

COUNTDOWN TO TCAP!



Instructional days left
before the TCAP begins
on April 15th!



THE TURNAROUND DIGEST *Review*

VOLUME 2, ISSUE 13 • NOVEMBER 3, 2023

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



Trezevant HS educators, De'Aries Shannon (l) & Sylvia Anderson (r), at the Alg. I Teachers Meeting.

FROM THE DESK OF

Dr. Thomas D. Rogers

Why Good Teachers Matter

Good teachers play a pivotal role in shaping the lives of children, leaving an indelible impact that extends far beyond the classroom. They are more than just educators; they are mentors, guides, and role models. Good teachers inspire curiosity, ignite a passion for learning, and instill values that go beyond academics. They create a supportive and nurturing environment where children feel valued and encouraged to reach their full potential. These dedicated educators not only impart knowledge but also foster critical thinking, creativity, and problem-solving skills. In doing so, they prepare children for the challenges of the future, equipping them with the tools to succeed in a rapidly changing world. Good teachers are the architects of a brighter future, molding young minds into responsible, empathetic, and empowered citizens.

“

The best thing about being a teacher is that it matters.

The hardest thing about being a teacher is that it **matters every day.**

—TODD WHITAKER, Educator



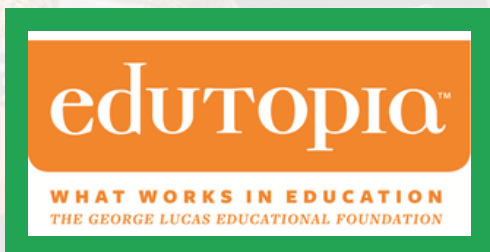
LEADERSHIP

DR. TERRENCE BRITTENUM, ZONE 10 DIRECTOR

Three Ways Administrators Can Invest in Teachers

In this day of extreme accountability from standardized testing, administrators sometimes forget that teachers feel high anxiety and require supports to cope with the many challenges they face each day. Administrators must pour into their teachers and provide them with hope, optimism, and sincere appreciation for their hard work and sacrifices. In this article, school leaders will learn ways to invest in their teachers, facilitating a positive school culture and increased student outcomes.

Article: [Three Ways Administrators Can Invest in Teachers](#)



IN THE SPOTLIGHT

MS. TAQUITTA R. THORNS, WESTWOOD HS



Ms. Taquitta Thorns serves as a science teacher at Westwood High School. In one of her recent Chemistry classes, students participated in a lab that engaged them in the real-life application of a scientific concept that can be used to address a medical condition. The phototherapy lab activity taught students about the application of light therapy in treating Grover's disease. Students assumed the role of biomedical engineers, used their knowledge about the characteristics of sunlight and the human body, and employed critical thinking skills to discover a treatment for Grover's disease using blue light therapy. Students were required to apply the Engineering Design Process, use mathematical formulas, and complete the student interactive workbook to be successful in this standards-aligned activity (CHEM 1.PS4.1). [Click here](#) to watch the students in action!

Ms. Thorns is a graduate of Mississippi Valley State University and has been teaching for six years. This is her third year at Westwood. Way to go, Ms. Thorns!

K-8 ELA

DR. MATARA HARRIS, MANAGER

Submitted by: Mrs. Carrie McGhee-Runnels, ELA Coach

Greetings Phenomenal Educators,

Students in grades 2-12 writing skills will be tested in the Spring. However, preparation begins now! The Tennessee writing rubrics are designed to score the student responses from the writing portion of the TNReady assessment. Each rubric is aligned to the appropriate grade-level standards in Writing and Language strands. Though the rubrics are not explicitly designed to be used as instructional resources, the department provides the writing rubrics in advance so that educators can prepare students for the writing portion of the TNReady assessment. Click the image below to access writing rubrics for grades 2nd through 12th.



K-8 MATH

ROMOND ARNOLD, MANAGER

Hello IZone 3.0 Mathematicians,



In week three of our series of exploring mathematical teaching practices, we will explore **Practice 5:** Posing purposeful questions and **Practice 6:** Building procedural fluency from conceptual understanding. These two practices are critical aspects of mathematics education in K-8 classrooms. Here are some real-life and practical examples:

- 1. Addition and Subtraction:** Start with a real-life scenario like shopping. Pose questions such as, "If you buy two items that cost \$3 each, how much will you spend in total?" Then, progress to more complex questions, such as solving multi-step word problems involving addition and subtraction.
- 2. Multiplication and Division:** Use the concept of equal groups. For instance, "If there are 4 students in each row, and there are five rows, how many students are there in total?" Gradually introduce more challenging problems like calculating area and perimeter, which require multiplication and division.
- 3. Fractions:** Begin with sharing food items, like pizza or cookies. Ask questions like, "If you have a pizza and you eat $\frac{3}{8}$ of it, how much is left?" As students progress, introduce tasks that require adding, subtracting, multiplying, and dividing fractions, such as baking recipes.
- 4. Decimals:** Use money as a real-life context. Ask questions like, "If you have \$10.50 and you spend \$3.25, how much money do you have left?" Advance to more complex problems like calculating discounts or tax on purchases.

