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THE RELATIONSHIP BETWEEN FACULTY TRUST IN THE PRINCIPAL AND INSTRUCTIONAL COLLABORATION IN ELEMENTARY SCHOOLS IN AN URBAN-SUBURBAN DISTRICT

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URBAN-SUBURBAN DISTRICT

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ABSTRACT

THE RELATIONSHIP BETWEEN FACULTY TRUST IN THE PRINCIPAL AND INSTRUCTIONAL COLLABORATION IN ELEMENTARY SCHOOLS IN AN URBAN-SUBURBAN DISTRICT

Moira Gleeson

A high level of trust within the school, as perceived by its faculty is indicative of a healthy, organized, and efficient school (Hoy & Tschannen-Moran, 1999, 2003; Tschannen-Moran & Hoy, 2000). Researchers Tschannen-Moran and Hoy analyzed trust as an agent for school change through the theoretical framework of collective trust formation. This study defined faculty trust in the principal as the confidence of the faculty members "that the principal will keep his/her word and will act in the best interests of their colleagues" (Hoy et al., 1991, p. 93). Schools will simply not improve without trust (Forsyth, 2011).

This dissertation explores faculty trust in the principal and instructional collaboration as two fundamental building blocks for any school improvement effort. The relationship between the two variables, faculty trust in the principal and instructional collaboration, were calculated and specific attention was given to the two sub-categories of trust (1) trust as affect and (2) cognitive trust and to the four sub-categories of instructional collaboration as (1) dialogue, (2) decision-making, (3) collective action, and (4) collective evaluation.

Utilizing a quantitative approach, 126 elementary teachers from an urban-suburban school district in New York State participated by electronically completing

Tschannnen-Moran and Hoy's (2001) Omnibus T-Survey and the Teacher Collaboration Assessment Survey (TCAS). Descriptive and correlational statistics were calculated that revealed a significant positive correlation between the variables and sub-variables of faculty trust and instructional collaboration. The sub-variables of faculty trust include affect and cognitive trust, while the sub-variables of instructional collaboration include dialogue, decision-making, action, and evaluation. A cross tabulation was analyzed between a teacher's position and the frequency of collaboration that resulted in significant correlation across all sub-variables. The role of the principal in the process of establishing trust and instructional collaboration as reciprocal processes were considered. Generally, findings indicated that instructional collaboration was significantly correlated to both cognitive and affect trust. As such, it was concluded that there was a strong association between faculty trust in the principal and instructional collaboration among elementary schools in the urban-suburban district.

DEDICATION

To my daughters, Shannon and Kelly, this is dedicated to you. I am so blessed to be your mother and love you to the moon and back times infinity. Work hard, stay humble, be honest and know that I will always be there for you no matter what. For with God, all things are possible.

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CHAPTER 1

Introduction

In summer of 2017, *The American Educator*, a quarterly journal of educational

research and ideas of the American Federation of Teachers (AFT), which is mailed to

AFT members as a benefit of membership, published an extensive on "The Trust Gap"

authored by Kara Finnigan, University of Rochester and Alan J. Daly of the University of

California, San Diego. The article, an adaptation of an American Educational Research

Association (AERA) research report, emphasized several findings that developing

reciprocal relationships necessary for the back and forth exchanges teachers and

principals must have for improvement initiatives cannot be developed without building

trust first. Relationships with colleagues frame so much of what goes on in schools. Over

time, the interactions become what researchers Finnigan, Daly, and Liou (2016) call

informal and formal networks. Professional learning arises from these networks as

educators collaborate with one another, exchange knowledge, and support one another in

professional, engaging friendships. The most resilient social ties are the ones grounded in

trust (Finnigan & Daly, 2017). Therefore, it is no surprise that trust emerges as a

fundamental element of meaningful relationships and a vital component in the overall

effectiveness of a school (Bryk & Schneider, 2002; Goddard et al., 2001, Hoy et al.,

Tarter et al., 1995). The literature on trust states that a high level of trust within the

school, as perceived by its faculty, is indicative of a healthy, organized, and efficient

school (Hoy & Tschannen-Moran, 1999, 2003; Tschannen-Moran & Hoy, 2000). Faculty

trust in principals, colleagues, and clients (students and parents) are associated with

enabling the school organization, teacher effectiveness, and academic importance

(Goddard, Tschannen-Moran, & Hoy, 2001; Smith, Hoy & Sweetland, 2001). Faculty

trust in the principal was analyzed throughout the Goddard et al. study and is defined as the confidence of the faculty members "that the principal will keep his/her word and will act in the best interests of their colleagues" (Hoy et al., 1991, p. 93). High levels of faculty trust have been connected to efforts that require collaboration, learning, problem-solving, shared decision making, complicated information sharing, and coordinated action-the same efforts that occur in high functioning organizations such as schools (Cosner, 2009). Social networks grounded in trust enable teachers to connect, exchange knowledge, and support one another in professional, engaging friendships (Finnigan & Daly, 2017). Therefore, whatever school improvement one is contemplating, its success will likely hinge on the degree of trust that exists between administrators, teachers, and parents who implement it.

Therefore, although trust is prominent in the literature, it is an element in today's schools that has been somewhat overlooked and treated cavalierly. Many building principals have experienced limited exposure to trust scholarship in their principal preparation programs (Burks, 2014). This often results in a lack of familiarity on how to create and establish the social framework of collective trust formation, a social creation that emerges during repeated exchanges among group members (Forsyth & Hoy, 2011). However, creating a trust framework is not as unambiguous and straightforward as educators might expect. Tschannen-Moran & Hoy (2001) concluded that an influencing factor of collective trust is vulnerability-the belief that those you trust will act in ways that are not harmful. Developing trust is a challenge and a delicate endeavor (Covey, 2014). When educators interact with one another, they assess risk in terms of how they might react. Eventually, repeated positive interactions result in increased trust and

decreased concern for risk (Tschannen-Moran & Hoy, 2001). When teachers and principals have high-trust relationships, the likelihood that they will share their struggles moves from thought to reality. It is in that moment of vulnerability with a colleague or administrator that some of the best learning occurs (Finnigan & Daly, 2017). Therefore, why are trusting working relationships often seen by educators as not being a priority when the literature states that it is fundamental to the success of a school?

Yet the conceivable harm that result from trusting can be greater than the potential benefits, making trusting inextricably linked with taking a risk (Coleman, 1990; Luhmann, 1988). Trusting relationships often involves entrusting something valuable to the care of someone else—as when a teacher confides in another teacher about the difficulties they are experiencing within the school. That teacher is relying on the expectation that the other teacher will act with benevolence by doing the right thing in response to their struggle (Govier, 1997; Sztompka, 1999). It is because trusting is risky that it may not always be pragmatic to trust, because trusting involves becoming vulnerable, and opening up the possibility for exploitation (Baier, 1986; Govier, 1997). As risk increases, people become less comfortable with vulnerability, making it harder to form relations of trust (Forsyth & Hoy, 2011).

Teacher collaboration, another topic located in the literature, also arises from the formal and informal networks that educators establish over time within a school. Teacher collaboration is the social engagement of teachers with the purpose of communicating and sharing classroom experiences in an effort to strengthen pedagogical expertise and push colleagues to try new instructional practices (Brownell & Rennells 1997). Instructional practices are specific teaching methods that guide interaction in the

classroom. Effective instructional practices are those that efficiently move students towards learning (TPS, 2019). Teacher collaboration and a willingness to work together to improve instruction will not happen without trust among teachers (Hoy & Miskel, 2003). Teacher collaboration is also most effective when the necessary constituents – grade-level leaders, content specialists, principals – are involved regardless of their experience or subject and grade they teach (Egodawatte, 2011; Watkins, 2005).

Research by Amy Edmonson at the Harvard Business School found that organizations such as schools, often thrive, or fail, based on their ability to work collaboratively in teams to learn, improve, and innovate (EdVestors, 2011). Schools with higher levels of teacher collaboration are also associated with stronger student performance (Goddard, Goddard & Tschannen-Moran, 2007). A study in New York City showed that teachers were more likely to produce student achievement gains if they taught in schools where they had strong ties to colleagues with whom they worked often on instructional issues, regardless of their education, experience, or previous student achievement levels (Brownell et. al, 1997). Furthermore, teachers have reported being more likely to work on instructional issues with a peer teacher than a principal or district-designated professional resource. While the literature states teacher collaboration is also a key element in driving school improvement, trust among teachers is necessary to create an environment for teachers to improve their practice (Leana, 2011). Trust is the glue that holds the school organization together so that school improvement initiatives such as teacher collaboration can bring about change (Hogg, 2011).

However, trust among teachers is not enough. Youngs and King (2002) concluded that principals are responsible for establishing trust and creating structures that promote

teacher learning. A trusted principal can facilitate a collaborative learning environment where teachers experience success and failure as part of the learning process (Boles & Troen, 1997). Thus, principals are one of the main support contributors for teachers' collaboration and professional learning and they must regularly plan collaborative learning sessions where teachers engage and collaborate with one another and with the principal on the instructional strategies necessary for improved practice. However, principals are expected to regularly observe teachers' classrooms and provide both formal and informal feedback to teachers after these visits. Subsequent to these observations, the principal is expected to meet with teachers to discuss what they observed in tandem with student assessment data, all with the objective of driving the instruction in their classrooms so that increased student achievement is achieved (Cawn & Ikemoto, 2016).

The principal's efforts to support teachers in their professional practice extend beyond the walls of the school, as s/he documents areas for growth within a data-informed needs assessment that outlines annual strategies for instructional improvement. The principal's efforts to support teachers in their professional practice are part of a proposal informed by student achievement data where faculty select research-based strategies to apprise their state mandated yearly school improvement plans. In New York State, any school identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) will work with stakeholders and use the School Comprehensive Education Plan (SCEP) document to identify its goals for the upcoming school year and plan its activities to achieve those goals. The SCEPs must be submitted to the district for approval (Improvement Planning Process. (2020). Retrieved from http://www.nysed.gov/accountability/improvement-planning). However, despite the

ongoing exchanges between faculty and principal, the quality of teacher collaboration

outcomes varies from school to school, district to district. In order to improve the quality

of teaching and student achievement in public schools, local implementation hinges on

principals' direct support of teachers' practice and instructional collaboration (Ronfeldt,

Farmer, McQueen & Grissom, 2015).The quality of teachers' collaboration provided by

principals requires leadership skills. According to Candace Alstad Davies (2019), the two

most significant skills necessary for principals are the ability to team-build and to

collaborate teacher skills. Since it is unlikely that a teacher will make himself or herself

vulnerable in collaborative learning without trust in the principal, the role of the principal

in establishing trusting relationships with faculty membersis also crucial in school

improvement initiatives (Tschannen-Moran, 2001). If the principal does not recognize

trust as a necessary condition for change within their school, to what extent does the

principal impact the instructional collaboration among their teachers? The challenge for

principals is to be prepared, to be aware, and to understand the conditions necessary for

trusting relationships, and it is the principals' leadership that creates those conditions

within the school so that instructional collaboration consistently occurs between and

among teachers. In addition to the State mandated SCEP, the current federal policy Every

Student Succeeds Act (ESSA) also places mandated demands on principals to improve

both teaching and learning in their schools and requires principals to help teachers

improve their instructional practice. As previously stated, instructional collaboration

among teachers is a means of improving teacher practice; however, it is unrealistic

without trust as the fundamental pillar (Snyder, Bae & Burns, 2018). The social

interactions between the principal and teacher within the confines of each school day set

the stage for the level of trust between both parties. Therefore, another question emerges. How can we further understand to what extent, if at all, the level of trust the faculty has for their principal shapes the instructional collaboration that takes place in a school?

Purpose

Research by the National Education Association (NEA) has provided direction for schools that wish to increase their capacity for continuous improvement. One guideline is that professional learning and development for teachers be grounded in needs-specific staff development and collaboration focused on solving problems related to students' needs (National Education Association, 2019). The prospects for school improvement grow as schools take deliberate steps to reduce the isolation of teachers and to build trustworthy professional collaboration that is both intensive and extensive. However, before teacher isolation can be curtailed and professional collaboration can happen, school improvement initiatives need to acknowledge and address the challenges involved in creating and sustaining conditions in schools that fundamentally influence the quality of trust and professional collaboration of its teachers.

The purpose of this research was to explore how the level of elementary faculty trust in the principal relates to the level of instructional collaboration between principals and teachers in an urban-suburban school district in New York State. According to the Chicago Consortium on School Research (2006), trust is the critical element that connects all five essential elements of school improvement –effective leadership, rigorous instruction, collaborative teachers, supportive environment, and an active family and community tie. Faculty trust and collaboration in schools are often implicitly assumed to exist, but not explicitly addressed in school improvement initiatives. Until

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trust is explicitly addressed by education policies, district superintendents, and building

principals, it will continue to be overlooked as a critical tool for school improvement.

Consequently, a lack of faculty trust impedes school improvement initiatives, particularly

in urban school districts that have challenges of student achievement and socioeconomic

gaps (Finnigan & Daly, 2017).

The current study examined, through elementary teachers' perspectives, if the

level of faculty trust in their principal was correlated to the instructional collaboration of

teachers. For the purposes of the current study, the researcher focused on eliciting the

perspectives and feedback of 126 faculty members, who teach Pre-kindergarten – sixth

grade, to see if the level of faculty trust in the principal was viewed as a relational to the

instructional collaboration between teachers in twenty-three urban-suburban elementary

schools. The results of this study inform the leadership within the district how

trustworthy their teachers viewed them and if there was a correlation to the instructional

collaboration with teachers. The results may serve as a foundation for future school

improvement. The scholarship states trust is a change agent for school improvement

initiatives and can be established in schools through the theoretical framework of

collective trust formation (Hoy & Tschannen-Moran, 1999, 2003; Tschannen-Moran &

Hoy, 2000). As mentioned, collective trust formation is the social phenomenon rooted in

multiple social exchanges among members of a group (Forsyth, Adams & Hoy, 2011).

However, the responsibility of the principal in this endeavor is necessary and supported

in the research. Therefore, the purpose of this study was to also examine the critical role

the principal plays in collective trust formation with the faculty in the learning

community.

The level of trust a school's faculty has in their principal and the level of instructional collaboration according to the faculty were measured through Tschannen-Moran and Hoy's Omnibus-T Scale and the Teacher Collaboration Assessment Survey (TCAS) to determine if there was a relationship (or not) between the two variables. Four research questions guided the study. They included:

Research Question 1. What is the level of faculty trust in the principal as measured by Tschannen-Moran and Hoy's Omnibus T-Scale?

Research Question 2. What is the level of instructional collaboration as measured by the Teacher Collaboration Assessment Survey (TCAS)?

Research Question 3. Is there a relationship between the level of faculty trust in the principal and instructional collaboration?

Research Question 4. What is the relationship, if any, between a teacher's assignment and collaboration frequency?

Lastly, this study builds on a study previously conducted at Ohio State University in 1998, led by Megan Tschannen-Moran, with twenty urban elementary schools participating in the research. Similarly, this study focuses on 23 elementary schools in an urban-suburban school district in New York State. This study analyzed two types of instructional collaboration (1) collaboration that focuses on analyzing student data and developing instructional responses and (2) collaboration focused on curriculum and instructional decision-making (Ronfeldt, Farmer, McQueen, & Grissom, 2015) versus the broader term collaboration discussed in the Tschannen-Moran study. This study further

elaborated on the Tschannen-Moran (1998) study by examining instructional

collaboration within the elementary setting and examined the relationship between a

teacher's assignment, otherwise referred to as the grade/subject they teach, and the

frequency of instructional collaboration, all of which contributed new knowledge to the

literature. These specific relationships are discussed in detail in Chapters 4 and 5.

Theoretical Framework

Trust has implications for teachers' growth and development, principal leadership,

and school improvement. Forsyth et al. (2011) has researched the examination of trust in

schools for over twenty years and concluded that the theoretical framework for studying

trust in schools is through the model of collective trust formation, because trust is viewed

as school property that promotes learning and facilitates student achievement (Goddard et

al., 2000; Hoy, 2003). Schools will simply not improve without it (Forsyth, 2011).

School reforms often fail during implementation because the collective strengths

of the teachers are not behind the initiative (Borman, Hewes, Overman, & Brown, 2003).

Teacher collaboration and professional development often remain a myth if teachers

operate independently of one another, and organizational learning lacks the ability to

produce a common good unless all members embrace the common goal (Senge et al.,

2000). The three preceding examples – teacher buy-in, teachers' siloed practices, shared

goals are what Forsyth (2011) calls the outcomes of social action.

The theoretical framework of collective trust formation, on the other hand,

considers how school level phenomena can emerge into group norms that mediate

individual behavior and becomes systematic actions of a school community (Forsyth,

2011). Dirks and Ferrin (2001) state that instead of proposing that trust results in favorable outcomes, the trust provides the conditions in which specific outcomes, such as teacher cooperation and higher performance, are more likely to occur. Forsyth (2011) concludes that the framework of accepted teacher behaviors develops into norms which ultimately evolve into social action, thereby confirming that the presence of trust catalyzes the formation of social action relationships. Individual teacher trust becomes normative within the teacher group ultimately resulting in social action relationships. Social action relationships are found in most schools and therefore, most appropriate for this study (Forsyth, 2011).

Collective trust formation is not an innate condition in schools. Instead, it is built and nurtured from actions and interactions of school personnel as they carry out the mission of a school (Adams, 2008; Tschannen-Moran, 2009). Collective trust is the trust that a group has in individuals and other groups. It is the belief that emerges through the social construction of shared perceptions about the trustworthiness of another group or individual (Adams, Forsyth, & Hoy, 2011).

Collective trust comes in various forms and should be defined in order to better understand how it is molded. For trust to exist, there must be two parties, the trustee and the trustor. The trustor is the group judging the trustworthiness of another, and the trustee is the group or individual who is the object of trust (Forsyth, Adams, Hoy, 2015). Table 1.1 illustrates the several forms of trust the researchers identified as possible in schools.

Table 1.1. The Forms of Collective Trust

Trustees (Referents)

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Trustors	Principal	Colleagues (Teachers)	Clients (Students/Parents)	School
Faculty	G to I	G to G	G to G	G to O
Parents	G to I	X	X	G to O
Students	G to I	G to G	X	X
Principal	X	X	X	X
Key:	G=Group	I=Individual	O=Organization	X=Empty

Note: Definition of collective trust requires that the trustor be a group. The trustee may be an individual, group, or organization. The trustor will always be listed first and referred or trustee second. (Forsyth, Adams, Hoy, 2015).

The theoretical framework of collective trust formation is most suitable for this study. Adams and Forsyth (2009) described the formation of collective trust in schools as the interplay between sociological and psychological factors affecting a process of social building. Social and individual factors have a major impact on widely held beliefs about another school group's trustworthiness which becomes part of the school's social environment (Adams, 2014). Employing this theoretical framework to this study aided in the formation of the study's research questions, which focused on faculty trust in principals and instructional collaboration among faculty. .

There are examples of incentive-and-threat approaches which include financial rewards to educators, educational choice, often in the form of payment for school by voucher, and accountability in performance. However, school improvement and reform cannot be reduced to quick fixes such as closing schools and rebranding them with new administration and faculty. School improvement and reform cannot be forced on schools because school improvement is a social process similar to the social process of trust formation (Forsyth, 2011). Educators must view schools as the unit of improvement and trust as the cornerstone of improvement (Coburnm & Ogawa, 2009).

Significance of the Study

This study is significant for a variety of reasons. Firstly, this research builds upon a previous study conducted in Ohio elementary schools, intending to expand our understanding of trust and instructional collaboration as two fundamental building blocks for any school improvement effort. Research on faculty trust in the principal is rare in the context of elementary schools. What is even rarer, are studies that look explicitly at faculty trust in the principal and its impact on instructional collaboration. Although there have been studies on teacher collaboration, little is known about the social trust structures and the relationship (if any) to the instructional collaboration between teachers. The few large-scale studies that have been done provide descriptions of instructional collaboration and focus only on the amount or extensiveness of certain types of collaboration (Ronfeldt, Farmer, McQueen, Grissom, 2015). To the best of the researcher's knowledge, the connection between achieving quality instructional collaboration that results in effective instructional practices and faculty trust in the principal has not yet been made. Without faculty trust, it may prove extraordinarily difficult, if not impossible to establish instructional collaboration. Therefore, it is critical to understand the relationship, if any, between faculty trust and instructional collaboration. Additionally, in an era where trust and collaboration among faculty is increasingly promoted as a means of improving schools, it is important to expand on the role in of the principal in achieving the goal.

The current study supported the findings of the study facilitated by Mitchell, Ripley, Adams & Raju (2011), who studied the relationship between trust and collaboration in one Northeastern suburban district. Additionally, the current study added the element of instructional collaboration, versus the broader term collaboration often seen in prior research. Both studies suggested the importance of establishing a

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culture of trust in fostering collaboration between teachers (Mitchell, Ripley, Adams, and Raju, 2011).

While the literature states educational leadership matters for educational improvement (Leithwood et al., 2004), cultivating and sustaining trusting relationships by principals continues to be overlooked in districts across the country even though faculty trust in the principal is one of the most influential variables in predicting overall school improvement and student achievement (Tschannen-Moran, 2004). Despite the importance that trust plays in every facet of the school, the process of building trust often remains challenging and difficult for principals. How to build trust often remains elusive and undisclosed. Hence, it is significant to examine why is it not on the list of priorities of school districts, particularly in urban school districts, in need of improvement. This study is also significant to educators working in urban communities. Urban elementary teachers and principals are under more pressure than ever to support students in acquiring the essential skills that are fundamentally critical to their success (Heifetz, Grashow, & Linsky, 2009). As if that is not enough, there is high stakes testing, teacher and principal accountability, and the impetus of school improvement initiatives. Given the presence of high stakes testing, state and federal mandates, and teacher and principal accountability, educators need a community of trusted colleagues to support them in their work of educating our children. Creating schools that are safe holding environments of change is necessary for school improvement (Heifetz, Grashow, & Linsky, 2009). The creation of safe schools requires trust and a reliable system of collaboration between teachers and the administration (Slater, 2004). However, creating social-relational structures that support trust and collaboration is significant because it is often a problematic task for principals

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for a variety of reasons. Reasons may include a lack of competence in developing social relationships and an overwhelming focus on initiatives that take precedence over social relationships. Lastly, there have been recent discussions of school reform that have focused on the importance of principal trust and collaboration. In 2017, Finnigan & Daly stated that relationships, built on trust and respect, enable true collaboration within their schools and trusting faculty members are more likely to collaborate to solve problems, clarify goals, share ideas, explore other responsibilities, and demonstrate commitment and social cohesion than low trust faculty (Tschannen-Moran & Hoy, 2001). Collaboration, specifically instructional collaboration, is a key element in driving school improvement because it creates an environment for teachers to improve their practice (Poulous, 2013).

As promising as collaboration is and as much as it has been recommended as a remedy to teacher isolation, little is known about how widespread instructional collaboration practices are in schools and if there is any correlation to the trust teachers have in the principal (Poulous, 2013). Therefore, it is also important to investigate who within the school building engages in instructional collaboration. Are Special Education teachers, Art, Music, and Physical Education teachers invited to collaborate on grade-level teams? Do early childhood (Pre-K-3) teachers collaborate more regularly than upper grade (3-6) elementary teachers? Lastly, although trust and collaboration appear synonymous within the literature, it is significant to see if they dwell contradistinctive within the 23 elementary schools that reside in this urban-suburban school district located in New York State.

