Video Consultancy Protocol


Similar to the project-tuning protocol, the video consultancy protocol lasts forty to fifty-five minutes. The elements are:

1. **Overview (five minutes)**—The presenter gives an overview of the lesson and explains what goals he or she had in mind when designing the lesson. The presenter also puts the lesson into context so that the audience understands how the lesson fits into the larger scope and sequence of the class. Before showing the video clip, the presenter frames a question for the critical friends group to consider when watching the clip and to guide the discussion afterward.

2. **Video clip (five to ten minutes)**—The presenter shows a video clip from the lesson. The clip may be comprised of smaller segments of instruction and students working individually or in groups.

3. **Clarifying questions (five minutes)**—Colleagues ask the presenter clarifying questions. Clarifying questions have brief, factual answers and are intended to help the person asking the question develop a deeper understanding of the activity. An example of a clarifying question is “How were the groups chosen for this activity?”

4. **Probing questions* (five to ten minutes)**—Critical friends ask probing questions of the presenter. Probing questions help the presenter expand his or her thinking about the dilemma. However, probing questions should not be advice in disguise, such as “Have
you considered . . . ?”? Examples of probing questions are “How did each student demonstrate his or her understanding by the end of the class?” and “What evidence did you gather to determine the extent to which the goals of your lesson were met?”

5. **Discussion* (ten to fifteen minutes)—**The presenter reframes the question for the group and then moves away from the group. The group discusses the dilemma and attempts to provide insight on the question the presenter raised. It may help to begin with warm feedback, such as “What went well with the lesson?” and then move on to cool feedback. Cool feedback includes a more critical analysis of the lesson, using the presenter’s question to frame the discussion—for example, “What isn’t the presenter considering?” or “I wonder what would happen if . . . ” The presenter does not speak during the discussion but instead listens and takes notes. It is a good idea for the presenter to physically sit outside of the circle and for the group to close the circle without the presenter. Resist the urge to speak directly to the presenter.

6. **Response (five minutes)—**The presenter has the opportunity to respond to the discussion. It is not necessary to respond point by point to what others said. The presenter may share what struck him or her and what next steps might be taken as a result of the ideas the discussion generated.

7. **Debrief (five minutes)—**The facilitator leads a conversation about the process. One mark of a good facilitator is his or her ability to lead a good debrief. Questions posed to the group might include “Did we have a good question?” “Did we stick to the question?” “When was a moment when the conversation made a turn for the better?” “Was there any point where we went off track?” and “Did your probing questions really
push the thinking of the presenter?" Resist the urge to turn the debrief back into a
discussion of the dilemma.

* During both of these sections, it may be helpful to take two minutes and have participants turn to a partner to
generate questions or discuss their response to the presenter’s framing question.