

Tuning Protocol

From A Guide to Looking Collaboratively at Student Work by David Allen, Tina Blythe and Barbara Powell

[Note on timing: We have left suggested time allocations as proposed; however, for the purposes of this ESP exploration, time limits may be expanded to fill the time available.]

5 minutes **Introduction**

- Facilitator briefly introduces protocol goals, guidelines, and schedule.
- Participants briefly introduce themselves.

15 minutes **Presentation by focal team** Participants are silent.

- Context (what the students tend to be like, where they are in school, where they are in the year)
- Assignment that generated the student work
- Student learning goals that inform the work
- Samples of work (photocopies of written work, video clips)
- Assessment tools that pertain (e.g. scoring rubric, test)
- Focusing question(s) for feedback

5 minutes **Clarifying Questions** by participants of focal team

- Clarifying questions are matters of fact (“How many student do you have in this class?” or “What kind of prior experience in this subject can you count on?”). The facilitator judges which questions more properly belong in warm/cool feedback.

10 minutes **Examination of Work**

- Participants look at the work, take notes on where it seems “in tune” with goals and where there might be problems; and (if appropriate, see Feedback section) write down warm and cool feedback, as well as probing questions. Participants focus particularly on the focal team’s question(s).

2 - 3 minutes **Pause to Reflect on Warm and Cool Feedback**

- Participants may take a couple of minutes to reflect on what they would like to contribute to the feedback session.

15 minutes **Warm and Cool Feedback**

- Participants share feedback while the focal team/presenter is silent. They begin with ways in which the work seems to meet the goals, and continue with possible disconnections and problems. These don’t need to be in tight sequence, but participants should always begin with some positive feedback..
- Some groups prefer to structure the session by beginning with 5 minutes of “warm” or positive feedback (“What are the strengths here?”), followed by 5 minutes of “cool” or more critical feedback (“Where are the gaps?”; “What are the problems here?”), and ending with 5 minutes of “probing” or reflective questions for the presenting teacher to consider.
- The facilitator may need to remind the participants of the presenter’s focusing question.

Presenter is silent and takes notes as appropriate

5 minutes **Reflection**

- Teacher-presenter speaks to those comments/questions he or she chooses to while participants are silent. This is NOT a time to defend oneself, but a time to explore further interesting ideas that have come out of the feedback section.

At any point, the presenter may open the conversation to the entire group (or not).

5 minutes **Debrief**

- Facilitator-led open discussion of this tuning experience.