

Tallmadge Curriculum

December, 2021

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.

“Through mathematical discourse in the classroom, teachers empower their students to engage in, understand, and own the mathematics they study.”

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Check out these 100 free challenging tasks for secondary math teachers;
<https://www.map.mathshell.org/lessons.php>

What is Mathematical Discourse?

Discourse is the mathematical communication that occurs in a classroom. Effective discourse happens when students articulate their own ideas and seriously consider their peers' mathematical perspectives as a way to construct mathematical understandings. Encouraging students to construct their own mathematical understanding through discourse is an effective way to teach mathematics, especially since the role of the teacher has transformed from being a transmitter of knowledge to one who presents worthwhile and engaging mathematical tasks.

5 Steps to take Students from Concrete to Abstract;

1. Physical events, such as taking a trip or making an observation
 2. Pictorial representation/modeling - asking students to draw a picture or build a model of the physical event
 3. Intuitive language/people talk - asks students to tell stories about the physical event
 4. Structured language/feature talk - students isolate features of the event that can be studied with math
 5. Symbolic representation - students build models of their ideas
- *notice each step is a form of story building

Mathematics for Human Flourishing by: Francis Su

Facilitate meaningful mathematical discourse

Teacher and student actions

What are teachers doing?



Engaging students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations.



Selecting and sequencing student approaches and solution strategies for whole-class analysis and discussion.



Facilitating discourse among students by positioning them as authors of ideas, who explain and defend their approaches.



Ensuring progress toward mathematical goals by making explicit connections to student approaches and reasoning.

What are students doing?



Presenting and explaining ideas, reasoning, and representations to one another in pairs, small groups, or whole-class discourse.



Listening carefully to and critiquing the reasoning of peers, using examples to support or counterexamples to refute arguments.



Seeking to understand the approaches used by peers by asking clarifying questions, trying out others' strategies, and describing the approaches used by others.



Identifying how different approaches to solving a task are the same and how they are different.



Assessment

Upcoming Assessment Windows

End-of Course	November 29-January 14
OELPS	January 31-March 25
K-8 MAP	January 10-21 April 25 - May 13



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

Empower
Everyone,
Everyday



Deeper learning requires students to:

1. Master core academic content
2. Think critically
3. Work Collaboratively
4. Learn how to learn
5. Develop an academic mindset

MTSS

Key Components of MTSS;

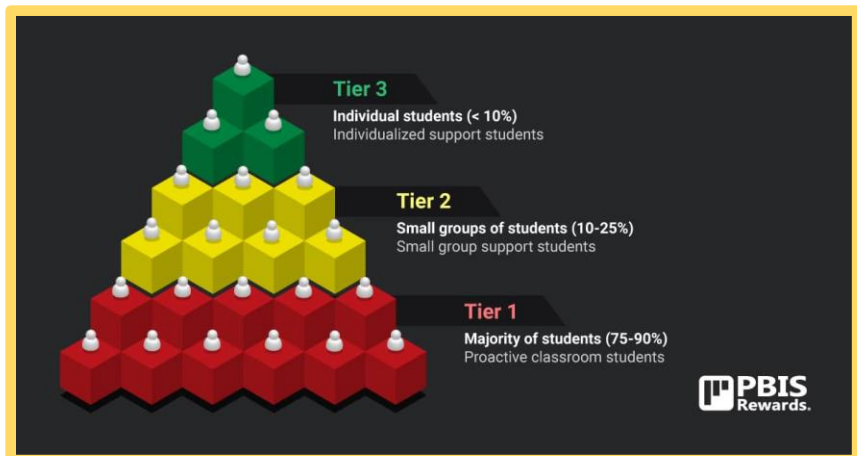
Instead of the “waiting for failure” assessment model of pre-IDEA days, MTSS takes a proactive approach to identifying students with academic or behavioral needs. Early assessment and intervention for these students can help them catch up with their peers sooner. The key components of MTSS include:

- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- School-wide approach to expectations and supports
- Parent involvement

The integrated instruction model of MTSS uses collected data to assess student needs and provide them with interventions in appropriate tiers.



“An intervention cannot be called an intervention if it is not progress monitored. An intervention without progress monitoring is just an activity.”



Social Emotional Learning

Where Does SEL Make a Difference?

Studies have shown that behaviors such as violence and bullying can be linked to poor social and emotional skills. Students with high social and emotional skills can better understand and manage their emotions, form healthy relationships, and make responsible decisions. They also demonstrate improved behavior and academic performance, as well as better college and career readiness.

Incorporating SEL curriculum for high school and middle school students can benefit individual student performance, school climate, and help lead to positive outcomes both in and out of the classroom.

Addressing students’ needs from both a social-emotional learning competency perspective as well as from a mental health perspective is vital. SEL can help give students skills in self-management, self-awareness, decision-making, and relationship-building. These building blocks can give students a strong foundation, but mental health conditions such as anxiety, depression, and mood disorders require special attention. The two initiatives work together in a whole-child approach that aims to provide every student with the support they need.



Making Social Emotional Learning More Relevant to Teens;

<https://www.edutopia.org/article/making-sel-more-relevant-teens>

“When students feel safe and supported, they are truly ready and able to learn.”

English Learner Services

[Interpreter Request Form](#)

[Tips for Successful Parent-Teacher Conferences with Bilingual Families](#)

What are the 7 principles of culturally responsive teaching?

- Make learning contextual
- Consider your classroom setup
- Form relationships
- Discuss social and political issues
- Tap into students' cultural capital
- Incorporate popular culture
- Utilize students' prior knowledge

<https://www.hmhco.com/blog/culturally-responsive-teaching-strategies-instruction-practices>

Gifted Programming

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

[Professional Development in Gifted Education](#)

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

[Ashland Graduate Credit through SESC](#)



Content Committee Meeting Schedule

- Math Content Committee will meet on Monday, December 13 in the Community Room at THS
- K-5 Report Card Committee will meet on Tuesday, December 14 in the Main Office Conference Room at TES.
- 8-12 Math Department Meeting with Steve Miller on Wednesday, December 15 in the Community Room at THS.
- Music Department Meeting on January 7 from 8:30-11:30 a.m. in the Main Office Conference Room at TES.

Upcoming Trainings from Summit County ESC;

[Summit County ESC Professional Development](#)

