**Week 4: Tuning Protocol**

***Adapted for 754X Monday Meetings***

**Purpose**: This protocol can be used to examine student work from their portfolio to ensure that students are on tracking to demonstrate their growth on the end-of-unit task. This protocol will allow teachers to get feedback from their peers on how to fine tune materials or practice in order to meet the needs of all students.

**Time**: 50 minutes

**Preparation**

*Each team member should:*

* Bring a piece of student work to the meeting. This work should come from the current unit and be aligned to the standards and skills students will be responsible for on the end-of-unit task.
* Be prepared to describe the date, time, setting, and purpose of the assessment.
* Share a question or a specific problem within the assessment/work sample that you would like feedback on. If you do not have a question or specific problem, feel free to always ask the question, ***“How can I further support this student in meeting my end-of-unit goals?”***

**Facilitation**:

Each member of team will have 10 minutes. Time will need to be adjusted based on group size. If you have more than 5 people on your team, break the team into two smaller groups so everyone can get timely feedback. For example, if my group has 7 people, we would break into a groups of 3 and 4 to ensure everyone gets feedback.

1. **Introduction** - 1-2 minutes

* The facilitator welcomes participants and shares the objective: “The goal of today’s session is to analyze student progress and reflect upon our focusing question (or strategy), in order to make adjustments in practice that are designed to support student needs.”

**Round 1** - Each participant gets a round (10 minutes)

1. Presentation – 1 minute

* The presenter describes the context regarding students/class, the assignment that generated the student work, the student learning goals or standards that inform the work, and the evaluation format (rubric and/or assessment criteria, etc.).
* The presenter shares the focus question or strategy to be considered by participants.
* The participants are silent; no questions are asked in this step.

1. Clarifying Questions - 2 Minutes

* Facilitator: “This is an opportunity to ask the presenter any clarifying questions that may help you understand the context for the student work.”
* Participants ask clarifying questions. The facilitator ensures that questions are to clarify facts regarding the student work. The presenter answers the questions.

1. Examine Student Work Samples –2 Minutes

* Facilitator: “Look closely at the student work, taking notes on where it seems to be in tune with the stated goals and where there may be gaps or areas for improvement.”
* The facilitator reminds participants to think critically about the presenter’s focus question; presenter is silent.

1. Warm and Cool Feedback - 5 Minutes

* Facilitator: “What warm and cool feedback would you like to share?”
* The participants share feedback with each other while the presenter is silent, beginning with warm feedback and moving to cool feedback, possibly in the form of reflective questions. Facilitator may need to remind participants that the feedback should center on the focus question or strategy.
* Presenter records notes on his/her note catcher based on the warm and cool feedback.

1. **Continue with next rounds and repeat steps A-D** (10 minutes each)
2. **Individually look over feedback and determine next steps for instruction and/or assessment design**. (5-7 minutes)



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| **Tuning Protocol Note Catcher** | |
| Teacher Name: | Unit/Assessment/Assignment Name: |
| Record Peer Feedback | |
| Warm Feedback: | Cool Feedback: |
| Next Steps: | |
| What changes or supports do I need to incorporate in my instruction to better prepare this student (and students like him/her) to show growth on their end-of-unit task?  What changes or supports do I need to incorporate into my material design to better prepare this student (and students like him/her) to show growth on their end-of-unit task? | |