Connection to Social Justice

While there is no set concept of social justice in education (Bogotch & Reyes Guerra, 2014), academics appear to follow certain common standards, such as resolving educational inequity. Principals and counselors must be adapted to the broad goal of social justice to recognize and eradicate the perpetuation of inequity for some groups who have traditionally been oppressed by reason of ethnicity, gender identity, skill, orientation, immigration status and country of origin, and class, while retaining privilege for others (Dollarhide et al., 2016; Furman, 2012; Lewis & Kern, 2018; Po, 2018). Effective collaboration between faculty and principal provides the leadership required to promote social justice that involves educational stakeholders to build a strong support network for students, ensuring that all students achieve their potential (DeMatthews, Edwards, & Rincones, 2016).

The United States is a diverse nation torn with issues of social justice that effect our schools. The notion of social justice has become pertinent in education, especially in urban communities that have a history of being oppressed through schooling (Belle, 2019). It takes more than just seeing students for who they are and where they come from in order to practice social justice in education. According to Marilyn Cochran-Smith (2016), a leading scholar in education, working for social justice in education means guiding students, teachers and administrators in critical self-reflection of a matrix of unequal relationships while paying attention to how people, policies, practices, curricula, and institutions are used to liberate rather than oppress those least served by decision making (Sensoy & DiAngelo, 2009).

In 2009, Eve Tuck, a scholar in the field of Indigenous studies and educational research, published an open letter through the *Harvard Educational Review*, to urban

communities on the social justice issues facing their communities. Tuck (2009) states that in order to move the needle in the right direction, urban communities must reject the damage-centered research in their improvement initiatives. She defines damage-centered research as research that documents the pain or loss in an individual, community or tribe that has been socially and historically distinctive in urban communities. Deficit models emphasize what a particular student, family, or community is lacking to explain underachievement or failure (Tuck, 2009). While education has been said to be the great human equalizer, most educators will agree that there are still schools that have significantly fewer resources and less funding than others (Belle, 2019). There are still students in urban school districts, predominately Black and Brown, who are inhibited from actualizing their full potential because of the enduring exclusionary practices and structural barriers that contribute to ever-widening access and opportunity gaps. Many are stereotyped as below standard before they are loved, taught, and respected. Also, teachers are underpaid, overworked, and often blamed for the failings of the under-resourced urban public-school system (Belle, 2019).

However, the problems of our education system are layered and connected to policymakers, school districts, parents, teachers, students, and deeply entrenched racist ideologies (Belle, 2019). Historically urban school districts across the country have marginalized students to illuminate the academic and social deficits they possess and what marginalized students do not have. The danger in this approach is that oppression defines the community and school. Deficit models emphasize what a particular student, family, or community is lacking as a way to explain underachievement or failure, and this kind of oppression comes to define the community and school (Tuck, 2009).

Tuck (2009) suggests embracing desire-centered research, research that reimagines how findings can be used by, for, and with urban communities. Acceptance of desire-centered research in school improvement initiatives is a change in mindset that begins with the principal. So, what does desire-based research have to do with faculty trust in the principal and its possible relationship to instructional collaboration?Similar to damage-centered research, the building principal needs to support teachers in eradicating damage-centered frameworks about the school, students, and community. Working collaboratively on instruction across content areas and grades, that is led by a trusting principal, may result within teachers who can co-construct desire-centered frameworks for the school community. When school communities move from deficit to asset-based perceptions, increased outcomes for historically marginalized students will occur (Tuck, 2009). However, this transformation begins with the building principal and the social constructs within the school building. If there is a correlation between faculty trust in the principal and the instructional collaboration of teachers, one can only imagine what other social injustices might be cultivated and be eradicated as a result.

Research Questions

In developing the research questions for this study, a total of four questions emerged. These research questions pertained to the level of faculty trust in the principal, the level of instructional collaboration, and the relationships between teachers' assignments, collaboration, and trust. These are provided below.

Research Question 1. What is the level of faculty trust in the principal as measured by Tschannen-Moran and Hoy's Omnibus T-Scale?

Research Question 2. What is the level of instructional collaboration as measured by the Teacher Collaboration Assessment Survey?

Research Question 3. Is there a relationship between the level of faculty trust in the principal and the level of instructional collaboration?

Research Question 4. What is the relationship, if any, between a teacher's assignment and collaboration frequency?

Definition of Terms

Faculty Trust. An individual or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open (Hoy & Tschannen-Moran, 1999).

a. Benevolence- Being considerate for the needs of others as well as being willing to promote their individual interests.

b. Reliability – Being consistent and predictable with positive behavior.

c. Competency – Having the skill and ability to complete assigned tasks.

d. Honesty – Being committed to trust and promises that have been made.

e. Openness – Sharing control and dispensing information with factual and timely communication.

Collective Dialogue: Highly developed teacher teams will engage in collective dialogue about student learning, the effects of instruction on student achievement, and how to provide an appropriate level of challenge to every student

Collective Decision Making: Teachers work together to determine relative differences in instructional decisions about what and how to improve practice

Collective Action: Teachers take actions as a result of their team decisions to move forward and continuously improve

Collective Evaluation: Teachers continuously assess their effectiveness on the basis of tangible evidence that students are acquiring essential knowledge and skills (Woodland et al., pp. 444 – 445).

Collective trust: is defined as the expectation of the faculty of the school that the principal will act in the best interest of the faculty and follow through with action is stated (Forsyth et al., 2011).

Collective Trust Formation: Refers to the theoretical framework for studying trust in schools (Forsyth et al. 2011) as indicated in the literature review.

Collaboration: is a systematic process where educators work together to analyze and impact professional practice for the improvement of individual and collective student results (DuFour, 2003).

Instructional Collaboration: Collaboration in a school likely to promote gains in students' learning: (1) collaboration focused on analyzing student data and developing instructional responses and (2) collaboration focused on curriculum and instructional decision-making (Ronfeldt et al. 2015).

Every Student Succeeds Act (ESSA): The nation's national education law signed by President Obama in 2015 committed to the equal opportunity for all students (ESSA, 2019).

Faculty Trust in the Principal: Is more narrowly defined in this study as the willingness of the faculty to be vulnerable based on the confidence that the principal is benevolent, reliable, honest, and open (Hoy & Tschannen-Moran, 2003).

National Education Association (NEA). The NEA is the largest labor union in the United States. It represents public school teachers, support personnel, faculty and staff at colleges and universities, retired educators, and college students preparing to become teachers. The NEA advocates for educational professionals and to unite members so that the nation can fulfill the promise of public education for every child so they are successful in the diverse and interdependent world (NEA, 2019).

Relational Trust: The qualities of the relationships among and between administrators, teachers, and parents. They identify four aspects of these relationships that are most important in producing trust: respect, competence, personal regard for others and integrity (Byrk & Schneider, 2002).

Trust: A variety of definitions for the concept of trust exist and within these definitions different dimensions of trust are emphasized. Trust is the multifaceted construct that is based on many factors related to context and expectations. In general terms, trust is commonly described as "a general confidence and overall optimism in occurring events; it is believing in others in the absence of compelling reason to disbelieve" (Hoy & Tschannen-Moran, 1998).

Trust is more narrowly defined in this study as the leadership construct of trust, it is the willingness of the faculty to be vulnerable based on the confidence that the principal is benevolent, reliable, competent, honest and open (Hoy & Tschannen-Moran, 2003). Trust will be measured as a score on the Omnibus Trust Scales sub-test Faculty Trust in the Principal (Hoy & Tschannen-Moran, 2003) reflecting the degree of trust the faculty has in the principal.

Trustworthiness: Trustworthiness is the willingness of a person B to act favorably towards a person A, when A has placed an implicit or explicit demand or expectation for action on B. The implicit demand may entail a situation in which a child is drowning and B is expected to do something to save the child, that B drive with care and stop at pedestrian crossing when A is on the road, or that B reward an investment made by A, like in the trust game (Ben-Ner & Halldorsson 2010).

CHAPTER 2
Review of the Related Literature

The purpose of this study was to explore the role of trust and instructional collaboration as two fundamental building blocks for any school improvement effort. Additionally, the purpose of this research was to explore how the level of elementary faculty trust in the principal related to the level of instructional collaboration between principals and teachers in an urban-suburban school district in New York State. The literature review examined the current research in two significant areas that were deemed most relevant to this study: (1) trust in schools, and (2) instructional collaboration in schools. Additionally, it was expected that the literature reviewed would provide a baseline of information surrounding the research problem. The literature review continued through the data collection and analysis stages of the study.

The researcher made extensive use of online databases such as Google Scholar, JSTOR, and EBSCO, which were accessed through the St. John's Library. In order to procure articles on trust in schools, the researcher relied heavily on a variety of academic research journals, including *The American Educational Research Journal, The Journal of Educational Research, Educational Researcher, Review of Research in Education*. The researcher retrieved articles on collaboration in elementary schools from the following academic research journals: *The Journal of Teacher Education, Review of Educational Research, International Journal of Educational Research.*

Bibliographies extracted from the research mentioned above journals served as resources for locating additional articles related to both trust and collaboration in elementary schools. Keywords used to identify articles on trust in elementary schools

included: trust, principal trust, faculty trust in the principal, school trust, trust in schools, school improvement, measuring faculty trust. The following keywords were used to locate articles on collaboration in elementary schools: collaboration, instructional collaboration, teacher collaboration, professional collaboration, school collaboration, measuring instructional collaboration.

Rationale for Topics

A selected review of the literature about trust and collaboration in elementary schools deemed relevant for this study, mainly since the purpose of this study is to understand the role of trust and instructional collaboration as two fundamental building blocks for any school improvement effort.

Topic I, trust in elementary schools, covered the following areas – (1) organizational trust, (2) trust in schools, (3) faculty trust, and (4) faculty trust in the principal – which connected to a research question: What is the level of faculty trust in the principal as measured by Tschannen-Moran and Hoy's Omnibus T-Scale? Topic II examined the research on collaboration in elementary schools. The literature on collaboration in elementary schools was highly relevant to the current study because it directly related to two of the research questions: (1) What is the level of instructional collaboration as measured by the Teacher Collaboration Assessment Survey? (2) Is there a relationship between the level of faculty trust in the principal and instructional collaboration?, and (3) What is the relationship, if any, between a teacher's assignment and collaboration frequency?

This chapter begins with a description of the Theoretical Framework developed for this study. The Theoretical Framework was developed and informed by the areas mentioned above of literature that were reviewed: trust and instructional collaboration in elementary schools.

Topic I: Trust in Elementary Schools

Topic II: Instructional Collaboration in Elementary Schools

Theoretical Framework

Chapter 2 discusses the theoretical framework of collective trust formation. Subsequent is the literature review that analyzed the following topics: organizational trust, trust in schools, faculty trust, faculty trust in the principal, the role of the principal in establishing trust, collaboration, instructional collaboration and the principal's role in professional development and instructional collaboration.

Collective Trust Formation

The original definition of trust, based on the work of Rotter (1967) and Golembiewski and McConkie (1975), was as follows:

Trust is a generalized expectancy held by the workgroup that the word, promise, and written or oral statement of another individual, group, or organization can be relied upon (Hoy & Kupersmith, 1985, p. 2).

This definition of trust is defined at the collective level, which means it is the trust of the workgroup. Trust can be viewed with reference groups such as in the principal or the school organization. Hoy and Kupersmith (1985) added to the definition mentioned

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above that trust involves confidence in others and the belief that others are acting in the

best interest of the relevant party. Therefore, faculty trust, the trust analyzed in this study,

is a collective form of trust in which the faculty (teachers) have an expectancy that the

word, promise, and actions of another group or individual (principal) can be relied on and

that the trusted party will act in the best interests of the faculty (Forsyth, Adams, Hoy,

2015).

The faculty can trust several groups, including the principal, colleagues, and the

organization itself. These groups include (1) Faculty trust in the principal—the faculty

has confidence that the principal will keep his or her word and act in the best interests of

the teachers. (2) Faculty trust in colleagues—the faculty believes teachers can depend on

each other in difficult situations and rely on the integrity of their colleagues. (3) Faculty

trust in the school organization—the faculty can rely on the school district to act in its

best interest and be fair to teachers (Forsyth, Adams, Hoy, 2015). Each of these three

types of trust suggests an expectation that the trusted party is reliable and can be counted

on to act in the best interests of the faculty. All three groups are collective property-

property that belongs to the group; the party doing the trusting is the faculty as a whole;

hence, trust is a collective variable. For this study, faculty trust in the principal was the

type of faculty trust analyzed and was a collective variable.

The theoretical framework of collective trust formation examines the social

process in which the collective variables are created in the workgroup. Collective trust is

a social creation that emerges during repeated exchanges among group members

(Forsyth, Adams, Hoy, 2015). This process is equivalent to the formation of personal

trust but occurs at the group level. Unlike personal trust, which is an individual cognitive

construction, collective trust is socially constructed out of the talk and non-verbal interactions among group members. Throughout social exchanges, group members (faculty), both consciously and unconsciously, share their perceptions about previously observed behaviors of other group members (principal) and their members as well as their personal interpretations and feelings about those behaviors (Forsyth, Adams, Hoy 2015). Group members make assessments by comparing observed behavior with expected behavior, and the comparisons accrue as evidence of trustworthiness using the criteria of openness, honesty, benevolence, reliability, and competence. The next section defines what each criterion means.

Openness is the extent to which relevant information is shared; actions and plans are transparent. Openness makes individuals vulnerable because it signals a reciprocal trust—confidence that information revealed will not be exploited and that recipients can feel the same confidence in return (Forysth, Adams, Hoy, 2015). People who are guarded in the information they share provoke suspicion; others wonder what is being hidden and why. Just as openness promotes trust, withholding and secrecy breed distrust, and suspicion. Individuals who are unwilling to extend trust through openness end up isolated (Kramer, Brewer, & Hanna, 1996). Openness and transparency produce trust (Norman, Avolio & Luthans, 2010).

Honesty speaks to one's character, integrity, and authenticity (Forsyth, Adams, Hoy, 2015). Rotter (1967) defined trust as "the expectancy that the word, promise, verbal or written statement of another individual or group can be relied upon" (p. 651). Truthful statements conform to what happened from that person's perspective and when one's word about future actions is kept (Tschannen-Moran & Hoy, 1998). Many scholars and

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researchers see honesty as a pivotal feature of trust (Baier, 1986; Butler & Cantrell, 1984; Cummings & Bromily, 1996); in fact, honesty is assumed when we think of trust.

Benevolence is the most common condition of trust. It is defined as the confidence that the trusted person or group will protect one's interests (Forsyth, Adams, Hoy, 2015). People depend on the goodwill of others to act in their best interests. Future behavior or deeds may not be specified because of a mutual attitude of goodwill. Trust is the assurance that another party will not violate one's vulnerability, even when the opportunity is available (Cummings & Bromily, 1996). Trust involves the "accepted vulnerability to another's possible but not expected ill will" (Baier, 1986, p. 236). When people depend on one another, faith and confidence in the benevolence of others are critical to trust (Tschannen-Moran, 2000).

Reliability is the extent to which one relies upon another for action and goodwill. Reliability elicits predictability; however, predictability alone is insufficient (Forsyth, Adams, Hoy, 2015). A combination of reliability with benevolence is required because when something is required from another person or group, the individual can be relied upon to supply it (Butler & Cantrell, 1984; Mishra, 1996; Rotter, 1967). Reliability implies a sense of confidence that one's needs will be met in positive ways.

Competence, the fifth criteria, goes beyond one's good intentions. When a person is dependent on another and some level of skill is involved in fulfilling an expectation, a person who means well but does not have the competence is not trusted (Baier, 1986; Butler & Cantrell, 1984; Mishra, 1996). An organization, such as a school, relies heavily on competence (Forsyth, Adams, Hoy, 2015). For example, when the success of a

curriculum project depends on teacher and team participation, trust will depend on confidence that deadlines will be met and that the work will be of sufficient quality to meet project goals. As the multiple exchanges grow over time, a group consensus emerges producing a socially constructed, shared, collective trust beliefs about another group or individual, which have essential outcomes. For example, academic optimism, student achievement, and collective efficacy are outcomes (Forsyth, Adams, Hoy 2015) and are defined in detail later on. Once created, collective trust acts as a group norm by new group members as a condition of their assimilation and membership. In schools, this can be applied to when new teachers become accepted and assimilated into the group when they collectively trust the principal like the other teachers.

As previously mentioned in Chapter 1, three fundamental elements contribute to the creation of collective trust: external context, internal context, and task context. The external context reflects the environmental influences and experiences that have shaped the values, attitudes, and expectations of individual group members. For example, groups will differ concerning the kinds and degrees of diversity found within them (Forsyth, Adams, Hoy 2015). Internal context emphasizes the influences and conditions within an organization that affects the values, attitudes, and expectations of individuals and groups within the organization. That is the organization's structure, leadership, employee evaluation system, goals, history, and facilities. Lastly, task context is the set of limits central to the group's particular task or specialty that unveils the levels of trust necessary for the group. For example, schools take in children whose motivation, prior knowledge, and skill are variable. The nature of a school's task affects the social construction of collective trust. Internal, external, and task contexts are significant because the social

construction of collective trust is a multi-level process and affects the formation of collective trust in an organization such as a school (Forsyth, Adams, Hoy 2015).

Forsyth, Adams, and Hoy (2010) studied existing empirical research on school trust and concluded schools to be the suitable type of organization for this framework because they are composed of interdependent groups, often organized by role or organizational function. The extensive research of collective trust formation in schools has found that all facets of trust are found in each variant of collective trust. Forsyth, Adams, and Hoy (2010) developed seven valid and reliable scales of collective trust that are used in studies worldwide. They include:

- Faculty trust in the principal

- Faculty trust in colleagues

- Faculty trust in clients (students and parents)

- Parent trust in the school

- Parent trust in the principal

- Student trust in faculty

- Student trust in the principal

The collective trust in principal, colleagues, and faculty scale, otherwise known as the Omnibus T-Scale, was applied to this study and is discussed in detail in the methods section. As formerly indicated, the sub-scale of faculty of trust in the principal was measured in the current study. Collective trust formation examines the ways trust optimizes the processes that make schools effective. Analyzing the model may help

practicing school leaders to see trusting relationships as a critical yet obtainable condition of success.

There are fundamental conceptual resemblances in the perception of trust regardless of the discipline or level (Rousseau, Sitkin, Burt, & Camerer, 1998). Psychologists frame their conceptions of trust in individuals who trust and are trusted and stress the internal reasoning that leads to trust (Deutsch, 1962; Rotter, 1967). On the other hand, sociologists consider trust as the property of social relationships among people, groups, and institutions (Coleman, 1990; Granovetter, 1985; Zucker, 1986). However, most scholars agree that trust has the following attributes:

- Risk-perceived probable loss (Chiles & McMacking, 1996).
- Confident expectations-assertive anticipations
- Interdependence-interests of one party cannot be achieved without reliance upon another (Rousseau et al., 1998).
- Multiple facets (benevolence, reliability, competency, honesty, and openness)
- Different referent roles (schools, teachers, principals, colleagues, students)
- Multiple levels (individual, group, and organization)

All these attributes can be applied to the school organization. The list of risks involved when working with students may include a host of outcomes, but the most glaring is an increase in overall student achievement. When educating students, there is an expectation on behalf of the community, that students will receive what they need, be it social-emotional or academic, in school (NEA, 2015). Stakeholders within the school community- teachers, students, administrators, parents, and community-based

organizations rely on one another. Schools cannot do it alone. Lastly, stakeholders, regardless of their role, will base their trust on the facets of benevolence, reliability, competency, honesty, and openness (Tschannen-Moran, 2004).

Collective trust is rooted in the organizational and sociological perspective rather than a psychological one (Rousseau et al., 1998). It exists as a social property (Lewis & Weigert, 1985) embedded in the social exchanges among members in a group. The existence of collective trust is separate from dyadic relationships (relationship of two) and its referent is another group or individual. The socially created trust beliefs outline the group's willingness to be vulnerable to another group or individual (Forsyth, Adams, & Hoy, 2011).

Several forms of trust are possible in schools. However, only eight forms have been operational and appear in the literature. The trustor group defines these forms- faculty, parents, and student. Studies on faculty trust specify the teaching faculty as the trustor group with trustees as clients and colleagues, principals, and schools. There are four forms of faculty trust: faculty trust in the principal, faculty trust in colleagues, faculty trust in clients (parents), and faculty trust in schools (Tschannen-Moran, 2004). For the purpose of this study, faculty trust in the principal was studied and guided the organization of the literature review.

The theoretical model for the development of collective trust in all organizations is based on group theory and social exchange theory. Group theory is the study of human behavior in groups (Heap, 1977). The social exchange theory states that humans in social situations choose behaviors that maximize their likelihood of meeting their self-interests

in those situations (Blau, 1964). These theories' link the elements of the model to

organizational and trust theory and research. The social construction of a school is the

shared exchanges about an observed behavior exhibited by faculty and the principal by

the members of other groups or another member. The social exchanges are then

compared collectively between what the group expects and what the observable behavior

is in terms of trust criteria. The trust criteria include openness, honesty, benevolence,

reliability, and competence. The internal, external, and task contexts serve to influence

the ultimate formation of social construction further. Influencing social construction is

the internal, external, and task context (Forsyth, Adams, & Hoy, 2011).

After collective trust is molded, there are consequences. These consequences

include academic optimism, academic press, collaboration, authentic interactions, and

collegial behavior, enabling structures, collective efficacy, student achievement,

organizational citizenship, and professionalism (Forsyth, Adams, & Hoy, 2015).

Figure 2.1 illustrates A Model of Collective Trust Formation and its Consequences.
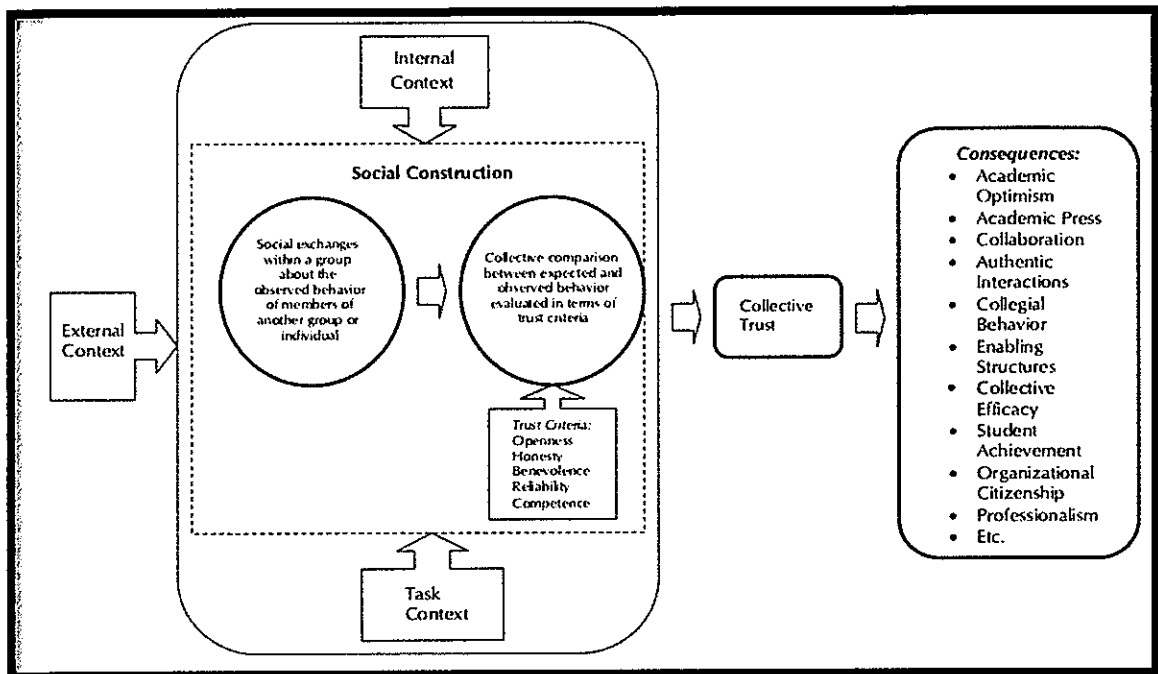
Figure 2.1 A model of collective trust formation and its consequences

It is helpful to define what each consequence encompasses as a result of collective trust

formation.

