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CREATING PSYCHOLOGICALLY SAFE SCHOOLS FOR EDUCATORS

I was walking to my car after a professional development workshop on trauma-informed teaching that I had facilitated for a large suburban high school when one of the teachers approached me. I could tell from the tension in her face that what she was about to share with me pained her in some way. She looked around to make sure that no one was within earshot and said in a quiet voice, “For me, the most difficult thing about teaching isn’t the students; it’s the other teachers.”

She went on, “There’s so much gossip, blame, and criticism among the staff here. You’re either part of the in crowd that has a say in all the decisions, or you’re in the out crowd that the administration ignores. This school is run by cliques. We teach high school, but we’re worse than the students.” What this teacher could not have known was that I had heard similar sentiments voiced by countless educators across the country, educators who love what they do but find that their interactions with colleagues often add stress to their already demanding jobs. As educators, we anticipate that we’ll encounter students who may be occasionally disrespectful, but many of us find ourselves surprised and deeply hurt when we feel disrespected, judged, overlooked, or even excluded by our colleagues.

For educators who find themselves in toxic school environments, we may attempt to buffer social stressors at work by isolating or by finding a colleague (or if we're lucky a small group of coworkers) with whom we connect and can vent to when work gets to be too much. Finding your people is healthy. It becomes a problem only when educators feel forced to choose between being a lone soldier or joining a pack to navigate the negativity and drama within their school. When this happens, the staff fragments, and dysfunctional dynamics become entrenched, eroding the possibility of effective collaboration.

Some of you may be fortunate enough to work in schools where you feel valued and supported. In healthy, resilient schools, educators know that they are part of a team. They recognize that each student is everyone's student. These educators don't face challenges alone because their team has their back, and their students receive greater support as a result. However, many educators do not have this experience. They carry the burden of this profession largely on their own shoulders. Asking for help, attempting new strategies, or being courageous enough to advocate for positive change comes at a cost. They may encounter criticism, backlash, and backstabbing when they risk authenticity or innovation within a toxic workplace culture. The ways that we treat one another at work have a significant impact on our mental health as well as our career satisfaction and performance. Schools are safe and healthy places for students only when they are safe and healthy places for educators.

PSYCHOLOGICAL SAFETY

The purpose of this book is to assist educators in creating schools where they feel connected, valued, supported, and inspired. This requires us to investigate the nature of harmful workplace dynamics and determine what we can do to transform them. To aid us in this journey, we will consider stories based on the real-life experiences of educators from around the country as well as research on creating psychologically safe workplaces.

Some of the stories included in this book may evoke painful feelings because they describe ways that we inadvertently and, at times, intentionally harm one another during a typical school day. These depictions may trigger negative memories or emotions connected to similar experiences you have had or are currently experiencing. If this happens, please be gentle with yourself. Feel free to set this book aside and practice some small act of self-care. You may decide to take a few deep breaths, stretch, journal about your feelings, or quit

your job. I am kidding about the last suggestion, sort of. We will hear from an educator later in the book whose transfer to another school was her last and only available solution. In her case, self-preservation was the greatest act of self-care. Again, I encourage you to care for your well-being as you read and know that you can always pause and return to this book when you're ready.

I also want to encourage you to be a courageous reader. You practice courage when you risk self-reflection, especially when it feels uncomfortable. Sometimes you may find yourself wondering, "Wait, am I one of the *other teachers*?" Personally, I know that this has been true for me at times in my career as an educator. I have said and done things that left my colleagues feeling disrespected and diminished. However, I also believe that we grow when we self-reflect, accept responsibility for the difficult parts of ourselves, and commit to doing better.

If you are fortunate enough not to relate to any of the difficult experiences shared in these pages, my hope is that you still gain knowledge and skills to cultivate a psychologically safe work environment for yourself and others. For those of you who experience negative dynamics at work but prefer not to acknowledge them due to an inner resolve to focus only on positive things, this book will be a hard read for you. I invite you to think as though it were a guide to organizational composting. Composting is a natural process where waste can be used to nourish healthy vegetation. Composting seems like magic, but it's nature at work. By exploring harmful workplace dynamics, we are better able to understand them and take action to transform them. This is a hard thing to do alone and easier to accomplish together. Take what you learn from this book, and start within your sphere of influence, which may be a relationship with a particular colleague or with your grade-level or department team. Begin where and when you can.

