



# Opportunities to Respond

Actively engage students with:

- Verbal strategies – choral response, think-pair-share
- Non-verbal strategies – students use a signal (clickers), response card (white board), writing or movement to respond.



# Observing Your Students' Engagement

- Group or individual responses
- Open-ended or closed questions
- Raising hands to indicate agreement
- Gestures
- White boards
- Demonstrations

# The Value of Providing OTR

- More time students are involved, more learned.
- Increased rates of responding and subsequent improved learning tend to increase the amount that can be covered.
- On-task behavior and correct response increase while disruptions decrease.
- Shown to improve reading and math performance.
- Provides continual feedback for the teach on student learning and the effectiveness of teaching strategies.



  
KEEP  
CALM  
AND  
RESPOND

# Response Strategies

- Varied and creative strategies exist.
- Verbal strategies—students respond orally to teacher prompts or questions. [Guided Notes]
- Non-verbal strategies—student use a signal, card, writing or movement to respond. [Guided Notes]





# Verbal Responses—Continued

- **Wait Time or Think Time**—the time lapse when delivering a question before calling on a student or cueing a group response. [Guided Notes]
  - Engages students in thinking.
  - Increases participation.
  - Increases quality of responses.
  - Results in fewer redirects of students and fewer discipline problems.

Rowe, 1987

# Using Wait Time or Think Time

- Simply pause after asking a question for five seconds. [Guided Notes]
  - Count inaudibly, use a stopwatch or follow second hand on a clock.
  - Peer coaching or video-taping can help to develop awareness.





# Verbal Response Strategies

- **Individual Questioning**—calling on students unpredictably heightens student attention.[Guided Notes]
  - Ask the question first, then pause before calling on the student to respond.
  - Use seating chart, tallying to monitor rate of questions presented to each.
  - Student names on strips of paper, drawn as questions asked.
  - Use one of the strategies mentioned above, and call on a student to repeat or summarize what the student just said.