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New Principals and Initial Trust Formation Engenderment

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New Principals and Initial Trust Formation Engenderment

By

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2006

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All journeys begin with a single step and so it was with the Seton Hall experience. Filled with wonder and amazement, I still recall that first weekend, unable to believe that I was privileged to be part of an incredible journey. Overwhelmed to know that I could be invited to dream and believe that dedicated individuals can make a difference, and challenged to use my mind for the betterment of students, Seton Hall showed me that there are many of us in the world who are passionate about this vital work and are willing to accept the mantle of leadership to render effective change. More important, the cohort (VI) format gave me life-friends who share the same vision and passion.

Thanks to the Seton Hall professors who showed me how to analyze any situation from multiple perspectives and taught me that spiritual and moral leadership is the only foundation on which to build principles of effective leadership. Pat Lisanti, thank you for making a difference in my life; we all missed you so.

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And I did.

This was one of the top four events in my life and I owe it to your genuine warmth and caring. Wow!

DEDICATION

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Chapter I

Introduction

In a 1979 study, effective schools researcher Ron Edmonds determined that the most indispensable characteristic of an effective school was strong administrative leadership. According to this study, it was the single most important factor in school effectiveness. The key leader on that administrative team was the principal (Edmonds, 1979). In fact, “there is a general belief that good school principals are the cornerstones of good schools and that without a principal’s leadership student achievement cannot succeed” (DiPaola & Tschannen-Moran, 2003, p.43).

At one time being an effective manager was sufficient for a principal to be successful. This effective “leader” needed to follow district edicts, resolve personnel issues, and provide his teaching staff with supplies, balance budgets, insure the safety and well-being of those who were in his building, and deal with any issues that arose in an efficacious manner. However, the current call for reform in schools has pressed for expanded programming, but has not reduced his or her responsibilities in all other areas. The principal in the current milieu still needs to do these things, but he or she also needs to do more as running a school in the modern world has a deeper inherent built-in complexity.

Principals in the current milieu will need to be a people whose roles are defined by instructional, community, and visionary leadership (Usdan, 2000); it is what the current demand is. One of the primary goals of this principal is to raise standards for student learning. As a leader for student learning, these pivotal leaders will need to know academic content, understand pedagogical systems of delivery, and strengthen teachers’

abilities to deliver that material. These principals must use data wisely, rally students, parents, teachers, and local groups around a common goal of student performance. Thus, this principal plays a pivotal role in building a community that *is community*. The world of school does not exist in isolation. The old concept, the old illusion, of a school being able to effectively educate a child independent of the surrounding community is fading. When we give us this illusion, we can build organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together (Senge, 2000, p.). The bonding agent which brings people together for these things is deeply rooted in personal relationships.

Underlying the notions of extending capacity to create, developing new patterns of thinking, and developing the mindset of continually learning how to learn is the concept of change; the principal in the current reform era must be change oriented. To bring about the aforementioned qualities, this principal must understand the nature of the change process, the obstacles to proposed changes, and how to help those he or she is leading to overcome the obstacles the constituency perceives. Attention must be focused on the problems. This kind of leading is uniquely adaptive because the leader and the led do not know where they are going; it is a situation ripe for misunderstanding, bitterness and the potential of danger to the principal (Heifetz, 1994). Not only must the principal facilitate change within a building, but the principal also must determine the capacity of the surrounding community to sustain the change. If capacity is not built in into the surrounding environment, then what happens in the schoolhouse will ultimately fail (Fullan, 1997). In the change environment, the principal must create strategic alliances to

facilitate the change process through planning and implementing change with others, for school leadership is a team sport. Essentially, the principal is the one who generates the passion, the purpose, and the energy – the intrinsic motivations – that urge people to explore new possibilities in this context.

Working collaboratively is the key. The principal must involve the vital stakeholders in the process and allow them all to study, discuss, react, analyze, experiment, and learn with other members of the community. Especially important is that the principal demonstrate that this kind of learning is a process where the members must learn to trust one another through the change. The principal must be actively involved in preparing the environment where change can occur, where potential change initiatives are regularly examined by all staff members before implementation (Libler, 1999). So not only must the principal be responsible for building culture, climate, vision, and value into the school, but he or she must also make strong relational connections with the outside community. “The principal is not only the educational manager, leader, and educator in the school. The creation of a learning community requires the principal to reexamine, redefine, and expand the multiple roles of the principal. The principal must provide the facilitative leadership that will make a difference in the lives of children” (Libler, 1999, p.23).

In these kinds of learning communities, principals who were effective in facilitating change provided emotional and practical support. They received high marks for their ability to foster interpersonal relationships and engage in effective communication. They were sensitive to teachers’ needs, giving them support and reinforcement. These principals also got high marks for their practice of “encouraging

expressions of feelings, opinions, pride, and personal example (Valentine & Bowman, 1991, p.3). Bringing people together, working collaboratively, building capacity with discrete members, leading others through change while providing emotional and practical support, what is it that help a principal navigate through these waters of potential difficulty? In the literature, the key value underlying those personal interactions was frequently identified as trust (Cotton, 2003). Trust melds these social relationships together, tightly and cohesively.

In fact, throughout the past 50 years, trust has increasingly come into the forefront of research. In a global sense, much social order rests on trust, order that makes possible economic prosperity and responsible democracy (Robinson & Jackson, 2001).

In organizations, it is the glue that holds relationships together (Bennis & Nanus, 1985), the lubrication that makes it possible for organizations to work. Trust is the key element in formulating and maintaining sound interpersonal communication and organizational effectiveness (Gambetta, 1988; Mayer, Davis, & Schoorman, 1995). In order for productive associations to occur, to have the ability of people to work together effectively in every aspect of existence, trust is the key (Fukuyama, 1995). In reviewing the literature on school reform – in which all models have the principal as being the *key* player – the word trust appears again and again as being pivotal to improving school performance (Brewster & Railsback, 2003). Whereas schools across the United States face ongoing pressure to raise test scores, attention is being drawn to conditions where school improvement is likely to take hold; consistently, it is the quality of relationships within a school community that makes the difference. These relationships have at their core, the element of trust (Brewster & Railsback, 2003).

Within schools, trust has been recognized as a core resource for school improvement (Bryk & Schneider, 2002). A 10 year study done in the Chicago school system found that schools with high levels of trust were more likely to improve and sustain that improvement over time. Trust embedded in the schools studied influenced a panoply of components critical to positive school function. "As a social resource for school improvement, relational trust facilitated the beliefs, values, organizational routines, and individual behavior that instrumentally affect students' engagement and learning." (p. 43). Moreover, the key person identified in developing this relational trust, demonstrating it first as a leadership quality, and fostering a culture of trusting relationships was the principal. Developing relational trust in a school culture produces a very tough culture that works diligently to get results (Fullan, 2003).

Because of its inherent power trust has come to the attention of educational researchers. The findings generated and verified are compelling; how vital trust is to a school is just beginning to emerge. Trust is the foundation on which school effectiveness is built and vital to the processes of smooth functioning in schools (Tschannen-Moran & Hoy, 2000). Trust among teachers, parents, and school leaders improve much of the routine work in school (Bryk & Schneider, 2002). It is related to a positive school climate (Hoy, Sabo & Barnes, 1996), and to participative decision-making. Trust also enhances an overall sense of teacher efficacy, the belief that once given a task, teachers believe they have the intrinsic abilities necessary to develop the means of addressing the issues that present themselves (Goddard, Hoy, & Woolfolk-Hoy, 2002). It is a positive predictor of student achievement more important than socioeconomic status (Goddard, Tschannen-Moran & Hoy, 2001). Trust is necessary for

effective cooperation and community, which is the basis of productive relationships (Barnes, 1981). Productive relationships build effective schools. Moreover, academic productivity is changed positively over a long period of time when trust is the influence (Bryk & Schneider, 2002). Trust helps develop and sustain a purposefully directed school environment (Hoffman, Sabo, Bliss, & Hoy 1996; Hoy, Tartar, & Witkoskie, 1992; (Tartar, Bliss, & Hoy, 1989). The loss of trust may create a myriad of rules designed to control teachers because trust is lost. From a personal perspective, trust was the key element in this researcher's classroom that allowed for a student-teacher relationship where the student wanted to learn from this researcher.

Trust is a critical factor with regard to school effectiveness, it is necessary for school productivity and progress towards attainable and sustainable goals. While healthy interpersonal relationships are a byproduct of trust (Hoy, Sabo, & Barnes, 1996), the lack of it creates distorted notions of commitment to the school and creates an environment where problems are waiting to happen. Trust is a complex concept and interrelated to other school variables like school health. For example, in the healthier school, a greater degree of faculty trust was found in the principal (Smith, Hoy, & Sweetland, 2001). Trust affects multiple agents. Stronger faculty trust in students and parents explained 33% of the variance in student achievement. This was consistent across high school and elementary levels (Hoy, 2002). In effective school organizations, principals with courage and commitment built new, stronger cultures that endured because they were built on trusting relationships (Fullan, 2003). Everyone involved with school has a vested interest in developing high levels of trust in schools. While work has been done in this area of

trust in school, questions yet remain. One vital question in this reform era is how trust is fostered when a new principal enters a building.

Understanding the conditions and processes that enable teachers to trust principals and cooperate is critical as principals are faced with increasingly changing and demanding expectations. Working as a new principal often produces periods of uncertainty; trust mitigates this and reduces the vulnerability that school professionals experience as they are asked to take on new and uncertain tasks associated with reform.

Because trust is so important to the overall school process, a new principal must know how to engender trusting relationships. In fact, building a culture of trust should be a high priority for principals. "As a school resource for school improvement, relational trust facilitates the development of beliefs, values, organizational routines, and individual behaviors that instrumentally affect students' engagement and learning (Bryk & Schneider, 2002, p.115). Without trust, a principal will not inspire his teachers to work beyond the minimum requirements of the job (Tschannen-Moran, 2000). Although not causal, trust in the principal improves relationships between teachers; when teachers trust their principal, they are more likely to trust each other (Hoy, Tschannen-Moran, 1999). When they trust each other, they are more likely to develop highly effective collegial relationships that allow them to work beyond minimal expectations. And in this high demand era, going beyond is on its way to becoming the norm. On the negative side, most shortcomings and mistakes that school administrators make come as a result of poor human relations – based on a lack of trust and an uncaring attitude – the most cited error (Bulach, Pickett, Booth, 1988). It is imperative for a school leader, especially the principal, to understand what trust is in the school context, how to secure it in new

situations, and then how to sustain it once it has been cultivated. Because of the hierarchical nature of relationships within school, it is the responsibility of the person with the greater power to take the initiative and build and sustain trusting relationships (Whitener, Brodt, Korsgard, & Werner, 1998). In schools, that person *is* the principal. An increasing number of studies have demonstrated that faculty trust in the principal depends on the principal's behavior (Hoy, Tartar, & Witkoskie, 1992; Hoy & Tschannen-Moran, 1999; Tschannen-Moran & Hoy 2000). A principal who practices certain behaviors with teachers will command respect from teachers. However, do these behaviors initiate trust formation? What behaviors does a principal need to demonstrate to start this complex notion of trust in the principal? That is the purpose of this study.

Purpose Statement

The purpose of this study is to explore and understand how a new principal initiates trust formation with a new faculty. This phenomenological multi-site, multiple case study will explore principal behaviors that engender initial trust formation based on the perceptions of principals and teachers. This study will result in a descriptive enumeration of such a strategy, or strategies and provide administrative practitioners a framework to facilitate trust formation because the current model of school reform requires that a new principal develops successful, collegial relationships with teachers to obtain a high degree of achievement in a complex environment. Trust is the glue that cements relationships together in complexity.

Statement of the Problem

In a complex organization like a school, the key component in maintaining high performing relationships is trust. This holds true regardless of the kind of organization

trust is embedded in. However, trust in our society has declined overall (Robinson & Jackson, 2001) and with regard to schools (Goddard, Tschannen-Moran, & Hoy, 2001; McLeod, 2002). Consequently, schools have been placed under a higher degree of pressure to perform. Pressure to perform can break down the complex interactions between a principal and his teachers that are needed to attain the high standard. Furthermore, trust has been demonstrated to be a core resource in affecting what transpires positively within the schoolhouse walls. A new principal entering this “turbulent white water” (Vaill, 1989) needs to have a framework to know what resources he or she has to build on regarding what teachers bring to the trust formation process and what he or she needs to do to behaviorally start the process, thus setting into motion that which is necessary for trust to initiate and flourish.

Significance of the Study

The literature on trust to this point has sought to define trust and operationalize it in the school setting. There have been many quantitative studies done by researchers such as Wayne Hoy and Anthony Bryk. While studies have identified principal behaviors that engender trust over time, there is a gap in the literature that portrays how a new principal with a new faculty initiates and creates trust. Moreover, few qualitative studies on trust have been done to gather the rich, thick detail that such study generates. This study attempts to fill that gap.

Understanding what to do to initially create trust in a new setting is of great value to new principals. The current trend in education places great demands on the principal to produce results, and there are “few in America today who have not concluded that American education is in need of major reform and reconstruction” (Cunningham &

Grosso, 1993, p.15); furthermore, many of the contemporaneous reform models in education require collaborative efforts between teachers and between principals and teachers. Since trust is the crucial element that allows these collaborative efforts, it is imperative that a new principal know how to strategically initiate trust quickly. Prospective principals will find it useful to know how to do this, especially since earlier research has identified principal behavior that will sustain and maintain trust over time (Barlow, 2001; Tschannen-Moran & Hoy, 2000).

Research Questions

There are two major research questions that will be answered by this phenomenological study.

1. Research Question: How does a new principal engender initial trust formation between himself and his teaching staff?
2. Research Question: What kind of practical framework can be developed to assist a new principal in this trust engenderment process?

Limitations

This study is a multi-site, exploratory and descriptive phenomenological, multiple case study with purposeful non-random sampling of teachers and principals. Case study allows for an in-depth rich study of “how” scenarios in understanding the way a phenomenon that is known develops within a certain context. By virtue of its design, this study will be limited by the number of respondents in the study. Only new principals will be used. Only teachers willing to participate in the study will be used. Only schools in New Jersey will be used. This study will also be limited to the behaviors and perceptions of the interactions of the principals and teachers in three schools. Perceptions are

subjective. The interpretations of each principal will be limited to each setting. Because the context will be one school and purposeful sampling will be employed to gather the sample interviewees, the ability to expand generalizability to other settings will also be limited. Finally, this study may be limited by the fact that trust is so pervasive in school and interacts with so many variables, that members of a community where trust is developing may not know how to describe what they are experiencing. Finally, one of the problems facing educational research is to determine the effect of variables independent of others (Tartar, Bliss, & Hoy, 1989). Because trust is so complex and so intertwined with so many other variables, will the design of this study actually be able to tease out those behaviors that principals exhibit to engender initial trust formation?

Definitions of Terms

Principal: A Principal is a building level administrator of the school at the elementary, middle, and high school level.

Trust: Trust is one party's willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) competent, (c) reliable, (d) honest, and (e) open (Tschannen-Moran & Hoy, 2000). Each of the components of this construct will be defined in the literature review.

New: In order to be considered new, the principal must be in a job where he/she has been working from 2-12 months.

Chapter II

Literature Review

The primary purpose of this study is to explore and understand how a new principal initiates trust formation with a faculty. This phenomenological, multi-site, multiple case study will explore principal behaviors that engender initial trust formation based on the perceptions of principals and teachers. The sample population will include 12-25 teachers and 3 principals from elementary, middle, and high school buildings. Participating teachers will be engaged in a focus group to elicit research data. Principals will be interviewed. Information collected from the interviews will be transcribed, coded, and analyzed.

Introduction

Studying the concept of trust is almost paradoxical in that everyone *knows* trust when they see it, but when the attempt is made to conceptualize what trust is, there are divergences across the literature. Understanding the work done on defining trust is germane to this study as well as how trust came to occupy such a major portion of researchers' attention in various disciplines. Because educational researchers have borrowed from other disciplines (see Hoy & Kupersmith, 1985; Golembiewski & McConkie, 1975; Mishra, 1996; Hoy & Tschannen-Moran, 1999) to establish their own research base, it is important to know how the definition of trust used in this paper was created. Furthermore, because this paper focuses on the initial formation of trust, it is vital to know how trust forms, its stages, and what the current research literatures offers about initial trust formation in organizations.

Finally, trust is beneficial, and it is crucial for new principals to know how it benefits organizations like schools. Work has been done on the behaviors of principals that foster trust and that literature will be reviewed as well. This will lead up to the focus of this study which is to determine what new principals do to engender initial trust formation.

Definition of Trust

The concept of trust suffuses the literature on discussions which center on leadership and change as a quality that is highly desired. When trust appears frequently in the literature and when the discussion focuses on leadership and change, it is always portrayed as a very valuable quality to have. The recent body of literature on trust has grown tremendously, with an exponential growth spurt occurring within the last quarter century. Although scholars agree on the importance of trust in organizational effectiveness, study in the topic has been hampered by a lack of consensus in defining trust. Studying trust is complex because trust is complex; some scholars (Rousseau, Sitkin, Burt & Carmerer, 1998) assert that trust is a “meso” concept because it can be studied as a micro-level individual process, a group dynamic, and at a macro-level institutional or societal level. It can be related to its constituency’s dispositions, decisions, behaviors, social networks, and institutions. Its complexity is also revealed in theory and research that increasingly suggests that trust needs to be examined at multiple levels. Over the course of more than four decades, trust has been defined as: a behavior (Zand, 1972), a confidence (Coleman, 1990), an expectancy (Rotter, 1980), a belief or set of beliefs (Barber, 1983; Cummings & Bromiley, 1996; Rotter, 1967), a dispositional variable (Rotter, 1967), a structural variable (Lewis & Weigart, 1985), and an

interpersonal variable (Rempel, Holmes, & Zanna, 1985). Some researchers have discussed trust without defining it (Granovetter, 1985). In a dictionary definition comparison by McKnight and Chervany (1997), they report that in 1971, Random House defined trust using 57 lines and 24 definitions in their dictionary. In 1989, the Oxford dictionary defined trust with 18 definitions using 633 lines to define trust (p.70). Because of examples like these, some researchers assert that the notion of trust is in “construct confusion” because of the widely divergent conceptual definitions of trust (McKnight, Cummings, & Chervany, 1995). Trust “trivia” like this portray in a miniscule way the complexity of defining this concept.

Although trust is difficult to define, it is fundamental in functioning in our complex and interdependent society (Tschannen-Moran & Hoy, 1997); it enables cooperative behavior (Gambetta, 1988), and it is the foundation of organizational effectiveness (Ouchi, 1981). It has been defined as glue that holds relationships together and the lubrication that makes it possible for organizations to work (Bennis & Nanus, 1985). Trust is a dynamic phenomenon (Rempel, Holmes, & Zanna, 1985) that changes over the course of a relationship - developing, building, declining, and resurfacing. Much social order rests on trust, an order that makes possible economic prosperity and responsible democracy (Robinson & Jackson, 2001). It can be based on expectations, general confidences, or believing in others in the absence of a reason to believe. Trust is also fragile, something that can easily be destroyed (Baier, 1986; Dasgupta, 1988; Luhman, 1979). Maybe part of the reason the definition of trust is elusive to standardization is that the development of trust simultaneously involves individual processes, group dynamics, and the interplay of organizational roles and

functions (Rousseau, Sitkin, Burt, & Carmerer, 1998). Much of the research done until recently has focused on a particular phase or aspect of trust, thus limiting full understanding of this complex notion. However, the more recent and most comprehensive theories of trust struggle to conceptualize trust in its complexity (Bryk & Schneider, 2002; Kramer & Tyler, 1996; Hosmer, 1995; Hoy & Tschannen-Moran, 1999; Hoy, Tschannen-Moran, & Smith, 2002; Mayer, Davis, & Schoorman, 1995; McKnight & Chervany, 1997). As one early researcher indicated, the available research only nibbles around the vast conceptual territory (Golembiewski, 1975); this is as true today as it was 30 years ago.

Specific disciplines have specific bents with regard to their study: sociologists study trust as contextual behaviors; personal psychologists view trust as an individual characteristic; economists look at how institutions and incentives are created to reduce the anxiety associated with transactions with a stranger. Early studies on trust in general grew out of the Cold War era (Deutsch, 1958) where researchers focused on trust using mixed motive games in laboratory experiments. These studies described trust in behavioral terms where players had to choose whether or not to make a cooperative move with the risk that their opponents could exploit that trusting behavior. These studies focused on trusting behaviors, providing the framework for the ensuing trust theories. In the 1960s, trust was viewed as a personality trait (Rotter, 1967) where the individual was viewed in context and believed to possess general personality traits that were pre-disposed towards trust. Rotter placed trust in the context of communications where trusting behavior was evidenced by communication. Trust, to him, was defined as expecting that the word of another could be relied on. Here, the development of trust also

began to be rooted in behaviorally historical antecedents as the one who trusted developed trust based on the extent to which the expectation for trust was a general trait based on the past experiences of the one who trusts. In many definitions of trust, researchers related trust to the individual attributions about other people's intentions and the motives behind their behavior. Lewicki and Bunker (1996) state the trust involves positive expectations about others. These positive expectations influence the beliefs individuals have about the treatment they will receive from others. Consequently, individuals who carry these positive expectations have a willingness to engage in trusting behaviors in their interaction with others (Deutsch, 1962; Kramer, Brewer, & Hanna, 1996).

When trust research was expanded to place the study of trust in the context of organizations (Zand, 1972), trust was yet defined in behavioral terms, but now included a vulnerability to others that were not under the control of the trustor. Definitions of trust began to reflect judgment (Frost, Stimpson, & Maughan, 1978), a specific judgment about the character of a trusted person or the expectancy held about the behavior by an individual that the behavior of another would be personally beneficial to the trustor. Philosophers (Baier, 1986) defined trust as a reliance on other's competence with a willingness to look after rather than harm something one cares about.

The rapid change in economics in the 1990s brought sociologists (Coleman, 1990), economists (Fukuyama, 1995), and organizational scientists (Gambetta, 1988; Kramer & Tyler, 1996) into the research arena. Psychologists focus on transactions between individuals that create or destroy trust; it is an expectation of an individual in relational transaction that they will behave in a certain way. Sociologists

and economists focus on trust as an institutional phenomenon. Personality theorists focused on trust as a generalized expectation that the words or promises in a verbal or written statement are reliable where trust is a core personality trait that comes from the influences in one's life. As trust in America has declined, more researchers have entered the arena to understand this very vital concept (Robinson & Jackson, 2001).

These later researchers developed definitions of trust that were explicitly multi-dimensional, multi-referenced, and multi-faceted. That it can be seen as an individual characteristic, a characteristic of interpersonal transactions, or an institutional phenomenon with multiple referents and bases is vital to this research, as that determined why a particular definition of trust was utilized in this research. Because each discipline tended to concentrate on one aspect of trust, the studies done provided only a partial description of what constitutes trust (Lewicki & Bunker, 1996). This realization is what leads to later studies that focused on the multi-dimensional aspects of trust on various levels.

Table 1 shows a sampling of trust definitions.

Table 1

Sampling of Trust Definitions

Definition of Trust	Source/Citation
The expectation by an individual in the occurrence of an event such that the expectation leads to behavior that the individual perceives would have greater negative consequences if the expectation was not confirmed than positive consequences if it was confirmed.	(Deutsch, 1958)
An expectation by an individual or a group that the word, promise, and verbal or written statement of another individual or group can be relied upon.	(Rotter, 1967)
Action that increases one's vulnerability to another whose behavior is not-under one's control.	(Zand, 1971)

Definition of Trust	Source/Citation
A calculated decision to cooperated with specific others, based on information about that other's personal qualities and social constraints.	(Gambetta, 1988)
A group of common expectations ascribed to by all parties involved in an exchange taken for granted as part of a common world until they are violated.	(Zucker, 1988)
The willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party.	(Mayer, et al, 1995)
Trust is a psychological state comprising the intention to accept vulnerability based upon positive Expectations of the intentions or behaviors of another.	(Rousseau, 1998)
Trust is the expectation of regular, honest, and cooperative behavior based on commonly shared norms and values.	(Fukuyama, 1995)

Note the aforementioned similarities and developmental differences and foci as researchers on trust have sought to refine the concept. However,

There is a common underlying definition of trust across scholars from different disciplines, and this basic definition applies across trust's level of analysis and developmental phases. Scholars tend to view trust dynamically but focus on specific places in developing their conceptual framework. Some are interested in trust's beginning, others on its end, and still others in trust as an ongoing and stable phenomenon. (Rousseau, Sitkin, Burt, &Carmerer, 1998, p.398) *(Emphasis added)*

As one peruses table 1, one can easily see the commonalities that cut across divergent definitions, an emerging definition that remains consistent across trust's levels

of analysis and developmental phases. Expectations, vulnerability, lack of contact, behavior are all embedded in these definitions. What is important here is not the apparent inconsistency, but rather the emergent commonalities. Although there seems to be a pervading lack of agreement on an accepted definition of trust, a survey of those definitions where trust has been studied from different perspectives demonstrates that scholars have reached some similar conclusions about trust (Hosmer, 1995); in short, there are themes of sameness:

1. Trust is generally expressed as an optimistic expectation on the part of an individual about the outcome of an event of the behavior of a person.
2. Trust generally occurs under the conditions of vulnerability to the interests of the individual and dependence upon the behavior of other people.
3. Trust is generally associated with willing, not forced, cooperation and with the benefits resulting from the cooperation.
4. Trust is generally difficult to enforce.
5. Trust is generally accompanied by an assumption of an acknowledged or accepted duty to protect the rights and interests of others. (p.392)

Because there are so many definitions of trust, some researchers have begun to assert that there is a need for trust homonymy, arguing that some consensus must be reached in order to study trust effectively (Bhattacharya, DeVinney, & Pillutla, 1998; McKnight & Chervany, 1997). Underpinning this argument is the notion that while many talk about trust, sounding like they are talking about the same thing, the researchers are speaking about something entirely different. This search for homonymy has lead more

researchers to talk about trust as a construct, seeking to capture this seemingly simple but elusive concept in its entirety. Too little is understood about how trust forms, and on what trust is based (McKnight, Cummings, & Chervany, 1995). In short, trust is still a term with many meanings (Williamson, 1993)

Another way of capturing the complexities of the trust construct is to look at the types, the bases, the targets, and the referents of trust (see Table 2)

Table 2

Types, Bases, Targets, and Referents of Trust

Types of Trust		Definition
Common Research Approaches for Trust	Organizational	e.g. (Kramer & Tyler, 1996)
	Economics	e.g. economics based trust (Williamson, 1993)
	Sociology	e.g. institution based trust (Zucker, 1986)
	Psychology	e.g. personality-based trust (Rotter, 1967)
Bases for Trust	Deterrence-based trust (Shapiro, Sheppard, & Cheraskin, 1992)	Trust is derived through the presence of costly sanctions for opportunistic behavior. Some contend this is a form of control, not trust; however, other do as someone trusts an individual because of the presence of sanctions. (Rousseau et al, 1998).
	Knowledge-based trust (Shapiro et al, 1992)	Trust is derived through getting to know the other individual, and being able to predict his/her behavior.
	Identification-based trust (Shapiro et al, 1992)	Trust is derived through empathy, and a sharing of common values (i.e., through identifying with the other individual).
	Cognition-based trust (Brewer, 1981)	Trust is derived through cognitive clues such as first impressions (Brewer, 1981).
	Relational trust (Rousseau et al, 1998)	Trust is derived over time through information of trustee within the frame of the relationship (Rousseau et al., 1998)
	Calculus-based trust	Trust is calculated on the basis of deterrents and intentions/competence (Rousseau, et al., 1998)
	Economics-based trust (Williamson, 1993)	Trust is derived from a rational decision based on costs and benefits.
Institution-based trust (Zucker, 1967)	Trust reflects the security felt due to guarantees, safety nets, or other structures (McKnight & Cummings, 1998)	

Types of Trust		Definitions
Bases for Trust	Personality-based trust (Rotter, 1967)	Propensity to trust; developed through childhood relations with caregivers (Rotter, 1967)
Targets of Trust	Interpersonal Trust	The "willingness of one person to increase his/her vulnerability to the actions of another person (e.g. Zand, 1972). Also defined as "generalized expectancy that the verbal statements of others can be relied upon" (Rotter, 1967,p.651)
	Group Trust (Rousseau, et al, 1998)	The willingness of one person to increase his/her vulnerability to the actions of a group of people.
	Organizational Trust	"Organizational trust is a feeling of confidence and support in an employer... organizational trust refers to employee faith in corporate goal attainment and organizational leaders, and to the belief that ultimately, organizational action will prove beneficial for employees" (Gilbert & Li-Ping Tang, 1998.p.322)
	Institutional Trust	Institutional trust is a feeling of confidence and security in institutions (e.g., the law, organizations), that the law, policies, regulations, etc, are to protect individual's rights and will not harm him/her.
	Trust in individuals	This is the same as interpersonal trust.
	Trust in firms	This is the same as organizational trust.
	Trust in institutions	This is the same as institutional trust
Types of Trust (Morris & Moberg, 1994)	Personal	Trust is based on the person-to-person interaction; it is unique to each relationship Violation of this trust is betrayal (Elangovan & Shapiro, 1998)
	Impersonal	Trust is based on the position within the organization, not the individual who fills the positions. Violations of this trust are considered to be deviant, and are managed through formal reprimands and sanctions (Elangovan & Shapiro, 1998)

(Ford, 2001)

Common research foci include organizational, economic, sociological, and psychological bases. Trust can be viewed from different bases. Researchers working to conceptualize it have proposed that it can be developed as an avoidance mechanism where one does not want to experience sanctions. It can also grow through gaining an understanding of the person for whom one works, or finding something in common.

Trust can be developed over the course of time as people relate or develop through first impressions. Individually, people can develop trust because of their early childhood relationships or through more rational means. For example, trust can develop because one calculates, or compares, the deterrents and the intentions of another, or one makes a rational decision to trust because the benefits outweigh the cost. Or, trust may grow because one feels security in an organization that has clear structures. As an individual trusts, that trust may be directed towards other people, a group, the organization, or institutions. In turn, these targets of trust also reflect types of trust, like personal and impersonal.

In the educational realm, this ongoing search for a “stable” definition of trust has been reflected by researchers as well. Trust in schools has been studied by Wayne K. Hoy and his colleagues for the past four decades. Their work has laid the foundation for empirical study to date. When trust first came to the attention of Hoy and Kupersmith (1985), their initial definition of trust was “the generalized expectancy that the words, actions, and promises of another individual, group, or organization can be relied upon” (p. 2). This trust had three referent groups: faculty trust in the principal, faculty trust in colleagues, and faculty trust in the school organization. Hoy and Kupersmith constructed operational measures called trust scales and measured trust along these three referents. In this early definition, one can see that trust is uni-dimensional, but embodied with multiple referents. This early work, based on the work of Rotter (1967) and Golembiewski and McConkie (1975), would later grow to become a multi-variable construct

In this study, Hoy and Kupersmith (1985) iterated that the contemporaneous literature was limited to global and general discussion and that little systematic research

had been directed toward trust in schools. Consequently, a comprehensive definition of trust did not exist pertinent to public schools. The ensuing explosion of researchers, largely outside the educational discipline, interested in the construct of trust later encouraged Hoy and Tschannen-Moran (1999) to review the extant literature and attempt to capture the common meanings in the literature. After conducting their own extensive literature review and positing that trust had multiple referents and multiple facets, Hoy and Tschannen-Moran sought to find a way to create one definition apropos for public school. Searching for a way to make meaning of the literature they perused, Tschannen-Moran and Hoy (2000) reported that this literature, elicited from the perspectives of individual, organizational, generalized, or behaviorist views, generated the similar commonalities about the concept of trust posited by Hosmer (1995). This led them to define trust as a multi-variable construct in these terms with specific applicability to school: Trust is one party's willingness to be vulnerable to another party based on the confidence that this latter party is benevolent, reliable, competent, honest, and open. Their exploration, determining that trust was multi-faceted and complex, could apply across multiple levels of analysis and developmental phases in school settings. Research on trust in schools demonstrated that the facets all vary together to form a synthesized construct whether the school was elementary (Hoy & Tschannen-Moran, 1999; Hoy & Tschannen-Moran, 2003) or secondary (Smith, Hoy, & Sweetland, 2001). This is critical to this study.

Yet the homonymy struggle persists even in education as other researchers join the ranks of those studying trust in schools. Bryk and Schneider (2002) conducted the longest study on trust in schools in Chicago. Their definition of trust is also multi-

faceted, but differs slightly on from Tschannen-Moran and Hoy's definition. For Bryk and Schneider (2002), an explicit definition of trust was not presented, but rather trust was "forged in daily social exchanges where the expectations held for others are validated in action (pp.136-137). Trust is conceptualized around specific roles that people play in the school setting. Each person understands his/her role and the concomitant obligations of the other adults in fulfilling their role obligations. Each player knows his or her own obligations in playing the role and the respective obligations of the other adults in the school (Kochanek, 2005). The multiple aspects of trust emerge in the social exchanges that are organized around four specific considerations: personal regard, competence in core responsibilities, respect, and personal integrity (Bryk & Schneider, 2002).

For the purposes of this paper, the definition created by Tschannen-Moran and Hoy (1999) will be utilized for two reasons: First, this definition was created with a school setting in mind, it reflects the construct of trust embedded in the social relationships of a school, it has facets and referents explicit to its definitions and it can be utilized individually as well as for defining trust collectively (Hoy & Tschannen-Moran, 1999). Moreover, it can be used at all educational levels. At this juncture, most of the school related literature on trust, especially the later works, utilizes a multi-dimensional trust construct (Bryk & Schneider, 2002; Hoy & Tschannen-Moran, 1999; Hoy, Tschannen-Moran, & Smith, 2002) that has been developed and tested empirically and designed exclusively for the internal trust relationships that exist in a school. Regardless of whether the study they examined was individual, organizational, generalized, or

behavioral, they identified common conditions of trust inherent to all foci. These traits will be discussed later when this paper addresses principal behavior.

Second, Tschannen-Moran and Hoy (1999) developed a Trust instrument, a T-Scale which measured trust incorporating the facets and the referents into one instrument. In this instrument, they identified a specific trust scale that “yielded reliable and valid measures for faculty trust in principals, in colleagues, and in clients (Hoy & Tschannen-Moran, 1999, p. 204). These items on the principal subscale had a reliability of .98 using Cronbach’s alpha. In brief, this T-Scale provided valid and reliable measures of trust in three levels in a school level. These facets and referents have been empirically re-confirmed in large scale studies in various settings since its inception (Hoy & Tschannen-Moran, 1999; Hoy & Tschannen-Moran, 2002). Moreover, this trust instrument indicates the kind of principal behaviors that help trust develop. Furthermore, it was the elements in the principal subscale that were used to create the interview instrument used in this study (see Appendix E).

Benefits of Trust

Trust’s importance to all things social cannot be underemphasized. Trust is the fundamental component of human learning in a complex society (Rotter, 1967). It is critical in person growth as well as task performance (Golembiewski & McConkie, 1975). Without trust, everyday life that we take for granted is simply not possible (Good, 2000). Throughout the literature surveyed, trust was portrayed as the foundation for cooperation and the basis for stability in social institutions. It is the essential element in democracy, effective change management, and successful collaboration. The preceding elements are the building blocks of organizational success, and trust is the cornerstone.

High levels of trust increase employee morale, reduce absenteeism, promote innovation, and assist in coping with change (Baird & St. Armand, 1995). Trust lends predictability in a sometimes unpredictable world, increases organizational productivity (Ouchi, 1981), improves communication (Zand, 1972), and reduces the complexity of social interactions, improving the health of society, political life, and economics (Luhman, 1979). Trust also:

1. frees people
2. provides focus
3. fosters innovation
4. gives people time to get it right
5. is contagious
6. retains great employees
7. improves the quality of the workplace. (Galford & Drapeau, 2000)

Conversely, low levels of trust have a negative impact, creating high levels of stress, allowing employees to justify poor decisions, and encouraging people to pass on or utilize poor information. The amount of trust built into the fabric of an organization also influences managerial perceptions of accurate performance appraisals. In an organization where there is a high degree of trust, employees are more likely to disclose accidents, and provide relevant, complete data about problems which would include their own thoughts, feelings, and ideas about the issue (Wrightsman, 1974; Zand, 1972). Its presence also serves to keep members of a community in line without the proliferation of numerous rules and regulations. In fact, trust in a leader of an organization often

encourages employees to go beyond the minimum requirement of the job description (Podaskoff, MacKenzie, Moorman, & Fetter, 1990). Trust is a form of social capital that may take time to accrue, but can quickly dissipate through its violation (Calton, 1998). Trust is "the miracle ingredient of organizational life – a lubricant that reduces friction, a bonding agent that glues together disparate parts, a catalyst that facilitates action. No substitute will do the job as well" (Baird & St. Armand, 1995, p.5).

Trust is indispensable to cooperative social relationships and the health and strength of social interactions between people grows from trust of one individual or group to another. Moreover, trust increases with individuals' commitment to the organization (Larzelere & Huston, 1980). It is the key to positive interpersonal relationships in various settings (Lewis & Weigart, 1985) because it is central to how we interact with others (Golembiewski & McConkie, 1975).

As the preceding indicates, trust is vital to organizations and should be a fundamental concern for school organizations positioned to help students learn (Goddard, Tschannen-Moran, & Hoy, 2001). It is a fundamental component of human learning and ongoing relationships (Gabarro, 1978). Schools exist as organizations with a people-oriented focus. Because organizations with high levels of trust operate with high levels of efficiency, increase the ability of people to work together, and help people communicate better and effectively (Golembiewski & McConkie, 1975), principals in schools should be especially interested in how to build and maintain trust. The crossover applicability is clear: there is a need to create and sustain high teacher morale, and promote innovation; leaders in this reform era of education need to know how to enable

stakeholders at all levels of the institution cope with change. Evaluators need real feedback from what is occurring in the classroom to provide real, helpful feedback and not encourage the proliferation of rules and regulations. High stakes tests require that schools increase their organizational productivity, improve communication among staff members, and increase effective teamwork. However, many suggested new reforms for the American schoolhouse are impeded by a lack of trust. These reforms take the shape of new governance, responding more effectively to changing demands and environmental pressures, site-based management, shared decision-making, and asking teachers to change their fundamental beliefs. To do any of the above requires the trust of a supportive and trusting community (Fullan, 1997). In short, there is no other single variable which so thoroughly influences interpersonal group behavior (Golembiewski & McConkie, 1975) and is critical to task performance.

The benefits to schools are emerging with more clarity with each study that is completed. Time and again, trust is touted as the “foundation of school effectiveness” (Cunningham & Gresso, 1993, p.123; Uline & Miller, 1998). Trust has also been linked to a positive school climate (Hoy, Sabo, & Barnes, 1996; Tartar, Bliss, & Hoy, 1989), and is an intrinsic element in the roles and actions that create and preserve the distinctive value patterns of the school (Tartar, Sabo, & Hoy, 1995). Moreover, faculty trust in the principal has been linked to overall school effectiveness (Hoy, Tartar, & Witkoskie, 1992). Trust in school also increase collaboration (Tschannen-Moran, 2001), and develops a greater sense of teacher efficacy (Hoy & Tschannen-Moran, 2003).

In the largest ongoing current studies of trust in schools, Bryk and Schneider (as cited in Brewster & Railsback, 2003) conducted an analysis between trust and student achievement over 10 years in over 400 Chicago elementary schools. They gathered information by conducting case studies, utilizing surveys, and then incorporating a series of hierarchical multivariate model analyses to control for other factors. While they did not state that trust in and of itself directly affects student learning, they did find that “trust fosters a set of organizational conditions, some structural and others social-psychological, that make it more conducive for individuals to initiate and sustain the kinds of activities necessary to affect productivity improvements” (Bryk & Schneider, 2002, p.116). This occurs in four ways:

1. Trust among educators lowers their sense of vulnerability as they engage in the new and uncertain tasks associated with reform.
2. Trust facilitates public problem-solving within an organization
3. Staff members understand their roles and others’ roles and obligations as part of the school community and need minimal supervision or external pressure in order to carry them out
4. Trust sustains an ethical imperative – to advance the best interests of children – and this constitutes a moral resource for school improvement (p.34).

Their final conclusion is that while trust alone does not guarantee success, schools with little or no trust have no chance of improving at all. In this study, trust was found to be the ingredient that motivated a collective buy-in to the difficult task of reform. The

myriad social exchanges that constituted daily life fuse into distinct social patterns that cause reform initiatives to diffuse broadly. Trust reduces risk and supports the moral imperative to tackle the difficult task of school improvement (Bryk & Schneider, March 2003). As seen elsewhere, change is facilitated in an atmosphere of trust (Hoy & Kupersmith, 1984). *Key to this trust embeddedness in the Chicago study was the centrality of principal leadership.*

Formation of Trust

There is little in the literature about the processes of building trust among adults in a school community, but there is much research in organizational theory on the formation of trust (Kochanek, 2005). Moreover, information about interactions with a manager new to an organization is becoming commonplace (McKnight, Cummings, & Chervany, 1998). Early research cited three expectations for the development of trust: competent role performance, social order, and placing other's interests before one's own (Barber, 1983).

While the benefits of trust have become increasingly clearer, the means by which trust forms and develops is still nebulous. Common people may talk glibly about how simple it is to build trust, but it is another matter to define and explain exactly how it evolves between people in a community or organization much less between principals and their teaching staffs. Research into this phenomenon varies from simplistic early studies to the more complex which attempt to incorporate the multiple dimensions of trust. Early research on trust development suggested that this process took time and was a sequence of steps between individuals or groups. One person acts first, taking an

ambiguous path which would expose him or her to the risk of personal loss. The other person then chose the alternative where he or she forgoes a personal loss and the first person does not incur a loss. Because the exchange was mutually beneficial to both parties, this was sufficient to establish trust. Trusting behavior could be expected of each other; they exposed their “inner selves” to one another and they came away from their exposure with mutual acceptance; consequently, the establishment of trust required a commitment period where an employee opened up, providing the opportunity to be exploited by others. There was a willingness to accept personal risk and not to exploit the vulnerability of another for personal gain (Swinth, 1967).

For others, the development of trust was the interplay between trusting behaviors exhibited by the initiator and risking behavior extended by the recipient of those trusting behaviors (Golembiewski & McConkie, 1975). Trust began at an immature stage of development and was developed over time by the initiator as he or she created a supportive climate and role. The trusting behaviors exhibited helped create shared norms that were based on the perceptions of the similarities and the experiences of the participants. During this formation process, something was risked and something was perceived as being worth gaining. While the interactions focused on the here and now, there was an inherent degree of uncertainty about the outcomes and the implied optimism about some future outcome. The goal was a shared “we-ness”, a shared identity that was beneficial to attaining the goal of the organization. Trust thus grew from an immature level of development to a mature stage of development.

According to Golembiewski and McConkie (1975) who state that trust takes time to develop, individuals must share time, meeting in a chronological and physical space. The more interaction the parties have over time, the more the willingness to trust one another based on the other party's actions and their perception of one another's intentions, competence, and integrity (Brewster & Railsback, 2003). As these individuals share and have common experiences with others, they begin to develop a "we-relationship" (Weber & Carter, 1998, p.12). This we-relationship is based on risk, a disclosure of self. People often decide to place their trust in someone who shares physical and social similarities with them (Zucker, 1986). If the self-disclosure is met with affirmative response, the exchange moves these participants from strangers to non-strangers and reactions to self-disclosure will direct future exchanges. There will be a movement toward the deepening of the relationships. Engagement in perspective taking, to see the world through other's eyes is the result. A trusting person learns how to predict how the supervisor will feel, think and behave. Really getting to know someone provides a sense of predictability and security that allows trust to develop.

Stages of Trust

Trust does not exist at the same levels in an organization at any one time. It exists at different stages at different phases of the relationships and changes as the players get to know one another. The depth of the trust depends on the amount of interactions and the time spent getting to know one another. This knowing may cause the levels of trust to increase or decrease depending on the kind of interaction that takes place. As indicated earlier, some researchers have suggested that trust grows over time, but others noted that

it often seems that trust occurs in an instant. Deutsch (1958) related that it is advantageous for parties in a relationship to suspend the belief that the other has suspicious motives. Luhman (1979) noted that participants in a social relationship have a strong incentive to begin with trust, that trusting the actions of others will provide other benefits down the road. Kramer (1994) also found high levels of initial trust in his research.

One multi-stage model of looking at the development of trust (Lewicki & Bunker, 1996) posits that trust development is built, sustained, and restored. At the beginning of the relationship, the newcomer is offered a provisional trust. The relationship begins with collegial relations and deterrence-based trust. That is, workers in an organization want to trust the newcomer until he/she gives a reason not to be trusted. In this provision, the leader's adequacy is balanced against the cost of a perceived deterrence. This provisional trust is "loaned" over time until the leader actually begins interacting with staff. If the leader breaches this trust, then trust becomes deterrence based: a proliferation of rules develop to ensure that workers do what they have to do. If trust is sustained over time, employees develop knowledge of their leader where they can balance predictions of risk grounded in a history of fair play. Knowledge about trustworthiness is exchanged through the multiple interactions that occur on a regular basis. These successful interactions, knowledge-based, are rooted in predictability. Once enough character information has been exchanged, and members of this community know one another, trust is built on affective and cognitive underpinnings of identity. Each party comes to understand what is necessary to sustain the other's trust through the

development of a collective identity and the creation of shared goals and values, In other words, the leader is worth trusting because he or she actively seeks the welfare of those he is responsible for and has demonstrated trustworthy characteristics over time that the followers have verified in practice. Trust in this model grows along a continuum of deterrence, knowledge, and then identification.

Initial Trust Formation in New Organizations

As seen throughout this paper, trust has great importance (Golembiewski & McConkie, 1975) for organizational effectiveness. However, the most critical time for any new manager to develop trust is right at the beginning of his/her tenure as leader. Explanations about the growth of trust in organizations have discussed manager/leader behavior that promotes trust over time, but only recent organizational literature surveyed discussed actions that new leaders consciously implement initially to secure the trust of their constituency.

What many studies have demonstrated are actions that are displayed over time that sustain and nurture the concept of trust. Leaders create trust by being congruent, consistent, caring, and competent (Kernot 1998). Baird and St. Armand (1995) assert that in order for a leader to create trust he must do four things: (a. create a culture, (b) demonstrate leadership, (c) build relationships, and (d)develop a reward system that encourages and rewards high levels of trust that are part of the structure of the organization. While trust is a glue that binds leaders and followers together, it is something that cannot be mandated (Nanus, 1989). Trust implies reliability, predictability, and mutuality of concern. Consistently, it has been identified by business

leaders as the single most powerful determinant of a groups' success (Galford & Drapeau, 2002; Ouichi, 1981). Authors of leadership literature share leadership behaviors that promote trust that differ as equally as the definitions of trust do. Trust in leadership appears to be associated with well-established sets of leadership acting behaviors.

One parsimonious view states that leaders need to have ability, benevolence, and integrity (Mayer, Davis, & Schoorman, 1995). Every leader/supervisor has a perceived level of relevant skills, competencies, credentials, and character that are necessary to do the job. Without ability, the supervisor could not help sub-alternates get a job done. Indeed, they depend on the supervisor to help solve work problems because of his/her perceived ability. But ability alone is not sufficient; those who are led also expect their bosses to genuinely care about the group and the people they lead. Moreover, the skills to care effectively, and care about the right things, are not so common. This benevolence is the extent to which a superior wants to do good for the subordinate. The superior is helpful and friendly to the subordinate in work. Finally, the superior needs to reflect values that are acceptable to the subordinate. This integrity creates a system where the boss is consistent, credible; the superior is just and there is congruency between his actions and his words. Underlying this is the belief that positive trust in the supervisor equates to positive outcomes for both the individual and the organization. In addition, this trusting relationship has a strong bearing on trust and innovative behavior.

A key factor in this model is that each individual has a certain propensity towards trust. People enter into a relationship from their own differing proclivities to trust and a

history of previous interactions with others. In a school setting, members in the school community bring with them their own ideas about human motivations and their comfort levels involving risk. Some view the world in a positive way because they have had good relationships that have opened them to the possibilities of trusting relationships. Others have had poor experiences and therefore have a lower inclination to enter into a trusting relationship (Kochanek, 2005).

In general, leadership behavior is a process of drawing out and encouraging the same high standards of conduct in others that one is striving to develop in oneself. The development of these qualities is embedded in strong relationships (Kouzes & Posner, 1987). Once the trusted leader takes the risk of being open, others are more likely to take a similar risk, and thereby take the first necessary steps to building a culture of trust. There are four independent leadership behaviors that generate and sustain trust. A leader creates consistency when he or she does not create surprise for the group and stays the course. That is, the leader behaviors are predictable and the employees come to understand what is expected because they know what is valued. This segues into a congruity between what is said and what is done; the leader walks the talk and there is no gap between thoughts and actions, and what is said and ultimately done. A trusted leader is reliable, being there when it counts, reliable to support in moments that matters. Finally, a leader's word is bond; the leader demonstrates integrity by honoring the commitments and promises made (Bennis, 2003). These are behaviors that generated and sustain trust.

These aforementioned studies have vitality and validity, but more as a trust maintaining and sustaining function of leadership. The descriptions do little to explain the initial trust behavior of a new leader. These examples describe leaders who demonstrate certain characteristics and behaviors that create trust over time through a high level of positive interactions, but these descriptions are limited. What a leader does initially to secure initial trust is conspicuously absent from the literature of leader-initiated trust building activities. So what do leaders do to initiate trust?

In the early stages of trust initiation, someone needs to make a first move, or take a risk, to create trust. From a manager's perspective, the manager/leader must engage in trustworthy behavior, pre-emptively before a subordinate has decided to trust (Whitener, Brodt, Korsgaard, & Werner, 1998). The question then becomes, from the manager/leader's perspective, what are those first trustworthy behaviors that establish the trust development process so that future trusting relationships have a foundation upon which to build? This pre-emptive acting also suggests that a manager must balance the needs of the individual who is prone to opportunistic behavior against the collective needs of the organization.

The aforementioned models emphasize that trust evolves over time through ongoing, repetitive actions. In some cases, initial interactions may be marked by deterrence, but it is the personal knowledge gained in these interactions that lead to the decision to trust (Kochanek, 2005). Individuals evaluate these relational exchanges and make decisions about deciding to trust while evaluating their "partner" in the trust dance. In a relationship with low-trust, low trust activities will be the norm. Increasingly risky

interactions will occur as the level of trust rises in the relational exchange (Mayer, Davis, & Schoorman, 1995).

However, it is the first move, the first behaviors that are critical to initiating trust in a new setting. McKnight, Cummings, and Chervany (1988), organizational behaviorists, write “the most critical time frame for any organizational participants to develop trust is at the beginning of their relationship” (p.1). How that trust forms will establish the direction for all future relationships. Early in the relationship, members pay close attention to trust relevant information (Gabarro, 1978; Kramer, 1994; Lewicki & Bunker, 1996) and tend to confirm early beliefs that strengthen over time. One of McKnight et al.’s (1998) important findings is that initial trust in organizations is high when a new leader enters the organization. This runs counterintuitively to what one would expect and the belief that trust is initially low and grows in an organization over time. This suggests that other factors must be taken into consideration when looking at the formation of trust within an organization. After 18 months, relationships within an organization tend to become stable (Gabarro, 1978). McKnight, Cummings and Chervany posit that initial trust will be based on an individual’s disposition to trust and institutional cues that enable organizational players to trust one another without firsthand knowledge. It is this initial relationship that give parties that need to work with each other their reciprocal awareness, their sense of interdependence, which they need to rely on one another to accomplish some objective. However, extending initial trust, or a provisional trust, makes sense because trust is an easier road to walk; much greater energy is utilized in suspicion and defense mechanisms used for self-protection.

When a new manager comes into a work organization, this manager encounters members of that organization who bring with them a disposition to trust. Because a relationship is so new, a person's disposition will have some impact that is significant in the development of trust during that initial encounter. The willingness to trust will be influenced strongly by an individual's previous experience (Hardin, 1993). Participants bring already developed patterns of thinking that will be transferred into the current situation. This disposition is governed by three things: faith in humanity, a generalized tendency to trust others, and a tendency to be willing to depend on others across a broad spectrum of situations and personalities. A person with a high disposition to trust will more likely see good points in situations and downplay the negative that could prevent trust from occurring. Having faith in humanity means that one believes that others are well meaning. Willing to depend on others across a broad spectrum of situations is analogous to a trusting stance, believing that one is better off believing that others are well meaning rather than not.

The employees undergo certain cognitive processes seeking to identify with the new manager/ leader. There are three processes. Unit grouping is when employees attempt to place a manager/leader into the same category as them; they seek someone who has the same values, goals, beliefs, and assumptions, and place the newcomer in a positive unit grouping if he/she has congruent values and goals. That is, others look for something similar in other people like family, social status, and ethnicity. What is produced in this one person creates a positive effect for others, that is, the creation of feeling, liking, respect, and security.

Reputation categorization assigns attributes to a person based on second hand knowledge. Reputations serve too either strengthen high trust or diminish low trust (Tschannen-Moran, 2004). Individuals with good reputations are perceived to be trustworthy, reflecting personal competence. Reputation grows based on what is known about another person or the group a person is affiliated with. The words and action of an individual demonstrate a sense of obligation toward them, and trust grows based on the exchanges that validate those expectations (Bryk & Schneider, 2003). Reputation is also influenced by the social context; the network of friends and acquaintances enhance the likelihood of reputation taking hold. Positive stories retold by those in this network about a person people perceive as having a good reputation makes it very difficult for a negative event to reduce a high level of trust (McKnight, Cummings, & Chervany, 1998)

Finally, stereotyping occurs when employees place a manager in a general category of persons. Managers are placed in groups based on individual's beliefs about gender, group, first meeting, voice, and physical appearance. These processes enable one to place another who is not know in a category where some generalizations can be made about the way the person will behave. It enables the employee to have firm beliefs and provides emotional security. This occurs at the first meeting and is built on the employee's experience over their history of interacting with others.

Another cognitive aspect of initial trust formation is illusion. In the early time frame of personal interactions, facts about the other are nebulous. Employees are not concerned with the essential truth about a matter but with the success of the reduction of complexity (Luhman, 1979). The employee will draw a picture of consistency about the

manager in spite of the available data. This begins when the employee perceives that the other person is competent with regard to the intended goals of the organization. Those employees in these initial relationships may use illusory promises because they do not know whether the other has the qualities needed to be trustworthy. The cognition is to think positively about the other's motives with a high degree of confidence (Kramer, 1994), suspending judgment to fill in the missing pieces with an illusion of what they hope the manager will be. Emotionally, this gives the employee security, comfort, and makes them feel comfortable as they fill in the missing data with the goals and values they believe are essential. They will fill in the gap by focusing on an outcome they greatly desire rather than analyzing the risks involved. The illusion disappears once the gap of information has disappeared. In short, trust is powerfully influenced by perceptions of reality as well as what exists (Golembiewski & McConkie, 1975). In the schoolhouse, in the absence of personal contact, members will rely on the general reputations of others and commonalities of race, gender, age, religion, and upbringing (Bryk & Schneider, 2002).

This initial relationship, these cognitive processes that place a new manager in one of these three categories, suggests that, if positive, the future relationship will have high levels of trusting behavior that occur over time. As individuals interact, they make ongoing discoveries about the intentions of others through their actions (Bryk & Schneider, 2002). The important thing is that this model deals with the formation of trust at the initial stage of the work relationship. This also suggests that new managers

need to pay attention to the belief forming processes of their constituency because it plays a vital role in trust formation.

Institutional trust is based on the necessary structures that are in place to enable one to act in anticipation of successful completion of endeavors. These are the antecedents that exist in the collective workforce before the new manager/leader begins his or her tenure; they allow the employees to act confidently in the workplace not knowing about the person, about the support of depending on another. In the workplace, these are the rules, regulations, and standards that have been established. It is a shared understanding of the roles, setting, and duties in the workplace. It is the belief that the necessary organizational structures are in place to allow successful social exchanges to occur. These include policies, rules, and regulations which provide safeguards and mitigate personal damage, maintaining a proper order when the leadership may change. In the school realm, this is reflected by certifications which indicate qualification to hold a position or a contract. While this speaks of the bureaucracy of an organization, there is also a wide body of literature that is related to culture- the norms, values, and beliefs of an organization - which some researchers have said is the most powerful element in a workplace (Bolman & Deal, 2002; Deal & Peterson, 1999). These voluntary associations between constituents provide for a stable school community. Both policies and norms are an important part of organizational trust, providing an expectancy of trusting behavior. Cultural norms develop a cycle that is self-sustaining, either to the benefit or the detriment of those in the organization.

Trust at this stage is fragile; it is so tenuous because it is based on the illusory assumptions and the decision to trust that the employees have made in the absence of hard information. The level of trust will diminish when these same employees have experiences that contradict their assumptions and decisions. Facts of inter-relating will replace the presuppositions that constituted this high level of initial trust. Thus, initial trust formation will be based on multiple combinations of mechanisms: the system, categorization, and beliefs. What this model does is to account for the complexity of trust. How that will reflect in a school setting will be seen later in this paper.

Many models of trust building have been used from the business arena. While businesses and schools are different, leadership for the schoolhouse should be different than the world of business because being in a school is different than being in business (Sergiovanni, 1996), leaders in school can borrow other models that have utility to scaffold until models for the schoolhouse can be built. Such will be the case here.

Principal Behavior in School

Because principal leadership behavior directly and strongly influences faculty trust in the principal (Hoffman, Sabo, Bliss, & Hoy, 1994), and a principal must work to secure the trust of his/her constituency (Tschannen-Moran & Hoy, 2000); it is worthwhile to know what principal behavior does influence faculty trust. That principal behavior is an important aspect of success in effective schools has not been in question. The different behaviors of the principal make differentiated impacts on the quality of trusting relationships in schools (Hoy, Tartar, & Witkoskie, 1992; Tartar, Bliss, & Hoy, 1989; Tartar, Sabo, & Hoy, 1995). In short, principal behavior produces trust in the

principal (Tschannen-Moran & Hoy, 1997). In almost all aspects of trust research in schools, principal behavior was somehow related to the development of trust regardless of which direction it developed. For example:

1. The principal does not directly influence organizational effectiveness, but influences teacher collegiality and trust which lead to organizational effectiveness (Hoy, Tarter, & Witkoskie, 1992)
2. The behavior of the principal affects the process of building relationships with teachers with regard to their professional roles regardless of the size of the school (Blumberg, Greenfield, & Nason, 1978)
3. Authenticity of principal's behavior related to faculty trust in the principal (Hoy & Kupersmith, 1985)
4. Trust increases as principal protected teachers from unreasonable outside demands (Tarter & Hoy, 1988)
5. A principal who is friendly, open, and collegial with teachers will acquire respect and trust from the teachers (Tarter, Bliss, & Hoy, 1989)
6. Tschannen-Moran (2001) found that the more a principal collaborates with the faculty, the more likely the faculty was to trust the principal.

In one of the earliest studies done on trust in schools, the researchers tried to clarify the "substance" of trust. Using a questionnaire with graduate students, the researchers gathered information in the attempt to find conceptual clarity to the meaning of trust and find out what teachers meant when they spoke about trusting their principal

(Blumberg, Greenfield, & Nason, 1978). The authors identified 10 dimensions that emerged from their study. Rank ordered, they appear as follows:

1. credibility
2. support
3. fairness
4. participative decision-making
5. professional openness
6. interpersonal openness
7. technical competence
8. personal warmth
9. confidentiality
10. follow-through. (p.80)

A start was made in clarifying what it meant to trust the principal. The major arena of trust, understood from the way teachers perceive trust relative to their principal, is professionally and interpersonally. That is, teachers tend to focus on one-on-one relationships when they think about trusting the principal, and it is more important how the principal relates to them professionally than how he manages the school (Blumberg, et al., 1978). While a start, two problems with this early work are the fact that it was not done in context and its overall simplicity.

For some researcher-practitioners, building trust became a school-wide focus in district and within individual buildings within a district. After developing a list of behaviors that built trust along the personal level, the professional level, and the

supervisory level, and then focusing on those behaviors, Ferris (1994) intimated that personal (interpersonal trust) can be created by adhering to the following behaviors:

1. be a good listener
2. maintain confidentiality
3. react calmly in a crisis
4. show personal concern for teachers
5. be approachable as a person
6. treat all persons impartially
7. be flexible
8. have a sense of humor
9. have a pleasant manner
10. be aware of his/her strengths and weaknesses
11. be consistent in behavior
12. be willing to admit mistakes. (pp.22-23)

While this list has some utility in understanding the behaviors of a principal that create trust, the list has limited generalizability because of its specific locale and its lack of quantitative verification. However, a number of these qualities do appear in later work that was empirically tested and displayed a high reliability.

Brewster and Railsback (2003) conducted a survey of the trust literature from researchers and professors of education. From this survey, they collected a list of principal practices that could lay a foundation for the promotion of trust. The principal could begin the trust process by:

1. demonstrating personal integrity

2. showing care
3. being accessible
4. facilitating and modeling effective communication
5. involving staff in decision making
6. celebrating experimentation and support risk
7. expressing value for dissenting views
8. reducing teachers' sense of vulnerability
9. ensuring that teachers have basic resources
10. being prepared to replace ineffective teachers. (pp. 12)

The Bryk & Schneider study (2002) in Chicago reinforced the centrality of principal leadership. How the principal behaved towards the teachers was directly linked to having them establish respect and a personal regard for their principal. Principals in the study who earned the trust of their colleagues acknowledged the vulnerabilities of others, actively listened, and eschewed making arbitrary decisions. They presented a compelling school vision of what could be accomplished in their schools and behaved in a manner which sought to advance their vision. In short, the consistency between what they said and what they did affirmed them as principals of integrity, fertile motivation for trust development.

Bryk and Schneider (2002) stated that those in school who interacted with one another were continuously discerning the motives of others embedded in their actions. Each member had a distinct role that characterized the social exchange and all groups related to the principal. Mutual dependencies were created with each member

maintaining and understanding his or her role and expectations about the obligations of other members. These organized around four “considerations:” respect, personal regard, competence in core responsibilities, and personal integrity (pp.42). Respectful exchanges are characterized by real listening and taking into account what the other person is saying, especially in future actions. Personal regard occurs when the participants go beyond the formal requirements of the job. Participants in school communities want certain outcomes, and these outcomes depend on certain role competencies. In other words, a principal must be able to *do*, getting the things done that need to be done. Finally, personal integrity calls for a moral compass to guide one’s perspective at work. Regardless of positive or negative outcomes, a commitment to the right values – education and the best interests of children – must be primary consistently.

In the schoolhouse, other factors like structural conditions that made trust easier to develop and sustain were identified by Bryk and Schneider (2003). These structural conditions included small school size and stable school communities. In a small school, the work structures are less complex and social relationships are fewer in number. Stable school communities, where the same people are consistently present make it easy for voluntary associations to occur. In a stable school community, students and teachers can exercise the modicum of choice that exists for meaningful relationships to occur. In large scale settings, large cultures, trust is the expectation that established norms, standards, and codes of behavior will be followed, leading to cooperative behavior (Fukyama, 1995). In schools, another emerging concept is that improvement is dependent on improving the culture, which is a product of high quality personal relationships (Barth, 1990)

The most complete work has been generated by Hoy and his associates over multiple years (Hoy & Kupersmith, 1985; Hoy & Tschannen-Moran, 1999; Hoy & Tschannen-Moran, 2002). Examining the developing work of Hoy and his colleagues help determine the derivation of principal behaviors related to generating faculty trust in the principal. Moreover, it provides a direction as to where to begin searching for principal behaviors that initiate trust. Basing their statements on the work done by Gabarro (1978), Tschannen-Moran & Hoy (2000) expected that the stages new principals would go through in developing trust with teachers would be making an impression, exploring what trust means, testing the limits, and finally enjoying stability.

In one of their earliest studies, Hoy and colleague Kupersmith (1985) iterated that the contemporaneous literature was limited to global and general discussion and that little systematic research had been directed toward trust in schools. As a result, a comprehensive definition of trust did not exist pertinent to public schools. Basing their early work on Rotter (1967) and Golembiewski and McConkie (1975), they defined trust as a “generalized expectancy held by the work group that the word, promise, and written or oral statement of another individual, group, or organization can be relied upon (Hoy & Kupersmith, 1985, p.2). Moreover, trust had three specific dimensions: trust in the principal, trust in colleagues, faculty trust in the school organization. Hoy and his assorted colleagues focused on these referents with regard to climate in schools. Concerning principal behavior, principals who admitted their mistakes, did not manipulate teachers, behaved as real people rather than sterile bureaucrats, and expressed openness and candor in the conversations were likely to generate trust. In another similar study, Hoy and Kupersmith (1984) noted that “the principal appears to be instrumental in

developing an atmosphere of trust” because he was “symbolic of the organization” (p.86). How the principal behaved, however, was not clear (Hoy & Kupersmith, 1985). The implication that some types of behavior exhibited by the principal was related to trust was there, but principal perspectives were not included. Note the uni-dimensionality of the trust definition, yet the recognition of the multiple referents at this point.

The trust scales Hoy et al. (1999, 2002) eventually developed actually grew out of his studies on school health, organizational behavior, and climate. The next stage in his work with colleagues was to develop and validate an instrument that would provide empirical data connected to school effectiveness, including research focused on the correlations of these variables with specific dimensions of trust. Some of the questions in these inventories explored the connecting link of trust to these elements and faculty trust in the principal. One outgrowth of these studies was finding the connections between the behavior of the leader, namely the principal, and its concomitant effect on school health, organizational behavior, and climate (Hoy & Tarter, 1988; Hoy, Tarter, & Kottkamp, 1991; Tarter, Bliss, & Hoy, 1989). The Organizational Health Inventory (OHI) measures school health and had only two items that related to trust in the principal, therefore shedding little light on what principal behavior was related to trust (Hoy, Sabo, Barnes, Hannum, & Hoffman, 1998). The other instrument used to measure climate was the Organizational Climate Descriptive Questionnaire (OCDQ) which resulted in identifying the type of leader behavior that activated developing trust in the principal. This type of behavior was labeled as supportive (Hoy, Tarter, & Kottkamp, 1991).

Hoy, Tarter, & Witkoskie (1992) found that supportive behavior of the principal was the only predictor of trust in the principal. The Organizational Climate Description

Questionnaire (OCDQ) contained seven Likert type questions which measured what the researchers labeled as the supportive behavior of the principal. By looking at these items, the behaviors a principal exhibits to encourage trust can be ascertained.

The principal:

1. sets an example by working hard himself/herself
2. compliments teachers
3. goes out of his/her way to help teachers
4. explains his/her reasons for criticism to teachers
5. is available after school when assistance is needed
6. uses constructive criticism
7. looks out for the personal welfare of the faculty. (p.176)

However, just what supportive meant was yet to be defined by these researchers.

As would become increasingly evident with ongoing research, Hoy and various colleagues (Tartar, Bliss, & Hoy, 1989; Tartar & Hoy, 1988; Hoy, Tartar, & Witkoskie, 1992) concluded that teacher trust in the principal depended on the principal's behavior. To increase trust, the principal must be considerate and supportive of teachers. Principals gained respect from teachers by acting openly, friendly, supportive, and collegial during their interactions with the teachers. This kind of principal, one who "considered" the welfare of his teachers was likely to develop trust with his faculty (Hoy, Sabo, Barnes, Hannum, & Hoffman, 1998). Principals who tried to motivate teachers by giving constructive criticism, setting an example of hard work, and being genuinely concerned about the professional and personal welfare of teachers were also likely to generate trust

with teachers (Tarter, Bliss & Hoy, 1989). Yet more work with principals and the concept of trust development needed to be done.

Up until 1992, the “supportive” term was frequently alluded to, but not clearly defined. Hoy, Tarter, and Witkoskie (1992) showed, using the OCDQ, that the supportive leadership of the principal produced collegiality and trust in the principal. In this study on school effectiveness, for the first time supportive leadership behavior was defined:

The principal listens and is open to teachers’ suggestions. Praise is given frequently and genuinely; criticism is given sparingly but constructively.

Supportive principals respect the competence of their faculty and exhibit both a personal and professional interest in the well-being of their teachers. In brief, the supportive leader is a professional who is concerned not only with the task, but also with healthy, interpersonal relations among teachers ... (Hoy, Tarter, & Witkoskie, 1992, p. 38)

In short, the principal’s leadership behavior, the strength and dimensions of supportive behavior that was directed towards meeting the social needs of the teachers and the high task demands of achievement was a predictor of faculty trust in the principal. A principal who was genuinely concerned with the needs of teachers and could remember that teachers work hard and were not immune to making mistakes, would be likely to demonstrate supportive behavior to those teachers, thus encouraging trust (Hoffman, Sabo, Bliss, & Hoy, 1994).

