Big Idea/ Topic
Opportunities to Respond (OTR)

Georgia Standards of Excellence Alignment

Health Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Teacher Keys Effectiveness System (TKES) Alignment

Standard 5 - Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Standard 7 – Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.

Standard 10 - Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Instructional Design

Define Simply
An Opportunity to Respond is when teachers ask students a question that prompts or solicits a verbal, written, and/or gestural response. This will help teachers increase the number of opportunities for students to respond, elicit more academic feedback and increase on-task behaviors.

Model/Demonstrate with Examples
Teacher modeling/demonstrating will help students know how and when to best respond to questions in the classroom.

“There are a number of strategies that teachers find helpful in increasing the number of opportunities to respond. The following are some ideas:

- Break complex problems down into smaller chunks, providing opportunities for students to answer each chunk of the problem.
- Use a deck of note cards or flash cards with drill-and-practice questions. Intersperse individual student responses with group choral responses.
- Have each student use a small whiteboard to quickly write down answers, holding it up to show the answer.
- Have each student hold up two-sided cards with yes/no, true/false, agree/disagree. Students could also use thumbs up or thumbs down to agree or disagree with an answer.
- Mix brief, fast-paced teacher-directed review of previous material into every lesson, asking both individual and group responses.
- Ask a question, allow think time, and then call on students without having them raise their hands.
- If a student does not know the answer, allow some think time, then allow the student to “phone a friend” to help with the answer. Return to that student in a few minutes with the same question, giving the student an opportunity to respond correctly.
- Draw a stick with a student’s name out of a jar. Once a student answers correctly, remove their stick from the pool until everyone gets a chance.”

(Chart shared from The Classroom Check-Up)

**Examples of Verbal Responses:**

- **Correct, quick, and firm**: Maintain the momentum of the lesson. Give a quick, “Right,” and present the next question.
- **Correct, but hesitant**: Praise the student for the correct response, and then review the reasons for the correct answer or the steps associated with finding the right answer.
- **Incorrect, but a careless error**: Give a quick, simple correction and allow the student to provide the correct answer. The feedback should make it clear what the correct answer should be. The feedback does not need to include the reasons why the information is correct.
- **Incorrect, due to lack of knowledge of facts or process**: Provide the student with prompts to lead them to the correct answer. Use the correction procedure for academic errors.

(Chart shared from The Classroom Check-Up)

(Video Example - Individual and Choral Response)

(Video Example – Using White Boards)
- Open-ended questions – “What would make you…”, “Tell me about…”, “Describe a situation when…”, “What do you think about…”, “How would you describe…”
- Close-ended questions – “Would you recommend…”, “Who can tell me…”, “Yes or no”, “True or False”
  - Video Example

**Examples of Written Responses:**
- Paper/Pencil, technology, white boards, sand, shaving cream
  - Video Example

**Examples of Gestural Responses:**
- Action (Movement as a tool for responding) – “Stand up if…”, “Lean forward if…”, “Put your hand up if…”, “Jump once if…”, “All who agree give a thumbs up”
- Response card/technology (Tangible item as a response tool) – “Hold up a green card if…”, “Use your clicker to choose…”, Hold up A,B,C card or 1, 2, 3 card if…”
  - Video Example

**Practice in All Relevant Settings**
Provide multiple opportunities for students to practice each type of response to master these interpersonal communication skills.

**Monitor & Provide Positive Feedback and Reinforcement**
Teachers can reinforce and normalize student responses by positively acknowledging appropriate use of these communication skills. Behavior specific praise will let students know specifically what they did correctly; it also gives them positive attention. For example, “I appreciate how Jaime used the white board to respond; he was demonstrating being on task. Great work!”

**Based on Data, Adjust Instruction & Reteach**
Teachers should monitor responses. “When students’ responses are less than 80% accurate for new material or below 90% accurate on review materials, students may benefit from additional instruction and practice before moving on to additional material.” *(The Classroom Check-Up)*

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**Evidence of Student Success**
- Research has shown that the target rate of OTR for new material is 4 - 6 responses per minute with 80% accuracy and 9 - 12 responses per minute with 90% accuracy for previously learned material.

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**Student Learning Supports**
These are universal lesson plans designed for classroom implementation for all students. However, some students may need additional support or scaffolding. Consider adapting for the individual needs of the student.

### Engaging Families

- Families can practice interpersonal communication skills by playing games such as Pictionary, Charades, etc.
- **Additional examples**