



Tallmadge Curriculum

March, 2024

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.



Newsletter Theme:
Self-Directed

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Creating a classroom environment that fosters self-directed learning is essential for empowering students to take ownership of their education. Here are several strategies we can use:

- **Promote Autonomy:** Give students choices in their learning activities, assignments, and projects. Allow them to select topics of interest, choose how they demonstrate understanding, and decide on the pace of their learning.
- **Set Clear Expectations:** Establish clear learning objectives and expectations for student performance. Communicate these expectations regularly and provide students with rubrics or criteria for self-assessment and goal-setting.
- **Encourage Inquiry-Based Learning:** Design learning experiences that encourage curiosity, critical thinking, and problem-solving. Encourage students to ask questions, explore topics independently, and pursue their interests through research and inquiry.
- **Provide Resources and Support:** Ensure that students have access to resources, materials, and technology tools that support their learning needs. Offer guidance, feedback, and scaffolding as needed, but also encourage students to seek out resources and assistance independently.
- **Foster a Growth Mindset:** Cultivate a classroom culture that values effort, persistence, and resilience. Encourage students to embrace challenges, learn from mistakes, and view setbacks as opportunities for growth.
- **Model Self-Directed Learning:** Demonstrate self-directed learning behaviors and attitudes as an educator. Share your own learning experiences, strategies, and reflections with students to model lifelong learning habits.
- **Promote Collaboration and Peer Learning:** Encourage collaboration, peer feedback, and cooperative learning activities. Provide opportunities for students to work together, share ideas, and learn from one another's perspectives.
- **Teach Metacognitive Skills:** Explicitly teach students metacognitive skills such as goal-setting, self-monitoring, and self-reflection. Encourage students to reflect on their learning process, identify strengths and areas for improvement, and adjust their strategies accordingly.
- **Create a Supportive Learning Environment:** Foster a supportive and inclusive classroom environment where students feel safe to take risks, express themselves, and share their ideas. Build positive relationships with students and promote a sense of belonging and community.
- **Encourage Lifelong Learning:** Emphasize the importance of lifelong learning and the acquisition of skills that extend beyond the classroom. Help students develop a growth mindset, curiosity, and a passion for learning that will serve them well throughout their lives.

“Without abundant choice, we teach students compliance is valued over self-directed learning.”



State and District Assessment Windows

MAP

SPRING: April 15-May 3

OST

TES Spring:

ELA (3rd and 5th) – April 10 and 11

ELA (4th) – April 16-17

Math (3rd and 5th) – April 18-19

Math (4th) April 23-24

Science (5th only) – April 25 and 26

TMS Spring:

ELA - April 10 and 11

Math - April 17 and 18

Science - April 24 and 25

THS Spring:

April 15 - American History

April 16 - Biology

April 17 - Government. / ELA II, Pt. 1

April 18 - Algebra, Pt. 1 / ELA II, Pt. 2

April 19 - Algebra, Pt. 2 / Geometry

AASCD (Alternate Assessment)

February 26-April 19

OELPA (Assessment)

January 29-March 22



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Everyday**

MTSS

MTSS primarily focuses on providing targeted interventions and support to students, it can also play a role in fostering students' self-directed learning skills:

- **Universal Screening:** MTSS typically begins with universal screening to identify students who may need additional support in academic, behavioral, or social-emotional domains. By involving students in the screening process and helping them understand their strengths and areas for growth, MTSS promotes self-awareness and encourages students to take ownership of their learning and well-being.
- **Tiered Interventions:** MTSS provides tiered interventions tailored to students' needs, with increasingly intensive support for those who require it. By involving students in the decision-making process regarding their interventions and progress monitoring, MTSS encourages self-advocacy and self-regulation skills. Students learn to identify their learning challenges, seek appropriate support, and monitor their own progress towards academic and behavioral goals.
- **Data-Informed Decision Making:** MTSS relies on data to guide decision-making at each tier of support. By involving students in setting academic and behavioral goals, analyzing their own data, and monitoring their progress, MTSS promotes self-directed learning and accountability. Students learn to use data to evaluate their own performance, identify areas for improvement, and make informed decisions about their learning strategies.
- **Positive Behavioral Interventions and Supports (PBIS):** PBIS, often a component of MTSS, focuses on promoting positive behavior and social-emotional skills. By explicitly teaching students social skills, emotional regulation strategies, and problem-solving techniques, PBIS helps students become more self-aware and self-directed in managing their behavior and interpersonal relationships.
- **Explicit Instruction in Self-Regulation Skills:** MTSS provides opportunities for explicit instruction in self-regulation skills, such as goal-setting, time management, organization, and study skills. By teaching students strategies to manage their own learning process, MTSS equips them with the tools they need to become more self-directed learners.
- **Family and Community Engagement:** MTSS involves families and communities as partners in supporting student success. By engaging parents and caregivers in discussions about their child's strengths, needs, and goals, MTSS promotes a collaborative approach to fostering self-directed learning skills both at home and in school.