These examples help students build procedural fluency while maintaining a strong foundation in conceptual understanding. By connecting math to real-life scenarios and progressively increasing the complexity of questions, students can apply their knowledge and develop a deeper appreciation for the practicality of mathematics. [Click here](#) to see examples #5 - #10.

K-8 SCIENCE

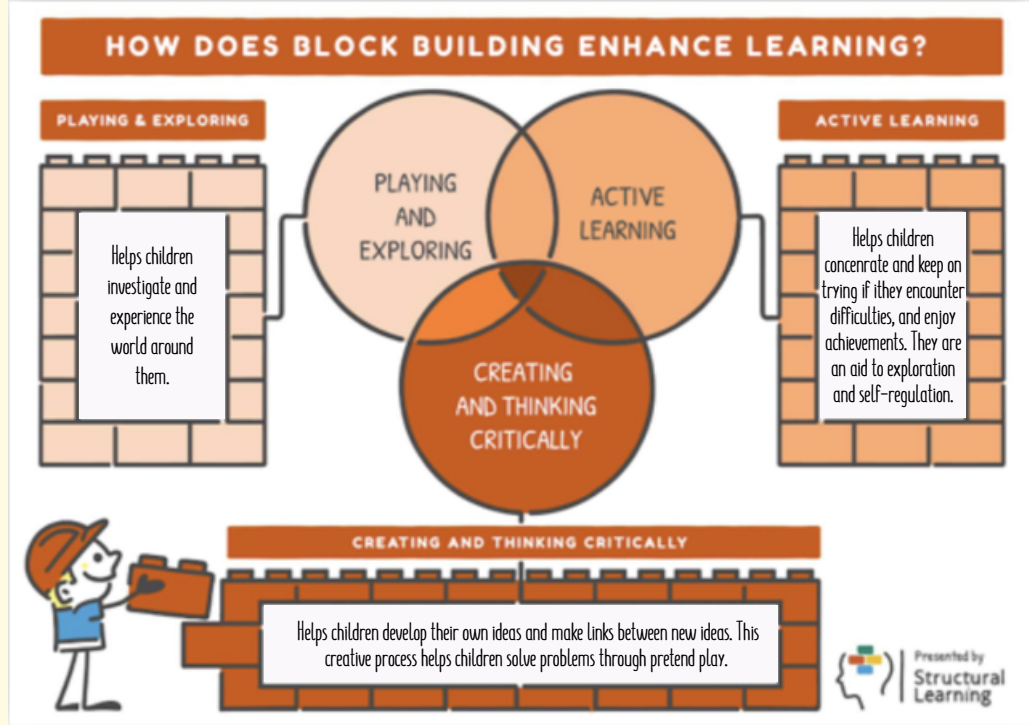
ANGELA ROWE-JACKSON, MANAGER

At its core, effective science instruction should involve students in the learning. Learning science is about engagement. The more you engage students throughout the learning process, students will retain the information to understand real-world connections. According to a study by the National Training Laboratories, students retain 75% of what they learn when they practice what they learned, and 90% of what they know when they teach someone else/use it immediately, which underscores the effectiveness of hands-on learning.

Together, We are ONE in SCIENCE!

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

"Tell me and I forget. Teach me and I remember. Involve me and I learn."
- Benjamin Franklin



HIGH SCHOOL

Looking at the Text Through A Closer Lens

DR. WILLIAM KINARD III, MANAGER

Submitted by: Mrs. Beneidra Robinson-Wadlington, ELA Coach

How do we get students to read and internalize the text? During the 2023 Summer Learning Institute, participants engaged in a three-part workshop on Close Reading. Close reading is described by Fisher and Frey (2013) as a "form of guided instruction in which the teacher questions, prompts, and cues the learner" (p. 16). The following are Close Reading Strategies that were covered during SLI that should be considered when planning and conducting a close read:

- **Chunk** the text by breaking down the text into smaller pieces, or "chunks" that are related, sequential, logical, and meaningful segments of the text.
- **R.A.G.** the text by reading the text, annotating with a purpose, (The purpose is the weekly standards which are in the PLC Planning Document), and composing Gist Statements.
- **Examine** key vocabulary by determining words that need clarification to unblock student access to the text, and words that students will need to talk and write about the text.
- **Create** effective text-dependent questions that allow students to delve deeper into the words, sentences, and paragraphs in a complex text.
- **Structure** partner/team discussions about the text-dependent questions to allow students to hear different perspectives about the learning.

Doug Lemov, the author of *Think Like a Champion*, states that close reading is important because it helps students to read and comprehend complex text, it allows students to discover unfamiliar literary concepts within the text, and it allows students to develop "language sense" which he describes as an ear for words, syntax, rhythm, and structure that is applicable across texts.

Fisher, D. & Frey, N. (2013). What's the secret to successful close reading? Strategic preparation and follow-up. *Reading Today*, 31 (2), 16-17)

Lemov, D. (March 10, 2016). Three Reasons Why Close Reading is Important | Doug Lemov. Teaching Battleground.

"Your school is my school. My school is your school. Your kids are my kids. My kids are your kids."



CONNECT WITH US!



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.***