

TAG Course: OED009: Individuals with Exceptionalities and OLAC Module: Assessment

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

#6: Describe the multiple methods of assessment and data sources that general educators use to increase learning for all students, such as recognizing warning signs, engaging appropriately in response to intervention (RtI), and reading and implementing an Individualized Education Program (IEP).

Assessment Module Section	Module Concepts and Description
Introduction	Video: Introduction to Assessment and Learning: Provides an introduction to assessment and learning
Setting the Stage	Role of assessment: Discusses the differences between formative and summative assessment
Assessment Purposes	<p>Purposes of assessment: Discusses the importance of a balanced assessment system</p> <p>FERPA: Defines the Family Educational Rights and Privacy Act (FERPA) and its relationship to assessment</p> <p>Video: High-quality Assessment System: Two high school teachers discuss monitoring student learning through informal formative assessment and regularly scheduled benchmark assessments</p>
Monitoring Student Learning	Monitoring student learning: Describes the purposes of monitoring student learning at the district, school, and classroom levels
Monitoring Fidelity of Implementation	Video: A District's Systematic Monitoring of Student Performance: A superintendent, principal, and their BLT/TBT members discuss the use of assessment data to monitor the effectiveness of the implementation of the district and building plans
Soliciting Feedback from Students	Student feedback on instruction: Explains the value of soliciting student feedback on teacher instruction
Assessing Implementation	Monitoring implementation of assessment data use: Provides examples of common practices of monitoring implementation data

Assessment Module Section	Module Concepts and Description
The Pre-Test to Post-Test Cycle	<p>Pre-tests and post-tests: Explains the purpose of pre-tests and post-tests and how they are used in the teaching/learning process</p> <p>Video: Using Assessment to Guide Instruction: A high school language arts teacher describes her use of formative assessment to engage all students, determine their levels of understanding of content, and guide her planning and delivery of instruction so that all students can achieve their learning targets</p>
Cross-classroom Monitoring of Progress	<p>Monitoring of student progress: Describes how common, formative assessments are used by educator teams to monitor student progress across classrooms</p> <p>Video: The Importance of Common Assessments: Educators discuss the importance of using common formative assessment data to make instructional decisions in the classroom as well as district-wide curriculum and instruction decisions</p>
Identifying Specific Needs	<p>Identifying district, school, classroom, and student needs: Explains how assessment is used to identify learning needs at the district, school, classroom, and student level</p>
Student Needs in the Classroom	<p>Video: High School Team Formative Assessment Analysis: A high school social studies team discusses the results of a common assessment including a specific item analysis</p>
Determining Eligibility	<p>Test-score vocabulary: Describes the purposes of various types of tests</p>
Biases in Tests and in the Interpretation of Scores	<p>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 performances</p>
Designing High-Quality Classroom Assessments	<p>High-quality assessments: Introduces the components of high-quality assessments</p>
Tests and Performance Assessments	<p>Authentic assessments: Explains authentic assessments and how they are used</p>
Maximizing Validity	<p>Validity problems and solutions: Describes factors that can hinder assessment validity and possible solutions to help maximize validity</p>
Using “Off-the-Shelf” Assessments	<p>Off-the-shelf assessments: Describes and provides examples of off-the-shelf assessments and how they are used</p>

Assessment Module Section	Module Concepts and Description
Scoring and Grading	Scoring and grading tests: Introduces the use of rubrics
Using Assessment Data	Using assessment data: Describes how and when assessment data are used
Interpreting Assessment Results in Consideration of Assessment Purposes	Drawing conclusions from assessment data: Discusses the importance of drawing accurate conclusions from data and the use of triangulation
DLT Use of Assessment Data	DLT use of assessment data: Provides common data sources used by DLTs
BLT Use of Assessment Data	BLT use of assessment data: Explains how BLTs use data
TBT Use of Assessment Data	TBT use of assessment data: Explains how TBTs use data Video: Students Use Assessment Data to Monitor Their Learning: Elementary and middle school students explain how they monitor their own progress to set goals and achieve learning targets.
IEP Team Use of Assessment Data	IEP team use of assessment data: Defines Section 504 of the Rehabilitation Acts of 1973 and its application in the school setting Describes the use of assessment data by IEP teams
Student Use of Assessment Data	Video: Student Ownership of Learning: A middle school language arts teacher describes how students self-assess their own work to monitor progress and set learning goals
Student Use of Assessment Data (cont'd)	Strategies for students' self-monitoring of progress: Provides approaches teachers can use to provide support for students' self-monitoring of progress Provides a chart of the advantages and disadvantages of using peer grading
Documents	Guidance documents on assessments: Provides nine downloadable documents on types and uses of assessments
Discussion Questions	Discussion questions 1 – 5: Provides discussion questions about purposes, guidelines, and uses of assessment tools

