

Tallmadge Curriculum

May, 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:

**Authentic and
Personalized Learning**

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Ten Project Ideas to Promote Critical Thinking;

1. **Debates:** Organize debates on controversial topics relevant to the curriculum. Assign students to argue both sides of an issue, forcing them to research and critically evaluate evidence from multiple perspectives.
2. **Socratic Seminars:** Conduct Socratic seminars where students engage in dialogue about a text or topic. Encourage them to ask probing questions, challenge assumptions, and construct arguments based on evidence.
3. **Case Studies:** Present real-world case studies relevant to the subject matter. Ask students to analyze the case, identify key issues, consider alternative solutions, and defend their recommendations.
4. **Problem-Based Learning (PBL):** Design projects that require students to solve complex, open-ended problems. PBL encourages students to collaborate, think creatively, and apply their knowledge to real-world situations.
5. **Inquiry-Based Research Projects:** Assign research projects that require students to formulate their own research questions, gather and evaluate sources, and draw evidence-based conclusions. Encourage them to reflect on their research process and consider the reliability of their sources.
6. **Role-Playing Simulations:** Create simulations where students take on different roles and perspectives to explore historical events, scientific phenomena, or societal issues. This allows them to develop empathy, consider diverse viewpoints, and analyze the consequences of different decisions.
7. **Data Analysis Projects:** Provide students with datasets and ask them to analyze the data, draw conclusions, and communicate their findings effectively. This helps them develop statistical literacy and critical thinking skills related to interpreting data.
8. **Creative Problem-Solving Challenges:** Present students with open-ended challenges that require innovative thinking and problem-solving skills. Encourage them to brainstorm multiple solutions, evaluate their feasibility, and justify their choices.
9. **Ethical Dilemma Discussions:** Introduce ethical dilemmas relevant to the subject matter and ask students to consider the ethical implications of different courses of action. This fosters moral reasoning and critical reflection on ethical issues.
10. **Peer Review and Feedback:** Incorporate opportunities for peer review and constructive feedback into projects and assignments. Encourage students to critically evaluate each other's work, provide thoughtful feedback, and revise their own work based on peer input.

“One cannot change outcomes for a student, a classroom, a school or a district, without changing one’s own behavior and thinking.”

~Minor, 2019

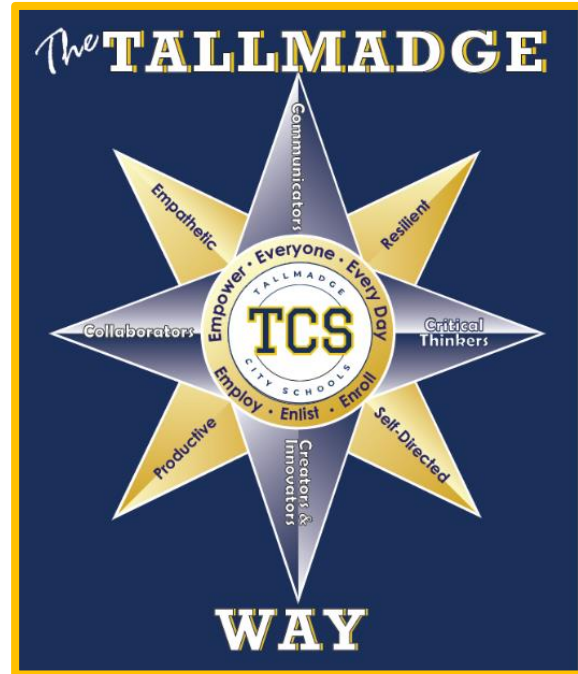


State and District Assessment Windows

MAP

SPRING: April 15-May 3

**Empower
Everyone,
Every Day**



Social Emotional Learning

SEL can naturally support authentic and personalized learning:

1. *Relationship Building*: SEL emphasizes the importance of building positive relationships between students and teachers, as well as among peers. Strong relationships create a supportive learning environment where students feel valued, respected, and safe to take risks, which is essential for authentic and personalized learning to thrive.
2. *Self-Awareness and Self-Regulation*: SEL helps students develop self-awareness of their strengths, weaknesses, emotions, and learning preferences. This self-awareness enables students to advocate for their own learning needs and preferences, making it easier for educators to personalize instruction to meet those needs effectively. Additionally, SEL teaches students self-regulation skills, such as managing emotions and staying focused, which are critical for engaging in authentic learning experiences.
3. *Empathy and Perspective-Taking*: SEL fosters empathy and perspective-taking skills, which are essential for understanding and appreciating the diverse perspectives and experiences of others. By developing empathy, students are better equipped to collaborate with peers, provide meaningful feedback, and engage in authentic learning experiences that reflect real-world issues and perspectives.
4. *Collaboration and Communication*: SEL promotes skills such as collaboration, communication, and teamwork, which are essential for engaging in authentic learning experiences that often involve working with others to solve complex problems or pursue shared goals. These skills enable students to effectively collaborate with peers, share ideas, and contribute to group projects or discussions in personalized learning settings.
5. *Resilience and Growth Mindset*: SEL fosters resilience and a growth mindset, encouraging students to persevere in the face of challenges and view failures as opportunities for learning and growth. This mindset is essential for engaging in authentic learning experiences that may involve experimentation, risk-taking, and iteration. By developing resilience and a growth mindset, students are more likely to embrace personalized learning opportunities and persist in overcoming obstacles to achieve their goals.



