# Handout- Advanced Teams and Psychological Safety

1. **Our goal (Big Question) is to find out…**
	1. What works best for our kids (or what doesn’t work),
	2. here in our school.
		1. WHY?
	3. How do we learn this?
	4. How do we share this knowledge?
2. **Four Pillars of Effective Teaming**
* First work individually to assess where you think your team(s) are on the 4 areas of Effective Teaming
* Next see if you can reach agreement with your team(s) on where you are on the 4 areas
* Discuss what this means for your team and what steps you need to take with your team.

Rate your team(s) on a 4-point scale with # 1 being “beginning, or emerging” and #4 being “accomplished.”

* Speaking Up: Teaming depends on honest, direct conversation. Candid communication allows teams to incorporate both multiple perspectives and tap into individual knowledge. This includes asking questions; seeking feedback; talking about errors; asking for help; offering suggestions; and discussing problems, mistakes, and concerns (Rate 1-4)

|  |  |  |  |
| --- | --- | --- | --- |
| 1 (Beginning) | 2 | 3 | 4 (Accomplished) |

* Collaboration: Teaming requires a collaborative mindset and behaviors and is a way of working together that is characterized by cooperation, mutual respect, and shared goals. It involves sharing information, coordinating action, discussing what worked and didn’t, and actively seeking input and feedback from each other. (Rate 1-4)

|  |  |  |  |
| --- | --- | --- | --- |
| 1 (Beginning) | 2 | 3 | 4 (Accomplished) |

* Experimentation: Means learning from the results of actions and expecting **NOT** to be right the first time. It is a tentative, iterative approach to action. This concept is borrowed from science where experimentation behavior is a way of working together where we learn from the results of the actions that we took. (Rate 1-4)

|  |  |  |  |
| --- | --- | --- | --- |
| 1 (Beginning) | 2 | 3 | 4 (Accomplished) |

* Reflection-in-action: Relies on the use of explicit observations, questions, and discussions of processes and outcomes. It is the “habit” of critically examining the results of our actions to asses our results and to uncover new ideas. It is an “After action review.” It is the real time examination of our processes (actions) and outcomes. We reflect aloud what we observed and think aloud how could we be more effective.

(Rate 1-4)

|  |  |  |  |
| --- | --- | --- | --- |
| 1 (Beginning) | 2 | 3 | 1. (Accomplished)
 |

1. **Do your views and opinions count at work?**
* Discuss and report out
1. **Do better (more effective) teams:**
* Make more mistakes., or
* Less mistakes?

What do you think?

1. **Have team members take the audit on Psychological Safety below, discuss your findings**
* First work individually to assess where you think your team(s) are on the 5 areas of Psychological Safety

Rate your team(s) on a 4-point scale with # 1 being “beginning, or emerging” and #4 being “accomplished.”

* Is it safe to take risks, or does the team blame other people for mistakes? (Rate 1-4)

|  |  |  |  |
| --- | --- | --- | --- |
| 1 (Beginning) | 2 | 3 | 4 (Accomplished) |

* Can team members bring up problems and tough issues? (Rate 1-4)

|  |  |  |  |
| --- | --- | --- | --- |
| 1 (Beginning) | 2 | 3 | 4 (Accomplished) |

* Is it difficult to ask for help on this team? (Rate 1-4)

|  |  |  |  |
| --- | --- | --- | --- |
| 1 (Beginning) | 2 | 3 | 4 (Accomplished) |

* Do team members undermine efforts? (Rate 1-4)

|  |  |  |  |
| --- | --- | --- | --- |
| 1 (Routinely) | 2 | 3 | 4 (Never) |

* Are unique knowledge, skills, experiences and perspectives valued on your team? (Rate 1-4)

|  |  |  |  |
| --- | --- | --- | --- |
| 1 (Beginning) | 2 | 3 | 1. (Accomplished)
 |

**How safe is your team? Debrief as a team.**

1. Take some time to discuss perceptions of safety in your team
2. If members don’t feel like it is safe, what next steps can you take to make it safer?
3. **Unconscious Biases**
	1. **Naïve Realism- The false consensus effect.**
		1. The unshakable conviction that your own views are more common than they really are.
	2. **The Fundamental Attribution Error**
		1. We tend to explain others’ shortcomings as related to their ability or attitude, rather than to the circumstances they face…We blame the *people* for things that go wrong – not the situation
		2. We do exactly the opposite in explaining our own failures….We spontaneously attribute them to external factors
4. **Examples of questions during team meetings:**
* What happened? Why?
* What would happen if…?
* What changes could we make to strengthen studnt’s understanding?
* What else are we missing?
* Why do you think…?
* What would happen if?
1. **As a team review the reference - ISBE “Asking Thoughtful and Reflective Questions”**
2. **Read through, and discuss each of the following questions with your team:**
* How can we (as a team) scaffold our own adult learning better?
	+ How much time, practice, and risk can we take?
	+ Can we be ok with “Not knowing the answers?”
* The more questions the group can ask, the better. Thoughtful questions lead to deeper inquiry
* How can we “dig deeper” into student learning and how to assess that?”

