

# Tuning Protocol

Purpose: To provide feedback on students' work.  
(Suggested time: 40 minutes)

1. Introduction (up to 3 minutes)
  - Facilitator reminds group of procedures, time frame for each part, and norms.
2. Presentation by the presenting teacher (7 minutes)
  - Explains the context (students, class, grade, etc.).
  - Asks a focus question s/he would like addressed.
3. Responders listen and take notes.
4. Clarifying questions (5 minutes)
  - Purpose of these questions: to ensure the responders understand the question/concern.
  - Clarifying questions refer to facts: How many students are in this class? What have they done before on this assignment?
  - **Avoid questions that hint of judgment.**
5. Examination of work (5 minutes)
  - Responders silently read the work.
6. Presenter moves out of the group and may not participate until step 8.
7. Feedback (18 –20 minutes)
  - Warm or positive comments: What might be the strengths of this work?
  - Cool not cruel comments: What might be some questions the work provokes? What might be the gaps?
  - Presenter takes notes on the discussion.
8. Reflection
  - Presenter rejoins the group and talks about what s/he has learned from the feedback. This is NOT a time to defend oneself, rather a time to explore interesting ideas that came out of the feedback section.
9. Debrief: Facilitator leads open discussion of this experience.
10. Optional: the group writes in teaching journals about how this discussion informs their own teaching.

**Tips:** (from *Horace*, November 1996)

When looking for evidence of students' thinking:

- Stay focused on the evidence that is present in the work.
- Look openly and broadly; don't let your expectations cloud your vision.
- Look for patterns in the evidence that provide clues to how and what the student was thinking.
- Avoid judgments.