Studying trust as a variable of school health, organizational behavior, and climate segued into developing a questionnaire that focused on trust itself. As alluded to earlier,

many researchers were entering the field to study trust and multiple definitions existed. The goal of Hoy and Tschannen-Moran (1999) was “to conceptualize the facets and referents of trust, and to develop a valid and reliable measure of faculty trust in schools....” (p.182). They created an instrument called the T-Scale. This scale tested the definition of trust they had created - Trust is one party’s willingness to be vulnerable to another party based on the confidence that this latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open – that grew out of their review of the literature. Their version of trust was then empirically tested and subsequently supported (Hoy & Tschannen-Moran, 1999). For the first time, a multi-faceted definition of trust was operationalized and confirmed with the school setting in mind; also confirmed were the three referents. Moreover, each measure of trust was reliable and received substantial validity. This paved the way for ensuing trust research in schools that confirmed these facets and referents.

In 2002, Hoy, Tschannen-Moran, and Smith created a refined version of the T-Scale called the Omnibus T-Scale. Here again, the instrument was developed through rigorous means where researchers created a pool of items, experts evaluated the items, a preliminary version was field tested, a pilot study was conducted to test the reliability and validity of the instrument, and two large studies were conducted to assess the instrument. The results of this study ended with an instrument that had valid and reliable subscales that measured faculty trust, but more important, this scale could be used at either the elementary or secondary level.

Although the three subscales were confirmed at the school building level, it is the subscale that deals with faculty trust in the principal that is of interest here. By looking at

this subscale, behaviors of the principal that build trust can be adduced. Hoy and Tschannen-Moran (1999) called these “behaviors” facets of trust, or common behaviors that they were able to determine appeared across the literature when trust causing behaviors were discussed from the perspectives of leadership.

One of the commonalities is risk and vulnerability, which appears in almost all of the literature on trust from inceptual studies to the present. While trying to bring order to the trust construct confusion, McKnight, Cummings, and Chervany’s (1995) review of the literature yielded 79 places where vulnerability and risk were a part of the definition. Another definition that is cited repeatedly in the literature is “the willingness to be vulnerable” (Mayer, Davis, & Schoorman, 1995). Vulnerability is such a key component to some researchers that they posit trust as primarily a risk taking behavior (Cummings & Bromiley, 1996). Zand (1972) stated that underlying an individual’s willingness to trust was a willingness to become vulnerable. The expectation that others would act in a way that is beneficial or not detrimental to the relationship is also an important piece (Gambetta, 1988). Finally, trust is contingent to certain contexts and expectations that go beyond characteristics or intentions, considering both the situations and the risks associated with acting on such expectations (Lewicki & Bunker, 1996). Because of the prevalence of this one common theme resurfacing time and again, Hoy & Tschannen-Moran (2000) were able to include this as a facet in their multi-faceted definition of trust. The level of comfort a person feels in the midst of vulnerability speaks to the level of trust (Tschannen-Moran & Hoy, 2000). Initiating trust necessarily includes vulnerability because trust cannot be achieved without one party risking hurt. Without vulnerability and the willingness to take personal risk there is no need for trust.

Another reoccurring theme in the literature is *benevolence*. Benevolence is defined as caring, expressing goodwill, having favorable intentions, leading so as not to be opportunistic, or not acting in a way that would damage the employee (McKnight, Cummings, & Chervany, 1995). This facet seemed to occur the most frequently after vulnerability in the literature (Baier, 1986; Cummings & Bromiley, 1996; Deutsch, 1958; Gambetta, 1988; Hosmer, 1995; Hoy & Kupersmith, 1985; Mishra, 1996). For Tschannen-Moran and Hoy (1999), this became the confidence that the other party will seek out your well being and care for your protection. This reduces to one's faith in the altruism of others and a mutual sense of good will in interpersonal relationships. Other school researchers labeled this concept as *personal regard*: the willingness to extend the self beyond the formal requirements of the job (Bryk & Schneider, 2002). Another term for benevolence is a sense of caring. That is, one will act in one's best interest and extend consideration and sensitivity to employee's needs. A genuine appreciation will be extended where employees' rights are protected and the employees feel safe from exploitation.

Reliability, another characteristic that appeared frequently in the literature (Hosmer, 1995; Mishra, 1996; Rotter, 1967), equates to predictability in behavior that occurs over time: you know what to expect and how the other party will behave, knowing that your needs will be met by the other party. This sense of predictability was also linked to a strong sense of caring where an employee such as a teacher could count on an employer to do what was in the best interest of the teachers on a consistent basis (Tschannen-Moran, 2004). In short, you could count on your superior in a time of need

as he or she was diligent in all that was done, but most predictably diligent in the area of taking care of the best interests of the teachers.

A trusted leader also needs to be *competent* (Baier, 1986). He/she needs to be a skilled expert, one who demonstrates efficacy in getting the things done that need to be done (McKnight, Cummings, & Chervany, 1995), an ability to perform the needed task. Competence is the ability to perform the required task and do those tasks well. Many tasks in organizations require competence and trust is built on the assurance that deadlines will be met in a quality fashion (Tschannen-Moran & Hoy, 2000). The trusted leader needs to demonstrate *competence in core role responsibilities*. That is, this leader knows how and what needs to be done and interacts in a way to produce the desired results (Bryk & Schneider, 2003). In the research that follows, teachers who spoke of their principals in a highly trusting manner did so with respect and admiration. These principals were aware of building issues, were visible at pressure points of the day, and teachers felt like the building was well managed. In short, the teachers were awed by the principal's ability to get things done and do those things well.

Honesty is when statements that are made conform to what really happen and when commitments that are made are kept. It encompasses integrity, reliability, and dependability (McKnight, Cummings, & Chervany, 1995). Dasgupta (1988) identified these two behaviors in his work, namely that managers (a) tell the truth, and (b) keep their promises. This definition reflects an inter-relationship between the person's character, integrity, and authenticity. Bryk and Schneider (2003) call this *personal integrity*. In a work setting, one of the major questions is can we trust others to keep their

word? Can a moral-ethical perspective be ascertained that is geared towards the best interests of others? Trust means that the word or promise of another, whether verbal or written, can be relied on (Rotter, 1967). Those who tell the truth develop and keep their promises develop a reputation of honesty. Other descriptors include walking the talk, being completely up front, and being authentic; in short, trust means accepting responsibility with all candor for what happens.

Finally, *openness* is when important and relevant information is shared with those in the organization. There is a vulnerability reflected in this sharing of information as the sharer relinquishes both influence and control (Zand, 1997). This sharing can encompass both personal and organizational matters, but it invites reciprocal trust. Note that these characteristics occur within the context of ongoing relationships (Hoy, Tschannen-Moran, & Smith, 2002). While Bryk and Schneider (2003) call this *respect*, it is similar to Hoy et al (2002). Trust is grounded in the social exchanges that occur and marked by genuine listening to what a person has to say, to take alternative viewpoints into account prior to acting. Even when the participants disagree, both individuals in the exchange still feel valued. Social exchanges in this context help avoid demeaning situations. Because of the disclosure of facts, intentions, and feelings, parties in the social exchange are left vulnerable. Successful exchanges form an ongoing spiral of trust that increases levels of confidence that neither of the partners will be exploited with the information shared (Tschannen – Moran, 2004). In short, knowledge is power. Principals who share influence and information fairly demonstrate trust and respect for their teachers.

These facets of principal behaviors that reflect trust were formulated into questions on the Omnibus T-scale: (a) teachers in this school trust the principal, (b) the teachers in this school are suspicious of most of the principal's actions, (c) the teachers in this school have faith in the integrity of the principal, (d) the principal of this school typically acts with the best interests of the teachers in mind, (e) the principal of this school does not show concern for the teachers, (f) the principal in this school is unresponsive to teachers' concerns, (g) teachers in this school can rely on the principal, (h) the principal in this school is competent in doing his or her job, (i) the principal in this school keeps his or her word, (j) the principal in this school does not tell teachers what is really going on, (k) the principal openly shares personal information with the teachers. Each of the questions focuses on a specific facet (see Appendix A). Understanding these facets is fundamental to the study. Building trust requires attention to the five facets of trust (Tschannen-Moran, 2001), and each facet has been shown to make a significant contribution to the judgment of trust (Hoy & Tschannen-Moran, 1999). They combine into an integrated whole regardless of trust development (Hoy, 2002).

At the end of their research, Hoy and Tschannen-Moran (1999) iterated that their study was a quantitative analysis of trust. Since trust is complex and needs to be analyzed using multiple methods, "qualitative analyses are in order, ones that examine the dynamics of the process of trusting" (p.205). This included using case studies that analyzed what principal behaviors initiated trust, why teachers came to trust their principal, and how teacher trust in the principal can be developed. Hence, this study.

Trust Study Conceptualization

Building a conceptual model which synthesizes the literature and sets the stage for field research is depicted in Figure 1.

Principal Action. This research is specifically looking at behaviors that principals engage in to start or initiate the trust process. What are those behaviors? What kinds of things do new principals do, either consciously or unconsciously? If the behavior can be ascertained, it would give new principals a powerful tool in gaining control of a quality that is vital to effective school functionality!

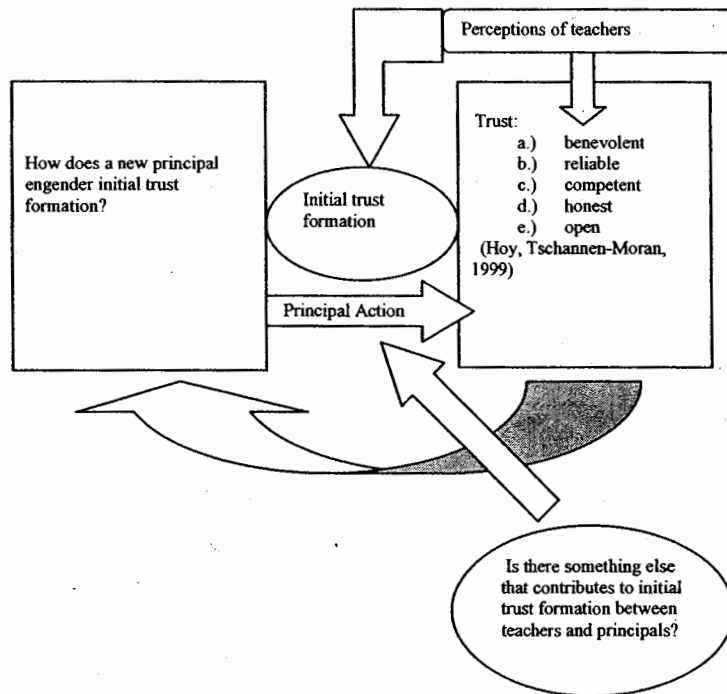


Figure 1. Trust Conceptualization Model

How does a new principal engender initial trust formation? The main design of this study is to uncover principal behaviors. Do principals have a plan for creating trust

when they enter a new setting? Is the trust engendered part of something inherent to the principal's personality? Is it something yet undiscovered?

Trust: Vulnerability. From the empirical studies on trust, it has been proven that where trust is, the five facets of trust can be identified. But the question here is do these facets play a role in initial trust formation? Or, are there ways that a principal behaves to initiate the growth and development of trust that is undiscovered?

Initial trust formation. How is initial trust formed? What is the interplay between teachers and principals? Is there anything else that needs to be considered?

Perceptions of teachers. What do teachers bring to the trust formation process? Are teachers predisposed to trusting relationships by virtue of the fact that they are human beings, prone to certain trusting behaviors? Do these behaviors include a basic faith in humanity, a generalized tendency to trust others, and a willingness to depend on others?

Is there something else that contributes to initial trust formation between teachers and the principal? The institution of the school has certain built in mechanisms, necessary structures, which anticipate the successful completion of endeavors. These are the norms, rules, and regulations common to every school (Tschannen-Moran & Hoy, 2000). What role do they play in the development of trust? What about the teachers' cognition? Disposition? What about school size? What about the structure of the school? The cognitive processes of the teachers are what the principal must address so that they will be able to see that they share congruent goals and values, that he/she has a reputation worthy of trust based on competence.

Once initial trust has been secured, the principal can then build on trust in multiple ways. However, what a principal does to start that process, what he/she does to initiate the growth of trust, and that which has not received researched focus, is the topic of this paper.

Summary of the Trust Literature Survey

Researchers have struggled to define the complex notion of trust. Simultaneously, trust is simple to understand, but it remains a difficult quantity to measure, let alone link causally to outcomes (Brewster & Railsback, 2003). Some researchers have argued that the trust concept is in construct confusion (Bhattacharya, DeVinney, & Pillutla, 1998; McKnight & Chervany, 1997), that it needs considerable integrative effort to create homonymy (Barber, 1983; Bhattacharya, DeVinney, & Pillutla, 1998; Lewis & Weigart, 1985; McKnight & Chervany, 1997; Sitkin & Roth, 1993)

Multiple authors have explained the importance of trust in organizations and trust in schools. Hoy and his associates over the years in their quantitative studies have concluded that the principal is the key in determining the tenor of relationships in a school. This has been confirmed by other researchers (Bryk & Schneider, 2002; Tschannen-Moran, 2004). Examining the ways principals might behave to promote trust came by way of looking at related literature and the correlative studies of the OCDQ, the OHI, the T-Scale, and the Omnibus T-Scale.

In this study, the researcher was looking at the perceptions of teachers and principals to understand the process of initial trust engenderment and the meanings participants gave to it.

Many quantitative studies have been done, and while work has been done on principal behaviors that promote trust and the antecedent conditions necessary before trust begins, few qualitative studies have been conducted, and no study has been completed on initial trust formation in a school setting. This phenomenological, multiple site study included the perspectives of teachers and principals at three school levels: elementary, middle, and high schools. Data collection was done through face-to-face interviews with the principals of these schools and focus-group interviews with the teachers. Documents were gathered from each locale so that a composite might be drawn of what initial trust formation looks like in process through multiple lenses. The resultant conclusions would be used to develop a framework of behaviors that would help principals new to a school engender initial trust. From this literature review, there are some specific and important conclusions that can be drawn about trust and principals.

1. For trust to develop it must have a starting point
2. Trust is vital to the success of a school organization
3. In a school, the principal is the key for setting the tenor of relationships; principal behavior promotes trust in the principal
4. Trust is complex, a multi-dimensional construct with multiple referents
5. Trust is dynamic
6. What engenders initial trust is *not* known; this gives rise to an exploratory study.

This study advanced the research on trust in school settings. Principals at all levels will have a fundamental knowledge of the complexities of trust, a survey of the behaviors that promote trust, and the behaviors that engender initial trust formation.

Chapter III

METHODOLOGY

The purpose of this study is to explore and understand how a new principal initiates trust formation with a new faculty. This triangulated, phenomenological multi-site, multiple case study will explore principal behaviors that engender initial trust formation based on the perceptions of principals and teachers, and the behaviors of the principal that initiate faculty trust. Data will be collected from principal interviews, focus-group interviews with teachers, and analyzing documents written by the principal.

Research design will be based on the major tenets of qualitative phenomenological inquiry. Using a phenomenological qualitative study is appropriate to understand how a phenomenon develops in context. There are multiple qualitative approaches, yet they all have two things in common: (a) they focus on phenomenon in the real world, and (b) they study this phenomenon in all their complexity (Leedy & Ormond, 2001). Research design development will include such things as case study design, researcher bias, and sampling, data collection, utilizing a timeline for data collection, data analysis, and strategies to address potential validity issues.

Utilizing Qualitative Methodology

As a new principal, this researcher wants to study the world of other principals, how they initiate the trust process based on principal perceptions and the perceptions of teachers. In this instance, using qualitative research is appropriate because “qualitative methods are particularly useful in understanding the participant’s world, in showing how individual’s perceptions and intentions in situations determine their behavior, in exploring phenomenon to find explanations, and in providing concrete and detailed

explanations of phenomenon” (Krathwohl, 1998, p. 225). In short, this qualitative study will focus on meaning in the context (Merriam, 1998) in which the phenomenon occurs and how the individuals in that context made sense of what happened to them, how they constructed their understanding of trust and how that was formed based on their world of experiences. It is this “world of experiences,” the understanding of the development of trust contextually from the perceptions of their world, that is key to this qualitative research.

The key concern in qualitative research understands the participants’ perspectives, not the researchers. This understanding is an end to itself, so that it is not attempting to predict what may happen in the future necessarily, but to understand the nature of that setting –what it means for participants to be in that setting, what their lives are like, what’s going on for them, what their meanings are, what the world looks like in that particular setting – and in the analysis to be able to communicate that faithfully to others who are interested in that setting.... (Merriam, 1998, p.6)

The product of a qualitative study is richly descriptive. The study will examine data developed from participant’s own words. Occurring patterns and themes will be noted and explicated as the analysis strives to develop a depth of understanding.

Phenomenological Study

The purpose of phenomenological research is to identify phenomena as they are perceived by participants in a given situation. Such a study answers the question “what is it like to experience something in context” (Leedy & Ormrod, 2001). Such phenomena

may be an emotion-- loneliness, jealousy, or anger; a relationship – marriage, or a job, or a program organization or culture (Patton, 2002). A researcher needs to gather information about the perceptions of the participants through interviews, discussions, action research, and focus groups. These emphasize personal experience and provide insight into peoples' motivations and actions.

Phenomenological study can be applied to single cases, but by looking at multiple perspectives, the researcher can make some generalizations of what something is like (Patton, 2002). When applied utilizing multiple perspectives, the strength of the inferences grow when a theme or pattern occurs more frequently (Lester, 1999). During research, the typical interview looks more like an informal conversation; because phenomenological study asks for minimum structure and maximum depth, the essence of the study is the experience (Merriam, 1998).

The central task of this kind of study is to identify common themes. The process of getting at meaning requires that the researcher go through the copious notes and transcripts generated by such work to identify statements that relate to the topic. Relevant material is separated from the irrelevant and broken into segments that reflect this theme. Next, the researcher groups these segments with the common themes into categories that reflect aspects of the phenomena as it is experienced. Finally, the researcher uses the overall meanings identified to develop a composite description of the phenomenon as described by the people who experienced it (Leedy & Ormrod, 2001). The resultant product is a description of the phenomenon through the eyes of those who have experienced it which focuses on the common themes of the experience.

Case Study

The method that will be used to gain an in-depth understanding of this phenomenon, initial trust formation, is case study research. Case study is utilized when the researcher is interested in process rather than outcomes, discovery rather than confirmation, and the meaning of those involved (Merriam, 1998). It is highly appropriate for “how questions” (Yin, 1994), examining issues for the complexity of causation (Krathwohl, 2002), and when the chief purpose of the study may be descriptive in nature (Babbie, 2002). Case study is also useful in understanding the *how*, especially when the interaction of the critical components of that phenomena are unclear. “A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 1994, p.13). Thus, this kind of study is quite appropriate for the initial formation of trust.

This phenomenon is also something that can be bounded. That is, the researcher can ask – ‘What is being studied?’ – and be able to supply a definitive answer that has a clear edge. Such examples could include the student, teacher, principal, program, group, class, school, policy, practice, process, or an idea. Qualitative case studies focusing on phenomenon are particular – they focus on something specific, they are descriptive – providing rich, thick information about the phenomenon under study when the study is over (Krathwohl, 2002). This understanding or “insight” can “directly influence policy, practice, and further research” (Merriam, 1998, p.19).

In short, during case study research, the research monitors what is going on and then discovers just what that means. It is an appropriate design when the study design

meets three criteria. It: (a) focuses on particular phenomenon, (b) uses multiple sources of evidence, and (c) has unclear boundaries between phenomenon and context (Yin, 1994). In this particular case, the bounded phenomenon is the initial formation of trust in the context of the interactive perceptions of the teachers and the principal. Each school will be an individual case study in itself.

Multiple Case Study

To insure for greater validity and for generalizability, a multiple case study will be conducted. Collection and analysis of data will be done for the three schools first with each one presented as an individual case. This allows for perception of three different schools at three different levels. Once the data has been analyzed on a case basis, further analysis will occur through cross-case analysis. The greater the number of cases in a study with the greater variation will yield a more complete and compelling interpretation if results are consistent across grade levels and between schools. This is vital to the research yield: “by looking at a range of similar and contrasting cases, we can understand a single-case finding, grounding it by specifying how and where, and if possible, why it carries on as it does. We can strengthen the precision, the validity, and the stability of the findings” (Miles & Huberman, 1994 as cited in Merriam, 1998, p.40.)

Research Questions

There are two major research questions that will be answered by this research study:

1. How does a new principal engender initial trust formation between himself/herself and his/her teaching staff?

2. What kind of practical framework can be developed to assist a new principal in this trust engenderment process?

Researcher Bias

In a qualitative case study, the researcher is the primary collection instrument for gathering data. Consequently, the research is “limited by the human factor – that is, mistakes are made, opportunities are missed, and personal biases interfere” (Merriam, 1998, p.20). However, some researchers emphatically insist that the one who conducts the analysis also be the interviewer in the room when the interviews take place. This is because 80% of the content is found in the ensuing created transcript and the remaining 20% is all the other things that occurred in the room during the interview (Krueger & Casey, 2000).

Every iota of information gleaned will be filtered through the researcher’s worldview, values, and perspectives. Because of this, it is important for the qualitative researcher to admit any bias at the study’s inception. There is no such thing as value-free inquiry, but validity can be strengthened by making explicit all recognized biases from the beginning. Repeatedly, the literature on research methods iterated that those with the greatest skill in research demonstrate integrity by admitting that bias is omnipresent and influences the findings of a study (Leedy & Ormond, 2001).

What biases does this researcher bring to the study?

With regard to the formation of trust, this researcher does believe that there is one element that more quickly engenders trust formation. Caring is that key element. When a principal, who is perceived to have great power in a school building, comes across as caring deeply for his/her people, that allows those teachers under his/her supervision to

move quicker towards trust. Furthermore, because teachers to a large degree are dependent on principals, they have a basic disposition to trust the principal; principals have to work hard to lose the trust of teachers. This researcher also believes that trust will be engendered in the elementary grades quicker in comparison to the secondary levels. Finally, there is something in a school institution, something that is part of the bureaucracy, that compels teachers to trust the principal.

Sampling

The purpose of this study is to explore how a new principal engenders trust formation by taking into account the perspectives of both the teachers and principals, and to understand what principal behaviors across the spectrum engender trust between the principal and the teachers. The purpose of this study is to find data that is significant across public school, grade level boundaries.

In case study design, the researcher will not be able to determine type, or what proportions subjects appear in the populations. For this sampling, the most appropriate sampling will be non-probability, purposeful sampling. This method is chosen because the researcher is purposefully looking for a specific group that meets specific conditions; principals who are new (2-12 months on the job). Purposeful sampling is chosen because this researcher wants to discover, understand, and gain insight from a group sample from which the most can be learned. In this study, insight will be gained into what starts the trust process from new principals working on establishing trust with the teachers involved.

Sites will be selected upon accessibility and feasibility during the period of collection data. The interest of the principal in trust building will have to be accounted

for, which will be determined by the response received back from the inquiry letters and the principal's ability to find teachers who will be interested in participating in focus group interviews. These will be important selection criteria.

With regard to the selection of the teachers, the principal will have to be trusted in his selection of teachers for this study. Their selection will also be based upon their interest and availability in the study. The characteristics of the teachers will not be an important consideration in their selection; that is, their years of service, age, gender, and subjects taught will not have to be considered for their selection. Principals from the three schools will have their anonymity preserved through the assignation of a letter code. Teachers participating in the study will similarly be protected. During data collection, the research notes will be locked in an office; at the end of the study, and after the IRB conditions to maintain such data has expired, such materials will be destroyed.

Data Collection

Data will be collected following a very specific timeline. Once the initial school has been identified, one school at a time will be examined. This one site will be finished first before observations begin at another. The overall collection period will take place over the course of approximately 1 month. Each interview will last approximately one hour. A pre-interview phone conversation will occur prior to the interview with the principal to deal with any pre-meeting concerns and provide clarifications. The principal will be interviewed first. Information from that interview will then be transcribed, analyzed, and reflected upon. After a few days, the focus-group interview will occur; a similar process for data transcription, analysis, and reflection will be followed. Memos and documents supplied by the principal will be reviewed and analyzed. Ongoing data

analysis will occur utilizing the constant comparative method as the researcher will collect, code, and reflect upon all data for a case before moving on to the next.

Interviews

The primary means of acquiring data will be through the one on one interview. The interview is a person to person encounter where one person selects information from another. A group or collective format can be used (Merriam, 1998). This researcher's goal is to understand initial trust formation from the perspective of the principal and teachers by entering into their worlds and seeking their perspectives on this phenomenon. "The purpose of the interview, then, is to allow us to enter into the other man's perspective. Qualitative interviewing begins with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit" (Patton, 2002, p. 341). It will be this researcher's job to make explicit the meaning of the participants. The interviews will be conducted within the bounds of approximately 1 hour for participant convenience with open-ended questions developed prior to the session (see Appendix A). These open ended questions will be developed as an interview guide yet provides an opportunity for participant spontaneity (Merriam, 1998).

Prior to the interview all participants will be assured that anonymity and confidentiality will be maintained. Records of the conversations will be destroyed once the requisite time has elapsed for information storage.

Focus Group Interviews

A focus group is usually an interview but with 6-10 people. It is a specialized group interview that is usually used to learn how a group intended to be representative of a target population reacts to something presented to them (Krathwohl, 1998). The

purpose of conducting a focus group interview is to look for confirmatory information from teachers about principal trust initiating behaviors and actions. Focus-group interviews have advantages for qualitative inquiry because the interactions among the group members enhance data quality, the extent to which views are consistent can be greatly assessed, and it is enjoyable to those involved (Patton, 2002). This session will also be conducted with an open ended interview guide (see Appendix C) which is designed to generate discussion in the group about the behaviors of the principal and the concomitant relationship to policies and practices. Teachers need to feel that they can be honest without the fear of retaliation. In the early part of the meeting, teachers will be assigned a letter and be referred to as such throughout data analysis. The interview with the focus group members will be audio taped and transcribed within a few days after the interviews.

Questions for these interviews were developed following specific protocol for such instances. There was a specifically designed “path” of questions that have, as their purpose, getting to the essence of the phenomenon. This question path, or route, has an introduction, transition, key question, and ending question that will provide for inquiry saturation (Krueger & Casey, 2000). For an in-depth description of these questions and the development of the question path see Appendix E.

Document Review

Part of this research will involve a document review. Because all societies leave a trail of paper and artifacts (Patton, 2002), there is a “wide range of written, visual, and physical material relevant to the study at hand” (Merriam, 1998, p.112). Documents can include any form of communications and all forms of data not gathered through

interviews or observations. They can be comprised of routine records, correspondence to staff, financial and organizational records, memos, and official documents. For the purpose of this study, this researcher will ask the principals on – site for memos, letters, notes, newsletters, daily bulletins, minutes, mission and vision statements, and school improvement plans that reflect efforts he or she made to create trust. What specifically will be collected will be negotiated with the principal prior to the on – site visitation.

Timelines

Interviews in the school are expected to take only one month. A pre-interview phone call will take place to cover the interview protocols and allay any concerns the principals may have. Principals will also be asked to find willing teacher participants for the study.

Data Analysis

Once the data has been collected and synthesized, an analysis of the information collected will be conducted. Data for the cases will be coded, and once the coding is completed the data will be categorized and triangulated between principal interviews, focus-group interviews, and document analysis. The information will be laid out in matrices. Ongoing data analysis will occur with the data collection: this is the “right” way to do qualitative research (Merriam, 1998). A cross matrix analysis will occur when each case has been exhaustively analyzed.

A key component of a successful qualitative study is analyzing the data. However, the volume of data generated can possibly lead to the researcher being lead down paths of deliberation that have relatively little to do with the study. How then can the researcher stay on track?

The best method of analysis is to keep the purpose and intent of the study clearly in view (Krueger & Casey, 2000). Maintaining the purpose is an effective and efficient method of getting the needed information, removing the irrelevant and allowing the researcher to make choices about what information to include or exclude. Furthermore, keeping the purpose firmly in mind focuses analysis to be systematic, sequential, verifiable, and continuous. Following this sequence will allow those who judge the data to follow the same data trail created by the researcher and leave the conclusions of the study open for inspection. In short, the data can be verified and will make sense for all who review the research (Merriam, 1998).

Analysis is actually done concurrently with data collection and improves the data collection. The researcher gathers the data, transcribes it, and then reflects. The establishment of groups and systematic arrangement of the questions, and the process uses to examine the participants responses allow for identifiable patterns to emerge. This research will be transcript based. The researcher was there for the interviews

The information gathered will be placed into matrices to paint a picture of the reality. This researcher will look at the data and analyzed it utilizing the following steps: (a) what was said in response to the question? (b) how can it be coded? (c) what verbal clues or contextual clues support this? (d) what does it mean?

Coding actually emerges form the data and comes from the construction of categories that cut across the preponderance of data. It is an intuitive process, but it is also systematic and informed by the purpose of the study, the meaning made explicit by the participants themselves. Code labels are constructed by constantly comparing the incidents and the respondent's remarks with each other. These codes can be as small as a

word or several pages of field notes for a particular incident (Merriam, 1998). The codes should reveal information relevant to the study, stimulate readers to think beyond the current bounds, and be the smallest bit of information that can stand alone. Coding constructs essentially is data analysis. In this the researcher must be careful to remember that the coding categories are abstractions from the data and not the data itself.

The code names can come from several sources: the researcher, the participants, or sources outside the study. They should reflect the purpose of the study, be exhaustive, mutually exclusive, sensitizing, and conceptually congruent. In this particular study, codes will be developed for within the case as well as across the cases.

Finally, the purpose of phenomenological analysis is to ferret out the basic structure of the phenomenon (Merriam, 1998; Patton, 2002). To engage in phenomenological analysis the researcher goes through three basic phases. *Epoche*, a Greek term which means to refrain from judgment, tries to remove, or become aware of prejudices or assumptions regarding the phenomenon. There is a suspension of judgment of the researcher's personal viewpoint in order to see the experience for itself (Merriam, 1998; Patton, 2002).

The second aspect of phenomenological analysis is bracketing or phenomenological reduction, where the researcher holds the phenomenon up for serious inspection. In this the material is confronted in its own terms as it is spread out for examination and organized into meaningful clusters. Irrelevant, overlapping, or repetitive data is delimited. The aim is to arrive at a structural description of an experience and those facts that account for that experience. In layman's terms, when

queried, “How did that experience of the phenomenon come to be what it is?” There is a clear evidence trail that supports the researcher’s conclusions (Merriam, 1998).

Validity

Qualitative research requires a hard look to insure that the research is valid.

There are several ways to insure validity in case study research. Validity here is being approached through careful attention to this study’s conceptualization. Does it have internal validity? Because this study is exploratory in nature, internal validity may not pertain here (Yin, 1984), but a better way could be to take the tentative interpretations back to the people from which they were derived and ask if the results are plausible (Merriam, 1998). This is why participants may be contacted after the interviews and focus-group sessions have taken place.

Another strategy to enhance validity will be to use multiple sources of data, to triangulate the data and focus the study. Construct validity will be addressed by this triangulation. Multiple sources of information focusing on the same phenomenon should yield results that provide insightful information about that phenomenon. These insights will be the result of the detailed collection strategies outlined previously and analysis of the data. The design of a multi-site, multi-case study also enhances validity.

The over-riding safeguard will be the inclusion of rich, thick description so that “readers will be able to determine how closely their situations match the research situation” (Merriam, 1998, p.211). That is, the findings will be presented in the words of the participants so that readers can read what the researcher did, and draw their own conclusions in comparisons from the rich data. The entire study has been examined and approved by critics in the field to ensure the accuracy of the results and the soundness of

the design. Participants understood the conditions for being open in the study. In short, accepted protocols have been utilized, along with systematic procedures to ensure that the results are trustworthy and accurate (Krueger & Casey, 2000).

This brings this chapter full circle to the purpose of the study: the goal is that the derivation of information from practice can give a new administrator a picture of what principals new to a school do to initiate trust formation. This picture can only serve to expand the growing knowledge of trust formation in school, and provide the foundation for the entire trust formation framework.

We turn now to the actual story of the in-field experience and the subsequent data gleaned from that experience.

Chapter IV

DATA ANALYSIS AND RESULTS

The purpose of this study was to understand how a new principal engenders initial trust formation with a faculty, based on the perceptions of one elementary, one middle, and one high school principal from three different schools. This triangulated phenomenological multi-site, multi-case study explored how trust forms based on the perceptions of the principals and the teachers, and the behaviors of the principal that engender initial trust. Data was collected from principal interviews, focus-group interviews with teachers, and analyzing documents written by the principal at elementary, middle, and high school levels. In school A, 4 teachers were present for the focus-group interview. At School B, 8 teachers were presents. School C included 2 teachers in the focus-group interview. Triangulation of the data collected was done by the visits to each site and review of the documents. The research questions for this study were:

- a.) Research Question 1: How does a new principal engender initial trust formation between himself/herself and his/her teaching staff?
- b.) Research Question 2: What kind of practical framework can be developed to assist a new principal in this trust engenderment process?

In this chapter, the story of the data collection process will be told. Descriptions will be provided case by case. The final section of this chapter details the cross-case analysis.

Data for this study was compiled utilizing the following steps to make the analysis simple and increase reliability:

(a) data from each case was coded and categories were established based on that data; (b) matrices were developed for each case; (c) patterns of sameness were sought within each case that emerged from the data; (d) categories that addressed the research question were identified; (e) data from each case was cross-case analyzed; (f) new matrices were developed; and (g) triangulation of the data was achieved by principal interviews, teacher focus-group interviews, and document analysis.

Coding categories that emerged from the data included the following: pre-visits, purposes, consensus-building, deal with change, model, personalize, addresses issues/conflicts, forthright, instill long term view, support, accessible, open, moral leadership, disposition, helpful, cares, seeks input, values teachers, listens, communicates face to face, respect, understanding, keeps confidences, values teachers, honest, real leader, thinks on feet, and people oriented. Six were dominant.

Each case is replete with information about the school setting: the school itself, the town, and the principal. Each case is then presented with the information gathered from the interviews as well as information gathered from the document analysis

Part One:

Research Question 1: How does a new principal engender initial trust formation between himself/herself and his/her teaching staff?

School A: The High School

Setting. The high school is a comprehensive school built “long ago.” A tree lined road running in front of the building shades its bricked façade. It is set back from the road and two concrete walkways cutting across a well-kept lawn lead into both entrances, which are locked for security purposes. No graffiti was evident in the

hallways, outside, or bathrooms, or anywhere else on the 50 year old building. The highly polished floors were black and white tiled, the lockers were deep red, and the light in the hallways seemed dim. However, wooden doors and wainscoted molding identified the building as belonging to a different era. As the principal admitted later in the interview, the school is a little behind in technology, thus creating the condition where all classrooms do not have a TV or computer. In fact, the district had just emerged from a recent upheaval, working through a budget crisis and the advent of an entire new administrative staff.

The Community. The high school is located in a small community that is situated between two major interstates. It is known for its Victorian architecture and tree-lined streets. This school is equidistantly placed between New York and Philadelphia and is a ten minute ride to the Pocono Mountains; it is part of the Newark, New Jersey metropolitan area. The town's major industries include education, health, and social services; manufacturing; and retail trades.

Town A provides the requisite municipal services to its community and hosts a small library, school system with three schools, and a nearby golf club. It is a small town, only 1.3 square miles, with a population of 2,771. It is 47.9% male (1,328) and 53.1% female (1,443). Town A is relatively homogenous with 95.8% of the population being Caucasian. The medium household income for the year 2004 was \$52,792 with a median house value of \$124,200. New housing construction has slowed with no new building being built in 2002.

The School. The current school building houses 549 students in grades 9-12. There were 146 9th graders, 158 10th graders, 121 11th graders, and 118 12th graders that

comprised this population. Mirroring the population of the town, 98% of the high school students are White, with 1% Black and 1% Hispanic. District expenditures for each student are \$8, 484, which is below the NJ State average. Forty-five classroom teachers have varying degrees: one teacher has a doctorate, 30 percent of the staff has master degrees, and the remaining teachers have the appropriate bachelor's degrees.

The Principal. Principal A carries himself with pride and self-confidence, the walk of a former athlete. On the day of the interview he was dressed in a black sports coat, white button-down shirt, tie, and gray pants, His back shoes looked comfortable, well-polished but worn. He had a crew cut, penetrating eyes, and a mustached, tanned face. Principal A has been a principal for 10 months and was a vice-principal at a technical school before coming to this high school. He specifically iterated that he came 2 weeks prior to his official start to “get the feel of this school.” His office was organized and spartan. An L-shaped desk was arranged so he could sit with his back to the window facing the door of his office; he had two chairs in front of his desk and a bookshelf in front of his desk with a few titles on it including the New Jersey Administrative Code and the Bylaws of his Board of Education. The walls had no pictures on them and the principal's secretary was located right outside his office, situated at the rear of the office suite.

The Tour. After the interview, the principal of the high school offered a tour of the building. As soon as he left the office, he was given a problem that his secretary was handling: it involved the school choir and issues surrounding graduation. As the tour continued, this was a scene repeated again and again. The principal modeled the concept of management by wandering around as he discussed events that needed his attention.

He exchanged pleasantries, joked with his staff, inquired about teachers' family issues, and dialogued about daily and weekly events that had, and were about, to transpire in the school. Passing through wainscoted hallways along a black and white checkered floor, we passed through the gym, the library, the band room, the cafeteria, and several classrooms. As we passed through the power mechanics room, the principal related how he had procured \$30,000 worth of equipment for this teacher in the midst of a budget crisis. The teacher in the graphic arts room spoke to the principal about some printings she was working on. Out on the neatly groomed athletic fields, the principal introduced this researcher to the assistant principal and invited him to lunch. Traveling to the agricultural classroom, the principal spoke passionately about having the opportunity to create a place where something good could happen for kids. In the agricultural classroom, the principal related to this researcher that he would have to come back to have lunch with this teacher because the teachers had been a source of great help to him during his first year.

The principal appeared to take great pride in showing his building. Even though the hallways were dimly lit and made things seem dingy, the attitudes of those met on the tour was upbeat and enthusiastic. From the moment he left his office, Principal A solved problems, responded to questions asked of him, joked, and reaffirmed the staff he met for their endeavors. He inquired about family members, how a teacher's day was going, and discussed other mundane issues. Students greeted him and he returned the salutations. One student who asked for permission to use the stage on the weekend was granted that permission as long "as she won her softball game that afternoon."

Lunch time was spent in the agricultural teacher's classroom: the principal, the researcher, the assistant principal, and the teachers. While a meal was shared, the most important thing that was derived from this meeting was how much the principal had relied on this teacher. This teacher had been in the district for 33 years and was the school historian, the school storyteller. Because of this, he knew all the stories that mattered, the cultural do's and don'ts, the unspoken norms, that mattered most to a staff that had encountered much difficulty and instability in previous years. This was a teacher who had readily given the principal suggestions during the tenure of his first year about what he "might" want to do or not do. The principal asserted that he had relied heavily on this information and that it had been a great help to him. At the conclusion of the visit, the principal inquired as to what this researcher would do if the whole thing he had just put on was a sham.

Principal Interview and Focus Group with Teachers

The interviews were conducted with the high school principal and four teachers. The interview with the principal was conducted in his office. The principal had been on the job at the time of the interview for 11 months. There were 2 English teachers, 1 History teacher, and 1 French teacher. The teachers had been teaching 33, 34, 2 and 2 years respectively. The interview with the teachers occurred in a conference room where the participants were comfortably seated around a conference table. The principal introduced each teacher and then left. The process of the interview was reviewed and the participants seemed comfortable. The entire interview lasted about one hour, and one teacher had to leave before the end of the session.

Data from the interview with the principal and from the focus group with the teachers was categorized and analyzed. To do this, each question was grouped, principal and teacher, then coded (see Appendix G). Text reduction occurred as patterns were identified, reducing the overall interview texts down to phrases that revealed the coded concepts. Themes of principal behavior were sought through each of the facet based questions as well as through examining responses from each question. Excerpts from the interviews were included to provide the participants own words as to their perspective. Ellipses indicated the redaction of irrelevant material.

One of the foundational assumptions in this study design was that the principals who responded would be interested in the trust building process. But, was that really true in these cases? Was it true in this case? Had trust formed in the short period that the principal was here? In this case with the high school, trust was, indeed, palpable. When the principal was queried about whether or not his staff trusted him, he said, "I don't know that that's something I can answer. I think it's only something that can be answered by the staff." The teachers were unequivocal in their feelings. "Trust? Yes, I do trust him." All the teachers responded to the questions as if they trusted the principal, even one of the teachers who said the "verdict was still out." Their responses to the questions indicated that trust was there, although fragile in some instances.

So, what were the behaviors of the principal that teachers cited as making them willing to trust the principal? In this case, there were six: accessibility, forthrightness, follow-through, seeks input, addresses issues/conflicts, and provides purpose.

Accessibility. The high school principal stated that he responded to the concerns of his teachers by literally working with an "open door policy." He emphasized *literally*

and stated that he “made sure that everyone had access – that was number one.” This access not only meant walking into his office when they had a need or a concern, but this accessibility extended into the hallways of the building where he made himself “visible,” where he wanted teachers to talk to him face to face rather than through written means to express themselves; it was part of maintaining that human element. The teachers reported that at the high school, the principal “always has time ... amongst an awfully busy day. He always has time to say something.” Principal A had a goal in being accessible: “to be as helpful in as many situations as I can.” That is, he wanted to support and help the teachers in their day to day functioning.

The principal also related that he wanted his teachers to be “comfortable” with him. Principal A stated that he truly “cared about his staff and valued them... and I remember being in the classroom and dealing with what they deal with everyday.” Teachers confirmed this statement by saying that he worked at “developing a personal relationship with people” and “it allows for people to be open with him...It develops that trust.” Moreover, this people orientation meant that people are willing to “work with him, and for him, and give him latitude when he needed it.” Teachers also noted that this people centered orientation not just allowed him to react to situations, but to respond, after taking in all the angles, before he “jumped into it, to judge everything.” This response to situations arose from what the teachers said was the principal’s hard self-work to “really understand where people are coming from.” One thing is very important to note here: while the principal was very people-oriented, he was also labeled by the teachers as a real leader. That is, there was something about him where he would “take over room like a principal should.” Principal A did listen to all sides, and sought to

make fair decisions, but he did make it known that the final decision would be his and his alone. This high school principal was able to create that fine balance of listening to his teachers and maintaining his authority.

Follow-through. Principal A also believed that his credibility was linked with supplying teachers with what they needed to do their work in the classroom. He wanted to be trusted. Moreover, in his interview, this provision was linked to him giving the teachers a “straight shot.” He selected key teachers, taught them that he was a man of his word, and used them to confirm among the staff his follow-through. Principal A said “I give them an honest answer, and follow through with what I say I am going to do.” He shared two examples of how he did this at the beginning of his tenure with a shop teacher and a math teacher. The shop teachers were given supplies that he procured from another district that was closing down its shop program. The math teacher was given textbooks that were needed to teach the program. The effect this had on the teachers’ perception of the principal was telling.

The teachers related that “he tells you what he’s going to do and then does it.” This is not some idyllic, maybe-we-can attitude evinced by the principal, but the teachers were convinced that “he’ll do whatever it takes to fulfill whatever he said he needed to do.” In short, he stood behind what he said, and this made him a man of his word. Finally, the teachers’ perception of this was that he was not “playing some role” but that this was just who this principal was; he was very ethical, moral, and “stand-up.” Follow through was highly valued by the teachers, and an important reason why they decided to trust him.

Forthrightness. Closely linked to this concept of follow-through was the principal's willingness to give teachers the "straight shot" as he called it. He spoke bluntly and plainly and sometimes painfully so. He related how he could have dealt with issues better, especially when it came to telling five staff members that they had to be let go. He stated that he could have been more compassionate, and that he was called in to speak with his superintendent about this forthrightness. He said that he might "just step back and think it through a little more ... and not address an issue head-on all the time." Principal A said that it might be the athlete in him, or that it was a male thing, but in the future, he would not "bowl people over as opposed to gently walking through a side door."

The teachers said he was as "forthright as he could possibly be." The teachers, when speaking on this aspect, did not seem bowled over, but acted more like the principal was being as helpful as he could by telling them as much as he could. Moreover, this forthrightness was connected to the principal doing the right thing, with certain straightforwardness, and not viewed as some kind of "slick" talk. It also gave the teachers confidence in what the principal said.

Seeks input. Principal A did not ascribe to a leadership in a vacuum theory; his earlier behavior of sharing information with the teachers was to have that behavior reciprocated, to receive information from the teachers. He did this, stating that "I need everyone's help and everyone's opinion." Getting this information from the teachers was his method of dealing with being lean administratively.

The teachers recognized this behavior and said it caused them to feel a part of a whole team with no splits: "We don't have a we-versus- them type of thing,

administration versus teachers.” They went on to relate they felt very comfortable with sharing information with the principal when information was sought. The Principal also sought feedback from the teachers as a situation was developing and his seeking input was to see that situation from “all angles” so that the best possible decision could be made. This process brings the school staff together because the principal pulls people together “in more of a sewing” style, as a unifier. Although the teachers were part of a team, this behavior wasn’t exactly consensus building, because the principal reserved the right to make the final decision, which may or may not concur with the information provided by the teachers. As the teachers stated, to find a resolution to a problem, the principal will “ask just about everyone involved. He’ll get everyone’s opinion...before he’ll make his decision.” While the decision may reflect what the group shared, the principal encouraged the teachers to “not get offended” if the decision is not what they shared because his decision is for the whole group, what is best for the school.

Provides purpose. One thing that was clear was that the principal held a view of why he was doing what he did. He remembered his roots, what it was like being in the classroom, dealing with difficult kids and parents, and sometimes not having the requisite supplies. He stated that he thought his teachers “would ...say that I am student and people oriented. I care about kids and educating kids, and I care about staff and value them.”

Whether the principal did these things consciously or not, it was clear that the staff perceived that he held a purpose clearly in view. The teachers felt that they were part of a team and that “we are all here for the exact greater good and that would be the furtherance of education.” In addition, the teachers discussed how sometimes

“administrators tend to lose focus of who they are, where they are, and what it is that they are doing.” The “busy-ness” of managing a school can cause the principal to forget about the purpose of education so that the job becomes “more about them rather than focusing on kids.” It is clear that this principal kept the focus of education on students and pulling teachers around that purpose for the “furtherance of education.” This was trust inducing.

Addresses issues and conflicts. It was in the question that dealt with honesty and integrity that the principal first spoke about addressing issues and conflicts. Addressing issues/conflicts was part of the forthright responsiveness in which Principal A approached every situation. In fact, he was cautioned by his Superintendent to NOT address “an issue head-on all the time, to now bowl people over instead of walking gently through the side door.” This principal admitted that this might be part of the “athlete” in him, self-recognizing that sensitivity was something he needed to cultivate.

While Principal A felt like he had to work on his “people skills” the teachers liked the way he did things because of his frank manner of doing them. Their perception of Principal A was that he was “not out to get them,” that they didn’t need to get nervous if he walked into their rooms, because he was “out doing his job.” This Principal A was identified as being skilled in his core role responsibilities. As one teacher said, “he does attend to all the necessary affairs, and the questions and obligations, and hotpoints that come up, He does address them, he doesn’t back down from anything.” Another teacher chimed in and informed that “he’ll meet challenges head on.” The end result of this direct addressing of the problems was for one of the teachers to state “I feel like I could trust him and know that if he were speaking on my behalf without my presence there, I

could be confident in what he was saying.” The rest of the group agreed; the teachers could be confident that he could handle the problems and take care of them simultaneously.

Analyzing the documents. In the high school study, the principal stated that he did not know what he did to make teachers to decide to trust him, to engender initial trust formation. He stated that “I don’t know that that’s something that I can answer.” When the interview was conducted, no documents were provided for the researcher. Thus, no information on trust initiation or trust building was acquired specifically through the principal

By examining the web-site, the researcher attempted to ascertain whether any of the principal’s behaviors that emerged from the case analysis pertaining to trust initiation could be culled from the documents posted there. While the principal practiced an open door policy, making himself accessible to his staff, there were no documents generated by him posted on the web: faculty meeting agendas, memos, letters or high school action plans. This was consistent with his statement that he did not like e-mail, but preferred face to face conversations in exchanges with staff. Contact links, however, were posted on the site where those who wished to contact him could do so by e-mail. Visitors to the web could also make suggestions if that were something they desired. This was consistent with his accessibility, but seemingly contrary to his statement about conducting business face to face.

Throughout the interview, Principal A powerfully repeated time and again how he was there for the students and to “make the teachers’ job easier.” While no other documents were posted on the web like Improvement Plans, Philosophy Statements, or

the like, it must be remembered that this principal related that there were many issues that needed to be addressed at the high school from the start. The lack of these documents further confirms that simplicity the principal was committed to in tough times: he gives them an “honest answer” and then, in his own words – “I follow through with what I am going to do.”

Principal A did not have a plan on how to initiate and build trust, but after walking into a “firestorm”, he “solved an awful lot of problems in a short amount of time.” Maybe he just didn’t have the time to write documents, but rather relied on his personality to deal with issues person to person.

Summation of Case 1.

The first case occurred at a high school. There were 4 teachers in the focus group and the high school principal. While the high school principal did not have a specific strategy on building trust, there were five behaviors that emerged that were indicated by the teachers and the principal as behaviors that made the teachers wanted to trust the principal. As with many who discuss trust, their respective definitions varied, but this researcher saw a high level of initial trust and the behaviors that the principal engaged in to engender this trust.

Data about initial trust engenderment from the perspectives of the principal and the teacher focused on six principal behaviors in this case: accessibility, being forthright, following through, seeking input, addressing issues/conflicts, and providing purpose

Both the teachers and the principal spoke about his open door policy. The principal’s goal, remembering what it was like to be a teacher, was to have an open door

policy and “to be helpful in as many situations” as he could. The teachers valued this, saying they “never feel like they are bothering him when I go to him. He always has time.” This provision of the principal, according to the teachers, created a “closer bond.”

The teachers also appreciated the principal forthrightness; they needed to hear the truth in an unstable situation. In fact, the teachers iterated that sometimes, the principal gave them “too much information.” Furthermore, when he told them what he was going to do, he followed through. The teachers consequently believed that he “walked the talk” and was a “man of his word.” Principal A was genuine in his desire to create a place or student learning. In this, he asked for teacher’s ideas and advice, yet exercised true leadership by reserving the final decision for himself. He remembered his roots as a teacher and was able to hold the purpose of education in front of his staff by using his experiences in dealing with difficult students, being in the classroom, and handling crises when his staff came to him with their concerns.

Table 3 summarizes the data for research question 1 in this particular case about behaviors that initiated trust formation. Also summarized is where this behavior emerged in the facets of trust delineated by Hoy and Tschannen-Moran (1999) during the questioning.

Table 3

Principal Behaviors in the High School

Coded Behavior	Facet Emerged In	Principal/Teacher
Accessible	1 st Impression	X
Forthright	1 st Impression, Benevolence, vulnerable, honest, primary	X

Coded Behavior	Facet Emerged in	Principal/Teacher
Follow-through	1 st Impression, benevolence, primary	X
Seeks Input	Competence, open, primary	X
Purposing	Vulnerable, competence	X
Addresses Issues/Conflicts	Vulnerable, Competent, Honesty	X

School B: Elementary School

The setting. This elementary school was set in a bucolic residential area. Neatly tended fields surrounded the school and children dressed in bright colors were playing on playground equipment and on the soccer fields; sounds of excited voices, child-laughter, filled the air. A flag flying at half mast was next to trailers located at the front of the building. The one story building itself was actually two: one, the original building, was small and stream stone covered, built in 1958; the new building was added in 1965. The new entrance was portico covered, and the foyer was covered with student artwork, colorful fish, variegated ocean scenes. The school had just finished the Marine Activities, Resources Education (M.A.R.E.) program, a program designed to give elementary school children a science background about the ocean. The principal proudly noted how some teachers felt obligated to display student artwork every week.

Hanging around the walls of the foyer were multi-hued banners with character traits: trustworthiness, caring, respect, and citizenship. The floors were immaculately clean and gleamingly polished. In fact, the principal took pride in noting that this was a very happy school community although she had experienced troubles with children that one would not expect at the elementary level. From its very doorways, the school

permeated the philosophy that they were going to make this education program “a most positive all-encompassing and nurturing experience.” Parental involvement was highly touted as part of this experience.

The community. The elementary school is located in a small shore community about 2 miles from Barnegat Bay and 7 miles from the ocean. Two major highways are less than a mile away, either east or west. It is a small town set in the Pine Barrens about ninety minutes from New York and 60 minutes from Philadelphia. The town has no major industrial companies and the mean travel time to work is about 34 minutes. The town’s major industry is education, health and social services; along with professional, scientific, management, and waste management services; and construction. Retail trade in the form of small stores is also relatively prolific.

Town B provides municipal services to its community and hosts a branch of a county library, an elementary school district (Pre-K to 6) and one grouping of stores set in a strip mall setting. This small town, less than a mile square has a population of 1,582; it is 49.2% male (779) and 50.8% female (803). It is 96% Caucasian, with 2.3% Hispanic and about 2% unidentified ethnic races comprising the rest. The median household income was \$44, 410 with the median house valued at \$109, 400. New housing construction has boomed, with a retirement community and multiple single family residences being fabricated.

The school. The current school building, School B, houses 350 students, Pre-K through 3rd grade. There are 7 pre-k students, 79 full day kindergarten students, 77 first graders, 78 second graders, and 84 third graders. Mirroring the town’s population, this is a school population that is 98% Caucasian. The District expenditure for each student is

\$9, 782 per pupil which is above the state average. The staff is fully certificated, but only 18% of the teachers have their masters' degrees; there are no teachers with either a doctorate or National Board certification. All classrooms and learning centers are fully wired to the Internet.

The Principal. Principal B has brown hair with blonde highlights, shoulder-length with a slight curl underneath. Bright blue eyes were attentive and alert, taking in every detail. Even teeth, aligned perfectly, formed an attractive smile which lit up her face. She wore a teal blue shirt, blue flower print dress and matching blue shoes. Whether she was seated behind her desk or walking through the hallways, Principal B radiated a joie de vivre that was contagious. Her office was spacious yet not pretentious; windows on her right bathed her in a bright glow, and she had her left profile facing the door. Her room was a profusion of books, supplies, and documents. Two chairs faced her dark-wooded desk, behind which was two book filled shelving units. There were many artifacts from children placed proudly on the wall.

The tour. After the interview, Principal B asked to escort the researcher on a tour through the building. As we walked through the building, she flashed her smile in greeting to each staff member she encountered. Inquiries about health and family were exchanged before moving on to the next location; these exchanges were rooted in genuine concern for each staff member, which was reciprocated. When she met a child, she would kneel down and speak to the child eye-to-eye. At the conclusion of her first meeting with a child she turned to relate that it was her goal to know each child's name. Although we did not enter a classroom, we did walk by many, seeing many teachers at

work. We walked through the library, cafetorium, and hallways while she expounded the history of the school and spoke about the current growth.

Principal B was proud of her environment and noted the happy “buzz” of learning that was occurring in the building during the tour. She took special care to note the faculty “esprit de corps,” and how staff members had welcomed her as principal and went beyond their job descriptions to decorate the building for the students. While these pleasantries were exchanged, there also existed a zone of professionalism between the principal and her staff members. Principal B listened to her teachers, but it was evident that the teachers respected their principal and wanted to work for her. The tour was brief, yet reflective of the overall personality of this principal: personable yet focused.

Principal Interview and Focus Group with Teachers

The interviews were conducted with the elementary school principal and 8 teachers. The interview with the principal was conducted in her office. The principal had been on the job at the time of the interview for about 11 months. There were 8 elementary school teachers who taught grades Pre-k to 3, who had been teaching 17, 6, 5, 2, 14, 20, 5, and 5 years respectively. The interview with the teachers occurred in a classroom where the participants were comfortably seated around a conference table. The principal brought the researcher to the class, introduced each teacher and then left. The process of the interview was reviewed and the participants seemed comfortable. The entire interview lasted about one and a half hours, and two teachers had to leave before the end of the session.

Data from the interview with the principal and from the focus group with the teachers was categorized, and analyzed. To do this, each question was grouped,

principal and teacher, then coded. Text reduction occurred as patterns were identified, reducing the overall interview texts down to phrases that revealed the coded concepts. Themes of principal behavior were sought through each of the facet based questions as well as through examining responses from each question. Excerpts from the interviews were included to provide the participants own words as to their perspective. Ellipses indicated the redaction of irrelevant material.

As with the high school, it was important to ascertain whether trust had developed here even though it was one of the foundational assumptions in this study design. In this case with the elementary school, trust was also palpable. When the principal was queried about whether or not her staff trusted her, she said, "I don't think that they don't trust me ... I don't know if they would tell me that." Here too, the teachers were unequivocal in their feelings. They said "she better not leave," and that she built trust by the open exchange. All the teachers responded to the questions as if they trusted the principal, even one of the teachers who said that "they wanted to look for the negative." Almost all of the teachers agreed with the statement, "Right away she had my trust." Their responses to the questions indicated that trust was there; even more important, this was shared in a very relaxed manner with the teachers, and the trust they spoke about seemed more robust than the trust described by the high school principals.

With this elementary case, School B, the behaviors of the principal that teachers cited as making them willing to trust the principal were accessibility, seeks input, follows-through, addresses issues/conflicts, and provides purpose.

Accessibility. The principal at the elementary school asserted that she had an open door policy, stating that "my door's open all the time." She explicated that this

meant that teachers could speak with her during their prep, before or after school, and even at night if they needed to. As an aside, she said that no teacher had called her at home yet. The purpose of this accessibility was to listen to her staff and try to resolve issues they had with regard to parents, students, or other staff members.

The teachers related that their first impression was that this principal was really accessible. The adjective they used to describe their impression of this accessibility was “always.” The always meant that the principal did not schedule time for the teacher to come back later, but it was done “now”, at the moment that the staff member was asking for help. In fact, this accessibility was one of the things that made a number of the teachers decide to trust their new principal that very first summer when they met. The teachers related that they spoke about issues and exchanged ideas collegially: “she was very approachable... and there was an ... even exchange.” This was so novel to the teachers sharing that they emphasized that the principal being accessible “built that trust by the even exchange.”

Seeks input. In this case, the principal did not directly speak to the researcher about seeking input. Her method of collecting feedback was to place a spot on the agendas for faculty meetings for Staff Concerns, Recommendations, and Ideas. However, her teachers had plenty to say about how much this new principal was willing to seek the input of her teachers. The principal would give a suggestion, but then ask the staff “what do you want to do; I’ll go along with what you want to do.” To individuals Principal B would ask “now how do I handle this,” and “I don’t know how this works; what can you tell me that will help me?” Teachers were also asked for feedback on the master plan, the master schedule, and seemingly inane things like bus

duty. Rather than appearing incompetent, this made teachers view their new principal as being very competent, very much aware of what she knew, and then very aware of how to ask for help and feedback in areas that she didn't. The teachers in the focus group affirmed that this made her seem human, but also very willing to grow as a principal. In fact, when pushed about how she handled things, the teachers categorically emphasized that she handled issues extremely well. Some of the teachers also affirmed that this willingness to ask, to seek input, made them decide that they could trust this principal at one of the very first encounters they shared.

Provides purpose. One of the things that the teachers were very concerned about was whether or not the new principal would remember what education was all about. Stating that he was kind of negative about the whole idea of a new principal, and the being pleasantly proven wrong, one teacher said that he wanted to make sure that this new principal was striving for excellence in education. He proceeded to define this as wanting the best for students and establishing a good rapport with the students and the teachers. Iterating that she does stand up for what is right, he also said that he was glad that things had worked out well.

The principal said that she was interested in getting the most out of kids and was concerned about improving education as much as possible. She, too, was happy to discover that she had inherited a building of outstanding educators committed to her goal; excellence in education. In this case, there was a very strong connection between the principal and the teachers on why they were in that school building.

Addresses issues and conflicts. One of the behaviors that this principal exhibited that was noted by the teachers was how willing she was to address issues and conflicts

concerning multiple subjects: teacher assignments, personality conflicts between staff members, and student and parent problems. The teachers noted her competence and how she stood for the right things. For example, when a child misbehaved, the principal told the parent "your child did something wrong and this is what we're going to do." When questioned on this, the principal was adamant: "I wasn't going to back down as a principal if I saw something wrong." She stated, "I'm a good listener and I want to resolve any issues they might have." Teachers felt comfortable in sharing issues because when they went to her, "something got done." The focus group teachers also noted that they felt secure with this principal because she was not afraid to "stand up" to a belligerent parent. Teachers wanted to trust the principal who backed them.

Follows-through. It was a seemingly inane thing, but one of the teachers shared about how the principal resolved an issue of excess paper that was ordered, but the teacher who ordered it left for another district. Although the principal did not know what to do with the paper, she said she would check and get back to the teacher. The teacher related that the answer came quickly, "I got my answer right away." The focus group related that this was something the principal did regularly. The principal did not pretend to know all the answers, but researched the answer and got back to the teachers following through on her commitment. She also did this in helping the staff gather their documentation when their first went through the check as to whether or not the teachers were highly qualified. As the principal stated, a good leader follows through "I guess as a good leader, I'm ... someone who follows through." According to the teachers, this was a trust initiating behavior.

Analyzing the documents. As in the high school, the elementary school principal, Principal B, stated that she did not know if her teachers trusted her, or whether she did anything to engender initial trust formation. Principal B stated, "Well...I hope that they trust me...um... they're always willing to help if I ask for volunteers ...I feel that they trust me." During the course of the interview, she produced a faculty meeting agenda that had as one of the agenda items Staff Concerns, Recommendations, and Ideas. This was one of the things that both teachers and the principal mentioned as being a principal behavior that made them want to trust her: her seeking their input.

Because no other documents were provided, the researcher also examined the website of this school for other documents. There were no School Improvement Plans, memos, or Five Year Plans, but there was a letter from the principal to the community at large. In that letter, Principal B referred to the school motto which was "An Ocean of Pride." The concomitant mission was to "encourage students to explore new dimensions by providing them with real life experiences, to better prepare the student to meet the unique challenges on the next level of their formal educations." While this comment was directed to parents, it also directly tied back to the principal behavior of providing purpose that this principal engaged in that made her teachers want to initially trust her. It was a comment that permeated the entire learning institution: students are important and teachers are working hard to help them succeed.

Summation of Case 2

This second case occurred at an elementary school where there were 8 teachers and the elementary school principal. Similarly to the high school, this principal did not have a specific strategy to build trust with her teachers, but there were five behaviors that

emerged indicated by both teachers and the principal that made the teachers want to trust the principal. Their definitions of trust varied, but this researcher saw a high level of trust in this situation.

In the elementary case, data about initial trust engenderment from the perspectives of the principal and the teachers revealed that the behaviors of the principal that initiated trust were accessibility, seeks input, purposes, addresses issues/conflicts, and follows-through.

A very important point in this case, again, was the open door policy. The principal readily made herself available while the teachers felt that they had someone who was “always approachable.” They felt they were being helped and that this accessibility was rooted in a “genuine gladness to see everybody” that came in her office. Furthermore, the Principal B iterated how important it was to meet with each teacher individually to “value” them, which the teachers indicated they sensed.

In this case, the teachers also felt valued when this principal asked for their input. Their principal came across as someone humbly trying to learn how to create the best kind of learning environment for the students, but doing so by working with those who were with the students every single day. This close contact between the principal and the teachers also gave the teachers an opportunity to voice their concerns about issues and conflicts which this principal was more than willing to address. In fact, she would “stand up” for her teachers whether it was with parents or higher administration. This sense of “standing up” for the right thing on behalf of her teachers also made the teachers believe that she would do the right thing. The principal reinforced this by following through when the teachers had a question or need that was directed to her.

In this there was much support given and gratefully received. From the start Principal B also provided a sense of purpose, to keep reminding the teachers why they were in the classroom. This purpose was reinforced in what the principal did and said on a regular basis.

Table 4 summarizes the data for research question 1 regarding behaviors that initiated trust formation. Also summarized is where this behavior emerged in the facets of trust delineated by Hoy and Tschannen-Moran (1999) during the questioning.

Table 4

Principal Behaviors in the Elementary School

Coded Behavior	Facet Emerged In	Principal/Teacher
Accessible	1 st Impression, Benevolence, Primary	X
Addresses Issues/ Conflicts	1 st Impression, Benevolence, Reliability, Competence, Primary	X
Follow-through	Benevolence, Competence, Open, Primary	X
Seeks Input	1 st Impression, Benevolence, Reliability, Competence, Primary	X
Purposing	1 st Impression, Benevolence	X

School C: Middle School

The setting. The middle school is set in an urban area. The first visit revealed an older school with an ornate marble, colonnaded entranceway, brick front, large wooden windows, and unkempt lawns and surrounding shrubbery. There was no graffiti outside and a banner hung across the brick face with the slogan "it's all about (BLANK) Public Schools." The first foray into the building brings visitors to a security guard, who directs

visitors where to go; in fact, security is stationed at various locations throughout this building. While the interior walls have great patchworks of broken plaster and are in need of paint, the wainscoted surfaces have positive themed posters and posters for programs that encourage respect and ways to manage conflict. Walking through the hallways, one meets students and teachers who go out of their way to say hello. During the interview, the principal stated that the school was part of the Comer program and had made great strides in the past year, but that the greatest difficulty was finding qualified, certificated staff members who remained in the school; the school has a staff mobility rate of over 40% and 7.7% of its staff members with emergency or conditional certificates.

The community. The middle school is part of an urban community amidst buildings that are vacated and/or boarded up. There are areas under construction around the immediate vicinity of the school. It is part of the Newark metropolitan area. The town's major industries center around educational, health and social services; transportation, warehousing and utilities; manufacturing; retail trade; finance, insurance, real estate, and rental and leasing; and professional, scientific, management, administrative, and waste management services. The town has a population of 32, 868; there are 15, 199 males (46.2%) and 17,669 females (53.8%). The median household income is \$35, 759 a year and the median house value is \$131, 400 a year. The population is 75% Black with a 12% Hispanic grouping.

The school. The current school houses 648 students in grades 7 and 8. There are 298 seventh graders and 294 eighth graders with 56 special education students. The student mobility rate is 24.6%. The school has a 75 % Black population, a 12.5% White,

and a 7.6% White non-Hispanic population. 5.2% comprise other racial backgrounds. The district expenditure for each student is \$13,682 which is above the state average. Forty five percent of the teaching staff possess a Master's degree while 5% possess a Ph.D or Ed.D. There are no teachers who are board certified.

The principal. Principal C is a muscular African American with an athletic build. He has short cropped hair, a rich voice, and an intense presence. He dressed sharply, having on a tan suit, light shirt, and matching tie. Principal C had been a principal for 10 months and was a principal at an alternative high school prior to this position. His office was organized, but crammed with things. There was a large conference table in the center of the room, dark to match his desk and old bookcases which surrounded the office walls. His desk was covered with the paper work crucial to running a school. As air conditioner was fit in the wood-framed window and a brown, battered refrigerator was next to his desk. On the wall was a dry erase board which listed the kinds of help the principal had given to teachers. An American flag hung in the corner over an old silver colored radiator. Numerous titles and binders filled the bookshelves around the room.

The tour. No tour of the school was offered.

Principal Interview and Focus Group with Teachers

The interviews were conducted with the middle school principal and 2 teachers. The interview with the principal was conducted in his office. The principal had been on the job at the time of the interview for about 11 months. There were 2 elementary school teachers who taught Art and Library Science. The interview with the teachers occurred in a classroom where the participants were seated around a conference table. This was admittedly a strange situation. This researcher had called repeatedly to have the principal

set up a meeting with the teachers. The appropriate letters and flyers had been mailed earlier and reported to have been distributed, but when the researcher was introduced to the entire faculty on a faculty meeting day, it was almost like the teachers were hearing it for the first time. When the principal made the request for volunteers, no one in the faculty meeting moved, and the teachers just started going about their business.

Teachers were recruited by the researcher. The principal did not leave the faculty meeting, but rather left the teachers to bring the researcher to the class. The process of the interview was reviewed and the participants seemed comfortable. The entire interview lasted about 1 ½ hours.

