

ENGAGEMENT

Maintaining A Lively Pace

THE **MARZANO COMPENDIUM** OF
INSTRUCTIONAL STRATEGIES



Copyright © 2016 by Marzano Research

Materials appearing here are copyrighted. With one exception, all rights are reserved. Users with a subscription to the Marzano Compendium of Instructional Strategies may print the pages of this folio for personal use and reproduce pages marked “Reproducible.” Otherwise, no part of this folio may be reproduced or transmitted in any form or by any means (electronic, photocopying, recording, or otherwise) without prior written permission of the publisher.

555 North Morton Street
Bloomington, IN 47404

888.849.0851
FAX: 866.801.1447

email: info@marzanoresearch.com
marzanoresearch.com

Visit marzanoresearch.com/compendium to access the Marzano Compendium of Instructional Strategies to view additional resources related to this element and others.

Director of Content and Resources: Julia A. Simms

Editorial Manager: Laurel Hecker

Production Editor: Ming Lee Newcomb

Editorial Assistants / Staff Writers: Elizabeth A. Bearden & Christopher Dodson

CONTENTS

INTRODUCTION	1
MAINTAINING A LIVELY PACE	2
STRATEGIES	4
Instructional Segments	5
Pace Modulation	7
The Parking Lot	9
Motivational Hooks	10
REPRODUCIBLES	12

INTRODUCTION

In 2007, Dr. Robert J. Marzano published *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework, composed of three lesson segments, ten design questions, and forty-one elements, was based on research showing that teacher quality is one of the strongest influences on student achievement—that is, an effective teacher can positively and significantly impact student learning. As such, *The Art and Science of Teaching* sought to identify specific action steps teachers could take to improve their effectiveness.

In 2015, Dr. Marzano updated *The Art and Science of Teaching* framework to reflect new insights and feedback. The Marzano Compendium of Instructional Strategies is based on this updated model, presenting forty-three elements of effective teaching in ten categories. Each folio in the series addresses one element and includes strategies, examples, and reproducible resources. The Compendium and its folios are designed to help teachers increase their effectiveness by focusing on professional growth. To that end, each folio includes a scoring scale teachers can use to determine their proficiency with the element, as well as numerous strategies that teachers can use to enact the element in their classrooms. Indeed, the bulk of each folio consists of these strategies and reproducibles for implementing and monitoring them, making the Compendium a practical, actionable resource for teachers, instructional coaches, teacher mentors, and administrators.

MAINTAINING A LIVELY PACE

The teacher uses pacing techniques to maintain students' engagement. Instructional pace affects students' ability to pay attention to classroom activities. Interruptions, lulls in activity, and slow transitions waste time and make it hard for students to stay engaged. To maintain a lively pace, a teacher must adjust instruction and transition smoothly and quickly from one instructional activity to the next.

Monitoring This Element

There are specific student responses that indicate this element is being effectively implemented. Before trying strategies for the element in the classroom, it is important that the teacher knows how to identify the types of student behaviors that indicate the strategy is producing the desired effects. General behaviors a teacher might look for include the following.

- Students quickly adapt to transitions and re-engage when a new activity begins.
- When asked about the pace of the class, students describe it as neither too fast nor too slow.

Desired behaviors such as these are listed for each strategy in this element.

Teachers often wonder how their mastery of specific strategies relates to their mastery of the element as a whole. Successful execution of an element does not depend on the use of every strategy within that element. Rather, multiple strategies are presented within each element to provide teachers with diverse options. Each strategy can be an effective means of implementing the goals of the element. If teachers attain success using a particular strategy, it is not always necessary to master the rest of the strategies within the same element. If a particular strategy proves difficult or ineffective, however, teachers are encouraged to experiment with various strategies to find the method that works best for them.

Scoring Scale

The following scoring scale can help teachers assess and monitor their progress with this element. The scale has five levels, from Not Using (0) to Innovating (4). A teacher at the Not Using (0) level is unaware of the strategies and behaviors associated with the element or is simply not using any of the strategies. At the Beginning (1) level, a teacher attempts to address the element by trying specific strategies, but does so in an incomplete or incorrect way. When a teacher reaches the Developing (2)

Maintaining a Lively Pace

level, he or she implements strategies for the element correctly and completely, but does not monitor their effects. At the Applying (3) level, a teacher implements strategies for the element and monitors their effectiveness with his or her students. Finally, a teacher at the Innovating (4) level is fluent with strategies for the element and can adapt them to unique student needs and situations, creating new strategies for the element as necessary.

