SRI SCHOOL REFORM INITIATIVE
A COMMUNITY OF LEARNERS

Pre-Conference Guide

Developed in the field by educators.

The facilitator should meet with the presenter before the scheduled meeting in order to choose an appropriate protocol and make the necessary preparations for its success. When meeting with a presenter to prepare for the protocol, the facilitator's role is to help the presenter develop a focusing question and prepare to present their work or dilemma. The facilitator and presenter should talk about how to balance the safety and risk for the presenter during the protocol.

1. Get an understanding of the work the presenter wants to bring to the group.
   Possible questions:
   - What work do you want to share with the group? What is your question about this work?
   - Why did you choose this work/issue?
   - What intrigues, confuses, or concerns you?
   - What do you hope to learn from this experience?
   - How are you feeling about presenting this? What's the best way for you to be challenged during the protocol?
   - What do you think is important for the group to know about this issue/work?
   - Are there artifacts (example(s) of student or adult work) that might be useful or important to your learning?

2. Help the presenter create a focusing question that will help them get the response they're looking for. Help ensure that the question is focused on the dilemma at hand and is within the locus of control of the presenter.

3. Choose a protocol that you believe will best meet the needs of the presenter. Once you have a protocol in mind, walk through the protocol with the presenter to ensure that it will meet their needs and give them a sense of what to expect. It might be helpful to consider the kind of feedback you want to receive (e.g. probing questions, warm/cool feedback, problem-solving, or suggestions).

4. If student or adult work is involved, decide which samples will be most useful in light of the protocol and focusing question.

5. Go over the date and time of the meeting and ask if there is anything else the presenter needs to feel safe in presenting their work to the group.