

NAHS Examining Teacher Practice

Goals:

- **To build shared expectations for teacher performance**
- **To experience collaborative learning and reflective practice**

Tuning Protocol

(with adaptations to accommodate our group and time)

What is it?

- Facilitated, focused conversation
- Formal structure with steps and guidelines
- A tool to help “tune” our practice

Working assumptions and norms:

- We all want to get better in the work we do
- We all want to demonstrate courteous, respectful behavior
- To get better we need to challenge our thinking
- This work is about level-4 Joint Work Collaboration!

TUNING PROTOCOL (28-Minutes)

1. **Introduction.** (3-Minutes).

- Facilitator briefly introduces protocol goals and guidelines.
- A member of the team presents the results of an assessment or examples of student/faculty work to teammates.
- Often the presenter begins with a focusing question or area about which he/she would especially welcome feedback, for example, “Are you seeing evidence of persuasive writing in the students’ work?”
- Evaluation format – scoring rubric and/or assessment criteria are given

2. **Teacher/Administrator presentation.** (5-Minutes)

- Members of the team review the presented work as the presenting member explains his concerns or questions.
- No interruptions or questions are allowed during this presentation.

3. **Clarifying questions.** (3-Minutes)

- Participants may ask clarifying questions in order to get information that may have been omitted in the presentation that they feel would help them to understand the context for the student/teacher work.
- Again no discussion is allowed at this point.
- Clarifying questions are matters of “fact.”
- 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 section.

4. **Feedback.** (10-Minutes).

- The team discusses the work together, giving two kinds of feedback. The presenting teacher is silent, listens and takes notes while his or her colleagues talk.
- The feedback must directly relate to the assessment or examples of student/staff work at hand. The two kinds of feedback include the following.
 - a. Warm feedback – Positive points associated with the work that may include comments about how the work presented seems to meet the desired goals.
 - b. Cool feedback – May include questions, doubts, or possible gaps in the work. Often participants offer ideas or suggestions for strengthening the work presented. Answering questions like “Where are the gaps?” “What isn’t the presenter considering?”
- The facilitator may need to remind participants of the presenter’s focusing question, which should be posted for all to see.
- Possible discussion prompts: What did we hear? Were there any surprises based on what we expected to hear? What didn’t we hear that we needed to know more about? What do we think of the question presented? What questions does the framing question present for us? Sometimes the group will raise questions for the presenter to consider: “I wonder what would happen if...?” “I wonder why...?”

5. **Reflection.** (5-Minutes)

- The presenting teacher/administrator responds to the feedback given by team members, highlighting new insights, and speaks to those comments/questions he or she chooses while participants are silent.
- This is not a time to defend oneself, but is instead a time for the presenter to reflect aloud on those ideas or questions that seemed particularly interesting.
- The Facilitator may intervene to focus, clarify, etc.

6. **Debrief.** (2-Minutes)

- The facilitator solicits feedback regarding the team’s perceptions of the process

“There is emerging evidence that some versions of looking at student work yield benefits for teaching and learning.”

(Little, Gearhart, Curry, and Kafka, 2003)