TNReview2019	Website: http://www.savvasrealize.com Username: ShelbyELARew Password: Welcome1	To access the Reading Ready online Teacher and Student Editions, click the link below: https://bit.ly/Ready_Read

Note: Until Ready Read student workbooks are secured, teachers will need to access the materials via the iReady Toolbox. If access issues arise, please do not hesitate to contact ci_ela_team@csk12.org.

K-8 MATH

ROMOND ARNOLD, MANAGER

Hello IZone 3.0 Mathematicians,

Here are five ways to build a culture of error in your classroom to help students learn from their mistakes:

1. Challenge negative responses.
2. Explain your reasoning.
3. Celebrate mistakes.
4. Implement the "Show Call" method.
5. Own your own mistakes.

[Click here to read the full list with explanations!](#)

Culture of Error

- "I'm glad I saw that mistake. It teaches us something we have to fix before we've mastered this."
- "I like that your first instinct was to use geometry, but in this situation, we have to solve algebraically."
- "Yes, the writing here makes it very challenging to follow who is saying what. But that phrase is spoken by Mary and not by John. Let's take a look at how we know that."
- "What I am asking you to do is difficult. Even working scientists struggle with it. But I know we'll get it, so let's take a look at what went wrong here. . . ."

K-8 SCIENCE

ANGELA ROWE-JACKSON, MANAGER

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

It's All About the MOVES

H.O.T. Learning (Hands-on Tuesdays) was in full effect at this year's Summer Learning Institute 2023.

Our IZone 3.0 teachers got first-hand experience with H.O.T. Learning tasks during this summer's Summer Learning Institute (SLI). During the training, teachers engaged in the learning process as students and left with an understanding of the teacher and student moves for an Explore lesson. Knowing the moves associated with each component of the 5E Model helps teachers engage students, motivate scholars to learn, and encourage the development of each future scientist's skills. When engaging students in an Explore lesson the teacher: acts as a facilitator; observes and listens to students as they interact; asks thorough, inquiry-based questions; provides time for students to think and reflect; and encourages cooperative learning.

If you missed the training or need a refresher on the moves referenced above, no worries! See the links below.

[5E Model.pdf](#) - This link shares the Teacher and Student Actions for the 5E Model.

[5E Planning Tool-Explore Phase.docx](#) - This planning tool is used to support teachers with planning an Explore lesson.

"Together We are ONE in SCIENCE!"

HIGH SCHOOL

DR. WILLIAM KINARD III, MANAGER

Teaching Vocabulary and Comprehension - The "Read-Aloud" Strategy

Teaching vocabulary and comprehension is essential to ELA instruction. Establishing a few consistent routines could aid with growth in vocabulary retention and comprehension. The "Read Aloud" is a great strategy to ensure you're on the right path. "Read Aloud" is perfect for addressing fluency and comprehension in any classroom. The chart on the right displays common teacher and student actions that are aligned with the "Read Aloud" strategy.

Additionally, be sure to follow the read-aloud with vocabulary activities and wordplay. For example:

1. Have students provide a sentence using targeted words.
2. Have students act out vocabulary terms.
3. Display a series of pictures, have students select the appropriate photo that displays the meaning of the word, and provide an explanation.

Source: [Four Ways to Teach Vocabulary and Reading Comprehension](#)

"READ ALOUD" TEACHER & STUDENT MOVES

TEACHER MOVES	STUDENT MOVES
Read through the book and identify vocabulary words to target for instruction while planning.	Identify word placement if the teacher chooses to pre-scan prior to reading.
Briefly address vocabulary words to students for fluency prior to reading.	Listen for the correct pronunciation of targeted words.
Address meaning during the read-alouds.	Read and listen for meaning, and ask questions if necessary.
Review the context of the words in the text.	Make connections of word meaning in the text.
Have students repeat vocabulary for correct pronunciation, then visualize the word's meaning.	Repeat vocabulary for correct pronunciation, then visualize the word's meaning.



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