Robert Anthony, an American organizational theorist and professor of management control at Harvard Business School said, "When you blame others, you give up your power to change...". In this statement, Anthony succinctly delineates that we can not change what we will not accept.

More transparently, the truth is, most times we (leaders) are the problem. And acknowledgment is not only the first step to healing, but it's the second step of Conscious Leadership. Acknowledgment is the loudest indicator that the leader has a growth mindset rather than a fixed mindset, and until we acknowledge the truth that we (leaders) are the problem, the problem will always remain someone else’s to fix - leaving us to deal with the same problem over and over.

Snatch your leadership power back by accepting responsibility for what happens in your building, because as the leader, the first person you must lead - is YOU.

This story, as told by Simon Sinek, summarizes this practice best.
K-8 Literacy - Dr. Matara Harris
Greetings Masterful Leaders,

During the TCAP writing assessment, students could possibly be asked to complete an informative/explanatory writing task. To ensure that students are ready, we must first be intentional about explicitly introducing the TN Writing rubric.

It is important that students understand the expectations of Informational/Explanatory writing. Informational writing is a type of nonfiction writing that conveys factual information about a topic. Informational text is often organized so the reader can easily and quickly find information.

Informational text also:
1. Educates readers by imparting straightforward information and facts, but never personal opinions.
2. Explains an issue, a situation, or a point of view.
3. Presents facts about a particular subject and guides the reader to a clear understanding of the subject.

The IZone ELA team will assist teachers with understanding all writing rubrics, how to clearly teach the writing process for each mode of writing, and how to effectively analyze student writing to determine next steps for instruction. Be on the lookout for a flyer about these opportunities, soon!

Click the following link to view the rubrics and select your respective grade level(s): 2022-2023 TDOE Writing Rubrics

K-8 Science - Mrs. Angela Rowe-Jackson
M.A.D. Scientists at Work
Masters of 5E with Ambition and Determination

How Engagement Strategies Live in Science - Pt. 7

Manipulatives, Experiments, Labs, and Models: “Neural connections are more easily formed, and information better remembered when learning is hands-on and active than when the students are watching the teacher do all the work and information is learned abstractly.” (Gregory & Perry, 2006)

During the Engage and Explore phases of science instruction, our students often participate in labs and experiments. At times, we as teachers make the decision to do the activity as a demonstration due to students “not being able to handle it.” This decision may occur more often than desired, but research shows that students make the most connections when they are doing hands-on learning.

Try it: The next time you feel pulled to engage and explore as a demonstration, intentionally think through how you can facilitate the activity so that all students can explore the content.

Let’s Learn More:
Inclusive Strategies for the Science Classroom | NSTA

Video:
Science Education in WA: Learning with ‘Hands and Minds’

Developed by: Coach Johnathan Justice
“Together we are ONE in SCIENCE!”

"Out Front Where We Belong!"