**Discussion Tool:**

**Gathering and Using Feedback**

**Directions:** Select from the activities below based on how much time you have to dedicate to the conversation/reflection.

**Five Minute Activity**

1. Call to mind examples of instances when you gathered and used feedback. This could be from colleagues, educators, families, or other stakeholders.
2. Review the list of key considerations for gathering and using feedback in the table below.
3. Place a check mark in the appropriate box to complete this sentence: “I/We (always/sometimes/rarely/never) complete this activity when I/we gather and use feedback.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Considerations for Gathering and Using Feedback** | **Always** | **Sometimes** | **Rarely** | **Never** |
| Understand what you are looking for. |  |  |  |  |
| Schedule ongoing and consistent opportunities for gathering feedback. |  |  |  |  |
| Pose specific questions. |  |  |  |  |
| Listen to understand. |  |  |  |  |
| Provide evidence of implementation related to feedback. |  |  |  |  |

1. For any item where you selected “rarely” or “never,” consider why that is the case and what action you might take because of this information.

**Fifteen Minute Activity**

1. Jot down a list of times you have gathered and used feedback from a stakeholder group.
2. Watch the video “Key Considerations for Gathering and Using Feedback.”
3. After watching, complete the following table by placing a check mark in the appropriate box to complete this sentence: “I/We (always/sometimes/rarely/never) implement this activity when I/we gather and use feedback.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Considerations for Gathering and Using Feedback** | **Always** | **Sometimes** | **Rarely** | **Never** |
| Understand what you are looking for. |  |  |  |  |
| Schedule ongoing and consistent opportunities for gathering feedback. |  |  |  |  |
| Pose specific questions. |  |  |  |  |
| Listen to understand. |  |  |  |  |
| Provide evidence of implementation related to feedback. |  |  |  |  |

1. For any item where you selected “rarely” or “never,” consider the following questions:
	1. Is this the case for every example of gathering and using feedback or for only some?
	2. Why might this be the case?
	3. What impact might this have on my/our work?
	4. What steps do I/we need to take because of this information?
2. Watch Montana’s video about providing feedback to subgrantees as part of their CLSD work. Consider the following questions:
	1. What types of information does Montana gather as part of their feedback gathering process?
	2. What do they do with this information?
	3. How does this process differ from mine/ours?
	4. What did I/we see in this video that I/we may be able to add to my/our feedback gathering practice?
	5. What additional information or resources do I/we need to complete this work?

**Thirty Minute Activity**

1. Jot down a list of times you have gathered and used feedback from a stakeholder group.
2. Watch the video “Key Considerations for Gathering and Using Feedback.”
3. After watching, complete the following table by placing a check mark in the appropriate box to complete this sentence: “I/We (always/sometimes/rarely/never) implement this activity when I/we gather and use feedback.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Considerations for Gathering and Using Feedback** | **Always** | **Sometimes** | **Rarely** | **Never** |
| Understand what you are looking for. |  |  |  |  |
| Schedule ongoing and consistent opportunities for gathering feedback. |  |  |  |  |
| Pose specific questions. |  |  |  |  |
| Listen to understand. |  |  |  |  |
| Provide evidence of implementation related to feedback. |  |  |  |  |

1. For any item where you selected “rarely” or “never,” consider the following questions:
	1. Is this the case for every example of gathering and using feedback or for only some?
	2. Why might this be the case?
	3. What impact might this have on my/our work?
	4. What steps do I/we need to take because of this information?
2. Watch Montana’s video about providing feedback to subgrantees as part of their CLSD work. Consider the following questions:
	1. What types of information does Montana gather as part of their feedback gathering process?
	2. What do they do with this information?
	3. How does this process differ from mine/ours?
	4. What did I/we see in this video that I/we may be able to add to my/our feedback gathering practice?
	5. What additional information or resources do I/we need to complete this work?
3. Review the “Resource from the Field” that considers feedback loops as part of a Plan-Do-Study-Act (PDSA) cycle. Consider the following questions:
	1. How often do I/we gather feedback as part of a PDSA cycle for grant implementation?
	2. Is this the right amount?
	3. Should we gather more feedback? Less?
	4. How often does the feedback we gather actively inform a new PDSA cycle?
	5. Why might this be the case?
	6. What components of this resource can I/we use in my/our practice?