Welcome!

Everyone Does Everything:

Maximizing OTR for Active Engagement During Literacy Instruction

Larissa Phillips, Ed.D.
Kelly Urbani, Ed.D.

“LEARNING IS NOT A SPECTATOR SPORT”

Dr. Anita Archer

PARTICIPATION DURING THIS SESSION

VERBAL

- Choral/ Unison
- Individuals
- Partners

ACTION

- Hand signals

WRITTEN

- Short written responses via chat feature

PASSAGE READING

- Silent or Whisper Read
- Choral Reading
- Cloze Reading

OUR LEARNING INTENTIONS

Understand and define OTR

- What are opportunities to respond, and how can they be described in your own words?

Recognize different types of OTR

- What are the varieties of OTR, and how can they be used to engage all students?

Apply recommended response rates to instruction

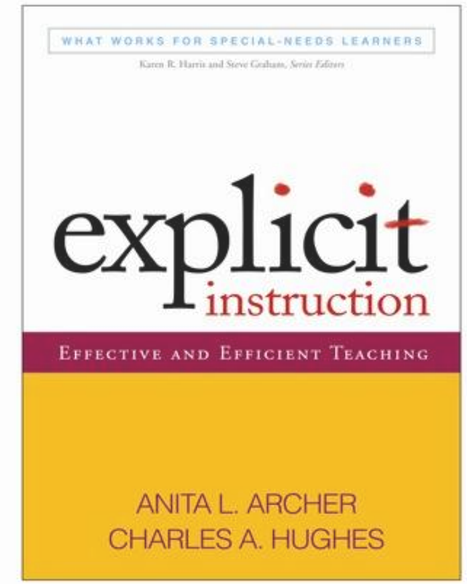
- What are the appropriate OTR rates per minute for different task types (drill/practice, simple, complex), and how do they influence student learning and behavior?

Examine effective ratios for engagement

- Why is it important to balance whole-class (70%) and individual (30%) responses, and what does this look like in practice?

ELEMENTS OF EXPLICIT INSTRUCTION

- Content
- Design of Instruction
- Delivery of Instruction
  - Frequent Responses
  - Monitor
  - Feedback
  - Brisk Pace
- Practice



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DEFINITION OF OPPORTUNITIES TO RESPOND

Opportunities to Respond (OTR) refer to any instructional prompt or technique that actively engages students and encourages them to respond during lessons, such as verbal responses, written responses, physical actions, passage reading, or using technology. OTR aims to provide multiple structured opportunities for student interaction and engagement (Archer & Hughes, 2011).

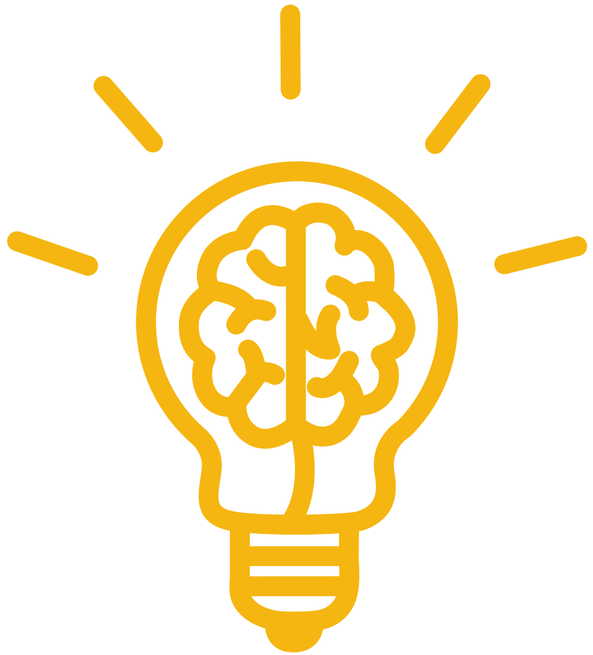
ELICITING FREQUENT RESPONSES

Why is it important for teachers to elicit responses from students frequently?

