



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

Educational Championship Victory

Are you obsessed with winning? I am!

Securing victory in the championship game of education is a remarkable achievement that reflects the culmination of relentless dedication and hard work. This triumph goes beyond the confines of a traditional sports competition, symbolizing the conquest of intellectual challenges and the pursuit of knowledge. Just as athletes train rigorously to excel on the field, students and educators strive tirelessly to master their subjects, expand their horizons, and push the boundaries of their capabilities. Winning this educational championship stands as a testament to the power of determination, collaboration, and the unwavering pursuit of excellence, echoing the sentiment that education, like sports, is a journey where each milestone achieved represents a step closer to greatness.

The Cost of Winning...O.R.A.

The 6 "Ships" Needed to WIN a Championship

Greg Berge

Want to WIN a "Championship?" There are other "SHIPS" you need first.

1: OWNERSHIP

Before you think about winning, you must OWN the process! Own your commitment level. Own your dedication. Own your accountability. Own your standards. Create an Everything is Earned Mentality. Own the PROCESS.

2: LEADERSHIP

Player Led Teams WIN. It is that simple. Be the leader that your team needs. Set the standard and hold others to this standard. Be accountable to your teammates. Raise the bar. LEAD first.

3: FRIENDSHIP

Champions care for their teammates. They hang out with their teammates. They are friends. Tight-knit teams WIN. Champions genuinely care for each other. They play FOR each other. Friendship First!

4: HARDSHIP

Adversity will happen in sports. Adversity will happen in your team. How will you handle "hardship?" Will you stick together during these tough times? Will you rally around each other? Will you play for each other? Championship teams handle hardship together?

5: SPORTSMANSHIP

Classy teams know how to win. They do it the right way. They compete hard, but they respect their opponents at all times. They show sportsmanship. They are humble when they win; they are classy when they lose. Champions show good sportsmanship first.

6: SCHOLARSHIP

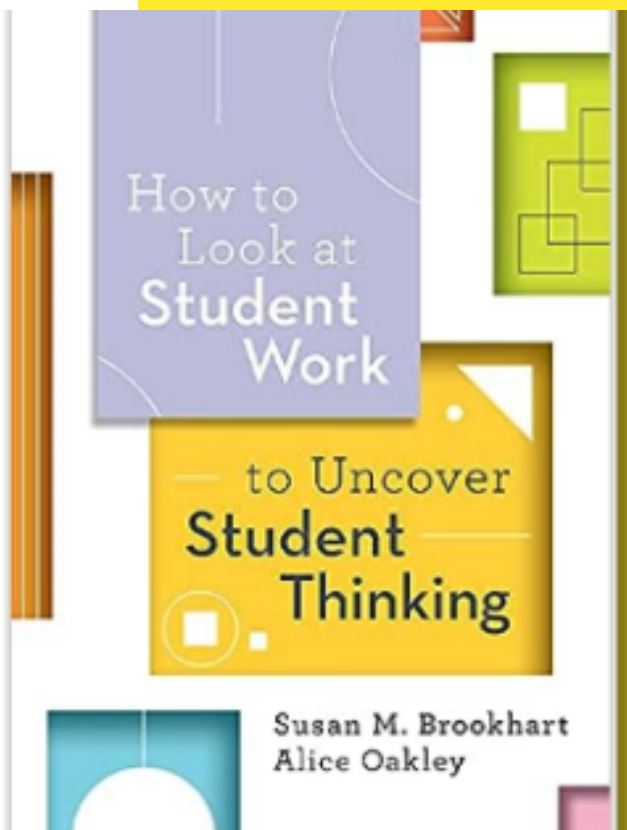
You are a student first. Never forget this. Champions are champions in all they do. This includes school. They know that these habits of success carry over to the playing field. Their priorities are clear. Champions are Scholars.

LEADERSHIP

MRS. PAMELA HARRIS-GILES, IZONE 3.0 DIRECTOR

Student Work Analysis – Make it a Part of Your School’s Culture

Danny Steele wrote a blog for the National Association for Secondary School Principals that provides a list of “10 Things Great Principals Do Well.” Not surprisingly, two things that made the list were 1) Paying attention to student achievement and 2) Fostering a culture of collaboration. While there are many ways to do these two things as a school leader, looking at student work is one sure way to keep student achievement at the center of attention while also fostering a culture of collaboration among teachers. Utilizing a structured protocol to analyze students’ work gives educators information about students’ understanding of concepts and skills. This helps educators make instructional decisions for improving student learning. Click [here](#) to access our District’s Student Work Analysis Protocol. This is the protocol that the IZone 3.0 Centralized Support Team will use as we work with educators to look deeply at the tasks teachers assign to students.



