

# 1



## Reflection Protocol

### Presenting Teacher

Critical  
Friend review

#### As the Presenting Teacher (SBA Designer)...

- Present a summary of your SBA to the group.
- Identify the focus for the discussion.

*After you, as presenting teacher, have shared this information with the group, you DO NOT participate in the discussion. Listen to the discussion and take notes on the most significant comments. It may be helpful to turn your chair away from the group.*

- Reflect aloud on team member discussion.

# 2



## Reflection Protocol

### Moderator

Critical  
Friend review

#### The Moderator...

- Your main job as moderator is to ensure that the group follows the protocol process.
- Make sure all team members stay on topic and provide the type of feedback needed for the discussion.

##### Steps in Critical Friends Protocol:

- Presentation (*presenting teacher*)
- Clarification (*all - no feedback at this time*)
- Think time and Feedback (*non-presenting teachers*)
  - "I like"
  - "I wonder"
- Reflection (*presenting teacher*)
- "I have" (*all - share additional ideas*)

# 3



## Reflection Protocol Team Member

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### The Team Members ...

- Listen to the presenting teacher(s).
- Ask clarifying questions; think before you speak; provide input as requested.  
*Audience member discussion is not directed to the presenting teacher.  
Feedback should be supportive and stated in a manner that is non-judgmental.*
- “I like” - *Provide statements that provide possible connections or insight.*
- “I wonder” - *Raise questions for group members to discuss, but offer no direct advice, e.g., “I wonder what would happen if ...”*
- Listen to teacher reflection on project discussion.
- “I have” - *Share additional ideas for the project, resources or possible strategies that may help meet the project goals.*

# 4



## Reflection Protocol Team Member

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### The Team Members ...

- Listen to the presenting teacher(s).
- Ask clarifying questions; think before you speak; provide input as requested.  
*Audience member discussion is not directed to the presenting teacher.  
Feedback should be supportive and stated in a manner that is non-judgmental.*
- “I like” - *Provide statements that provide possible connections or insight.*
- “I wonder” - *Raise questions for group members to discuss, but offer no direct advice, e.g., “I wonder what would happen if ...”*
- Listen to teacher reflection on project discussion.
- “I have” - *Share additional ideas for the project, resources or possible strategies that may help meet the project goals.*