

The Tuning Protocol: Tuning a Plan

*Developed in the field by educators affiliated with National School Reform Faculty (NSRF)
Adapted by EED for DTC training. Adapted by EED for AA Mentor training.*

When you tune a plan you have two basic components: a set of goals and a set of activities. The general objective is to get feedback from your colleagues about the degree to which the activities you structure seem likely to get your group to these goals. The plan is “in tune” when the goals and activities are most in alignment.

GOALS:

1. OSEP requires evidence the state monitors to ensure districts comply with IDEA requirements for testing accommodations in statewide assessments.
2. ESEA requires evidence that the state monitors the availability and implementation of accommodations for use during assessments (includes LEP students and students with disabilities).
3. ESEA requires evidence that the use of accommodations yields meaningful scores.

OBJECTIVES:

- Districts need to implement an *internal district tracking form* for accommodations used during testing.
- EED is implementing a *demographic page of accommodations* Spring 2012, in the Standards Based Assessment, science answer document.
- EED is implementing an *online accommodation/assistive technology collection section* In Spring 2010 for the reading, writing, mathematics, and science Alternate Assessments.

Time: Approximately 45 minutes

Roles: Presenter, Participants (seated in small groups of 4-5), Small Group Facilitator (who also participates), and Large Group Facilitator

Small group: Select a facilitator (to ensure that everyone in the group speaks/shares and shares at the end), note-taker (notes will be turned in so they need to be legible), and a timekeeper (to move the process forward).

1. Presentation to the Large Group (7 minutes)

- Context for plan
- Goals that drive the plan
- Focusing question for feedback

NOTE: This question should be a more specific version of the general objective above. Participants are silent.

FOCUSING QUESTIONS:

- Does your district have a method for tracking accommodations and ensuring that accommodations on the IEP are used in the classroom for three months and available on assessment day?
- How will this data assist your district?

2. Clarifying Questions from the Large Group (3 minutes)

- Clarifying questions are on procedures only.

3. Examination of the Plan and Pause to Reflect on Feedback (7 minutes)

- Participants silently read the plan, taking notes on where the plan seems “in tune” with the stated goals and where there might be problems.

5. Feedback in Small Groups (15 minutes)

- Participants talk to each other about the presenter's plan (as if the presenter is not in the room), beginning with the ways the plan seems likely to meet the goals, continuing with possible disconnects and problems, and perhaps ending with one or two probing questions for further reflection on the part of the presenter. These don't need to be in tight sequence, but participants should always begin with some positive feedback.
- The Presenter may walk around the room and listen in on groups, but remains silent and doesn't answer questions or engage in back and forth conversation.
- Facilitator may need to remind participants of presenter's focusing question.
- Recorder takes notes on the warm and cool feedback.
- The group chooses one item of warm feedback and one item of cool feedback to share in the large group.

6. Sharing Feedback in the Large Group (12 minutes-1 minute per table)

- Each group shares one item of warm feedback (in a round).
- When the first round has been completed, each group shares one item of cool feedback (again, in a round, and going in the opposite direction).

7. Notes

- Turn in notes so that EED can capture the thinking of the groups along with recommendations and the warm/cool feedback.