



Tuning for Equity Protocol

Tuning Protocol developed by Joseph McDonald and David Allen, with adaptation for equity focus by Mary Hastings. Adapted for this context by VTSS, 2017

1. Introduction (5 minutes)

- Facilitator briefly introduces protocol goals, guidelines, and schedule
- Participants briefly introduce themselves (if necessary)

2. Presentation (15 minutes): The presenter has an opportunity to share the context for the precision statement:

- Information about the school — What are the student demographics? What is the history of the school in terms of achievement? Are they PBIS school(s)? Other relevant information to understanding your context.
- Please read the precision statement. Repeating if necessary. Place in center of table for all to reference.
- Please read the focusing question for feedback.
- Share what the team learned in the process of looking at their data.
- Participants are silent; no questions are entertained at this time.

3. Clarifying Questions (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 precision statement. Clarifying questions are matters of “fact.” 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.

4. Examination of Precision Statement (15 minutes)

- Participants look closely at the work, taking notes on where it seems to be in tune with the stated 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 (15 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.

- The facilitator may need to remind participants of the presenter’s focusing question, which should be posted for all to see. 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. Facilitator may intervene to focus, clarify, etc.

8. Implications for Equity

It may be valuable to discuss the implications for teaching and learning of what we've heard and discussed using the lens of equity. The reflection questions below would enrich the learning and help us "interrupt" inequities that may be raised by the Tuning. The point is not to shut the presenter down, or put them on the defensive but rather to challenge everyone involved to a higher level of awareness. Thus placing these at the end of the warm/cool feedback session both addresses the focus question and takes it beyond the presenter's work.

Possible Reflection questions following the activity: (from both Nancy Mohr's draft of LASW for Equity and additions by Debbie Bambino and VTSS)

- What implications will this precision statement have for addressing issues of inequity within your *system*? How does the work we've just done serve all of our students? How does it serve those students who have been marginalized in the past?
- *How did the teams problem solving work push them to new learning?*
- What additional steps can be made to be sure that we are addressing concerns of all reporting groups?
- What are our own next steps?
- What other voices might need to be included? How can we include those whose perspectives have been silenced historically? Families, students with challenging behaviors, community members, students with significant disabilities, etc.?

9. Debrief (5 minutes)

- How well does the presenter feel the question has been answered?
- How well do we feel we answered the presenter's question?
- Facilitator-led discussion of this tuning experience.