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Factors that contribute to principal trust in the principalteacher relationship

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FACTORS THAT CONTRIBUTE TO PRINCIPAL TRUST IN THE PRINCIPAL-

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completed my work. I know that once she learns of how I got to this point she will be proud of me. Now, I can dedicate my nights and weekends completely to my girls, and I know they are thrilled to know that!

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ABSTRACT

Melnyczenko, Eric Ph.D., Purdue University, December 2014. Factors that Contribute to Principal Trust in the Principal-Teacher Relationship, Major Professor: Dr. Marilyn Hirth.

The purpose of this study sought to use qualitative research methods to answer the overarching question: Why do principals trust teachers? This study was generated from a lack of research noted by Wahlstrom, Leithwood, Louis, and Anderson (2010). I created open-ended questions to interview each participant regarding his/her lived experience with trusting teachers.

The qualitative data were collected from six principals of the Illinois Principals Association, two from each of the following three categories: zero to three years of their career principalship; four to six years of their career principalship; or, seven or more years of their career principalship. Interviews were conducted and transcribed. A rich, think description of the lived experiences of each participant were coded, themed, and asserted into narrative descriptions. Through analysis of the data, I found that effective educational practices do not create trust in the teacher from the principal; however, the principals trust teachers when they demonstrate professional and ethical behavior. Additionally, when a principal's vulnerability has been violated, the ability to trust teachers is negatively affected. The results of this study are of interest to educational decision-makers as they look at the factors that lead a principal to trust a teacher. Teacher trust of a principal is a well-researched and an imperative construct for school

reform leading to continuous improvement; however, not much is known about why a principal trusts a teacher. This study emphasizes the perspective of principals through rich descriptions of principals' experiences with trusting teachers and in dealing with teacher instructional practices. These descriptions have the potential for informing principal preparation program creators of a need to develop skills in the principal that allow them to discover the levels of trust and how to foster those levels of trust in a teacher.

CHAPTER 1

INTRODUCTION

A brand new principal, bright-eyed and full of great ideas, began the school year

at a new school he has never worked at or with people he had never worked alongside.

He spent all summer learning the ins and outs of the school. He met his staff and had

discussions on his thoughts of how to improve the school. The school year began, and

the principal told all of the teachers that he trusts them as professionals and that some

autonomy would be restored to them from the previous administration. The teachers

were responsive to the new principal. Previously, teachers felt they were inmates in a

prison that needed to be constantly monitored. The idea of being treated as professionals

was refreshing.

Soon into the school year, the principal began receiving phone calls from parents

about some of the teachers. Some parents argued that grades were not being entered into

the online grade book after two weeks had passed. Others argued that their child's

teacher lectured all day long and expected the kids to take notes on what he was saying.

Some parents voiced their concerns that a teacher was not bringing the students down to

lunch on time so that the children had enough time to eat. Others talked about the lack of

strict discipline in another teacher's classroom. After hearing all of these complaints, the

principal began to wonder if he gave too much autonomy and was too lax on procedures.

The principal talked to the teachers about the issues to get their side of the story, but the teachers always defended themselves with reasons for what they did. The principal was not about to disparage a teacher to a parent, yet their concerns had some validity. The principal implemented some measures to aid in the parental concerns but allow teachers their freedom to do what is best for kids in their classroom. Some of the procedures took and the concerns went away. But, what did that do to the level of trust the principal had for these teachers? Why does a principal trust a teacher?

Background of the Problem

Wahlstrom, Louis, Leithwood, and Anderson (2010) reported several research findings from their Learning from Leadership Project, *Investigating the Links to Improved Student Learning*. This study outlined several factors that contributed to improved student performance in a variety of schools. One of these factors is trust. The researchers outlined several other studies that discussed the importance of trust; however, they indicated that there is not much knowledge of why principals trust teachers. Poole (1995) indicated that two reasons why principals trust teachers could be reflective practices about performance conducted by teachers and compliance with programming.

Statement of the Problem

Much school-based trust research is quantitatively based and focuses on other stakeholders, especially teachers, trusting the principal (Hoy & Kupersmith, 1984; Tschannen-Moran & Hoy, 1998; Tschannen-Moran & Wayne, 2000; Whitaker, Whitaker, & Lumpa, 2000; Bryk & Schneider, 2002). More knowledge is needed to determine why principals trust their teachers. I analyzed qualitative data

from several principals who are members of the Illinois Principals Association in order to understand why these principals trust their teachers and to what extent instructional trust determines overall trust.

Purpose of the Study

The intent of this phenomenological study is to discover the role trust plays in the lived experience of principals in regards to trusting teachers, while examining the role instructional practices play in this phenomenon at schools located throughout the State of Illinois. At this stage in the research, principal trust of teachers has been generally defined as experiences with teachers, and personal stories principals have from working with teachers on their instructional practices.

Research Questions

This study is steered by an overarching question with research questions guiding it from the phenomenological perspective. The overarching question is: Why do principals trust teachers? The following research question and sub-questions guided the study:

1. What is your lived experience with trusting teachers?

   a. How would you describe teachers with high/low levels of trust?

   b. How does trust affect your relationship with teachers?

   c. What conditions/contexts engender high/low levels of trust in a teacher?

   d. What are your non-negotiables that could cause a teacher to violate or destroy your trust in them?

    e.   How do effective educational practices influence your level of trust in a teacher?

    f.   How does your trust in a teacher impact the attainment of organizational goals?

Importance of the Study

There is an extensive body of research that exists in discussing teacher trust of a principal (Hoy & Kupersmith, 1984; Tschannen-Moran & Hoy, 1998; Tschannen-Moran & Wayne, 2000; Whitaker, Whitaker, & Lumpa, 2000; Bryk & Schneider, 2002). There has also been a wide range of research done on what constitutes effective instructional practices (Breaux & Whitaker, 2000; Marzano, Pickering, & Pollack, 2001; Danielson, 2007; Wahlstrom & Louis, 2008). Despite all of this previous research, there is little research on why principals trust or do not trust teachers, especially in terms of how instructional practices affect this trust.

"Teachers need to be able to trust that the principal will support them in their work, and principals need to be able to trust teachers to teach" (Macmillan, Meyer, & Northfield, 2004, p. 283). While principals need to trust teachers to teach, it is imperative to know what other variables contribute to a principal trust of a teacher. Additionally, it is important for principals and teachers to know how teacher instructional practices impact the trust a principal has in a teacher.

Principals also need to know how to learn to trust teachers as well. Principal-preparation programs need to be examined to determine the extent that new principals are being adequately trained to build trust and effective partnerships (Epstein, Galindo, & Sheldon, 2010).

Scope of the Study

The study was conducted by interviewing six principals. Three categories of principals have been set up, which are early career, mid-career, and established. The early career principals are within zero to three years of their career principalship. Mid-career principals have been a principal for four to six years. Established principals have been a principal for seven or more years. I decided on three categories of principals ranging from new to experienced principals because it seems like interesting comparative data may be generated from responses to interview protocols. I am interested in knowing if a new principal reports different data than a mid-career or experienced principal. Also, principals are coming into their positions from different programs. As Epstein, Galindo, & Sheldon (2010) mention, principal preparation programs may or may not be explicitly discussing the issues of trust and building relationships. Members of the Illinois Principals Association (IPA) were invited to participate in the study. Currently, there are over 4,500 members of the IPA. However, it is not known how many of those members meet the criteria of this study. Members of the IPA were chosen because of my access to communicate with a vast majority of the members at a given time. Participants were asked to sit for a face-to-face interview with me. I utilized the same question set for each participant; however, if an opportunity arose to obtain richer data, I asked a participant follow-up questions to delve deeper into their answers.

Delimitations and Limitations

As with any qualitative study, questions about the limits of validity and reliability exist. As a phenomenological study, I had no control over the experiences or preparation of each principal that contribute to the construct of trust and instructional leadership.

There are several principal preparation programs throughout the state of Illinois with varying degrees of required coursework. Additionally, "because qualitative research occurs in the natural setting it is extremely difficult to replicate studies" (Wiersma, 2000, p. 211). Additional limitations occur in this study from the participant selection process: limiting to two principals in each category of principal; and being a member of the Illinois Principals Association. However, subsequent studies may overcome these limitations.

The intent of this phenomenological study was to discover the role trust plays in the lived experience of principals in regards to trusting teachers, while examining the role instructional practices play in this phenomenon at schools located throughout the State of Illinois. This study did not intend to cover trust in the principal from other stakeholders of the school community, nor the principal's ability to deliver effective instructional practices inside the classroom. The former case is being excluded because of the breadth of information previously available about the importance of trust in the principal. New knowledge could be added from the perspective of trust of the principal; however, this is not directly relevant to this study. Even though a principal may be inside classrooms for various reasons, the principal is not responsible for delivering instruction to students directly as there are many other responsibilities of the position. Therefore, it would not be feasible to observe principals utilizing effective instructional practices when teaching students.

Organization of the Study

I have organized the study in the traditional five-chapter dissertation format. The first chapter introduces the study. A review of the literature of trust and instructional

practices is presented in the second chapter. I present the methodology of the study in

chapter three. Analysis of data is described in chapter four with conclusions and

implications for future study presented in chapter five.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

Trust and good instructional practices embodied by teachers are two items that are keys for a successful school. It is the principal's job to promote an atmosphere of trust (Keller, 1998). A way principals can build trust is through direct and frequent communication. Because principals spend a large proportion of their time with interpersonal contact, active communication is especially important (Mazzarella, 1985). Additionally, it is the principal's responsibility to promote the use of best practices in regards to teaching (DuFour & Eaker, 1998). These two related ideas are multi-faceted and have been studied from a variety of perspectives throughout the years, which are components of trust. Trust is a key factor in promoting school success, which makes teachers feel safe and able to take risks. Good instructional practices encourage trust and are necessary to deliver quality instruction which, in turn, promotes positive student achievement.

The literature review of this study examined the two constructs: trust; and effective instructional practices. After presenting the literature in both areas, the research linking the two constructs has been examined. The review provided the context for the proposed study of the nature of principal trust of teachers

Throughout the literature review, the overarching question was considered: why do principals trust teachers? The following questions were examined this study:

1. What is your lived experience with trusting teachers?

    a. How would you describe teachers with high/low levels of trust?

    b. How does trust affect your relationship with teachers?

    c. What conditions/contexts engender high/low levels of trust in a teacher?

    d. What are your non-negotiables that could cause a teacher to violate or destroy your trust in them?

    e. How do effective educational practices influence your level of trust in a teacher?

    f. How does your trust in a teacher impact the attainment of organizational goals?

Answers to these questions garnered insight to the complex nature of the principal-teacher trust dynamic as well as the role instructional trust plays into that relationship.

Trust

Several researchers have defined trust during the past 75 years. Much of this research can be summed up by the statement: trust is a multi-faceted and complex concept (Tschannen-Moran & Hoy, 1998). Sergiovanni (2005) added onto that statement by writing "trust is the tie that binds roles together and allows for the creation of role sets that embody reciprocal obligations" (p. 117). Tschannen-Moran and Wayne list nine

different definitions from previous researchers in their 2000 work, *A multidisciplinary analysis of the nature, meaning, and measurement of trust*. These definitions of trust are as follows:

1. "Trust is an expectation by an individual in the occurrence of an event such that that expectation leads to behavior which the individual perceived would have greater negative consequences if the expectation was not confirmed than positive consequences if it was confirmed." (Duetsch, 1958, p. 206)

2. "Interpersonal trust is an expectancy held by an individual or a group that the word, promise, verbal or written statement of another individual or group can be relied upon." (Rotter, 1967, p. 651)

3. "Trust consists of actions that increase one's vulnerability to another whose behavior is not under one's control in a situation in which the penalty (disutility) one suffers if the other abuses that vulnerability is greater than the benefit (utility) one gains if the other does not abuse that vulnerability." (Zand, 1971, p. 230)

4. "Trust is the placing of a person's outcomes under the partial or complete control of another, with the exception that the other will respond so as to maximize goal attainment or minimize negative outcomes." (Ellison & Firestone, 1974, p. 655)

5. "Trust is an expectancy held by an individual that the behavior of another person or group will be altruistic and personally beneficial." (Frost, Stimpson, & Maughan, 1978, p. 103)

6. "A rational actor will place trust if the ratio of p (the probability that that trustee is trustworthy) to $1-p$ is greater than the ratio of potential loss if the trustee is untrustworthy to potential gain if the trustee is trustworthy." (Coleman, 1990, p. 99)

7. "Trust is the expectation that arises in a community of regular, honest, and cooperative behavior, based on commonly shared norms, on the part of the other members of the community." (Fukuyama, 1995, p. 26)

8. "Trust is the expectation of one person, group, or firm of ethically justifiable behavior—that is, morally correct decisions and actions based upon ethical principles of analysis—on the part of the other person, group, or firm in a joint endeavor or economic exchange." (Hosmer, 1995, p. 399)

9. "Trust is the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control the other party." (Mayer, Davis, & Schoorman, 1995, p. 712)

From an analysis of these definitions, Tschannen-Moran and Hoy (1998) created their own definition of trust based on their empirical research. They define trust as "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" (p. 346). According to Mayer, Davis, and Schoorman (1995), trust has been difficult to define because of several reasons: problems with the definition of trust, itself; a lack of clarity in the relationship between risk and trust; confusion between trust and its antecedents and outcomes; lack of specificity of trust referents leading to confusion in levels of analysis; and a failure to consider both the trusting party and the party to be trusted. Because of these difficulties, it is impossible to have a standard definition of trust on which to base decisions of who is trusted and why. Additionally, despite the fact that scholars have studied trust for many years, there happens to be no consensus on a best definition of trust. Notwithstanding these truths, reoccurring themes present themselves in the definitions studied by Tschannen-Moran and Wayne (2000). Trust seems to be built upon an expectation, vulnerability, and some type of behavior.

An item to note within the vulnerability theme is the relationship of the trustor and trustee. Driscoll (1978) noted this distinction between the trustor and trustee as one having more or less power or dependence in a particular situation. Noonan, Walker, and Kutsyuruba (2008) conducted a qualitative study in which they interviewed twenty-five principals in Canada to explore the issues of trust as these affected their roles and responsibilities. Through one of their interviews, a principal said, in relationship to characteristics that are important to consider "…vulnerability of the 'truster' because it's true that if I trust you I am vulnerable. If I'm sharing something with you or relying on you then I'm pretty vulnerable that you're going to keep your word on whatever the issue might be" (p. 7). Even though trust is a difficult concept to define, it is a construct that is

crucial to the success of an individual and/or organization. For this reason, examining the relationship of principal trust of teachers is important to our understanding of effective schools.

Importance of Trust

In order for an individual within any organization to succeed, trust must exist in some facet. Trust within an organization is important because of the interdependence and the need of people to work together in order to achieve personal and organizational goals (Mayer, Davis, and Schoorman, 1995). If trust is not established within an organization, the leader will continually be second-guessed by others (Whitaker, Whitaker, & Lumpa, 2008). The work of Chester Barnard (1938) depicting the zone of indifference of employees has been related to the level of trust an employee has with a supervisor. The larger the zone of indifference is, the more likely the employee will trust the decisions the supervisor makes. The converse statement is true as well. Trust is built upon consistency of words and actions (Rosborg, McGee, McGee, Burgett, 2003). This consistency will foster "I mean what I say" culture in an organization. People will not have to guess what an individual means and/or what needs to be done in this scenario.

Trust also contributes to an environment of collaboration. Tschannen-Moran (2001) conducted a quantitative analysis in which the level of trust in a school was correlated to the level of collaboration in a school. She discovered a significant link between trust in the principal and collaboration with the principal. Sergiovanni (2005) writes "schools and school districts that succeed in bringing about change use a trust-first approach" (p. 119). Tarter, Bliss, and Hoy (1989) found in their work in secondary schools that if the principal displayed supportive behavior, the faculty had a greater level

of trust in the principal. When individuals know that they can trust one another, they tend to take more risks. Leaders have a responsibility to invest in the development of organizational members, to take the chance that they will learn, and to create environments where people will take risks, tackle difficult problems, and be supported in this endeavor (Fullan, 2003). By creating an environment of trust, which breeds collaboration, a principal is investing in teachers and promotes risk-taking. All of these factors are relevant to the discussion of trust in schools and what trust may look like in a school setting.

Trust in Schools

Trust in schools is something that has been studied extensively in the past 35 years. Tschannen-Moran and Hoy (1998) have written that trust in schools is related to a "climate of openness, collegiality, professionalism, and authenticity" (p. 342). 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). Trust in schools involves many people and characteristics. Principals often have to deal with trust-related matters, which have caused trustworthiness to be threatened and trusting relationships to be broken (Walker, Kutsyuruba, & Noonan, 2011). In order to build trust, one needs to be trustworthy and trusting. This means that one must trust others to do a good job and help when people falter. Trusting others is built upon relationships. When one has close relationships, trust follows (Rosborg, McGee, McGee, & Burgett, 2003). Trust in schools comes in many different forms. Some of these forms of trust are due to the inherent

nature of the organization, contractual obligations, and relationships built within the school. Therefore, it is important to examine the various types of trust and what the construct comprises.

