Tallmadge Curriculum

October, 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:
District Directional System

> "Authentic learning is the essential setting that education requires to move towards sustainable, meaningful, relevant learning in the 21st century. It's not the latest strategic vessel to explore education's ocean - authentic learning is the ocean."
>
> ~Steve Revington

Our Instructional Strategies

Problem-based and service learning, collaborative and interdisciplinary teaching, differentiation, guided instruction, and technology integration are essential instructional strategies that promote deeper, more personalized learning:

- **Problem-based and service learning** encourage students to solve real-world problems, fostering critical thinking, collaboration, and civic responsibility.
- **Collaborative and interdisciplinary teaching** breaks down subject silos, allowing students to see connections between disciplines and work together, preparing them for team-oriented environments.
- **Differentiation** ensures instruction is tailored to meet diverse student needs, promoting equity and maximizing individual potential.
- **Guided instruction** provides scaffolded support to help students master challenging concepts while promoting independent learning.
- **Technology integration** enhances learning by offering interactive, adaptive tools that engage students and support personalized learning pathways.

Together, these strategies create a dynamic, student-centered learning environment that prepares students for future success. In the classroom, these instructional strategies enhance student learning:

- **Problem-based and service learning** can involve students tackling local or global issues by researching, brainstorming solutions, and presenting action plans. For example, students might develop a community recycling initiative or design a solution to improve water conservation. This real-world application enhances engagement and relevance.
- **Collaborative and interdisciplinary teaching** often features group projects where students draw on different subject areas to solve complex problems. For example, a project on climate change could blend science, math, and social studies, requiring students to analyze data, understand environmental impacts, and propose policy changes.
- **Differentiation** appears through flexible groupings, personalized tasks, or choice boards, where students select activities that match their learning style, interest, or readiness level. A math teacher might offer varied problem sets based on student proficiency, or a reading class could have tiered assignments that allow students to explore texts at different levels.
- **Guided instruction** is seen when teachers provide direct instruction followed by scaffolding, such as modeling how to solve a math problem or offering sentence starters in a writing assignment. This step-by-step support gradually decreases as students gain confidence and mastery.
- **Technology integration** might include using digital tools like learning management systems (LMS), simulations, or adaptive software. In a science class, students could use virtual labs to conduct experiments, or in a history class, augmented reality might bring historical events to life, making abstract concepts more accessible and interactive.

These strategies, when used effectively, create a rich, student-centered learning environment that supports critical thinking, collaboration, and lifelong learning.

State and District Assessment Windows

MAP – District Testing Windows
December 16-20/January 6-10
April 21-May 9

TES Third Grade Fall OST
October 22-23 *(Makeups on October 24, 25, 28)*

CogAT Testing for Grades 2 and 5 only
October 22-23-24

THS Fall OST
  Dec. 9 - U.S. Govt / ELA II, Pt. 1
  Dec. 10 - ELA II, Pt. 2 / Algebra, Pt. 1
  Dec. 11 - Algebra, Pt. 2 / Geometry
  Dec, 12 - American History
  Dec. 13 - Biology

ACT
February 25, 2025 (Juniors only)

AASCD
February 24-April 18

District Spring OST Testing Windows (including makeups)
ELA District Testing Window - April 7-25
Math/Science/Social Studies District Testing Window - April 14-May 2

OELPA - Ohio English Language Proficiency Tests
     Screener: Aug. 6, 2024-June 30, 2025
     Assessment: Feb. 3-March 28, 2025
     Alternate Assessment: Feb. 3-March 28, 2025

Empower Everyone, Every Day

Social Emotional Learning

Social-emotional learning (SEL) plays a vital role in enhancing the effectiveness of our instructional strategies by fostering the emotional and interpersonal skills necessary for students to succeed in dynamic, collaborative learning environments.

- **Problem-based and service learning** benefit from SEL as students develop empathy, responsible decision-making, and relationship skills. Tackling real-world problems requires not only academic knowledge but also an understanding of diverse perspectives, emotional regulation, and teamwork. SEL helps students stay motivated, manage frustration, and communicate effectively as they work through complex issues.
- **Collaborative and interdisciplinary teaching** thrives when students possess strong social-emotional competencies. Group work requires students to practice active listening, conflict resolution, and respectful communication, all of which are SEL skills. These competencies are essential for productive collaboration across disciplines, ensuring that group projects don't just focus on content but also on building a cooperative, supportive learning community.
- **Differentiation** is more effective when teachers are attuned to students' emotional needs. By understanding each student's emotional state, stressors, or learning anxieties, teachers can better tailor instruction and support. SEL enables students to develop self-awareness and self-management, helping them understand their own learning preferences and set personal academic goals.
- **Guided instruction** benefits from SEL by helping students build resilience and a growth mindset. As teachers gradually release responsibility, students may encounter challenges. Social-emotional skills like persistence, self-reflection, and a positive attitude toward mistakes help students stay engaged and build confidence through guided learning.
- **Technology integration** can be more meaningful when students develop the emotional self-regulation needed to use technology responsibly and stay focused. SEL also helps students engage in positive online behaviors, manage digital distractions, and participate in virtual collaborations with respect and empathy.

By embedding SEL into our instructional strategies, we can ensure that students are not just building academic skills but also developing the emotional and interpersonal tools they need to thrive in collaborative, problem-solving, and personalized learning environments.
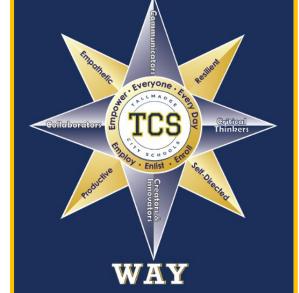
The Tallmadge Way

Our Guiding Principles

- We believe every person has value and something to contribute to our school, community, and world and as such we seek to promote a sense of belonging and trust in every situation. We embrace partnerships.

