

EVERY OPPORTUNITY MATTERS

Boosting Engagement Through Opportunities to Respond

SESSION OUTCOMES

Attendees will--

- understand how increasing Opportunities to Respond (OTR) enhances student engagement, improves instructional flow, and aligns with Tier 1 PBIS practices.
- examine behavioral, emotional, and cognitive engagement, explore how each contributes to student success, and identify ways OTRs support all three.
- create a personalized plan for increasing the frequency and quality of OTRs to strengthen classroom climate and improve behavioral and academic outcomes.

PRESENTERS



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NORMS

Engage
fully in the learning process



Integrate
new information



Open
your minds to diverse views

Ask
questions



Utilize
what you learn

Monitor **Y**our own devices

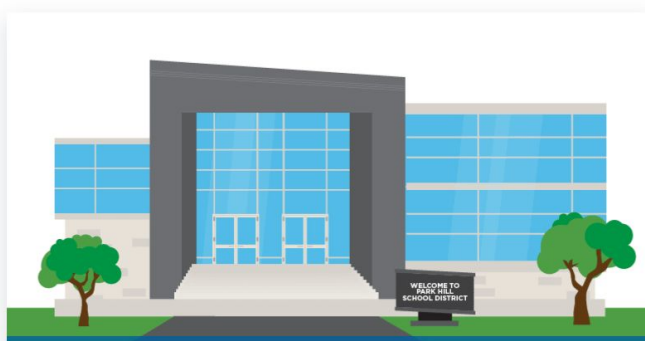
WONDERINGS

If you have a question or comment that you'd like to share, please use this QR code to do so.



ABOUT PARK HILL

Park Hill by the Numbers



We Have 21 Schools

The Park Hill School District has ...

- Two traditional high schools (grades 9-12)
- One innovative, personalized high school program
- Four middle schools (grades 6-8)
- 12 elementary schools (grades K-5)
- One day school for students who need a therapeutic learning environment (grades K-12)
- One early childhood education center (ages 3-5)



Our Students are Beautifully Diverse

Our students come from many backgrounds, and our enrollment reflects the diversity of our community.

- 66.1% white
- 12.7% Black
- 10.4% Hispanic
- 5.9% multi-racial
- 3.1% Asian
- 1.2% Pacific Islander
- 0.5% American Indian

ABOUT PARK HILL



We Have 11,000+ Students

We had 11,698 students enrolled last year. Over the last 30 years, our enrollment has grown slowly and steadily.



More Than 94% Recommend Us

More than 94% of our community would be likely to recommend us to a friend or family member, according to our annual phone survey.



Our Teachers are Highly Skilled

More than 82% of our educators have at least a master's degree, and many also have education specialist and doctoral degrees.

ABOUT PARK HILL



We Are a Large District

We are one of the larger districts in the state of Missouri, with the 16th largest enrollment.



Our Grads Earn Millions

Our graduating classes earn more than \$16 million in scholarships each year to take them to their chosen colleges or trade schools.



Our Graduates Go On to Successful Futures

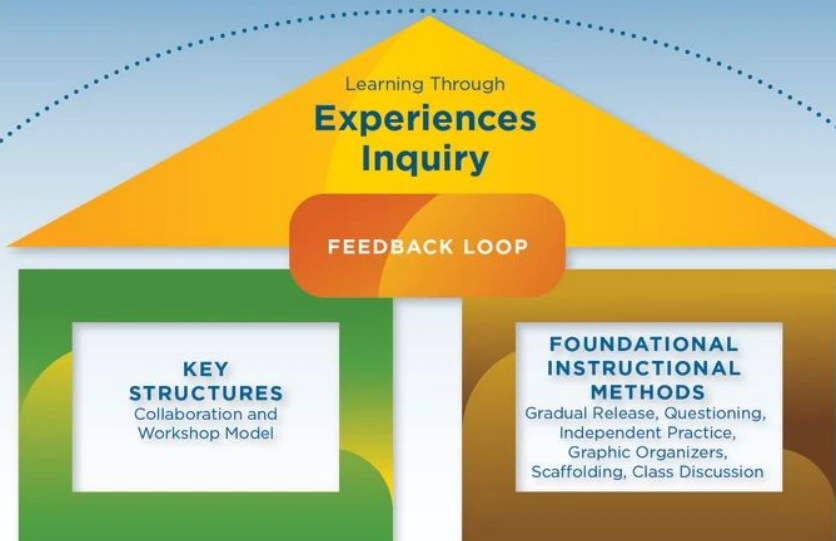
More than 94% of Park Hill School District graduates tell us they went on to college, technical school, the military or a career.

