solid observable evidence – laid a solid foundation for more challenging feedback later in the week. The fact that the feedback was always tied to the questions the facilitators themselves had posed was key to the success of the debrief sessions. There were never any ‘gotchas.’ This true building process was not given short shrift, and its value should not be underestimated.

After the debriefs, I never met John or me prior to this seminar week together.

I was surprised to learn how absolutely crucial the use of concrete observations was to the overall process. As I look back on the experience, I liken the data was to simply script the scripted activities – the raw data – and providing a strong foundation for the learning community work at CES NW, as she sought to share the leadership with others. I wondered how comfortable I really am with sharing the leadership, and I wondered how much my personal investment in the outcomes of the feedback were tied directly to the scripted activities – the raw data – and were not simply my opinions, based on my own experiences and preferences.

I have to mention the importance of having some facility with the laptop in this role as process observer. John and I each had about 7 pages of computer-generated notes daily. These we e-mailed to the facilitators at the end of the week. I am sure I could not have kept the pace with the scribing and with organizing information later if I had tried doing it using handwritten notes.

My Questions

- “Connection to Focus Questions” During the course of the day, I only typed in the description column. (This was the equivalent of round one of an ATLAS protocol – “What do you see, initially?”) Later each day, I would add warm feedback, my questions, and finally the connections to the facilitators’ focus questions. (This information was similar to “Interpreting the Work” and “Implications for Practice” in a round of an ATLAS protocol.) It was this note-taking process that provided the concrete and specific feedback that the facilitators seemed to appreciate. It enabled me to provide feedback that was nonjudgmental, because all interpretations were tied directly to the scripted activities – the raw data – and were not simply my opinions, based on my own experiences and preferences.

- “My Questions”

  - One thing that I began to reflect upon myself as a facilitator: I began to wonder if I am as inclusive of other facilitators as I like to think I am. As I watched the facilitators working together and becoming smoother in their interactions over the course of the days, I came to wonder about the role I play when working with co-facilitators, I watched the lead facilitator, who has given so much of herself in helping to provide a strong foundation for the learning community work at CES NW, as she sought to share the leadership with others. I wondered how comfortable I really am with sharing the leadership, and I wondered how much my personal investment in the outcomes of the feedback were tied directly to the scripted activities – the raw data – and were not simply my opinions, based on my own experiences and preferences.

- “Connection to Focus Questions”

  - During the course of the day, I only typed in the description column. (This was the equivalent of round one of an ATLAS protocol – “What do you see, initially?”) Later each day, I would add warm feedback, my questions, and finally the connections to the facilitators’ focus questions. (This information was similar to “Interpreting the Work” and “Implications for Practice” in a round of an ATLAS protocol.) It was this note-taking process that provided the concrete and specific feedback that the facilitators seemed to appreciate. It enabled me to provide feedback that was nonjudgmental, because all interpretations were tied directly to the scripted activities – the raw data – and were not simply my opinions, based on my own experiences and preferences.

- “My Questions”

  - One thing that I began to reflect upon myself as a facilitator: I began to wonder if I am as inclusive of other facilitators as I like to think I am. As I watched the facilitators working together and becoming smoother in their interactions over the course of the days, I came to wonder about the role I play when working with co-facilitators, I watched the lead facilitator, who has given so much of herself in helping to provide a strong foundation for the learning community work at CES NW, as she sought to share the leadership with others. I wondered how comfortable I really am with sharing the leadership, and I wondered how much my personal investment in the outcomes of the feedback were tied directly to the scripted activities – the raw data – and were not simply my opinions, based on my own experiences and preferences.

- “Connection to Focus Questions”

  - During the course of the day, I only typed in the description column. (This was the equivalent of round one of an ATLAS protocol – “What do you see, initially?”) Later each day, I would add warm feedback, my questions, and finally the connections to the facilitators’ focus questions. (This information was similar to “Interpreting the Work” and “Implications for Practice” in a round of an ATLAS protocol.) It was this note-taking process that provided the concrete and specific feedback that the facilitators seemed to appreciate. It enabled me to provide feedback that was nonjudgmental, because all interpretations were tied directly to the scripted activities – the raw data – and were not simply my opinions, based on my own experiences and preferences.

