

## Danielson's Framework for Teaching (2011) Correlation to Special Education High Leverage Practices

Danielson Framework	High Leverage Practices for SPED	Comments
<b>DOMAIN 1: Planning and Preparation</b>		
<b>1a Demonstrating Knowledge of Content and Pedagogy</b> <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Prerequisite relationships</li> <li>• Content pedagogy</li> </ul>	<b>HLP 4</b> Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.	Indicators: <ul style="list-style-type: none"> <li>• Lesson and unit plans that reflect important concepts in the discipline</li> <li>• Lesson and unit plans that accommodate prerequisite relationships among concepts and skills</li> <li>• Clear and accurate classroom explanations</li> <li>• Accurate answers to student questions</li> <li>• Feedback to students that furthers learning</li> <li>• Interdisciplinary connections in plans and practice</li> </ul>
<b>1b Demonstrating Knowledge of Students</b> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Learning process</li> <li>• Special needs</li> <li>• Student skills, knowledge, and proficiency</li> <li>• Interests and cultural heritage</li> </ul>	<b>HLP 13</b> Adapt curriculum tasks and materials for specific learning goals. <b>HLP 4</b> Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. <b>HPL 10</b> Conduct functional behavioral assessments to develop individual student behavior plans.	Indicators: <ul style="list-style-type: none"> <li>• Formal and informal information about students gathered by teacher for use in planning instruction</li> <li>• Student interests and needs learned and used by teacher in planning</li> <li>• Teacher participation in community cultural events</li> <li>• Teacher-designed opportunities for families to share heritage</li> <li>• Teacher-created database of students with special needs available for teacher use</li> </ul>
<b>1c Setting Instructional Outcomes</b> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul>	<b>HLP 11</b> Identify and prioritize long and short-term learning goals. <b>HLP 6</b> Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.	Indicators: <ul style="list-style-type: none"> <li>• Outcomes of a challenging cognitive level</li> <li>• Statements of student learning, not student activity</li> <li>• Outcomes central to the discipline and related to those in other disciplines</li> <li>• Assessment of student attainment</li> <li>• Outcomes differentiated for students of varied ability</li> </ul>

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DOMAIN 1: Planning and Preparation		
<b>1d Demonstrating Knowledge of Resources</b> <ul style="list-style-type: none"> <li>• For classroom</li> <li>• To extend content knowledge</li> <li>• Resources for students</li> </ul>	<b>HLP 13</b> Adapt curriculum tasks and materials for specific learning goals. <b>HLP 4</b> Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.	Indicators: <ul style="list-style-type: none"> <li>• District-provided materials</li> <li>• A range of texts</li> <li>• Guest speakers</li> <li>• Internet resources</li> <li>• Materials provided by professional organizations</li> <li>• Teachers participating in continuing professional education courses or professional groups</li> <li>• Community resources</li> </ul>
<b>1e Designing Coherent Instruction</b> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul>	<b>HLP 12</b> Systemically design instruction toward a specific learning goal. <b>HLP 13</b> Adapt curriculum tasks and materials for specific learning goals. <b>HLP 15</b> Provide scaffolded supports.	Indicators: <ul style="list-style-type: none"> <li>• Lessons that support instructional outcomes and reflect important concepts</li> <li>• Instructional maps that indicate relationships to prior learning</li> <li>• Activities that represent high-level thinking</li> <li>• Opportunities for student choice</li> <li>• The use of varied resources</li> <li>• Thoughtfully planned learning groups</li> <li>• Structured lesson plans</li> </ul>
<b>1f Designing Student Assessments</b> <ul style="list-style-type: none"> <li>• Congruence with instructional outcomes</li> <li>• Criteria and standards</li> <li>• Design of formative assessments</li> <li>• Use for future planning</li> </ul>	<b>HLP 13</b> Adapt curriculum tasks and materials for specific learning goals. <b>HLP 6</b> Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.	Indicators: <ul style="list-style-type: none"> <li>• Lesson plans indicating correspondence between assessments and instructional outcomes</li> <li>• Assessment types suitable to the style of outcome</li> <li>• Variety of performance opportunities for students</li> <li>• Modified assessments available for individual students as needed</li> </ul>