Over the past several years, I have traveled the United States facilitating professional development sessions and coaching educators on trauma-informed teaching and leading. Much of my work has focused specifically on educator well-being and resilience. Over the past several years, I've had the privilege to work with thousands of educators who devote themselves to addressing the holistic needs of their students. One thing I have come to know with certainty about educators is that we dare greatly, do hard things, and make magic happen.

As you reflect on the following stories, notice your thoughts and feelings. They are valuable sources of information that will deepen the insights and actions you take away from these pages.

JAYDA

Jayda is in her third year as a high school math teacher. She is skilled at building positive relationships with her students and engaging even the most reluctant learners. In fact, she is the only math teacher at her school who hosts after-school tutoring sessions, which are packed with students who voluntarily come for additional help and practice. Jayda puts a great deal of effort into assessing her students' learning and using that data to tailor her daily instruction. The evidence of her impact is found not only in the enthusiasm that she generates among her students but also in their performance. Most of her students exceed the standards of the state's summative math assessment.

When I asked Jayda how she felt about her successes as a teacher, her response was "exhausted." She shared that although having positive relationships with her students was a source of joy, it was also hard work. The emotional labor required to build and sustain those relationships, in addition to all the other demands of teaching, took what little energy she had left. However, for Jayda these relationships fulfilled her sense of purpose, which made the extra effort she put into them worth it. Her strongest relationships, though, were with her students, not her peers. Among her colleagues, Jayda was lonely.

Jayda wanted a greater sense of connection and camaraderie with her colleagues. She wanted someone to share ideas and strategies with when she found herself struggling with a student. Instead, she felt like she worked in a school where each classroom was its own island. At best, teachers were stretched thin, and there was no time for them to build relationships with one another. At worst, teachers were burnt out and took their frustrations out on one another through relational aggression and workplace bullying.

Jayda told me about a recent experience she had at a department meeting. She said, "I walked into the meeting, and I could hear my department chair criticizing me to another teacher. She was saying that she didn't think my instruction was rigorous enough and that I babyed my students with too much hand-holding." I asked Jayda how she felt when this happened. "I was hurt," Jayda said, "but I wasn't surprised. She's a gossip and she's always finding fault with people. She has a little group of teachers who fawn over her because she's close with the principal. She and the principal have lunch together some days. And every year she hosts the holiday staff party at her house, so she has a lot of social power too."

I asked Jayda if she had any thoughts as to why she was the target of her colleague’s criticism. “I’ve thought about that a lot because I’ve always been polite and professional with her,” Jayda explained. “I don’t know if it is because my students do so well and she’s jealous. But that might not be it. I’m the only person of color in my department, and I am at least 10 years younger than everyone else. Most of our students are students of color. So, I hear from a colleague that my department chair said to the principal, ‘Of course Jayda’s students bond with her. She’s more like them than we are.’ Can you believe she said that? I give my whole heart to my students, and she chalks it up to my race and my age. That’s insulting. She invalidated me and my work.”

Jayda didn’t feel it would be worth confronting her department chair, nor did she think the principal would listen and respond to her concerns. In fact, she feared advocating for herself would only invite retaliation and further social exclusion. Jayda felt powerless and alone. She confessed, “I’d like to at least have a friend here. Not all the teachers are like her [the department chair]. It’s just that we’re so busy that a lot of teachers keep to themselves. We don’t get past hello or good morning.”

KURT

Kurt is a social studies teacher at a suburban high school that he attended growing up. Even though it’s his first year teaching, he has known several staff members for years, a few since he was a kid. Despite feeling connected to his colleagues, Kurt has had a rocky start to the beginning of his teaching career.

When I met Kurt, he was weeks behind on his pacing calendar and panicked about catching his students up. One reason he was so far behind was that he had a hard time maintaining consistent routines and behavioral expectations in his classroom. He very much wanted his students to like him, and he felt uncomfortable when he needed to redirect their behavior. He tried to leverage relationships and use humor as much as possible when responding to challenging behaviors, but students learned quickly that they could get away with a lot in his classroom. As a result, his classes felt chaotic, and he felt like a “nice guy” being taken advantage of. The classroom chaos only partially distracted him from the fact that many of his students were not making academic progress, and he had no idea how to help them.

