

Project Tuning Protocol

(50-60 minutes)

1. **Introduction (1 min)**
 - a. Facilitator briefly introduces protocol goals, norms, and agenda.
2. **Teacher(s) present the project (8 min)**
 - a. What is the current title?
 - b. Describes the project (essential question, what will the students learn, what will students do, how long will it take?)
 - c. Describes the process of the project (what kinds of support and feedback will the student receive, what are the criteria for success? How will the students exhibit & present their project?)
 - d. Provide any models or work samples (if available)
3. **Focus Question (1 min)**
 - a. Presenter poses question(s) to the participants they would like to be answered or discussed.
4. **Clarifying questions (5 min)**
 - a. Clarifying questions have brief, factual answers.
 - b. Example: “How were the groups chosen for this activity?”
5. **Probing questions (5-10 min)**
 - a. Critical friends asks questions in an effort to understand better the presenters’ thinking, decisions, and purposes
 - b. Probing questions should *not* be advice in disguise, such as “Have you considered...?”
 - c. Examples: “How did each student demonstrate their understanding by the end of the class?” or “What evidence did you gather to determine if goals of your lesson were met?”
6. **Discussion (15-25 min)**
 - a. The presenter first reframes the question for the group.
 - b. The presenter does not speak for this part but can take notes.
 - c. It is a good idea for the presenter to physically move away from the group.
 - d. Try to begin with “warm” feedback (What is good about this project?)
 - e. Then move to “cool” feedback. (What could be improved?)
7. **Response (5 min)**
 - a. Presenters respond, saying how they now view their project, having heard the group’s response.
 - b. It is not necessary to respond point by point to what others said.
 - c. The presenter may share what struck him or her and what next steps might be taken as a result of the ideas generated by the discussion.
8. **Debrief (2 min)**
 - a. Reflect on the *process of using the protocol*. (Was the question clear? Did we answer the essential question? Did we stick to norms? Can participants apply lessons learned to their own projects?)
 - b. Resist the urge to turn the debrief back to a discussion of the dilemma.
9. **Closing the Loop (3 min)**
 - a. Each participant shares one take-away from this experience. What will you take away that might impact your teaching practice?

