**Improving Student Engagement**

**Through Opportunities to Respond**

*Effect Size = .60 SD*

*(Teacher as Activator; Hattie, 2009)*

**Definition:** The number of times the teacher provides academic opportunities that require students to actively respond (Miller, 2009; Sprick, Knight, Reinke, & McKale, 2006). Students are engaged through opportunities to respond when they are \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_, or \_\_\_\_\_\_\_\_\_\_\_\_\_ (Feldman). When tied to learning objectives these opportunities result in positive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ outcomes and give the teacher insight into the students’ learning and understanding of the topic(s) being studied.

**Rationale (Why):**

1. OTR increases student engagement, allows for more positive, specific feedback and decreases inappropriate student behavior!
2. Research has shown that the target rate of OTR for new material is \_\_\_\_-\_\_\_\_ responses per minute with 80% accuracy and \_\_\_\_-\_\_\_\_ student responses per minute with 90% accuracy for practice of material already covered. Additionally, it has been found that the optimal wait time for responses is about \_\_\_-\_\_\_ seconds. This allows students to think through their responses and allows more students to respond.

Opportunities to respond can be focused on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or on a \_\_\_\_\_\_\_\_\_\_ of students. Each of these approaches has different strengths. The teacher may choose to use \_\_\_\_\_\_\_\_\_OTR to minimize the risk the student feels in responding and to increase engagement for all students. However, the teacher might choose to use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ OTR when it is important to know what EACH student thinks. Opportunities to respond can be \_\_\_\_\_\_\_\_\_\_or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_\_responses help students to summarize and share their thoughts with others while \_\_\_\_\_\_\_\_\_\_\_\_\_\_ responses can increase writing skills or give students the opportunity to move around the room.

**Opportunities to Respond Strategies**

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| Group Individual | |
| Choral Response | Calling on volunteers |
| Partner discussion | Calling individually   * cold call, no hand raising |
| Small-Group discussion | Written response-  • Sentence starter  • Quick write |
| Precision Partnering | Exit/Entrance |
| Hand signals   * This might include sit/stand, thumbs up/down, 4 corners or other actions | Structured note-taking   * Skeletal notes or fill-in-the-blank * Graphic organizer |
| Response Cards   * These might be pre-printed, write-on, or cover part to answer. | Copying from the board |
| Marking something | Journaling |
| Pointing at something | Anticipation Guide |
| Whiteboards | Individual comes up to whiteboard while others write at their desk |

**Other Strategies or Practices that Increase OTR**

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learning that is well designed and effectively monitored |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of when and which students are called to respond   * Seating chart * Draw names from a jar * Popsicle sticks with student names * Answer coins |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/Direct Instruction as the instructional routine for class time   * “I do”—Teacher models * “We do”—Class practices with teacher * “Y’all do”—Students practice in pairs or small groups * “You do”—Independent practice with teacher feedback |
| Knowing your students well enables nimble decisions in adjusting instruction including pre-teaching, re-teaching, and reinforcement. |
| Varied approaches through use of skill sequencing that promotes generalization   * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of new skills * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (including rate and accuracy) * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (extending, connecting, and synthesizing) |