Tallmadge Curriculum

TALLMADGE CITY SCHOOLS
DIRECTIONAL SYSTEM

OUR MANTRA
Empower - Everyone, Everyday

OUR VISION
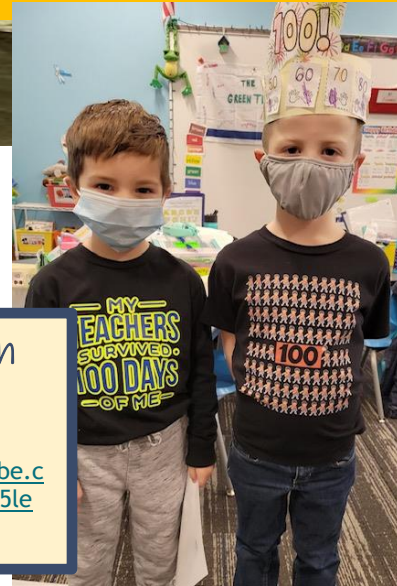Tallmadge is a collaborative community that empowers every student.

OUR MISSION
Every Tallmadge graduate is successfully employed, enrolled or enlisted.

Why has Math Changed?

https://www.youtube.com/watch?v=nzsGtz5leMw

INSIDE THIS ISSUE

Access and Equity in Mathematics Education

Creating, supporting, and sustaining a culture of access and equity require being responsive to students' backgrounds, experiences, cultural perspectives, traditions, and knowledge when designing and implementing a mathematics program and assessing its effectiveness. Acknowledging and addressing factors that contribute to differential outcomes among groups of students are critical to ensuring that all students routinely have opportunities to experience high-quality mathematics instruction, learn challenging mathematics content, and receive the support necessary to be successful.

Practices that support access and equity require comprehensive understanding. These practices include, but are not limited to, hold high expectations, ensuring access to high-quality mathematics curriculum and instruction, allowing adequate time for students to learn, placing appropriate emphasis on differentiated processes that broaden students' productive engagement with mathematics, and making strategic use of human and material resources. When access and equity have been successfully addressed, student outcomes – including achievement on a range of mathematics assessments, disposition toward mathematics, and persistence in the mathematics pipeline – transcend, and cannot be predicted but students'' racial, ethnic, linguistic, gender, and socioeconomic backgrounds.

~ NCTM

"When mathematics is taught as a connected, inquiry-based subject, inequities disappear and achievement is increased overall."
Jo Boaler

Check out this great article;
Equity in Mathematics: Helping Every Young Adolescent Access the Content

Assessment

Upcoming Assessment Windows

OELPA	January 31-March 25
ACT (Juniors)	March 1
OST (TES)	ELA - April 7th/8th 5th grade Science - April 20th Math - April 27th/28th
OST (TMS)	ELA Part 1- April 6 ELA Part 2- April 7 Math Part 1- April 12 Math Part 2- April 13 Science Part 1- April 19 Science Part 2- April 20
K-8 MAP	April 25 - May 13
K-5 Amplify Testing Window	5/2/22-5/27/22

Empower Everyone, Everyday

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
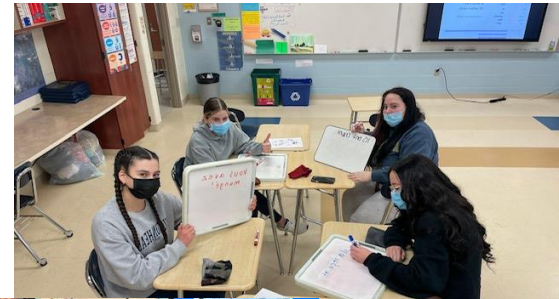
MTSS

How can we bring an equity lens to our MTSS?

First, it's important that we don't think of equity and inclusion as separate from MTSS. Equity is intrinsic to MTSS, and should be embedded within each tier of supports.

An MTSS that advances equity gives all students access to a great education in the most inclusive environment possible. This access is provided using universal screening and progress monitoring data to start a student in the least intensive support environment, and adding or removing that support as needed. In other words, we're giving each and every student just the right amount of support they need to succeed.
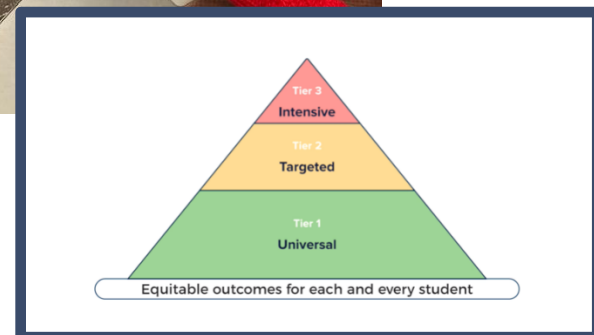
Social Emotional Learning

SEL can be a powerful lever for creating caring, just, inclusive, and healthy communities that support all individuals in reaching their fullest potential.

