



## Feedback Rounds Protocol

**Purpose:** The purpose of this protocol is to review instructional plans or documents developed by colleagues and to provide descriptive, actionable feedback that will help them improve their work. It can also help to bring a group together around common understanding of high quality instruction. It is designed for individual presenters or pairs, rather than teams.

**Time:** 60–75 minutes

**Materials Needed:** One copy (physical or electronic) of the plan or document to be reviewed, with a focus question for feedback, Feedback Rounds Recording Worksheet (1 per person), Elements of Effective Instruction (1 per person), timer or stopwatch to time rounds.

**Roles:** Facilitator, Presenter, Timekeeper

### Steps

1. Introduction (5–7 min)
  - Facilitator introduces process for feedback rounds. Distribute Feedback Rounds Recording Worksheet and hard copies of the Elements of Effective Instruction. Presenter explains the intention is to give specific, actionable feedback (both warm and cool) to each other, using:
    - The descriptions from the Elements of Effective Instruction
    - The presenter’s focus question
    - Evidence / specific references from the work being tuned.
  - Give participants 2 minutes to review the Elements of Effective Instruction and Feedback Rounds Recording Worksheet.
2. Clarifying questions about the protocol. (3 min)
  - Clarifying questions are matters of fact. Save substantive issues for later.
  - Facilitator is responsible for making sure that clarifying questions are truly clarifying; if they can be answered with a simple statement, they are clarifying.
3. Participants create a focus question(s) for feedback on their own work and star or highlight 3 rows/categories on feedback sheet for targeted focus. (5 min)
  - There will be 6 rounds of feedback - 2 for each identified row.
4. Round 1 – Participants record feedback on one row/one identified element of effective instruction only. (5–7 min)
  - Starting to the left of your own work, physically sit in a colleague’s seat with his/her plan or document, focus question, a feedback sheet and pen, and a copy of the Elements of Effective Instruction.
  - Silently provide written feedback to the owner of the assessment on the first marked row of the feedback sheet.



- Refer to specific parts of the document, presenter's focus question, and the bulleted details of the elements of effective instruction and be as descriptive and actionable as possible with your feedback.
5. Round 2 (4–5 min)
    - Move one seat to the left. Give feedback to another person that adds to, complements, or otherwise deepens the feedback he/she has already received on the first identified element of effective instruction only.
  6. Rounds 3–6 (4 min each)
    - Move another seat to the left. Give feedback on the *second* identified row.
    - Round 4 – additional feedback on second identified row.
    - Round 5 – feedback on final identified row.
    - Round 6 – additional feedback on final identified row, and possibly entire feedback sheet.
  7. Reflection and Discussion (15 min)
    - Participants go back to their own seat and review the written feedback.
    - Second round/whip around the room and each participant has a moment to share a takeaway from the feedback he/she received.
  8. Debrief (5 min)
    - Discuss how the protocol worked and how it could be used/adapted in the future.