

# Engagement & Opportunities to Respond

DRAFT 3-18-19

Maximize the simultaneous involvement of all students through strategies and questions to solicit group responses.

## What is it?

Design lesson plans and instructional strategies so that multiple students are involved in thinking and problem-solving, rather than one-at-a-time.

## What does it look like?

### Examples:

Instead of asking the class for someone to state an answer, students share their answer with a shoulder partner first, discuss for one minute, and then report out.

All students write their answer to a math problem on small white boards and hold them up for the teacher to see.

PE Teacher uses small basketball skill stations so all students are engaged instead of standing in lines.

## Why?

- Increase on-task behavior
- Increase praise to corrections ratio
- Provides continual formative assessment
- Makes learning visible
- Increase academic/learning outcomes
- Allows for differentiated responses and varied types of engagement for students who do not want group attention

### Trauma-Lens?

Facilitating frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened. (Craig, S.E., 2016)

## How?

Aim to use group strategies for a majority of the opportunities to respond during instruction. Identify strategies that fit within the lesson plan such as: Use of response cards, dry-erase boards, smart boards, response clickers/apps, choral response, think-pair-share, etc.

## Tips?

- Teacher talk should account for no more than 40-50% of instructional time.
- Use wait time of 5 seconds to allow for processing and encourage engagement
- Share strategies and practice group opportunities to respond skills in grade/department teams.

## Self-and Peer-Observational Assessment Tool for: Engagement and Opportunities to Respond

Observe and monitor the components of Opportunities to Respond during a 10-20 minute period of active instruction:

**Assessment Type** (circle): Self-Assess or Direct Observation      **Schedule** (circle): Baseline or Follow-up  
**School:**                      **Date:**                      **Time:**                      **Rm:**                      **Grade:**                      **Subject:**                      **Teacher:**

Yes = 2	Somewhat = 1	No = 0	N/A
A variety of strategies are used to replace single student responding, and engage students in group responses	1-2 strategies are used to engage students in group responses	Students are not engaged in group responses	Active instruction was not observed
Group responses are used more frequently to engage all students.	Group responses and individual responses are used equally	Individual responses are used predominantly, and/or the same students are regularly targeted to respond.	Active instruction was not observed
Teacher talk is less than 40% of instruction time observed	Teacher talk is 40-60% of time observed	Teacher talk is greater than 60% of time observed	Active instruction was not observed
Wait time equals 5 seconds	Wait time is less than five seconds	Teacher does not allow wait time	Active instruction was not observed
On average, 80% or more of students are on task during the observation	On average, 70-79% of students are on task during the observation	On average, less than 70% of students are on task during the observation	
80% or more of students are on task during each of the three scans	On-task dropped down to 70-79% of students during one or more scans	On-task dropped down to less than 70% of students during one or more scans	

Data Collection for Engagement & Multiple Opportunities to Respond						Data:
Tally of instructional questions, statements or gestures made by the teacher seeking an academic response ( <b>Group</b> – all students responding)						
Tally of instructional questions, statements or gestures made by the teacher seeking an academic response ( <b>Individual</b> – single student responding)						
Strategies used to replace single student responding (e.g. use of response cards, dry erase boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, class-wide peer tutoring and direct instruction, etc.):						
<b>Observation of On-task/Off-task Behavior for Academic Engagement:</b>						
o Three times (note time below) during a 10-minute observation, scan all students to note on-task and off-task behaviors;						
Total # Students in Class:		Time of each scan:	<b>Time 1:</b>	<b>Time 2:</b>	<b>Time 3:</b>	<b>Average</b>
		Ratio and % on-task at each interval:				
Brief description of the instructional context during the observation (Individual instruction, small group, whole class, tech in use, etc.)						

**General Notes:**