

Standard II **Element A**

LEVEL 3 PRACTICES

THE TEACHER:

Makes the maximum use of instructional time by:

7 *Implementing purposeful pacing and efficient transitions.*

For each learning experience, the time for each element of the lesson varies with the type of activity and the students' ages. Use of time and choice of instructional strategies are also based on the scheduled time for the learning experience. Time wasted getting materials and supplies at the beginning of the lesson sets a negative tone and encourages off-task behavior. Lectures and seatwork assignments that are too long and group work and hands-on activities that are too short fail to accomplish the learning objective. A hurried ending to the lesson leaves students without closure—one of the key elements important for permanent learning. It is also a critical time for teachers to assess which students accomplished the objective and which students need more time. The old adage “Time lost is never found” rings especially true in the classroom. (McLeod, Fisher & Hoover, 2003)

<http://www.ascd.org/publications/books/103008/chapters/Managing-Instructional-Time.aspx>

Teacher utilizes a timer for countdowns or for purposeful transitions. Practices transitions as part of the regular lesson. (APS, June 2018)

Teacher creates a sense of urgency to move from one activity to another. (APS, June 2018)

Teacher responds to current student needs by: stopping instruction to reteach or model, provide brain breaks, do a class reset or check for understanding. (APS, June 2018)

8 *Using appropriate strategies to reduce disruptive or off-task behaviors.*

Suggested strategies: (APS, June 2018)

- Follow student behavior plans
- Plan lessons that are bell to bell
- Use de-escalating techniques
- Use proximity to redirect students

One way the teacher can maximize instructional time is with the development and communication of signals that support students in self-monitoring their behavior. The use of signals can reduce interruptions to instructional time by facilitating redirection of student behavior. Some signals may only be known to the student and the teacher, but the subtlety of the signals preserves student privacy, and its discretion can maintain the efficiency of instructional time.

Examples: Nonverbal and Verbal Reminders:

- Nonverbal Reminders
 - Teacher pauses.
 - Teacher makes eye contact with the student.
 - Teacher walks near the student.
 - Teacher places a hand on the student's desk.

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- Teacher points to the work the student is supposed to be doing.
- Verbal Reminders
 - Teacher says the name of the student, either privately or in front of the class.
 - Teacher states the class rule aloud to the class.
 - Teacher comments on other students who are behaving appropriately.

Refer to this external resource for additional information:

- Article: “Making Every Moment Count: Maximizing Quality Instructional Time” a report from The Time, Learning, and Afterschool Taskforce
https://www.mydigitalchalkboard.org/portal/default/Resources/Viewer/ResourceViewer;jsessionid=AUuvhLqKVjBQoNGm5jnWcQ**?action=2&resid=59628&discussion.ascdesc=ascending&discussion.listtype=chronological
 Strategies teachers can implement in all content areas and at all levels to maximize instructional time.

Planning/Coaching Questions

- **How did you establish a caring relationship with all students?**
- How did you communicate and teach expectations for student behavior?
- How were you able to consistently hold students accountable for adherence to school and class rules?
- In what ways did you reinforce positive behaviors?
- How did you respond to misbehavior respectfully and appropriately?
- How did you encourage students to monitor their own behavior?
- What procedures need to be established to ensure instructional time is maximized?
- How do you find ways to collaborate with students on the development of behavior expectations and procedures?
- How do students demonstrate that they understand behavior expectations and procedures in my classroom?
- How do you maintain an environment that is safe?
- How do you ensure resources are organized and accessible to all students?
- How do you support students in being safe and organized?

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