COUNTDOWN TO TCAP!

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

THE
TURNAROUND DIGEST
Review

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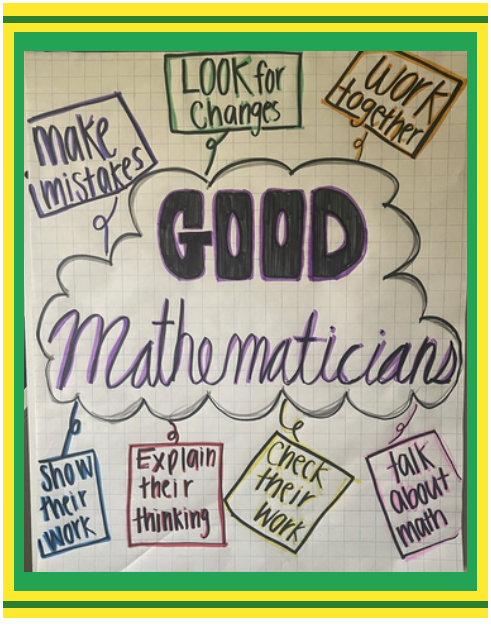
DR. THOMAS D. ROGERS, ASSISTANT SUPERINTENDENT - 2022-2023 BROAD FELLOW-YALE SCHOOL OF MANAGEMENT

The BTW Color Guard performed at the LaRose ES/Cummings K-8 Veterans Day Program on November 7th...the Feeder Pattern at work!

FROM THE DESK OF
Dr. Thomas D. Rogers

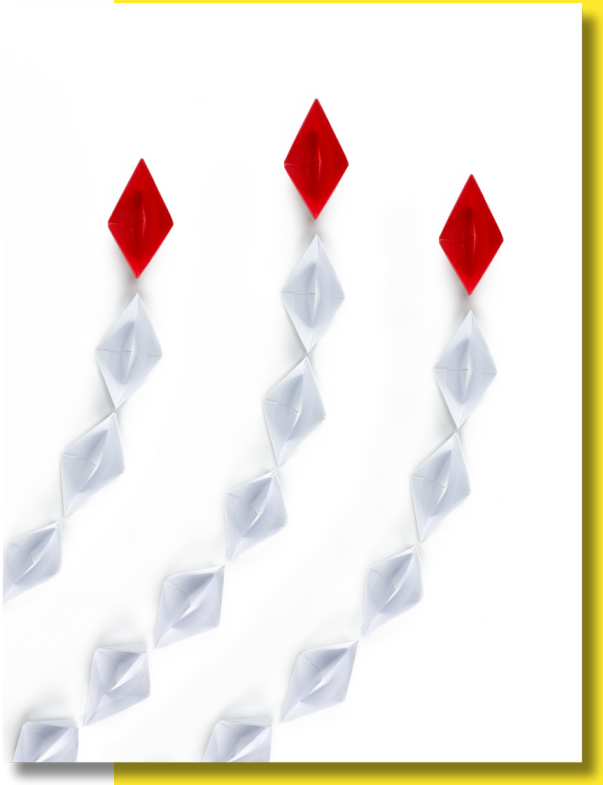
Instructional leadership plays a crucial role in the realm of mathematics education. In this context, it refers to the guidance and support provided by school leaders, such as principals and curriculum coordinators, to enhance the teaching and learning of mathematics. Effective instructional leadership fosters a culture of mathematical excellence, where educators are equipped with the necessary resources, professional development, and pedagogical strategies to engage students in meaningful mathematical experiences. It also involves setting high expectations for both teachers and students, monitoring progress, and fostering a collaborative en vironment that encourages educators to share best practices. Instructional leadership in mathematics ultimately contributes to improved student achievement and a deeper understanding of mathematical concepts, which are essential skills in our increasingly quantitative and data-driven world.



LEADERSHIP

MS. ALISHA KINER, ZONE 11 DIRECTOR

Leaders Can't Lead Alone



This past November 1, 2023, I officially became a 30-year Education Professional. And while I may have experienced this feat on this date alone, I did not get here by myself. True leaders - great leaders all had help! Think about The Avengers, Sherlock Holmes and Dr. Watson, Queen and Slim, and even Jesus had disciples (and Judas was in that group).

In the great complex text Dr. Rogers often refers to, Exodus the 17th chapter tells the story of Moses, Aaron, and Hur. It states, "As long as Moses held up his hands, the Israelites were winning, but whenever he lowered his hands, the Amalekites were winning. When Moses' hands grew tired, they took a stone and put it under him and he sat on it. Aaron and Hur held his hands up - one on one side, one on the other so that his hands remained steady until sunset."

If there is any advice I can give, after 30 years, get yourself a team. Cultivate the team. Spend time with the team. Trust the team. Intentionally set out to surround yourself with people smarter than you are! That is the only way to grow... listen to Simon Sinek and what he has to say about leading alone: **YouTube Video - Leaders Can't Lead ALONE**.

IN THE SPOTLIGHT

HAVENVIEW MS TIGERS - GIDDYUP!

Almost three years ago, Principal Darla Young-Berry was contacted by Vince McCaskill, Sam O'Bryant, and Mckrell Baier about starting an equestrian program at Havenview Middle School. Principal Young-Berry jumped at the opportunity to provide an additional method to help her students thrive academically, mentally, physically, and spiritually. The growth and maturity that Principal Young-Berry has observed in the students participating in the BridgeUp GiddyUp program has been inspirational and adds fuel to her passion for education - her "Why".

