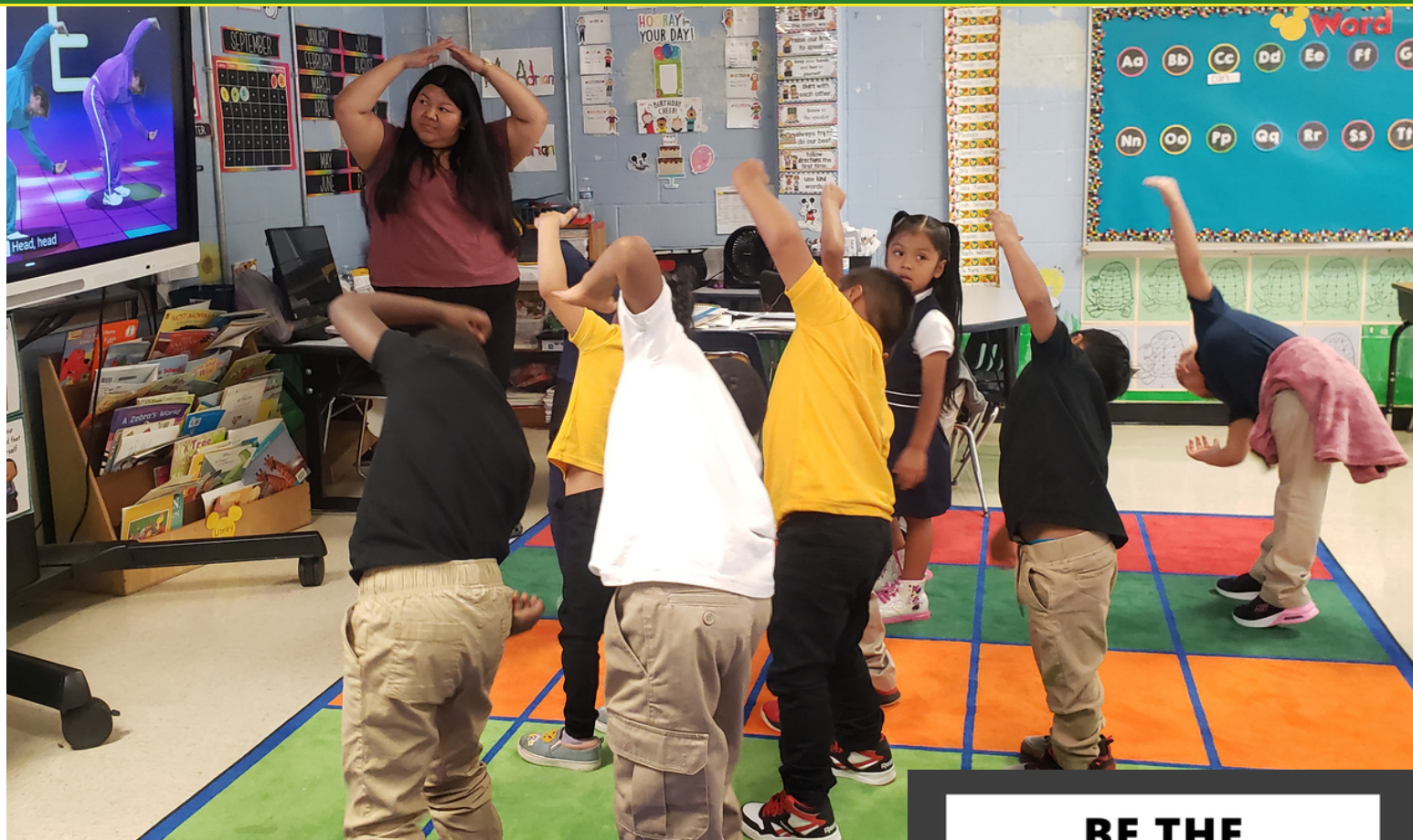




THE TURNAROUND DIGEST *Review*

VOLUME 2, ISSUE 7 • SEPTEMBER 15, 2023

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



Kindergarten students at Sheffield ES have a blast while learning the alphabet!

FROM THE DESK OF

Dr. Thomas D. Rogers



"The win is coming" is a phrase that encapsulates the anticipation and determination often felt before achieving success. It symbolizes the belief that, despite challenges and setbacks, victory is on the horizon. It speaks to the resilience and perseverance required to overcome obstacles and achieve one's goals. This mantra encourages individuals to stay focused, keep pushing forward, and maintain faith in their abilities, reminding them that, ultimately, success will be theirs to claim. Whether in personal pursuits or professional endeavors, "the win is coming" is a motivating reminder that triumph is inevitable with dedication and effort.