INSTRUCTIONAL BELIEFS

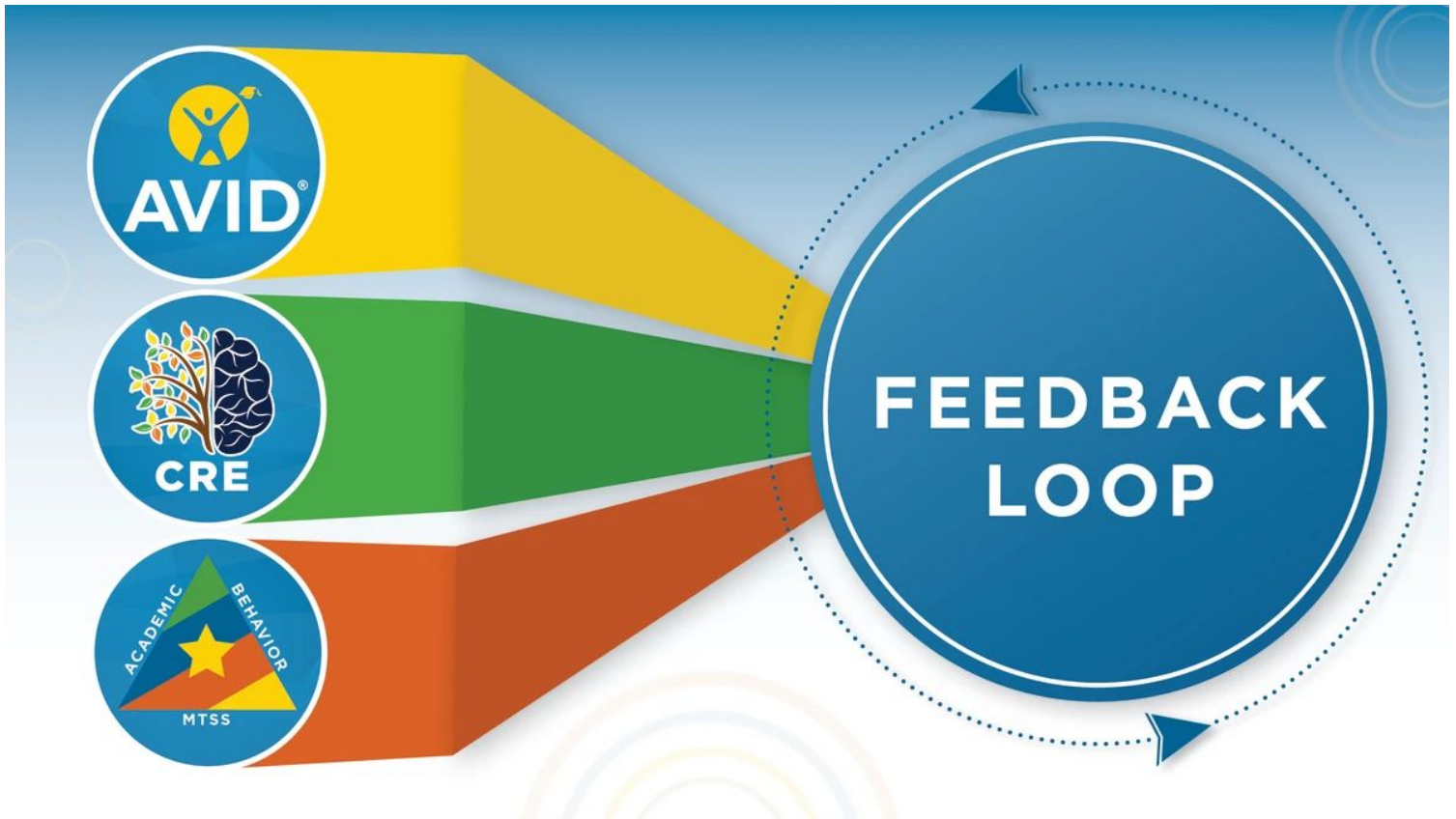
We believe learning:

