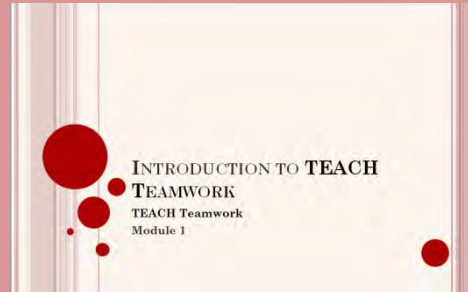


INTRODUCTION TO TEACH TEAMWORK

Say:

Welcome to the TEACH Teamwork training program. In this introductory module we describe the principles underlying TEACH Teamwork and how this system can be used to help you enhance your knowledge, skills, and attitudes about teamwork and apply them in your school.

INTRODUCTION



Slide

CONTRIBUTORS

Say:

Authors of Teach TEAMWORK are listed on this slide.

INTRODUCTION



Slide

A REAL VIGNETTE

Say:

Think about the scenario shown on the slide.

- Does Wei's experience sound like any situations you have experienced?
- Can you think of times when your interactions with your colleagues could have been better, more useful, or efficient?
- Have there been instances when you or your peers exhibited attitudes, perceptions, and/or behaviors of your peers interfered with your ability to get work done?

INTRODUCTION

A REAL VIGNETTE:

Wei is seeking feedback from his colleagues during his grade level team meeting regarding an unruly student. He suspects something is going on at home that sparked the sudden misbehavior and would like advice on how to handle the student during school hours and approach the student's parents without causing offense or seeming judgmental.

Though well meaning, many of Wei's colleagues eagerly begin talking about their own experiences with troubled students. Very quickly the focus of the discussion moves away from helping Wei. Wei, who is naturally agreeable and reserved in nature, is at a loss for how to bring the topic back to his concerns.

Slide

Note:

**Wei is pronounced like the English word "Weigh".*

TEAMWORK IN SCHOOLS

Say:

Watch Sara Dunaway and Dawn Peake talk about their experiences with co-teaching.

Did you agree with the sentiments Dawn and Sara expressed about needing mutual respect and creating a shared understanding of the roles and responsibilities needed to accomplish their goals together? These very concepts are the basic building blocks of good teamwork and are critical to ensuring successful teams.

Of course, Sara and Dawn make one example of what a team might look like in PreK-12 schools. There are many other types of teams that don't involve classroom interaction. IEP teams and grade level teams are examples of school teams that typically meet outside of classrooms. The principles and techniques you will learn here apply to all of these different types of teams.

INTRODUCTION

TEAMWORK IN SCHOOLS



Slide

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YES, TEACH TEAMWORK CAN HELP

Say:

Teamwork training has been successfully used in other high-stress, high-stakes environments such as aviation, the military, and healthcare.

TEACH Teamwork was developed by the American Psychological Association's Coalition for Psychology in Schools and Education in collaboration with the Department of Human-Systems Interactions Research at the University of Central Florida, where teamwork training systems are developed and evaluated. The resulting collaboration provides an evidence-based program aimed at optimizing performance among teams of PreK-12 educational professionals, enabling them to meet their team goals and adapt to changing conditions. This curriculum incorporates more than 30 years of scientific research on teams.

TEACH Teamwork utilizes this research and packages the information for the educational professional. The goal is to give you practical knowledge and tools to optimize the success of all your teams. Each module is designed to be self-contained and to provide instruction on four teamwork competencies.

INTRODUCTION

YES, TEACH TEAMWORK CAN HELP

- Teamwork training is successfully used in other high-stress, high-stakes environments such as the aviation, military, and healthcare industries
- Evidence- and experience-based
- Teaches transportable skills you can use in any school team, such as:
 - Individualized Education Program Teams
 - School Improvement Teams
 - Grade Level Teams
 - Problem Solving Teams
 - Instructional Support Teams
- Designed especially for *you* and *your* needs

Slide

Instructor/Facilitator Tip: Ask participants, “How many of you have taken a teamwork training course before?” Chances are not many people have taken a formal teamwork training course. Use this as a way to drive home how valuable it could be for them to learn about teamwork.