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	<b>HPL 10</b> Conduct functional behavioral assessments to develop individual student behavior plans.	<ul style="list-style-type: none"> <li>• Expectations clearly written, with descriptors for each level of performance</li> <li>• Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction</li> </ul>

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DOMAIN 2: The Classroom Environment		
<b>2a Creating an Environment of Respect and Rapport</b> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interaction with students</li> </ul>	<b>HPL 7</b> Establish a consistent, organized, and respectful learning environment.  <b>HPL 9</b> Teach Social Skills	Indicators: <ul style="list-style-type: none"> <li>• Respectful talk and turn taking</li> <li>• Respect for students’ background and life outside the classroom</li> <li>• Teacher and student body language</li> <li>• Physical proximity</li> <li>• Warmth and caring</li> <li>• Politeness</li> <li>• Encouragement</li> <li>• Active listening</li> <li>• Fairness</li> </ul>
<b>2b Establishing a Culture for Learning</b> <ul style="list-style-type: none"> <li>• Importance of content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul>	<b>HPL 21</b> Teach students to maintain and generalize new learning across time and settings.  <b>HPL 22</b> Provide positive and constructive feedback to guide students’ learning and behavior.  <b>HPL 7</b> Establish a consistent, organized, and respectful learning environment.	Indicators: <ul style="list-style-type: none"> <li>• High expectations, supported through both verbal and nonverbal behaviors</li> <li>• Expectation and recognition of quality</li> <li>• Expectation and recognition of effort and persistence</li> <li>• Confidence in students’ ability evident in teacher’s and students’ language and behaviors</li> <li>• Expectation for all students to participate</li> </ul>

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DOMAIN 2: The Classroom Environment		
	<p><b>HLP 8</b> Provide positive and constructive feedback to guide students' learning and behavior.</p>	
<p><b>2c Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• Instructional groups</li> <li>• Transitions</li> <li>• Materials and supplies</li> <li>• Performance of Classroom Routines-non instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul>	<p><b>HLP 7</b> Establish a consistent, organized, and respectful learning environment</p>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>• Smooth functioning of all routines</li> <li>• Little or no loss of instructional time</li> <li>• Students playing an important role in carrying out the routines</li> <li>• Students knowing what to do, where to move</li> </ul>
<p><b>2d Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring student behavior</li> <li>• Response to student misbehavior</li> </ul>	<p><b>HLP 7</b> Establish a consistent, organized, and respectful learning environment.</p> <p><b>HLP 8</b> Provide positive and constructive feedback to guide students' learning and behavior.</p> <p><b>HLP 9</b> Teach Social Skills</p> <p><b>HPL 10</b> Conduct functional behavioral assessments to develop individual student behavior plans.</p>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>• Clear standards of conduct, possibly posted, and possibly referred to during a lesson</li> <li>• Absence of acrimony between teacher and students concerning behavior</li> <li>• Teacher awareness of student conduct</li> <li>• Preventive action when needed by the teacher</li> <li>• Fairness</li> <li>• Absence of misbehavior</li> <li>• Reinforcement of positive behavior</li> </ul>
<p><b>2e Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and resources</li> <li>• Effective use of resources including technology for both teacher and students</li> </ul>	<p><b>HLP 19</b> Use assistive and instructional technologies.</p>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>• Pleasant, inviting atmosphere</li> <li>• Safe environment</li> <li>• Accessibility for all students</li> <li>• Furniture arrangement suitable for the learning activities</li> </ul>

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DOMAIN 2: The Classroom Environment		
		<ul style="list-style-type: none"> <li>• Effective use of physical resources, including computer technology, by both teacher and students</li> </ul>