“I feel like I’m failing my students,” Kurt admitted. I could sense the deep shame he felt as he shared this with me. It’s painful to hear things like this from a teacher, especially one who is only beginning his career as an educator. However, I can relate. To put it bluntly, during my first year of teaching, I was a hot mess, but with some coaching and opportunities to learn from my colleagues and my own mistakes, I improved. Still, there remains the undeniable moral trauma of working in an under-resourced field like public education and encountering a need that surpasses your capacity to respond. Sadly, I have met many new teachers who carry the shame of our broken system. They don’t get support they need, they blame themselves, and they leave the field of education. We cannot carry the weight of our duty as educators alone; we are far more resilient and impactful when we work together.

I asked Kurt about the types of support he received as a new teacher in hopes that he would stop blaming himself and see that developing one’s craft as an educator is a journey of progress, not perfection. Kurt’s onboarding experience consisted of a half-day new teacher orientation spent reviewing the employee handbook. Then he was given the keys to his classroom, and a mug with the school’s logo on it, and told to have a great year. Kurt relied on his intuition and the skills he had started to develop during the student teaching he did in graduate school. If the door to his classroom was closed, he felt some modicum of relief knowing no one else would be bothered by the mayhem in his room—at least until about a month into the school year when a fight broke out in his sixth-period class that erupted into the hallway. In the days following the incident, the principal came in to observe Kurt’s classes multiple times.

I asked if the principal offered him any helpful feedback. “Not really,” Kurt said. “He told me what needed to be improved, but he didn’t offer any suggestions for how to go about making those changes happen.” Regardless of his administrator’s capacity to be of assistance, Kurt has several colleagues with years of experience who could offer their support and wisdom. I suggested that he try to connect with one of them perhaps as a mentor. “It’s not like that here,” he replied. “We compete with each other more than we collaborate. The principal starts off the year reminding us of the teachers whose students performed the best on last year’s state tests. That pretty much sets the tone. As a teacher, you need to focus on the test scores and make sure your students do better than everybody else’s.”

Kurt went on to say, “We talk to each other about football or what we did on our last vacation, but we don’t talk about problems we’re facing as teachers. I mean we might vent about a student, but nobody is going to ask for suggestions about how to work with that kid because that makes it look like *you* are the problem, not the student.” This is a common dynamic that reveals the seductive appeal that blame holds when teachers don’t feel safe enough to learn. By making the student the problem, the educator alleviates their own shame or fear that they aren’t a good enough teacher. The onus of responsibility for changing the situation is placed on the student. Sadly, this is a sure-fire way to ensure things will either remain the same or worsen.

Kurt explained that when he has asked his colleagues questions about ways to better support students, he hasn’t received much guidance. “I get raised eyebrows or judgmental responses like “Oh so *that* is how you’ve been teaching it?” It’s almost like they don’t think I’m capable of teaching. The worst times for me are when I do something that I think is the right thing to do and get reprimanded. Like the other day, I sent a student to the office because of his behavior, and then I was told that’s not how we handle things here. Well, no one told me how to handle things here; otherwise, I’d do what’s expected of me.”

Kurt’s frustration is a classic example of an educator who works in a school where it isn’t safe to learn. Asking questions, seeking help, and making mistakes are framed as deficits rather than opportunities to learn and grow. When it seems like everything that we’ve tried has failed to benefit a struggling student, when we’ve reached the limit of our compassion with a student’s challenging behaviors, when we’ve taught it but our students didn’t learn it—these are some of the many instances when we need to be able to share our frustrations and brainstorm solutions with our colleagues. Supportive work environments provide structured opportunities to ask questions, share knowledge, and offer constructive feedback and support. These schools make it safe enough for educators to learn.

JOAN

Joan has been teaching fifth grade for 20 years. She is an exceptional teacher. She is beloved by her students and many of their families. Joan has a strong connection with her grade-level team. They listen, problem-solve, and support one another. Joan feels that teaching is

not simply a job, rather it is a vocation. Somehow after two decades in the profession, she continues to find delight and wonder in her work. This is not to say that she doesn't also find teaching to be exhausting, difficult, and overwhelming at times. She is, after all, a teacher and a human being.

I met Joan at a professional development workshop that I was attending as a fellow participant. We became instant friends. Her warm demeanor and enthusiasm were infectious, even to me as an adult. I had no trouble imagining her in the classroom captivating her students' attention and stoking their curiosity and excitement for learning. I caught myself resenting the fact that she wasn't leading our training because she emanated more passion for the subject than our facilitator.