THIS TRAINING IS MOST BENEFICIAL WHEN YOU:

Say:

Our experience has shown us that professionals will benefit most from teamwork training when they understand why and how teamwork is important, appreciate why learning about teamwork is relevant to them, and understand the advantages of attending this training.

In this introductory module we present various teamwork experiences. Next, we will go over the benefits of team training. We will then discuss what teams are and what teamwork is, and will conclude by briefly describing the structure and content of the remaining modules.

INTRODUCTION

THIS TRAINING IS MOST BENEFICIAL WHEN YOU:

- Understand why teamwork is important in schools
- Appreciate why learning about teamwork is relevant to you
- Understand the advantages of attending this training



Slide

YOUR EXPERIENCE WITH TEAMWORK

Say:

You have likely had some sort of experience working on teams. You may have come to understand the challenges that can arise when working with others to achieve a shared goal.

Think for a moment about your experiences with teamwork. How often do you need to work collaboratively with others on a shared goal? How much of what you do at work is dependent upon others? How does teamwork impact your experience at work? What sort of challenges have you experienced when working with others towards a goal?

INTRODUCTION

YOUR EXPERIENCES WITH TEAMWORK

- Who frequently works collaboratively with others?
- How much of what you do is dependent on others?
- How does teamwork impact your experiences at work?
- What sort of challenges have you experienced when working with others?



Slide

Note to Instructors: If you are completing this training in a group, use this time to hold a discussion about everyone's experiences working in teams but be aware of the time you have available. Do not let the discussion go too long if you have a limited amount of time. Should your time be limited, you may want to pick and choose which questions to address.

RECALL WEI...

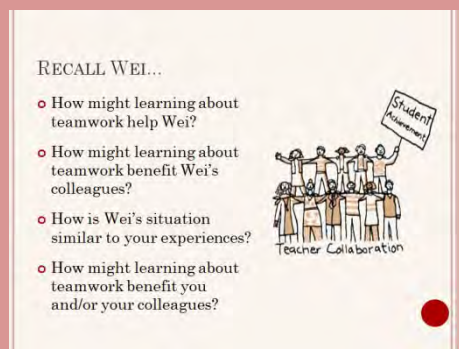
Say:

Do you remember the story about Wei and his struggle with getting feedback from his colleagues about how to handle an unruly student (Slide 2)?

Questions to guide discussion: Is it possible that Wei's lack of support by his colleagues might hinder his ability to meet the needs of his students? Might Wei benefit from tools or techniques to ask for assistance from a colleague? Could stronger team leadership benefit Wei, his colleagues, and the children they are serving?

Has emotion or competing priorities ever blocked successful communication and productivity in team meetings? Have you ever wanted to learn how to best support your teammates when this happens?

INTRODUCTION



Slide

Note to Instructors: If you are completing this training in a group, use these questions to frame a group discussion but be aware of the time you have available. Do not let the discussion go too long if you have a limited amount of time. Should your time be limited, you may want to pick and choose which questions to address.

Potential answers to the Questions:

1. Wei might learn strategies for redirecting the conversation back to solving his problem.
2. Teamwork training might teach Wei's colleagues to focus on the goal of helping Wei.
3. Perhaps you have found yourself in situations where your teammates have gotten off-topic and moved away from dealing with the actual problem.
4. Learning about teamwork might help you to learn how to lead group discussions, speak up, and provide support to each other.

IMPROVING TEAMWORK HAS BENEFITS FOR YOU

Say:

Here are some potential benefits of improved teamwork:

- Smoother, more efficient meetings
- Easier and improved interactions with a wide variety of people including parents or teammates with differing opinions or different educational, professional, or personal backgrounds
- Stronger personal and professional relationships with your colleagues that arise from better interactions and more effective team meetings
- A robust professional support system that allows you to better leverage the collective experience of your colleagues
- Enhanced job satisfaction and school pride
- Better management of multiple team memberships and competing personal and professional responsibilities

INTRODUCTION



Slide

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TEAMS ARE...

Say:

Teams are defined as two or more people who interact dynamically, interdependently, and adaptively toward a common goal or objective.

