**Phase 4 - Monitor, Support, and Continuously Improve the Model**

**Planning Category 4.5 - Continuously Improve the Instructional Model**

Feedback Tools and Methods

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| **Feedback Tools and Methods** | **Potential Advantages** | **Potential Limitations** | **Questions to Consider** |
| **Part of Centralized Help Center or Feedback Page** | * Potentially integrates with familiar systems already in place * Can be gathered at any time | * Stakeholders may primarily use this when something is wrong. * This is one-way communication; answers to any follow-up questions may be difficult to get | * Does the district already have a help center site or place for stakeholders to give feedback? * If yes, can the district add a function specific to getting feedback on the instructional model in place? * If no, can a feedback button be added to the district site? What platform will host the feedback page * Who will review the feedback and synthesize? * How will the district respond to the feedback? |
| **Virtual Focus Groups with Administrators, Teachers, Parents, and/or Students** | * Obtain qualitative feedback to targeted, specific, questions * Follow-up questions may be asked to gain clarity * May give ideas for the types of questions to ask in a district-wide survey or could be used to gather more information on why participants answered a certain way in the survey | * Participants may not be as forthcoming since it is not anonymous * This is a small sample of qualitative data | * Who will coordinate the focus groups? * What type of information does the district want to learn from each stakeholder group? * When and how frequently will feedback be gathered? (e.g., after the first week of launching distance learning, half-way point) * How will the district ensure participants are an accurate representation of the thoughts of those in the district? * Who will administer the questions and collect responses, and have they been trained to facilitate a focus group? * How will the district get volunteers for this focus group? * How will the district gather participants? (e.g., virtually, conference call) |
| **Feedback Tools and Methods** | **Potential Advantages** | **Potential Limitations** | **Questions to Consider** |
| **Virtual Meetups or Conference Calls** | * Opportunity for administrators and/or teachers to come together and consider what’s working, challenges, and potential solutions * Opportunity for parents to come together and support each other, sharing tips and strategies * May be informal and can occur more frequently | * May be difficult for district leaders to get a high-level view of what’s going well or needs to be improved | * How frequently will these meetups occur? (e.g., daily, weekly, bi-monthly) * Who will coordinate the meetups? * Will this occur on all campuses or a subset? * If parents, teachers, or administrators want to elevate a problem or solution, what will that process be? |
| **Virtual Check-in (Survey)** | * May be distributed virtually via listserv or embedded within the virtual learning environment * May be given to students to assess their learning experience * Obtain quantitative and qualitative data on a large scale * Data is easily aggregated and analyzed * Survey may use skip logic, resulting in one survey being administered to a variety of stakeholders that see questions specific to them * Opportunity to get more frequent feedback | * This is one-way communication and answers to follow-up questions may be difficult to obtain * Response rates may vary | * Who will take the survey? * What level will the data be gathered? (e.g., by class, grade, subject, or campus) * What platform will host the survey? (e.g., Qualtrics, Google Form, Survey Monkey) * When and how frequently will the survey be administered? (e.g., after the first week of launching distance learning, halfway point) * How will survey results be communicated? * Will certain stakeholders be surveyed more frequently than others? |