***Tuning Protocol* Punch Card**

Purpose: The main goal for using the Tuning Protocol is to have a venue where we can explore students' thinking that propels our instructional decisions.  The time carved out for the protocol is a chance to **practice** the protocol, work out the kinks and make adjustments so that every team has a routine, a structure to put student thinking at the heart of the conversations around what students know and are able to do as mathematicians.  The use of a protocol increases our ability to be inclusive, create a safe environment and be mindful of time.

* Presenting Teacher
	+ Learning goal that is meaningful and appropriate for their students.
	+ Math lesson to share with the group that addresses the learning goal
	+ Context Overview (students, class, grade, etc.)
	+ Focus question (s)
	+ Artifacts of student thinking that resulted in the lesson. Artifacts include but are not limited to:

Student Work Samples

Anecdotal Evidence:  notes capturing what students are thinking and doing during the lesson, video interviews, etc. (think back to what Michelle shared - carpet work, seating chart, calendar, video interviews)

Exit/ Entrance Tickets

Other?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Facilitator
* Follow the protocol
* Put Learning Goal on the t-chart and Focus Question – keeps everyone grounded in the student artifacts and the teacher’s focus
* Script out warm and cool comments to hold the group’s thinking and ensuring everyone gets airtime – names next to each comment.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Materials
	+ Chart Paper/Whiteboard – Scripting so all can see
	+ Markers
	+ Sift & Sort Holders
	+ Copies of student thinking artifacts for each participant
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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