- Academic press places an emphasis on rigor and accountability when

  students are made explicitly aware of what they are supposed to learn

  (Smylie & Perry, 1999).

- Collegial behavior is when teachers talk with one another about students,

  develop curriculum together, observe one another teach, and teach one

  another (Barth, 1990).

- Authentic interaction is defined as interaction that represents one's true

  nature or beliefs; true to oneself or to the person identified (Brown, 2015).

- Enabling structures help school structures principals and teachers work

  cooperatively across recognized authority boundaries while retaining their

  distinctive roles (Hoy & Sweetland, 2000).

- Organizational citizenship is the extent to which teachers in a school go

  out of their way to voluntarily help students, teachers, and others to be

  successful (Hoy, 2018).

- Professionalism is the extent to which practitioners live up to the

  expectations of work-related conduct and performance (Hoy, 2018).

- Academic optimism is a collective set of beliefs about the strengths and capabilities of a school in which optimism is the overarching theme that unifies the school as a whole (Hoy, 2018).

- Student achievement generally refers to a student's performance in academic areas such as reading, language arts, math, science and history as measured by achievement tests (Hoy, Tarter, Hoy, 2006).

- Collective efficacy is the shared perceptions of teachers in a school that efforts of the faculty as a whole will have a positive effect on students (Hoy & Miskel, 2013).

In order to grasp the process of collective trust formation, it is helpful to explain what happens when an outsider (teacher) attempts to become a member of an existing group (faculty) within a larger organization (school). For instance, a new teacher is exposed to the faculty's shared beliefs about the principal's trustworthiness as they interact. According to Schein (2004), the level of collective trust for the principal has become a shared belief or a cultural assumption. The teacher's successful assimilation to the faculty depends on accepting its shared normative system, including its beliefs about the principal's trustworthiness (Forsyth, Adams, & Hoy, 2015). These beliefs become apparent to the new teacher through repeated social exchanges, and acceptance follows. Therefore, it is essential to highlight that collective trust is not merely an accumulation of trust experiences but also a social phenomenon. This leads to the question-how are collective trust beliefs created in the first place?

Chester Barnard (1938) states that when individuals become part of a group, they are drawn into social exchanges they might not otherwise be a part of. The consequences are emotional and cognitive. The more they interact, the more they become alike (Homans, 1974; Young and Parker, 1999). However, the group (faculty) has personal experiences and evidence about the trustworthiness of another group's member (principal) upon which they base their personal decision to trust or not trust. A sense of balance is reached in the throes of multiple exchanges that shapes the collective trust beliefs. Once a shared belief has formed, deviated views are often sanctioned (Napier & Gershenfeld, 1999). Over time, as a principal's behavior is discussed and evaluated against the expectation's faculty members have for the principal's behavior, and against the criteria of trustworthiness, teachers socially construct a common set of beliefs about the trustworthiness of the principal (Forsyth, Adams, & Hoy, 2015).

While it is critical to examine the theoretical framework of collective trust formation, it has to be pointed out that the behaviors of the principal in this process are significant in yielding a social group theory that will bring about change. A principal must first establish themselves as trustworthy, through their actions, in order for this social theory to evolve (Forsyth, Adams & Hoy, 2015). A principal may capitalize on the social phenomenon of collective trust formation between faculty so that the outcomes of collaboration, collective efficacy, professionalism etc. become a reality.

Review of Related Literature

Research on trust began in the early 1950s, and its definition has been described as "conceptual confusion" (Lewis & Weigert, 1985), and termed "elusive" (Gambetta, 1988). Various definitions and scales have emerged as social scientists, business management theorists, and educational researchers have worked towards an understanding of what trust is and how best to acquire it and sustain it (Geist, 2002). However, there is one notion that most researchers agree upon, that the survival of an organization depends on the members' willingness to exercise trust with one another (Rotter, 1967).

Research has evaluated trust, at the individual and collective level, and its impact upon relationships within the school (Adams & Forsyth, 2013). Trust in schools continues to be a critical focus because trusting relationships in schools impact school organization, culture, student achievement levels, and teacher satisfaction (Barrett & Breyer, 2014). If developed and leveraged, trust may have the potential to create success in schools (Covey, 2006). Several recent investigations into school improvement have identified the leadership role of the principal as critical for successful change (Barth, 1990: DuFour & Eaker, 1998; Fullan, 2003, 2005: Hall & Hord, 2001; Sergiovani, 2001; Speck, 1999). In conjunction with trust and principal leadership, is teacher collaboration on instruction as a means of school improvement. This literature review examined what research says about trust in an organization and through the collective trust formation in a school. The implications of faculty trust in the principal and instructional collaboration was examined thoroughly.

Organizational Trust

Trust is a significant element of any well-run organization. Fukuyama (1995)

defined the role of trust as a source of competitive advantage for an organization and

should be placed among factors that affect its success and efficiency. Trust may

positively affect the attitudes, perceptions, behaviors, and performance outcomes of

organizational members (Costa, 2003; Cunningham & MacGregor, 2000). When in

situations of interdependence-more than two groups of people, trust reduces uncertainty

and enhances cooperation (Gambetta, 1988). Trust in any organization is significant

because it is capable of making or breaking an organization's culture. However, despite

the importance of inspiring and developing it, trust is a difficult attribute to measure and a

delicate dynamic to preserve. Organizational trust fluctuates by degree, takes time and

effort to develop, and one event may diminish it or eliminate it (Gambetta, 1988).

Early studies on trust within the organization focused on the behavioral aspect

(Deutsch, 1958; Zand, 1972), whereas, in more recent years, it has been defined as an

attitude or judgment with complexity and multi-dimensionality (Schoorman, Mayer, &

Davis, 2007). According to scholars Lester & Brower (2003) and Joseph and Winston

(2005), organizational trust is essential for effective leadership because trust enhances the

quality of relationships among leaders and workers. Mankin (2007) states that

organizational trust is an important factor in shaping employees' engagement with one

another. Additionally, the connection between organizational trust and knowledge

sharing was established by Ferres, Connel, and Travaglione, in 2005.

Regardless of the organization, the research is consistent in that employees in

high-trust organizations are more productive, have more energy at work, collaborate

better with their colleagues, and stay with their employers longer than people working at low-trust organizations. Also, there is less chronic stress, and workers are happier with their lives, and these factors fuel stronger performance (Zak, 2017).

Trust in Schools

A school is an organization with structures where the principal, teachers, and students, work together to carry out activities in hopes of achieving the goal of educating students (Brandt, 1998). Most educators would agree that increasing student learning is the fundamental objective of educators (Covey, 2006). However, to attain the highest levels of student learning in today's era of school reform and accountability requires a team effort (Connolly & Hill, 2016). Trust is critical in creating the team and has been found to support schools' effectiveness, improvement initiatives, and perseverance in reform efforts (Bryk & Schneider, 2002; Forsyth, Adams & Hoy, 2011; Forsyth, Barnes & Adams, 2006; Goddard, Tschannen-Moran, & Hoy, 2001). In *Trust in Schools: A Core Resource for Improvement*, Bryk, and Schneider (2002) discussed the results of the first longitudinal study regarding trust in Chicago's public schools. In their 1997 study, they found that schools with high levels of trust were far more likely to make improvements over time than those with low levels and concluded that social trust is a significant attribute to school effectiveness.

Trust is also a form of social capital (Forsyth, 2011). The social capital in schools is the relational quality between all stakeholders. It is what happens between teachers and students, between peer groups in both the classroom and staffroom, in the interactions between administration and staff and communications between the school and the family. When social capital is high the atmosphere is positive and it often generates good

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feelings, promotes motivation and commitment; collaboration flourishes and mutually agreed goals are more likely to be attained (Roffey, 2007). A school with a strong network of relationships grounded in trust that extends to all stakeholders is a powerful vehicle for generating social capital for students. These elements are valued in today's society and become controversial when they are threatened.

Trust in schools is essential because it is closely tied to student outcomes. Since the Coleman Report (Coleman et al., 1966) was published, educational researchers have been trying to pinpoint variables that maintain explanatory influence for student achievement even when controlling for socioeconomic status (SES). After over five decades of researching, trust in schools turns out to be a tremendously important variable (Bryk & Schneider, 2002; Forsyth, Barnes, & Adams, 2006; Goddard, Tschannen-Moran, & Hoy, 2001; Goddard, Salloum, & Berebitsky, 2009).

A study facilitated by Connolly & Hill (2016) analyzed three elementary schools in Washington State. The schools, located in three different school districts, were led by what the researchers considered "extraordinary" principals. These schools demonstrated how trust is cultivated and manifested in elementary schools. According to the Extraordinary Leader Tool, all three principals shared similar beliefs and practices that resulted in trusting relationships (Zenger & Folkman, 2007). The qualitative research used interviews with both principals and teachers as the primary method of data collection. Two themes emerged. Trust is the foundation for productive learning communities, and when principals, through intentional acts, cultivate trust, trust becomes manifested in the educational practice of both principal-teacher and teacher-teacher relationships (Connolly & Hill, 2016). The current research is comparable to the current

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study as both examine the role of trust within the elementary school setting, while placing importance on the role of the principal in the process.

In 2013, a study was conducted by Adams to see if collective trust-trust that is defined as the expectation of the faculty that the principal will act in the best interest of the faculty and follow through with action is stated (Forsyth et al., 2011)- functions as a resource for urban elementary students. Data from 1,646 students were used to test the hypothesized effect on school identification, self-regulated learning, and reading and math achievement. The hypothesized effects were confirmed. A culture of student trust in an urban district partly contributed to identification with school, internal control over learning tasks, and improved student achievement in reading and math. Collective trust was the most influential school-level antecedent of positive student beliefs, behavior, and achievement (Adams, 2013). The Adams (2013) study reinforced the theoretical framework of collective trust formation, the model discussed in the current study, as a resource not only for teachers but for students as well.

As previously mentioned, school improvement and the connection to relational trust was the focus of an extensive longitudinal study facilitated by Bryk and Schneider (2002) in 390 Chicago schools. The renowned mixed study incorporated observations in school meetings, classroom instruction, interviews with principals, teachers, parents, and community leaders, and conversations with teachers about the progress and problems in their reform efforts. The results specified strong evidence that schools with high levels of trust at the beginning of reform in 1994 were more likely three years later to possess greater "orientation to innovation, outreach to parents, professional community and commitment to the school community" (Bryk & Schneider, p. 188). The school principal

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was described as the leader in developing trust, with respect to both modeling relational trust and fostering a climate conducive to trusting relationships. They also found that high-trust schools were more likely to act against incompetent teachers. High-trust schools recognized that failure to act on incompetence affects students and the entire school atmosphere (Bryk & Schneider, 2002).

In 2014, the New York City Department of Education (NYCDOE) applied lessons learned from the Chicago study and research of Dr. Anthony Bryk. The large urban school district took the five essential elements necessary for school improvement-effective leadership, rigorous instruction, collaborative teachers, supportive environment, strong family-community ties and added a sixth element, trust to create the *Framework for Great Schools* (NYDOE, 2019). The fundamental goal of the *Framework for Great Schools* is student achievement. The elements of student support: instructional guidance, teacher empowerment, and student-centered learning was combined with the need for effective school leadership and active parent-community collaboration. The *Framework for Great Schools* is currently unprecedented because it takes the sixth element, trust, and uses it to link all five elements.

Trust is also an influential variable in the improvement of low-performance schools, professional learning communities, teacher-to-teacher collaboration, teacher-to-principal collaboration, student achievement, and the overall school improvement initiatives within the school (Bryk & Schneider, 2002; Forsyth, Adams & Hoy, 2011; Forsyth, Barnes & Adams, 2006; Goddard, Tschannen-Moran, & Hoy, 2001). Many of the educational reforms introduced in schools reach deeply into the day to day work lives of teachers, principals, and school support staff. Therefore, successfully introducing the

changes so that the aforementioned becomes a reality, relies significantly on the trust that

exists in schools among teachers and with their principal (Bryk, Gomez, Grunow&

LeMahieu, 2015).

Faculty Trust

There are two systematic analyses of teachers' trust in a school context. The first

is the relational trust standpoint of Bryk and Schneider (2002), and the second is the

faculty trust perspective of Tschannen-Moran and Hoy (1997). Both equally contribute to

the trust literature and are important to define because the current study looked

specifically at faculty trust in the principal yet encompassed relational trust throughout

the school as an organization.

Relational trust is the trust built through day-to-day social exchanges in a school

community and supports a moral imperative to take on the difficult work of school

improvement. Relational trust facilitates accountability for shared standards, while also

allowing people to experience autonomy and mutual support for individual efforts. It has

been associated with reducing the vulnerability that teachers feel when asked to take on

tasks connected to reform and facilitates the safety needed to experiment with new

practices (Bryk & Schneider, 2002). Relational trust fosters a set of organizational

conditions, some structural and others social-psychological, that make it more favorable

for individuals to initiate and sustain the kinds of activities necessary to affect

productivity improvements (Bryk & Schneider, 2002).

Bryk and Schneider (2002) view respect, competence, integrity, and personal

regard as the four lenses through which people analyze the behavior of others. Relational

trust implies there is an agreement in each role relationship regarding the understanding held about personal responsibilities and expectations of others. Their relational trust model looks at three levels of analyses- intrapersonal, interpersonal, and organizational (Van Meal & Van Houtte, 2009). Intrapersonal is defined as existing or occurring within the self or one's mind. Interpersonal is referred to as existing or occurring between people. Organizational is referred to as within the unit or organization or school (DiPaola, 2008). The three models can be compared to the internal, external and task context of collective trust formation.

Tschannen-Moran and Hoy (1997) analyzed the second concept, faculty trust. They define two referents of faculty trust as,

> Trust in the principal: The faculty has confidence that the principal will keep his or her word and act in the best interest of the teachers.

> Trust in the colleagues: The faculty believe that teachers can depend on each other in difficult situations and that teachers can rely on the integrity of their colleagues.

Their research has shown that trust is not only a feature of an individual teacher but also as a common feature of teachers in the same school. Therefore, teachers at the same school share a level of trust because they are encircled in the same organizational context (Shamir & Lapidot, 2003). Tschannen-Moran and Hoy (1997) also argued that social information processes would lead to a collective trust formation (Shamir & Lapidot, 2003). Each faculty member is in the same organizational situation and, consequently, displays a uniform definition of the school situation. Therefore, faculty

trust can be viewed as another school feature, given that a shared level of trust among

members of an organization constitutes an organization's level of social capital (Leana &

Van Buren, 1999).

Tschannen-Moran and Hoy (1997) describe trust to the extent to which the faculty

is willing to risk vulnerability. Vulnerability is the uncertainty of risk and emotional

exposure (Brown, 2015). They conceptualized trust as a construct of five facets that have

been referenced in Chapter 1 and within the theoretical framework of collective trust

formation.   To reiterate they include:

1. Benevolence is the confidence that the trusted party will protect one's well-

    being. Benevolence is of particular importance in situations of change

    requiring interdependence (Tschannen-Moran & Hoy, 2000). As teachers

    experiment with new strategies within a changed structure, they rely on the

    goodwill of the principal to act in their best interest (Hoy & Sabo, 1998).

2. Reliability is when one counts on another person or group (Hoy & Tschannen-

    Moran, 1999). Reliability in the context of trust combines predictability with

    benevolence. It reduces anxiety about whether someone will pull through with

    their commitment to act in the best interest of the others in a consistent way

    (Tschannen-Moran & Hoy, 2000).

3. Competency is when the trusted party has knowledge and skill. Competency is

    critical in the context of schools (Hoy & Tschannen-Moran, 1999). It is

    necessary to enhance the teaching and learning goals of the school to sustain

    collaborative work (Tschannen-Moran & Hoy, 2000).

4. Honesty is the integrity, character, and authenticity of the trusted party (Hoy
   Tschannen-Moran, 1999). The communication between what a person says and
   what they do characterizes integrity. Accepting responsibility for one's actions
   and avoiding distorting the truth in order to shift blame to another characterize
   authenticity. (Tschannen-Moran & Hoy, 2000).

5. Openness is the extent to which there is no withholding of information from
   others. Sharing is what makes individuals vulnerable to others. Openness
   builds confidence and indicates reciprocal trust (Hoy & Tschannen-Moran,
   1999). When communication is closed it breeds mistrust. "Principals in closed
   organizational climates engender distrust by withholding information and
   spinning the truth in order to make their view of reality the accepted standard"
   (Tschannen-Moran & Hoy, 2000, p. 558).

Tschannen-Moran & Hoy (1999), applied the five facets of trust to students,
teachers, principals, and parents in a variety of fields that included psychology,
sociology, philosophy and education. Trust scales were developed and tested through
four stages including pilot studies, validation checks, and scale refinement (Hoy &
Tschannen-Moran, 1999). The study concluded with the operational definition of
collective trust as: the willingness of the faculty to be vulnerable based on confidence that
the principal is benevolent, reliable, competent, honest and open (Hoy & Tschannen-
Moran, 1999). The five facets are also significant to the current study because the
Omnibus T-Scale, the survey tool utilized in the current study, measures the extent to
which the faculty view the principal as benevolent, reliable, competent, honest, and open.

Blumberg et al. (1978) were some of the first researchers that examined faculty

trust in schools. They conducted a study that surveyed one hundred and eighty-five

teachers. The study samples were asked to explain the meaning of the following

statement: "I trust my principal (Blumberg et al., 1978, p. 3)." One hundred seventy-nine

total responses were received. The authors established categories by a Q-sort and

identified ten categories: a) personal warmth, b) fairness, c) interpersonal openness, d)

professional openness, e) technical competence, f) confidentiality, g) follow-through, h)

credibility, i) participative decision-making, and j) support. Their data revealed that

meaningful trust between principals and teachers superseded the conditions and

workplace environment rather than the actual work the principal produced. The teachers

felt the principal's relationship with them (how he/she treated them) was more important

than their professional abilities (Blumberg, 1978).

In 2002, researcher Wayne K. Hoy facilitated a study in 97 Ohio high schools to

examine the relationship (if any) between faculty trust and student achievement in

mathematics. Teachers in all 97 high schools were administered the Omnibus T-scale.

Hoy's faculty trust achievement hypothesis was supported with a significant correlation

found between faculty trust and student achievement in mathematics ($r = .58$: $p < .01$).

Based on his findings, Hoy (2002) recommended that boards and school leaders build,

improve and nurture trust among students, parents, and teachers.

In summary, both relational trust and faculty trust are important to define because

they are synonymous in the literature. While Bryk and Schneider's (2002) working

definition of relational trust implies there is an agreement in each role relationship

regarding the understanding held about personal responsibilities and expectations of

others, Tschannen-Moran's faculty trust in the principal is the working definition utilized throughout this study. Faculty trust, or the willingness of the faculty to be vulnerable based on confidence that the principal is benevolent, reliable, competent, honest and open (Hoy & Tschannen-Moran, 1999) was used and measured in the current study using the Omnibus-T survey.

Faculty Trust in the Principal

The most consistently studied form of collective trust is faculty trust in the principal (Forsyth, Adams, & Hoy, 2011). Faculty trust in the principal is defined as the confidence of the faculty members "that the principal will keep his/her word and will act in the best interests of their colleagues" (Hoy et al., 1991, p. 93). The principal plays a critical role in the development of faculty trust. Principals inaugurate both respect and personal regard when they acknowledge the vulnerability of others, keenly listen to their concerns, and shun careless actions (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). Mitchell and Forsyth (2004) stated: "the principal is critical in establishing a culture of trust within the school" (p. 18). Trust in the principal is positively predictive of faculty trust in colleagues and clients (Hoy & Tschannen-Moran, 1999). In order for a school to reap the benefits of trusting work environments, school leaders must initiate trusting relationships through trustworthy behavior (Whitener, Brodt, Korsgaard, & Werner, 1998).

Research states that trusting school organizations tend to have honest and open principals (Bryk, Lee, & Holland, 1993; Rosenholz, 1989). The principal promotes trust by actively encouraging their teachers to voice their frustrations honestly and to criticize the principal's own decisions (Tshannen-Moran & Hoy, 2000). The actions of principals

play a key role in developing and sustaining trusting relationships in schools (Byrk &

Schneider, 2002). Consistency between the words and actions of the principal verifies

their integrity. Personal integrity has been linked to trust in faculty and the principal

(Bryk & Schneider, 2002). The conditions for building trust in faculty include listening to

others, engaging in staff activities, promoting an inclusive environment, communicating

openly with faculty, sharing information with stakeholders, and insisting on transparency

in decision making. Principals who are predictable in their behaviors build greater

confidence in teachers (Tschannen-Moran, 2004). According to Tarter & Hoy (1998), a

successful principal is one who displays consideration for teacher colleagues, influences

superiors without selling-out the teachers, and who protects teachers from unwarranted

outside interference. Effective principals are not only intellectual leaders in their schools

but are also colleagues who build confidence by serving and providing support (Tarter &

Hoy, 1998).

A study facilitated by Goddard et al. (1998) linked faculty trust, collegial

leadership, and teacher professionalism. The study investigated the constructs of trust,

climate and principal, and teacher authenticity. The findings suggested that authentic

behaviors lead to trust in both teachers and principals. Goddard et al. (1998) concluded

that the principal's behavior determines faculty trust in the principal, and interactions with

fellow teachers determine trust in colleagues. Hoy and Tschannen-Moran (1999) found

that trust in principals, trust in colleagues, and trust in clients were interrelated and

predicted student achievement. Faculty trust in the principal is also predicted to have

direct and indirect benefits for both individual and organizational performance in schools.

Teacher effort and performance is boosted through trust in the principal and assists in

focusing collective energy on what is important. Additionally, the principal's position as a teacher supervisor makes collective trust in the principal unquestionably significant, especially when evaluative conditions are challenging (Forsyth et al., 2011). One such example of this is the evaluation of teachers on their practice.

In 2012, Johnson, Kraft, and Papay tied school leadership, faculty trust, and teacher job satisfaction together. The authors investigated teacher working conditions and job satisfaction to examine its connection with student achievement. Their study found that the elements of the school environment that mattered most to teacher job satisfaction were social conditions such as the relationships between teachers (similar to teacher-teacher trust), the effectiveness of their principal (measured primarily through their leadership behaviors) and school culture with a supportive environment. The study concluded by saying teacher satisfaction may increase student achievement, even in low-income settings, by reducing teacher turnover. Teachers who are engaged in trusting work-related relationships with their principals and colleagues are more likely to remain consistently efficient, which positively affects student achievement (Johnson, Kraft, & Papy, 2012). The Johnson, Kraft, and Papay (2012) research is significant because it asserts trust is a social condition within a school that brings about possible change. Although the current study does not look specifically at working conditions and student achievement, both are indirectly tied to faculty trust in the principal and overall school effectiveness. Both are also considered consequences of the theoretical framework of collective trust formation (Forsyth, 2011).