The Tallmadge Way



Personalized Learning

Our District recognizes that authentic and personalized learning is essential to meet the diverse needs of our students and prepare them for success in an ever-changing world. By continuing this focus, we aim to foster deeper engagement, enhance student ownership of learning, and cultivate the critical thinking and problem-solving skills necessary for lifelong success. **Authentic and personalized learning is important for both teachers and students:**

For Teachers:

- **Empowerment:** It empowers teachers to tailor instruction to meet the unique needs, interests, and strengths of each student, allowing for more effective teaching.
- **Professional Growth:** It provides opportunities for professional growth by encouraging teachers to explore innovative instructional strategies and technologies.
- **Collaboration:** It fosters collaboration among teachers as they share best practices, resources, and experiences in implementing personalized learning approaches.

For Students:

- **Engagement:** It increases student engagement by making learning relevant and meaningful through real-world connections and personalized experiences.
- **Ownership:** It promotes a sense of ownership and agency in learning, empowering students to take control of their educational journey and set meaningful goals.
- **Differentiation:** It allows for differentiated instruction, ensuring that students receive the support and challenge they need to reach their full potential.
- **Preparation for the Future:** It equips students with the critical thinking, problem-solving, and self-directed learning skills needed for success in college, careers, and beyond.

➤ **Moving forward, our District will continue to work with Jake Miller and the Partnerships for Authentic Learning and Leadership to grow and expand the incorporation of best practices and innovative approaches to teacher and learning.**

DISTRICT DEFINITIONS

CORE COMPETENCIES

- **Collaborators** actively engage and contribute insights in discussions that lead to possible outcomes. They understand roles and responsibilities while respecting group and leadership dynamics.
- **Creators and Innovators** problem-solve to achieve goals. They utilize imagination and reasoning to develop unique ideas and design products in the pursuit of success.
- **Communicators** actively share ideas, insights, and questions while being active listeners. They effectively express thoughts and ideas to diverse audiences.
- **Critical-Thinkers** analyze, synthesize, and respond to problems while actively reflecting on the process and product, seeking continuous improvement.

CHARACTER TRAITS

- **Productive** - able to complete purposeful tasks in an efficient manner
- **Empathetic** - able to understand feelings of others and demonstrate compassion
- **Resilient** - able to persevere through challenges with a growth mindset
- **Self-Directed** - able to take initiative to accomplish goals



Artificial Intelligence in K-12 Education

AI can be leveraged in various ways to design project-based learning (PBL) experiences that enhance student engagement, personalized learning, and critical thinking:

1. **Curriculum Customization:** AI can analyze student data to identify individual learning needs and interests. Teachers can use this information to personalize project topics, resources, and activities to better align with students' preferences and abilities.
2. **Resource Recommendation:** AI-powered platforms can recommend relevant resources, such as articles, videos, and simulations, to support student inquiry and research for PBL projects. These recommendations can be tailored based on students' interests, learning styles, and proficiency levels.
3. **Project Planning and Management:** AI tools can assist teachers and students in planning and managing PBL projects. For example, AI-powered project management platforms can help students set goals, create timelines, allocate tasks, and track progress throughout the project lifecycle.
4. **Feedback and Assessment:** AI can provide timely and personalized feedback to students throughout the PBL process. Natural language processing (NLP) algorithms can analyze student responses, essays, and presentations to identify strengths, weaknesses, and areas for improvement. Additionally, AI can facilitate peer review and collaborative feedback exchanges among students.
5. **Data Analysis and Visualization:** AI tools can help students analyze and visualize data collected during PBL projects. Machine learning algorithms can identify patterns, trends, and insights from complex datasets, enabling students to make evidence-based conclusions and recommendations.
6. **Simulation and Modeling:** AI-powered simulations and modeling tools can enable students to explore complex systems and phenomena in a virtual environment. For example, students can use AI-driven simulations to study ecological systems, economic models, or historical events, enhancing their understanding and critical thinking skills.
7. **Adaptive Learning Platforms:** AI-driven adaptive learning platforms can personalize instruction and scaffold learning experiences based on students' individual needs and progress. These platforms can adjust the difficulty level of tasks, provide additional support or challenge, and offer targeted interventions to ensure students are appropriately challenged and supported during PBL projects.

English Learner Services

[English Learner Family Toolkit](#)

[Interpreter Request Form](#)

[Website Information for EL Families](#)

[EL Newcomer Students Resources](#)

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

- **Science Content Committee Meeting** on Monday, May 6 from 8:00-11:00 a.m. in the Library at THS.
- **Authentic Learning Steering Committee Meeting** on Tuesday, May 7 from 12:00-3:00 p.m. in the Library at THS.
- **Tallmadge Virtual Visit Viewing Party** on Thursday, May 9 at 4:00 p.m. in the Auditorium at THS.
- **LPDC Work Session** on Friday, May 10 all-day in the Conference Room at the MEC.
- **New Teacher Cohort Meeting** on Tuesday, May 14 from 12:00-3:00 p.m. in the Library at THS.
- **ELA Content Committee Meeting** on Wednesday, May 15 from 12:00-3:00 p.m. in the Library at THS.
- **Personalized Learning TRANSFORM Meeting** on Thursday, May 16 all-day in Columbus.
- **EL Department Meeting** on Friday, May 17 at 1:15 p.m. in the Conference Room at the MEC.