



Tuning Protocol (Modified) Examining Adult Work

Based on the Tuning Protocol developed by Joseph McDonald and David Allen; further developed in the field by educators

When you tune adult work you have 2 basic components: a set of goals or purposes and a design or document (i.e., lesson plan, rubric, newsletter, etc.). The general objective is to get feedback from your colleagues about the degree to which the design or document you've offered seems likely to allow the presenter to achieve her/his goals. The work is "in tune" when the goals and design are most in alignment.

Note: When student work is the focus, you may want to consider using the original Tuning Protocol.

Time

Approximately 1 hour

Roles

Presenter

Participants (if more than 8-10, split into groups of 4-5, each supported by a small group facilitator)

Whole group facilitator who leads the protocol

1. Presentation (7-10 minutes)

Presenter shares information about her work, including:

- Context
- Goals
- Focusing question for feedback

Notes: This question might be something like, "To what extent are my goals and moves/design in alignment?" Charting/posting the presenter's focusing question and goals as part of the presentation can increase the likelihood that feedback will be helpful to the presenter. Participants listen silently and make notes.

2. Examination of Documents/Work (5 minutes)

- Participants study the work, making notes about where it seems "in tune" or aligned with presenter's goals and where there might be problems or gaps.
- Facilitator's decision: It's possible that participants might offer 1 or 2 more clarifying questions at this time and presenter answers them.

3. Clarifying Questions (5-7 minutes)

Clarifying questions regard matters of fact. Substantive issues are saved for later in the protocol. The facilitator supports the presenter by making sure that clarifying questions are really clarifying.

4. Probing Questions (10-15 minutes)

Probing questions are for the presenter—to help the presenter clarify and expand his/her thinking. The goal is for the group to help the presenter think differently. The presenter may or may not respond to these questions in the moment—or might respond to some and not all of these questions. There is no discussion or back and forth about the answers here, though they may inform the feedback given in later steps.

5. Pause to Reflect on feedback you are about to offer (2-3 minutes)

6. Feedback and Discussion (15 minutes)

Participants talk with one another about the presenter's work in the third person, beginning with the ways it seems aligned with her/his goals (ex: "One place where the document is aligned with goal x is _____") and continuing with possible disconnects or gaps (ex: "One place where there is a potential gap between the document and goal x is _____"), and perhaps ending with 1 or 2 probing questions for further reflection on the part of the presenter. Though not in a tight sequence, it is helpful to begin with warm feedback (alignments).

7. Presenter Reflection (5 minutes)

- Presenter reflects aloud about what she/he is now thinking after hearing the presenters' feedback.
- Facilitator may need to remind participants that once the work has been returned to the presenter, there will be no more feedback offered.

Note: This is not a time to defend oneself, but a time to think out loud about interesting ideas that came out of the feedback section.

8. Debrief (5 minutes)

Facilitator leads discussion about this experience.