Scale for Maintaining a Lively Pace

4	3	2	1	0
Innovating	Applying	Developing	Beginning	Not Using
I adapt behaviors and create new strategies for unique student needs and situations.	I use pacing techniques to maintain students' engagement, and I monitor the extent to which these techniques keep students engaged.	I use pacing techniques to maintain students' engagement, but I do not monitor the effect on students.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I am unaware of strategies and behaviors associated with this element.

The following examples describe what each level of the scale might look like in the classroom.

Not Using (0): A teacher presents all content at the same pace. He also neglects to use consistent transition procedures with his students, leading to a great deal of wasted time.

Beginning (1): A teacher tries to maintain a lively instructional pace but ends up rushing through the content and confusing her students.

Developing (2): A teacher moves faster through the content when students become bored and slows down when they get confused. This seems beneficial, but she doesn't have any proof beyond a general intuition.

Applying (3): A teacher maintains a quick pace in his classroom without overwhelming students by teaching efficient transitions and keeping a list of questions to revisit later. He knows that his students are more engaged based on the results of surveys that he administers periodically.

Innovating (4): A teacher maintains an appropriate pace during instruction and monitors the effect on student engagement. He realizes that while his pacing is working for the majority of students in his class, there are a few students who get bored more easily than the rest. To help keep these students engaged, he uses an interesting content-related fact or real-life application to introduce each instructional segment.

STRATEGIES

Each of the following strategies describes specific actions that teachers can take to enact this element in their classrooms. Strategies can be used individually or in combination with each other. Each strategy includes a description, a list of teacher actions, a list of desired student responses, and suggestions for adapting the strategy to provide extra support or extensions. Extra support and extensions relate directly to the Innovating (4) level of the scale. Extra support involves steps teachers can take to ensure they are implementing the strategy effectively for all students, including English learners, special education students, students from low socioeconomic backgrounds, and reluctant learners. Extensions are ways that teachers can adapt the strategy for advanced students. In addition, some strategies include technology tips that detail ways teachers can use classroom technology to implement or enhance the strategy. Finally, each strategy includes further information, practical examples, or a reproducible designed to aid teachers' implementation of the strategy.

Instructional Segments

The teacher ensures that each of the following aspects of management and instruction are well planned and occur in a brisk, but not hurried, fashion:

- **Administrative tasks:** These include handing in assignments, distributing materials, and storing materials after an activity.
- **Presentation of new content:** This requires the teacher to switch back and forth between presenting new content in small chunks and allowing time for students to process newly presented chunks of information.
- **Practicing and deepening understanding of key knowledge and skills:** These activities involve students in practicing processes, examining similarities and differences, and examining errors in reasoning to come to a deeper understanding of the content.
- **Application of knowledge to new situations:** Through complex reasoning processes, this requires students to interact with the content using problem-solving, decision-making, investigation, experimental-inquiry, systems analysis, and hypothesis-testing processes.
- **Getting organized into groups:** This involves students knowing where to look to find out what group they are in, where to meet with their groups, and where to find supplies.
- **Seat work:** This requires students to complete work or activities independently. Students should know which activities they are allowed to engage in once they have completed their seat work, such as helping other students, beginning to work on more advanced content, beginning to work on an activity that addresses the content from another perspective, or studying a topic of their own choice.
- **Transitions:** These require students to end one activity and begin the next. The teacher must signal the end of the previous activity, announce the next activity (including when it will start, how long it will take, and when it will end), and cue students to move quickly to the next activity.

Establishing procedures for each of these activities can help students understand what is expected during different parts of a lesson.

