

Tuning Protocol Process

(developed by Joseph McDonald, revised by David Allen, Coalition of Essential Schools; from The Facilitator's Book of Questions, by David Allen & Tina Blythe)

1. Introduction (5 minutes)
 - a. Facilitator briefly introduces protocol goals, guidelines, and schedule
 - b. Participants briefly introduce themselves
2. Presentation (10-15 minutes)
 - a. The presenter has an opportunity to share the context for the student work, which might include information about the students and/or class, the assignment or prompt, learning goals (or standards) addressed, and evaluation methods used (rubric, scoring criteria, and so on).
 - b. Presenting teacher frames a focusing question for feedback; facilitator may post focusing question for group to see.
 - c. Participants are silent; no questions are asked at this time.
3. Clarifying Questions (5 minutes)
 - a. Participants ask “clarifying” questions in order to get information that may have been omitted in the presentation, and that they feel would help them to understand the context for the student work. Clarifying questions are matters of “fact,” easily answered by the presenter in a few words.
 - b. The facilitator should be sure to limit the questions to those that are “clarifying,” judging which questions more properly belong in the warm/cool feedback step.
4. Examination of student work samples (10-15 minutes)
 - a. Participants look closely at the work, keeping the presenter’s focusing question in mind, perhaps taking notes for the warm and cool feedback step.
 - b. Presenter is silent; participants do this work silently or talk quietly with a neighbor.
5. Pause to reflect on warm and cool feedback (2-3 minutes)
 - a. Participants take a few minutes to reflect individually on what they would like to contribute to the feedback session.
 - b. Presenter is silent.
6. Warm and cool feedback (10-15 minutes)
 - a. Participants share feedback with one another while the presenter listens. The feedback typically begins with a few minutes of warm feedback, moves on to a few minutes of cool feedback, and then a mix of the two.
 - b. Warm feedback points to strengths – for examples, comments about how the work presented seems to meet the desired goals. Cool feedback identifies possible “disconnects,” or gaps, between the work and the teacher’s goals for it’ cool feedback often is phrased as a question.
 - c. The facilitator may need to remind participants of the presenter’s focusing question.
 - d. Presenter is silent; she/he may choose to take notes.
7. Reflection (5-10 minutes)
 - a. Presenter addresses those comments/questions she/he chooses to. The purpose is not to defend the student work or his/her own work, but instead to reflect aloud on those ideas or questions that seemed particularly compelling or intriguing.
 - b. Facilitator may intervene to help focus, clarify, and so on.
 - c. Participants listen silently.
8. Debrief (5-10 minutes)
 - a. Facilitator leads discussion focused on the process, rather than content, of the discussion – i.e., how the protocol supported a learning conversation.
 - b. Everyone participates.