

Engagement & Opportunities to Respond

DRAFT 2-13-19

Maximize the simultaneous involvement of all students through strategies and questions to solicit group responses.

What is it?

Design lesson plans and instructional strategies so that multiple students are involved in thinking and problem-solving, rather than one-at-a-time.

What does it look like?**Examples:**

Instead of asking the class for someone to state an answer, students share their answer with a shoulder partner first, discuss for one minute, and then report out.

All students write their answer to a math problem on small white boards and hold them up for the teacher to see.

PE Teacher uses small basketball skill stations so all students are engaged instead of standing in lines.

Why?

- Increase on-task behavior
- Increase praise to corrections ratio
- Provides continual formative assessment
- Makes learning visible
- Increase academic/learning outcomes
- Allows for differentiated responses and varied types of engagement for students who do not want group attention

Trauma-Lens?

Facilitating frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened. (Craig, S.E., 2016)

How?

Aim to use group strategies for a majority of the opportunities to respond during instruction. Identify strategies that fit within the lesson plan such as: Use of response cards, dry-erase boards, smart boards, response clickers/apps, choral response, think-pair-share, etc.

Tips?

- Teacher talk should account for no more than 40-50% of instructional time.
- Use wait time of 5 seconds to allow for processing and encourage engagement
- Share strategies and practice group opportunities to respond skills in grade/department teams.