THE IMPORTANCE OF OTR DURING STRUCTURED LITERACY INSTRUCTION

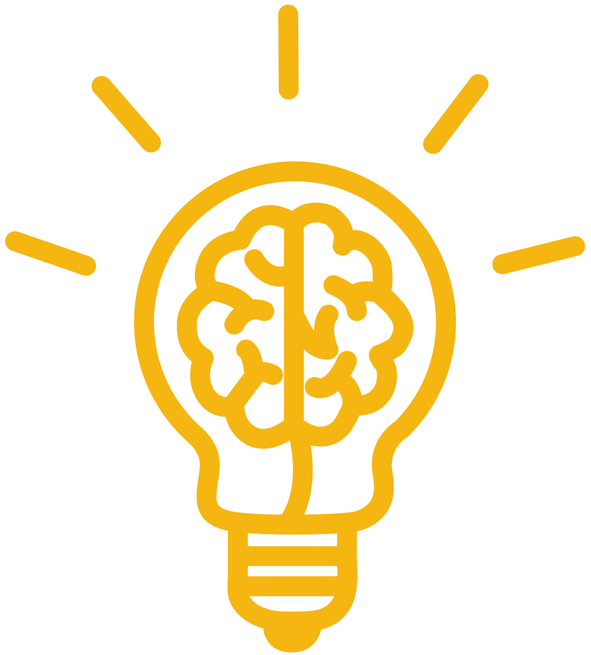
Opportunities to Respond (OTR) are essential for fostering student engagement and enhancing learning outcomes in reading instruction. Research highlights the importance of OTR as a way to actively involve students in their learning process, thereby improving both behavior and academic performance (Sutherland & Wehby, 2001; Simonsen et al., 2008; Archer & Hughes, 2011; MacSuga-Gage & Simonsen, 2015).

SUCCESS + VALUE = MOTIVATION



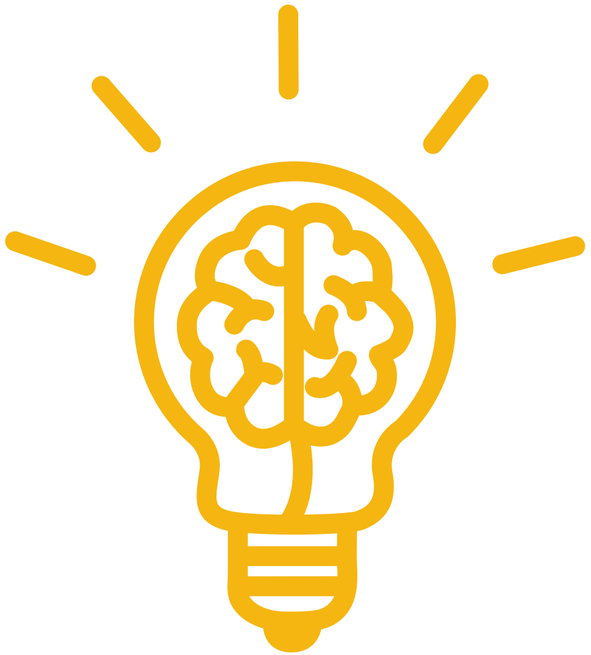
SUCCESS + VALUE = MOTIVATION

- Limit “Cold Calls”



