

Tallmadge Curriculum

January, 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.

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Follow this amazing Math Educator on Twitter
[@RobertKaplinsky](https://twitter.com/RobertKaplinsky)

PROBLEM-BASED LEARNING IN MATH

Five "classroom-tested" strategies:

1. **Address math myths:** It's better to have students do four or five rich problems and explain how they solved them. Getting students to reveal their thinking is part of creating the right culture for PBL to be successful. It has to be safe to take risks and get it wrong. "Too often in math, students are told, 'No. That's wrong.'" Instead, respond to a student's answer by saying, "That's a different solution than I would have gotten. How did you get that?"
2. **Start smart:** Teachers can grow their confidence with PBL by choosing project opportunities strategically. You can't do projects around everything you teach. That's OK. Some standards lack the depth for the inquiry that PBL requires. If a concept can be taught quickly, don't build a three-week project around it.
3. **Consider tasks vs. projects:** Before launching into a full-blown project, try a shorter task that still requires inquiry. Like projects, inquiry tasks are designed to address meaningful content. Enough time is allowed for students to have rich conversations, wrestle with problem-solving, and get feedback to improve their work.
4. **Leverage effective strategies:** Working in teams, journaling, interviewing experts, or taking part in Socratic seminars to discuss math concepts in depth. These teaching practices get students asking questions instead of waiting for the teacher's direction. They encourage curiosity, promote reflection, and get students talking and thinking about math.
5. **Build confidence:** Developing the tools and strategies to be successful with PBL in math takes time—for students and teachers. Just as math students need to persist to become successful problem solvers, teachers need to be willing to critique and improve their projects.

"Students in a project-based classroom fueled by inquiry will be defined by their perseverance, creativity, problem-solving abilities, collaborative skills, and willingness to ask questions that lead to meaningful change."

Robert Kaplinsky provides FAQ on Problem-Based Learning in Math;

[Problem-Based Learning FAQ](#)





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



8 Principles of Deeper Learning:

1. Learning goals and success criteria
2. Compelling content and products
3. Collaborative culture
4. Student empowerment
5. Intentional instruction
6. Authentic tools and resources
7. Focus on literacy
8. Feedback for learning

MTSS

Successful MTSS implementation is a highly complex process that involves the following tasks:

- Gathering accurate and reliable data
- Correctly interpreting and validating data
- Using data to make meaningful instructional changes for students
- Establishing and managing increasingly intensive tiers of support
- Evaluating the process at all tiers to ensure the system is working

MTSS decisions are made using a team based process. For example, the steps in the process described above should be coordinated through an MTSS building leadership team. The MTSS building leadership team is responsible for coordinating and communicating all MTSS implementation efforts for the building. The MTSS building leadership team uses a problem-solving process at both the system and student levels. For example, at the system level, the team might ask, is the core instruction effective? At the student level, the team would ask which students need additional support? Teams look at both system-and student-level problems by 1. What is the problem? 2. Why is the problem occurring? 3. What should we do about the problem? 4. Did our solution work?

Accurate and timely data are also crucial to effective problem solving. MTSS is a framework, not a rigid filter, so teams may make decisions based on student performance data that has established benchmarks or effectiveness based on empirical studies, especially in the areas of screening, progress monitoring, and intervention effectiveness.

Social Emotional Learning

The Social-Emotional Impact of Reading Struggle

When students struggle with reading, their confidence drops as they fall behind their peers. By the time they are adolescents, they may feel socially and emotionally isolated. Thus commences a domino effect of a lack of motivation to try to catch up, disinterest in learning, and ultimately, lowered future prospects. Often, teachers grow frustrated with behavior that arises from students' negative emotions, such as acting out in class, a dismissive attitude, or lack of participation.

The best approach to overcoming these social-emotional obstacles to students' academic achievement is to build social-emotional skills. As best-selling author and educational expert Eric Jensen states in his book, *Teaching with the Brain in Mind*, "There is no separation of mind and emotions; emotions, thinking, and learning are all linked."

But social-emotional learning is a broad topic. What should secondary school educators prioritize in their teaching? Here are five social-emotional learning skills that are particularly important for adolescent learners;

1. Confidence
2. Healthy Self-Concept
3. Self-Management
4. Self-Advocacy
5. Student Agency

Four Ways to Support Teens' Social-Emotional Development at School;

https://greatergood.berkeley.edu/article/item/four_ways_to_support_teens_social_emotional_development



“When early intervention is delayed, it takes four times as long to intervene in fourth grade as it does in late kindergarten because of brain development, and because of the increase in content for students to learn as they grow older.”

National Institute of Child Health and Human Development



“Emotional intelligence begins to develop in the earliest years. All the small exchanges children have with their parents, teachers and with each other carry emotional messages.”

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 these podcasts from NWEA around Data Driven Education in Action:

[Podcasts from NWEA](#)



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

- **Lead Teacher Meeting** on Thursday, January 13 from 3:45-4:45 p.m.
- **8-12 Math Department** Work Session with Steve Miller on Wednesday, January 19 in the Community Room at THS.
- **Math Content Committee Meeting** on Friday, January 28 from 11:30-2:30 p.m. in the Community Room at THS.
- **Report Card Committee Meeting** on Monday, January 24 (all day) in the Conference Room at TES.
- **Kathy and Ellen** will be working with our new teachers and THS Staff during February 1-4.

Upcoming Trainings from Summit County ESC;

[Summit County ESC Professional Development](#)

