

5 Dimensions of Teaching and Learning™
Correlation to High Leverage Practices in Special Education

5D	Sub - Dimension	The Vision	High Leverage Practices For SPED	Notes
Purpose	Standards	<ul style="list-style-type: none"> The lesson is based on standard(s) that are meaningful and relevant beyond the task at hand (e.g., relate to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s). 	<p>HLP 11: Identify and prioritize short and long term learning goals</p> <p>HLP 12: Systemically design instruction toward a specific learning goal</p> <p>HLP 21: Teach students to maintain and generalize new learning across time and settings</p>	
	Learning Target and Teaching Point	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standard(s), embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs in relation to the learning target(s). 	<p>HLP 11: Identify and prioritize short and long term learning goals</p> <p>HLP 12: Systemically design instruction toward a specific learning goal</p>	

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Student Engagement	Intellectual Work	<ul style="list-style-type: none"> Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving, and meaning-making). Students take ownership of their learning to develop, test, and refine their thinking. 	HLP 14: Teach cognitive and meta-cognitive strategies to support learning and independence	
	Engagement Strategies	<ul style="list-style-type: none"> Engagement strategies capitalize on and build upon students' background knowledge, experience and responses to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	HLP 18: Use strategies to promote active student engagement HLP 17: Use flexible grouping	
	Talk	<ul style="list-style-type: none"> Student talk reflects discipline-specific habits of thinking and ways of communicating. Student talk embodies substantive and intellectual thinking. 	HLP 17: Use flexible grouping	Although there is not a direct correlation to student talk in the HLPs, as the HLPs are teacher-focused practices and not student behaviors, HLP 17 describes some the outcomes of heterogeneous groups as serving to "engage all students in grade-level content related conversations and facilitate student thinking and communication skills". It is important to link both the strategy of grouping with the intended outcomes of students engaging in talk that that supports and embodies discipline specific language and substance.

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Curriculum & Pedagogy	Curriculum	<ul style="list-style-type: none"> • Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. • The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. 	<p>HLP 13: Adapt curriculum tasks and materials for specific learning goals</p> <p>HLP 12: Systemically design instruction toward a specific learning goal</p> <p>HLP 21: Teach students to maintain and generalize new learning across time and settings (application)</p> <p>HLP 19: Use assistive and instructional technologies</p>	
	Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> • The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. • Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. • The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs. 	<p>HLP 13: Adapt curriculum tasks and materials for specific learning goals</p> <p>HLP 14: Teach cognitive and meta-cognitive strategies to support learning and independence</p> <p>HLP 16: Use explicit instruction</p> <p>HLP 15: Provide scaffolded supports</p> <p>HLP 20: Provide intensive instruction</p>	<p>HLP 15 includes teachers providing supports that are both “planned prior to lessons and some are provided responsively during instruction”.</p>

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Curriculum & Pedagogy	Scaffolds for Learning	<ul style="list-style-type: none"> The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. 	<p>HLP 15: Provide scaffolded supports HLP 16: Use explicit instruction HLP 14: Teach cognitive and meta-cognitive strategies to support learning and independence HLP 12: Systemically design instruction toward a specific learning goal HLP 19: Use assistive and instructional technologies</p> <p>HLP 9: Teach social behaviors</p>	<p>Both HLP 14 and 9 call for the use of scaffolded instruction.</p> <p>HLP 14 describes how strategies should be taught, which includes gradual release of responsibility (explicit instruction, modeling, guided practice with feedback).</p> <p>HLP 9 describes the teaching of social behaviors in ways that gradually release responsibility to the student (e.g., direct teaching, to use with prompting).</p>

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Assessment for Student Learning	Assessment	<ul style="list-style-type: none"> • Students are able to assess their own learning in relation to the learning target. • The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. • Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). • The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). • Assessment criteria, methods, and purposes are transparent and match the learning target. 	<p>HLP 4: Use multiple sources of information to develop a comprehensive understanding of student’s strength and needs</p> <p>HLP 12: Systemically design instruction toward a specific learning goal</p> <p>HLP 10 Conduct functional behavioral assessments to develop individual student behavior support plans</p> <p>HLP 14: Teach cognitive and meta-cognitive strategies to support learning and independence</p>	<p>HLP 14 states “students monitor and evaluate their performance in relation to explicit learning goals”, which is part of student self-assessment.</p>
	Adjustments	<ul style="list-style-type: none"> • The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. 	<p>HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes</p> <p>HLP 8: Provide positive and constructive feedback to guide students’ learning and behavior</p> <p>HLP 20: Provide intensive instruction</p>	<p>HLP 20 requires teachers to “frequently monitor students’ progress and adjust instruction accordingly”.</p>