After the workshop, Joan and I exchanged numbers to stay in touch. Over the next several months we texted and had a few phone calls to catch up. I continued to appreciate her uplifting spirit, and she shared that she valued my authenticity and candor. One afternoon, I got a call from her and could tell immediately from the sound of her voice that something was wrong. Her voice was shaky like she was about to cry. She said to me, "Today my principal observed my class and told me that my students are lucky to have me." I then heard the quiet hiccups of her breaking into tears.

I said, "Joan that's great news. Of course, they're lucky to have you. But what's wrong? It sounds like you're crying." She spoke between what were now full sobs, "I've had this principal for 15 years, and this is the first compliment she has given me. Fifteen years." Joan was grieving years of devoting her mind, heart, physical energy, money, and time in the hopes that her efforts would be valued not only by her students but also by the leader of her school.

My mind scrambled to make sense of the situation. Her principal must have acknowledged her impact before now. Perhaps the principal was busy supporting struggling teachers and assumed she could leave well enough alone. Or maybe the principal was frustrated because her own efforts weren't being acknowledged by her supervisors at the district office. I stopped myself before I voiced any of these unhelpful rationalizations. Instead, I listened as Joan cried.

Teaching tests our minds, bodies, and emotions every school day, and the desire to have someone acknowledge our hard work is a valid need. We invest a great deal into our students in the hopes that what we teach will benefit them now and in the future. For those of us like Joan, who bring our whole self to this profession, we are transformed and challenged by it.

Only a fellow educator can relate to the demand and depth of our profession. Educators work extremely hard to meet students' cognitive, behavioral, and social-emotional needs, and we deserve to be appropriately acknowledged, appreciated, and compensated.

TONI

Toni is the principal of a large urban school that serves students in kindergarten to eighth grade. She is a dynamic principal who works well beyond the hours of the school day to address the needs of staff, students, and families. However, she often feels like her hard work falls short of meeting their needs. She admitted, "My day gets hijacked. I've got to de-escalate a kid who tore apart a classroom; an upset parent needs to talk to me; I need to facilitate a restorative conversation about a fight that happened on the playground; some maintenance issue still hasn't been repaired even though the work order was submitted a week ago; it's one little crisis after another. By the time I sit down and look at the to-do list that I made that morning, all I can do is laugh to avoid crying."

Toni shared candidly, "It doesn't help that the district keeps introducing all these new initiatives, and none of them align with each other. So, I have to be the bad guy who gives my teachers yet another thing to do. It's easy to lose sight of our purpose because we're so busy trying to check off the boxes in order to comply with the district's agenda." I asked Toni if she had a leadership team at her school that she could turn to for support, and her response was interesting. She said, "I think my teachers want to make me happy." This made me curious, so I asked if I could sit in on a meeting with Toni and some of the teachers at her school.

Toni invited me to join a fifth grade team meeting. The purpose of the meeting was to review data from a recent literacy assessment and discuss needed instructional changes. The literacy assessment revealed that most fifth grade students were reading at a third grade level. Despite the disappointing data, the teachers remained pleasant and agreeable. When Toni broke down the data by subgroups (emerging language learners, students with individualized education programs (IEPs), etc.), the group turned ever so slightly toward blame. One teacher said she was curious if the students' parents read to them at home. Another asserted that the texts in the district's new curriculum weren't engaging. While they levied these complaints, everyone maintained smiles on their faces.

Toni asked if they had been implementing any of the strategies from the district's professional development trainings on differentiated instruction for literacy. Everyone emphatically agreed that they were each using the strategies and doing all that they could to support their students. Then the meeting ended. There was no plan made as to what to do differently in light of the data but simply a shared agreement that everyone was doing the best they could despite a boring curriculum and parents who allegedly don't read to their kids.

After the meeting, I asked Toni if she felt the meeting was effective. She said, "No. Not at all. That's just the first part of the process though. In the meeting everyone plays nice. Tomorrow, they'll each try to find a time to meet with me individually, and they'll throw each under the bus. That's when I'll learn what really goes on in their classrooms when I'm not in there for observations." Toni's response reveals a school that values niceness over authenticity and impact. To be clear, when I use the word "nice," I am not referring to kindness. Instead, I am referring to a culture that avoids conflict and genuine communication in favor of superficial interactions that maintain the status quo. In schools that prioritize niceness, the needs of the students are often neglected to make the adults more comfortable.