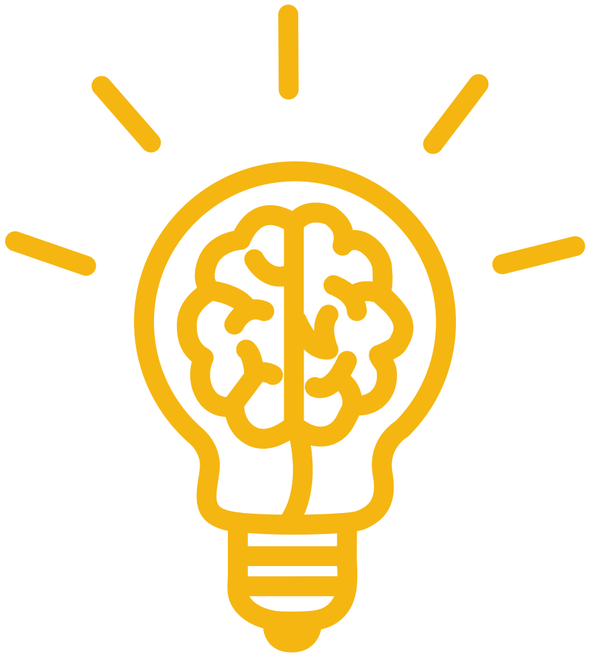
SUCCESS + VALUE = MOTIVATION

- Limit “Cold Calls”
- Non-Volunteers



SUCCESS + VALUE = MOTIVATION

- Limit “Cold Calls”
- Non-Volunteers
- Think Time



SUCCESS + VALUE = MOTIVATION

- Limit “Cold Calls”
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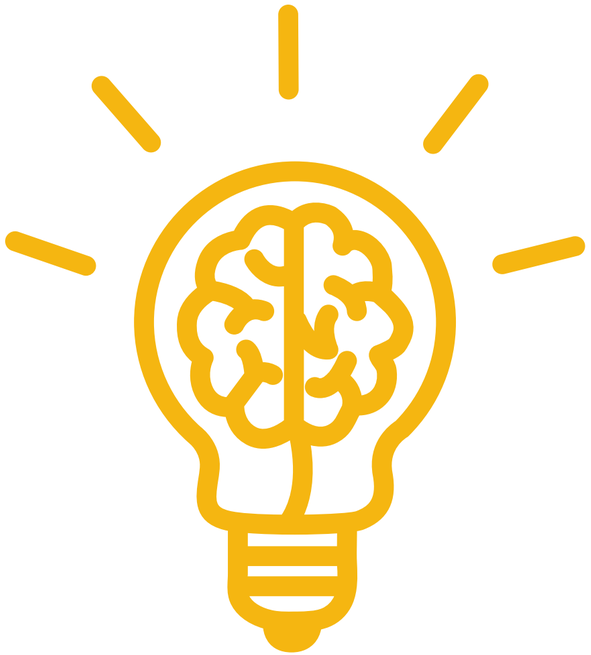
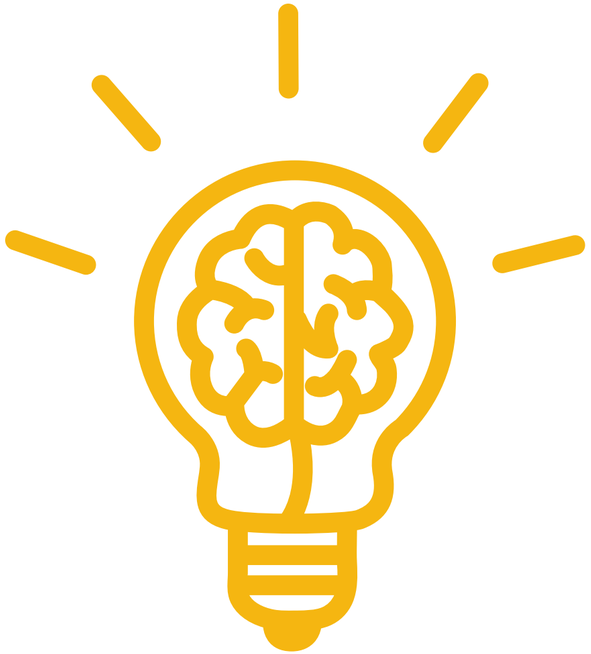
- Think Time
- Scripted Programs



SUCCESS + VALUE = MOTIVATION

- Limit “Cold Calls”
- Non-Volunteers
- Think Time
- Scripted Programs
- “No Hands Raised” Policy



NEW MOTO

Every day, in every class, every student is participating by, speaking, writing, or doing.

RESEARCH RECOMMENDED GUIDELINES FOR RESPONSE RATES

DRILL AND PRACTICE ~ 8-12 OTR/minute

- Rapid-fire, highly structured tasks (e.g., phonics drills, sight word practice)
- Builds fluency and automaticity through quick, accurate responses

(Stichter et al., 2009; Simonsen et al., 2010; MacSuga & Simonsen, 2015)

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SIMPLE RESPONSES ~ 3-5 OTR/minute

- Basic recall or identification (e.g., literal comprehension checks, word recognition)
- Keeps engagement high while allowing quick processing

(Stichter et al., 2009; Simonsen et al., 2010; MacSuga & Simonsen, 2015)

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SIMPLE RESPONSES ~ 3-5 OTR/minute

- Basic recall or identification (e.g., literal comprehension checks, word recognition)
- Keeps engagement high while allowing quick processing