In 2015, researchers Tschannen-Moran and Gareis conducted a study to explore the relationships among faculty trust in the principal, principal leadership behaviors,

school climate, and student achievement. Data obtained from 64 elementary, middle, and high schools in two school districts formed the basis of the study (n= 3,215 teachers), allowing for correlational and regression analyses of the variables. The researchers found that faculty trust in the principal was related to perceptions of both collegial and instructional leadership, and to factors of school climate such as teacher professionalism, academic press, and community engagement. Student achievement was also correlated with trust, principal leadership behaviors, and school climate. They stated both of the variables, principal behaviors and school climate, made significant independent contributions to explaining variance in student achievement and that together they explained 75 percent of the variance in achievement. The findings of this study suggested that principals foster and maintain trust in order to lead schools effectively. Therefore, principals must be prepared to engage collegially with teachers in ways that are consistently honest, open, and benevolent, while also dependably demonstrating sound knowledge and competent decision making on academic programs (Tschannen-Moran and Gareis, 2015).

The Tschannen-Moran & Gareis (2015) study is noteworthy because, like the current study, it explored the relationship of faculty trust in the principal. Faculty trust in the principal was correlated to principal behavior, school climate, and student achievement. The findings of the Tschannen-Moran & Gareis (2015) study support the significance of the current study because it suggests that it is necessary for principals to display social and task-oriented behaviors in order to be trusted by teachers. The strength of faculty-principal relationships states that schools will not be successful in fostering student learning without trustworthy school leaders who are skillful in cultivating

academic press, teacher professionalism, and community engagement in their schools (Tschannen-Moran and Gareis, 2015).

The Principal's Role in Building Trust

Establishing trust between educators—whether it is teacher to teacher or teacher to principal—is rarely a simple matter. However, the responsibility in achieving trust between the two parties lies with the building principal. Unfortunately, obstacles to trust are natural to come by, particularly in schools that have experienced high turnover in school leadership, repeated layoffs and budget shortfalls, and widespread differences of opinion regarding curricula, teaching practices, school policies, or other matters affecting students, faculty, and staff (Brewster & Railsback, 2003).

According to researchers Brewster & Railsback (2003), the most common barriers to developing and maintaining trusting relationships among teachers and principals include the following: (1) Top-down decision-making that is perceived as arbitrary, misinformed, or not in the best interests of the school. (2) Ineffective communication (3) Lack of follow-through on or support for school improvement efforts and other projects (4) Unstable or inadequate school funding (5) Failure to remove teachers who are widely viewed to be ineffective (6) Frequent turnover in school leadership (7) High teacher turnover (8) Teacher isolation (9) The school's history (10) Teacher isolation. The principal plays a critical role in identifying the specific causes of mistrust in their school, followed by a commitment to address them. Applying the theoretical framework of collective trust formation, is a means of addressing the specific causes of mistrust (Forsthy & Hoy, 2015).

The level of trust between the principal and teachers also depends upon individual circumstances such as school size, stability, history, and existing relationships among faculty and administrators (Tschannen-Moran, 2015). Past research has elicited ten suggestions for principals on how to lay a foundation for teacher-principal trust. They include the following:

1. Demonstrate personal integrity. Highly regarded principals demonstrate honesty and commitment to follow through in all interactions with faculty, support staff, parents, and students (Barlow, 2001; Blase & Blase, 2001; Sebring & Bryk, 2000). Although teachers' honesty and integrity in interactions with the principal are essential, too, it is the responsibility of the principal, the person with more power in the relationship, to set the stage for trusting relationships with teachers.

2. Show that you care. Trusted and respected principals take "a personal interest in the well-being of others": teachers, students, their families, and other members of the larger school community (Sebring & Bryk, 2000).

3. Be accessible. Principals earn trust from members of the school community by encouraging open communication and actively making themselves available to teachers, parents, students, and staff (Black, 1997; Blase & Blase, 2001; Sebring & Bryk, 2000). Barlow (2001) argues, "Once the leader takes the risk of being open, others are more likely to take a similar risk—and thereby take the first steps necessary to building a culture of trust" (p. 26).

4. Facilitate and model effective communication. Ineffective communication, including individuals' inability or unwillingness to listen to what others have to say, is

a sure way to "confound problem-solving, reduce trust, and magnify feelings of isolation among administrators, teachers, and support personnel" (Blase & Blase, 2001, p. 25). Lambert (1998) notes, "Trust is built and experienced within the context of multifaceted communication systems.... A communication system needs to be open and fluid, include feedback loops, and be practiced by everyone in the school" (pp. 79–80).

5. Involve teachers and staff in decision-making. Facilitate teacher participation by asking for the input of those affected by decisions, providing background information necessary for staff to weigh in on decisions, and treating teachers as capable professionals whose insights are valuable (Black, 1997; Blase & Blase, 2001).

6. Celebrate experimentation and support risk. Principals who give teachers room to try new things and to make mistakes support risk-taking. Supporting teacher risk-taking demonstrates respect for teachers as learners and as professionals whose judgment can be trusted (Blase & Blase, 2001). Barlow (2001) states that "Trusted principals empower teachers and draw out the best in them" (p. 31).

7. Express value for opposing views. When teachers can express concerns and disagreement without fear of reprisal is essential to building trusting relationships (Lien, Johnson, & Ragland, 1997). Blase and Blase (2001) advises principals to "welcome and embrace conflict as a way to produce substantive, positive outcomes over the long run. Conflict can be potentially constructive and helps to build supportive human relationships. It deals with differences more securely in providing honest input and participating meaningfully in school decision-making.

8. Reduce teachers' sense of vulnerability. Bryk and Schneider (2002) remind school leaders, "As public criticism focuses on schools' inadequacies, teachers need to know that their principal values their efforts and senses their good intentions" (p. 129). A core element of this is demonstrating, through both words and action, that "teachers can and should be trusted to do what is best for students" (p. 33). In environments in which teachers feel unsupported, mistrusted, or constantly on the verge of reprimand, trust between teachers and administrators is unlikely to improve.

9. Ensure that teachers have basic resources. When teachers know that the principal can be depended upon to provide necessary books and supplies in a timely fashion, trust in that person as a responsible leader grows (Kratzer, 1997; Sebring & Bryk, 2000).

10. Be prepared to replace ineffective teachers. This final suggestion is offered as a last resort, and warrants a strong word of caution. Removing a staff member, mainly if it is done unprofessionally, without warning, or without a clear cause, holds great potential to damage a principal's relationship with teachers and lower the overall level of trust in the school (Bryk & Schneider, 2003). However, there may be situations in which replacing ineffective staff members with influential teachers who support the school's mission is necessary. A principal's unwillingness or inability to remove teachers who are widely regarded as incompetent is likely to undermine his or her trust with other staff members (Bryk & Schneider, 2003).

The ten recommendations are included within the literature review because they are perceptible behaviors that may lead to the establishment of collective trust formation.

Collective trust is not merely an accumulation of trust experiences but also a social phenomenon. Each of these suggestions are social exchanges between the principal and faculty that can be compared collectively between what the group expects and what the observable behavior is in terms of the trust criteria-benevolence, reliability, competency, honesty, and openness. However, the behaviors of the principal in this process are significant in yielding a social phenomenon that will bring about change.

Collaboration

The growing demands placed on principals and classroom teachers make collaboration among professional educators a necessity (Cranston, 2011). Meeting the needs of a progressively diverse student population is an overwhelming task; one that research shows can be done best collaboratively (McLeskey & Waldron, 2002; Walther-Thomas, Korinek, McLaughlin, & Williams, 2002). According to Wiggins and Damore (2006), collaboration is a system of planned cooperative activities where educators share roles and responsibilities for student learning. In order for the collaboration to be effective, certain elements must be present. They include positive attitudes, team process, professional development, leadership, resources, and benefits (Wiggins & Damore, 2006). However, these elements are not intuitively existent in a school setting. Principals and teachers need to have proactive attitudes about communication with their collaborative colleagues. Learning to trust and respect one another makes attending to the collaborative process more likely (Friend & Cook, 2000).

The Department of Education published *Hope for Urban Education: A study of Nine High-Performing High-Poverty, Urban Elementary Schools,* by Johnson and Asera (1999). This report tells the stories of nine urban elementary schools that served children

in poor, urban communities that achieved impressive academic results. All nine schools

served a large population of low-income students that were located in urban areas across

the nation. All schools serviced a significant percentage of non-English dominant

students, and utilized Title I funds to support change efforts in their schools. Teams of

researchers visited the schools to interview campus and district administrators, teachers,

parents, and other school personnel. They observed classrooms, hallways, playgrounds,

and meetings. Additionally, they reviewed school documents and achievement data. One

similarity that all nine elementary schools shared were principals who created frequent

and regular opportunities for teachers to work, plan and learn together, hence

collaboration. The report stated that the true catalyst of change in these schools was the

strong desire of educators to ensure academic success for all students (Johnson & Asera,

1999).

In 2004, a qualitative, self-contained focus group study was conducted involving

16 individuals (parents, teachers, and administrators). The purpose of the research was to

see if collaboration underpins school improvement efforts. The findings suggested that

collaboration is critical in school improvement and goes beyond the superficial structural

changes of reform initiatives (Slater, 2004). They defined collaboration as involving

teachers in deep and meaningful relationships based on trust and respect. The researchers

concluded by stating that collaboration opens up leadership opportunities to more

teacher's, thereby building capacity and support for change (Slater, 2004). This study is

significant because it is one of the few studies available that explicitly ties trust,

collaboration, and school improvement together.

Instructional Collaboration

Instructional collaboration is often used in conjunction with the terms

collaboration, professional learning communities and professional development. While

all three terms are analogous with school improvement initiatives, instructional

collaboration is a more involved element because it requires more than just working

together. It requires the pedagogical knowledge, understanding, and willingness of the

teacher team (Cranston, 2011). Teachers are cautioned to move away from the traditional

isolation that many deem as "safer" in an era of high stakes testing and teacher

accountability. When a teacher experiences instructional isolation, inconsistencies in

instructional practices may arise that contribute to inequities in how students understand

the content in the classroom, students' opportunities to learn, and ultimately student

outcomes (Larson, 2017).

In 2014, the National Council for Teaching Mathematics (NCTM) developed

Principles to Actions to address the essential elements of teaching and learning in

response to the implementation of the Common Core Learning Standards in Mathematics.

The council concluded the most effective instructional collaboration focused on

instructional planning and improvement before, during, and after each unit of instruction.

Far too often, professional learning communities are little more than cooperative groups

of teachers who meet periodically because it is required, and time is spent discussing

administrative issues or routine tasks when it should be spent collaborating on instruction

(Cranston, 2011).

The literature indicates that there are two kinds of instructional collaboration: (1)

collaboration that focuses on analyzing student data and developing instructional

responses and (2) collaboration focused on curriculum and instructional decision-making (Ronfeldt, Farmer, McQueen, & Grissom, 2015). Fullan (2002) states that collaborative school cultures, which by definition have close relationships, are powerful, but unless they are focusing on the right things, they may end up being powerfully wrong. Purposeful conversations on instructional practices that focus on results are crucial; because they mean the school organization is focusing on the right things. The school principal is the critical in establishing and implementing these elements. According to Little (2003) and Horn and Little (2009), the nature of teachers' conversations with colleagues either serve to open up or close down opportunities for teacher learning.

In 2011, a study exploring the relationship between trust and collaboration was facilitated in one Northeastern suburban district. 122 teachers responded to a trust and collaboration survey. The researchers hypothesized that the level of trust would be correlated to the level of collaboration (Mitchell, Ripley, Adams, and Raju, 2011). Bivariate and canonical correlations revealed that trust in the principal was correlated with collaboration with the principal, and trust in colleagues was correlated to collaboration with colleagues. This study suggested the importance of establishing a culture of trust in fostering collaboration between teachers (Mitchell, Ripley, Adams, and Raju, 2011). The more trusting a school community is, the more likely it was to engage conversations about instructional practice.

Instructional collaboration among principals and teachers must be goal-driven and are most effective when focused on a collective agenda. The same applies to professional development in a school. Principals must clearly define the focus of the professional development activities, and the teachers must view them as valuable (Wiggins &

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Damore, 2006). The principal is seen as the biggest supporter of instructional collaboration and acknowledges those who lead and participate in it. Their leadership qualities either pave the way for the collaboration to happen or delete the possibility of it ever happening in the first place (Goddard & Hoy, 2001).

Goddard et al. (2007) conducted a study that empirically tested the relationship between a theoretically driven measure of teacher collaboration for school improvement and student achievement. The data was drawn from students and teachers in a large urban school district in the midwestern United States. Survey data was drawn from 47 elementary schools with 452 teachers and 2,536 fourth grade students. The researchers used a hierarchical linear model (HLM), and survey data were collected two months before the mandatory state assessments. The assessment scale scores served as the dependent variables. The results indicated that fourth-grade students have higher achievement in mathematics and reading when they attend schools characterized by higher levels of teacher collaboration for school improvement (Goddard, Goddard, & Tschannen-Moran, 2007). This study suggests that the relationship between teacher collaboration for instructional improvement and student achievement is likely indirect which is similar to the relationship between principal trust and student achievement (Goddard, Goddard, & Tschannen-Moran, 2007).

In 2013, Woodland, Lee, and Randall, facilitated a validation study of the Teacher Collaboration Assessment Survey (TCAS), the survey instrument that was utilized in the current study to measure instructional collaboration. The TCAS measured the four key domains of teacher collaboration: dialogue, decision-making, action, and evaluation. Woodland & Randall's (2013) Teacher Collaboration Assessment Scale (TCAS) is based

on the subject matters' experts' extensive knowledge about the construct of teacher

collaboration, empirical literature on collaboration, and peer consultation. The TCAS

inventory's four subscales are separated to reflect four different key domains of teacher

collaboration:

(1) Collective Dialogue – highly developed teacher teams will engage in

collective dialogue about student learning, the effects of instruction on student

achievement, and how to provide an appropriate level of challenge to every

student

(2) Collective Decision Making – teachers must work together to determine

relative differences in instructional decisions about what and how to improve

practice

(3) Collective Action – teachers must take action as a result of their team

decisions to move forward and continuously improve

(4) Collective Evaluation – teachers must continuously assess their effectiveness

on the basis of tangible evidence that students are acquiring essential knowledge

and skills (Woodland et al., pp. 444 – 445).

The survey has been used in district-wide school reform efforts in the

Northeastern and Mid-Atlantic regions in the United States. The five sources of validity

evidence recommended by the Standards for Educational and Psychological Testing

(AERA, APA, & NCME, 1999) established a strong argument in support of the

instrument's validity. The researchers concluded that the TCAS is a valid tool for

leveraging teacher collaboration for instructional innovation and student achievement

because it assesses the level of instructional collaboration occurring in a school

(Woodland, Lee, & Randall, 2013).

The Principal's Role in Instructional Collaboration

In the past, the principal resembled the middle manager, as suggested in William

Whyte's 1950's classic *The Organizational Man*. However, in a rapidly changing era of

standards-based reform and accountability, a different conception has emerged. Today's

principal can no longer function as a building manager and is expected to be the leader of

learning who develops, implements, and evaluates effective instruction (Sun & Youngs,

2009). Today's principal is expected to be the instructional leader of their school, one

who is learning-focused for both students and adults within the school community

(Fullen, 2003). DuFour and Baker (1998) and Hord (2004) contend that the most

promising avenue for creating sustained, substantive school improvement is for

instructional leaders to develop the ability for the teaching staff and the faculty to

collaborate as a professional learning community.

A team of researchers from the Center for the Study of Teaching and Policy at the

University of Washington (2010) investigated leadership in urban schools and districts

that were seeking to improve learning and leadership. The study examined the

overarching question "What does it take for leaders to promote and support powerful,

equitable learning in a school and in the district and state system that serves the school?"

Several investigations utilized qualitative and mixed-methods strategies (Portin, Knapp et

al., 2010). The study stated principals should advise teachers to work with one another

and with the administration on a variety of collaborative activities, including developing

and aligning curriculum, instructional practices, assessments, problem-solving and

participating in peer observations (Portin, Knapp et al., 2010). The study found that effective principals looked for ways to encourage collaboration, paying attention to how school time was allocated and the same principals who were rated highly for the strength of their actions to improve instruction were also more apt to encourage the staff to work collaboratively (Seashore Louis, Leithwood et al., 2004).

The Washington study also suggested that principals play a significant role in developing a professional learning community of teachers who guide one another in improving instruction (Portin, Knapp et al., 2010). It is critical to note the research also found a link between professional collaboration and higher student achievement. The principals in this study agreed unanimously on the importance of keeping track of teachers' instructional needs and monitoring teachers' work in the classroom. Principals who are intent on promoting growth in both teachers and students spend time in the classroom and shift the pattern of annual evaluation cycles to one of on-going instructional collaboration (Plessis, 2013). The Washington study is significant because, comparable to the current study, it also takes place in an urban school district and the results placed importance on the role of the principal in establishing structures that promote instructional collaboration in the support of teacher's learning.

Just as a teacher is expected to prepare lessons based on the needs of their students, so should a principal when planning instructional collaboration for their teachers. Instructional collaboration looks different for every teacher, depending on his/her developmental level. The differentiated model of supervision developed by Glickman, Gordon, and Ross-Gordon (1998) is framed, so new, exceptional, and troubled faculty are all given individual attention best suited for their needs (Rettig, Lampe, &

Garcia, 2000). They concluded that the four approaches include directive supervision, directive informational supervision, collaborative supervision, and nondirective supervision. These allow for varying degrees of guidance by the building principal and varying degrees of ownership by the faculty member. In the directive approach, principals assign the instructional collaboration plan. The directive informational approach is a principal suggested plan. The collaborative approach is a mutual plan between the teacher and the principal. The nondirective approach is teacher self-planned (Rettig, Lampe, & Garcia, 2000).

Glickman, Gordon, and Ross-Gordon (1998) developed a supervisory behavior continuum to focus the principal's tasks and relationships with teachers in these four categories. See Table 2.2.

Table 2.2 Table of Supervisory Behavior Continuum

	1	2	3	4	5	6	7	8	9	10
		Listening		Encouraging		Presenting		Negotiating		Standardizing
t	T	Clarifying		Reflecting		Problem-Solving		Directing		Reinforcing
S	s	Nondirective		Collaborative		Directive-Informational				Directive

Key:	T=Maximum teacher responsibility
	t=Minimum teacher responsibility
	s=Minimum supervisor responsibility
	S=Maximum supervisor responsibility

Glickman, C., Gordon, S., & Ross-Gordon, J. (1998). *Supervision of instruction: A developmental approach.* Boston, MA: Allyn and Bacon.

Principals' need to possess pedagogical knowledge, interpersonal skills, and technical skills for the improvement of instruction (Glickman, Gordon, & Ross-Gordon, 2007). Knowledge and technical skills are deemed essential, however, a principal's

interpersonal skills, the skills they use to interact with others, may enhance or hinder their relationships with teachers (Heath & Bryant, 2000).

Professional development, a term synonymous with the term instructional collaboration, has been referred to as the "slum of American education, neglected of little effect" (Wood & Thompson, 1980). Principals and teachers often refer to professional development as a contractual obligation and nothing more. In order for professional development to be operational, it must be clearly defined. Professional development is defined as virtually any experience that expands a teacher's knowledge, appreciation, skills, and understandings of his or her work (Glickman, Gordon, & Ross-Gordon, 2007). Therefore, instructional collaboration may function as an example of on-going professional development within a school (Woodland, Lee, & Randall, 2013).

Conclusion

In conclusion, the selected review of the literature about trust and collaboration in elementary schools was deemed relevant for this study, mainly since the purpose of this study was to understand the role of trust and instructional collaboration as two fundamental building blocks for any school improvement effort. Through the literature review the following topics were reviewed: Topic I, trust in elementary schools, covered the following areas – (1) organizational trust, (2) trust in schools, (3) faculty trust, and (4) faculty trust in the principal – which connected to a research question: What is the level of faculty trust in the principal as measured by Tschannen-Moran and Hoy's Omnibus T-scale? Topic II examined the research on collaboration in elementary schools. The literature on collaboration in elementary schools was highly relevant to the current study

because it directly related to two of the research questions: (1) What is the level of instructional collaboration as measured by the Teacher Collaboration Assessment Survey? (2) Is there a relationship between the level of faculty trust in the principal and a school's instructional collaboration?, and (3) What is the relationship, if any, between a teacher's assignment and collaboration frequency?

CHAPTER 3

Methodology

Introduction and Overview

The purpose of this study was to explore the role of trust and instructional collaboration as two fundamental building blocks for any school improvement effort. Specifically, this research examined how the level of elementary faculty trust in the principal related to the level of instructional collaboration between principal and teachers in an urban-suburban school district in New York State. This investigation utilized a quantitative methodology to analyze the data. Data collection procedures were reviewed and approved by the St. John's University Institutional Review Board prior to conducting the study. To achieve the purpose of this study, the following research questions and hypothesis were posed:

R1. What is the level of faculty trust in the principal as measured by Tschannen-Moran and Hoy's Omnibus T-Scale?

> **H$_0$:** There will be no significant differences in the level of faculty
>
> trust in the principal according to the Omnibus T-Scale.
>
> **H$_1$:** There will be significant differences in the level of faculty trust in
>
> the principal according to the Omnibus T-Scale.

For Hypothesis 1, descriptive statistics were conducted on the results of the Omnibus T-Scale to determine the level of faculty trust in the principal.

R2. What is the level of instructional collaboration according to the Teacher Collaboration Assessment Survey (TCAS)?

H₀: There will be no difference in the level of instructional collaboration

according to the Teacher Collaboration Assessment Survey (TCAS).

H₁: There will be a difference in the level of instructional collaboration

according to the Teacher Collaboration Assessment Survey (TCAS).

For Hypothesis 2, descriptive statistics were conducted on the results of the Teacher

Collaboration Assessment Survey (TCAS) to determine the level of instructional

collaboration.

R3. Is there a relationship between the level of faculty trust in the principal and the level

of instructional collaboration?

H₀: There is no relationship between the level of faculty trust in the principal and

the level of instructional collaboration.

H₁: There is a relationship between the level of faculty trust in the principal and

the school's instructional collaboration.

For Hypothesis 3, a Pearson correlation was conducted to determine the relationship

between the level of faculty trust in the principal and the level of instructional

collaboration. An alpha level of .05 was chosen to test the levels of significance for this

statistical analysis.

R4. What is the relationship, if any, between a teacher's assignment, and the frequency of

collaboration?

H₀: There is no relationship between a teacher's assignment and the frequency of

collaboration.

H₁: There is a relationship between a teacher's assignment and the frequency of

collaboration.

For Hypothesis 4, a cross tabulation was conducted to determine the relationship between a teacher's assignment and the frequency of collaboration.

This chapter presents the methodology that was used to explore the aforementioned questions: (1) the research design; (2) the study's participants; (3) the setting; (4) the sampling procedure; (5) the data collection; (6) the instrument design and validation; (7) the measures of the study; and (8) the data analyses used to answer the research questions of the study.

Methods and Procedures

Research Design

The design for this research study was a quantitative correlational design, using one group and two instruments for comparison. Correlational design and cross tabulations were appropriate because the strength and direction of the relationship between the variables was examined using correlational statistics (Rockinson-Szapkiw, 2013). The researcher used independent variables (1) Questionnaire on faculty trust in the principal (Omnibus T-Scale) scores and (2) Questionnaire on instructional collaboration scores (TCAS)– to determine if there was a statistical relationship between the two. The school was the unit of analysis; therefore, teachers were asked for their perceptions of the level of faculty trust in the principal and the instructional collaboration in their school, not their personal feelings of what each variable should look like. For the purpose of analysis, trust was treated as the independent variable even though trust and instructional collaboration are proposed as reciprocal processes through the theoretical framework of collective trust formation. The researcher also examined the relationship between the faculty's instructional assignment (General Education PK-2, General

Education 3-5, and Other-Special Education, Title I Reading, ESL, Gym, Music, Art) and

the frequency (never, once a week, twice a week, three or more times a week) of

instructional collaboration and were treated as the independent variable.

