RAPID PROTOTYPING FOR CLASSROOM INNOVATIONS PROTOCOL

Phase 3 / Step 3

Prototyping is a way to draft initial design ideas without dedicating a significant amount of time. The purpose is to invoke equity-focused problem solving, ideal for more targeted challenges. It works well with classroom teachers (or others directly supporting classroom practice) in a group of any size.

Roles: Facilitator (acts as timekeeper and does not participate in the process)

Materials: Markers, poster paper / white boards, brainstorming placemat

Timing: Flexible *(60–100 minutes)*

Process

1. **Facilitator reads the purpose of the protocol to participants.**

2. **Rapid Fire Questions (prewritten on poster paper)** *(1 minute each)*:

   a. What existing inequity or area for growth are you attempting to solve?

   b. What is your desired outcome (or "solution statement")?

   c. What are some specific classroom innovations, big or small, that could solve the inequity or growth area listed above and move toward the desired outcome?

3. **How will you evaluate any of these innovations for equity and achievement of the desired outcome(s)? How will you measure success?** *(5 minutes)*

4. **Choose one of the innovations generated above** (step 2c). What specific steps, actions, or changes would bring this about successfully? (15 minutes)

5. **Feedback Loop 1: Share your work with two other people.** *(15 minutes)*

   a. Person 1 presents thinking so far *(3 minutes)*

   b. Persons 2 and 3 give quick feedback *(2 minutes)*

   c. Repeat for idea prototypes from Persons 2 and 3 *(5 minutes each)*

6. **Refine your plan based on feedback and draft a pitch for how this aligns with larger school- and district-wide assets, needs, and goals** *(15 minutes)*

7. **Feedback Loop 2: Complete Step 5 again for feedback.** *(15 minutes)*

8. **Develop an action plan to pilot and evaluate this innovation.** *(15 minutes)*

9. **Feedback Loop 3: Complete Step 5 again for final feedback.** *(15 minutes)*

10. **Debrief the process.** *(5 minutes)*