Framework Terms Codebook

**Academic language:** Explicit reference to academic language, content or discipline-specific language, or vocabulary modeled by the teacher and/or used by students.

- **Source:** Cluster 1 (“Do the teachers explanations of content correctly model academic language and invite intellectual work by students?”), CCSS Key ELA Shifts, 3a

**Balance of texts:** Reference to balancing nonfiction or informational texts and fictional texts in ELA instruction. Of the two frameworks mentioning this balance, one referenced within ELA only, while the other did not speak explicitly to balance across the curriculum or within ELA courses.

- **Source:** Framework for Teaching 2013 notes on Core-related changes, 1d

**Cite evidence from text:** Explicit mention of citing evidence or justifying arguments from text.

- **Source:** Cluster 1 (“Are students asked to explain their thinking, constructing logical arguments citing evidence, and to question the thinking of others?”), 3b

**Coherence:** Explicit mention of coherence or logical progression linking topics throughout the year, and in some framework instances, across grades. Note that this includes frameworks that do not explicitly reference linkages across grades, but reference coherence within a grade.

- **Source:** Cluster 1 and 4, 1e

**Complex text:** Explicit reference to students engaging in texts of increasing complexity. Distinct from engaging in complex problem-solving.

- **Source:** CCSS Key ELA Shifts, (note: not in Danielson FfT clusters explicitly)

**Conceptual Understanding:** Explicit mention of deep conceptual understanding, the ability to access a concept from a number of perspectives. Many rubrics mention students being able to articulate their understanding of a concept or a teacher checking for students' understanding, but this term refers to the deep understanding expected by the Common Core.

- **Source:** Key CCSS Math Shifts, Cluster notes (p.1)

**Content knowledge:** Explicit mention of deep content knowledge as an expectation of teachers.

- **Source:** Cluster 1 (“To what extent does the teacher demonstrate depth of important content knowledge?”), 1a

**Cross-curricular connections:** References to teachers’ content knowledge and/or instruction that draws from other subject areas and disciplines.
Source: Cluster 4 (“Are students being challenged to think and make connections?”), 1a (“Teacher cites intra- and inter-disciplinary connections”).

**Cultural Competence**: This is a fairly broad category, referencing instruction that takes note of individual students’ cultures and backgrounds and, for some districts’ frameworks, incorporates other cultures explicitly in lessons.

- **Source**: Cluster 2, 2a,

**Differentiation**: Explicit reference to differentiation or to tailoring instruction to meet individual needs and interests.

- **Source**: Cluster 1 (“To what extent does the teacher conduct the class…appropriate to the students’ levels of knowledge and skill?”), 1e

**Explaining reasoning**: Explicit reference to students justifying or explaining their reasoning or logic in their arguments.

- **Source**: Cluster 4 (“Are students asked to explain their thinking, constructing logical arguments citing evidence, and to question the thinking of others?”), 3b

**Feedback**: Explicit mention of academically-focused feedback between teacher and student or between students.

- **Source**: Cluster 5 (“Students receive specific feedback on their work from the teacher, the activities themselves, and other students”), 3d

**Fluency**: Explicit mention of developing fluency, and references were not specific to math.

- **Source**: Key Shifts Math CCSS, Framework for Teaching 2013 notes on Core-related changes, (Note: not explicitly in clusters)

**Formative assessment**: Teacher’s use of multiple assessment methods to gauge students’ instructional needs and progress. Includes references to students partnering with teacher to self-assess and contribute to formative assessment development.

- **Source**: Cluster 5 (“Does the teacher monitor student understanding through specifically designed questions and instructional techniques?”), 1f

**Higher order/critical thinking**: Explicit references to higher-order thinking, critical thinking, or complex cognitive engagement.

- **Source**: 1c (Distinguished), 1e (Distinguished), 3c, Cluster 4

**Literacy across the curriculum**: Explicit reference to incorporating literacy intentionally into non-ELA courses.

- **Source**: Key Shifts ELA CCSS, (Note: not explicitly in clusters)

**Metacognition**: Explicit reference to metacognition or modeling metacognitive strategies for students, or implicit mentions like “modeling thinking strategies by explaining thought processes.”

- **Source**: Cluster 4, 3b (Distinguished)
Multiple strategies for approaching a problem: Explicit references to teaching several strategies, whether in math or other disciplines, or students approaching tasks from multiple perspectives and processes.

- **Source:** Cluster 4, Key Shifts Math CCSS

Procedural Skills: Explicit mention of developing procedural skills (often accompanied by fluency) in problem-solving

- **Source:** 1c (“Learning outcomes may be of different types: factual and procedural knowledge…”), Key Shifts Math CCSS

Productive Struggle/ Perseverance: Explicit mention of students displaying persistent mindsets, persevering and/or grappling through difficult problems, or engaging in productive struggle with complex tasks or texts. Note that this category encompasses the specific instance of productive struggle with complex texts.

- **Source:** Key Shifts ELA CCSS, Cluster 4 (not explicit), 2b

Rigorous tasks: Explicit references to rigorous, intellectually challenging, or cognitively challenging learning activities.

- **Source:** Cluster 4 (“Are students being challenged to think and make connections through both instructional activities and the questions explored?”), 1c, Key Shifts Math CCSS

Student discussion: Explicit mention of structured student discussions, guided either by the teacher or by students. References to informal student interactions do not count under this category.

- **Source:** Cluster 4, 3b

Student and teacher questioning: Distinct from teacher questioning, student questioning looks for explicit references to students asking questions of each other. Teacher questioning includes explicit references to the quality of questions directed from teacher to student. This may or may not be in a structured discussion setting.

- **Source:** Cluster 4 (“Are students asked to explain their thinking, constructing logical arguments citing evidence, and to question the thinking of others?”) 3b

Student self-regulation: Explicit mention of students self-regulating learning, or more implicit references to students self-assessing, leading discussions, and developing agency in their learning.

- **Source:** Cluster 4 (“To what extent do instructional strategies used by the teacher promote student agency in the learning of challenging content?”), Cluster 5 (“To what extent do students monitor their own learning and provide respectful feedback to classmates?”), 3b, 3d