**Improving Student Engagement**

**Through Opportunities to Respond**

*Effect Size = .60 SD*

 *(Teacher as Activator; Hattie, 2009)*

**Definition:** An opportunity to respond (OTR) is a teacher behavior that prompts a student response that provides evidence of engagement in the learning expectations. When tied to learning objectives these opportunities result in positive behavioral and academic 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. Summary of Research

Research has shown that the target rate of OTR for new material is 4-6 responses per minute with 80% accuracy and 9-12 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 3-5 seconds. This allows students to think through their responses and allows more students to respond.

Opportunities to respond can be focused on the individual or on a group of students and OTR can be verbal or non-verbal. Each of these approaches has different strengths. For example, a teacher might choose to use individual OTR when it is important to know what EACH student thinks or conversely, the teacher may choose to target a group to minimize the risk the student feels in responding. Verbal responses help students to summarize and share their thoughts with others while non-verbal responses can increase writing skills or give students the opportunity to move around the room.

**Opportunities to Respond Strategies**

|  |  |
| --- | --- |
| Whole Group | Individual |
| Choral Response | Calling on Volunteers |
| Partner discussion | Calling individually * no hand raising or cold call
 |
| Small-Group discussion | Written response-Sentence starter |
| Precision Partnering | Graphic organizer |
| 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
 |
| Response Cards* These might be pre-printed, write-on, or cover part to answer.
 | Copying from the board |
| Marking something | Journaling |
| Pointing at something | Come up to board |
| Whiteboards | Computer Assisted Instruction |

**Other Strategies or Practices that Increase OTR**

|  |
| --- |
| Cooperative Learning that is well designed and effectively monitored |
| Keeping track of when and which students are called to respond* Seating chart
* Draw names from a jar
* Popsicle sticks with student names
* Answer coins
 |
| Explicit/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* Acquisition of new skills
* Automaticity (including rate and accuracy)
* Application (extending, connecting, and synthesizing)
 |

**Active Student Engagement Observation Form**

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length of Observation (in minutes) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject of Lesson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of Students \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
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 |  | Copying from the board |  |
| Marking something |  | Journaling |  |
| Pointing at something |  | Come up to board |  |
| Whiteboards |  | Computer Assisted Instruction |  |

Rate of OTR = # of tallies above/ length of observation in minutes

Rate of OTR =

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