

# Tallmadge Curriculum

May, 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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**PRODUCTIVE & UNPRODUCTIVE PRACTICES IN MATH**

Instructional Strategies that Support Student Success:

Productive Practices (What it is)	Unproductive Practices (What it is not)
Balanced goals of mathematical learning and performance goals	One-sided goals focused solely on performance learning
High-quality, open mathematical tasks	Mathematical procedures and memorized facts
Teacher assumes facilitator role to pose question in a strategic way that meets the student's needs, honors the students current level of thinking, and progresses their thinking in the search for understanding and skill.	Teacher delivers information to students, with minimal regard for students' prior knowledge.
Teacher and students develop mutual respect, utilize strategies to build a safe and supportive culture while constructing viable arguments and critiquing the reasoning of others in a courteous manner.	Teacher directs discuss, asking questions that four on the efficient solution paths with correct answers only.
Students share in the responsibly of listening, questioning, constructing, and critiquing.	Students listen and reply directly to the teacher when requested, with little to no peer interaction.

“At the core of equity: understanding who your kids are and how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one.”

## Assessment

### Upcoming Assessment Windows

K-8 MAP April 25 - May 13

K-5 Amplify Testing Window May 2-27

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## MTSS

### *How can MTSS address Equity?*

Many researchers recommend the implementation of MTSS to address issues of disproportionate and inequitable outcomes among students, however these need to be implemented with intention and include features that are likely to produce positive outcomes for all students, particularly culturally and linguistically diverse students. The components of MTSS make it a viable approach to address inequitable outcomes for the following reasons:

- MTSS includes culturally responsive assessments and instruction. Research has shown that culturally responsive teaching can bridge the gap between teachers and CLD students that can play a role in learning, specifically reported on the benefits of intense, well-developed interventions for reading gains among English learners.
- MTSS promotes early intervention. In their review of literature on MTSS to address disproportionality, Cartledge et al. (2016) found three of the 10 articles specifically noted the positive impact of early intervention for African American students. Given the poor outcomes typically associated with CLD students who show risk, this is promising.
- Within MTSS, decisions are data based. MTSS is driven by a collaborative data-based decision-making process and focused on outcomes. Too often, eligibility for special education and access to higher level courses are based on subjective decisions. With a focus on data, educators can make objective instructional decisions that result in positive student outcomes.
- MTSS has a strong emphasis on high-quality instruction. Research on educational equity posits that there is differential access to quality instruction between students in high- and low-income areas. There also are historical and structural factors, such as a lack of available resources and opportunities to access rigorous instruction that either hinder or facilitate positive student outcomes.
- Team-based decision making and strong leadership are core drivers of the work. A foundational principle of MTSS is the notion that MTSS leadership teams can use data to identify and eliminate many barriers that students face in school. MTSS teams that include administrators, teachers, parents, and other stakeholders can change the processes and procedures that result in educational inequities and hinder student learning. However, MTSS teams must be committed to producing more equitable outcomes and implementing MTSS with fidelity.
- Professional development helps teachers examine bias and learn ways to use culturally sustaining instruction and assessment. Becoming a culturally competent educator is a journey in personal and professional reflection and learning and building new skills. Within the MTSS framework, professional learning is a key element. Teachers and leaders continuously build their knowledge and skills to effectively implement MTSS in a culturally sustaining way that eliminates systemic and linguistic barriers to learning for all students.

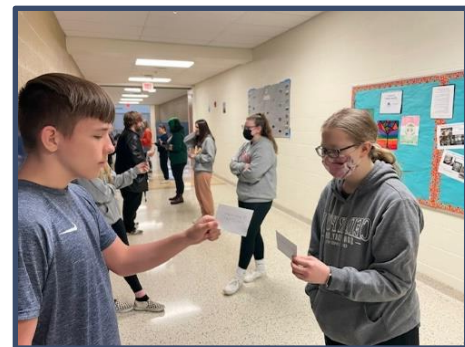
**“Inclusion is a mindset. It is a way of thinking. It is not a program that we run or a classroom in our school or a favor we do for someone. Inclusion is who we are. It is who we must strive to be.”**

## Social Emotional Learning

### What is the Relationship between Social Emotional Learning and Educational Equity?

In order to create respectful, inclusive, and responsive learning environments that benefit all students, it is essential to consider the link between educational equity and students' social and emotional development. The relationship between SEL and educational equity is reciprocal: SEL can advance the aims of educational equity by supporting all students to feel welcome, seen, and competent at school. At the same time, an intentional focus on equity enhances SEL practice by ensuring that SEL is relevant, accessible, and beneficial for all students. In fact, high-quality SEL programs facilitate and rely upon many of the same practices that contribute to more equitable and inclusive learning environments, such as 1) fostering a caring and just culture and climate; 2) building student voice and agency; 3) cultivating understanding and respect for cultural differences; and 4) emphasizing asset-based approaches to skill development.

Yet while SEL as an approach is well-positioned to create more equitable schools and learning environments, SEL is not by definition equitable, nor does it inherently promote equity. Although elements of effective SEL programming may support and align with equitable learning practices, that does not guarantee that SEL programming always affirms and incorporates diverse cultures and identities or builds student voice and agency. When used as a tool to confront systemic inequality head on, SEL can empower students to think critically and strategically about their circumstances and the world in which they live; develop students' ethnic, racial, and social identities; build students' self-efficacy and agency; and draw heavily on funds of knowledge from within local communities, many of which have their own well-established practices for emotion regulation, self-care, communication, and collective wellbeing.



**“If we really want all students to leave school having developed certain academic, social, personal, and cultural capacities, we need to think really carefully about whether we as educators are creating the types of experiences that we know from research will help develop those capacities.”**

## English Learner Services

[Interpreter Request Form](#)

[Math Vocabulary for English Learners](#)

[Strategies for Diverse Learners Using the UDL Model Focus on English Learners](#)

[How to Set Preferred Language in Remind for Parents](#)

Check out this excellent learning opportunity ~ [Differentiation Workshop](#)

## Gifted Programming

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

[Professional Development in Gifted Education](#)

## Upcoming Professional Development Opportunities

### 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](mailto:ellen@partnershipsmakeadifference.org)

Kathy Meyer [kathy@partnershipsmakeadifference.org](mailto:kathy@partnershipsmakeadifference.org)



Serving Multilingual Learners of All Ages,  
Check out these awesome [Infographics](#)



Upcoming Trainings from Summit County ESC;  
[Summit County ESC Professional Development](#)



## Content Committee Meeting Schedule

- **PBL and SL K-12 Steering Committee Meeting** 11:30-2:30 in the Library at THS.
- Kathy and Ellen will be providing on-site coaching on May 10 and 11.
- **LPDC Work Session** on Friday, May 13 all day at the MEC.
- **Math Content Committee Meeting** on Thursday, May 19 in the Community Room at THS.

Educational Equity means that each child receives what he or she needs to develop to his or her full academic and social potential."