<div align="center">**Types of Trust**</div>

Various discussions of multiple types of trust permeate the research. It is important to discuss the various types of trust in order to delve into the reasons why a principal does or does not trust a teacher. The research has been broken down into the following multiple types.

Organizational Trust

Organizational trust is one form that has been researched for quite some time. This type of trust involves an individual's trust in the decision-making processes by his/her superior. This type of trust is present in any organization that contains a hierarchy of responsibilities. Driscoll (1978) found that organizational trust predicts employee satisfaction with the organization better than shared decision-making does. Shockley-Zalabak, Ellis, & Winograd (2000) describe organizational trust as positive expectations individuals have about the intent and behaviors of multiple organizational members based on organizational roles, relationships, experiences, and interdependencies. Hoy and Kupersmith (1984) defined trust in an organizational context by stating that trust in an organization is "a generalized expectancy held by the work group that the word, promise, and written or oral statement of another individual, group, or organization can be relied upon" (p. 81). Trust is required for any organization to function normally for its intended purpose. Without trust, the organization's—and the individuals'—goals would be difficult to realize.

Contractual Trust

In the school setting, the principal has to deal with the teacher's contract bargaining by the teacher's union. However, it is also the principal's prerogative as to whether or not to implement practices that either uphold or negate the language in this document. However, it is in the principal's best interests to follow the requirements of the teacher's contract, thus creating contractual trust. Contractual trust relates to adherence of promises and agreements (Dodgson, 1996). This type of trust is not one that requires any collaboration. Moreover, collaboration does not lead to its existence. Because of the lack of collaboration in contractual trust, issues arise with it. The main adversary to contractual trust is that it does not ensure that the best instructional practices are being carried out in the classroom (Bryk & Schneider, 2003).

Contractual trust is based on the moral standard of honesty and rests on the assumption that the other party will honor the agreement (Sako, 1992). With a contract in writing, a principal is not supposed to deliberately violate the agreement. An action that would do this would probably dissolve any trust with the teachers. At the basest form of trust, contractual trust is one that is assumed based on the agreements laid out in the teacher's contract.

Interpersonal Trust

Interpersonal trust examines the relationship between people. "Interpersonal trust has been defined as a generalized expectancy held by an individual that the word, promise, oral or written statement of another individual or group can be relied on" (Rotter, 1967, p. 651). Giffin (1967) defines interpersonal trust in terms of the communication process as reliance upon the communication of another person in order to

achieve a desired but uncertain objective in a risky situation. From these two definitions of interpersonal trust, it becomes clear that this form relies heavily on communication between people. Whitaker, Whitaker, and Lumpa (2008) write that communication is not only about the words that are said, but how people perceive those words. People want to feel like they have been listened to, not just heard. Rosborg et al. (2003) relate communication to trust by stating "to be an effective communicator, the first thing you need to develop is trust…You can earn trust by sharing information that is valid, timely, tactful, and honest" (p. 68). Active communication is an effective strategy for principals to use because so much of their time spent on the job is in interpersonal contact (Firestone & Wilson, 1985). By utilizing communication techniques that are open and honest and by listening to people, communication is built in a relationship between two people. This assembly of communication can then lead two individuals to develop interpersonal trust between one another.

Relational Trust

Relational trust is a term in education that has recently been defined by researchers. Bryk and Schneider (2002; 2003) are looked at as the authorities in this concept through their longitudinal study of 400 Chicago elementary schools. The researchers describe relational trust as "the social exchanges of schooling as organized around a distinct set of role relationships: teachers with students, teachers with other teachers, teachers with parents, and with their school principal" (2002, p. 20). Bryk and Schneider created their definition of relational trust by finding that principal respect, personal regard for teachers, competence in core-role responsibilities, and personal integrity were all linked to relational trust (Wahlstrom, Louis, Leithwood, & Anderson,

2010). From the description of relational trust, it appears that interpersonal trust and relational trust are similar. However, the main difference between these two forms is the roles inherent in relational trust. "Relational trust refers to the quality and kind of social exchanges found in sets of role relationships" (Sergiovanni, 2005, p. 117). Therefore, interpersonal trust needs to be present for relational trust to exist; however, the role relationship is taken into account to create relational trust. This last form of trust described would be the most pervasive within a school setting as there are many individuals within a school in various roles.

Instructional Practices

It is not an unrealistic expectation of teachers to demonstrate the best instructional practices inside of the classroom in order to maximize student learning and achievement. However, no two classrooms are the same. Several experts have done extensive research on instructional strategies and practices. Two of these experts are Robert Marzano and Charlotte Danielson. These two individuals are seen as "gurus" in education with their respective works of *The Art and Science of Teaching* and *The Framework for Teaching*. Both of these books have been utilized by school districts to create evaluations for teachers. While these two individuals have done and utilized research to create their works, a school principal is supposed to understand these effective instructional practices, including what they look like, how they are done within the classroom, and suggestions for teachers to improve their craft (Marzano, Waters, & McNulty, 2005). In order to support teachers in this way, a principal needs to be able to provide constructive feedback to teachers about their practices (Wahlstrom, Louis, Leithwood, & Anderson, 2010). Hallinger corroborates that research shows that consistent and well-informed support

from principals makes a difference (as cited in Wahlstrom, et al., p. 40). Whitaker and

Turner (2000) found through their quantitative study of principal perceptions on their

priorities of duties that encouraging innovative teaching practices should be within the

top five responsibilities that principals have. Support and encouragement can come in

various forms, from reflective conversations to professional development. However, the

principal is not solely responsible for implementing instructional practices within a

school or classroom. It is here that the instructional leadership capabilities the principal

has that allows him/her to work with the teachers on effective instructional practices.

Examples of Effective Instructional Practices

While it would impossible to list all of the research regarding effective

instructional practices, some examples of research-based models, including those utilized

by Marzano and Danielson are discussed. Effectiveness is subjective and based on what

works for the majority of students. This is what these experts have determined to create

their works.

In *Classroom Instruction and Works*, Marzano (2001) lists nine different

categories of instructional strategies that affect student achievement. These categories

are: identifying similarities and differences; summarizing and note taking; reinforcing

effort and providing recognition; homework and practice; nonlinguistic representations;

cooperative learning; setting objectives and providing feedback; generating and testing

hypotheses; and, questions, cues, and advance organizers. Marzano reports the effect

size, percentile gain, number of effect sizes, and standard deviations for each strategy (p.

7). The data show that utilizing one of these strategies results in nearly a quarter of a

percentile gain in student achievement. Danielson (2007) describes the four domains of

effective instruction: planning and preparation; classroom environment; instruction; and, professional responsibilities (p. 3). Each domain is broken down into components, totaling 22 in all. The 22 components then have corresponding activities guiding teacher action. There are 76 smaller elements. The "Instruction" domain includes the components: communicating with students; using questioning and discussion techniques; engaging students in learning; using assessment in instruction; and demonstrating flexibility and responsiveness (Danielson, 2007). Both of these models of effective instruction show that the methods are complex and varying.

Other educational researchers have created their own list of important features of classroom instruction. These other researchers show the variety of what is deemed good instructional practices. Wahlstrom and Louis (2008) used a factor analysis in their research to describe a style of teaching identified as "focused instruction" (p. 39). This model of instruction incorporates direct influence over pacing as well as providing students opportunities to construct their own knowledge. Teachers combine research-based strategies as well as real-world examples in order to provide the best instruction. Breaux and Whitaker (2006) have *Seven Simple Secrets* that the best teachers know and do. These secrets deal with planning, classroom management, instruction, attitude, professionalism, effective discipline, and motivation and inspiration. For the secret of instruction, the authors write about teaching for real life, ensuring active student involvement, ensuring success for all students, teaching enthusiastically, aligning teaching to testing, pacing lessons appropriately, and teaching anything to anyone. Some

common themes are present between focus instruction and the seven secrets, namely teaching for real life. While this strategy may be present within those from Danielson and Marzano, it is not as present in their frameworks.

While research does not change, one's own experiences vary. It is within the non-research based side of instructional practices where the teacher, as a person, is the variable. Because of this variability, it is difficult for a principal to focus on one instructional practice that every single teacher should perform. However, it is the principal's instructional leadership that allows professional conversations about instructional practices to take place.