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DOMAIN 3: Instruction		
<b>3a Communicating With Students</b> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul>	<b>HLP 14</b> Teach cognitive and metacognitive strategies to support learning and independence.  <b>HLP 16</b> Use explicit instruction.  <b>HLP 20</b> Provide Intensive Instruction.	Indicators: <ul style="list-style-type: none"> <li>• Clarity of the purpose of the lesson</li> <li>• Clear directions and procedures specific to the lesson activities</li> <li>• Absence of content errors and clear explanations of concepts</li> <li>• Students comprehension of content</li> <li>• Correct and imaginative use of language</li> </ul>
<b>3b Using Questioning and Discussion Techniques</b> <ul style="list-style-type: none"> <li>• Quality of questions/prompts</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul>	<b>HLP 16</b> Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems.	Indicators: <ul style="list-style-type: none"> <li>• Questions of high cognitive challenge, at the student’s level of learning</li> <li>• Questions with multiple correct answers, or multiple approaches even when there is a single correct response</li> <li>• Effective use of student responses and ideas</li> </ul>
<b>3c Engaging Students in Learning</b> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul>	<b>HLP 14</b> Teach cognitive and metacognitive strategies to support learning and independence.  <b>HLP 17</b> Use flexible grouping.  <b>HLP 18</b> Use strategies to promote active student engagement.	Indicators: <ul style="list-style-type: none"> <li>• Activities aligned with the goals of the lesson</li> <li>• Student enthusiasm, interest, thinking, problem-solving, etc.</li> <li>• Learning tasks that require high-level student thinking and are aligned with lesson objectives</li> <li>• Students highly motivated to work on all tasks and persistent even when the tasks are challenging</li> </ul>

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DOMAIN 3: Instruction		
	<p><b>HLP 20</b> Provide Intensive Instruction.</p> <p><b>HLP 8</b> Provide positive and constructive feedback to guide students’ learning and behavior.</p>	<ul style="list-style-type: none"> <li>• Students actively “working”, rather than watching while their teachers “works”</li> <li>*Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection</li> </ul>
<p><b>3d Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> </ul>	<p><b>HLP 19</b> Use assistive and instructional technologies.</p> <p><b>HLP 21</b> Teach students to maintain and generalize new learning across time and settings.</p> <p><b>HLP 22</b> Provide positive and constructive feedback to guide students’ learning and behavior.</p> <p><b>HLP 5</b> Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.</p> <p><b>HLP 8</b> Provide positive and constructive feedback to guide students’ learning and behavior.</p>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>• Teacher paying close attention to evidence of student understanding</li> <li>• Teacher posing specifically created questions to elicit evidence of student understanding</li> <li>• Teacher circulating to monitor student learning and to offer feedback</li> <li>• Students assessing their own work against established criteria</li> </ul>
<p><b>3e Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul>	<p><b>HLP 13</b> Adapt curriculum tasks and materials for specific learning goals.</p> <p><b>HLP 15</b> Provide scaffolded supports.</p>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>• Incorporation of student interests and events of the day into a lesson</li> <li>• Visible adjustment in the face of student lack of understanding</li> <li>• Teacher seizing on a teachable moment</li> </ul>

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DOMAIN 3: Instruction		
	<p><b>HLP 21</b> Teach students to maintain and generalize new learning across time and settings.</p> <p><b>HLP 22</b> Provide positive and constructive feedback to guide students' learning and behavior.</p> <p><b>HLP 6</b> Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.</p>	

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DOMAIN 4: Professional Responsibilities		
<p><b>4a Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul>	<p><b>HLP 6</b> Foundational to effective teaching is reflecting on teaching practices and how they impact student-learning success.</p>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>• Accurate reflections on a lesson</li> <li>• Citations of adjustments to practice, drawing on a repertoire of strategies</li> </ul>
<p><b>4b Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul>	<p><b>HLP 5</b> Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.</p>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>• Routines and systems that track student completion of assignments</li> <li>• Systems of information regarding student progress against instructional outcomes</li> <li>• Processes of maintaining accurate instructional and non-instructional records</li> </ul>
<p><b>4c Communicating with Families</b></p> <ul style="list-style-type: none"> <li>• Information about instructional program</li> </ul>	<p><b>HLP 2</b> Organize and facilitate effective meetings with professionals and families.</p>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>• Frequent and culturally appropriate information sent home regarding the instructional program and student progress</li> </ul>