The researcher conducted various analyses to provide a better understanding of

the relationship between the variables. The four types of descriptive statistics-frequency,

central tendency, variation, and position- were analyzed using the software SPSS

(Statistical Package for Social Sciences). This gave the researcher occurrences,

probability values, standard deviations and percentile ranks. A one samples t-test was

calculated for each survey instrument to obtain normative comparisons. Correlational

research allowed for analysis of Pearson's product-moment – Pearson's r – to gather data

about both the direction and strength between two sets of continuous scores (Warner,

2012). A scatterplot determined the linear relationships between the variables followed

by the covariance, which measured the degree to which the two variables vary in the

same direction.

Unfortunately, a covariance value alone is difficult to interpret since it is sensitive

to the scale of the variables (Rockinson-Szapkiw, 2013). Therefore, the researcher ran a

correlation coefficient, typically more useful since it is a standardized measure. This

procedure allowed the correlation coefficients to be compared even when the data sets

had different scales. The value of a correlation coefficient was interpreted as follows: (1)

-1 a perfect negative relationship; all points fell on a line with a negative slope, (2) 0 is no

linear relationship, and (3) +1 a perfect positive relationship: all points fell on a line with

a positive slope. A network analysis was also calculated on all trust and collaboration

sub-variables. A cross tabulation and chi squared tests were analyzed in determining the

relationship between teacher assignment and collaboration frequency. Further analysis and findings are located in Chapter 4.

Participants and Setting

The researcher invited 580 elementary teachers who teach grades Pre-Kindergarten through 6th grade in an urban suburban school district in New York State, to participate in the study in order to understand the correlation between the level of trust in their principals and instructional collaboration. The 580 teachers were drawn from thirty-one elementary schools within the district and were full time employees within the school district, however, 126 teachers responded from twenty-three elementary schools. The 126 teachers consisted of Pre-Kindergarten, Kindergarten, 1-6, Title I Reading, ESL (English as a Second Language), Special Education K-6, Physical Education, Music, and Art. All 126 teachers obtained New York State certification in elementary education, a requirement in order to obtain a full-time teaching position within the school district.

The overall teacher participation was 126 or 21.8%. The total number of elementary schools represented was 23 or 74%. There are thirty-two elementary schools in the district, however, the researcher is an elementary principal within the district and chose not to survey the teachers at the school h/she oversees. Seven elementary schools had zero percent participation; therefore, were not included in the current study. Four teachers left the demographic question *What is your current teaching assignment?* unanswered for reasons unbeknownst to the researcher.

The urban-suburban school district in New York currently serves approximately 26,546 students and employs 3,579 people. A free and reduced lunch rate of 76% is used to determine the poverty level in the district. There are currently 39 schools in the

district, which includes 10 pre-kindergarten – grade 6 schools; 20 pre-kindergarten – grade 8 schools; 1 pre-kindergarten – grade 1school; 1 pre-kindergarten – grade 12 school; 1 grade 7 – 12 school; and 5 grades 9 – 12 schools. The socioeconomic diversity of the elementary schools is evidenced by the percentage of students who qualify for free and reduced lunch. Approximately 87% of the participating schools (*n*=23) were identified as Title I schools, which are labeled by the United States Department of Education if 50% of more of the student population qualify for free and reduced lunch. The school district's demographics are located in Table 3.1

Table 3.1 Demographics of Students

Demographics	2018 – 2019
Total Enrollment	26,546
Students with Disabilities	16%
Limited English Proficiency	12%
Latino	56%
Black	19%
White	17%
Asian/Pacific Islander	7%
Multi-Racial	1%

(NYSED, 2018)

Schools in the district spread across four quadrants of the city– northwest, southwest, northeast, and southeast. In 2018, the total population of the city where the current study takes place was 200,999 with an average median household income of $62,399 and an overall poverty rate of 16.4% (NYSED, 2018). According to the Organization for Economic Cooperation and Development (2018), the poverty rate is the

ratio of people within a given group, whose income falls below the poverty line, taken as half the median income of the total population. In 2019. the New York State average median household was $67,844 and 19.6% of the state population lived below the poverty level Therefore, the city where the study is explored has a median household income that is $5,445.00 less per year than New York State with a 3.4% higher poverty level (NYSED, 2018).

The first quadrant of the city, the Northwest section, contains nine elementary schools, six of which participated in the study. In 2018, the median household income in the northwest section was $60,907 and 15.6% of people in the northwest section lived below poverty level (NYSED, 2018). The southwest section of the city is the home to thirteen elementary schools, however, teachers from only seven schools participated in the study. As previously mentioned, the researcher is the principal of an elementary school located in the southwest section, and therefore, not included in the current study for ethical considerations. In 2018, the median household income in the southwest section is $39,710 and 34.1% of the population were considered living below the poverty level, both ranging significantly below the city and state average (NYSED, 2018).

The Northeast section of the city houses eight elementary schools, six of which are included in the current study. The median household income in 2018 was $101,600 and the percentage of people living in poverty was 6.2%. Lastly, the southeast section of the city contains only three elementary schools and one PK-12 school, all of which are included in the current study. The median household income in 2018 was $77,682, and 9.2% of people were considered to be living below the poverty line (NYSED, 2018).

The Southwest section of the city houses the highest number of elementary schools, thirteen out of thirty-two, with the greatest percentage of people living below the poverty level. According to the U.S. Census Bureau 2010-2016, nearly 1 in 2 children living in this school district were considered low income or lived in poverty and more than 2 in 3 students were considered economically disadvantaged. The city's student poverty rate rose by five percent between 2012 and 2016 to a high of seventy-five percent. The socio-demographics show that the school district was largely urban because it operates in a densely populated area marked by higher concentrations of poverty, greater racial and ethnic diversity, and larger concentrations of linguistic diversity (Kincheloe, 2004, 2010). A table of the city's household income, poverty level and schools within the study are listed in Table 3.2.

Table 3.2 Demographics of School by Location

City Quadrant	Schools in Study	Median Household Income	Poverty Level
North West	6 of 9	$60,907	15.6%
South West	7 of 13	$39,710	34.1%
North East	6 of 8	$101,600	6.2%
South East	4 of 4	$77,682	9.2%

(ICOdata - ICO 2019 Statistics. (n.d.). Retrieved from https://www.icodata.io/stats/2019)

The poverty levels throughout the current city where the elementary schools reside indicate disparity. The west side (north and south) of the city had significantly higher poverty levels than the east side (north and south), and lower household incomes with the highest concentration of elementary schools. Additionally, the west side median poverty rate was 25% in comparison to the east side's median poverty rate of 8%, a 17% difference.

The poverty levels within the city vary by location and indicate economic inequality and a widening educational achievement gap. The school district has socio-

economic differences in the schools serving low- and high-income students as

demonstrated in Table 3.3. Historically, the current city and school district was ruled

racially segregated and unequal in the quality of educational opportunity afforded to

students in high-poverty areas of the city (Williams, 1985). An infamous federal court

case in 1985 claimed that 60 percent of the minority group students in elementary schools

were concentrated in six schools elementary schools and that more than 75 percent of the

minority-group students in the middle schools were concentrated in three other schools.

In 2002, a federal judge approved a $300 million desegregation settlement against the

school district after more than two decades of litigation (Hu, 2002). The settlement called

for a five year plan of programs aimed at the improvement of the educational

performance of black and Hispanic children, who at the time made up more than three-

quarters of the district's students. School integration and subsidized housing in

predominately white sections of the city followed. The city and school district continue

to demonstrate socio-economic disparities by location irrespective of the desegregation

law suit settlement of 2002.

The researcher coded the elementary schools to protect the anonymity of the

participants. Table 3.3 lists all the elementary schools included in the current study by

location, student population, number of teachers employed and the rate of free-reduced

lunch.

Table 3.3 Coded Elementary Schools

Elementary School	Location	n = Students	n = Teachers*	Free – Reduced Lunch
ES 1	Northwest	640	28	78%
ES 2	Northwest	646	39	74%
ES 3	Northwest	270	19	79%

ES 4	Northwest	445	24	68%
ES 5	Northwest	583	28	70%
ES 6	Northwest	329	23	86%
ES 7	Southwest	344	19	83%
ES 8	Southwest	943	51	95%
ES 9	Southwest	579	35	90%
ES 10	Southwest	520	43	81%
ES 11	Southwest	608	41	85%
ES 12	Southwest	554	25	93%
ES 13	Southwest	815	55	32%
ES 14	Northwest	606	44	72%
ES 15	Northeast	841	48	86%
ES 16	Northeast	614	35	33%
ES 17	Northeast	550	26	63%
ES 18	Northeast	515	27	35%
ES 19	Northeast	414	27	76%
ES 20	Southeast	545	23	46%
ES 21	Southeast	517	27	76%
ES 22	Southeast	428	23	71%
ES 23	Southeast	317	15	61%

Some teachers – ESL, gym, music, art – are part-time faculty who work across two schools in the district. Therefore, the number of teachers reflected in the chart may represent those faculty members who are accounted for twice in schools' table of organization. (NYSED, 2018).

As previously mentioned, within the current school district, there are four different configurations of elementary schools – (1) pre-kindergarten – sixth grade; (20 pre-kindergarten – eight grade; (3) pre-kindergarten – first grade; and (4) pre-kindergarten – twelfth grade. Teachers who service students in pre-kindergarten through sixth grade although they are housed in buildings that may include pre-kindergarten – sixth grade, pre-kindergarten – eighth grade, pre-kindergarten – first grade, and pre-kindergarten – twelfth grade and may be represented twice if they work full time between two buildings.

Instruments

This quantitative study investigated the level of faculty trust in the principal and a school's instructional collaboration through a teacher's lens. The selected research tools provided a level of faculty trust in the principal and the school's level of instructional collaboration so the aforementioned research questions could be addressed.

The first instrument collected the trust data through Tschannen-Moran and Hoy's (2001) Omnibus T-Scale. The survey measured the level of trust the faculty (teachers) have in their current principal. The teachers indicated the extent to which they agreed or disagreed with each statement ranging from 1 = strongly agree to 6 = strongly disagree. The survey measured the five facets of trust-competence, honesty, openness, reliability, and benevolence. According to Tschannen-Moran and Hoy (2001), questions 1, 3, 6, and 8 measured the trust facets of competence, reliability, and honesty. Questions 2, 4, 5, and 7 measured benevolence, openness, and vulnerability. The Omnibus T-Scale considers the trustor's willingness to be vulnerable, a critical piece in the theoretical framework of collective trust formation. Competence, reliability, and honesty of the principal is referred to as *trust as affect* and benevolence, openness, and vulnerability of the principal is referred to as *cognitive trust* (Tschannen-Moran, 2001). The questions for each subgroup can be found in Table 3.4.

Table 3.4 Trust as Affect and Cognitive Trust by Question

Affect Trust	Cognitive Trust
1. Teachers in this school trust the principal.	2. Teachers in this school rely on the principal.
3. The teachers in this school are suspicious of most of the principal's actions.	4. The teachers in this school have faith in the integrity of the principal

6. The principal of this school does not show concern for the teachers.	5. The principal typically acts in the best interest of the teachers.
8. The principal doesn't tell teachers what is really going on.	7. The principal in this school is competent in doing his or her job.

(Tschannen-Moran and Hoy, 1999)

The Omnibus Principal Scale has three subscales-principal trust in teachers, principal trust in students and parents, and principal trust in parents. For the purpose of this study, the participants only answered 8 out of 20 Likert-type questions specific to the subscale of teacher trust in the principal. Tschannen-Moran and Hoy granted the researcher permission to use the survey. A copy of the survey can be found in Appendix C, p.129 . Permission to use the survey can be found in Appendix D, p. 132.

The second tool measured the instructional collaboration of teachers through the Teacher Collaboration Assessment Survey (TCAS). The survey contained 20 Likert-type items that measured the components of DDAE-dialogue, decision-making, action taking, and evaluation (City, Elmore, Fiarman, & Teitel, 2009). Similar to the trust survey, teachers indicated the extent to which they agreed or disagreed with each statement ranging from 1= strongly agree to 6=strongly disagree. Questions 1-5 measured dialogue, questions 6-10 measured decision making, questions 11-15 measured collective action, and 16-20 measured collective evaluation. Questions for each subgroup can be found in Table 3.5.

Table 3.5 TCAS Questions by Subgroups

Dialogue	Decision Making	Collective Action	Collective Evaluation
1. The purpose of collaborating with my colleagues is to systematically	6. My team regularly makes decision about what instructional practices to initiate,	11.Because of group decision making, each one of us makes meaningful (pedagogically complex)	16. As a group we regularly collect and analyze

improve instruction to increase student learning.	maintain, develop, or discontinue.	adjustments to our instructional practices.	quantitative data about member teaching practices.
2. ALL members consistently attend team meetings.	7. All of our instructional decisions are informed by group dialogue.	12. Teacher actions are directly related to student learning.	17. As a group we regularly collect and analyze qualitative data about member practices
3. An accurate account of team dialogue, decisions, and intended actions are recorded.	8. The decisions we make are clearly and directly related to the improvement of instructional practice and the improvement of student learning.	13. Each individual teacher employs specific instructional strategies that will increase student learning.	18. We observe the classroom instruction of our colleagues.
4. Team members participate equally in group dialogue. There are no dominators or hibernators.	9. Team members regularly identify specific instructional practices that they will initiate or maintain to increase student learning.	14. Each individual teacher discontinues less effective strategies.	19. We use student data to evaluate the merit of our instructional practices
5. Dialogue is focused on our instructional practices and no other issues (e.g. school schedules, textbooks, discipline, students' family issues)	10. Our group regularly determines what information about instructional practices and student learning needs to be obtained.	15. Each member can name some aspect of instruction that we have stopped/started or changed because of the group decision making.	20. Instructional collaboration with teachers has positive effects on my students' academic progress.

(City, Elmore, Fiarman, & Teitel, 2009)

The researcher added three demographic questions. The first demographic question (1) What school do you currently teach at? was necessary to include because the school was a unit for measurement. The second and third demographic questions: (2)

what is your current teaching assignment? and (3) How many times a week do you collaborate with your colleagues? were included to answer Research Question 4- What is the relationship, if any, between a teacher's assignment, and frequency of collaboration?

The Omnibus T-Scale contained 8-questions, the TCAS contained 20-questions, and three demographic questions totaled 31 questions. The researcher pre-administered the surveys to sixteen teachers outside the district and unrelated to the study to gauge how long it might take to complete. The researcher used this data to inform the participants that it was estimated to take between 5-15 minutes to complete.

Reliability and Validity

The Omnibus T-Scale is a short operational measure used for elementary and secondary school teachers to measure three dimensions of faculty trust – trust in the principal, trust in colleagues, and trust in stakeholders (Hoy & Tschannen-Moran, 2003). For the purpose of this study, only trust in the principal subscale was measured and included only eight questions. The Omnibus T-Scale passed construct validity and yielded satisfactory internal consistency for reliability based on a sample of 97 Ohio high schools, 66 Virginia middle schools, and 77 Ohio elementary schools. The faculty trust in principal scale has a high Cronbach's alpha coefficient (Trust in Principal, $\alpha=.98$). A factor analysis was conducted to check the stability of the factor structure of trust, to refine the measure, ensure all items were on the appropriate scale, and to access the construct validity (Hoy & Tschannen-Moran, 2003). All facets of trust-benevolence, reliability, competence, honesty, and openness-are represented in each scale. Factor loadings for items on the trust in principal subscale ranges from .44 to .94 with a subscale reliability of .98 using Cronbach's alpha.

The Teacher Collaboration Assessment Survey (TCAS) is a short operational

scale used to measure the four domains of teacher collaboration in a Likert-type scale

similar to the Omnibus T-Scale. The TCAS scale was developed to examine the quality

of teacher collaboration in district-wide comprehensive school reform efforts (Woodland

& Randall, 2013). Woodland & Randall's (2013) Teacher Collaboration Assessment

Scale (TCAS) is based on the subject matters' experts' extensive knowledge about the

construct of teacher collaboration, empirical literature on collaboration, and peer

consultation. In 2013, Woodland, Lee & Randall conducted a validation study of the

Teacher Collaboration Assessment Survey (TCAS). Evidence for validity was provided

in all four categories (dialogue, decision-making, action and evaluation) according to the

Standards for Educational and Psychological Testing (Woodland, Lee & Randall, 2013).

The study concluded TCAS is a reliable and valid tool for levering instructional

collaboration and to systematically examine teacher learning and its relationship to other

educational outcomes (Woodland, Lee & Randall, 2013). The *Cronbach's α* coefficient

shows a .930 for the quality of instructional collaboration within teacher teams.

Therefore, has an acceptable level of internal consistency reliability.

Procedures for Collecting Data

The researcher collected data using electronically administered surveys intended

to assess teachers' perceptions of the relationship between trust in the principal and level

of instructional collaboration. Prior to sending the surveys out, the researcher applied

and received Institutional Review Board (IRB) approval from St. John's University and

the City school district.

After IRB approval was secured, the researcher scheduled a meeting with the

Director of Infrastructure Support in the District, to coordinate the delivery of the

electronic invitation to participate in the study, Informed Consent Form, and survey to all

elementary teachers (n=580) across 31 elementary schools. The District granted

permission to conduct the study and facilitated access for the researcher.

The Executive Director of Research, Evaluation & Reporting, sent 580 teachers

an email via Microsoft Office 365, on Monday, January 6, 2020. When the teachers

opened their district provided email, there was brief message from the Director of

Research followed by a message from the researcher. The director included a brief

synopsis of the researchers request within the email:

> Occasionally we receive requests from external researchers to conduct education
> research on behalf of the district. Only those researchers whose proposals pass our
> rigorous review process are allowed to conduct research in our schools.
> Below please find an email from XX.XXXXXXXX principal of XXXXXXXX,
> regarding an approved study. If you would like to participate, please follow the
> directions in the email. All participation is voluntary.

Subsequent to this message, the researcher introduced herself as a doctoral candidate

at St. John's University, and a principal within the district. Through an approved

Informed Consent Form, the researcher informed the participants about the aims, risks,

and benefits of the study before providing them with an option to continue. When the

teachers clicked on the link embedded within the email, they were taken directly to the

consent form. By clicking *yes,* teachers gave consent and gained electronic access to the

two surveys and by clicking *no*, they were removed from the survey. Participation was

both anonymous and voluntary. The researcher had no access to any teacher information.

When a teacher submitted the assessment, the researcher received an email that notified him/her of the following:

"Hi, XXXXXXX, X.
You received one new response from an Anonymous Submitter. View the results of your form."

Since the instruments were disseminated through email, the researcher utilized Microsoft Forms, an online survey creator, to collect consent, administer surveys, and the data results. Information from the surveys was imported directly into an excel form. The researcher received responses from 126 teachers and transferred the survey responses into an excel form. The excel form was then uploaded into the Statistical Package for Social Sciences (SPSS) for data analysis. All communication and consent can be found in the Appendix section.

Research Ethics

When conducting research, ethical considerations were taken into account throughout all phases of the study and the researcher operated at the highest standard of ethical practice so the participants' anonymity, confidentiality, and value-sensitive approach to the research was maintained. After carefully considering the nature of the study, and any potential harm that may be incurred by participants, the researcher concluded that there was minimal risk of discomfort or distress for participants in providing their perceptions of the relationship between trust in their principals and instructional collaboration evident at their schools. In order to mitigate any potential or unintended risks to participants, the researcher adhered to all procedures outlined by both the St. John's University and the City school district's Institutional Review Boards. As

such, participants were informed of the study's purpose, and were asked to electronically sign an Informed Consent form to participate. Participation in this study was on a strictly voluntary basis.

Data was generated from the electronically administered survey was kept confidential and preserved in a password protected file on the researcher's password protected computer. The data was collected without identifiers to ensure the preservation of participants' anonymity. The data will be safeguarded for three years after the publishing of the dissertation, at which time they will be permanently deleted from the researcher's computer hard drive.

Conclusion

In conclusion, Chapter 3 presented the methodology used to explore the aforementioned research questions. In summary, a quantitative correlational design was utilized for the study. The researcher collected the data via two, short operational surveys, the Omnibus T-Scale and the TCAS. The data was obtained electronically and was completely anonymous. Originally, 580 teachers within 31 elementary schools were invited to partake; however, 126 participants from 23 schools participated. The district, a largely urban school district in New York State was described within the chapter. The researcher obtained the data for descriptive and correlational statistics by utilizing the software Microsoft Office 365, Microsoft Forms, and SPSS (Software for Statistical Sciences). The results from the data analysis is in Chapter 4.

CHAPTER 4

Results

This chapter presents the results of the study that examined how the level of elementary faculty trust in the principal related to the level of instructional collaboration between principal and teachers in an urban-suburban school district in New York State. The following research questions and corresponding hypotheses were investigated

R1. What is the level of faculty trust in the principal as measured by Tschannen-Moran and Hoy's Omnibus T-Scale?

R2. What is the level of instructional collaboration according to the Teacher Collaboration Assessment Survey (TCAS)?

R3. Is there a relationship between the level of faculty trust in the principal and the level of instructional collaboration?

> **Ho:** There is no relationship between the level of faculty trust in the principal and the level of instructional collaboration.

> **H₁:** There is a positive relationship between the level of faculty trust in the principal and the school's instructional collaboration.

R4. What is the relationship, if any, between a teacher's assignment, and the frequency of collaboration?

> **Ho:** There is no relationship between a teacher's assignment and the frequency of collaboration.

> **H₁:** There is a relationship between a teacher's assignment and the frequency of collaboration.

The researcher investigated the first question by generating descriptive statistics of faculty trust in the principal as measured by Tschannen-Moran and Hoy's Omnibus T-Scale. Similarly, for the second research question, descriptive statistics were generated for the level of instructional collaboration according to the Teacher Collaboration Assessment Survey (TCAS). The third research question utilized Pearson correlations in order to examine the relationships between the level of faculty trust in the principal and the level of instructional collaboration. Finally, the fourth research question was addressed by the Chi-square test of association was conducted in order to determine the relationship between a teacher's assignment, and the frequency of collaboration. What now follows is a description of the participants of the study. This will be followed by the results of descriptive and inferential analysis conducted to answer the research questions.

Participants

Table 4.1 below depicts demographic characteristics of the participants of the study. The total of 126 teachers participated in the current study were drawn from 23 elementary schools throughout the district. 29.4% were Pre-Kindergarten through grade 2 general education teachers, 24.6% were teachers of general education grades 3-6, and 42.9% were classified as *"Other" which included* special education, Title I reading, English as a Second Language (ESL), Gym, Music, Art, and Speech teachers. A total of 42.8% teachers were general education teachers and 54.0% were classified as *Other* (special education, Title I reading, ESL, Gym, Music, Art, and Speech).

Table 4.1 Demographics of Participants

Variable	n	Percent	Cumulative Percent
Teachers Who Participated	126	100.0	100.0
General Education PK-2	37	29.4	37.1
General Education 3-6	31	24.6	27.8
Other	54	42.9	100.0

Note: The word 'Other' is used to refer to special education, Title I reading,

English as a Second Language (ESL), Gym, Music, Art, and Speech teachers.

Results of Statistical Analysis

Descriptive statistics were generated in order to address this first research

question:

R1. What is the level of faculty trust in the principal as measured by Tschannen-

Moran and Hoy's Omnibus T-Scale?

