

Good to Great OTRs

		Notes
<p>Rigorous / High Quality</p>	<ol style="list-style-type: none"> 1. Collect evidence of learning for ALL students (to know if ALL students met the learning target). 2. Plan for constant check-ins to collect evidence of learning (to hold ALL students accountable for learning). 3. Provide wait time to increase responses (to allow ALL students time to impact to maximize learning). 4. Interactions are monitored by teacher (to monitor student progress and provide feedback). 5. <u>Increase student-to-student talking (to grow interactions with the content—from few to most to all).</u> 6. Content chunked (10 and 2), with OTRs peppered throughout the lesson—I DO, WE DO, & YOU DO (to allow for intentional movement between receptive and productive language and allow for movement of information from working to long-term memory). 7. Unit lesson/unit progression drives frequency and depth of OTRs to go beyond simple recall (to ensure alignment to outcomes and to advance students to higher level on Webb's DOK/Bloom's Taxonomy). 8. Specific roles & responsibilities are assigned to ensure equity—Person A talks; Person B talks or writes (to share responsibility. It should be a dialogue, not a monologue). 9. <u>Intentionally plan groups (to monitor and increase individual engagement through groups of two or four).</u> 10. Multiple at bats for students to learn content (to support increased opportunities for underperforming students). 11. Students use academic vocabulary in writing and speaking (to empower student use of high-level academic language to impact rigor). 12. <u>Timely and specific feedback on learning is given (to correct, clarify, and extend learning).</u> 13. <u>Use writing before speaking (to increase student use of productive language with academic vocabulary).</u> 	
<p>Basic OTR (not always bad, but don't want to live in basic)</p>	<ol style="list-style-type: none"> 14. Generic hand raising (works for quick check-ins and after partner work to restate or summarize, but does not provide voice equity or evidence of academic learning for ALL.) 15. Thumbs up (not necessarily bad—but doesn't provide concrete evidence of academic learning). 16. Repeated use of one (or a few) types of OTRs (always using a strategy like, pair share becomes too predictive and can impact engagement of strategy). 	