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<b>DOMAIN 4: Professional Responsibilities</b>		
<ul style="list-style-type: none"> <li>• Information about individual students</li> <li>• Engagement of families in instructional program</li> </ul>	<p><b>HLP 3</b> Collaborate with families to support student learning and secure needed services.</p>	<ul style="list-style-type: none"> <li>• Two-way communication between the teacher and families</li> <li>• Frequent opportunities for families to engage in the learning process</li> </ul>
<p><b>4d Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Involvement in culture of professional inquiry</li> <li>• Participation in school and district projects</li> <li>• Service to the school</li> </ul>	<p><b>HLP 1</b> Collaborate with professionals to increase student success.</p> <p><b>HLP 2</b> Organize and facilitate effective meetings with professionals and families.</p> <p><b>HLP 5</b> Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.</p>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>• Regular teacher participation with colleagues to share and plan for student success</li> <li>• Regular teacher participation in professional courses or communities that emphasize improving practice</li> <li>• Regular teacher participation in school initiatives</li> <li>• Regular teacher participation and support of community initiatives</li> </ul>
<p><b>4e Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge / pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to the profession</li> </ul>	<p><b>HLP 1</b> Collaborate with professionals to increase student success.</p>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>• Frequent teacher attendance in courses and workshops; regular academic reading</li> <li>• Participation in learning networks with colleagues; regular sharing of feedback</li> <li>• Participation in professional organizations supporting academic inquiry</li> </ul>
<p><b>4f Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>• Integrity and ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision-making</li> <li>• Compliance with school/district regulations</li> </ul>	<p><b>HLP – 1 through 22</b> Fundamental to effective teaching is demonstrating professionalism in advocacy and in service to students.</p>	<p>Indicators:</p> <ul style="list-style-type: none"> <li>• Teacher having a reputation as someone who can be trusted and often being sought as a sounding board</li> <li>• Teacher frequently reminding participants during committee or planning work that students are the highest priority</li> <li>• Teacher supporting students, even in the face of difficult situations or conflicting policies</li> </ul>



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		<ul style="list-style-type: none"> <li>• Teacher challenging existing practice in order to put students first</li> <li>• Teacher consistently fulfilling school district mandates regarding policies and procedures</li> </ul>

### Framework for Teaching -- Common Themes

Charlotte Danielson\*

Enhancing Professional Practice, a Framework for Teaching, 2007 (pp 32-38)

The Framework for Teaching Common Themes represent broad categories that address the manner in which teachers teach. The seven Common Themes are integrated into all 22 components of the framework for teaching, and are essential to effective and equitable teaching.

#### -- Attention to Individual Students, Including those with Special Needs

Fundamentally, “learning is done by the learner,” it is essential for the teacher to understand and plan for the individual learning needs of students. Sensitivity to individual students must be extended to include appropriate accommodations for students with special needs. These may include cognitive, physical or behavioral considerations.

We can see implications throughout the framework for teaching that relates to attending to individual student needs. Knowledge of students (Component 1b) includes detailed knowledge of individuals. Instructional plans and assessment strategies (Components 1e and 1f) should be suitable to the needs of every student in the class. Interactions with students (Component 2a) and feedback (Component 3d) reflect knowledge of current student skills and knowledge. The organization of physical space (Component 2e) has an impact on learning. The teacher’s response to student behavior (Component 2d) can be particularly important in addressing individual needs.

#### -- Equity

A commitment to equity is integrated throughout the Framework for Teaching. Teachers strive for excellence, and “a commitment to excellence is not complete without a commitment to equity.” Each student deserves access to world-class teaching and to learning environments that promote joyful inquiry, intellectual rigor, and reflection. Equity is evident in Domains 1, 2 and 3 as they relate to planning for instruction and interactions with students. For example, referencing Component 2a, Creating an Environment of Respect and Rapport, the teacher ensures that all students feel valued. In 3b, Questioning and Discussion Techniques, the teacher ensures that all students are encouraged to participate in the discussion.

