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# **HLP Highlight Tool**

# **HLP 18 – Use Strategies to Promote Active Student Engagement**

Embedded HLP under Pillar Explicit Instruction (HLP 16) & HLP 7

## Here’s What It Is:

Actively engaging students in the learning process through teacher questioning strategies, which are also known as Opportunities to Respond (OTR), improves student achievement in learning and behavior. OTR has three main components: teacher questions, student responses, and teacher feedback. Teachers ask students low- and higher-level “thinking” questions throughout all phases of instruction to actively engage them in the learning process. Questions encourage students to think about and apply new knowledge, providing teachers with quick informal data about student understanding. Positive and constructive teacher feedback guides students’ learning and behavior. Teachers use student response data to differentiate.

Tools: [CEEDAR Center HLP Self-Assessment Tool](https://highleveragepractices.org/assessment-tools-high-leverage-practices-students-disabilities) [HLP 18 Rubric](https://ttaconline.org/Resource/JWHaEa5BS75RndOtCM94DA/Resource-rubric---hlp-18-use-strategies-to-promote-active-student-engagement-vdoe-ttac-at-gmu)

## When Do I Use It?

* Throughout all phases of instruction, ask both low- and high-level questions to help students process new information and gauge student understanding to give positive and constructive feedback that guides learning and behavior.

## How to Use It

* Align questions with the lesson objective/learning target.
* Match questions with students’ learner characteristics and background knowledge.
* Give students time to process and answer questions.
* Student responses provide data about whether students understand concepts or not.
* Give positive and constructive teacher feedback.
* Maintain a brisk instructional pace with questions to minimize disruptive behaviors.
* Create and explicitly teach students teacher questioning and student response routines.
* Research recommends teachers ask 3 - 4 questions per minute (Kennedy, 2018).

## Here’s What It Looks Like:

* [HLP 18: Use Strategies to Promote Active Student Engagement](https://highleveragepractices.org/hlp-18-use-strategies-promote-active-student-engagement) (17:34)
* Anita Archer’s [Student Engagement Video](https://explicitinstruction.org/video-elementary/elementary-video-1/) (6:12)
* Project Stair Mathematics [How to Ask the Right Questions in Mathematics [Video](https://www.youtube.com/watch?v=fUFZ2-bSWHc)]. 5:26
* Project Stair Mathematics [Teacher Questions and Opportunities to Respond [Video].](https://youtu.be/aiHa5arszLg) 2:07
* Project Stair Mathematics [How to Ask Higher Level Mathematics Questions Part 2 [Video]](https://youtu.be/dc3yGhzDA0k) 4:26

## Selected Resources:

### Verbal Responses

* [Stop & Jot](https://youtu.be/kW0VxEiQiwE)
* [Cold Calls](https://teacherhead.com/2021/02/07/cold-calling-the-1-strategy-for-inclusive-classrooms-remote-and-in-person/)
* [Round Robin](https://www.schreyerinstitute.psu.edu/pdf/alex/roundrobin.pdf)
* [Think-Pair-Share](https://youtu.be/x1EuZRQgVyE)
* [Total Participation Technique](https://youtu.be/78qonDEnrQQ)
* [Choral Responding](https://www.interventioncentral.org/academic-interventions/general-academic/group-response-techniques)
* [Encourage choral responding](https://www.youtube.com/watch?app=desktop&v=xOyQdY1ue9Q&t=30s) (when questions only have one answer).

### Non-Verbal Responses

* [Response Cards](https://education.missouri.edu/ebi/2011/04/12/response-cards/)
* [Student Response Cards](https://www.theteachertoolkit.com/index.php/tool/student-response-cards) (View videos & sample templates)
* [Gestures](https://www.edutopia.org/blog/hand-signals-bring-learning-to-life-ellie-cowen)
* [Whiteboards](http://digitalpromise.org/wp-content/uploads/2016/02/mc_relay_cfuwhiteboards.pdf)

## Resources to Extend Learning

* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)
* [High Leverage Practices](http://www.highleveragepractices.org/)
* [Tennessee Behavioral Support Project](https://tennesseebsp.org/wp-content/uploads/2020/12/Opportunities-to-Respond-Tips.pdf)- Opportunities to Respond Quick Reference

## References

Aceves, T. C., & Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities. 2nd edition*. Arlington, VA: Council for Exceptional Children and CEEDAR Center.

Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient teaching. New York: Guilford Press.

CEEDAR Center (2024). *High-leverage practices self-assessment tool*.  Retrieved from <https://ceedar.education.ufl.edu/high-leverage-practices/>

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). High-Leverage Practices in Special Education, Guide 4. Council for Exceptional Children.

Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., Rodgers, W. J. (2018). High-leverage practice #18: Use strategies to promote active student engagement. <https://highleveragepractices.org/hlp-18-use-strategies-promote-active-…>

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms*. New York: Routledge.

## For additional HLP Highlight Tools, go to [TTAC](https://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22) Online

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).