

TAG Course: OED007: Introduction to Education and OLAC Module: Assessment

The crosswalk below reflects an alignment between the TAG objectives that are present in the course, Introduction to Education and the concepts, content, and activities included in the OLAC module **Assessment**.

#3 Identify the roles that federal, state, and local governments play in consideration of equal education provision, comparing types of schools (public, charter, private, virtual) and the ways they are organized and supported.

Assessment Module Section	Module Concepts and Description
IEP Team Use of Assessment Data	IEP team use of assessment data: Defines Section 504 of the Rehabilitation Act of 1973 and its application in the school setting Describes the use of assessment data by IEP teams

#4: Identify teacher, student, and parent rights and responsibilities in school settings and show how these have developed and changed over time.

Assessment Module Section	Module Concepts and Description
Assessment Purposes	FERPA: Defines the Family Educational Rights and Privacy Act (FERPA) and its relationship to assessment
IEP Team Use of Assessment Data	IEP team use of assessment data: Defines Section 504 of the Rehabilitation Act of 1973 and its application in the school setting Describes the use of assessment data by IEP teams

#5: Analyze the influence of shifting demographics on school districts and describe the ways in which schools respond to changing educational needs of students in the U.S.

Assessment Module Section	Module Concepts and Description
Equity Audits	Equity audits: Provides questions to help educators consider practices associated with district-wide access to high quality education

#6: Identify various dimensions of educational exclusion (race, social class, ethnicity, English language proficiency, gender, sexuality, ability) and discuss the role of teachers in creating inclusive learning environments for all students.

Assessment Module Section	Module Concepts and Description
Identifying Specific Needs	Assessment purposes: Introduces the concept of using assessment methods and tools to examine root causes to examine conditions that likely contribute to low or inequitable outcomes
Monitoring Instructional Effectiveness	Role of DLTs and BLTs in analyzing student data: Explains how DLTs and BLTs examine aggregated and disaggregated student data
Monitoring System Effectiveness	Indicators of district effectiveness: Provides guidance and suggestions for considering important indicators of district effectiveness
Equity Audits	Equity audits: Provides questions to help educators consider practices associated with district-wide access to high quality education
Biases in Tests and in the Interpretation of Scores	Biases in tests and in the interpretation of scores: Explains forms of test bias, causes of disproportional eligibility, and effects of stereotyping on student academic performance

#7: Recognize knowledge, skills, dispositions, and ethical responsibilities of the professional educator.

Assessment Module Section	Module Concepts and Description
Monitoring Instructional Effectiveness	Role of DLTs and BLTs in analyzing student data: Explains how DLTs and BLTs examine aggregated and disaggregated student data
Monitoring System Effectiveness	Indicators of district effectiveness: Provides guidance and suggestions for considering important indicators of district effectiveness
Biases in Tests and in the Interpretation of Scores	Biases in tests and in the interpretation of scores: Explains forms of test bias, causes of disproportional eligibility, and effects of stereotyping on student academic performance

TAG Course: OED007: Introduction to Education and OLAC Module: Community and Family Engagement

The crosswalk below reflects an alignment between the TAG objectives that are present in the course, Introduction to Education and the concepts, content, and activities included in the OLAC module ***Community and Family Engagement***.

#4: Identify teacher, student, and parent rights and responsibilities in school settings and show how these have developed and changed over time.

<u>Community and Family Engagement</u> Module Section	Module Concepts and Description
Setting the Stage – The Case for Community and Family Engagement	Value of authentic engagement in the school community: Provides research on the important influences of parents and families on children’s learning and development

#5: Analyze the influence of shifting demographics on school districts and describe the ways in which schools respond to changing educational needs of students in the U.S.

<u>Community and Family Engagement</u> Module Section	Module Concepts and Description
The Ohio Context	Ohio’s Leadership Development Framework and the Ohio Improvement Process as models for district and school improvement: Explains how community engagement is part of the improvement processes and frameworks used in Ohio to support student advancement
Principles of Authentic Engagement	Authentic public engagement: Defines authentic engagement and the importance of districts’ outreach in involving diverse stakeholders in problem solving and decision making
Core Principles	Core principles for public engagement: Describes 10 core principles for public engagement in the school community
Discussion Question	Discussion Question # 7: Asks educators to consider how the DLT can authentically engage groups traditionally not represented in district improvement efforts

TAG Course: OED007: Introduction to Education and OLAC Module: Curriculum

The crosswalk below reflects an alignment between the TAG objectives that are present in the course, Introduction to Education and the concepts, content, and activities included in the OLAC module **Curriculum**.

