

TAG Course: OED008: Educational Psychology and OLAC Module: Assessment

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

#8: Understand the basic interrelationships and interactions between planning, instruction, and assessment.

Assessment Module Section	Module Concepts and Description
Setting the Stage	Role of Assessment: Discusses the differences between formative and summative assessment
Assessment Purposes	Purposes of Assessment: Discusses the importance of a balanced assessment system

TAG Course: OED008: Educational Psychology and OLAC Module: Diversity: Ensuring Everyone Learns

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

#1: Recognize the importance of diversity in individuals and communities (e.g. language, socioeconomic status, exceptionalities, etc.) to better understand students, and #2: Recognize that all students can learn.

<p><u>Ensuring Everybody Learns</u> Module Section</p>	<p>Module Concepts and Description</p>
<p>Ohio's Diversity</p>	<p>What is diversity?: Defines student learning 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>
<p>Holding High Expectations for All: The Basic Idea</p>	<p>Teacher expectations and student performance: Describes the relationship between expectations and student performance</p> <p>Video: Diversity and Cultural Differences: Discusses how classrooms can serve as safe learning environments and provide opportunities for developing efficacy among students and adults</p>
<p>Holding High Expectations for All: The Evidence</p>	<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>
<p>Holding High Expectations for All: What It Looks Like</p>	<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>Ensuring Everybody Learns</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</p> <p>Presents the importance of using teams of educators to address complex needs of such students</p>
Holding High Expectations for All: An Exemplar	<p>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</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>
Discussion Question 1	<p>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</p>
Discussion Question 2	<p>District and school responsibility in promoting teacher efficacy: Asks educators how teachers' prior experience prepares them to meet the diverse learning needs of students</p>
Activities	<p>Introductory Activities: Provides activities for educators to engage in when considering students' funds of knowledge</p>

TAG Course: OED008: Educational Psychology and OLAC Module: Instruction

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

**#4: Explain major theories of learning (cognitive, behavioral, and social).
Assumptions about learning: Defines learning and assumptions associated with learning**

<u>Instruction</u> Module Section	Module Concepts and Description
Learning and Instruction	Provides a table describing various learning theories

#2: Recognize that all students can learn.

<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
Documents: Communicating Beliefs	The role of educator efficacy in relation to high expectations for student success: Provides activities for educators around establishment of beliefs that all students can achieve

TAG Course: OED008: Educational Psychology and OLAC Module: Learning Supports

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

#9: Apply teaching strategies and approaches that address the ways individual students learn.

<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
Module Videos	Instructional models: Provides videos of instructional models that support learning of all students