Instructional Leadership

In the era of school accountability, one of the most important responsibilities a school principal has is that of an instructional leader. In order for a principal to succeed in this role, he/she needs to be able to demonstrate instructional leadership. Instructional leadership implies a focus on classroom practice. (Wahlstrom, Louis, Leithwood, & Anderson, 2010). Marks and Printy (2003) describe instructional leadership as being shared among the teachers and principal and the influence of the combined efforts of both affecting the quality of pedagogy. When changes to pedagogy are at hand, teachers should be involved in the decision-making process. Equitable power distribution for decision-making that focuses on cross-classroom and school-wide matters are central to the concept collaborative relationships (Leithwood & Jantzi, 1990). Furthermore, evidence suggests that principals are highly effective when they work with a group of teachers in order to develop solutions to immediate problems, stimulate greater motivation and commitment from the teachers to share defendable goals and implement

solutions, and contribute to the long-term problem-solving capabilities of the teachers. The latter skill is perhaps the most fundamental to teacher empowerment (Leithwood & Steinbach, 1991).

While instructional leadership is a concept that has been around since the 1970s, it has been poorly defined. The main underlying assumption of instructional leadership is that principals will provide feedback to teachers regarding their instructional practices (Wahlstrom, Louis, Leithwood, & Anderson, 2010). Problems also arise in generalizability of instructional leadership across various school settings because of the differences of instructional focus between elementary and secondary schools (Murphy, 1988). From these issues, it is important to look at, then, the fundamental belief that instructional leadership relies on communication between teacher and principal, which is also a factor in establishing trust.

Link Between Trust and Instructional Practices

While I was unable to find direct links and/or research between trust and instructional practices, various pieces of literature were found about the components of trust described above, instructional leadership, and how a principal fosters trust in teachers via their instructional practices. Building trust with teachers has been demonstrated as a key competence that a principal should have in order to create an environment, in which effective instructional leadership is fostered and distributed (Blase & Blase, 2000). Wahlstrom and Louis (2008) describe that instructional leaders have to be involved in the instructional work of teachers. This involves creating a sense of trust

with teachers in order to discuss instructional issues during formal and informal

supervision and sharing responsibility with others in the school building because a

principal cannot be everywhere at one time.

Several factors contribute to an effect upon teachers' instructional practices. It is

important to note for the purposes of this study that the principal-teacher relationship is

one of those items. This relationship includes trust and shared leadership between both

parties.
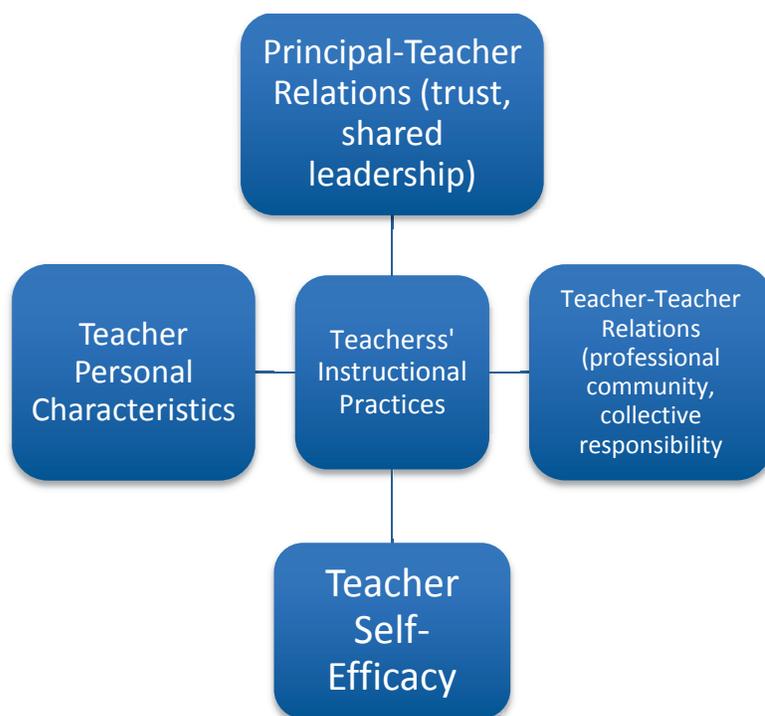
Figure 1. Framework for Analysis. Reprinted from *How Teachers Experience Principal Leadership: The Roles of Professional Community, Trust, Efficacy, and Shared Responsibility* (p. 468) by K. Wahlsrom and K. Louis, 2008, Educational Administration Quarterly. Copyright 2008 by the University Council for Educational Administration. Reprinted with permission.

Another factor that may contribute towards a principal trusting a teacher is reflection by the teacher on his/her instructional practices. Reflective behavior on the part of teacher provides evidence that teachers can be trusted about their abilities as teachers and about their attitudes toward their work (Poole, 1995). Danielson (2007) extrapolates that "it is through critical reflection that teachers are able to assess the effectiveness of their work and take steps to improve it" (p. 92). She goes on further to state "reflection on practice is governed by the belief that teaching, given its complexity, is never perfect" (p. 92). Teacher reflection on instructional practices provides the principal and teacher an opportunity to discuss positives and concerns. Trust between the two individuals is necessary for the reflection to be meaningful in order to improve outcomes for students.

A third factor of principal trust is teacher self-efficacy. Self-efficacy is "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). In connecting self-efficacy to a school, it is defined as a "teacher's beliefs in his or her ability to positively impact student learning are critical in actual success for failure in a teacher's behavior" (Henson, 2001, p. 17). Goddard, Hoy, & Hoy (2000) predicted a positive correlation between teacher efficacy and trust in colleagues. Through their research, they discovered a strong positive correlation ($r = .67$, $p < .001$) between collective teacher efficacy and trust in colleagues (p. 490). If a teacher believes that he/she has the ability to positive impact student learning, this teacher will take risks and find whatever effective instructional practices are available to make this a reality. In order to be comfortable taking a risk, a principal would need to trust this teacher in order for the risk to be meaningful.

Conclusion

It is important to note the complexity of trust and instructional practices. Trust can take on multiple different forms based on the individuals involved in the relationship. Yet, trust is based on communication of expectations and the willingness to be vulnerable to another person. This communication is both verbal—a person's word—and nonverbal—a person's deed. The verbal and nonverbal communication must be evident in a trusting relationship. Much research exists about teachers trusting principals. However, there is little research about why principals do or do not trust teachers. Case studies involving school principals need to be done so that a better understanding of why principals trust teachers can be built. This understanding would lead principals to change their behaviors with teachers to improve the school.

Effective instructional practices vary from researcher to researcher and teacher to teacher. What works for one teacher may not for another. This is because teachers are individuals and bring their own experiences into their classroom. Yet, it is imperative for a principal to be able to provide constructive feedback to teachers about their craft. It is this feedback that a principal's instructional leadership is exhibited. This leadership does not end with the principal as teachers have a say about instructional practices as well. Being a reflective practitioner will help build principal trust of a teacher.

"The improved culture of trust will enhance transformation, and it is successful transformation that will allow children's achievement to soar" (Wolfe, 2010, p. 10). Because a school exists to serve children's educational needs, it stands to reason that we

need to consider an association between principals trusting teachers and teachers use of effective instructional practices, thus, determining the level of instructional trust a principal has in a particular teacher.

This study seeks to fill the gap in our understanding of elements that contribute to principal trust of teachers. What causes a principal to report trust of a teacher? What are the characteristics of teachers most trusted by principals? What are the educational contexts that contribute most prominently to principal trust? What educational practices of teachers are most associated with instructional trust? Answers to these questions provided principals with direction for enhancing trust in their schools.

CHAPTER 3

METHODOLOGY

Currently, we know very little about why principals trust teachers. The studies to date have been primarily focused on trust of the principal and quantitatively based. Many researchers have relied on the work of Bryk & Schneider (2002) and Tschannen-Moran and Hoy (2000) to quantify trust. The following paragraphs described the qualitative methods that have been used to answer questions developed by me.

Qualitative Methods

This study utilized the phenomenological research tradition. "Phenomenology asks for the very nature of a phenomenon, for that which makes a some-'thing' what it is—and without which it could not be what it is" (Van Manen, 1990, p.10). This design "focus[es] on exploring how human beings make sense of experience and transform experience into consciousness, both individually and as shared meaning" (Patton, 2002, p. 104). Phenomenological studies involve immersing oneself into the lives of those in the study. This immersion can come from participant observation or in-depth interviews (Patton, 2002). Phenomenology also exists based on the assumption that an essence to a shared experience exists. These essences are identified from the experiences of different people once those experiences are analyzed and compared (Patton, 2002).