What this means is that to be a team you must be partnered with at least one other person with whom you work in order to create a shared outcome or multiple shared outcomes. You both understand and are committed to your purpose and will share the responsibilities to achieve your shared objective. Sometimes each team member will contribute in different and separate ways to the same action item, or you might divide up the action items based on your background and expertise.

You may find that the team is juggling a lot of balls in the air at once and constantly trading off responsibilities (e.g., handing off lunch duty, meeting school buses when they arrive in the AM, communicating with parents, producing reports for the school district, etc.).

At times, a ball might drop (e.g., a team member may be ill) or another ball might be added to the mix (e.g., new curriculum introduced to school) and you may find yourselves needing to adapt and change in response to these new conditions.

INTRODUCTION



Slide

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Instructor Tip: Unless you are short on time, wait to activate the animation until after you have given the group a chance to describe teams on their own.

KRISTEN ARNOLD ON THE DIFFERENCE BETWEEN GROUPS AND TEAMS

INTRODUCTION

Say:

Many people think of groups and teams as interchangeable terms. However, groups are a collection of people who likely have something in common. A team is a special type of group that works together towards a shared goal. This video shows Kristen Arnold sharing a great example of how to tell the difference between a group and a team.

KRISTEN ARNOLD ON THE DIFFERENCE
BETWEEN GROUPS AND TEAMS



Slide

Note: Kristen Arnold, MBA, CMC, CPF, CSP specializes in facilitating groups of people to achieve a specific object and deliverable.

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Instructor Hint: If you are short on time you might consider skipping this slide. The distinction between group and team is not critical to understanding the larger training content, however it may be interesting to participants to learn about this viewpoint, which is how teams researchers distinguish between groups and teams.

WHAT IS TEAMWORK?

Say:

Now we understand there is a clear difference between groups and teams but what, exactly, is teamwork? Teamwork involves the interplay of multiple people pursuing a shared goal (e.g., develop curriculum; ensure children progress academically; set benchmarks). Teamwork is more precisely defined as *the combination of members' interrelated thoughts, actions, and feelings that produce coordinated and adaptive team action.*

This means that teamwork goes beyond just what you do when working with your team members. Thoughts and feelings are also an important part of teamwork and must be considered when you are trying to optimize how well you coordinate with your team members and adapt to new information or changing circumstances.

TEACH Teamwork is designed to help you learn about each of the components of teamwork and to give you tools helpful in making you the best team member you can be.

INTRODUCTION



Slide

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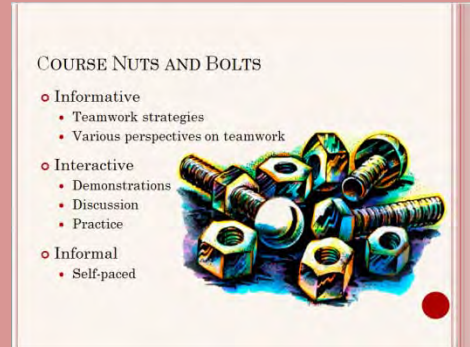
COURSE NUTS AND BOLTS

Say:

The TEACH Teamwork program was designed to be informative, interactive, and informal. Each module contains the information you need to understand one of the four teamwork competencies. Additionally, the modules are designed to be as interactive as possible. They each include video demonstrations of the principles discussed, discussion or thought exercises, and several practice opportunities.

You can either read through the modules on your own or use the materials provided to work through the program as a group. If you choose to work through the materials by yourself, you may benefit from finding a partner with whom you can later practice some of the tools together.

INTRODUCTION



Slide

FOCUSED ON FOUR TEAMWORK SKILLS

Say:

Though a number of teamwork competencies have been identified, teamwork can be categorized into the four components or competencies that are presented in TEACH Teamwork. These are Communication, Situation Monitoring, Mutual Support, and Leadership.

You can review the modules in whatever order you feel will best meet your needs. However, if you would like some additional direction, we recommend starting with the Communication module, followed by Situation Monitoring, Mutual Support, and Leadership, respectively.

INTRODUCTION



Slide

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REFERENCES

Say:

If you would like more information on any of the topics covered in this module, please refer to the papers included on this slide.

INTRODUCTION

REFERENCES

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Slide