Data from the interview with the principal and from the focus group with the teachers was categorized and analyzed. To do this, each question was grouped, principal and teacher, then coded. Text reduction occurred as patterns were identified, reducing the overall interview texts down to phrases that revealed the coded concepts. Themes of principal behavior were sought through each of the facet based questions as well as through examining responses from each question. Excerpts from the interviews were included to provide the participants own words as to their perspective. Ellipses indicated the redaction of irrelevant material.

As with the schools A and B, it was important to ascertain whether trust had developed here even though it was one of the foundational assumptions in this study design. In this case with the middle school, trust was conditional, but it seemed more a function of the position of the principal, rather than specific behaviors the principal displayed. They said, that “the boss always needs trust...you have to give him that.” When they were pressed for something specific, they said they did not have anything and

could not answer the question. When the principal was queried about whether or not his staff trusted him, he said, "I hope most of them trust me." There was a clear disconnect between what the principal hoped for and what the teachers related that they actually perceived.

One of the complicating factors in examining the data from this school was that there were so many issues surrounding it. First, it was an Abbott school in New Jersey, which means that it did not have adequate funding to accomplish its basic teaching goal. Second, there were many teachers that were non-certified. Third, there was a very high turnover rate of educators in the previous few years, and as one teacher said, "Everyone pretty much does what he wants to." The teachers in this focus group asserted that the superintendent was not interested in building a climate of trust, but rather a climate of fear. With all this to consider, one of the teachers astutely commented that "circumstances really complicate the relationships." In spite of this, there was trust and it was given because of the role of the principal's position. So what did this principal do to initiate trust?

Provides purpose. As this middle school principal related, there were many problems and the middle school needed a lot of work. From the beginning, Principal C stated that he had to create a means of bringing everyone together. He created the statement that everyone was going to work and everyone was going to be accountable. This message was sent very clearly to everyone as this principal wrote up his two vice-principals. Principal C stated that he knew he had people that "would follow if they believe you have something to share." He entered this environment and began to tell the teachers here that this school would be a success, a community icon that was family

oriented. Children could succeed and this principal was committed to getting the right people in the right places, and getting them all on the same page. His constant motto was that he was going “to do what was in the best interests of the students.” He was building a “common vision” that all staff members could embrace. Principal C was working at this, but he was also trying to set a positive tone while doing so.

The teachers in the focus group stated that prior to this principal’s arrival teachers in the building were not getting the students’ scores up. However, this principal was very much concerned about students’ academic scores, and he was taking steps, albeit draconian sometimes, to remediate the situation. Positive change was occurring. Scores were up, everyone involved in the educational process was being held accountable, and students were being pushed to be in class when and where they were supposed to be. The teachers stated that this principal was doing “anything to get these students to the classroom... and learning... and ... and focused.” It was this providing a purpose, with subsequent actions reinforcing what was said, that led the teachers to say that they would “give him trust.”

Personalize. One interesting aspect of the interview with Principal C is that he strongly believed that his teachers were watching him to see who he is like, not for avoidance. He said that the teachers really did not know who they were working for and his teachers wanted to know him as a person, to have that personal connection.

I think that folks are just curious. What is he like? Who are the kinds of people that you would find him laughing and joking with? What are the kinds of things that he likes to laugh and joke about? Does he like Broadway shows? Does he play chess? I mean, just those simple things that people just want to

know. And I think that that's what keeps them in awe. And just to find out what makes this guy tick? And, you know, I've had conversations with staff members towards the end of the year, this past school year, where they've expressed to me that that was a real concern amongst teachers. They know that I'm smart. They know that I have a real strong professional work ethic. They know that I am for children one hundred percent. But, as they put it to me, they don't know who I am as a person. And for many of them, one of their goals was to get to know who I am as a person.

Teachers iterated this desire to know him personally by stating that they wish he had an open door policy, and because of this, he is not approachable. As one veteran teacher succinctly put it: "I think he has to learn to become more personable...."

Addresses issues and conflicts. One of the emergent ideas here was that the principal had a host of problems and issues to deal with. Aside from the ones mentioned at the beginning of this case, Principal C also spoke about a teacher who wanted to be an administrator and tried politicking rather than working with this principal to make it work. As a result, conflict resulted. From what the principal related, he worked at separating his feelings for this teacher and evaluating him professionally. However, the relationship was so compromised that the two could not speak unless there was a union official there. In other arenas the principal mentioned addressing issues by talking about staying focused on the school's mission, making sure students got to classes, and raising student scores. It was the teachers who explicated what this meant in practice.

The teachers related that the principal had instituted a lockdown sweep of the building daily. This was done to mitigate the problem of students being all over the

building instead of being in class. The focus-group teaches “commended” this principal on the issues related to kids. One of the teachers also spoke about how the superintendent asked her to do an assignment that was far too big in too short a time. The Principal stood up for her, supported her, and “told the superintendent that she could not do the job in the time that the superintendent wanted. In this the principal stood firm in his belief that the teachers needed to be in their best possible frame of mind in order to work with the students. Both teachers related that “if he finds that there is a problem, he’ll point it out to” the teachers responsible and tell them “this is what you’re supposed to be doing.”

Analyzing the documents. As in both schools A and B, the principal stated that he hoped that the teachers trusted him, but he didn’t know for sure. When the interview was conducted, there were no documents provided, even after a request made by mail and via phone. Even at the faculty meeting when the researcher went to conduct the teacher focus group, a faculty meeting agenda was not offered. In all of the study schools, even though documents were requested, only the elementary school had something created by the principal that could be related to her efforts at trust initiation.

In the middle school, one of the principal behaviors that emerged so strongly was providing purpose. That is, principal C stated he started his tenure at the middle school by establishing a vision that all children could achieve and that this school would be a pinnacle of achievement in the community of learning. Over the entrance to the middle school was a banner with the school motto emblazoned on it, “Keeping Children First.” This was similarly printed on documents filed in the main office available for staff. This single motto was the lone piece of written documentation that reinforced how the

principal behaved and the emergent trust behavior behind it. One afterthought: maybe what the principal does at the early stages of trust formation is so rooted in his or her behavior that there has not been time to transfer it to their practice.

Summation of Case 3

This final case occurred at a middle school and like schools A and B, the principal did not have a specific strategy to build trust with a new faculty. There were 2 teachers in this focus group, and there were 3 behaviors that emerged that were indicated by the teachers and the principal as behaviors that made the teachers want to trust the principal.

Data about initial trust engenderment from the perspectives of these teachers and the principal focuses on three principal behaviors: providing purpose, addressing issues and conflicts, and personalizing.

Although trust was there, it was provisional and fragile. There were many issues in this school and the new principal had to come in with a specific task: get everyone on the same page so that children could learn. Principal C's most dominant behavior reflected this mission. As the principal stated, he had to "build a team around a common vision" and get the teachers to believe that "kids could succeed" and that "the right people were in place that could get the job done." Decisions had to be made and "guided by what is in the best interest of the children." Teachers knew that "the main idea was to get the students' academic scores up." Furthermore, the staff realized they were not "pulling up those scores the way they should."

Related to this were the issues generated. This principal was given provisional trust because he addresses those issues and conflicts which emerged as he lead his staff toward the vision. Teachers related that they knew these things would be addressed but

also recognized a prioritization, the main issues receiving priority dealt with those things that affected learning. However, the last thing that emerged as a principal behavior that initiated trust was personalizing his interactions with the staff. While the principal did hold forth the purpose of schooling, he sometimes had to do “hard things.” He also stated the teachers were wondering who he was and what he was about. The teachers related that they wished he had an open door policy and that “he has to become more personable.” In this case, being personable was important to initiating trust.

Table 5 summarizes the data for research question 1 in this particular case about behaviors that initiated trust formation. Also summarized is where this behavior emerged in the facets of trust delineated by Hoy and Tschannen-Moran (1999) during the questioning.

Table 5

Principal Behaviors in the Middle School

Coded Behavior	Facet Emerged In	Principal/Teacher
Purposes	1 st Impression, Reliability, Honesty, Primary	X
Addresses Issues/ Conflicts	Benevolence, Reliability, Competence	X
Personalize	Benevolence, Vulnerable, Competence, Open, Primary, Other things	X

Part Two

Research Question 2: What kind of practical framework can be developed to assist a new principal in this trust engenderment process?

Cross Case Analysis

The purpose of analyzing multiple cases is to increase generalizability. That is, data collected from multiple cases is often considered more compelling and the overall findings more robust (Yin, 1994). Using multiple cases also allows for building theories, proposing generalizations (Leedy & Ormrod, 2001), or an overall explanation that arises out of the cross site analysis (Krathwohl, 1998). In much the same way that a single case was analyzed for similar patterns and themes, three cases were similarly analyzed for emergent patterns. The major difference is that the cases will be compared to see what similar behaviors exist across the cases. Second, an examination will occur which will look at principals across cases and the three cases overall. During this examination, the criteria that will be used to determine what to give emphasis to will be frequency, specificity, emotion, and extensiveness (Krueger & Casey, 2000).

The results from this portion of the study will answer research question 2: What kind of practical framework can be developed to assist a new principal in this trust engenderment process?

Case by Case Analysis

In each of the cases, the only principal behavior that emerged case by case, and was mentioned by both the teachers and the principals was *providing purpose*. That is, in some way, each principal promoted the reason that they were there in education: to make a difference in the lives of students.

In the high school, Principal A's purpose statement was reflective of his personality: giving them the straight shot. He emphatically stated that he was student centered and people oriented and was here to make the life of a teacher a little bit easier.

He also demonstrated this by wisely helping students and providing for the concerns of his teachers when they presented these concerns to him. For example, when the students wanted to express their concern about the loss of teachers, he met with the students and spoke to them about how to conduct a “walkout.” But then, he also used wisdom by pulling the fire alarm to get everyone out of the building and make it seem like a naturally practiced thing. Teachers who needed materials were given those materials, even when it seemed like it was impossible to get them. Principal A stated his purpose and was totally committed to carrying out the promise inherent to that purpose.

Principal B, the elementary school principal, related that she knew her teachers wanted to get the most out of their students, that they wanted to improve the educational process in the building as much as possible. In dealing with some issues that arose during her first year, this principal reminded staff that “we have to work together as a school for the betterment of our kids.” The teachers were impressed that the principal remembered what it was like to be in the classroom and very happy to see that she could “establish a good rapport with students and teachers.”

Principal C was by far the most articulate about providing purpose, but he needed to be. He walked into a situation where “everyone pretty much did what they wanted to” and it was “chaos.” Coming into this environment, he knew he needed to build a team and a common vision around kids succeeding and having the right people in the right places to accomplish this success. Not only that, but because of the years of problems prior to his arrival, he had to “sell” this vision to the staff. His staff knew that he was “for children one hundred percent” and that he wanted to know “how effective” the teachers are teaching. While he did gain the trust of the staff members, there were a

number who were uneasy because there was such change occurring and such high expectations now being exacted.

Principal Comparison

One of the things that each principal did prior to starting at his/her new assignment was to somehow acquire knowledge about the building they were about to enter. This action was be coded *seeks prior knowledge/pre-visits*. For two of the principals, it was a means of really establishing the trust process; for the third, it gave him direction on how to proceed in a very difficult situation.

Principal A, the high school principal, actually spent “2 or 3 weeks” at the conclusion of the previous school year talking with staff members. He came in to get a sense of what needed to be done and to start meeting the staff that he would work with. Besides understanding what was occurring structurally and problematically, this savvy principal also began making connections with the staff. He “walked the talk” from the very beginning and began to preview how he would behave on the job. As one teacher said, “the first time I met him... he said I’m coming into the district and I know there’s a lot of problems here... Are you a solution to the problem or are you part of the problem?” The teacher was challenged to step up and help find remedies for the issues that confronted this district. Furthermore, the principal assessed the issues and acted “not like it was life and death,” that these were issues that could be resolved. This was something that struck a chord with the teachers that he met.

In the middle school, Principal C also sought to obtain knowledge about the district he was entering, but he employed a different method. Because he was already employed in the district in another building, he gathered information from abroad.

Principal C said he “had an opportunity to see the environment of the middle school and see how it operated, to really see the organizational structure, taking a look at, particularly the human resource aspect of it.” Because he did this at a distance, he was able to make some “objective observations as to what worked and what did not, and who were the key players involved in making things work or not work.” He readily admitted that he did not have the time to develop a sense of the culture but rather looked at the structural and human resource issues.

While Principal C did glean information that he needed about the school he was entering, this left a gap between the principal and his teachers. The principal said that his teachers were monitoring him “to find out who he was as a person,” and the teachers said that they really did want him to become more “personable.” This distancing also limited the depth of the trust that developed in this middle school situation.

At the Elementary School, Principal B was engaged in a reciprocal relationship. Teachers at nearby building in the district came to see her to “welcome her with open arms,” and she made a “good first impression when she came that day and sat down with us at the end of last year, listened to us, talked about what we would like and she would like.” This was important to the teachers because they wanted “to see that she was concerned about us and what we’re going through.”

In all cases, there was an attempt by the principal to gather information about what was occurring in the school he or she was about to enter. In the places where the principal made a personal visit, teachers appear to have developed a greater appreciation for that principal. For example, the principal who spent the most time at a school, the high school principal, seemed to make the most difference by his visit. The elementary

school teachers were impressed as well, while the middle school teachers felt like Principal C could have made a greater attempt to know what they were thinking. However, the middle school was a completely different environment and really required the middle school principal to be task oriented to gain control of that building. In this, the teachers recognized his work and gave him provisional trust, albeit grudgingly,

Extensiveness

Although the following principal behaviors did not match case by case between principal and teacher, there was extensive information that arose across the cases that caused these to be included (Krueger & Casey, 2000)

Accessibility

One of the patterns that emerged in the cross case analysis was how much being accessible to the principal meant to the teaching staff. In the both the high school and elementary school, the principals asserted that they had an open door policy, that the purpose for doing that was to help teachers with the issues that arose and get teachers back on the true purpose of education. The high school principal stated that he literally liked working with an open door policy, that he made sure everyone had access; this specifically was designed to hear teachers' concerns and have them express their need face to face. Similarly, the elementary school principal also made herself available whenever teachers had a concern; both validated their teachers by making the teachers feel that they were always happy to see them and deal with the issues they presented.

In the middle school, the principal dealt with issues, but the teachers were not allowed behind the counter where his office was located. The issues the principal dealt with focused on the problems that needed to be addressed immediately to get the school

in focus. However, one of the things the teachers stated they really wanted was access. They stated that their previous principals had an open door policy and “this was nice” and something that they valued. This open door policy promoted by earlier principals was “more conducive to getting your problem or getting the stress that a teacher may off his chest.” This item was included because it would have been a reverse scored element on a quantitative test.

Addresses Issues and Conflicts

Teachers in all the schools asserted that when their principals addressed issues and conflicts they felt supported. The high school teachers really believed that during such issues and conflicts, their principal was “very calm, cool, and collected,” and “very willing to deal “with his teachers. Moreover, the principal had a backbone because he did not “back down from anything.” Principal A was able to think on his feet and did “an amazing job” handling the “firestorm” issues that he encountered as he began his tenure. Teachers appreciated his forthrightness, the direct way he not only dealt with issues, but also let them know as much as he possibly could. During the interview, how the principal dealt with issues first emerged under the question designed to inquire how principals dealt with teacher concerns. From the first, Principal A stated that his job *as a principal was to deal with the issues and concerns of his teachers: this made them more effective teachers. Thus, he had a literal open door policy, giving the teachers complete accessibility to him. Moreover, while he reserved the right to make the final decision, Principal A did spend a lot of time getting information from the teachers to see issues from as many angles as possible to make the best possible decision. Because Principal A gave his teachers “the straight shot,” and “walked the talk” in such an effective manner –*

staying calm – the teachers in the high school saw him as “a real leader... who takes over the room the way a real principal does.”

Similarly, the elementary school principal, Principal B, addressed issues and would “not back down from anything.” In the collective words of her teachers, she “stands up.” While the issues in the high school were more complex than in the elementary school, these school issues essentially focused on how to deal with student behavior, inter-collegial relationships, and parental issues. In much the same manner as the high school principal, Principal B sought the input of the teachers before making any decisions; consequently, teachers felt like a member of a collegial team pulling for the same goal rather than subordinates. Principal B was also very, and immediately, accessible, returning to teachers with answers if she did not have an immediate reply. Teachers’ ideas were valued, teachers felt supported, and teachers felt like this principal really listened to them. Because of all of this, the teachers really liked working for the principal and state that “she better not leave.”

In the middle school, issues and conflicts were addressed, but Principal C did so utilizing a very different style. Of all the schools used in this study, his school was the one with the most inherent problems. Because there were so many teachers who were not certified, and order needed to be restored so students could be in classes and learning, Principal C addressed the issues and conflicts, but did so distanced from his teachers. The teachers in this middle school stated they wanted accessibility and the ability to have input, but at this time it was not occurring. In this poor urban school, Principal C addressed the major issues of getting students into classes and getting teachers teaching and believing that they could affect student learning and achievement. Teachers who

were not doing their job were faced with accountability. Principal C was the strongest principal in the area of providing teachers with the purpose of being in education, and necessarily so. While the teachers did admit he had implemented positive changes, and that test score results had improved, one thing both groups acknowledged was that the teachers wanted to know about the principal as a person. In a very powerful way, the importance of relationship emerged in the context of addressing issues and conflicts.

Seeks Input

In all three schools, the teachers felt valued and wanted to trust the principal when their input was sought. In both the high school and the elementary school, both principals walked the fine line of retaining the leadership prerogative to make a decision while gaining perspective and consensus from the teaching staff. In the high school, the teachers marveled at how the principal spoke with everyone involved in an issue to get their perspectives on the issue. There was even more consensus building in the elementary school where the teachers were allowed to maintain procedures and practices they felt comfortable with if they proved workable, even though the new principal wanted something different. In both cases, even if the principal made a decision that did not fully reflect the teacher input, because of both principal's authenticity and following through on what they said they would do, they were valued as "people of their word" and the teachers accepted that the principals' decision was the best because of their trust in the principals.

In the middle school, having input was important to the teachers, especially since they wanted it. Principal C needed to establish a purpose and then align the entire school around that purpose. Because of this need for re-alignment, the principal provided little

opportunity for the teachers to input their ideas. However, the teachers would have liked to have input in their schoolhouse and they felt this very strongly. Furthermore, they would have liked to have accessibility to their principal, and wanted to be told when programs were going to be eliminated. This strong yearning for input was indicative of how valuable seeking input from the staff is to new principals as they strive to engender initial trust formation in a new school.

Follows-through

Follow through was very big for both the high school and the elementary school teachers. In fact, at the high school level, the concept of follow-through came up when the teachers were speaking about their first meeting with the principal during the interview. Saying that this principal “tells you what he’s going to do and then he does it” by being “a man of his word” and “willing to do whatever it takes to fulfill whatever he said he needed to do,” the concept of follow-through emerged when they were noting his confidence, presence, and morality. His “walking the talk” had him procure materials for teachers that needed these materials and this follow-through was a characteristic he *wanted* to be recognized for; teachers wanted to trust a principal who would meet their needs,

In the elementary school, the principal followed through mainly on getting back to staff for clarification on issues that arose where she did not know the answer. Staff would have questions about supplies that were ordered by her predecessor; the principal would move quickly so that the teachers go their answers “right away.” A teacher asserted that when she went to this principal, “I do get something done,” admitting that before this it was not always the case. In fact, Principal B defined a good leader as one

“who followed through.” This principal saw follow-through as a very important component of good leadership.

At the middle school, Principal C did not mention follow-through, but this behavior emerged about the principal’s conduct as the teachers spoke about him writing up those who were not working for kids; if there were not doing this, they were not fulfilling the mission of education. As the teachers stated, the principal was “focusing on everyone to get behind him.” When there were teachers or administrators who did not work in alignment with this mission, the principal implemented appropriate sanctions; follow-through was used to ensure that everyone was working towards the same end. In this the principal was “thorough” and willing to “work all the way through.”

Document Analysis

Analyzing each school yielded little in the way of data to support what each principal did to engender initial trust formation. While School Improvement Plans, Faculty Meeting Agendas, and bulletin board documents were examined, the only document actually handed to this researcher came from the elementary school, School B. On this agenda was an item that solicited information from the teachers; teachers were asked to give the principal Ideas, Recommendation, and Suggestions. This was consistent with Principal B’s behavior which looked for staff input.

In comparing the visits to all three schools, understanding why there is a dearth of documents is important to this study on how a new principal engenders initial trust formation. In all cases, it was very clear that none of the principals had a “master plan” for engendering trust. For the high school and the elementary school, receiving this initial trust was more a function of “who they are” rather than what was written. In the

middle school, the principal received trust as a function of his position. In each of the cases, principals were given trust for different reasons, little of which had to do with written documents.

The visit to School A revealed a collegial atmosphere where the teachers and students freely dialogued with the principal during the tour. Principal A was very interested in how the Teacher Focus groups went and wanted to know how this researcher would know if the selected teachers were not just a “plant” by the principal providing information at his behest (the researcher responded that he would have to trust the principal). Little documentation would be expected as the principal candidly admitted he “preferred” face-to-face communication as an important means of developing relationships. Perusal of the website yielded no documents that would support initial trust engenderment behaviors of this principal.

Visits to School B were most enjoyable, and both the teachers and the principal were more than accommodating regarding time allotted to speak about trust. All of the teachers the principal met in the hallway as we toured the school sought Principal B for conversation, be it professional or personal matters discussed. The principal spent whatever time was necessary with each teacher that indicated a desire to have time with the principal. There was an attitude of celebration in the school building as the walls were adorned with colorful student work and the voices of teachers and students from each classroom commingled in learning; this was evident through the open doorways. The teacher focus group itself was marked by a deep respect for the principal as well as outbursts of laughter. School B was the only school with documentation provided that reflected the principal’s desire to seek input from the staff.

School C, the middle school, was the most closed school in the study. It was the oldest facility, the one most in need of refurbishment, and the one that was the most difficult to obtain interviews. Although the proper protocols were followed with sending a flyer to the school and asking the principal to seek candidates, this researcher had to go to a faculty meeting and seek participants for the focus group. While there, even though the principal made an announcement, few teachers seemed interested. The researcher obtained his own participants and found his own room in which to conduct the focus group interviews. No tour of the school was offered, and no documentation was offered. On the website, the school district motto was displayed; this supported the principal behavior of providing purpose as an initial trust engenderment activity. However, although trust was there, it was very fragile and very provisional.

Summation

Chapter IV of this study presented the findings for the 2 research questions. Analysis of the data clustered into several behaviors that principals exhibited that engendered initial trust formation. These behaviors answer research question 1: How does a new principal engender initial trust formation between himself/herself and his/her teaching staff? Data from the 3 case studies demonstrate that a new principal engenders initial trust by providing purpose, being accessible, addressing issues/conflicts, and seeking input.

By expanding the analysis across the cases, two more principal behaviors emerged. These were seeking prior knowledge/pre-visiting, and providing follow-through. Grouping these behaviors provides an answer to research question two: What kind of practical framework can be developed to assist a new principal in this trust

engenderment process? Thus, a framework can be developed for new principals to follow that will help them engender initial trust. In order to engender initial trust, new principals: (a) seek prior knowledge/pre-visit, (b) provide purpose, (c) are accessible, (d) address issues and conflicts, (e) seek input, and (d) follow-through.

Chapter V

SUMMARY, CONCLUSIONS & RECOMMENDATIONS

Introduction

The purpose of this study was to understand how a new principal engenders initial trust formation with a faculty, based on the perceptions of one elementary, one middle, and one high school principal from three different schools. This triangulated phenomenological multi-site, multi-case study explored how trust forms based on the perceptions of the principals and the teachers, and the behaviors of the principal that engender initial trust. Data was collected from principal interviews, focus-group interviews with teachers, and analyzing documents written by the principal at elementary, middle, and high school levels. In school A, 4 teachers were present for the focus-group interview. At School B, 8 teachers were presents. School C included 2 teachers in the focus-group interview. Triangulation of the data collected was done by the visits to each site and review of the available documents.

Chapter Four relayed the story of the research itself for the three separate case studies of the high school, elementary, and middle schools. A cross case analysis was then completed to seek similarities between the cases to provide for greater generalizability. Evidence from the interviews with the principals, the teacher focus-groups, observations during the building tours, and an analysis of the available documents was collected, categorized, coded, and then analyzed. There was data unique to each school, each case study, and data that reflected commonalities that existed across the three cases. Common to phenomenological study, this allowed for the “surfacing of deep issues and making voices heard” (Lester, 1999, p. 2) so that the experiences and

perceptions of the individuals in these cases could be brought to the forefront and some basis for practical theory and policy could be attempted. After all, phenomenological research focuses on the descriptions of what people experience and how it is they experience what they experience (Patton, 2002). Thus, the end of research should provide the readers with a better understanding of what the teachers and the principals experienced concerning initial trust formation engenderment.

In Chapter V, the findings will be further explored. These findings will be tied together in a synergistic synthesis that allows further insights and interpretations. As stated in the opening pages of this document, it is this researcher's hope that a useful framework can be employed that will enable new principals to engender initial trust formation. How should these findings affect practice? Policy? How does what has emerged tie into the literature that already exists? Finally, does this research suggest further avenues of research for other explorers of this phenomenon?

Major Findings

An examination of the data from all sources within this study reveals the following about how a new principal engenders initial trust formation engenderment:

1. Teachers and principals in all three schools identified the following principal behaviors as responsible for engendering initial trust formation: pre-visits/gains pre-knowledge, provides access, provides purpose, addresses issues/conflicts, seeks input, follows-through.
2. While each principal was in a unique setting with unique circumstances, a cross case analysis of Principals revealed that each principal conducted some form of pre-visit or gained general pre-knowledge about his/her new place of employment.

3. None of the principals had a plan to initiate trust.
4. There is preliminary evidence that initial trust formation is more complex than just understanding principal behaviors that engender that trust; other things are occurring that might affect trust formation.

Discussion

For discussion purposes, we now return to the model proposed in Chapter II.

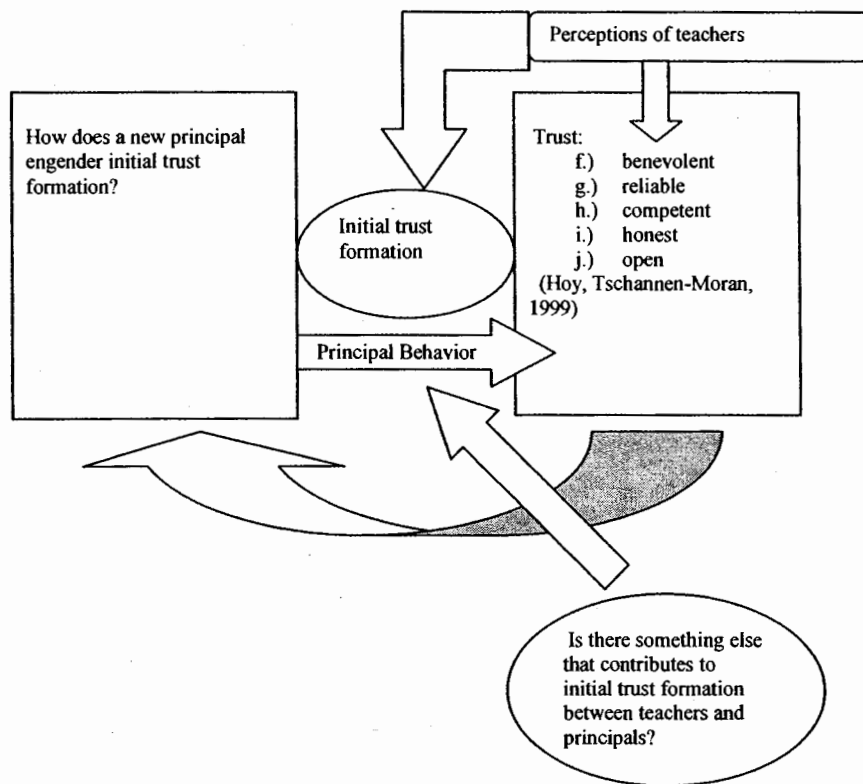


Figure 2. Study Discussion

Principal Behavior

According to this study, the principals engaged in six different behaviors that directly affected teachers' initial trust in the principal. The principal: (1) pre-visits/gains pre-knowledge, (b) provides purpose, (c) provides accessibility, (d) addresses issues and conflicts, (e) seeks input, and (f) follows-through.

Considering these behaviors, the first two – pre-visiting and gaining pre-knowledge and providing purpose -- support the notion of understanding the cultural aspects of an educational setting. For every action to occur, there needs to be a guide on exactly how to behave. Although not planned, and maybe not consciously, every principal in this study in some way gathered information to help them navigate the course as they started their new principalship; they conducted a pre-visit or gathered pre-knowledge.

Principal A, the principal of the high school, specifically related how he found a school storyteller who had been in the school district for 33 years. This man “knew all the stories that mattered, the cultural dos and don'ts, the unspoken norms, and the things that mattered most to the staff.” Principal A stated that he had relied heavily on this information and that it was useful to him. Teachers noticed that he was “in here two or three weeks of last year trying to get a feel for everything and see what situations existed, and what needed to be changed.”

Principal B, the elementary school principal visited her new school in the summer prior to her start and spent some time speaking with the teachers already in the building. Although in a softer manner than Principal A, Principal B likewise ascertained how things were done around that building before she started working there; part of this

understanding was coming to know what they teachers valued and letting them know that she was not afraid to ask questions about how to do things. This explicit vulnerability on her part endeared her to the teachers she met; when the new principal risked, the teachers were willing to risk as well.

In the middle school, Principal C did not have direct contact with any of the new teachers. However, he, being in such close proximity...

had an opportunity to see the environment of this middle school and see how it operated, to really see the organizational structure, taking a look at, particularly the human resource aspect of it, how it played itself out in day to day operations. And not really knowing individuals on a personal level, I was able to make some kind of objective observation as to what worked and what didn't work, and who were the players involved in making things work or not work.

From a distance, he was doing the very same thing the other principals in this study were doing. All three of the principals were looking for information about how they should behave with their new staff. They were surveying the landscape and trying to understand the cultures they were about to enter.

Cultures in general are created as people face challenges, solve problems, and try to make sense of their experience (Bolman & Deal, 2002). "The present is always sculpted by powerful echoes of the past" (p.104). The key for a new leader intent on initiating trust is to understand that the history of a school is a mixture of triumphs and tragedies. Most adroitly, the principals at each school diagnosed the strength of the existing cultures before they began their work; they sought to understand those powerful echoes so as not to be subsumed by them upon entrance.

In the high school, Principal A recognized that the teachers had been through some recently tough situations. Principal A asserted strong symbolic leadership that demonstrated that he could take care of the situations and he could provide the resources that teachers needed to accomplish their most important task: educating the students. The teachers admitted that true leadership had not always been exercised, and this situation called out for a change. Because of this call out for change, this situation was an invitation for strong leadership (Bolman & Deal, 1997) which the high school principal provided. His staff said that how he handled everything was amazing. By gaining an understanding of the culture of this school, the principal was able to provide purpose, a behavior that both the teachers and the principal relayed initiated the trust process and brought this principal and the teachers as a body into focus.

In the elementary school, Principal B also understood the culture, but she entered into a much stronger culture. Because the process of education was working, Principal B had little she needed to do once she understood the existing norms. In fact, there were times, the teachers stated, that she would suggest an idea, and then leave it up to the teachers to decide whether to accept it or not. By her actions, the principal was validating the teachers and entering into a collegiality that was powerful. Principal B made inroads with these teachers by recognizing the unspoken that existed as reality and validating the norms the teachers valued.

Principal C had the most difficult job by far. His school was most needy and he needed to overcome severe problems in teacher certification, teacher attitudes and beliefs, and resource allocation. His was the most vocal affirmation of what their mission and purpose was in school. After gathering his data from his pre-visit, he constantly repeated

the school's purpose and mission; he had to have a strong hand in building his staff around a common vision. His actions and his words, and even sometimes his lack of action, demonstrated his intent on causing his staff to come together, to coalesce around that central mission of educating children.

In short, these principals knew what they had to do to create a positive culture.

The principal would:

1. focus on student and teacher learning
2. understand the rich history and purpose of the school
3. develop core values of collegiality, performance, and improvement
4. promote positive beliefs and assumptions about the potential of staff and students to learn
5. tap into the informal network to foster positive communication flow
6. share leadership
7. tell stories that celebrate successes and recognize heroes and heroines.
8. create a physical environment that symbolized joy and pride
9. develop a shared sense of respect and caring for everyone.

(Deal & Peterson, 1999. p. 116)

Not surprisingly, understanding the culture was part of the trust initiation engenderment process. How each principal came to recognize the existing norms and values was not clear, but that the principals tried to understand the culture and use the information they discovered that was important to the teachers was evident; moreover, this was recognized and valued by the teachers. Maybe hidden in this is what

Golembiewski and McConkie (1975) mean when they say that trust is reciprocally influenced.

How does a new principal engender initial trust formation?

Once principals in all three schools had a basic, if instinctive, means of understanding what they were entering, all three began making the first moves to create that initial trust; and as stated in organizational theory literature, the first moves are the most important (McKnight, Cummings, & Chervany, 1989). In this case principals *were* the key in making the first moves and their behavior *did* concretely determine the development of initial trust, verifying that principal behavior determines trust in the principal (Hoy, Tartar, & Witkoskie, 1992) and is central to trust development (Bryk & Schneider, 2002). The teachers identified the worthwhile behaviors that they felt were worth paying attention to and then decided whether or not to trust the principal (Whitener, Brodt, Korsgaard, & Werner, (1998).

In this particular study, teachers collectively valued having accessibility, knowing the principal would address issues and conflicts, having their input sought, and having principals who followed through. It was the aforementioned principal behaviors identified by the teachers and the principal as the collective behaviors that were worth paying attention to. As revealed earlier, members in an organization do pay close attention to trust relevant information to ascertain whether or not their principal would be trustworthy (Gabarro, 1978; Kramer, 1994; Lewicki & Bunker, 1996). Paying attention to these behaviors either strengthens teachers' beliefs in what they have learned or causes them to discard their beliefs. In the high school and elementary school, the teachers' initial beliefs about their principal were strengthened over time. In the words of one

elementary school teacher indicative of both levels, one teacher said, "I was glad to see that she was going to be able to maintain that focus of education." After 11 months on the job, the teachers were relieved to see that the purpose she had initially espoused had remained consistent, and was confirmed by the principal's day to day practice; this similarly occurred in the high school.

Principals in two of the schools were also open to teachers' suggestions; the middle school, because of the maturity of the teacher group, at that time, could not be (Hoy & Miskel, 1987). Teachers relished the accessibility and the principals readily entertained teachers' suggestions. While the high school principal emphatically stated that he reserved the right to be a leader in making the best decision, the elementary school principal would pose possibilities against what the teachers were already doing and then allow them to make their own decision, which she stated she could live with. Both principals then followed through on whatever the teacher requested and demonstrated that they were worth trusting because they were there for the teachers when it counted (Bennis, 2003). At these initial relationship exchanges, the principals became most predictably diligent in taking care of the best interests of their teachers (Tschannen-Moran, 2004) and generating a kind of reliability (Hosmer, 1995; Rotter, 1967; Tschannen-Moran & Hoy, 1997) that gave the teachers great comfort and a willingness to trust their leaders

Providing accessibility, addressing issues and conflicts, seeking input and following through also reflected the principals' willingness to reduce the sense of complexity that exists in the world of schooling (Luhman, 1979). Teachers could come to their principals, share issues and problems, input, and then expect the follow through

of a principal who was there for the best interests of the children and the teachers. In these social exchanges, the principal and the teachers engaged in respectful exchanges (Bryk & Schneider, 2002) supported by real listening. This was trust producing. Two of the principals sought to forge strong relationships as a means of supporting the teacher, but the end result was trust (Kouzes & Posner, 1987).

Finally, all three principals were identified as being competent to handle the core role responsibilities their jobs entailed; they knew how and what needed to be done and interacted in ways to produce the desired result (Bryk & Schneider, 2003). At the high school, principal A left his teachers in awe of his ability to handle the “firestorm” he walked into: a financial crisis, a student walkout, and the death of a student name just a few. Principal B was less “flashy” but she quietly and effectively dealt with the issues important to elementary school teachers. The middle school principal dealt with issues, not suggested by the teachers, but according to what he felt needed to be done *now* to achieve the mission of schooling. Even though the teachers felt he lacked some people skills, they were still willing to suspend judgment because he was a skilled expert who demonstrated efficacy in getting the things done that needed to get done (McKnight, Cummings, & Chervany, 1995). In short, these principals were competent.

By examining these principal behaviors, one can see that how the principals behaved aligns closely with the notion of supportive leadership. Here are principals meeting the needs of teachers at a very early stage in their relationship. Providing accessibility, addressing issues and conflicts, seeking input and following through echo similarly to the definition of support provided by Hoy, Tarter, and Witkoskie (1992). To recall, in demonstrating supportive behavior...

The principal listens and is open to teachers' suggestions. Praise is given frequently and genuinely; criticism is given sparingly but constructively.

Supportive principals respect the competence of their faculty and exhibit both a personal and professional interest in the well-being of their teachers. In brief, the supportive leader is a professional who is concerned not only with the task, but also with healthy, interpersonal relations among teachers. (p. 38)

In order to provide access, the principal needs to *listen*; this was something valued by the elementary and high school teachers, and something the middle school teachers said they desperately wanted. All the principals were open to the suggestions of their staff members (the middle school principal only in the narrowest sense). In none of the interviews was there a disparaging comment provided the teachers about the principals criticizing them; all related that their principals provided constructive criticism and criticism couched in kindness that was designed to help them in multiple situations, usually directed toward achieving the goal of the school. Except in the middle school where teacher competence *was* questionable (a belief the principal held based on his review of the available data), the principals respected the competence of the staff and validated their confidence by inviting their input. In a very dynamic way, these principals were “the supportive leader who is a professional who is concerned not only with the task, but also with healthy, interpersonal relations among teachers.”

It is not surprising that supportive leadership was at the heart of trust initiation because having trust suggests a confidence and consistency in the actions of the principal, and supportive leadership and trust have been associated in other studies (Hoy, Tarter, &

Kottkamp, 1991; Tarter, Bliss, & Hoy, 1989). What was new is the association in this study that supportive behavior, as perceived by the teachers, was also linked to trust formation.

Initial Trust Formation

So, when does initial trust formation begin? Is it something that happens immediately, or is it something that takes place over the course of time? From this study, it appears that the answer is both.

While the middle school principal had teachers who were still evaluating his trustworthiness, attributing to him only provisional trust that came to by virtue of his position and that he was trying to attain the true purpose of school, both the high school and elementary school principals had teachers who trusted the new principals immediately. At the high school, one of the teachers sat in on the initial interviews and said, “there was a feeling that I had from the beginning that was from the interview that this was a man to be trusted.” Another teacher on the interview team also stated that he “probably formed his opinion of him in the first 10 second.” What they suggested as causality for this initial trust was the principal’s “ethics, morals, goals he wants to accomplish, openness, and his honesty.” He was an authentic human being. This pattern was replicated almost verbatim in the elementary school; for some of these elementary teachers, they decided to trust this principal when they first met her in the summer prior to her start. This decision to trust was based on the fact that they ascertained that she was an ethical person, which the teachers later confirmed in their day to day interactions with her. Again, initial trust was present at the very beginning and later verified in practice. In this case, the principal made the first move by going to the teachers (Whitener, Brodt,

Korsgaard, & Werner, 1998). Given trust from the teacher to the principal was almost immediate (McKnight, Cummings, & Chervany, 1998). Trust was high and seemingly because the benefits to the teachers far outweighed the risks involved with not trusting (Deutsch, 1958; Kramer, 1994). Furthermore, the teachers made a value judgment on what they believed to be the high moral character of the principal; this will be discussed further in this paper.

Other teachers admitted to “trusting” the principal but also agreed that trust takes time. One teacher in particular stated that “it takes more than a year for that trust to be established. Certainly in that second year, skepticism, and cynicism must diminish.” In his own words, this teacher admitted to a certain “trust stance” that was forged by his life experiences that gave him a certain disposition to trust; because of this he did not give trust easily. In the elementary school, some teachers expressed reservations, and had to wait to see how the principal worked out. Their decision to withhold placing trust had nothing to do with the principal but everything to do with their own disposition on life and schooling. What they saw in the principal was admirable; it was their own internal issues they needed to redress.

Perceptions of Teachers

In this study, one of the things that was very clear is that more research does need to be done in the area of teacher dispositions and the area of trust. A disposition is the willingness to trust which is influenced by an individual’s personal experience (Hardin, 1993). For example, the high school teacher mentioned earlier had a high initial trust for the new principal; she freely admitted in the interview to being very willing to extend a provisional trust based on her first impressions. However, she also admitted that she had

a tendency to trust people because of her upbringing. Some researchers have identified this as a trusting stance (McKnight, Cummings, & Chervany, 1998).

At the same high school, another teacher who spoke glowingly of the principal also spoke hesitantly about whether or not the principal could be trusted. At the end of the focus group, he admitted that he did not trust people in general and that this came from his childhood. He said he “was typically cynical” and that he “basically trusted the principal.”

What is important to see here is that a teacher’s disposition did influence his/her perception on whether or not to trust.

Policy Implications

In 1994, Charles Ferris, Superintendent in the Harwich Massachusetts School District, felt so strongly about implementing trust that he undertook a study whose end result was to explicitly learn how to build trusting relationships between teachers and administrators. Accordingly, after he conducted a staff survey to note administrative behavior that induced or inhibited trust, he developed a plan to build trust over a twelve month period and assessed the resulting conditions a year later. In the action research project, the study itself produced an all around awareness of the importance of trust to all members of the staff. By making trust building an explicit goal, the level of trust between administrators and teachers was developed proactively. Both groups need to focus on the behaviors that are trust enhancing rather than trust inhibiting (Ferris, 1994, p.23). Ferris recommended the following. To build personal trust as an administrator, or develop authenticity, an administrator must (a) be a good listener, (b) maintain confidentiality, (c) react calmly in a crisis, (d) show personal concern for teachers, (e) be

approachable as a person, (f) treat all persons impartially, (g) be flexible, (h) have a sense of humor, (i) have a pleasant manner, (j) be aware of his/her own strengths and weaknesses, (k) be consistent in his/her own behavior, and (l) be willing to admit mistakes.

The results of this project are fairly straightforward: to build trust, one needs to talk about trust and what makes trust occur. Discussion for new leaders with a staff can lead to understanding that help teachers and administrators in a specific locale collaboratively work together and develop their own list of enhancers and inhibitors of trust initiation. The list could then be modified to reflect the culture of that given learning community. *The discussion itself is what is important*; this can lead to the identification of trusting behaviors that can be re-affirmed and trust inhibiting behaviors that can be discarded. In short, talking about trust itself, and how to develop it is good policy. This dialog opens the door for new administrators to build strong relationships.

Practice Recommendations

As demonstrated in the text, there are multiple practices that support principal behavior that engenders initial trust reflected in this analysis. Instead of going through each one, these are listed in table form for easy reference and identification. Table 7 shows those principal behaviors that emerged from the data as to what new principals do to engender initial trust formation, as well as the Principal practice, or the behavior the principals did collectively across the cases to form the Principal Behavior. The Principal Practices listed in Table 7 serve as a foundation for new principals to follow when attempting to engender initial trust in a new setting, and as a starting point for further research into this phenomenon.

Table 6

Principal Behaviors and Principal Practices

Principal Behavior	Principal Practice
SEEKS PRIOR KNOWLEDGE/PRE-VISIT	<ol style="list-style-type: none"> 1.) Visit the new school 2.) Spend time during this visit 3.) Get a feel for what situations exist and what needs to change 4.) Find a school historian 5.) Enter the school calmly 6.) Identify the key players in how the school is working 7.) Analyze organizational effectiveness 8.) Analyze human resources
PROVIDES PURPOSE	<ol style="list-style-type: none"> 1.) Remind teachers of the greater good and the furtherance of education 2.) Care about students/establish good rapport 3.) Care about teachers/establish good rapport 4.) Value the staff 5.) Remember what it was like being in the classroom 6.) Remember working with difficult students and parents. 7.) Sell the vision 8.) Structure what is done around purpose 9.) Model appropriate behavior
ACCESSIBILITY	<ol style="list-style-type: none"> 1.) Make sure everyone has access at their convenience 2.) Speak face to face 3.) Institute a literal open door policy for teachers to express their concerns 4.) Be visible in the hallways 5.) Be as helpful as possible 6.) Walk the talk 7.) Listen 8.) Provide the time based on the teacher's needs 9.) Provide an open exchange
ADDRESSES ISSUES/CONFLICTS	<ol style="list-style-type: none"> 1.) Speak as forthrightly as possible 2.) Don't back down from anything – meet challenges head-on 3.) Be straightforward 4.) Be as helpful as possible 5.) Listen 6.) Think on your feet 7.) Understand where staff is coming from 8.) Make teachers job a little bit easier 9.) Attend to questions, obligations, and hotspots 10.) Follow through 11.) Handle issues with poise, calm, and competence 12.) Speak face to face

Principal Behavior	Principal Practice
SEEKS INPUT	1.) Allow situations to develop before acting prematurely 2.) See a situation from all angles 3.) Develop a personal relationship with people 4.) Work to unify the staff through an issue 5.) Follow through on what you say you will do 6.) Seek the opinion of all those involved before you make a decision 7.) Understand where staff is coming from 8.) be open minded 9.) Develop consensus where possible
FOLLOWS-THROUGH	1.) Say what you're going to do and do it 2.) Mean what you say 3.) Stand behind what you say 4.) Get back to teachers ASAP

Is There Something Else that Contributes to Initial Trust Formation between Teachers and Principals?

In this case, there was something that emerged powerfully as an area that needs further study. There seemed to be a strong connection between moral leadership and the initial engenderment of trust formation.

What is moral leadership? Moral leadership in the schoolhouse is about the principal realizing that there is a bigger picture that his particular school is part of. This leadership is based on principles and values that evoke a sense of duty and obligation in the involved stakeholders. Furthermore, the moral leader weaves a thread of meaning that sews everything together so that every aspect of the organization has the same goals, values, and direction. This is done by appealing to inculcated values that provide moral purpose; every decision considered and rendered by the moral leader is done with the idea of bringing every aspect of the organization into alignment with the core values of that organization. Leadership must be viewed not in isolation, or compartmentalized, but in the context of how it interrelates with the crucial factors that contribute to a school's success: parental involvement, curriculum, teaching and learning, finance, and school

governance. Ultimately, the moral purpose of schools is to make a difference in the lives of its students (Fullan, 2002), creating in them a sense of social responsibility to others and the wider environment. In each of the schools in this study, morality and the ethics of the principals was a topic of discussion about initial trust formation.

From its present basis on scientific management, the values that have generally permeated schools to this point have been rationality, logic, objectivity, self-interest, individuality, and detachment. A leader operating in this mode tends to neglect emotion, group membership, meaning, morality, duty, and obligation (Sergiovanni, 1992). These are the things that moral leadership seeks to redress. The irony is that it is exactly these oft ignored values that are the points of highest leverage in an organization. One metaphor that demonstrated a more holistic view of leadership in the schoolhouse was leadership that works from the head, the heart, and the hand. The heart is what a person believes, values, dreams about, and is committed to. The head represents the theories and practices that are used as a leader actually faces a situation. The hand is what is actually done. "The head of leadership is shaped by the heart and drives the hand: in turn, reflections on decisions and actions affirm or reshape the heart and the head" (Sergiovanni, 1992, p.7). Note how there are the three metaphoric leadership actions, but they are all integrated around a center, rooted on the interior values of a leader. One cannot be a successful leader without addressing the three simultaneously. In this sense, moral leadership is about the integration of the whole person into the organization. Note that both the high school and the elementary school principals seemed to exemplify this integration of working from a head, heart, and hand perspective.

Maybe the best way to understand the concept is to state that moral leadership is “principled behavior connected to something greater than ourselves that relates to human and social development” (Fullan, 2002, p.1). Essentially, this view of leadership is a way of understanding and respecting the connections between people and things because everything is connected in some way. The key for the leader is to discover just what those connections mean and promote them. Or, the leader must encourage and practice spiritual and symbolic actions that reaffirm what the group values. For example, teachers interviewed upon entrance into the profession admitted to becoming teachers because they wanted to serve others, liked working with students, and liked the act of teaching another human being (Sergiovanni, 1992). A moral leader would celebrate these private feelings publicly to affirm them as enduring and acceptable values in the schoolhouse. Trying to discover these connections calls leaders to be more tentative and cautious in the decisions made (Soder, 2002); they can be aware of the double-edged nature of problems. In fact, problems are the things which provide the most opportunity for one to discover morality (Stokely, 2002). Problems become opportunities rather than obstacles. This view presses one to move toward problems and not away from them as problems will teach a leader something (Bolman& Deal, 2002; Fullan, 1997); this is exactly the platform used by the high school and elementary school principals. It is what the middle school principal was attempting to do.

Moral leaders are most sensitive and learn to listen in a new way. They read between the words, seeking to read the nuances of tone, and gesture, and feeling that crosses another’s face. They concentrate on finding the heart and meaning of a message by developing a true sense of empathy. This ability gives them chance to stand on the

other side of the mirror and see things from another perspective (Kessler, 2002). In other words, the moral leader seeks first to understand before being understood (Covey, 1991). The results of this practiced moral leadership are evident. When moral leadership is practiced “colleagues share the joy and success they once feared would spur competition and jealousy. They share the vulnerability and uncertainty they feared would make them look weak in front of peers and superiors. And they rediscover meaning and purpose in their collective responsibility for the children” (Kessler, 2002, p.22). Leaders who aspire to invoke the moral will also recognize its appearance when “those in meetings feel free to express their views and everyone makes an effort to listen and respect what is said (Stokely, 2002). In short, there is a real sense of connection, of community. It is in this community that those in education connect to that greater something that helps us grow socially and in our humanity. In the high school, this practiced moral leadership is connected directly to the initiation of trust formation; the same is true for the elementary school. In the middle school, it would be interesting to return and ascertain how trust has changed and whether or not that particular principal had stayed the course.

As we come to the end of this study, the conceptualization of this study can be elaborated in Figure 3.

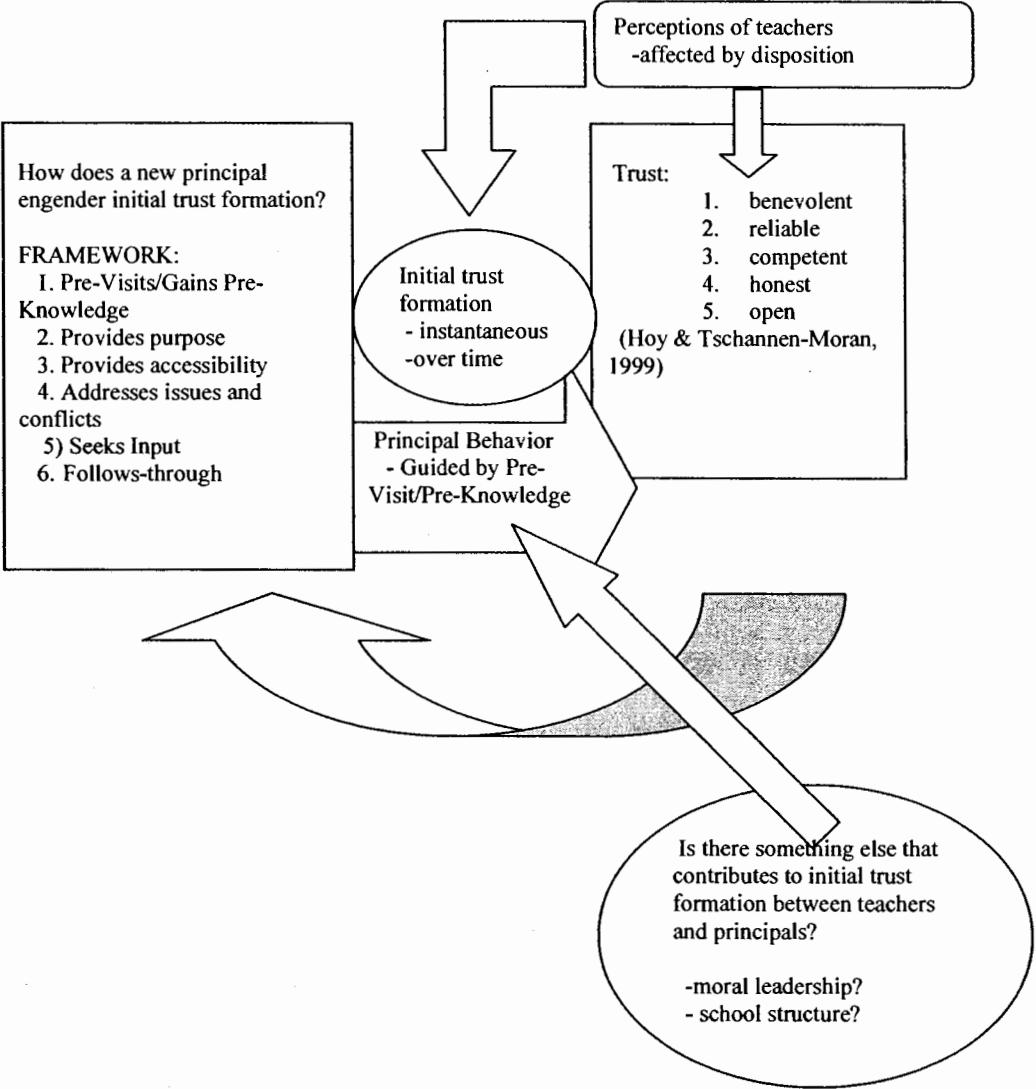


Figure 3. Completed Conceptual Diagram

Reviewing this conceptualization provides the practitioner with the short-form framework of knowing what new principals can do to engender initial trust formation engenderment.

Recommendations for Future Study

As stated at the beginning of this study, the study was limited to three public schools in New Jersey at the elementary, middle and high school levels. At the very least, this study should be replicated in the same manner. Similar qualitative studies should be implemented over a large scale so that the constituent elements and dynamics of initial trust development data across a number of schools can be gathered and examined. Thus, some of the relationships of the variables suggested here can be better understood and validated, and the suggested model can be confirmed as a whole. Will the same results follow? Only further studies will tell.

While the behaviors of the principals across school levels were consistent in this study, in a similar study, would the same results emerge across a large scale study? What kind of impact would be discovered if these new principals were interviewed at different times? For example, each principal in the study was interviewed at the eleventh month; this was not planned, but just occurred because of the purposive sampling and the difficulties inherent to finding principals in this particular situation. What would happen if the same kind of interviews and focus groups occurred at the third month? The sixth? In a related vein, there was no concern given to socio-economic status, gender, or age of the principal; would that have an impact on the results?

This study was conducted across grade levels. What kind of results would be yielded if studies were done across similar levels? Would the high school level yield consistent results across the high school? Similarly, does this apply to the middle and elementary schools as well? The behaviors appear the same, but would the unique

structures that differentiate elementary and high schools reflect differences that are important to new principals inherent to that elementary level? The high school level?

Because of the size limitation of the study, generalizability of the findings is limited. The broader the scope of the gathered data, the greater the level of generalizability. Generating a large scale qualitative study would be beneficial, but can this type of study be quantified and applied over an even larger scale? Having such an empirical confirmation over a large span of schools would be of great benefit to new principals as to confirming the findings for practice.

One issue not even touched on here is the bureaucratic structure of a school and its impact on the engenderment of initial trust. What kind of bureaucracy is most conducive to trust formation? What kind of academic structure best suits the development and sustaining of trust and does this structure even matter? Hoy and Sweetland (2000) labeled an "enabling" bureaucracy as one where absolute truth is practiced and no truth spinning is evident. This kind of place is an organization imbued with trust in the principal and trust among the teachers. But what does that mean with regard to initial trust? And does a new principal have an advantage entering into such a cultural utopia? The answers are unclear.

Further studies are definitely indicated about the inter-relation of trust development and teacher dispositions. Teachers' dispositions absolutely played a role in the initial development of trust in this study. What kind of beliefs do teachers have that affect their willingness to extend trust to a newcomer? Is this differentiated by gender? Do the size of the school and the socialization of the teachers in that setting affect the teachers' disposition? This is an entire study in itself.

Finally, another unexplored area is the relationship between moral leadership and trust development. In this study, the ethical behaviors of the principal lead some to an almost instantaneous willingness to trust. For others, it broke down those barriers of cynicism and skepticism that teachers carried into those new and uncertain social exchanges. How can this be conceptualized and further explored? A leader who is trustworthy is valuable, but what are those connections between perceived moral leadership, the behaviors of the principal in this social exchange, the conditions necessary for trust to emerge, and the dispositions of teachers involved in the process. The concept itself requires much further thought and conceptualization before a study could be attempted, but there is a seemingly vital connection that emerged in this case.

At the inception of this study, trust was identified as a meso-concept because of its complexity and the emerging research that suggested that trust needed to be studied as a construct. While this study did attempt to picture trust in its complexity, and allow for patterns to emerge in an exploratory fashion, the study still focused on just principal behaviors. As indicated, other related concepts emerged that are, seemingly, crucial to explore. Can a qualitative study be designed that takes into account the complexity of trust while simultaneously examining the inter-relationship of everything else? It is a question that this researcher leaves to those who follow.

Conclusion

Because the essence of a phenomenological study is based on the observations of the participants, and while there are some striking pieces of data that have emerged from this study, this is great distance between what is here and what can be applied globally. Based on this work, some conclusions can be drawn. There are principal behaviors that

engender initial trust formation and a framework can be developed for new principals to follow. A new principal must take the first steps to engender that trust and understand that some teachers will readily attribute trust and others will take more to get to that place of willingness to trust.

For this researcher, the behaviors of the principal and the framework for new principals to follow come from local contexts, but did appear in different venues. The framework developed is based on the perceptions of the principals and the teachers in this study; they are consistent across cases and have greater generalizability than if they had appeared in one case. The things a principal can do to engender initial trust formation is to conduct a pre-visit and gain pre-knowledge, be accessible, provide purpose, address issues and conflicts, seek input, and follow-through. These are the behaviors teachers valued from the principals as the principals began their principalship. Understanding the framework posited here might help new principals *now* overcome the potential barriers that exist for engendering initial trust and working in collaboration with the conditions that foster such engenderment.

However, there does appear to be other factors at work which have nothing whatsoever to do with how the principal behaves; these are completely outside the scope of what the principal can do, relating to dispositional, situational, and contextual components. Knowing these things, again, gives a new principal the edge in forging the relationships critical to experiencing success in the educational arena.

As seen in this study, trust in the principal is a critical factor in school improvement and school reform, impacting a host of variables in the school that affect school conditions, teacher performance, and student achievement. Engendering initial

trust formation for new principals is critical for successful trust relationships thereafter. May this paper serve as another clarion call for school leaders, especially principals, to focus on what really matters in a school: the relationships that exist between human beings. It is only when we get this fundamental concept down -- that we need to trust one another -- that we will be able to achieve the common goal of mitigating the effects of things we have no control over. By understanding the nature of initial trust engenderment, a new principal can find ways to strengthen and then support those concepts relative to trust. The demand for this kind of work in the schoolhouse is *so* high. True leaders need to step forward and learn how to initiate and sustain trust for trust is what will hold those in the schoolhouse together as they seek that common goal of making students successful. Schools today need effective leaders and the most effective thing a new principal can do is to learn how to successfully engender initial trust formation. When it is all condensed to its most simplistic form, there is one truism worth remembering: principals need to be trustworthy because trust does matter.

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Appendix A

Interview Master – Principal

Overview:

Thanks for taking the time to join our discussion on trust building. As a researcher, I am interested in learning about your new experience here specifically related to your relationships with your principal .

I am interested in how a new principal begins trust with a new faculty. I am interested in your perceptions and experiences about your attempt to build trust. The following questions were developed to prod your thinking and render me with insights into the trust development process. The information you provide will be confidential. There is no right or wrong responses

I am tape recording the session because I don't want to miss anyone's comments. All comments made here are confidential. I am just as interested in negative comments as well as positive.

Okay, it's time to begin

- 1.) Tell me how long you have been working here?**
- 2.) Think back to when your first started working here. What were your first impressions? (1st impression)**
- 3.) How do you respond to the concerns of your teachers? (Benevolence)
 - Would you explain further?
 - Example?
 - Is there anything else?
 - Please describe what you mean?
 - I don't understand
 - What did you mean by that?
 - What did you think or do then?
 - Can you tell me more
- 4.) Can you think of an example of how your teachers show they do or do not trust you? (Reliability)
- 5) Do you think your teachers spend a lot of energy monitoring what you are doing? Why? (If not, why not?) (Vulnerable)
- 6.) How do you think your teachers would rate you in the area of competence? (Competence)
- 7.) What kind of faith do your teachers have in your integrity? (Honesty)
- 8.) How much information do you share with your teachers about what is going on? (Open)
- 9.) What do you think was the one thing you did made your teachers want to trust you? (Primary)

10.) Is there anything else that exists in a school setting which you think helps a principal initiate trust? (Exploratory)

11.) What was it that made your teachers decide to trust or not trust you? (Primary)

12.) **How would you define trust? (Closure)**

END: Is there anything we should have talked about but didn't? (Ending)

I would like to personally thank you for taking the time to work with me today. As a follow-up to this interview, there may be additional thoughts you have. If so, write those thoughts down and mail to me the provided information. As I sort through the data, I may have additional question; I will contact you directly to verify the information I have received through the data.

Appendix B

**Interview Guide A
(Principal)**

Respondent Name: _____ Date: _____

Code Letter: _____

Years in Education: _____

Gender: _____

Location: _____ (HS, MS, ES)

With appropriate permission, this interview will be taped and the respondent's answers will be transcribed with the information listed above.

As a researcher, I am interested in learning about your new experience here specifically related to your relationships with your teachers. I am interested in how a new principal engenders trust with a new faculty. The ensuing questions were developed to prod your thinking and render me with insights into the trust development process. The information you provide will be confidential. There is no right or wrong responses.

- 1.) How do you respond to the concerns of your teachers?
- 2.) Can you think of an example of how your teachers show they do or do not trust you?
- 3.) Do you think that your teachers spend a lot of time monitoring what you are doing? Why? (Why not?)
- 4) How do you think your teachers would rate you in the area of competence?
- 5.) What kind of faith do your teachers have in your integrity?
- 6.) How much information do you share with your teachers about what is going on?
- 7.) What do you think is the one thing you did that made your teachers want to trust you?
- 8.) What was it that made your teachers decide to trust or not trust you?

I would like to personally thank you for taking the time to work with me today. As a follow-up to this interview, there may be additional queries I have as I sort through the data. I will call you to verify the information I have received.

Appendix C

Interview Master – Teachers

Overview: *Hello and welcome! My name is Joe Saxton and ...*

Thanks for taking the time to join our discussion on trust building. As a researcher, I am interested in learning about your new experience here specifically related to your relationships with your principal .

I am interested in how a new principal begins trust with a new faculty. I am interested in your perceptions and experiences about your principal's attempt to build trust. The following questions were developed to prod your thinking and render me with insights into the trust development process. The information you provide will be confidential. There is no right or wrong responses; I expect that you might have a differing points of view. Please feel free to share your point of view even if it is different than what others have said.

I am tape recording the session because I don't want to miss anyone's comments. All comments made here are confidential. I am just as interested in negative comments as well as positive.

You will have name tents in front of you to identify you by an assigned number. If you want to follow up on something that someone has said, you want to agree, disagree, or give an example, feel free to do that. Don't feel like you have to respond to me all the time. Feel free to comment on what others have said, responding to their comments. I want to make sure everyone has a chance. If you're talking a lot, I may ask you to give others a chance. If you aren't saying much, I may call on you.

Okay, it's time to begin. Let's go around the room and ...

- 1.) Tell me what you teach and how long you have been working here?**
- 2.) Think back to when you first became involved with the principal. What were your first impressions? (1st impression)**
- 3.) How does your principal respond to your concerns as a teacher? (Benevolence)
 - Would you explain further?
 - Example?
 - Is there anything else?
 - Please describe what you mean?
 - I don't understand
 - What did you mean by that?
 - What did you think or do then?
 - Can you tell me more
- 4.) Can you think of an example of how the principal in this school can or cannot be trusted? (Reliability)
- 5) Do teachers in this school spend a lot of energy monitoring what the principal is doing? Why? (If not, why not?) (Vulnerable)
- 6.) Where would you rate this principal in the area of competence? (Competent)

- 7.) What kind of faith do you have in the principal's integrity? (Honest)
- 8.) How much information does the principal share with you about what is going on? (Open)
- 9.) What was the one thing this principal did that made you want to trust him/her? (Primary)
- 10.) Is there anything else that exists in a school setting which you think helps a principal initiate trust? (Exploratory)
- 11.) What was it that made you decide that you could trust or not trust your principal? (Primary)
- 12.) **How would you define trust? (Closure)**

END: Is there anything we should have talked about but didn't? (Ending)

I would like to personally thank you for taking the time to work with me today. As a follow-up to this interview, there may be additional thoughts you have. If so, write those thoughts down and mail to me the provided information. As I sort through the data, I may have additional question; I will contact you to verify the information I have received through the Principal.

Appendix D

**Focus Group Interview Guide B
(Teachers)**

Interview #: _____ Date: _____

Location: _____

Number of teachers: _____

With appropriate permission, this interview will be taped and the respondent's answers will be transcribed with the information listed above.

As a researcher, I am interested in learning about your new experience here specifically related to your relationships with your principal . I am interested in how a new principal engenders trust with a new faculty. I am interested in your perceptions and experiences about your principal's attempt to build trust. The ensuing questions were developed to prod your thinking and render me with insights into the trust development process. The information you provide will be confidential. There is no right or wrong responses.

- 1.) What was it that made you decide that you could trust or not trust your principal?
- 2.) How does your principal respond to your concerns as a teacher?
- 3.) Can you think of an example of how the principal in this school can or cannot be trusted?
- 4.) Do teachers in this school spend a lot of energy monitoring what the principal is doing? Why? (If not, why not?)
- 5.) Where would you rate this principal in the area of competence?
- 6.) What kind of faith do you have in the principal's integrity?
- 7.) How much information does the principal share with you about what is going on?
- 8.) What was the one thing this principal did that made you want to trust him/her?
- 9.) Is there anything else that exists in a school setting which you think helps a principal initiate trust?

Appendix E: Development of the Question Route

One of the questions that always arises in research pertains to validity and reliability. Reliability asks whether the study you have done can be replicated in another setting. Validity questions whether or not you are measuring what you are setting out to measure.

In order to effectively conduct research, especially interviews and focus groups, the researcher needs a valid instrument to guide the questioning and address the topic being researched. For this particular study, a study on a phenomenon which is inherently complex and still not fully understood, it was important to ensure that the questions arose from an instrument that tested trust and its complexity, that the questions could be used in an open ended fashion, and that the questions were testing what this researcher intended. The starting point was to find an instrument had been empirically tested and found to be reliable and valid.

The interview questions were derived from the Trust Scales developed by Dr. Wayne K. Hoy, and Dr. Megan Tschannen – Moran. Their research lead them to believe that there were three dimensions of faculty trust – trust in the principal, trust in colleagues, and trust in clients (parents and students). Each of these dimensions of trust is characterized by these facets: vulnerability, reliability, competence, honesty, benevolence, and openness.

The T-Scale they developed is an operational measure of these dimensions. Each of the three subscales has a reliability that ranges from .90 to .98. (Hoy & Tschannen-Moran, 1999). For a discussion of the T-Scale measure and its properties and construct validity, see *Five Faces of Trust: An Empirical Confirmation in Urban Elementary Schools*. They had created a valid and reliable measure of faculty trust in schools and

conceptualized the facets and referents of trust (186). A six-point Likert scale was developed with responses ranging from Strongly Agree to Strongly Disagree that tested for the facets of trust. This measure was subsequently tested at other levels and proven to be valid.

This researcher went to the subscale measuring faculty trust in the principal and used them as a guide for developing open-ended research questions. Once these questions were developed, Dr. Megan Tschannen-Moran was contacted. In an ensuing exchange of e-mails, Dr. Tschannen-Moran provided feedback and questions that would not measure the formation of trust were dropped, and others were refined. The result is the current list of questions contained in the principal/teacher interview guides.

The questions for the T-Scale tested for trust using the different facets as a basis:

- 1.) The principal in this school typically acts with the best interests of the teachers in mind.
- 2.) The teachers in this school can rely on the principal. (B)
- 3.) The principal in this school is unresponsive to teachers' concerns.(B)
- 4.) The principal in this school is competent in doing his or her job.(C)
- 5.) The teachers in this school have faith in the integrity of the principal(H)
- 6.) The principal of this school does not show concern for the teachers.(B)
- 7.) The principal really doesn't tell the teachers what is going on.(O)
- 8.) The principal in this school keeps his or her word. (R)
- 9.) The principal openly shares personal information with teachers. (O)

Using this as a starting point, this researcher developed a rough-draft set of questions that had a main focus and a sub-question. The questions in this researcher's instrument changed the statement-like questions listed by Hoy & Tschannen-Moran and changed them into an open ended format.