A descriptive analysis was conducted on the Omnibus T-Scale , the scale used

to measure the level of faculty trust in the principal.   Results are displayed in Table 4.2

below.

Table 4.2 Faculty Trust in the Principal

Trust Level	n	Minimum	Maximum	M	SD
High Trust	98	1.0	2.0	1.4375	0.00
Medium Trust	21	3.0	4.0	3.4375	0.00
Low Trust	7	5.0	6.0	5.4375	0.00
Valid N	126	1.0	6.0		

Trust scores were sorted into three categories, high, medium, and low, corresponding to

teachers' feelings of trust and perception of the principal behaviors. A score of 1-2 was

categorized as "high", 3-4 as "medium", and 5-6 as "low" trust. The data from table 4.2

indicated that 77% of the teachers rated their overall trust in the principal as "high"

(M=1.4375, SD=0.00) 16% rated "medium" (M=3.4375, SD=0.00) and 7% said they had

"low" trust (M=5.4375, SD=0.00). Although the majority of teachers rated trust in the

principal as "high", there were differences in trust according to the teachers. The

variation in trust may possibly be explained by other factors such as principal behaviors

and school climate, as noted in other studies (Tschannen-Moran & Gareis, 2015).

Therefore, RQ1-*What is the level of faculty trust in the principal as measured by*

Tschannen-Moran and Hoy's Omnibus T-Scale? was answered using a descriptive

analysis.

In order to gain a deeper understanding of RQ1, the researcher examined the

results of each question in Tschannen-Moran and Hoy's Omnibus T-Scale (2001).

Results are displayed in Table 4.3 below.

Table 4.3 Mean and Standard Deviation of Question Responses for Omnibus Trust
Survey

Omnibus T-Survey	Descriptive Statistics		
	n	Mean	Std. Deviation
1. Teachers in this school trust the principal	126	2.34	1.721
2. Teachers in this school rely	126	2.33	1.402

on the principal

3. The teachers in this school are suspicious of most of the principal's actions	126	2.3	1.768
4. The teachers in this school have faith in the integrity of the principal	126	2.45	1.818
5. The principal typically acts in the best interest of the teachers.	126	2.34	1.726
6. The principal of this school does not show concern for the teachers	126	2.17	1.729
7. The principal in this school is competent in doing his or her job.	126	1.96	1.499
8. The principal doesn't tell teachers what is really going on.	126	2.33	1.669

Mean scores varied from 1.96 to 2.45 and standard deviations ranging from 1.402-1.808, also indicating a variance in responses. The mean score of the Omnibus T-Scale was compared against the normative data provided in the Ohio sample. The formula, provided by Wayne K. Hoy, (FTP = 100(TP-4.42)/.725+500) indicated the current sample scored two standard deviations above the average score on faculty trust in the principal; that is, the current sample had more faculty trust in the principal than 97% of the schools in the Ohio sample. Although two standard deviations above the mean is considered one criteria for being unusual, it also may be the case that the sample may not be truly representative of the total population.

Table 4.4 below displays the descriptive data for the trust subscales of trust as *affect* and *cognitive trust*.

Table 4.4 Descriptive Statistics of Trust as Affect and Cognitive Trust

	n	*M*	*SD*
Affect Trust	126	2.23	1.394
Cognitive Trust	126	2.37	1.425

Competence, reliability, and honesty of the principal is referred to as *trust as affect* and cognitive trust is benevolence, openness, and vulnerability of the principal. Trust as *affect* had a slightly higher mean (*M*=2.23, *SD*=1.394) than *cognitive trust* (*M*=2.37, *SD*=1.425). The results suggested that the level of faculty trust in the principal is slightly higher in the areas of competence, reliability, and honesty than in the areas of benevolence, openness, and vulnerability. These differences may be due to other factors that may affect a teacher's level of trust that were not accounted for in this study. Additionally, past studies indicated that certain levels of trust were different than others. In one study, openness facet places the highest level of trust, followed by reliability (Tahir et al., 2015). Facets of benevolence exhibited the lowest level of teacher trust onto principal (Tahir et al., 2015). More study is needed to investigate these differences.

Descriptive statistics were conducted on the TCAS by question and as a whole in order to address this second research question. Specifically, the TCAS survey contained 20 Likert-type items that measured the components of DDAE-dialogue, decision-making, action taking, and evaluation (City, Elmore, Fiarman, & Teitel, 2009). The second

research question that the researcher aimed at answering using the TCAS survey is as follows:

R2. What is the level of instructional collaboration according to the Teacher Collaboration Assessment Survey (TCAS)?

The results are displayed in Table 4.5 below:

Table 4.5 Mean and Standard Deviation by Question Responses for TCAS

Descriptive Statistics			
Teacher Collaboration Assessment Survey (TCAS)	n	Mean	Std. Deviation
1. The purpose of collaborating with my colleagues is to systematically improve instruction to increase student learning.	126	1.79	1.275
2. All members consistently attend team meetings.	126	2.63	1.747
3. An accurate account of team dialogue, decisions, and intended actions are recorded.	126	3.02	2.004
4. Team members participate equally in group dialogue.	126	2.6	1.620

5. Dialogue is focused on our instructional practices.	126	2.97	1.447
6. My team regularly makes decision about what instructional practices to initiate, maintain or discontinue.	126	2.61	1.549
7. All of our instructional decisions are informed by group dialogue.	126	2.71	1.574
8. The decisions we make are clearly and directly related to the improvement of instructional practice and the improvement of student learning.	126	2.32	1.378
9. Team members regularly identify specific instructional practices that they will initiate or maintain to increase student learning	126	2.37	1.446
10. Our group regularly determines what information about instructional practices and student learning needs to be obtained	126	2.44	1.440

11. Because of group decision making, each one of us makes meaningful (pedagogically complex) adjustments to our instructional practices.	126	2.52	1.435
12. Teacher actions are directly related to student learning.	126	1.84	1.274
13. Each individual teacher employs specific instructional strategies that will increase student learning.	126	2.27	1.587
14. Each individual teacher discontinues less effective strategies.	126	2.76	1.612
15. Each member can name some aspect of instruction that we have stopped/started or changed because of the group decision making.	126	2.64	1.612
16. As a group we regularly collect and analyze quantitative data (numbers, statistics, scores) about member teaching practices.	126	3.16	1.759

17. As a group we regularly collect and analyze qualitative data (open ended responses, interviews, comments) about member practices.	126	3.34	1.726
18. We observe the classroom instruction of our colleagues.	126	4.3	1.745
19. We use student performance data to evaluate the merit of our instructional practices.	126	2.42	1.359
20. Instructional collaboration with teachers has positive effects on my students' academic progress.	126	1.94	1.313

The data suggested that the mean of instructional collaboration according to the teachers ranged from M=1.79 to 4.3 and the standard deviation ranged from SD=1.274 to 2.004). In order to further explore the second research question, descriptive statistical analysis was conducted on the TCAS subgroups-dialogue, decision-making, collective action, and collective evaluation. Results are displayed in Table 4.6.

Table 4.6 Descriptive Statistics of Dialogue, Decision Making, Collective Action, and Collective Evaluation

	n	M	SD
Dialogue	126	2.60	1.297
Decision-Making	126	2.49	1.345
Collective Action	126	2.40	1.255

Collective Evaluation	126	3.03	1.167

Collective evaluation (*M*=3.03, *SD*=1.167) scored higher than dialogue (*M*=2.60,

SD=1.297), decision-making (*M*=2.49, *SD*=1.345), and collective action (*M*=2.40,

SD=1.255). This data suggested that the teachers were more inclined to collaboratively

act as a result of their team decisions and less likely to collectively assess their

effectiveness.

A one-sample T-test was calculated on the TCAS which allowed the researcher to

estimate the effect size and compare the teacher's responses with the Woodland, Lee, &

Randall (2012) normative data. The results are listed in Table 4.7.

Table 4.7 One Sample T-Test

	Test	Statistic	df	p
COLLABORATION (TCAS)	Student	14.995	125	< .001
	Z	12.803		< .001

Note. For all tests, the alternative hypothesis specifies that the population mean is different from 1.07.

Assumption Checks
Test of Normality (Shapiro-Wilk)

	W	p
COLLABORATION (TCAS)	0.931	< .001

Note. Significant results suggest a deviation from normality.

The assumption of normality was not tenable as indicated by a significant Shapriro's

Wilk test for normality (p < .001). The large effect size indicated the two group means

were significantly different from one another resulting in more collaboration taking place

within the current study. (p < .001).

Pearson correlations were computed in order to address this third research question and corresponding hypothesis:

R3. Is there a relationship between the level of faculty trust in the principal and the level of instructional collaboration?

H_0: There is no relationship between the level of faculty trust in the principal and the level of instructional collaboration.

H_1: There is a positive relationship between the level of faculty trust in the principal and the school's instructional collaboration.

A Pearson product-moment correlation coefficient was conducted to investigate the relationship between faculty trust in the principal and instructional collaboration. Preliminary analyses showed the relationship to be linear with both variables normally distributed, as assessed through the skewness and kurtosis values. Table 4.8 shows there was a positive correlation between the two variables, r=(.672) n=126, and was statistically significant at the p< .001   Thus, increasing trust is associated with increasing levels of instructional collaboration.

Table 4.8 Correlation Between Trust Survey and TCAS

Survey		Trust	TCAS
Trust	Pearson Correlation	.672[**]	1
	Sig. (2-tailed)	.000	
TCAS	Pearson Correlation	1	.672[**]
	Sig. (2-tailed)		.000

[**] Correlation is significant at the 0.01 level (2-tailed).

The correlation matrix displays a grid of scatterplots for the combination of faculty trust

in the principal and instructional collaboration and were placed above the diagonal. The

correlation plot in Figure 4.2 below summarizes the results as a positive correlation.

Therefore, RQ3 was answered and the null hypothesis for RQ3 was rejected.

Figure 4.2 Scatterplot of Relationship between TCAS and Omnibus T-Survey
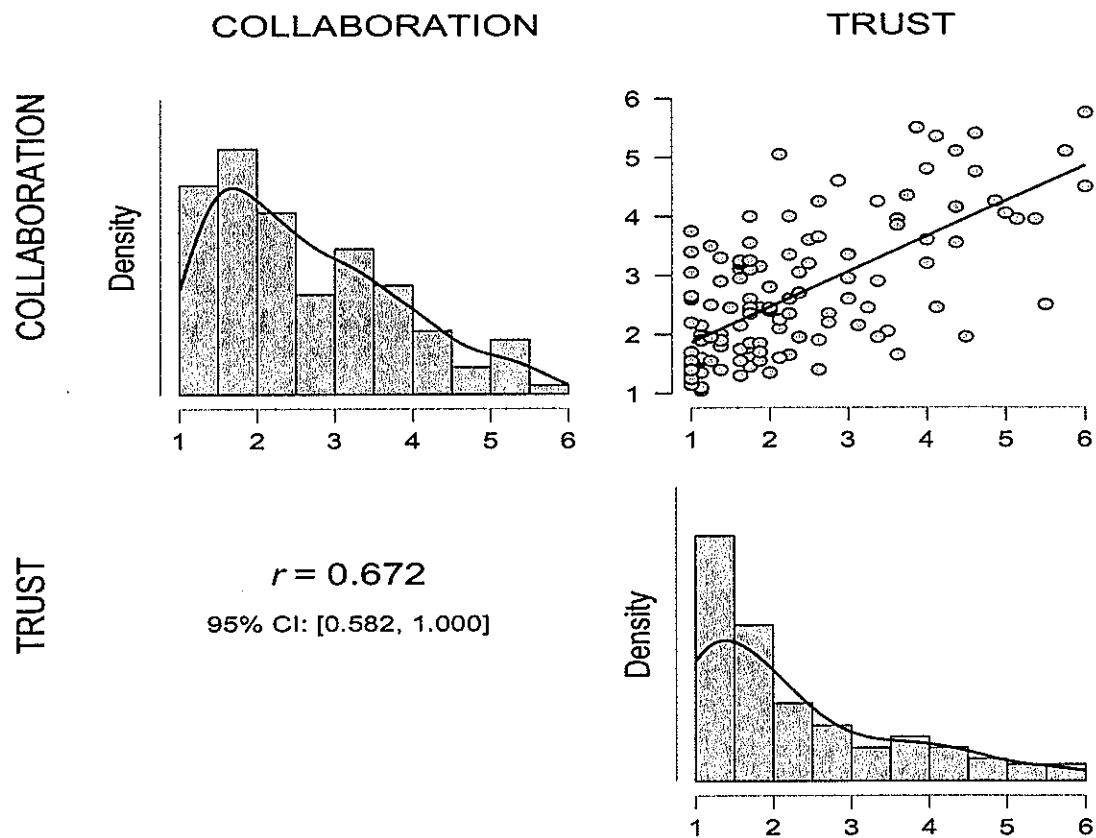
Correlation Plot Between Trust and Collaboration

A Pearson Correlation was conducted to see if there was a correlation between

the subgroups of both surveys- trust as affect, cognitive trust, collective dialogue,

collective decision-making, collection action, and collective evaluation. Results are

displayed in Table 4.9 below.

Table 4.9 Correlation Between Subgroups of Trust and TCAS

		Dialogue	Decision	Action	Evaluation	Affect	Cognitive
Dialogue	Pearson's r	—					
	p-value	—					
Decision	Pearson's r	0.854***	—				
	p-value	< .001	—				
Action	Pearson's r	0.847***	0.869***	—			
	p-value	< .001	< .001	—			
Evaluation	Pearson's r	0.721***	0.752***	0.766***	—		
	p-value	< .001	< .001	< .001	—		
Affect	Pearson's r	0.592***	0.597***	0.526***	0.557***	—	
	p-value	< .001	< .001	< .001	< .001	—	
Cognitive	Pearson's r	0.599***	0.584***	0.606***	0.604***	0.741***	—
	p-value	< .001	< .001	< .001	< .001	< .001	—

* p < .05, ** p < .01, *** p < .001

There was a correlation between the six variables and were deemed statistically

significant at the .001 level (2-tailed). However, affect trust and collective action

displayed the highest positive correlation at r=(.526) n=126 at p< .001. Therefore, the

principal's competence, reliability, and honesty was more positively correlated to the

teachers ability to take action as a result of their teams decisions.

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A Pearson product-moment correlation was conducted to find the correlation

between faculty trust in the principal and instructional collaboration by school (n=23).

Results are displayed in Table 4.10 below.

Table 4.10 Correlation between Trust Survey and TCAS by School

School			Trust	Collaboration
1	Trust	Pearson Correlation	1	-.141
		Sig. (2-tailed)		.859
		N	4	4
	Collaboration	Pearson Correlation	-.141	1
		Sig. (2-tailed)	.859	
		N	4	4
2	Trust	Pearson Correlation	1	1.000**
		Sig. (2-tailed)		.
		N	2	2
	Collaboration	Pearson Correlation	1.000**	1
		Sig. (2-tailed)	.	
		N	2	2
3	Trust	Pearson Correlation	1	.890**
		Sig. (2-tailed)		.000
		N	20	20
	Collaboration	Pearson Correlation	.890**	1
		Sig. (2-tailed)	.000	
		N	20	20
4	Trust	Pearson Correlation	1	1.000**
		Sig. (2-tailed)		.000
		N	2	2
	Collaboration	Pearson Correlation	1.000**	1
		Sig. (2-tailed)		
		N	2	2
5	Trust	Pearson Correlation	1	.519
		Sig. (2-tailed)		.152
		N	9	9
	Collaboration	Pearson Correlation	.519	1

		Sig. (2-tailed)	.152	
		N	9	9
6	Trust	Pearson Correlation	1	.884
		Sig. (2-tailed)		.310
		N	3	3
	Collaboration	Pearson Correlation	.884	1
		Sig. (2-tailed)	.310	
		N	3	3
7	Trust	Pearson Correlation	1	.741
		Sig. (2-tailed)		.152
		N	5	5
	Collaboration	Pearson Correlation	.741	1
		Sig. (2-tailed)	.152	
		N	5	5
8	Trust	Pearson Correlation	1	-.197
		Sig. (2-tailed)		.803
		N	4	4
	Collaboration	Pearson Correlation	-.197	
		Sig. (2-tailed)	.803	
		N	4	4
9	Trust	Pearson Correlation	1	.193
		Sig. (2-tailed)		.755
		N	5	5
	Collaboration	Pearson Correlation	.193	1
		Sig. (2-tailed)	.755	
		N	5	5
10	Trust	Pearson Correlation	1	.992
		Sig. (2-tailed)		.078
		N	3	3
	Collaboration	Pearson Correlation	.992	1
		Sig. (2-tailed)	.078	
		N	3	3
11	Trust	Pearson Correlation		
		Sig. (2-tailed)		
		N	3	3
	Collaboration	Pearson Correlation		1
		Sig. (2-tailed)		
		N	4	4
12	Trust	Pearson Correlation	1	1.000**

			Trust	Collaboration
		Sig. (2-tailed)		.
		N	2	2
	Collaboration	Pearson Correlation	1.000**	1
		Sig. (2-tailed)	.	
		N	2	2
13	Trust	Pearson Correlation	1	1.000**
		Sig. (2-tailed)		
		N	2	2
	Collaboration	Pearson Correlation	1.000**	
		Sig. (2-tailed)	.000	
		N	2	2
14	Trust	Pearson Correlation	1	.606
		Sig. (2-tailed)		.585
		N	3	3
	Collaboration	Pearson Correlation	.606	1
		Sig. (2-tailed)	.585	
		N	3	3
15	Trust	Pearson Correlation	1	.566
		Sig. (2-tailed)		.144
		N	8	8
	Collaboration	Pearson Correlation	.566	1
		Sig. (2-tailed)	.144	
		N	8	8
16	Trust	Pearson Correlation	1	.988
		Sig. (2-tailed)		.002
		N	5	5
	Collaboration	Pearson Correlation	.988	1
		Sig. (2-tailed)	.002	
		N	5	5
17	Trust	Pearson Correlation		
		Sig. (2-tailed)		
		N	1	1
	Collaboration	Pearson Correlation		
		Sig. (2-tailed)		
		N	1	1
18	Trust	Pearson Correlation	1	.148
		Sig. (2-tailed)		.852
		N		4
	Collaboration	Pearson Correlation	.148	

		Sig. (2-tailed)	.852	
		N	4	4
19	Trust	Pearson Correlation	1	.868*
		Sig. (2-tailed)		.025
		N	6	6
	Collaboration	Pearson Correlation	.868	1
		Sig. (2-tailed)	.025	
		N	6	6
20	Trust	Pearson Correlation	1	.209
		Sig. (2-tailed)		.494
		N	13	13
	Collaboration	Pearson Correlation	.209	1
		Sig. (2-tailed)	.494	
		N	13	13
21	Trust	Pearson Correlation	1	.518
		Sig. (2-tailed)		.188
		N	8	8
	Collaboration	Pearson Correlation	.518	1
		Sig. (2-tailed)	.188	
		N	8	8
22	Trust	Pearson Correlation	1	.334
		Sig. (2-tailed)		.783
		N	3	3
	Collaboration	Pearson Correlation	.334	
		Sig. (2-tailed)	.783	
		N	3	3
23	Trust	Pearson Correlation	3	.805**
		Sig. (2-tailed)		.005
		N	10	10
	Collaboration	Pearson Correlation	.805**	
		Sig. (2-tailed)	.005	
		N	10	10

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

b. Cannot be computed because at least one of the variables is constant.

The level of faculty trust in the principal and the level of instructional collaboration were significantly correlated at the 0.01 level (2-tailed) in 7 schools and correlation between the two variables was significant at the .05 level (2-tailed) in 1 school. Therefore, 34% of the total schools surveyed displayed a significant correlation between the two variables. The results indicated that 87% of the schools that participated were Title I schools-schools with a poverty level of 50% or higher and 62% were located on the west side of the city school district. As previously noted in Chapter 3, the west side of the city is considered urban and has significantly higher poverty levels than the east side with lower household incomes with the highest concentration of elementary schools. Additionally, the west side median poverty rate is 25% in comparison to the east side's median poverty rate of 8%, a 17% difference.

The researcher explored the south west data further. Six out of the seven elementary schools in the south west section displayed the highest levels of faculty trust in the principal, the highest levels of instructional collaboration among teachers and the highest correlations. Moreover, six of the seven elementary schools in this area are within the 81%-95% free-reduced lunch range, suggesting high poverty. These results make the case for reframing trust and collaboration in high poverty elementary schools because high-trust schools exhibit more collective decision-making, with a greater likelihood that reform initiatives are widespread, and with demonstrated improvements in student learning (Wahlstrom, Louis, Leithwood, & Anderson, 2010). District administrators may want to ask the question "What social working conditions are taking place within these high poverty elementary schools to demonstrate such high faculty trust in the principal and high teacher collaboration?"

The leaders of these elementary schools also shared similarities yet left the researcher with some wonderings. The principals of the six high trust, high collaboration schools have only been principals for 3-5 years, indicating novice leadership. Did the relative change in leadership contribute to the higher levels trust and collaboration? Additionally, three of the six principals do not have assistant principals and the other three elementary schools have only one assistant principal, indicating a small administrative team. Do sole administrators' and small administrative teams affect the social-emotional dynamics within an elementary school? Further investigation is recommended and is discussed in Chapter 5.

Chi-Square test of association was conducted in order to address the fourth research question and hypotheses:

R4. What is the relationship, if any, between a teacher's assignment, and the frequency of collaboration?

H_0: There is no relationship between a teacher's assignment and the frequency of collaboration.

H_1: There is a relationship between a teacher's assignment and the frequency of collaboration.

A cross tabulation was conducted to see if there was a relationship between a teacher's assignment and the frequency of collaboration. A chi-square test indicated there was not a significant relationship between a teacher's assignment and the frequency of collaboration. $\chi^2 (6) = 6.568$, p =.363. Results are displayed in Table 4.11. Therefore, RQ4 is answered. The null hypothesis for RQ4 was not rejected. Thus, there is no evidence to support a significant association between a teacher's assignment, and the

frequency of collaboration.

Table 4.11 Contingency Tables

TCR_ASSIGNMENT		FREQ_COLLABORATION				
		3+ times a week	Never	Once a week	Twice a week	Total
General Education Grades 3-6	Count	14.000	1.000	13.000	3.000	31.000
	% within row	45.161 %	3.226 %	41.935 %	9.677 %	100.000 %
	% within column	37.838 %	14.286 %	19.697 %	25.000 %	25.410 %
General Education Grades PK-2	Count	11.000	3.000	21.000	2.000	37.000
	% within row	29.730 %	8.108 %	56.757 %	5.405 %	100.000 %
	% within column	29.730 %	42.857 %	31.818 %	16.667 %	30.328 %
Other (Includes Special Education, Title I Reading, ESL, Gym, Music, Art, Speech)	Count	12.000	3.000	32.000	7.000	54.000
	% within row	22.222 %	5.556 %	59.259 %	12.963 %	100.000 %
	% within column	32.432 %	42.857 %	48.485 %	58.333 %	44.262 %
Total	Count	37.000	7.000	66.000	12.000	122.000
	% within row	30.328 %	5.738 %	54.098 %	9.836 %	100.000 %
	% within column	100.000 %	100.000 %	100.000 %	100.000 %	100.000 %

Chi-Squared Tests

	Value	df	p
X^2	6.568	6	0.363
X^2 continuity correction	6.568	6	0.363
N	122		

Nominal

	Value
Contingency coefficient	0.226
Phi-coefficient	NaN[a]
Cramer's V	0.164

[a] Value could not be calculated - At least one row or column contains all zeros

Conclusion

The data provided in this chapter answered the following research questions.

