



Center for Leadership & Educational Equity

Tuning Protocol Guidelines

These guidelines were developed in the field by educators.

Participation in a structured process of professional collaboration like the Tuning can be intimidating and anxiety producing, especially for the teacher presenting student work. Having a shared set of guidelines or norms helps everybody participate in a manner that is respectful as well as conducive to helpful feedback. Below is one set of guidelines; teachers may want to create their own. In any case, the group should go over the guidelines and the schedule before starting the protocol. The facilitator must feel free to remind participants of the guidelines and schedule at any time in the process.

1. Be respectful of the presenter(s)

By making their work more public, teachers are exposing themselves to kinds of critique they may not be used to receiving. If inappropriate comments or questions are posed, the facilitator should make sure they are blocked, withdrawn, or restated.

2. Contribute to substantive discourse

Resist offering only blanket praise or silence. Without thoughtful questions and comments, the presenter will not benefit from the protocol. Offer specific feedback — both warm and cool.

3. Be appreciative of the facilitator's role

A Tuning protocol that doesn't allow for all components (presentation, feedback, response, and debrief) to be enacted properly will do a disservice to the teacher-presenters and to the participants. Respect the time the facilitator gives for each component and follow shared norms when participating.

4. Facilitators need to keep the conversation constructive

There is a delicate balance between feedback that only strokes and feedback that does damage. It is the facilitator's job to make sure that balance is maintained. At the end of the session, the presenter should be able to revise the work productively on the basis of what was said — building its strengths (warm feedback) and bringing it more closely in line with its purpose or goals (cool feedback).

5. Don't skip the debrief

It is tempting to move to the next item of business once the feedback section is over. If you do that, the quality of responses will not improve and the presenters will not get increasingly useful kinds of feedback.