Ohio Leadership Advisory Council

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 4

Teachers plan and deliver effective instruction that advances the learning of each individual student.

O.T.4.5: Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.

Focusing Questions for Principal's Conversation with a Teacher

- 1. Would you like to learn more about differentiated instruction? If so, resources include:
 - OLAC Module: Learning Supports
 - o OLAC Module: Instruction
 - o OLAC Module: Educational Equity: Understanding Why It's So Important
 - o OLAC Video: Dr. Brian McNulty Addressing the Issue of Ability Grouping
 - Reading Rockets: What is Differentiated Instruction? (Tomlinson, 2000)
 - o CEEDAR Center: Differentiated Instruction Chapter
 - Ohio Department of Education and Workforce: Ohio Operating Standards for the Education of Children with Disabilities (PDF)
 - $\circ \ \underline{\text{How to Differentiate Instruction in Mixed Ability Classrooms}} \ (\text{Tomlinson, 2001}) \ (\text{PDF})$
 - o Education Week: Five Ways to Differentiate Instruction in an Online Environment (Ferlazzo, 2020)
 - o Cambridge University Press Video: <u>Differentiating Instruction in Online Classrooms</u> (Welch, 2020)
- 2. Would you like to learn more about learning characteristics and needs of students? Resources include:

Gifted Identified:

- o National Association for Gifted Children: Knowledge Center
- o Ohio Department of Education and Workforce: Teaching Gifted Students

Disabilities Identified:

- ∘ <u>CAST</u>
- o OLAC Module: Educational Equity: Understanding Why It's So Important
- o Ohio Department of Education and Workforce: Special Education

At-Risk Identified:

- o Ohio Department of Education and Workforce: Integrated Student Supports
- o OLAC Module: Educational Equity: Understanding Why It's So Important
- o OLAC Module: <u>Trauma-Informed Practice</u>
- 3. Would you like to learn more about differentiation strategies? If so, resources include:
 - OLAC Module: Learning Supports
 - o OLAC Video: A Culturally Responsive Approach to Improving Learning for All Students
 - CAST
 - o Ohio Department of Education and Workforce: Educator Resources

- o INFOhio Blog: Student-Centered Learning: Inquiry Approach
- INFOhio Blog: Inquiry Learning: Questioning
- PBL Works: What is Project Based Learning?
- Smithsonian Learning Labs (includes distance learning resources)
- Vanderbilt University Center for Teaching: Group Work: Using Cooperative Learning Groups Effectively

Focusing Questions for Teacher's Self-Reflection

- 1. Would I like to learn more about differentiated instruction? If so, resources include:
 - OLAC Module: Learning Supports
 - o OLAC Module: Instruction
 - o OLAC Module: Educational Equity: Understanding Why It's So Important
 - o OLAC Video: Dr. Brian McNulty Addresses the Issue of Ability Group
 - Reading Rockets: What is Differentiated Instruction? (Tomlinson, 2000)
 - o How to Differentiate Instruction in Mixed Ability Classrooms (Tomlinson, 2001) (PDF)
 - o Ohio Department of Education and Workforce: Ohio Operating Standards for the Education of Children with Disabilities
 - o ASCD Tomlinson (2001): Strategies for Managing a Differentiated Classroom
 - Education Week: Five Ways to Differentiate Instruction in an Online Environment (Ferlazzo, 2020) AND/OR Cambridge University Press Video: Differentiating Instruction in Online Classrooms (Welch, 2020)
- 2. Would I benefit from information about learning characteristics and needs of students? Resources include:

Gifted Identified:

- o Ohio Department of Education and Workforce: Gifted Education
- National Association for Gifted Children: Knowledge Center
- o Ohio Department of Education and Workforce: Teaching Gifted Students

Disabilities Identified:

- o CAST
- o OLAC Module: Educational Equity: Understanding Why It's So Important
- o Ohio Department of Education and Workforce: Special Education

At-Risk Identified:

- o Ohio Department of Education and Workforce: Integrated Student Supports
- o OLAC Module: Educational Equity: Understanding Why It's So Important
- $\circ \ \, \mathsf{OLAC} \ \, \mathsf{Module:} \, \underline{\mathsf{Trauma-Informed} \, \, \mathsf{Practice}}$
- o The Meadows Center for Preventing Educational Risk
- 3. Would I like to know about some differentiation strategies? Resources include:
 - OLAC Module: Learning Supports
 - o OLAC Video: Changing District Culture to Improve Learning for All Students
 - CAST
 - o The Meadows Center for Preventing Educational Risk: Self-Regulated Reading Guides for Teachers and Parents
 - o Ohio Department of Education and Workforce: Educator Resources
 - o INFOhio Blog: Student-Centered Learning: Inquiry Approach
 - o INFOhio Blog: Inquiry Learning: Questioning
 - PBL Works: What is Project Based Learning?
 - Smithsonian Learning Labs (includes distance learning resources)
 - Vanderbilt University Center for Teaching: Group Work: Using Cooperative Learning Groups Effectively