

# Lesson Tuning Protocol

*Adapted from "Tuning Protocol" by Joseph McDonald and David Allen of the National School Reform Faculty; Harmony Education Center; [www.nsrffharmony.org](http://www.nsrffharmony.org) to improve teacher-generated CCSS-M lessons for SCUSD Units of Study*

## 1. Introduction (5 minutes)

- Participants briefly introduce themselves (if necessary)
- Participants review Lesson Tuning Protocol guidelines
- Choose Facilitator
  - Keeps participants grounded in protocol; moves discussion according to time and guidelines

## 2. Presentation (7-10 minutes)

- First group (Presenter) shares complete lesson and provides questions for feedback
- Participants are silent, taking notes; no questions are entertained at this time.
  - Standards (interpreted) that inform the work and student learning goals (knowledge/application)
  - Expected evidence of Math Practices
  - Anticipated student pre/misconceptions
  - Warm Up, Lesson, Closure, and Suggested Practice
  - Focusing question for feedback from other group (e.g. Have we sufficiently addressed the pre/misconceptions in the lesson? Are the questions that lead/scaffold the lesson engaging and productive?)

## 3. Clarifying Questions (3-5 minutes)

Participants have an opportunity to ask "clarifying" questions in order to get information that may have been omitted in the presentation that they feel would help them to understand the context for the student learning. Clarifying questions are matters of "fact."

*Note: The facilitator should be sure to limit the questions to those that are "clarifying," judging which questions more properly belong in the warm/cool feedback section. (See below).*

## 4. Examination of Written Lesson Plan (5-7 minutes)

- Participants look closely at the work, taking notes on where it seems to be in tune with the stated student learning goals, and where there might be a problem. Participants focus particularly on the presenter's focusing question.
- Presenter is silent; participants do this work silently.

## 5. Pause to reflect on warm and cool feedback (2-3 minutes)

- Participants take a couple of minutes to reflect on what they would like to contribute to the feedback session.
- Presenter is silent; participants do this work silently.

## 6. Warm and Cool Feedback (5-10 minutes)

● Participants share feedback with each other while the presenter is silent. The feedback generally begins with a few minutes of warm feedback, moves on to a few minutes of cool feedback (sometimes phrased in the form of reflective questions), and then moves back and forth between warm and cool feedback.

*Warm feedback* may include comments about how the work presented seems to meet the desired goals;

*cool feedback* may include possible "disconnects," gaps, or problems. Often participants offer ideas or suggestions for strengthening the work presented.

- Presenter is silent and takes notes.

## 7. Reflection (5 minutes)

- Presenter speaks to those comments/questions he or she chooses while participants are silent.
- This is not a time to defend oneself, but is instead a time for the presenter to reflect aloud on those ideas or questions that seemed particularly interesting and worth addressing in a second revision.

## 8. Debrief (2 minutes)

- Facilitator-led discussion of this tuning experience  
(*This may be completed after second group presents*)