USING PACING TO DRIVE ENGAGEMENT...

GEORGIA CHARTER SCHOOL ASSOCIATION SYMPOSIUM 2018
Mr. Keith Jackson, Ed.S
Fourth Grade Teacher
Centennial Academy, Atlanta, Georgia

Bachelor of Arts Degree
Elementary Education

Masters of Science Degree
Education Administration

Educational Specialist Degree
Educational Leadership
LET'S GET WARMED UP!!!

- WHAT DOES ENGAGEMENT LOOK LIKE?
WARM UP: ENGAGEMENT (2 Minutes)

With your “Elbow Partner” please discuss your thoughts on the quote above… 3-2-1 Strategy
What is Engagement?

• When your students are attentive, excited, observant and on-task awaiting what’s coming next!
WHY IS ENGAGEMENT IMPORTANT?

• Watch the short video and look for the characteristics of an engaged student...
TWO TYPES OF ENGAGEMENT

• **Active Engagement** - Teaching that emphasizes students' process and retention of information. It fosters self-questioning, deeper thinking, and problem solving. Engagement strategies like repetition, trial and error, and posing questions move the brain into active and constructive learning.

• **Passive Engagement** - Teaching that emphasizes a student's quiet absorption of information. Students may choose not to engage peers. These strategies include seatwork, worksheets and low-level thinking skill activities.
PASSIVE OR ACTIVE?

• Now we will view two lessons and inform the crowd whether it was mostly passive or active engagement by students.

• https://www.teachingchannel.org/video/student-participation-strategy
PASSIVE OR ACTIVE?

Discussion

• What differences did you notice between the actively engaged students vs. the non-engaged students?

• What were the teachers doing differently within the two videos?
WHAT STRATEGIES CAN WE USE TO INCREASE ENGAGEMENT?

PACING!!!!!!
WHAT IS PACING?! 

• It’s thought of as the rate at which your lessons are taught.
• However!
  • It’s the rate of progress and change in the activities.
WHAT PACING IS NOT!

• Pacing is NOT moving through a lesson at a frantic pace.
• Pacing is NOT the art of changing multiple topics.
POWER PACING PRACTICES

• BRIGHTEN LINES APPROACH

• KEY POINT – When you brighten (aka draw attention to) the transitions between activities, it helps students to compartmentalize the lesson.

• This builds the internal sense of accomplishment.

• HOW TO DO IT: Creating specific systems around those transitions

• EXAMPLE: “3…2…1…MOVE” to get partners

• BELL…CLAP to transition call their attention before starting the next activity
POWER PACING PRACTICES
DISCUSS and share…

HOW HAVE YOU SEEN THE BRIGHTEN LINES APPROACH IN ACTION?

• I DO THIS…
• I’VE SEEN THIS…
• TELL ME MORE…
POWER PACING PRACTICES

• WORK THE CLOCK APPROACH

• KEY POINT – When you work the clock, you strategically and intentionally mold each activity according to time.

• HOW TO DO IT: In your plans you must know the allotted time for each activity. Teachers should set clear work expectations or outcomes. Next, set a specific time for the activity.

• EXAMPLE: “Gallery Walk” related to pacing
POWER PACING PRACTICES

DISCUSS and share...

HOW HAVE YOU SEEN THE WORKING THE CLOCK APPROACH IN ACTION??

• I DO THIS...
• I’VE SEEN THIS...
• TELL ME MORE...
NAME WHAT YOU SEE...

KEYS TO SUCCESS

1. Lesson organization
2. Clear systems
3. Effective transitions
4. Time management
PACING AND ENGAGEMENT

• **Knowledge Assimilation (KA):** When students are presented with new information, while they listen, read, take notes, and ask or answer basic questions.

• **Guided Practice/Guided Questioning (GPGQ):** When students engage in activities that involve back-and-forth with the teacher, practicing the use or application of knowledge.

• **Independent Practice (IP):** When students complete work without significant support from the teacher that they know how to do on their own. It’s often silent, but doesn’t always need to be.

• **Reflection and Idea Generation (RIG):** Usually solo work and often involves writing. Whereas in IP, students execute work they know how to do on their own, students engaged in RIG are given time to try to make sense of things they are in the midst of learning, or do not yet understand.

• **Discussion (Disc):** Activities in which students develop ideas and answers by talking directly to one another, in small groups, or as a class.
LESSON PLAN ANALYSIS
LESSON PLAN ANALYSIS

• Now that we have gone through a lesson, please complete the “WHAT I NOTICE” and “WHAT I WONDER” sheet. Responses should be centered on PACING AND ENGAGEMENT…

<table>
<thead>
<tr>
<th>What I Notice</th>
<th>What I Wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY DISSECTION (Active or Passive Learning)

- (1) Look at the lesson plan provided and next to each activity from the opening to closing place an (A) for active learning and (P) for passive learning.
- (2) EXTRA CREDIT: Which of the 5 types of ”Activity Change Techniques” is being utilized in each activity.
WORK PERIOD (15 Minutes)

• NOW IT’S YOUR TURN!
• 1. Select a current or past lesson plan from your resources that you have taught or are preparing to teach.
• 2. Next, as you move through your lesson plan look for the following aspects;
  • Is my plan compartmentalized into measurable sections that are easily understood by my students;
  • Do I have intentional, differentiated and age appropriate activities;
  • Is there a balance between Active and Passive Learning and;
  • How has your perspective on PACING changed?
WHAT HAVE WE ACCOMPLISHED?

• WHAT IS ENGAGEMENT?
• TYPES OF ENGAGEMENT (ACTIVE VS. PASSIVE)
• WHAT IS PACING?
• POWER PACING PRACTICES
• LESSON PLAN ANALYSIS
• EDUCATOR WORK PERIOD