

Instructional Classroom Management

Module One:

Engagement Using Opportunities to Respond

Overview:

This module is focused on engaging students during instruction. When students are practicing the engagement is built-in. But when the teacher is delivering instruction it often is much more difficult to keep students' interest. Teachers can use a variety of strategies and practices that provide students with opportunities to respond during instruction - thereby increasing their engagement.

Big Ideas:

1. Student engagement during instruction is positively associated with both higher achievement and lower rates of disruptive behavior.
 - When teachers provide students with "opportunities to respond" during instruction we call these OTRS.
2. Teacher behaviors/strategies during instruction are the largest predictor of student engagement.
 - During instruction, OTRS should occur at a rate of at least 3 per minute to maximize student engagement.
 - Mix OTRS at a rate of 4-5 group focus to every one individual focus.
 - We only need OTRS at this rate during the delivery of instruction -- when activities are not otherwise in place to engage students (e.g., practice, projects, etc).
3. OTRS include anything that makes the student think about the lesson content and respond in some way.
 - Questions (designed to be easy to answer not as assessment)
 - a) Hands raised for agreement or to answer
 - b) Hold up a red card for yes or a green card for no
 - c) Thumbs up/down
 - d) Choral response
 - Commands
 - a) Turn to your neighbor and describe your thought
 - b) Touch the page where you find X
 - c) Write on your white board and hold up
 - d) Write on paper at your desk
 - e) Create one at your desk and hold up
 - f) Put that in your notes

Watch:

Watch the video with your PLC. As you watch, pause when asked to discuss or reflect on a question. Page 2 of this document has the questions from the video for you to reference.

Activity:

In your group, think about the most relevant ways to use OTR with your students. The question is not whether to use them but how, given your students and content.

Task:

Between now and when you meet for the next module, take some time to try using some new strategies for providing OTR in your classroom. Use different kinds and assess which seem to be most effective and most easy to use given your instructional content. As you do this, consider the following:

- What pre-teaching was necessary to make this work?
- How do you differentiate these to work for all the students in your class?
- Which OTRs are easiest for you to fit into your instruction and what alterations were necessary?

Questions From the Video:

1) How can we encourage active student engagement?

2) Discuss as a Group:

- Where did the teacher miss opportunities to engage the students?
- Which of the OTR strategies you've seen in the video would be appropriate in your classroom?
- How might you have to alter the basic OTR strategies to make them work for your students?
- What types of OTR have you had success with and which are not effective for students in your classrooms?
- What types of OTR would you use if you were trying to increase engagement with your students during instruction?

Further information and additional videos on Engaging Students can be found at the following locations:

CIBRS.com (videos)

KSDETASN.org (go to resources section and type in "opportunities to respond")

Teachingchannel.org (search for "opportunities to respond")