

CERES UNIFIED SCHOOL DISTRICT

Instructional Norms

Effective Lesson Design Components – Each component is supported by checking for understanding using Instructional Norms.

- **Learning Objective:** Tell students what they are going to learn. Include the *skill* (measurable behavior) and the *concept* (big idea). Define key academic vocabulary in the objective.
- **Activate Prior Knowledge:** Activate or provide, **not assess**, prior knowledge of the concept or skill. *Universal Experience:* information students already know or *sub-skills:* review a pertinent sub-skill – *teacher does one first*
- **Concept Development:** Teach the concept, rule or content – **written bulletproof definition**. Include examples and non-examples.
- **Skill Development:** Teach the students how to do the skill. Provide, develop and apply steps – teacher does one first, modeling steps
- **Guided Practice:** Work matched problems **step-by-step** with all students. Highly structured. Teach all variations of the concept and skill, using the Rule of Two – teacher does one, students do one. Slow release of responsibility to students.
- **Relevance:** Teach why the lesson is important. Provide academic and real-life examples.
- **Closure:** Students **prove** to the teacher (through checking for understanding) what they have learned and that they are ready to successfully complete Independent Practice. *What is the concept? How to do the skill. Importance.*
- **Independent Practice:** Students practice what they have just been taught. Teacher works with students who are not successful. (*Explicit Direct Instruction – DataWORKS*)

Objectives are effectively implemented in a school when:	Engagement strategies and checking for understanding have been implemented effectively in a school when:	Higher Level Questioning Strategies have been implemented in a school effectively when:	Writing strategies are being implemented effectively in a school when:
A grade-level/standards-based objective is taught and visible to students throughout each lesson.	Engagement strategies flow smoothly within lessons.	Teachers ask “why” and “how do you know” during questioning.	Grade level writing is effectively integrated into all curricular areas.
Teacher feedback (immediate, abundant, and specific) to students refers to or includes the objective.	Wait/think time (generally 3 or more seconds depending on the question) is used effectively.	Students and teachers are comfortable with think time and with expressing their thoughts regarding “why”, “how”, and “how do you know” questions.	Student writing reflects grade level writing standards and appropriate genres.
Objectives use a measurable verb and student friendly academic language.	A variety of engagement and checking for understanding strategies are appropriately and effectively used, including but not limited to whiteboards, think pair share, group responses, random selection, gestures and the use of Google Forms or other digital assessment tools.	Teacher questioning utilizing *Wait Times I & *II bring forth responses that demonstrate student understanding through application of their learning.	Students’ written explanations of concepts and responses to higher level questioning are evident across curricular areas. Students collaborate and communicate digitally in writing through peer editing and feedback using the commenting tool in Google Docs.
Students make connections between the objective and the content at key intervals throughout the lesson.	When checking for understanding all students are monitored and adjustments are made to the instruction when needed.	Students are frequently provided the opportunity to model and explain the process used to solve problems or to develop their responses.	Application of the rubric scoring demonstrates consistency of scoring across classrooms and grade levels.
Checking for understanding is aligned to the objective.	Consciously-competent decision making is used when calling on students for responses.	Students are asked to support and/or defend their responses orally, in writing. Application of learning and higher level thinking may also be evident through the creation of other forms of visual media	Evidence exists that the district writing rubrics and exemplary models are being used for scoring as well as tools for teaching and learning.
	Use pre-reading to introduce academic vocabulary; students read chorally to build fluency and engagement.	Teacher questioning is fluid and strategic.	Current writing samples are displayed or are available for viewing.