COMPLEX RESPONSES ~ 1 OTR/minute

- Higher-order thinking tasks (e.g., inferences, analysis, predictions)
- Allows time for thoughtful, detailed student responses

(Stichter et al., 2009; Simonsen et al., 2010; MacSuga & Simonsen, 2015)

RESEARCH RECOMMENDED GUIDELINES FOR RESPONSE RATES

70% of responses should be "everyone"

(all are saying, writing, doing)

30% of responses should be "individual"

(non-volunteers)

(Sutherland & Wehby, 2001; Simonsen et al., 2008; Haydon et al., 2012)

OTR
Opportunities
To
Respond

VERBAL RESPONSES

Choral/Unison

VERBAL RESPONSES

Choral/Unison
Individuals (Cold or Warm Calls)

VERBAL RESPONSES

Choral/Unison
Individuals (Cold or Warm Calls)
Partners

VERBAL RESPONSES

Choral/Unison
Individuals (Cold or Warm Calls)
Partners
Teams

VERBAL RESPONSES

- Choral/Unison
- Individuals (Cold or Warm Calls)
- Partners
- Teams
- Echo

ACTION RESPONSES

Acting Out, Gestures, Facial Expressions

ACTION RESPONSES

Acting Out, Gestures, Facial Expressions
Touching, Pointing, Tapping

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Acting Out, Gestures, Facial Expressions
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Response Cards

ACTION RESPONSES

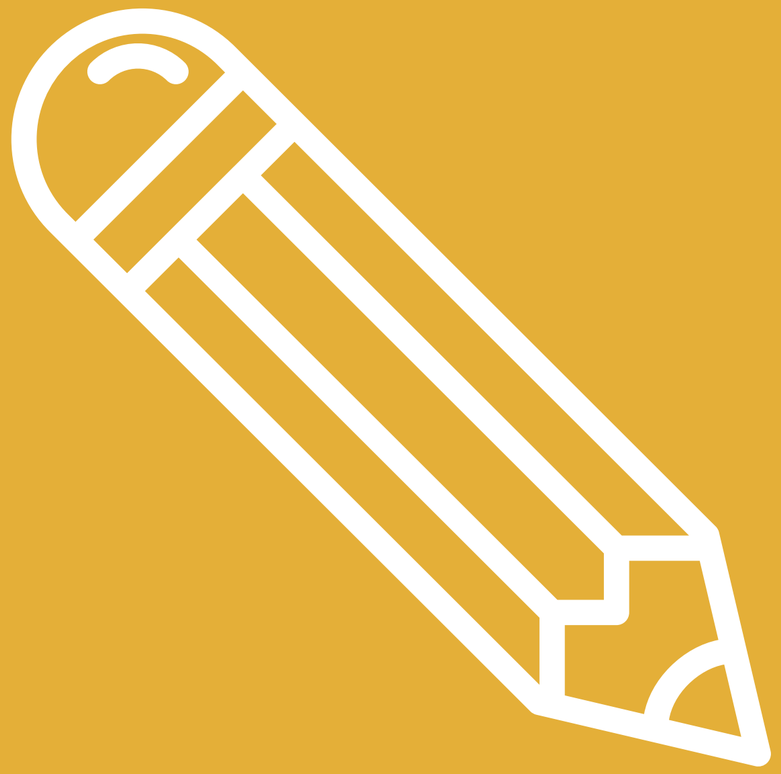
Acting Out, Gestures, Facial Expressions