The Researcher's Role

In a qualitative study, the researcher is the primary agent for data collection. Due to the nature of this fact, personal assumptions, biases, and values need to be identified at the outset of the study.   Locke et al. (1987) wrote, "the investigator's contribution to the research setting can be useful and positive rather than detrimental" (as citied in Creswell, 2013, p. 207). My perceptions of trusting teachers and instructional trust have been shaped by my personal experiences. At present, I am serving as a school principal in the second year of my career principalship. I am also a member of the Illinois Principals' Association. As a principal, I have been involved in determining my levels of trust in the teachers with whom I work alongside. I also work with teachers on their instructional practices, which lead me to vary my level of instructional trust in particular teachers. I believe my role enhances my knowledge and awareness of the challenges and issues a principal encounters and supports me in working with the participants of this study. I bring knowledge of trusting teachers and working with individuals on instructional practices. I paid particular attention to how a principal determines that he/she trusts a teacher and how a principal works with teachers on instructional practices.

Additionally, because of my previous and current experiences, I bring a set of my personal biases to the study. I have ensured every effort was made to remain objective throughout the study. However, my biases may influence the data collected and how they are interpreted and reported. From the outset, I understand that trust is a difficult concept to grasp and develop as a school principal. Though my experiences are unique, I wonder how other principals develop and establish trust, including instructional trust, in teachers.

Data Sources

The participants in this study are human subjects, particularly principals that are members of the Illinois Principals Association. I sought the approval of the Institutional Review Board (IRB) at Purdue University prior to research of human subjects. Attached (Appendix A), is the approval letter from the IRB.

After gaining IRB approval, I looked to gain the approval of the Illinois Principals Association to post a message to their message board soliciting for volunteers to participate in the study. I did not encounter any complications with this method approval as other members have done this previously.

Once volunteers indicated interest in participating in the study, I sent the principal a written description of the study. I asked the principal to respond in writing if he/she wished to participate in the study. I secured formal permissions from the principals in writing utilizing a Letter of Consent (Appendix B). After this consent was received, I contacted each principal to discuss the study and purpose of the interviews. Confidentiality agreements were reviewed in the event a principal identified a teacher by name within an interview (Appendix C).

The study was conducted at each participant's school during non-school hours so as to not disrupt the daily lives of each principal. Non-school hours would be defined as any time when students and teachers are not in session for school. The principal and I sat together for a face-to-face interview. I sent the participant the research questions ahead of the interview so that the participant may review them. The researcher previously developed questions to answer the overarching question of the study: why do principals trust teachers? The following research question and sub-questions guided the study:

1. What is your lived experience with trusting teachers?

    a. How would you describe teachers with high/low levels of trust?

    b. How does trust affect your relationship with teachers?

    c. What conditions/contexts engender high/low levels of trust in a teacher?

    d. What are your non-negotiables that could cause a teacher to violate or destroy your trust in them?

    e. How do effective educational practices influence your level of trust in a teacher?

    f. How does your trust in a teacher impact the attainment of organizational goals?

The interviews lasted between forty-five (45) and sixty (60) minutes. The interviews were conducted in a room of the principal's choosing.

Data Collection

The purposefully selected individuals for this study are principals who serve a school in Illinois. Participants are also members of the Illinois Principals Association. The research took place at schools throughout the state of Illinois where the participants currently work. The building principals of these schools were interviewed in a one-on-one, face-to-face setting. The principals responded to a series of open-ended, previously generated questions from me. The principals were also asked additional questions to garner deeper meaning and rich data from their responses. I read a question, and the principal responded. I took notes of the each response as well as recorded the responses using a digital voice recorder. These interviews were transcribed verbatim at their

completion. If something of particular interest arose during a response, I asked follow-up questions to the participant for further insights. I collected qualitative interview data from each participant. The number of qualified participants was limited to six; two principals in years one to three of their career principalship; two principals in years four to six; and, two principals with seven or more years of experience. Additionally, if data generated from the stated number of participants were unusual or no patterns emerge, I could have opted to interview more participants in a particular category. While there is no definitive number of participants required in qualitative research, a phenomenological study typically ranges from three to ten participants (Creswell, 2013).

Data Analysis

Data were generated from the transcribed interviews from the participants. From each transcription, I coded the data. I reviewed the codes repeatedly after data from each interview were categorized. The codes emerged from the research. From the codes, I translated them into five themes that were present throughout the research. These themes were asserted into four statements using narrative descriptions that have direct quotations from some of the participants, thus interpreting themes and descriptions in the context of which they were given.

In addition, I utilized ATLAS.ti computer software to aid in the coding process. Thomas Muhr of Berlin created ATLAS.ti in 1989. The purpose of ATLAS.ti is to allow users to code data from unstructured text. The program allows open coding, typing in margins, and the creation of memos attached to codes. The codes can be searched and overlapped with others that are present throughout the data (Barry, 1998).

Verification

In an effort to maintain internal integrity of the study, I utilized the following strategies:

1. Member checking – I maintained an ongoing dialog with the participants to ensure meaning and reality of the participant had not been misconstrued.

2. Participatory modes of researcher – I was involved in all phases of the study, from the design of the project to the interpretation of data and drawing conclusions.

3. Clarification of researcher bias – I have mentioned his bias in the heading, "The Researcher's Role."

The main mode of validity checking was through the use of a rich, thick description of the findings. When a detailed description of the findings is provided, the results become more realistic and richer (Creswell, 2013). Validity was ensured as I laid out the focus of the study, the researcher's role, participant selection criteria, and the methods of data collection. I have reported all methods of data analysis in a clear, detailed account. Finally, a member of the Purdue faculty who has experience in qualitative research methods examined the study.

Reporting of Findings

Findings can be reported in a multitude of ways in a qualitative study (Creswell, 2013). As this is a phenomenological study, the results were provided in a descriptive, narrative format that contains a rich, thick description of how principals go about trusting teachers. The final product is the construction of assertions about why principals trust to

teachers. Direct quotations from principals have been used as they lend themselves to the

rich, thick description of trust. This provides readers a direct reference to the lived

experience of the principal.

CHAPTER 4

RESULTS OF THE STUDY

The research for this study was conducted in May, June, and July 2014. Six

principals volunteered for this study and were interviewed in their respective offices. In

order to maintain confidentiality of the principals, a pseudonym was given to each

participant. The pseudonym, which is numerical, identifies which group the principal is

in for purposes of reporting. The principals' schools are not listed, only the type of

school in which they work is noted. Figure 1 displays each participant in their respective

category and school he/she works along with their pseudonym.

	Participants	
Category 1 (0-3 years experience)	K-8 Principal (Principal 11)	Elementary Principal (Principal 12)
Category 2 (4-6 years experience)	K-8 Principal (Principal 21)	High School Principal (Principal 22)
Category 3 (7+ years experience)	Middle School Principal (Principal 31)	High School Principal (Principal 32)

Figure 2. Participant Category and Demographics

Qualitative Analysis

Each principal was provided the interview questions via e-mail prior to the

interview. This was done so that the principals had time to think about their responses so

that rich data could develop from their interviews. A traditional qualitative analysis was conducted using open and axial coding to allow for themes and any outliers to emerge from the data.

Upon completion of- each interview, I transcribed the audio recording. By doing this, the interviews became alive again. Transcribing the interviews also kept personal bias from potentially corrupting the data. After all transcriptions were completed, I completed a first and second pass of the data making notations of patterns or themes that jumped out. This is called coding or open coding, which is a process used to look more closely at those data or to open up the data. These codes were translated into themes, and pieces of the data were then categorized and placed beneath a theme. I then compared codes in an effort to complete a cross analysis of the data. In completing the first cross analysis, there was a need to do another round of open coding and theme building. I completed another cross-analysis with the new themes. Once the cross-analysis was completed, I began the process of axial coding to develop an assertion. Axial coding is the process of finding relationships among themes that allows you to make an assertion to explain and help to understand phenomena. I strength tested the assertions using the data to support their statements. If the data supported the assertion, the assertion held. If not, the assertion was changed or redefined.

The interviews contained personal information that the principals brought with them. No two interviews were alike. Each principal had his/her own lived experiences, which is a key concept in phenomenology. However, as unique as each interview was, common themes and outliers emerged. This chapter is dedicated to reporting those themes and outliers that are a result of the interviews. All six principals were open about

why they trust teachers and were passionate about their answers. By interviewing principals face-to-face, this allowed them to speak openly and freely about whatever came to their mind in response to the questions posed. The information they shared was interesting, and there is a sense of excitement to report the data.