BE THE TEAMMATE WHO:

- ✓ BRINGS ENERGY AND ENTHUSIASM
- ✓ APPRECIATES EVERYONE'S ROLE
- ✓ SUPPORTS THOSE WHO STRUGGLE
- ✓ COMPLIMENTS A GREAT PLAY
- ✓ CHALLENGES POOR PERFORMANCE
- ✓ UNIFIES YOUR TEAM
- ✓ HAS EVERYONE'S BACK
- ✓ EMBODIES YOUR TEAM'S STANDARDS
- ✓ HOLDS EVERYONE ACCOUNTABLE



LEADERSHIP

DR. DEBRA STANFORD, ZONE 9 ILD

Coaching Heavy or Coaching Light...What's Your Style?

The idea of coaching isn't new, and the very definition might sound self-explanatory: a coach instructs and trains. Think about your favorite sports team's coach. Does he or she not instruct and/or train? Yes. Coaches help the team work toward achieving a goal.

Not only are coaches helping lead their teams toward a goal, but they are also implementing programs that help team members improve their performance and develop stronger skill sets. So, school leaders must become coaches. However, this is not an easy role to assume, and it doesn't come with a simple recipe.

Coaching is complex and challenging work. Effective coaches influence teachers and leaders, improving students' academic growth and achievement. It is imperative for leaders to implement coaching practices that result in impactful changes to the teaching and learning process. Ideally, these changes will improve instruction and success for every student.

Click the image to the right to learn more about coaching heavy or light!



Vol. 13, No. 1
July 2018

**TEACHERS
TEACHING
TEACHERS™**

FOR A DYNAMIC COMMUNITY OF TEACHER LEADERS



**ARE YOU COACHING
HEAVY OR LIGHT?**

By Joellen Killian

If the primary goal of a coaching program is to improve student learning, then coaches focus their work on strengthening the quality of teaching and learning. If any of the providers of coaching — the school, the district, or the coach — is unclear about the goal of the coaching, then coaches will struggle to keep a laser-like focus on doing what matters.

I have been experimenting with how

I talk with coaches about the importance of their decisions related to how they allocate their time and services. I've come to believe that there are two kinds of coaching — coaching *light* and coaching *heavy*. The difference between them is essentially in the results produced. Aspects of a coach's belief system, the roles, and the context matter, too.

Coaching *light* results in coaches being accepted, appreciated, and even liked by their peers. When coaches' work is driven by the goal of being appreciated, coaches tend to say "yes" to services they believe will ingratiate them with staff members, particularly those who may exhibit some reluctance to working with a coach. Coaching *light* occurs when coaches want to build and maintain relationships more than they want to improve teaching and learning. From this perspective, coaches may act to increase their perceived value to teachers by providing resources and avoiding challenging conversations. They may provide demonstration lessons, share curriculum materials, or facilitate learning without holding an expectation that teachers apply the learning in their classrooms. While each service has value and contributes to improving teaching and learning, they can also be acts of avoidance.

From the perspective of the teacher,

NSDC's purpose: Every educator engages in effective professional learning every day so every student achieves.

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NSDC
National Staff Development Council
800-727-7288
www.nsdc.org



Principal Tara Harris - Booker T. Washington 6-12

IN THE SPOTLIGHT

BOOKER T. WASHINGTON 6-12

On September 5th, The Center for High School Success (CHSS) proudly announced Booker T. Washington 6-12 as one of their 2023-2024 Demonstration Schools. Per the announcement on the organization's website, "CHSS Demonstration Schools are chosen for their sustained improvement, consistently high 9th Grade On-Track Rates, and exemplary implementation of the CHSS Roadmap." We are certainly proud of Principal Tara Harris and the BTW Family for earning this magnificent distinction!

[Click here to read the full story!](#)

"WE'VE GOT TO WORK TO SAVE OUR CHILDREN AND DO IT WITH FULL RESPECT FOR THE FACT THAT IF WE DO NOT, NO ONE ELSE IS GOING TO DO IT".

Dr. Dorothy I. Height
American Civil and Women's Rights Activist

K-8 ELA

DR. MATARA HARRIS, MANAGER

Submitted by: Mrs. Jolie Madihalli, ELA Coach

Greetings Terrific Teachers,

Can you believe that we are halfway through the first quarter? Narrative writing should be moving full steam ahead. As you are working with students on writing tasks, remember to use the look-fors document and/or rubric when giving feedback to students. What are your noticings about how students perform based on the rubric? Are some of your students still experiencing challenges with writing? Please click the link below to access additional strategies you can implement to help students who need additional writing support.