Assessment Module Section	Module Concepts and Description
Activities	Introductory and advanced activities: Provides introductory and advanced activities about data use that can be used in professional development sessions or university coursework

#2: Describe meaningful and suitably challenging learning experiences for individuals with exceptionalities.

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

TAG Course: OED009: Individuals with Exceptionalities and OLAC Module: Community and Family Engagement

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

#9: Identify collaborative methods for working with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of diverse learners.

Family Engagement Module Section	Module Concepts and Description
Fear of Loss	<p>Reasons for engaging families of students and school community: Explains the value of engaging families of students and the broader school community</p> <p>Video: Sharing the Parent-Teacher Partnership Project: A university professor and state support team member discuss the Parent Teacher Partnership Project, designed to help general education and special education teachers learn how to work with parents and families</p>
The Ohio Context	<p>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 achievement</p> <p>Video: Giving Parents a Voice: A state support team member and a parent discuss building reciprocal relationships between the DLT and parents so that parents have a voice in teacher-parent conferences</p>
Essential Leadership Practices	<p>Essential practices for community and family engagement: Describes essential practices for community and family engagement at the DLT, BLT, and TBT levels</p> <p>Video: Taking Parent Partnerships to Heart: A district superintendent discusses the importance of developing authentic partnerships with parents</p>
Principles of Authentic Engagement	<p>Authentic public engagement: Defines authentic engagement and the importance of districts' outreach in involving diverse stakeholders in problem solving and decision making</p>

Family Engagement Module Section	Module Concepts and Description
Core Principles	Core principles for public engagement: Describes 10 core principles for public engagement in the school community
The Process of Engagement	Video: Introduction to Community and Family Engagement: Introduces eight sequential steps for successful community engagement
Steps 1 - 4	<p>Steps 1 – 4 for community engagement: Presents the first four steps for successful community engagement</p> <p>Video: Oak Hills Schools: Engaging the Community: An educator team discusses the value of authentic community engagement</p> <p>Video: Importance of Parents Being Part of the Work</p> <p>A parent and state support team member discuss the value of parent-school partnerships</p>
Steps 5 - 8	<p>Steps 5 – 8 for community engagement: Presents the final four steps for successful community engagement</p> <p>Video: Benefits of Parents and Teachers Working Together: A parent and state support team members discuss the benefits of collaboration between parents and teachers</p>
Communication and Engagement	<p>Dual capacity building framework: Discusses the necessity for and presents a graphic on building the capacity of both families and district and school personnel to improve communication and collaboration to improve results for all learners</p> <p>Video: Engaging Parents in District Planning: A district leader discusses the district's participation in the Parent Teacher Collaboration Program and how parents played a role in the district redesign of service delivery models</p> <p>Video: Adapting Parent Partnership to Support Spanish Speaking Parents: A state support team member and outreach specialist discuss how they have involved Hispanic families in district initiatives</p>
Documents	Community engagement guidelines: Provides downloadable documents on guidelines for community engagement
Discussion Questions	Discussion questions 1 – 7: Asks educators to consider the nature of and roles and responsibilities for public engagement

<u>Family Engagement</u> Module Section	Module Concepts and Description
Activities	Introductory and advanced activities: Provides introductory and advanced activities about parent and community engagement that may be used for professional development or university coursework

TAG Course: OED009: Individuals with Exceptionalities and OLAC Module: Curriculum

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

#5: Demonstrate knowledge of general curricula and evidence-based strategies to differentiate instruction for all learners.