#2: Illustrate how schools reflect, reproduce, and seek to challenge social stratification in society.

Curriculum Module Section	Module Concepts and Description
The Politics of Curriculum	Making curriculum decisions: Describes how determinations about what should be included in a curriculum are political.
Bias in Curriculum Materials	Curriculum bias: Identifies forms of bias, describes how curriculum materials can be biased, and provides examples

#5: Analyze the influence of shifting demographics on school districts and describe the ways in which schools respond to changing educational needs of students in the U.S.

Curriculum Module Section	Module Concepts and Description
The Teacher-Curriculum Partnership	Curriculum adaptation: Explains how the teachers can work in partnership with their curriculum to adapt it for learners
Curriculum Adaptation	Purpose and benefits of curriculum adaptations: Discusses how curricular materials can be selected, augmented, and modified to meet the needs of students and their school communities
High Expectations/ Expanding Options	Building high expectations into the curriculum: Explains how teachers can adapt curriculum, expand student options for learning, and maintain high expectations for all students

#6: Identify various dimensions of educational exclusion (race, social class, ethnicity, English language proficiency, gender, sexuality, ability) and discuss the role of teachers in creating inclusive learning environments for all students.

Curriculum Module Section	Module Concepts and Description
Bias in Curriculum Materials	Curriculum bias: Identifies forms of bias, describes how curriculum materials can be biased, and provides examples
Learning Progressions	Learning progressions, learning standards, and extended standards: Explains the relationship among learning progressions, learning standards, and extended standards Links to Ohio's Extended Learning Standards on ODE's website
Deep Engagement with Complex Knowledge	Dynamic knowledge versus static knowledge: Presents characteristics of dynamic knowledge Explains how dynamic curriculum content provides for learning that can reflect a range of perspectives
Curriculum Adaptation	Purpose and benefits of curriculum adaptations: Discusses how curricular materials can be selected, augmented, and modified to meet the needs of students and their school communities
High Expectations/ Expanding Options	Building high expectations into the curriculum: Explains how teachers can adapt curriculum, expand student options for learning, and maintain high expectations for all students
Activities	Checklist for examining curriculum resources for bias: Provides a template that can be used to analyze curriculum for bias
Purpose: An Introduction to the Decision Framework	Decision Framework; Ohio Improvement Process: Describes how the Decision Framework and the Ohio Improvement Process are used to help districts identify and analyze critical components for improving academic performance of all students, including subgroup populations
A Reason to Hope	Value of using focused goal setting by district, school, and teacher leadership: Provides research-based evidence on the relationship between the use of a set of common practices and improved results for all student groups

#7: Recognize knowledge, skills, dispositions, and ethical responsibilities of the professional educator.

<u>Curriculum</u> Module Section	Module Concepts and Description
Purpose: An Introduction to the Decision Framework	Decision Framework; Ohio Improvement Process: Describes how the Decision Framework and the Ohio Improvement Process are used to help districts identify and analyze critical components for improving academic performance of all students, including subgroup populations
A Reason to Hope	Value of using focused goal setting by district, school, and teacher leadership: Provides research-based evidence on the relationship between the use of a set of common practices and improved results for all student groups

TAG Course: OED007: Introduction to Education and OLAC Module: Diversity: Ensuring Everyone Learns

The crosswalk below reflects an alignment between the TAG objectives that are present in the course, Introduction to Education and the concepts, content, and activities included in the OLAC module ***Diversity: Ensuring Everyone Learns***.

#2: Illustrate how schools reflect, reproduce, and seek to challenge social stratification in society.

