THE

TURNAROUND DIGEST Review

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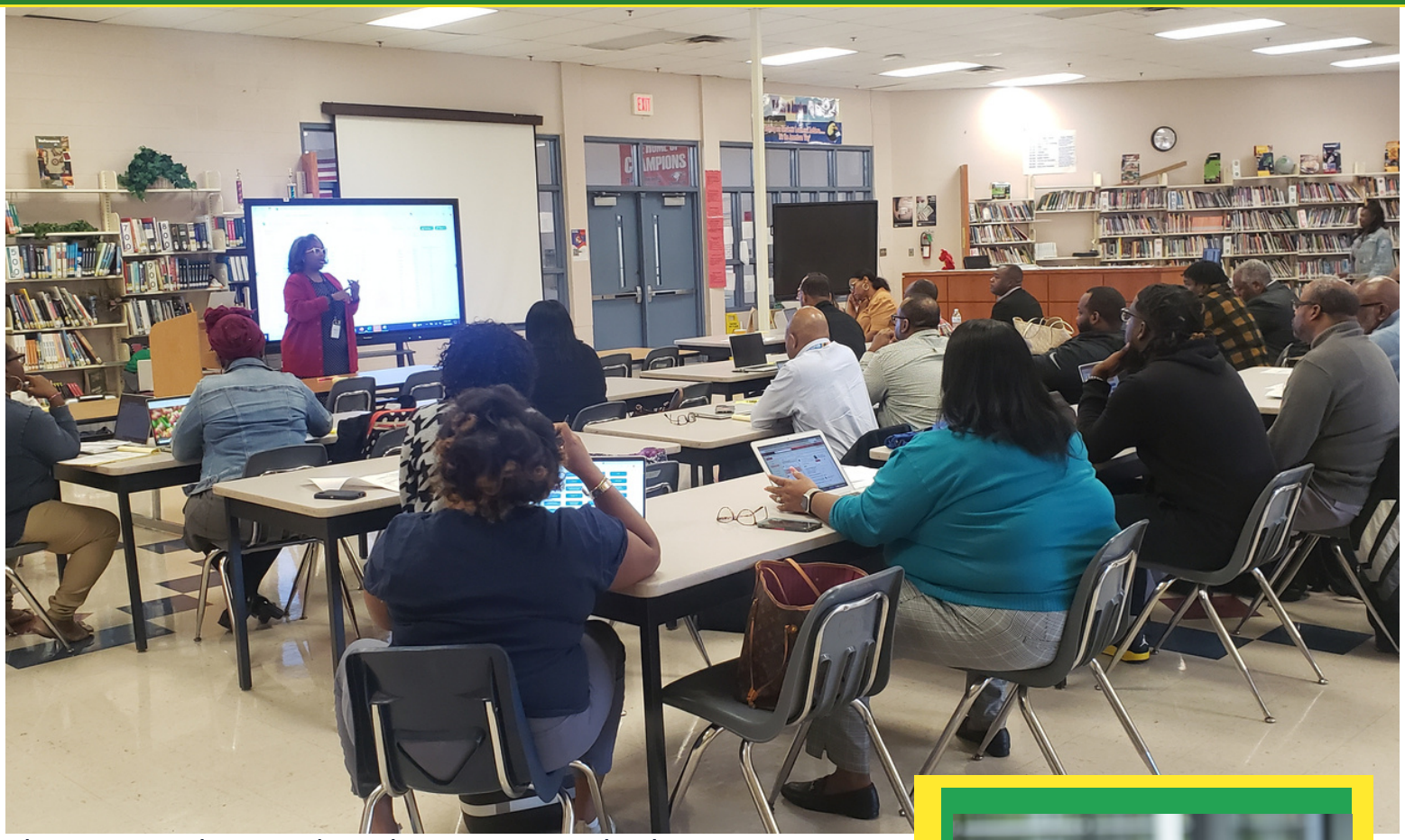
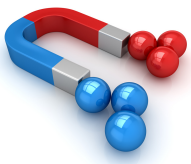
DR. THOMAS D. ROGERS, ASSISTANT SUPERINTENDENT - 2022-2023 BROAD FELLOW-YALE SCHOOL OF MANAGEMENT



Eduators engage in the IZone 3.0/Curriculum & Instruction Social Studies PD at American Way MS

FROM THE DESK OF *Dr. Thomas D. Rogers*

Magnetic leadership is a compelling style characterized by its ability to attract and engage followers effortlessly. Much like the magnetic force that draws objects towards it, a magnetic leader possesses qualities that pull people in and inspire loyalty and commitment. They have a strong vision, excellent communication skills, and an authentic, charismatic presence that resonates with others. This leadership style fosters a positive work environment, encourages collaboration, and motivates team members to align with the leader's goals and values, creating a cohesive and enthusiastic team. Magnetic leaders leave a lasting impact, leaving followers inspired and empowered to achieve common objectives.



Fast Company Article: ***How to be a magnetic leader, according to neuropsychologist***

LEADERSHIP

PAMELA HARRIS-GILES, IZONE 3.0 DIRECTOR

Looking at Student Work - 3 Things to Do to Make it a Part of Your School's Culture

During our first Feeder Pattern Meeting last month, Dr. Rogers communicated the areas in which the IZone Centralized Support Team would focus this year as we support schools with making intentional moves towards improved student outcomes. As you know, Looking at Student Work is one of those focus areas. Listed to the right are three critical steps that school leaders can take to ensure implementation and impact with Looking at Student Work.

Now that we have begun Quarter 2, I will be visiting schools to provide support with ensuring these three steps are actionable and observable in our schools. Please feel free to contact me if you have any questions or if you have any immediate support needs with Looking at Student Work.

