

**Steps in**  
**THE TUNING PROTOCOL**  
(condensed)

- I. Teacher Presentation (2-3 min)
  - a. Teacher-presenter brings samples of student work and describes the **context** for student work (assignment, scoring rubric, standard, etc.)
  - b. Teacher-presenter poses his/her **focusing question for feedback**
  
- II. Clarifying Questions (1-2 min)
  - a. Partners ask clarifying questions about what teacher-presenter has just said.
  - b. Questions should be matter of fact and direct.
  
- III. Examination of Student Work (3-5 min)
  - a. Partners look at work samples and take notes on where it seems “in tune” with the goals and where there are problems. (Keep the teacher-presenter’s question in mind).
  - b. Partners write down warm and cool feedback and probing questions.
    - i. Warm feedback is a “wow,” where the work is solid and seems to meet the desired goals.
    - ii. Cool feedback is something a participant wonders about – where he/she thinks there are gaps and/or problems.
  
- IV. Reflection (1 min)
  - a. Partners take time to reflect silently on what they would like to contribute to the discussion.
  
- V. Warm & Cool Feedback (3-5 min) – (presenting teacher is silent)
  - a. Partners share feedback pertaining to teacher-presenter’s focusing question.
  
- VI. Reflection – (3-5 min)
  - a. Teacher-presenter speaks to those comments/questions he/she chooses to address. This is NOT a time to defend oneself, but a time to explore further interesting ideas and viewpoints that came out of the feedback.
  - b. Partners are silent unless teacher-presenter asks for further input from them.
  
- VII. Debrief (2-4 min)
  - a. Teacher-presenter and partners have an open discussion about the experience. What was effective? Where are some trouble spots? How might we improve in the next session?