

TUNING PROTOCOL

1 HOUR

Step 2:

Share goal and assessment as well as the process and training teachers implemented to develop these.

Focus Question:
Does the assessment provide evidence of teachers' capacity to collect and use evidence of student growth that is rigorous and aligned to the intent of the goal?

The tuning protocol, developed by the Coalition of Essential Schools, was designed to give teachers feedback on authentic assessments or student work. It also can provide feedback on school- or team-based professional learning plans.

1. Designate a facilitator to keep track of time and ensure the feedback aligns with the focusing question. (15 min.)
2. One person presents materials for review and a focusing question about that material for the group to consider. The presentation includes context, background, and learning situation. (5 min.)
3. Group members ask clarifying questions, such as, "What happened before X?" (5 min.)
4. Group members write their individual responses to the situation and the focusing question. (15 min.)
5. The presenter is quiet, allowing participants to talk to one another rather than to the presenter. (15 min.)
6. The presenter talks about what she or he heard in the discussion, about suggestions and clarifications. Group members are silent and take notes. (5 min.)
7. The presenter and participants discuss the content and process of the protocol. (15 min.)

Source: Easton, L. (2001, February/March). Tuning protocol. *Tools for Schools*, 4(4), 3.

Steps 4, 5, 6

Other Questions to consider:

How well does the assessment match the intent of the goal?

What would effective feedback on this goal and assessment look like for teachers?

What further experiences/ professional learning might teachers need based on this evidence?