

## Figure 8.7 Protocol for Providing Strengths-Based Feedback in Teams

*Purpose: Provide strengths-based feedback on a lesson plan, student work, or a unit of study.*

### **1. Presentation of Your Work (5–10 minutes)**

The presenting teacher shares any of the following: an upcoming lesson, student data, a unit of study, a set of learning targets, or so on. Participants listen and take notes.

### **2. Clarifying Questions (5 minutes)**

Participants ask clarifying questions. Clarifying may sound like “Did I hear you say . . . ?” or “Can you tell me more about . . . ?”

*(Continued)*

**Figure 8.7** (Continued)

**3. Value Statements (5 minutes)**

Participants make statements that highlight positive aspects of the plan. Valuing may sound like “It sounds like you have . . .” “There is a lot of evidence of . . .” or “You have developed . . .”

**4. Possibility Thinking (10 minutes)**

Participants discuss the “and,” or next step, that will take the presenter further in his or her work. To do so, they build off of what’s working already. Possibility thinking may sound like “Where to next?” “How can we help?” “Would it make sense to . . . ?” Comments are made in an invitational manner, therefore sending the signal that the presenting teacher maintains ownership over what happens in the classroom.