Touching, Pointing, Tapping

Response Cards

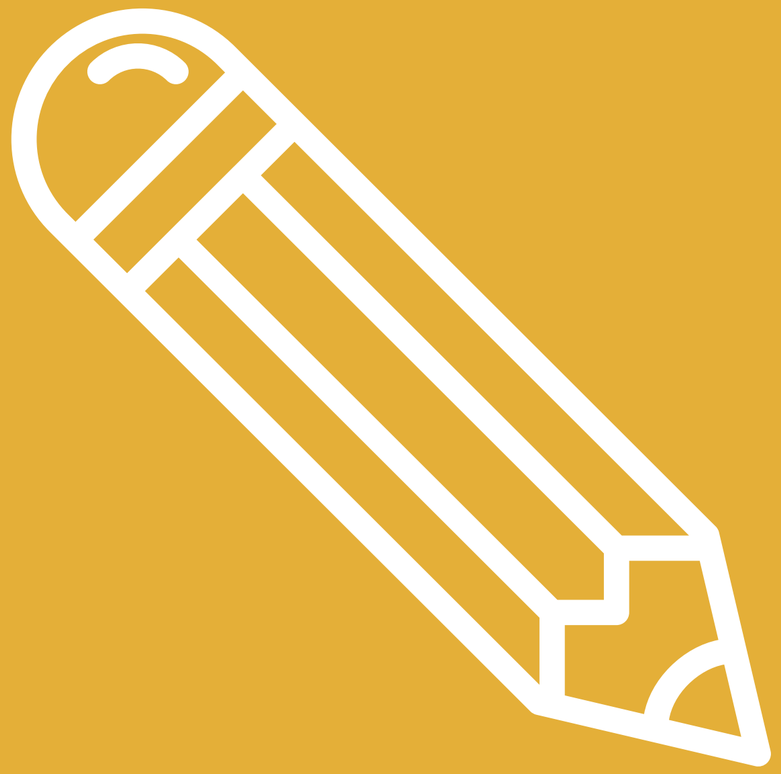
Hand Signals

WRITTEN RESPONSES



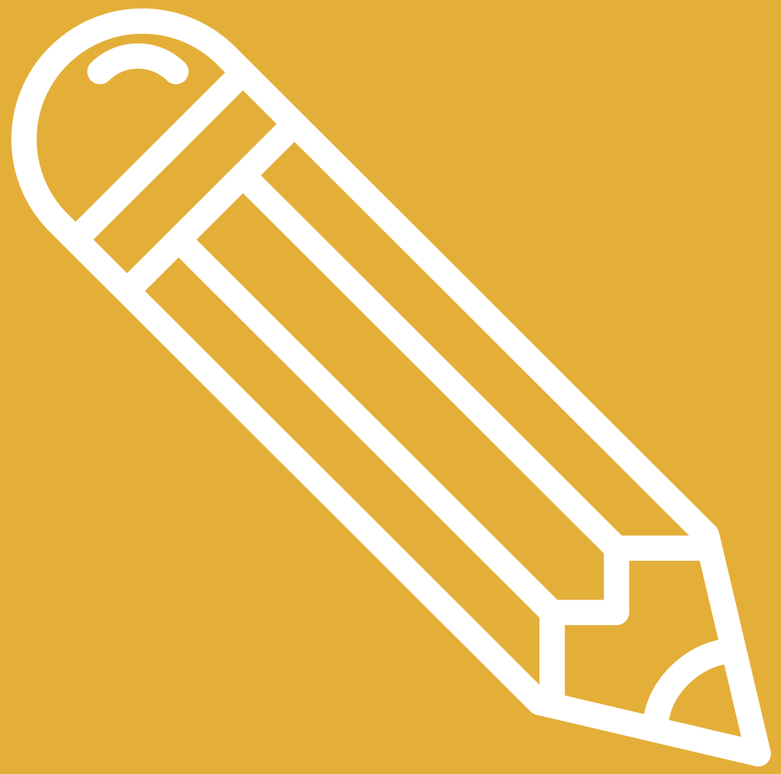
Short Written Responses

WRITTEN RESPONSES



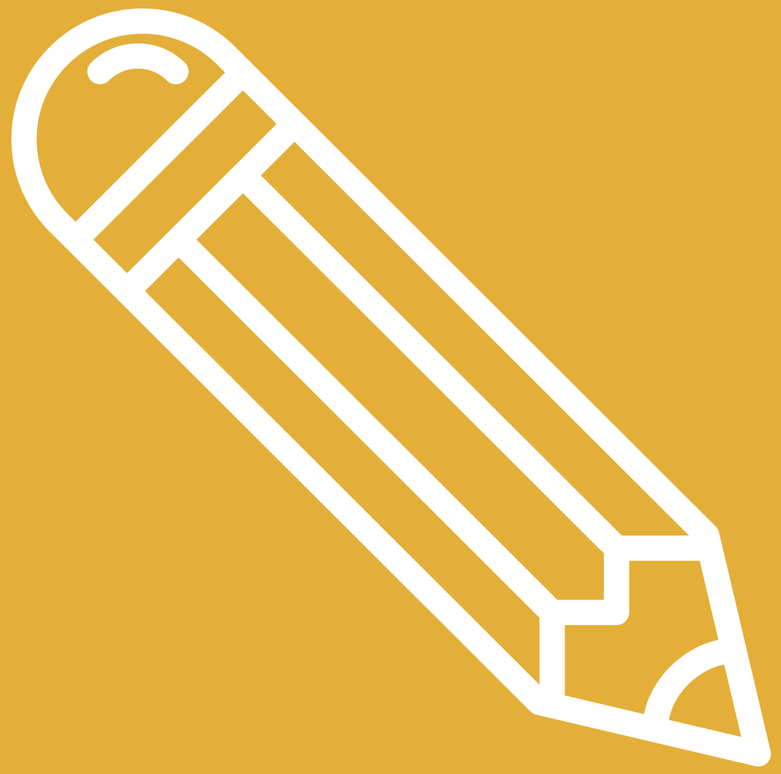
Short Written Responses
Whiteboards or Slates

WRITTEN RESPONSES



Short Written Responses
Whiteboards or Slates
Journals or Guided Notes

WRITTEN RESPONSES



- Short Written Responses
- Whiteboards or Slates
- Journals or Guided Notes
- Workbook Pages

PASSAGE READING

Partner Reading

PASSAGE READING

Partner Reading
Silent or Whisper Read

PASSAGE READING

Partner Reading
Silent or Whisper Read
Choral Reading

PASSAGE READING

- Partner Reading
- Silent or Whisper Read
- Choral Reading
- Cloze Reading

PASSAGE READING

- Partner Reading
- Silent or Whisper Read
- Choral Reading
- Cloze Reading
- Echo Reading

TRUE OR FALSE

The benefits of increasing opportunities to respond include increased time on task, increased learning, and reduced disruptive behaviors.

TRUE!

The benefits of increasing opportunities to respond include increased time on task, increased learning, and reduced disruptive behaviors.

AGREE OR DISAGREE

When examining opportunities to respond within a lesson, we should have frequent responses that involve all students and provide adequate think time.

AGREE!

When examining opportunities to respond within a lesson, we should have frequent responses that involve all students and provide adequate think time.

