

### OLAC Evaluation Crosswalk - Teacher 2.0

The teacher will focus on the standard listed below, complete the associated modules, and review the other suggested resources.

Teacher Signature:

Evaluator Signature:

Conference Dates:

Date of Completion:

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### Teacher Standard 1

Teachers understand student learning and development and respect the diversity of the students they teach.

O.T.1.2: Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.

### Focusing Questions for Principal's Conversation with a Teacher

1. Do you need to learn more about creating instruction responsive to students' characteristics, backgrounds, and needs? If so, resources include:

#### For developmentally appropriate education:

- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- OLAC Module: [Instruction](#)
- OLAC Module: [Learning Supports](#)
- The Aspen Institute: [How Learning Happens: Supporting Students' Social, Emotional, and Academic Development](#) (2018)
- MiddleWeb: [Making Students' Assets Our #1 Teaching Priority](#) (2018)
- OLAC Video: [Effective Instruction With Clear Learning Targets](#)

#### For culturally responsive education:

- OLAC Video: [Doug Reeves Discusses Economic Status as a Core Equity Issue](#)
- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)

#### For English language learning:

- Community for Accredited Online Schools: [ESL/ELL Resources for Teachers, Parents, and Students](#)
- National Council for Teachers of English: [Culturally Responsive Teaching in Today's Classrooms](#) (2018)
- University of Wisconsin-Madison Libraries Research Guide: [ESL/ELL Interactive Websites for Learning](#)
- Edutopia: [Resources for Teaching English-Language Learners](#)

#### For students with disabilities:

- [CAST](#)
- Ohio Department of Education and Workforce: [Equity in Special Education: Disproportionality](#)
- Ohio Department of Education and Workforce: [Disability Specific Resources](#)
- Ohio Department of Education and Workforce: [Special Education: Federal and State Resources](#)
- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- OLAC Module: [Learning Supports](#)

#### For gifted students:

- National Association for Gifted Children: [Knowledge Center](#)
- Teachers First: [Meeting the Needs of Gifted Children in the Regular Classroom](#)

2. Do you need to learn how to judge students' current level of functioning? If so, see:

- OLAC Module: [Assessment](#)
- OLAC Video: [Student Self-Assessment to Guide Instruction](#)
- OLAC Video: [Chris Wollard on a Balanced Assessment System](#)
- OLAC Video: [Cathy Lassiter on Aligning Curriculum, Instruction and Assessment](#)
- OLAC Podcast: [Promoting a Culture of Inquiry through Formative Assessment](#)
- [National Center for Improvement in Educational Assessment](#) (The Center for Assessment)
- Kappan: [Formative Assessment: What Teachers Need to Know and Do](#) (Heritage, 2007)

## Focusing Questions for Teacher's Self-Reflection

1. Do I link instruction to students' characteristics, backgrounds, and needs? Resources in this area include:

- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- OLAC Module: [Instruction](#)
- OLAC Module: [Learning Supports](#)
- Teaching Tolerance: Classroom Culture: [Classroom Culture: Honoring Student Experience](#)
- Mid-Atlantic Equity Consortium (MAEC): [Talking with Children About Race](#)
- Mid-Atlantic Equity Consortium (MAEC): [Resources](#)

2. Would I like to learn more about using assessments to learn about students' characteristics, backgrounds, and needs? Resources include:

- OLAC Video: [Student Self-Assessment to Guide Instruction](#)
- OLAC Module: [Assessment](#)
- The Center for Assessment: [Culturally Sensitive, Relevant, Responsive, and Sustaining Education](#) (Evans, 2021)