

Constructivist Tuning Protocol

(Adapted from National Reform Faculty Tuning Protocol)
45-60 minutes

As appeared in the publication:
Addressing Unfinished Learning After COVID-19 School Closures June 2020
Council of Great City Schools

Materials Needed

Teacher created Unit Plan

1. *Introduction*

Facilitator briefly introduces protocol goals, norms, and agenda (5 minutes)

2. *Presentation (small groups)* (10 minutes)

The presenter has 10 minutes to present the essence of the Unit Plan.

The presenter should focus on explaining the context of the work within the overall scope and sequence of the course and the current CCSS standards that the Department/course or grade level team collectively decided on for the quarter.

Presenters briefly walk the participants through the documents.

Avoid interruptions or questions during the presentation.

The work of the participants is to listen and review the document artifacts as they are described.

Participants should keep the guiding questions in mind as they engage as “listeners” and “reviewers.”

Guiding Questions:

1. Have the standards been designated as “priority” and “supporting” standards?
2. Were the R.E.A.L. Criteria (Relevance, Endurance, Assessment, Leverage) applied to determine the “priority” and “supporting” standards?
3. Do the learning objectives target specific “skill acquisition?”
4. Are there clear differentiation strategies and justifications to support ALL student learning and learning objective mastery?
5. Are the assessments designed to assess student progress towards mastery of the identified learning objectives / standards?
6. Have the assessments been re-designed or revised to include “missed” standards from the remote learning period?

3. *Clarifying Questions*

Participants ask clarifying questions to better understand the purpose and learning objectives of the unit plan.

The presenter may provide brief responses. (Not to exceed 5 minutes)

4. *Reflection*

Participants take a few minutes to review the unit plan and to reflect on feedback that would be most helpful to the presenter. (5 minutes)

5. *Suggestions, Wonderings and Take-Aways*

Participants share the specific evidence-based feedback on the proposed unit plan.

Participants share questions that arise, opportunities for expansion or improvement on the plan.

Participants offer things they learned and takeaways from reading the plan. .

Suggestions for revisions are appropriate. (8 -10 minutes)

Language considerations to motivate “critical reflection” may include phrases such as . . .

Suggestions

Have you considered...

What if you tried this...

Something that has worked in my class when students were learning this was...

This may be modified by...

Wonderings

I am wondering if...

I noticed you...this makes me think...

I wonder if other students in the groups may benefit from...

Take-Aways

Something I thought was interesting that I want to try is....

This connects to lessons I do because...

This give me the idea...

This can be tied to my grade-level or course through...

6. Review Feedback

Presenter(s) take a few minutes to review the feedback and to consider his/her response. (3-5 minutes)

7. Presenter’s Response

Presenter responds to the warm and cool feedback and articulates how feedback will be incorporated in next steps.

Participants are silent. (3 -5 minutes)

8. Repeat #2-#7 process with Partner

9. Debrief the Process and Experience

Reflect upon the process of “tuning” Unit Plans.

Share warm or cool feedback. (3-5 minutes)