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Classroom Environment & Culture	Use of Physical Environment	<ul style="list-style-type: none"> The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). 	HLP 7: Establish a consistent, organized, and respectful learning environment HLP 17: Use flexible grouping HLP 19: Use assistive and instructional technologies	HLP 17 states that “teachers monitor and sustain group performance through proximity...”.
	Classroom Routines and Rituals	<ul style="list-style-type: none"> Classroom systems and routines facilitate student responsibility, ownership and independence. Available time is maximized in service of learning. 	HLP 7: Establish a consistent, organized, and respectful learning environment HLP 17: Use flexible grouping	HLP 17 describes the use of varied grouping arrangements that “accommodate learning needs, promote academic interactions, and teach students to work collaboratively.” The procedures help to hold “students accountable for collective and individual learning” and the strategies “maximize learning opportunities and equalize participation”, all of which contribute to a learning-focused culture.
	Classroom Culture	<ul style="list-style-type: none"> Classroom discourse and interactions reflect high expectations and beliefs about all students’ intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. 	HLP 8: Provide positive and constructive feedback to guide students’ learning and behavior HLP 7: Establish a consistent, organized, and respectful learning environment HLP 17: Use flexible grouping	

Professional Collaboration and Communication (from the 5D+™ Rubric for Instructional Growth and Teacher Evaluation, Version 3)

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PCC1	Collaboration with peers and administrators to improve student learning	HLP 1: Collaborate with professionals to increase student success HLP 2: Organize and facilitate effective meetings with professionals and families	
PCC2	Communication and collaboration with parents and guardians	HLP 3: Collaborate with families to support student learning and secure needed services HLP 2: Collaborate with professionals to increase student success HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs	
PCC3	Communication within the school community about student progress	HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs	
PCC4	Support of school, district and state curricula, policies and initiatives	HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes	HLP 6 provides that after developing instructional goals, teachers “evaluate and make ongoing adjustments to student’s instructional programs, and manage and engage in ongoing data collection using curriculum-based measures...” Not a direct correlation, however PCC4 speaks to the teacher both supporting and implementing school and district initiatives and curriculum. The connection here is teachers making the appropriate adjustments to pacing to meet individual learning needs of students without compromising an aligned curriculum.
PCC5	Ethics and advocacy	HLP 3 Collaborate with families to support student learning and secure needed services	HLP 3 provides that teachers “advocate for resources to help students meet instructional, behavioral, social, and transition goals...encourage students to self-advocate...” and work with families to self-advocate on behalf of their children.

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Notes:

**Because the HLPs contain so many practices, these are not direct/black-and-white correlations; instead, consider this gentle guidance as you make connections between the Framework and the HLPs.*

**It's important to read the full description of each HLP to fully understand the practice(s) included.*

**The HLPs are provided across four intertwined components of teacher practice: collaboration, assessment, social/emotional/behavioral practices, and instruction.*

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*HLP	Descriptor	Teacher Practice
HLP1	Collaborate with professionals to increase student success	Collaboration
HLP2	Organize and facilitate effective meetings with professionals and families	Collaboration
HLP3	Collaborate with families to support student learning and secure needed services	Collaboration
HLP4	Use multiple sources of information to develop a comprehensive understanding of student's strength and needs	Assessment
HLP5	Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs	Assessment
HLP6	Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes	Assessment
HLP7	Establish a consistent, organized, and respectful learning environment	Social/Emotional/Behavioral Practices
HLP8	Provide positive and constructive feedback to guide students' learning and behavior	Social/Emotional/Behavioral Practices
HLP9	Teach social behaviors	Social/Emotional/Behavioral Practices
HLP10	Conduct functional behavioral assessments to develop individual student behavior support plans	Social/Emotional/Behavioral Practices
HLP11	Identify and prioritize long- and short-term learning goals	Instruction
HLP12	Systematically design instruction toward a specific learning goal	Instruction
HLP13	Adapt curriculum tasks and materials for specific learning goals	Instruction
HLP14	Teach cognitive and metacognitive strategies to support learning and independence	Instruction
HLP15	Provide scaffolded supports	Instruction
HLP16	Use explicit instruction	Instruction
HLP17	Use flexible grouping	Instruction
HLP18	Use strategies to promote active student engagement	Instruction
HLP19	Use assistive and instructional technologies	Instruction
HLP20	Provide intensive instruction	Instruction
HLP21	Teach students to maintain and generalize new learning across time and settings	Instruction
HLP22	Provide positive and constructive feedback to guide students' learning and behavior	Instruction