

Increasing Student Engagement Through Opportunities to Respond

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Opportunities to respond related to:

- Increased /
- Increased on-task behavior
- Decreased



Caveat

Only successful responding brings these results

Initial Instruction - accuracy

Practice/Review - or higher accuracy

Increased engagement with increased acknowledgment of correct responses and task-focused praise benefits students with learning and emotional challenges.

*Gunter, Denny, Jack, Shores and Nelson , 1993

By giving a chance for multiple responses, students are
 what has been
taught.

Feedback works 2 ways:

From the teacher to the student

From the student to the teacher

Defining Engagement/Opportunities to Respond

An instructional question, statement or gesture made by the teacher seeking an from students. Can be provided individually or to whole class.

Sprick, Knight, Reinke & McKale 2006

- The number of times the teacher provides academic requests that requires students to actively respond.
- Teacher behavior that prompts or solicits a student response (verbal, written, gesture).
- Includes strategies for presenting materials, asking questions, and correcting students' answers to increase the likelihood of an active response.

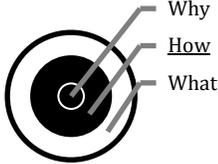
Opportunities to Respond Critical Features

- Strive for all students to participate: reduce reliance on student volunteer responses & increase random selection of responders to keep students actively engaged
- Choose strategies that best fit your style and instructional content, structure and activities
- Use think time of 3-5 seconds before students respond to increase participation
- Use clear, consistent prompts to elicit responses effectively

OTR Guidelines

- Teacher talk should be no more than 40-50% of instructional time.
- New material: a minimum of 4-6 responses per minute with 80% accuracy.
- Review of previously learned material: 9-12 responses per minute with 90% accuracy.
 - (CEC, 1987; Gunter, Hummel & Venn, 1998)

Dr. Anita Archer's language Verbal Responses Written Responses Action Responses	Dr. Kevin Feldman's language Saying - Oral Language Writing - Written Language Doing - pointing, touching, demonstrating, etc.
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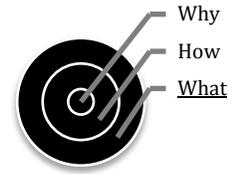


- -pause for 5 seconds after question before calling on a student or cueing a group response.
 - Can have students put up thumbs, or look at you, to indicate enough thinking time
 - Engages students in thinking.
 - Increases participation.
 - Increases quality of responses.
 - Results in fewer redirects of students and fewer discipline problems.
- Rowe, 1987

The Essentials of Feedback

- - can double the rate of learning
 - Dylan William (2011)
 - has an effect size of .79
 - Hattie (2012)
 - informs level of performance
 - closes the gap between current performance and expected performance
 - must give specific ways to close the gap

Verbal Responses



Choral Responses

Use when answers are

- Students are looking at teacher
 - Ask question
 - Put up your hands to indicate silence
 - Give
 - Lower your hands as you say, “Everyone”
- Students are looking at a common stimulus
 - Point to stimulus
 - Ask question
 - Give thinking time
 - Tap for response
- Students are looking at their own book/paper
 - Ask question
 - Use auditory signal (“Everyone”)

Hints for Choral Responses

<ul style="list-style-type: none">• Provide adequate thinking time• Have students put up thumbs to indicate enough thinking time	OR	<ul style="list-style-type: none">• Have students look at you• If students don't respond or blurt out an answer, repeat (<i>Gentle Redo</i>)
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Partners

Use when answers are

- Assign partners
- Pair performing students with performing students
- Give partners a number (#1 or #2) or name (coffee & cream, window & door)
- Sit partners next to each other
- Utilize triads when appropriate

Discussion

- Teach discussion behaviors using
- Introduce task
 - Present a salient question on what they have read. The question should take students INTO the text. Have them think about the answer or write down answer.
 - Have students complete a writing frame.
- Have students share with partners
- Have students share with the class
- Provide “sentence starters” for discussion
 - **Option 1:** Teach students to respond in a complete sentence using wording from the question
 - **Option 2:** Provide a verbal sentence starter
 - **Option 3:** Provide a written sentence starter

