

### 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 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](#)
- OLAC Module: [Instruction](#)
- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- OLAC Video: [Dr. Brian McNulty Addressing the Issue of Ability Grouping](#)
- Reading Rockets: [What is Differentiated Instruction?](#) (Tomlinson, 2000)
- Marymount University: [Differentiating Instruction for Diverse Learners in K-12 Education](#)
- Ohio Department of Education and Workforce: [Ohio Operating Standards for the Education of Children with Disabilities](#) (PDF)
- [How to Differentiate Instruction in Mixed Ability Classrooms](#) (Tomlinson, 2001) (PDF)
- Education Week: [Five Ways to Differentiate Instruction in an Online Environment](#) (Ferlazzo, 2020)
- Cambridge University Press Video: [Differentiating Instruction in Online Classrooms](#) (Welch, 2020)

2. Would you like to learn more about learning characteristics and needs of students? Resources include:

Gifted Identified:

- National Association for Gifted Children: [Climbing to the Top of Differentiation Mountain: Building Strong Foundations for Gifted Learners](#)
- Ohio Department of Education and Workforce: [Teaching Gifted Students](#)

Disabilities Identified:

- [CAST](#)
- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- Ohio Department of Education and Workforce: [Special Education](#)

At-Risk Identified:

- Ohio Department of Education and Workforce: [Integrated Student Supports](#)
- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- OLAC Module: [Trauma-Informed Practice](#)

3. Would you like to learn more about differentiation strategies? If so, resources include:

- OLAC Module: [Learning Supports](#)
- [CAST](#)
- Ohio Department of Education and Workforce: [Educator Resources](#)

- American College of Education: [What Is Inquiry-Based Learning?](#)
- Digital Promise: [Developing Questions and Using Questioning in Guided Inquiry](#)
- 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](#)
- OLAC Module: [Instruction](#)
- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- OLAC Video: [Dr. Brian McNulty Addresses the Issue of Ability Group](#)
- Reading Rockets: [What is Differentiated Instruction?](#) (Tomlinson, 2000)
- [How to Differentiate Instruction in Mixed Ability Classrooms](#) (Tomlinson, 2001) (PDF)
- Ohio Department of Education and Workforce: [Ohio Operating Standards for the Education of Children with Disabilities](#)
- 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:

- Ohio Department of Education and Workforce: [Gifted Education](#)
- National Association for Gifted Children: [Climbing to the Top of Differentiation Mountain: Building Strong Foundations for Gifted Learners](#)
- Ohio Department of Education and Workforce: [Teaching Gifted Students](#)

Disabilities Identified:

- [CAST](#)
- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- Ohio Department of Education and Workforce: [Special Education](#)

At-Risk Identified:

- Ohio Department of Education and Workforce: [Integrated Student Supports](#)
- OLAC Module: [Educational Equity: Understanding Why It's So Important](#)
- OLAC Module: [Trauma-Informed Practice](#)
- [The Meadows Center for Preventing Educational Risk](#)

3. Would I like to know about some differentiation strategies? Resources include:

- OLAC Module: [Learning Supports](#)
- [CAST](#)
- The Meadows Center for Preventing Educational Risk: [Self-Regulated Reading Guides for Teachers and Parents](#)
- Ohio Department of Education and Workforce: [Educator Resources](#)
- American College of Education: [What Is Inquiry-Based Learning?](#)
- Digital Promise: [Developing Questions and Using Questioning in Guided Inquiry](#)
- 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](#)