

*Bethel Public Schools*

---

# Community Truancy Board

---

Kelley Boynton

*Executive Director for Elementary Schools*



# What's Good Look Like?

---

- ❖ Efficient
- ❖ Engaging
- ❖ Targeted
- ❖ Responsive
- ❖ Effective





# Problem Solving Isn't New





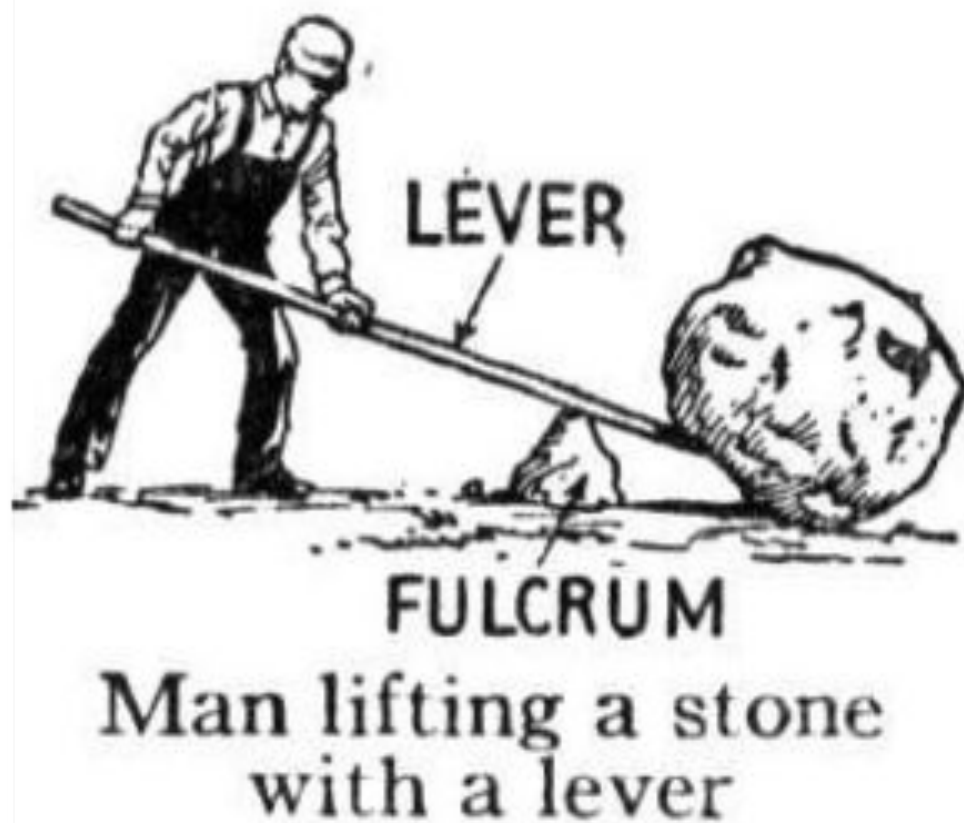
# Safeguarding

- ❖ Meandering
- ❖ Inalterable variables
- ❖ Soft Pedaling
- ❖ Soapboxes
- ❖ Misaligned strategies





# Protocol



## Why Protocols?

*Developed in the field by educators.*

### What Are Protocols?

- A protocol consists of agreed upon guidelines for a conversation. It is the existence of this structure, which everyone understands and has agreed to, that permits a certain kind of conversation to occur — often a kind of conversation that people are not in the habit of having.
- Protocols are vehicles for building the skills — and culture — necessary for collaborative work. Thus, using protocols often allows groups to build trust by actually doing substantive work together.

### Why Use a Protocol?

- A protocol creates a structure that makes it safe to ask challenging questions of one another; it also ensures that there is some equity and parity in terms of how each person's issue is attended to. The presenter has the opportunity not only to reflect on and describe an issue or a dilemma, but also to have interesting questions asked of her/him, AND to gain differing perspectives and new insights. Protocols build in a space for listening, and often give people a license to listen without having to continually respond.
- In schools, many people say that time is of the essence, and time is the one resource that no one seems to have enough of. We have been experimenting with protocols as a way to make the most of the time people do have.
- It is important to remember that the point is not to do the protocol well, but to have in-depth, insightful conversation about teaching and learning.

### How Do Protocols Work?

Protocols set boundaries for our conversations. Protocols set aside time specifically for listening, noticing, thinking, and speaking. The following are basic elements or stages of many protocols that are designed to provide the members of the group time to listen, notice, think, and speak.

#### Presentation

At the beginning of most protocols, **the presenter shares context and details** about some aspect of her/his work with the group. This may include written documents, data, or a sampling of student produced work. At the end of the presentation the presenter offers a **focusing question** that will guide the protocol to follow. Group members are silent during the presentation.



---

# Our Protocol

---

- ❖ Facts
- ❖ Clarify
- ❖ Narrow the Scope
- ❖ Brainstorm
- ❖ Clarify
- ❖ Advocate
- ❖ Lock
- ❖ Logistics





You're invited!

