Tallmadge Curriculum

TALLMADGE CITY SCHOOLS
DIRECTIONAL SYSTEM

OUR MANTRA
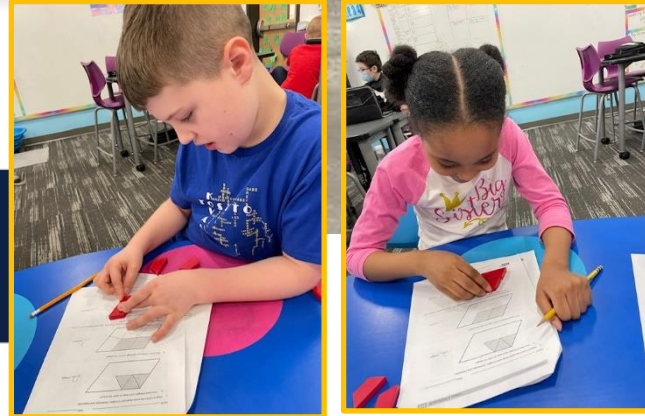Empower - Everyone, Everyday

OUR VISION
Tallmadge is a collaborative community that empowers every student.

OUR MISSION
Every Tallmadge graduate is successfully employed, enrolled or enlisted.

INSIDE THIS ISSUE

1. Curriculum and Instruction
2. MTSS
3. Social Emotional Learning
4. Assessment
5. English Learner Services
6. Gifted Programming
7. Upcoming Professional Development Opportunities

> "Math is from everywhere, in everything, and for everyone, and anyone can be a math person when they don't just learn math, but experience it."

Engaging Students Who Are Often Disengaged

Claim: Students are more apt to engage in class work and do homework when (a) they are confident in their potential to learn and succeed; (b) when they believe that their thinking is valued/valuable; and (c) when they believe that their time is well spent.

Related claim: People [all of us] are more apt to do things that others ask them to do when (a) they are confident in their potential to do them well; (b) when they believe that their thinking is valued/valuable; (c) when they believe that their time is well spent.

None of these [a, b, c] happen overnight; it takes time to build these in students and rebuild them each year in school with new courses, new teachers, and new elements of students' own lives.

How can we help students to believe that their thinking is valued and valuable in mathematics?

Do whatever we can to eliminate "status" in the math classroom, where students tend to see a few students in the room (and the teacher) as the ones who are usually right and who are most likely to do well.

For example: Use a strategy for calling on all students randomly throughout class. The randomness is important because it helps students to see that everyone's ideas are equally valued. Be sure to get to as many students in any given day as possible. (This may vary a bit if it is a day when students are primarily working in pairs or groups.)

Explicitly acknowledge when a student has contributed an idea that is worthwhile, especially (though not only) when that student is one who has not been as confident or successful in the past.

Structure the lesson so that students are generating knowledge and sharing it with each other (i.e., it is not all coming from the teacher). **Two easy strategies:** (1) Instead of presenting a solution to students, have a student do so, and make this routine in the classroom. (2) See the next bullet below...

- Structure the lesson so that students will share their work with each other (on paper, in a Google file, chart paper, etc.) and refine it for clarity/completeness after getting feedback from others (like peer editing in language arts).

- Include a requirement for the students to "convince" the observer/reader of their thinking or solution in a fun or unique – but still legitimate – way (beyond just "showing work").

- Learn how students feel about the value of their own ideas/thinking. One way to do this is through a survey; we can ask questions like:

1. Do you generally believe that your thinking and ideas are important in mathematics learning? Why do you think you feel this way?
2. How do you know when a teacher (in any class) believes that your ideas are valuable?

~Kim Yoak
View Kim's Weekly Newsletter here

2021-2022 Testing Dates

Each school district chooses a consecutive series of school days to administer state tests within specified windows, or periods of time.

Ohio's State Tests in English language arts, mathematics, science and social studies

FALL TEST WINDOWS 2021

» **Grade 3 English language arts** – Five consecutive school days, including makeups, within the Oct. 18 to Nov.5 window

» **High school end-of-course tests** – Fifteen consecutive school days, including makeups, within the Nov. 29 to Jan. 14 window

FALL WRITING PILOT TEST WINDOW 2021

The voluntary English language arts writing pilot originally scheduled for fall 2020 has been rescheduled for fall 2021. More information will be available soon.

» **English language arts** - Nov. 1 - Nov. 19, 2021

SPRING TEST WINDOWS 2022

School districts select 15 consecutive school days, including makeups, within each test window.