## **Danielson's Framework for Teaching (2011) Correlation to Special Education High Leverage Practices**

The commitment to equity ensures equal access for all students as well as additional support for those “traditionally underserved”. Teachers do not accept lower performance from some students based on their perceived background or abilities.

### **-- Cultural Competence**

This common theme is particularly evident in Component 1b (Demonstrating Knowledge of Students). Teachers learn about their students' heritage and background and embed knowledge related to cultural traditions, religious practices, social norms and interaction patterns into classroom practices. Teachers also ensure that the materials they use (Components 1e and 3c) and examples they use (Components 3a and 3c) can be understood by their students. When communicating with families (Component 4c) they demonstrate cultural respect. Teachers take particular care to ensure that no student is marginalized.

### **-- High Expectations**

Teachers should adopt a belief that all students are capable of high standards of learning. Teachers organize their teaching accordingly. There is a danger that if teachers believe that some students are especially capable or are especially slow to learn, these expectations can become “self-fulfilling prophecies”. There are many components of the framework for which high expectations are a key concept. High expectations are an important consideration in Component 1c, Setting Instructional Outcomes, and Component 2b, Creating a Culture for Learning. The nature of the questions posed during a lesson, Component 3b, reflects the cognitive level expected by the teacher. When the teacher provides feedback to students (Component 3d) whether in written or verbal form, he or she conveys the level of work expected. Teachers are committed to helping all students reach high standards. Again, based on their individual learning characteristics, some students may require additional time or scaffolds to reach a standard. The teacher conveys an expectation of hard work and perseverance.

### **-- Developmental Appropriateness**

Charlotte Danielson has written that, “Developmental considerations are central to a constructivist view of learning.” Attention to developmental appropriateness relates to many components of the framework for teaching. In Domain 1, Planning and Preparation, teachers who are sensitive to developmental patterns choose their instructional outcomes (Component 1c), activities and materials (Components 1e and 3c), and assessment strategies (Component 1f) carefully. Knowledge of developmental appropriateness influences such activities as asking developmentally appropriate questions (Component 3b) and providing feedback (Component 3d) in ways that will stretch, but not overwhelm students. Teachers seek to achieve a good fit between challenging students while supporting their growth and scaffolding teaching and learning.

### **-- Appropriate Use of Technology**

Using technology to enhance learning is an important responsibility of teachers. The notion of Universal Design for Learning (UDL) supports the use of both high and low tech solutions to enhance learning. Teachers must also be mindful of the technology that students have access to at home. In addition to the implications for classroom learning activities (Components 3a and 3c), technology can support records management (Component

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4b) as well as communication with families (Component 4c). There is a caution that technological tools are not considered an end in themselves, but rather a tool in support of learning. It is important to bear in mind that families' private resources in support of technology may be uneven. Part of a school's responsibility is to provide access to technology for all students.

### **-- Student Assumption of Responsibility**

The framework for teaching is clear about a teacher's role in creating an environment for productive learning. The teacher works to create a learning community in which the lines between teachers and learners become somewhat blurred. Charlotte Danielson supports the idea that, "Individuals move back and forth across that line in the course of their work, without relinquishing responsibility". She further states that, "It is a hallmark of a community of learners that every individual is highly engaged and is invested in the endeavor." Students themselves assume appropriate responsibility. When teachers are setting instructional outcomes (Component 1c), they may reflect suggestions from students. Students may suggest evaluative criteria (Component 1f). Students ensure standards of civil discourse (Component 2a). In Domain 3, students may formulate questions and ensure that all students participate in discussions (Component 3b), and they will actively use formative assessment results in their learning (Component 3d).

\* The Common Themes are excerpts from Charlotte Danielson's book: *Enhancing Professional Practice: A Framework for Teaching*, 2007

### **NOTES:**

\* Because many of the HLPs contain multiple teaching practices, consider this correlation as general guidance as you make connections between the Framework for Teaching and HLPs.

\* It is 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.