- ★ Is inclusive of every student
- ★ Is enhanced when social, emotional, and cultural needs are met
- ★ Is a process that changes and deepens as students construct meaning
- ★ Should be integrated and transferable
- ★ Involves taking risks and making mistakes
- ★ Is supported on a foundation of positive relationships
- ★ Should leverage students' voice and interests

LEARNING MODEL



Classroom Climate
High trust, low stress • Positive relationships



PARK HILL BEHAVIOR PHILOSOPHY STATEMENTS

We believe:

- ★ All behavior is communication
- ★ All behavior is learned, and positive behavior can be taught
- ★ Teaching both positive and academic behavior is our responsibility
- ★ Positive student-teacher relationships are essential to student success
- ★ Every student is deserving of positive relationships with staff, regardless of behavior
- ★ Proactive practices are more effective than punitive practices at promoting positive behaviors
- ★ Individual student needs require unique approaches
- ★ When students engage in inappropriate behavior, they must be empowered to make things right, which may include experiencing natural consequences

ABOUT GRADEN ELEMENTARY

- K-5 Elementary School
- 370 students
- Demographic profile
 - 16 ELL students
 - 35 with IEPs
 - 20 with 504 plans
 - 104 minority students
 - F/R 30%



LEARNING OUTCOME #1

Attendees will understand how increasing Opportunities to Respond (OTR) enhances student engagement, improves instructional flow, and aligns with Tier 1 PBIS practices.

WHAT ARE OPPORTUNITIES TO RESPOND?

Opportunities to Respond are **frequent** chances for **every** student to respond during instruction.

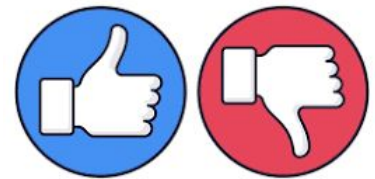
Written
Responses



Oral Responses



Gestures/Response
Cards



WHY OTRS MATTERS?

Engagement doesn't happen by chance - it is designed through **intentional** opportunities to respond.

More Responses = More Thinking = More Learning

As you plan, ask yourself:

- Are all students actively thinking during your lessons?
- Who is doing most of the talking?
- Are students engaged or just compliant?

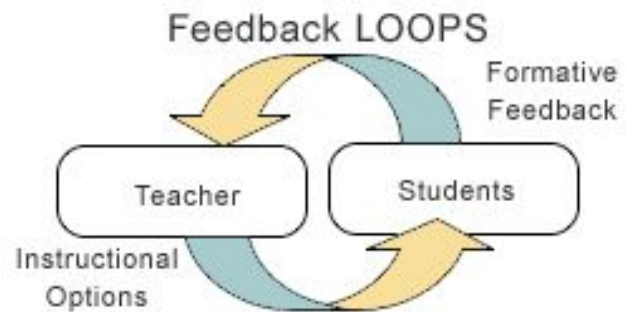
WHY OTRS MATTERS?

Opportunities to Respond create a smooth, responsive instructional flow.

Teach → Respond → Adjust

OTRs Help the Lesson by:

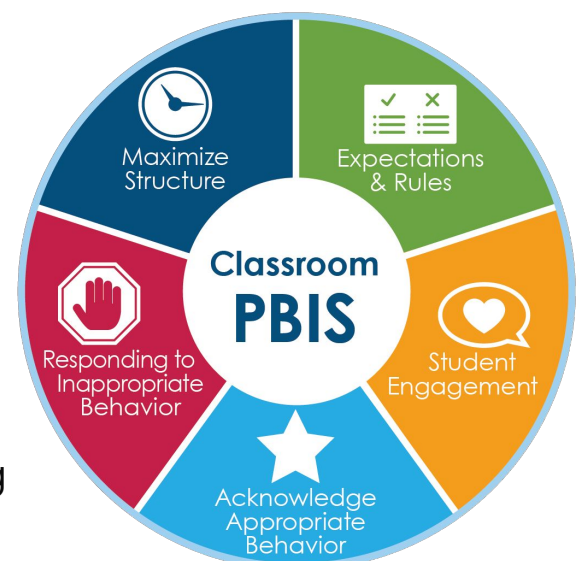
- Creating Smooth Transitions
- Increasing Instructional Efficiency
- Maintaining Momentum
- Allowing Immediate Feedback