Several Havenview students recently participated in "Spectacular 2.0 - An 'Equestrian Arts' Experience" at the Southern Blues Equestrian Center and we couldn't be more proud of the way they represented Havenview Middle School, IZone 3.0, and Memphis-Shelby County Schools!

Congratulations, Havenview Tigers!!

Excerpt (adapted) and photos courtesy of Principal Darla Young-Berry.

The Focal Point

K-8 ELA

DR. MATARA HARRIS, MANAGER

Submitted by: Mrs. Tonika Smith, ELA Coach

Greetings Great Leaders,

Writing is a process that must be explicitly taught and students must have ample practice with writing opportunities. Both our elementary and middle school curricula provide opportunities for students to engage with writing to texts. As a K-8 ELA support team, we encourage you to access the resources available in the Wonders curriculum. The writing instruction in Wonders is presented in two complementary pathways: analytical writing and process writing. These strands are applied to various genres and texts, teaching students the mechanics and craft of writing, as well as the structure and thinking behind written expression.

The Wonders instructional approach invites students to write, every day, focusing on students' mastering the skills to:

- Write in response to what they've read.
- Write and cite using textual evidence.
- Write about what they've learned.
- Engage in the writing process, from planning to publication.
- Write, with guidance, from conversations about texts.

Click the image above to view the Wonders Writing Experience Brochure

K-8 MATH

ROMOND ARNOLD, MANAGER

Hello IZone 3.0 Mathematicians,

We've reached the last component in our exploration of the eight mathematics instructional practices. This week, we're diving deep into **Standard 7:** Supporting productive struggle in learning mathematics and **Standard 8:** Eliciting and using evidence of student understanding in a K-8 classroom - which are both vital for effective teaching. Here are some real-life and practical examples:

1. Open-Ended Problems: Present students with open-ended math problems that require them to explore and experiment. For example, give them a set of numbers and ask them to find as many ways as possible to combine them to reach a target number. Encourage students to share their thought processes and strategies.

2. Socratic Questioning: Use the Socratic method by asking probing questions that guide students toward a solution but don't give away answers. Encourage them to explain their thinking and challenge their assumptions.

3. Math Journals: Have students keep math journals in which they document their thought processes, problem-solving attempts, and reflections. Review their journals to gain insights into their understanding and struggles.

4. Peer Discussions: Encourage students to work together in pairs or small groups to tackle challenging problems. They can discuss their approaches, compare strategies, and help each other overcome difficulties.

By using these strategies, educators can create a classroom environment where students are encouraged to grapple with challenging math concepts, learn from their mistakes, and develop a deeper understanding of mathematics. Eliciting and using evidence of student understanding helps tailor instruction to meet their needs effectively. Please **click here** for examples 5-12.

The Focal Point

K-8 SCIENCE

ANGELA ROWE-JACKSON, MANAGER

In a hands-on learning environment, students are encouraged to make decisions and solve problems, which enhances their critical thinking abilities. By facing real-world challenges and working on projects, they learn to analyze situations, evaluate information, and come up with creative solutions. This practical problem-solving approach cultivates essential skills that are vital beyond the classroom.

Furthermore, hands-on learning activates multiple areas of the brain through multi-sensory activities. Instead of passively receiving information, students actively explore and manipulate objects, conduct experiments, and engage their senses.

Overall, hands-on learning serves as a catalyst for cognitive development by promoting critical thinking skills, fostering problem-solving abilities, and engaging multiple areas of the brain. By actively participating in the learning process, students gain a deeper understanding of concepts and develop vital skills for success in and beyond the classroom.

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

Benefits of Hands-On Learning

Together, We are ONE in SCIENCE!

HIGH SCHOOL

DR. WILLIAM KINARD III, MANAGER

How to Engage Students in Meaningful Math Discussions

As math students talk through problems, they build and gain greater conceptual understanding. Very few students want to listen to a lecture and fewer plan on silently absorbing information for a full 90 minutes at a time. Transform your mathematics classroom from a rigid and dry lecture hall to a student-centered, highly engaged place of deep exploration of content by trying the outlined strategies for student engagement through discussion.

STRATEGY 1: WHAT DO WE THINK ABOUT THAT?

When a student provides the correct answer to a posed question, it is easy to simply respond with, "Yes!" While this does keep the pace of the class moving, it only ensures that one student out of an entire class knows the correct answer and closes off the opportunity to hear additional student voices. Instead, we as teachers can respond with, "What do we think about that?" in response to a given answer. This generates an open-ended question, which allows multiple students to weigh in on the answers given: agreeing, disagreeing, providing additional evidence, etc.

STRATEGY 2: WHAT DO YOU MEAN I'M WRONG?!

A great way to engage students in a discussion is through strategically planned errors in the lesson-error analysis. Once you have introduced a topic and are confident that students understand the solving process, guide them through a problem and intentionally make common errors. Then, wait for students to point these out. However, do not immediately accept that they are right. Push them to fully explain the error and how they know that you need to alter something in the problem-solving process.

Source: How to Engage Middle and High School Students in Meaningful Math Discussions | Edutopia

THE IZONE 3.0 COMMITMENTS

Please click the image below to view a special tribute to veterans employed at our IZone 3.0 schools!

IZONE 3.0