Happy writing!

Article: [12 Ways to Help Students who Struggle with Writing](#)

K-8 MATH

ROMOND ARNOLD, MANAGER

Hello IZone, 3.0 Mathematicians,

Why use error analysis in the mathematics classroom? Error analysis is a valuable tool in a K-8 math classroom for several reasons:

- 1. Identifying misconceptions:** Error analysis allows teachers to identify common errors and misconceptions students may have while solving math problems. By understanding these misconceptions, teachers can target specific areas that need further instruction or clarification.
- 2. Tailoring instruction:** With the help of error analysis, teachers can modify their instructional strategies to better meet the needs of their students. They can provide targeted interventions, scaffold instruction, or reteach specific concepts to address the identified errors and misconceptions.
- 3. Assessing effectiveness:** Error analysis helps teachers assess the effectiveness of their teaching methods and curriculum. It provides valuable feedback on whether students grasp the concepts taught in class and whether instructional strategies need adjustment.
- 4. Improving instruction:** Teachers can use the findings from error analysis to improve their instruction and develop more effective lesson plans. It allows them to refine their teaching techniques and ensure that students thoroughly understand mathematical concepts.
- 5. Promoting critical thinking:** Error analysis enhances students' critical thinking and problem-solving skills. By identifying and analyzing errors in their own work and the work of others, students develop the ability to think critically, evaluate their reasoning, and make necessary adjustments to correct their mistakes. This process fosters a deeper understanding of mathematical concepts and improves overall mathematical proficiency.

Overall, error analysis supports a comprehensive and targeted approach to mathematics instruction. It enables teachers to address misconceptions, adapt instruction to student needs, and promote a deeper understanding of mathematical concepts among students in a K-8 classroom.

Error Analysis

- Important tool for teaching and learning
- If we can determine when and how mistakes are made, we can be more effective in our teaching
- It helps us to break tasks down into sub-skills - small achievable chunks



Click [here](#) to read the article: *4 Reasons Why You Need to Use Error Analysis to Teach Math!*

K-8 SCIENCE

ANGELA ROWE-JACKSON, MANAGER

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

Make it Make Sense

H.O.T. Learning is a great way to engage students in learning content, but how can you “make it make sense”? Exploring a phenomenon is a great way to make it make sense!

Instead of passively learning abstract or disconnected concepts, phenomenon-based learning requires learners to actively discover the knowledge and skills required to solve real-life problems.

Often, learners are taught various subjects’ theories and concepts but cannot make the connections between them nor explain how they relate to real life. In other words, they sit through lessons lacking meaning and context.

On the other hand, engaging students in solving real-life problems, analyzing scenarios, and explaining scientific events encourages connected learning. Students can discover how the knowledge from different areas is connected and applied to real life.

In summary, phenomenon-based learning provides a more meaningful learning experience by actively engaging learners to solve problems that have a real-world context. It also helps learners to make connections across different disciplines. Make every effort to include phenomena in your H.O.T. Learning lessons as doing so will help close the gaps in helping students make connections.

Here are resources to help you help students make it make sense!

Phenomenal Phenomena:

[The Wonder of Science - Phenomenon](#)
[Model-Based Inquiry - Phenomenal Ideas](#)

How to use a phenomenon (one of my favorite resources):
[Iowa PBS - Phenomena Basics](#)

Together, We are ONE in SCIENCE!

HIGH SCHOOL

DR. WILLIAM KINARD III, MANAGER

Submitted by: Ms. Brenda Wells, Algebra I Coach

Teach Like a Champion 3.0 - Building Ratio Through Writing

One of the simplest and most powerful instructional shifts you can make is to increase the amount of high-quality writing your students engage in. Doug Lemov’s *Teach Like a Champion 3.0* outlines some great techniques that can be used to strengthen students’ capacity to be excellent writers.

Technique 38: *Everybody Writes* prepares your students to engage rigorously by allowing them to reflect on writing before you ask them to discuss.

Technique 39: *Silent Solo* teaches students to reliably write, on cue, as a matter of habit.

Technique 40: *Front the Writing* designs lesson so that writing is early on.

Technique 41: *Art of the Sentence* builds syntactic control through deliberate practice. Developmental writing is also important.

Technique 42: *Regular Revision* improves students’ writing by making it a habit to regularly revise all manner of writing.

Source: Lemov, Doug. *Teach Like a Champion 3.0*, Hoboken, NJ: Jossey-Bass, 2021.

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.