

The Tuning Protocol

The tuning protocol is a process for looking at a piece of curriculum and receiving feedback to incorporate into planning.

PRESENTATION: (5 MINUTES)

To begin, the presenter explains his or her work while other participants are silent.

The presenter should speak to the following:

1. Assignment or prompt that generated the student work;
2. Student learning goals for the work;
3. Samples of the work;
4. Evaluation format (scores, rubric, test);
5. Differentiation for different MLLs and skills levels.

And then . . .

6. Ask a focusing question for feedback. (Example: How can I differentiate the project? What are some interim activities? How can I teach writing skills?)

EXAMINATION OF CURRICULUM: (5 MINUTES)

Silent Examination of Paperwork Provided

Participants look at presented curriculum and take notes on where it seems to be in tune with goals and where there might be problems. Make note of warm (positive) and cool (constructive next steps around focus questions only) feedback and probing questions.

CLARIFYING QUESTIONS: (5 MINUTES)

Group members can ask clarifying questions to the presenter that have brief, factual answers. (Example: How many days is the project?)

WARM AND COOL FEEDBACK: (15 MINUTES)

Each participant shares feedback with the presenter, who is silent and taking notes. Participants identify where the work seems to meet with goals and then continue with possible disconnects and problems. They provide suggestions. Make sure to address the focus question.

REFLECTION: (5 MINUTES)

Presenter speaks to those comments and questions that he or she chooses to while participants are silent. This is not a good time to defend oneself but, rather, a time to explore interesting ideas that came out of the feedback session.

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NOTES FOR THE PRESENTER

WARM FEEDBACK+	COOL FEEDBACK-

Questions:

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