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**2¢ Protocol**

**Goal:**

All voices heard

**Supplies:**

Two pennies clipped together

**Protocol:**

1. Each participant gets the clipped-together pennies
2. Explain that it is important in organizations that all input be considered and everyone given the opportunity to provide his or her “two cents.”
3. Ask a question or pose a problem to be solved.
4. Provide a specified amount of “think time” for participants to write down their thoughts.
5. Explain that everyone’s first penny must be used before anyone can use a second penny. Their first penny will be spent on sharing what they wrote down. They are not allowed to comment or respond to what someone else said in the first round.
6. Once all first pennies have been spent, participants may “spend” their second penny responding to something they heard.

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**Success Protocol**

**Goal:**

Have all team members consider how they can contribute to an effective, supportive team

**Supplies:**

• Post-it notes • Markers or Sharpies • Flip chart paper or white board

**Protocol:**

1. On three flip cart pages or columns on a white board, write the three questions with room underneath. All attendees get Post-it notes.
	1. ***What does the board need from the superintendent in order to be successful?***
	2. ***What does the superintendent need from the board in order to be successful?***
	3. ***What do board members need from one another in order to be successful?***
2. Attendees have time to think and write answers to the questions, putting one concept per Post-it note, writing as many responses as they need. They can be fairly specific or more broad or big-picture. The superintendent (and cabinet, if present) responds to the second question, the board write answers to the first and third.
3. When ALL are done writing, the group stands and takes turns reading off each of their responses to each question to the group, adding the Post-it notes to the appropriate sheets (or columns). Limit conversation/comments at this point, allowing each voice to be heard when adding his/her notes. Go round-robin with each person adding one Post-it note until all are added.
4. When all Post-it notes are up, ask the attendees to talk about what they see and to group any that are similar together. Have them note themes that are repeated within each of the three questions.
5. Once these have been reviewed, ask final question and record answers:

***Based on the needs of the team articulated here, what do we need to discuss/consider/implement/take action on in order to move ahead?***

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**Timeline History**

**Goals:**

* Understand the history that impacts current status and decision-making
* Share historical knowledge and context with newer members of the team

**Supplies:**

• Post-it notes • Markers or Sharpies • Flip chart paper or white board

**Protocol:**

1. Select the time span that the group feels would be helpful to examine. For boards, a five-year time span is often helpful. If there is longevity within the team, a seven- to ten-year span might be appropriate
2. Line up flip chart pages or columns on a white board, identifying each year that will be considered.
3. Begin with the first year and ask team members what stood out for them as board directors. If they were community members and not a school board member, their perspective should also be recorded.
4. Do not be surprised if team members remember in a circular fashion. Simply go back and add more to the charts.
5. Gallery Walk: Walk the timeline with the questions: “What is your storyline?” “What challenges, successes and growth are represented here?”
6. Capture and help the team recognize their successes.

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**Sources for Protocols**

**Harvard Teaching & Learning Lab:**

<https://www.gse.harvard.edu/sites/default/files/Protocols_Handout.pdf>

**School Reform Initiative:**

<http://www.schoolreforminitiative.org/protocols/>

**National School Reform Faculty:** (free but requires creating a user name and password)

<https://www.nsrfharmony.org/protocols/>

***Guiding Teams to Excellence with Equity:***

***Culturally proficient Facilitation*,** by John Krownapple