Social Emotional Learning

SEL can play a crucial role in supporting students to become self-directed learners:

- **Self-awareness:** SEL helps students understand their strengths, weaknesses, emotions, and motivations. When students are self-aware, they can identify their learning preferences, set personal goals, and recognize when they need help or resources to achieve those goals.
- **Self-management:** SEL teaches students skills to manage their emotions, impulses, and behaviors effectively. Self-managed students can regulate their attention, organize their time, and persevere through challenges without getting discouraged. This ability is essential for self-directed learning as it enables students to stay focused, disciplined, and resilient in pursuing their academic goals.
- **Responsible decision-making:** SEL cultivates critical thinking, problem-solving, and ethical decision-making skills in students. When students can evaluate options, anticipate consequences, and make responsible choices, they become more independent learners. They can navigate through various learning opportunities, assess their progress, and make adjustments to their learning strategies accordingly.
- **Relationship skills:** SEL emphasizes communication, collaboration, and empathy, which are essential for self-directed learning. Students who possess strong relationship skills can effectively seek support, collaborate with peers, and engage in meaningful discussions to deepen their understanding of the subject matter. They can also establish positive relationships with teachers, mentors, and other learning resources to enhance their learning experiences.
- **Social awareness:** SEL promotes empathy, perspective-taking, and respect for diversity. Socially aware students can appreciate different viewpoints, understand the needs of others, and work collaboratively in diverse learning environments. This ability is crucial for self-directed learning as it enables students to leverage diverse perspectives, resources, and experiences to enrich their own learning journey.



Personalized Learning

Personalized learning can be a powerful tool for fostering self-directed learning among students:

- **Tailored Instruction:** Personalized learning adapts instruction to the individual needs, preferences, and learning styles of each student. By providing content and activities that are relevant and engaging to them, personalized learning empowers students to take ownership of their learning and pursue topics that interest them.
- **Self-Paced Learning:** Personalized learning allows students to progress through material at their own pace. This flexibility enables students to take the time they need to master concepts and skills, promoting autonomy and self-direction in their learning journey.
- **Choice and Agency:** Personalized learning offers students choices in how they learn, what they learn, and how they demonstrate their understanding. By giving students agency over their learning experiences, personalized learning encourages them to make decisions, set goals, and take responsibility for their learning outcomes.
- **Feedback and Reflection:** Personalized learning platforms can provide immediate feedback on students' progress and performance. By receiving timely feedback, students can reflect on their learning, identify areas for improvement, and make adjustments to their learning strategies independently.
- **Goal Setting:** Personalized learning encourages students to set goals for their learning and track their progress towards those goals. By setting goals aligned with their interests and aspirations, students are motivated to take initiative and drive their own learning forward.
- **Differentiated Instruction:** Personalized learning allows teachers to differentiate instruction to meet the diverse needs of students. By addressing students' individual strengths, challenges, and interests, personalized learning supports autonomy and self-direction in learning.
- **Ownership of Learning Pathways:** Personalized learning empowers students to choose their own learning pathways based on their interests, goals, and prior knowledge. By giving students control over their learning trajectory, personalized learning fosters a sense of ownership and responsibility for their learning journey.
- **Lifelong Learning Skills:** By promoting self-directed learning, personalized learning helps students develop essential skills such as critical thinking, problem-solving, and metacognition. These skills are crucial for lifelong learning and empower students to become independent, resourceful learners beyond the classroom.



Artificial Intelligence in K-12 Education

AI can play a significant role in fostering self-directed learning among students. Here are several ways AI can support and promote self-directed learning:

- **Personalized Learning Paths:** AI-powered adaptive learning platforms can analyze students' learning styles, preferences, and performance data to tailor learning experiences to individual needs. By providing personalized learning paths, AI enables students to take control of their learning journey, allowing them to progress at their own pace and focus on areas where they need the most support.
- **Recommendation Systems:** AI algorithms can recommend relevant resources, such as articles, videos, or interactive simulations, based on students' interests, learning goals, and past interactions. By offering personalized recommendations, AI empowers students to explore topics of their choice and pursue self-directed inquiry.
- **Feedback and Assessment:** AI-driven assessment tools can provide immediate feedback on students' work, helping them understand their strengths and areas for improvement. By receiving timely feedback, students can reflect on their learning progress and make adjustments to their learning strategies independently.
- **Virtual Mentors and Tutors:** AI-powered virtual mentors and tutors can provide students with personalized guidance, support, and scaffolding throughout their learning journey. These virtual assistants can answer questions, provide explanations, and offer suggestions, empowering students to take ownership of their learning and seek assistance when needed.
- **Collaborative Learning Platforms:** AI can facilitate collaborative learning experiences by connecting students with peers who share similar interests or learning goals. AI-powered collaborative platforms can support students in forming study groups, sharing resources, and collaborating on projects, fostering autonomy and collective problem-solving skills.
- **Natural Language Processing (NLP) for Inquiry:** AI technologies like natural language processing can enable students to ask questions, explore complex topics, and engage in inquiry-based learning activities. By interacting with AI-powered virtual assistants, students can deepen their understanding of subjects through self-directed exploration and inquiry.

English Learner Services

[Challenges for English Language Learners](#)

[English Learner Family Toolkit](#)

[State Seal of Biliteracy Infographic](#)

[Interpreter Request Form](#)

[Website Information for EL Families](#)



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](#)

Committee Meeting Schedule

- **EL Department Meeting** on Friday, March 1 at 1:15 p.m. in the MEC Conference Room.
- **Authentic Learning Steering Committee Meeting** on Monday, March 4 from 12:00-3:00 p.m. in the Library at THS.
- **Authentic Learning Virtual Field Trip** filming day all-day on Tuesday, March 5.
- **Personalized Learning TRANSFORM Meeting** on Wednesday, March 6 all-day in Columbus.
- **New Teacher Cohort Observation Day** on Tuesday, March 12 all-day.
- **ELA Content Committee Meeting** on Wednesday, March 13 from 12:00-3:00 p.m. in the Library at THS.
- **District Lead Teacher Meeting** on Thursday, March 14 at 3:45 p.m. in Room 230 at TMS.
- **LPDC Meeting** on Thursday, March 21 at 3:15 p.m. in the Conference Room at the MEC.