CONNECTIONS TO PBIS

Opportunities to Respond are a **Tier 1** practice supporting Academics **AND** Behavior.

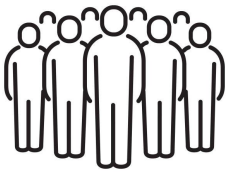
- Reinforces Clear Classroom Expectations
- Builds a Positive Classroom Environment
- Increases Student Success
- Increases On Task Behaviors by Increasing Student Engagement



OTR STRATEGY BANK

Whole Group:

- Choral Response
- Call & Response
- Hand Signals
- Response Cards



Partner/Small Group:

- Turn & Talk
- Think-Pair-Share
- Rally Robin
- Turn & Write Partner



Independent (Solo):

- Whiteboards
- Quick Writes
- Exit Tickets
- []



Pro Tip - Plan across ALL three types of responses!

ALL STUDENTS BENEFIT FROM INCREASED OTRs!

High rates of OTRs in the classroom can lead to improved academic performance, increased on-task behavior, and decreased problem behavior.

Research shows that students who exhibit problem behavior, including students with emotional/behavioral disorders (E/BD), receive fewer OTRs than their peers without disabilities.

- For students with co-occurring problem behavior and academic struggles, increased OTRs are associated with improved reading and math skills, more time spent on-task, and decreased disruptive behavior.

LEARNING OUTCOME #2

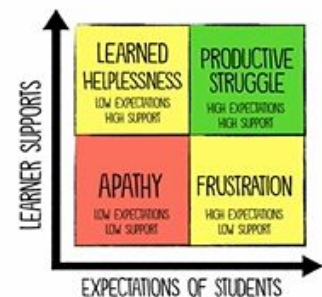
Attendees will examine behavioral, emotional, and cognitive engagement, explore how each contributes to student success, and identify ways OTRs support all three.

WARM DEMANDERS AND STUDENT ENGAGEMENT

Warm demanders are teachers who **build strong relationships** while also **holding students to high expectations** –never lowering the bar, but providing the support to reach it.

Impact on Engagement:

- Students actively participate because it's expected and supported.
- Students feel safe, valued, and willing to engage.
- Students think deeply because the teacher believes they can.



WHY HIGH EXPECTATIONS AND
HIGH SUPPORT ARE BOTH VITAL

TYPE OF ENGAGEMENT

Behavioral (Doing)

→ Active Participation

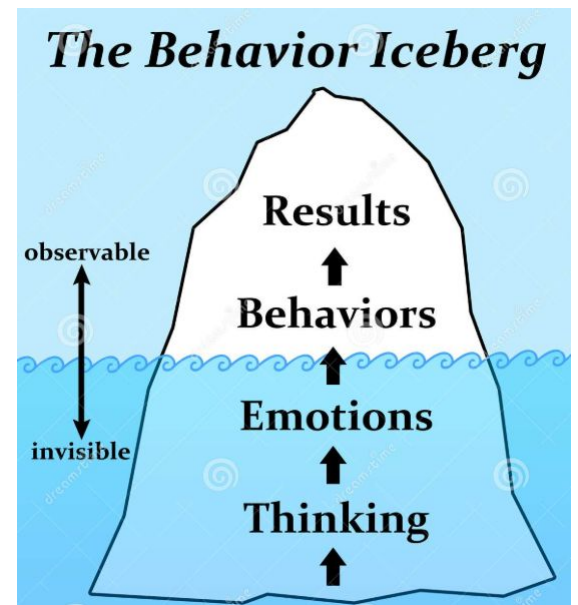
Emotional (Feeling)

→ Interest and Sense of Belonging

Cognitive (Thinking)

→ Deep thinking and reasoning

Authentic Student Engagement = Doing + Feeling + Thinking



BEHAVIORAL ENGAGEMENT

Observable student participation in learning tasks and activities.

