

TAG Course: OED008: Early Childhood Development and OLAC Module: Assessment

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

#7: Recognize a variety of research based strategies (e.g., through the use of media or direct classroom observation) for observation, documentation, and assessment of young children.

<u>Assessment</u> 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	Purposes of Assessment: Discusses the importance of a balanced assessment system FERPA: Defines the Family Educational Rights and Privacy Act (FERPA) and its relationship to assessment
Monitoring Student Learning	Monitoring Student Learning: Describes the purposes of monitoring student learning at the district, school, and classroom levels
The Pre-test to Post-test Cycle	Pre-tests and Post-tests: Explains the purpose of pre-tests and post-tests and how they are used in the teaching/learning process

TAG Course: OED008: Early Childhood Development and OLAC Module: Community and Family Engagement

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

#3: Identify examples of and describe historical and contemporary theories and developmental research (e.g., psychoanalytic, behaviorist, cognitive, socio-cultural, constructivist, and ecological systems) on the developmental characteristics and needs of young children, including language, play, and approaches to learning.

<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

#4: Identify examples of and interpret multiple influences on development and learning, which include the diverse contexts for development (including cultural, economic, political, historical, societal, and linguistic), ecological contexts (home, community, support systems, etc.), genetic and environmental influences, child’s health status, individual developmental variations, and opportunities to play, learn, and access technology.

<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
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

#6: Recognize and discuss the central role of relationships with families, colleagues, administrators, and related service providers in promoting learning and development.

<u>Community and Family Engagement</u> Module Section	Module Concepts and Description
Fear of Loss	Engaging families of students and school community: Explains the value of engaging families of students and the broader school community
The Ohio Context	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
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: 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

TAG Course: OED008: Early Childhood Development and OLAC Module: Diversity: Ensuring Everyone Learns

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

#4: Identify examples of and interpret multiple influences on development and learning, which include the diverse contexts for development (including cultural, economic, political, historical, societal, and linguistic), ecological contexts (home, community, support systems, etc.), genetic and environmental influences, child’s health status, individual developmental variations, and opportunities to play, learn, and access technology.

<u>Ensuring Everyone Learns</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>

#5: Apply knowledge of developmental research to identify early childhood learning environments and opportunities to learn that are healthy, respectful, supportive, challenging and effective.

<u>Ensuring Everyone Learns</u> Module Section	Module Concepts and Description
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: 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>

TAG Course: OED008: Early Childhood Development and OLAC Module: Instruction

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

#6: Recognize and discuss the central role of relationships with families, colleagues, administrators, and related service providers in promoting learning and development.

<u>Instruction</u> Module Section	Module Concepts and Description
Documents	Involving families: Provides activities for educators to support and engage families in students' learning

TAG Course: OED008: Early Childhood Development 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, Early Childhood Development and the concepts, content, and activities included in the OLAC module Teacher-based Teams: **What Districts Need to Know**.

#6: Recognize and discuss the central role of relationships with families, colleagues, administrators, and related service providers in promoting learning and development.

<u>What Districts Need to Know</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
TBT Membership	Structures of TBTs: Stresses the importance of all teachers serving as members of TBTs

TAG Course: OED008: Early Childhood Development and OLAC Module: The Collaborative Process

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

#6: Recognize and discuss the central role of relationships with families, colleagues, administrators, and related service providers in promoting learning and development.

<u>The Collaborative Process</u> Module Section	Module Concepts and Description
Setting the Stage	Collaborative norms: Introduces the practice of educator collaboration in the context of schooling
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 in Districts and Schools	Components of collaboration: Introduces the essential components of effective collaboration
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

<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