R1. What is the level of faculty trust in the principal as measured by Tschannen-Moran and Hoy's Omnibus T-Scale?

H_0: There will be no significant differences in the level of faculty trust in the principal according to the Omnibus T-Scale.

H_1: There will be significant differences in the level of faculty trust in the principal according to the Omnibus T-Scale.

R2. What is the level of instructional collaboration according to the Teacher Collaboration Assessment Survey (TCAS)?

H_0: There will be no difference in the level of instructional collaboration according to the Teacher Collaboration Assessment Survey (TCAS).

H_1: There will be a difference in the level of instructional collaboration according to the Teacher Collaboration Assessment Survey (TCAS).

R3. Is there a relationship between the level of faculty trust in the principal and the level of instructional collaboration?

H_0: There is no relationship between the level of faculty trust in the principal and the level of instructional collaboration.

H₁: There is a positive relationship between the level of faculty trust in the principal and the school's instructional collaboration.

R4. What is the relationship, if any, between a teacher's assignment, and the frequency of collaboration?

H₀: There is no relationship between a teacher's assignment and the frequency of collaboration.

H₁: There is a relationship between a teacher's assignment and the frequency of collaboration.

The first research question was investigated by generating descriptive statistics of faculty trust in the principal as measured by Tschannen-Moran and Hoy's Omnibus T-Scale. Most teachers (77%) rated their overall trust in the principal as "high"; 16% rated "medium"; and 7% said they had "low" trust. Similarly, for the second research question, descriptive statistics were generated for the level of instructional collaboration according to the Teacher Collaboration Assessment Survey (TCAS). Collective evaluation scored higher than dialogue decision-making and collective action. This data suggested that the teachers were more inclined to collaboratively act as a result of their team decisions and less likely to collectively assess their effectiveness. The third research question utilized Pearson correlations in order to examine the relationships between the level of faculty trust in the principal and the level of instructional collaboration. There was a positive correlation between faculty trust in the principal and the level of instructional collaboration. Finally, the fourth research question was addressed by the Chi-square test of association was conducted in order to determine the relationship between a teacher's

assignment, and the frequency of collaboration. There was no significant relationship found.

What follows in Chapter 5 is a discussion as to how the results of this study are interpreted in the context of the theoretical framework. Any limitations of the results of the study will be provided. Additionally, recommendations for future research will be discussed.

CHAPTER 5

Discussion

Introduction

The following chapter examines each of the four research questions and the

relationships among the results, the theoretical framework of collective trust formation,

the literature review, the study's limitations and recommendations for future research and

practice.

Overview of Findings

The purpose of this research was to explore how the level of elementary faculty

trust in the principal related to the level of instructional collaboration between principals

and teachers in an urban-suburban school district in New York State. The task was

accomplished by using data obtained through two electronic surveys, (1) Omnibus T-

Survey and (2) Teacher Collaboration Assessment Survey (TCAS), completed by 126

elementary teachers. The data were analyzed to answer four research questions.

Research Question 1 & Hypothesis 1: Difference in Faculty Trust in the Principal

The data from the present study indicated that the majority of teachers (77%)

drawn from 23 elementary schools agreed they have a high level of trust for their current

principal. Considering the sample was drawn from schools across the district, the

findings have significant implications about the district overall. This was significantly

above the normative statistics presented in Wayne Hoy's (year) Ohio study. The teachers

in this/the current? study scored higher than 97% of the normative population.

Tschannen-Moran and Hoy (2001) describe faculty trust in the principal as the

confidence of the principal will keep his/her word and act in the best interest of their

teachers. In the current study, teachers were asked to rate their principal based on the

construct of five facets-benevolence, reliability, competency, honesty, and openness. A

high score on the Omnibus-T Scale indicated they perceived their principal as very

trustworthy. Forsyth, Adams, and Hoy's (2010) extensive research on collective trust

formation in schools found that all facets of trust are found in each variant of collective

trust. The researcher took further and analyzed the two subgroups-trust as *affect* and

cognitive trust because both are critical to the formation of collective trust formation, the

theoretical framework in the current study (Forsyth, 2011).

As previously mentioned, trust as *affect* measured the facets of competence,

reliability, and honesty. *Cognitive* trust measured benevolence, openness and

vulnerability. The results suggested that the overall level of faculty trust in the principal

was slightly higher (.14) in the areas of competence, reliability, and honesty than in the

areas of benevolence, openness, and vulnerability. While the difference between the

affect trust and *cognitive trust* were small within the current study, the creation of each

facet ought to be examined and optimized as a process that makes a school more effective

because all five facets are interconnected.

Examination of each facet, particularly within the six south west elementary

schools that demonstrated high-trust and high-collaboration, may provide a new way of

thinking for urban leaders and teachers to enhance instructional collaboration and subsequent trust in the principals. Firstly, the current principals may want to dissect each facet- benevolence, reliability, competency, honesty, and openness- in terms of what these look? like from a teacher's perspective, essentially placing themselves in a teacher's shoes. As such, . Next, they may compare each facet to what their teacher's actually measured on the Omnibus T-survey, thus empowering their emotional intelligence. Emotional intelligence is the ability to be self-aware, self-manage, motivate, empathize and relate to others in social situations, all of which are critical to leadership (Covey & Merrill, 2006). Principals can use the Omnibus T-survey results to identify what the needs of their teachers are. Asking the question, "What social-emotional structures are apparent in the six south west elementary schools that resulted in such high faculty trust and instructional collaboration?" may spark professional conversations about the importance of school trust. This may lead to researching other variables such as student achievement and teacher accountability.

To summarize, the current study supported the empirical evidence that all five facets are important aspects of trust relations in schools. Similarly, Tschannen-Moran (1998), in her study of urban schools, found that teachers emphasized different facets of trust in their trust judgments of their principals. Although all facets of trust are important, their relative weight will depend on the nature of the interdependence and vulnerability in the relationship that exists between teacher and principal (Hoy & Tschannen-Moran, 1999). Principals should examine the formal and informal networks that they have created within their school because these networks set the stage for the interdependence and vulnerability.

While the majority of teachers indicated a high level of faculty trust in the principal (77%), there were also teachers who rated trust as "medium" (16%) and "low" (7%) suggesting 23% of the teachers surveyed have room for improved trust relations with their principal. This may reflect some conflicts such as ineffective leadership or poor relationships between teachers and the principal. The trust survey revealed a difference in faculty trust in the principal as indicated by the Omnibus T-Scale and therefore, the null hypothesis for RQ1 was rejected.

Research Question 2 & Hypothesis 2: Differences in Instructional Collaboration

Data from the present study suggested that there was a difference in the level of instructional collaboration across the elementary schools because the Collaboration Assessment Survey (TCAS) mean range was over 2.5. The researcher analyzed the TCAS responses by question and subgroup and the data suggested that the teachers were more inclined to collaboratively act as a result of their team decisions and were less likely to collectively assess their effectiveness. A one-sample T-test was calculated to compare the teacher's responses on the TCAS with the Woodland, Lee, & Randall (2012) normative data. The data suggested a large effect size and deviation from normality was .931, $p < .001$. This indicated the current sample of teachers collaborated significantly more than the normative group. Therefore, RQ3 was answered and the null hypothesis was rejected.

The researcher took it a step further and analyzed the responses of the TCAS questions 3, 17, and 18 because the overall mean for each was slightly higher suggesting teachers were inclined to disagree with these statements. In question 3, teachers indicated they were less likely to document their team meetings dialogue, decisions, and

intended actions. In questions 17 and 18, teachers indicated they were less likely to observe one another and collect/analyze qualitative data (open-ended responses, interviews, comments) about their colleagues practices. The three examples--observing, documenting, and analyzing--are examples of collegial behavior that appear to be lacking within the current District. These data suggest there are limited, systemic procedures in place for documenting team meetings and interclass room visitations. It is recommended that current principals establish routines for documentation of team meetings because it encourages teacher responsibility and accountability. Furthermore, the data suggests that interclass room visitations within the District are non-existent. Teachers only verbally share best teaching practices with one another. Interclass room visitations may help teachers to develop their instructional knowledge through "doing" not just "saying." District leaders may want to consider creating a tool-kit for the educators that contains protocols, planning tools and professional learning activities that support reflective teacher collaboration.

The researcher also analyzed the responses of the TCAS questions 1, 12, and 20 because the overall mean for each was significantly lower, suggesting teachers were inclined to agree with these statements. In question 1, teachers indicated that the purpose of collaborating with their colleagues was to systematically improve instruction and increase student learning. In question 12, teachers said their actions were directly related to student learning and in question 20, instructional collaboration with teachers has resulted in positive effects on students' academic progress.

All three survey responses imply that the teachers in the current District are student centered. This can be linked to Simon Sinek's (2014) *Golden Circle.* The

Golden Circle is a three tiered circle-*What* is on the outside circle, *How* is on the middle circle, and *Why* is in the center. The "why" is what Sinek calls the vision and motivation behind what we do. By taking the survey, the teachers displayed their cognizance of what they do and how they do. Most importantly, teachers identified their students as their "why" because they see students as their main purpose and their actions directly impact student learning

The data left the researcher with some wonderings. Is the lack of teacher documentation and inter-classroom visitation somehow related to trust? In order for collegial behavior to exist, first there must be a degree of trust between the teachers and the principal (Forsyth, 2011). If the teachers indicated they were less likely to engage in collegial behavior with one another, then the level of trustworthiness between teachers and the principal may be a factor. Further exploration of questions 3, 17 and 18 by school and teacher is recommended.

Research Question 3 & Hypothesis 3: Relationship between Faculty Trust in the Principal and Instructional Collaboration

Research by Mitchell, Ripley, Adams & Raju (2011) indicated that faculty trust in the principal, and trust in colleagues were correlated to collaboration with colleagues. Similar results were concluded from the current study. Teachers who strongly agreed their principals were trustworthy displayed higher levels of instructional collaboration in their respective buildings. A Pearson product-moment correlation coefficient was computed that showed there was a positive correlation between the two variables, $r=(.672)$ $n=126$, and was deemed statistically significant at the $p< .001$ level. The scatterplot indicated a linear relationship of $r^2=.451$.

The study confirmed faculty trust in the principal and instructional collaboration co-exist with a linear degree of correlation within the current school district. The researcher ran a Pearson product-moment correlation coefficient between the subgroups of trust as affect, cognitive trust, collective dialogue, decision-making, evaluation and action to further analyze if there were other correlations. All six variables were deemed significant at the $p < .00$ level, however, affect trust and collective action presented the highest positive correlation at $r=(.526)$ $n=126$. Thus, the principal's competence, reliability, and honesty were more positively correlated to the teachers ability to take action as a result of their team decisions. This correlation was significant because both subgroups-trust as affect and collective action-are elements of the theoretical framework of collective trust formation.

The researcher analyzed the correlational data by the four quadrants-south west, north west, south east, north east. Six out of seven, high poverty, urban elementary schools in the south west section of the city displayed a positive correlation between faculty trust in the principal and instructional collaboration and higher levels of both variables. This implies that these high poverty schools have trusting social structures between the principal and teachers and that instructional collaboration is a reality. Therefore, District administrators may want to ask the question "What social working conditions are taking place within these high poverty elementary schools to demonstrate such high faculty trust in the principal and high teacher collaboration?" The west side of the city, otherwise known as the urban and historically segregated side, displayed higher levels of faculty trust in the principal and instructional collaboration than schools in the east side of the city. Three out of the four schools that revealed a negative correlation--

low faculty trust in the principal and low instructional collaboration--were located on the east, more suburban side of the city. Therefore, it can be assumed that poverty and socio-economics did not play a role in teacher trust in the principal and instructional collaboration in this District.

An organization, such as a school, relies heavily on the competence of the principal (Forsyth, Adams & Hoy, 2015). When a teacher is dependent on a principal and some level of skill is involved in fulfilling an expectation, a principal who means well but is not competent, is not trusted (Baier, 1986; Butler & Cantrell, 1984; Mishra, 1996). The results of the current study indicated the opposite. Optimistically, most teachers in the District felt their principal was competent and as a result they were more likely to take initiative as a result of their decisions.

Reliability, the extent to which one depends on the other, and in this case, the extent to which a teacher relies on the principal, was a facet of trust that correlated to collective teacher action. Results indicated the more reliable the teachers felt their principal was, the more likely they were to act on decisions that strive to continuously improve instruction. On a positive note, teachers within the current district follow in their leaders' footsteps if they feel they are reliable. Honesty-the integrity, character, and authenticity of the principal- also correlated to teachers' collective action. This result encouragingly suggests that the District principals who yielded high trust from their teachers, lead teachers who are more likely to act on instructional decision-making.

Tschannen-Moran (2004), who engaged in a mixed methods research in three urban elementary schools that were rated as either high or low trust schools, concluded that principals support trust formation between teachers by shaping a cooperative culture,

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creating time and structures that support collaboration, establishing norms for intervention, intervening to help resolve conflicts or enforce norms of behavior, and improving the conflict resolution skills in teachers. Therefore, it can be concluded that the majority of the teachers in this district have also received leadership support because they trust their principal and engage in collective action.

A Pearson product-moment correlation coefficient was computed to find the correlation between faculty trust in the principal and instructional collaboration in the 23 schools. The data showed that faculty trust in the principal and instructional collaboration was significantly correlated at the 0.01 level (2-tailed) in 7 schools and in 1 school was significant at the .05 level (2-tailed). Bryk and Schneider (2002) stated that in their 1997 study of Chicago's schools, schools with high levels of trust were far more likely to make improvements over time that those with low levels and concluded that social trust is a significant attribute of school effectiveness. Therefore, continued analysis in these schools is recommended in the promise of school improvement. In summary, the relationship between faculty trust in the principal and instructional collaboration was established and therefore, the null hypothesis for RQ3 was rejected.

Research Question 4: Relationship between Teacher Assignment and Frequency of Collaboration

The researcher conducted a cross tabulation to see if there was a relationship between a teacher's assignment and the frequency of collaboration. A chi-square test indicated there was no relationship between a teacher's assignment and the frequency of collaboration. Only seven teachers said they did not collaborate at all which is another positive statistic across the district. This implies the elementary schools within the District have systems and protocols in place that facilitate instructional collaboration

meetings at least once a week. Another constructive figure was that the teachers

categorized as *Other* -Special Education, Title I, Reading, ESL, Gym, Music, Art, and

Speech, are included in instructional meetings. The current District's meeting protocols

include non-instructional and specialist which is not often the norm. RQ4 was answered

and the null hypothesis was accepted.

Relationship to Prior Research

Too often, schools have to reinvent themselves in response to the needs of a

changing world. Instructional collaboration provides a vital mechanism for teachers and

principals to work towards excellence. However, in order for schools to reap the benefits

of collaboration, trust is required (Catano & Stronge, 2007). The current study

demonstrated there was a link between trust and collaboration, however, added the

valuable dimension of instructional collaboration. In an atmosphere of trust, instructional

collaboration holds promise for transforming schools into vibrant learning communities

because it is focused on results (Forsyth, 2011). Furthermore, findings obtained in the

current study are consistent with what prior scholars have found with regard to

instructional collaboration and faculty trust in the principal.

The current study supported the findings of the study facilitated by Mitchell,

Ripley, Adams & Raju (2011), who studied the relationship between trust and

collaboration in one Northeastern suburban district. The researchers hypothesized that the

level of trust would be correlated to the level of collaboration (Mitchell, Ripley, Adams,

and Raju, 2011). The results of the current study were similar because both investigations

revealed that faculty trust in the principal correlated to collaboration between teachers.

The current study added the element of instructional collaboration, versus the broader term collaboration often seen in prior research. Both studies suggested the importance of establishing a culture of trust in fostering collaboration between teachers (Mitchell, Ripley, Adams, and Raju, 2011).

The current study also supported the Connolly & Hill (2016) research in elementary schools in Washington State. The qualitative research revealed trust was the foundation for productive learning communities, and when principals, through intentional acts, cultivated trust, trust becomes manifested in the educational practice of both principal-teacher and teacher-teacher relationships (Connolly & Hill, 2016). Instructional collaboration was the educational practice that correlated to trust in the principal and therefore supported the findings of the Connolly & Hill (2016) research.

Tschannen-Moran's (1998) study in Ohio lay a strong foundation for the current study, yet supported some findings as well. The Tschannen-Moran (1998) study examined the relationship between trust and collaboration in all three subgroups of faculty trust-principal, colleagues and students/parents. However, the current study only looked at faculty trust in the principal. In both studies, each of the facets of trust played a role in teacher's trust in their principal and some facets measured higher than others. The results of the current study were slightly higher in the areas of trust as affect-competence, reliability, and honesty than in the areas of cognitive trust-benevolence, openness, and vulnerability. The opposite was evident in the Tschannen-Moran (1998) study where benevolence and openness took precedence over competence, reliability, and honesty. Why was this the case within the current district?

The current research analyzed instructional collaboration, as an alternative to the broader term *collaboration* in the Tschannen-Moran study. To the best of the researchers knowledge, there is no scholarship on instructional collaboration and faculty trust in the principal, therefore, contributes to the literature. The hypothesis that guided the current study predicted that the level of trust in the principal would be correlated to the level of instructional collaboration. Similar results were found in the Tschannen-Moran (1998) study, and as previously mentioned, collaboration was analyzed and measured using the term collaboration as

> "collaborative communities that provide teachers the opportunities to reflect deeply and critically on their own teaching, on content, and on experiences and backgrounds of the learners in their classrooms" (Putnam & Borko, pp.2-3).

The recent study examined and measured instructional collaboration using a two-fold definition-(1) the collaboration that focuses on analyzing student data and developing instructional responses and (2) collaboration focused on curriculum and instructional decision-making (Ronfeldt, Farmer, McQueen, & Grissom, 2015). The current research compared the sub-groups of dialogue, decision-making, collective action, and collective evaluation with the facets of trust. The results of both investigations are significant because they revealed trust and instructional collaboration are mutually reinforcing or reciprocal processes-the greater the trust the more instructional collaboration, and the greater the instructional collaboration the more trust will be generated.

As previously mentioned in Chapter 2, collective trust is rooted in the organizational and sociological perspective and exists as the social property of a school

(Lewis & Weigert, 1985). The current study established that collective trust formation has been established with a high percentage of teachers and their retrospective principals. It is recommended that the current leadership explore the consequences of collective trust formation that were discussed in Chapter 2-academic optimism, academic press, collaboration, authentic interactions, and collegial behavior, enabling structures, collective efficacy, student achievement, organizational citizenship, and professionalism (Forsyth, Adams, & Hoy, 2015). It is through the aforementioned consequences that school improvement materializes. Given that the relationship between faculty trust and instructional collaboration were identified within the district, the current principals may want to elaborate on the consequences through professional development because research states they are the key to effective school communities (Byrk & Schneider, 2002; Goddard et al., 2001 Hoy et al., Tarter et al., 1995).

For the 21% of teachers who showed a medium/low level of trust in the principal, the framework may provide the current leadership with a tool in generating trust. When principals build trust among their faculty, trust acts as a tool to enable and advance faculty members key beliefs that motivate and justify the role of professional learning in schools (Saphier, Haley-Speca, & Gower 2018). The leadership within the district is encouraged to reflect on the informal and formal faculty networks in their schools because schools with higher levels of trust have been associated with stronger student performance (Goddard, Goddard, & Tchannen-Moran, 2007) and is indicative of a healthy, organized, and efficient school (Hoy & Tschannen-Moran, 1999, 2003; Tschannen-Moran & Hoy, 2000).

Two studies, "Five Faces of Trust: An Empirical Confirmation in Urban Elementary Schools" (Hoy & Tschannen-Moran, 1999) and "A Multidisciplinary Analysis of the Nature, Meaning, and Measurement of Trust" (Tschannen-Moran & Hoy, 2000) established the theoretical model for the empirical examination of trust in schools. Most of their research explored some aspect of academic performance or school effectiveness as a consequence of collective trust. Therefore, the current study supported their findings in the two aforementioned studies because instructional collaboration, is also a consequence of collective trust formation that has positively correlated to faculty trust in the principal. These initial efforts to simplify the complexity of collective trust and its consequences for schools can offer principals conceptual capital for reflection and experimentation.

Urban schools are often inundated with many instructional initiatives and approaches that often become fragmented, or indeed contradict one another (Kincheloe, 2010). Moreover, the professional development used to launch these initiatives and support teachers' continued learning is frequently ineffective. Fortunately, the current study revealed just the opposite for this urban school district. The majority of teachers indicated that they trusted their principal which was positively correlated with the instructional collaboration occurring in 8 of the elementary schools. This was a promising result because 87% of those schools were high poverty or Title I schools and 62% of them were located on the west side of the city, the home to more vulnerable student populations. Therefore, District administrators may want to ask the question "What social working conditions are taking place within these high poverty elementary schools to demonstrate such high faculty trust in the principal and high teacher

collaboration?" In essence, these findings seem to contradict arguments made by researchers such as (Belle, 2019). For instance, according to Belle (2019), high poverty school teachers probably have lesser pay hence may be less motivated to collaborate with their principals. Generally, findings obtained in this study seem to contradict existing empirical research. As such, there is need for future researchers to consider exploring the fundamental reasons why levels of faculty trust in the principle are higher among high-poverty and Title I schools.

Nevertheless, these findings complimented Tuck's (2009) desire-centered research-research that reimagines how findings can be used by, for, and with urban communities discussed in Chapter 1. In a desire-centered approach, the investigator does not just focus on the historical issues related to exploitation and domination but also considers the strengths of a community in terms of overcoming challenges associated with historical challenges (Tuck, 2009). In the current study, the high faculty trust and instructional collaboration levels are indicative of the ability of high-poverty and Title I schools to overcome challenges associated with poverty. From a damage-centered, faculty trust and instructional collaboration levels were expected to be much lower among these schools due to the relatively higher incidences of poverty. However, this has not been the case since current findings indicate overwhelming levels of trust and instructional collaboration for these schools.

There are a few questions that surfaced for the researcher throughout the study. Why did six schools, excluding the researcher's own school where participation would have introduced bias, have zero percent teacher participation? Were the words *faculty trust in the principal* enough for the teachers' to immediately decline participation? Was

fear attached to participating? Furthermore, why were the trust and instructional collaboration results significantly higher in this district than the normative data? Do these results truly reflect how the teachers view their principals?

While trusting is risky business (Baier, 1986; Govier, 1997), is this because education leaders at both the school level and district level lack competence in developing social relationships or is there an overwhelming focus on initiatives that take precedence over social relationships? Could it be that principals do not view trust as a social process in the same way collaboration is?

Limitations of the Study

The basis for this study has limitations that must be acknowledged. Limitations are factors or occurrences in a study that are beyond the control of the researcher (Simmon & Goes, 2013). The first limitation the researcher struggled with was the dissemination of the surveys. The researcher is currently an elementary principal within the district and therefore, was unable to disseminate the surveys. In order for direct dissemination, the researcher would have had to gain access to a district listserv containing the elementary teacher's email addresses. This would have compromised the anonymity of the participants, and therefore was not feasible. The researcher's administrative position in the district may have led the teachers to believe that the survey was not voluntary but more mandatory. When teachers are asked to complete a task on behalf of an administrator, some may perceive it as a directive and not a voluntary task. Therefore, the surveys came directly from central office and the researcher had no direct contact with any of the participants.

