

Tallmadge Curriculum

April, 2023

TALLMADGE CITY SCHOOLS

DIRECTIONAL SYSTEM



OUR MANTRA

Empower - Everyone, Everyday



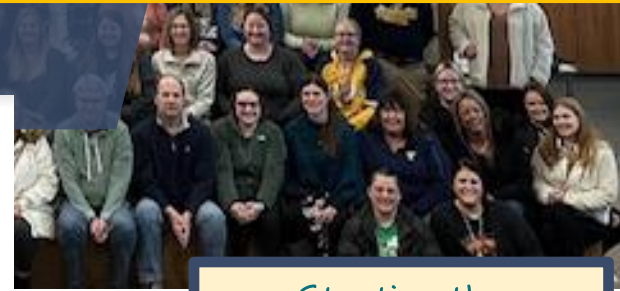
OUR VISION

Tallmadge is a collaborative community that empowers every student.



OUR MISSION

Every Tallmadge graduate is successfully employed, enrolled or enlisted.



Starting the Conversation about Alternative Grading Systems

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The Outcomes of a Mastery-Based Environment

Student Agency

A mastery-based grading system becomes effective only when students take ownership of their learning process. Teachers guide their students to track their learning progress and manage their learning environment.

Most learners aren't born with the ability to manage their education successfully; instead, they need proper guidance to achieve success. Students work with their freedom and flexibility, using project-based understanding and playlists that allow them to flourish in a mastery-based environment.

Mastery not Minimum

One important development of mastery-based grading is that learners will stop the "minimum grade" mindset that often keeps them from developing a deeper understanding of the material. Instead, they will transition into a true growth mindset. Learners will also stop placing so much emphasis on the letter or number that appears on their report card. As a result, they will spend their energy zoned in on leveling up their learning based on the mastery rubrics they receive for each standard.

Authentic Learning

Mastery-based learning also lends itself to project-based learning because students are given the choice to demonstrate mastery in a way that fits their learning style and interests. Teachers can be more prescriptive in guiding learners on a personalized learning journey, which helps students dial in on their strengths and weaknesses.

Dividing Theoretical Achievement from Behaviors

The mastery-based grading system makes it easier for teachers and parents to identify learners' problems since it separates academics from work habits, character traits, and behaviors. The traditional grading system combines academics with school behaviors such as class participation, deadlines, and school attendance, making it hard to determine what the learner is excelling at and what they are struggling to grasp. Mastery-grading goes beyond such an analysis and delves deeper into what the student knows.

"Learning is rooted in emotion; the quality of relationships impacts the quality of the learning."

-Kim Carter

Is Mastery-Based Grading Better for Students than Traditional Grades?

State and District Assessment Windows

OST

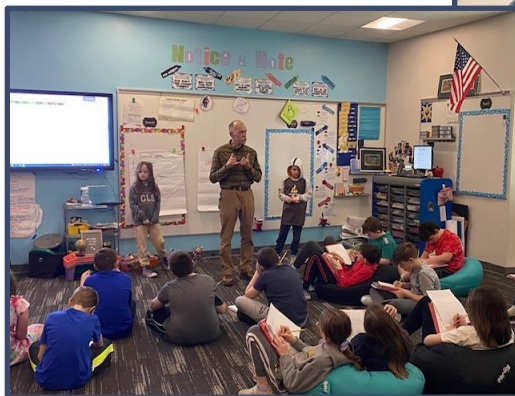
- ELA: April 11 – May 1
- Math, Science and Social Studies: April 17 – May 5
- ELA: April 12-13 (TMS)
- ELA, part 1: April 13 (THS)
- ELA, part 2: April 14 (THS)
- ELA: April 18-19 (TES)
- Math: April 19-20 (TMS)
- American History, parts 1 and 2: April 17
- Government, parts 1 and 2: April 18
- Biology, parts 1 and 2: April 20
- Algebra 1, part 1: April 21
- Algebra 1, part 2: April 24
- Math: April 25 and 26 (TES)
- Science: April 26-27 (TMS)
- Geometry, parts 1 and 2: April 26
- Science: Grade 5, May 1 and 2 (TES)

MAP

K-8: April 24-May 5

AASCD

February 27 – April 21



**Empower
Everyone,
Everyday**

MTSS

“The Whole Child Lens”

Imagine looking at the whole child through the lens of your tiered systems of support for academic, behavior and social emotional learning — when making data-driven decisions that ensure equity and inclusion for diverse learners.