Open Coding for Principal Interviews

Question 1	What is your lived experience with trusting teachers?
Principal 11	Only my second year; first year your honeymoon type; second year get to see a little bit more of what actually happens; trust you guys that we're going to try and work on during teacher institutes; don't really have any teachers that I have a low level of trust with; I don't want to be gender specific, but we have a lot of female teachers that, they like to [gossip], there is some of it that goes, but I don't think it's a negative thing. I think overall it's on the positive and what we can do to improve things; Not here in my short time here [referring to having high trust in a teacher and it coming back to bite him]
Principal 12	Being a new principal in this district my trust of teachers is completely different than my previous experience; More getting to know them on a personal level; Then getting to know what they do in the classroom; Then having them trust me; Once we establish common trust, it was easy; It's been very easy here;
Principal 21	In my past I was bitten very bad by a teacher with trust and it was my lead teacher and it hurt, hurt bad. And, I really have a lot of walls up now. I'm very cautious; It was my first year of public school. I was a parochial school principal before. I think I wasn't prepared for the major leagues. So, I was a minor league player trying to play in the major leagues. And, the rookie, the rookie, made some rookie decisions and some rookie choices, but learned from them; We had trust as far as professional, but then I kinda formed a type of friendship with my lead teacher, which that will never happen again; Learned a lot from that. That will NEVER happen again. NEVER. But, that also affected who I trust and how much I trust; Like even when my mom died this last September, you know, I told the staff that, but I never shared my daily struggles with going through that. That never happened. My sister had cancer this last year. Surface things
Principal 22	I've worked in this building for 21 years. I grew up here as a teacher, and then assistant principal, and then principal; we hire people that are extremely well-qualified to do their job so we can take our hands off and let them do their job. If somebody is struggling, we would provide them help and support. And, if the help and support weren't enough, then we wouldn't have them here. So, everyone that's here, I trust knows craft, knows pedagogy as well as their content, and, I mean I just trust the work that they do, like 100%.
Principal 31	Ups and down; more downs than ups; My trust factor has to do with a great deal that I'm an African-American female in leadership; it's very tough to be a woman in leadership first and foremost and then adding the fact that I'm African-American; trust has been more along the lines people don't tend to give you trust, you have to earn it. And, it's difficult to earn that trust because people sometimes won't even look or talk to you from the very beginning; always has been a little more challenging and difficult than most people have to deal with. I try to make those relationships with people and try to get to know them as a human being. Challenge because some people feel like you're prying; lonely at the top when you attempt to connect with other people there's still walls that exist; my trust with teachers over time has been a bit more on the down level
Principal 32	I've done several different careers; I look at teachers the same as I do with any other co-worker; There's always a level of trust there until that goes away or they do something to lessen that trust I have in them; We're a family and we need to be able to trust each other and have each other's backs and talk freely with each other; I haven't had a lot of problems with that; Every once in a while somebody will do something that lets you know right away that they can't be trusted. And, then my level of trust with them obviously goes way down; other things that I need people to take on, a little extra work or do a few things or anything that would involve sensitive information or anything like that is probably not going to involve that person.

Figure 2. Question 1 Open Coding Chart

Question 2	How would you describe teachers with high/low levels of trust?
Principal 11	(High) Have that reliability factor; committed to follow through; ensuring kids are getting a safe place to learn and that they're doing what's in the best interest of kids; being part of a team; take responsibility for their portion of that overall, you know, school improvement; know the job is going to get done (Low) Put on the dog and pony show on, you know, when they're in front of you; behind your back they kind of do what they want anyway; resort back to my same old practices
Principal 12	(High) Feel very good about themselves; self-efficacy is already there; you can give them ideas and suggestions and easily they take them and they try; have to be a risk-taker; experimenting in a safe way with them, and that's okay; they take ownership (Low) they are very strong in their beliefs, but they are not the beliefs I need for the children I have here; bilingual teachers are very caring, but they become the parent instead of the educator. We don't have time for that; they haven't responded to how much trust I want to put in them, and I want to believe in them, but they're not responding.
Principal 21	(High) Listen a lot; don't do a lot of talking; when posed with questions, they take a little while to think before they answer; not the ones that always, to always respond in the lounge; they're busy with school stuff not necessarily socializing (Low) Comment about everybody and every situation; not always busy at school doing classroom or committee work. They're always busy talking.
Principal 22	(High) ability to teach, I would say that the level of trust is probably about equal; 100% confident with the teachers that we have in the building with regards to their teaching; what they do with kids every day, in and out, I really do trust them 100%; they can absolutely disagree with me, and they would be honest and forthright about it; it's professional, and it's we can agree to disagree, but at the end of the day, we still have a job to do (Low) gonna go behind the scenes and stir the pot kinda stuff; pot stirrers; behind the scenes manipulation
Principal 31	(High) extremely connected to student focus; give their heart and soul to the job that they do, and you can see it in everything that they complete in the classroom or working with families; I really and truly connect to that, so are the people that I feel connect to me; have the same views (Low) people that are there for themselves; calls a student stupid in front of me; underlying, deep belief is still there; not giving people a chance; don't have the ability to go deeper
Principal 32	(High) care about kids; understand the law; understand how violating a students' right, parents' rights, or any of our confidentiality rules would be a very bad things for them, for the district, and for me (Low) things that were not followed up on in the interview; just something that they wanted to say to try and get the job; things were not happening that needed to be happening for the betterment of our kids; struggled

Figure 3. Question 2 Open Coding Chart

Question 3	How does trust affect your relationship with teachers?
Principal 11	You have certain teachers that you have a high level of trust on that I think you can rely on, your teacher leaders and stuff that you can trust to coax some of those other ones along; You can trust that they would be able to help improve climate; we have a pretty shared vision…if we didn't have that high level of trust, I don't think we would be able to accomplish it; 90% of our teachers did the voluntary, non-paid professional developments over the summer; if you don't have that high level of trust, I guess it would negatively impact that relationship; Once that relationship…has soured…you're having to check up more often and having to follow up
Principal 12	It does, a lot; when it comes to the children and when you see there are no results, I'm not here for our friendship. I'm here for the children; doing things where they can come and tell me we need help with this or we need more support with this; she's doing something amazing. Can we send teachers to that class so that other people can see that?; being a principal is such a lonely position; teachers they're relationship is you are their mentor; you are somebody they need to respect and trust; friendships, that's difficult
Principal 21	Have to trust somebody because you have to accomplish your job; if you want to try to get information to make your job better or easier or even to make good decisions, somebody has to be the person to share that with you. But, in order to get that information, you have to share with them; reflect on what you've learned; almost evaluate every day how much trust you can give a certain teacher. If you've given that teacher trust and you've found that that trust was violated, you have to pull back.
Principal 22	People know exactly where I'm at; if you have a problem, come to me; teachers with a low level of trust are always aware of it and they know exactly why; I can still think they are really fantastic for a program and really fantastic for kids, but they get no trust.
Principal 31	I don't have good trust with them because the evidence has pointed to you aren't here for the students; we still do a lot of things that are harmful to students, and I can't be that person. So, I am viewed as, I guess it would be like, "You should support your teacher 100%," and I won't do that. That is wrong in every sense of the word.
Principal 32	I don't know that it affects my relationship; I don't really put myself in a position where I'm with a teacher where I'm giving them any information I shouldn't be or saying anything I shouldn't; I have a conversation with my staff at the beginning of every year that if we're going to be a family, then we need to come to each other with our issues; times are so tough in education and we don't have any money and we're trying to get so many things done without funding, a big part of what happens around here is because people that care volunteer time to get things done; I tend to get a lot of the same people volunteering; I'm never going to be the person that's going to seek out you because I trust you more and not seek out him because I don't trust him.

Figure 4. Question 3 Open Coding Chart

Question 4	What conditions/contexts engender high/low levels of trust in a teacher?
Principal 11	(High) Reliability and commitment to follow through; rely that they have the job done; I have that high level of trust to know that I Can go out of the building and to conference and that things will be maintained here the way it would be if I was here; the commitment, the reliability, honesty, integrity, being open, truthful (Low) opposite of follow through; I assign it to them and they never get it done; not that things don't come up, but it does affect your level of trust where you may not rely on that person so much heavily again to do those types of things
Principal 12	This principal talked more about teachers trusting the principal than why the principal trust teachers.

