



TEAM Video Library

Lesson Structure and Pacing
Summer 2023



BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

Lesson Structure and Pacing

Lesson Structure and Pacing

The key to this indicator is the teacher's ability to plan appropriate amount of time and pacing for the lesson to meet the needs of all students.

The teacher must plan adequate time for introduction of the lesson, instruction of the content, student practice, as well as closure and reflection of the lesson.

Evaluator Expectations

In the pre-conference, ask, *"How did you differentiate the structure of your lesson to meet the learning rates of all students?"*

An observer should look for the following types of examples for when scoring Lesson Structure and Pacing.

- Activities for early finishers
- Extra time and support for students as needed
- A clear beginning, middle, and end of a lesson
- Amount of time spent in transitions
- Opportunity for student reflection

This indicator aligns strongly to *Teacher Knowledge of Students and Presenting Instructional Content*.

Descriptors 1, 2, and 3: Focus on Time and Pacing

These descriptors pertain to instructional timing:

1. The lesson starts promptly.
2. The lesson's structure is coherent with a beginning, middle, and end.
3. The lesson includes time for reflection.

These descriptors are aligned with *Presenting Instructional Content*.



Capture example(s) of descriptors 1, 2, and 3 as you watch this video.

ground Article
phy.com Video
ng Wall" by Robert Frost
STT / Discussion
ry Analysis Paragraph

Students will read and analyze "Mending Wall" by Robert Frost and determine the themes of the poem.
P.L.K.I.D. 1-3, C.S. 4-5

Success!
GRADING SCALE
A-90-100
B-80-89
C-70-79
D-60-69
E-50-59
F-40-49
G-30-39
H-20-29
I-10-19

DO NOW
Exit ticket
How was?

Class work
Think
Group work
30%

TN Robert Sparks, Jackson-Madison County Schools
2022-23 West Tennessee Grand Division, Tennessee Teacher of the Year





Share out example(s) you saw of descriptors 1, 2, and 3 in the video.



