

ETLP 6: Opportunities to Respond Fact Sheet

Definition

- An instructional question, gesture or visual cue made by the teacher explicitly designed to elicit a student response.
- They are curriculum relevant and instructionally related, not a direction to perform a task or a social question.
- They can be presented to an individual student, group, or whole class.
- Student responses may be verbal (e.g., calling out the answer to a question), written (e.g., writing a response on a whiteboard and holding it up), or non-verbal (e.g., thumbs up if you agree).
- The teacher then provides feedback to students.

Rationale

- Increase on-task behaviour
- Increase academic/learning outcomes
- Increase positive to corrective feedback ratio
- Makes learning visible
- Allows for differentiated responses

Guidelines

- OTRs have three main elements:
 - identifying the content or skills to be targeted,
 - preparing questions that offer students practice with the material,
 - leading the lesson with a high rate of questioning, rapid student responding, and immediate teacher feedback
- Ideally, teachers present students with multiple and varied OTR at a brisk pace, but not so rapid that students are unable to participate
- Studies have suggested optimal rates of 3 to 3.5 OTRs per minute during direct teacher instruction.
- A mixture of unison and individual OTRs appears to be a more effective instructional strategy.

Planning for practice

- Embed OTRs directly into lesson plans to increase and improve the quality.
- Identify strategies that fit within the lesson plan (e.g., use of response cards, dry-erase boards, smart boards, response clickers/apps, choral response, think-pair-share, etc.).
- Design lessons so that multiple students are involved in thinking and problem-solving, rather than individuals.
- Use pre-correction to remind students of the procedures for responding.
- Provide a 5 second thinking pause or wait time, between asking a question and prompting students to respond.
- Ask a colleague to observe a lesson to tally your presentation of OTRs.
- Set goals for yourself based on this information.

Examples

	Individual	Group/Class
Verbal Strategies	<ul style="list-style-type: none"> • Round-robin for individual responses • Pulling a random student's name out of container 	<ul style="list-style-type: none"> • Teacher signals and students respond in unison • Develop questions with only one right answer that can be answered with short answers. • "Think-Pair-Share" • "Think-Write-Pair-Share"
Non-Verbal Strategies	<ul style="list-style-type: none"> • Personal white boards • Pre-printed response cards • Student response systems 	<ul style="list-style-type: none"> • Holding up fingers/hands • Pointing to the answer • White boards • Guided notes • iPads • Computer assisted response systems

Trauma Lens

- Teacher presentation of frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened.

