

Here are a few ways to make the most of 3-30-30:

#### How to 3

- Give clear directions.
- Check to see that students understand the task.
- Use nonverbal signals like a shake of the head to disengage from students who ask for your time.
- Make it transparent to students that the first three minutes are about getting started.

#### How to 30i

- Use a stopwatch to remind yourself when thirty seconds have elapsed!
- Try to ensure that at least half of your 30i interactions are initiated by you.
- Rather than engage in direct teaching, give direction and support that prompt the student to return to independent work.
- Speak softly and/or try to lower your posture (that is, squat down) as much as possible.

#### How to 30g

- Walk away.
- Say "Keep working."
- Make occasional statements that emphasize visible actions: "I should see everyone's pencil moving. Just like Miranda's."
- Use nonverbal gestures or very brief verbal comments to acknowledge industrious work.

## EXIT TICKET

End each class with an explicit assessment of your objective that you can use to evaluate your (and your students') success.

End your lesson with a short sequence of questions that reflects the core of your objective. When you collect this from students before they leave, and cull the data, it's called an **Exit Ticket**. Use of *Exit Tickets* will not only establish a productive expectation about daily completed work for students but also ensure that you always end the lesson with an objective check for understanding that you can take with you, analyze, and even bring back and reteach the next day if necessary.

After reviewing the results of an *Exit Ticket*, you hope to know: What percentage of your students correctly answered a key question measuring the objective? What mistake did those who got it wrong make? Why did they make that mistake? You can start to reflect on whether your "gut" sense of how well the lesson went was correct, and why. You'll know how to refine the next lesson, and you'll no longer be flying blind. You'll know how effective your lesson was, as measured by how well they learned it, not how well you thought you taught it.

## Characteristics of Effective *Exit Tickets*

Not all *Exit Tickets* are created equal. Some of the more effective ones tend to share some characteristics in common, including the following:

*They're quick: one to three questions.* Honestly, that's it. It's not a unit quiz. You want to get a good idea of how your kids did on the core part of your objective with ten minutes of analysis afterward.

*They're designed to yield data.* Think about asking each question (or part of a question) to focus on one key part of the objective. That way, if students get it wrong, you'll know why. Also remember to vary formats—one multiple choice and one open response, say. You need to know that students can solve both ways.

*They make great Do Nows.* After you have looked at the data, let your students do the same. Start the next day's lesson by analyzing and reteaching the *Exit Ticket* when students struggle.

## Exit Ticket Advice from Teachers

Because *Exit Ticket* is one of the most commonly used and deeply trusted techniques in the book, I recently asked some teachers for their advice, and the results were pretty amazing. The insights came from the United States and the United Kingdom; they came from district school teachers, charter school teachers, and private school teachers. They

came from teachers whose lessons I'd watched and admired, and teachers I'd never met. Here are a few gems.

### Review Data Efficiently

One of the key themes was reviewing the data. Teachers advised looking at the data quickly and using a standard, low-transaction-cost way of processing to make it easy to take action. Leanne Riordan of Baltimore suggests looking at the *Exit Tickets* as soon as you can, right after the lesson if possible, and sorting them into three piles: Yes, Some, and No, based on the responses. After looking for reasons that students missed a concept entirely or grasped it partially, make quick notes right on the *Exit Ticket*. You can then use these piles to differentiate small groups the next day or to create a *Do Now* for the whole class if needed.

As an added tip, keep the No pile on the top as a reminder to check in with those students more frequently the next day. Alternately, tracking the number of students who get a certain score—5, 4, 3, 2, 1, or 0—and adding notes to sum up misconceptions can help you stay accountable for grading nightly and give you a glimpse of how the lesson went.

Hand in hand with reviewing results quickly is creating a format that makes it super easy to do. For example, Janice Smith, from Durham, North Carolina, uses sticky notes, having students write their name on the front and their answer on the back. On the way out of the classroom, students stick the notes to the door, allowing Janice to quickly flip through them between classes and easily enter data in a spreadsheet later in the day. Regardless of whether you use handouts or even just have students write their answers on something as simple as a sticky note, ensuring consistent placement (a variety of *Standardize the Format*) makes reviewing answers far more efficient.

