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.

> "Personalized Learning doesn't invite us to ask students to pilot the plane. Instead, we might invite students to our 'frequent flyer program' -giving them greater choice and rewards over where and how they travel."
>
> ~Janice Vargo

INSIDE THIS ISSUE

Grading practices food for thought....

What is equitable grading & why is it important?

Equitable grading is the practice of assigning fair and meaningful grades to students, regardless of students' learning needs. It's the belief that grading should reflect a student's mastery of standards and skills based on measurable objectives that paint a holistic picture of understanding. Too often, grades fail to show what students know and don't know, making it difficult for students to know where they are in their learning, and for teachers to accurately and proactively address learning needs.

The reality is that grades shape a student's learning identity and education trajectory in many ways. However, even with the stakes this high, most grades do not provide a fair and objective overview of academic achievement. When grading varies from teacher to teacher with no clear criteria or baseline for best practices, underprivileged students often remain at a disadvantage.

Although many of us are familiar with letter grades on a report card, it's almost impossible to determine what each grade truly represents in the learning process. A recent study found that up to 40% of traditional student grades include non-academic criteria that do not reflect student learning gains—including participation and on-time homework submission. As a result, traditional grading may pose barriers to underprivileged students—such as low-income or special education students—that are already struggling to meet academic standards. Further, knowing that grades are often a combination of a student's understanding of standards as well as soft skills such as attendance, involvement, and effort, the traditional grading scale rarely provides teachers with the actionable data they need to improve student understanding and adjust instruction.

Key considerations for equitable grading practices.

Here are a few best practices to keep in mind while evaluating and improving your grading systems:

Lead with a growth mindset. Mastery doesn't happen overnight! The culture around traditional grading practices comes with a lot of baggage. It's important that teachers help students understand that grades should inform and accelerate learning. Sometimes this means providing students with multiple opportunities to submit and resubmit assignments to improve their scores and most importantly, their understanding of a subject.

Aim for transparency in grading. Teachers should work together to share grading best practices and ensure there is a shared process with detailed rubrics used to evaluate student performance. Without clear guidelines and collaboration, grading can vary from teacher to teacher, making it even more difficult for students and parents to determine what a grade represents.

Establish your grading policy Grades should ultimately reflect what students know and can do, not how teachers perceive or interpret their behavior. After collaborating with colleagues to establish best practices and processes, teachers should continually consider grade validity by asking themselves, "Do the grades I'm assigning mean what I say they mean?" Building grade objectives and definitions such as content mastery into a grading policy creates a sound source of truth to refer back too.

Equitable grading starts with meaningful assessment. Assessments should be used regularly throughout the year to check for student understanding of a specific set of standards so instruction can be adjusted along the way. Start by balancing your assessment approach to include formative assessments that provide greater insights behind the grade.

Communication is key. Teachers should be clear about what is expected, how students will demonstrate their understanding, how they can improve, and where to go for additional help. When it comes to grading, grades are inevitable, but feedback is personal. Teachers should also provide actionable and timely feedback with clear next steps to ensure students continue to improve and don't get discouraged.

State and District Assessment Windows

OST
Spring
ELA: April 11 – May 1
Math, Science and Social Studies: April 17 – May 5

MAP
January 9-20
April 24-May 5

ACT (Juniors only)
February 28

AASCD
February 27 – April 21

EOC
Monday, 12/5: American History, parts 1 & 2
Tuesday, 12/6: Government, parts 1 & 2
Wednesday, 12/7: Biology, parts 1 & 2
Thursday, 12/8: Algebra 1, part 1
Friday, 12/9: Algebra 1, part 2
Monday, 12/12: ELA 2, part 1
Tuesday, 12/13: ELA 2, part 2
Wednesday, 12/14: Geometry, parts 1 & 2

OELPA
January 30 – March 24


Empower Everyone, Everyday

MTSS

Equity in MTSS

A multi-tiered system of supports (MTSS) provides a guiding, comprehensive framework for educators, school, and district leaders. This framework allows K-12 educators to:

- Remove barriers to learning at the systems level.
- Use evidence-based practices to ensure all students are learning at grade-level.
- Make data-based decisions for targeted and intensive interventions.

An MTSS framework helps unify practices across a district, so students are getting the same access to support no matter what school or classroom they are in. Classroom educators, counselors, and administrators are all working towards a common goal: creating a positive learning environment that serves the needs of all students across all areas of development. By using data as a guide to inform initiatives, they can ensure that their choices are grounded in actual student need, not just educator perception. Looking at data consistently also allows educators to take preventative steps to intervene before larger challenges arise.