YES OR NO

During a lesson requiring simple responses, 1-2 opportunities to respond per minute would adequately engage students.

NO!

During a lesson requiring simple responses, 1-2 opportunities to respond per minute would adequately engage students.

ELICITING FREQUENT RESPONSES

Why is it important for teachers to elicit responses from students frequently?

OBSERVE

Make a T-Chart on your paper.

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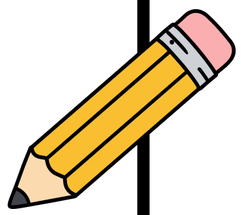


OBSERVATIONS

How many opportunties to respond did Dr. Archer provide?

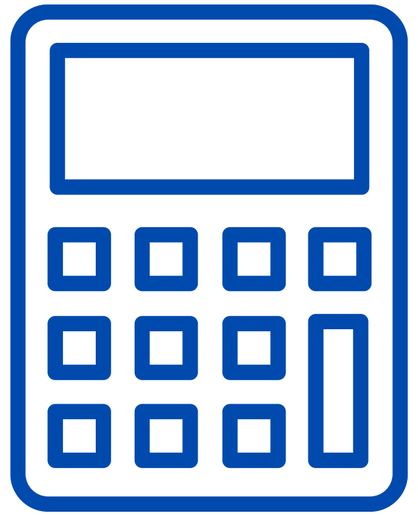
CALCULATING OTR

Everyone + Individual Responses = OTR

OTR ÷ Minutes = OTR per minute

Reflect..

- Were OTR guidelines met?
- Was there a balance of everyone vs. individual responses?



Wrap Up

Write down some bright ideas you have!

Opportunities to Respond can promote equity by giving all students, regardless of ability or background, a chance to demonstrate their knowledge and skills. When teachers ensure that each student has frequent and meaningful opportunities to engage, they help dismantle traditional power structures that often silence underrepresented students.

(Scott et al., 2014)

NEW MOTO

Every day, in every class, every student is participating by speaking, writing, or doing.

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Thank you...

Make every opportunity count!

Larissa