



Technique: NO OPT OUT

In high-performing classrooms, a verbalized or unspoken “I don’t know” is cause for action. When a student begins by being unable or unwilling to answer, you should strive to make the sequence end as often as possible with the student giving a right or valid answer. Choose from four basic formats to respond:

Format 1: You provide the answer; your student repeats the answer

Format 2: Another student provides the answer; the initial student repeats the answer

Format 3: You provide a cue; your student uses it to find the answer

Format 4: Another student provides a cue; the initial student uses it to find the answer

This is surely among the most helpful and efficient techniques for raising classroom expectations, especially if students tend to duck away from questions rather than answer them, or students don’t hear themselves getting the right answer.

NO OPT OUT can also be used to increase classroom rigor –

Teacher: What’s three times five? Carson.

Carson: Eight!

Teacher: It’s not eight. Who can tell Carson what operation he used?

Jalani: Carson used addition instead of multiplication

Teacher: That’s right. So, Carson, what’s three times five?

Carson: Three time five is fifteen.

Teacher: Yes, good. And if I wasn’t sure, what operation could I use to check that?

Carson: You could use division.

Teacher: Good. Tell us how.

Carson: Well, you’d divide fifteen by five and get three, and you’d know your multiplication was right.

Teacher: Thank you, Carson.

This practice builds confidence, since the students are supported in their efforts to arrive at the right answer.

See **NO OPT OUT** in action

<https://www.youtube.com/watch?v=pSnrobmAZDw>

<https://vimeo.com/30098111>