

Pacing Guidance

This resource provides considerations and guidance for setting pacing across the school year. The underlying consideration is figuring out how shared the expectations will be (i.e. which groups are expected to be on the same schedule).

Pacing Options	Considerations
Follow pacing exactly as written in the materials, at the lesson level	Following the same daily schedule can make planning together easier, but it can also feel limiting to teachers. Even if you opt to follow shared daily pacing, think carefully about how you set the timeline. Both the developer and other districts that have used these materials will have good lived experience on the best places to consolidate within a given grade if you need to make room.
No pacing guidance, full autonomy	Full autonomy allows teachers maximum flexibility for adjusting lessons. However, many early implementers found challenges with full autonomy. It made common planning difficult for teachers since they were in different parts of the curriculum and often led to stress or frustration when there was a set system-level testing calendar. Some classrooms ended up speeding through the materials while others ended up spending an entire semester on a unit. This can be challenging to navigate and requires individualized support on pacing decisions.
Pacing at the unit level	Most early implementers opted to set common pacing expectations one level up from the lesson (at the phase/unit/section level). This option allows for teacher autonomy on a daily level but keeps teams on the general same schedule which enables common planning and makes aligning assessment calendars easier.
A unit-by-unit strategy	Some curricula offer options for selecting units. Determine how many units teachers will need to complete in a year to cover the breadth and depth of the standards. Careful consideration will need to be given to how knowledge is built across units and whether that will require a particular sequence of instruction.

	Particularly when piloting, selecting a few units where everyone starts and ends the unit at the same time can be a great way to introduce team members to the materials.
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Examples:

- **Shared expectations at the lesson level, with suggestions for consolidating lessons if teachers fall off pace:** *“Keep in mind that Grade 4 is comprised of 153 daily lessons. The remaining 27 instructional days are devoted to the 12 assessments. Assessments are typically allotted half a day to administer the assessment, half a day to return and review the assessment, and one day for remediation or enrichment. The embedded 10 remediation/enrichment days are intended to provide some built-in flexibility for teachers. However, in the event that even more flexibility is needed, these suggestions for consolidation or omissions will free up additional days. These suggestions should not be viewed as a mandate to omit or consolidate lessons, but as guidance for how to do so wisely when the need arises.”*
- **Pacing at the unit level:** *“A group of coaches, teachers, and administrators worked to determine pacing guidance at the unit level. Keeping a shared calendar around units allows us to plan at the unit level together and learn from each other in daily lesson planning. This ensures that we’re covering all critical content and will help us make sure our assessments and teaching calendars are aligned. If you have questions about determining how to adjust lesson pacing, work with your content team to figure out where to make adjustments.”*