

**CERES UNIFIED SCHOOL DISTRICT**

**Instructional Norms**

<b>Objectives are effectively implemented in a school when:</b>	<b>Engagement strategies and checking for understanding have been implemented effectively in a school when:</b>	<b>Higher Level Questioning Strategies have been implemented in a school effectively when:</b>	<b>Writing strategies are being implemented effectively in a school when:</b>
A grade-level/standards-based objective is referred to or stated in 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 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 and random selection.	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 understand and are able to verbalize what they are expected to know at the end of 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.	Current writing samples are displayed or are available for viewing.
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 or in writing.	Evidence exists that the district writing rubrics and exemplary models are being used for scoring as well as tools for teaching and learning.
		Teacher questioning is fluid and strategic.	Application of the rubric scoring demonstrates consistency of scoring across classrooms and grade levels.

\*(1) Wait Time I--after asking a question, before designating a student to answer; and (2) Wait Time II--after a student responds, before the teacher reacts or comments