» **English language arts** - March 14, 2022 - April 15, 2022

» **Mathematics, science and social studies** - March 28, 2022 - May 6, 2022

SUMMER TEST WINDOWS 2022 (OPTIONAL)

» **Grade 3 English language arts** – June 27 – July 1, 2022

» **High school end-of-course tests** – June 27 – July 8, 2022

OHIO GRADUATION TESTS

» During the continuous online testing window (September through June), testers have three opportunities to take any part of the OGT still required.

» Testers requiring **paper as an approved accommodation** have three test opportunities during the September 1, 2021 – June 30, 2022 test window with staggered start times:

- Opportunity 1   September 1, 2021 - June 30, 2022
- Opportunity 2   October 18, 2021 – June 30, 2022
- Opportunity 3   November 22, 2021 - June 30, 2022

Upcoming Assessment Windows

OST (TES)   ELA - April 7th/8th
5th Grade Science - April 20th
Math - April 26th/27th

OST (TMS)   ELA Part 1- April 6
ELA Part 2- April 7
Math Part 1- April 12
Math Part 2- April 13
Science Part 1- April 19
Science Part 2- April 20

Spring EOC (THS)

American History – April 5
Government – April 6
ELA – April 7 and April 8
Geometry – April 11
Biology – April 12
Algebra – April 13 and 14

K-8 MAP   April 25 - May 13
K-5 Amplify Testing Window   May 2-27

Empower Everyone, Everyday

MTSS

Daily Practices to Engage All Students at Tier 1:

- **Structure** ~ Consistent, explicit routines and structures allow ALL learners to access their learning within the classroom. In my experience, inconsistent structure and behavioral expectations cause disengagement.
- **Relevancy** ~ Have you ever had a student engaged in your class and disengaged in another? The student likely felt the content, delivery, or activity was more relevant, relatable, or real. Students, like anyone, are more engaged in what they find interesting and relevant to their lives.
- **High Expectations** ~ Strengths-based teaching and high expectations go hand in hand! Our perceptions of our students change the expectations we have for our students. Our expectations of student achievement account for nearly one full year of learning growth (Hattie, 2009).
- **Strengths-Based** ~ A strengths-based approach to teaching and learning allows us to focus on our student's strengths. It promotes an environment where students see their value and worth instead of focusing on negative characteristics.
- **Opportunities to Respond (and receive feedback)** ~ Opportunities to Respond (OTR) is an effective, evidence-based teaching strategy defined by the use of teacher/peer questioning, student response, and immediate feedback. Offering opportunities to respond at an increased rate increases academic engagement. The cycle of OTR encourages engagement.
- **Trust** ~ "When discussing student-teacher relationships, we aren't talking about friendships, fun, giggles, or "being cool" (though, as teachers, we are all cool). Student-teacher relationships refer to **TRUST**. To build TRUST with our students, we can use the old adage, "Say what you mean, mean what you say, and don't be mean when you say it."
- **Choice** ~ Student choice empowers learners to define and monitor their own learning goals. Choice encourages learner independence by putting the student in the driver's seat to decide what and how they will learn various standards.
- **Understanding Disabilities** ~ Students with disabilities have great abilities; hence, we must understand both and focus on their abilities. Undiagnosed learning disabilities or unaddressed learning disabilities impact students' ability to learn. We don't all have to be special education teachers to learn about learning disabilities and how to support students challenged with learning disabilities within our classrooms. Inclusion (the idea of educating all children in the same classroom, to the benefit of all) plays a vital role in students' confidence levels and feelings of belonging.
- **Stress and Health** ~ While stress and health are factors outside of the school's control, they are integral to students' participation. Stress, healthy eating, sleeping habits, screen time practices, and sickness all impact a student's (and teacher's!) ability to stay focused and engaged. Maslow's Hierarchy of Needs coined the idea that our basic needs must be met before actualizing and learning (Huitt, 2007). Unfortunately, many students face food insecurity, homelessness, and other adverse childhood events. While as teachers, we are limited in our ability to provide for all of these needs, we can ensure our classroom is a place of safety.

Tallmadge Curriculum

Social Emotional Learning

Spring is here! Educators know that this means students may become distracted, less cooperative, and less engaged in their learning. Your students likely need a boost in their engagement so they can finish the school year strong. Here are six ways SEL can help your students feel more motivated and engaged in their learning.