### Have a Clear Purpose

Another common theme surrounds the purpose of *Exit Tickets*. One teacher in the United Kingdom talked about the importance of having a “clear sense of why you are using *Exit Tickets*.” If *Exit Tickets* show poor understanding across the class, then reteach; if *Exit Tickets* show just a few students to be struggling, then that small group may need a separate intervention; if the class kind of gets it, but is a bit unsure, then focus on weak spots for homework or during regular ten-minute slots for a few weeks; if *Exit Tickets* reveal the class to be very secure about a certain topic, then schedule a refresher in a week or two, but don't give this topic too much time, as there will

be better things to use it for. In short, responding to *Exit Tickets* is often about being entrepreneurial with time.

Alexa Miller, a fourth-grade teacher in New York, addressed that theme as well, saying that she leaves *Exit Tickets* in student mailboxes to be corrected the next morning. This works well for elementary, because students can fix mistakes during breakfast while the teacher *Circulates* to assist and recheck. This extra step in the screening process for remediation helps keep groups small.

Finally, there was a great piece of planning advice from a champion teacher whose lessons I'd watched multiple times. Heather Snodgrass of Nashville advised: “[I] write the exit ticket first, before planning out any other parts of the lesson. This helps me focus in on the key points that are essential to conveying the most important content, and occasionally helps me refine the objective so I'm homing in on a manageable and appropriately rigorous skill.” She added, “I also like having a consistent routine for students who frequently finish their *Exit Tickets* very quickly. One I've used for math is having students write their own problems about the skill we've learned that day. Students also like this if they get an opportunity to solve each other's problems.”

## CONCLUSION

There is something comforting about the format of a late-night talk show: after the opening credits, the band plays and the host delivers the monologue. After a few minutes of jokes, there are probably some interviews, maybe some hip new band plays a couple fresh cuts of their new record. Then the host offers some parting words, the house band plays out the credits, and the screen fades to black.

Beyond comfort, having something of a standard format to the way that content is presented lowers the cognitive load placed on viewers. Because you and I more or less know the script, the parts of our brains that might otherwise have been tasked with figuring out the sequence of events are freed to engage more fully with the content of the program, allowing us to catch subtle jokes and references.

None of this is to say that your lesson plan should resemble late-night television, but it is to say that having a solid and relatively predictable lesson structure can free up some of the cognitive capacity of your students to engage more deeply with the material you're teaching. Although it may seem as though frequently changing things up would be beneficial in terms of increasing student engagement, if they have to learn the rules of a new game every day, that leaves only so much time left to actually practice and play it.

Now that we've built a framework for the structure of your lessons, Chapter Six looks at a number of ways that you can present material so that students experience the lesson as speedy and exciting or slow and reflective — depending on your goals.

### Reflection and Practice

The following activities should help you think about and practice the techniques in this chapter:

1. Choose one of the following deliberately informal topics and sketch out a lesson plan that follows an I/We/You structure. In fact, you can go one step further by planning a five-step process: I do; I do, you help; you do, I help; you do; and you do and do and do. You don't have to assume you'll be teaching your actual students.

Students will be able to shoot an accurate foul shot.

Students will be able to write the name of their school in cursive.

Students will be able to make a peanut-butter-and-jelly sandwich.

Students will understand and apply the correct procedure for doing laundry in your household.

Students will be able to change a tire.

2. Now take your lesson and design a three- to five-minute hook that engages students and sets up the lesson.
3. Be sure to name the steps in the "I" portion of your lesson. Review them and find four or five ways to make them stickier.
4. Design an *Exit Ticket* that will allow you to accurately assess student knowledge at the end of the lesson.

straightforward *Do Now* that emphasizes critical thinking and student writing; (3) a forward-looking *Do Now* that's designed to anticipate the discussion in the coming lesson and build context and insight; and (4) an example that makes sure students have done the reading in preparation for class. Draw on the strengths that you see in these *Do Nows* to make the first step in your lesson a great one.

**Two sample *Exit Tickets*.** Browse this gallery of exemplar *Exit Tickets* to learn from the different ways that teachers check for understanding at the end of each lesson.

#### USEFUL TOOLS

FIND THESE TOOLS AT [WWW.TEACHLIKEACHAMPION.COM/YOURLIBRARY](http://WWW.TEACHLIKEACHAMPION.COM/YOURLIBRARY)

**Four sample *Do Nows*.** These *Do Nows* are great models, and in these four you'll find (1) a good example of a teacher using the *Do Now* to reinforce a wide array of skills the class has mastered over the course of the year; (2) a more