National
School
Reform
Faculty

Harmony
Education
Center   www.nsrfharmony.org

Feedback Provided During Protocols

Developed in the field by educators affiliated with NSRF.

Three Response Perspectives

Warm	Cool	Hard
Recognizing Highlighting Specific	Analyzing Discerning Probing	Challenging Extending So What?
Example: " I see excellent use of …" "On page 2, I see a good example of…" "Attention to detail is evident in the following areas…" "I like the way you…"	Example: "I wonder if this fits that." "It looks like you wanted this to do that, but I'm not sure it does." "I can't tell if the student is to do this or that." "It is hard to tell what the goal was, and what the thinking skills were."	Example: "Does this do what we value?" "Does the activity meet the stated goal?" "Will it consistently provide similar results?" "Who is favored by this and who is penalized?"
This type of feedback highlights the specific areas in which the work is strong.	This type of feedback uses critical distance, which means taking a closer look to analyze, probe and discern.	This type of feedback challenges and extends what is presented. It will test the meaning of the work and provide direction for development.
This level of feedback requires the least amount of trust, and should always be present.	Trust must be present in the group to give cool feedback.	The group needs to have a higher level of trust and presenter should ask for this type of feedback.

The facilitator's responsibility is to check with the presenter as to their comfort in the level of feedback. Make sure that the presenter is ready and wants hard feedback before utilizing that level.

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsrfharmony.org.