1. Build strong student-teacher relationships. As an educator, one of the strongest impressions you can make on students is how you make them *feel*. When students feel their teachers care about them and want what's best for them, they are more likely to engage, enjoy school, perform well, work hard, cooperate, and follow class rules and policies.

Strong relationships are an important cornerstone of any SEL program. SEL programs and activities can help you take an active role in connecting with students and showing them you care and are committed to their success.

2. Nurture growth mindsets with your students. We've all heard the buzzword, "growth mindset." But what exactly does it look like in the classroom, and how do we help children develop it? Researcher Carol Dweck puts it this way: "In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work — brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment."

3. Commit to educational equity. It's important to commit to educational equity in our schools and communities to ensure that all students have equal access to resources and are treated fairly — no matter their race, ethnicity, gender, family income, disability, cultural background, or religious affiliation.

Take time to reflect on how remote learning has impacted instruction and create an action plan to support students through equitable instruction. SEL should be an integral part of this plan and will help increase student motivation and engagement.

4. Connect with students' families. Parents or caregivers are a valuable source of support, especially during remote learning. When you are in close communication with students' families, you can alert one another if something is going on with a student that should be addressed.

While it is important to keep families involved, also be aware of limitations and what additional supports are needed from school staff, family liaisons, and community partners. If something is affecting the student at home, you can talk with the student, offer support, and connect the student to outside resources. If students do not have access to supportive family/home environments, there are many out-of-school networks and organizations that have proven track records for helping at-risk youth who live in unstable home environments.

5. Teach to a range of learning styles. Students learn in different ways, and there is no proven one-size-fits-all teaching method. Presenting content in a variety of ways creates a more effective learning environment where all students can achieve.

Here are a few ways to ensure instruction meets the needs of many learning styles:

- Use a dyslexia-friendly font on handouts and assignments.
- Make a free e-reader app available to students who have poor eyesight or learn better with audio.
- Make fidget toys available to students who need extra help focusing and staying on task.
- For kinesthetic learners, incorporate role-play into instruction or encourage students to visualize the subject matter being acted out (i.e. the student could imagine she is a character in a story).
- Create flashcards for visual learners and use color to highlight important points.
- Whenever possible, incorporate sensory elements into instruction that engage students' sight, touch, taste, smell, and hearing.

6. Identify those students who need extra support. Students who display high emotions, disrupt class, or seem withdrawn often need additional supports. But other students may also need extra help, even if they don't initially show symptoms that they are struggling. Make a list of your students and rank how well you think you know them. Make a point of learning more about the students who are at the bottom of your list — often these students can benefit the most from extra attention.

This spring, students need extra help keeping engaged and motivated. SEL can help students feel more connected to their teachers, promotes equity, can leverage family support, and improve instructional practices. SEL can also help you identify students who need additional support.

> "We must remember that our students are innately creative, innovative, and collaborative, and that we suppress these things with our control. Empowerment is the key that will unlock them."
>
> *-Kevin Parr*

English Learner Services

Check out this helpful video to help support our English Learners; Comprehensible Input Video

Interpreter Request Form

Academic Language and ELLs: What Teachers Need to Know

Math Vocabulary for English Learners

Strategies for Diverse Learners Using the UDL Model Focus on English Learners

How to Set Preferred Language in Remind for Parents

Check out this excellent learning opportunity ~ Differentiation Workshop

Gifted Programming

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

Professional Development in Gifted Education

Upcoming Trainings from Summit County ESC;

Summit County ESC Professional Development

Upcoming Professional Development Opportunities

PBL and Service Learning Coaching Sessions;
➢ As a reminder, Kathy and Ellen are available for online coaching sessions to support your work in incorporating PBL and Service Learning;

Ellen Erlanger ellen@partnershipsmakeadifference.org
Kathy Meyer kathy@partnershipsmakeadifference.org

Content Committee Meeting Schedule

- **Math Content Committee Meeting** on Friday, April 8 11:30-2:30 in the Community Room at THS

- **Music Department Meeting** on Wednesday, April 13 from 8:00-11:00 a.m. in the Conference Room at TES

- **District Lead Teacher Meeting** on Thursday, April 14 at 3:45 p.m. in the Community Room at THS

- **LPDC Meeting** on Thursday, April 21 at 3:30 p.m.

"To increase student engagement and ownership of learning, we should give students opportunities to do meaningful work - work that makes a difference locally, nationally, and globally."