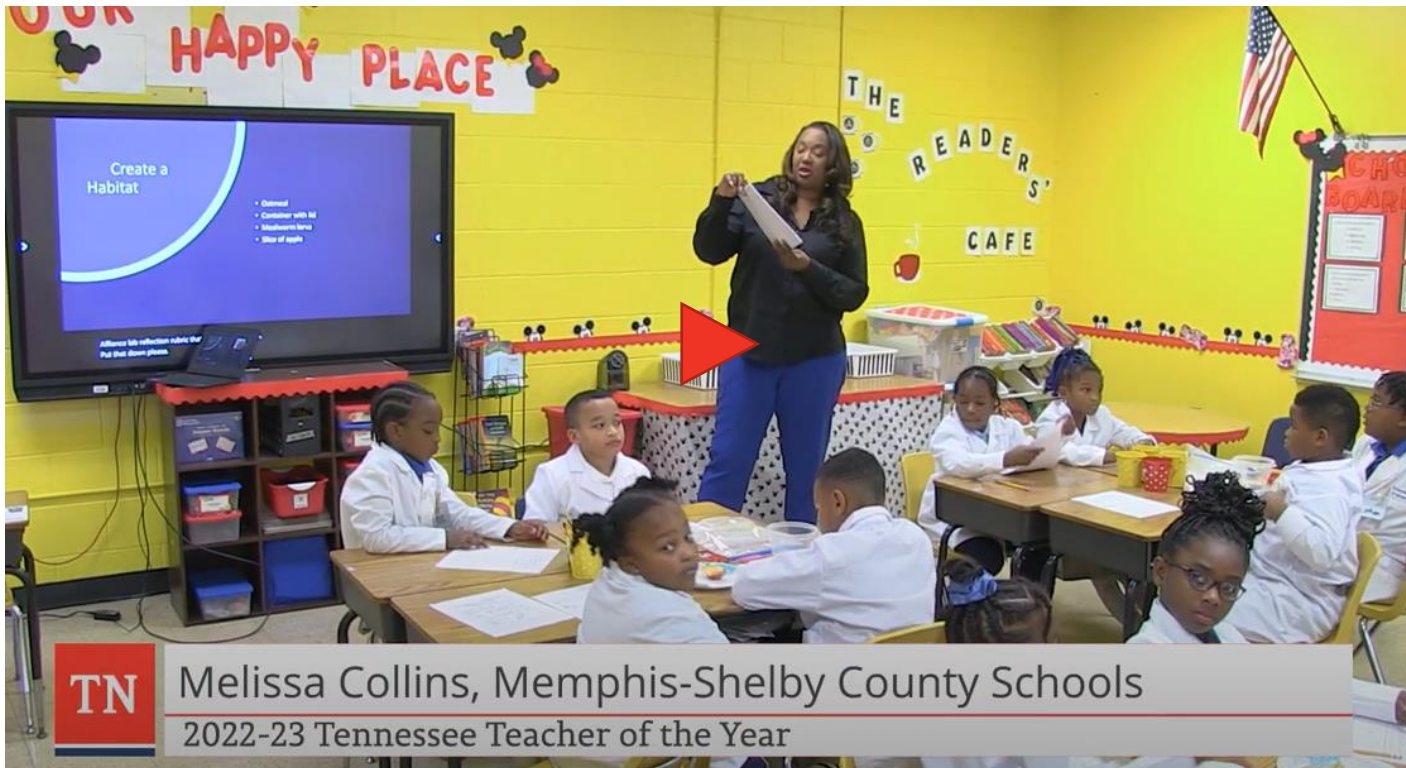


Example(s) of descriptors 1, 2, and 3 in the video:

- The teacher structured the lesson with a prompt beginning by building background knowledge.
- The teacher structured the middle of the lesson with a group work activity.
- The teacher structured the end of the lesson by making connections to previous learning/text and future assignments.
- The teacher included reflection with an exit ticket by having the students complete a literary analysis.



Capture example(s) of descriptor 3 as you watch this video.





Share out example(s) you saw of descriptor 3 in the video.



Example(s) of descriptor 3 in the video:

The teacher structured the lesson so that students were given time to reflect on the lesson, their learning, and the teacher's presentation of content.



Descriptor 4: Pacing is brisk and provides opportunities for students who progress at different learning rates.

