Protocol for Tuning a Lesson

Purpose

The purpose of this protocol is to support collaborative conversations to tune a lesson. Although this protocol may be used on its own, it is intended to be used as part of a collaborative teaching and learning cycle in Phase 2 of the VITAL Collaboration framework.

Suggested Time: 45–55 minutes

Preparation and Materials

* Completed *Prep Sheet for Lesson Tuning*
* Relevant lesson materials and data

Protocol

1. Establish Roles and Set Norms (2 minutes)

The facilitator ensures that each role for the session is filled: facilitator, presenting teacher, timekeeper, notetaker.

The facilitator reminds the group of meeting norms: pausing, paraphrasing, posing questions, putting ideas on the table, providing data, paying attention to self and others, and presuming positive intentions.

2. Present Materials (3 minutes)

The presenting teacher

* provides important background information about specific classes and students’ needs,
* shares any relevant student work and/or formative assessment data,
* provides a brief overview and description of the materials, and
* describes the objective of the lesson and explains how learning will be measured.

3. Review Lesson Materials (2 minutes)

Silently review lesson materials.

4. Clarify Materials (3 minutes)

Ask clarifying questions that prompt answers with *quick* responses (e.g., yes/no).

5. Review the Focus Standard (5–10 minutes)

Identify the focus standard that aligns with this lesson.

If this group has previously unpacked the standard, review the *Protocol for Analyzing a Standard* to discuss the knowledge and skills that apply to this lesson.

If this group has not previously analyzed the standard, identify the knowledge and skills needed for this lesson.

6. Determine the Focus for Feedback (1 minute)

The presenting teacher poses a question or identifies an element of the lesson for the group to focus on to guide feedback.

7. Tune the Lesson (15–20 minutes)

Silently review the lesson again and make note of praises, probing questions, and suggestions for polishing it (“polish suggestions”) that are related to the focus for feedback.

Share praise of effective practice.

Discuss probing questions and polish suggestions.

8. Reflect on the Lesson (5 minutes)

The presenting teacher identifies lesson elements they will adjust as a result of this discussion.

9. Plan for Observing, if Applicable (2–5 minutes)

What evidence of student learning do we want to look for?

What teaching behaviors do we want to record?

When will the observation take place (date and time)?

10. Plan for Analyzing Student Work, if Applicable (2–5 minutes)

What student work will we collect and analyze as a result of this lesson?

11. Prepare for Next Steps (2–3 minutes)

Outline an agenda for the team’s next meeting.

* What protocol will we use?
* What preparation tasks need to happen in advance?
* Who will be responsible for each preparation task?

Have participants summarize their next steps as a result of this meeting.

12. Debrief the Process (2 minutes)

Beginning with the presenting teacher, participants share reflections about the process and share insights they gained from the conversation.

* What supported your learning?
* What could we adjust next time we meet to better support your learning?

Notes: