**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?
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| **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)
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| **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?
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| **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?
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