

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:

Teacher Standard 1

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

O.T.1.5: Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

Focusing Questions for Principal's Conversation with a Teacher

1. Would you like to learn how to make instruction more responsive to students' characteristics, backgrounds, and needs? Resources include:

For developmentally appropriate education:

- Ohio Department of Education and Workforce: [Diverse Learners](#)
- OLAC Module: [Instruction](#)
- OLAC Module: [Assessment](#)
- The Aspen Institute: [How Learning Happens: Supporting Students' Social, Emotional, and Academic Development \(2018\)](#)
- National Association for the Education of Young Children (NAEYC): [Developmentally Appropriate Practice \(DAP\)](#)

For culturally responsive education:

- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- OLAC Learning Program: [Culturally Responsive Practice](#)
- OLAC Video: [Changing District Culture to Improve Learning for All Students](#)
- OLAC Module: [Learning Supports](#)
- Region X Equity Assistance Center: [Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably \(Krasnoff, 2016\)](#)
- NAEYC: [Equity Resources](#)
- CAST: [Professional Learning](#)
- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- Ohio Department of Education and Workforce: [Diverse Learners](#)
- Education Week: [What is Culturally Responsive Teaching](#) (April 2022)
- SPLC Teaching Tolerance: [Being Culturally Responsive](#)
- Edutopia: [Relationship Building Through Culturally Responsive Classroom Management](#) (Finley, 2014)

For English language learning:

- Ohio Department of Education and Workforce: [English Learners](#)
- Ohio Department of Education and Workforce: [English Learner Programs](#)
- Ohio Department of Education and Workforce: [Diverse Learners](#)
- SPLC Teaching Tolerance: [Successful ESL Strategies](#)
- Community for Accredited Online Schools: [ESL/ELL Resources to Succeed in School](#)
- Reading Rockets: [Extending English Language Learners' Classroom Interactions Using the Response Protocol](#)
- Reach My Teach: [Culturally Responsive and Inclusive Classrooms for ELL Students](#) (July 2024)

For students with disabilities:

- Ohio Department of Education and Workforce: [Special Education](#)
- Ohio Department of Education and Workforce: [Equity in Special Education](#)
- Ohio Department of Education and Workforce: [Diverse Learners](#)
- OLAC Module: [Learning Supports](#)
- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- Vanderbilt University Center for Teaching: [Creating Accessible Learning Environments](#) (Thurber & Bandy 2018)

For gifted students:

- OLAC Learning Series: [Gifted Education for Educators](#)
- OLAC Video: [Effective Instruction With Clear Learning Targets](#)
- Ohio Department of Education and Workforce: [Diverse Learners](#)
- Ohio Department of Education and Workforce: [Gifted Education](#)
- Ohio Department of Education and Workforce: [Instructional Resources for Teaching Gifted Children](#)
- Edutopia: [Serving Gifted Students in General Ed Classrooms](#) (Brown, 2015)
- [National Association for Gifted Children](#)

Focusing Questions for Teacher's Self-Reflection

1. Would you like to learn how to make instruction more responsive to students' characteristics, backgrounds, and needs? Resources include: For developmentally appropriate education:

For gifted students:

- Ohio Department of Education and Workforce: [Diverse Learners](#)
- National Center for Learning Disabilities: [Inclusive, Innovative Assessments for Students With Learning Disabilities](#) (2023)
- OLAC Module: [Instruction](#)
- OLAC Module: [Assessment](#)
- The Aspen Institute: [How Learning Happens: Supporting Students' Social, Emotional, and Academic Development](#) (2018)
- National Association for the Education of Young Children (NAEYC): [Developmentally Appropriate Practice \(DAP\)](#)

For culturally responsive education:

- OLAC Video: [Educational Equity: Confronting the Challenges](#)
- OLAC Learning Series: [Culturally Responsive Practice](#)
- OLAC Video: [Changing District Culture to Improve Learning for All Students](#)
- OLAC Module: [Learning Supports](#)
- Region X Equity Assistance Center: [Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably](#) (Krasnoff, 2016)
- NAEYC: [Equity Resources](#)
- [CAST: Professional Learning](#)
- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- Education Week: [What is Culturally Responsive Teaching](#) (April 2022)
- SPLC Teaching Tolerance: [Being Culturally Responsive](#)
- Edutopia: [Relationship Building Through Culturally Responsive Classroom Management](#) (Finley, 2014)
- Ohio Department of Education and Workforce: [Diverse Learners](#)

For English language learning:

- Ohio Department of Education and Workforce: [Diverse Learners](#)
- Ohio Department of Education and Workforce: [English Learners](#)
- Ohio Department of Education and Workforce: [English Learner Programs](#)
- SPLC Teaching Tolerance: [Successful ESL Strategies](#)
- Community for Accredited Online Schools: [ESL/ELL Resources to Succeed in School](#)
- Reading Rockets: [Extending English Language Learners' Classroom Interactions Using the Response Protocol](#)
- Reach My Teach: [Culturally Responsive and Inclusive Classrooms for ELL Students](#) (July 2024)

For students with disabilities:

- Ohio Department of Education and Workforce: [Diverse Learners](#)
- Ohio Department of Education and Workforce: [Special Education](#)

- Ohio Department of Education and Workforce: [Equity in Special Education](#)
- OLAC Module: [Learning Supports](#)
- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- Vanderbilt University Center for Teaching: [Creating Accessible Learning Environments \(Thurber & Bandy, 2018\)](#)

For gifted students:

- OLAC Professional Development Series: [Gifted Education for Educators](#)
- OLAC Video: [Effective Instruction With Clear Learning Targets](#)
- Ohio Department of Education and Workforce: [Diverse Learners](#)
- Ohio Department of Education and Workforce: [Gifted Education](#)
- Ohio Department of Education and Workforce: [Resources for Teaching Gifted Students](#)
- Edutopia: [Serving Gifted Students in General Ed Classrooms \(Brown, 2015\)](#)
- [National Association for Gifted Children](#)

2. Do I need to learn how to proceed when Tier 1 interventions do not seem to be helping a student reach mastery? Resources include:

- [American Institutes for Research \(AIR\) Center on Multi-Tiered System of Supports](#)
- Ohio Department of Education and Workforce: [Ohio Positive Behavioral Interventions and Supports \(PBIS\)](#)
- Ohio Department of Education and Workforce: [Integrated Student Supports](#)
- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- Northwest PBIS: [Tier 2 Readiness and Understanding \(.pptx\)\(2021\)](#)
- National Center on PBIS: [Teacher and Team Assessment Tools](#)
- National Center on PBIS: [Tier 2 Systems Readiness Guide](#)