



Tuning a Proficiency-Based Unit Design Plan

(Adapted from the School Reform Initiative's Tuning a Plan Protocol developed in the field by educators)

Timeframe: 60-75 mins.

Materials Needed:

- Protocol
- Unit Reflection Guide
- Presenting Teacher's Unit Plan and associated materials, if necessary (e.g. assessment, student work)

1. Presentation (10-15 mins.)

- a. Presenter shares work with the team by handing out the unit design plan and providing the context for the unit.
- b. Presenter emphasizes the primary learning standards that inform the unit.
- c. Presenter provides a focus question for feedback, concluding this portion of the tuning protocol. The question should relate to a stage or category of the unit for which the presenter needs assistance.

2. Clarifying questions (5 mins.)

- a. Clarifying questions are matters of fact. Save substantive issues for later.
- b. Facilitator is responsible for making sure that clarifying questions are truly clarifying; if they can be answered with a simple statement, they are clarifying.

3. Examination of the Template

Two options depending upon the needs of the presenter (10-20 mins.)

OPTION 1: Hand out the Unit Reflection Guide; and ask participants to complete only the stage of the guide about which the focus question is concerned in preparation for feedback.

OPTION 2: Hand out the Unit Reflection Guide; ask participants to respond to the effectiveness of all of the key descriptors in relation to the unit; and provide time for participants to be prepared to give feedback.

4. Pause and check for readiness of participants to provide feedback (5 minutes)

5. Feedback (15-20 mins)

- a. As if the presenter is not in the room, participants talk to each other about the plan, beginning with the ways the template appears “effective” according to the reflection guidelines, continuing with possible disconnections between the template and the reflection guidelines, and perhaps ending with one or two probing questions for further reflection on the part of the presenter. Participants may begin with positive feedback and transition to suggestions related to the focus question.
- b. Presenter is silent.
- c. Facilitator’s role is to ensure feedback is related to the presenter’s focusing question.

6. Reflection (5 mins.)

Presenter talks about what s/he has learned from the participants’ feedback. This is a time to explore further interesting ideas that came out of the feedback portion of this protocol and not to defend oneself.

7. Debrief (5 minutes)

- a. Facilitator-led open discussion of this tuning experience.
- b. What worked well about the process? What could have been improved?