

Tallmadge Curriculum

October, 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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Grading practices food for thought....

What is mastery-based grading?

Mastery-based grading is a system for assessing students while promoting deeper learning. Instead of earning a certain score or letter grade and moving on to a new curriculum, mastery-based grading gives learners the time and flexibility to focus on mastering a standard.

Learners don't transition to a new skill or standard until they can show mastery of the current one. Instead of the entire class moving on to a new lesson or unit, students learn at their own pace. They get several attempts to show mastery, and unsuccessful attempts do not count against them.

Research suggests that when mastery-based grading is done well, it sets learners up to retain skills. As a result, teachers don't need to spend as much time bridging learning gaps when they head into a new school year.

How does mastery-based grading encourage a mindset shift?

How many times have learners asked you about the minimum grade they need to pass a test or the class? Students ask this question because they are working with a minimum mindset. Instead, they need a growth mindset to help them feel comfortable tackling challenges. So how do you transition them to a growth mindset? One way to help learners build a growth mindset is through mastery-based grading. In this grading system, student choice reigns, giving learners:

- the flexibility to choose how they demonstrate mastery
- the chance to attempt mastery as many times as necessary

This helps learners:

- be self-aware and understand their own abilities
- figure out when they need to ask for help
- be comfortable not succeeding at first and trying again

“Personalized Learning provides that critical preparation for students, and in the process keeps them engaged and excited about learning.”

~Jenni Tonti



State and District Assessment Windows

OST

Fall

ELA (3rd Grade only): October 25-26

Spring

ELA: April 11 – May 1

Math, Science and Social Studies: April 17 – May 5

MAP

September 5-16

January 9-20

April 24-May 5

CogAT Administration – (2nd grade and 5th grade only)

October 10-14

ACT (Juniors only)

February 28

AASCD

February 27 – April 21

EOC

November 28 – January 13

OELPA

January 30 – March 24



**Empower
Everyone,
Everyday**



MTSS

How does Personalized Learning Align with MTSS?

~ If MTSS is the model, then Personalized Learning represents the pieces that fill in that model.

Personalized learning is the essential component of tier one. Personalized Learning allows teachers to meet the needs of ALL their diverse learners. For example:

- Teachers may use targeted instruction to ensure below-grade level students get more time with a teacher on grade-level work.
- Students may engage with a variety of content and tools to practice and demonstrate mastery of grade-level standards. (For example, a student could practice multiplication on a paper workbook, spatially illustrate multiplication with blocks, and visually on a digital content program.)
- Teachers and schools monitor data and make decisions to ensure all students are getting the differentiated support necessary to be successful with tier one instruction. They also use this to determine if students should receive tier two and three intervention.
- Increasing opportunities for student reflection is an important component of the behavioral supports required by MTSS. Explicit teaching of positive behavior can also build student ownership.

Social Emotional Learning

Personalized learning environments should strive to integrate social-emotional learning into every aspect of the school and classroom culture. When done well, these learning environments exhibit the following practices:

1. Social –emotional learning is a core component of the district’s vision.
2. Social-emotional skills are embedded in curriculum and recognized as essential for future success.
3. Goal-setting and learning targets reflect the importance of social-emotional learning.
4. Risk-taking and failure are recognized as part of the learning process for teachers and students.



Six Examples of What Personalized Learning Looks Like

Personalized Learning

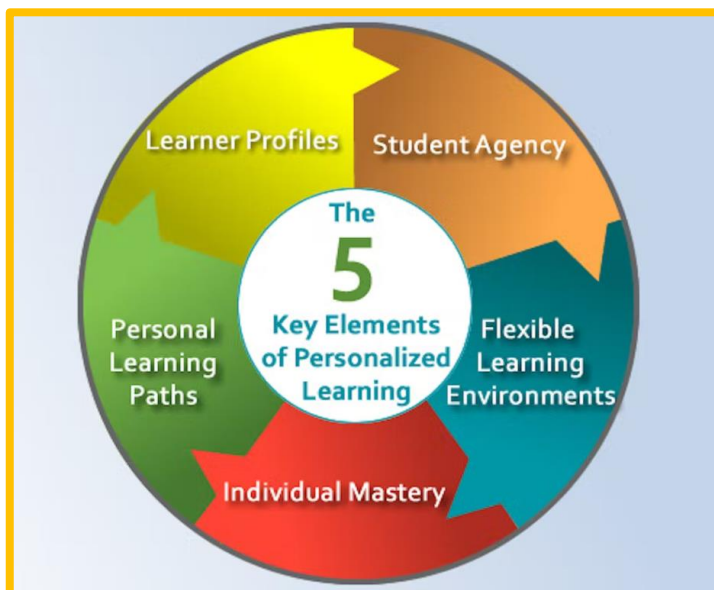
What is Personalized Learning?

Personalized learning is an educational approach that aims to customize learning for each student’s strengths, needs, skills and interests.

Personalized Learning: Meeting the Needs of Students with Disabilities

Personalized Learning: What you need to know

Check out this awesome article and video around Personalized Learning



“Personalized learning is not what is done to the learner or about tailoring the learning. It is about helping each learner to identify and develop the skills they need to support and enhance their own learning so that agency and self-advocacy can be realized.”

-Kathleen McClaskey

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](#)

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

October 17 District Professional Development Day Schedule:

Topics to be covered include;

- Student motivation
- Project-based learning/service learning
- Personalized learning
- Social Emotional Learning
- Technology Integration
- Co-teaching

Schedule for the each day;

- 8:00-9:00 Keynote
- 9:15-11:00 Session 1
- 11:00-12:00 Lunch/Wellness Fair
- 12:00-1:45 Session 2
- 2:00-3:00 Team Debrief Time

Upcoming Trainings from Summit County ESC;

[Summit County ESC Professional Development](#)



Committee Meeting Schedule

- **District Lead Teacher Meeting** on Thursday, October 13 at 3:45 p.m. in the THS Community Room.
- **New Teacher Cohort** on Tuesday, October 18 from 12:00-3:00 p.m. in the THS Community Room.
- **ELA Content Committee Meeting** on Wednesday, October 19 from 12:00-3:00 p.m. in the THS Community Room.
- **LPDC Meeting** on Thursday, October 20 at 3:45 p.m. in the MEC Conference Room
- **Social Studies Content Committee Meeting** on Wednesday, October 26 from 12:00-3:00 p.m. in the THS Community Room.

“Learning is rooted in emotion: the quality of relationships impacts the quality of the learning.”

-Kim Carter