Principal 21	(High) Conditions change all the time; let's just say I bait a teacher I think I can trust. And, I tell them something, something which I don't care if it gets out, but I want to see if it gets. That's how I will know if I can trust that person; I hate to say it's kind of a game, but it is. (Low) the teacher that immediately leaves and immediately goes to another group of teachers. I just know that that is someone you just cannot trust; someone who acts differently in your presence than in the presence of other teachers; you're different when you're with a group
Principal 22	(High) Honesty; I encourage teachers to tell on themselves; you need to like unburden yourself; make sure your academy coordinator knows about it so we can be in front of it; you don't want the first time for me to hear bad news to come from someone other than you or your supervisor; people that get in front of stuff helps themselves (Low) trying to explain away something you did and then I'm hearing from the parent, that's not a good scenario
Principal 31	(High) Really strong strategic focus, a vision, a mission, and a belief system that arguably states that we are here for kids; don't have direction, then nobody knows where you're going; very student-centered; how we, us as a group focus on that; when you clarify that with a strategic message and everybody's doing that, then you can build trust because that's why we're here; if you're not…somebody may be not a team player and cancerous to the organization (Low) somebody who is dishonest; very clearly does things for their own benefit versus the benefit of others; somebody who is negative…establishes cliques or divisive tactics, groups that are subversive; sit there with this misconception and let it continue; low trust comes from the fact that people will not move behind their comfort and actually ask a question; trust becomes an issue when I won't even ask the question.
Principal 32	It's there in the beginning; I trust you until I have a reason not to trust you; if people do something that tells me that I shouldn't trust them or give me blatant examples of why they can't be trusted you need to be extra careful with them; I'm not the person that's going to be sharing confidential information really with any teachers; teachers that are committees that volunteer…I value their opinions more because I know they have a vested interested in helping kids. The ones that I don't trust as much or maybe it's obvious that they're not involved in helping kids or wanting to be a part of where we're going, they don't come to me with ideas anyways; tend s to be the people that believe in our school, believe in our community, believe in our kids that get involved

Figure 5. Question 4 Open Coding Chart

Question 5	What are your non-negotiables that could cause a teacher to violate or destroy your trust in them?
Principal 11	Anything having to do with the benefit of the students for one; anything with the well-being or safety of the kids; dishonesty; dishonesty or gossiping
Principal 12	They say things I never said; we all have room for improvement, so take the advice; take the advice and the support is there for you to improve yourself. When they don't do that, my trust is not there.
Principal 21	If I specifically send out a memo or email that says "CONFIDENTIAL" in big, bold letter, and I hear them talking about it; I hate to say the bait thing that if I tell somebody something and then I find out from somebody else
Principal 22	Dishonesty
Principal 31	Deceit; harm to a student or to others; if we're on this goal and this direction then all of a sudden you're going a different direction
Principal 32	Not meeting deadlines and not following through on what they tell me they're going to follow through on ; violating confidentiality or violating any laws

Figure 6. Question 5 Open Coding Chart

Question 6	How do effective educational practices influence your level of trust in a teacher?
Principal 11	If you walk in…during your informal walk-throughs or stuff and you see those good educational practices, you can trust that they're happening all the time; being up and around, working with kids, seeing that those good effective educational practices in the classroom just heightens that level of trust; I have several teachers that will say come in whenever you want to come it. I'm not going to change whatever I'm doing because you're in the classroom. That gives me even more of a sense of trust, too.
Principal 12	Well, here are two different kinds of trust because one is kind of like the academic trust…I don't think, if you think of the academic, I don't think it makes a difference to me because I can see a teacher that is really good, that is very knowledgeable, but she cannot get close to the kids; it's more important for me to trust that she's doing a good job in the classroom if she knows the children; start trusting them because I'm going to see results
Principal 21	Teacher you can't trust doesn't always have the best educational practices; they're always out there gossiping and trying to find out information and they're not dedicating their time to the right thing; don't know if a low trusted teacher is a good teacher; spending a lot of their work day gossiping and talking; I just have a feeling that how outside of this building would they be dedicating to work; I would take a teacher I could trust and work with improving in instruction over a teacher that's dynamite instruction that I can't trust
Principal 22	It gives them lots of bonus points in the trust arena; you can have somebody that doesn't complete their paperwork…fantastic in the classroom…see quality things…higher levels of questioning, kids thinking deeply about things. They kinda get a pass on some of those other things.
Principal 31	Stronger because if you're effective…include an understanding of collaborative relationships; hope that we understand the role extended beyond the school hours. If you're not open to that extra responsibility, then this is not the role for you
Principal 32	It's not so much affecting my trust; I'm not necessarily going to trust that teacher more than one that's the sit and get teacher because, to me, it's not a trust issue there; my trust is being lessened to a great degree because they gave me a document that they said they are following and it's obvious that they didn't; dishonesty; don't tell me you're doing something in class to make your lesson plans look good and then not follow through with it

Figure 7. Question 6 Open Coding Chart

Question 7	How does your trust in a teacher impact the attainment of organizational goals?
Principal 11	Positive correlation between that level of trust and whether or not we're going to reach our goals; every part of that team has to work together to be able to achieve those goals; trust that each person is going to do their job to get it done; works a lot better here in a small environment than with a larger school; practice of using Rising Star on that if you do trust in teachers to get a job done and they do it, it increases that level of trust and then you attain those goals
Principal 12	Really hard to lead by force. You need to lead by trust; you can't be forcing somebody to do something because you're there; they have to take that ownership; If a teacher doesn't come to tell me but tells other people, is she crazy…That's not common to my goals, my organizational goals…If she's already defeating herself before we even start, that's really bad. So, my trust is not there.
Principal 21	Can't trust your organization is really not going to be organized because if you can't trust them with information about parents, yourself, school, how can you trust them to follow through on your goals you have for instruction, curriculum, and everything else; if there is no trust there can't be respect; when trust wavers that respect wavers; if a teacher can't share personal things that's affecting their instruction, that that's going to affect the overall school; when teachers don't trust their fellow teachers they don't want to be with them anymore. I don't think that they're forthcoming with sharing information with them or working with them effectively because I just don't think that they can trust them when they don't want to spend time with them in any way, shape, or form.
Principal 22	I trust teachers and administrators to do their jobs. Here are the goals. Here's the vision. And, this is where we're going; I don't feel the need to micro-manage; without trust I don't think you would have any way to attain the goals of the school
Principal 31	Having strong values puts me in a place of a high expectation. When people don't reach that high expectation, then my trust is weak. Then that person realizes it's weak, and it kind of makes the process very challenging; need to build capacity;
Principal 32	If my trust is lessened in a teacher, it doesn't mean that that teacher doesn't have a very important responsibility everyday to help kids learn; doesn't affect me in leading us towards our mission

Figure 8. Question 7 Open Coding Chart

I asked follow up questions, when necessary, to probe a principal further into his/her response to one of the seven questions. These questions varied from principal to principal.

Emerging Themes

After transcribing the recorded interviews, reading through the transcripts several times, and coding the transcriptions, I found that themes emerged from the principals' responses. These themes came from within the same question or throughout the interview. The following themes emerged as the principals discussed why they trust teachers: trust from the start; open communication; dishonesty; self-serving behavior; and

organizational improvement. For the purposes of this phenomenological study, specific
quotes will be used to support the themes that emerged during the interviews.

Trust from the Start

I found that four out of the six principals interviewed reported that they trusted
their teachers from the start of their relationship. This trust was in place from when the
principal started in his or her position or when the teacher was hired.

Principals' statements on trust from the start

Principal 11:

…after the first year, or your honeymoon type that you're in, second year you
kind of get to see a little bit more of what actually happens…I trust you guys that
we're going to try and work on during teacher institutes or whatever we're going
to work on…

Principal 12:

…I think it was more getting to know them first on a personal level…you just
need to go to their level and become not a friend, per se, but become somebody
that they can talk to and feel okay.

Principal 22:

…we hire people that are extremely well-qualified to do their job so we can take
our hands off…

Principal 32:

There's always a level of trust there until that goes away or they do something to
lessen that trust I have in them…I explain to the staff that we're a family and we
need to be able to trust each other.

Two of the six principals reported that they do not trust teachers from the outset of their relationship. These principals did not mention trusting teachers through the hiring or interview process; however, they discussed specific, personal experiences that they lived. These experiences have caused their trust to not be present from the start of the principal-teacher relationship.

Outlier principal statements on trust from the start

Principal 21:

…in my past I was bitten very bad by a teacher with trust and it was my lead teacher and it hurt, hurt bad. And, I really have a lot of walls up now. I'm very cautious, very cautious…we had trust as far as professional, but then I kinda formed a type of friendship with my lead teacher, which that will never happen again...I learned a lot from that. Learned a lot from that. That will NEVER happen again. NEVER. But, that also affected who I trust and how much I trust.

Principal 31:

…I'm an African-American female in leadership…trust has been more along the lines people don't tend to give you trust very, you have to earn it…when you attempt to connect with other people there's still walls that exist.

Open Communication

Having open communication allows individuals to discuss their issues with one another. Principals reported creating an open environment in their schools where they expected their teachers to be upfront and honest with any issues that present themselves. This openness includes asking questions, gaining clarity, and confronting problems.

Principals' statements on open communication

Principal 11:

…I think, having that open conversation and being able to have differing points of view would stop that low level of trust that you have. I think maybe being open to, like I said, 'Well, I don't agree with you about this and this is the way I've always done things,' and we can agree to disagree, but then we can, you know, try and work on building that trust that we're gonna do this or that..