<u>Diversity</u> Module Section	Module Concepts and Description
Holding High Expectations for All: What It Looks Like	<p>Appropriate placement for learning and use of instructional frameworks: Describes the importance of establishing inclusive learning environments</p> <p>Presents Universal Design for Learning and how its use can assist each student in meeting learning targets</p>
Holding High Expectations for All: An Exemplar	High expectations and student success: Presents an exemplar of an Ohio district that despite its high poverty status is making significant progress in closing student achievement gaps
Leadership	Effective school leadership and educator collaboration in using inclusive models for learning: Explains why and how the change from isolated educational practices to effective leadership models and educator collaboration is critical to meeting the instructional needs of every learner
Activities	Introductory Activity #1: Provides activities for educators to engage in when considering students' funds of knowledge

#4: Identify teacher, student, and parent rights and responsibilities in school settings and show how these have developed and changed over time.

<u>Diversity</u> Module Section	Module Concepts and Description
Holding High Expectations for All: What It Looks Like	<p>Appropriate placement for learning and use of instructional frameworks: Describes the importance of establishing inclusive learning environments</p> <p>Presents Universal Design for Learning and how its use can assist each student in meeting learning targets</p>

<u>Diversity</u> Module Section	Module Concepts and Description
Holding High Expectations for All: Special Challenges	<p>Learning needs of students with particular challenges to learning: Defines characteristics of students with significant cognitive disabilities and dual sensory disabilities</p> <p>Describes how UDL can support their learning: Presents the importance of using teams of educators to address complex needs of such students</p>

#5: Analyze the influence of shifting demographics on school districts and describe the ways in which schools respond to changing educational needs of students in the U.S.

<u>Diversity</u> Module Section	Module Concepts and Description
Ohio's Diversity	<p>What is diversity?: Defines student diversity as it relates to schooling</p> <p>Describes the benefits of diversity and introduces the concept of an asset view of diversity</p> <p>Provides data specific to student diversity in Ohio schools</p>
Holding High Expectations for All: What It Looks Like	<p>Appropriate placement for learning and use of instructional frameworks: Describes the importance of establishing inclusive learning environments</p> <p>Presents Universal Design for Learning and how its use can assist each student in meeting learning targets</p>
Holding High Expectations for All: Special Challenges	<p>Learning needs of students with particular challenges to learning: Defines characteristics of students with significant cognitive disabilities and dual sensory disabilities</p> <p>Describes how UDL can support their learning: Presents the importance of using teams of educators to address complex needs of such students</p>
Leadership	<p>Effective school leadership and educator collaboration in using inclusive models for learning: Explains why and how the change from isolated educational practices to effective leadership models and educator collaboration is critical to meeting the instructional needs of every learner</p>

<u>Diversity</u> Module Section	Module Concepts and Description
Discussion Question 1	Valuing diverse members of the school community: Asks educators to consider how different segments of the population participate as valued members of the school system and how districts and schools can respond
Discussion Question 2	District and school responsibility in promoting teacher efficacy: Asks educators how teachers' prior experience prepares them to meet the diverse learning needs of students

#6: Identify various dimensions of educational exclusion (race, social class, ethnicity, English language proficiency, gender, sexuality, ability) and discuss the role of teachers in creating inclusive learning environments for all students.

<u>Diversity</u> Module Section	Module Concepts and Description
Ohio's Diversity	<p>What is diversity?: Defines student diversity as it relates to schooling</p> <p>Describes the benefits of diversity and introduces the concept of an asset view of diversity</p> <p>Provides data specific to student diversity in Ohio schools</p>
Holding High Expectations for All: The Evidence	<p>Research that connects high expectations, efficacy, and student performance: Presents evidence-based research on the influence of teacher expectations on student achievement</p> <p>Introduces the importance of school and district culture and effective leadership as supports for student learning</p>
Holding High Expectations for All: What It Looks Like	<p>Appropriate placement for learning and use of instructional frameworks: Describes the importance of establishing inclusive learning environments</p> <p>Presents Universal Design for Learning and how its use can assist each student in meeting learning targets</p>
Holding High Expectations for All: Special Challenges	<p>Learning needs of students with particular challenges to learning: Defines characteristics of students with significant cognitive disabilities and dual sensory disabilities</p> <p>Describes how UDL can support their learning: Presents the importance of using teams of educators to address complex needs of such students</p>

<u>Diversity</u> Module Section	Module Concepts and Description
Holding High Expectations for All: An Exemplar	High expectations and student success: Presents an exemplar of an Ohio district that despite its high poverty status is making significant progress in closing student achievement gaps
Leadership	Effective school leadership and educator collaboration in using inclusive models for learning: Explains why and how the change from isolated educational practices to effective leadership models and educator collaboration is critical to meeting the instructional needs of every learner
Discussion Question 1	Valuing diverse members of the school community: Asks educators to consider how different segments of the population participate as valued members of the school system and how districts and schools can respond
Discussion Question 2	District and school responsibility in promoting teacher efficacy: Asks educators how teachers' prior experience prepares them to meet the diverse learning needs of students

#7: Recognize knowledge, skills, dispositions, and ethical responsibilities of the professional educator.

