

Tallmadge Curriculum

December, 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.

“When schools confine learning to four walls, and specific times based on the institutional needs, they are delivering one-size-fits-all education that perpetuates the failure to prepare learners for success.”

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Grading practices food for thought....

Implementing equitable grading

“Most teachers believe that students who try should not fail regardless of whether they actually learn, but other teachers believe the opposite: that fairness is honestly reporting academic performance regardless of effort,” says Joe Feldman, CEO of Crescendo Education Group, teacher, principal and a district administrator, in his book *Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classroom* (Corwin Press, 2018).

By contrast, more equitable grading practice looks like:

- **Mathematical approach;** instead of using a 100 point scale, using a 0-4 grading scale instead; avoid giving them a zero score. Recent student's grades should carry more weightage than averaging performance over time in the final grade in their report cards.
- **Valuing the knowledge;** Academic success needs to be measured by what students know and can do rather than their grades.
- **Support a growth mindset,** Redos and retakes of the previous test and projects to replace previous scores with current scores to encourage them to learn for their mistakes and improve the student's performance.
- **Make grades simpler;** Use standardized and simplified grade calculation to add up in the grade books what the students can easily understand.
- **Build soft skills;** Keeping a focus to support intrinsic motivation in them. Student's learning is important than test scores.

Are you Putting Learners First?

State and District Assessment Windows

OST

Spring

ELA: April 11 – May 1

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

MAP

January 9-20

April 24-May 5

ACT (Juniors only)

February 28

AASCD

February 27 – April 21

EOC

Monday, 12/5: American History, parts 1 & 2

Tuesday, 12/6: Government, parts 1 & 2

Wednesday, 12/7: Biology, parts 1 & 2

Thursday, 12/8: Algebra 1, part 1

Friday, 12/9: Algebra 1, part 2

Monday, 12/12: ELA 2, part 1

Tuesday, 12/13: ELA 2, part 2

Wednesday, 12/14: Geometry, parts 1 & 2

OELPA

January 30 – March 24



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Everyone,
Everyday**



MTSS

Differentiated instruction is a component, but represents only a single way of accomplishing personalized learning. There are other essential components educators must incorporate to personalize learning for students:

1. Student agency
2. Differentiated instruction
3. Immediate instructional interventions and supports for each student is on-demand, when needed
4. Flexible pacing
5. Individual student profiles (personalized learning plans)
6. Deeper learning and problem solving to develop meaning
7. Frequent feedback from instructors and peers
8. Standards-based, world-class knowledge and skills
9. Anywhere, anytime learning
10. Performance-based assessments (project-based learning, portfolios, etc.)



One of the principles of a Multi-Tiered System of Supports (MTSS) is providing the most effective instruction to all students. This is achieved through several practices, including the use of research-based core curriculum, evidence-based instructional practices, and data-informed decision-making. Assessments are also used to help identify students who may need additional supports and interventions. The data collected from these assessments are used to develop a student profile, which teachers, parents, and students can use to personalize learning based on a student's needs.

Social Emotional Learning



“Learning is not the product of teaching. Learning is the product of the activity of learners.”

~John Holt

Personalized Learning

Five Ways to Bring More Inclusion and Equity into Your Classroom

1. It Starts with YOU

2. Classroom Space

- Is your classroom set-up conducive to collaborative learning? Arranging desks in groups will help facilitate collaborative work.
- Where do you place yourself as the teacher? Consider moving amongst students to minimize a student-teacher hierarchy. This will promote conversation and collaboration.
- Vary groupings of students: pairs, trios or quads can go far to engage students with each other and with what they are learning.

3. Planning with Purpose

- Resources: Take a deep look at the resources being used to instruct your students. Do students see individuals that look like them, sound like them, represent them? Are they easily accessible by all students, even those with challenges?
- Discussions: Spend some time constructing a process for how discussions in your classroom will take place and how you will ensure equity of voice. It is important to create a space where students feel comfortable sharing their stories and experiences and taking risks. This does not just happen. It is best to put some co-constructed guidelines in place.
- Variety of Ways to ‘Show What You Know’: Do you offer multiple ways for students to practice their learning and to show what they know? Choice for students is a powerful tool to make them feel included and engaged.

4. Involve Families and Community

5. Incorporate Student Voice

- Entrance and Exit Tickets: Both of these are extremely simple to include into your instruction. “Entrance Tickets” are completed as the students enter the classroom. These can be prompts such as “What was tough about last night’s homework? What was easy?” “What is something you still don’t understand from what we have learned so far?” “Exit Tickets” typically consist of things like “What was the most valuable learning from today?” What do you feel really good about from today’s learning? What might take more time?” These are very simple and powerful ways to listen to your students’ voices.
- Wow! Activity: This was a quick, impactful tool shared in a session at ISTE to incorporate more student voice in the classroom. It can be used in many ways: check-ins, exit or entrance tickets, team-building, getting to know you. Check it out: [Wow! Activity](#).
- Brainstorm – Including your students in things like developing classroom rules and processes, ways to attack their learning of standards or concepts, or co-developing scoring rubrics is a powerful way to incorporate their voices across the curriculum. The most important piece of brainstorming is to effectively collect the data and put it to use.

<https://learnercentered.org/5-ways-to-bring-more-inclusion-and-equity-into-your-classroom/>

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](#)

Check out this awesome resource for [building thinking practices](#)



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](#)



“The personalization of learning is not just pretending kids have choices in what they are going to learn. Rather, it is building environments in which teachers have the time and skill to know their students and can adjust the pace, the materials, and the surroundings so they can meet the needs of all learners.”

~ George Wood

Committee Meeting Schedule

- **Authentic Learning Steering Committee Meeting** on Monday, December 5 from 12:00-3:00 p.m. in the Community Room at THS.
- **Art Department Meeting** on Wednesday, December 7 from 12:00-3:00 p.m. in the Conference Room at TES.
- **District Lead Teacher Meeting** on Thursday, December 8 from 3:45-4:45 p.m. in the Community Room at THS.