

Tallmadge Curriculum

February, 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.

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

FOUNDATIONS FOR EQUITABLE, EFFECTIVE TEACHING PRACTICES

- ✓ Students with different learning needs are capable learners of grade-level content when presented with equitable, effective teaching practices that humanize students' mathematics experience.
- ✓ It is important that we cultivate equitable instructional mindsets and practices, build students' positive mathematical identities, create an equitable classroom culture, support making connections through effective instructional practices and engage teams to create a culture of collaboration.
- ✓ Each and every student needs and deserves access to high-quality, meaningful mathematics. We should recognize, believe in, and build on the strengths of our students.
- ✓ An essential step to promoting positive mathematical identity is to start with knowing the learners. Each and every student is unique, with different experiences.

Productive Mindsets and Practices

- ✓ Create a mindset that views mathematics as an interconnected web of concepts, knowledge and skills.
- ✓ Believe that all students are mathematically brilliant.
- ✓ Deeply understand standards and learning goals in a unit.
- ✓ Elicit and examine your knowledge of students.
- ✓ Invite students into the mathematics of the unit.
- ✓ Make connections explicit,
- ✓ Value reflection and revision.
- ✓ Establish a culture of feedback.
- ✓ Practice responsive teaching

“Students deserve to experience mathematics as a way to engage with their world.”



Check out this great article;
[Building Equity in the Mathematics Classroom](#)



Assessment

Upcoming Assessment Windows

OELPA	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



THE 5 EQUITY PRACTICES:

1. Going deep with mathematics.
2. Leveraging multiple mathematical competencies.
3. Affirming mathematics learners' identities.
4. Challenging spaces of marginality.
5. Drawing on multiple sources of knowledge.

(NCTM)

MTSS

The Multi-Tiered System of Supports model aligns resources in schools for providing high quality instruction and intervention matched to student needs. Learning rate over time and level of performance are used to inform instructional decisions. The MTSS model addresses both academic and behavior needs of students through instruction and interventions developed to meet those needs. The problem solving/response to intervention (RtI) component of MTSS is required in Every Student Succeeds Act (ESSA) and the Individuals with Disabilities improvement Act (IDEA). Problem solving and measuring the response to intervention through progress monitoring ensures the quality and validity of classroom instruction.

Effective MTSS:

- Learning is accelerated to close gaps and percent new ones.
- Fewer students are at risk over time.
- Decisions about who needs additional support can be made rapidly.
- Rates of intervention successes are high.
- Goals are defined in terms of improved achievement.



Social Emotional Learning

In what ways does SEL advance equity and excellence?

SEL can be a powerful lever for creating caring, just, inclusive, and healthy schools that support all students in reaching their fullest potential. In the context of SEL, equity and excellence refers to every student – across race, ethnicity, family income levels, learning abilities, home language, immigration status, gender identity, and other factors – engaging in high-quality educational opportunities and environments that best promote their healthy social, emotional, and academic development.

SEL advances educational equity and excellence by:

Supporting authentic school-family-community partnerships where young people, families, educators, and community partners work together to plan, implement, and continuously improve strategies and programs to best serve all students in their local context. SEL helps stakeholders develop the skills and relationships to communicate and collaborate effectively across different perspectives and backgrounds.

Fostering trusting and collaborative relationships where educators can attune to and appreciate students’ developmental needs and unique strengths; develop deeper awareness of students’ cultures, backgrounds, and learning differences; and create classroom environments that are inclusive of all learners. SEL helps young people and adults learn and practice empathy, perspective taking, and active listening to build deeper connections with one another.

Promoting rigorous and meaningful curriculum and instruction that sets high standards and expectations for all students and actively engages them in developing academic, social, and emotional skills to achieve their goals and contribute to their communities. Evidence-based SEL programs and approaches help ensure all students have consistent opportunities to learn and practice developmentally-appropriate skills that help them thrive.

Applying ongoing evaluation of policies, practices, and outcomes to ensure all students are treated fairly, have access to supportive learning environments, engage in high-quality educational opportunities and programs, and achieve excellence in academic, social, and emotional outcomes. SEL implementation grounded in research and continuous improvement helps drive efforts toward equitable and optimal outcomes.

in the classroom
TRAUMA CAN LOOK LIKE

EXECUTIVE FUNCTION DEFICITS
Trauma can inhibit the ability of a child develop the skills and brain functions needed to plan, organize, and solve problems.

AGGRESSION
Trauma can cause a child to be in a state of hypervigilance. This can appear as aggression or a "short fuse".

ANXIETY
Trauma can make a child more reactive to unexpected changes or information. They may appear as withdrawn and shy, or overly sensitive.

LANGUAGE DEFICITS
Trauma can make it difficult to connect words to experiences which can cause receptive and expressive language delays.

DISTRACTED
Trauma can make it difficult to determine what information is important, and what is not. This may mean that a child will focus more on interpreting the mood of the teacher or safety of the classroom instead of the content delivered.

Movement Matters®



“We cannot connect with our brains until we have that personal connection with our heart.”

English Learner Services

[Interpreter Request Form](#)

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

Gifted Programming

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

[Professional Development in Gifted Education](#)

Upcoming Professional Development Opportunities

Newsela Alignment Resources;

- [Ohio Financial Literacy Alignment](#)
- [SEL Alignment](#)
- [Science Alignment](#)
- [Social Studies Alignment](#)

Check out this awesome calendar of daily resources for teachers from Newsela:

[Newsela Calendar](#)

Check out this excellent podcast from Amplify:

[Science of Reading Podcast](#)



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

- **K-12 PBL/Service Learning Steering Committee Meeting** on Monday, February 7 via Zoom.
- **Kathy and Ellen** will be available for Zoom Coaching Sessions during February 8-11.

Please use this link to sign-up for a Coaching Session;
[Coaching Session Schedule](#)

- **Lead Teacher Meeting** on Thursday, February 10 from 3:45-4:45 p.m.
- **Math Content Committee Meeting** on Friday, February 18 from 11:30-2:30 in Room 230 at TMS.
- **K-5 Report Card Committee Meeting** on Friday, February 25 from 12:00-3:00 p.m. in the Conference Room at TES.

Upcoming Trainings from Summit County ESC;

[Summit County ESC Professional Development](#)