<u>Diversity</u> Module Section	Module Concepts and Description
Holding High Expectations for All: The Basic Idea	Teacher expectations and student performance: Describes the relationship between expectations and student performance Video: Discusses how classrooms can serve as safe learning environments and provide opportunities for developing efficacy among students and adults
Holding High Expectations for All: The Evidence	Research that connects high expectations, efficacy, and student performance: Presents evidence-based research on the influence of teacher expectations on student achievement Introduces the importance of school and district culture and effective leadership as supports for student learning
Holding High Expectations for All: What It Looks Like	Appropriate placement for learning and use of instructional frameworks: Describes the importance of establishing inclusive learning environments Presents Universal Design for Learning and how its use can assist each student in meeting learning targets

<u>Diversity</u> Module Section	Module Concepts and Description
Holding High Expectations for All: Special Challenges	<p>Learning needs of students with particular challenges to learning: Defines characteristics of students with significant cognitive disabilities and dual sensory disabilities</p> <p>Describes how UDL can support their learning: Presents the importance of using teams of educators to address complex needs of such students</p>
Holding High Expectations for All: An Exemplar	High expectations and student success: Presents an exemplar of an Ohio district that despite its high poverty status is making significant progress in closing student achievement gaps
Leadership	Effective school leadership and educator collaboration in using inclusive models for learning: Explains why and how the change from isolated educational practices to effective leadership models and educator collaboration is critical to meeting the instructional needs of every learner
Discussion Question 2	District and school responsibility in promoting teacher efficacy: Asks educators how teachers' prior experience prepares them to meet the diverse learning needs of students
Activities	Introductory Activity #1: Provides activities for educators to engage in when considering students' funds of knowledge

TAG Course: OED007: Introduction to Education and OLAC Module: Instruction

The crosswalk below reflects an alignment between the TAG objectives that are present in the course, Introduction to Education and the concepts, content, and activities included in the OLAC module **Instruction**.

#2: Illustrate how schools reflect, reproduce, and seek to challenge social stratification in society.

<u>Instruction</u> Module Section	Module Concepts and Description
What is Opportunity to Learn?	Opportunity to learn as a desired standard for schooling: Links opportunity to learn to participation in a democratic society and access to quality education

#3: Identify the roles that federal, state, and local governments play in consideration of equal education provision, comparing types of schools (public, charter, private, virtual) and the ways they are organized and supported.

<u>Instruction</u> Module Section	Module Concepts and Description
Increasing Opportunities to Learn	<p>Major educational equity issues across every level of the U.S. system of schooling: Provides questions that point out major educational equity issues related to schooling</p> <p>Explains that educational equity is an issue for schools, school districts, the nation, and states that are charged with providing thorough and efficient systems of public schooling</p> <p>Video: High Expectations for All: A high school teacher discusses the importance of high expectations and providing the necessary supports so that all students can achieve identified learning targets</p>

#5: Analyze the influence of shifting demographics on school districts and describe the ways in which schools respond to changing educational needs of students in the U.S.

<u>Instruction</u> Module Section	Module Concepts and Description
Increasing Opportunities to Learn	<p>Major educational equity issues across every level of the U.S. system of schooling: Provides questions that point out major educational equity issues related to schooling</p> <p>Explains that educational equity is an issue for schools, school districts, the nation, and states that are charged with providing thorough and efficient systems of public schooling</p> <p>Video: High Expectations for All: A high school teacher discusses the importance of high expectations and providing the necessary supports so that all students can achieve identified learning targets</p>
Documents	Involving Families: Provides activities for educators to support and engage families in students' learning

#6: Identify various dimensions of educational exclusion (race, social class, ethnicity, English language proficiency, gender, sexuality, ability) and discuss the role of teachers in creating inclusive learning environments for all students.

