

The Roles For Protocols¹

<i>ROLES</i>	<i>TASKS</i>	<i>TIPS</i>
FACILITATOR	<ul style="list-style-type: none"> • Guides the discussion • Ensures that the protocol is followed • Keeps track of time • Redirects conversation that gets off track • Attends to the focus question posed by the presenter 	<ul style="list-style-type: none"> • Be assertive about the time • Be sure no one monopolizes • Invite quiet participants to join the conversation, but don't force comments • Be protective of the presenter. Remember that when teachers make their work public, they are highly vulnerable. • Encourage provocative comments. Everyone should leave the conversation with a new or altered insight. • Encourage warm comments, but don't let all the comments stay on the warm side. • Seek divergent points of view.
PRESENTER(S)	<ul style="list-style-type: none"> • Presents work • Decides on the appropriate protocol • Frames a question • Listens and takes notes of comments • At the appropriate time responds to the comments 	<ul style="list-style-type: none"> • Select work that raises a question for you. • Take a risk; avoid "masterpieces." • Meet with the facilitator before hand to frame your question. • Even when the group is on the wrong track when discussing your work, listen for new insights or for the reasons for misunderstanding. Sometimes what sends the group in a wrong direction is what also misdirects students.
PROCESS OBSERVER	<ul style="list-style-type: none"> • Notes the dynamics of the group • Provides a picture of <i>how</i> the group works together 	<ul style="list-style-type: none"> • Watch who has the floor space and who doesn't. • Note who emerges as the leader. • Record the kind of comments made. • Attend to what can be observed rather than what can be inferred.
RESPONDERS	<ul style="list-style-type: none"> • Discuss the work • Provide feedback • Follow the protocol 	<ul style="list-style-type: none"> • Be respectful of the presenter(s). Remember how vulnerable they are when they make their work public. • Contribute to substantive conversation. Keep in mind that we grow from understanding our strengths and from having a new understanding provoked. • Respect the time. • Invite quiet participants to join the conversation. • Encourage divergent points of view.

¹ Based on the work of Laura Benson.