

# Tuning Protocol

## **Presentation (5 minutes)**

The presenter has an opportunity to share an existing project or new project idea. The presentation could include the following information:

- Intended students and / or class
- Outline of assignment or prompt that generates student work
- Learning goals or standards
- Samples of student work – photocopies of work, video clips, etc
- Evaluation and assessment format – scoring rubric and / or assessment criteria, etc
- Focusing question or direct feedback during tuning protocol

Participants are silent; no questions are entertained at this time.

## **Clarifying Questions (5 minutes)**

Participants have an opportunity to ask “clarifying” questions in order to get information that may have been omitted in the presentation that they feel would help them to understand the project. Clarifying questions are matters of “fact”.

## **Probing Questions (5 minutes)**

Participants have an opportunity to ask “probing” questions in order to better understand the context of the project. Questions might explore what has been tried before, specific learning goals and expectations, assessment practices and / or studying exemplars of student work. Probing questions should not be “advice in disguise”.

## **Discussion (10 minutes)**

Participants share feedback about the project with each other. The feedback generally begins with a few minutes of warm feedback, moves to a few minutes of cool feedback (sometimes phrased in the form of reflective questions), and then moves back and forth between warm and cool feedback.

Warm feedback may include comments about how this project presented seems to meet the desired goals; cool feedback may include possible “disconnects”, gaps, or problems. Often participants offer ideas or suggestions for strengthening the project presented.

The facilitator may need to remind participants of the presenter’s focusing question, which should be posted for all to see.

Presenter is silent and takes notes.

## **Response (5 minutes)**

Presenter speaks to those comments/ questions he or she chooses while participants are silent. This is not a time to defend oneself, but instead a time for the presenter to reflect aloud on those ideas or questions that seemed particularly interesting.

Facilitator may intervene to focus, clarify, etc.

## **Debrief (5 minutes)**

Facilitator-led discussion of this tuning experience. This should be a reflection on how the tuning experience can be improved in the future.

## **Appointing a critical buddy**

Presenter is to choose a colleague whom will hold them accountable for “tuning” up their project. This colleague may want to get release time to observe the project when the presenter’s lesson occurs.