<u>Instruction</u> Module Section	Module Concepts and Description
Video: The Case Against Ability Grouping	Problems associated with ability grouping: Explains why ability grouping is not an effective instructional practice
What is Opportunity to Learn?	Opportunity to learn as a desired standard for schooling: Links opportunity to learn to participation in a democratic society and access to quality education
Documents	Communicating Beliefs: Provides activities for educators around establishment of beliefs that all students can achieve
Documents	Cultural Proficiency: Provides activities for educators around the importance of culture and culturally responsive teaching

#7: Recognize knowledge, skills, dispositions, and ethical responsibilities of the professional educator.

<u>Instruction</u> Module Section	Module Concepts and Description
Documents	Communicating Beliefs: Provides activities for educators around establishment of beliefs that all students can achieve
Documents	Cultural Proficiency: Provides activities for educators around the importance of culture and culturally responsive teaching

TAG Course: OED007: Introduction to Education and OLAC Module: Learning Supports

The crosswalk below reflects an alignment between the TAG objectives that are present in the course, Introduction to Education and the concepts, content, and activities included in the OLAC module **Learning Supports**.

#2: Illustrate how schools reflect, reproduces, and seek to challenge social stratification in society

<u>Learning Supports</u> Module Section	Module Concepts and Description
Discussion Questions	Social justice; student differences: Provides discussion questions for educators related to 1) actions needed to create socially just school districts and 2) educator perceptions of student differences

#5: Analyze the influence of shifting demographics on school districts and describe the ways in which schools respond to changing educational needs of students in the U.S.

<u>Learning Supports</u> Module Section	Module Concepts and Description
Context for Change in the Development of Learning Supports	Challenges faced by schools related to political imperatives, demographic shifts, and changing economic circumstances: Explains the importance of all levels of the educational system using educational frameworks and methods to support learning of all students
Educational Frameworks Integrated Comprehensive Systems Multi-tiered System of Supports Culturally Responsive Teaching Universal Design for Learning	Integrated Comprehensive Systems; Multi-tiered System of Supports; Culturally Responsive Teaching; and Universal Design for Learning: Introduces and describes four educational frameworks that provide a foundation for districts' efforts to support all students' learning
Discussion Questions	Social justice; student differences: Provides discussion questions for educators related to 1) actions needed to create socially just school districts and 2) educator perceptions of student differences

<u>Learning Supports</u> Module Section	Module Concepts and Description
Module Videos	Instructional models: Provides videos of 13 instructional models that support learning of all students

#6: Identify various dimensions of educational exclusion (race, social class, ethnicity, English language proficiency, gender, sexuality, ability) and discuss the role of teachers in creating inclusive learning environments for all students.

<u>Learning Supports</u> Module Section	Module Concepts and Description
Educational Frameworks Integrated Comprehensive Systems Multi-tiered System of Supports Culturally Responsive Teaching Universal Design for Learning	Integrated Comprehensive Systems; Multi-tiered System of Supports; Culturally Responsive Teaching; and Universal Design for Learning: Introduces and describes four educational frameworks that provide a foundation for districts' efforts to support all students' learning
Other Frameworks	Inquiry-based learning; Place-based learning; Project-based learning: Introduces four additional frameworks used to improve educational opportunities and outcomes
Discussion Questions	Social justice; student differences: Provides discussion questions for educators related to 1) actions needed to create socially just school districts and 2) educator perceptions of student differences
Module Videos	Instructional models: Provides videos of 13 instructional models that support learning of all students

#7: Recognize knowledge, skills, dispositions, and ethical responsibilities of the professional educator.

<u>Learning Supports</u> Module Section	Module Concepts and Description
Educational Frameworks Integrated Comprehensive Systems Multi-tiered System of Supports Culturally Responsive Teaching Universal Design for Learning	Integrated Comprehensive Systems; Multi-tiered System of Supports; Culturally Responsive Teaching; and Universal Design for Learning: Introduces and describes four educational frameworks that provide a foundation for districts' efforts to support all students' learning
Other Frameworks	Inquiry-based learning; Place-based learning; Project-based learning: Introduces four additional frameworks used to improve educational opportunities and outcomes