Systemic implementation of SEL both fosters and depends upon an equitable learning environment, where all students and adults feel respected, valued, and affirmed in their individual interests, talents, social identities, cultural values and backgrounds.

This requires that SEL is implemented with an explicit goal of promoting educational equity.

When SEL is leveraged to promote equity and excellence:

SEL is relevant for all students in all schools and affirms diverse cultures and backgrounds. All students bring to school their identities, strengths, values, lived experiences, and culture. SEL does not seek to have students conform to the values and preferences of the dominant culture but uplifts and promotes understanding of the assets of diverse individuals and communities.

o   *What it looks like:* Schools use SEL as a framework to examine the importance of the range of adult and student identities and assets, reflect on and appreciate diversity, and foster an inclusive environment. Schools adopt evidence-based programs that are culturally-affirming and relevant to their communities and needs.

SEL is a strategy for systemic improvement, not just an intervention for at-risk students.

While SEL reduces risky behaviors and improves mental health (Taylor et al, 2017), the impact is maximized when systemic SEL becomes a coordinating framework that transforms all aspects of schooling — from how staff collaborate to how classroom instruction is delivered.

o   *What it looks like:* Systemic implementation fosters school wide conditions that promote social and emotional growth for all students, including opportunities to build trusting relationships, welcoming learning environments, consistent routines, engaging teaching strategies, culturally-relevant practices and authentic family and community partnerships.

SEL is a way to uplift student voice and promote agency and civic engagement.
The goal of SEL is to build skills and competencies that help students successfully navigate and meaningfully contribute to their schools, careers, families, relationships, and multicultural communities. This occurs when SEL goes beyond behavior management and positions young people "as experts in understanding and fashioning a world that is more just and equitable" (Jagers, 2016, p. 3).

o   *What it looks like:* All students have developmentally-appropriate opportunities to engage in discussions with each other, raise problems and identify solutions in their schools and communities, productively challenge the inequities that they see, have a voice in how the classroom and school operate, and take on authentic leadership roles.

SEL supports adults to strengthen practices that promote equity.
SEL also offers a way for adults to examine how their own social and emotional competencies and the policies and practices that they put in place may impact equity, and acknowledge and address the larger impact that systemic and individual bias may have on the lives of their students.

o   *What it looks like:* Adults reflect on their own identities, assets and biases, and engage in culturally-relevant practices and conversations around equity. School teams examine disaggregated data, analyze root causes of disparities, and engage various stakeholders to co-develop policies and practices that support equity.

"When little people are overwhelmed by big emotions, it's our job to share our calm, no join their chaos."
L.R. Knost

English Learner Services

Interpreter Request Form

Tips for Successful Parent-Teacher Conferences with Bilingual Families

How to Set Preferred Language in Remind for Parents

Best Practice Strategies to Support English Learners in the Classroom

Gifted Programming

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

Professional Development in Gifted Education

Upcoming Professional Development Opportunities

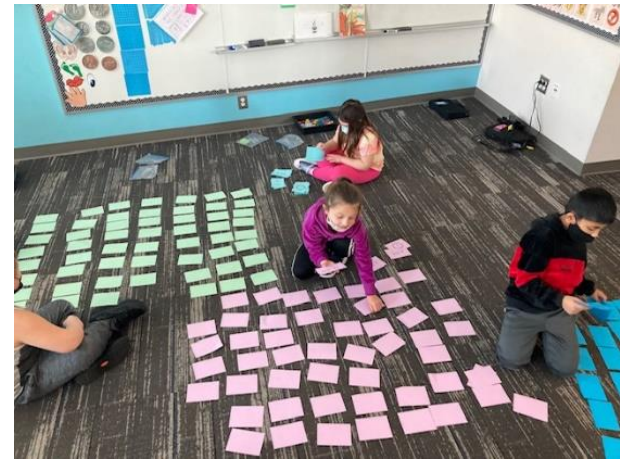### Newsela Alignment Resources;

Ohio Financial Literacy Alignment
SEL Alignment
Science Alignment
Social Studies Alignment

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

Newela Calendar

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

Upcoming Trainings from Summit County ESC;

Summit County ESC Professional Development

Content Committee Meeting Schedule

- **8-12 Math Department Work Session** on Wednesday, March 2 in the Community Room at THS.

- **K-12 Math Content Committee Meeting** on Friday, March 11 from 11:30-2:30 in the Community Room at THS.

- **K-12 PBL/Service Learning Steering Committee Meeting** on Tuesday, March 8 at 3:30 p.m. via Zoom.

- **District Lead Teacher Meeting** on Thursday, March 10 at 3:45 p.m.

"When the why is clear, the how is easy."