Teacher Actions

- Explaining the purpose of each different kind of instructional segment to students (that is, administrative tasks, presentation of new content, practicing and deepening understanding of key knowledge and skills, getting organized into groups, seat work, and transitions)
- Ensuring that students understand what type of segment is occurring at all times
- Using effective transitions to move from one segment to another

Desired Student Responses

- Describing different kinds of instructional segments
- Saying what kind of instructional segment is occurring at any time
- Transitioning from one segment to another quickly and efficiently

Extra Support

- Creating graphics to represent each type of instructional segment and displaying the applicable one during each type of segment

Extension

- Tracking how quickly students transition from one segment to another and encouraging them to improve their time

Creating and Teaching Procedures

To help students conduct common activities and transitions efficiently, teachers can and should pre-emptively teach procedures for those instructional segments. To set students up for success, teachers should:

1. **Identify events that require procedures.** This list might include events such as turning in homework, going to the restroom, lining up for recess, completing individual seat work, asking for help, transitioning between various activities, and so on.
2. **Identify a goal or desired outcome for each event.** This step helps define what successful execution of the procedure will look like. For example, the goal of asking for help might be to get one's questions answered quickly without disrupting other students.
3. **Write a series of steps for each event.** Each procedure should provide enough detail that students know exactly what to do but not so much that the procedure becomes impossible to remember. For example, the procedure for going to the restroom might consist of the following steps: (1) raise your hand and, when called on by the teacher, ask to use the restroom; (2) if granted permission, go to the sign-out sheet by the door; (3) write down your name and the time you are leaving; (4) take the hall pass and go quickly and directly to the bathroom; (5) upon your return, replace the hall pass and write the time of your return on the sign-out sheet.
4. **Have students practice the procedures until they can do them independently.** Typically, this involves the teacher demonstrating the procedure first, then guiding students through it, then watching them complete the steps on their own to ensure proficiency.

Pace Modulation

The teacher speeds up or slows down the pace of the lesson to meet the engagement needs of students.

Teacher Actions

- Slowing down the lesson in response to student indications that they are overwhelmed
- Speeding up the lesson in response to student indications that they are bored

Desired Student Responses

- Letting the teacher know if they are overwhelmed or bored
- Showing increased engagement in response to increases or decreases in pace

Extra Support

- Explicitly explaining the concepts of *overwhelmed* and *bored* to students
- Establishing signals so that students can communicate their comfort level with the current pace of the lesson

Extension

- Asking students to look for patterns in the pace of lessons and having them suggest changes they think will help them learn better

Technology Tips

- Determine the appropriateness of your instructional pace at any given time by asking students to rate it “too fast,” “too slow,” or “just right” using clickers or mobile devices with polling software.

Ways to Adjust Pacing

- **Processing time:** To slow down the pace of content delivery, give students more processing time between chunks. To speed up the pace, give less processing time.
- **Group interaction:** Providing more opportunities for students to interact with partners and groups will slow the pace of a class, while fewer group activities will speed it up.
- **Individual responses:** Using mostly individual response strategies will increase pacing.
- **Formative assessment:** If students seem either bored or overwhelmed, using quick informal assessment strategies can help determine (a) what students already know, and what can therefore be skipped to speed up the pace; or (b) what students are missing or confused about that needs to be revisited to slow the pace.

Maintaining a Lively Pace

- **Types of lessons:** A fast-paced lesson might consist of a brief period of direct instruction and several practicing and deepening or knowledge application lesson. A lesson with a slower pace will spend the majority of the time on direct instruction.
- **Pace of speech:** Simply talk more quickly or more slowly to adjust the pace of the lesson.
- **Number of gestures:** Use fewer gestures to increase the pace of a lesson or more gestures to decrease the pace.
- **Writing on the board:** Slow down the pace by writing most of the content on the board; speed up the class by only presenting it orally.
- **Visual aids:** Using visual aids such as pictures and graphic organizers to reinforce content slows down the pace, while using few or no visual aids speeds it up.

The Parking Lot

If the teacher or students get stuck or bogged down on the answer to a specific question or a specific issue, the teacher writes the issue in a space on the board called the “parking lot.” The teacher and students come back to the issue the next day after everyone has had time to think about it and gather information about it. Another version of the parking lot creates space for tangentially related or off-topic questions. If a student thinks of a question, but realizes that it’s not appropriate to ask at the time, he or she can write it on a sticky note and post it in the parking lot.