Main Question

- 1.) How does a new principal engender initial trust formation?

Sub Question

- 2.) Does one of the facets of the multi-construct definition by Hoy and Tschannen-Moran (1999) encourage trust formation?

Interview Questions

- 1.) What was it that made you decide you could trust or not trust your principal?
(primary facet)
- 2.) How does the principal respond to your concerns as a teacher? (B)
- 3.) Can you think of an example of how the principal in this school can or cannot be trusted? (R)
- 4.) Do teachers in this school spend a lot of energy monitoring what the principal is doing? Why? (If no, why not?) (WV)
- 5.) How much information does the principal share with you about what is going on?
(O)
- 6.) Where would you rate this principal in the area of competence? (C)
- 7.) What kind of faith do you have in the principal's integrity? (H)
- 8.) What was the major thing this principal did that made you want to trust hi/her?
(primary facet?)
- 9.) *Is there anything else that exists within schools that encourage teacher trust in the principal? (institutional cues)
- 10.) What kinds of values do you hold as a teacher that might facilitate the formation of trust? (teacher disposition)

Once these questions were formed, this researcher contacted Dr. Tschannen-Moran, and asked her to review the questions. This was done, and she said that the one sub-question was not research worthy since she and Hoy had already determined that the facets of trust did encourage trust formation in other studies. This was subsequently changed to *what kind of practical framework can be developed to assist a new principal*

in this trust engenderment process? Finally, she stated that question #9 and question #10 would not get at what was being studied; these questions were consequently dropped from the list.

The sequence in which questions are asked is as important as the kinds of questions that are asked. This sequence, called the question route, calls for sequenced conversational questions to move from easy beginning sentences through a series of different categorized questions that take the participants into the heart of the research (Krueger & Casey, 2000).

The first question is the Opening Question, designed to get people talking and helping people feel comfortable. Every member should be asked to answer a question one by one that is easy to answer and factual; this Q&A goes rather quickly. In this study, the opening question was **1.) Tell me what you teach and how long you have been working here?** This question is usually not part of the data analysis.

The next question in the question route is designed to introduce the participants to the topic of study, to get them thinking about their connection with the study topic. A common question asks participants to remember the first time they encountered the person or topic under investigation. These introductory questions give the interviewer clues about the participants and their unique point of view. In this study, the introductory question was **2.) Think back to when you first became involved with the principal. What were your first impressions?**

As the interview continues, the questions move from introductory to transition questions. These questions introduce the topic and move the dialog into the key questions that are the drivers of the study. In this particular study, the transition

questions were questions that were developed around the facets of trust constitute the construct of trust. These questions also demonstrated whether trust indeed was at the locations of the studies and prepared the participants for the key questions. The transition questions were:

- 3.) How does your principal respond to your concerns as a teacher?**
- 4.) Can you think of an example of how the principal in this school can or cannot be trusted?**
- 5) Do teachers in this school spend a lot of energy monitoring what the principal is doing? Why? (If not, why not?)**
- 6.) Where would you rate this principal in the area of competence?**
- 7.) What kind of faith do you have in the principal's integrity?**
- 8.) How much information does the principal share with you about**

By one of the questions, the ensuing list of probing statements was listed to give the researcher a pool of probes to enable participants to expand on their comments.

- **Would you explain further?**
- **Example?**
- **Is there anything else?**
- **Please describe what you mean?**
- **I don't understand**
- **What did you mean by that?**
- **What did you think or do then?**
- **Can you tell me more**

Next come the crux of the study – the key questions. There are usually two to five of these questions and they come about one third to half of the way through. For this study, there were two key questions:

- 9.) What was the one thing this principal did that made you want to trust him/her?**

11.) What was it that made you decide that you could trust or not trust your principal

For this study, exploratory in nature, the researcher realized that there also needed to be an insurance question, a question that ensured that something critical has not been overlooked. This question was three-fold:

10.) Is there anything else that exists in a school setting which you think helps a principal initiate trust?

12.) How would you define trust?

END: Is there anything we should have talked about but didn't?

Question #10 allows for the addition of anything else the teachers think might contribute to the topic. Question #12 and the end bring the questioning to a finish.

Once this route was developed, it was re-sent to Tschannen-Moran; she thought the questions were good and would serve the purposes of the study. After the first interview, the researcher asked the participants to review the question order. Feedback provided by the group caused this researcher to re-order the question to its present formulation; this was utilized for the latter two sets of interviews. Although sometimes pilot study groups are used to test questions, this was not done here because the questions were developed from other research questions that had been piloted and tested and found to have a high degree of validity and reliability. These questions were submitted to Tschannen-Moran who validated them. When these questions were posed to the first group of teachers, one of the ending questions asked the participants to discuss the order of the questions. Based on their responses, the questions were finalized to their present format.

Finally, although the questions here were listed from the perspective of the teachers, these questions were similarly asked during the principal interviews and the teacher focus groups. However, the question was changed to reflect the participants. For example, the question “**How does your principal respond to your concerns as a teacher?**” was re-focused to become, when asked of the principal, “**How do you respond to the concerns of your teachers?**” This held true for questions 2-10. Questions 1 and 11, 12 remained the same for both groups as the questions were general and open enough to be suitable for each venue.

Appendix F

Interview Transcript with High School Principal A

This is a recording at the high school for doctoral dissertation for Joe Saxton and we are talking about initial trust formation. I will not use your name in this...ah...whole...ah.. interview. Can you tell me...uh... how long you have been in your position here?

I started in June 2003. I've been here just under a year.

Just under a year?

Just under a year.

What would you say was your most memorable event as a first year principal on the job?

Hmmm...I don't know if I could mention a single thing...we had a student die in a car accident this year. We had a student protest-walkout this year. We have a teacher contract that wasn't settled. We also had to release five teachers due to budget. So, take any one of those, they were all eventful. They were all challenging.

What do you think this year, ahh... what was something that ...what was it that made your teachers decide to trust or not trust you as a first year principal?

I don't know, I don't know that that's something I can answer. I think it's only something that can be answered by the staff. I don't know if they do or do not. Umm, I seem to feel that they do, um, but it's basically because I give them the straight shot, I give them an honest answer, and I follow through with what I say I am going to do.

Can you think of any examples of how teachers give you the give you the impression that they trust you? You just talked about what you do as a principal in terms of giving them, ah, the straight shot.

I think because they haven't, they haven't had a teachers' contract for about a year, year and a half, they're still willing to do the extra things throughout the year kinda told me, and people have told me they're doing things because they like the change in the administration. So, that, that would be an indicator but along with actually expressing it verbally.

What are some of the things that teachers have done to "do the extra things" in your estimation?

Chaperoning activities...ah...night activities...concerts that they would attend... faculty meetings, having an open discussion...ah... very little negative in the faculty meetings – everything was fairly productive where they could have taken exception to certain things, but they were more apt to be helpful than, than to be critical.

Do the teachers get paid for chaperoning and doing the extra- curricular or is it a volunteer thing?

Some of its paid, the athletic events are paid, the concerts generally are not, uhh, there's also a lot of after school extra help, things of that nature, that certainly could have been brought to a halt due to the contract disputes that we had.

Okay, umm, how do you respond to the concerns of your teachers?

Give me a...be more specific...

A teacher has a concern about something... um... they have a need... they bring an issue to you... they want to talk to you about something....how do you respond to those concerns that they bring to your attention.

I like working with an open door. Uh, I mean literally an open door policy. When I came here my secretary was pretty much a watch dog; we called her a pit bull because people weren't able to access the principal's office, and I didn't think that that was the way to go, that was the initial feeling I got from teachers – that you can't even get anywhere near the principal. So I made sure that everyone had access – that was number one. And when teachers expressed a concern I wanted them to express it verbally to me as opposed to e-mail, a lot of people like e-mail, I don't particularly like the computer, I like to hear people's voices, so you can either call me on the phone, catch me in the hallway cause I'm visible in the hallways, or, or my door will be open so stop in to see me. So whatever those concerns are we try to discuss them. And I try to be helpful in as many situations as I can. Most of the situations here are financial issues – sometimes I can't resolve that problem, but at least I'm honest with them about it. Ah, our budget has always been kind of closed to the teachers, uh, it hasn't been open as far as access to it, and my feeling is if it's there, and they're entitled to it, I let them know what that, what that number is.

Now, when you instituted the open door policy, did you see a change in the teachers' way of relating to you? Attitudes? Perceptions?

My feeling when I came on was... things were in such, such turmoil here when I came on board, they were pretty open just in general to be open. Um, and that, I had a couple of teachers made comments – don't talk the walk, walk the walk.

Uh- huh.

And I don't talk a lot anyway, I just usually back up what I say. And you will find that in this interview that I will give you abrupt straight answers.

Uh-huh.

And it's not that I'm not sensitive, that I don't think it through, but that's just me...um

So when I tell a teacher I am going to do something, I do it. And I think after a few times with key teachers, they say "hey, this guy means what he says, and he actually follows through. So...

Can you give me a specific example of how a teacher came, you know without mentioning names, and expressed a concern to you and then how you walked the talk and, you know, followed through and addressed that concern with the teacher?

A good example would be the technology teacher and the two shop teachers. Um, I told them that I could possibly have an opportunity to get some equipment for them...um... and they said, 'ah yeah right.' - And I was able to follow through with about 30 to 35 thousand dollars worth of equipment that we were able to get from one of the local tech schools that was, that was disbanding their metal shop. And uh, we actually, my new assistant principal and I actually, physically had the equipment moved in to the shop. So the teacher came in the summer one day and he sees all this equipment sitting there, and he's like, 'wow, this guy means business.' And I'm not talking about little equipment. But uh, that was the issue and that worked that out pretty quickly. And that was one example.

Okay, can you think of another?

Um, I can think of a math teacher, um, who didn't have appropriate textbooks in her class, and I said 'fill out the request and we'll take care of it.' And something as simple as filling out a purchase order and request, um, wasn't done in the past or textbooks per se. I couldn't believe we were spending all kinds of money on athletics and we weren't taking care of the academic end.

Just out of curiosity, did you know you were walking into this sort of situation?

I did.

Okay.

I did know. The assistant principal of the tech school gave me a call and said 'hey, listen, there's a nice position over there at School A. Looks like you'd be a good fit. A nice blue collar district with several discipline issues. Lawlessness was what I was told, and I felt like I had pretty good control over the situation at tech. Not that I was an expert on classroom management or student management, but I did pretty well with it. And I looked at it as a challenge. I didn't want to be a building principal, I didn't want to be an assistant principal forever, but I spent three years as an assistant at Anonymous Tech, and I felt it was time, it was time. That was when I made the change.

Good.

And it wasn't lawless.

No?

No, I didn't think so. I know what that is. It wasn't that way.

No?

Can you, uh, think of examples of how your teachers show or don't show they trust you?

(long silence)

I think they feel comfortable coming to me with issues whether they're student issues, or whether they're personal issues...uh.

So this goes back to that open door thing you were talking about.

They come in and say, 'I need some help, can you help me out?' I think too when you offer them something for their, let's say they need a period to leave early. A kid has the flu, they have a doctor's appointment and you let them leave early without filling out any paperwork, making them take a half a personal day, and you extend yourself for them. Or, you cover the class they have to do when they have to leave early; that has happened – or, you find them coverage – that goes a long way.

So, are you saying that you started by reaching out to them first before you expected them to give you anything in return?

I don't know that I really look for anything in return. I'm...I'm ...I', always in the position that I want to be as helpful as I can... to improve instruction and climate in this school. So if I can help make a teacher's job a little bit easier, I will try and do that. And I don't really look for the return, the return I just believe will come. But not in all cases, but I think it comes.

I like that.

Some people burn you.

Yeah?

Yeah.

Do you have an example of being burned this year?

Not really. I can't think of one. And I don't even, I don't even look at it too closely... I mean, I've had ... The person that sat at this desk (the principal's) ...um... was not given the principalship. Um, and I surmised that that person was not real supportive when I came on board for obvious reasons. Um, I thought that that person might undermine me a little bit, but other than her absenteeism, she really hasn't undermined this position too much or myself. And she's actually starting to turn around a little bit.

Uh-huh.

She has her doctorate... um... she's a curriculum expert, I would call her. And she's... I've been told her people skills are limited. So she didn't know how to bring people together. But she's, she's a very valuable employee. Let me preface that... she could be a very valuable employee. We don't have a curriculum coordinator. We very lean as far as administration.

Okay.

So I kind of, I've kind of backed off her the entire year and let her come back a little bit. I mean, she did go out and look for other jobs, umm, I believe she wasn't too successful or it was too far away. And, uh, I asked her just recently if she would help me interview some science teachers for next year to try and bring her back around again. I really could use her help. And that's pretty much of what I told her. So, if I can bring her around, I'm doing pretty well because she's extremely bright.

And you feel like you've brought her around?

A little bit.

A little bit?

A little bit. She got burned and she really has been here twenty six, seven years, and she was overlooked for the principalship. And she was promised it by the superintendent. And then the superintendent took off. She was hurt.

Yeah.

She was hurt. Um, she would have been upset with any person sitting at this, at this, sitting at this seat.

So, you're working with her, but you kind of are careful with her?

I've gotta give her space. I think, I gotta give her space and let her come around, if she wants to. Would it be better if she worked in another district? Probably. She has a lot more to offer as an assistant superintendent, maybe, for curriculum in a larger district because we can't pay her for what she's worth.

Uh-huh.

But if she likes it here, and wants to retire here, I will certainly utilize her and look to offer her a stipend as a curriculum coordinator. She'd be wonderful – all the PIPS and professional development – wow, that would take a lot off my plate.

Uh-huh.

And there's a need.

Uh-huh.

She's a tough one.

It's always interesting working with people who are tough like that.

I don't know. If I were hurt like that, I would probably look for another job. She's hanging in there. I don't know if I'd do that.

Now, do you feel that your teachers spend any time monitoring what you do? You know, like watching out for the principal?

Like cover my back?

Well, uh, I guess it could be to cover your back, or it could be to cover their backs. You know how maybe a teacher might not be doing what he should be doing and they're just checking to see where you are so they can get away with doing what they want to do.

I think there's probably key people in the building, they're like confidantes, veteran teachers that, that are willing to offer and share when things aren't going right. You know teachers aren't at their doors, or discipline is a little lax, or, um, student or teacher attendance is a problem. Those people come in and they share that information. But certainly not, they cover my back more than ... I don't have to watch my back, I don't feel like I have to watch my back here. I'm just... I am myself. I don't play games. I don't know if that answers the question, but...

I am interested in this teacher confidante thing, how did you, uh, develop that relationship with, you know, with those teachers as confidantes?

I think it's pretty easy to target or recognize who your strongest and best teachers are. You can look at your veteran teachers and see the ones who are ready to leave and retire and the ones that are still here and love what they're doing. And they're successful, not only because of, of total numbers, but just because of their attitude and other peoples' attitudes towards them. Um, so that pretty much recognizes them as being master teachers, or key teachers. And frankly, you don't learn everything you need to learn in your masters or graduate program. You need to, I needed to rely on those people ... everyday. I asked them for help everyday. When I do my final exam schedule, I'll say, "Hey guys do me a favor, take a look at this, will you? See if this works before I get it out to the staff. We don't have department heads, we don't have that luxury.

Uh-huh.

Um, if we had that luxury, those people would be our department heads. So, they're my key teachers without actually recognizing them as such on a contract.

And do you feel like they share information back and forth with you freely?

Maybe too freely, because they don't realize the responsibility and what goes on in this position. Their views a little bit narrow yet, but they're very open to share their opinions and feelings.

Uh-huh.

Sometimes I don't make a decision, um, in their favor, or the way they feel it should go because they don't see the whole picture. But, they also understand that. You know, so it's very open. I'll let you talk with those people, there's probably four, there's probably four.

Okay, how do you think your teachers would rate you in the area of competence?

Depending on what area. I don't know... I don't know. On a scale of 1-10?

Sure.

Six, seven.

Why would you pick something like that?

Maybe the perception's different, I don't know. My own personal perception is that I have a lot to learn – the master schedule, um, guidance – I am also the director of guidance. We don't have a director of guidance either. Communication. They'd probably say I'm a good first year principal, I would think.

Uh- huh.

I would think. They're happy to see me.

What are some of the things you have done that would make them say something like that?

I would think they would say that I am student centered and people oriented. That I care about kids, and educating kids, that I truly do care about staff and value them, the staff.

Uh-huh.

I think that's what they would say.

Can you give me an example of how you value and care about your staff?

I would say that I remember being in the classroom and dealing with what they deal with every day. Being on stage. And having to perform every period and there's no way out.

Um, what it means for them for there to be budgetary constraints. Working with difficult students. Um, work with complaining parents. And I think that they realize that I am sensitive to that. And I feel that they probably feel that they're supported in that if there is a parental issue or a student issue, that they're going to get backing.

Okay. Um, what kind of faith do you think that teachers have in your integrity?

I would say pretty high. Yeah, I would say they have faith in that. That if something went down or if something were happening that they would get an honest shot no matter, no matter what it was.

Now is this something that you tried to cultivate with them?

Nah, it's just black and white. I just say it the way it is. Sometimes too abruptly... painfully so. So cultivate I don't know. There wasn't a plan to build that.

Okay, it's more of who you are?

Yeah. I think so. Yeah, even if it's painful I give it to them straight.

Has that backfired on you?

Yes, as a matter of fact, I just saw the superintendent on that. She said sometimes we're a little too honest, sometimes we're a little too straightforward where we could take a step, and I think I might do that in the future, just say, step back and think it through a little more, and maybe not sidestep an issue, but not address an issue head-on all the time. Maybe that's the athlete in me...

Uh-huh.

And maybe it's a male thing too that you just want to take and solve a problem and bowl people over as opposed to maybe gently walking through a side door. Yeah, it definitely has backfired, and I can't think of an instance, but I know it has. Personnel issues, um, maybe, when we told the people they weren't coming back due to budgetary reasons, we probably could have taken a little bit softer approach on it. Yeah. Or maybe we didn't need to tell them on it right away.

Uh-huh.

How much information do you share with your teachers about what is going on? This segues from the last bit of dialog we had there.

I try and share as much information as I possibly can. Unless it's confidential material that I can't share. I try and keep them as informed as I possibly can. Because we are so lean administratively here, that I need everyone's help and everyone's opinion.

Uh-huh.

So I would say that I share as much information as I possibly can.

What kind of areas does that cover? Can you think of an example with that as well?

The biggest one here has been budget and the budget being cut being hidden from the staff; that was probably the biggest one. Also, personnel issues where the cuts were going to be, where my priorities were as far as budget cuts and staffing. Ah, my concerns with special education and the way inclusion is NOT working, in-class support wasn't working. Um, so those are a couple of the areas.

Okay, and teachers received this well?

Not all of them, not the special ed department. Um, I told the special ed department that I felt that in-class support was not much more than, um, what an aide would be doing. It is not efficient to be paying two teachers in the classroom when only one of them is teaching. No, that doesn't go over real well. From my seat, it's fact, and we need to address it; either we need to go out and get professional development, or we need a school-wide philosophy or district-wide philosophy on inclusion. But, what we have is not going to continue. So that would be an example of a painfully honest statement...

Uh-huh.

...where people aren't real happy. We need to develop a district wide philosophy on special education. The elementary school does one thing, and they come up into the middle school, 4-8, and they do a full inclusion model. And they come up here and they do all kinds of different things. We need a district wide philosophy so we all buy into what we're doing here.

If you could select one thing that you did that made your teachers want to trust or not trust you, what would that thing be?

(long silence)

I think openness, honesty... Are you looking for something specific?

If you can think of it.

I can't.

The openness and honesty seems to be a recurring theme throughout our discussion this morning.

It is and valuing your employees. Finding a way to make them want to work for you. Not forcing them to work for you. You could talk about power issues. I don't think the teachers really feel that I am over them, I am authoritative, and I don't use an

authoritative model. Um, I don't know if I use a collaborative model either, it depends on the situation. And I'm still, I'm still trying to find my way as far as where I should fit as far as the leadership model. I'm not sure. I'm not sure.

Okay.

But I know I, um, I don't, I don't rule with fear even though certain teachers are fearful. They don't need to be, but I guess it's the non-tenured that are concerned or that have been treated in a manner where they would expect an administrator to behave authoritatively. I'm not that way. I mean if someone is doing something wrong, or if I see we need to take a corrective action... the way I do it? I will talk to the person once, I will talk to the person twice, I will write it the third time and tell them that I am writing it, and that hasn't even happened. That even hasn't happened. I talk to people.

Right..

You know, 'you can't have this.' 'You need to be at your door' or 'you can't be two minutes late to your class, that doesn't work.' Or, 'listen these kids are being left alone, they're not being supervised, you can't have students that are not supervised; it's a major liability.' I like to do things verbally, uh, and I think it makes them feel better.

Um – mmm.

It's not like a, you don't have a ... again, you'll have to ask the staff. I don't think we have an us - versus them relationship. I've tried to create that. You know, we all in this together kind of thing. Where I have to make tough decisions at times, but we're all here to make this a better place.

Good!

Umm, how would you define trust?

Trust has to be mutual I guess. How would you define it? I've never given it much thought. Um, I guess it would be sharing, it would be caring. It would be sympathetic, empathetic. I would throw the word honest in again. All those things. Dependable.

Okay.

Is there anything else that you would like to add while you were talking that you would to add that you feel is germane to this conversation?

I just think probably every school is a little different as far as building that trust and that relationship – it depends on the players. I think the players here, um, really had issues with former administrators where they were allegedly lied to, or they promised things and there wasn't follow through. So they were really skeptical, um, to maybe even see some action. But they saw very little action before so really I walked into a good situation.

The place was in turmoil, there wasn't a lot of continuity or consistency. And perception is reality.

Uh-huh.

So if you come across and you do follow through on things, don't say anything that you are not going to follow through on. I mean, make sure that you're real clear about that. 'I don't know if I can do this.' Or, 'I'll do my best to get that through' Or, 'I need to talk to someone before I can make that decision.' As opposed to saying, 'yeah, we'll do that.' It's real easy to shoot from the hip and have everybody like you. But that's only short term.

Uh-hmm.

You know sometimes you just have to do the things that I said before.

Well, that's good. I really appreciate your taking the time today. And like I said, I'll leave you with an envelope, and then if you have anything else that, ah, that you want to add, if you think about this a little bit more, you can send it to me.

I'll tell you, it makes me reflect too a little bit about why things are the way they are.

That's one of the things we have a hard time doing as professional – taking the time to sit down and reflect. And that's something that seems to be a lot in the professional literature. You know, to be a reflective practitioner.

I'd be curious, and I don't know if you'd be able to share any of this information, when you talk with people, whether my perception is the same as their perception. Cause I may think, yeah, I'm doing this great thing, and people do trust me, and the climate's good, but in fact, when you go out and people are open with you, and I hope they are, they may come back with just the opposite.

Well, you can certainly read my dissertation when it's published. We'll see what happens. Let me stop this here.

Appendix G

Focus Group Interview Transcript with high school teachers

Hello, my name is Joe Saxton and I am a doctoral student at Seton Hall University and I'm also a principal at Barnegat High School, opening a new high school. As a researcher I am interested in learning about your perceptions and your experience here. Specifically, with how it relates to developing trust with the principal. I'm interested basically in how a new principal develops trust or starts the trust process with a new staff. I'm here today because I want to hear your perceptions. I want you to share the experiences you have had with your principal in the past year. And your understanding of his attempts to build trust with the staff. And these questions here have been developed to prod discussion and there will be some other questions where I will try to elicit more information from you. And, what we'll do is spend as much time as we need, and we'll see what happens.

Okay, so the first question I want to ask all of you is how long have you been working as an educator?

Thirty three years.

Thirty three years? Has that been in this school district?

Yes.

All in this school district?

Yes, this is my final year.

This is your final year? Wow, that's been quite a bit of time.

Teacher 2?

Thirty- four years.

And have you been in this school district all thirty four years?

Yes. Yes.

Okay.

Teacher 3?

Two.

Two? So, we have a wide spectrum of teachers on both sides. And it's just been at this school that you have taught?

Yes.

Okay. And teacher 4?

Same story. Two and both here.

Teacher 1, what is it that you teach?

French.

French. Teacher 2?

English.

English? That was my thing.

Teacher 3?

History.

(Teacher 4) And history.

Okay.

First of all, how would you define the concept of trust? And don't feel like you have to rush right into give your responses. If you need time to think about it, you're more than welcome to do that as well.

T1: I need a little time. Can you come back to me?

I can come back to you. Okay, maybe what I'll do is give everyone a little time to think about your responses before answering.

(wait time)

Ready to go teacher 2? How would you define trust?

I think trust is a bond that develops between two or more people that relies, I want to say, depends, depends on that other person to stand up for you, to speak for you, and vice versa. If you're placed in a difficult situation, and you have trust, and the other participant ...I think reliability is factor ... you have faith. The element of faith is there on both sides of the story as well. Mutual respect. Acknowledgement of competence.

Okay, teacher 3, would you like to try to define this?

You need time to develop a bond. You need interaction to develop that trust. It takes some time, possibly more than a year. So...

Okay...

Teacher 4?

In addition to what they said, I just say, the demeanor in which the person handles you. Trust as far as difficult things. At the early stages like he said, it does take time for trust to come to fruition. It's not something that I can feel right away, but you can get a feel for it right away even though it remains unspoken, and unwritten, but it's just there.

(T1) I would agree with all of the statements that have been made just as teacher number three spoke. It takes more than a year for that trust to be established. Certainly in that second year, skepticism and cynicism must diminish.

Just for your information, it is a good thing for you to respond to what your peers have said. One of the things that we want here is interaction. I just want to re-emphasize that you are allowed to do that, okay?

Um, you have a principal that started last June and my understanding is that he came in in the midst of a lot of turmoil, to say the least. This is clear from numerous sources in the building; I got this clear picture earlier. So, in this past year you have had some opportunities to interact with the new principal. What was it that made you decide to trust or not to trust the new principal?

(a long silence)

T3: I think the verdict is still out; I mean, we're developing a relationship right now, but it's not officially a trust relationship, it's more of a 'we'll see how he reacts and responds to different situations. So the verdict is still out on the trust issue. It's not you don't trust him, but fully trust? No, it's not there yet.

What would he need to do for you to fully trust him?

That develops over time. Through situations; in particular, the budget crisis. You know, how he responded to it. Um, and how he, how he handled it. Will help develop the trust for me at least, from my standpoint.

And he's been handling that this year?

Um, yeah, in his own way.

Okay.

So, that's pretty much... it really doesn't answer the question, but it's really between ... for me it takes a lot longer than a year to really develop that trust. So...

Okay.

(T1): The trust factor also needs him to be a man of his word. What he says to you, where he is, he tries to address to his full amount. Anything I have approached about this year, he's come through. Trust? Yes, I do trust him.

Can you give me a specific incident that made you decide to trust him?

I was on the interview committee last spring, and during that interview, I, I don't even know if I can give you a particular instance, but there was a feeling that I had that was from that interview that this was a man to be trusted.

Okay. Can you explain what that was that gave you that feeling.

No, it was something intangible; it's just a feeling that I had with Principal A.

And has something happened this year that confirmed that feeling?

Just the day to day of what I see in, and how he carries out what he intends to do. And things like that.

Can you give me a more specific example of that? In the day to day instance, how he carries through?

I'm having a memory loss of all the things he does. . (T2 chuckles)

(T3) I think he's very fair. I mean, I mean, he's very, he tries to sit back and let a situation develop and then he tries to see it from all angles before he actually jumps into it. He really tries, he really tries to judge everything, you know, to be fair about everything, to really understand where people are coming from. So, umm, I mean that's great, that's a great step to, um, trust, for me.

(T1) He doesn't play one teacher off another teacher. Like was done in the past. Um...

So part of this whole thing is also dealing with him coming into a history of not positive interactions with teachers and administrators before?

(All heads nod)

Okay.

(T2) I, too, was on the interview committee, and I probably formed my opinion of him in the first ten seconds. We were in this very room. And he sat in those chairs over there, and I could just pretty much sense the way he was. Uh, he has a presence. He has a confidence. He has an honesty. Uh, looks you in the eye. Uh, he tells you what he's going to do and then he does it. Um, and I think that also comes from his background. In the past, he's very up front with you, and like these people have said here, he's a man of his word. In various situations, he'll do whatever it takes to fulfill whatever he said he

needed to do. He doesn't... he didn't come in with an agenda, he came in, uh, with his ethics, and his morals, and his goals that he wanted to accomplish. He doesn't seem to subscribe to a philosophy of the broom sweeps clean. Like the other three said, he definitely gives us trust initially, and he has allowed teachers to do the best that they can without too much decision by him. And then, you know, you know, when you do well, he'll reward you and tell you that. That's the way it should be.

Okay.

(T4) Ah, I would say honesty. This is what has come up before. That for me is really key. I gotta say that I have a natural tendency to trust people when I first meet them. I am more than likely to trust someone when I first meet them than a lot of others. Um, for me any time that he is very open, any time you ever go to speak to him, like the others said, he is very open, he will tell you like it is, whether it's good, bad or ugly, you'll get the truth, um, or at least as much of it as he can possibly tell you. That's what gets me a very good feeling. Like the teacher 2 said, he'll tell if you do good, he'll tell you if do bad, He never... it never feels like, especially for a second year teacher, I never feel like I am bothering him when I go to him. It's always very open. He always has time in amongst, I am sure, a awfully busy day. He always has time to say something. He knows my name, I mean, that builds there, I've heard from a lot of other schools, you know that, that the principal there doesn't know your name, you're just a number. You don't feel that It creates a closer bond. So...

(T2) I also have to say that the candidates we saw for this position when we were on the interview committee. Saw a broad range of them. And ... you could see how some of them were very slick in their interviews, how they gave very canned answers. Many times it seemed like they said what they thought we wanted to hear. He just talked the way he talked. He wasn't slick in his approach.

(T1) In fact, he was slightly unstudentlike at first.

(T2) O yeah. Definitely.

(T1) We saw ... Where I was sitting I could see at an angle, and it just said so much, the way he came across the room.

That's interesting... that's really interesting. How would you say your principal responds to your concerns as a teacher?

(T2) Directly, immediately,

(T1) Fairly.

(T2) Fairly

(T3) Fairly

(T4) Fairly

(T2) He has an awful lot of bounds here, money constrictions. Um, et cetera, et cetera. I think he works very, very well... all things taken into consideration.

Can you, can you give me an example of how he addressed a concern that you had and, uh, I guess demonstrated, uh, you know, how he handled that concern?

(T3) Uh, we had a walkout this year. And, um, to bring the students back into the school, he said we're going to go to Trenton with you to get some concern for the teacher loss, and other teacher cuts, and we're going... we're going to go to Trenton to stand on the stairs there. And he took the bull by the horns. And actually, did all the research, and went through and got the permits and everything for us to go down to Trenton ... contacted the right people. So, and he took the students, and he was a man of his word with the students. I think he really handled that situation amazingly.

(T2) Um, we had an unusual situation last year when the principal/superintendent left. And uh, scheduling was in a bit of a confused state. We had all college prep, uh, classes. And this school has a definite element that is not college prep. And, I had broached it during the summer about it, and when I got to school I broached him again about it. And, he... he trusted me enough that I knew what I was saying that he redid the schedule, at least for senior English, which is what I teach to accommodate those students that aren't specifically college bound, who aren't really acclimated in that situation...

Right, right...

(T2) We could tell after a couple days that they were, there was going to be a continuous struggle, and it wouldn't be such a great year for them.

Okay, anything you guys would like to add to that?

(T4) I would just like to say that, um, to answer my portion of it, anytime that I have spoke to him during the recent cuts, you know that he had to cut teachers due to budget concerns, anytime I went to speak to him, and obviously voice my concerns about being one of the people cut, he was just forthright as he possibly could be. He obviously had some constraints from the top down, um, he said he was allowed to say some things, but he told me as much as he possibly could, he was always willing to take the time, you know, I'm not saying like five minutes to sit down with me. A lot of times, like, any ... I know myself and others too, he would sit down with us like fifteen, twenty minutes and just kind of talk it through with us - very calm, cool, collected. Very willing to deal with us. Um, and very understanding of all we were going through.

That's important.

Yes.

(T3) And I, I agree with that too.

Okay, um, do you guys feel like the teachers in this school spend a lot of time monitoring what the principal's doing?

(T4) In my opinion, I would say no. Because he's not the type of person that I really...I have, I have confidence in him from the little bit we've seen. I like the way he does things. And I have confidence that that will continue. And I don't like, if someone had said, I forget which one on the panel said it earlier, um, he's like really straightforward, you know he's not slick...

(T2) Exactly

(T4) He's not out to get you, like I'm not afr... I'm always nervous, but I'm not wildly nervous if he walks into my room, or I see him doing something... because...because he's out doing his job. He's not out to offend somebody or do anything, at least in my opinion.

(T3) I agree with that.

You agree with that, teacher 3?

(T3) Yeah, I would agree with that. Uh, I forget what I was saying... (laughter)

That's all right.

(T2) I'm head of negotiations and am involved in the professional association, and I sort of have a little bit more of a handle, or different viewpoint, on what the administration's doing as far as keeping tabs on people. He does...he does attend to all the necessary affairs, and the uh, the questions, and obligations, and hotpoints that come up. He does address them, he doesn't back down from anything. Which... has not always been the case here.

Okay.

(T2) He'll meet challenges head on.

And that's important to you as a faculty.

(T2) Absolutely. And I think we all... uh, I can't speak for anyone else, but I have worked under several administrators, and I feel like I could trust him and know that if he were speaking on my behalf without my presence there, I could be confident in what he was saying.

Okay, so what I hear you're saying, you know, I guess collectively and individually is that you feel that, at least from your perspectives, you don't have to watch the principal, you don't have to watch out for him because of the type of person that he is.

(T2) He's obviously concerned, and has prioritized education, in his life, that's in his professional life. That's number one.

(T4) I would say one thing though. Feeling about that is that we don't feel an us versus them type of thing, administration versus teachers, at least from my point of view. I don't... I don't get that feeling at all. I think that we all here for the same exact greater good, and that would be the furtherance of education. (something unintelligible)

Go ahead Teacher 3

(T3) I agree with that. Administration – wise, and principal-wise. I'm not saying the administration in general, but principal-wise, I feel like he is on our side, at least he's there to listen to you.

And you came up with that feeling how?

(T3) Um, just his actions. Again, it goes back to the first question; he's developing a trust with us. I mean, obviously, teacher number 4 is more trusting than I am, it takes me a little more time to develop trust, but he's definitely developing it on the good side of the relationship for me. So...

Okay, where would you rate this principal in the area of competence?

(T2) Scale? Or?

You can do a scale or description.

(T2) I'd say very high. Um, he's walked into a firestorm on many, many levels. Uh. He's kept the wheels on. Uh, he's learned so much and we had a lot of tragedies this year. Bad situations. I think he's come through with flying colors. Um, he does, he does extremely well with people, and I think that's because of the trust factor. I think the kids detect that as well. And...and people are willing to work with him, and for him, and give him latitude when he needs it. If a deadline isn't met for whatever reason, it's because there are so many extenuating circumstances this year. If next year is anything close to what normal would be, or what normal is, he'll probably be bored. It's just...too many hours he's spent here I'm sure.

(T3) I really agree (chuckle). I don't know what else to add to that.

So you have the same thing?

Can you think of an area which really demonstrated, you mentioned a couple of things quickly, but can you talk about what made you think of him as competent in how he handled one of the situations you just described?

(T3) He's a leader. He's a real leader. Um, and I mean you can see it how he takes over a room the way he's supposed to as principal. But then again...

Just what do you mean by that?

(T3) Well, I mean that ... Again, I don't mean it like being a dictator style. I mean by pulling, by pulling everybody together in more of a sewing style. Where he sewed everybody together. A unifier. And I think he's a good unifying force too.

And how do you think he does that?

(T2) Um, by developing a personal relationship with people... I mean, he starts to... I mean he's open with you and so it allows for people to be open with him. Many of these are straight up with him the way they should be. I like that. And it develops that trust.

Go ahead teacher 4.

(T4) I would say for example, I would say dealing with the student walkout. A few days before was actually the Board meeting when they were going to get rid of teachers and so on and so on and so forth. He'd come to me and said, you know I heard talk about students, and I said, 'so have I obviously.' 'I know who they are and like I could tell, like we talked about before, he's a trustworthy person. I know pretty much, he explained to me pretty much how he was going to deal with it. He pretty much just wanted to speak with them, and he wanted to let them know that what they intended to do was okay. But just be smart about what you do. He came into my eighth period class because that was where some of the ringleaders were, and he spoke to them. I spoke to them, we went over, it became like a basically civics type of discussion on what you can do and can't do. And he was for them protesting and showing that they were unhappy with the board decision. And I think the way he handled that that day was good because he allowed them to do what they needed to do and they could come back in and not get restrictedI think he handled that very well because he was allowing them to do what they needed to do. I don't know how many people allow that to happen.

Yeah, that's really interesting.

(T2) Well, I think he know kids, he knows people. He knows how they tick. And I asked, I told him that I thought it was a great idea pulling the fire alarm to get everybody else out. Um, and he let everybody say what they had to say, um, and he got them to do what he wanted them to do. Like Number 4 said, not everyone would do that.

Right.

(T4) Some people would have tried to squash it and that would only have made things worse.

Right.

(T2) There was another situation that happened earlier that uh, that uh, that he and I were talking about. I would have enacted another strategy, but the one he employed actually turned out to be the better one. And uh, I think that's because he has a handle on, on who kids are and what it is that they need. Um, and uh, I wish I could think of it. It just went out of my head. But I can't remember it.

That's fine. Well if you think of it later on, you can communicate with me.

(T2) Okay.

What kind of faith do you have in this principal's integrity?

(T2) One hundred percent. Being here thirty four years, you can imagine how many I have gone through Uh, we've gone from the bottom of the barrel – sleazy – all the way up to people with a lot of ... with high standards. And I ...uh... I ... handles all things with integrity and I think that's where he is.

So you're saying you feel he has high levels of integrity?

(T2) Yes. Yes.

(T3) I agree

(T4) I agree also.

Um, how much information does this principal share with you about what is going on?

(T2) Sometimes more than he should, I think. Uh...

What do you mean by that? Can you think of a specific example as well?

(T2)I could but I don't think I should. I'll just leave it at that. Because there are some ongoing situations here...uh...that uh...probably he's told us more ...I know he's told us more than other principals have, would have rather, and the only reason that he does that is because he empathizes with the people that are involved. He wants everybody to know how straight-up and honest he is with them. You know, it's not , it's not a façade or an act he's putting on, it's just the way he is. It's Just who he is. We've been in other situations like this, I've been in other situations like this before and seen it handled very differently. Not a, not so ... I'm not sure of the word I'm looking for.

(T3) I'm thinking eloquent? I'm not sure (Laughter) Eloquent? I'm not sure that's the word you're looking for?

(T2) Not so...not so stand up. He's a stand-up guy as far as I 'm concerned.

Would either one of you like to comment on that?

(T3) I... ah...actually I really don't know how to ... yeah ...there's certain situations here that have developed that are really out of his control. And he probably does tell a little more than he should to us. But it's really just to comfort us and, you know, and to put our nerves to rest. Especially as non-tenured teachers.

(T2) I think it's a trust factor too. He trusts that we can handle it.

Well, that's kind of an interesting situation. How do you feel about that? You're being given more than you think you should be being given?

(T4) Hopefully it means exactly what they just said, that he honestly must trust us; otherwise, I don't he would have told us. I'm not saying I have some pile of information, but like the one specific instance I have in my head, I mean, yeah he probably shouldn't have told me, but shwew, it made my life a lot better and I certainly didn't go around and like go print up a newspaper about that he told me. So, Um, he's very personable He works at it.

So I'm, um, getting the feeling from all three of you that you would rather not share a specific incident there about what he shares with you?

Okay.

Think back over this past year. Can you think of one thing that this principal did that made you want to trust him as a leader in the school?

Chuckle from the teachers.

(T3) Okay, yesterday actually finally, um, my teacher certifications from the State of New Jersey got all screwed up again. Which I figured would happen because that's my just my luck. Um, and he said he would take care of it. And um, this was back in March when everything was going wrong with the teacher cuts and stuff, so I was, I was under the assumption that I would be the one cut because my paperwork is not completed and something got screwed up somewhere. So uh, he said he'd take care of it. And finally, yesterday afternoon, he took care of it. He let me know. So, I was, I was happy to hear that, you know, It was just reassuring. So uh, he's a man of his word. Yeah, he stood behind what he said he was going to do. So, I was happy about that. There's a lot of other situations.

I'd be happy to hear something else that really strikes in your memory regarding that.

(T3) It's a lot. Just a ...I mean, it's a lot. A lot of situations happened this year where it's usually not a classic high school situation. And uh, I 'm just looking back over the year. I mean, the poor man, I'm surprised he didn't have a stroke, with all the stress he's been under, cause I mean, it's just one after another, he's just getting hit in the head. Um, and he's just handled it so well. And that to me, that's confidence – he knows how to do it.

Now what do you mean when you say “so well.” What do you mean by that?

(T3) Ahhh, I don't know, Ahhhhh ...it's just here's situations where we had a few deaths... student deaths...parent deaths...ah, we've had budget crises... we had ...what else have we had? In every single one, there's a unique way to deal with them. There's certain times when you deal with a student death. There's certain ways to deal with a student death. Even though I am very new at teaching, I've seen a few, a few times where a student dies, plenty of times actually, but every principal deals with it differently. But the way he dealt with it, everything was, I mean he was straight up. He was straightforward with the staff, letting the staff know, uh... I'm trying to think how else. I thought he was very professional about it to let people understand what was going on, he didn't go over the loudspeaker and announce it, like some principals have. Um, he also, I don't know, I mean, he had the kids that were directly affected, they were allowed to go out of class, now. Some of the other kids took advantage of that, but obviously ...I just see him doing that and it just, the way he dealt with it was very professional, and I thought it was...good. I thought he did it well.

(T4) I would say for example, not as an example, but just from the very first time that I met him, I've always felt that, and I'm usually very much who I am, very much an individual, and I don't try to hide it, I don't have to put on a fake face around him, and I don't have to take on a different attitude around him, I can be who I am. And that's totally acceptable. There's nothing unprofessional about it, there's nothing unacceptable about it, I can be who I am, I don't have to, you know, I don't have to pretend like I'm always in an interview. I'm just...who I am.

Can you think of a specific incident early on when that occurred?

(T4) I guess a good example would be actually the first day that we were back to school at the beginning of the school year. They were doing this presentation. And uh, it was all about the new things that were going on at the school. Blah, blah, blah. And at one point comes up with new courses for this year. And one was, and this was specific just for me, and two other teachers were involved. Um, a new swimming related class was running for the year. This was simply because myself and two other teachers were kayaking and had a 911 call and had been involved in some interesting waters earlier that month. And he took that very lightly and put it up there and like he was able to razz them, he wanted to hear the story. Like, that was right away I felt kind of like at ease already with him cause it was like oh my God, someone knew, and someone knew that we had to deal with him. Cause now someone...

No, you knew right away, he was very easy going, but everyday, he could crack a joke. That, to me, is all important. He can take a joke, and he can give a joke.

(T2) Sigh... we had a student who died this year. And the uh... the accident was late Thursday, he died early... the accident was late Wednesday, he died early Thursday morning. So we had to deal with that Thursday and Friday morning. Uh, parents cremated the body, and it was pretty over and done with in two days. He had a memorial service Monday night, was it Monday?

(T3) Monday.

(T2) Monday night Um, I talked to him Thursday and Friday and he said. Uh, I remember he said, uh, he said, I didn't take this class in graduate school on how to handle deaths of students. Um...and uh, he had this memorial service, and I hadn't really noticed it that much, but he realized that there was a lot of healing that needed to happen. And at that memorial ser... first of all we had this memorial service, and, and, he put the music, the vocal/instrumental teacher in charge of it who sort of has a church background. So he, eh slanted it that way, you know, and it wasn't overtly religious in that aspect, but it was an excellent time, and then everyone had a chance to speak and say what they had about this boy who died, etcetera, et cetera. And, it was a very good closure ceremony. And I think we all got to see a real compassionate side of him that was espoused through his humanism. Honestly and deeply concerned about all of us, and, and, besides this individual student, but everybody else and how so many other student, parents, and teachers were hurting on this and needed some closure on this. And for him to do something like this far beyond the bounds of what it was that he.. that was in his known experiential base I thought was amazing. And, he runs on real good instinct.

Now how long did that service last?

(T2) About an hour, hour and a half.

Teacher 3, when these fellows were speaking you seemed like you wanted to say something else?

(T3) No, well actually, I knew the situation that teacher 4 was talking about. Uh, actually, you know, the first time I met him actually, was when I um, he said um, he said, I'm coming into this district and I know there's a lot of problems here. He asked me one question, he said: are you a solution to the problem or are you part of the problem? That's what he asked me. I was like, well I hope, I hope, I hope I'm a solution to the problem. But, you know, I did say that. I mean, that to me was ... he was straight up. That was just one of those things that just stick in your mind. The first question he asked me.

You have something else you want to add?

(T4) I think key to everything we have said here is what speaker number 2 had said, in fact, alluded to is that he's human. He's not a robot. Here's the type of person, when he asks you how you're doing, He's always asking you how you're doing, he's not just asking that to be nice, he's like the rest of us. He's not playing some role.

Is there anything that any one of you would like to add to those previous comments?

Okay, do you think there's anything built into a school system that encourages teachers to trust principals?

(T2) Well you have to trust them to a degree because they're your superiors. And they've had to go through the same training you have, and additional training, and part of that training hopefully is management. So they know how to manage. Uh, the question is can they be trusted with that management. Unfortunately, not all of them can. Uh, in my experience I've seen that. Some have tried the position and didn't like it. They could have been trusted, they just didn't like the position. And some have, unfortunately, moved on to positions of higher responsibility and still can't be trusted. That's a, that's a sad thing. Like I said before, they tend to become robotic about it and see that ...it sometimes seems like they lose the focus of who they are, who they were, and what it is that they're doing, and it seems to be that the job is more about them rather than focusing on kids.

Any other comments? Anything else I need to know about how this principal starting building trust?

(T2) I think he started by, if I'm stepping on any toes here just say so, um, he started by showing up before school was finished last year. Uh, he also didn't, when he interviewed for the job, he didn't come in like it was life and death which is why he wasn't slick about ...he's ... here I am. And when he was given the nod, he was in here two or three weeks of last year trying to get a feel for everything, and seeing what situations existed, what needed to be changed, uh, unfortunately he wasn't left with a good, holding a good hand, so he had to re-deal the cards and shuffle things out. He's solved an awful lot of problems in a short amount of time. And I think he's solved them effectively. There are ways and there are ways. I think he's done it effectively, and I think they are positive results from all those situations and he's a better guy for it. We're a better staff for having him. Ah, he's really good.

(T3) True

(T4) Yeah, most assuredly.

(T2) I think he's also a good liaison between the superintendent and the faculty. Uh, superintendents can be more board oriented rather than teacher oriented and when that occurs, hopefully somebody steps in as the liaison like that. He's done a real good job.

Okay, go ahead teacher 4.

(T4) I would say he's good also at self assessment. He always asking us some question, us teachers, about himself, or one of the other teachers, just generally ask things, but I think he's definitely after self-improvement. He's asked me some pretty strange questions, and I don't know why, but he still asks them though, and you wonder why, but like obviously he must care and wish to bring himself forward to get better at what he's doing. We had this whole discussion on leadership and what makes a leader. And obviously he must be pushing to be a better leader or we wouldn't be having that discussion.

(T2) I think #3 said it earlier when he has a situation that needs a resolution he'll ask just about everyone involved. He'll get everybody's opinion, take, on it before he'll make his decision. As he has said multiple times when he's made decisions about our English department, he says, I'll ask you what you have to say, um, I'll take it into consideration, but don't be offended if the decision is what you told me. You know, it's for the group.

Well, I would really like to thank you for being part of this today. I appreciate your time, I know it's not easy to take time out. I certainly learned a lot, and what I'm going to do, is that I'm going to leave you an envelope with my address and a stamp on it, if there is anything else you think about after this meeting that I need to know, jot it down on a piece of paper, type it up, whatever, and you can mail it to me, and I'll include it in my data. And as I said to your principal earlier, although your names will be kept confidential, I will be referring to you as teacher 1, and teacher 2, and that kind of stuff. When my dissertation is published, you are certainly welcome to read it if that is something that interests you. I've certainly learned a lot speaking to the principal and to all of you, and again, I appreciate your time.

Appendix H

Coded Transcript from High School

Question 2 – Principal

<p>Q2: Think back to when you first started working here? What were your first impressions about the teachers?</p> <p><i>(no first impressions)</i></p>	<p>Text: Hmm...I don't know if I could mention a single thing...</p> <p>-all eventful.</p> <p>-all challenging.</p>
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Teachers:

<p>Q2: Think back to when you first started working here? What were your first impressions about the principal?</p> <p><i>(Initial Trust)</i> <i>(instantaneous)</i></p> <p><i>Confirmed in day to day</i></p> <p><i>Fair</i> <i>Let's situations develop</i></p> <p><i>Sees all angles</i></p> <p><i>Tries to judge everything</i></p> <p><i>Understand where people are coming from</i></p>	<p><i>(moved from end of transcript)</i></p> <p>I don't even know if I can give you a particular instance, but there was a feeling that I had that was from that interview that this was a man to be trusted.</p> <p>Okay. Can you explain what that was that gave you that feeling.</p> <p>No, it was something intangible; it's just a feeling that I had with Principal A.</p> <p>Just the day to day of what I see in, and how he carries out what he intends to do. And things like that.</p> <p>- he's very fair.</p> <p>-he tries to sit back and let a situation develop</p> <p>- then he tries to see it from all angles before he actually jumps into it.</p> <p>-he really tries to judge everything, you know</p> <p>-to really understand where people are coming from.</p>
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<p><i>Initial Trust</i></p> <ul style="list-style-type: none"> - <i>instantaneous</i> - <i>presence</i> - <i>confidence</i> - <i>honesty</i> - <i>looks you in the eye</i> - <i>Follow-through</i> - <i>forthright</i> - <i>man of his word</i> - <i>follow-through</i> - <i>Moral Leadership (?)</i> - <i>honesty</i> - <i>Teacher disposition</i> 	<p>- I, too, was on the interview committee, and I probably formed my opinion of him in the first ten seconds.</p> <p>I could just pretty much sense the way he was. Uh, he has a presence.</p> <p>He has a confidence.</p> <p>He has an honesty.</p> <p>Uh, looks you in the eye.</p> <p>Uh, he tells you what he's going to do and then he does it.</p> <p>he's very up front with you, and like these people have said here,</p> <p>he's a man of his word.</p> <p>In various situations, he'll do whatever it takes to fulfill whatever he said he needed to do.</p> <p>he came in, uh, with his ethics, and his morals, and his goals that he wanted to accomplish.</p> <p>Ah, I would say honesty. This is what has come up before. That for me is really key.</p> <p>I gotta say that I have a natural tendency to trust people when I first meet them. I am more than likely to trust someone when I first meet t them than a lot others.</p> <p>Um, for me any time that he is very open,</p>
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<p><i>- forthright</i></p> <p><i>- Accessible</i></p> <p><i>- forthright</i></p> <p><i>-Presence</i></p>	<p>any time you ever go to speak to him, like the others said, he is very open, he will tell you like it is, whether it's good, bad or ugly, you'll get the truth, um, or at least as much of it as he can possibly tell you.</p> <p>I never feel like I am bothering him when I go to him. It's always very open. He always has time in amongst, I am sure, a awfully busy day. He always has time to say something. He knows my name, I mean, that builds there, I've heard from a lot of other schools, you know that, that the principal there doesn't know your name, you're just a number. You don't feel that It creates a closer bond</p> <p>He just talked the way he talked. He wasn't slick in his approach.</p> <p>(T1) In fact, he was slightly unstudentlike at first.</p> <p>(T1) We saw ... Where I was sitting I could see at an angle, and it just said so much, the way he came across the room.</p>
<p>Q3: How do you respond to the concerns of your teachers?</p> <p><i>-Accessible (open door policy)</i></p> <p><i>- express needs face to face</i></p> <p><i>- hear voices</i></p>	<p>I like working with an open door. Uh, I mean literally an open door policy.</p> <p>So I made sure that everyone had access – that was number one.</p> <p>And when teachers expressed a concern I wanted them to express it verbally to me as opposed to e-mail</p> <p>I like to hear people's voices, so you can either call me on the phone, catch me in the</p>

<p>- <i>visible</i></p> <p>- <i>helpful</i></p> <p>- <i>Modeling</i></p> <p>- <i>Follow-through</i></p>	<p>hallway cause I'm visible in the hallways, or, or my door will be open so stop in to see me. So whatever those concerns are we try to discuss them.</p> <p>And I try to be helpful in as many situations as I can</p> <p>don't talk the walk, walk the walk.</p> <p>So when I tell a teacher I am going to do something, I do it. And I think after a few times with key teachers, they say "hey, this guy means what he says, and he actually follows through</p> <p>A good example would be the technology teacher and the two shop teachers.</p> <p>I can think of a math teacher, um, who didn't have appropriate textbooks in her class, and I said 'fill out the request and we'll take care of it.'</p>
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<p>Q3: How would you say your principal responds to your concerns as a teacher?</p>	<p>R2: Directly, immediately,</p> <p>R1: Fairly.</p> <p>R2: Fairly</p> <p>R3: Fairly</p> <p>R4: Fairly</p>
<p>Q3A: Can you, can you give me an example of how he addressed a concern that you had and, uh, I guess demonstrated, uh, you know, how he handled that concern?</p> <p><i>-follow-through</i> <i>- man of his word</i></p> <p><i>-listened</i></p> <p><i>-forthright about issues</i></p> <p><i>-listened</i></p> <p><i>-modeling</i></p>	<p>So, and he took the students, and he was a man of his word with the students. I think he really handled that situation amazingly.</p> <p>And, he.. he trusted me enough that I knew what I was saying that he redid the schedule.</p> <p>he was just forthright as he possibly could be.</p> <p>but he told me as much as he possibly could, he was always willing to take the time, you know, I'm not saying like five minutes to sit down with me. A lot of times, like, any ... I know myself and others too, he would sit down with us like fifteen, twenty minutes and just kind of talk it through with us</p> <p>- very calm, cool, collected. Very willing</p>

- <i>understanding</i>	to deal with us. Um, and very understanding of all we were going through.
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High School Interviews/Focus Groups

Question 4

Principal

<p>Q4: Can you, uh, think of examples of how your teachers show or don't show they trust you?</p> <p>-<i>comfortable</i></p> <p>-<i>helpful</i></p>	<p>comfortable coming to me with issues student issues, personal issues</p> <p>-a period to leave early. -they have a doctor's appointment -you extend yourself for them. -you cover the class they have to do when they have to leave early -you find them coverage – that goes a long way.</p> <p>as helpful as I can</p> <p>-make a teacher's job a little bit easier</p>
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Teachers

Can you think of an example of how the principal of this school can or cannot be trusted?	Find: <i>(text garbled)</i>
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High School Interview Q5

Principal

Q5: Now, do you feel that your teachers spend any time monitoring what you do? You know, like watching out for the principal?

-teachers monitor to share reciprocal information

-teachers open

TEXT:

I think there's probably key people in the building, they're like confidantes, veteran teachers that, that are willing to offer and share when things aren't going right.

You can look at your veteran teachers and see the ones who are ready to leave and retire and the ones that are still here and love what they're doing. And they're successful, not only because of , of total numbers, but just because of their attitude and other peoples' attitudes towards them. Um, so that pretty much [recognizes] them as being master teachers, or key teachers.

[they share information back and forth with you freely?

May be too freely, because they don't realize the responsibility and what goes on in this position. Their views a little bit narrow yet, but they're very open to share their opinions and feelings.]

Sometimes I don't make a decision, um, in their favor, or the way they feel it should go because they don't see the whole picture. But, they also understand that. You know, so it's very open

Teachers

Q5: do you guys feel like the teachers in this school spend a lot of time monitoring what the principal's doing?

- *no monitoring*

- *forthright*

- *addresses issues/conflicts*

- *addresses issues/conflicts*

Trust

- *forthright(?)*

R4: In my opinion, I would say no. Because he's not the type of person that I really...I have, I have confidence in him from the little bit we've seen. I like the way he does things. And I have confidence that that will continue. And I don't like, if someone had said, I forget which one on the panel said it earlier, um, he's like really straightforward, you know he's not slick...

R4: He's not out to get you, like I'm not afr... I'm always nervous, but I'm not wildly nervous if he walks into my room, or I see him doing something... because...because he's out doing his job. He's not out to offend somebody or do anything, at least in my opinion.

R2: I'm head of negotiations and am involved in the professional association, and I sort of have a little bit more of a handle, or different viewpoint, on what the administration's doing as far as keeping tabs on people. He does...he does attend to all the necessary affairs, and the uh, the questions, and obligations, and hotspots that come up. He does address them, he doesn't back down from anything. Which... has not always been the case here.

R2: He'll meet challenges head on.

And that's important to you as a faculty.

R2: Absolutely. And I think we all... uh, I can't speak for anyone else, but I have worked under several administrators, and I feel like I could **trust** him and know that if he were speaking on my behalf without my presence there, I could be confident in what he was saying.

<p><i>-consensus building</i></p> <p><i>-provides purpose</i></p> <p><i>-listens</i></p>	<p>R4: <u>Feeling about that is that we don't feel an us versus them type of thing, administration versus teachers, at least from my point of view. I don't... I don't get that feeling at all. I think that we all here for the same exact greater good, and that would be the furtherance of education.</u></p> <p>R3: I agree with that. Administration – wise, and principal-wise. I'm not saying the administration in general, but principal-wise, <u>I feel like he is on our side, at least he's there to listen to you.</u></p>
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Interview Questions HSQ6:

Principal

<p>Q6: how do you think your teachers would rate you in the area of competence?</p> <p><i>-6/7(?)</i></p> <p><i>- I have a lot to learn (Humility?)</i></p>	<p>TEXT: Depending on what area. I don't know... I don't know. On a scale of 1-10?</p> <p><u>Six, seven.</u></p> <p>My own personal perception is that <u>I have a lot to learn</u> – the master schedule, um, guidance – I am also the director of guidance. We don't have a director of guidance either. Communication. They'd probably say I'm a good first year principal, I would think.</p>
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<ul style="list-style-type: none"> - <i>Provides purpose</i> - <i>Student centered</i> - <i>People oriented</i> <p><i>Being in class</i></p> <p><i>Dealing with students</i></p> <p><i>Budget constraints</i></p>	<p><u>I would think they would say that I am student centered and people oriented. That I care about kids, and educating kids, that I truly do care about staff and value them, the staff.</u></p> <p>I remember being in the classroom and dealing with what they deal with every day.</p> <p>what it means for them for there to be budgetary constraints</p> <p>Working with difficult students.</p> <p>I feel that they probably feel that they're supported in that if there is a parental issue or a student issue, that they're going to get backing.</p>
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Teachers

<p>Q6: where would you rate this principal in the area of competence?</p> <p><i>-very highly rated</i></p> <p><i>-willing to work with principal) cooperative?</i></p>	<p>R2: I'd say very high. Um, he's walked into a firestorm on many, many levels. Uh. He's kept the wheels on. Uh, he's learned so much and we had a lot of tragedies this year. Bad situations. <u>I think he's come through with flying colors.</u> Um, he does, he does extremely well with people, and I think that's because of the trust factor. I think the kids detect that as well. <u>And...and people are willing to work with him, and for him, and give him latitude when he needs it.</u> If a deadline isn't met for whatever reason, it's because there are so many extenuating circumstances this</p>
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<p>- <i>real leader</i></p> <p>-<i>consensus building</i></p> <p>- <i>personal relationships</i></p> <p>- <i>open</i></p> <p>- <i>forthrightness</i></p> <p>TRUST</p>	<p>year. If next year is anything close to what normal would be, or what normal is, he'll probably be bored. It's just...too many hours he's spent here I'm sure.</p> <p>R3: I really agree</p> <p>R3: <u>He's a leader. He's a real leader.</u> Um, and I mean you can see it how he takes over a room the way he's supposed to as principal.</p> <p>R3: I don't mean it like being a dictator style. I mean by pulling, <u>by pulling everybody together in more of a sewing style. Where he sewed everybody together. A unifier. And I think he's a good unifying force too.</u></p> <p>R2: Um, <u>by developing a personal relationship with people... I mean, he starts to... I mean he's open with you and so it allows for people to be open with him. Many of these are straight up with him the way they should be. I like that. And it develops that trust.</u></p> <p>R4: I would say for example, I would say dealing with the student walkout. A few days before was actually the Board meeting when they were going to get rid of teachers and so on and so on and so forth. He'd come to me and said, you know I heard talk about students, and I said, 'so have I obviously.' 'I know who they are and like I could tell, like we talked about before, he's a trustworthy person. I know pretty much, he explained to me pretty much how he was going to deal with it. He pretty much just wanted to speak with them, and he wanted to let them know that what they intended to do was okay. But just be smart about what you do. He came into my eighth period class because that was where some of the ringleaders were, and he spoke</p>
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<ul style="list-style-type: none"> - <i>knows kids</i> - <i>knows people</i> - <i>Thinks on his feet</i> 	<p>to them. I spoke to them, we went over, it became like a basically civics type of discussion on what you can do and can't do. And he was for them protesting and showing that they were unhappy with the board decision. And I think the way he handled that that day was good because he allowed them to do what they needed to do and they could come back in and not get restrictedI think he handled that very well because he was allowing them to do what they needed to do. I don't know how many people allow that to happen.</p> <p>R2: <u>Well, I think he know kids, he knows people. He knows how they tick. And I asked, I told him that I thought it was a great idea pulling the fire alarm to get everybody else out.</u> Um, and he let everybody say what they had to say, um, and he got them to do what he wanted them to do. Like Number 4 said, not everyone would do that.</p>
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HSInterviewsQ7:

Principal

<p>Q7: what kind of faith do you think that teachers have in your integrity?</p> <p><i>-high faith in integrity</i> <i>-Forthrightness</i></p> <p><i>-no plan for integrity</i></p>	<p>TEXT: I would say pretty high. Yeah, I would say they have faith in that. That if something went down or <u>if something were happening that they would get an honest shot no matter, no matter what it was.</u></p> <p>Now is this something that you tried to cultivate with them?</p> <p><u>Nah, it's just black and white. I just say it the way it is. Sometimes too abruptly...</u></p>
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<p>-Moral leadership</p> <p>- Addresses issues/conflicts</p> <p>- people oriented</p>	<p>painfully so. So cultivate I don't know. <u>There wasn't a plan to build that.</u></p> <p><u>Okay, it's more of who you are?</u></p> <p>Yeah. I think so. Yeah, even if it's painful I give it to them straight.</p> <p>Has that backfired on you?</p> <p>Yes, as a matter of fact, I just saw the superintendent on that. <u>She said sometimes we're a little too honest, sometimes we're a little too straightforward where we could take a step, and I think I might do that in the future, just say, step back and think it through a little more, and maybe not sidestep an issue, but not address an issue head-on all the time.</u> Maybe that's the athlete in me...</p> <p>And maybe it's a male thing too that you just want to take and solve a problem and bowl people over as opposed to maybe gently walking through a side door. Yeah, it definitely has backfired, and I can't think of an instance, but I know it has. Personnel issues, um, maybe, when we told the people they weren't coming back due to budgetary reasons, <u>we probably could have taken a little bit softer approach on it.</u> <u>Yeah. Or maybe we didn't need to tell them on it right away.</u></p>
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Teachers:

<p>Q7: What kind of faith do you have in this principal's integrity?</p> <p>- all teachers agree he has high integrity!</p>	<p>R2: One hundred percent. Being here thirty four years, you can imagine how many I have gone through Uh, we've gone from the bottom of the barrel – sleazy – all the way up to people with a lot of ... with high standards. And I ...uh... I ... handles all things with integrity and I think</p>
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	<p>that's where he is.</p> <p>R2: Yes. Yes.</p> <p>R3: I agree</p> <p>R4: I agree also.</p>
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HSInterviewQ8:
Principal

<p>Q8: How much information do you share with your teachers about what is going on?</p> <p><i>-open</i> <i>-needs everybody's help and opinion</i> <i>- consensus building</i></p>	<p>TEXT: I try and share as much information as I possibly can. Unless it's confidential material that I can't share. I try and keep them as informed as I possibly can. Because we are so lean administratively here, that I need everyone's help and everyone's opinion.</p>
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Teachers

<p>Q8: how much information does this principal share with you about what is going on?</p> <p><i>-moral leadership</i></p>	<p>R2: Sometimes more than he should, I think.</p> <p>R2: I could but I don't think I should. I'll just leave it at that. Because there are some ongoing situations here...uh...that uh...probably he's told us more ...I know he's told us more than other principals have, would have rather, and the only reason that he does that is because he empathizes with the people that are involved. <u>He wants everybody to know how straight-up and honest he is with them.</u> You know, it's not , it's not a façade or an act he's putting on, it's just the way he is. <u>It's Just who he is.</u> We've been in other</p>
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<p><i>-moral leadership</i></p> <p><i>- open</i></p> <p><i>- forthrightness</i></p> <p><i>very personable</i></p>	<p>situations like this, I've been in other situations like this before and seen it handled very differently. Not a, not so ... I'm not sure of the word I'm looking for.</p> <p>R2: <u>He's a stand-up guy as far as I 'm concerned.</u></p> <p>R3: there's certain situations here that have developed that are really out of his control. And he probably does tell a little more than he should to us. But it's really just to comfort us and, you know, and to put our nerves to rest. Especially as non-tenured teachers.</p> <p>R4: Hopefully it means exactly what they just said, that he honestly must trust us; otherwise, I don't think he would have told us. <u>I'm not saying I have some pile of information, but like the one specific instance I have in my head, I mean, yeah he probably shouldn't have told me, but shrew, it made my life a lot better and I certainly didn't go around and like go print up a newspaper about that he told me.</u> So, Um, he's <u>very personable</u> He works at it.</p>
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HSInterviewQ9:

Principal

<p>Q9: what was it that made your teachers decide to trust or not trust you as a first year principal?</p> <p><i>- don't know</i></p> <p><i>- open</i></p> <p><i>- follow-through</i></p> <p><i>- Straight shot</i></p>	<p>Text: I don't know, I don't know that that's something I can answer. I think it's only something that can be answered by the staff. I don't know if they do or do not. Umm, I seem to feel that they do, um, but <u>it's basically because I give them the straight shot, I give them an honest answer, and I follow through with what I say I am going to do.</u></p>
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Teachers:

Q9: Think back over this past year. Can you think of one thing that this principal did that made you want to trust him as a leader in the school?

- *follow-through*

R3: Okay, yesterday actually finally, um, my teacher certifications from the State of New Jersey got all screwed up again. Which I figured would happen because that's my just my luck. Um, and he said he would take care of it. And um, this was back in March when everything was going wrong with the teacher cuts and stuff, so I was, I was under the assumption that I would be the one cut because my paperwork is not completed and something got screwed up somewhere. So uh, he said he'd take care of it. And finally, yesterday afternoon, he took care of it. He let me know. So, I was, I was happy to hear that, you know It was just reassuring. So uh, he's a man of his word. Yeah, he stood behind what he said he was going to do. So, I was happy about that. There's a lot of other situations.

R4: It's a lot. Just a ...I mean, it's a lot. A lot of situations happened this year where it's usually not a classic high school situation. And uh, I 'm just looking back over the year. I mean, the poor man, I'm surprised he didn't have a stroke, with all the stress he's been under, cause I mean, it's just one after another, he's just getting hit in the head. Um, and he's just handled it so well. And that to me, that's confidence – he knows how to do it.

R3: Ahhh, I don't know, Ahhhhh ...it's just here's situations where we had a few deaths... student deaths...parent deaths...ah, we've had budget crises... we had ...what else have we had? In every single one, there's a unique way to deal with them. There's certain times when you deal with a student death. There's certain ways to deal with a student death. Even though I am very new at teaching, I've seen a few, a few times where a student dies,

-forthrightness

plenty of times actually, but every principal deals with it differently. But the way he dealt with it, everything was, I mean he was straight up. He was straightforward with the staff, letting the staff know, uh... I'm trying to think how else. I thought he was very professional about it to let people understand what was going on, he didn't go over the loudspeaker and announce it, like some principals have. Um, he also, I don't know, I mean, he had the kids that were directly affected, they were allowed to go out of class, now. Some of the other kids took advantage of that, but obviously ...I just see him doing that and it just, the way he dealt with it was very professional, and I thought it was...good. I thought he did it well.

