

# COLLECTING FEEDBACK

## Exit Tickets for Teachers/Caseload Educators

### Exit Ticket or “Ticket to Leave”

Exit tickets are an easy and efficient way to collect feedback. The educator uses a prompt or questions that require only a brief amount of time for the student or staff response – no more than five minutes. Exit tickets are not intended to be comprehensive, but rather a quick means of collecting valuable feedback. Ask questions for which you want to know the answer.

#### ➤ Feedback for Teachers:

- ▶ What did you think was accomplished by the class/small group/individual activity we did today?
- ▶ Write/ask one question about today’s content—something that has left you puzzled.
- ▶ The objective of this unit was \_\_\_\_\_. Do you think it was successfully reached? Explain.
- ▶ One of the goals of this class is to have all students contribute to our discussion. How well do you think this was achieved today?
- ▶ Do you have any suggestions for how today’s class could be improved?
- ▶ I used the blackboard/whiteboard extensively today. Was its organization and content helpful to you in learning? Why or why not?
- ▶ We did a graphic organizer activity in class today. Was this a useful learning activity for you? Why or why not?

#### ➤ Feedback for Caseload Educators:

- ▶ What did you think was accomplished by the class/small group/individual activity we did today?
- ▶ Write/ask one question about today’s content—something that has left you puzzled.
- ▶ The objective of this unit was \_\_\_\_\_. Do you think it was successfully reached? Explain.
- ▶ One of the goals of this class is to have all students contribute to our discussion. How well do you think this was achieved today?
- ▶ Do you have any suggestions for how today’s class could have been improved?
- ▶ I used the blackboard/whiteboard extensively today. Was its organization and content helpful to you in learning? Why or why not?
- ▶ We did a graphic organizer activity in class today. Was this a useful learning activity for you? Why or why not?

## Generic Questions

<b>Teacher/Caseload Educator Questions:</b> 1 = Never 2 = Sometimes 3 = Almost Always	1	2	3
For this unit of instruction, my teacher explained important ideas in ways that I understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For this unit of instruction, my teacher used a variety of learning activities that included whole class, small group and individual work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Open Response:</b> If my teacher is to use this unit of instruction again, I think that it could be improved by...			

<b>Caseload Educator:</b> 1 = Never 2 = Sometimes 3 = Almost Always	1	2	3
During this session, my guidance/school adjustment counselor helped me with strategies to address my behavioral issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During this session, my guidance/school adjustment counselor used language and examples that helped me to understand my next steps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Open Response:</b> If guidance/school adjustment counselor were to work with another student with the same or similar issue, I think that it would help if ...			

## Online/Electronic to Gather Feedback

Using a computer, tablet or phone allows for immediate student or staff feedback that comes directly to the educator. Educators can pose a question and have students or staff respond using an online/electronic format, which can be kept open for a set period of time.

Questions can take the form of a multiple choice, true/false or short answer. Reports can be generated in an Excel spreadsheet or a PDF format that can then be downloaded or emailed for later viewing.

The website [www.socrative.com](http://www.socrative.com) is a free website that educators can use by registering; once completed – which takes about five minutes – the educator is provided with a “classroom” number that may be used repetitively. Responses can be saved or downloaded in a PDF or Excel format.

## The Value of an Exit Ticket

Exit Tickets provide educators with immediate feedback and the task of analyzing and applying it to practice are vested with the practitioner.

## LINK TO EDITABLE “EXIT SLIP TEMPLATES”

**LINK:**

# EXIT TICKET GUIDANCE

## 1. Create

Decide what you'd like to find out about your practice at the end of the class, student interaction, semester, staff meeting, committee work or other professional activity related to your practice. Write a question or questions – some may be better as multiple choice and others as open response. The form is dependent upon the type of feedback you are seeking.

## 2. Collect

Set a specific amount of time for students to complete the Exit Ticket on paper at the end of the time period. If electronic – and not during the class, session or meeting time – indicate the end of the window for electronic responses. Students or staff could leave their feedback in a designated place in the room before leaving and/or transitioning.

## 3. Clarify

Examine the Exit Ticket carefully. Depending on your purpose, it might be helpful to sort the feedback into categories – for example, helpful feedback that is similar in tone or message “students don't understand what was asked of them,” “staff felt that the meeting lacked time for meaningful discussion,” or “students and staff in the health room complained of having to wait too long to be seen.”

## 4. Codify

Determine how the information provided through the Exit Ticket is informative in terms of validating or improving your practice. What did the students or staff tell you that is helpful? What questions might you still have of the students or staff that could be the basis of a follow-up Exit Ticket?

## 5. Consider

Reflect on the information that students or staff have provided.