Key Look-Fors:

- High rates of students responding
- Visible actions (talking, writing, signaling, solving)
- On Task Behaviors with Minimal Downtime
- Structured Participation Routines
- Everyone Participates - Not Just Volunteers



ACTIVE participation by **ALL** students

FREQUENTLY !

EMOTIONAL ENGAGEMENT

Students' feelings about learning, including sense of safety, belonging and motivation.

Key Look-Fors:

- Willingness to Participate
- Positive Classroom Climate
- Students Take Risks and Try
- Comfortable asking questions and seeking help
- Persistence After Mistakes
- Students Appear Interested, Curious, Invested



Students feel **SAFE, CAPABLE**, and **WILLING** to

COGNITIVE ENGAGEMENT

The depth of thinking and mental effort students use to understand and apply learning.

Key Look-Fors:

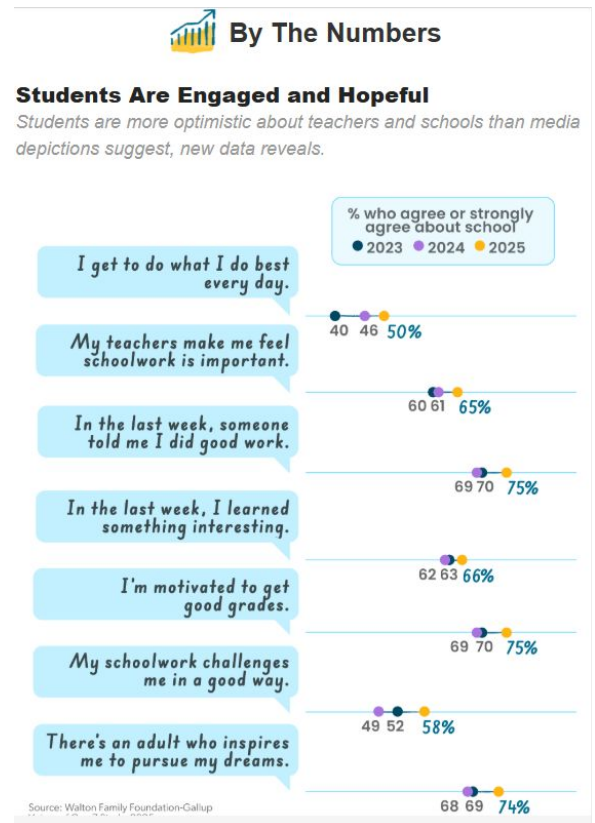
- Students Explain & Justify Their Thinking
- Use of Strategies
- Students Make Connections & Ask Questions
- Evidence of Problem Solving & Reasoning
- Productive Struggle & Sustained Thinking



Students are thinking **DEEPLY**, not just **COMPLETING**

STUDENT PERCEPTIONS

The perception of our students about schools and teachers are more positive than we think and the media depicts.



LEARNING OUTCOME #3

Attendees will create a personalized plan for increasing the frequency and quality of OTRs to strengthen classroom climate and improve behavioral and academic outcomes.

BENEFITS OF OPPORTUNITIES TO RESPOND

- Increased Participation and Engagement
- Increased Confidence
- Reduced Disruptions
- Increased On-Task Behaviors
- Improved Academic Outcomes
- Formative Assessment Opportunities
- Immediate Feedback (Feedback Loop)



REFLECTION/ACTION STEP



- Where do Opportunities to Respond already show up in your classroom?
 - Is there a mix of whole group, partnerships/small groups, and independent or solo responses?
- Where could you increase opportunities for EVERY student to respond?
 - Are you planning 3-5 for new content? Potentially 8-12 for review or fluency based activities?
- What is one strategy you commit to trying?

SHARE OUT

Find a person in the room with a similar shoe (style, color, etc.).
Share one thing you learned or one take-away from today's session.



THANK YOU FOR YOUR TIME TODAY!



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Don't forget to complete the Session Feedback Survey in the Guidebook App!