- “My Questions”

  - One thing that I began to reflect upon myself as a facilitator: I began to wonder if I am as inclusive of other facilitators as I like to think I am. As I watched the facilitators working together and becoming smoother in their interactions over the course of the days, I came to wonder about the role I play when working with co-facilitators, I watched the lead facilitator, who has given so much of herself in helping to provide a strong foundation for the learning community work at CES NW, as she sought to share the leadership with others. I wondered how comfortable I really am with sharing the leadership, and I wondered how much my personal investment in the outcomes of the feedback were tied directly to the scripted activities – the raw data – and were not simply my opinions, based on my own experiences and preferences.

- “Connection to Focus Questions”

  - During the course of the day, I only typed in the description column. (This was the equivalent of round one of an ATLAS protocol – “What do you see, initially?”) Later each day, I would add warm feedback, my questions, and finally the connections to the facilitators’ focus questions. (This information was similar to “Interpreting the Work” and “Implications for Practice” in a round of an ATLAS protocol.) It was this note-taking process that provided the concrete and specific feedback that the facilitators seemed to appreciate. It enabled me to provide feedback that was nonjudgmental, because all interpretations were tied directly to the scripted activities – the raw data – and were not simply my opinions, based on my own experiences and preferences.

- “My Questions”

  - One thing that I began to reflect upon myself as a facilitator: I began to wonder if I am as inclusive of other facilitators as I like to think I am. As I watched the facilitators working together and becoming smoother in their interactions over the course of the days, I came to wonder about the role I play when working with co-facilitators, I watched the lead facilitator, who has given so much of herself in helping to provide a strong foundation for the learning community work at CES NW, as she sought to share the leadership with others. I wondered how comfortable I really am with sharing the leadership, and I wondered how much my personal investment in the outcomes of the feedback were tied directly to the scripted activities – the raw data – and were not simply my opinions, based on my own experiences and preferences.

- “Connection to Focus Questions”

  - During the course of the day, I only typed in the description column. (This was the equivalent of round one of an ATLAS protocol – “What do you see, initially?”) Later each day, I would add warm feedback, my questions, and finally the connections to the facilitators’ focus questions. (This information was similar to “Interpreting the Work” and “Implications for Practice” in a round of an ATLAS protocol.) It was this note-taking process that provided the concrete and specific feedback that the facilitators seemed to appreciate. It enabled me to provide feedback that was nonjudgmental, because all interpretations were tied directly to the scripted activities – the raw data – and were not simply my opinions, based on my own experiences and preferences.

- “My Questions”

  - One thing that I began to reflect upon myself as a facilitator: I began to wonder if I am as inclusive of other facilitators as I like to think I am. As I watched the facilitators working together and becoming smoother in their interactions over the course of the days, I came to wonder about the role I play when working with co-facilitators, I watched the lead facilitator, who has given so much of herself in helping to provide a strong foundation for the learning community work at CES NW, as she sought to share the leadership with others. I wondered how comfortable I really am with sharing the leadership, and I wondered how much my personal investment in the outcomes of the feedback were tied directly to the scripted activities – the raw data – and were not simply my opinions, based on my own experiences and preferences.

- “Connection to Focus Questions”

  - During the course of the day, I only typed in the description column. (This was the equivalent of round one of an ATLAS protocol – “What do you see, initially?”) Later each day, I would add warm feedback, my questions, and finally the connections to the facilitators’ focus questions. (This information was similar to “Interpreting the Work” and “Implications for Practice” in a round of an ATLAS protocol.) It was this note-taking process that provided the concrete and specific feedback that the facilitators seemed to appreciate. It enabled me to provide feedback that was nonjudgmental, because all interpretations were tied directly to the scripted activities – the raw data – and were not simply my opinions, based on my own experiences and preferences. 