Curriculum Module Section	Module Concepts and Description
Learning Standards	Relationship between learning standards and curriculum: Explains how standards serve as a foundation for curriculum, instruction, and assessment
Unpacking (deconstructing) Learning Standards	Curriculum, learning standards, and learning targets: Deconstructing standards as a means to understanding curriculum and establishing learning targets
Learning Progressions	Learning progressions, extended standards, and differentiation: Explains how learning progressions and extended standards allow for differentiation of teacher instruction and demonstration of students' knowledge and skills
Curriculum Coherence	Types of curriculum coherence: Describes types of curriculum coherence and how they promote learning
Curriculum Adaptation	Selecting and Modifying Instructional Materials: Explains how curriculum can be adapted and augmented Explains how instruction can be modified to support curriculum adaptation
High Expectations/ Expanding Options	High expectations for all: Explains how teachers can adapt curriculum while maintaining high expectations
High Expectations/ Expanding Options	Using curriculum to help students expand options: Explains the importance of connecting curriculum to students' lives
Documents	UDL and content standards resources for supporting all learners: Provides UDL resources Framework for Pedagogical Analysis: Provides questions for engaging in pedagogical analysis

#2: Describe meaningful and suitably challenging learning experiences for individuals with exceptionalities.

<u>Curriculum</u> Module Section	Module Concepts and Description
High Expectations/ Expanding Options	Using curriculum to help students expand options: Explains the importance of connecting curriculum to students' lives
Documents	UDL and content standards resources for supporting all learners: Provides UDL resources Framework for Pedagogical Analysis: Provides questions for engaging in pedagogical analysis

TAG Course: OED009: Individuals with Exceptionalities and OLAC Module: Developing Shared Accountability: The Why, Who, How, and What of Teams

The crosswalk below reflects an alignment between the TAG objectives that are present in the course, Individuals with Exceptionalities and the concepts, content, and activities included in the OLAC module ***Developing Shared Accountability: The Why, Who, How, and What of Teams***.

#6: Describe the multiple methods of assessment and data sources that general educators use to increase learning for all students, such as recognizing warning signs, engaging appropriately in response to intervention (RtI), and reading and implementing an Individualized Education Program (IEP).

<u>Developing Shared Accountability</u> Module Section	Module Concepts and Description
Teacher-based Teams (TBTs)	Teacher-based Teams (TBTs): Explains how TBTs that use Ohio's 5-Step Process promote the consistent analysis of student formative data and the development, implementation, and monitoring of instructional plans embedding challenging curriculum and effective teaching practices

TAG Course: OED009: Individuals with Exceptionalities and OLAC Module: Diversity: Ensuring Everyone Learns

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

#3: Describe the principles of an individualized, safe, appropriately inclusive, culturally responsive learning environment.

<u>Diversity</u> Module Section	Module Concepts and Description
Ohio's Diversity	<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 Basic Idea	<p>Teacher expectations and student performance: Describes the relationship between expectations and student performance</p> <p>Video: Diversity and Cultural Difference: Discusses how classrooms can serve as safe learning environments and provide opportunities for developing efficacy among students and adults</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</p> <p>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>

#4: Explain how the learning environment supports individuals with exceptionalities to improve academic and lifetime outcomes.

<u>Diversity</u> Module Section	Module Concepts and Description
Ohio's Diversity	<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 Basic Idea	<p>Teacher expectations and student performance: Describes the relationship between expectations and student performance</p> <p>Video: Diversity and Cultural Difference: Discusses how classrooms can serve as safe learning environments and provide opportunities for developing efficacy among students and adults</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</p> <p>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>

#5: Demonstrate knowledge of general curricula and evidence-based strategies to differentiate instruction.

<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>

#6: Describe the multiple means of assessment and data sources that general educators use to increase learning for all students, such as recognizing warning signs, engaging appropriately in response to intervention (RtI), and reading and implementing an Individualized Education Program (IEP).

<u>Diversity</u> Module Section	Module Concepts and Description
Activities	<p>Advanced Activities: Provides an activity for DLTs or BLTs to self-assess the depth and breadth of implementation of strategies and actions for improving learning for all students and student groups</p> <p>Provides DLTs and BLTs opportunities to examine their use of UDL principles and strategies</p>

#7: Compare a variety of evidence-based instructional strategies to support learning of individuals with exceptionalities including multiple means of representation, expression, and engagement.

<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>
Documents	Universal Design for Learning Guidelines: Provides principles of and guidelines for UDL
Activities	<p>Advanced Activities: Provides an activity for DLTs or BLTs to self-assess the depth and breadth of implementation of strategies and actions for improving learning for all students and student groups</p> <p>Provides DLTs and BLTs opportunities to examine their use of UDL principles and strategies</p>

#8: Articulate foundational knowledge of the field, ethical principles and dispositions to inform teaching and learning.