- ☑ Clearly communicate to teachers the benefits and benefactors of analyzing student work. Students benefit because teachers can make meaningful adjustments in instruction to help students solidify the learning, but teachers also benefit because they are better equipped to meet the needs of their students when they take the time to work collaboratively through the Student Work Analysis Protocol.
- ☑ Invest the time to train teachers on how to use the Student Work Analysis Protocol. Provide opportunities for safe practice and cultivate a culture of continuous learning. Accountability should not come before support is provided.
- ☑ Establish and communicate a cadence of when teachers are expected to engage in the Student Work Analysis Protocol.

IN THE SPOTLIGHT

JERLAYSIA JOHNSON, WOODDALE HS

Wooddale High School senior, Jerlaysia Johnson, was recently elected as the state JAGTN Parliamentarian!

As the state JAGTN Parliamentarian, Jerlaysia hopes to hone her ability to communicate effectively and confidently while inspiring and engaging her audience. She will focus on preserving order and fairness during meetings to maintain the integrity of the decision-making process.

Per the JAGTN website:
The mission of JAG Tennessee (formerly Jobs For Tennessee Graduates JTG) is to guide this generation of students, empowering them with the essential skills to excel in employability, education, and life...JAGTN is an affiliate of Jobs for America's Graduates (JAG) and is a non-profit organization.

Congratulations to Jerlaysia and Principal Robinson!

The Focal Point

K-8 ELA

DR. MATARA HARRIS, MANAGER

Submitted by: Coach Carrie McGhee-Runnels

Greetings Terrific ELA Educators,

The Gradual Release Model supports educators with delivering instruction that allows learners to master standards. The students are able to engage in hands-on application and increase their confidence as the responsibility of learning is placed in their hands. During the "I Do" portion of a lesson, teachers have the opportunity to model for students what will be expected of them when they work independently (represented by the performance-based objective). Whereas the "We Do" portion gives the student an opportunity to demonstrate the extent to which the "I Do" met their needs. With the "We Do," the teacher acts as a facilitator by asking probing questions, and allowing the students to respond accordingly, hopefully following the steps the teacher just modeled. Additionally, the teacher will assess what students have captured and have an opportunity to do additional modeling if necessary. The link below provides more information on the Gradual Release of Responsibility.

Teach and Assess Acquisition of Academic Language	SWBAT complete a function table IOT graph and describe the relationship between the dependent and independent variable.	
Phase	Teacher Behaviors	Student Behaviors
I Do	Model 100%	Observe Thinking, Speaking, and Writing 0%
We Do	Facilitate 20%	Think, Speak, and/or Write 80%

Resource: [Gradual Release of Responsibility Model]

K-8 MATH

ROMOND ARNOLD, MANAGER

Hello IZone 3.0 Mathematicians,

Over the next four weeks, we will explore real-world and practical examples of the eight effective math practices highlighted by the National Council for Teachers of Mathematics (NCTM).

The first two practices we will explore are Practice 1: Establish Mathematics Goals to Focus Learning and Practice 2: Implement Tasks that Promote Reasoning & Problem-Solving.

Effective Math Teaching Practice	Example #1	Example #2
Practice 1: Establish Mathematics Goals to Focus Learning	**Goal:** Understand Fractions	**Goal:** Developing Number Sense
Practice 2: Implement Tasks that Promote Reasoning & Problem-Solving	**Task:** Have students divide a pizza into equal parts, and then ask them to reason about fractions by discussing how much of the pizza each person gets. Extend this to problems like sharing cookies or candy bars.	**Task:** Provide students with a jar of marbles or a bag of candies. Ask them to estimate the number of items without counting them one by one. This helps develop number sense and reasoning skills.

These examples align mathematical goals with practical, real-life situations, promoting reasoning and problem-solving skills. They encourage students to think critically, apply mathematical concepts to solve everyday problems and understand the relevance of math in their lives. **Click here** to see eight additional examples.

The Focal Point

K-8 SCIENCE

ANGELA ROWE-JACKSON, MANAGER

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

As we continue to encourage the use of hands-on within science lessons, we will fine-tune our focus on the benefits of implementing such lessons. In the October 6th edition of the TDR, we shared the benefits. This week, we will focus on how hands-on increases retention.

The reason hands-on learning is so effective at information retention involves both physiological and psychological impacts of the learning style.

Hands-on learning better engages both sides of the brain. Listening and analyzing processes occur in the left hemisphere, but visual and spatial processes are handled in the right. By combining multiple styles of learning, the brain forms stronger overall connections and is able to store more relevant information.

Brain scans also show increased activity in sensory and motor-related areas of the brain when thinking about concepts they had hands-on experience with.

Being able to touch and see something is simply more powerful than only reading about it. Continue learning the benefits of hands-on by reading the article below and watching the video linked below. I promise you it is worth your time!

Article: **The Importance of Hands-On Learning in a Child's Education**

Video: **Science Education in WA: Learning with 'Hands and Minds**

Together, We are ONE in SCIENCE!

HIGH SCHOOL

DR. WILLIAM KINARD III, MANAGER

The Struggle is Real: Productive Struggle

Submitted by: Dr. Camille Horton, Algebra I Coach

Supporting productive struggle in learning mathematics is one of the effective mathematics teaching practices. Productive struggle is working hard at something that is difficult to do, persevering when the going gets tough, and making progress.

Productive struggle should:

- Be considered essential to learning mathematics with understanding
- Develop students' capacity to persevere in the face of challenges and
- Help students realize that they are capable of doing well in mathematics with effort.

For more information about productive struggle and its benefits, please check out this **website**.

THE IZONE 3.0 COMMITMENTS