28. What do I typically do to maintain a lively pace?

The teacher uses pacing techniques to maintain students' engagement.

<table>
<thead>
<tr>
<th>Teacher Evidence</th>
<th>Student Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher employs crisp transitions from one activity to another.</td>
<td>Students quickly adapt to transitions and re-engage when a new activity begins.</td>
</tr>
<tr>
<td>Teacher alters pace appropriately (speeds up or slows down).</td>
<td>When asked about the pace of the class, students describe it as neither too fast nor too slow.</td>
</tr>
</tbody>
</table>

How Am I Doing?

<table>
<thead>
<tr>
<th>Maintaining a lively pace</th>
<th>4 Innovating</th>
<th>3 Applying</th>
<th>2 Developing</th>
<th>1 Beginning</th>
<th>0 Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I adapt and create new strategies for unique student needs and situations.</td>
<td>I use pacing techniques to maintain students' engagement, and I monitor the extent to which these techniques keep students engaged.</td>
<td>I use pacing techniques to maintain students' engagement, but I do so in a somewhat mechanistic way.</td>
<td>I use the strategy incorrectly or with parts missing.</td>
<td>I should use the strategy, but I don’t.</td>
</tr>
</tbody>
</table>

Becoming a Reflective Teacher © 2012 Robert J. Marzano • marzanoresearch.com
Visit marzanoresearch.com/classroomstrategies to download this page.
Element 28: What do I typically do to maintain a lively pace?

Strategies

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**—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 group, 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 of the seat work 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.

Pace modulation

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

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.
Motivational hook/launching activity

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.

Technology Links

- Use a timer to help students prepare for, complete, and evaluate their transitions. Interactive whiteboard software usually includes a timer tool, and many timers are available online (for example, www.online-stopwatch.com).

- Use video clips, audio clips, headlines, and other attention grabbers to capture students' attention at the beginning of an instructional segment.