THE

TURNAROUND DIGEST Review

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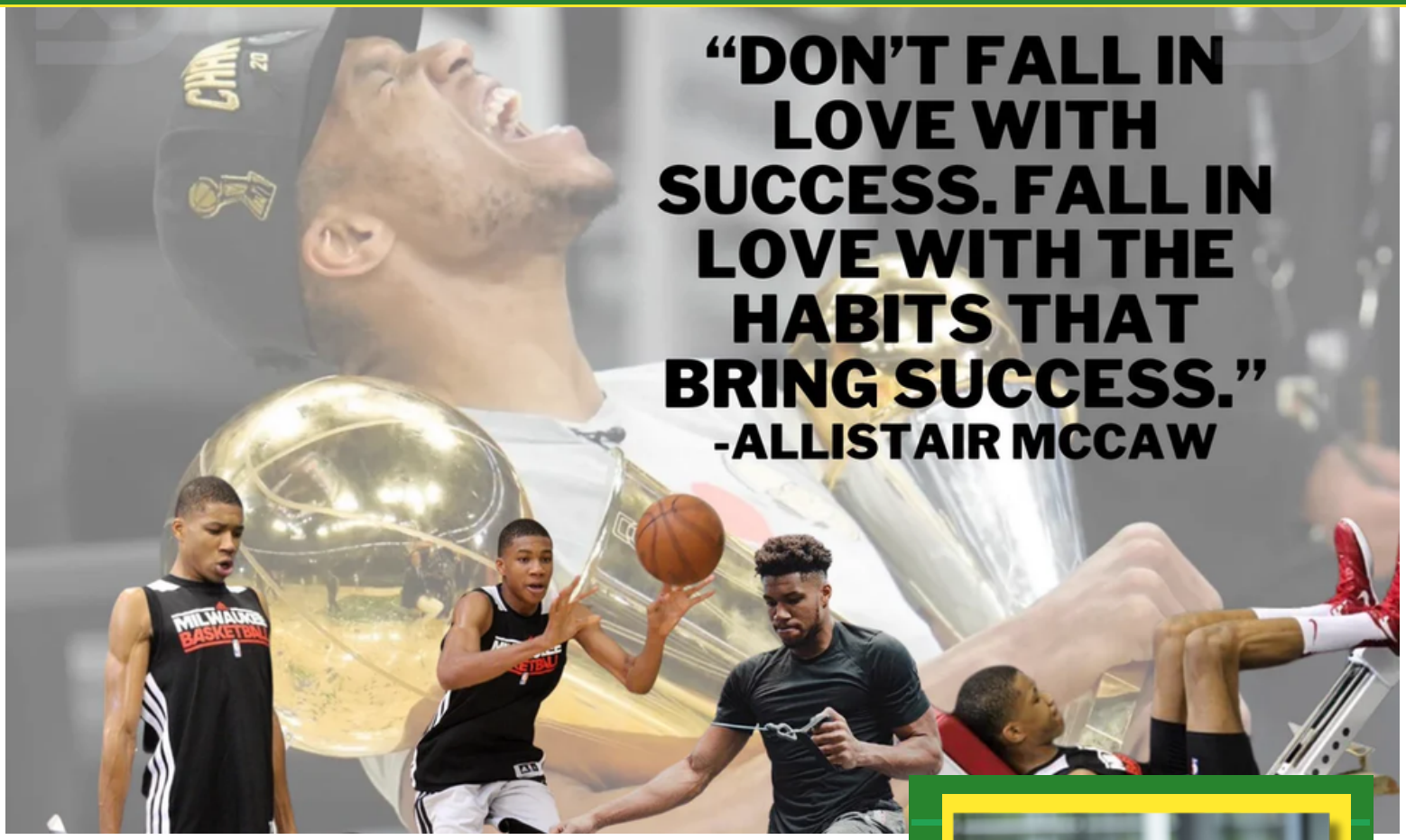
DR. THOMAS D. ROGERS, ASSISTANT SUPERINTENDENT - 2022-2023 BROAD FELLOW-YALE SCHOOL OF MANAGEMENT



FROM THE DESK OF

Dr. Thomas D. Rogers

A quality education often hinges on cultivating productive habits.

Firstly, consistent and organized study routines are pivotal in achieving academic success. Setting aside dedicated time for studying, reviewing material, and completing assignments fosters discipline and ensures that necessary tasks are completed in a timely manner. Effective time management is also crucial; prioritizing tasks based on importance and allocating time accordingly can optimize productivity.

A growth mindset - embracing challenges and persisting through difficulties - is equally important. Seeking help when needed and actively participating in discussions further enhance understanding and retention of the subject matter.

Lastly, maintaining a healthy work-life balance, incorporating regular exercise and adequate rest, nurtures the mind and body, ultimately supporting a successful educational journey.

LEADERSHIP

MS. ALISHA KINER, ZONE 11 ILD

IT'S THE LITTLE THINGS . . .

