

Tallmadge Curriculum

February, 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.

INSIDE THIS ISSUE

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

What is Mastery-Based Grading?

One of the primary goals of a mastery-based grading system is to produce grades that more accurately reflect a student's learning progress and achievement, including situations in which students struggled early on in a semester or school year, but then put in the effort and hard work needed to meet expected standards. If you ask nearly any adult, they will tell you that failures—and learning to overcome them—are often among the most important lessons in life. Yet many traditional grading systems penalize students for a single failure or poor test performance. Failures are nearly always encountered on the path to understanding and success, and mastery-based approaches to grading can help teachers, students, and parents to focus on the end goal—learning the most important knowledge and skills—rather than the struggles or mistakes made along the way.

Another advantage of mastery-based grading is that learning progress and achievement are more clearly documented for students and parents. Consider, for example, this question: What does a C mean? While the grade is a deeply familiar symbol, and more or less everyone has received a C at some point, what does the grade actually convey about learning? What was taught in the course? What knowledge did those C students acquire? What skills did they learn? Can the students write well, do math, conduct research, think critically, communicate effectively, or use a computer? Did they work hard and make a lot of progress over the semester, or did they slack off and hardly try at all? The fact is that a C just doesn't tell us much. When mastery-based grades are connected to clearly articulated learning standards, educators and parents know, with far more precision, what a student has actually learned or failed to learn. In this section, school leaders and teachers will find detailed guidance on developing a mastery-based grading and reporting system.

MASTERY GRADING

1. Opportunity to “fail forward”
2. Student autonomy
3. Flexible ways of demonstrating mastery
4. Encourages a growth mindset
5. Transparent, detailed learning objectives are usually misaligned with answers available from outside sources.
6. Removes the instructor as the gatekeeper of the points.

[How to Set Up
Mastery-Based
Grading in Your
Classroom](#)



State and District Assessment Windows

OST

Spring

ELA: April 11 – May 1

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

ELA, part 1: April 13

ELA, part 2: April 14

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

Geometry, parts 1 and 2: April 26

MAP

April 24-May 5

ACT (Juniors only)

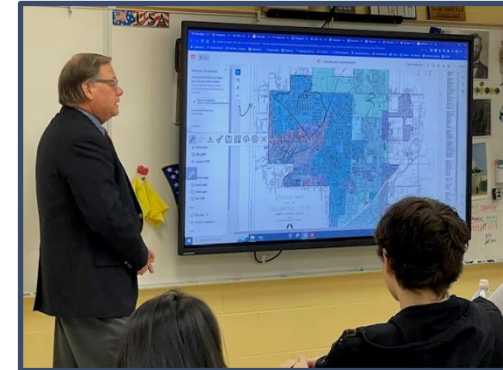
February 28

AASCD

February 27 – April 21

OELPA

January 30 – March 24



**Empower
Everyone,
Everyday**

MTSS

The Universal Design for Learning Guidelines

CAST | Until learning has no limits

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning



Access

Provide options for Recruiting Interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for Perception

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for Physical Action

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Build

Provide options for Sustaining Effort & Persistence

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for Language & Symbols

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for Expression & Communication

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Internalize

Provide options for Self Regulation

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for Comprehension

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

Provide options for Executive Functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed





Social Emotional Learning

What about responsibility?

SEL can be incorporated into every single lesson. Student competencies for developing a well-balanced mindset can be supported by setting clear learning and performance expectations in our classrooms. A push against SBG is that students have a free-for-all when completing work, which is a myth. Interestingly, self-efficacy is a powerful statistical indicator of student growth according to Hattie's research. This means we need to continue to set achievable goals and benchmarks for students to work toward. These are not final attempt deadlines, but points in time they can use as a litmus test for making adequate progress. Feedback can – and should – extend to student work habits and self-regulatory behaviors.

The SEL Aware Classroom

SEL awareness is more than knowing that students learn social-emotional cues and responses through their school experiences. It means we are tailoring our classrooms to grow students as scholars as well as responsible, regulated members of the community. Our teaching practices influence that significantly. Grading, on the whole, is one of the most influential aspects of school. Ask your students how their grades affect their self-perception. What practices can you change in order to provide a net positive rather than a net negative impact on student learning?

5 Ways to Integrate Social-Emotional Learning in the Classroom

“Although many educators and schools are interested in opening up the path and pace of student learning, making this shift can be challenging. Decades of institutional structures, norms and culture can work against mastery learning, but it can be done.”

~Tom Driscoll

What is Personalized-Mastery Learning?

Personalized Mastery Learning involves students in the decisions about their learning, even in determining when learning outcomes have been mastered. This collaborative effort creates an environment where students enjoy the freedom to explore personal areas of interest plus critically think about and apply different ways to better learn concepts or skills, and teachers can teach to the precise needs of their students.

Teachers continually ask and answer questions like “Who needs to learn this skill?” “How can we use what my students are curious about to help drive what they’ll learn next?” and “How can I motivate or encourage students to critically think about their learning and find new ways to learn?” Students leverage interests, passions and previously mastered foundational skills to decide what and how they’ll learn.

The key difference between a basic personalized learning approach and a PML approach is this component of collaborating with their teachers to decide what, how and when mastery has been reached. In fact, we believe true personalized learning can only happen when this collaboration between teacher and student exists.

The organization, ExcelinEd.org, states, “mastery is reached as soon as they (students) demonstrate mastery....regardless of time, place or pace.” PML combines this definition of mastery with the concepts of personalized learning that include students leveraging their interests and passions and having a voice in their learning.

**Take the example from a literacy classroom where a student is expected to show mastery of punctuation and capitalization. The teacher assigned students a task to show mastery of these skills through an informational writing piece and while many of her students take on the task and show mastery in the fashion she has assigned, one student collaborates with her to develop an alternative method to show mastery. Instead of writing the informational piece, he shows mastery of punctuation and capitalization through a PowerPoint presentation on his passion project.

**Another literacy project example is the student who is asked to write an argumentative essay. The assignment is driven by the teacher to meet learning standards, but the student collaborates with her teacher to determine a topic for the essay that is focused on her passion for marine animals. Throughout the writing process, the student collaborates with her teacher to research, develop and edit her essay. While there is a target date for completion, student and teacher are more focused on quality and the student continues to write her essay until both she and her advisor are satisfied with her work not simply by the target completion date.

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](#)

“Personalized learning provides that critical preparation for students, and in the process keeps them engaged and excited about learning.”

Committee Meeting Schedule

- **Art Department Meeting** on Wednesday, February 1 from 12:00-3:00 p.m. in the Main Office Conference Room at TES.
- **EL Department Meeting** on Friday, February 2 at 1:15 p.m. in the Conference Room at the MEC.
- **ELA Content Committee Meeting** on Thursday, February 9 from 12:00-3:00 p.m. in the Community Room at THS.
- **District Lead Teacher Meeting** on Thursday, February 9 at 3:45 p.m. in the Community Room at THS.
- **Social Studies Content Committee Meeting** on Thursday, February 16 from 12:00-3:00 p.m. in the Community Room at THS.
- **LPDC Meeting** on Thursday, February 16 at 3:45 p.m. in the Conference Room at the MEC.
- **District Professional Development Day** on Friday, February 17 from 8:00 a.m.-3:00 p.m.
- **Professional Development Committee Meeting** on Thursday, February 23 from 12:00-3:00 p.m. in the Conference Room at the MEC.
- **Personalized Learning Launch Convening** on Tuesday, February 28, 9:00 a.m.-3:00 p.m.