- teachers can be themselves?

R4: from the very first time that I met him, I've always felt that, and I'm usually very much who I am, very much an individual, and I don't try to hide it, I don't have to put on a fake face around him, and I don't have to take on a different attitude around him. I can be who I am. And that's totally acceptable. There's nothing unprofessional about it, there's nothing unacceptable about it, I can be who I am, I don't have to, you know, I don't have to pretend like I'm always in an interview. I'm just...who I am.

R4: I guess a good example would be actually the first day that we were back to school at the beginning of the school year. They were doing this presentation. And uh, it was all about the new things that were going on at the school. Blah, blah, blah. And at one point comes up with new courses for this year. And one was, and this was specific just for me, and two other teachers were involved. Um, a new swimming related class was running for the year. This was simply because myself

and two other teachers were kayaking and had a 911 call and had been involved in some interesting waters earlier that month. And he took that very lightly and put it up there and like he was able to razz them, he wanted to hear the story. Like, that was right away I felt kind of like at ease already with him cause it was like oh my God, someone knew, and someone knew that we had to deal with him. Cause now someone...

No, you knew right away, he was very easy going, but everyday, he could crack a joke. That, to me, is all important. He can take a joke, and he can give a joke.

R2: Um, I talked to him Thursday and Friday and he said. Uh, I remember he said, uh, he said, I didn't take this class in graduate school on how to handle deaths of students. Um...and uh, he had this memorial service, and I hadn't really noticed it that much, but he realized that there was a lot of healing that needed to happen. And at that memorial ser... first of all we had this memorial service, and, and, he put the music, the vocal/instrumental teacher in charge of it who sort of has a church background. So he, eh slanted it that way, you know, and it wasn't overtly religious in that aspect, but it was an excellent time, and then everyone had a chance to speak and say what they had about this boy who died, etcetera, et cetera. And, it was a very good closure ceremony. And I think we all got to see a real compassionate side of him that was espoused through his humanism. Honestly and deeply concerned about all of us, and, and, besides this individual student, but everybody else and how so many other student, parents, and teachers were hurting on this and needed some closure on this. And for him to do something like this far beyond the bounds of what it was that he.. that was in his known experiential base I

- *personal side, compassionate*

<p>- <i>pre-knowledge/pre-visit</i></p> <p>-<i>he's human</i></p> <p>-<i>authenticity</i></p>	<p>thought was amazing. And, he runs on real good instinct.</p> <p>R3: No, well actually, I knew the situation that teacher 4 was talking about. Uh, actually, you know, the first time I met him actually, was when I um, <u>he said um, he said, I'm coming into this district and I know there's a lot of problems here. He asked me one question, he said: are you a solution to the problem or are you part of the problem? That's what he asked me. I was like, well I hope, I hope, I hope I'm a solution to the problem.</u> But, you know, I did say that. I mean, that to me was ... he was straight up. That was just one of those things that just sticks in your mind. The first question he asked me.</p> <p>R4: I think key to everything we have said here is what speaker number 2 had said, in fact, alluded to is that <u>he's human.</u> He's not a robot. Here's the type of person, when he asks you how you're doing, He's always asking you how you're doing, he's not just asking that to be nice, he's like the rest of us. <u>He's not playing some role.</u></p>
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HSInterviewQ10:

Principal

Teachers

<p>Q10: do you thing there's anything built into a school system that encourages teachers to trust principals?</p>	<p>R2: Well you have to trust them to a degree because they're your superiors. And they've had to go through the same training you have, and additional training,</p>
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<p><i>-principal not like this</i></p> <p><i>-Provides purpose</i></p> <p><i>-Pre-Visit/PreKnowledge</i></p>	<p>and part of that training hopefully is management. So they know how to manage. Uh, the question is can they be trusted with that management. Unfortunately, not all of them can. Uh, in my experience I've seen that. Some have tried the position and didn't like it. They could have been trusted, they just didn't like the position. And some have, unfortunately, moved on to positions of higher responsibility and still can't be trusted. <u>That's a, that's a sad thing. Like I said before, they tend to become robotic about it and see that ...it sometimes seems like they lose the focus of who they are, who they were, and what it is that they're doing, and it seems to be that the job is more about them rather than focusing on kids.</u></p> <p>R2: I think he started by, if I'm stepping on any toes here just say so, um, <u>he started by showing up before school was finished last year. Uh, he also didn't, when he interviewed for the job, he didn't come in like it was life and death which is why he wasn't slick about ...he's ... here I am. And when he was given the nod, he was in here two or three weeks of last year trying to get a feel for everything, and seeing what situations existed, what needed to be changed, uh, unfortunately he wasn't left with a good, holding a good hand, so he had to re-deal the cards and shuffle things out. He's solved an awful lot of problems in a short amount of time. And I think he's solved them effectively. There are ways and there are ways. I think he's done it effectively, and I think they are positive results from all those situations and he's a better guy for it. We're a better staff for having him. Ah, he's really good.</u></p> <p>R2: I think he's also a good liaison between the superintendent and the faculty. Uh, superintendents can be more</p>
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<p><i>-on being a leader</i></p> <p><i>- consensus building</i></p> <p><i>- seeks input</i></p>	<p>board oriented rather than teacher oriented and when that occurs, hopefully somebody steps in as the liaison like that. He's done a real good job</p> <p>R4: I would say he's good also at <u>self assessment</u>. He always asking us some question, us teachers, about himself, or one of the other teachers, just generally ask things, but I think he's definitely after self-improvement. <u>He's asked me some pretty strange questions, and I don't know why, but he still asks them though, and you wonder why, but like obviously he must care and wish to bring himself forward to get better at what he's doing.</u> <u>We had this whole discussion on leadership and what makes a leader. And obviously he must be pushing to be a better leader or we wouldn't be having that discussion.</u></p> <p>R2: I think #3 said it earlier <u>when he has a situation that needs a resolution he'll ask just about everyone involved. He'll get everybody's opinion, take, on it before he'll make his decision. As he has said multiple times when he's made decisions about our English department, he says, I'll ask you what you have to say, um, I'll take it into consideration, but don't be offended if the decision is what you told me. You know, it's for the group.</u></p>
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: HSIInterviewQ11:

Principal

<p>Q9: what was it that made your teachers decide to trust or not trust you as a first year principal?</p> <p><i>-forthrightness</i> <i>-follow-through</i></p>	<p>Text: I don't know, I don't know that that's something I can answer. I think it's only something that can be answered by the staff. I don't know if they do or do not. Umm, I seem to feel that they do, um, but <u>it's basically because I give them the straight shot, I give them an honest answer, and I follow through with what I say I am going to do.</u></p>
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Teachers:

<p>Q9: What was it that made you decide to trust or not to trust the new principal?</p> <p><i>- forthrightness</i></p> <p><i>-initial trust</i></p> <p><i>-teacher disposition?</i></p>	<p>R3: I think the verdict is still out; I mean, we're developing a relationship right now, but it's not officially a trust relationship, it's more of a 'we'll see how he reacts and responds to different situations. So the verdict is still out on the trust issue. It's not you don't trust him, but fully trust? No, it's not there yet.</p> <p>R1: <u>The trust factor also needs him to be a man of his word. What he says to you, where he is, he tries to address to his full amount. Anything I have approached about this year, he's come through. Trust? Yes, I do trust him.</u></p> <p>R1: <u>I was on the interview committee last spring, and during that interview, I, I don't even know if I can give you a particular instance, but there was a feeling that I had that was from that interview that this was a man to be trusted.</u></p> <p>Okay. Can you explain what that was that gave you that feeling.</p> <p>No, it was something intangible; it's just a</p>
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feeling that I had with Principal A.

And has something happened this year that confirmed that feeling?

Just the day to day of what I see in, and how he carries out what he intends to do. And things like that.

R4: I think he's very fair. I mean, I mean, he's very, he tries to sit back and let a situation develop and then he tries to see it from all angles before he actually jumps into it. He really tries, he really tries to judge everything, you know, to be fair about everything, to really understand where people are coming from. So, umm, I mean that's great, that's a great step to, um, trust, for me.

R2: I, too, was on the interview committee, and I probably formed my opinion of him in the first ten seconds. We were in this very room. And he sat in those chairs over there, and I could just pretty much sense the way he was. Uh, he has a presence. He has a confidence. He has an honesty. Uh, looks you in the eye. Uh, he tells you what he's going to do and then he does it. Um, and I think that also comes from his background. In the past, he's very up front with you, and like these people have said here, he's a man of his word. In various situations, he'll do whatever it takes to fulfill whatever he said he needed to do. He doesn't... he didn't come in with an agenda, he came in, uh, with his ethics, and his morals, and his goals that he wanted to accomplish. He doesn't seem to subscribe to a philosophy of the broom sweeps clean. Like the other three said, he definitely gives us trust initially, and he has allowed teachers to do the best that they can without too much decision by him. And then, you know, you know, when you do well, he'll reward you

and tell you that. That's the way it should be.

Ah, I would say honesty. This is what has come up before. That for me is really key. I gotta say that I have a natural tendency to trust people when I first meet them. I am more than likely to trust someone when I first meet t them than a lot of others. Um, for me any time that he is very open, any time you ever go to speak to him, like the others said, he is very open, he will tell you like it is, whether it's good, bad or ugly, you'll get the truth, um, or at least as much of it as he can possibly tell you. That's what gets me a very good feeling. Like the teacher 2 said, he'll tell if you do good, he'll tell you if do bad, He never... it never feels like, especially for a second year teacher, I never feel like I am bothering him when I go to him. It's always very open. He always has time in amongst, I am sure, an awfully busy day. He always has time to say something. He knows my name, I mean, that builds there, I've heard from a lot of other schools, you know that, that the principal there doesn't know your name, you're just a number. You don't feel that It creates a closer bond. So...

Many times it seemed like they said what they thought we wanted to hear. He just talked the way he talked. He wasn't slick in his approach.

(T1) In fact, he was slightly unstudentlike at first.

(T2) O yeah. Definitely.

(T1) We saw ... Where I was sitting I could see at an angle, and it just said so much, the way he came across the room.

HSInterviewQ12:

Principal

<p>Q10: how would you define trust?</p> <p><i>-sharing</i> <i>-caring</i> <i>-sympathetic</i> <i>-empathetic</i> <i>-honest</i> <i>-dependable</i></p>	<p>TEXT: Trust has to be mutual I guess. How would you define it? I've never given it much thought. <u>Um, I guess it would be sharing, it would be caring. It would be sympathetic, empathetic. I would throw the word honest in again. All those things. Dependable.</u></p>
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Teachers:

<p>Q10.) How would you define trust?</p> <p><i>-bond</i></p> <p><i>-reliability</i> <i>-faith</i> <i>-mutual respect</i> <i>-competence</i></p> <p><i>-time for trust to develop</i> <i>-interaction</i></p> <p>- <i>early stages of trust</i> - <i>trust is just there</i></p>	<p>R2: I think trust is a <u>bond</u> that develops between two or more people that relies, I want to say, depends, depends on that other person to stand up for you, to speak for you ,and vice versa. If you're placed in a difficult situation, and you have trust, and the other participant ...I think <u>reliability is factor ... you have faith. The element of faith is there on both sides of the story as well. Mutual respect. Acknowledgement of competence.</u></p> <p>R3: <u>You need time to develop a bond. You need[interaction] to develop that trust.</u> It takes some time, possibly more than a year. So...</p> <p>R4: <u>In addition to what they said, I just say, the demeanor in which the person handles you. Trust as far as difficult things. At the early stages like he said, it does take time for trust to come to fruition. It's not something that I can feel right away, but you can get a feel for it right away even though it remains unspoken, and</u></p>
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	<p><u>unwritten, but it's just there.</u></p> <p>R1: <u>I would agree with all of the statements that have been made just as teacher number three spoke. It takes more than a year for that trust to be established. Certainly in that second year, skepticism and cynicism must diminish.</u></p>
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HSInterviewQ12:

Principal

<p>Q11: Is there anything else that you would like to add while you were talking that you would to add that you feel is germane to this conversation?</p>	<p>TEXT: I just think probably every school is a little different as far as building that trust and that relationship – it depends on the players. I think the players here, um, really had issues with former administrators where they were allegedly lied to, or they promised things and there wasn't follow through. So they were really skeptical, um, to maybe even see some action. But they saw very little action before so really I walked into a good situation. The place was in turmoil, there wasn't a lot of continuity or consistency. And perception is reality.</p> <p>I mean, make sure that you're real clear about that. 'I don't know if I can do this.' Or, 'I'll do my best to get that through' Or, 'I need to talk to someone before I can make that decision.'</p>
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Appendix I

Interview Transcript with Elementary School Principal

Thanks for taking the time to discuss your first year and trust building. As a researcher, I am interested in learning about your new experience here specifically related to your relationships with your teachers..

I am interested in how a new principal begins trust with a new faculty. I am interested in your perceptions and experiences about your attempts to build trust. The following questions were developed to prod your thinking and render me with insights into the trust development process. The information you provide will be confidential. There is no right or wrong responses

I am tape recording the session because I don't want to miss your comments. All comments made here are confidential. I am just as interested in negative comments as well as positive.

There may be times when I ask you to expand on information you provide me. Or, you may want to add more information to something you already said.

Okay, it's time to begin. Ready?

I'm ready!

Alrighty! Tell me how long you have been working here.

I started working here in 1978 as a basic skills teacher.

Okay.

At the *blank* school .

And when did you actually come to this building? How long have you been in this building?

Actually I taught in this building for one year. When I came back from a maternity leave, I taught second grade here for one year. And then I went back to the upper elementary school for the rest of my career.

Okay.

And then I returned here on July 1st of '03.

So you've been here about how long?

Twenty-six years.

I mean, as a principal in this building?

Less than a year.

Less than a year.

Hmm-mm.

Okay, so that would be about eleven months at this point?

Correct.

Okay.

Um, think back to when you first started working here, and over the course of your first year, what were your impressions about the teachers that you had on staff here?

The teachers here I found to be very nurturing people, they were very compassionate towards our students, parents, and also our staff. Um, they were always willing to work, they came in to see me immediately, um, actually they came into see me prior to me entering this building, they came in from the other building and welcomed me, um, with open arms. Um, I worked with a curriculum team over the summer, and I found that they were diligent, they wanted to get the most out of their kids, and they wanted to improve their education as much as possible.

Okay, so if you could sum that up in one word about the teachers with your arrival here, that would be ...?

Outstanding.

Outstanding?

Um-hmm.

Okay, and interested in working with you?

Very interested in working with me. I was their professional development committee chairperson so I did have a lot of contact with them on a professional development level, and they were interested in how I was going to continue in that role, or if I was going to continue in that role because they were really, um, wanting to improve their own staff as teachers, and they were unsure who was going to take over that position as their leader...

Okay.

...for professional development.

Now as a first year principal there's a lot of things that you learned along the way. Were they any areas that caused you to be concerned about...uh...

Yes, there were some inclusion teams that didn't get along, and I know that inclusion is a big thing now, um, in special education. And that was something that was told to me that

there would be some issues with some teachers, and that they weren't going to be working as a team. And so that was one of my concerns.

Um-hmm. And so is that something that you dealt with in your first year?

Yeah, actually I met with each team, and um, I met individually with some of the teachers. I met as couples. And um, they expressed their concerns and what I did then was I set up some, um, professional development. I allowed them to go to different workshops and to just come in here and tell me what their concerns were. Some things have been ironed out. Others are not good.

Okay.

As far as the teams that haven't been working out, um, professionally, they just have different ideas as to where the students are going, um regular ed versus special ed. And so, two of the teams have been changed.

So you had, you had, to work on bringing them around to be willing to work together?

Correct. Correct.

Okay. And how do you feel that worked? How do you feel that's worked out?

Um, I think it's worked, I think they respect one another, I think they were able to hash out their differences, and understand that they are there to work for the kids, and therefore their utmost goal is to make sure that the kids are one hundred percent successful and that they can keep their differences out of the classroom. And, and, it has, it has worked.

Okay. Okay.

How do you respond to the concerns of your teachers?

How do I respond to the concerns of my teachers? Um, well, I have an open door policy. My door's open all the time. They come in and speak during their prep, they meet me after school or before school. Um, I haven't had too many instances where people have had to actually call me at home for different things. Um, but basically... I'm a good listener and I'm trying to resolve any issues that they have. Whether it might be with parents or staff.

Can you think of an example, a specific example, that uh, that you were involved in this year that shows how you demonstrated concern for a teacher.

Um, there were some scheduling issues with our mainstreamed students going out, uh, from teachers, actually one particular teacher felt that, um, she was being, um, being used

as an area to just put behavioral problems in her classroom, and I think basically she was not sharing her feelings with the child study team and the other teachers involved.

Okay.

So I tried to intervene and we all sat down, and it wasn't pleasant at times, but I believe that everyone's feelings were out on the table, and that she was perceiving things that really weren't intended to be that way.

Did you do anything else to intervene?

Just classroom observations.

Classroom observations?

Hm-mm.

Okay.

And they were all positive and she was a dynamite teacher. She did a great job.

Can you think of any other examples, or tell me more about this area of dealing with the concerns of your teachers?

We really haven't had any major issues. I have to say. I am sure that they're going to come up. But I haven't really had any this year.

So what would you say are most of the concerns your teachers focus on?

Inclusion.

Inclusion?

Hm-mm.

So that was part of the issue you knew about coming into the whole year?

Yes. Hm-mm.

Were there any other aspects of this inclusion thing where you had to deal with the concerns of the teachers during this first year?

Um, no, no, basically it was just some teachers didn't really want to do inclusion, and I told them that that's just the way it is, and we are going to work on it, and, and, we have to work together as a school district for the betterment of our kids. Um, I think in the past there might have been a rotation system, and that people were 'it's not my turn this

year,' or 'I did it three times and it should be somebody else's turn. And I don't feel that that's the way inclusion should be. I feel that kids should be placed with the teacher that's going to learn to do the best for them. And if you happen to be that teacher, that's the way it's going to be. And I think once they understood where I was coming from, then they understood the process a little bit better. I don't know if they actually agreed with it, but I think they understood it.

Okay, now when you told the teachers in these inclusion classes that that was just the way it was going to be, how do you think they perceived you as an administrator and a leader in the building?

I don't think they were happy at first, but I think their assignments were already given to them prior to me becoming a principal. So they were approved at the June Board meeting and I came on board in July. So there wasn't anything that I could do when September and October rolled around to change those assignments.

Okay, now was there anything that you did to work with this concern over the course of the year or was it basically an issue that you dealt with when you first started as a principal here?

It was a lot of professional development. I mean, they asked if they could go to various workshops on cooperative learning and collaborative teaching and I agreed that they should go. Um... (multiple phone rings) ... can you repeat the question? Cause I really got distracted.

Yeah. That's not a problem. Throughout the year, did you work to deal with this concern of inclusion or was it basically an issue that you dealt with when you first started as a principal here?

It was an ongoing concern. I mean, I had, I had grade level meeting every month with the grade level teachers and a lot of times things would be discussed there at the grade level meeting. And some teachers don't always open up in a group, but I made myself available for a meeting after the group or after school. Um, basically it was personality issues. I don't think the teachers had any problems working with the students or the parents, it was just working with a partner, and you know, they look at inclusion as a marriage, and you have to get along. And that was basically something that I tried to work on all year.

Okay.

And in some cases it worked. And in other cases two people just can't work together.

Hm -mmm.

And that needs to be addressed. Otherwise it does affect what they are doing with the kids.

Okay, how did you deal with that because them coming to you afterwards is another way, you know, of them showing you concern?

Hm-mmm.

How did you deal with those teachers who presented you with the personality issue kinds of things?

It wasn't easy. You know, a lot of times when they came to me after school, it was a complaint. You know – 'she did this' 'he did this,' 'they said this.' Um, and I basically said you have to talk it out because if you fester all this anger, you're not going to get anywhere. And in some cases the people were able to talk it out, and in other cases, they did their job, the inclusion teacher did their job, with very little communication. And that was bad, and that team was no longer working together...

Okay.

...for the next coming year.

Okay. So you tried to deal with the situation at hand, or make allowances for the following year so you didn't have a repeat of the problem.

Correct. Because I was afraid that it would really become an issue in the classroom, and they wouldn't be doing their best job.

Okay, and do you think the teachers valued the way you dealt with that with their concerns regarding inclusion?

I think they did. I didn't hear anything otherwise. I'm hoping they did. Um, both teachers that were in that situation are still going to be working in inclusion - one's a regular ed teacher and one's a special ed teacher – although they'll be working with different partners. And they've already met with those partners and set up even new programs for the following year. Two different grade levels.

Okay.

So I think it, I think it did end positively.

Now have the complaints been reduced from the beginning of the year?

Yeah, uh-mmm. Absolutely.

So no news is good news?

Right. Right.

Okay, I just wanted to make sure of that.

Yeah.

All right. Anything else about dealing with the concerns of your teachers in this inclusion issue that you might want to add?

I think that, um, they have to continue to have more planning time together. And I think not just with their colleagues. I think they need to plan with the child study team. And I think that that's something that I would like to work on for next year and talk to our special ed supervisor. That sometimes the child study team, you know, expects certain things to occur and they don't always communicate that information correctly, or adequately to the teachers involved in the classroom. Or, it's communicated via a memo and it really should be, uh, you know, a person to person kind of conversation to bring everybody on board. And I think that's just time constraints, and it's not always possible in the schedule, but I think it's very important and that's something, I think, that needs to be brought into that whole picture of inclusion.

Okay. So you, you, you feel that communicating with your staff is done better face to face?

Hm-mmm.

Rather than through memos?

Hm-mmm.

Okay. Okay.

That's the way I like to handle it. I think it's easier.

Okay. Anything else with that?

No, I think...I think one of the problems we have is that our child study team...we share our child study team with our other building. And sometimes issues come up and the case manager isn't always available. And so...that's... I have a little bit of an advantage because they're based here in my school, but if they're over in the other school on another case, then our hands are tied and nobody can make a decision as far as meeting... you have to wait for that other person to come over, so I'd like to improve that for next year. And I think that will help the situation with personality issues as well.

Okay. Good! Can you think of an example of how your teachers do or do not trust you?

Well ... I hope that they trust me. I mean...um... they're always willing to help if I ask for volunteers, they're lined up at the door. Um, I wouldn't say the whole staff, you know, four or five people, and different people for different jobs whether it's a

curriculum team meeting, whether it's a discipline committee, report card revision, I always seem to have people that are willing to have input, whether it's positive or negative, but they are there to support me. Um, they've sent me cards, you know, that kind of thing, encouraging, you know, doing a good job. I feel... I feel that they trust me. I don't think that they don't trust me, you know. I don't know if they would tell me that.

Okay, what are some of the things that the staff members have said to you to encourage you?

Keep going. You know, I think one of the things that was hard for me is that ... our, um our superintendent is a great man and this was his building and he was here for many, many years, and I think people thought that maybe I wouldn't make changes because he's still on staff here. And I think they, uh, at my faculty meetings and on all my staff agendas I always have as one of my agenda items Staff Concerns, Recommendations, and Ideas. And in the beginning I don't think they were giving up their ideas or sharing their concerns. And I think maybe they felt that if they wanted to make a change that I wouldn't go with that change. And I tried to explain to them that I'm here to listen and if we can do something better than what's been done in the past, not that what we did was wrong, but there's always room for improvement. And I think they opened up a little bit more and they're not afraid to be shot down if they come up with an idea.

Okay, so you feel there was a period of time when they were sort of checking you out?

Testing.

Testing you?

Yeah. Yeah.

Can you think of an example of how they tested you?

Um, no, not off the top of my head. Let me think. Um, well what I tried to do. Being I was a teacher in district for twenty five years before becoming a principal, I tried to see a lot of continuity of what would happen in the transitions from third to fourth grade. And... and ... sometimes as a teacher over there at the other building I would say "Why are they doing it this way?" you know over there at the primary school. So what I tried to do was to come on board and say "let's make it one, we're two schools, but let's try to make it one and have a lot of continuity and have a lot of similar things." Age appropriate though. And um, so I think they might have been testing me in that area as far as report card revisions, progress reports, and I never said what we did in the other school was better, but this is what we did, this is how you're doing it, what do you think? Should we keep it the same or change it? And there were times when we would keep it the same. You know, they were comfortable, it worked, why change it. Other times, changes were made.

So you asked for staff input?

All the time.

Okay.

Always.

Okay.

I always do.

And why do you do that?

Because as a teacher I felt that I wanted to have input into how a school ran as well. And I felt that I wanted to have ownership, and I think they should too.

Okay.

Um, I know sometimes as an administrator you have to make a decision. And you can take the input, you still have the final say. But I think it's important for them to know that they are part of the entire picture. You know, that they're the foundation for these students and for the parents. Especially here at the primary level. To give them that positive start.

Okay. Now were they used to having that input?

I believe so. I believe they were.

Do you feel like that changed their perception of you as an administrator by asking for their input?

Yeah, because I think that they thought that a new principal, a new administrator, maybe what's...what's it going to be like? Is it going to be her way or the highway...

mmm-mmm.

... kind of a thing.

Okay.

And that's just not how I am as a person.

Okay, now can you think of any other examples of how your staff might show that they trust or don't trust you?

(long silence)

No. I can't think (laughter). It might come to me later. (laughter)

That's fine.

Yeah, I know, I can't think of anything right now. No.

Okay, that's fair enough. Let's move on. (laughter) Um, do your teachers spend a lot of time monitoring what you are doing?

Monitoring what I am doing in what way? Like, what do you mean by that?

Well, sometimes there's teachers who watch and check and see what the principal's doing...

Hm-mmm.

...so they can do less than what they need to do. You know, as a ah.... as an ah...you know, a worker.

Well, you know, I don't think so. I don't feel that. They might be doing that. But I don't see that. I don't hear that from scuttlebutt or anything like that.

Okay, so there's really been no feedback from other staff members that somebody may not be doing what they are supposed to be doing?

Uh-mm.

You don't feel like, uh ...

You know I'm sure there are some teachers, I mean I know of one or two people, and the way I know that is as a colleague with them you hear things in the faculty room of teachers that do less than they should be doing. You know, and uh, as far as me monitoring them, what am I doing? I'm watching. I mean, I'm around. I mean the last couple weeks with my husband sick, I have to say I haven't been, but basically I was around as much as I could possibly be.

Okay, so you... you... you might feel then that your staff works because they want to make a difference with kids rather than having to do something that you've told them?

Yup. Hmm-mmm. Yeah. I really think that they're all dedicated and I think that if I wasn't here at the school the staff would do what they were supposed to do and they wouldn't be a hundred percent slacking off or anything like that.
Okay.

I don't think there's too many who actually take advantage. I mean I know human nature might be to take advantage, but I don't really see that here.

Okay. Okay. Um, how would you think that your teachers rate you in the area of competence?

I think they'd rate me high. I mean I think they think I'm competent. I think they were really hoping that I'd get the position. I think they value what I have to say. I think they...they... respected me as a teacher. I think they came to me for advice just as a colleague in the education building as opposed to being a principal. I mean, they've come to me now as a principal. I think they feel I'm competent.

Okay, can you give me an example of an area where, that they demonstrated their faith in your competence?

I'd say the area of discipline. You know, when they're unsure of what to do with a child they came to me and they were quite satisfied with what maybe my decisions were, after we talked about it Um, and parental contact.

Can you focus in maybe and give me an example there?

On discipline? I... we.. um... I 'm not really sure what ... not that I ... I know what they discipline code was here before but they didn't really have a, uh, another detention program. It that was, you know, you lost your recess kind of a thing. And I tried to implement, mainly because of the bullying, harassment, and intimidation policy that we have to have in place now, that we should have a more concrete discipline plan. And I think in the beginning they weren't sure if they were allowed to issue any detentions, we don't have an after school detention, it is really just a lunch recess detention, but it's documented so we have documentation if the kid makes a mistake or has an infraction and they were real hesitant at first, not that they weren't backed up before, I think they absolutely were backed up, but I think it's just handled a little bit differently because of the mandates, and I think they feel that I'm competent in the area of not being afraid to get on the phone and tell parents, 'this is what your child did and this is what we're going to do.'

Um-mm. Was there a specific incident that comes to mind that where you hadn't handled a situation and there was some concern on the staff about a discipline issue that, or maybe a first discipline that really cements a staffs belief that yeah, this person is really going to follow through on what the discipline policy says?

I did have the unfortunate experience of having to suspend some students this year from behaviors, um, and I think the previous principal would also have done the same thing, and I think they were happy to see that I followed through on that, that you know, these were bizarre behaviors, one was a threat, one was exhibiting violence in the classroom, that I wasn't going to back down as a new principal, that we can't let the kids... we have to be safe... everyone has to feel that they're safe and free and we can't have this kind of behavior in the classroom. I think they were happy that I had the strength, that I wasn't afraid to suspend...

Okay.

To suspend. I mean, I think you have to realize too, this is a kindergarten to third grade school, actually it's a Pre-K to third, so the behaviors here aren't as they are in the middle school or even in the upper elementary school, you know, and some things you have to look at age appropriately, and if a kindergarten kid does something, are we really going to suspend him. It's a learning experience, you know, maybe he didn't realize it, so STOP.

Hm-mmm.

You know, so. Um. My background is upper elementary. So, I...I.. I almost, not that I had to soften up, but I really had to look at it and say is this age appropriate, what are kids doing, is it a learning thing? Are we going to suspend right away or are we going to have other consequences prior to that? And I think they liked that.

Okay, so that's what you did with the discipline?

Yeah, I worked with our counselor. Our two counselors in our other school and our other principal and we came up with a, uh, basically a code of conduct. And we've tweaked it as we've gone along cause, you know, some things didn't work and, uh, recently we've had some issues in our third grade, it's a tough group of kids, these third graders and uh, superintendent came on board with it too and said we have to do something else. Um, we met with every third grade class, the three of us, and we explained to them what our expectations were and how some of them had disappointed us and you know, we've gone through these steps and it still isn't working and so we actually changed our discipline code and our bullying code of conduct from May 15th to the end of the year. And it probably will be in place come September. And we had an open forum with the kids, they were allowed to ask questions, um, you know, it was very open, they had comments, they were angry at certain things that were happening in classrooms, and we just sat down and we chatted with them, and we met with some parents, and uh, several others.

And teachers liked being part of that process as well?

Yes.

Okay, what kind of feedback did they give you on that?

It's working, they liked it better. In the classroom. You know and um, I mean it's strict now, if they have one infraction with their bullying and harassment, it's a detention which is what we had before, and then after that it's an in-school suspension, and then the third offense was off a school trip. Kids don't want to do that. And they want, they actually want peace in the classroom. They're not happy when things aren't going well.

So, um I think they really understood where we were coming from, and that we can't have this kind of behavior

Okay, so how would you say that the teachers perceived you through this action on developing the discipline code?

Kind of interesting. I guess as a good leader. Um, you know, someone who follows through. And just isn't going to say, oh, they're kids, it's the end of the year, let it go, we'll talk about it in the summer. I think they were asking for help. And it only took a day or two for us to get it together with our counselors and for all three of us to have a combined time to get the time. I wouldn't say it was chaotic, but I wouldn't say it was pleasant. And I think they were pleased.

And that's changed now, it's more under control?

Yeah.

And teachers feel like they can teach again?

Hm-mm, right Which, is what kids want too. You know, they don't like confusion in the classroom.

Right.

And when nobody buys into it, you have a big problem and you can't get anything done.

Right. Right. Can you think of any other areas that might demonstrate about how teachers might feel about your competence? Another example?

Maybe speaking to parents as a whole. Setting up PTA meetings. Um, telling the parents what our focuses are, what our goals are. We have a volunteer program here which is very successful, and it's really nice to have a lot of community involvement. We're very fortunate that we have, um, not only an excellent PTA, but a group of community members that come in almost daily and um, work with our kids. And um, come in here and talk to me about what their needs are and starting next year I am going to be the coordinator of our educational council. And um, I think that shows confidence, to be able to organize that. And it's a group of parents, it's, well, anyone in the community - PTA parents, anyone that lives in town, Board Members, staff, um, certain students - we've had high school students serve in the past, and you know run this committee and really, it's to get information about what's going on in our school, to highlight the good things, uh, we've talked about some of the problem issues and what their concerns are as far as community members, even business owners when they're employing our young students - what do they see lacking. You know, is it character ed, is it math skills, you know, is it critical thinking skills? Because that's, that's an issue, and you really need to know what's going on in the community.

Right.

And then we also have presentations that we do.

So involving the community members gives the staff members like what?

Well, they can see what I can do in action. The changes that I can make. And it also gives them a chance to highlight what they want highlighted.

Okay.

And this accounts for also, I've been a member of that council since its inception, and it's uh, we give them our textbooks, we met them when we're choosing the textbooks, and I'm going to continue that too. And let them go through them and see, you know, we have checklists that they fill out for Affirmative Action, you know, are all groups being represented, is the book biased in one way, you know, is it really tapping into what we want our kids to learn. So there's leadership in that role. I don't think everybody has those people skills.

Okay. Right.

You know.

I believe you!

(laughter) Well, it's hard. Because, you know, you're stepping from behind this desk, and it's not just, I mean, you know yourself, it's not just dealing with the kids and parents, it's dealing with the whole outside cause, you know, they're taxpayers, they want to know where their money's going, and they want to have input into their school. And when people buy a home in town, the first question is how are the schools. What's it like? Is it a friendly atmosphere? You know, is it an open door policy? Can we come in and look?

Um-hmm.

You know, and I think you need to have that.

Um-hmm. Okay. Good. Uh, what kind of faith do your teachers have in your integrity?

I guess they have high faith, good faith. You know, I think I'm showing them, I think just working with them for twenty six years I've proven myself. At least I hope I have. Um, you know, I'm not sure, I'm sure there's people that maybe don't like me, that don't feel I'm doing a good job, but I haven't heard that, and I wish that if they were, if they had any doubts that they would come in and speak to me about it. Or if they questioned my decision-making, then I feel they should come to me as a person. I think that's, I

think they owe that to me, and so that maybe I could change those behaviors if it's not working.

Hm-mm. Do you feel like you have behaviors that you exhibit that demonstrate your integrity?

I just think me as person. I think I've demonstrated that in my whole career... teaching...being a good person...being a leader...always available...being a good citizen...good people skills.

Can you think of an example?

NOOO! (laughter) I'm going to write two things down. Because you asked me two things I didn't know. Right now my mind is blank. What else did you say to me? You said something else before? Competence. I wrote that down before. Those two things I'll definitely get back to you on.

Okay.

Those are two things I'll definitely get back to you on.

All right.

These questions make you think?

Yeah. (laughter). Cause I feel like I'm saying the same thing. Did I say that already? Or was it totally different?

Would it make you feel better if I said to you that you're not saying the same thing?

Yeah.

Okay, you're not saying the same thing. (laughter)

I feel like I'm just talking in a circle. You know. However, we have a good connection with our students. They come back to work with us. They come back to visit. Um, they send letters... my husband and I both, and I think it's because we both work in the same district, I've had students and then he gets the students. You know we get invited to weddings, and you know their kids christenings and things like that. It's a very unique and close knit community, school community, and I think that the teachers that work here really do care about one another, and if there is an issue, that they care enough about that person to go to that person on a professional level. Even on a personal level, say hey, what's wrong. So there really aren't too many volatile things that are happening. Now would you say part of you coming in here was understanding the history of what you were coming into. You know, what people valued and didn't value?

I think it was easier for me then... I am sure if I changed districts and became a principal, I think the year would have been positive, but I think it would have been more difficult for me. There's a certain comfort level here because I knew a lot of the families, um, some of the families that are here now with young children were students here.

Um-hmm.

And they gravitate back to home. You know. That was a sense of comfort too, especially back to school night looking out into the sea of all those faces and recognizing a few and knowing that I was going to be okay, that they were going to help me through any crises.

Hm-mm.

You know, um, and there are some kind of decisions that are made that parents aren't happy with but you know, that's the code, or that's... that's the policy of the school, and you know we'll help you in any way we can, we're here to help your child, but we have to ... there are consequences. You know, and they usually walk out of the office okay with that. They're not happy with the situation, but they understand why we have to do what we do.

Right, right.

You know.

Okay, now do you feel like you have a handle on what your teachers value, or valued coming into the position?

Yeah, I think so. I met with them. I was hired June?...the very beginning of June. An um, I had an opportunity to come over here and meet with them, I was still teaching, you know come over on my prep, and just you know, just talk with them, and say, you know, how do you feel about this, and where do you think we should be going in the next five years, and they really liked it, they were very helpful, and they didn't hold back anything, you know, um, they were done in a positive way. And I don't know if they did it because they thought I'm going to be their principal, but I don't think so, I think really did it because they personally had a vested interest, and I think they wanted to see me succeed, and to have a better school.

Okay.

You know. I mean there wasn't even anyone else on the staff applying for the position, and I think that made it a little easier, um, I mean I think I would have been able to handle what happened to my husband where one of our teachers was promoted and he wasn't, and you know it becomes a difficult situation, but ... and it happened to the other principal in the other building, and professionally and even personally, I mean she's

helped me grow as a teacher. So it never really became an issue. It was like, well, you were the best person for the job and let's move forward.

Um-mmm.

And I think that's how I would have handled it if I had any kind of opposition.

Okay. Good!

Um, how much information do you share with your teachers about what's going on in the building?

What's going on, you mean confidential information, um, Megan's Law information, what kind of information, what... what ... what are you meaning here?

Information in general, it could be anything, you know, whatever you deem is appropriate to share with your staff, and how much information you share with them.

I share as much as they need to know. You know without getting into the nitty-gritty details. We've had a couple of things with the issues with the Power Plant, fear... we are the closest school to the nuclear power plant and um the... Oyster Creek came down and spoke to us about, you know, um, nuclear accidents and what could happen. And I did share that information with my staff because I felt that they needed to know that.

Hm-mm.

In fact, they ... they had such an interest in it that I arranged for professional development meeting for them to come down and they came down with a representative from the state police and um, informed them, this is the plan, this is what will happen, without getting into security issues because there were things they couldn't even tell me. Um, so I shared that information with them. When we have, um, we have a Megan's Law notification, I shared as much as I could possibly share with them, coming into my office, some of them had concerns because they live in town with this person, and um...

So you have a Megan's Law identified person living in this community?

Hmm-mm.

Okay.

And um, that was difficult for me because I never had to deal with that. And I met the prosecutor's office and asked specific questions about what can I share and what can't I share, you know, and it was very clear cut, I mean there was certain guidelines that we had to adhere to.

Hmm-mm.

And um, I shared that with my staff. I told them at faculty meetings that we were going to be doing this but then I had them come in, I asked them at the faculty meetings, I asked them to stop in my office, and that they could see the documentation and sign on it. Um, I had a case of child abuse right before Christmas and I didn't share anything with anyone except for the kindergarten teacher that was involved, that needed to know that information.

Hmm-mm.

Um, I do have another child, kindergarten as well, um, with domestic violence and they've moved, but the teacher is in contact with the family because the child can't come to school so they're faxing things back and forth so I have given her pertinent information but not to the whole staff.

Okay, how do you feel like those staff members you've communicated with have responded to you?

With giving that information out?

Hmm-mm.

I think they responded... I mean I think they needed to know, I think they were glad, especially in the kindergarten case because all teachers care about their kids, but the one issue was right before Christmas, you know, and um, they knew who the little boy was, and the teacher had gifts for him, and I think she appreciated the fact to know that he was safe and that he was going to be okay, and um, she did ask me a couple of times if I heard anything about it and I haven't, you know, once they're gone you don't hear anything. So I think she appreciated knowing and not being in the unknown. You know, we've had a couple of cases where the um, the school... we have a school resource officer that's on staff with us, he's actually based in the blank school, but he does come over, and there's certain information, detailed information that he's given me that I've shared with them. Legally. You know, what needs to be told. Um, but I certainly haven't breached any confidentiality. And they've never asked me to do that.

Okay.

You know, some people want to know every nitty-gritty detail but they've never asked me to cross that line and I wouldn't anyway.

Okay, any final thoughts on sharing information with your staff?

No, I think that when there's an issue like we have, we deal with a family that has family illness, the mom is ... is dying as we speak. Um, I think they needed to know that. I think, um, you know, at conference time, the teacher didn't know how ill the woman was and her husband was totally depressed, so I shared with her don't ask them to come in

for a conference, there are other ways that we can get the information to us from the parents, and she had no idea, you know. And she's the kind of teacher that – you got to get this into me, how come your mom didn't sign, and you know, she's like thank you, you know, for giving me that information, you know cause she would have been on the phone – you didn't sign, and you're not going to get a conference.

Hmm-mm.

So I think, you know, she appreciated that.

Good. That's good.

You have to be compassionate.

Yeah.

You know, you have to show compassion. Cause you have no idea what these kids are coming from.

Right.

They come here and they put on a happy face and they're not always happy.

Right. Right.

You know, so I think that information needs to go to the teacher.

What do you think is the one thing you did that made your teachers want to trust you?

I wanted everything I did to affect how they trusted me. But one particular?

Can you think of one thing?

Can I think of one thing...

I am going to give you some time to think about it while I flip the tape over.

You didn't tell me you were going to ask those kinds of questions. Hmm.

You can take as much time as you'd like to think about that.

Well, I think some of the things were NO Child Left behind, and the documentation. I think people were afraid they weren't going to be highly qualified, you know, and if they weren't, what was going to happen.

Hm-mmm.

And how we handled that. Actually, everybody in this building was highly qualified whether it was through the New Jersey house standard or through their Praxis scores. I think that was an issue of O my goodness what's going to happen?

And so what did you do to help with their concerns?

I met with them individually if they had a concern, um, some of our teachers have been here a very long time and couldn't find their documentation. They, I mean, it really amazed me that they weren't really sure how to go about finding their documentation. So I made phone calls, and said, you know – where'd you go to college, you know, get your transcripts, and I think that was comforting to them. Uh, as far as their test score for New Jersey ASK and New Jersey ASK 4, ASK 3, there's been so much pressure on fourth grade teachers that now it's going down to third grade, and also it's not a third grade issue, it's a K-3 issue because you can't expect them to learn everything in eight months and expect them to take that test. And I think the trust was that it wasn't going to be a reflection on their teaching if the kids didn't do well, that every class was different and you know, we really doing okay. And what I ... what I requested of them was that we do the Terra Nova test. It's wasn't done in all grade levels and it's still not done in first grade, and I'd like to do that next year, just to validate for them with a national test that our kids are excelling and that they are doing okay, and that they can trust their teaching is going in the right direction. And I think they appreciated that. Um, that I value their skills.

What do you mean by that? Doing the Terra Nova test?

Well, the ASK3 and the ASK4 are the ESPA, what we had in the past. They're criterion referenced tests. So, the data that you get from that tests isn't that great like the data you get from the IOWA tests, or the Terra Nova test or even the California Achievement Test. And I think the teachers are beginning to feel, as a fourth grade teacher, all I got was that the kids were proficient, partially proficient, or advance proficient.

Hm-mmm.

And if the kids were partially proficient, it basically meant that they failed. And the pressure in this building was that as professionals they weren't doing a good job.

So what did you do to alleviate this?

SO what we did as a fourth grade staff, and I requested this from my principal last year or two years ago, is that we give a survey test, a nationally ranked survey test just to see how our kids are actually standing. Because the scores on our tests were going up and down, and you can't track them because it's a different kid.

Hm-mmm.

You know, and actually every year the test was different, it's not even the same. Whereas if you're giving the Terra Nova to third graders, it's the same Terra Nova in

third grade around the whole country. You know, and um, I think that helped. Then I did a workshop here and showed them the results of their work because basically the kids were coming here into my class from third grade as a fourth grade teacher. I think it helped them understand that they are doing a good job, and that if the kids don't do well, the finger isn't necessarily going to be pointed at each individual teacher.

So you found a different measure they could understand tied to what they were doing rather than something that didn't give an accurate picture of what they were doing in the class?

Exactly. Right. Except the State's done a little bit better in turning around our scores. These scores were not coming back to us until almost the end of August, September. And they were actually... actually, when my ESPA scores came back, they were going to the fifth teachers to give back to the kids, because those kids were now fifth graders. So I never really had an opportunity, I did because I was on the professional development team, but other fifth grade teachers didn't have an opportunity to study their kids, they were already into their new class, you know. So by getting the results back a little bit easier, they can at least see how their students are doing. And it also helps with curriculum.

Hm-mmm.

Where are weak? Are we significantly weak every single year in the area of critical thinking or problem solving? You know, the results we got from ESPA and ASK4 were not really helping our curriculum areas. All we got were – your kids failed.

Hm-mmm.

So if the kids failed, then the teachers must be failing as well.

Okay, I see what you mean. Good. Can you think of anything else you did in the past year that, uh, that made your teachers decide to trust you? Or, not trust you?

Uh, with NCLB you have to do a lot of data for tests and assessments. And what I developed, um, were assessment cards so that they can see, what I want to say is, every teacher has record keeping, they did a great job with record keeping. But there was nothing that was standardized. And what I tried to do was standardize it so at least we could compare everybody. So I set up separate cards with a rubric.

Hm-mmm.

And I think that was very helpful, I think they appreciated that. Um, I mean we can look at it as a curriculum team which we'll have this summer and see the areas of need, and I think that is a form of trust.

Okay. Now why would you say that?

That's a form of trust, that they trust me?

Cause you make the assessment cards and ...

Yeah, well, I think that it shows we're all moving in the right direction that we're going to trust to make the right decisions for curriculum and that I'm not just going to look, you know, look at what teachers did and say, well, your kids didn't do such a great job. That we're going to look at the overall picture.

Okay.

You know, they're going to trust my judgment.

Okay, how would you define trust?

Trust? Honesty. Someone that you can count on. Someone that isn't going to breach confidentiality. Um, someone that values how you feel and what you think. Being a good person. Showing good citizenship skills. Civic responsibilities. Not being dishonest.

Okay, is there anything else we should have talked about this morning but didn't? Anything else after going through this interview that you thought, oh I should have shared that?

Uh-uh. No, nothing that I can think of. You might get a note.

Any final comments? A note is fine!

(laughter) I'll tell you it made me think.

Hm-mmm.

It really made me think about what I want to do next year to continue to build that trust.

Okay. What is it that it made you think of for next year?

How the staff really perceives me. You know, because I was never really asked that question before. Yeah things have been going good, but does that mean that they really are good? And I don't really know. I mean, I assume they are, and my supervisors said they are. You know, um, I've been open to communication, um, one of the things the music teacher said to me was that she never felt that her program, not that her program wasn't important, but that there was a different approach to the way I introduced her musical program for her.

Did she ever tell you what that meant?

No, no, I just said okay, thanks _____. You know. Um, because.... Don was our principal before, and he did a great job; I had really tough shoes to fill. They liked him. You know, he was here for so long, he's definitely a people person. And that was hard for me.

Hm-mmm.

That was hard for me. I wanted to make changes, but I wanted to make subtle changes, and I wanted things to work better, but I didn't want to make changes and then have my superintendent go, oh she changed that. You know, I mean it was very difficult. Even though this is my building now and he's given me full reign to make those changes.

Hm-mmm.

It's very uncomfortable, but we're talking she's changing it. You go to a new school, the other person's already been long gone. You know what I mean, so it's a little... we're all different.

Anything else you want to add?

(laughter) NO-ooooo. (laughter)

Okay, well I'd like to personally thank you for taking the time to work with me today. And as a follow-up there may be additional thoughts that you have. And if so, you can write these thoughts down and mail them to me. Um, with the information that you have decided to provide. And as I indicated before, as I go through the interview, there may be additional questions that I have, and what I'll do is contact you directly to verify these and ask you information about that, okay. So I just wanted to say thank you very much!

You're welcome, you're welcome!

Appendix J

Focus Group Interview Transcript with Elementary School Teachers

Hello and welcome!

Thanks for taking the time to join our discussion on trust building. As a researcher, I am interested in learning about your new experience here specifically related to your relationships with your principal.

I am interested in how a new principal begins trust with a new faculty. I am interested in your perceptions and experiences about your principal's attempt to build trust. The following questions were developed to prod your thinking and render me with insights into the trust development process. The information you provide will be confidential. There is no right or wrong responses; I expect that you might have a differing points of view. Please feel free to share your point of view even if it is different than what others have said.

I am tape recording the session because I don't want to miss anyone's comments. All comments made here are confidential. I am just as interested in negative comments as well as positive. So whoever it was who said, you mean we can talk about the principal here, the answer is yes, you can do that!

You will have name tents in front of you to identify you by an assigned number. If you want to follow up on something that someone has said, you want to agree, disagree, or give an example, feel free to do that. Don't feel like you have to respond to me all the time. Feel free to comment on what others have said, responding to their comments. I want to make sure everyone has a chance. If you're talking a lot, I may ask you to give others a chance. If you aren't saying much, I may call on you.

Okay, it's time to begin. So let's go around the room here and tell me what you teach, don't use your name, and tell me how long you have been working here. You can use your teacher number if you want to but you don't necessarily have to.

I'm teacher number six and I've been here since 1988 and I teach second grade.

Okay, I'm teacher number 1 and I teach basic skills second and third grade and I've been here for six years.

I'm teacher number seven; I've been in first grade eleven years, but I've been here about umpteen thousand years – a long time.

I'm teacher number 8 and I'm a special education teacher; I've been here for five years, I've been doing special ed pre-school for three. Before that I did fourth, fifth, and sixth.

I'm teacher number 2, I've been here since 1987. I was a string and general music teacher in the x building and now in this building I'm K-3 gifted and talented with the primary music program.

I'm teacher number 3, I've been here since 1978. I taught second grade, pre-first, first, and now I'm teaching basic skills kindergarten and first, and (something unintelligible).

Okay.

I'm teacher number 4, I teach third grade and I've been here for five years.

I'm teacher number 5 and I also have been here for five years. I teach third grade.

Okay, good. I would just like to encourage you also, I think that the mic is pretty sensitive here, but if you could speak in what I used to tell my kids were cafeteria voices just to make sure that the voice gets to the recorder that would be a good thing. Okay, think back to when you first became involved with your principal, think back to when the principal first started working in the building here; thinking back to that point in time, what were your first impressions?

Not as principal, just as when she first started working here?

No, please do it as principal.

Oh, just this year. Oh.

Last year I guess we were at the end of the year, um, the superintendent brought her and introduced us, which most of us already knew the principal. And um, she seemed very excited to have the job, we were glad that she got the job. Um, and at that point, it looked good for us and it ended up to be. It was nice to know that she had worked in the classroom for a lot of years before she was coming into this position. At least, that's how I felt.

Okay, and why did you feel that way?

Um, just because I think it's important for a principal to know what it's like to be in the classroom. And they have the experience that we're going through, with the parents, and the children, and the colleagues. And the administrators also so they've had that experience that, you know, we presently are in. And I think it makes it easier for them when we come to them and say, this happened in my classroom, well, they can kind of relate to that. You know. Probably relate to that.

Okay.

They can feel for you. Because they've been there.

Okay.

It's still fresh in their mind.

Okay.

I felt good that this principal had at one time taught basic skills in second grade. So she knew what I was doing and what my job was about. I found that to be reassuring because there were times when I felt stuck on my own. And uh, I felt I had a good resource with her.

Let me play devil's advocate. (laughter)

Sure.

I was happy that she was a principal, and she just came out of the classroom but at the same time, I was a little leery because we'd worked with her. So I didn't know how to shut off working with a teacher and then automatically become everybody's supervisor. I think they're...

I have to agree because I've know Principal B for a very long time, about twenty years, we're friends outside of school, and I was very nervous about having her as principal and would we be able to keep that separate... so that made me a little nervous as first. Fortunately, it has turned out fine.

I felt that way too. It was like we've been friends, with Principal B for eleven years now, we socialize with them too, so where do you draw the line - it's difficult.

Okay.

I came a different view. I was ambivalent because I had the exposure of different principals over the years. I had been through several principals that I felt were not carrying out that excellence in education, um, and wanted the best for the kids, and I wasn't sure that she was able to establish a good rapport with the students, a good rapport with the teachers, and also being able to address the parents and the administration, so I was hoping she had those strengths, and also be a compassionate person. I was very happy when it worked out well.

It was also difficult with her coming in because she was walking into a very big set of shoes. We had had a principal who was not only very good with the children, who knew each one by name, um, he was compassionate, he listened, and so that was a big role to fill. And uh, that made us nervous too I think.

I knew Principal B was going to stand up too or us with the parents because she went through it and she does. She does stand up.

Any other...

I guess I should add that I've known Principal B for a long time, we started here the same time, and we've been friends for a long time, we've socialized, and I do have to agree with teacher 1, I was a little bit, you know I even said to my husband, I went home to voice my concerns to my husband because he also knows her, but as it turned out it was fine. And I know her personality and I knew that she would, you know, stand up for us at times, and that she wasn't going to take any nonsense. And, um, it's worked out okay. But I was...I was... I do have to agree that I was a little nervous about that.

Anyone like to add to comments so far that were shared about first impressions?

I think she made a good first impression when she came that day and sat down with us at the end of the year last year, listened to us, talked about things we would like and she would like. I think that was important.

And why was that?

Because I don't think anybody... I think... first of all...nobody... the principal... the previous principal never really sat down with us... maybe at grade level meetings... but he really didn't sit there and listen to what our concerns were and follow through on them. Or, didn't use that list. And she, coming in as a new principal, um, I don't know if she wanted to get started off on the right foot, or she actually, or because she didn't know the building, I just think that it was important for us to see that she was concerned about us and what we went through, and what we're going through. That was important. That was wonderful.

She's very open minded. At grade level meetings, she'll say, she'll give a suggestion, but then say what do you want to do? I'll go along with what you want to do. So, she's really open minded.

And I think, I think, they're coming to this conclusion because the previous principal only at the end of every staff meeting, asked if there were staff concerns, and if there were certain concerns, they never talked about that. And she sent out a letter that pretty much requested all concerns, not just some concerns. That was refreshing.

So if you could sum that up, the whole thing in what you said about impressions, first year impressions, how would you sum that up in a short phrase?

I think she really went out of her way to start off on the right foot, and I think she made a very good impression right from the start. At the end of last year and our first couple days of school, um, I think she really went out of her way to make sure that everybody's needs were being met, and if anybody needed help with different things she was there to help you.

What does it mean, a couple of you have said this, starting off on the right foot? How would you define that?

Uh maybe like, I'm the boss and you do what I want; but she doesn't do that.

Maybe that...

No, I think she showed a genuine gladness to seek everybody. She didn't greet one group more, show more favor than greeting somebody else. Or happier to see one person than another. Every time I've been in her office, she always seems particularly happy with whomever comes into see her.

My first impression was that she was really accessible.

Always approachable.

Yes.

Always.

Uh-huh.

Hm-mmm.

And that was very, very um, I don't know quite how to put it, always approachable, it wasn't like – not now, get back to me later. Not something like that, but always approachable.

Okay, how do you say your principal responds to your concerns as a teacher?

I find that Principal B has an open door policy with us. And that when we go in, she takes the time to stop, she puts everything down, she apologizes if she has to answer the phones, and she really listens. And while she's listening she takes notes so that she doesn't forget or miss something... Um... that needs to be taken care of. You know, I've had a lot of time that I spent talking to her about difficulties in different situations in my own classroom. And she's been there and been supportive. Very supportive, and um, really backed up decisions that I made, we've discussed things together coming up with decisions on how to handle things; it's something that's been really positive.

How does that make you feel as a teacher?

(Sigh). I think it really makes you feel very powerful and very good. Um, more powerful than someone who tells you what to do. Uh, it gives you the feeling that I have more self-worth because someone believes in me, has talked to you. And thinks that my opinion is important.

I think I found when I go in to Principal B about a concern, she's very willing to listen to the whole thing and not judge it or give me her opinion on it, but say that was a good idea, I'm glad you came to me. And you know, she'll even write it down and she usually comes back to you very quickly with an answer or a response. If it involves someone else, she'll speak to them and get back to you. I think she's been very open that way.

It's funny because this, uh, we had a delivery of paper and we didn't know what to do with it. And we were going to give it to the children. So she was like, you know, I don't know if we can do that... blah...blah...blah. So then she called me up on the intercom and answered my question – and said you can go ahead and do that. So she went right away to the teacher and asked them permission and I got my answer right away. But uh...

I had a similar experiences where I had a question or concern and she's gotten back to me almost immediately. Like within an hour or so with an answer or a solution to whatever the concern was.

And it's a nice feeling of respect.

Most often it's her walking down the hall too. Which for where our rooms are, it's no small feat because this is a long school.

But then it's...

And... and... (laughter)

Yes, teacher number 2.

(more laughter)

But, I mean, it's the personal touch I think that makes the difference is that she actually comes down to ... you know, hey can I talk to you for a second. She calls me out into the hall, she talks to me back in the room, and tell you what you need to know. Which is really nice. And it is quick.

Well, I just think that when Principal B got the job, I think she was the real deal and she wanted to do well. I think she's really trying her best.

I also think that she had, she said to all of us, that she felt very green in her position. And she had a great deal to learn. Therefore, she wasn't trying to camouflage anything. And uh, I always feel in my area of what I teach,, or even personal problems, she is in your court. That's kind of nice.

She always thanks you for coming in, you know, thanks for your idea. I'm glad you let me know. You know, which doesn't, you don't really feel so much like she's your superior. More like an equal.

Uh-huh.

Okay, I'm sorry...

It's also different going to her compared to the previous principal. The previous... she comes at you through a different background when it comes to ...when it concerns kids. Um, but I haven't decided which is better because the previous principal, his background was special ed, learning consultant. So he came at you with strategies and things. With her, I haven't really had to come to her with many problems with kids, but I don't know how she would because maybe her background, maybe her background isn't special ed or learning consultant. So she... not that it's bad, but she's going on her previous

experience as a teacher which is umpteen years, but the difference between ...I, I, I think there is a difference between the two with the principals where they're coming from. And not that it's good or bad, it's just that having been here with the last principal, and being here with the switch, I have.. I don't think I have issues with her, but I just see a difference between them.

Okay, can you all think of a specific example which shows how she dealt with a concern that was of importance to the staff this year?

I can. I had, um, we had a faculty meeting, and she had announced where people were going to be next year and what classrooms we were going to be in, and I was very concerned about a first grade class, and um, after speaking to someone I went to her with an idea that um, it was um, first grade class that was going to have inclusion, I mean it was supposed to be pullout, but they wanted the pullout to be within the classroom. And um, to me, that was just, I just couldn't see that working and I was very concerned about it. It didn't really affect me, but I felt for the classroom teacher and the special ed teacher that it just wasn't going to work. And um, I had come to her with a few different ideas and um, she went right along with me. She broke down the ideas, she spoke to the right people, and she came back and it's worked out that it's not taking place, you know, there's an alternate spot now.

I had a very similar experience and on the same topic where I did the special ed pre-school and they wanted to move me to first grade. I was absolutely devastated. And I went to our special ed supervisor and she pretty much said that that's what we're going to do. And then, when I went to Principal B I was very emotional because it just was not going to work out, there was no opportunity to even mingle with somewhat the same age kids, I was going to be in a room with all the big kids, but she worked very hard and it was for the right reasons, which was to help the kids out, and it turned out that she was understanding, but she came to me and we sat down with me and we listed the pros and cons and places where the classes could be at one time, and it worked out. Completely. Thank God! It was good...

My example is more of a personal one, only because I had a health issue that happened with one of my children, and um, she has been amazingly supportive, asking me and talking to me about how the child's doing, what my needs are, and, I know I could trust her to not only keep a secret when I talk to her about anything confidential, but also that she was willing to go the extra mile and help. To meet my emotional needs as well as what I needed to do logistically. Just having the time to talk ... it's been wonderful support.

Another example. I have a child in first grade... detention... I didn't want to take him on the trip. He did not go on the trip. She backed me up. She's been doing it since the beginning of the year. Where another year I wanted to keep somebody and a certain person said, you can't do that. But she stuck with me – he did not go.

Okay, good. Good.

Can you think of an example of how the principal of this school can or cannot be trusted?

I think she definitely can be trusted. I went to her with a couple of issues that, as far as my knowledge haven't gotten talked about or handled outside the office. There were things that were on my mind and I had to go and speak to someone and it had to be a superior and I took my issues to her. And she helped me worked through them, and as far as I know she kept them all confidential.

You don't hear it later on.

No.

Say something and all of a sudden you hear it in the hall.

Right. You don't hear that with her.

I went to her not too long ago with a difficulty with someone else on the faculty. And, just to share things with her. And, it stayed in her office, which was wonderful. And you know, we resolved the problem because she helped me to see some reason that perhaps I was not seeing at the time. And I was worried that it wouldn't stay in her room.

Let me try and focus, and I know these are sometimes sensitive areas, you know, because you really have to take a chance to share something here. And I realize that which is why I keep stressing the confidentiality. Um, in this area here, can you think of other specific examples? Um...

I'm really at a loss because I just work with instruction. I really don't have discipline problems. One or two students I have one-on-one, speaking to each other for a half hour, but I don't bring other people into it. So probably my biggest concerns are about the size of my room and where I'm going to fit things, and I don't feel anything I tell her is going to go anywhere else. And that's a nice feeling. Yeah, and I just... I don't go in there and when I walk in, I'm not like this one was here and that one was here, this one said; none of that goes on. And I don't know how she's keeping it all inside.

Wouldn't any principal do that though? Like, are there principals that blab?

Yeah.

Yes. I worked with one.

Oh definitely.
(laughter)

Oh yes, absolutely.

It was not my experience to have a principal that blabs.

And I think, I think people are fearful of women in charge also. Something about they don't have the temperament for it. Or they're not as easygoing as man would be. Or is as understanding. But I just haven't felt that way. But then again, like I said, I don't go to her with all my problems. However, when I do go to her, I do get something done. Um, with the other one, cause I'm actually under the special ed umbrella even though I deal with regular ed students, their reaction is not the same.

How specific do you want us to get? Do you want like real specific situations?

If you can, and if you feel comfortable: yes. If you feel uncomfortable, you know, and again, part of it is negotiation. I'm asking you questions and you have to decide what you want to give. I'm going to push and you notice that I do push on some areas a little bit. But on the other hand I want you to feel that you don't have to give something that you don't want to give. In some of the other interviews some of the people said I prefer not to answer that and that's fine, I respect that. Okay, so to answer your question, it depends. I don't know if that answered your question, but...

Okay, some things are so sensitive it's very difficult. I have a child that has some pretty serious emotional issues. And he was touching and talking in a very sexual way. And he was only nine years old. So it was a deep concern. I spend numerous hours with our principal discussing this issue, my concerns as to whether he was being abused in a sexual way, an um, and she dealt with the situation, and the parents, and the counselor, and the child in such an amazingly sensitive way? I don't know if that's the right way to put it, but it was like – it was not – Mrs. So and so said this, and I'm worried about that, It was all kept completely separate. It was so... so the trust was not only with me, but it was with the child, it was with the child's father who was estranged from the mother and the mother was estranged from the father, and the counselor and the school counselor that, how that all stayed separate I'm not really sure, but it was handled in such a way that trust was never lost between them – any of those individuals involved in that situation. That to me was over and above.

Okay.

That's as specific as I can get.

That's fine.

You'd hear her say, oh what a day, or ...

Right!

Or, what a day, but she doesn't go any further.

Yeah.

Right.

I had bus duty one day and (laughter) these are my biggest problems – bus duty- and I came in with a form the bus driver had filled out where one kindergarten boy had shown another kindergarten boy his penis. And I gave it to the principal and she looked at it and she said, ‘now how do I handle this?’

(laughter)

Do I talk to the student? Do I call the parent? And I said I think maybe you ought to see the counselor before you do anything. But just like standing there, you could tell this was all new to her. She was not used to dealing with this level, this age child. And ...and the situation. And us, she was just so open about it and I never heard anything after that. I don’t know how she dealt with it. But I’m sure it was correct. There was never any gossip about it or she never came back to tell me what happened. I have good feelings about what she does and how she handles things.

Good.

And I guess I will until I hear differently or find something different happens.

Good. There seems to be a consensus. Do you think teachers in this school spend a lot of time or a lot of energy monitoring what the principal’s doing?

In the teachers’ room?

No.

I don’t think so.

No, not at all.

I don’t think so.

No.

We’re more concerned with everybody else. (laughter).

Yeah.

I mean when she walks in we don’t even hush up.

Yeah.

And she just joins right in.

She joins in.

And I think that some people knew her prior to her being here helped a little bit, but I ..I mean... in all fairness to the faculty I think she has a fairly easy group of people to work with as well. Um, I think most people get along and she came into a good situation, and it has stayed like that, and I don't think people are the least bit concerned about what she's doing or not doing because she has certainly, she seemed to be doing an excellent job. Even that first week of school which is so crazy. You know, we were all standing around saying, the poor thing just got, like, pushed into this job, like full force. You know, and um...

I haven't done my PIP yet...

That was number 7! (laughter)

I went to her and she said, fine, I'll see you in the summer. I like live so like I'll see you. She didn't say oh you got to get it in, and that's it. So, that's good.

Everybody knows how busy she is. I think that, you know, we know that she's so ... not overwhelmed, but she's so busy doing a lot of things in different situations that, why would we monitor what she's doing. She's doing her job and she's doing it well so you don't even need to worry about her.

If we had issues with her we would be more inclined to be watching what she's doing. But we just really don't have ...

And we're so concerned about what's going on in our own little four walls when we shut the door that, you know, as long as everything's running smoothly outside we're really okay with it. And this building tends to be that way. If no one's rocking the boat, we're fine.

Well, I think picking up on what teacher 3 said, she came into a pretty easy situation as far as we all get along well with one another. But there are teachers who were put into positions that they didn't want. And teaching inclusion classes that they didn't want. And I think they felt they could voice their opinion and that she would listen. And she had stated that she was not special ed and she could understand that. So I'm hoping that the people who were involved who were unhappy for a couple years with some decisions made and it was, you don't have a choice, this is it. I think she's going to try to make some of these people happier, and I think everything's going to work out because that can create a lot of unhappiness in a building when you put people together with other people they don't want to be with, or they don't teach well with, they have different philosophies, and people who don't want the interruptions and the disruptions of special ed kids in their room. I think she's well aware of that. I think she listens to them.

Good. Where would you rate this principal in the area of competence? Some of the people in the past have asked whether they want me to describe it? give me a scale? Yes.

(laughter)

I think after one year she's well on her way. I would rate her very competent as a first year principal on what she's done so far. But it's also only one year too.

I can't see what more could possibly happen in a year.

Yeah, she's just getting her feet wet too. Who knows what's going to happen next year. And she ...will take over.

You know, I think that's an unfair question because I go back to my first year teaching. And I didn't think I could do it – why did I take this job? And I felt, many times, overwhelmed. And I'm sure she feels that way too at times. And to think that she just came in knowing everything...I couldn't honestly say that she – it's just a lot. I couldn't agree with what these two said. She doesn't know everything and I know she's going to have to go back and read about what she needs to know. Just to cite one example the Terra Nova test, packing that up and sending it out, and when we were distributing them. I was pulled out to help her with that. Which was fine. I found out that she had so many phone calls and she was pulled away so much that I wound up doing it myself. And the bottom line, I didn't know who these item analyses, reports, data, everything go to, and neither did she, so to say was she incompetent? I didn't know, she didn't know so I guess you could say she was incompetent, but I know next year she is going to know who gets what.

Another thing with Grandparents Day with us, she was not happy with how it was run so it looked like she was incompetent with how it was because she went along with the other year, but it's going to be changed for next year.

She went along with the program from the past year.

It's going to be changed for next year.

So if anybody felt her incompetent, I think it would be a lack of experience.

Right.

Right.

Yeah.

And I think since we're talking about a first year principal, and that's what you're doing your study on, we need to judge her on being competent within the framework of it being her first year. And did she handle things well? Remarkably. Did she handle difficulties? Unbelievably well. Um, and things did not always run smooth and she handled herself with a great deal of grace, and competence, and confidence in herself.

And did she always know everything, no. But she was willing to ask. Yeah. And I think that makes her more competent.

Yeah.

Hm-mmm.

Since she was willing to say – hey, I don't know how this works, how did you do it last year? Or, what can you tell me that will help me. And I think that makes her more competent as a first year principal. I mean instead of coming in, and if you'll pardon the expression, all cocky and thinking she was everything, that to me would show a lack of competence, where someone who is willing to say, hey, I don't know everything, and you have to go over it to help me understand it, which I gave her a lot of respect for that because she was willing to say 'I'm learning too.'