Teacher Actions

- Designating an area of the board as the parking lot
- Writing unresolved issues or questions in the parking lot
- Revisiting parking lot issues or questions with students to find resolutions

Desired Student Responses

- Thinking about or researching issues or questions in the parking lot
- Finding resolutions to issues or questions in the parking lot

Extra Support

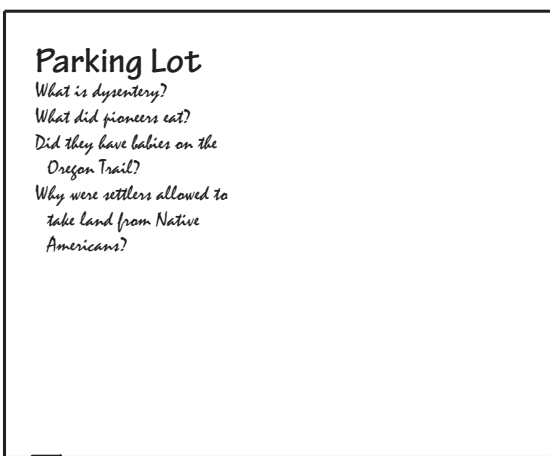
- Presenting and illustrating background information about parking lot issues and questions to students

Extension

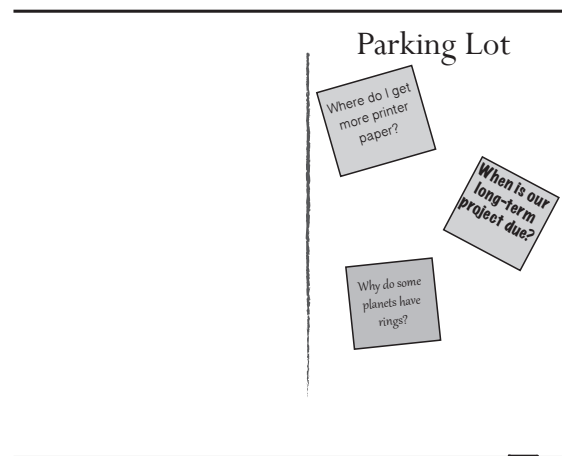
- Asking students to bring background information about parking lot issues and questions to class

Example Parking Lots

Teacher-Directed Parking Lot



Student-Directed Parking Lot



Motivational Hooks

The teacher uses anecdotes, video clips, audio clips, newspaper headlines, and other short attention-grabbing media to spark students' attention. The teacher might also present unusual information or personal stories related to the lesson topic.

Teacher Actions

- Presenting students with anecdotes, video or audio clips, and headlines that relate to the current content
- Telling students unusual facts or personal stories that relate to the current content

Desired Student Responses

- Exhibiting increased engagement in response to anecdotes, video or audio clips, headlines, unusual facts, or personal stories related to the content

Extra Support

- Using pictures and visual media during motivational hooks

Extension

- Asking students to bring anecdotes, video and audio clips, headlines, or other media to class to be used as motivational hooks

Planning Worksheet for Motivational Hooks

What content am I presenting?

What is the most interesting aspect of that content?

What anecdotes or personal stories can I tell about the content?

What video clips related to the content can I show?

What audio clips related to the content can I play?

What unusual information about this content can I present?

What other attention-grabbing media (even unrelated to the content) can I use to pique students' interest?

REPRODUCIBLES

Teachers can use the following reproducibles to monitor their implementation of this element. The reproducible titled Tracking Progress Over Time helps teachers set goals related to their proficiency with this element and track their progress toward these goals over the course of a unit, semester, or year. Tracking Teacher Actions and Tracking Student Responses allow observers in classrooms to monitor specific teacher and student behavior related to this element. Teachers themselves can also use the Tracking Student Responses reproducible to document instances of student behaviors during class. The Strategy Reflection Log provides teachers a space to write down their thoughts and reflect on the implementation process for specific strategies related to this element. Finally, this section provides both a student survey and a teacher survey, the results of which provide feedback about teachers' proficiency with this element.

