

The following protocol is designed to be used by a group of people to gather feedback efficiently on related work. It works best with three participants but can be used with two (30 min for three participants).

1. Individual preparation for feedback. *Participants should briefly write down the feedback they wish to receive. Knowing that the presentations will be brief, preparations should describe decisions that have been made and a focusing question for the audience that specifically identifies desired feedback. (2 minutes)*
2. Presentation: *The first presenter gives his or her presentation and shares the focusing question. Participants listen without interrupting. (2 minutes)*
3. Clarifying Questions: *These are questions to understand either what has been presented or what the presenter wants from the participants in terms of feedback. These are questions that have brief, factual answers. (2 minutes)*
4. Participant Feedback: *Participants quickly share ideas about how to address the presenter's request for feedback, sharing ideas that they like and suggestions for possible improvements. Knowing that time is purposely short, people should get directly to their points. The presenter is quiet, choosing to participate only when necessary or desired. Both presenter and participants should note potential commonalities they are hearing across the presentations. (4 minutes)*
5. Presenter Response: *The presenter reflects on the feedback, describes suggestions that seemed particularly useful, and provides a final thought. (2 minutes).*
6. Repeat steps 3-6: *Repeat these steps as needed until all presenters have received feedback.*



## Four “A”s Text Protocol

---

*Adapted from Judith Gray, Seattle, Washington 2005.*

### **Purpose**

To explore a text deeply in light of one’s own values and intentions

### **Roles**

Facilitator/timekeeper (who also participates); participants

### **Time**

Five minutes total for each participant, plus 10 minutes for the final 2 steps.

### **Process**

1. The group reads the text silently, highlighting it and writing notes in the margin or on sticky notes in answer to the following 4 questions (you can also add your own “A”s).
  - What **Assumptions** does the author of the text hold?
  - What do you **Agree** with in the text?
  - What do you want to **Argue** with in the text?
  - What parts of the text do you want to **Aspire** to (or **Act** upon)?
2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
3. Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining “A”s, taking them one at a time. What do people want to agree with, argue with, and aspire to (or act upon) in the text? Try to move seamlessly from one “A” to the next, giving each “A” enough time for full exploration.
4. End the session with an open discussion framed around a question such as: What does this mean for our work with students?
5. Debrief the text experience.