

Graduation Performance System (GPS) Tuning a GPS Module

This protocol is designed as a structure for participants to give feedback on a GPS module and/or task that is in the initial phases of development. It is modified from the original *The Tuning Protocol: Tuning a Plan* developed by educators in the field and published by the School Reform Initiative:

http://schoolreforminitiative.org/doc/tuning_plan.pdf

TIME

Approximately 45 minutes total (15 minutes per participant)

ROLES

Participants (seated in groups of three or so)

Facilitator (keeps everyone following the protocol)

Presenter (each person will take this role in turn as you repeat the protocol)

Each participant will present their GPS module through the process described below until all participants have received feedback.

The guiding question for this protocol is: *How can I improve my GPS module?*

1. Presentation (5 minutes)

One person presents their plan for their GPS module, including:

- The context for the GPS module
- Clear expectations for students
- Students' authentic learning experiences
- The GPS module's student-centered learning

2. Clarifying Questions (2 minutes)

The participants ask clarifying questions of the presenter. Clarifying questions are about matters of fact. Save substantive issues for the next step.

3. Feedback (6 minutes)

First, participants may want to think silently and/or talk to each other about the presenters' plan for the GPS module. Next, in a round, each person shares one item of warm feedback. When the first round has been completed, each person shares one item of cool feedback in another round, going in the opposite direction. Alternatively, each person can share one item of warm feedback and one item of cool feedback per turn. End the feedback session with a warm item. During this time, the presenter should be silently listening and taking notes but not participating in the conversation or responding defensively.

4. Reflection (2 minutes)

The presenter talks about what s/he has learned about how to improve the GPS module

from the feedback. This is meant to be a time to express how you might explore the interesting ideas that came out of the feedback session. It is not necessary to defend yourself, since the goal of the session is to help you, the presenter.

Protocols are most powerful and effective when used within an ongoing professional learning community and facilitated by a skilled facilitator. To learn more about professional learning communities and seminars for facilitation, please visit the School Reform Initiative website at www.schoolreforminitiative.org