Collaborative protocols

| **Protocol name** | **Origin** | **Summary** |
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| Project Tuning  <https://www.hightechhigh.org/wp-content/uploads/2017/02/PROJECT_TUNING.pdf> | Originally developed by the National School Reform Faculty and refined by High Tech High | Once you have planned a project, you should have a project tuning session. The High Tech High 'Project Tuning protocol' leads teachers through a tight protocol that focuses on critique.  This protocol requires presentation of a project plan to a group who provide constructive feedback, identify any unanticipated potential problems, and possibly generate new ideas for the project. |
| Video Clip Protocol  <http://gse.hightechhigh.org/WASC/Capacity_and_Preparatory_Review_Report/O_Protocols%20for%20looking%20at%20work.pdf> | High Tech High Graduate School of Education | As an alternative to face-to-face lesson observations, this adaptation of the High Tech High 'Video Clip protocol' will assist you in receiving meaningful feedback from colleagues, critical friends on your practice. It provides structure for dialogue and purposeful observation, via video, and is particularly useful for use across different schools and settings. |
| The Final Word <https://www.nsrfharmony.org/wp-content/uploads/2017/10/final_word_0.pdf> | Originally developed by the National School Reform Faculty and refined by High Tech High | This discussion protocol guides the group through a process of exploring an article or text, clarifying their thinking, and having their beliefs questioned to deepen understanding. 'The Final Word protocol' gives each person in the group an opportunity to have their ideas, understandings and perspectives enhanced by briefly hearing from others.  This protocol would be useful within 'critical friend groups' (CFG) or could be adapted for use with students in the classroom. |
| Focus Point https://www.schoolreforminitiative. org/download/focus-point-protocol/ | School Reform Initiative | This protocol serves to enhance a teacher's understanding of his or her teaching practice. 'The Focus Point protocol' has the observers noting events that relate to specific aspects of the observed teacher's practice and the observed teacher attempts to unpack and make sense of those events.  The 'Focus Point protocol' has very specific guidelines for focusing the observation on specific elements and events and restricts suggestions unless the observed teacher has asked for them. As such, the observed teacher should choose the person or people they will work with and the facilitator must establish very clear guidelines and practices. |
| Consultancy https://www.schoolreforminitiative. org/download/focus-point-protocol/ | National School Reform Faculty, Harmony Education Center | This protocol is used to help an individual or a group solve a particular problem or issue. This problem is presented to a mixed group of participants, who should not be experiencing the same problem at that point in time, and the group works together to discuss the issue and attempt to answer a particular question about the problem. |
| Chalk Talk <https://www.nsrfharmony.org/wp-content/uploads/2017/10/chalk_talk_0.pdf> | Foxfire Fund | This protocol provides a tool to use for a silent reflection activity, to generate ideas, check on learning and give feedback or solve problems. It can be used with different groups; students, teachers, community members and provides an opportunity for quiet contemplation, silent collaboration and reflection. |
| Connections <https://www.nsrfharmony.org/wp-content/uploads/2017/10/connections_0.pdf> | Gene Thompson-Grove | The 'Connections protocol' is designed to scaffold a process of reflection with a group. This may happen at the start of a meeting or professional learning session in order to set goals or identify a starting point. It may also be used at the end of a session to allow time for shared reflection. |
| Collaborative Assessment Conference [https://www.schoolreforminitiative.org/download /collaborative-assessment-conference/](https://www.schoolreforminitiative.org/download%20/collaborative-assessment-conference/) | Harvard Project Zero | This protocol is a strategy for teachers to use as a group in order to examine students' work, determine what it reveals about the students and identify what this means for teacher and school practices. |