Any other responses to that? ... What kind of faith do you have in your principal's integrity?

Well, up to this point, we have to say that we have all the faith in the world in her. I don't see things changing.

She better not leave!

No. (laughter)

No, I already feel like we've been through a lot together over the past year with everything that's gone on, with health issues, and crises with not having enough space, and all the other things that have happened – we want to keep her around.

Right.

Because she has good strong, moral character, and I think that's important. She definitely knows right from wrong and is not afraid to say hey, wait a minute, that's just plain not right. And that's good.

Anyone have an example of her integrity in action?

Explain that exactly.

Define integrity.

A situation like was share over here, where she said Principal B said here's a situation and that's not right, and she acts in a certain way because it's not right. Can you think of an example that demonstrated that concept?

I think just her sitting down and having a discipline plan and saying this is what's acceptable and this is what is not acceptable, she came up with it and talked it out with us.

And the evacuation plan. She didn't think about what they were going to do in other schools because it was kind of silly what they were going to do, so she goes, for us to do the logical thing, get out of this building in a logical way, not what (something unintelligible).

We're not privy to a lot of things that she probably does because I'm sure that she goes to our superintendent when there's an issue in our school, she would not be going to back down . and say Hey, this is not the way it should be, she'll back us up. But we don't hear that because she doesn't talk about it, and she wouldn't be one to toot her own horn anyway, but I think the fact that she went when she sees something going on in one of our classrooms with a student and things are not being dealt with at home, she's the first one to make a phone call, or to come to us and say what can we do to help, calling one of the police officers over to, uh, read the child the riot act. She's not afraid to stand up for what she knows is right.

We had a conference earlier in the year with a parent and, uh, she was there, a guidance counselor was there, a classroom teacher, myself, and this parent who was very difficult to handle, um, ...

You mean you've had parents like that?

(laughter)

And the year prior to that, this woman was given a lot of what she wanted. And she came into this conference just like so bull-headed, and everything she did was right, and her child was continually late, and she just sat there and said, you know, I watched, there are other kids walking down the hallway, with their backpacks and all this kind of stuff and, um, Principal B just said to her, it's not acceptable, in this school you're going to be on time. Your child is going to grow up, get a job. In that job he's not going to be allowed to be late, and that's how it's going to be in school. He has to learn that now. And she did not back down for one second. And by the time the thing was over, I don't know whether the parent felt she'd won or not, but all of us sitting there really felt good about what Principal B did. She didn't back down. She didn't give the woman the way, her way, and I mean she listened to what she had to say and she didn't stand there and say the teacher's absolutely right, but she gave the reasons for what she thought. For everything that woman brought up, Principal B had a reason for what she was saying and she explained it. You know, and we all left there and like our blood pressure was like sky high, you could just see it, but Principal, like very nicely got up, and I thought she handled it extremely well, I would have been a basket case. But she just, I thought she did a phenomenal job that day.

And she can appease a parent too. Because I kind of answered a parent in a way, I said, I walked out of the room.

Imagine...

(laughter)

I know. That's not me.

Number 7!

Number 7!

And uh, I walked out and she goes, the parent was a little indignant, but obviously she must have calmed her down too. She backs me up. And she's had a lot of problems with my class. She's backed me up all the way. And then there was parents walking down the hall, which we always stressed we don't want this. She goes right out and talks to that parent and says this is not what you're supposed to do. I think they even give her a little argument. But she won't back down. That parent doesn't go down the hall.

That has been a problem, parents in the hall, especially...

That was my concern.

...with my class too. And there was a struggle, kids didn't want to come to class, the parents would stay in the hallway. And she really took care of that. I don't have a lot of issues like some of the other teachers, being in pre-school, but generally we're in our own little world, in our room, from two classes which are two hours and fifteen minutes. And they're little so a lot of problems don't really occur.

That's kind of the position I'm in too.

And I don't really get involved in a lot. Stuff like that.

How much information do you feel like your principal shares with you about what's going on?

One thing is that with the principal in the other school, nobody knew anything. She didn't even say anything to us either because they had already picked somebody so it was all speculation. This, this...it's not just her...she never came out and said...she said yes, we did pick someone, and that was it - dropped. We don't know who it was until ...

She will answer specific questions if she is able to answer them. She came into the teachers room one day during third grade teacher lunch and um, and you know being the kind of personality I am, you know, I said, so what's the situation with the rooms for next year because we were short a classroom and didn't know what was going on. And

she said, okay and told us what had been discussed thus far because she was privy to the information and knew that it was okay to share it. Um, but she's not one to tell tales when it's not okay. You know, because she wouldn't tell us who the new nurse was going to be, who the new principal was going to be. I mean, it was. He was close-mouthed about the stuff she was not supposed to discuss. And as far as discussing anything that goes on outside of our own issues, she doesn't discuss it. Um, she wouldn't tell me what's going on in number 7's classroom any more than she would tell me what's going on in number 6's classroom. Um, she just wouldn't.

A lot goes on in number 7's classroom.

(laughter)

But from what I've heard before, you've all said that when it comes to dealing with her one on one, there's a free exchange of information back and forth between you and her?

That's right.

Yes.

Hm-mmm.

And she'll get back to you if there's something she needs to check on, like before she'll answer something, she'll say, you know what, let me check on that first before I let you know, because I'm not sure. Something even to do with the contract I think, um, something I went in for. She said, you know, I think that's a contractual thing and I don't think we can... Oh, I know what it was, it was about the faculty room. Because I said, you know, maybe if we just ask the faculty, we won't even need the faculty room. Everybody can just make do with what we have. And she said, you know that would be a good idea, but I think it's a contractual issue. And you, she came back to me and said, you know we do have to have a faculty room. So you know, she does get back to you if she can't give you an answer right away.

You know, we were going to give it up for this resource room teacher, that's what she's talking about. Number three wasn't very clear on that.

(laughter)

She didn't share that with me!

(laughter)

We didn't ask you.

The first week of school. The first week or two of school was really crazy – you know, and she's not used to working with the really little ones and um, the first week she came

back and said, I was telling my husband about some of the stuff and he said 'where are you working?' Some of those children sound like they're from the Exorcist. You know, but she never really mentioned any names. But it was just like... it was the nice thing for her, because she could laugh about things without giving out information.

Good. What was the one thing this principal did that made you want to trust her?

I think mine would be in the summer. I came to check on something and that was really the first time I had any interaction because I didn't know her. And she was very approachable, and like was said, there was an exchange, even exchange. And if I didn't understand something she would clarify it, and if she didn't understand something she would ask me a question. And I had never had an administrator ask me my advice before. And I thought it was kind of neat. You know, why did you do this? Why did you have lunch at this time? Why did you do that? And it was just...she...she built that trust by that open exchange.

So that was early? Real early? When she first started here?

Real early. Yes.

[turn the tape over]

Okay, the question was what was the one thing this principal did that made you want to trust her?

It was my first year in fourth grade and I was with a first year teacher. So there were two of us together as first year teachers. She was next door and approached me and was very helpful to both myself and the teacher I was working with. And that was a nice gesture, and there were other questions that we brought to her and she helped in whatever we asked for from the beginning.

I came in the summer also and uh happened to be a curriculum writer so I was in here most of the summer. And the first time I came in here after she had officially taken over the office, and right away she said come here, called me over to her desk and started showing me the master plan, and asked my opinion. And I think that worked because I didn't know what that was like, I never had a principal that asked me, that it was very much they either tell you or they don't tell you and that's just the way it is. And to want feedback from someone who's been around, and what do you think of this, that right away instilled, that there's going to be a bond here, a good trust between administration and faculty that's going to exist and it wasn't just that we had been friends for twenty years. She really wanted my opinion as a teacher. Which I really appreciated. Right away she had my trust.

I would have to say the same thing. I taught summer school. And she would come in a couple times a week, saying can I see you before I leave, I just have a question about ...

and it was the same thing – the master schedule, um, over bus duty issues, she didn't understand who had and who didn't,...

It was like, what do you think of, I would like to try this, do you think that would be okay?

So I felt she was trying to make things right and that it was equitable for everyone that she could. It was a good feeling.

When I answered the question before I probably didn't answer the right way because I talked about when she was a teacher. But another thing I would like to say is over the summer when I did my preschool orientation with all the new children coming in and their parents, I ran it by myself for the first two years without anybody out there to maybe like help me out if a parent was asking me a million questions about things that I might not have the answer to. Um, and she came to the first time. For the first time I had somebody else there with me to help me, to talk to the parents.

Anyone else with one thing with the one thing this principal did to make you want to trust her?

I think that, um, being that she worked in the other building, and that we all worked in the same district, she didn't come and say this is what we did at our school and I think you're doing it wrong and I think you should change it. If something came up as early in the beginning of the year, she talked about, um, half days and early dismissals, and over in the new building they do a shortened schedule, and she explained to us how it worked, and said, I don't know if you're interested in doing that here, but that's what we do over there. And rather than just changing it or just saying, this works much better, and I don't know what you're doing it this way, she waited, asked our opinion, and left it the way we had it because we were all happy with it. And she said, you know, this is what you chose and that's fine. And it kind of made us feel, like oh wow, she's just not going to come in here and do things the way she was used to them, she listened first and then acted.

Do you think there's anything else that exists in a school setting that helps principals build trust when they are coming in?

I think how the people are perceiving what they are going to be like. You know, I mean uh, like we all kind of had pre-conceived ideas of what this principal was going to do and how it was going to be when she was here. And I think most of us had more positive than negative so I think that. it was, that that helps a lot. You know, what people are thinking about you when you got here. You know, what they are hearing about you, or what they know about you.

I think I was on the fence about her coming here – I think it goes back to the one thing. Because I think that my preconceived ideas were leaning towards the negative and I think everything that she did was positive. It wasn't, just from, uh, in my previous

experience I was thinking stuff that probably wasn't true anyway, but I mean stuff that I thought about stuff like being supervised with someone that you worked with, and now somebody that has gone over there, and I didn't know how she was going to go about her business, but somebody who is now going to go about her business being in charge of people, doing the same thing she did, and that whole, I think the way she came in, and the way she treated you, and the way she wanted your help, uh, the whole idea was preconceived, my preconceived ideas not being as positive maybe, I think that maybe was one thing that made me want to trust her because it wasn't at all what I thought it was going to be. And I think that because she's like, it not only makes me want to trust her, I think it also makes me want to work harder for her. To please her. It's like she's in your corner, it's like she's helping you, I think she kind of makes you want to trust her because of who she is. And it wasn't at all what I had in mind.

The working atmosphere, also, makes a big difference. As an example, the district has a very different atmosphere than what we have over here. And its not just in the difference in each groups of children, it's in the tension level in the building. Um, the tension level is much higher in other buildings. Teachers seem to be covering themselves a whole lot more than we feel like we have to over here. And fortunately, we didn't feel like that before, and she walked into that. I know that was the one thing I was nervous about, was because things were so much different over in the other building, I was afraid that she would carry that over when she came over here. Um, even knowing her for as long as I did, there was that, uh-oh, what if she makes us like it's like over in the other building. And I think it's worked to her advantage that she's working in a place where there's a lot of give and take, and we help each other, and we try to do things for each other and work as teams in planning the lessons even in cross curriculums. Um, we can all sit in the teacher's room and joke and laugh and have a good time; there doesn't seem to be that high level of tension. Most of the time, you know we're not perfect, but most of the time it seems to be a really good, positive atmosphere. I think that makes a big difference. (something unintelligible)

I think the fact that she came in and said, you know, there's some things I don't know and I am going to need your help, and then you did help her, and she thanked you for it. You know, something as simple as bus duty, you know I am usually out there every day, I have been for years, and like the first week of school, she was like whoa, you know, she came to me and said, I'm so glad you helped me and that made me feel really good. You know, and it went that way right across the board. Just letting us know she didn't know everything, she wasn't afraid to say I need your help with that.

I've spent a lot of years in a lot of different places. I think I've had administrators of all types and I've had bosses who are difficult to deal with, and I don't see any of the difficult things I know can go on happening here. So I guess that would be the bottom line, that I just feel she has integrity and will continue with it.

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Coming down the home stretch guys. How would you define trust?

To trust is for the person to judge what the right thing to do is

Trust means that that person is going to be there.

And trust is that the person is going to be there and treat you in the same way. There are some people who walk right by you and ignore you and then the next time they're your bet friend. And I think that's a matter of trust. If you don't know them, you're in an uncomfortable position. They can be passing by, they don't know me – they're loud, sad, mad, glad, and you don't know what they are going to do, and I don't have that with this principal. I think that's very important when I trust somebody. Because somebody who can't be steady like that. I like being by someone who is steady all the time. She never has a bad day.

She doesn't?

No, and if she does, when you go to her, she shuts it off.

That's right.

I worked for someone who wasn't steady all the time.

I worked in other school for the other principal for one year, and there were times that you just run by and you didn't...

That's why I'm chuckling, I did as well.

You know and it was the body language.

Well we had that situation here. You could tell if a certain person eyebrows had grown together and his hair was sticking up that you didn't talk to him, right?

Okay, I mean, right? He had a little thundercloud over his head and you just left him alone, right? You leave him alone. You don't talk to him that day. It blew over. It was front, it went away, But no, she's pretty steady, and that's a trust issue also.

Yeah I think it's very much a trust issue.

She's someone to count on.

Is there anything we should have talked about but didn't that's germane to trust?

I attended the leadership conference last year as the grievance person so I sat with all of the other grievance people of schools. There's a lot of principals who are nightmares. And who will come into schools and cause a lot of grievable problems. And I thought very happy sitting there because I don't have any of this. So, I felt very lucky to have this principal. She's new but the situation could be a lot worse. It's because how she is as a principal and how she is as a person.

Okay. Anything else? I know we're at that last question phase. Nobody say anything, we're almost done.

Right, but I mean we keep saying the same things. She's a trustworthy person, she's open. She did not come in with an I know everything attitude. Or, change everything I'm here. I'm the higher up on the totem pole. She listened to what I said.

She's also not out to chop someone up either. That is a trust issue.

She is consistent.

Okay, well I'd like to personally thank you for taking the time to work with me today. And as a follow-up there may be additional thoughts that you have. And if so, you can write these thoughts down and mail them to me. Um, with the information that you have decided to provide. And as I indicated before, as I go through the data, there may be additional questions that I have, and what I'll do is contact the principal here and she'll contact you, and then if we can talk about this information that may be beneficial to me. Once again, I do appreciate your time, especially at this time of year. I appreciate you giving me, you know a, this gift really, to share this information with me that I find so valuable. Thanks a lot!

Appendix K

Coded Transcript of Elementary School

ESInterviewsQ2:

Principal

<p>Q2: , think back to when you first started working here, and over the course of your first year, what were your impressions about the teachers that you had on staff here? (first impressions)</p> <ul style="list-style-type: none"> - <i>nurturing</i> - <i>compassionate</i> - <i>willing to work</i> - <i>-prior visit</i> - <i>provides purpose</i> 	<p>The teachers here I found to be very <u>nurturing people, they were very compassionate towards our students, parents, and also our staff. Um, they were always willing to work, they came in to see me immediately, um, actually they came into see me prior to me entering this building, they came in from the other building and welcomed me, um, with open arms.</u> Um, I worked with a curriculum team over the summer, and I found that they were diligent, <u>they wanted to get the most out of their kids, and they wanted to improve their education as much as possible.</u></p> <p>Outstanding.</p>
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<p>Q2: Think back to when the principal first started working in the building here; thinking back to that point in time, what were your first impressions?</p> <ul style="list-style-type: none"> - <i>Provides purpose</i> - <i>Remembers where they came from</i> -<i>empathy</i> 	<p>R1: <u>just because I think it's important for a principal to know what it's like to be in the classroom. And they have the experience that we're going through, with the parents, and the children, and the colleagues. And the administrators also so they've had that experience that, you know, we presently are in.</u> And I think it makes it easier for them when we come to them and say, this happened in my classroom, well, they can kind of relate to that.</p> <p>R2: <u>They can feel for you. Because they've been there.</u></p> <p>R3: It's still fresh in their mind.</p> <p>R4: So she knew what I was doing and what my job was about. <u>I found that to be</u></p>
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<p><i>-helpful</i></p> <p><i>-teacher disposition</i></p> <p><i>- teacher disposition</i></p> <p><i>- teacher disposition</i></p> <p><i>- provides purpose</i></p>	<p><u>reassuring because there were times when I felt stuck on my own. And uh, I felt I had a good resource with her.</u></p> <p>R5: I was happy that she was a principal, and she just came out of the classroom but at the same time, <u>I was a little leery because we'd worked with her.</u> So I didn't know how to shut off working with a teacher and then automatically become everybody's supervisor. I think they're ...</p> <p><u>I have to agree because I've know Principal B for a very long time, about twenty years, we're friends outside of school, and I was very nervous about having her as principal and would we be able to keep that separate... so that made me a little nervous as first.</u> Fortunately, it has turned out fine.</p> <p>I felt that way too. It was like we've been friends, with Principal B for eleven years now, we socialize with them too, so where do you draw the line – it's difficult.</p> <p>I came with a different view. <u>I was ambivalent because I had the exposure of different principals over the years. I had been through several principals that I felt were not carrying out that excellence in education, um, and wanted the best for the kids, and I wasn't sure that she was able to establish a good rapport with the students, a good rapport with the teachers, and also being able to address the parents and the administration, so I was hoping she had those strengths, and also be a compassionate person. I was very happy when it worked out well.</u></p> <p>It was also difficult with her coming in because she was walking into a very big set of shoes. We had had a principal who was not only very good with the children, who knew each one by name, um, he was compassionate, he listened, and so that was</p>
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<p>- Provides purpose? Cultural/symbolic gesture that reinforced purpose?</p> <p>- cares</p> <p>-open</p> <p>-seeks input</p> <p>-seeks input</p> <p>-pre-visit</p> <p>-helpful</p> <p>-personable</p>	<p>know if she wanted to get started off on the right foot, or she actually, or because she didn't know the building, <u>I just think that it was important for us to see that she was concerned about us and what we went through, and what we're going through. That was important. That was wonderful.</u></p> <p><u>She's very open minded. At grade level meetings, she'll say, she'll give a suggestion, but then say what do you want to do? I'll go along with what you want to do.</u> So, she's really open minded.</p> <p>And I think, I think, they're coming to this conclusion because the previous principal only at the end of every staff meeting, asked if there were staff concerns, and if there were certain concerns, they never talked about that. <u>And she sent out a letter that pretty much requested all concerns, not just some concerns.</u> That was refreshing.</p> <p>So if you could sum that up, the whole thing in what you said about impressions, first year impressions, how would you sum that up in a short phrase?</p> <p><u>I think she really went out of her way to start off on the right foot, and I think she made a very good impression right from the start. At the end of last year and our first couple days of school, um, I think she really went out of her way to make sure that everybody's needs were being met, and if anybody needed help with different things she was there to help you.</u></p> <p>What does it mean, a couple of you have said this, starting off on the right foot? How would you define that?</p> <p><u>Uh maybe like, I'm the boss and you do what I want; but she doesn't do that.</u></p>
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<p>- <i>accessible/</i></p> <p>- <i>Values teachers</i></p> <p>- <i>Approachable</i></p> <p>- <i>accessible</i></p>	<p>Maybe that...</p> <p><u>No, I think she showed a genuine gladness to seek everybody. She didn't greet one group more, show more favor than greeting somebody else. Or happier to see one person than another. Every time I've been in her office, she always seems particularly happy with whomever comes into see her.</u></p> <p><u>My first impression was that she was really accessible.</u></p> <p><u>Always approachable.</u></p> <p>Yes.</p> <p>Always.</p> <p>Uh-huh.</p> <p>Hm-mmm.</p> <p>And that was very, very um, I don't how quite to put it, <u>always approachable, it wasn't like - not now, get back to me later. Not something like that, but always</u></p>
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ESInterviewQ3:

Principal

<p>Q3: How do you respond to the concerns of your teachers?</p> <p>- <i>accessible</i></p> <p>- <i>open door policy</i></p> <p>- <i>listens</i></p> <p>- <i>-addresses issues/conflicts</i></p>	<p>How do I respond to the concerns of my teachers? <u>Um, well, I have an open door policy. My door's open all the time. They come in and speak during their prep, they meet me after school or before school .</u></p> <p><u>Um, I haven't had too many instances where people have had to actually call me at home for different things. Um, but basically... I'm a good listener and I'm trying to resolve any issues that they have. Whether it might be with parents or staff.</u></p>
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- *no consensus*

be placed with the teacher that's going to learn to do the best for them. And if you happen to be that teacher, that's the way it's going to be. And I think once they understood where I was coming from, then they understood the process a little bit better. I don't know if they actually agreed with it, but I think they understood it.

Okay, now when you told the teachers in these inclusion classes that that was just the way it was going to be, how do you think they perceived you as an administrator and a leader in the building?

I don't think they were happy at first, but I think their assignments were already given to them prior to me becoming a principal. So they were approved at the June Board meeting and I came on board in July. So there wasn't anything that I could do when September and October rolled around to change those assignments.

How did you deal with those teachers who presented you with the personality issue kinds of things?

- *addresses issues/conflicts*

It wasn't easy. You know, a lot of times when they came to me after school, it was a complaint. You know – 'she did this' 'he did this,' 'they said this.' Um, and I basically said you have to talk it out because if you fester all this anger, you're not going to get anywhere. And in some cases the people were able to talk it out, and in other cases, they did their job, the inclusion teacher did their job, with very little communication. And that was bad, and that team was no longer working together...

I think that, um, they have to continue to have more planning time together. And I think not just with their colleagues. I think they need to plan with the child study team.

<ul style="list-style-type: none"> - <i>face to face communication</i> - <i>(issues)</i> 	<p>And I think that that's something that I would like to work on for next year and talk to our special ed supervisor. That sometimes the child study team, you know, expects certain things to occur and they don't always communicate that information correctly, or adequately to the teachers involved in the classroom. Or, it's communicated via a memo and <u>it really should be, uh, you know, a person to person kind of conversation to bring everybody on board.</u> And I think that's just time constraints, and it's not always possible in the schedule, but I think it's very important and that's something, I think, that needs to be brought into that whole picture of inclusion.</p> <p>Okay. So you, you, you feel that communicating with your staff is done better face to face?</p>
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Teachers:

<p>Q3: How do you say your principal responds to your concerns as a teacher?</p> <p>-<i>values teachers</i></p> <p>-<i>listens</i></p> <p>-<i>accessible</i></p> <p>-<i>affirms teacher ideas</i></p>	<p>). I think it really makes you feel very powerful and very good. Um, more powerful than someone who tells you what to do. Uh, <u>it gives you the feeling that I have more self-worth because someone believes in me, has talked to you.</u> And thinks that my opinion is important.</p> <p><u>I think I found when I go in to Principal B about a concern, she's very willing to listen to the whole thing and not judge it or give me her opinion on it, but say that was a good idea, I'm glad you came to me.</u> And</p>
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<p>- <i>follow-through</i></p>	<p>you know, she'll even write it down and <u>she usually comes back to you very quickly with an answer or a response. If it involves someone else, she'll speak to them and get back to you.</u> I think she's been very open that way.</p>
<p>- <i>follow-through</i></p>	<p>It's funny because this, uh, we had a delivery of paper and we didn't know what to do with it. And we were going to give it to the children. So she was like, you know, I don't know if we can do that... blah...blah...blah. <u>So then she called me up on the intercom and answered my question – and said you can go ahead and do that. So she went right away to the teacher and asked them permission and I got my answer right away. But uh...</u></p>
<p>- <i>follow-through</i> - <i>addresses issues/conflicts</i></p>	<p><u>I had a similar experiences where I had a question or concern and she's gotten back to me almost immediately. Like within an hour or so with an answer or a solution to whatever the concern was.</u></p>
<p>- <i>respect</i></p>	<p><u>And it's a nice feeling of respect.</u></p> <p>Most often it's her walking down the hall too. Which for where our rooms are, it's no small feat because this is a long school.</p> <p>But then it's...</p> <p>And... and... (laughter)</p> <p>Yes, teacher number 2.</p> <p>(more laughter)</p>
<p>- <i>personal touch</i></p>	<p>But, I mean, it's the <u>personal touch</u> I think that makes the difference is that she actually comes down to ... you know, hey can I talk to you for a second. She calls me out into the hall, she talks to me back in the room, and tell you what you need to know. Which is really nice. And it is quick.</p>

- *real deal (What does that mean?)*

- *open*
 - *supportive*
 - *on teacher's side*

- *values teachers*
 - *no us versus them*

Well, I just think that when Principal B got the job, I think she was the real deal and she wanted to do well. I think she's really trying her best.

I also think that she had, she said to all of us, that she felt very green in her position. And she had a great deal to learn. Therefore, she wasn't trying to camouflage anything. And uh, I always feel in my area of what I teach,, or even personal problems, she is in your court. That's kind of nice.

She always thanks you for coming in, you know, thanks for your idea. I'm glad you let me know. You know, which doesn't, you don't really feel so much like she's your superior. More like an equal.

Uh-huh.

Okay, I'm sorry...

It's also different going to her compared to the previous principal. The previous... she comes at you through a different background when it comes to ...when it concerns kids. Um, but I haven't decided which is better because the previous principal, his background was special ed, learning consultant. So he came at you with strategies and things. With her, I haven't really had to come to her with many problems with kids, but I don't know how she would because maybe her background, maybe her background isn't special ed or learning consultant. So she... not that it's bad, but she's going on her previous experience as a teacher which is umpteen years, but the difference between ...I, I, I think there is a difference between the two with the principals where they're coming from. And not that it's good or bad, it's just that having been here with the last principal, and being here with the

<ul style="list-style-type: none"> - <i>values teachers' ideas</i> - <i>follow-through</i> - <i>addresses issues/conflicts</i> 	<p>switch, I have.. I don't think I have issues with her, but I just see a difference between them.</p> <p>Okay, can you all think of a specific example which shows how she dealt with a concern that was of importance to the staff this year?</p> <p>I can. I had, um, we had a faculty meeting, and she had announced where people were going to be next year and what classrooms we were going to be in, and I was very concerned about a first grade class, and um, after speaking to someone I went to her with an idea that um, it was um, first grade class that was going to have inclusion, I mean it was supposed to be pullout, but they wanted the pullout to be within the classroom. And um, to me, that was just, I just couldn't see that working and I was very concerned about it. It didn't really affect me, but I felt for the classroom teacher and the special ed teacher that it just wasn't going to work. <u>And um, I had come to her with a few different ideas and um, she went right along with me. She broke down the ideas, she spoke to the right people, and she came back and it's worked out that it's not taking place, you know, there's an alternate spot now.</u></p> <p>I had a very similar experience and on the same topic where I did the special ed pre-school and they wanted to move me to first grade. I was absolutely devastated. And I went to our special ed supervisor and she pretty much said that that's what we're going to do. And then, when I went to Principal B I was very emotional because it just was not going to work out, there was no opportunity to even mingle with somewhat the same age kids, I was going to be in a room with all the big kids, but she worked very hard and it was for the</p>
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-provides purpose
-understanding

-supportive
-maintains confidences

-backed teacher

right reasons, which was to help the kids out, and it turned out that she was understanding, but she came to me and we sat down with me and we listed the pros and cons and places where the classes could be at one time, and it worked out. Completely. Thank God! It was good...

My example is more of a personal one, only because I had a health issue that happened with one of my children, and um, she has been amazingly supportive, asking me and talking to me about how the child's doing, what my needs are, and, I know I could trust her to not only keep a secret when I talk to her about anything confidential, but also that she was willing to go the extra mile and help. To meet my emotional needs as well as what I needed to do logistically. Just having the time to talk ... it's been wonderful support.

Another example. I have a child in first grade... detention... I didn't want to take him on the trip. He did not go on the trip. She backed me up. She's been doing it since the beginning of the year. Where another year I wanted to keep somebody and a certain person said, you can't do that. But she stuck with me – he did not go.

ESInterviewQ4:

Principal

Q4: Can you think of an example of how your teachers do or do not trust you?

- *doesn't know if staff trusts her*

-documentation

Well ... I hope that they trust me. I mean...um... they're always willing to help if I ask for volunteers, they're lined up at the door. Um, I wouldn't say the whole staff, you know, four or five people, and different people for different jobs whether it's a curriculum team meeting, whether it's a discipline committee, report card revision, I always seem to have people that are willing to have input, whether it's positive or negative, but they are there to support me. Um, they've sent me cards, you know, that kind of thing, encouraging, you know, doing a good job. I feel... I feel that they trust me. I don't think that they don't trust me, you know. I don't know if they would tell me that.

Keep going. You know, I think one of the things that was hard for me is that ... our, um our superintendent is a great man and this was his building and he was here for many, many years, and I think people thought that maybe I wouldn't make changes because he's still on staff here. And I think they, uh, at my faculty meetings and on all my staff agendas I always have as one of my agenda items Staff Concerns, Recommendations, and Ideas. And in the beginning I don't think they were giving up their ideas or sharing their concerns. And I think maybe they felt that if they wanted to make a change that I wouldn't go with that change. And I tried to explain to them that I'm here to listen and if we can do something better than what's been done in the past, not that what we did was wrong, but there's always room for improvement. And I think they opened up a little bit more and they're not afraid to be shot down if they come up with an idea.

	<p>Okay, so you feel there was a period of time when they were sort of checking you out?</p> <p>Testing.</p>
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Teachers

<p>Q4: Can you think of an example of how the principal of this school can or cannot be trusted?</p> <p>- <i>can be trusted</i></p> <p>- <i>confidentiality</i></p> <p>- <i>confidentiality</i></p>	<p><u>I think she definitely can be trusted. I went to her with a couple of issues that, as far as my knowledge haven't gotten talked about or handled outside the office.</u> There were things that were on my mind and I had to go and speak to someone and it had to be a superior and I took my issues to her. And she helped me worked through them, and as far as I know she kept them all confidential.</p> <p>You don't hear it later on.</p> <p>No.</p> <p>Say something and all of a sudden you hear it in the hall.</p> <p>Right. You don't hear that with her.</p> <p><u>I went to her not too long ago with a difficulty with someone else on the faculty. And, just to share things with her. And, it stayed in her office, which was wonderful.</u> And you know, we resolved the problem because she helped me to see some reason that perhaps I was not seeing at the time. And I was worried that it wouldn't stay in her room.</p> <p>Let me try and focus, and I know these are sometimes sensitive areas, you know, because you really have to take a chance to share something here. And I realize that</p>
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<p>-maintains confidentiality (models)</p> <p>- <i>Teacher disposition</i></p> <p>- <i>Follow-through</i></p> <p>- <i>addresses issues/conflicts</i></p>	<p>which is why I keep stressing the confidentiality. Um, in this area here, can you think of other specific examples? Um...</p> <p>I'm really at a loss because I just work with instruction. I really don't have discipline problems. One or two students I have one-on-one, speaking to each other for a half hour, but I don't bring other people into it. So probably my biggest concerns are about the size of my room and where I'm going to fit things, and I don't feel anything I tell her is going to go anywhere else. And that's a nice feeling. Yeah, and I just... I don't go in there and when I walk in, I'm not like this one was here and that one was here, this one said; none of that goes on. <u>And I don't know how she's keeping it all inside.</u></p> <p>Wouldn't any principal do that though? Like, are there principals that blab?</p> <p>Yeah.</p> <p>Yes. I worked with one.</p> <p>Oh definitely. (laughter)</p> <p>Oh yes, absolutely.</p> <p>I t was not my experience to have a principal that blabs.</p> <p><u>And I think, I think people are fearful of women in charge also. Something about they don't have the temperament for it. Or they're not as easygoing as man would be. Or is as understanding. But I just haven't felt that way. But then again, like I said, I don't go to her with all my problems. However, when I do go to her, I do get something done.</u> Um, with the other one, cause I'm actually under the special ed</p>
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umbrella even though I deal with regular ed students, their reaction is not the same.

How specific do you want us to get? Do you want like real specific situations?

If you can, and if you feel comfortable: yes. If you feel uncomfortable, you know, and again, part of it is negotiation. I'm asking you questions and you have to decide what you want to give. I'm going to push and you notice that I do push on some areas a little bit. But on the other hand I want you to feel that you don't have to give something that you don't want to give. In some of the other interviews some of the people said I prefer not to answer that and that's fine, I respect that. Okay, so to answer your question, it depends. I don't know if that answered your question, but...

Okay, some things are so sensitive it's very difficult. I have a child that has some pretty serious emotional issues. And he was touching and talking in a very sexual way. And he was only nine years old. So it was a deep concern. I spend numerous hours with our principal discussing this issue, my concerns as to whether he was being abused in a sexual way, an um, and she dealt with the situation, and the parents, and the counselor, and the child in such an amazingly sensitive way? I don't know if that's the right way to put it, but it was like – it was not – Mrs. So and so said this, and I'm worried about that,

It was all kept completely separate. It was so... so the trust was not only with me, but it was with the child, it was with the child's father who was estranged from the mother and the mother was estranged from the father, and the counselor and the school counselor that, how that all stayed separate I'm not really sure, but it was handled in such a way that trust was never lost between them – any of those individuals

<p>- seeks input</p>	<p>involved in that situation. That to me was over and above.</p> <p>Okay.</p> <p>That's as specific as I can get.</p> <p>That's fine.</p> <p>You'd hear her say, oh what a day, or ...</p> <p>Right! Or, what a day, but she doesn't go any further.</p> <p>Yeah.</p> <p>Right.</p> <p>I had bus duty one day and (laughter) these are my biggest problems – bus duty- and I came in with a form the bus driver had filled out where one kindergarten boy had shown another kindergarten boy his penis. <u>And I gave it to the principal and she looked at it and she said, 'now how do I handle this?'</u></p> <p>(laughter)</p> <p>Do I talk to the student? Do I call the parent? And I said I think maybe you ought to see the counselor before you do anything. But just like standing there, you could tell this was all new to her. She was not used to dealing with this level, this age child. And ...and the situation. And us, she was just so open about it and I never heard anything after that. I don't know how she dealt with it. But I'm sure it was correct. There was never any gossip about it or she never came back to tell me what happened. I have good feelings about what she does and how she handles things.</p> <p>Good.</p>
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	<p>And I guess I will until I hear differently or find something different happens.</p> <p>Good. There seems to be a consensus.</p>
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Teachers:

ESInterviewQ5:

Principal

<p>Q5: do your teachers spend a lot of time monitoring what you are doing?</p>	<p>Well, you know, I don't think so. I don't feel that. They might be doing that. But I don't see that. I don't hear that from scuttlebutt or anything like that.</p> <p>I really think that they're all dedicated and I think that if I wasn't here at the school the staff would do what they were supposed to do and they wouldn't be a hundred percent slacking off or anything like that.</p>
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Teachers:

Q5: Do you think teachers in this school spend a lot of time or a lot of energy monitoring what the principal's doing?

In the teachers' room?

No.

I don't think so.

No, not at all.

I don't think so.

No.

We're more concerned with everybody else. (laughter).

Yeah.

I mean when she walks in we don't even hush up.

Yeah.

And she just joins right in.

She joins in.

And I think that some people knew her prior to her being here helped a little bit, but I ..I mean... in all fairness to the faculty I think she has a fairly easy group of people to work with as well. Um, I think most people get along and she came into a good situation, and it has stayed like that, and I don't think people are the least bit concerned about what she's doing or not doing because she has certainly, she seemed to be doing an excellent job. Even that first week of school which is so crazy. You know, we were all standing around saying, the poor thing just got, like, pushed into this job, like full force. You know, and um...

-prior knowledge

-Initial Trust

I haven't done my PIP yet...

That was number 7! (laughter)

I went to her and she said, fine, I'll see you in the summer. I like live so like I'll see you. She didn't say oh you got to get it in, and that's it. So, that's good.

Everybody knows how busy she is. I think that, you know, we know that she's so ... not overwhelmed, but she's so busy doing a lot of things in different situations that, why would we monitor what she's doing. She's doing her job and she's doing it well so you don't even need to worry about her.

If we had issues with her we would be more inclined to be watching what she's doing. But we just really don't have ...

And we're so concerned about what's going on in our own little four walls when we shut the door that, you know, as long as everything's running smoothly outside we're really okay with it. And this building tends to be that way. If no one's rocking the boat, we're fine.

Well, I think picking up on what teacher 3 said, she came into a pretty easy situation as far as we all get along well with one another. But there are teachers who were put into positions that they didn't want. And teaching inclusion classes that they didn't want. And I think they felt they could voice their opinion and that she would listen. And she had stated that she was not special ed and she could understand that. So I'm hoping that the people who were involved who were unhappy for a couple years with some decisions made and it was, you don't have a choice, this is it. I think she's going to try to make some of these people happier, and I think everything's going to work out

<p>- <i>Listens</i></p>	<p>because that can create a lot of unhappiness in a building when you put people together with other people they don't want to be with, or they don't teach well with, they have different philosophies, and people who don't want the interruptions and the disruptions of special ed kids in their room. I think she's well aware of that. <u>I think she listens to them.</u></p>
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ESINterviewQ6:

Principal

<p>Q6: how would you think that your teachers rate you in the area of competence?</p> <p>- <i>values principal comments</i></p>	<p>I think they'd rate me high. I mean I think they think I'm competent. I think they were really hoping that I'd get the position. <u>I think they value what I have to say. I think they...they... respected me as a teacher. I think they came to me for advice just as a colleague in the education building as opposed to being a principal.</u> I mean, they've come to me now as a principal. I think they feel I'm competent.</p> <p>On discipline? I... we.. um... I 'm not really sure what ... not that I ... I know what they discipline code was here before but they didn't really have a, uh, another detention program. It that was, you know, you lost your recess kind of a thing. And I tried to implement, mainly because of the bullying, harassment, and intimidation policy that we have to have in place now, that we should have a more concrete discipline plan. And I think in the beginning they weren't sure if they were allowed to issue any detentions, we don't have an after school detention, it is really just a lunch recess detention, but it's documented so we have documentation if the kid makes a mistake or has an infraction and they were real hesitant at first, not that they weren't backed up</p>
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<ul style="list-style-type: none"> - <i>addresses issues/conflicts</i> - <i>addresses issues/conflicts</i> - <i>won't back down</i> 	<p>before, I think they absolutely were backed up, but I think it's just handled a little bit differently because of the mandates, <u>and I think they feel that I'm competent in the area of not being afraid to get on the phone and tell parents, 'this is what your child did and this is what we're going to do.'</u></p> <p>I did have the unfortunate experience of having to suspend some students this year from behaviors, um, and I think the previous principal would also have done the same thing, <u>and I think they were happy to see that I followed through on that, that you know, these were bizarre behaviors, one was a threat, one was exhibiting violence in the classroom, that I wasn't going to back down as a new principal, that we can't let the kids... we have to be safe... everyone has to feel that they're safe and free and we can't have this kind of behavior in the classroom.</u> I think they were happy that I had the strength, that I wasn't afraid to suspend...</p> <p>Yeah, I worked with our counselor. Our two counselors in our other school and our other principal and we came up with a, uh, basically a code of conduct. And we've tweaked it as we've gone along cause, you know, some things didn't work and, uh, recently we've had some issues in our third grade, it's a tough group of kids, these third graders and uh, superintendent came on board with it too and said we have to do something else. Um, we met with every third grade class, the three of us, and we explained to them what our expectations were and how some of them had disappointed us and you know, we've gone through these steps and it still isn't working and so we actually changed our discipline code and our bullying code of conduct from May 15th to the end of the year. And it probably will be in place come September. And we had an open forum</p>
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<p>- <i>follow-through (good leader)</i></p>	<p>with the kids, they were allowed to ask questions, um, you know, it was very open, they had comments, they were angry at certain things that were happening in classrooms, and we just sat down and we chatted with them, and we met with some parents, and uh, several others.</p> <p>And teachers liked being part of that process as well?</p> <p>Okay, so how would you say that the teachers perceived you through this action on developing the discipline code?</p> <p><u>Kind of interesting. I guess as a good leader. Um, you know, someone who follows through.</u> And just isn't going to say, oh, they're kids, it's the end of the year, let it go, we'll talk about it in the summer. I think they were asking for help. And it only took a day or two for us to get it together with our counselors and for all three of us to have a combined time to get the time. I wouldn't say it was chaotic, but I wouldn't say it was pleasant. And I think they were pleased.</p> <p>Maybe speaking to parents as a whole. Setting up PTA meetings. Um, telling the parents what our focuses are, what our goals are. We have a volunteer program here which is very successful, and it's really nice to have a lot of community involvement. We're very fortunate that we have, um, not only an excellent PTA, but a group of community members that come in almost daily and um, work with our kids. And um, come in here and talk to me about what their needs are and starting next year I am going to be the coordinator of our educational council. And um, I think that shows confidence, to be able to organize that. And it's a group of parents, it's, well, anyone in the community -</p>
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	<p>PTA parents, anyone that lives in town, Board Members, staff, um, certain students – we've had high school students serve in the past, and you know run this committee and really, it's to get information about what's going on in our school, to highlight the good things, uh, we've talked about some of the problem issues and what their concerns are as far as community members, even business owners when they're employing our young students – what do they see lacking. You know, is it character ed, is it math skills, you know, is it critical thinking skills? Because that's, that's an issue, and you really need to know what's going on in the community.</p>
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Teachers:

<p>Q6: Where would you rate this principal in the area of competence?</p> <p><i>-very competent (tentative – only one year)</i></p>	<p>I think after one year she's well on her way. <u>I would rate her very competent as a first year principal on what she's done so far.</u> But it's also only one year too.</p> <p>I can't see what more could possibly happen in a year.</p> <p>Yeah, she's just getting her feet wet too. Who knows what's going to happen next year. And she ...will take over.</p> <p>You know, I think that's an unfair question because I go back to my first year teaching. And I didn't think I could do it – why did I take this job? And I felt, many times, overwhelmed. And I'm sure she feels that way too at times. And to think that she just came in knowing everything...I couldn't honestly say that she – it's just a lot. I couldn't agree with what these two said.</p>
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She doesn't know everything and I know she's going to have to go back and read about what she needs to know. Just to cite one example the Terra Nova test, packing that up and sending it out, and when we were distributing them. I was pulled out to help her with that. Which was fine. I found out that she had so many phone calls and she was pulled away so much that I wound up doing it myself. And the bottom line, I didn't know who these item analyses, reports, data, everything go to, and neither did she, so to say was she incompetent? I didn't know, she didn't know so I guess you could say she was incompetent, but I know next year she is going to know who gets what.

Another thing with Grandparents Day with us, she was not happy with how it was run so it looked like she was incompetent with how it was because she went along with the other year, but it's going to be changed for next year.

She went along with the program from the past year.

It's going to be changed for next year.

So if anybody felt her incompetent, I think it would be a lack of experience.

Right.

Right.

Yeah.

And I think since we're talking about a first year principal, and that's what you're doing your study on, we need to judge her on being competent within the framework of it being her first year. And did she handle things well? Remarkably. Did she handle difficulties? Unbelievably well. Um, and

- *addresses issues/conflicts*
- *handled well*

<ul style="list-style-type: none"> - modeled behaviors - seeks input <p style="margin-top: 200px;">- seeks input</p> <p style="margin-top: 20px;">-humility (?)</p>	<p><u>things did not always run smooth and she handled herself with a great deal of grace, and competence, and confidence in herself. And did she always know everything, no. But she was willing to ask. Yeah. And I think that makes her more competent.</u></p> <p>Yeah.</p> <p>Hm-mmm.</p> <p><u>Since she was willing to say – hey, I don’t know how this works, how did you do it last year? Or, what can you tell me that will help me. And I think that makes her more competent as a first year principal. I mean instead of coming in, and if you’ll pardon the expression, all cocky and thinking she was everything, that to me would show a lack of competence, where someone who is willing to say, hey, I don’t know everything, and you have to go over it to help me understand it, which I gave her a lot of respect for that because she was willing to say ‘I’m learning too.’</u></p>
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ESInterviewQ7:

Principal

<p>Q7: what kind of faith do your teachers have in your integrity?</p>	<p>I guess they have high faith, good faith. You know, I think I’m showing them, I think just working with them for twenty six years I’ve proven myself. At least I hope I have. Um, you know, I’m not sure, I’m sure there’s people that maybe don’t like me, that don’t feel I’m doing a good job, but I haven’t heard that, and I wish that if</p>
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<p><i>-moral leadership</i> <i>-available</i> <i>-good people skills</i></p>	<p>they were, if they had any doubts that they would come in and speak to me about it. Or if they questioned my decision-making, then I feel they should come to me as a person. I think that's, I think they owe that to me, and so that maybe I could change those behaviors if it's not working.</p> <p>Hm-mm. Do you feel like you have behaviors that you exhibit that demonstrate your integrity?</p> <p><u>I just think me as person. I think I've demonstrated that in my whole career... teaching...being a good person...being a leader...always available...being a good citizen...good people skills.</u></p>
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Teachers:

<p>Q7: What kind of faith do you have in your principal's integrity?</p> <p>- <i>moral leadership</i></p> <p><i>-moral leadership</i></p>	<p>Well, up to this point, <u>we have to say that we have all the faith in the world in her.</u> I don't see things changing.</p> <p>She better not leave!</p> <p>No. (laughter)</p> <p>No, I already feel like we've been through a lot together over the past year with everything that's gone on, with health issues, and crises with not having enough space, and all the other things that have happened – we want to keep her around.</p> <p>Right.</p> <p><u>Because she has good strong, moral character, and I think that's important. She definitely knows right from wrong and is</u></p>
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- *addresses issues*
- *does not back down*

- *models*
- *handles issues well*

officers over to, uh, read the child the riot act. She's not afraid to stand up for what she knows is right.

We had a conference earlier in the year with a parent and, uh, she was there, a guidance counselor was there, a classroom teacher, myself, and this parent who was very difficult to handle, um, ...

You mean you've had parents like that?

(laughter)

And the year prior to that, this woman was given a lot of what she wanted. And she came into this conference just like so bull-headed, and everything she did was right, and her child was continually late, and she just sat there and said, you know, I watched, there are other kids walking down the hallway, with their backpacks and all this kind of stuff and, um, Principal B just said to her, it's not acceptable, in this school you're going to be on time. Your child is going to grow up, get a job. In that job he's not going to be allowed to be late, and that's how it's going to be in school. He has to learn that now. And she did not back down for one second. And by the time the thing was over, I don't know whether the parent felt she'd won or not, but all of us sitting there really felt good about what Principal B did. She didn't back down. She didn't give the woman the way, her way, and I mean she listened to what she had to say and she didn't stand there and say the teacher's absolutely right, but she gave the reasons for what she thought. For everything that woman brought up, Principal B had a reason for what she was saying and she explained it. You know, and we all left there and like our blood pressure was like sky high, you could just see it, but Principal, like very nicely got up, and I thought she handled it

extremely well, I would have been a basket case. But she just, I thought she did a phenomenal job that day.

And she can appease a parent too. Because I kind of answered a parent in a way, I said, I walked out of the room.

Imagine...

(laughter)

I know. That's not me.

Number 7!

Number 7!

And uh, I walked out and she goes, the parent was a little indignant, but obviously she must have calmed her down too. She backs me up. And she's had a lot of problems with my class. She's backed me up all the way. And then there was parents walking down the hall, which we always stressed we don't want this. She goes right out and talks to that parent and says this is not what you're supposed to do. I think they even give her a little argument. But she won't back down. That parent doesn't go down the hall.

That has been a problem, parents in the hall, especially...

That was my concern.

...with my class too. And there was a struggle, kids didn't want to come to class, the parents would stay in the hallway. And she really took care of that. I don't have a lot of issues like some of the other teachers, being in pre-school, but generally we're in our own little world, in our room, from two classes which are two hours and fifteen minutes. And they're little so a lot

	<p>of problems don't really occur.</p> <p>That's kind of the position I'm in too.</p> <p>And I don't really get involved in a lot. Stuff like that.</p>
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ESInterviewQ8:

Principal:

<p>Q8: , how much information do you share with your teachers about what's going on in the building?</p> <p><i>-open</i></p>	<p><u>I share as much as they need to know. You know without getting into the nitty-gritty details.</u> We've had a couple of things with the issues with the Power Plant, fear of... we are the closest school to the nuclear power plant and um the...Oyster Creek came down and spoke to us about, you know, um, nuclear accidents and what could happen. And I did share that information with my staff because I felt that they needed to know that.</p> <p>You know, some people want to know every nitty-gritty detail but they've never asked me to cross that line and I wouldn't anyway.</p> <p>Okay, any final thoughts on sharing information with your staff?</p> <p>No, I think that when there's an issue like we have, we deal with a family that has family illness, the mom is ... is dying as we speak. Um, I think they needed to know that. I think, um, you know, at conference time, the teacher didn't know how ill the woman was and her husband was totally depressed, so I shared with her don't ask them to come in for a conference, there are other ways that we can get the information to us from the parents, and she had no idea, you know.</p>
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<p>- compassion</p>	<p>And she's the kind of teacher that – you got to get this into me, how come your mom didn't sign, and you know, she's like thank you, you know, for giving me that information, you know cause she would have been on the phone – you didn't sign, and you're not going to get a conference.</p> <p>Hmm-mm.</p> <p>So I think, you know, she appreciated that.</p> <p>Good. That's good.</p> <p><u>You have to be compassionate.</u></p> <p><u>Yeah.</u></p> <p><u>You know, you have to show compassion. Cause you have no idea what these kids are coming from.</u></p> <p>Right.</p> <p>They come here and they put on a happy face and they're not always happy.</p> <p>Right. Right.</p> <p>You know, so I think that information needs to go to the teacher.</p>
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Teachers:

<p>Q8: How much information do you feel like your principal shares with you about what's going on?</p>	<p>One thing is that with the principal in the other school, nobody knew anything. She didn't even say anything to us either because they had already picked somebody so it was all speculation. This, this...it's not just her...she never came out and said...she said yes, we did pick someone, and that was it - dropped. We don't know who it was until ...</p>
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-forthright?

She will answer specific questions if she is able to answer them. She came into the teachers room one day during third grade teacher lunch and um, and you know being the kind of personality I am, you know, I said, so what's the situation with the rooms for next year because we were short a classroom and didn't know what was going on. And she said, okay and told us what had been discussed thus far because she was privy to the information and knew that it was okay to share it. Um, but she's not one to tell tales when it's not okay. You know, because she wouldn't tell us who the new nurse was going to be, who the new principal was going to be. I mean, it was, he was close-mouthed about the stuff she was not supposed to discuss. And as far as discussing anything that goes on outside of our own issues, she doesn't discuss it. Um, she wouldn't tell me what's going on in number 7's classroom any more than she would tell me what's going on in number 6's classroom. Um, she just wouldn't.

A lot goes on in number 7's classroom.

(laughter)

But from what I've heard before, you've all said that when it comes to dealing with her one on one, there's a free exchange of information back and forth between you and her?

That's right.

Yes.

Hm-mmm.

- follow-through

And she'll get back to you if there's something she needs to check on, like before she'll answer something, she'll say, you know what, let me check on that first

before I let you know, because I'm not sure. Something even to do with the contract I think, um, something I went in for. She said, you know, I think that's a contractual thing and I don't think we can... Oh, I know what it was, it was about the faculty room. Because I said, you know, maybe if we just ask the faculty, we won't even need the faculty room. Everybody can just make do with what we have. And she said, you know that would be a good idea, but I think it's a contractual issue. And you, she came back to me and said, you know we do have to have a faculty room. So you know, she does get back to you if she can't give you an answer right away.

You know, we were going to give it up for this resource room teacher, that's what she's talking about. Number three wasn't very clear on that.

(laughter)

She didn't share that with me!

(laughter)

We didn't ask you.

The first week of school. The first week or two of school was really crazy – you know, and she's not used to working with the really little ones and um, the first week she came back and said, I was telling my husband about some of the stuff and he said 'where are you working?' Some of those children sound like they're from the Exorcist. You know, but she never really mentioned any names. But it was just like... it was the nice thing for her, because she could laugh about things without giving out information.

ESInterviewQ9:

Principal

<p>Q9: What do you think is the one thing you did that made your teachers want to trust you?</p> <p>- <i>accessible</i></p> <p>- <i>follow-through</i></p> <p>- <i>supportive</i></p> <p>- <i>value teachers</i></p>	<p>I wanted everything I did to affect how they trusted me. But one particular?</p> <p><u>I met with them individually if they had a concern, um, some of our teachers have been here a very long time and couldn't find their documentation.</u> They, I mean, it really amazed me that they weren't really sure how to go about finding their documentation. <u>So I made phone calls, and said, you know – where'd you go to college, you know, get your transcripts, and I think that was comforting to them.</u> Uh, as far as their test score for New Jersey ASK and New Jersey ASK 4, ASK 3, there's been so much pressure on fourth grade teachers that now it's going down to third grade, and also it's not a third grade issue, it's a K-3 issue because you can't expect them to learn everything in eight months and expect them to take that test. And I think the trust was that it wasn't going to be a reflection on their teaching if the kids didn't do well, that every class was different and you know, we really doing okay. And what I ... what I requested of them was that we do the Terra Nova test. It's wasn't done in all grade levels and it's still not done in first grade, and I'd like to do that next year, just to validate for them with a national test that our kids are excelling and that they are doing okay, and that they can trust their teaching is going in the right direction. And I think they appreciated that. <u>Um, that I value their skills.</u></p> <p>Yeah, well, I think that it shows we're all moving in the right direction that we're going to trust to make the right decisions</p>
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	<p>for curriculum and that I'm not just going to look, you know, look at what teachers did and say, well, your kids didn't do such a great job. That we're going to look at the overall picture.</p> <p>Okay.</p> <p>You know, they're going to trust my judgment.</p>
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Teachers:

<p>Q9: What was the one thing this principal did that made you want to trust her?</p> <ul style="list-style-type: none"> - <i>accessible</i> - <i>seeks input</i> - <i>even exchange</i> - <i>initial trust</i> 	<p>I think mine would be in the summer. I came to check on something and that was really the first time I had any interaction because I didn't know her. <u>And she was very approachable, and like was said, there was an exchange, even exchange. And if I didn't understand something she would clarify it, and if she didn't understand something she would ask me a question. And I had never had an administrator ask me my advice before.</u> And I thought it was kind of neat. You know, why did you do this? Why did you have lunch at this time? Why did you do that? <u>And it was just...she...she built that trust by that open exchange.</u></p> <p><u>So that was early? Real early? When she first started here?</u></p> <p>Real early. Yes.</p> <p>[turn the tape over]</p> <p>Okay, the question was what was the one thing this principal did that made you want to trust her?</p> <p>It was my first year in fourth grade and I</p>
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<p><i>-helpful</i></p> <p><i>- seeks input</i></p> <p><i>-values teachers</i></p> <p><i>- initial trust</i></p> <p><i>- seeks input</i></p> <p><i>- values teachers</i></p>	<p>was with a first year teacher. So there were two of us together as first year teachers. <u>She was next door and approached me and was very helpful to both myself and the teacher I was working with.</u> And that was a nice gesture, and there were other questions that we brought to her and she helped in whatever we asked for from the beginning.</p> <p>I came in the summer also and uh happened to be a curriculum writer so I was in here most of the summer. <u>And the first time I came in here after she had officially taken over the office, and right away she said come here, called me over to her desk and started showing me the master plan, and asked my opinion. And I think that worked because I didn't know what that was like, I never had a principal that asked me, that it was very much they either tell you or they don't tell you and that's just the way it is.</u> And to want feedback from someone who's been around, and what do you think of this, that right away instilled, that there's going to be a bond here, a good trust between administration and faculty that's going to exist and it wasn't just that we had been friends for twenty years. She really wanted my opinion as a teacher. Which I really appreciated. <u>Right away she had my trust.</u></p> <p>I would have to say the same thing. I taught summer school. <u>And she would come in a couple times a week, saying can I see you before I leave, I just have a question about ... and it was the same thing – the master schedule, um, over bus duty issues, she didn't understand who had and who didn't,...</u></p> <p><u>It was like, what do you think of, I would like to try this, do you think that would be okay?</u></p>
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-fair to all

So I felt she was trying to make things right and that it was equitable for everyone that she could. It was a good feeling.

When I answered the question before I probably didn't answer t he right way because I talked about when she was a teacher. But another thing I would like to say is over the summer when I did my preschool orientation with all the new children coming in and their parents, I ran it by myself for the first two years without anybody out there to maybe like help me out if a parent was asking me a million questions about things that I might not have the answer to. Um, and she came to the first time. For the first time I had somebody else there with me to help me, to talk to the parents.

Anyone else with one thing with the one thing this principal did to make you want to trust her?

I think that, um, being that she worked in the other building, and that we all worked in the same district, she didn't come and say this is what we did at our school and I think you're doing it wrong and I think you should change it. If something came up as early in the beginning of the year, she talked about, um, half days and early dismissals, and over in the new building they do a shortened schedule, and she explained to us how it worked, and said, I don't know if you're interested in doing that here, but that's what we do over there. And rather than just changing it or just saying, this works much better, and I don't know what you're doing it this way, she waited, asked our opinion, and left it the way we had it because we were all happy with it. And she said, you know, this is what you chose and that's fine. And it kind of made us feel, like oh wow, she's just not going to come in here and do things the

- *seeks input*
- *values teacher ideas*

-listens, then acts	way she was used to them, she listened first and then acted.
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ESInterviewQ11:**Principal***(no principal response)***Teachers:**

<p>Q11: Do you think there's anything else that exists in a school setting that helps principals build trust when they are coming in?</p> <p>- early reputation -teacher disposition</p> <p>- teacher disposition</p>	<p>I think how the people are perceiving what they are going to be like. <u>You know, I mean uh, like we all kind of had pre-conceived ideas of what this principal was going to do and how it was going to be when she was here. And I think most of us had more positive than negative so I think that. it was, that that helps a lot. You know, what people are thinking about you when you got here. You know, what they are hearing about you, or what they know about you.</u></p> <p>I think I was on the fence about her coming here –I think it goes back to the one thing. Because I think that my preconceived ideas were leaning towards the negative and I think everything that she did was positive. <u>It wasn't, just from, uhhh, in my previous experience I was thinking stuff that probably wasn't true anyway, but I mean stuff that I thought about stuff like being supervised with someone that you worked with, and now somebody that has gone over there, and I didn't know how she was going to go about her business, but somebody who is now going to go about her business being in charge of people,</u></p>
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<p>-climate</p> <p>- give and take</p>	<p><u>doing the same thing she did, and that whole, I think the way she came in, and the way she treated you, and the way she wanted your help, uh, the whole idea was preconceived, my preconceived ideas not being as positive maybe, I think that maybe was one thing that made me want to trust her because it wasn't at all what I thought it was going to be.</u> And I think that because she's like, it not only makes me want to trust her, I think it also makes me want to work harder for her. To please her It's like she's in your corner, it's like she's helping you, I think she kind of makes you want to trust her because of who she is. And it wasn't at all what I had in mind.</p> <p><u>The working atmosphere, also, makes a big difference.</u> As an example, the district has a very different atmosphere than what we have over here. And its not just in the difference in each groups of children, it's in the tension level in the building. Um, the tension level is much higher in other buildings. Teachers seem to be covering themselves a whole lot more than we feel like we have to over here. And fortunately, we didn't feel like that before, and she walked into that. I know that was the one thing I was nervous about, was because things were so much different over in the other building, I was afraid that she would carry that over when she came over here. Um, even knowing her for as long as I did, there was that, uh-oh, what if she makes us like it's like over in the other building. <u>And I think it's worked to her advantage that she's working in a place where there's a lot of give and take, and we help each other, and we try to do things for each other and work as teams in planning the lessons even in cross curriculums.</u> Um, we can all sit in the teacher's room and joke and laugh and have a good time; there doesn't seem to be that high level of tension. Most of the time, you know we're</p>
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<ul style="list-style-type: none"> - <i>seeks input</i> - <i>courteous</i> - <i>forthright</i> - <i>values teachers</i> - <i>moral leadership</i> 	<p>not perfect, but most of the time it seems to be a really good, positive atmosphere. I think that makes a big difference. (something unintelligible)</p> <p><u>I think the fact that she came in and said, you know, there's some things I don't know and I am going to need your help, and then you did help her, and she thanked you for it. You know, something as simple as bus duty, you know I am usually out there every day, I have been for years, and like the first week of school, she was like whoa, you know, she came to me and said, I'm so glad you helped me and that made me feel really good. You know, and it went that way right across the board. Just letting us know she didn't know everything, she wasn't afraid to say I need your help with that.</u></p> <p>I've spent a lot of years in a lot of different places. I think I've had administrators of all types and I've had bosses who are difficult to deal with, and I don't see any of the difficult things I know can go on happening here. <u>So I guess that would be the bottom line, that I just feel she has integrity and will continue with it.</u></p>
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ESInterviewQ12:

Principal

<p>Q11: how would you define trust?</p> <p>-<i>definition of trust</i></p>	<p>Trust? Honesty. Someone that you can count on. Someone that isn't going to breach confidentiality. Um, someone that values how you feel and what you think. Being a good person. Showing good citizenship skills. Civic responsibilities. Not being dishonest.</p>
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Teachers:

<p>Q12: How would you define trust?</p>	<p>To trust is for the person to judge what the right thing to do is</p> <p>Trust means that that person is going to be there.</p> <p>And trust is that the person is going to be there and treat you in the same way. There are some people who walk right by you and ignore you and then the next time they're your bet friend. And I think that's a matter of trust. If you don't know them, you're in an uncomfortable position. They can be passing by, they don't know me – they're loud, sad, mad, glad, and you don't know what they are going to do, and I don't have that with this principal. I think that's very important when I trust somebody. Because somebody who can't be steady like that. I like being by someone who is steady all the time. She never has a bad day.</p> <p>She doesn't?</p> <p>No, and if she does, when you go to her, she shuts it off.</p> <p>That's right.</p> <p>I worked for someone who wasn't steady all the time.</p> <p>I worked in other school for the other principal for one year, and there were times that you just run by and you didn't...</p> <p>That's why I'm chuckling, I did as well.</p> <p>You know and it was the body language.</p>
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	<p>Well we had that situation here. You could tell if a certain person eyebrows had grown together and his hair was sticking up that you didn't talk to him, right?</p> <p>Okay, I mean, right? He had a little thundercloud over his head an you just left him alone, right? You leave him alone. You don't talk to him that day. It blew over. It was front, it went away, But no, she's pretty steady, and that's a trust issue also.</p> <p>Yeah I think it's very much a trust issue.</p> <p>She's someone to count on.</p>
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ESQuestionQ13:

Principal

(principal had no response – all talked out)

Teachers

<p>Q13: Is there anything we should have talked about but didn't that's germane to trust?</p> <p><i>-moral leadership</i></p>	<p>I attended the leadership conference last year as the grievance person so I sat with all of the other grievance people of schools. There's a lot of principals who are nightmares. And who will come into schools and cause a lot of grievable problems. And I thought very happy sitting there because I don't have any of this. So, I felt very lucky to have this principal. She's new but the situation could be a lot worse. <u>It's because how she is as a principal and how she is as a person.</u></p> <p>Okay. Anything else? I know we're at that</p>
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<p><i>-moral leadership (saturation)</i></p>	<p>last question phase. Nobody say anything, we're almost done.</p> <p><u>[Right, but I mean we keep saying the same things.] She's a trustworthy person, she's open. She did not come in with an I know everything attitude. Or, change everything I'm here. I'm the higher up on the totem pole. She listened to what I said.</u></p> <p><u>She's also not out to chop someone up either. That is a trust issue.</u></p> <p><u>She is consistent.</u></p>
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Appendix L

Interview Transcript with Middle School Principal

Thanks for taking the time to discuss your first year and trust building. As a researcher, I am interested in learning about your new experience here specifically related to your relationships with your teachers..

I am interested in how a new principal begins trust with a new faculty. I am interested in your perceptions and experiences about your attempts to build trust. The following questions were developed to prod your thinking and give me with insights into the trust development process. The information you provide will be confidential. There is no right or wrong responses

I am tape recording this session because I don't want to miss your comments. All comments made here are confidential. I am just as interested in negative comments as well as positive.

There may be times when I ask you to expand on information you provide me. Or, you may want to add more information to something you already said.

Okay, it's time to begin. Ready?

Of course.

Tell me how long you've been working here.

I've just about completed my first full year as principal of this middle school.

And where did you come from before?

I was the principal of an alternative high school for the past three and a half years.

Okay. Think back to when you first started working here. What were some of the impressions about the teachers in this building?

There was a mixed bag of, of .. there were hard working individuals in the building and also there were individuals who did not work so hard.

And what was it that made you arrive at that impression? How did you figure out the hard workers and the not so hard workers?

Well, the interesting thing was that the middle school was in close proximity to the high school where I spent the majority of my career as an administrator. And being in such close proximity I had an opportunity to see the environment of this middle school and see how it operated, to really see the organizational structure taking a look at, particularly the human resource aspect of it, how it played itself out in day to day operations. And not really knowing individuals on a personal level, I was able to make some kind of objective observation as to what worked and what didn't work, and who were the players involved in making things work or not work.

And what did you feel as a new principal coming in you had to do to get into the system to start working with it to make it successful.

Well, the first thing I did was pray. The middle school needed a lot of work and it would require a lot of energy not only to build a team around a common vision, but to have folks embrace me as an individual who could lead them. And many of the folks here, they will follow if they believe that you have something to share with them. And their whole premise for following was based on: has this person been around long enough? An in many of their eyes because I am a lot younger than many would expect a principal to be, And not having as many of years in as they would have expected a principal to have in, many of them were skeptical about really following me. So that was a major concern. Taking a look at organizational structure was a major issue. And include in the fact that our test scores have been in the pits for the past few years and are still declining, we really had to do some quick team building, but just some structural issues around mission and vision.

And what was the vision you shared with the staff when you got here?

The vision for this school was that this middle school would become a pinnacle of success, it would become a community icon for exchange of ideas and intellectual creativity and that our students would succeed. That this would become a family oriented program. It was just that simple.

And how did you go about starting to implement that?

Well the first thing was to have folks buy into the fact that kids could succeed, and that we had the right people in place that could get that job done. Now keep in mind I really did believe that there were some individuals who just were either incapable of doing it or were just not going to do it because just because of the messenger. However, it was very important to try to get people all on the same page because you want to give all people the same opportunity to succeed. And there were a couple of people who proved me wrong. And I was happy that they did. So you want to give everyone the same opportunity to demonstrate that they had the capacity to work within the mission to achieve the vision. So you had to sell it. You know, I had faith in you as a teaching community, that you were here for children and our district tagline is keeping children first. So we just had to promote that. And that every decision that I make as an administrator may not be a decision that you will like but it will be guided by what is in the best interest of children. The second thing that we had to do was really get into the notion of consensus and collaboration and no falling. Consensus being decisions are made by consensus even though administrative code and statute holds me responsible for the final decisions of the building. We make decision, programmatic and fiscal decision based on consensus, and they have to make sense. So that when you get people some ownership in the building policy, the creation of policy, or the review of policy decisions that really aren't working, you get a little more buy-in. And then when you have collaboration around those things that are working, when everyone has equal say, and we're working together, then the final piece is no-fault. That we're not going to point any fingers if it doesn't work right. Everyone's in this together. If we can recognize a problem then we can certainly find a solution to the problem. So those were fundamental foundations by which we would begin to develop the whole notion of trust.

Did you have any people who balked at that when you first started?

Oh, of course. Of course. And it was simply because of the messenger. And the middle school was coming from a place where all was fair in love and war. We had individuals who pretty much did whatever they wanted to do because of the lack of accountability on the part of the administrative team. So, in comes this new guy, and folks were kind of upset by the way in which I came in, which was not any of my doing, or the outgoing principal's doing, and as an aside my philosophy is that you can't worry about anything you can't control, but people were upset about it, and they saw me as the cause of this problem. And the problem was the notion of change. And change is difficult for a lot of people who have been doing business their way, their own way, for several years. So yeah, I had people who balked, who said regardless of what he says, I am going to do the opposite. Um, people who you say something to and it goes in one ear and out the other. And that was to be expected.

Okay. You mentioned earlier about there being a lot of concerns. And from your conversation it seems there were concerns generated about bumping half of the teaching staff. How, as a new principal, did you respond to the concerns of your teachers?