- We believe all adults must model the character traits we want to see in students. We embrace personal responsibility.

- We believe learning does not look the same for every student and we can only design engaging learning for students when we really know them. We embrace relationships.

- We believe learning that incorporates collaboration, communication, critical thinking and creativity while make real-world connections empowers students to take ownership of their education. We embrace learning.

Personalized Learning

When integrated with problem-based learning, collaborative teaching, differentiation, guided instruction, and technology, personalized learning creates more meaningful and engaging experiences for each student.

- **Problem-based and service learning** become more impactful when personalized, as students can work on issues that align with their interests and passions. For example, one student might focus on environmental issues while another works on social justice, both contributing to the larger class goal but through personalized projects that resonate with them individually. This boosts motivation and ownership of the learning process.
- **Collaborative and interdisciplinary teaching** can be adapted for personalized learning by allowing students to choose roles or tasks that suit their strengths and learning preferences. For instance, in a group project on a historical event, some students may focus on research, while others might prefer to create visuals or present findings. Personalized learning ensures that collaboration is meaningful for each participant, catering to different strengths within an interdisciplinary framework.
- **Differentiation** is at the heart of personalized learning, as it seeks to provide individualized pathways for students. Personalized learning enables teachers to adjust content, process, and assessment methods to meet each student's readiness level, interests, and learning style. This could mean offering different reading materials, customizing math problems, or allowing students to choose how they demonstrate their understanding (e.g., through presentations, essays, or creative projects).
- **Guided instruction** can be fine-tuned through personalized learning by providing targeted, individualized support based on student needs. Some students may require more scaffolding, while others need minimal guidance. Personalized learning allows the teacher to adapt the level of support and gradually increase student autonomy at a pace that suits the learner, thus promoting deeper understanding.
- **Technology integration** is a key enabler of personalized learning, offering tools that can adapt to individual student needs. Adaptive learning platforms provide real-time feedback and adjust difficulty based on performance, helping students stay engaged at their own level. Personalized learning ensures that technology is used not just as a one-size-fits-all solution, but as a way to create customized learning pathways for each student.

Personalized learning empowers students to take control of their education, engaging with instructional strategies in ways that are relevant and meaningful to them. It ensures that each student is working at the right level of challenge, using approaches that resonate with their unique learning styles and interests, ultimately leading to more effective and deeper learning outcomes across all strategies.

Artificial Intelligence in K-12 Education

AI can significantly enhance the implementation of personalized learning and other instructional strategies by providing tools that adapt to student needs, streamline teaching processes, and generate deeper insights into learning patterns. Here's how AI can support each of our instructional strategies:

- **Problem-based and service learning**: AI can assist in generating real-world problems relevant to students' interests, as well as analyzing complex data for projects. AI-powered platforms can simulate real-world scenarios (e.g., environmental simulations or civic planning tools) where students can explore problem-solving in virtual environments. AI can also help match students with community service opportunities based on their strengths and interests.
- **Collaborative and interdisciplinary teaching**: AI tools can facilitate collaboration by connecting students across disciplines, providing platforms where they can work together in real-time or asynchronously. AI can automate the tracking of group progress, suggesting resources or strategies based on how students are collaborating. Additionally, AI can offer interdisciplinary content recommendations, suggesting connections between subjects like math, science, and social studies based on the project's focus.
- **Differentiation**: AI-driven adaptive learning platforms can assess each student's progress in real time and adjust instruction to meet individual needs. For example, AI can identify areas where a student is struggling and provide targeted practice or supplemental resources. It can also analyze student data to create personalized learning plans, ensuring that students receive instruction at the right level of challenge, promoting a mastery-based learning approach.
- **Guided instruction**: AI can offer intelligent tutoring systems that provide step-by-step support, mirroring the guided instruction process. These systems can give immediate feedback, offer hints, and adjust to the learner's pace, helping students work through difficult concepts. Teachers can use AI to track student progress and intervene with customized guidance when necessary, allowing them to focus on more personalized interactions with students.
- **Technology integration**: AI-powered tools can optimize how technology is used in the classroom. Learning management systems (LMS) with AI capabilities can analyze student engagement and participation, recommending personalized resources or assignments. AI can also automate administrative tasks, such as grading or attendance tracking, allowing teachers to focus more on instruction. Additionally, AI-driven tools can enhance accessibility, offering text-to-speech, speech-to-text, and other assistive technologies for students with diverse learning needs.

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

- **EI Department Meeting** on Friday, October 4 at 1:15 p.m. at the Conference Room at the MEC.

- **Authentic Learning Coaches Training** with Chad Ostrowski from 12:00-3:00 p.m. in the Community Room at THS.

- **District Lead Teacher Meeting** on Thursday, October 10 at 3:45 p.m. in Room 230 at TMS.

- **District Professional Development Day** on Monday, October 14 from 8:00 a.m. – 3:00 p.m. at the K-8 Campus.

- **New Teacher Cohort** on Tuesday, October 15 from 12:00-3:00 p.m. in the Community Room at THS.

- **LPDC Meeting** on Thursday, October 17 at 3:15 p.m. in the Conference Room at the MEC.

- **Math Content Committee Meeting** on Tuesday, October 22 from 12:00-3:00 p.m. in the Main Conference Room at THS.