

Lesson Tuning Protocol

Rev. 5/17

PURPOSE

The purpose of this protocol is to support collaborative conversations around the tuning or validation of curriculum, instruction and assessment resources. Please note that the times below are based on a forty-five minute time frame. Adjust times as needed.

PREPARATIONS AND MATERIALS

Make sure you have enough copies of the following documents.

- » Completed Prep Sheet for Tuning
- » Relevant Lesson Materials & Data
- » Copies of Tuning Protocol
- » Feedback Guides
- » Content, literacy and/or language standards
- » Tools for Analyzing Standards

PROCESS

1. Determine Roles and Set Norms (1 minute)

- » **Roles:** Facilitator, Presenting Teacher(s), Time Keeper, Note-Taker, Other: _____
- » **Norms:** Pausing, Paraphrasing, Posing Questions, Putting Ideas on the Table, Providing Data, Pay Attention to Self and Other, Presuming Positive Intentions, Other: _____

2. Present Materials (3 minutes)

- » Presenter provides important background information about specific classes and students' needs.
- » Presenter shares any relevant student work and/or formative assessment data.
- » Presenter provides BRIEF overview and description of the materials.
- » Presenter describes the objective of the lesson and explains how it will be measured (formative assessment).

3. Determine the Focus for Feedback (1 minute)

- » Presenter poses a question or identifies an element of the lesson for the group to focus on to guide feedback.

4. Review and Clarify Materials (3 minutes)

- » Read / review materials.
- » Ask clarifying questions that prompt answers with QUICK responses – e.g. yes/no.

5. Review the Focus Standards (10 minutes)

- » Identify and discuss the stated and implied knowledge and skills in the focus standard.
- » Use the *Tool for Analyzing Standards* as a resource.

6. Tune the Lesson (25 minutes)

- » Identify lesson elements to focus on & select a feedback organizer for taking notes.
- » Silently read, analyze, and take notes (praise, probe and polish).
- » Share praise of effective practice.
- » Discuss and offer feedback.

7. Reflect on Conversation (2 minutes)

- » Beginning with the presenting teacher, participants share insights and take-aways from the conversation.
- » Facilitator collects feedback about the process.

8. Schedule Observation - If Applicable

- » Determine if presenting teacher is interested in a follow-up observation. If so, schedule a date.
- » Clarify what the observation will look for.

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NOTES

LESSON INFORMATION

FOCUS FOR FEEDBACK

STRATEGIES I CAN USE