Tracking Progress Over Time

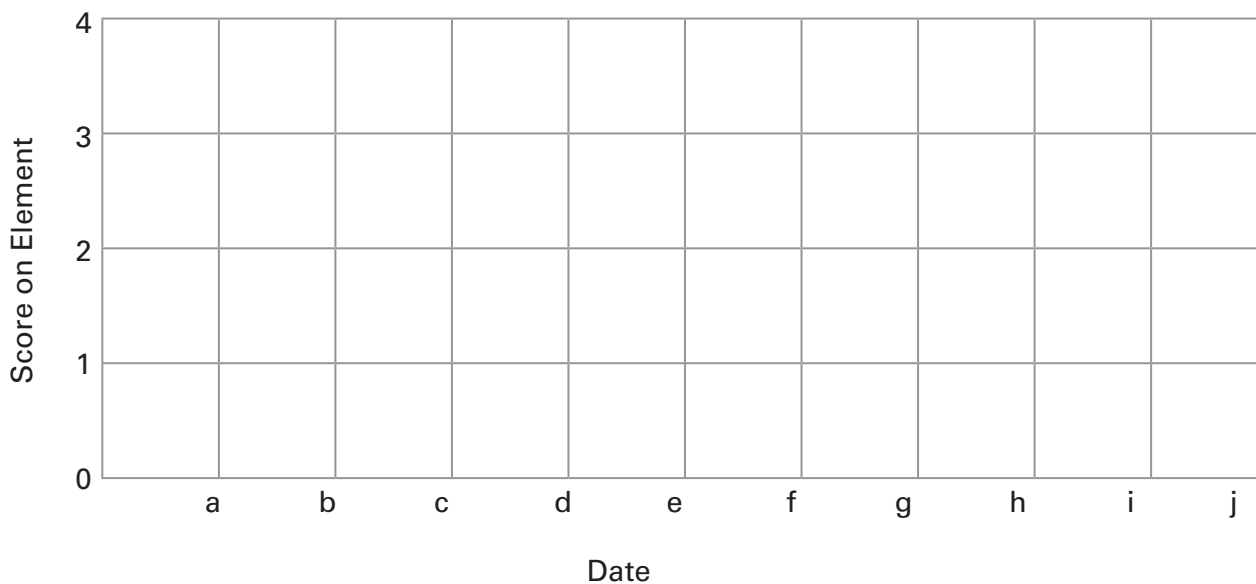
Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: _____

Initial Score: _____

Goal Score: _____ by _____ (date)

Specific things I am going to do to improve: _____



a. _____

f. _____

b. _____

g. _____

c. _____

h. _____

d. _____

i. _____

e. _____

j. _____

Tracking Teacher Actions

During an observation, the observer can use this form to record the teacher's usage of strategies related to the element of maintaining a lively pace.

Observation Date and Time: _____ Length of Observation: _____

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Instructional Segments	
	Pace Modulation	
	The Parking Lot	
	Motivational Hooks	
	Other:	
	Other:	

Tracking Student Responses

A teacher or observer can use this worksheet to record instances of student behavior to inform planning and implementation of strategies associated with maintaining a lively pace. Any item followed by an asterisk is an example of undesirable behavior related to the element; the teacher should look for a decrease in the number of instances of these items.

Observation Date and Time: _____ Length of Observation: _____

Behavior	Number of Instances
Transitioning quickly	
Following the procedure for an instructional segment	
Appearing engaged	
Appearing bored*	
Alerting the teacher that the pace is too slow	
Appearing overwhelmed*	
Alerting the teacher that the pace is too fast	
Becoming more engaged in response to pace adjustments	
Other:	
Other:	

Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: _____

Strategy: _____

Goal: _____

Date	How did it go?

Student Survey for Maintaining a Lively Pace

1. My teacher keeps class moving.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

2. Class never seems to drag.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

3. When we move from whole-group teaching to small-group work or other activities, it doesn't take very long to switch.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

4. My teacher can speed up or slow down class when it is necessary.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

5. When we switch activities in class, my teacher explains very clearly how to finish one activity, go to the next one, and start it.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

6. The pace of my class is not too fast or too slow; it is just right.

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

Teacher Survey for Maintaining a Lively Pace

1. I transition quickly from one activity to another during class.

Often Sometimes Rarely Never I don't know

2. I teach my students procedures for common activities and transitions.

Often Sometimes Rarely Never I don't know

3. I speed up or slow down my presentation of content in response to students' needs.

Often Sometimes Rarely Never I don't know

4. I use interesting information or content-related media to grab students' attention.

Often Sometimes Rarely Never I don't know

5. If a question or topic is taking too much time, I write it down, move on, and come back to that topic later.

Often Sometimes Rarely Never I don't know

6. My students adjust promptly when we switch from one activity to another.

Often Sometimes Rarely Never I don't know

7. My students describe the pace of our class as just right, neither too fast nor too slow.

Often Sometimes Rarely Never I don't know