

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



ILD Alisha Kiner addresses IZone principals during the Feeder Pattern/Zone Meeting.

FROM THE DESK OF

Dr. Thomas D. Rogers

Preparing for the Last Half of the 2023-2024 School Year

Principals play a crucial role in ensuring a successful second half of the school year by implementing strategic preparation measures for their teams. Firstly, they should foster open communication, encouraging teachers to share insights on students' progress and challenges faced thus far. Principals can organize targeted professional development sessions to address specific instructional needs, keeping the team abreast of the latest educational methodologies. Additionally, setting clear goals aligned with the school's overall objectives helps create a shared vision, fostering unity among educators. Principals should also prioritize staff well-being, recognizing the importance of a supportive and positive work environment. Lastly, effective planning and resource allocation ensure that both faculty and students have the tools necessary for a productive and enriching second half of the academic year.

Article: [Five Questions Leaders Should Ask Their Teams to Prepare for 2024](#)



LEADERSHIP

PAMELA HARRIS-GILES, IZONE 3.0 DIRECTOR

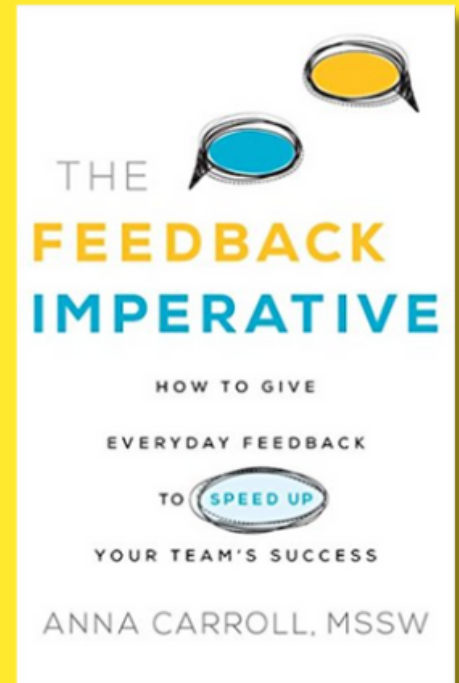
Leadershifts for Leadership – Giving Feedback in a Way That Helps People Not Just Hear You but Also Listen to You

Being able to provide feedback in a meaningful and impactful way is one the most critical skills for a leader. When you are providing feedback, the goal is not just for people to hear you, but ultimately to listen to you. So, what is the difference between hearing and listening? **Hearing** is an **involuntary process** through which noise and vibrations cause the fluid in the ears to move, sending the sound to the brain. In contrast, **listening** is a **voluntary action** whereby one makes conscious efforts to understand the sound once it reaches the brain.

A couple of weeks ago, I had the privilege to attend a series of professional development sessions as part of the University of Virginia's Partnership for Leaders in Education Supervisor & Shepherd Summit in St. Louis, Missouri. One session in particular really resonated with me because it focused on providing feedback in an impactful way. The session facilitator shared the COIN Conversation Model and allowed us to engage in deliberate practice with the model. Below is a quick explanation of the COIN Conversation Model, and you can also click here to read more about this simple strategy developed by Anna Carroll, author of ***The Feedback Imperative: How to Give Feedback to Speed Up Your Team's Success***.

COIN stands for Context, Observation, Impact, and Next steps:

- **C**ontext: the circumstances, event, or issue that you want to discuss.
- **O**bservation: specific, factual descriptions of what has happened.
- **I**mpact: how the event or issue that you're discussing affects others in your team or organization.
- **N**ext steps: a clear agreement on the changes or improvements in behavior or performance that you expect going forward.



IN THE SPOTLIGHT

JAQUISHA GRAY, BTW 6-12

Former BTW VILS Coach turned PLC Coach was featured on the Verizon website's *News Center* page for the career growth she has experienced as a result of completing free professional development courses offered by the tech company.

Click the link below to read more!

