

The TURNAROUND

Digest Review

November 4, 2022 - Volume 1/Issue 13

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From the Desk of Dr. Rogers...

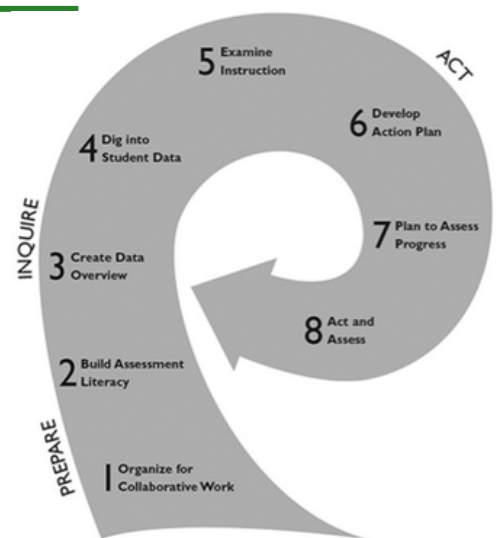
Data Analysis & Use

In my first year as the District Shepherd for IZone, I was able to partner with the Harvard Graduate School of Education to bring Data Wise to Memphis. The Data Wise Project supports educators in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students. Data Wise is a step-by-step process and habits of mind for data analysis and use.

It was founded on the principle that all children, and the adults that serve them, deserve to be held to high expectations for continuous growth and achievement.

With that stated, as a whole, we do a great job of analyzing data. Based on our current conditions, there is a gap in how we use the data. Specifically, when data analysis is clearly in use, there is a clear learner-centered problem (LCP), which connects to the problem of practice (POP). Click [here](#) to learn more about Harvard's Data Wise Project.

With Relentless Collective Efficacy!
Dr. Thomas D. Rogers



*The Data Wise
Improvement Process*

Leadership - Pamela Harris-Giles, IZone 2.0 Instructional Support Director

The Value of Relational Equity

As leaders, we have often heard about the importance of building relationships. While much has been said about this topic, it is important for us to consider and truly define what it means to "build relationships." More precisely, what does it mean to create relational equity and what is the value of relational equity?

Leading experts have defined relational equity as something that is carefully cultivated and preserved by those who desire to influence others. Relational equity is the time, goodwill, and value a person invests in relationships, expecting nothing in return. Relational equity in leadership is valuable because it allows a leader to build and maintain trust, transparency, and often times, transformation. The work we do as leaders in this district is incredibly challenging, yet vital to the future of every student sitting in our classrooms each day. Taking the time to build relational equity will go a long way in helping to ensure we are preparing our students for a bright and successful future.

As you take time to reflect on the relational equity you are building with your team this year, here are three questions to consider:

- Are all my daily interactions with my team members a result of me performing perfunctory duties of my job, or do I ever have genuine interactions with my team members?
- Am I constantly asking team members to give (time, energy, commitment) but never taking the time to invest in what is important to them?
- Do I expect my team members to do what I ask because I am the leader, or do I genuinely communicate to my team members the vital roles they play in the success of our work?



The Focal Point...

K-8 Literacy - Dr. Matara Harris

Greetings ELA Experts,

Narrative writing is one of the 3 writing modes students are taught in preparation for the TCAP writing assessment. When students are engaging in a narrative writing task, implement the TN writing rubric to demonstrate the expectations for successful writing.

[Click here to access the TDOE Writing Rubrics for grades 2-12.](#)

Narrative writing can be mapped out by using a narrative arc. The narrative arc is a term that describes a story's full progression. It visually evokes the idea that every story has a relatively calm beginning, a middle where tension, character conflict, and narrative momentum builds to a peak, and an end where the conflict is resolved. It's sometimes useful to think about the story arc as though you're setting up a simple dramatic play. Usually, the conflict will escalate to a climax. Afterward, the characters will resolve the Big Problem and the story ends.

[Click here to view a visual of the narrative arc.](#)

The IZone 2.0 ELA team will be assisting 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 when teaching.

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. 8

Writing a Story in Science:

Science involves questioning the world around us to find out how and why things work. Storytelling offers a unique opportunity to infuse narrative into the science curriculum. When combined, these two seemingly unrelated subjects can produce excellent results.

When a science teacher reads a story to the class, students can connect the story to important science concepts. This can help the students' imagination soar, opening them to new concepts and ideas.

Have students create stories, fictional or fact, that can be used to remember a concept taught. Stories are particularly helpful when recalling a multistep process that happens in sequential order. Have students retell their stories several times to classmates to remember the key concept.

Article: [Teaching Science With Stories | UTA Online](#)

Strategies for Storytelling: [6 Strategies for Teaching Story Structure in Your Classroom - Waterford.org](#)

Developed by: Coach Dexter Flannagan

"Together we are *ONE* in *SCIENCE!*"

K-8 Math - Mr. Romond Arnold Reciprocal Teaching Strategies

Hello IZone 2.0 Mathematicians,

Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of the teacher in leading a dialogue about what has been read. (Reading Rockets, 2010). This can be done in mathematics, as well.

Use these questions as you plan for reciprocal teaching:

- What is the main goal for my students and why is this transition important?
- How will I shift my classroom from teacher-facilitated discussions to student-centered?
- What will I need to lay the foundation for before making this shift?
- How will I release the responsibility to my students and instill responsibility in them for their learning?

Resources:

[Introduction to Reciprocal Teaching](#)

[Math Example of Reciprocal Teaching](#)

High School - Dr. William Kinard

Instructional Practice: Student Discussion

Student discussion is an instructional practice that allows students to unpack what has been presented to them through learning experiences, activities, and lectures. Through this practice, students share their thoughts, ideas, and answers to questions. Our lesson plans may indicate that students will discuss a video, an activity, or an idea; but what does that mean? **We must account for how students will discuss; how we ensure that all students are engaged; and what questions we will ask to prompt and direct discussions.**

Intentional structures assist in ensuring that student discussions include all the aforementioned components.

Instructional Strategies for Student Discussion:

Gallery Walk/ Chat Stations

Basic Structure: Stations or posters are set up around the classroom, on the walls or on tables. Small groups of students travel from station to station together, performing task or responding to a prompt, either of which will result in a conversation.

Philosophical Chairs/ Forced Debate/ This or That

Basic Structure: A statement that has two possible responses—agree or disagree—is read out loud. Students move to one side of the room based on whether they agree or disagree with the statement. From the area where they stand, students take turns defending their positions. A variation of "This or That" is "Four Corners" which students move to a corner of the room after selecting one of four answer choices/responses to a question or statement.

Think- Pair- Share

Basic Structure: An oldie but a goodie, Think-Pair-Share can be used to increase student interaction during a lesson. With this strategy, students think about their response to a question, form a pair with another person, discuss their response, then share it with the larger group.

Team- Pair- Solo

Basic Structure: Team-Pair-Solo is a cooperative learning strategy where students are grouped into teams to complete the same task or related task. First, students discuss and solve a problem as a team, then they break into pairs to complete a next step and/or discuss, and finally they solve the final task individually.