

Lesson Tuning Protocol

Objective	Tune or create common lesson plans to implement the New Instructional Approach
Purpose	During Step 8, it is important for teams to regularly norm around what effective instruction will look like in classrooms. One way to calibrate and build collective understanding of the New Instructional Approach is to collaboratively tune or plan in-depth lesson plans. Following this meeting, team members should implement the lesson and task with students. In the next meeting, the team will assess and reflect on implementation using peer observation notes or videos.
Recommended time	40-50 minutes
Preparation	Some teams have curricula with well-developed lesson plans while others might generate their own unit and lesson plans. Read through the options in this protocol to determine whether the most fruitful team learning will occur in the tuning of an existing lesson (either from a curriculum or teacher-created) OR through the collaborative designing of a lesson plan. Also, preview the Implementing a CDT Powerpoint. Make a copy of the ELA Thinking Through a Lesson Template or MATH Thinking Through a Lesson Template and ask your team to independently complete part 1 of the template before the meeting if you decide to use it.

Protocol	Facilitator Notes
Build shared understanding of instructional moves that support implementation and maintain rigor of a cognitively demanding task • (X min) Together, work through the Implementing a CDT Powerpoint ◦ Discuss the “Do Now: Compare Task Set-up” ◦ Read through and discuss Powerpoint slides	 <u>Facilitation move:</u> • The “Do Now” (slide 2) is an opportunity to start building schema around teacher moves that increase or decrease the rigor of a task. If time permits, the group could benefit from diving into a deeper conversation about the implications of each teacher’s task set-up moves. Because this slide is the only built-in opportunity for the team to converse throughout the powerpoint, you might think about other discussion questions and places to pause and “pair-share” or “whip-around”.  <u>Common challenge:</u> • Team members will likely have different ideas about task set-up based on teacher skill level, experiences, backgrounds, etc. Help the team understand that there isn’t one right way. The goal is for the team to learn from each other’s past experiences while grounding collective decisions in new understandings and professional resources.  <u>Key understanding:</u>

- There are a number of ways teachers can unintentionally decrease the demand/rigor of the task. It is important to think about implementation of the task as everything that happens from the planning phase to the debrief phase. The purpose of today's meeting is to plan for implementation, which will create consistency in instruction across classrooms.

Option 1: Tuning protocol

Complete 20-minute rounds as needed

- (X) Presentation of lesson
 - Lesson presenter(s) provide context for the lesson plan, goals that drive the plan, the focusing question for feedback.
- (X) Clarifying questions from participants
- (X) Examination of the lesson
 - Silent, individual reading
- (X) Feedback
 - In what ways does the lesson work towards resolving the LCP? The POP?
 - Clarifying and probing questions from participants
 - Presenter(s) listen(s)
- (X) Reflection
 - Presenter states what s/he learned from feedback
 - Presenter proposes next steps for revision

Facilitation move:

- Frame the protocol: "We've created/identified in our curriculum ___ common lesson plans. When we "tune" our lesson plans, we will consider three components: the student learning goals, the teacher practice goals, and whether the lessons are structured and sequenced in a way that will enable students and teachers to meet those goals."

Common challenge:

- Some teams have difficulty giving feedback, either maintaining objectivity, staying focused on the task at hand (tuning a lesson to target instruction towards student and teacher goals), or expressing themselves non-judgmentally.
- You may wish to introduce and discuss these principles of effective feedback before engaging in the protocol, or assign team members to review this [Warm and Cool Feedback](#) resource as pre-work for the meeting:
 - Effective feedback starts with an opening statement that synthesizes or makes a claim about current practice.
 - Effective feedback cites very specific & descriptive evidence aligned with our quality indicators. This helps the recipient understand your rationale – what led you to give this feedback
 - Feedback is not advice, though there are obviously times when colleagues may offer advice.

Key understanding:

- The focus of a Tuning Protocol is on a particular lesson. The goal is to help the presenting teacher to improve, or "fine tune," that lesson so that it accomplishes the expectations set out by the presenter. In the inquiry context, the goal is to refine lessons to most productively respond to the LCP, POP and student and teacher goals.

Option 2: Plan a lesson

- Open the team's "Thinking Through a Lesson" template [\[link template here\]](#)
 - Debrief pre-thinking/pre-work about the task to collaboratively complete "Part 1: Selecting a Task"
 - Work through and complete "Part 3: Implementing the Task"
 - Work through and complete "Part 2: Setting up a Task"

Facilitation move:

- As pre-work, team members should have completed "Part 1: Selecting a Task." The team should spend ~10 minutes sharing out and calibrating thinking about the cognitive rigor of the task and expected task output from students. . You might consider including some guiding questions for discussion about Part 1 of the template to help the group unpack thinking about rigor and alignment between rigor and task output. When discussing the cognitive rigor of the task, push team members to ground ideas in evidence and to use language directly from DOK or the HESS matrix

Common challenge:

- Time will be the greatest challenge. The "Thinking Through a Lesson" template most likely requires more than 35 minutes to complete. It will be helpful to consider your expectations and desired outcomes for the group. Do you want for the team to practice moving through each piece of the template, even if that means the quality of the planning might suffer? Or, is it more important to zoom in on a few sections of the template to focus on quality of planning, even if that means the template is left unfinished? There are trade offs for each. Remember that the team's quality of planning and efficiency will improve with more "at bats" with this tool. As the facilitator, be transparent about these tradeoffs and set clear expectations for what you hope the team accomplishes during the meeting and what the team will need to complete outside the meeting.

Key understanding:

- Rigor is not defined by the task alone. If the team only completed "Part 1" of the "Thinking Through a Lesson" template, there is a high likelihood that the implementation of the lesson would vary greatly from classroom to classroom. Students would experience different levels of cognitive demand depending on teacher moves at each stage of implementation. The planning and conversation during CPT should help normalize what effective implementation looks like while decreasing variability across classrooms. The team will follow-up with a reflection on implementation through examining teacher instruction and student task output. This will help to continuously refine and improve instructional

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