When I asked a group of principals what concerns them most, the responses overwhelmingly reflected a need to increase the quality of care for the people they serve.

With post-pandemic academic losses, a palpable shift in the number of people who want to teach for a living, younger millennials and Generation Z approaching careers very differently from those who taught in earlier generations - the schism in what is required to support one does not always match what is required to support another - and principals want to get it right.

This article from the Harvard Business Review shares the little things that make employees feel appreciated. This list of suggestions spans all generations and, if coupled with an occasional nice meal, a "surprise" gift or token of appreciation, or sharing an authentic laugh, creates a recipe for success.

IN THE SPOTLIGHT

PRINCIPAL TRENTON WATSON

Westwood High School's principal, Dr. Trenton Watson, was recently interviewed by two of his Mighty Longhorns, and the video is featured on the Memphis-Shelby County Schools' Facebook page! During the interview, Dr. Watson shared his vision for the school and a few interesting facts to help Westwood stakeholders get to know him a bit better. Click **here** to see the full interview!

Note: *Facebook may be blocked on certain MSCS networks.*

"It's the little conversations that build the relationships and make an impact on each student."

Robert John Meehan
American Author, Educator, and Poet

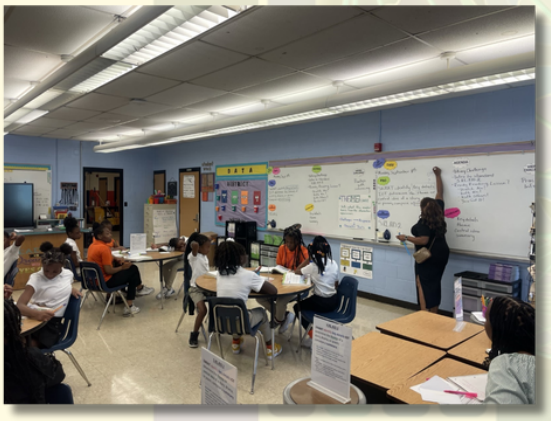
The Focal Point

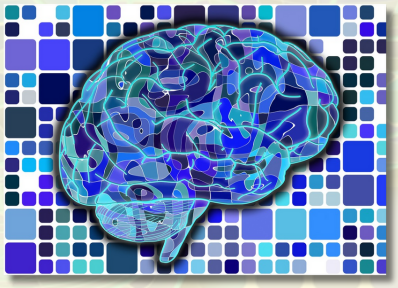
K-8 ELA

DR. MATARA HARRIS, MANAGER

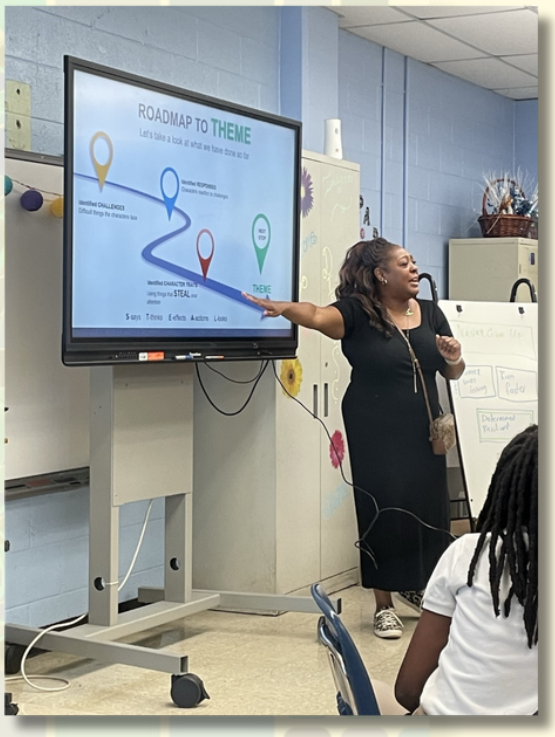
Greetings Great Leaders and Teachers,

As we conclude the last week of September, we must be reminded that student engagement is essential for learning. However, students should experience the right engagement for optimal results. We have observed teachers implementing student engagement strategies such as Turn and Talk, Think-Pair-Share, Group Discussion, Partner Talk, and more! The use of engagement strategies begins with strong Tier 1, standards-aligned instruction. Click the image of the brain below to learn about additional ways to increase student engagement.





Click the image above to learn more about Dr. Marcia Tate's "Brain Compatible Strategies for Learning"



ELA Spotlight: Riverview K-8 4th/5th grade ELA teacher, Andrea Dandridge, is utilizing four of the engagement strategies found in the article linked in this feature (click the image of the brain). Can you guess the strategies?

K-8 MATH

ROMOND ARNOLD, MANAGER

Hello IZone, 3.0 Mathematicians.

To effectively conduct error analysis in a K-8 mathematics classroom, students should have the following knowledge and skills:

1. Understanding of mathematical concepts: Students should have a solid understanding of the mathematical concepts being taught. This includes knowledge of arithmetic operations, fractions, decimals, geometry, and algebraic concepts.