One of the things I like to do is lead by example. To lead by example and let them know that I don't have a monopoly on the knowledge. Because of the fact that I was transferred here so close to the end of the school year, I didn't have an opportunity to do a lot of planning, I didn't have an opportunity to meet with staff to get a sense of the culture, I just had background knowledge based on the history of my being so close to this middle school. But not once did I have an opportunity to sit down with folks and get an idea of how things operated, who were the major players. So, you know, I just had to let them know, I don't have all the answers. But collectively we can begin to put things in place that may improve not only our student achievement, but also our ability to work effectively as a team. And once they began to see me as somewhat human, and they could take away the title of principal, and they see you as an individual, you can begin win some friends and influence people as they say, you know, increase your circle of influence. But people need to see you as human, and I'm still working on that piece though, because it goes a little deeper than not having all the answers because I've come to learn in recent months that people want to know who you are as a person. They want to know the things you like and dislike, the foods you like, the friends you have. They really want you to strip down to just being a basic individual. And in all my years of management and administration, regardless of the work setting I've been in, there's always been that line that you don't cross. I mean people have gone so far as to be upset because they don't know how old I am. Uh, that's been an issue for them as long as I've been in this district. Uh, how old is that guy? He looks young. They don't know. And that's a problem for them. What are some of the things he likes to do outside of work? Only a select group of people know. It's not something... common knowledge or general information. And that's a problem for some people. And when they don't feel that personal connection, it creates a sense of distance for some.

Can you think of a specific example that shows you dealing with the concerns of teachers that addresses some of the issues you just brought up.

Wow, let's see, a particular concern. Um, yeah, you know. Anytime someone new comes in there is always apprehension, you know, you're bringing new ideas. The bottom line is that you are bringing change. And I had a particular teacher who, while an excellent teacher, proved really not to be trustworthy, and he was an individual who was trying to move up the ladder. He wanted to be an administrator, he wanted to be a central office person. So he figured he would do it by politicking as opposed to hard work and labor. And my advice to him was to let his teaching speak for itself because you're an excellent teacher, but he really didn't take that advice and chose to make political moves that really didn't work in his favor. So when they backfired on him, he figured that there would be repercussions from me, that maybe he had stepped on my toes and upset me, and to some degree he did. However, I tried to explain to him that there is a difference in my mind between your professional ability which I respect a great deal, and your personal characteristics which I really despised. However, he didn't believe it. I guess he didn't believe that I could separate the two, so whenever we sat down to talk about his classroom performance or to do an observation, or any kind of organizational or operational issue, it became a confrontation to the point where we had to get the union involved because the guy, he really just did not trust me. And I don't know if that was a function of his own guilt but it got to a point where we were able to work out the situation when he really began to see because, through the written observations, he began to see that my administrator can really separate the two. I mean, do I like him as a person? Well... I mean, not that much. I mean I don't respect him as person that much, but in terms of his ability to teach, the guy is phenomenal. So through a series of conversations with association representatives, we were able to get to a point where we could separate the two. Will we ever invite each other over for dinner at the other's houses - I doubt it. But in this professional environment I would put him up against the best in any district. But it took a series of conversations with mediation for him to be able to see that there is a difference between what you do in the classroom and what you were doing in trying to move your career.

Do you feel he's different now as opposed to when you started working with him earlier in the year?

I think he's really done a 360 at least from what I can see because I had a little bit of prior history with him as one of my substitutes in the alternative school and again, the guy was a phenomenal teacher, and when I came over here is when I began to see a lot of the manipulation, and so he went from this level of being held in high regard and took this low pendulum swing, and I think we're starting to get back to a point where he can be held in high regard again at least for his professional work ethic. But I think we're still on a road to some kind of transitional recovery from the whole ordeal.

Okay. It sounds like you've had a couple... maybe that's reading too much into that. I don't want to do that. I imagine over the past year you've had similar interaction with

other people. Can you think of examples of how your teachers show that they do or do not trust you?

Uh, I have a very, very interesting example of how a teacher showed ... I don't know if it's trust or just let me double-check, but we had a situation where a teacher applied late for a teaching position and it was a stipend program, and she applied late, so she missed being approved on the Board agenda. So my recommendation was you'll make the next Board agenda, but between now and the next Board agenda, just volunteer your time. Come in, work the after school program and you'll volunteer. When you go on the next Board agenda we'll give you some opportunities to make up some of those hours that you missed between the last Board meeting and the next Board meeting. And the teacher said okay. When she was approved on the next Board agenda, and it was time for the time sheets to go in, she submitted a time sheet, but the time sheet was for the time between the two Board meetings which you were volunteering for, remember? And then we'll give you an opportunity to make up the time. Well, she didn't believe me, and she made a bee-line right over to the central office, and they didn't know what she was talking about because she was not approved to do any kind of work anywhere. And we had to have a conversation about you trusting me because if I say I am going to do A, B, and C for you, unless I'm dead, I am going to do what I said I was going to do. But she didn't believe it. So she had to hear it from someone over there. But Central Office knew nothing about it because it was a deal I made with her. And I'm telling you as your administrator, I'm giving you're my word, that I'm going to make good on what I said. But because you didn't believe me, you went over there, you kind of compromised the deal. Because now you have Central Office questioning why do you have an opportunity to make up the hours you weren't even approved to work for? So when I confronted her with that she got upset, cause I specifically said you have to trust me, and she well, I do trust you, but the very next day she came in and quit because she felt that I didn't trust her. So within a week we kind of patched everything up, and she came back to work, but that's just an example of when folks don't trust you. Or when there's a perception of a lack of trust. It can really have some repercussions that, you know, people just aren't thinking about.

It almost seems like in the two examples you shared that what you had to do was say something and then also act consistently based on what you said for people to get to the point where they would accept. You know, it seems like people said one thing and then did another and it took them an experience or some kind of time for them to see you say and then do for them to believe that they could trust you. Would you agree with that assessment?

Yeah, I think that's, that's very appropriate. And when you're dealing with issues like that, when there is a delay between what you say is going to happen and what is supposed to happen, I think, you know I'm not a psychologist, but there's something going on in the human psyche where say, you know, there's some uncertainty, and considering that many of these people have never dealt with me on this level before, how do I feel I can trust him, how do I know that he's good for his word? Because this is the first year they have worked with me as their administrator. They've heard the myth of me, that I'm no

nonsense, and that it's very cut and dry with me, so they've heard this myth about me, but they've never actually dealt with me on this level so when you're dealing with that time gap, a lot of things can go through your head about – a lot of what ifs. And the mind can start to play tricks on you. But I think as you begin, as you begin to engage people more and more, they will begin to understand that what the guy says is what he really says. It's what he means. You don't have to worry about second guessing him. He's going to tell you if he doesn't like something, he's going to tell you if he likes something. Ah, you don't have to try to read between the lines. And I think that's what a lot of the people were, before I was here, forced to do a lot of times. You know, come up with their own meaning to the administrator's actions. Well, what does this really mean? How does this fit with my view of my perception, or my perspective, and now here I come saying that well, this is going to happen if you do this. And they're like, wait a minute, this doesn't feel right because it's not familiar ground.

Hm-mmm.

So I would agree with you?

Okay. Do you think, I'm going to back up a minute, what role do you think perceptions play in people coming to the point where they trust what you say?

I think perceptions play a huge role because ... there were a couple of people I dealt with very closely here in the middle school, particularly with the administrators because we shared students when I was in the high school. And I had a self-contained seventh and eighth grade classroom in my program. So I dealt with them and some of things, some of the situations that we were involved in... they didn't like. They didn't like a lot of my decisions. And as far as I was concerned that was too bad because I had to do what was in the best interests of the kids that I was dealing with at the time. Not so much what was in the best interests of the middle school administrators or the adults. So, you know, perceptions start to swirl. You know and if you don't take the time to find out the facts, those perceptions can become reality. And with many of the teachers over here, when they heard I was coming, they had heard a lot of perceptions, a lot of another person's perceptions of me, that I wasn't a nice person, that I can't be trusted, that I'm sneaky. Those kinds of things. And that was just one person's perception. Uh, that he's no nonsense, that he's unapproachable, those kinds of things. So that became the foundation for my entry into the middle school. And when I walked in the door, unbeknownst to me, folks had already been fed this myth of me. That I was one way and, you know, you kind of have to bust the myths. But perception lingers far longer than any truth that can be told and they have been really hard to break down. And I believe that's it's going to take, even though we've had some really good success this year because we have some fantastic teachers here. Within one year's time we've done very well in terms of student achievement and a little bit of bonding. But I think it's going to take another 2-3 years to really begin to gel as a unit. It took me three years and a constant shifting of staff members to get the right mix of staff members when I was in the alternative high school. And I had a staff of, wow, thirty people. Here in the middle school I have a staff of eighty five. And I have 622 kids. So it's going to take at least another two years

where we all get to a point where we all feel extremely comfortable with each other. That we feed off the positive energy of one another and that we're able to trust.

Okay Uh, this is a kind of an interesting segue from what you just said . Do you think your teachers spend a lot of time monitoring what you're doing?

Oh absolutely. I don't know if it's monitoring. I would just say that they watch everything that I do. And uh, even though this isn't about children so do the kids. Yeah, but my teachers watch everything that I do. And that's why it's very important for me to lead by example and always be a role model regardless of what I do. Teachers have seen me in situations where I don't even think they're paying attention to me and I can give you examples of both positive and negative. I received a letter from one of my teachers last month, and it was a one page letter saying she appreciated all the leadership that I brought to this school and how I lead by example, and she listed examples of how in my interaction with staff members and my interaction with students, how that set such a positive tone. IN her thirty five years of teaching here at this middle school she had never seen that. And when I was reading, as I read what she wrote, and I was in this classroom dealing with these kids, and in this classroom with this teacher, I'm thinking to myself no one other than those teachers would have noticed me in those classrooms but this particular teacher noticed whether she was walking by the classroom when it happened or she was sitting in a corner working on something, she noticed. And so I would say that teachers watch what you do because they want to know – do your actions match your words. But on the flip side of it, going back to this perception of me, I had a meeting with a parent, I think about four months ago, I had a meeting with a parent, and a teacher because, to make a long story short, a teacher allowed a student to use her cell phone to call home and it was in the afternoon, and she was up on the third floor, so she said to the kid, instead of going all the way downstairs, just use my cell phone to call home. Uh, the kid called the brother and the brother had caller ID and started making prank phone calls back to the teacher. Which caused problems with her at home with her husband. I had the teacher and the parent come in, and the conversation between the teacher and the parent made the teacher so upset that I asked the teacher to leave because she was crying, and she was just visibly just beside herself. And I said, come on, let's just walk outside. And we walked out into my main office and we were talking in the corner, and I was trying to calm her down. Somebody walked by and saw the teacher crying, and saw me standing next to her talking, and made the assumption that they saw the myth of me, that I just, that I made her cry. I said something so horrific and horrible that she was hysterical. And so in a matter of minutes it spread around the building that I was cruel and mean because look at what I did to poor Ms. Jones. And fortunately there were people who were here and knew what had happened and corrected that. But it goes to show you that you don't know who's watching you. But, you know, people take what they see, and sometimes that perception plays a role in what they interpret and pass the information around.

Why do you think teachers spend time monitoring you?

Because I'm cute (laughter). I'm sorry that was just ... (laughter)

That's a good reason!

Uh, (laughter). Um. I think because if we can go back to the comment I made earlier about getting a sense of the humanity of it, of the individual, I think that the mystery of me makes me interesting. Uh, you know, and I know I've said it before, but I think that folks are just curious. What is he like? Who are the kinds of people that you would find him laughing and joking with? What are the kinds of things that he likes to laugh and joke about? Does he like Broadway shows? Does he play chess? I mean, just those simple things that people just want to know. And I think that that's what keeps them in awe. And just to find out what makes this guy tick? And, you know, I've had conversations with staff members towards the end of the year, this past school year, where they've expressed to me that that was a real concern amongst teachers. They know that I'm smart. They know that I have a real strong professional work ethic. They know that I am for children one hundred percent. But, as they put it to me, they don't know who I am as a person. And for many of them, one of their goals was to get to know who I am as a person. And I think that's a very worthwhile goal, but everyone has to feel comfortable. There has to be a level of reciprocal trust. And based on my experience, my position is what will you do with the information. Cause what I've found is that what people don't know, they'll make up. And that's why the myth of me has grown to gigantic proportions. And it's just amazing because they created this image of their administrator based on a compilation of hearsay and speculation. So I've gotten to a point in my own levels of trust and I've said. What will you do with the information? Will it become a topic of teacher room conversation? Will it be in the local paper? Hearsay and speculation. So I've gotten to a point in my own levels of trust and I've said. What will you do with the information? Will it become a topic of teacher room conversation? Will it be in the local paper? You know, oh gee, we saw our principal at TGIFridays and he had six long island iced teas and how can he be an administrator if he drinks so much and those kinds of things.

Hm-mmm.

So, you know, I guess maybe as I grow in this capacity as administrator I'll become a bit more comfortable in – I don't drink six long island iced teas – that was just a hypothetical, but I'll become a bit more comfortable in with sharing information because I understand how important it is with staff.

Right. Now do you feel that they ... let me see if I can re-phrase this? They watch you or monitor you more to find out who you are rather than being afraid you're going to catch them doing something wrong.

No, I really believe it's because they want to know and see who I am.

Okay.

The staff here are very professional, and with the exception of a few individuals or tasks, are on target. And it did take a lot of energy to monitor those few. Especially when you don't have self-contained classes and you have folks, given a nine period day, and you have folks going all over the place. But they weren't so much concerned with gee, is her going to catch me doing something, they knew I was going to come around to the classes. The only thing I was concerned about was how effective are you teaching? And how effective were you at handling your day to day responsibilities. Now within that there are a whole host of other things, Uh, those are the more ancillary. But I really believe that they wanted to know who I was as a person.

Okay, that's what I got from what you were saying. From what you were sharing which is really neat. Um, how do you think your teachers would rate you in the area of competence?

(Laughter) It all depends on who you ask. There are some who would think that I'm just incredibly brilliant. Uh, and uh, there are others who would say I don't care if he got his doctorate, I ain't calling him nothing. It's a mixed bag, and it's mixed because my detractors are just that. They just will not give credit. But I think I have brought a lot of new energy to the building, I think I brought a lot of new ideas that people just didn't think about. I didn't create anything, I didn't invent anything. I just brought some information in that they hadn't had an opportunity to see. So for many of them, they think I'm just brilliant. Uh, to be a relatively young administrator and to have the success that I have had in this district in such a short amount of time, uh, that's proven to some folks, that I must be to some degree smart at something.

Can you think of specific example in this area?

Of when people thought when I was smart?

Competent.

Competent?

Able to resolve issues, et cetera, et cetera, et cetera.

Well, it seems like that's all I do is resolve issues and how do I pick a good one? Um ...

Pick the first one that comes to mind.

Well, uh, that's an interesting question. This is in July and things kind of fade from your memory. So let's see, resolving an issue. Uh... can we come back to that one.

We can certainly do that.

Yeah, let's come back to that one.

Okay, you can think about that for a little bit; it's not a problem. Next question. What kind of faith do your teachers have in your integrity?

I think that it's grown a little bit more. As I begin to work more and more with different individuals. They see me as a person with some integrity. With some values. And that to a large, to a large degree that what you see is what you get. I'm not a politician so I don't rub elbows just for the sake of rubbing elbows. I think I've demonstrated to them that I'm not interested in climbing up on the backs of other people or at the expense of other people. That I'm here for the here and now to accomplish what we can accomplish. And I let my hard work speak for itself. And I won't do anything... I won't ask anyone to do anything that I'm not willing to do. Uh, even if it means sweeping the floors, even in this building. And even the high school. I've swept floors. I've cleaned tables. I've done just about everything from soup to nuts in this building except for anything that has to do with the boiler because that's ... I leave that to the pros, but, you know, people see that and they begin to change their mindset about what I'm all about, and it's not about, you know, a title or making money and wearing nice suits. You know and having a degree. It's really about what you can do to help these kids move ahead. And how do you turn this ship that used to be a disaster, how do you turn it around? So I'm very confident, that based on my actions, that people see me as a someone with integrity. Now that doesn't they've liked every decision that I've made. And there have been individuals who have not liked many of the decision I have made because they are so used to having decisions made that are for their benefit. For their comfort. And I've tried to impress upon them that the decisions we make from here on out will be done to benefit our students. What's in their best interests? What promotes their comfort? And if it inconveniences you as a teacher, well that's what you get paid for. So I think that message is starting to resonate.

Okay, any examples come to mind of integrity in action?

Well, um, we had, we had a student who came to me one day and said he had lost a hundred dollars. And I said well, if you lost a hundred dollars, first of all what are you doing with a hundred dollars in school. And second of all, if you lost a hundred dollars in this building, I would say that ten times out of ten that money is gone. And he said his mother had given him a hundred dollars because after school he was supposed to go to the store and get a winter coat and buy a couple things for himself. But later on that day, the money was found. And a decision had to be made. Because it was like, oooh, I found this money, and it was like no, it's not your money. And it was a matter of convincing the person, well nobody knows I found the money, we can split it. No, we can't split it. A kid lost a hundred dollar bill. You found a hundred dollar bill. The money has to go back to the kid. And I would say that after about a fifteen minute conversation, and a little bit of, what's a delicate way of putting this – you be in a lot of trouble with me if you don't return that money. The kid who found it, we put the money in an envelope and we put his name on it, and we returned the money to the student. And it just goes to show you that, and the kid told all the teachers in the building that he got the money back, and I said that I didn't find the money, you know, it was found by another student and it was given to me and here's your money. And it just goes to show

you that the kind of decisions that you have to make when nobody is watching, when you know, if we had split it, or I had taken it, no one would have know, the kid was just resigned to the fact that the money was gone. But it was around Christmas time, and if we are truly guided by what is in the best interests of children, that's the farthest thing from your mind. How do you deprive a kid of something that is so hard to come by because this isn't a wealthy community. And trying to convince another kid who is equally deprived as the kid who lost the money that it's not finder's keepers. That we have to return this. And it will make you feel better. You might not feel better right after you give the money back, but you will feel better on the inside. Uh, that just goes to show you. And the teachers heard about it. And the students heard about it. And that just raises the level of respect for what you are doing.

Okay, how much information do you share with your teachers about what's going on?

In terms of?

Organizational operations. Just things in the building.

I take every opportunity to let them know what's going on. There's not a whole lot going on about operations that should be a secret. Because eventually what happens at the organizational level will affect them. And I would rather have them hear what's going on from me as opposed to the grapevine because, you know, you tell ten different people tell the story and it goes through ten permutations and mutations. And the end result is so far from the truth. So whether it's a staff meeting or a little newsletter I'm putting out, or morning or afternoon announcements, I make it a point for teachers to know and understand what's going on and if anyone has any questions, then you come and see me because sometimes there may be implications that they really need to know about, and it's important for everybody to have as much information as possible to be able to do their jobs.

Okay. Um, in the past year what do you think is the one thing you did that made your teachers want to trust you?

One thing that I did? And we can't say forced them, can we? (Laughter)

(I need to stop to turn the tape over)

Wow, you know, it's interesting, ah, when you think about it. When you are for kids, teachers love it, and I'll just give you an example of what one teacher shared with me and I didn't even know she knew and she said from that point on her whole outlook of me and her perspective of me and perception of me changed. Uh, a kid came to me one day and said, it was during the winter time and everyone was a little chilly, and the kid came and said the teacher won't let me wear my jacket. I said what do you mean? He said, well, it's a little chilly in the room, but teacher I could not wear the jacket that I came to school with. And I said that that makes no sense to me. You can wear a jacket because it's a little chilly, but you can't wear the jacket that you came to school with. But what if that's

your only jacket. Be that as it may, I went and talked to the teacher with the child and she gave me this whole brouhaha about not being able to wear the coat that the child came to school in. And I said, you know what, don't worry about it, here's my sweater. And I gave the kid my sweater. And the kid said, no, she's going to take it from me. And I said, this is my sweater. It's clean, I just have it here in case of an emergency I need it. You can wear it, she's not going to touch it. And the kid was just so moved by that- me giving her my sweater - that she went and told one of her favorite teachers. You know, Dr. Gayles gave me his sweater. At the time I was Mr. Gayles. Gave me his sweater, and that was so nice and thoughtful of him because I was so cold. And the teacher said, wow, he is really for kids. So all the things that she had heard about me, you know, you can't trust him, you know, he's sneaky, you know, he's cold-hearted. She said all of that changed for her when I provided that kind act to a kid, which was in effect a no-brainer. A kid is cold. You try to solve the problem.

Hm-mmm.

And because of that, it opened up a whole new door with a teacher who didn't trust me, who didn't really think much of me. Uh, she did her job, but it was a matter of fact way. Now, there was this act of kindness that, I guess created a pathway and a connection, you know, between the two of us, and it was our affinity and affection to solve problems for kids.

Okay, can you think of anything else?

That helped them, that convinced them that they wanted to trust me? I hope most of them do trust me. Ah, let's see. Oh, okay. Um, as far as trust goes we've had situations where both our secretaries and our teachers were without contracts for about three years. And they were looking for advocates, particularly from the administration to lobby on their behalf. And I have to admit that secretaries, I mean I have some of the best and they're really right hands to me. And uh, many of the administrators in the district did not get involved. And I don't know, call me young and dumb or whatever, I don't know. I said, whatever you need, I'll do it. And uh, and with the teachers. They had a couple of vigils at the beginnings of board meetings, and this was during the winter months, so they would take their candles outside, and then the board members would come in and they'd have their signs and they'd have their candles lit, and uh, I didn't get a candle, but I had my own candle, that is right there, I have my own little candle, and I went out for teachers as well as for secretaries. And with the candle. And kind of had the vigil with them. And lobbied the Board. And based on that you're able to develop pathways and connections to people. And you have teachers who would say, gee you know, not only does this guy care, but it goes into integrity and trust, because if he's willing to stand out in the cold with us, I mean, how do you not trust someone who is willing to get down on the front lines with you, and stand out in the cold, Brought his own candle. And then because it was so cold, he went into his own office and made all of us hot tea. I mean, how do you not develop a connection with that kind of individual? And not only did I do those things, but I was the only administrator out of ten in the district who did that for

staff members. Even the association, the teachers association, recognized me for that which was not the intent. I guess I like to be the civil disobedient person (laughter). But you know, you have to, you have to stand up for what's right by people. And uh, no one got hurt, it was just a matter of saying what was important. And based on those actions, folks said well gee, if he's willing to go to bat for us, and go to bat with us, and not just sit in his office, then maybe he is someone we can trust.

Can you think of anything you may have done that made your teachers to decide not to trust you?

If I did, they didn't tell me. Um, I, you know, I...I don't think that there's anything ... if folks don't trust me, I don't think that it's because of anything that I have done to make them not trust me. Um, let me think. You know, I'll take that back, I'll take that back. And this might not even be an issue in some districts between some principals and teachers, but you know, when it comes around to, you know, non-renewals, um, you know of course, administrators have to make those tough decisions. And, those decisions are based on observations, documentation, conversations, so we're not just pulling things out of our hat. However, when you let certain people tell the story, you know ... he's picking on me, uh, you know, this isn't fair, uh, he's after me for no reason, and so that then that plants a seed in other people's minds because as teachers you don't see your colleagues in the same perspective as I see your colleague. You may see that person in the hallway, you may stick your head in the classroom. I have to observe them in performing in their class. So when I have to make a recommendation to non-renew, it always gets around as, you know, you really can't trust him because he's getting rid of me, you could be next. And then that person will say, gee, maybe I could be next. But the part that that person left out was I've known for months that I wasn't doing well. He's given me resources and material. And one of the things that I do, if you notice up here on my board here, I write down when I've given teachers resources. Uh, you know, when I gave, what I gave to them, when I gave it to them. So they've known for months, and you notice, that one is January and one is February.

Hm-mmm.

And we make recommendations for non-renewal in April and May. So, the part that they leave out is that we've been having all kinds of conversations on how to improve my ability to be effective in the classroom. So when they leave that critical piece out, and they tell the story, you have teachers thinking, gee, maybe he can't be trusted. Maybe, maybe, he's going to non-renew me, he just hasn't told me. So while it's not something that I have directly done, it's something indirect that can have an impact on trust.

You're doing your job?

I'm doing my job.

How would you define trust?

Well, that's a tough question. How do you define trust? I think that it is ...um... an understanding between individuals. An understanding of how we will operate and treat each other. That it will be a relationship of integrity, of honesty, and of openness. And using that definition, the final piece that is missing from this equation of myself and my teachers, and this middle school is that of a true openness. And that's the last critical piece, the linchpin that we have to place into this equation. That's something that we're working on. But that's how I would define it. And once you put those three elements into place, and particularly the openness because people want to be able to associate and identify. And what do I have in common with this person? Um, what are the things that we like and we share? How do I identify? And that lends itself to whether or not I can trust you. Whether or not we can build a, uh, a relationship that's trustworthy. Or can I have faith and believe that you have integrity and, you know, that you're not deceitful.

Can you think of anything else to add to that? Or do you feel like you did pretty good with that question?

I think that's comprehensive. I think I did pretty good.

Let's go back to that competence one. It sounded like before that you're ready to answer that. Did you have an opportunity to think of an example in the area of competence?

That I was competent? Um...

Or the teachers perceived you as being competent.

Yeah, I think, uh, when we first started our journey together in the middle school, one of the things we really had to get a handle on was to develop some indicators on how we might turn out on standardized testing. So one of the things I implemented was the pre and post testing. And doing the pre and post testing, doing some matched pair t-tests to determine whether or not the treatment, which was teaching, had any statistically significant impact on student outcomes. So the teacher would give a pre-test, say in Language Arts, and um, they would score it with a rubric, and then they would teach, and then they would give the same post-test. And we did that for all nine language arts teachers. Which included our ESL. And when I presented the results of that, it really wowed them because for the first time, they were able to see, at least in this particular instance, they were not as good as they thought they were. And I brought an idea and a concept that they really hadn't seen before. So, while some folks that said, gee, this is a pain in the behind, others said, wow, we can really use this information. And they wanted to know where I learned it and what I used to get all the statistical data – which remained my little secret (laughter). So, so you're talking about analyzing test data, and that's one example. Um, another example was having them do benchmarks and baseline data when it came to lesson plans because I asked for a specific format for lesson plans where I wanted objectives that were measurable, quantifiable. And what I was able to do with that information gave them a sense of, gee, maybe this guy knows what he's doing. Because you know when you're writing performance based objectives, they have to be measurable, and then you, when you assess students, and determine who made the

benchmark and who didn't, you then plot that on a normal distribution curve. And you can make some inferences from that information, and you can use that data in addition to the pre and post testing to begin to change the way you deliver instruction. And they never looked at it like that before. And they were like, wow, and while I had just a few people complaining about, we had to do extra work, some teachers were happy to see, well gee, how did it turn out, how did my distribution curve turn out? How did my kids turn out on the pre and post testing? And I think that, all of that has led to our improvement in our language arts, our math, and our science on the GEPA because teachers were able to see their performance, whether or not their teaching had any impact on instruction. And when you show them a t-test, where you know, you're statistically significant at -3 or -5, that kids did better on the pre-test than they did on the post-test, and we're talking giving the same test to the same group of kids, when you're able to see that next to your name, you begin to take stock in what you're doing.

Hm-mmm.

And you work on improving that, and I share with them that t-tests are significant at +/- 2 at either end of the curve, doing two tailed t-tests, and they're like, whoa, wait a minute, wow. So, I think just bringing those two concepts in and analyzing data has convinced them that I'm smarter. Besides the fact that I just received my doctorate while working in a new job. You know, they have confidence in my ability to lead the school now.

Is there anything else we should have talked about but didn't?

No, I think you did an excellent job of covering the major points. I hope that my responses were appropriate and adequate for your research, and uh, I wish you good luck with it.

Thanks. Well I'd like to personally thank you for taking the time to work with me today. Uh, And as a follow-up there may be additional thoughts that you have. And if so, you can write these thoughts down and mail them to me. Um, with the information that you have decided to provide. And as I indicated before, as I go through the data, there may be additional questions that I have, and what I'll do is contact you directly to verify these and ask you questions about that information. Other than that, thank you, and I appreciate you taking the time.

You're welcome.

Appendix M

Focus Group Interview with Middle School Teachers

Hello and welcome!

Thanks for taking the time to join our discussion on trust building. As a researcher, I am interested in learning about your new experience here specifically related to your relationships with your principal .

I am interested in how a new principal begins trust with a new faculty. I am interested in your perceptions and experiences about your principal's attempt to build trust. The following questions were developed to prod your thinking and render me with insights into the trust development process. The information you provide will be confidential. There is no right or wrong responses; I expect that you might have a differing points of view. Please feel free to share your point of view even if it is different than what others have said.

I am tape recording the session because I don't want to miss anyone's comments. All comments made here are confidential. I am just as interested in negative comments as well as positive.

You will have name tents in front of you to identify you by an assigned number. If you want to follow up on something that someone has said, you want to agree, disagree, or give an example, feel free to do that. Don't feel like you have to respond to me all the time. Feel free to comment on what others have said, responding to their comments. I want to make sure everyone has a chance. If you're talking a lot, I may ask you to give others a chance. If you aren't saying much, I may call on you, but I don't think that's going to be a problem here.

Okay, it's time to begin. So let's go around the room here and tell me what you teach, don't use your name, and tell me how long you have been working here. You can use your teacher number if you want to but you don't necessarily have to.

Oh right, my name is ...never mind.

Okay, your name is never mind (laughter).

I am a teacher here and I have been teaching here for at least ten years. I have taught with, and under the direction of several principals and for the most part, these principals have all had different styles. So I have had a wide range of experiences based on their individual styles. It seems to me that what's happening now is totally different than what's happened in the past, but I think I can pull on some of the strategies for discipline and curriculum development from both sides. Beginning, which was, I think, traditional, more so than now, and now we have a new system, which I was unfamiliar with, which is block scheduling.

Okay.

Tell me what you teach and how long you've been working here.

I'm a librarian and I have been here for, this will be my fifth year. I also worked under different principals and different styles. Uh... Uh... the new scheduling seems to eliminate time of students in library, but I notice that my circulation rate has increased.

So there must be a correlation the time the student is in the classroom and the quality of education that the teachers are using and pointing toward the library as their resource.

Okay, excuse me, (throat cleared), think back to when you first became involved with this principal. What were your first impressions? Think back to September. What was your first impression when Dr. Gayles started here?

Well, I think there wasn't that much to really think about because when he first came in, he said there would be no changes. And to me, no changes, as far as the structure is concerned means, no changes. But then shortly thereafter, the changes began to happen. It wasn't so much that there were changes, but the manner in which they were done, or tried to implement them. What happened was that if we were told in the beginning, we are going to do it this way, I think we probably would have been more prepared and we wouldn't have had as many mistakes with the students because it directly impacted on the students. Uh, but the greatest change started in his first year here, and that was with the scheduling, and that of course impacted on the subject matter.

Okay, so how would you describe your first impression?

Well, I thought he was a very knowledgeable person. He seemed to have a wide range, command a wide range of things as far as education is concerned, and um, I think I was somewhat impressed. I think I was a little disappointed because the old principal I had gotten accustomed to had left. But, as I said before, I've gone through a number of different principals, and I was willing to start. I think the, the main idea was to get the students' academic scores up, and I think the entire staff actually was ready for some kind of change because we were not pulling up those scores the way we should.

Okay.

Well, I have had time with him before as a vice-principal, and it was not a good experience for me. Uh, I left that school and I came to this school through Human Resources. When he first came in, I said I will give him every chance because I like my job, I like being here. I like my library. I like my kids. I like the age I'm working with. Uh, sitting up in the booth, the theatrical booth, listening to him when he gave his first speech, and he gave his first speech and he said that he really wasn't interested in books, that threw me. I said to myself, oh, okay, he's not interested in the library. Again, strike one teacher two. But I didn't let that deter my job because I still pushed for ... uh, that was my first impression. That was what you wanted, right, our first impressions?

Hm-mmm, yes.

Okay, that was the first one.

And how would you sum that up?

Uh, he has matured over my first encounter with him. He is as strong as my first encounter with him as he ever was. And sometimes I feel like he is right there behind me, and then sometimes I feel like he is not. Uh, I get mixed messages. On one hand he's supporting the meeting now, and flyers and things that I see, and then, he'll say I don't want the library to be a teacher's lounge. No, I don't want it to be a teacher's lounge, but I don't want to chase people out of here, especially my colleagues. I mean, I want them to be able to come here and do research as a child would if they want to. And I've been told that these computers are only for students. Why can't a teacher sit down and do some research here if nobody else is on the computer?

Okay.

Okay, so I'm just saying...

So your first impression was mixed, you had a mixed impression?

I have, I have, I have mixed feelings all the way through. I mean, you know, I am not a vicious person. I try to adjust and adapt in all my environments. Uh... that's what I do.

Okay. Okay.

How does your principal respond to your concerns as an educator?

Well, in terms of my individual concerns, I don't feel that I get that much of a positive response. I think, uh, probably because he is very much concerned about those academic scores. And so the area that I work in has been somewhat scattered all over the place so my self and my colleagues do not get the chance to work together as much as we used to work together. So I don't get that much response at all. As a matter of fact, I've always had a plug in this area, and most of the other areas similar to mine – the arts – have had these kinds of things. And they were all put away. They just do not exist anymore. So in the second year, coming around to the second marking cycle, they just began to pop up. It may be a little more positive now, but I don't see it.

Well, I would say unified arts took a dive at the beginning of the second year. They didn't even schedule classes for anything. I, on the other hand, can schedule a class whenever I want. And he expected me to work more closely with other teachers and other teams. And uh, I tried to work with the teams, but I still seem to be coming up short on the amount of people I can put through this library. I don't feel that I am being utilized enough. Although, as I said, my numbers, my circulation numbers have increased. And I feel almost dramatically. Now I don't know if it's the quality of the student, but I find the responsibility level has gone up, maybe through more expectations by the administration and by the teachers, and they're standing by their guns so to speak and asking students to come through and they are beautifully. I have to say that if I've circulated 1100 books and we've only gone through half of the year, uh, and I have an overdue rate of 140 books, I'm saying to myself that's a little over %10 overdue. Well, four years ago that might have been a %50 overdue rate. I might have circulated 900

books, but 450 books would have been overdue. So I have seen positive changes to the way students are reacting to the structure, pointed lessons that they are being given.

So you feel that the students are responding positively while some of the teachers' concerns are not being addressed?

Well, considering that, uh, the fiasco that took place at the beginning of the year with scheduling. I mean, they're still trying to get that back up and running. I mean, the scheduling the scheduling was absolutely atrocious for the first four weeks of school.

And it still is. It has not really straighten itself out...

.... Settled down yet...

... because we changed totally from what we had last year to what we have this year.

It was a very stressful changeover. I think it was a very stressful changeover. And where teachers that would normally have a students for half a year, you think of half a year as being ninety days, uh, a half a year has been limited to 43, is that correct? Because of A and B days? And...

Because of alternate days of instruction. Very bad...

Alternate days of instruction. So our united arts teaches are only seeing students for 43 days out of a year in four different sections... And I don't

Three.

Three. Only three. Oh we dropped the first one.

The academic subjects. Four marking cycles, the unified arts, that's three marking cycles. So right there there's confusion with the students. They think they're going to change when everything else is going to change. And then when we do change, they think all of the others are going to change. So they're all over the place. They're just everywhere.

So would you say the schedule is a concern that you haven't seen addressed yet?

They're trying to address it...

I would say that they working very diligently trying to pinpoint where a kid is in a particular day, and I know that I been after them. When I go down and I say, look I'm saying that this kid is in Mrs. Batista's class and not Mrs. Tyroo's class. Which is it. Are they in Batista's or Tyroo's for a homeroom? I mean they got to go to some place everyday to check in. So what's it going to be. And then finally I've come to the point

that whatever their last statement is the one I'm going to use. And If I have to use people around, I will.

Again, we were only told about this after school started. That was also a problem. I think it probably would have been to his advantage and ours to have maybe two weeks of in-service before school started so that we could have been ready for them. My rolls changed constantly. Every single kid on each roll, and I had five of them, most of the classes thirty and in a very small room. Um, changed over during the marking cycle two and three times. They went to gym and they came back to art, and it was just total confusion.

Then they went to drama and then they went to Spanish. It was total confusion at the beginning of this year. Has it improved? Yes it has.

Somewhat, yes it has. It has improved.

Most people know they are supposed to be in a certain place at a certain time.

And they do tend to get there. Now.

Now.

But that first marking cycle... whew.

One of the biggest changes is he is really on a lockdown in this school. And I commend him for that. Uh, having kids in homeroom by 8:20 and then having a sweep of the school is a very positive thing about getting children to class on time, and in appropriate places. Uh, I think that's very commendable. I think that that's a step that's never been taken before, I've never seen it done before, but I like it. I think that's excellent.

And it's because we have, we had over %70 of the children showing up twenty minutes late for school. And they would just go everywhere. They'd go to the lockers, they'd go to the first block, they'd go here and everywhere.

And that would be the disruption that nobody could understand why it was so disruptive in school.

And that's gotten better?

I think...

Well, it's happening now. It's just the lockdown that's happening now. Um, I don't how much better it is...

I think it's a nice change...

It's sending a message...

I think it is sending a message and even though we didn't start it at the beginning of the year, you can start things almost any time you want. If you have plan, and you want to work it, then you can start it any day you want. It doesn't matter whether it's January or September...

So you see that as something positive?

I think that's positive.

I think that's positive and I think most of the teachers are supporting it. As a matter of fact, most of the teachers would support most anything whether it's positive or not because we've had such a bad track record up until this point. Anything to try to get them in the classroom....

... and focused...

... and learning and focused.

Okay, so what I 'm hearing you saying here is that there are a lot of teachers who really care here.

Yes...

Oh, exceptional amount.

I think so.

Yeah.

Maybe they're not qualified. Some of the teachers are not qualified.

This means that we have a number of faculty members that are what we call alternate route. They're in the process now of getting their first certification.

Right. Gotcha.

So how much in-service they've had in that curriculum area that they're working on ...

... is anybody's guess...

Yes.

We don't know that. We're not privy to that. They're teachers as far as we're concerned.

Right.

And then we go up all the way to the top because this is how the principal started. And now we have an assistant principal that is alternate route.

Correct.

And she only taught for three years.

So it's almost like learning on the job.

Right. I believe you have to learn on the job for that job anyway. I don't think there's anything you go to school for that can prepare you for that job.

Every year the groups are different and we address those groups...

Well, I think you can go to school to become a librarian. If you're not, then ...

I think you're right there. So, I think you may be right.

Yeah, they're just very well trained. I mean, they will not give us any quarter. You have to be consensus oriented right from the beginning. Because if I put a book at 641.5, that library down the street better decide that they're putting that back at 641.5. All our cookbooks are in the same place so our kids don't have a problem in going from library to library to the public library. They all work the same way. So I think we have been doing consensus well beyond and well before any of the teachers did consensus.

Can you think of an example of how the principal of this school can or can not be trusted?

Well, in one sense, he's saying I don't want the library to be a faculty lounge. In another sense he wants it to be more professional. He wants people coming in here to work. He doesn't mind them coming in here to work. He doesn't want them to work on computer items because what I get from the computer technological side, he only wants these computers to be used by students. And I disagree with that because I think that the library and its resources should be used by everyone. I don't think that there's a special place.

At one point there was a drive, a push to have...

Could you speak a little louder please?

At one point there was a drive to have computers in every classroom. I have one in mine now. I have an encyclopedia on it, on those in the room. And I have a dictionary. So it eliminates that traveling around. We can do that kind of research in the classroom. But it's falling short right now. Most of them do not have printers or scanners, or all of the

necessary thing. Some are not even hooked up yet. So it leaves this place for every one to have to do their work, lesson plans – that kind of thing. Cause we don't have access to everywhere.

In other words, you can't sit in your classroom and do your lesson plans.

And do your lesson plans.

I'm one of the few that can because I have access to Internet. I just got it a month ago, two months ago.

Serious?

Yeah.

Well, I have the Internet..

Now, how does that relate to being able to trust or not to trust the principal.

Because the principal is the one to enforce all of these things. He asks the board. It goes through him. Every single thing that happens, every action that happens in the school has to go through the principal. So if he has confidence in you, he might push it. If not...

So what you're saying to me is that because, um, the teachers were told they were going to have computers in every classroom, and that didn't happen, you believe...

...it probably happened in most of them...

No!

... it's just that they're not hooked up to the Internet.

You feel that the principal can't be trusted? Or doesn't follow through on his word?

I think that different administrations follow differently. What it was under one superintendent is not the same as the superintendent that came in two years ago. It has changed. That has changed.

His philosophy is different.

His philosophy is well different. He's not... this new superintendent is not building trust within his community. He's building fear within his community.

Hm-mmm.

The principal here is working with what was passed down to him. You know, that baton can be very light if the guy is way out in front, or it can be very, very heavy because it's weighted down with lots of problems. What was promised to me four years ago, or five years ago, when I gave up half my funds is barely trickling in now. Although we have a new administrative end at the Board with the technology end. And he's wondering why I don't have the scanners, why I don't have the projector, why I don't have... So we are building a rapport there. That information will then be funneled to my principal who will be able to make a judgment as to why things may or may not be working as well in this library as they could because of shifting funds. Where I would order, I was told to order, no we'll do that through the technology end, and I was promised, and the machines came much later. And I still find problems... I ordered five chairs two years ago, and I got them this year. But when I called up to order them from the company, they told me they discontinued the chairs, they told me they discontinued the chairs just before I got them. So I don't know if they were being, if they were some place else, in another school, in another building. I don't know if everybody has command of where everything is.

So do you feel like you can or cannot trust the principal? I mean both of you seemed to indicate that he was handed a baton, and that he had to work with what he had. Working with what he's had...

He's trying to make positive strides.

I do agree. For instance, um, I was given an assignment from the superintendent. So you figure if it's coming all the way from the top you need to work on this, this is very important.

High priority.

Priority. But it was just an assignment that was just too big.

Overwhelming.

Overwhelming for one person. And my thing was... oh, I got to get it done. I'll stay there until nine. I'll just do it. And this principal said, no, you can't do that.

He can't have that.

I can't have her stressed out like that. That's not as important as meeting the needs of the children on a daily basis.

So he stood up to the superintendent.

And I just thought that was terrible, but you know he was correct because...

...she would never have been able to do it...

...it was overwhelming. Now if this assignment had come in September for January, then alright. But it was one week before Christmas before January. So yes, he did come to my aid and I have to commend him on that.

He supported her. That was good. That was good.

Yes he did, right down to the end.

Okay, it seems to me that there are a lot of circumstances here that really complicate the relationships. It's not just a straightforward, you know, I can trust you, you can trust me...

And I believe that's in every school. I think that's in every school. I think this is exactly what you are looking for because these are the things that develop behind the scene unbeknownst to the person using the product or use of the monies and also on the other end, he's not quite sure where every thing is yet. He just doesn't know. And it's got to take time to know everything about a school and yet he does; he wants to know where the keys are, who's standing in that room at any given time. And I commend him for that. That's good. Some people, you know, you walk into their room, and the guy wasn't there, and he hasn't shown up yet, and isn't there someone standing there. And no was the answer. And I think he ... he has sign in sheets and sign out sheets. They're not the same sheets so you can't sign in at the same time that you sign out. I think that's fine. I don't see a problem with that. I don't have anything to hide.

Right.

So that's why it doesn't bother me at all. But some people might want to leave early on a given day.

Do you think the teachers in this school spend a lot of time monitoring to see if the principal's checking up on them?

We know he's checking up on us. We know that.

Yes.

Because he's very into the lesson plans and he's very into finding out if you don't bring you lesson plans on time, he wants to know why.

And that's as it should be. He should want to know why. And if you don't have it, get it. When will you get it. How soon can I have it in my hands. And if it's not correct, he'll tell you. Matter of factly, right down the line, everything that's absolutely wrong; he's very thorough in that way.

Absolutely.

So that's a positive thing?

Oh yeah.

Oh, I think so. Sure.

You may not like it at the moment, but in the long run...

It's a tough thing to do especially when it's so differentiated now where really and truly, they are getting down to individualized lessons for some of the kids. I mean they bring them down to a plateau, but they are also trying to help the kid to do well. I think, I think, I think it's working. How strong it's going to come, whether the kids are going to revolt or rebel, I think that 84 minute classes are not quite what a thirteen year old would like. But they seem to be doing okay.

Where would you rate this principal in the area of competence?

I think I would rate him very competent. I think he's a very competent person. I think it is... the difficulties come in changing some of the norms that we have had in the past that just did not work.

Do you know what some of those norms were?

When you go in and write up, when you write up your vice-principals the first week of school, I think that sent a very clear message. I mean, if you have somebody that's going to retire, and they have thirty-eight years in and you're writing them up. And he, I think he wrote up every one of them.

Oh yes.

I think he even wrote up Miss _____.

Yes, he started by writing up the administrators that are working under him that are not following through. So he's not just focusing on the teaching staff or the other staff, he's focusing on everyone to get behind him.

So it's systemic, it's a building wide thing?

His style really goes from the very top to the security guard that is only here for a couple of hours each day, to the person in the cafeteria that is only here a couple of hours a day. I think he works all the way through. I don't think he spends too much time on any one group, but if he finds that there is a problem, he, he'll point it out to me, or Irene, or anybody else, and say, look, this is what you get paid to do, this is what you're supposed to be doing, I don't see that happening. If I see it happening, I know it's happening.

Uh, I went down, and I said to him that I had ten percent overdues, and I was absolutely thrilled; I said, it was like getting a ninety on a test. I said, this is great. Then

I put it in writing. Any pats on the back? No. I think maybe you should get pats on the back for doing your job. It might be nice if you get criticized for lots of things, that it comes back and there's a pat on the back. But I don't necessarily need one. You know what I'm saying. You know what I'm saying?

Hm-mmm. Okay.

I mean that's being as candid as I can be.

Yes, yes, that's great. I appreciate that.

All right.

What kind of faith do you have in the principal's integrity?

I think he's, I think he wants to get the job done. I don't know if it's just, I don't think he's too terribly selfish about just wanting to make the score high for himself. I think he's genuinely interested in the students that are struggling.

I think he's not beyond the realm of sending kids in to test teachers, and I mean putting really them through their paces.

What do you mean by that?

I mean their professionalism, their uh, uh, just the way you handle a situation. I mean, I feel like I've had my mettle tested a couple of times. And I think he knows where I stand. Now. Uh, but he's questioned some of my ways and my ... and the way that I've handled some of the things, but he hasn't thrown me out of the building.

Now the word integrity means that he's going to try to do the right thing at all times. Do you feel like you can have faith in the fact that he's going to try to do the right thing at all times?

I think he's going to do he right thing for himself. If he can surround himself with people that he wants, uh, and he might have very, very professional people around him, but he'd rather have people that he knows around him. And if he knows that I could care less one way of the other, you know, where the fig leaf is going to blow, I would turn around and say that he may not make me his first choice on his, you know, his pat-him-on-his-back-list. I mean, I would be the first one to pat him on his back. And you'll know if I'm here five years from today... if I'm here five years from today, that I've made his cut list, we don't know what his cut list is. But uh, if I'm still here in five years, I have no intention of leaving. If I leave, it's because I am going to be forced to leave for one reason or another.

You don't know what that would be?

Do I know the reason of why I would leave? Oh, I'm sure it would be something unprofessional.

So right now from what I'm hearing both of you saying, you're kind of mixed on his integrity.

Well, that could be evidenced by the fact that there are certain teachers across the gamut subject-wise that have just about everything that I think that they would need in a classroom, physically, to run a classroom right down to a telephone. And others have nothing. As a matter of fact, they're skipping between five classes to teach one subject. And so that breaks down...

He's building a core team is what he's doing. And whether you're on that core team or not, I don't have a phone in my library. Everybody in the district got a brand new phone. A brand new drop and whatever. But this school. Now whether it was his fault or not, I don't know. And I'm not going blame it on him. I won't. But I do have the drop and the computers on line, so...

I have a different line for the computers. But it wasn't from him, it was from someone else. But when he realized that I could get out when no one else could get out, then he didn't change it.

He didn't shut it down?

No, he didn't shut it down. I could go on line any time. And often the lines here are down.

How much information does this principal share with you about what's going on in this school?

Before the fact or after the fact? I don't think I know too terribly much of anything even right down to an assembly. I find out when it's time to go.

He expects you to read everything...

If he gave it.

He expects you to digest it and whether it's in his handbook or not. He expects you to do your job.

Yeah.

Well, is that unrealistic?

No, not really. We're just not used to it.

We're not used to it.

Okay.

We're used to, if they're going to have a faculty meeting, they're going to have it the first or second Monday of every month, they're going to have it. Uh, this, it changes, like...

Noooo! It's pretty much... it's all in that teacher handbook.

It's all there?

It's all there! We have a student agenda. Every single thing is in there. All the rules and regulations. Everything!. All there.

Really?!

Hm-mmm.

But then it was given to them. It was just given to them. They weren't told what it was. How to use it. Nothing. It's a diary. You can keep notes in it. Everything. Some teachers use it religiously, some of them don't. But it would have been a good thing to bring both the teachers together and the students together...

...and explain what...

...because they would have known what to expect if a rule was broken or that kind of thing.

Okay, was there one thing this principal did that made you want to trust him?

Mmmm. I think the boss always needs trust. I think that you have to. You have to give him that. I mean he's jumped through more hoops than I have. He's attained the position. And I'll give that position the respect that it deserves.

Yes, same here. That's what I would do. I would respect him number one because he's the principal and is the leader of the school as is any principal. He deserves the benefit of the doubt or more because I want the school to work - I've been here too long.

What's the question again?

Was there one thing this principal did that made you want to trust him? Like right now, what I hear you saying is that you're trusting the position. I am interested in hearing whether or not your trust the person behind the position.

Well, I haven't really gone to him with anything that ... I don't have anything.

I don't either. I can't answer the question.

Okay, well that's fair enough.

Because he really doesn't have an open door policy.

No, there's no open door. Most of the principals I've worked with, the four or five, always had an open door policy. He doesn't want you to go behind his desk.

And you could trust the fact that they were going to address that problem.

No, he doesn't want you to go in his office.

Behind the counter he means, not his desk in his inner office.

Is that something you valued with the other principals, that you had that open door policy.

I think so.

I thought it was always nice.

Yes.

It was more conducive to getting your problem or getting the stress that a teacher may have off his chest is to have that open policy. It may not be conducive to tightening the school down, but if he tighten his office down, he's tightening for the staff. The students already hear the staff grumbling about the strict procedures, well then they have an idea that strict procedures are coming down the road...

Hm-mmm.

... for them as well. And he has been very structured. Trust? I don't know, I don't think he's relying on trust, he's relying on professionalism. His own and ours. Period. I don't think he's trying to establish any trust whatsoever. That I don't think he's trying to do. He's not trying to get us to trust him. He just wants to be known that he was a good administrator. And he was fair.

Okay. So is the question still out on the trust issue then?

I would say. Like I said if I'm here five years from now, if I'm not, if I'm gone five years from now, you can draw your own conclusions.

Well, the next questions I had was what was it that made you decide you could trust or not trust the principal, which is very close to the last question, I think I'll modify that to

ask you, what could this principal do to make you want to trust him? Good questions aren't they?

Yeah.

Tough questions.

I think he has to become more personable.

A little more even-handed.

I mean, he's now established his iron hand. Everybody now realizes that he has control, a measure of control that he wanted to instill and the school's reacting very well to it. Maybe it's time for him to loosen up a little.

Now you mentioned something about him being even-handed. What do you mean by that?

Um ...

Who said that?

She did. She snuck that in while you were talking.

...make all rules applicable to every teacher. If we have situations where teachers come in and sign in and leave, and other teachers are asked without their actually knowing it. Cover those classes and those teachers are not marked absent. Some teachers have more kids in their classes than others. Known fact. There's not anything you can do about it, but it's a known fact. Um,, I had a situation myself with supplies. A \$9,000 budget. I probably got about 3500 dollars. All of it was ordered according to the Board. It came into the school and given out, dispersed, this person could use it more than that person and that sort of stuff.

I have two more questions. Are we still good?

Yes.

How would you define trust?

Someone backing you up when you need it. When you're in a stressful situation, because you are the teacher, automatically, the principal should be supportive, more supportive of the teacher than he is of the student until he finds out the facts and everything. Because the teacher is there for the student. You're supposed to be in that leadership role with the student.

Which sounds like he did that in some of the examples you guys shared earlier. He did back teachers up.

Yeah.

He did.

I think one of the places he gave me hope for trust, uh, I went down and I said, we've been buying something for two years that hasn't been utilized. And it's because one person has their, a calendar on it. They're going by their calendar. Well, there are teachers in this school that would have loved to not used her calendar and gone way ahead and tried to utilize this process form. And when I went down and I told him about it, he said everybody has to face what they've done in their own talent. So that kind of gave me hope.

Why was that?

Well, I don't think that something... I don't think monies that are spent district wide should be worked on by a very few core individuals so that they are going to come out with a presentation two years later, or three years later, when it is something that can be utilized by every teacher and they don't have the focused revision to know that the art teacher is going to know how to do it for her, and the music teacher is going to know how to do it for her, and the gym teacher is going to know how to do it for him. I think they're too small minded because they looking at it like we have to unroll this gradually, we can't bring this out too fast. Not in the world we live in today! I mean, that's going by the old patterns, let's not buy the dough for the pizza, let's make our own. I'm making my own dough. But If I can buy it and it's the same, and dough is dough, and it's 79 cents and it's not too expensive for me to go and get it, then why make it myself. I can still make it myself.

Hm-mmm.

But I don't have to buy the yeast, I don't have to buy the flour, I have it all here in the bag. Roll it out and make the pizza, man. Let's get it done!

And so for you, him dealing with that whole situation for you defines trust in what way?

I turned around and said it didn't define trust, it defined hope.

You said that the way he dealt with that gave you hope about trust in the future.

Yeah, like in other words, you have to face what you're doing in your room, you have to face your calendar. And I understand that.

Okay.

And I tried to put it in a positive light.

Okay.

Given the fact that he's behind you?

I mean, even around my plants... What?

No, no, I mean...

Oh, is he behind me?

Yes.

I don't know if he's behind me or not.

Well, that's...that's the big problem.

I really don't know. We don't know where he stands.

You really don't know because he's not approachable.

Yeah, we don't know where he stands.

He's not that approachable.

Well, that sounds like something that you want?

I think that it's something that everybody needs to know.

Needs...

A stroke or whatever. If he backed her up, she knows where he stands. If he half backed me back, I half knows where he stands.

Right.

And then you know what your limits are.

Do you feel like before he came on that he tried to get to know the people here? At the building?

No, I don't think he tried to get to know anybody.

No, he didn't try at all.

I think he just read everything and he looked to see where they were going, and he said, this is a shortcoming, now you go report to your fellow teachers that I said that this is no good.

Do you think that maybe because of the way... I mean there's a lot of things in education right now, there's a lot of stress on education from the federal government, from the state government, finances, property taxes, you name it, okay. And everybody in school is supposed to be the be-all and end-all to fix all the problems. And we all know that help that kids out there, help the kids to leave their baggage at the front door, and we'll do a great job to educate them. Do you think that maybe there's some situations that are happening in this school that the role he's playing now, he has to play to bring a turn around.

Yeah, that's why I'm saying I'm supporting him. That's exactly the reason why I'm saying I'm supporting him. I'm going to give him that every opportunity. And five years down the road, if I'm not here, you're going to know that it's not because of me not wanting to be here. It's going to be because of other reasons. And they don't need me here.

So your final response for this whole thing, if I can just put it in a nutshell, is that you are mixed on the whole thing...

...yeah...

What you see happening you feel needs to happen, but you would like there to be more of a connection between you and the principal in terms of interpersonal things.

It would be nice.

Is that a fair assessment?

Yes.

It would be nice to know. I mean, even as far as the Board of Education, to know that there's support there for their teachers, and not just cut and dried things.

Gotcha. Is there anything else we should have talked about today that we didn't?

Oh man...

I wish you didn't say that.

I'm throwing you a bone.

Is that on this list? No, it's not on this list?

(laughter)

Actually, see we have a Master here. These are the intro questions to get you comfortable enough to talk, which you did. Here are the meat questions, which you have in front of you, and then here's the closure questions which kind of tie everything up.

What was it that made you decide that you could trust or not trust your principal? WE did that a while ago.

We got that one.

Yes, we got that one, see it's right here. This is the one we're at right now. Is there anything we should have talked about but didn't?

Okay, where education is going today. What is the vision of where it is going and why it is going. It's because of money. Basically, Big Business is going to sponsor school because government is not going to pay for it. They're already not paying for them. If Big Business wants to sponsor schools, I think what's going to happen is that some schools are going to be looked on favorably and other schools are going to not be looked on favorably in the way of money. They're not going to give it out across the board as the government might. And we may be a school that puts out more McDonalds employees and I don't think that that's where we want to be. And I think that's where we were going in the last administration because we have so many Burger Kings.

(laughter)

Is that something or what?

Well, I don't, I don't share that.

I think we're going to go more toward corporate education, I don't think public education is going to last. Uh, unless they get their priorities right. They said in 1992 that they should spend \$50 on a child in the library. And library books have gone up 100 to 200 percent since then. If it was 50 in 1992, and we're going to make that our base thing for 2005, it's still going to be 50 per student. 50 per student in our school is about 26,000 for the amount of children in our school. You could figure out 50 per kid.

That's about five books a kid if you have three hundred kids.

Okay, but they want to put 300 books per classroom without any supervision. That's where they want to go which is stupid. Why would you invest 31,000 to give away in a classroom, yet you'd make the librarian accountable for 31,000 worth of books and say you can't give away? Why would they do that? This library is worth 340,000 just to replace the books that I have and some of the books that I have are forty years old. And those books need to be replaced anyway, books that I bought when I first came here in 2001 are reaching the end of their capacity, and they're supposed to be turned over.

Well, if I turned over 10 percent of this library in four years with the money they gave me, just think how much I could have turned over if they gave me all the money.

But I think we're in such a search right now.

Hm-mmm.

I don't think we should be in a search.

We should not be in a search necessarily...

Not in an Abbott school.

But you've got to understand that some of the people who have been here teaching in this system for twenty years are teaching to that period in time. Children now, perhaps the problem is that we need to change over what we're doing and do something differently with them. I think that's where it is more than anything. They need clean schools. They need large schools. They need data to learn. And they need organized data to learn.

And space in which to do it.

And that's why they need computers.

Of course. And I think that that's where the problem is with a lot of people. They don't know quite how to do it. One person does it this way. You're talking about the business venture. That man has not been here. So there are good points and there are bad points all over. I think the system has grown a lot since when I got here over thirty years ago. It was way back in the 1880s when the schools first started around here. Most of the schools are over a hundred years old. That's the building, the physical building. But it seems as though a lot of us are also stuck a hundred years ago. We've got to change our whole method. That's what I like about this new principal. He's new. He's fresh. He's doing something different. However much I rebel, I try my best to do it. And I think that most of the teachers do it as well.

I think so too.

But we have a difficult time ahead. We're having a difficult time right now. All of the teachers do not know what to do with the computers. Some of us have them, some do not. They don't even know what to do with the textbooks. I have two sets of textbooks. Now my classes are all mixed. I don't have 7th and 8th grade whereas before I had a 7th grade text and an 8th grade text. Now what do I do. The classes are longer, and in some cases they're shorter. Some don't have it at all. Yet, the State says we must teach all of these subjects. So it is a very difficult problem. We're just running into each other in all kinds of ways.

Right.

And it's posing a lot of problems and the children, it's manifesting itself in their response by – they come to school late, they copy each other's homework, we all have e-boards – they don't go to them, I think. This marking cycle I have 95 children. I think about 5 of them have actually gone to see if they have homework. They do it more consistently from the academic classes because they are made to think that this is more important than anything else. So that's where they go. They do the academic work in my classroom. All the time. So there are quite a few things we need to change. The special needs kids, they were pulled out. Now they're thrown back in. The teachers who are teaching them haven't a clue how to handle their behavior because it's something different.

Right.

And so all of these things are working together. We can't get parent support. They'll say okay, okay, but they won't come in unless the child is in trouble. Always. Always. And it's just... you know. 95%. And then we have the %5 who do come. And now we're trying to institute the uniform. I think the uniform is a good thing. I think it will cut down on a lot of discipline problems. But now we have parents who voted for this are now gone. And these are here saying no uniforms. And there's a clause in there saying if you go to the Board and sign your kid off of this uniform policy, then he can wear whatever. Well, what's that going to do to everybody else? But it's a State rule, not the Board. They can have that... in a public school they can do that. So we just have so many problems. It's amazing that the system here has straightened itself out as much as it has given all of these situations.

Right.

A new schedule not only given to us, but given to the students. We can't even interpret it for them cause we don't even know what it is.

But they eliminated Unified Arts; they didn't even tell us.

Unified Arts isn't even a team anymore so we can't even... this group of people can't even get together and do what we did before. And then it's like Broadway – everyone does Unified Arts. So then why are we here? That kind of thing

Yeah, if they're doing unified arts in social studies, why do we need an art teacher.

Exactly. Why do we need an art teacher? Why do we need a music teacher? Why do we need a drama teacher?

Aren't you glad I asked you that last question?

Oh yes.

Okay, well I'd like to personally thank you for taking the time to work with me today. And as a follow-up there may be additional thoughts that you have. And if so, you can

write these thoughts down and mail them to me. Um, with the information that you have decided to provide. And as I indicated before, as I go through the data, there may be additional questions that I have, and what I'll do is contact the principal here and he'll contact you, and then if we can talk about this information that may be beneficial to me. Once again, I do appreciate your time, especially at this time of year. I appreciate you giving me, you know a, this gift really, to share this information with me that I find so valuable. Thanks a lot!

Appendix N:
Coded Transcript for Middle School

- *question principal*
- *skeptical*
- *low test scores*
- *purpose structure around mission & vision*

that you have something to share with them. And their whole premise for following was based on: has this person been around long enough? An in many of their eyes because I am a lot younger than many would expect a principal to be, And not having as many of years in as they would have expected a principal to have in, many of them were skeptical about really following me. So that was a major concern. Taking a look at organizational structure was a major issue. And include in the fact that our test scores have been in the pits for the past few years and are still declining, we really had to do some quick team building, but just some structural issues around mission and vision.

And what was the vision you shared with the staff when you got here?

- *provides purpose*

The vision for this school was that this school would become a pinnacle of success, it would become a community icon for exchange of ideas and intellectual creativity and that our students would succeed. That this would become a family oriented program. It was just that simple.

And how did you go about starting to implement that?

Well the first thing was to have folks buy into the fact that kids could succeed, and that we had the right people in place that could get that job done. Now keep in mind I really did believe that there were some individuals who just were either incapable of doing it or were just not going to do it because just because of the messenger. However, it was very important to try to get people all on the same page because you want to give all people the same opportunity to succeed. And there were a couple of people who proved me wrong. And I was happy that they did. So you

<p><i>-provides purpose</i></p>	<p>want to give everyone the same opportunity to demonstrate <u>that they had the capacity to work within the mission to achieve the vision. So you had to sell it.</u></p>
<p><i>-decision-making</i></p>	<p>You know, I had faith in you as a teaching community, that you were here for children and our district tagline is keeping children first. So we just had to promote that. And that every decision that I make as an administrator may not be a decision that you will like <u>but it will be guided by what is in the best interest of children.</u> The second thing that we had to do was really get into the notion of consensus and collaboration and no falling. Consensus being decisions are made by consensus even though administrative code and statute holds me responsible for the final decisions of the building. <u>We make decision, programmatic and fiscal decision based on consensus, and they have to make sense.</u> [So that when you get people some ownership in the building policy], the creation of policy, or the review of policy decisions that really aren't working, you get a little more buy-in. And then when you have collaboration around those things that are working, when everyone has equal say, and we're working together, then the final piece is no-fault. That we're not going to point any fingers if it doesn't work right. Everyone's in this together. If we can recognize a problem then we can certainly find a solution to the problem. So those were fundamental foundations by which we would begin to develop the whole notion of trust.</p>
<p><i>-consensus-building</i></p>	
<p><i>-ownership</i></p>	
<p><i>-chaos: people did what they wanted to</i></p>	<p>Did you have any people who balked at that when you first started?</p> <p>Oh, of course. Of course. <u>And it was simply because of the messenger. And the middle school was coming from a place where all was fair in love and war. We had individuals who pretty much did whatever</u></p>

<p><i>-principal philosophy</i></p> <p><i>-change is a problem</i></p>	<p><u>they wanted to do because of the lack of accountability on the part of the administrative team.</u> So, in comes this new guy, and folks were kind of upset by the way in which I came in, which was not any of my doing, or the outgoing principal's doing, and as an aside <u>my philosophy is that you can't worry about anything you can't control,</u> but people were upset about it, and they saw me as the cause of this problem. <u>And the problem was the notion of change. And change is difficult for a lot of people who have been doing business their way, their own way, for several years.</u> So yeah, I had people who balked, who <u>said regardless of what he says, I am going to do the opposite.</u> Um, <u>people who you say something to and it goes in one ear and out the other.</u> And that was to be expected.</p>
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Teachers

<p>Q2: think back to when you first became involved with this principal. What were your first impressions?</p> <p><i>-changes: principal said no changes</i></p> <p><i>-problem with scheduling</i></p>	<p>Well, I think there wasn't that much to really think about because when he first came in, <u>he said there would be no changes. And to me, no changes, as far as the structure is concerned means, no changes. But then shortly thereafter, the changes began to happen.</u> It wasn't so much that there were changes, but the manner in which they were done, or tried to implement them. What happened was that if we were told in the beginning, we are going to do it this way, I think we probably would have been more prepared and we wouldn't have had as many mistakes with the students because it directly impacted on the students. <u>Uh, but the greatest change started in his first year here, and that was with the scheduling, and that of course impacted on the subject matter.</u></p>
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<p><i>-impressed</i></p> <p><i>-provides purpose</i></p> <p><i>-tentativeness</i></p>	<p>Okay, so how would you describe your first impression?</p> <p>Well, I thought he was a very knowledgeable person. He seemed to have a wide range, command a wide range of things as far as education is concerned, and um, I think I was somewhat impressed. I think I was a little disappointed because the old principal I had gotten accustomed to had left. But, as I said before, I've gone through a number of different principals, and I was willing to start. I think the, the main idea was to get the students' academic scores up, and I think the entire staff actually was ready for some kind of change because we were not pulling up those scores the way we should.</p> <p>Okay.</p> <p>Well, I have had time with him before as a vice-principal, and it was not a good experience for me. Uh, I left that school and I came to this school through Human Resources. When he first came in, I said I will give him every chance because I like my job, I like being here. I like my library. I like my kids. I like the age I'm working with. Uh, sitting up in the booth, the theatrical booth, listening to him when he gave his first speech, and he gave his first speech and he said that he really wasn't interested in books, that threw me. I said to myself, oh, okay, he's not interested in the library. Again, strike one teacher two. But I didn't let that deter my job because I still pushed for ... uh, that was my first impression. That was what you wanted, right, our first impressions?</p> <p>Uh, he has matured over my first encounter with him. He is as strong as my first encounter with him as he ever was. And sometimes I feel like he is right there</p>
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<p>- mixed messages</p>	<p>behind me, and then sometimes I feel like he is not. <u>Uh, I get mixed messages. On one hand he's supporting the meeting now, and flyers and things that I see, and then, he'll say I don't want the library to be a teacher's lounge.</u> No, I don't want it to be a teacher's lounge, but I don't want to chase people out of here, especially my colleagues. I mean, I want them to be able to come here and do research as a child would if they want to. And I've been told that these computers are only for students. Why can't a teacher sit down and do some research here if nobody else is on the computer?</p> <p>Okay.</p> <p>Okay, so I'm just saying...</p> <p>So your first impression was mixed, you had a mixed impression?</p> <p>I have, I have, I have mixed feelings all the way through. I mean, you know, I am not a vicious person. I try to adjust and adapt in all my environments. Uh... that's what I do</p>
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MSQ3

Principal

<p>Q3: How, as a new principal, did you respond to the concerns of your teachers?</p> <p>-modeling</p> <p>-pre-visit/pre-knowledge</p>	<p><u>One of the things I like to do is lead by example. To lead by example an let them know that I don't have a monopoly on the knowledge.</u> Because of the fact that I was transferred here so close to the end of the school year, <u>I didn't have an opportunity to do a lot of planning, I didn't have an opportunity to meet with staff to get a sense of the culture, I just had background knowledge based on the history of my being so close to this middle school. But not once did I have an opportunity to sit</u></p>
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<p><i>-increase circle of influence</i></p> <p><i>-relationships: who the principal is as a person</i></p> <p><i>-personal connection</i></p>	<p><u>down with folks and get an idea of how things operated, who were the major players.</u> So , you know, I just had to let them know, I don't have all the answers. But collectively we can begin to put things in place that may improve not only our student achievement, but also our ability to work effectively as a team. And once they began to see me as somewhat human, and they could take away the title of principal, and they see you as an individual, <u>you can begin win some friends and influence people as they say, you know , increase your circle of influence.</u> But people need to see you as human, and I'm still working on that piece though, because it goes a little deeper than not having all the answers <u>because I've come to learn in recent months that people want to know who you are as a person.</u> They want to know the things you like and dislike, the foods you like, the friends you have. They really want you to strip down to just being a basic individual. And in all my years of management and administration, regardless of the work setting I've been in , there's always been that line that you don't cross. I mean people have gone so far as to be upset because they don't know how old I am. Uh, that's been an issue for them as long as I've been in this district. Uh, how old is that guy? He looks young. They don't know. And that's a problem for them. What are some of the things he likes to do outside of work? Only a select group of people know. It's not something... common knowledge or general information. And that's a problem for some people. <u>And when they don't feel that personal connection,</u> it creates a sense of distance for some.</p> <p>Can you think of a specific example that shows you dealing with the concerns of teachers that addresses some of the issues you just brought up.</p>
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- *addresses issues/conflicts*

Wow, let's see, a particular concern. Um, yeah, you know. Anytime someone new comes in there is always apprehension, you know, you're bringing new ideas. The bottom line is that you are bringing change. And I had a particular teacher who, while an excellent teacher, proved really not to be trustworthy, and he was an individual who was trying to move up the ladder. He wanted to be an administrator, he wanted to be a central office person. So he figured he would do it by politicking as opposed to hard work and labor. And my advice to him was to let his teaching speak for itself because you're an excellent teacher, but he really didn't take that advice and chose to make political moves that really didn't work in his favor. So when they backfired on him, he figured that there would be repercussions from me, that maybe he had stepped on my toes and upset me, and to some degree he did. However, I tried to explain to him that there is a difference in my mind between your professional ability which I respect a great deal, and your personal characteristics which I really despised. However, he didn't believe it. I guess he didn't believe that I could separate the two, so whenever we sat down to talk about his classroom performance or to do an observation, or any kind of organizational or operational issue, it became a confrontation to the point where we had to get the union involved because the guy, he really just did not trust me. And I don't know if that was a function of his own guilt but it got to a point where we were able to work out the situation when he really began to see because, through the written observations, he began to see that my administrator can really separate the two. I mean, do I like him as a person? Well... I mean, not that much. I mean I don't respect him as person that much, but in terms of his ability to teach, the guy is

phenomenal. So through a series of conversations with association representatives, we were able to get to a point where we could separate the two. Will we ever invite each other over for dinner at the other's houses – I doubt it. But in this professional environment I would put him up against the best in any district. But it took a series of conversations with mediation for him to be able to see that there is a difference between what you do in the classroom and what you were doing in trying to move your career.

