

Tallmadge Curriculum

September, 2022

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.



Our District Lead Teachers will be exploring the topic of grading practices this year.

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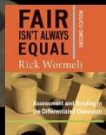
Grading practices food for thought....

TEN GRADING PRACTICES TO AVOID:

- 1 Incorporating nonacademic factors, such as behavior, attendance, and effort into academic report.
- 2 Penalizing students' multiple attempts at mastery.
- 3 Grading practice. (Homework)
- 4 Withholding assistance with the learning when needed.
- 5 Assessing student in ways that do not accurately indicate their mastery.
- 6 Allowing extra credit & bonus to change the grade report.
- 7 Using group grade to assess any one student on the standard.
- 8 Grading on a curve.
- 9 Using norm-referenced terms to describe criterion-referenced attributes.
- 10 Recording zeros on the 100-point scale for work not done.



Rick Wormeli
From his book, *Fair Isn't Always Equal: Assessment & Grading in the Differentiated Classroom*
Pages 191-208



“PBL isn’t about adding something new to your plate. It’s about re-arranging your plate with a focus on student voice and choice.”

Our TCS [K-12 Curriculum Platform](#) is now published – this is a fluid platform, and additional resources will be added throughout the year.



Student backpacks donated by Summit Racing

Empower Everyone, Everyday

OST

Fall

ELA (3rd Grade only): October 17 - November 4

Spring

ELA: April 11 – May 1

Math, Science and Social Studies: April 17 – May 5

MAP

September 5-16

January 9-20

April 24-May 5

CogAT Administration – (2nd grade and 5th grade only)

October 10-14

ACT (Juniors only)

February 28

AASCD

February 27 – April 21

EOC

November 28 – January 13

OELPA

January 30 – March 24



MTSS

OVERVIEW - WHAT IS MTSS?

A Multi-Tiered System of Support, or MTSS, is a system specifically designed to intervene when students are identified as having a specific learning or behavioral need (or set of needs), support them with specific and targeted interventions, monitor their progress, and ensure that they succeed. Success can be measured in terms of making sure students reach grade-level targets, making sure students that need acceleration beyond grade-level targets are challenged at an appropriate level, or by identifying and teaching students needed social/emotional strategies to enable them to have healthy relationships with themselves and others.

MTSS is really a continuum in levels of evidence-based practices meant to support students at many levels, from the classroom level to one-on-one interventions if necessary.

GOALS of MTSS

Early identification of students who are academically or behaviorally at-risk

Describe specific academic and/or behavioral areas that need to be addressed for all identified students

Develop and plan for specific interventions to address stated academic and/or behavioral areas of improvement

Evaluate how well interventions are working and adjust the plan for intervention accordingly

Have all students positively respond to implemented interventions so that they can perform at age and grade-appropriate levels without the need for further interventions

Our MTSS Coordinator, Jen Stewart, will be working to further develop our MTSS Framework and make building-level supports available for students.



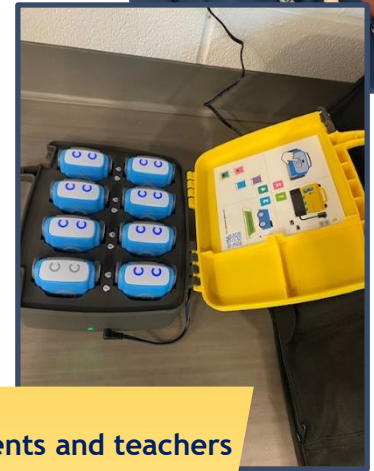
New Sphero Robots for STEM Class at TES

Social Emotional Learning

What is the Relationship between Social Emotional Learning and Educational Equity?

In order to create respectful, inclusive, and responsive learning environments that benefit all students, it is essential to consider the link between educational equity and students' social and emotional development. The relationship between SEL and educational equity is reciprocal: SEL can advance the aims of educational equity by supporting all students to feel welcome, seen, and competent at school. At the same time, an intentional focus on equity enhances SEL practice by ensuring that SEL is relevant, accessible, and beneficial for all students. In fact, high-quality SEL programs facilitate and rely upon many of the same practices that contribute to more equitable and inclusive learning environments, such as;

- 1) Fostering a caring and just culture and climate
- 2) Building student voice and agency
- 3) Cultivating understanding and respect for cultural differences
- 4) Emphasizing asset-based approaches to skill development.



10 Benefits of Project-Based Learning;

1. Students can utilize 21st century skills.
2. Students can collaborate with peers and practice resolving conflict.
3. Students gain project management skills.
4. Students become academic risk-takers.
5. Students engage in a culture of curiosity.
6. Students develop a positive attitude toward learning.
7. Students develop problem-solving and critical thinking skills.
8. Students gain academic confidence.
9. Students maintain long-term retention of academic content.
10. Students can practice exhibiting a growth mindset.

~ www.impactfulpbl.com

“ PBL offers students and teachers the chance to reshape the small box into which successful students are often forced to fit.”

~Erin Brandvold

Bug Hotel on the campus of TES



English Learner Services

[Interpreter Request Form](#)

[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](#)

Serving Multilingual Learners of All Ages,
Check out these awesome [Infographics](#)



Gifted Programming

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

[Professional Development in Gifted Education](#)

CAMP Invention, Summer 2022



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



Upcoming Trainings from Summit County ESC;

[Summit County ESC Professional Development](#)

Committee Meeting Schedule

- **Professional Development Committee** Meeting on Monday, August 29 at 3:45 p.m. in the MEC Conference Room.
- **Teacher Evaluation Committee** Meeting on Thursday, September 1 at 3:45 p.m. via Google Meet.
- **District Lead Teacher** Meeting on Thursday, September 8 at 3:45 p.m. in the THS Community Room.
- **Teacher Evaluation Committee** Meeting on Friday, September 30 at 11:45-2:45 in the THS Community Room.

“Diversity is a fact. Equity is a choice. Inclusion is an action. Belonging is an outcome.”