



Norms for LFSW Sessions

Developed in the field by educators affiliated with NSRF.

General Guidelines for Participants

When looking at student work in order to learn from it, having a shared set of guidelines helps everybody participate in a manner that is respectful as well as conducive to effective feedback. Below is one set of guidelines. The group should go over the guidelines and the schedule before starting the protocol. The facilitator should remind participants of the guidelines and the schedule when needed at any time during the process.

1. Be respectful of the presenter, and of the student and his or her work. By making their work more public, educators are exposing themselves to kinds of critiques they may not be used to receiving. If inappropriate comments or questions are posed, the facilitator should make sure they are blocked or withdrawn.
2. Contribute to substantive conversation. Resist blanket praise or silence. Without thoughtful descriptions, questions, and comments, the presenter will not benefit from using the protocol to understand the student, the student work, or his/her own practice. Be specific when giving feedback or making comments.
3. Keep the conversation constructive. There is a productive middle ground somewhere between feedback that only affirms and feedback that does damage. It is the facilitator's job to make sure that a healthy balance is maintained. At the end of the session, the presenter should be able to revise the work productively on the basis of what was said.
4. Be appreciative of the facilitator's role, particularly in regards to following the guidelines and keeping time. A complete protocol is sometimes run on a tight schedule. A protocol that doesn't allow for all of the steps to be enacted properly will do a disservice to the presenter and to the participants.
5. Try to keep your comments succinct, and monitor your own air time.
6. Maintain confidentiality.
7. Don't skip the debrief at the end.

General Guidelines for Facilitators

1. Be assertive about keeping time.
2. Be an advocate for the presenter.
3. Encourage substantive conversation.
4. As a Facilitator, decide whether you will also participate, and make the nature of your participation clear to the group. Many facilitators participate in the actual process of giving feedback only if the group is small (fewer than four people, including the presenter).