Remember through this work you are developing a belief in the importance of collective learning

* Always ask:
	+ “What did we learn today?” and
	+ “How can we apply this learning in our classroom”
* Ask more WHY questions
1. **The power of questions**

Read through the following questions below

Then talk about how your team might grow if you asked better questions?

 “Imagine yourself in your next team meeting. Observe and check your impulses to be the expert, the problem solver, or the holder of the most seasoned experiences and perspectives. See yourself using questions to:

* Challenge yourself to look at solutions from a different point of view
* Stay in the state of curiosity longer to sort out where you are coming from
* Probe deeper into motivations, perspectives, and experiences
* Bring the “unspeakable” questions to the surface
* Challenge the status quo to move the conversation tot the next level
* Build on what is being said and take it one or two steps further
* Engage with people on a deeper level”

Cashman 2012

How might this affect the way your team functions?

## Reference list Psychological Safety

Cashman, K., (2012). The Pause Principle: Step back to lead forward. San Francisco. Barrett-Koehler Publishers.

Dalio, Ray., (2017). Principles. Simon and Schuster, NY.NY.

Datnow, A., & Park, V., (2014). *Data-Driven Leadership.* San Francisco, CA: John Wiley & Sons, Inc.

DeLuca,C., Bolden, B., & Chan, J., (2017). Systemic professional learning through collaborative Inquiry: Examining teachers’ perspectives. *Teaching and Teacher Education*. Vol 67. Pp.67-78

Dweck, C., (2006). Mindset: The New Psychology of Success. Random House. NY.NY

Edmondson, A. C. (2012). Teaming: How Organizations Learn, Innovate, and compete in the Knowledge Economy. Jossey-Bass. San Francisco, CA

Edmondson, A.C., (2019.) The Fearless Organization: Creating Psychological Safety in the workplace for learning, innovation, and growth. John Wiley & Sons Hoboken NJ

Fullan, M., (2010). All systems go: the change imperative for whole system reform. Corwin. Thousand Oaks California

Hattie, H., and Zierer, K., (2019), Visible Learning Insights. New York: Routledge.

[Hambrick, D., Oswald, F., Altmann, E., Meinz, E., Gobet, F. and Campitelli, G. (2014). Deliberate practice: Is that all it takes to become an expert?. Intelligence, 45, pp.34-45.](http://www.chrest.info/fg/Articles-2011-2015/Hambrick-2014-Intelligence-DeliberatePractice.pdf)

Hinken, B., (2005). Confessions of a recovering knower. The Systems Thinker. Vo. 16. No.7.

Jackson, R.R., (2019). *Making every teacher a master teacher*. Educational Leadership Vol 76. No. 6. P.11.

Kahneman, D., (2011). Thinking Fast and Slow. Farrar, Straus and Giroux, NY,NY.

Kouzes, J. M., and Barry Z. Posner, B.Z., (2010). The Truth About Leadership: The no-fads, heart-of-the-matter facts you need to know. Jossey-Bass. San Francisco CA

Panero, N.S., and Talbert, J.E. (2013). Strategic Inquiry. Harvard Education Press. Cambridge, Massachusetts

Reeves, D..B., (2020). Achieving Equity and Excellence: Immediate Results From the Lessons of High-Poverty, High-Success Schools (A strategy guide to equitable classroom practices and results for high-poverty schools**.**) Solution Tree Press: Bloomington Indiana

Robinson, V., (2011). Student-centered leadership. San Francisco: Jossey-Bass.

Schein, E. H., (2013). Humble Inquiry: The gentle art of asking instead of telling. Berrett-Koehler Publishers. Oakland CA

Schleifer, D., Ronehart, C., & Yanisch, T., (2017). Teacher Collaboration in Perspective: A Guide to Research. The Spencer Foundation and Public Agenda. <http://www.in-perspective.org/pages/teacher-collaborationhtt> p://www.in-perspective.org/pages/teallaboration

Sparks, D., (2005). *Leading for results: transforming teaching, learning, and relationships in Schools.* Corwin Press

Wahlstrom, K.L. & Karen Seashore Louis, K.S. (2008). How Teachers Experience Principal Leadership: The Roles of Professional Community, Trust, Efficacy, and Shared Responsibility. *Educational Administration Quarterly Vol. 44, No. 4. 458-495*