Speaker	
Looks Like	Sounds Like
Talking Calm body Looking at listener Using notes	Pleasant voice Volume can be heard Stay on topic

Listener	
Looks Like	Sounds Like
Leaning in Eye contact Nodding Smile Attention	Quiet Clarifying questions

Other hints for partners

- Teach students how to work together
- At small group table, tape cards on table with numbers #1 and #2 and arrows pointing to each partner
- Change partnerships occasionally (every three to six weeks)

Individual Turns

Less desirable practices

<p>#1. Calling on volunteers Guidelines:</p> <ul style="list-style-type: none"> • Call on <u>volunteers only when answer</u> relates to <input style="width: 100px; height: 15px;" type="text"/> • Don't call on volunteers when answer is product of instruction or reading <ul style="list-style-type: none"> • Randomly call on students 	<p>#2. Calling on inattentive students Guidelines:</p> <ul style="list-style-type: none"> • Don't call on <input style="width: 100px; height: 15px;" type="text"/> students • Wait to call on student when he/she is attentive • To regain attention of students: <ul style="list-style-type: none"> • Use physical proximity • Give directive to entire class • Ask students to complete quick, physical behavior
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Written Response

- Gauge length of written response to avoid
 - Make response fairly short OR make response “eternal”
- To keep students from “sneaking” ahead
 - Expose limited items on screen
OR
 - Have students put pencils down to indicate completion
OR
 - turn paper over

Materials	Response Type
- Paper - Graph paper - Journals - Vocabulary logs - Post – its - Posters - Computers - Electronic tablets - White boards - Slates	- Answers - Sentence starter - Writing frame - Personal notes - Partial notes - Brainstorming - Quick writes - Warm-up activity - Exit Ticket - Graphic organizer

Graphic Organizers

- Develop students thinking and learning skills (Pruitt, 1993)
- Large effect (.57) when used
reading

Partial Notes

- Meaningful for understanding
- Student have correct and complete content to study
- Organization is ensured
- Frustration is reduced

Writing Frames

- Gives a structure around writing
- Provides support with
- Supplies a beginning for the reluctant speaker and writer

Response Slates (white boards)

- Give directive
- Have students write answers on individual whiteboards
- When adequate response time has been given, have students slates
- Give feedback to students

Exit Slips

- Collect student responses and make plans for future instruction
- How
 - Provide a prompt (sentence stem, math problem, ect)
 - Students write in complete sentences or display complete work

Action Responses

Response cards

- Have students write possible responses on cards or paper or provide prepared cards

Examples:

Simple responses: Yes, No; Agree, Disagree; a.b.c.d., I.2.3.4
Punctuation Marks: . ? ! ,
Math Operations: + - X
Types of Rocks: Igneous, metamorphic, sedimentary
Branches of Government: Legislative, Executive, Judicial
Vocabulary Terms: perimeter, area

Procedure

- Ask a question
- Have students select best response and hold it under their chin
- Ask students to hold up response card
- Monitor responses and provide feedback

Touch

- Ask students to "Put your finger on ____"
 - Increases on stimulus
 - Allows monitoring to determine if students are looking at the desired stimulus

Gestures

- Students indicate answers with gestures

Facial expressions

- Students indicate answer with facial expression
- Example: "Show me glum." "Show me not glum."

Act out

- Students act out story, vocabulary term, concept, or process
- Students participate in simulation

Hand signals

- Students indicate answer by holding up fingers to match numbered answer
- Thumbs up/thumbs down to indicate yes/no or agree/disagree
- Level of understanding
 - Students place hand to indicate level of understanding (high-forehead, OK-neck, low-abdomen)
 - Students display one (no understanding) to five (clear understanding) fingers