Equity is deeply embedded in MTSS. Educational equity means that each student gets what they need to succeed. The MTSS framework allows educators to see each student holistically and ensure access to necessary support. An MTSS that advances equity gives all students access to a great education in the most inclusive environment possible.
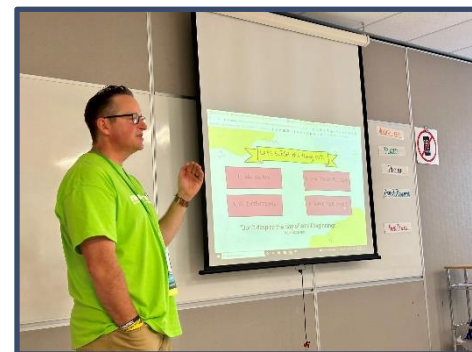
Social Emotional Learning

The Ways We Learn...

- We learn informally and incidentally.
- We learn through self-directed, intentional study, monitoring our progress and adjusting our strategies.
- We learn when our objectives are explicit and we get plenty of practice.
- We learn through discovery and acquired relevance.
- We are motivated to learn when our teacher connects personally with us.
- We learn by example as well as through intentional instruction.
- We learn efficiently when the learning tasks build from our current mastery, stretching us just the right amount.
- We learn enthusiastically when we are actively engaged in the process.

> "When students are trusted to find their own way, teachers and students interact with one another differently. The experience of school and of learning is different – and better."
>
> ~Kallick and Zmuda

Personalized Learning

5 Myths about Personalized Learning;

- Myth 1: Personalizing learning means that the curriculum must be individualized. The reality is that curriculum must be designed so that all learners can access it.

- Myth 2: Personalizing learning means that the curriculum must be interest based. In reality, *interest* and *engagement* are not synonymous.

- Myth 3: Personalizing learning lies within the teacher's locus of control. Instead, personalizing learning is a partnership between educators and learners.

- Myth 4: Technology is necessary when personalizing learning. The reality is that technology can help, but only in a way that humanizes the classroom and preserves human connection.

- Myth 5: Digitally driven personalization paves a path to equity. Instead, to restore equity, we must focus on inclusive practices that remove barriers to learning.
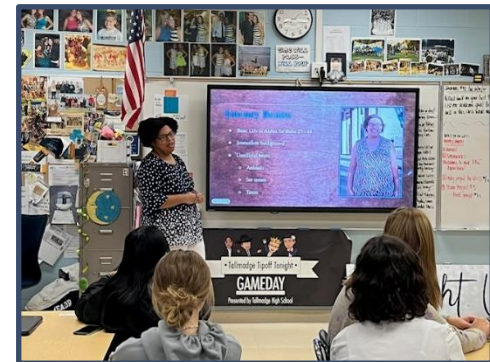
3 Dimensions of Personalized Learning

Personalization is worthwhile, but it shouldn't mean students working only on their own – they need to collaborate on learning.

Tallmadge Curriculum

English Learner Services

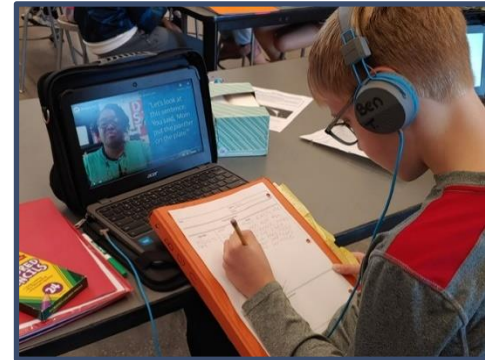[Exploring the Arab Culture Cultural Awareness for Educators.pdf](#)

[Interpreter Request Form](#)

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

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

[Tier 2 intervention Practices for English Learners](#)

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

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](#)

"Feedback, reflection, and personalized approaches to learning that take into account the needs of each student are what truly develop effective learners."

Committee Meeting Schedule

- **Art Department Meeting** on Wednesday, November 2 from 12:00-3:00 p.m. in the TES Conference Room.

- **District Lead Teacher** Meeting on Thursday, November 10 at 3:45 p.m. in the THS Community Room.

- **World Languages Department** Meeting on Thursday, November 17 from 8:00-11:00 a.m. in the THS Conference Room.

- **ELA Content Committee** Meeting on Friday, November 18 from 12:00-3:00 p.m. in the THS Community Room.

- **LPDC Meeting** on Thursday, November 17 at 3:45 p.m. in the MEC Conference Room