Checklist to Ensure Equity;

- Identify students who need support via reliable, valid assessments
- Make data-driven decisions
- Implement research-based interventions aligned to needs
- Monitor student progress
- Collaborate and communicate with all stakeholders to provide a unified support system
- Integrate ideas from [Universal Design for Learning](#)

*Better Grading
Practices Can
Strengthen MTSS*





Social Emotional Learning

Four Strategies for the Successful Integration of Social-Emotional Learning and Personalized Learning;

- 1. Social-emotional learning is a core component of the district's vision.** It's more than just a slogan on a wall or something included at the bottom of a school newsletter. It's a driver of culture, decision-making and perceived success for all students.
- 2. Social-emotional skills are embedded in curriculum and recognized as essential for future success.** Rather than focusing on these skills as add-ons, integrated social-emotional learning provides students the opportunity to make choices, to analyze and reflect and to engage in meaningful feedback and conferencing with their teachers and their peers. Each learning community will identify their own SEL core competencies, incorporating skills like self-awareness, empathy, growth mindset and others directly into their competency-based learning continuum. By doing so they ensure that students are mastering academic content at the same time as critical skills.
- 3. Goal-setting and learning targets reflect the importance of social-emotional learning.** Because learning targets are transparent in a personalized, competency-based learning environment, students are aware of where they stand and what they need to do to move forward to ensure mastery of academic content and critical SEL skills. They set goals for themselves and work with their teachers to meet them.
- 4. Risk-taking and failure are recognized as part of the learning process for teachers and students.** Learners are provided multiple opportunities and means of demonstrating mastery, encouraging problem-solving and critical thinking. It's not about what they don't know – but what they don't know yet. Teachers operate with the full support of district leadership in doing what's best for the learners in their classrooms, ensuring the development of a growth mindset for all.

Source: KnowledgeWorks

Personalized Learning

Student Choice

Student choice leads to increased engagement and empowerment. It inspires students to want to learn new things. It allows students to show what they know, but to take it so much further. Student choice creates an environment where students discover what they want to learn.

What is Student Choice?

Student choice is not just a menu of decisions, but it is about empowering students to establish what they want to learn. It involves a paradigm shift of inspiring possibilities. It allows freedom and power in the classroom. It provides students the autonomy to determine the route in which they want to go to learn new skills. They also determine which strategies they want to employ. Student choice allows students the opportunity to choose the materials and the resources they will utilize. They explore themes and topics of what they want to learn about and expand their interests. Teachers encourage them to choose the format for their projects, work at their own pace, and provide tutoring and facilitation.

Students will be more accountable by managing their projects by setting deadlines and breaking down tasks. Teachers still need to make decisions because they possess the expertise and wisdom that students need. As enlightening as it sounds to allow students to decide what they want to learn, this is not reality where teachers are accountable for student learning and progress. Offering student choice is an invigorating way to teach what must be taught and increases the ability for students to retain the skills and information.

When teachers incorporate choice, students become lifelong learners and they retain the information at a much higher retention rate. Teachers partner with students and they learn to be creative, self-directed learners. Students enjoy what they are doing and learn more in the process. Everything in class is not a choice, but there are many opportunities to offer student choice in the classroom.

Student Engagement:
Key to Personalized
Learning

“We can't personalize a student's academic experience if we don't know where they are.”

30 Resources for
Standards-Based
Grading

Artificial Intelligence in K-12 Education

As technology continues to advance, the topic of artificial intelligence (AI) is becoming more prevalent in our daily lives. From personal assistants like Siri and Alexa to self-driving cars and smart home systems, AI is transforming the way we interact with technology. As educators, it is important for us to stay up-to-date with the latest advancements in technology and how they can impact our students.

First, it's important to understand what AI is. AI refers to the ability of machines to perform tasks that would normally require human intelligence, such as learning, problem-solving, and decision-making. AI is powered by algorithms and machine learning, which allow computers to analyze and process large amounts of data to make predictions and decisions.

In the classroom, AI can be used to enhance learning experiences for students. For example, AI-powered educational software can adapt to the individual learning needs of each student, providing personalized feedback and instruction. AI can also be used to grade assignments and provide feedback, allowing teachers to focus on other aspects of their job.

However, it is important to also consider the ethical and social implications of AI. As AI becomes more integrated into our daily lives, it can also lead to job displacement and privacy concerns. It is important for us to have discussions with our students about these issues and help them understand the potential consequences of AI.

Overall, AI is an exciting and rapidly developing field that has the potential to revolutionize many aspects of our lives. As educators, it is important for us to stay informed about these advancements and help prepare our students for a future that will be shaped by AI.



English Learner Services

[Interpreter Request Form](#)

[Strategies for Diverse Learners Using the UDL Model Focus on English Learners](#)

[How to Set Preferred Language in Remind for Parents](#)

[Tier 2 intervention Practices for English Learners](#)

Gifted Programming

High Quality Professional Development (HQPD) for Gifted Service in General Education Settings;

[Professional Development in Gifted Education](#)

Upcoming Professional Development Opportunities

Upcoming Trainings from Summit County ESC;

[Summit County ESC Professional Development](#)

Committee Meeting Schedule

- **District Lead Teacher Meeting on Thursday, April 13** at 3:45 p.m. in the Community Room at THS.
- **EL Department Meeting** on Friday, April 14 at 1:15 p.m. in the MEC Conference Room.
- **Personalized Learning Lunch Convening** on Tuesday, April 18 from 9:00 a.m. – 3:00 p.m. at the Summit County ESC.
- **LPDC Meeting** on Thursday, April 20 at 3:45 p.m. in the MEC Conference Room.
- **Social Studies Content Committee** Resource Presentations for 6-12 members on Tuesday, April 25 from 12:00-3:00 p.m. in the Community Room at THS.