Do you feel he's different now as opposed to when you started working with him earlier in the year?

I think he's really done a 360 at least from what I can see because I had a little bit of prior history with him as one of my substitutes in the alternative school and again, the guy was a phenomenal teacher, and when I came over here is when I began to see a lot of the manipulation, and so he went from this level of being held in high regard and took this low pendulum swing, and I think we're starting to get back to a point where he can be held in high regard again at least for his professional work ethic. But I think we're still on a road to some kind of transitional recovery from the whole ordeal.

Okay. It sounds like you've had a couple... maybe that's reading too much into that. I don't want to do that. I imagine over the past year you've had similar interaction with other people.

Teachers

Q3: How does your principal respond to your concerns as an educator?

- *does not address issues?*
- *Provides purpose*

-not positive

-values teachers? Not enough

Well, in terms of my individual concerns, I don't feel that I get that much of a positive response. I think, uh, [probably because he is very much concerned about those academic scores.] And so the area that I work in has been somewhat scattered all over the place so my self and my colleagues do not get the chance to work together as much as we used to work together. So I don't get that much response at all. As a matter of fact, I've always had a plug in this area, and most of the other areas similar to mine – the arts – have had these kinds of things. And they were all put away. They just do not exist anymore. So in the second year, coming around to the second marking cycle, they just began to pop up. It may a little more positive now, but I don't see it.

Well, I would say unified arts took a dive at the beginning of the second year. They didn't even schedule classes for anything. I, on the other hand, can schedule a class whenever I want. And he expected me to work more closely with other teachers and other teams. And uh, I tried to work with the teams, but I still seem to be coming up short on the amount of people I can put through this library. I don't feel that I am being utilized enough. Although, as I said, my numbers, my circulation numbers have increased. And I feel almost dramatically. Now I don't know if it's the quality of the student, but I find the responsibility level has gone up, maybe through more expectations by the administration and by the teachers, and they're standing by their guns so to speak and asking students to come through and they are beautifully. I have to say that if I've circulated 1100 books and we've only gone through half of the year, uh, and I have an overdue rate of 140 books, I'm saying to myself that's a

<p>- <i>addresses issues/conflicts: positive change</i></p>	<p>little over %10 overdue. Well, four years ago that might have been a %50 overdue rate. I might have circulated 900 books, but 450 books would have been overdue. <u>So I have seen positive changes to the way students are reacting to the structure, pointed lessons that they are being given.</u></p> <p>So you feel that the students are responding positively while some of the teachers' concerns are not being addressed?</p> <p>Well, considering that, uh, the fiasco that took place at the beginning of the year with scheduling. I mean, they're still trying to get that back up and running. I mean, the scheduling the scheduling was absolutely atrocious for the first four weeks of school.</p> <p>And it still is. It has not really straighten itself out...</p> <p>.... Settled down yet...</p> <p>... because we changed totally from what we had last year to what we have this year.</p>
<p>- <i>stressful changeover</i></p>	<p><u>It was a very stressful changeover. I think it was a very stressful changeover.</u> And where teachers that would normally have a students for half a year, you think of half a year as being ninety days, uh, a half a year has been limited to 43, is that correct? Because of A and B days? And...</p> <p>Because of alternate days of instruction. Very bad...</p> <p>Alternate days of instruction. So our united arts teachers are only seeing students for 43 days out of a year in four different sections... And I don't</p> <p>Three.</p> <p>Three. Only three. Oh we dropped the</p>

<p>- <i>students all over the place</i></p> <p>- <i>poor communication</i></p> <p>- <i>total confusion</i></p>	<p>first one.</p> <p>The academic subjects. Four marking cycles, the unified arts, that's three marking cycles. So right there there's confusion with the students. They think they're going to change when everything else is going to change. <u>And then when we do change, they think all of the others are going to change. So they're all over the place. They're just everywhere.</u></p> <p>So would you say the schedule is a concern that you haven't seen addressed yet?</p> <p>They're trying to address it...</p> <p>I would say that they working very diligently trying to pinpoint where a kid is in a particular day, and I know that I been after them. When I go down and I say, look</p> <p>I'm saying that this kid is in Mrs. Batista's class and not Mrs. Tyroo's class. Which is it. Are they in Batista's or Tyroo's for a homeroom? I mean they got to go to some place everyday to check in. So what's it going to be. And then finally I've come to the point that whatever their last statement is the one I'm going to use. And If I have to use people around, I will.</p> <p><u>Again, we were only told about this after school started. That was also a problem. I think it probably would have been to his advantage and ours to have maybe two weeks of in-service before school started so that we could have been ready for them.</u></p> <p>My rolls changed constantly. Every single kid on each roll, and I had five of them, most of the classes thirty and in a very small room. <u>Um, changed over during the marking cycle two and three times. They went to gym and they came back to art, and it was just total confusion.</u></p>
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<p>- <i>teachers support lockdown</i></p> <p>- <i>purpose</i></p>	<p><u>I think it's a nice change...</u></p> <p>It's sending a message...</p> <p>I think it is sending a message and even though we didn't start it at the beginning of the year, you can start things almost any time you want. If you have plan, and you want to work it, then you can start it any day you want. It doesn't matter whether it's January or September...</p> <p>So you see that as something positive?</p> <p>I think that's positive.</p> <p><u>I think that's positive and I think most of the teachers are supporting it. As a matter of fact, most of the teachers would support most anything whether it's positive or not because we've had such a bad track record up until this point. [Anything to try to get them in the classroom....</u></p> <p><u>... and focused...</u></p> <p><u>... and learning and focused.</u></p> <p><u>Okay, so what I 'm hearing you saying here is that there are a lot of teachers who really care here.]</u></p> <p>Yes...</p> <p>Oh, exceptional amount.</p> <p>I think so.</p> <p>Yeah.</p> <p>Maybe they're not qualified. Some of the teachers are not qualified.</p> <p>This means that we have a number of faculty members that are what we call</p>
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-we vs. them?

alternate route. They're in the process now of getting their first certification.

Right. Gotcha.

So how much in-service they've had in that curriculum area that they're working on ...

... is anybody's guess...

Yes.

We don't know that. We're not privy to that. They're teachers as far as we're concerned.

Right.

And then we go up all the way to the top because this is how the principal started. And now we have an assistant principal that is alternate route.

Correct.

And she only taught for three years.

So it's almost like learning on the job.

Right. I believe you have to learn on the job for that job anyway. I don't think there's anything you go to school for that can prepare you for that job.

Every year the groups are different and we address those groups...

Well, I think you can go to school to become a librarian. If you're not, then ...

I think you're right there. So, I think you may be right.

Yeah, they're just very well trained. I mean, they will not give us any quarter. You have to be consensus oriented right

-consensus building

from the beginning. Because if I put a book at 641.5, that library down the street better decide that they're putting that back at 641.5. All our cookbooks are in the same place so our kids don't have a problem in going from library to library to the public library. They all work the same way. So I think we have been doing consensus well beyond and well before any of the teachers did consensus.

MSQ4

PRINCIPAL

Q4: . Can you think of examples of how your teachers show that they do or do not trust you?

, I have a very, very interesting example of how a teacher showed ... I don't know if it's trust or just let me double-check, but we had a situation where a teacher applied late for a teaching position and it was a stipend program, and she applied late, so she missed being approved on the Board agenda. So my recommendation was you'll make the next Board agenda, but between now and the next Board agenda, just volunteer your time. Come in, work the after school program and you'll volunteer. When you go on the next Board agenda we'll give you some opportunities to make up some of those hours that you missed between the last Board meeting and the next Board meeting. And the teacher said okay. When she was approved on the next Board agenda, and it was time for the time sheets to go in, she submitted a time sheet, but the time sheet was for the time between the two Board meetings which you were volunteering for, remember? And then we'll give you an opportunity to make up

- *addresses issues/conflicts*

the time. Well, she didn't believe me, and she made a bee-line right over to the central office, and they didn't know what she was talking about because she was not approved to do any kind of work anywhere. And we had to have a conversation about you trusting me because if I say I am going to do A,B,and C for you, unless I'm dead, I am going to do what I said I was going to do. But she didn't believe it. So she had to hear it from someone over there. But Central Office knew nothing about it because it was a deal I made with her. And I'm telling you as your administrator, I'm giving you're my word, that I'm going to make good on what I said. But because you didn't believe me, you went over there, you kind of compromised the deal. Because now you have Central Office questioning why do you have an opportunity to make up the hours you weren't even approved to work for? So when I confronted her with that she got upset, cause I specifically said you have to trust me, and she well, I do trust you, but the very next day she came in and quit because she felt that I didn't trust her. So within a week we kind of patched everything up, and she came back to work, but that's just an example of when folks don't trust you. Or when there's a perception of a lack of trust. It can really have some repercussions that, you know, people just aren't thinking about.

- *man of his word?*

It almost seems like in the two examples you shared that what you had to do was say something and then also act consistently based on what you said for people to get to the point where they would accept. You know, it seems like people said one thing and then did another and it took them an experience or some kind of time for them to see you say and then do for them to believe that they could trust you. Would you agree with that assessment?

- *myth of me: teacher disposition?*
- *Forthrightness*

Yeah, I think that's, that's very appropriate. And when you're dealing with issues like that, when there is a delay between what you say is going to happen and what is supposed to happen, I think, you know I'm not a psychologist, but there's something going on in the human psyche where say, you know, there's some uncertainty, and considering that many of these people have never dealt with me on this level before, how do I feel I can trust him, how do I know that he's good for his word? Because this is the first year they have worked with me as their administrator. They've heard the myth of me, that I'm no nonsense, and that it's very cut and dry with me, so they've heard this myth about me, but they've never actually dealt with me on this level so when you're dealing with that time gap, a lot of things can go through your head about – a lot of what ifs. And the mind can start to play tricks on you. But I think as you begin, as you begin to engage people more and more, they will begin to understand that what the guy says is what he really says. It's what he means. You don't have to worry about second guessing him. He's going to tell you if he doesn't like something, he's going to tell you if he likes something. Ah, you don't have to try to read between the lines. And I think that's what a lot of the people were, before I was here, forced to do a lot of times. You know, come up with their own meaning to the administrator's actions. Well, what does this really mean? How does this fit with my view of my perception, or my perspective, and now here I come saying that well, this is going to happen if you do this. And they're like, wait a minute, this doesn't feel right because it's not familiar ground.

Hm-mmm.

<p><i>-provides purpose</i></p> <p><i>- approachable</i></p> <p><i>- sneaky?</i></p>	<p>So I would agree with you?</p> <p>Okay. Do you think, I'm going to back up a minute, what role do you think perceptions play in people coming to the point where they trust what you say?</p> <p>I think perceptions play a huge role because ... there were a couple of people I dealt with very closely here in the middle school, particularly with the administrators because we shared students when I was in the high school. And I had a self-contained seventh and eighth grade classroom in my program. So I dealt with them and some of things, some of the situations that we were involved in... they didn't like. <u>They didn't like a lot of my decisions. And as far as I was concerned that was too bad because I had to do what was in the best interests of the kids that I was dealing with at the time. Not so much what was in the best interests of the middle school administrators or the adults.</u> So, you know, perceptions start to swirl. You know and if you don't take the time to find out the facts, those perceptions can become reality. And with many of the teachers over here, when they heard I was coming, they had heard a lot of perceptions, a lot of another person's perceptions of me, <u>that I wasn't a nice person, that I can't be trusted, that I'm sneaky. Those kinds of things. And that was just one person's perception. Uh, that he's no nonsense, that he's unapproachable, those kinds of things. So that became the foundation for my entry into the middle school.</u> And when I walked in the door, unbeknownst to me, folks had already been fed this myth of me. That I was one way and, you know, you kind of have to bust the myths. But perception lingers far longer than any truth that can be told and they have been really hard to break down. And I believe that's it's going to take, even though we've had</p>
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<ul style="list-style-type: none"> - <i>turn around</i> - <i>long term view</i> 	<p>some really good success this year because we have some fantastic teachers here. <u>Within one year's time we've done very well in terms of student achievement and a little bit of bonding. But I think it's going to take another 2-3 years to really begin to gel as a unit.</u> It took me three years and a constant shifting of staff members to get the right mix of staff members when I was in the alternative high school. And I had a staff of, wow, thirty people. Here in the middle school I have a staff of eighty five. And I have 622 kids. So it's going to take at least another two years where we all get to a point where we all feel extremely comfortable with each other. That we feed off the positive energy of one another and that we're able to trust.</p>
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TEACHERS

<p>Q4: Can you think of an example of how the principal of this school can or can not be trusted?</p>	<p>Well, in one sense, he's saying I don't want the library to be a faculty lounge. In another sense he wants it to be more professional. He wants people coming in here to work. He doesn't mind them coming in here to work. He doesn't want them to work on computer items because what I get from the computer technological side, he only wants these computers to be used by students. And I disagree with that because I think that the library and its resources should be used by everyone. I don't think that there's a special place.</p> <p>At one point there was a drive, a push to have...</p> <p>Could you speak a little louder please?</p> <p>At one point there was a drive to have</p>
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- *addresses issues/conflicts*

computers in every classroom. I have one in mine now. I have an encyclopedia on it, on those in the room. And I have a dictionary. So it eliminates that traveling around. We can do that kind of research in the classroom. But it's falling short right now. Most of them do not have printers or scanners, or all of the necessary thing. Some are not even hooked up yet. So it leaves this place for every one to have to do their work, lesson plans – that kind of thing. Cause we don't have access to everywhere.

In other words, you can't sit in your classroom and do your lesson plans.

And do your lesson plans.

I'm one of the few that can because I have access to Internet. I just got it a month ago, two months ago.

Serious?

Yeah.

Well, I have the Internet..

Now, how does that relate to being able to trust or not to trust the principal.

Because the principal is the one to enforce all of these things. He asks the board. It goes through him. Every single thing that happens, every action that happens in the school has to go through the principal. So if he has confidence in you, he might push it. If not...

So what you're saying to me is that because, um, the teachers were told they were going to have computers in every classroom, and that didn't happen, you believe...

<p><i>-would not commit to saying that he trusted the principal</i></p> <p><i>-superintendent builds fear</i></p> <p><i>- principal dealing the cards dealt him</i></p>	<p>...it probably happened in most of them...</p> <p>No!</p> <p>... it's just that they're not hooked up to the Internet.</p> <p><u>You feel that the principal can't be trusted? Or doesn't follow through on his word?</u></p> <p><u>I think that different administrations follow differently. What it was under one superintendent is not the same as the superintendent that came in two years ago. It has changed. That has changed.</u></p> <p>His philosophy is different.</p> <p>His philosophy is well different. He's not... <u>this new superintendent is not building trust within his community. He's building fear within his community.</u></p> <p>Hm-mmm.</p> <p><u>The principal here is working with what was passed down to him. You know, that baton can be very light if the guy is way out in front, or it can be very, very heavy because it's weighted down with lots of problems.</u> What was promised to me four years ago, or five years ago, when I gave up half my funds is barely trickling in now. Although we have a new administrative end at the Board with the technology end. And he's wondering why I don't have the scanners, why I don't have the projector, why I don't have... So we are building a rapport there. That information will then be funneled to my principal who will be able to make a judgment as to why things may or may not be working as well in this library as they could because of shifting funds. Where I would order, I was told to order, no we'll do that through the technology end, and I was promised, and</p>
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-principal making positive stride

- *addresses issue/conflicts*
- *stands up to the superintendent*

the machines came much later. And I still find problems... I ordered five chairs two years ago, and I got them this year. But when I called up to order them from the company, they told me they discontinued the chairs, they told me they discontinued the chairs just before I got them. So I don't know if they were being, if they were some place else, in another school, in another building. I don't know if everybody has command of where everything is.

So do you feel like you can or cannot trust the principal? I mean both of you seemed to indicate that he was handed a baton, and that he had to work with what he had. Working with what he's had...

He's trying to make positive strides.

I do agree. For instance, um, I was given an assignment from the superintendent. So you figure if it's coming all the way from the top you need to work on this, this is very important.

High priority.

Priority. But it was just an assignment that was just too big.

Overwhelming.

Overwhelming for one person. And my thing was... oh, I got to get it done. I'll stay there until nine. I'll just do it. And this principal said, no, you can't do that.

He can't have that.

I can't have her stressed out like that.
That's not as important as meeting the needs of the children on a daily basis.

So he stood up to the superintendent.

<p><i>-support</i></p> <p><i>- circumstances really complicate relationships</i></p> <p><i>- addresses issues/conflicts</i></p> <p><i>- competence</i></p> <p><i>- accountability</i></p> <p><i>- provides purpose</i></p>	<p><u>And I just thought that was terrible, but you know he was correct because...</u></p> <p><u>...she would never have been able to do it...</u></p> <p><u>...it was overwhelming. Now if this assignment had come in September for January, then alright. But it was one week before Christmas before January. So yes, he did come to my aid and I have to commend him on that.</u></p> <p><u>He supported her. That was good. That was good.</u></p> <p>Yes he did, right down to the end.</p> <p><u>Okay, it seems to me that there are a lot of circumstances here that really complicate the relationships. It's not just a straightforward, you know, I can trust you, you can trust me...</u></p> <p><u>And I believe that's in every school. I think that's in every school. I think this is exactly what you are looking for because these are the things that develop behind the scene unbeknownst to the person using the product or use of the monies and also on the other end, he's not quite sure where every thing is yet. He just doesn't know. And it's got to take time to know everything about a school and yet he does; he wants to know where the keys are, who's standing in that room at any given time. And I commend him for that. That's good. Some people, you know, you walk into their room, and the guy wasn't there, and he hasn't shown up yet, and isn't there someone standing there. And no was the answer. And I think he ... he has sign in sheets and sign out sheets. They're not the same sheets so you can't sign in at the same time that you sign out. I think that's fine. I don't see a problem with that. I</u></p>
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	<p>don't have anything to hide.</p> <p>Right.</p> <p>So that's why it doesn't bother me at all. But some people might want to leave early on a given day.</p>
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MSQ5

PRINCIPAL

<p>Q5: Do you think your teachers spend a lot of time monitoring what you're doing?</p> <p><i>-modeling</i> <i>-watch what I do</i> <i>Lead by example</i> <i>-be a role model</i></p> <p><i>- positive feedback</i></p>	<p>Oh absolutely. I don't know if it's monitoring. I would just say that they watch everything that I do. And uh, even though this isn't about children so do the kids. <u>Yeah, but my teachers watch everything that I do. And that's why it's very important for me to lead by example and always be a role model regardless of what I do.</u> Teachers have seen me in situations where I don't even think they're paying attention to me and I can give you <u>examples of both positive and negative.</u> I received a letter from one of my teachers last month, and it was a one page letter saying she appreciated all the leadership that I brought to this school and how I lead by example, and she listed examples of <u>how in my interaction with staff members and my interaction with students, how that set such a positive tone.</u> IN her thirty five years of teaching here at this middle school she had never seen that. And when I was reading, as I read what she wrote, and I was in this classroom dealing with these kids, and in this classroom with this teacher, I'm thinking to myself no one other than those teachers would have noticed me in those classrooms but this particular teacher noticed whether she was walking by the classroom when it happened or she was sitting in a corner working on something,</p>
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- *modeling*
- *actions match words*

she noticed. And so I would say that teachers watch what you do because they want to know – do your actions match your words. But on the flip side of it, going back to this perception of me, I had a meeting with a parent, I think about four months ago, I had a meeting with a parent, and a teacher because, to make a long story short, a teacher allowed a student to use her cell phone to call home and it was in the afternoon, and she was up on the third floor, so she said to the kid, instead of going all the way downstairs, just use my cell phone to call home. Uh, the kid called the brother and the brother had caller ID and started making prank phone calls back to the teacher. Which caused problems with her at home with her husband. I had the teacher and the parent come in, and the conversation between the teacher and the parent made the teacher so upset that I asked the teacher to leave because she was crying, and she was just visibly just beside herself. And I said, come on, let's just walk outside. And we walked out into my main office and we were talking in the corner, and I was trying to calm her down. Somebody walked by and saw the teacher crying, and saw me standing next to her talking, and made the assumption that they saw the myth of me, that I just, that I made her cry. I said something so horrific and horrible that she was hysterical. And so in a matter of minutes it spread around the building that I was cruel and mean because look at what I did to poor Ms. Jones. And fortunately there were people who were here and knew what had happened and corrected that. But it goes to show you that you don't know who's watching you. But, you know, people take what they see, and sometimes that perception plays a role in what they interpret and pass the information around.

- *myth of me*

Why do you think teachers spend time

<p>- <i>relationships/connection</i></p> <p>-<i>provides purpose</i> -<i>relationships</i></p> <p>- <i>perception</i></p>	<p>monitoring you?</p> <p>Because I'm cute (laughter). I'm sorry that was just ... (laughter)</p> <p>That's a good reason!</p> <p>Uh, (laughter). Um. I think because if we can go back to the comment I made earlier about getting a sense of the humanity of it, of the individual, I think that the mystery of me makes me interesting. Uh, you know, and I know I've said it before, but I think <u>that folks are just curious. What is he like? Who are the kinds of people that you would find him laughing and joking with? What are the kinds of things that he likes to laugh and joke about? Does he like Broadway shows? Does he play chess? I mean, just those simple things that people just want to know.</u> And I think that that's what keeps them in awe. And just to find out what makes this guy tick? And, you know, I've had conversations with staff members towards the end of the year, this past school year, where they've expressed to me that that was a real concern amongst teachers. They know that I'm smart. They know that I have a real strong professional work ethic. <u>They know that I am for children one hundred percent. But, as they put it to me, they don't know who I am as a person. And for many of them, one of their goals was to get to know who I am as a person. And I think that's a very worthwhile goal, but everyone has to feel comfortable. There has to be a level of reciprocal trust.</u> And based on my experience, my position is what will you do with the information. <u>Cause what I've found is that what people don't know, they'll make up.</u> And that's why the myth of me has grown to gigantic proportions. And it's just amazing because they created this image of their administrator based on a compilation of hearsay and speculation. So</p>
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<p>- <i>not open</i></p> <p><i>-relationship</i></p>	<p>I've gotten to a point in my own levels of trust and I've said. What will you do with the information? Will it become a topic of teacher room conversation? Will it be in the local paper? hearsay and speculation. So I've gotten to a point in my own levels of trust and I've said. What will you do with the information? Will it become a topic of teacher room conversation? Will it be in the local paper? You know, oh gee, we saw our principal at TGIFridays and he had six long island iced teas and how can he be an administrator if he drinks so much and those kinds of things.</p> <p>Hm-mmm.</p> <p>So, you know, I guess maybe as I grow in this capacity as administrator I'll become a bit more comfortable in – I don't drink six long island iced teas – that was just a hypothetical, but <u>I'll become a bit more comfortable in with sharing information because I understand how important it is with staff.</u></p> <p>Right. Now do you feel that they ... let me see if I can re-phrase this? They watch you or monitor you more to find out who you are rather than being afraid you're going to catch them doing something wrong.</p> <p>No, <u>I really believe it's because they want to know and see who I am.</u></p> <p>Okay.</p> <p>The staff here are very professional, and with the exception of a few individuals or tasks, are on target. And it did take a lot of energy to monitor those few. Especially when you don't have self-contained classes and you have folks, given a nine period day, and you have folks going all over the place. But they weren't so much</p>
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<p><i>-provides purpose</i></p> <p><i>-relationship</i></p> <p>-</p>	<p>concerned with gee, is her going to catch me doing something, they knew I was going to come around to the classes. <u>The only thing I was concerned about was how effective are you teaching? And how effective were you at handling your day to day responsibilities.</u> Now within that there are a whole host of other things, Uh, those are the more ancillary. <u>But I really believe that they wanted to know who I was as a person.</u></p>
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TEACHERS

<p>Q5: Do you think the teachers in this school spend a lot of time monitoring to see if the principal's checking up on them?</p> <p><i>-provides purpose</i></p> <p><i>-thorough in purpose</i></p>	<p><u>We know he's checking up on us. We know that.</u></p> <p>Yes.</p> <p><u>Because he's very into the lesson plans and he's very into finding out if you don't bring you lesson plans on time, he wants to know why.</u></p> <p><u>And that's as it should be. He should want to know why. And if you don't have it, get it. When will you get it. How soon can I have it in my hands. And if it's not correct, he'll tell you. Matter of factly, right down the line, everything that's absolutely wrong; he's very thorough in that way.</u></p> <p>Absolutely.</p> <p>So that's a positive thing?</p> <p>Oh yeah.</p> <p>Oh, I think so. Sure.</p>
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	<p>You may not like it at the moment, but in the long run...</p> <p>It's a tough thing to do especially when it's so differentiated now where really and truly, they are getting down to individualized lessons for some of the kids. I mean they bring them down to a plateau, but they are also trying to help the kid to do well. I think, I think, I think it's working. How strong it's going to come, whether the kids are going to revolt or rebel, I think that 84 minute classes are not quite what a thirteen year old would like. But they seem to be doing okay.</p>
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MSQ6:

PRINCIPAL

<p>Q6: how do you think your teachers would rate you in the area of competence?</p> <p><i>-mixed on competence</i></p>	<p>(Laughter) <u>It all depends on who you ask. There are some who would think that I'm just incredibly brilliant. Uh, and uh, there are others who would say I don't care if he got his doctorate, I ain't calling him nothing. It's a mixed bag, and it's mixed because my detractors are just that. They just will not give credit. But I think I have brought a lot of new energy to the building, I think I brought a lot of new ideas that people just didn't think about. I didn't create anything, I didn't invent anything. I just brought some information in that they hadn't had an opportunity to see. So for many of them, they think I'm just brilliant. Uh, to be a relatively young administrator and to have the success that I have had in this district in such a short amount of time, uh, that's proven to some folks, that I must be to some degree smart at something.</u></p> <p>Can you think of specific example in this</p>
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-principal could not think of a time when he acted competently

- addresses issues/conflicts

area?

Of when people thought when I was smart?

Competent.

Competent?

Able to resolve issues, et cetera, et cetera, et cetera.

Well, it seems like that's all I do is resolve issues and how do I pick a good one? Um ...

Pick the first one that comes to mind.

Well, uh, that's an interesting question. This is in July and things kind of fade from your memory. So let's see, resolving an issue. Uh... can we come back to that one.

We can certainly do that.

Yeah, let's come back to that one.

Yeah, I think, uh, when we first started our journey together in the middle school, one of the things we really had to get a handle on was to develop some indicators on how we might turn out on standardized testing. So one of the things I implemented was the pre and post testing. And doing the pre and post testing, doing some matched pair t-tests to determine whether or not the treatment, which was teaching, had any statistically significant impact on student outcomes. So the teacher would give a pre-test, say in Language Arts, and um, they would score it with a rubric, and then they would teach, and then they would give the same post-test. And we did that for all nine language arts teachers. Which included our ESL. And when I presented the results of that, it really wowed them because for

the first time, they were able to see, at least in this particular instance, they were not as good as they thought they were. And I brought an idea and a concept that they really hadn't seen before. So, while some folks that said, gee, this is a pain in the behind, others said, wow, we can really use this information. And they wanted to know where I learned it and what I used to get all the statistical data – which remained my little secret (laughter). So, so you're talking about analyzing test data, and that's one example. Um, another example was having them do benchmarks and baseline data when it came to lesson plans because I asked for a specific format for lesson plans where I wanted objectives that were measurable, quantifiable. And what I was able to do with that information gave them a sense of, gee, maybe this guy knows what he's doing. Because you know when you're writing performance based objectives, they have to be measurable, and then you, when you assess students, and determine who made the benchmark and who didn't, you then plot that on a normal distribution curve. And you can make some inferences from that information, and you can use that data in addition to the pre and post testing to begin to change the way you deliver instruction. And they never looked at it like that before. And they were like, wow, and while I had just a few people complaining about, we had to do extra work, some teachers were happy to see, well gee, how did it turn out, how did my distribution curve turn out? How did my kids turn out on the pre and post testing? And I think that, all of that has led to our improvement in our language arts, our math, and our science on the GEPA because teachers were able to see their performance, whether or not their teaching had any impact on instruction. And when you show them a t-test, where you know, you're statistically significant at -3 or -5 ,

<p>- confidence in abilities</p>	<p>that kids did better on the pre-test than they did on the post-test, and we're talking giving the same test to the same group of kids, when you're able to see that next to your name, you begin to take stock in what you're doing.</p> <p>Hm-mmm.</p> <p>And you work on improving that, and I share with them that t-tests are significant at +/- 2 at either end of the curve, doing two tailed t-tests, and they're like, whoa, wait a minute, wow. So, I think just bringing those two concepts in and analyzing data has convinced them that I'm smarter. Besides the fact that I just received my doctorate while working in a new job. <u>You know, they have confidence in my ability to lead the school now.</u></p>
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TEACHERS

<p>Q6: Where would you rate this principal in the area of competence?</p> <p>-very confident -change the norms</p>	<p><u>I think I would rate him very competent. I think he's a very competent person. I think it is... the difficulties come in changing some of the norms that we have had in the past that just did not work.</u></p> <p>Do you know what some of those norms were?</p> <p>When you go in and write up, when you write up your vice-principals the first week of school, I think that sent a very clear message. I mean, if you have somebody that's going to retire, and they have thirty-eight years in and you're writing them up. And he, I think he wrote up every one of</p>
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MSQ7:

PRINCIPAL

Q7: What kind of faith you think your teachers have in your integrity?

-moral leadership?

-modeling

-provides purpose

-moral leadership?

I think that it's grown a little bit more. As I begin to work more and more with different individuals. They see me as a person with some integrity. With some values. And that to a large, to a large degree that what you see is what you get. I'm not a politician so I don't rub elbows just for the sake of rubbing elbows. I think I've demonstrated to them that I'm not interested in climbing up on the back's of other people or at the expense of other people. That I'm here for the here and now to accomplish what we can accomplish. And I let my hard work speak for itself. And I won't do anything... I won't ask anyone to do anything that I'm not willing to do. Uh, even if it means sweeping the floors, even in this building. And even the high school. I've swept floors. I've cleaned tables. I've done just about everything from soup to nuts in this building except for anything that has to do with the boiler because that's ... I leave that to the pros, but, you know, people see that and they begin to change their mindset about what I'm all about, and it's not about, you know, a title or making money and wearing nice suits. You know and having a degree. It's really about what you can do to help these kids move ahead. And how do you turn this ship that used to be a disaster, how do you turn it around? So I'm very confident, that based on my actions, that people see me as a someone with integrity. Now that doesn't they've liked every decision that I've made. And there have been individuals who have not liked many of the decision I have made because they are so used to having decisions made that are for their benefit. For their comfort. And I've tried to impress upon them that the decisions we

-provides purpose

make from here on out will be done to benefit our students. What's in their best interests? What promotes their comfort? And if it inconveniences you as a teacher, well that's what you get paid for. So I think that message is starting to resonate.

Okay, any examples come to mind of integrity in action?

Well, um, we had, we had a student who came to me one day and said he had lost a hundred dollars. And I said well, if you lost a hundred dollars, first of all what are you doing with a hundred dollars in school. And second of all, if you lost a hundred dollars in this building, I would say that ten times out of ten that money is gone. And he said his mother had given him a hundred dollars because after school he was supposed to go to the store and get a winter coat and buy a couple things for himself. But later on that day, the money was found. And a decision had to be made. Because it was like, oooh, I found this money, and it was like no, it's not your money. And it was a matter of convincing the person, well nobody knows I found the money, we can split it. No, we can't split it. A kid lost a hundred dollar bill. You found a hundred dollar bill. The money has to go back to the kid. And I would say that after about a fifteen minute conversation, and a little bit of, what's a delicate way of putting this – you be in a lot of trouble with me if you don't return that money. The kid who found it, we put the money in an envelope and we put his name on it, and we returned the money to the student. And it just goes to show you that, and the kid told all the teachers in the building that he got the money back, and I said that I didn't find the money, you know, it was found by another student and it was given to me and here's your money. And it just goes to show you that the kind

	<p>of decisions that you have to make when nobody is watching, when you know, if we had split it, or I had taken it, no one would have know, the kid was just resigned to the fact that the money was gone. But it was around Christmas time, and if we are truly guided by what is in the best interests of children, that's the farthest thing from your mind. How do you deprive a kid of something that is so hard to come by because this isn't a wealthy community. And trying to convince another kid who is equally deprived as the kid who lost the money that it's not finder's keepers. That we have to return this. And it will make you feel better. You might not feel better right after you give the money back, but you will feel better on the inside. Uh, that just goes to show you. And the teachers heard about it. And the students heard about it. And that just raises the level of respect for what you are doing.</p>
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TEACHERS

<p>Q7: What kind of faith do you have in the principal's integrity?</p> <p><i>-provides purpose</i></p>	<p>I think he's, I think he wants to get the job done. I don't know if it's just, I don't think he's too terribly selfish about just wanting to make the score high for himself. <u>I think he's genuinely interested in the students that are struggling.</u></p> <p>I think he's not beyond the realm of sending kids in to test teachers, and I mean putting really them through their paces.</p> <p>What do you mean by that?</p> <p>I mean their professionalism, their uh, uh, just the way you handle a situation. I mean, I feel like I've had my mettle tested a couple of times. And I think he knows</p>
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- principal self-focused?

where I stand. Now. Uh, but he's questioned some of my ways and my ... and the way that I've handled some of the things, but he hasn't thrown me out of the building.

Now the word integrity means that he's going to try to do the right thing at all times. Do you feel like you can have faith in the fact that he's going to try to do the right thing at all times?

I think he's going to do he right thing for himself. If he can surround himself with people that he wants, uh, and he might have very, very professional people around him, but he'd rather have people that he knows around him. And if he knows that I could care less one way of the other, you know, where the fig leaf is going to blow, I would turn around and say that he may not make me his first choice on his, you know, his pat-him-on-his-back-list. I mean, I would be the first one to pat him on his back. And you'll know if I'm here five years from today... if I'm here five years from today, that I've made his cut list, we don't know what his cut list is. But uh, if I'm still here in five years, I have no intention of leaving. If I leave, it's because I am going to be forced to leave for one reason or another.

You don't know what that would be?

Do I know the reason of why I would leave? Oh, I'm sure it would be something unprofessional.

So right now from what I'm hearing both of you saying, you're kind of mixed on his integrity.

Well, that could be evidenced by the fact that there are certain teachers across the gamut subject-wise that have just about

	<p>everything that I think that they would need in a classroom, physically, to run a classroom right down to a telephone. And others have nothing. As a matter of fact, they're skipping between five classes to teach one subject. And so that breaks down...</p> <p>He's building a core team is what he's doing. And whether you're on that core team or not, I don't have a phone in my library. Everybody in the district got a brand new phone. A brand new drop and whatever. But this school. Now whether it was his fault or not, I don't know. And I'm not going blame it on him. I won't. But I do have the drop and the computers on line, so...</p> <p>I have a different line for the computers. But it wasn't from him, it was from someone else. But when he realized that I could get out when no one else could get out, then he didn't change it.</p> <p>He didn't shut it down?</p> <p>No, he didn't shut it down. I could go on line any time. And often the lines here are down.</p>
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MSQ8

PRINCIPAL

<p>Q8: How much information do you share with your teachers about what's going on?</p> <p><i>-open</i></p>	<p><u>I take every opportunity to let them know what's going on. There's not a whole lot going on about operations that should be a secret. Because eventually what happens at the organizational level will affect them. And I would rather have them hear what's going on from me as opposed to the grapevine because, you know, you tell ten different people tell the story and it goes</u></p>
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	<p><u>through ten permutations and mutations. And the end result is so far from the truth. So whether it's a staff meeting or a little newsletter I'm putting out, or morning or afternoon announcements, I make it a point for teachers to know and understand what's going on and if anyone has any questions, then you come and see me because sometimes there may be implications that they really need to know about, and it's important for everybody to have as much information as possible to be able to do their jobs.</u></p>
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TEACHERS

<p>Q8: How much information does this principal share with you about what's going on in this school?</p> <p><i>-not open</i></p> <p><i>-high expectations for professionalism</i></p>	<p><u>Before the fact or after the fact? I don't think I know too terribly much of anything even right down to an assembly. I find out when it's time to go.</u></p> <p><u>He expects you to read everything...</u></p> <p><u>If he gave it.</u></p> <p><u>He expects you to digest it and whether it's in his handbook or not. He expects you to do your job.</u></p> <p><u>Yeah.</u></p> <p><u>Well, is that unrealistic?</u></p> <p><u>No, not really. We're just not used to it.</u></p> <p><u>We're not used to it.</u></p> <p>Okay.</p> <p>We're used to, if they're going to have a faculty meeting, they're going to have it the first or second Monday of every month, they're going to have it. Uh, this, it</p>
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	<p>changes, like...</p> <p>Noooo! It's pretty much... it's all in that teacher handbook.</p> <p>It's all there?</p> <p>It's all there! We have a student agenda. Every single thing is in there. All the rules and regulations. Everything!. All there.</p> <p>Really?!</p> <p>Hm-mmm.</p> <p>But then it was given to them. It was just given to them. They weren't told what it was. How to use it. Nothing. It's a diary. You can keep notes in it. Everything. Some teachers use it religiously, some of them don't. But it would have been a good thing to bring both the teachers together and the students together...</p> <p>...and explain what...</p> <p>...because they would have known what to expect if a rule was broken or that kind of thing.</p>
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MSQ9

PRINCIPAL

<p>Q9: What do you think is the one things you did that made your teachers want to trust you?</p> <p><i>-provides purpose</i></p>	<p>Wow, you know, it's interesting, ah, when you t ink about it. <u>When you are for kids, teachers love it, and I'll just give you an example of what one teacher shared with me and I didn't even know she knew and she said from that point on her whole outlook of me and her perspective of me and perception of me changed.</u> Uh, a kid came to me one day and said, it was during the winter time and everyone was a little</p>
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chilly, and the kid came and said the teacher won't let me wear my jacket. I said what do you mean? He said, well, it's a little chilly in the room, but teacher I could not wear the jacket that I came to school with. And I said that that makes no sense to me. You can wear a jacket because it's a little chilly, but you can't wear the jacket that you came to school with. But what if that's your only jacket. Be that as it may, I went and talked to the teacher with the child and she gave me this whole brouhaha about not being able to wear the coat that the child came to school in. And I said, you know what, don't worry about it, here's my sweater. And I gave the kid my sweater. And the kid said, no, she's going to take it from me. And I said, this is my sweater. It's clean, I just have it here in case of an emergency I need it. You can wear it, she's not going to touch it. And the kid was just so moved by that- me giving her my sweater - that she went and told one of her favorite teachers. You know, Dr. Gayles gave me his sweater. At the time I was Mr. Gayles. Gave me his sweater, and that was so nice and thoughtful of him because I was so cold. And the teacher said, wow, he is really for kids. So all the things that she had heard about me, you know, you can't trust him, you know, he's sneaky, you know, he's cold-hearted. She said all of that changed for her when I provided that kind act to a kid, which was in effect a no-brainer. A kid is cold. You try to solve the problem.

Hm-mmm.

And because of that, it opened up a whole new door with a teacher who didn't trust me, who didn't really think much of me. Uh, she did her job, but it was a matter of fact way. Now, there was this act of kindness that, I guess created a pathway and a connection, you know, between the

two of us, and it was our affinity and affection to solve problems for kids.

Okay, can you think of anything else?

That helped them, that convinced them that they wanted to trust me? I hope most of them do trust me. Ah, let's see. Oh, okay. Um, as far as trust goes we've had situations where both our secretaries and our teachers were without contracts for about three years. And they were looking for advocates, particularly from the administration to lobby on their behalf. And I have to admit that secretaries, I mean I have some of the best and they're really right hands to me. And uh, many of the administrators in the district did not get involved. And I don't know, call me young and dumb or whatever, I don't know. I said, whatever you need, I'll do it. And uh, and with the teachers. They had a couple of vigils at the beginnings of board meetings, and this was during the winter months, so they would take their candles outside, and then the board members would come in and they'd have their signs and they'd have their candles lit, and uh, I didn't get a candle, but I had my own candle, that is right there, I have my own little candle, and I went out for teachers as well as for secretaries. And with the candle. And kind of had the vigil with them. And lobbied the Board. And based on that you're able to develop pathways and connections to people. And you have teachers who would say, gee you know, not only does this guy care, but it goes into integrity and trust, because if he's willing to stand out in the cold with us, I mean, how do you not trust someone who is willing to get down on the front lines with you, and stand out in the cold, Brought his own candle. And then because it was so cold, he went into his own office and made all of us hot tea. I mean, how do you not

develop a connection with that kind of individual? And not only did I do those things, but I was the only administrator out of ten in the district who did that for staff members. Even the association, the teachers association, recognized me for that which was not the intent. I guess I like to be the civil disobedient person (laughter). But you know, you have to, you have to stand up for what's right by people. And uh, no one got hurt, it was just a matter of saying what was important. And based on those actions, folks said well gee, if he's willing to go to bat for us, and go to bat with us, and not just sit in his office, then maybe he is someone we can trust.

Can you think of anything you may have done that made your teachers to decide not to trust you?

If I did, they didn't tell me. Um, I, you know, I...I don't think that there's anything ... if folks don't trust me, I don't think that it's because of anything that I have done to make them not trust me. Um, let me think. You know, I'll take that back, I'll take that back. And this might not even be an issue in some districts between some principals and teachers, but you know, when it comes around to, you know, non-renewals, um, you know of course, administrators have to make those tough decisions. And, those decisions are based on observations, documentation, conversations, so we're not just pulling things out of our hat. However, when you let certain people tell the story, you know ... he's picking on me, uh, you know, this isn't fair, uh, he's after me for no reason, and so that then that plants a seed in other people's minds because as teachers you don't see your colleagues in the same perspective as I see your colleague. You may see that person in the hallway, you may stick your head in the classroom. I

have to observe them in performing in their class. So when I have to make a recommendation to non-renew, it always gets around as, you know, you really can't trust him because he's getting rid of me, you could be next. And then that person will say, gee, maybe I could be next. But the part that that person left out was I've known for months that I wasn't doing well. He's given me resources and material. And one of the things that I do, if you notice up here on my board here, I write down when I've given teachers resources. Uh, you know, when I gave, what I gave to them, when I gave it to them. So they've known for months, and you notice, that one is January and one is February.

Hm-mmm.

And we make recommendations for non-renewal in April and May. So, the part that they leave out is that we've been having all kinds of conversations on how to improve my ability to be effective in the classroom. So when they leave that critical piece out, and they tell the story, you have teachers thinking, gee, maybe he can't be trusted. Maybe, maybe, he's going to non-renew me, he just hasn't told me. So while it's not something that I have directly done, it's something indirect that can have an impact on trust.

You're doing your job?

I'm doing my job.

TEACHERS

Q9: was there one thing this principal did that made you want to trust him?

- *boss needs trust; virtue of position*

- *accessible*
- *no open door policy*
- *teachers want this*

Mmmm. I think the boss always needs trust. I think that you have to. You have to give him that. I mean he's jumped through more hoops than I have. He's attained the position. And I'll give that position the respect that it deserves.

Yes, same here. That's what I would do. I would respect him number one because he's the principal and is the leader of the school as is any principal. He deserves the benefit of the doubt or more because I want the school to work – I've been here too long.

What's the question again?

Was there one thing this principal did that made you want to trust him? Like right now, what I hear you saying is that you're trusting the position. I am interested in hearing whether or not your trust the person behind the position.

Well, I haven't really gone to him with anything that ... I don't have anything.

I don't either. I can't answer the question.

Okay, well that's fair enough.

Because he really doesn't have an open door policy.

No, there's no open door. Most of the principals I've worked with, the four or five, always had an open door policy. He doesn't want you to go behind his desk.

And you could trust the fact that they were going to address that problem.

No, he doesn't want you to go in his office.

<p>- <i>fair</i></p>	<p><u>Behind the counter he means, not his desk in his inner office.</u></p> <p>Is that something you valued with the other principals, that you had that open door policy.</p> <p>I think so.</p> <p>I thought it was always nice.</p> <p>Yes.</p> <p>It was more conducive to getting your problem or getting the stress that a teacher may have off his chest is to have that open policy. It may not be conducive to tightening the school down, but if he tightens his office down, he's tightening for the staff. The students already hear the staff grumbling about the strict procedures, well then they have an idea that strict procedures are coming down the road...</p> <p>Hm-mmm.</p> <p>... for them as well. And he has been very structured. Trust? I don't know, I don't think he's relying on trust, he's relying on professionalism. His own and ours. Period. <u>I don't think he's trying to establish any trust whatsoever. That I don't think he's trying to do. He's not trying to get us to trust him. He just wants to be known that he was a good administrator. And he was fair.</u></p> <p>Okay. So is the question still out on the trust issue then?</p> <p>I would say. Like I said if I'm here five years from now, if I'm not, if I'm gone five years from now, you can draw your own conclusions.</p>
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MSQ10**PRINCIPAL****Q10:** How would you define trust?

Well, that's a tough question. How do you define trust? I think that it is ...um... understanding between individuals. An understanding of how we will operate and treat each other. That it will be a relationship of integrity, of honesty, and of openness. And using that definition, the final piece that is missing from this equation of myself and my teachers, and this middle school is that of a true openness. And that's the last critical piece, the linchpin that we have to place into this equation. That's something that we're working on. But that's how I would define it. And once you put those three elements into place, and particularly the openness because people want to be able to associate and identify. And what do I have in common with this person? Um, what are the things that we like and we share? How do I identify? And that lends itself to whether or not I can trust you. Whether or not we can build a, uh, a relationship that's trustworthy. Or can I have faith and believe that you have integrity and, you know, that you're not deceitful

Teachers**Q10: How would you define trust?***(question missed for teachers)***TEACHERS****MSQ11:****PRINCIPAL**

Q12: Is there anything else we should have talked about but didn't?	No, I think you did an excellent job of covering the major points.
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TEACHERS

<p>Q11: Well, the next questions I had was what was it that made you decide you could trust or not trust the principal, which is very close to the last question, I think I'll modify that to ask you, what could this principal do to make you want to trust him? Good questions aren't they?</p>	<p>Yeah.</p> <p>Tough questions.</p> <p>I think he has to become more personable.</p> <p>A little more even-handed.</p> <p><u>I mean, he's now established his iron hand. Everybody now realizes that he has control, a measure of control that he wanted to instill and the school's reacting very well to it. Maybe it's time for him to loosen up a little.</u></p> <p>Now you mentioned something about him being even-handed. What do you mean by that?</p> <p>Um ...</p> <p>Who said that?</p> <p>She did. She snuck that in while you were talking.</p> <p>...make all rules applicable to every</p>
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-relationships

	<p>teacher. If we have situations where teachers come in and sign in and leave, and other teachers are asked without their actually knowing it.</p> <p>Cover those classes and those teachers are not marked absent. Some teachers have more kids in their classes than others.</p> <p>Known fact. There's not anything you can do about it, but it's a known fact. Um,, I had a situation myself with supplies. A \$9,000 budget. I probably got about 3500 dollars. All of it was ordered according to the Board. It came into the school and given out, dispersed, this person could use it more than that person and that sort of stuff.</p>
<p>Q12: How would you define trust?</p>	<p><u>Someone backing you up when you need it.</u></p> <p>When you're in a stressful situation, because you are the teacher, automatically, the principal should be <u>supportive</u>, more supportive of the teacher than he is of the student until he finds out the facts and everything. Because the teacher is there for the student. You're supposed to be in that leadership role with the student.</p> <p>Which sounds like he did that in some of the examples you guys shared earlier. He did back teachers up.</p> <p>Yeah.</p> <p>He did.</p> <p>I think one of the places he gave me hope for trust, uh, I went down and I said, we've been buying something for two years that hasn't been utilized. And it's because one person has their, a calendar on it. They're going by their calendar. Well, there are teachers in this school that would have loved to not used her calendar and gone way ahead and tried to utilize this process form. And when I went down and I told him about it, he said everybody has to</p>

face what they've done in their own talent. So that kind of gave me hope.

Why was that?

Well, I don't think that something... I don't think monies that are spent district wide should be worked on by a very few core individuals so that they are going to come out with a presentation two years later, or three years later, when it is something that can be utilized by every teacher and they don't have the focused revision to know that the art teacher is going to know how to do it for her, and the music teacher is going to know how to do it for her, and the gym teacher is going to know how to do it for him. I think they're too small minded because they looking at it like we have to unroll this gradually, we can't bring this out too fast. Not in the world we live in today! I mean, that's going by the old patterns, let's not buy the dough for the pizza, let's make our own. I'm making my own dough. But If I can buy it and it's the same, and dough is dough, and it's 79 cents and it's not too expensive for me to go and get it, then why make it myself. I can still make it myself.

Hm-mmm.

But I don't have to buy the yeast, I don't have to buy the flour, I have it all here in the bag. Roll it out and make the pizza, man. Let's get it done!

And so for you, him dealing with that whole situation for you defines trust in what way?

I turned around and said it didn't define trust, it defined hope.

You said that the way he dealt with that gave you hope about trust in the future.

Yeah, like in other words, you have to face what you're doing in your room, you have to face your calendar. And I understand that.

Okay.

And I tried to put it in a positive light.

Okay.

Given the fact that he's behind you?

I mean, even around my plants... What?

No, no, I mean...

Oh, is he behind me?

Yes.

I don't know if he's behind me or not.

Well, that's...that's the big problem.

I really don't know. We don't know where he stands.

You really don't know because he's not approachable.

Yeah, we don't know where he stands.

He's not that approachable.

Well, that sounds like something that you want?

I think that it's something that everybody needs to know.

Needs...

A stroke or whatever. If he backed her up, she knows where he stands. If he half

<p>- <i>provisional trust?</i></p>	<p>backed me back, I half knows where he stands.</p> <p>Right.</p> <p>And then you know what your limits are.</p> <p>Do you feel like before he came on that he tried to get to know the people here? At the building?</p> <p>No, I don't think he tried to get to know anybody.</p> <p>No, he didn't try at all.</p> <p>I think he just read everything and he looked to see where they were going, and he said, this is a shortcoming, now you go report to your fellow teachers that I said that this is no good.</p> <p>Do you think that maybe because of the way... I mean there's a lot of things in education right now, there's a lot of stress on education from the federal government, from the state government, finances, property taxes, you name it, okay. And everybody in school is supposed to be the be-all and end-all to fix all the problems. And we all know that help that kids out there, help the kids to leave their baggage at the front door, and we'll do a great job to educate them. Do you think that maybe there's some situations that are happening in this school that the role he's playing now, he has to play to bring a turn around.</p> <p>Yeah, that's why I'm saying I'm supporting him. <u>That's exactly the reason why I'm saying I'm supporting him. I'm going to give him that every opportunity.</u> And five years down the road, if I'm not here, you're going to know that it's not because of me not wanting to be here. It's going to be because of other reasons. And</p>
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	<p>they don't need me here.</p> <p>So your final response for this whole thing, if I can just put it in a nutshell, is that you are mixed on the whole thing...</p> <p>...yeah...</p> <p>What you see happening you feel needs to happen, but you would like there to be more of a connection between you and the principal in terms of interpersonal things.</p> <p>It would be nice.</p> <p>Is that a fair assessment?</p> <p>Yes.</p> <p>It would be nice to know. I mean, even as far as the Board of Education, to know that there's support there for their teachers, and not just cut and dried things.</p>
<p>Q12: Is there anything else we should have talked about today that we didn't?</p>	<p>I wish you didn't say that.</p> <p>I'm throwing you a bone.</p> <p>Is that on this list? No, it's not on this list?</p> <p>(laughter)</p> <p>Actually, see we have a Master here. These are the intro questions to get you comfortable enough to talk, which you did. Here are the meat questions, which you have in front of you, and then here's the closure questions which kind of tie everything up.</p> <p>What was it that made you decide that you could trust or not trust your principal? WE did that a while ago.</p> <p>We got that one.</p>

Yes, we got that one, see it's right here. This is the one we're at right now. Is there anything we should have talked about but didn't?

Okay, where education is going today. What is the vision of where it is going and why it is going. It's because of money. Basically, Big Business is going to sponsor school because government is not going to pay for it. They're already not paying for them. If Big Business wants to sponsor schools, I think what's going to happen is that some schools are going to be looked on favorably and other schools are going to not be looked on favorably in the way of money. They're not going to give it out across the board as the government might. And we may be a school that puts out more McDonalds employees and I don't think that that's where we want to be. And I think that's where we were going in the last administration because we have so many Burger Kings.

(laughter)

Is that something or what?

Well, I don't, I don't share that.

I think we're going to go more toward corporate education, I don't think public education is going to last. Uh, unless they get their priorities right. They said in 1992 that they should spend \$50 on a child in the library. And library books have gone up 100 to 200 percent since then. If it was 50 in 1992, and we're going to make that our base thing for 2005, it's still going to be 50 per student. 50 per student in our school is about 26,000 for the amount of children in our school. You could figure out 50 per kid.

That's about five books a kid if you have

three hundred kids.

Okay, but they want to put 300 books per classroom without any supervision. That's where they want to go which is stupid. Why would you invest 31,000 to give away in a classroom, yet you'd make the librarian accountable for 31,000 worth of books and say you can't give any away? Why would they do that? This library is worth 340,000 just to replace the books that I have and some of the books that I have are forty years old. And those books need to be replaced anyway, books that I bought when I first came here in 2001 are reaching the end of their capacity, and they're supposed to be turned over. Well, if I turned over 10 percent of this library in four years with the money they gave me, just think how much I could have turned over if they gave me all the money.

But I think we're in such a search right now.

Hm-mmm.

I don't think we should be in a search.

We should not be in a search necessarily...

Not in an Abbott school.

But you've got to understand that some of the people who have been here teaching in this system for twenty years are teaching to that period in time. Children now, perhaps the problem is that we need to change over what we're doing and do something differently with them. I think that's where it is more than anything. They need clean schools. They need large schools. They need data to learn. And they need organized data to learn.

And space in which to do it.

And that's why they need computers.

Of course. And I think that that's where the problem is with a lot of people. They don't know quite how to do it. One person does it this way. You're talking about the business venture. That man has not been here. So there are good points and there are bad points all over. I think the system has grown a lot since when I got here over thirty years ago. It was way back in the 1880s when the schools first started around here. Most of the schools are over a hundred years old. That's the building, the physical building. But it seems as though a lot of us are also stuck a hundred years ago. We've got to change our whole method. That's what I like about this new principal. He's new. He's fresh. He's doing something different. However much I rebel, I try my best to do it. And I think that most of the teachers do it as well.

I think so too.

But we have a difficult time ahead. We're having a difficult time right now. All of the teachers do not know what to do with the computers. Some of us have them, some do not. They don't even know what to do with the textbooks. I have two sets of textbooks. Now my classes are all mixed. I don't have 7th and 8th grade whereas before I had a 7th grade text and an 8th grade text. Now what do I do. The classes are longer, and in some cases they're shorter. Some don't have it at all. Yet, the State says we must teach all of these subjects. So it is a very difficult problem. We're just running into each other in all kinds of ways.

Right.

And it's posing a lot of problems and the children, it's manifesting itself in their

response by – they come to school late, they copy each other's homework, we all have e-boards – they don't go to them, I think. This marking cycle I have 95 children. I think about 5 of them have actually gone to see if they have homework. They do it more consistently from the academic classes because they are made to think that this is more important than anything else. So that's where they go. They do the academic work in my classroom. All the time. So there are quite a few things we need to change. The special needs-kids, they were pulled out. Now they're thrown back in. The teachers who are teaching them haven't a clue how to handle their behavior because it's something different.

Right.

And so all of these things are working together. We can't get parent support. They'll say okay, okay, but they won't come in unless the child is in trouble. Always. Always. And it's just... you know. 95% And then we have the %5 who do come. And now we're trying to institute the uniform. I think the uniform is a good thing. I think it will cut down on a lot of discipline problems. But now we have parents who voted for this are now gone. And these are here saying no uniforms. And there's a clause in there saying if you go to the Board and sign your kid off of this uniform policy, then he can wear whatever. Well, what's that going to do to everybody else? But it's a State rule, not the Board. They can have that... in a public school they can do that. So we just have so many problems. It's amazing that the system here has straightened itself out as much as it has given all of these situations.

Right.

A new schedule not only given to us, but given to the students. We can't even interpret it for them cause we don't even know what it is.

But they eliminated Unified Arts; they didn't even tell us.

Unified Arts isn't even a team anymore so we can't even... this group of people can't even get together and do what we did before. And then it's like Broadway – everyone does Unified Arts. So then why are we here? That kind of thing

Yeah, if they're doing unified arts in social studies, why do we need an art teacher.

Exactly. Why do we need an art teacher? Why do we need a music teacher? Why do we need a drama teacher?

Appendix O:
School Descriptor Sheet

Setting of the School

1.) Built?

2.) Description of the Interior

Floor:

Walls:

Graffiti:

Technology:

Computers:

TVs:

Internet Hookups:

COMMUNITY

Kind of:

What it is next to:

Location:

Community Resources:

Description of School Building:

of students in the building:

of staff:

Ethnic demographics:

LEPs:

Attendance rate:

Expulsions:

Staff attendance:

Town of:

What it's comprised of:

Library:

School system:

Recreation programs:

Square miles:

Population:

Ethnic makeup:

Home prices:

PRINCIPAL

Hair:

Eyes:

Face:

Body:

Posture:

Clothing:

Shoes:

Length of time:

Did before this job:

DISTRICT

Communication to staff:

Description of Principal office:

TOUR?

What happened during tour?

Talk with staff?:

Enter classrooms?:

Staff response?:

What are students doing in class?:

What am I shown?:

Appendix P:

Letter to Principals and Superintendents

10 Deer Run Drive South
Barnegat, New Jersey, 08005
November 25, 2003
H: 609-698-0370
W: 609-698-5847
Fax: 609-698-5821
joesaxjr@aol.com
jsaxton@mail.bts.k12.nj.us

Dear _____,

There has been much research done on how important trust is in school interactions. One of the most critical trust relationships is between the principal and his teachers. Many researchers claim that principals need to promote trust relationships because it is so vital to school improvement (Fullan, 2003; Bryk & Schneider, 2002; Sergiovanni, 1996).

Because trust is so vital to the process of school leadership, there is an ongoing need for empirical studies to explore how a principal engenders the initial trust process. I am defining a new principal as one who has been on his/her first year of the job - somewhere between two and twelve months.

As a practitioner, I have always been interested in the power of relationships and their outcomes on elements of school effectiveness. Currently, I am a planning principal at Barnegat Township where our district is opening a brand new high school after pulling out of a receiving district. During my studies at Seton Hall University I became interested in the trust-building process and decided to pursue my doctoral research on this topic. As part of the requirements of the doctoral degree and dissertation at Seton Hall University, I want to conduct one hour, face-to-face, confidential interviews with school principals at the elementary, middle, and high school level; later, confidential interviews will be conducted with volunteer teacher-focus groups. As you can see, this concept has personal, professional, and academic interest to me.

In this study, I hope to gain an understanding of what a new principal does to engender initial trust. Identification of these trust engendering actions may assist other beginning principals in how to start the trust process quickly to build the kinds of principal/teacher relationships necessary for professional and collegial exchange in school.

Information garnered from this study will be entirely confidential. Interviews will be audio-taped and anonymous. I will be the only person who has access to pre-coded

identifying numbers assigned to these tapes. When the interviews have been transcribed and analyzed, these tapes will be destroyed.

My sincere hope is that you will assist me. I should take no more than approximately one hour of your time. If I do not hear from you within one week, I will contact you by telephone to discuss this with you. If you are in agreement with this, I will then ascertain the best way to contact your superintendent to secure the superintendent's permission to conduct this study.

Thank you so much for taking the time to consider my request.

I am ...

Sincerely,

Joseph J. Saxton, Jr.

Appendix Q:

Flyer

ATTENTION ALL TEACHERS!

Joseph Saxton, a student at Seton Hall University in the Executive Ed.D program, is conducting research for his dissertation. He is looking for volunteers to participate in his research.

He is doing research on trust formation and is examining the perceptions of this phenomenon by interviewing teachers and principals. Many researchers claim that principals need to promote trust relationships because it is so vital to school improvement (Fullan, 2003; Bryk & Schneider, 2002; Sergiovanni, 1996).

Currently, He is a planning principal where his district is opening a brand new high school after pulling out of a receiving district. During his studies at Seton Hall University he became interested in the trust-building process and decided to pursue his doctoral research on this topic. As part of the requirements of the doctoral degree and dissertation at Seton Hall University, he wants to conduct one hour, face-to-face, confidential interviews with school principals at the elementary, middle, and high school level. This has already been set up with the principal of this building. For this part of his research, he is looking for teacher volunteers to participate in a teacher focus-group survey. In this study, he hopes to gain an understanding of what a new principal does to engender initial trust. Teachers will provide perspective from their viewpoint. This session will last about one hour.

Participating in this study is completely voluntary. If you sign up and decide to withdraw once the study begins, you may do so at any time.

Information garnered from this study will be entirely confidential. Interviews will be audio-taped and anonymous. Mr. Saxton will be the only person who has access to pre-coded identifying numbers assigned to these tapes; a master key to identify teachers to codes will be destroyed once the data has been transcribed.

All research data will be locked in a cabinet until it has been completely transcribed and analyzed. Mr. Saxton will be the only individual with access to this data.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached at (973) 275-2977 or 313-6314.

If you are interested in participating in this research, please let the principal of the building know. He will let you know of the arrangements to conduct the focus-group surveys.

Appendix R
Informed Consent Form

CONSENT TO PARTICIPATE IN DISSERTATION STUDY

APPROVED

MAY 11 2004

IHB
SETON HALL UNIVERSITY

Dear Participant:

Researcher's Affiliation

I am a Doctoral student at Seton Hall University in the Executive Ed.D. Program. This is a fast track program which recognizes the busy work schedule of practicing administrators, but provides them a way to complete a traditional doctoral program in a shortened period of time. I am coming to the close of my studies and am working now on my dissertation.

Purpose of the Research/Procedures to be Followed

My study is focusing on how a new principal starts the trust process with his/her faculty. I am interested in exploring these behaviors/actions based on the perceptions of principals and teachers. I am going to three schools at the elementary, middle, and high school levels, interviewing principals and teachers about their perceptions on this process. To facilitate this I would require about one hour of your time in either an interview or focus group format. This hour time frame would be honored because I am greatly aware of the time constrictions placed on educational participants at all levels. During this one hour time, I would ask you several open ended questions. There are no experimental procedures that would be utilized in this process.

Voluntary Nature of Participation

Your participation is completely voluntary. If you agree to be part of the study, and later change your mind, you may withdrawal at any time you choose without any penalty of any kind.

Preservation of Anonymity

When I interview you, I will, of course, want to know your names. However, when my dissertation is written, the name of your school and the names of the participants in the study will remain anonymous through the assignment of a letter code to each known only to me. This letter code will be assigned randomly and be the only referent in my dissertation to any information shared during the interview process. In general, information collected will be reported in the aggregate.

Safe Data Storage

Information I receive from the interviews will be locked securely in my office and will be destroyed after three years once the study has been completed. A master coding list identifying participants to code letters will be locked away securely while the dissertation process is in effect and will be destroyed immediately after the information has been interpreted.

Confidentiality

All records will be kept confidential and I will be the only person with access to these research records.

College of Education and Human Services
Executive Ed.D. Program
Tel. 973.275.2728
400 South Orange Avenue • South Orange, New Jersey 07079-2685

Anticipated Risks

There are no anticipated risks related to participation in this study.

Benefits/Compensation

You will not be compensated for your involvement, but you will have the enjoyment of engaging in collegial exchange and discussion. For those of you interested in further education, you will also have a better understanding of in-the-field research associated with educational research.

Contact Information

If you have any questions or concerns about this study, you may contact me at my office: 180 Rosehill Road, Barnegat, New Jersey, 08005; 609-698-5847.

Tape Recorded Sessions

During these interviews, I would like to tape record the sessions. Signing this consent form indicates that you have given me your permission to tape our sessions. Once the study has been completed, the audio tapes will be completely destroyed.

Copy of Form

You will receive a copy of this form, dated, and signed, which indicates that you understand what is contained in this Consent Form and agree to its principles.

Approved Project

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached at (973) 275-2977 or 313-6314.

Agreement to Participate

I have read the material above, and any questions I asked have been answered to my satisfaction. I agree to participate in this activity, realizing that I may withdraw without prejudice at any time.

Signature of Participant: _____ Date: _____

Signature of Researcher: John Burt Date: 5/24/2004

Please sign both copies of this form. Keep one copy for your records and return the other to me.

Thank you!



BIOGRAPHICAL SKETCH

Most biographical sketches start off by describing where their subjects lived and died. However, I am still quite alive and living in Barnegat, NJ with my wife Wendy and my two daughters, Marlee and Brittany. When I was young, I wanted to grow up to become Spiderman; I ended up in education (I wonder if fighting for underdogs is somehow related here!)

I did both my undergraduate and graduate work at Rutgers University. In 1983 I was hired at Lacey Township High School as an English teacher in the Lacey Township School District where I have worked for the past twenty years. I loved working in the classroom with teenagers, striving to make real life connections with what we did in class and what they experienced in life. My passion was teaching writing and working with low-level ability students. I have spoken at various workshops on self-esteem, motivation, and working with teenagers. During the last seven years, I was part of different teams that created a Summer Reading list for grades 9-12 and successfully implemented Peer Mediation. In 1997 I received the New Jersey Governor's Teacher Award for Teacher of the Year.

My foray into administration began in 1998 when I was hired as Vice-Principal at Lacey. During this time, my responsibilities have included handling grades 9, 11, and Special Education discipline, performing student observations, liaising with the county vocational school, ordering general supplies, completing mandated state reports, and developing programs and activities that improve the climate of the high school. Two special projects of mine include supervising an alternate center for emotionally disturbed students and developing a project to reach "gray area" students with strategic encouragement.

I was hired as a planning principal for a brand new high school in 2003. I spent the year 2003-2004 getting ready to open a high school of the 21st century!

Over the past twenty years I have learned of the tremendous power we have to radically change young people's lives. My goal is to continue to envision others to catch sight of the possibilities of what can be!

As an educational leader moving into the new millennium, it is my job (no, it is my duty) to envision "places" I did not know existed, and boldly lead those I am responsible for to where they did not know they needed to go.