In "nice" schools, staff avoid tough conversations about topics such as improving instruction, addressing inequities, or failing to follow through on their commitments. Staff let one another off the hook for not meeting their professional duties with the expectation that their colleagues will return the favor. As a result, the quality of instruction suffers, and the adults working in the school suffer as well. "Nice" schools are often psychologically unsafe places to work. When schools don't have structures in place that allow their staff to address problems in a productive manner, the problems fester. Educators in these schools often resort to gossip, backstabbing, scapegoating, and other forms of indirect aggression to vent their frustration. "Nice" schools can be painful places to work despite the smile on everyone's face.

COLLECTIVE EFFICACY

To meet the academic, behavioral, and social-emotional needs of students, educators must work together as a team. Having everyone on the same page allows for consistency and a systemic approach to the holistic care and education of students. Otherwise, every

classroom functions in a silo with each teacher doing what they think is best. When this happens, parents are forced to gamble each year with their child's future. Will their child be lucky enough to get the teacher who is skilled at building relationships, tailoring instruction, and assessing learning? Or will their child get the teacher in the classroom next door who spends most of the day at their desk while students do busywork? This is what some refer to as *success by chance* rather than *success by design*. Success by design necessitates productive collaboration among educators that builds collective efficacy.

Collective efficacy is a belief shared among educators that when they work together as a team, they can improve student outcomes. In practice, collective efficacy is both a belief and a process of continual improvement that is guided by shared goals, sustained through teamwork, and informed by evidence of impact. John Hattie's Visible Learning research has found collective efficacy to be one of the greatest influences on student achievement. In fact, students in schools with high levels of collective efficacy often achieve 2 years' worth of academic growth in a year's worth of time. Collective efficacy has also been shown to mitigate the harmful effects of poverty on learning, making it a defining characteristic of high-performing, high-poverty schools.¹ Teams and teamwork are at the heart of collective efficacy. There can be no collective efficacy without effective collaboration. Effective collaboration is built upon trust and psychological safety.

Between 2013 and 2015, Google conducted research on the defining characteristics of high-performing teams within their company. Researchers interviewed more than 200 Google employees, studied the dynamics of more than 180 teams within the company, and analyzed more than 250 different influences on team performance. Going into the study, researchers assumed that the effectiveness of a team would be largely determined by the level of expertise of the team members. However, they were surprised to learn that a team's effectiveness is not determined by who is on the team but instead by how the members of the team interact with one another. The study's findings revealed five key characteristics of high-performing teams:

- 1. Psychological Safety:** Team members trust one another enough to take risks.
- 2. Dependability:** Team members can rely on one another to each do their part.
- 3. Structure and Clarity:** There are clearly defined goals, roles, and responsibilities.

4. **Meaning of the Work:** Team members feel that their work is meaningful.
5. **Impact of the Work:** Team members know their work makes a difference.

Of these five factors, researchers found that psychological safety had the greatest influence on a team's effectiveness.² In many respects, psychological safety is the foundation upon which the other characteristics are built.

Harvard Business School professor and author Amy Edmondson defines psychological safety as “a shared belief held by members of a team that the team is safe for interpersonal risk taking.”³ In terms of school teams, this would look like colleagues who trust one another enough to take the risks that are required to grow their skills and improve student outcomes, risks like asking questions, sharing new ideas, offering support, valuing someone else's contributions, and confronting problems and challenges.

Author and CEO, Dr. Timothy R. Clark has said, “Psychological safety is a condition in which human beings feel included, safe to learn, safe to contribute and safe to challenge the status quo—all without fear of being embarrassed, marginalized, or punished in some way.” Clark has defined four stages of psychological safety that reveal how psychological safety is developed and sustained in our workplaces.⁴

1. **Inclusion Safety:** Colleagues feel welcomed, included, and respected by one another.
2. **Learner Safety:** Colleagues ask questions, seek help, share feedback, and learn from mistakes.
3. **Contributor Safety:** Colleagues acknowledge and value one another's contributions.
4. **Challenger Safety:** Colleagues address challenges and problems in a productive manner.

Each of these stages builds upon the preceding one. For example, if you don't feel included at work, then you are far less likely to ask questions and seek support. Therefore, a school team's journey begins with belonging and evolves into tackling tough challenges in ways that make an impact while inspiring team members with a greater sense of confidence in their collective ability.