Website: Professional development 'pushed my career in ways I never imagined'



K-8 ELA

DR. MATARA HARRIS, MANAGER

Greetings Phenomenal Educators,

Students in grades 2-12 writing skills will be tested in the Spring. We appreciate your hard work thus far and look forward to the results of the wonderful efforts that have taken place. Use of the TN writing rubrics and anchor papers will be an added resource to support instruction.

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 the 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. Use the link below to access anchor papers to support your instruction of writing.



[Tennessee Department of Education: Assessment Development - LiveBinder \(livebinders.com\)](https://livebinders.com)

K-8 MATH

ROMOND ARNOLD, MANAGER

Hello IZone 3.0 Mathematicians,

To strengthen number relationships, patterns, and computation with whole number understanding in a K-8 Mathematics classroom while building student capacity and application, including error analysis, teachers can employ the following strategies:

- 1. Error Analysis Activities:** Provide students with problems that intentionally contain errors and ask them to identify, explain, and correct those errors. This encourages critical thinking and a deeper understanding of mathematical concepts.
- 2. Word Problems and Real-World Contexts:** Incorporate word problems that require students to apply number relationships and patterns in real-life situations. This helps them see the practical relevance of mathematical concepts.
- 3. Math Journals:** Have students keep math journals where they record their thought processes, solve problems, and reflect on their understanding of number relationships and patterns. This can also be a useful tool for analyzing errors.
- 4. Mathematical Discussions:** Encourage students to discuss and debate different strategies and solutions to math problems, fostering a deeper understanding of number relationships and patterns.

[Click here](#) to see strategies 5-9.

K-8 SCIENCE

ANGELA ROWE-JACKSON, MANAGER

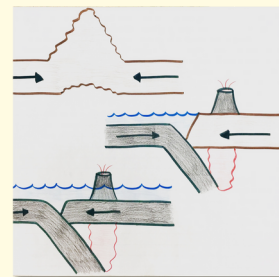
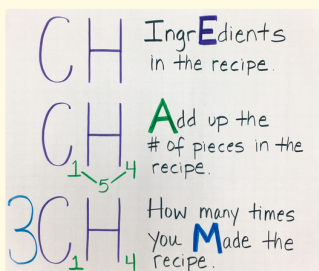
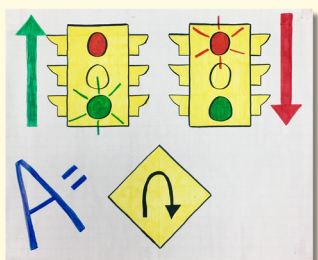
M.A.D. Scientists at Work
Masters of 5E with **Ambition** and **Determination**

Anchor the Learning in Science

As you move through the 5Es when teaching science, it is important to make student thinking visible as they gain new knowledge from E to E. Anchor charts empower students to own their learning because they are a place for students to look to for support when answering questions, contributing to discussions, processing their ideas, and writing. When students know where to look for help independently, they don't always have to ask you. Anchor charts also give students a chance to process their thinking and hear the thinking of others before or during each activity during the 5Es.

A science anchor chart is a tool used to support the teaching of science-related topics, which helps the students fully understand the topics. Anchor charts capture the key points of a topic that the students need to know.

Time to win a prize! Email me a picture of an anchor chart your students used in your classroom as a reference to support them in answering questions or contributing to a class discussion. I will also share this in our next TDR. Email me at rowead@scsk12.org



Together, We are ONE in SCIENCE!

HIGH SCHOOL

DR. WILLIAM KINARD III, MANAGER

Submitted by: Renatta Fullilove, HS Math Coach



Posing Better Questions

Questioning is possibly one of the most difficult teaching skills. Questioning is also an important part of teaching and learning. As teachers, we need to think and be intentional about the questions we ask students. Math teachers often fall into the traditional routine of initiating a student response with a question, getting a simple response, and evaluating the response. It doesn't have to be this way. Check out these eight strategies to help you focus your questioning and, by doing so, deepen students' mathematical reasoning.

Read more here:

[Eight Ways to Pose Better Questions in Math Class](#)



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.***