TYPES OF ERRORS

CARELESS ERROR
Writing the Wrong Number | Not Following Directions

COMPUTATION ERROR
Adding, Subtracting, Multiplying, or Dividing Incorrectly

PRECISION ERROR
Work Too Messy to Understand | Dropping a Negative Sign | FOrgetting Parentheses| Missing Unites | Lack of Labeling | Incorrect Notation

PROBLEM-SOLVING ERROR
Not Following Rules of Algebra | Failure to Complete all of the Steps | Not Showing Thinking for Each Step

2. Problem-solving skills: Students should be able to solve mathematical problems using appropriate strategies. They should understand different problem-solving approaches and know when to apply them.

3. Critical thinking skills: Students should be able to think critically about their own work and the work of others. They should be able to analyze mathematical reasoning and identify errors or misconceptions.

4. Knowledge of mathematical vocabulary: Students should be familiar with mathematical vocabulary and be able to use it to communicate their thinking. This includes understanding mathematical terms and symbols and explaining their meaning.

5. Attention to detail: Students should be able to pay attention to details in mathematical problems and solutions. They should be able to identify errors or inconsistencies in calculations or reasoning.

6. Communication skills: Students should be able to effectively communicate their mathematical thinking, both orally and in written form. They should be able to explain their reasoning and justify their solutions.

Internalizing this knowledge and exhibiting these skills enables students to effectively analyze mathematical errors, identify misconceptions, and gain a deeper understanding of mathematical concepts.

Vanderbilt University Study - Mathematics: Identifying and Addressing Student Errors

The Focal Point

K-8 SCIENCE

ANGELA ROWE-JACKSON, MANAGER

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

Setting the Stage for H.O.T. Learning

To heat up your Hands-On Tuesday lesson and set the stage for learning, implement H.O.T. phenomena!

"Phenomena are more than the initial hook to get students engaged in the process of science. They also provide a pathway for students to connect deeply with the material, generating lines of inquiry to make sense of the phenomenon or solve a problem. Using phenomena as the context for a performance task allows students to build confidence in approaching science as a process rather than discrete bits of knowledge."

What are phenomena?

"Phenomena are observable events that cause a student to wonder or otherwise engage with the process of science. The observations do not have to be seen by the naked eye but may be recorded by instruments. They are also specific observable events. For example, stars, as a general topic, are not phenomena. A solar flare that disrupts communications on Earth is. Why? Because it generates a problem that requires an engineering solution."

(**Source:** nwea.org)

Be on the lookout for next week's feature on how to implement H.O.T phenomena!

Together, We are ONE in SCIENCE!

HIGH SCHOOL

DR. WILLIAM KINARD III, MANAGER

INTEGRATING LITERACY IN DISCOVERY-BASED CLASSROOMS THROUGH 5E SCIENCE LESSONS

Submitted by: Kimberly Speight, Science Coach

Science teachers once cringed at the idea of literacy and science integration. Reading the textbook for answers to the questions at the end of each chapter was thought to be enough for literacy. After all, we're science teachers, not English teachers! Luckily, we now have a better understanding of literacy, and we realize data shows that literacy instruction in science positively affects students' understanding of science.

Science literacy is more than just reading the textbook. Instead, 3D science instruction requires students to use text to explain concepts they have explored. Thus, teachers should not introduce new concepts for the first time through explanatory text. According to Nicole VanTassel, founder and CEO of iExploreScience, students must understand the content (or at least its big ideas) before diving into any text about that subject. Text can be used to support student discovery, reinforce student learning, and apply concepts to the real world.

Literacy throughout the 5 E Instructional Plan

Adapting scientific texts for classroom usage allows teachers to incorporate new phenomena while addressing all three dimensions of scientific instruction. One-page texts can be pulled from sites like Newsela Science or Science News for Students. Students can read about a phenomenon in the Engage phase and then apply the Science and Engineering Practices, such as asking questions, drawing conclusions, and collecting evidence. In the Explain phase, students can consider the new phenomenon through the lens of a specific Crosscutting Concept by using the text to pull out key foci using graphic organizers; students can extend their understanding of unit concepts through the usage of texts, applying them to new scenarios and settings in the Elaborate phase.

Incorporating a Variety of Ways to Use Text

1. Incorporate scientific text in the lesson to introduce the phenomena by using websites such as **ASU's Ask a Biologist** and **UW-Stout's Science News Explores**

2. Use fictional text to support concepts; use plot and setting details as exemplar information students can use to identify or explain concepts.

3. **Allow students to create text; incorporate creative writing.** Requiring accurate scientific content as the basis of the creative writing couples evaluation of student understanding with literacy.

4. Use text as evidence for student explanation and characterization of key ideas. Have students annotate the text; use graphic organizers to allow students to summarize information across several texts.

5. Have students summarize their learning in a journal writing at the end of class.

Click here for additional information on how to support literacy in the science classroom.

THE IZONE 3.0 COMMITMENTS

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.