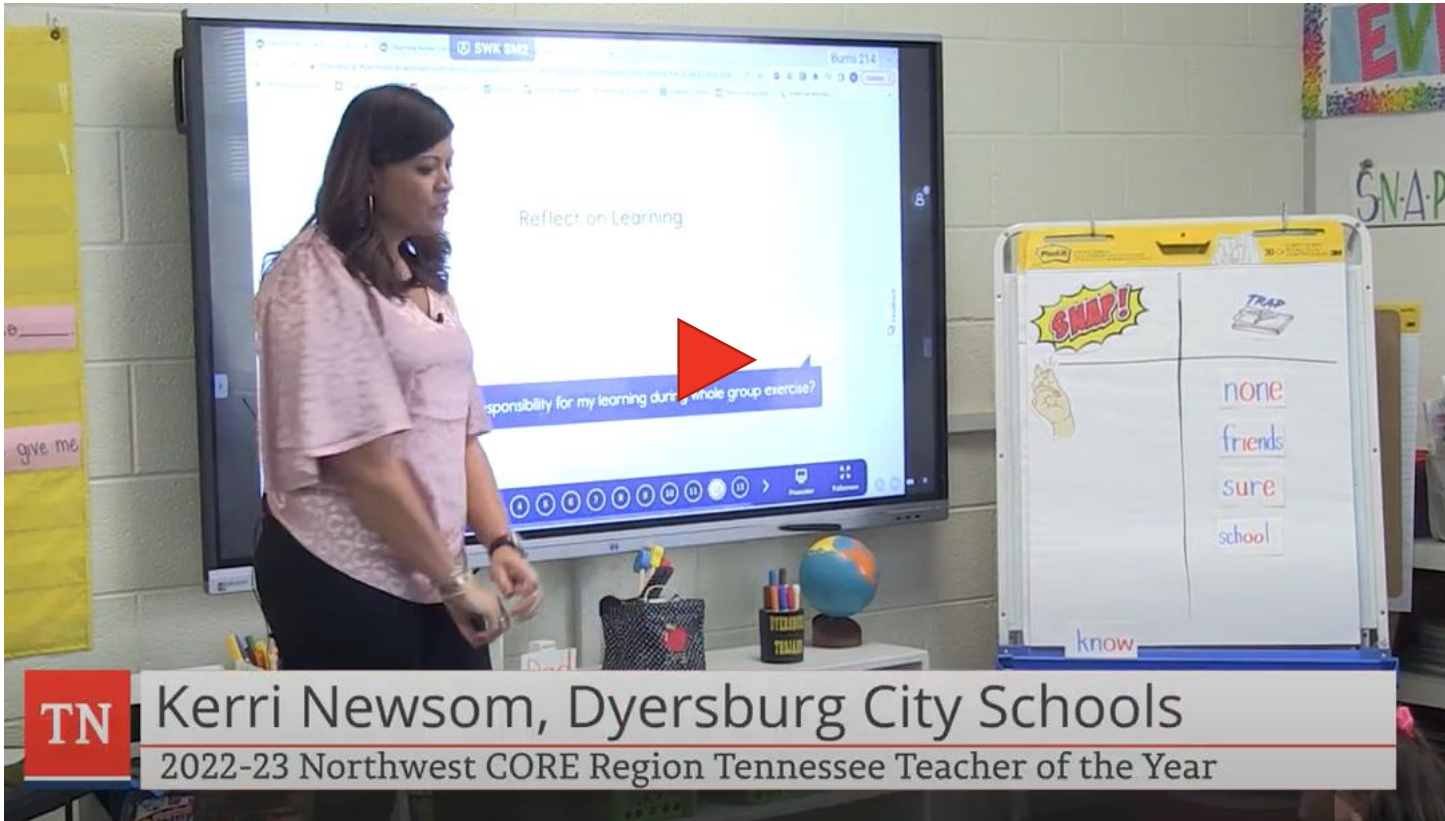
This descriptor pertains to the teacher's ability to efficiently use instructional time during the lesson.

If the lesson moves smoothly, then the students remain engaged with no time wasted. The lesson structure and pacing should meet the needs of students who need more or less support than their peers.

This descriptor aligns with *Academic Feedback* because the teacher should adjust instruction and pacing based on the students' understanding of the lesson. Students demonstrate mastery through their feedback/work. This descriptor also aligns with *Teacher Knowledge of Students*.



Capture example(s) of descriptors 3 and 4 as you watch this video.





Share out example(s) you saw of descriptors 3 and 4 in the video.



Example(s) of descriptors 3 and 4 in the video:

- The teacher allowed time for reflection by having students discuss how they take responsibility for their learning of fluency.
- The teacher efficiently used instructional time by having students reflect while she was collecting materials. The students remained focused and engaged. They did not experience “down time” while waiting for her to collect papers.



Descriptors 5 and 6: Routines for distributing materials are efficient and little instructional time is lost during transitions.

This descriptor pertains to the teacher's ability to lessen time loss during transitions. When students know routines for gathering materials, moving throughout the room, and transitioning from one activity to the next, then instructional time is maximized. Careful practice and planning contribute to the teacher effectiveness in these descriptors.



Capture examples of descriptors 5 and 6 as you watch this video.





Share out example(s) you saw of descriptors 5 and 6 in the video.



Example(s) of descriptors 5 and 6 in the video:

- The teacher has routines set in place for students to retrieve materials.
- The materials needed are displayed on the board.
- The teacher did not lose instructional time during transition because students' materials were easily accessible.
- The teacher set a two-minute timer for students to gather materials. Once students gathered materials and sat on the carpet, the next task was waiting for them to reduce "down time."





Share out example(s) of descriptors 5 and 6 that you implement in your classroom.



Culminating Activity

Follow the QR code or the link below to access the form for the culminating activity.

https://stateoftennessee.formstack.com/forms/team_rubric_video_library

Please use the form to reflect on today's learning and provide feedback about this resource.



QR Code



Thank You!

Email questions to TEAM.Questions@tn.gov

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