<u>Diversity</u> Module Section	Module Concepts and Description
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

#9: Identify collaborative methods for working with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of diverse learners.

<u>Diversity</u> Module Section	Module Concepts and Description
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

TAG Course: OED009: Individuals with Exceptionalities and OLAC Module: Instruction

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

#2: Describe meaningful and suitably challenging learning experiences for individuals with exceptionalities.

<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
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>

#3: Describe the principles of an individualized, safe, appropriately inclusive, culturally responsive learning environment.

<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>

<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	Eight Mindframes of Passionate Educators: Provides a set of mindframes that are key to educators' performance

#4: Explain how the learning environment supports individuals with exceptionalities to improve academic and lifetime outcomes.

<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	Communicating Beliefs: Provides activities for educators around establishment of beliefs that all students can achieve
Documents	Eight Mindframes of Passionate Educators: Provides a set of mindframes that are key to educators' performance

#7: Compare a variety of evidence-based instructional strategies to support learning of individuals with exceptionalities including multiple means of representation, expression, and engagement.

<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

#8: Articulate foundational knowledge of the field, ethical principles and dispositions to inform teaching and learning.

Module Section	Module Concepts and Description
Documents	Eight Mindframes of Passionate Educators: Provides a set of mindframes that are key to educators' performance

#9: Identify collaborative methods for working with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of diverse learners.

Module Section	Module Concepts and Description
Documents	Involving Families: Provides activities for educators to support and engage families in students' learning

TAG Course: OED009: Individuals with Exceptionalities and OLAC Module: Learning Supports

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

#3: Describe the principles of an individualized, safe, appropriately inclusive, culturally responsive learning environment.

<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
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

#4: Explain how the learning environment supports individuals with exceptionalities to improve academic and lifetime outcomes.

<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
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

#6: Describe the multiple means of assessment and data sources that general educators use to increase learning for all students, such as recognizing warning signs, engaging appropriately in response to intervention (RtI), and reading and implementing an Individualized Education Program (IEP).

<u>Learning Supports</u> Module Section	Module Concepts and Description
Documents	What is School-Wide Positive Behavioral Intervention and Supports (SWPBS)? Describes SWPBS and how it can guide selection, integration, and implementation of best academic and behavioral practices that support learning of all students

#7: Compare a variety of evidence-based instructional strategies to support learning of individuals with exceptionalities including multiple means of representation, expression, and engagement.

<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
Documents	What is School-Wide Positive Behavioral Intervention and Supports (SWPBS)?: Describes SWPBS and how it can guide selection, integration, and implementation of best academic and behavioral practices that support learning of all students

#8: Articulate foundational knowledge of the field, ethical principles and dispositions to inform teaching and learning.

<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

TAG Course: OED009: Individuals with Exceptionalities and OLAC Module: Teacher-based Teams: What Districts Need to Know

The crosswalk below reflects an alignment between the TAG objectives that are present in the course, Individuals with Exceptionalities and the concepts, content, and activities included in the OLAC module ***Teacher-Based Teams: What Districts Need to Know***.

#8: Articulate foundational knowledge of the field, ethical principles and dispositions to inform teaching and learning.

<u>Teacher-Based Teams</u> Module Section	Module Concepts and Description
Documents	Beliefs Inventory: Asks educators to rate their support for topics related to their belief system

#9: Identify collaborative methods for working with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of diverse learners.

<u>Teacher-Based Teams</u> Module Section	Module Concepts and Description
The What and Whys of Teacher-based Teams	Effective teacher teams: Explains that teams of educators and support service providers can provide expertise to improve learning for all students.
Research Support and Practical Wisdom	Research linking teacher teams to school improvement: Provides examples of high quality collaboration
Purpose of TBTs	Strengthening Teaching and Learning: Explains how TBTs strengthen teaching and learning through inclusive practices developed through a process of collaborative inquiry Video: The TBT- Meeting the Needs of Each Learner: A fourth-grade teacher discusses how the TBT allows team members to meet the needs of individual learners
TBT Membership	Structures of TBTs: Stresses the importance of all teachers serving as members of TBTs Video: The TBT- Increasing Expectations for Students with Disabilities: Describes the importance of having high expectations for all children as well as including intervention specialists as members of TBTs

