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.

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| **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. |

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