



Center for Leadership & Educational Equity

Tuning Protocol for Plans or Work

Developed by Joseph McDonald, Coalition of Essential Schools; Revised by David Allen.

Purpose

An opportunity to present a plan, project or work for constructive feedback to further meet goals and desired outcomes.

Set Up for Success

Be aware that, by making their work public, students make themselves vulnerable. A set of agreements or guidelines ensure a constructive experience for all participants.

Practice giving specific descriptive feedback rather than blanket praise. See Feedback Principles and Descriptive Feedback Exercise as preparation.

Facilitators keep the conversation constructive, focused, descriptive and on track with time. There is a delicate balance between feedback that only strokes and feedback that does damage. The facilitator must feel free to remind participants of the guidelines and schedule at any time in the process.

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 the work more closely in line with its purpose or goals (through cool feedback).

Debrief is crucial in order to improve capacity for giving and receiving feedback as well as to provide an opportunity for the presenter to acknowledge the usefulness of the process.

Time

35-60 minutes

Materials

paper, pen for each participant to make notes; document with plan or work to be discussed

Roles

Presenter
Facilitator



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Tuning Protocol for Plans or Work Participant Handout

Developed by Joseph McDonald, Coalition of Essential Schools; Revised by David Allen.

Purpose

An opportunity to present a plan, project or work for constructive feedback to further meet goals and desired outcomes.

Steps

1. Facilitator: briefly introduce protocol goals, guidelines, and schedule 3 minutes

2. Presenter: share your work, plan, assignment and goal with your focus question 3 minutes
Participants: Listen and take notes

3. Participants: ask clarifying questions in order to get information that helps you understand the work or plan. Presenter provides brief answers to questions. 2-4 minutes

Clarifying questions are facts such as: how much time do you have? How long do you want this to be? How will success be assessed?

Facilitator: remind participants to stick to clarifying question (not give feedback or suggestions).

4. Participants: examine the work or plan. 3-5 minutes

Take notes on where the plan seems “in tune” with the stated goals and where there might be problems or gaps, where you have questions about meeting the goal, related to the focus question. Look over your notes to think about feedback you would like to offer.

Note: It’s possible that participants could have an additional clarifying question or two during this time. If so, the facilitator might offer an additional moment for these to be asked by participants and answered by the presenter.

Time

35-60 minutes

Materials

paper, pen for each participant to make notes; document with plan or work to be discussed

Roles

Presenter
Facilitator

5. Participants: First go around the circle and offer warm feedback for at least one go-around.
Talk with one another about the presenter's work beginning with the ways it seems aligned to meet the presenter's goals (ex: "One place where the work will meet the assignment is ___)
This can be done as a go-around with each person sharing one idea at a time.
Facilitator: After everyone has shared a couple times, you may open the discussion to include 'cool' feedback (ex: I wondered how this part connected to the goal). If participants have suggestions to strengthen the work, ask them to write that on notecards or leave a few minutes at the end for sharing suggestions.
Presenter: Listen silently; take notes.
Facilitator: you may need to remind participants of the focus question.
7-10 minutes

6. Presenter: rejoin the group and share your new thoughts and ideas learned from the discussion 3-5 minutes
Participants: listen
Facilitator: you may need to remind the group that once the presenter has reflected, there is no more discussion or feedback.

Debrief

Start with presenter: How did this process help you?
Then move to whole group discussion: What did you like about this process? What did you find challenging? What did you learn from it?
3-5 minutes