<u>Teacher-Based Teams</u> Module Section	Module Concepts and Description
Structures and Processes to Support TBT Effectiveness	TBT effectiveness: Describes how roles and responsibilities, scheduling time, using structured protocols, and drawing on district capacity are critical for effective TBTs
Documents	Domain of Expertise: Provides a tool for TBTs to help determine domains of their members' expertise
Documents	TBT 5-Step Process Meeting Agenda and Minutes Template: Provides a sample TBT meeting agenda and minutes template
Documents	TBT conditions and next steps Inventory: Provides a template for TBTs to assess conditions of the TBT and next steps
Discussion Questions	Discussion Questions: Provides questions for educator teams to discuss and reflect on the effectiveness of their DLTs, BLTs, TBTs, and use of the OIP
Activities	Introductory and Advanced Activities: Provides introductory and advanced activities for educator teams to discuss and reflect on their use of DLTs, BLTs, and TBTs

TAG Course: OED009: Individuals with Exceptionalities and OLAC Module: The Collaborative Process

The crosswalk below reflects an alignment between the TAG objectives that are present in the course, Individuals with Exceptionalities and the concepts, content, and activities included in the OLAC module ***The Collaborative Process***.

#6: Describe the multiple means of assessment and data sources that general educators use to increase learning for all students, such as recognizing warning signs, engaging appropriately in response to intervention (RtI), and reading and implementing an Individualized Education Program (IEP).

<u>The Collaborative Process</u> Module Section	Module Concepts and Description
Documents	Recording and Reporting: Monitoring Data Template: TBT 5-Step Process Provides a form for TBTs to use to report monitoring data to the BLT

#7: Compare a variety of evidence-based instructional strategies to support learning of individuals with exceptionalities including multiple means of representation, expression, and engagement.

<u>The Collaborative Process</u> Module Section	Module Concepts and Description
Making Collaboration Work: Roles and Responsibilities to Support the OIP	Responsibilities of inquiry teams: Shows how leadership is distributed across three types of teams that promote effective instruction and high levels of learning Video: A TBT Representative Discusses Decisions and Actions with a Georgetown BLT: A second grade teacher reports to the BLT about data from the TBT that was collected before and after implementing specific instructional strategies Video: A Georgetown BLT Provides Feedback to the TBT: A BLT provides feedback to the second grade representative regarding the TBT data and the completion of the 5-Step Process

#9: Identify collaborative methods for working with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of diverse learners.

<u>The Collaborative Process</u> Module Section	Module Concepts and Description
Collaboration Defined	Collaboration: Defines collaboration and how various team structures can support it
Collaboration and Inquiry	Collaboration and inquiry: Describes the benefits of teachers learning through collaborative inquiry
Making Collaboration Work: Roles and Responsibilities to Support the OIP	<p>Responsibilities of inquiry teams: Shows how leadership is distributed across three types of teams that promote effective instruction and high levels of learning</p> <p>Video: A TBT Representative Discusses Decisions and Actions with a Georgetown BLT: A second grade teacher reports to the BLT about data from the TBT that was collected before and after implementing specific instructional strategies</p> <p>Video: A Georgetown BLT Provides Feedback to the TBT: A BLT provides feedback to the second grade representative regarding the TBT data and the completion of the 5-Step Process</p>
Creating Structures for OIP Collaboration	Linkages to the wider community: Discusses how collaborative structures can engage family and community members in efforts to improve instruction and student learning
Documents	Assessing Collaborative Structure Effectiveness Checklist: Provides a checklist of effectiveness of collaborative structures
Documents	Educator Collaboration Self-assessment: Provides a checklist for educators to self-assess their beliefs about collaboration
Documents	Georgetown BLT to TBT Written Feedback Form: Provides a template for providing feedback from a BLT to a TBT
Documents	Types of Teams: Provides a table of different types of teams and their purpose
Documents	<p>Recording and Reporting: Monitoring Data Template: TBT 5-Step Process</p> <p>Provides a form for TBTs to use to report monitoring data to the BLT</p>

<u>The Collaborative Process</u> Module Section	Module Concepts and Description
Discussion Questions	Discussion Questions: Provides questions for educator teams to discuss and reflect on the effectiveness of their collaborative structures
Activities	Introductory and Advanced Activities: Provides introductory and advanced activities for educator teams to discuss and reflect on their communication and collaborative efforts