



Center for Leadership & Educational Equity

Writing Workshop Feedback Protocol

Developed by Peggy Silva, Souhegan High School, NH, 2007.

Process

1. Writer brings copies of draft for the group. (I limit feedback groups to 3 or 4 writers)
2. Writer asks someone to facilitate and states the type of feedback requested.
3. Facilitator reminds all that the goal of the session is to help the writer with the work, not to impose our own thoughts on the writing.
4. Writer either reads work aloud or asks someone to read aloud.
5. Participants first notice a strength of the piece. This has to be an authentic affirmation; it is not okay to say, "I like it. It's good." We never use the word 'but' in this phase of the feedback.
6. We then address the writer's questions. The depth of our feedback depends on the help the writer has asked for, and whether we are looking at a first draft or something that has been looked at before. We ask the writer to listen more than speak. The writer may clarify information, but we find it most helpful for the writer to take notes on the discussion about the writing.
7. We avoid offering edits of typos or grammar. That we reserve for an editing session. This session is about the writing itself.
8. If we stumble in our feedback, we expect a member of the group to stop and rewind and rephrase. We know that we are all struggling to learn a respectful way to respond to another's work.
9. We then listen to the writer respond to the feedback. The writer only addresses thoughts that made them think more about the writing. The writer understands that they do not have to explain anything to the group.
10. We return the drafts to the writer, especially if we have made notes on the pages.
11. The writer thanks the group and offers to facilitate the next session.
12. In a written reflection that accompanies the final draft, the writer discusses the specific role of feedback in the writing process.