The next limitation was the sample size was significantly smaller (n=126) compared to the 580 elementary teachers who could have participated. This limitation is connected to the bureaucracy between the teachers' bargaining unit and the school district. As a policy, the teachers' bargaining unit contractually restricts teachers from performing any out of contract obligations unless administration provides allocated time without compromising teachers' preparation periods or lunch hour. The researcher did not want to request this of his/her colleagues. However, a teacher may choose to participate in any study should they wish. The overall teacher participation rate was 21%, however, the number of schools represented within the study was smaller n=23 than anticipated. While a return rate of 15-18 teachers from each school would have been optimal, the researcher had no way of gauging the number of teachers who would participate from each school. The range of responses from each school ranged from 1-20. Therefore, the researcher included the level of trust and collaboration by school, however, the researcher could not statistically compare schools with one another because of the low participation within each school.

Recommendations for Future Research

Although the results of this study made it clear there was a relationship between faculty trust in the principal and instructional collaboration, it seemed that the relationships between trust and instructional collaboration were more complex than the simple (bivariate) correlational hypotheses predicted because questions arose for the researcher that could not be answered in a survey. When the principal in a school is not trusted, it tends to inhibit the level of collaboration that goes on in a school. Exploring

faculty trust in the principal and instructional collaboration in elementary schools through a qualitative or mixed methods approach is a recommendation for future research.

Additionally, a larger sample of teachers drawn from a fixed number of schools may provide future researchers the opportunity to analyze trends between schools within the same school district. Adding the tier of faculty trust in the principal with student achievement may also be a worthwhile venture, particularly because some of the elementary schools in the district have been identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) and must use the School Comprehensive Education Plan (SCEP) discussed in Chapter 1 document to identify goals for the upcoming school year and plan its activities to achieve those goals.

In light of the many tasks principals are expected to perform as leaders— guiding teachers to improve student outcomes, arranging for teachers' continued learning, overseeing budgets, placating parents, and addressing student behavior and mental health needs—principals may wonder if their job description is even feasible (Covey, 2006). The work of a principal takes courage. The root of the word courage is *cor*-the Latin word for *heart*, originally meaning "To speak one's mind by telling all one's heart" (Brown, 2010). According to researcher Brene Brown (2010), speaking honestly and openly about what goes on in schools, the feelings that accompany, and faculty experiences (both good and bad) is the definition of courage. Courage is about putting vulnerability on the line, which is the very core of trust (Tschannen-Moran, 1998). Every time a principal chooses courage, they are choosing to make their school a better place.

Therefore, the examination of courage in schools, as principals and teachers speak their mind by telling all one's heart, is another recommendation for future research.

Future scholars on the same subject should also consider examining faculty trust in colleagues, parents, or students. The current study only focused on the relationship between instructional collaboration and faculty trust in the principals in elementary schools in an urban-suburban school district. The study did not consider faculty trust in colleagues, students, or parents. Lastly, future scholars should consider examining the same phenomenon of instructional collaboration vs faculty trust using qualitative data rather than quantitative data. The current study was strictly quantitative and did not include any qualitative measures such as a focus group or one to one interviews. Trust is a social phenomenon and although the Omnibus T-Scale captures the five facets of trust. A qualitative approach could have added more perspective to the complexity that arises from collective trust formation and mistrust between teachers and principals.

Recommendations for Future Practice

Although the trust survey results were deemed relatively high across the district, there is always room for improvement. That improvement begins with the building principal because they will either pave the way for trust to happen or delete the possibility of trust occurring at all. The scholarship stated that trust is a change agent for school improvement initiatives and can be established through the theoretical frameworks of trust formation (Hoy & Tschannen-Moran, 1999, 2003). However, unfortunately collective trust is a term most principals have had limited exposure to. It is recommended that the current leadership within the district provide explicit, on-going professional

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development to all administrators on the establishment, conditions, and elements of school trust in conjunction with the theoretical framework of Collective Trust Formation. In particular, collective trust formation should involve the development of formal and informal networks that enhance collaboration between teachers and principals. As Adams (2008) and Tschannen-Moran (2009) argued, collective trust is not an innate feature of schools but rather. Instead, collective trust is built over time through the interactions between teachers and principals. It is imperative that principals initiate the formation of collective trust in their schools rather than expecting teachers to develop trust in them automatically. Similarly, principals cannot force their subordinates to develop trust in them. Instead, principals should use incentive approaches to develop trust with their teachers gradually. Such strategies include teacher intrinsic and extrinsic rewards to educators based on performance. Additionally, principals may build collective trust by encouraging a lesser bureaucratic and more democratic environment where teachers can freely express their feelings, opinions, and concerns regarding education service provision.

The collective trust formation framework should involve all the four elements; collective dialogue, collective decision-making, collective action, and collective evaluation. In the current study, findings indicated significant correlations between faculty trust in the principle and each of these four elements of collective collaboration. Collective dialogue implies that principals and teachers should engage in formal and informal communication to enhance collective trust building. Collective decision-making implies that after engaging in collective dialogue, principals and teachers should then make decisions regarding instructional matters. Under collective action, principals and

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teachers should implement the agreed-upon decisions effectively. Implementation of

these decisions should be both a matter of personal responsibility, considering that

collective trust has already been developed through formal and informal interactions

among the faculty and principals. Lastly, collective evaluation refers to the process of

assessing and appraising both individual and collective results of the decisions made, and

developing improvement plans to enhance instructional effectiveness. As per the current

study findings, cultivating a high level of trust in the principal should lead to enhanced

instructional effectiveness through collective dialogue, decision-making, action, and

evaluation.

Another recommendation for future practice is for principals to set aside time for

teachers to speak honestly and openly about what goes on in their school, the feelings that

accompany, and faculty experiences (both good and bad), hence giving them the

opportunity to be courageous. Research for Better Teaching (RBT), a professional

development organization dedicated to improving classroom teaching and school

leadership, conducts a professional development exercise in which they ask teachers and

leaders to fill in the following sentence "Educators succeed when they trust that ..."

Working in groups, teachers list what they expect a trusted leader to show and vice versa.

The following questions are recommended and are summarized from the literature (Bryk

& Schneider, 2002; Covey, 2006; Saphier, 2018).

1. I trust that you are competent and can keep the wheels turning by:
2. I trust that you think I am a worthwhile person because you:
3. I trust that you will make it safe for us to make mistakes by:
4. I trust that you will be honest, meaning you:
5. I trust your integrity — that is, that your motives are for the interest of the children, not your own career advancement because you:

6. I trust that you will act courageously by:
7. I trust that you make legitimate decisions because you:
8. I trust that you will deliver results:
9. I trust you will show me respect by:
10. I trust that you will act in a caring and compassionate way by:

The recommended list is, by nature, a set of abstractions. Researcher Saphier (2018) suggests current leaders conduct an exercise that will bring those the recommendation into concrete focus and thus bring them alive. The participants are asked to take one of these bullet points and write a vignette about something they would see, hear, or experience that would serve as evidence that the principal is embodying that element of trust. These vignettes can become a playbook for any leader who wants to build trust and respect. The vignettes are imaginary actions or interactions that can then be made real. Leaders can track their progress in building trust by turning the "trust that … " list into an informal rating instrument (e.g. with a scale from 1 to 5 for each statement) and give teachers the opportunity to complete it anonymously. The rating instrument is then personalized to the school and the teachers, versus the generic trust tool used in the current study.

Subsequent to the vignettes, it is also recommended that principals explain to teachers that their ability to build trust is a key variable in generating a professional learning culture for adults that leads to better student results. In the spirit of transparency and trust building, it is also important to share the results with the faculty. Transparency is key and principals should describe what was surprising, what was pleasing, and what goals are going to be set as a result. When principals thank teachers for their honesty and pledge to improve where it is needed, they will have modeled vulnerability and the first step in being a trustworthy and courageous leader (Saphier, 2018).

In the researcher's opinion, the final suggestion is the most critical suggestion for the current principals. It is to establish and implement the elements of powerful conversations on the instructional practices that focus on results. The caveat is that there is no clear cut answer because every school is unique. Principals must put the time and effort into researching evidence based strategies only after they have co-analyzed informative and summative data with their teachers. Although effective school research is still being carried out, school improvement research has taken precedence in recent years. Therefore, principals must immerse themselves in conducting performance measures and their correlates and examine long term growth. The principal who recognizes that trust is a characteristic of successful schools, the norms that mediate against success, and the ways teacher development compares with adult development will result in a leadership belief system that becomes a reality when the relational and methodological skills of supervision are applied in practice. It is recommended that principals model the four dimensions of instructional collaboration--dialogue, decision-making, collective action, and collective evaluation--during staff meetings with the facets of trustworthy behavior-honesty, benevolence, authenticity, openness, and competency. "Do what I do" versus "Do what I say" is the start to courageous, trustworthy behavior that will bring about positive school change.

APPENDIX A

ST. JOHN'S
UNIVERSITY

Permission for Use of Survey and Related Information

Subject: Request permission to use the Omnibus T-Survey

Dear Dr. Tschannen-Moran:

I am a graduate student in the School of Education at St. John's University, Queens, New York, conducting a study and writing a dissertation: "The Relationship between Faculty Trust in the Principal and Instructional Collaboration in Eleven Elementary Schools in an Urban-Suburban School District." My mentor is Dr. Rosalba Corrado Del Vecchio, in the Department of Administrative and Instructional Leadership.

The purpose is to study the relationship between the trust a teacher has for their principal and a school's instructional collaboration. May I use the subscale for principal trust that is part of the "Omnibus T-Survey Questionnaire" available at your website: http://wmpeople.wm.edu/asset/index/mxtsch/factrust

If permission is granted, I would share with you the results of my study and, of course, reference you in the study.

Please let me know if any further information is required. I look forward to hearing from you.

Thank you for considering my request.

Sincerely,

Moira Gleeson
Principal
Montessori School 27
Doctoral Student, SJU@Sarah Lawrence, Cohort 5
email: Moira.gleeson16@my.stjohns.edu
or, Moira.gleeson@yahoo.com
cell: (914) 220-2738

cc: Dr. Rosalba Del Vecchio, Dissertation Committee Chair

March 26, 2019

Moira,

You have my permission to use the *Faculty Trust Scale*, also called the *Omnibus T-Scale*, which I developed with Wayne K. Hoy; the *Collective Teacher Efficacy Scale*; the *Teacher Sense of Efficacy Scale* (formerly called the *Ohio State Teacher Sense of Efficacy Scale*), which I developed with Anita Woolfolk Hoy; and the *Principal Sense of Efficacy Scale*, which I developed with Chris Gareis, in your research.

Please use the following as the proper citations:

Hoy, W. K., & Tschannen-Moran, M. (2003). The conceptualization and measurement of faculty trust in schools: The omnibus T-Scale. In W.K. Hoy & C.G. Miskel, *Studies in Leading and Organizing Schools* (pp. 181-208). Information Age Publishing: Greenwich: CT.

Tschannen-Moran, M., & Barr, M. (2004). Fostering Student Learning: The Relationship of Collective Teacher Efficacy and Student Achievement. *Leadership and Policy in Schools,* 3(3), 189-209.

Tschannen-Moran, M. & Gareis, C. (2004). Principals' sense of efficacy: Assessing a promising construct. *Journal of Educational Administration*, 42, 573-585.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.

There are copies of these measures and scoring directions on my web site at http://wmpeople.wm.edu/site/page/mxtsch. I will also attach directions you can follow to access my password protected web site, where you can find the supporting references for this measure as well as other articles I have written on this and related topics.

All the best,

Megan Tschannen-Moran
William & Mary School of Education

Email Communication with Dr. Wayne Hoy

Subject: Request permission to use the Omnibus T-Survey

Dear Dr. Wayne Hoy:

I am a graduate student in the School of Education at St. John's University, Queens, New York, conducting a study and writing a dissertation: "The Relationship between Faculty Trust in the Principal and Instructional Collaboration in Eleven Elementary Schools in an Urban-Suburban School District." My mentor is Dr. Rosalba Corrado Del Vecchio, in the Department of Administrative and Instructional Leadership.

The purpose is to study the relationship between the trust a teacher has for their principal and a school's instructional collaboration. May I use the subscale for principal trust that is part of the "Omnibus T-Survey Questionnaire" available at your website: http://waynekhoy.com/pdfs/org-trust-scale.pdf. If permission is granted, I would share with you the results of my study and, of course, reference you in the study. Please let me know if any further information is required. I look forward to hearing from you. Thank you for considering my request.

Sincerely,
Moira Gleeson
Principal
Montessori School 27
Doctoral Student, SJU@Sarah Lawrence, Cohort 5
email: Moira.gleeson16@my.stjohns.edu
or, Moira.gleeson@yahoo.com
cell: (914)220-2738
cc: Dr. Rosalba Del Vecchio, Dissertation Committee Chair

From: Wayne Hoy <whoy@mac.com>
Sent: Monday, March 25, 2019 10:36 AM
To: Moira Gleeson
Subject: Re: Permission to use the Omnibus-T Survey

Dear Moria-
You have my permission to use the Omnibus T-Scale in your research. Good luck in your research.
Wayne

Wayne K. Hoy
Fawcett Professor Emeritus in
Education Administration
The Ohio State University
www.waynekhoy.com

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Phone: 239 595 5732
Permission to Use Image

Wayne Hoy <whoy@mac.com>
Mon 11/4/2019 5:18 PM
- Moira Gleeson;
- Forsyth Sr. Patrick <forsyth244@gmail.com

Dear Moira,

You have my permission to reproduce the diagram, *Model of Collective Trust Formation and its Consequences,* located on page 25 in Collective Trust, Why Schools Can't Improve Without It in your dissertation **provided you acknowledge the source and give proper credit in your dissertation**.

Best wishes.
Wayne

Wayne K. Hoy
Fawcett Professor Emeritus in
Education Administration
The Ohio State University
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On Nov 3, 2019, at 2:34 PM, Moira Gleeson <moira.gleeson16@my.stjohns.edu> wrote:
Dear Dr. Wayne Hoy,

Good evening. I am a doctoral student at St. John's University and an elementary principal in New York. My dissertation topic is T*he Relationship Between Faculty Trust in the Principal and Instructional Collaboration in Elementary Schools in an Urban-Suburban School District.* In March 2019, I requested to use your survey tool (along with Megan Tschannen-Moran), the Omnibus T Survey, and you graciously granted permission. Thank you!

I am requesting to include the diagram of *Model of Collective Trust Formation and its Consequences,* located on page 25 in Collective Trust, Why Schools Can't Improve Without It. I respect your research and have referenced much of your work throughout

my research. I would be so appreciative as this image is a helpful tool that I want to include in my theoretical framework section.

Thank you and I hope to hear from you soon.

ST. JOHN'S
UNIVERSITY

INFORMED CONSENT FOR PARTICIPATION IN A DISSERTATION RESEARCH PROJECT: THE RELATIONSHIP BETWEEN FACULTY TRUST IN THE PRINCIPAL AND INSTRUCTIONAL COLLABORATION IN ELMENTARY SCHOOLS IN AN URBAN-SUBURBAN SCHOOL DISTRICT

Teachers play critically important roles in our schools. Research studies have demonstrated that teachers are the single most important factor contributing to student achievement (Hightower et al. 2011). Similarly, teachers play essential roles in establishing a robust culture of collaboration that predicated on trust in the principal (Tschannen-Moran, 2011).

My name is Moira Gleeson, and I am a doctoral candidate at St. John's University. My mentor is Dr. Rosalba Del Vecchio. Through my research, I am exploring the relationship between faculty trust in the principal and the level of instructional collaboration at the school level. My interest in my research has been driven by my experience as a teacher, assistant principal, and principal. I am currently the principal of Montessori 27 in Yonkers Public Schools and am eager to understand teachers/ perspectives related to trust and instructional collaboration.

You are receiving this email because you are a teacher in one of the thirty-one schools chosen to participate. I hope you will accept my invitation. If you agree to participate in this study, you would be asked to complete 3 general demographic questions and 29 questions exploring your belief about trust in your principal and your school's instructional collaboration. The Omnibus-T Survey and The Teacher Collaboration Survey Assessment asks you rank each of the 29 statements on a 1 – 6 Likert Scale in which 1 means "Highly Agree" and 6 means "Highly Disagree" The survey should take less than 15 minutes to complete. **Please note that this survey is non-evaluative and anonymous. Participation or non-participation in this study will have no impact on the principal-teacher relationships and instructional collaboration in your school.**

The surveys will be distributed electronically using a direct link to a Microsoft form. Each participants' responses will remain confidential. If, after beginning the survey, you no longer wish to complete the survey, simply close your browser and your responses will not be submitted. Upon closing the survey, an excel spreadsheet of the data will be downloaded on to a password protected computer. At that time, I will be engaged in writing my dissertation and the field work will have been completed.

I appreciate your time, interest, and consideration of participating in this study. Although there is no compensation offered to any participant, learning more about the relationship between principal trust and a school's instructional collaboration will provide information to the school district in hopes of building, sustaining, and improving trust relations and the instructional collaboration within our school communities. Upon completion of my dissertation, I will share the results of the study including the findings regarding the influence of teacher-principal trust and the impact it has on instructional

collaboration. The study will be shared with my dissertation committee as well as appropriate members of the St. John's University community. Upon completion, the results of this study, my dissertation will be available at the St. John's University Main Library, St. Augustine Hall, as well as online through ProQuest.

If you have any questions or concerns about participating in this study, please feel free to call me at (914) 564-9406 or email me at Moira.gleeson16@stjohns.edu. You may also email my mentor, Dr. Rosalba Del Vecchio, at delveccr@stjohns.edu.

For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, Chair at digiuser@stjohns.edu 718-990-1955 or Marie Nitopi, IRB Coordinator, nitopim@stjohns.edu 718-990-1440. If you type yes in the box below, it will take you directly to the survey links.

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Survey Sample: Omnibus T-Scale

DIRECTIONS :
The following are statements about your principal and colleagues. Please indicate the extent to which you agree with each statement along a scale from (1) strongly agree to (6) strongly disagree

1.   Teachers in this school trust the principal 1 2 3 4 5 6

2.   Teachers in this school can rely on the principal 1 2 3 4 5 6

3.   The teachers in this school are suspicious of most of the principal's actions 1 2 3 4 5 6

4.   The teachers in this school have faith in the integrity of the principal 1 2 3 4 5 6

5.   The principal in this school typically acts in the best interests of teachers 1 2 3 4 5 6

6.   The principal of this school does not show concern for the teachers 1 2 3 4 5 6

7.   The principal in this school is competent in doing his or her job 1 2 3 4 5 6

8.   The principal doesn't tell teachers what is really going on 1 2 3 4

Teacher Collaboration Survey

ST. JOHN'S
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1. What school do you teach at?

   _____

2. What is your current teaching assignment?

   _____

3. How often do you collaborate with your colleagues?

Never   Once a week   Twice a Week   3+times a week

Please indicate the extent to which you agree with each statement along a scale from (1) strongly agree to (6) strongly disagree

4. The purpose of collaborating with my colleagues is to systematically improve instruction to increase student learning. 1 2 3 4 5 6

5. ALL members consistently attend team meetings. 1 2 3 4 5 6

6. An accurate account of team dialogue, decisions, and intended actions are recorded. 1 2 3 4 5 6

7. Team members participate equally in group dialogue. There are no dominators or hibernators. 1 2 3 4 5 6

8. Dialogue is focused on our instructional practices and no other issues (e.g. school schedules, textbooks, discipline, students' family issues) 1 2 3 4 5 6

9. My team regularly makes decision about what instructional practices to initiate, maintain, develop, or discontinue. 1 2 3 4 5 6

10. All of our instructional decisions are informed by group dialogue. 1 2 3 4 5 6

11. The decisions we make are clearly and directly related to the improvement of instructional practice and the improvement of student learning. 1 2 3 4 5 6

12. Team members regularly identify specific instructional practices that they will initiate or maintain to increase student learning. 1 2 3 4 5 6

13. Our group regularly determines what information about instructional practices and student learning needs to be obtained. 1 2 3 4 5 6

14. Because of group decision making, each one of us makes meaningful (pedagogically complex) adjustments to our instructional practices. 1 2 3 4 5 6

15. Teacher actions are directly related to student learning. 1 2 3 4 5 6

16. Each individual teacher employs specific instructional strategies that will increase student learning. 1 2 3 4 5 6

17. Each individual teacher discontinues less effective strategies. 1 2 3 4 5 6

18. Each member can name some aspect of instruction that we have stopped/started or changed because of the group decision making. 1 2 3 4 5 6

19. As a group we regularly collect and analyze quantitative data (numbers, statistics, scores) about member teaching practices. 1 2 3 4 5 6

20. As a group we regularly collect and analyze qualitative data (open-ended responses, interviews, comments) about member practices. 1 2 3 4 5 6

21. We observe the classroom instruction of our colleagues. 1 2 3 4 5 6

22. We use student performance data to evaluate the merit of our instructional practices. 1 2 3 4 5 6

23. Instructional collaboration with teachers has positive effects on my students' academic progress. 1 2 3 4 5.

APPENDIX C

ST. JOHN'S
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Participation Invitation form School District

Dear colleagues,

Occasionally we receive requests from external researchers to conduct education research on behalf of the district. Only those researchers whose proposals pass our rigorous review process are allowed to conduct research in our schools.

Below please find an email from Ms. Gleeson, principal of Montessori 27, regarding an approved study. If you would like to participate, please follow the directions in the email. All participation is voluntary.

Department of Research, Evaluation and Reporting

From: GLEESON, MOIRA MGLEESON@YonkersPublicSchools.org

I am a graduate student in the School of Education at St. John's University, Queens, New York. I am conducting a research study examining the relationship between principal trust and instructional collaboration from a teacher's perspective. My mentor is Dr. Rosalba Del Vecchio. You are receiving this email because you are a teacher in one of the thirty one schools chosen to participate. I hope you will accept my invitation.

If you agree to participate in this study, you would be asked to complete 3 general demographic questions and 28 questions exploring your belief about trust in your principal and your school's instructional collaboration. The Omnibus-T Survey and The Teacher Collaboration Survey Assessment asks you rank each of the 28 statements on a 1 – 6 Likert Scale in which 1 means "Highly Agree" and 6 means "Highly Disagree" The survey should take less than 15 minutes to complete. Please note that this survey is non-evaluative and anonymous.

The surveys will be distributed electronically using a direct link to a Microsoft form. Each participants' responses will remain confidential. If, after beginning the survey, you no longer wish to complete the survey, simply close your browser and your responses will not be submitted. The survey will remain open for 1 month after which the data will be analyzed. Upon closing the survey, an excel spreadsheet of the data will be

downloaded on to a password protected computer. At that time, I will be engaged in writing my dissertation and the field work will have been completed. Participation or non-participation in this study will have no impact on the principal-teacher relationships and instructional collaboration in your school.

I appreciate your time, interest, and consideration of participating in this study. Although there is no compensation offered to any participant, learning more about the relationship between principal trust and a school's instructional collaboration will provide information to the school district in hopes of building, sustain, and improving trust and instructional collaboration. Upon completion of my dissertation, I will share the results of the study including the findings regarding the influence of teacher-principal trust and the impact it has on instructional collaboration.

The study will be shared with my dissertation committee as well as appropriate members of the St. John's University community. Upon completion, the results of this study, my dissertation will be available at the St. John's University Main Library, St. Augustine Hall, as well as online through ProQuest.

If you have any questions or concerns about participating in this study, please feel free to call me at (914) 564-9406, or email me at Moira.gleeson16@stjohns.edu. You may also email my mentor, Dr. Rosalba Del Vecchio, at delveccr@stjohns.edu. For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, Chair digiuser@stjohns.edu 718-990-1955 or Marie Nitopi, IRB Coordinator, nitopim@stjohns.edu 718-990-1440.

Please click here to begin the survey.

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