Let's reflect for a moment on the four vignettes that we explored earlier in this chapter. Jayda's story shows us how lonely and exhausting it is to work at a school where inclusion safety is missing. Kurt's story reveals an educator who has no experience of learner safety and finds himself feeling judged and frustrated. Joan's tears are the result of years of having an administrator who failed to cultivate a sense of contributor safety for a highly effective teacher. Finally, we learn about Toni's school, which struggles to meet the learning needs of its students because staff aren't having the growth-producing conversations that can happen only when challenger safety has been established. Each of these stories offers insight into the critical role that psychological safety plays in fostering both educator well-being and effectiveness.

In this book, we will explore each of the four stages of psychological safety as they relate to creating healthy and high-performing schools. We'll also look at factors that contribute to psychologically unsafe work environments for educators. In each section of the book, we'll use real-life case studies and research to identify what can be done to cultivate inclusion, learner, contributor, and challenger safety for you and your colleagues. Before we go any further on this journey, I invite you take a moment to reflect on your experience of psychological safety at work.



EDUCATOR PSYCHOLOGICAL SAFETY ASSESSMENT

Please read the following statements and decide how strongly you agree or disagree with each of them.

1. Staff members within my school can bring up problems, challenges, and tough issues.
2. I feel safe enough to try new strategies within my school.
3. It is difficult to ask other staff members at my school for help.
4. I feel safe expressing my ideas, questions, and concerns at work.
5. None of my colleagues would intentionally undermine my efforts.
6. At my school, my unique skills and talents are recognized, valued, and utilized.
7. My colleagues and I learn from and with one another.
8. If I make a mistake at work, it will likely be held against me.

(Continued)

(Continued)

9. If I share about a success at work, my colleagues will respond positively.
10. Colleagues within my school sometimes reject others for being different from them.

These statements are adapted from Edmondson, A. (1999). Psychological safety and learning behavior in work teams. Administrative Science Quarterly, 44(2), 350–383.



REFLECTION QUESTIONS

1. Reflect upon the statements from the Educator Psychological Safety Assessment. What do these statements reveal about your experience of psychological safety at your school?
2. Do you relate to any of the experiences that were shared in the stories of Jayda, Kurt, Joan, and Toni? If so, how?
3. Of the four stages of psychological safety (inclusion, learner, contributor, challenger), is there one that feels especially important to you? Why or why not?
4. If a colleague had never heard of the concept of psychological safety, how would you describe it to them?



KEY TAKEAWAYS

- How educators treat one another at work influences their job satisfaction and performance.
- Collective efficacy is a belief shared among educators that they can improve student outcomes. This belief becomes a reality through productive collaboration informed by evidence of impact.
- Collective efficacy drives student achievement. Psychological safety creates the conditions for collective efficacy to be possible.

- Psychological safety describes a workplace culture in which educators feel safe enough to ask questions, express concerns, share ideas, and challenge the status quo.
- Psychological safety can be built in stages through communication and behaviors that cultivate belonging, learning, appreciation, and innovation.

A note about the tool kits: Each chapter will conclude with a tool kit comprised of practices, strategies, and tools. The tool kits are divided based on behaviors for an individual educator, a team of educators, or an administrator who is leading their whole school in becoming more psychologically safe.

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PRACTICES, STRATEGIES, AND TOOLS

Individual Educator
<ul style="list-style-type: none">• Be mindful of how you engage with colleagues. Begin to reflect on how your words and behaviors affect how psychologically safe your coworkers feel around you.• Notice who you talk with at work and who you do not. Reflect on any perceptions or circumstances that might shape how you choose to interact with colleagues.• Observe how your colleagues interact with one another. For now, simply notice how these interactions enhance or diminish psychological safety.
Team
<ul style="list-style-type: none">• Invite each team member to share their thoughts about how psychological safety affects teamwork.• As a team, brainstorm a list of behaviors that build psychological safety among your team. Invite each team member to share one behavior that they will be intentional about doing more often. Express encouragement or gratitude any time someone on the team engages in one of these behaviors.
Administrator
<ul style="list-style-type: none">• Reflect on your interactions with staff. Notice how your communication and leadership style affect the degree of psychological safety within your school.• Create a psychological safety survey using the 10 statements from the end of this chapter. Have staff complete the survey anonymously by rating their agreement with each statement on a Likert-scale ranging from <i>strongly disagree</i> to <i>strongly agree</i>. You can find a sample educator psychological safety assessment at the end of the book. You can use the results of this survey to inform a school-wide psychological safety action plan (see Chapter 8).• Learn more about collective efficacy by reading articles, research studies, or books, such as Jenni Donohoo's <i>Collective Efficacy: How Educators' Beliefs Impact Student Learning</i>.