

# Inclusive Practice Tool: Alternative Strategies to Obtain Student Feedback

A RESOURCE FOR SUPPORTING INCLUSIVE PRACTICE

**Inclusive practice** refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for **all students**, with and without disabilities, in general education settings.

To support inclusive practice, the tools of this *Guidebook* are based on the frameworks of [Universal Design for Learning](#), [Positive Behavioral Interventions and Supports](#), and [Social and Emotional Learning](#).

*How do I use this tool?*

In order to incorporate alternative student feedback into the Massachusetts Educator Evaluation Framework, educators have a variety of alternative tools from which to draw. In earlier sections, educators were given strategies, such as surveys and discussions, for the collection of student feedback. This tool is meant to be a resource from which educators can choose a variety of strategies that are modifiable to meet the specific needs of the educator and to document the feedback the educator would like to receive on her or his inclusive practice.

**Directions:** **Classroom educators** can use this tool to solicit student feedback on inclusive practice. **Building administrators** can use this tool to support classroom educators and target feedback and supports to meet the needs of educators and students. **District administrators** can use this tool to support inclusive practice across schools.

The *Guidebook* tools are designed to strengthen inclusive practices and empower educators to meet the needs of all students by leveraging and augmenting the educator evaluation process. Although each tool is designed as a stand-alone resource, many tools mutually support educator practice. This tool has a strong relationship to the following *Guidebook* tools:

- Tool 3a: [Professional Practice Goal Setting Template](#)
- Tool 5b: [Example Artifact List](#)
- Tool 6c: [Student Feedback Discussion Protocol](#)

## Classroom Suggestion Box

<b>Purpose</b>	This tool can be used to obtain student feedback on a variety of aspects of the classroom, including content, instruction, learning environment, engagement, behavior, and social-emotional learning.
<b>Implementation</b>	<p>Buy or make a suggestion box. The top of the jar or box should be open or have a slot for students to put in their suggestions. Provide students with slips of paper with any combination of the following prompts. You may also provide students with blank pieces of paper to draw, diagram, or write something unrelated to the suggested prompts. It is suggested to modify prompts to be relevant to classroom context and to obtain feedback on inclusive practice.</p> <p><i>Sample Prompts:</i></p> <ul style="list-style-type: none"><li>■ School would be better if . . .</li><li>■ My teacher can help me by . . .</li><li>■ I am struggling with . . .</li><li>■ I am feeling good about . . .</li><li>■ I am proud of . . .</li><li>■ If I could change something, it would be . . .</li></ul>
<b>Data Collection</b>	Educators can review suggestions weekly, monthly, quarterly, or by unit in order to look for patterns or themes related to what is happening in the classroom. Information can be arranged on a document such as the attached Alternative Student Feedback Data Collection Form, which, once completed, can be stored for use during educator evaluations.

## Exit Slips

<b>Purpose</b>	<p>This tool can be used to collect data as a means of informing future practice.</p> <p>Exit slip responses can be analyzed to identify concepts students are struggling with most, concepts students have a solid understanding of, and any questions that students may still have. Exit slips can be done lesson by lesson, daily, unit by unit, or by any other collection routine pertinent to the educator.</p>
<b>Implementation</b>	<p>During the last few minutes of the day or class period, distribute slips of paper with any combination of the following prompts. It may also be appropriate to provide students with a blank piece of paper to draw or diagram something from the lesson. It is suggested to modify prompts to be relevant to your classroom context and to obtain feedback on your inclusive practice.</p> <p><i>Sample Prompts:</i></p> <ul style="list-style-type: none"><li>■ One thing I learned from the lesson was . . .</li><li>■ One question I still have is . . .</li><li>■ One thing I learned about my behavior was . . .</li><li>■ One thing I would like to revisit is . . .</li><li>■ The hardest thing about the lesson was . . .</li><li>■ I helped another student when I . . .</li></ul>
<b>Data Collection</b>	Teachers can review slips weekly, monthly, quarterly, or by unit in order to look for patterns or themes related to what is happening in the classroom. Information can be arranged on a document such as the attached Alternative Student Feedback Data Collection Form, which, once completed, can be used during educator evaluations.

## Entrance Ticket

<b>Purpose</b>	<p>This tool can be used to collect data as a means of informing future practice. Entrance ticket responses can be analyzed to identify concepts students are struggling with most, concepts students have a solid understanding of, and any questions that students may still have. Entrance tickets can be done lesson by lesson, daily, unit by unit, or by any other time span appropriate for the educator.</p>
<b>Implementation</b>	<p>During the first few minutes of the day or class period, distribute slips of paper with any combination of the following prompts. It may also be appropriate to provide students with a blank piece of paper to draw or diagram something from the lesson. It is suggested to modify prompts to be relevant to your classroom context and to obtain feedback on your inclusive practice.</p> <p><i>Sample Prompts: Last Time in Class—</i></p> <ul style="list-style-type: none"><li>■ One thing I learned from last class was . . .</li><li>■ One question I still have is . . .</li><li>■ One thing I learned about my behavior was . . .</li><li>■ One thing I would like to revisit is . . .</li><li>■ The hardest thing about the last lesson was . . .</li><li>■ I helped another student when I . . .</li><li>■ The easiest thing from the last lesson was . . .</li><li>■ One thing my teacher can do to help me learn more is . . .</li></ul>
<b>Data Collection</b>	<p>Teachers can review entrance tickets as they are completed and look for patterns or themes related to classroom instruction. Information can be arranged on a document such as the attached Alternative Student Feedback Data Collection Form, which, once completed, can be stored for use during educator evaluations.</p>

## Letter to Next Year's Students

<b>Purpose</b>	<p>This tool can be used to collect data as a means of informing future practice. Letters can be analyzed to identify concepts students struggled with most, concepts students felt they had a solid understanding of, and any questions students still had after classes concluded. The tool would be completed during the last week of classes.</p>
<b>Implementation</b>	<p>During the last week of classes, give students the following writing prompt and ask them to write a letter in response to next year's incoming students. It is suggested to modify prompts to be relevant to your classroom context and to obtain feedback on your inclusive practice.</p> <p><i>Sample Prompt: Dear Incoming Students—</i></p> <ul style="list-style-type: none"><li>■ During this past year, the single best thing that happened to me in class was . . .</li><li>■ During this past year, the single hardest thing that happened to me in class was . . .</li><li>■ During the past year, the one best thing I learned about myself was . . .</li><li>■ During the past year, I learned these top three things from the course . . .</li><li>■ Although the class is now over, one question I still have is . . .</li><li>■ During the past year, the one thing I learned about my behavior was . . .</li><li>■ One piece of advice I would give to myself as a result of taking this class is . . .</li><li>■ The advice I would like to give to the incoming students is . . .</li><li>■ The one thing the teacher can do to help you learn more is . . .</li></ul>
<b>Data Collection</b>	<p>Teachers can review the letters and look for patterns or themes related to the year in review by the outgoing students. Information can be arranged on a document such as the attached Alternative Student Feedback Data Collection Form, which, once completed, can be stored for use during educator evaluations.</p>

## Feedback Through Technology

<b>Purpose</b>	Technology is a powerful means for collecting data. Any of the preceding alternative strategies for obtaining student feedback can be facilitated with technology.
<b>Data Collection</b>	Data collection websites can collect and analyze alternative student feedback data and determine next steps for the educator.