IN THE SPOTLIGHT

HANLEY K-8



(L-R): Principal Glover, Board Member Coleman, and MSCS District Staff on the campus of Hanley K-8

District 9 School Board Member Joyce Dorse Coleman visited with Principal Zonja Glover and the Hanley K-8 family! We are grateful for the support and resources Board Member Coleman provides to ensure Hanley K-8 is **winning!**

K-8 ELA

DR. MATARA HARRIS, MANAGER

Submitted by: Sherrie Anderson, ELA Coach

Greetings Teacher Leaders,

There is a proven strategy to determine if and how students progress through daily learning. Using the Aggressive Monitoring strategy throughout instruction gives teachers tangible evidence of student progress. Aggressive monitoring can be used to collect data and give immediate feedback on how students are progressing through each step of the writing process. Teachers develop "pre-planned laps" around the classroom, specifically focusing on writing. This strategy also supports students' ownership and accountability for the work. Use the link below to **download** the aggressive monitoring writing tracker template shared by the IZone 3.0 ELA team during the 2023 Summer Learning Institute. Once downloaded, the template can be modified for each writing mode, your respective grade level, and rubric.

Resource: [Aggressively Monitoring Narrative Writing](#)



K-8 MATH

ROMOND ARNOLD, MANAGER

As we continue our initiative around creating a culture of error, consider implementing the strategies below to help establish a safe and non-judgmental environment for students to share their mistakes and learning experiences.

1. Cultivate a positive classroom culture: Teachers should create a supportive and inclusive classroom environment where students feel valued and respected. This can be achieved through establishing clear behavioral expectations, promoting open communication, and encouraging collaboration among peers.

2. Build trust and rapport: Teachers should build trusting relationships with their students by getting to know them individually, showing empathy, and being approachable. Students are more likely to share their mistakes and learning experiences in an environment where they feel understood and supported.

3. Normalize mistakes: Teachers can discuss the idea of making mistakes as a natural part of the learning process. They can emphasize that everyone makes mistakes and that mistakes provide growth opportunities. By normalizing mistakes, teachers can reduce anxiety and encourage students to view errors as learning opportunities rather than failures.

4. Use non-judgmental language: When discussing mistakes, teachers should use language that is non-judgmental and focused on growth. Instead of labeling mistakes as "wrong" or "bad," teachers can use terms like "learning moments" or "opportunities for improvement." This helps students feel less judged and more encouraged to share their experiences.

5. Encourage peer support: Teachers can foster a sense of community within the classroom by encouraging peer support and collaboration. Students can work together in pairs or small groups to discuss and reflect on their mistakes and learning experiences. This creates a safe space where students can learn from each other and feel less alone in their struggles.

6. Provide confidentiality: Teachers should assure students that any mistakes or learning experiences shared will be kept confidential and not used against them. This helps students feel more comfortable sharing their personal stories without fear of judgment or negative consequences.

By implementing these strategies, teachers can create a safe and non-judgmental environment where students feel comfortable sharing their mistakes and learning experiences. This promotes a growth mindset and fosters a culture of continuous learning and improvement.

Article: [Embracing a Classroom Culture of Error](#)



K-8 SCIENCE

ANGELA ROWE-JACKSON, MANAGER

M.A.D. Scientists at Work
Masters of 5E with **Ambition** and **Determination**
The Best Out of H.O.T. Learning

The purpose of Hands-On Tuesday is to ensure students have the opportunity to engage in learning the content through the use of tangible items. Here are some tips to maximize your H.O.T. Learning days:

- Before explicitly teaching vocabulary and scientific concepts, the teacher allows students to **thoroughly investigate** a problem through experiential 5E exploration activities in collaborative groups.
- The teacher provides **two or more actual experiences** during H.O.T. Learning. These are activities in which students will connect their prior knowledge to their current experience.
- **Students work collaboratively in groups.** During these moments, students learn to listen to each other, advocate for their ideas, and make appropriate changes. Students are challenged to think creatively and make connections.
- **The teacher asks the right open-ended questions.**
 - a. Have you considered what might happen when you _____?
 - b. Why do you suppose _____?
 - c. What might happen if you _____?
 - d. What patterns did you notice?
 - e. What do you think could be an alternative explanation?
- **Students also ask questions about their observations.**

Article: [What is the Exploration Phase of the 5E Instructional Model?](#)

Together, We are ONE in SCIENCE!

HIGH SCHOOL

DR. WILLIAM KINARD III, MANAGER

Submitted by: Dr. Edrika Thigpen, Algebra I Coach

Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students

Algebra is often the first mathematics subject that requires extensive abstract thinking, a challenging new skill for many students. Algebra moves students beyond an emphasis on arithmetic operations to focus on using symbols to represent numbers and express mathematical relationships. Understanding algebra is essential for success in future mathematics courses, including geometry and calculus. Many mathematics experts consider algebra knowledge and skills important for post-secondary success and producing a skilled workforce for scientific and technical careers. Though the Tennessee Department of Education provides standards in high school algebra, these standards do not provide evidence-based guidance for implementation. Here are three recommendations that provide teachers with specific, actionable guidance for implementing these practices in their classrooms:

Recommendations

1. Use solved problems to engage students in analyzing algebraic reasoning and strategies.
2. Teach students to utilize the structure of algebraic representations.
3. Teach students to intentionally choose from alternative algebraic strategies when solving problems.

Visit [Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students](#) for a more detailed review of these recommendations.

THE IZONE 3.0 COMMITMENTS

***Your school is
my school.***

***My school is
your school.***

***Your kids are
my kids.***

***My kids are
your kids.***

The projected payment date
for 2023 SLI and Early Return
Days stipends is

**Friday,
September 29, 2023**

This stipend is only for those
employees who meet the
criteria published July 2023.