# The
# T U R N A R O U N D
## *Digest Review*
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**Thomas D. Rogers, Ed.D.**
*Assistant Superintendent*
*2022-2023 Broad Fellow | Yale School of Management*

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## *From the Desk of Dr. Rogers...*

**The Importance of the 90-Day Plan**

The 90-Day Plan serves as a road map that provides clarity for specific priorities and actions that are most important during the next 90 days. The plan will help to ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our schools' turnaround initiatives and transformational efforts, which are sustainable over time. By now, your "Big Rocks" should be looking like pebbles. This can be achieved with progress monitoring and a laser-like focus on your desired outcomes. I look forward to seeing your progress as we approach the TEAM #1 evaluation.

With Relentless Collective Efficacy!
*Dr. Thomas D. Rogers*

UNIVERSITY of VIRGINIA

90 Days SAME AS CASH

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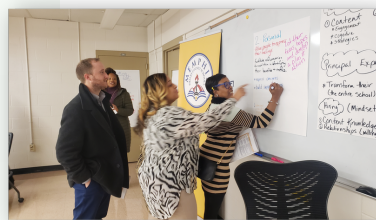
## *Leadership - Director Alisha Kiner, Zone 11 ILD*

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.

It Starts With You

## 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*!"

## K-8 Math - Mr. Romond Arnold

**Problem-Based Learning: Math Tasks**

Hello IZone 2.0 Mathematicians,

Problem-based tasks are math lessons built around a single, compelling problem. The problems are truly "problematic" for students — that is, they do not offer an immediate solution.

The problems provide an opportunity for students to build conceptual understanding. Problem-based tasks require students to apply their current understanding and skills to new contexts that highlight core math concepts. For example, when students work to solve a multiplication problem before they have formally been taught what multiplication is and how it works, they must build an understanding that multiplication is repeated addition.

Well-designed problem-based tasks provide multiple entry points for students to engage in problem-solving and ensure that all students have access to the same concepts. When students solve the problems in different ways—including drawing pictures, acting out the problem, writing algorithms, and using manipulatives—they make connections between the variety of models that all accurately illustrate the underlying mathematics.

**Resource: What is a Problem-Based Curriculum?**



©SchettinoPBL

Project-Based vs. Problem-Based differences in Mathematical Learning

## High School - Dr. William Kinard

**Learner-Centered vs Teacher-Centered Classrooms**

In learner-centered classrooms, the acquisition of knowledge and skills is driven by the students. This model allows individual students to take responsibility for their experience. Students begin to make choices about the process and begin to develop a sense of ownership. Teachers become facilitators of learning and create the conditions and the culture necessary for student learning to take place. Teachers set high expectations, create learning opportunities, encourage productive struggle, and ensure that students have a chance to practice their learning in real time.

Questioning is a great instructional strategy to involve students in their own learning. Students have an opportunity to challenge their thinking and discuss or defend their ideas. Having student collaboration is another strategy to allow learner-centered classrooms to flourish. Students will discuss their thoughts and ideas using text-based resources to guide their thinking. Providing protocols is important for learner-centered classrooms, as they provide structure and guidelines for student engagement. Strategies such as the KWL chart, think-pair-share, or team-pair-solo are great ways to engage students around the content.

**Website: Look Fors Guide: Well-Developed Learners**

**Resource: Facilitation Strategies for Learner-Centered Teachers**