…our staff has been very open…I have teachers very openly express their feelings. They were willing to vent and we can get that out…

Principal 12:

…you can give them ideas and suggestions and easily they take them and they try…I do talk to you, but I give you ideas. I want you to try them, and I want you to come back and tell me, 'I tried it. It didn't work. That wasn't really a good idea for my classroom.' They love that.

Principal 21:

…if a teacher can't share personal things that's affecting their instruction, that that's going to affect the overall school. I think there has to be, there has to be trust there.

Principal 22:

…I encourage teachers to tell on themselves. Like if you did something that you think a parent is going to call about or you did something that a community member is going to call about, you need to, you need to like unburden yourself. Like get it out there, make sure…your academy coordinator knows about it so we

can be in front of it…you don't want the first time for me to hear bad news to come from someone other than you or your supervisor. So, I mean, I think that people that get in front of stuff helps themselves.

Principal 31:

…we have open doors for a reason, but you have to actually walk in the door…They'll sit there with this misconception and let it continue. I think it's a two-way street. It's a mutual respect and typically the low trust comes from the fact that people will not [sic] move behind their comfort and actually ask a question. Clarify. It's the same things you would do in a marriage, you would do in any kind of conflict resolution. You usually try to come to some kind of agreement or consensus or at least talk. I think our trust becomes an issue when I won't even ask the question.

Principal 32:

…we're a family and we need to be able to trust each other and have other's backs, and talk freely with them…I have a conversation with my staff the beginning of every year that if we're going to be a family, then we need to come to each other with our issues…

I value their opinions more because I know they have a vested interest in helping kids." This openness initiates several types of communication, which, most importantly, leads to the improvement of students' lives in schools.

Dishonesty

Dishonesty would diminish trust in the deceitful person regardless of the setting. In a school, this dishonesty could have far-reaching implications. The principals often

cited dishonesty as one of their non-negotiable items that would violate or destroy their trust in a teacher. A dishonest person is someone who cannot be trusted or must go a long way to prove they are trustworthy again.

Principals' statements on dishonesty

Principal 12:

"When I say something to the teacher, like we're going to have to try this, and let's see what happens next week. And, I say the same thing to another teacher. One teacher says to the other, 'Oh, she already told me that mine is good that I'm okay.' No, I never said that. They say things that I never said."

Principal 21:

…[A teacher] shared with me a situation that made her very uncomfortable in her job before I became principal. And, later on, it came out that I knew about that, and I got reprimanded for it. And, she said that she didn't say it. And, it was just a very hurtful situation… If they would have admitted they're the ones who lied [the level of trust could have been rebuilt]. But, in order to save the climate and culture of my staff in my building, I said that I lied. And, I took the blame and carry that to this day…

Principal 22:

Dishonesty. Yeah, it's just dishonest. You can make a mistake, and it can be pretty egregious, but if you're honest, we can work through it. It doesn't mean your honesty doesn't mean you won't end up with some bad resolution, but it's always going to be much worse if you're not honest…

Principal 31:

…I think deceit…I gotta be honest and say I think people are fallible, and we're

human being for a reason. So, honestly even somebody who has been high up on

my chart is not perfect, you know. I expect people to take risks and try things.

Maybe they make a mistake, and I'm very generally happy that they tried

something new…

Self-Serving Behavior

In schools, teachers are expected to do whatever it takes to improve the lives of all

students. Behavior that is contradictory to this is undesirable. The principals discussed

several self-serving behaviors that teachers exhibited. Self-serving behaviors are ones

that give a false appearance to others to make oneself look better or actions or inactions

taken by the teacher that makes life more convenient for themselves instead of making

life better for students or the school.

Principals' statements on self-serving behavior

Principal 11:

…They're gonna put the dog and pony show on, you know, when they're in front

of, but then, you know, behind your back they kind of do what they want anyway.

You know, they resort back to [sic] my same old practices. You know, I

appreciate everything you're trying to do, but when you're not in my room, I'm

gonna do things the way I want to do things.

Principal 21:

…Someone who act different in your presence than in the presence of other

teachers. You know, it's almost like, you know, you're nice with me, but you're

not nice without me. You're nice when it's just me and you, but you're different when you're with a group. I just don't think that's somebody you can trust.

Principal 22:

…I have a teacher that stirred the pot. Last summer, probably around this time [June], he and I had a conversation about that, like, 'Hey, your parent boosters went to the board with these pictures. Where did they get these pictures?' [The teacher said,] 'Well, I gave them to them…if there is a problem, you have to come to me…

Principal 31:

I think it's probably why I don't have good trust with them because the evidence has pointed to you aren't here for the students. And, then it makes me question what are you here for and what are you about?

 Principal 32:

…if I had a teacher sending me these wonderful lesson plans…that say they're doing four or five different wonderful activities and this segment after the group work, groups teaching other groups, and I walk in several times in two weeks during after I look at this teacher's lesson plans and they're either watching a movie or getting lectured for forty minutes, now my trust is being lessened to a great degree because they gave me a document that they said they are following and it's obvious that they didn't…

Organizational Improvement

As a leader of an organization, the principal has many working parts to ensure the operation of the school is leading to improved student outcomes. There are several

implications trust has on achieving the organizational goals. One of the principal's main duties is to lead the school towards improvement. The principals discussed several items that relate to organizational improvement.

Principals' statements on organizational improvement

Principal 11:

…I think if you walk in, and even during your informal walk-throughs or stuff, and you see those good educational practices, you can trust that they're happening all the time…

…positive correlation between that level of trust and whether or not we're going to reach our goals. I think, we're all, every part of that team has to work together to be able to achieve those goals. They have to trust that each person is going to do their job to get it done…

…I have it through just the practice of using Rising Star on that if you do trust in teachers to get a job and they do do it, it increases that level of trust and then you attain those goals.

Principal 12:

I think I, in my mind, I have a vision for where I want the school to go. And, first I need to, or I have assessed where the school is at…

…So, if I have a goal, and then again, this goes back to the bilingual children, they cannot leave our school, second grade, not being at level, at grade level because they've been with that since pre-school, two years of pre-school. So, it's been five years that we have them here. No excuses. If a teacher doesn't come to tell me but tells other people, is she crazy. They come in knowing nothing. She's

expecting miracles. That's not common to my goals, my organizational

goals…We have more than enough time to catch them, but if she's already

defeating herself before we even start, that's really bad. So, my trust is not there.

Principal 21:

…if you can't trust your organization is really not going to be organized because

if you can't trust them with information about parents, yourself, school, how can

you trust them to follow through on your goals you have for instruction,

curriculum, and everything else?...

…if a teacher can't share personal things that's affecting their instruction, that

that's going to affect the overall school…

…It's hard because you have to trust somebody because you have to accomplish

your job. So, you have to trust somebody. And, if you want to try to get

information to make your job better or easier or even make good decisions,

somebody has to be the person to share that with you …

Principal 22:

I believe that I trust teachers and administrators to do their jobs. Here are the

goals. Here's the vision. And, this is where we're going. And, so, I [sic] don't

feel that because I trust the people I work with, I don't feel the need to micro-

manage. Our teachers and our middle level administrators, they're in charge of

their world…So, without trust…I don't think you would have any way to attain

the goals of the school…

Principal 31:

…a really strong strategic focus, a vision, a mission, and a belief system that

arguably states that we are here for kids and it's not just the students'

responsibility, but it's everybody's responsibility, from the administrator, to the

parent, to the teacher, to the child to help the student be successful…

Principal 32:

…if my trust was lessened in a teacher, it doesn't mean that that teacher doesn't

have a very important responsibility everyday to help kids learn. And, they better

continue to move along with their duties to help these kids because it's their four

years, and we need to get them college and career ready…

…We have our mission statement. We have our direction that we are heading,

and it's my job to take us along that direction and make improvements…

Assertions

All of the aforementioned themes resulting from this phenomenological study

were revealing in that each theme and the principals' statements provided principals and

teachers some indications as to why a principal trusts a teacher. Each theme is

interrelated because each theme is closely connected to why a principal trusts a teacher in

his or her school. From a more detailed look at the qualitative data, assertions have been

made and written using the themes as the most relevant pieces of data to create these

statements.

Assertion #1: Principals trust teachers when they demonstrate professional

behavior. "Teachers should be regarded as and behave like professionals. A professional

is a certified expert who is afforded prestige and autonomy in return for performing at a

high level, which includes making complex and disinterested judgments under conditions of uncertainty" (Gardner, 2011). All six principals discussed professional behaviors that teachers demonstrate as one of the reasons why they trust teachers. The principals emphasized similar and different behaviors based on their lived experiences. However, they all regarded professional teachers as those that can be trusted. Fullan and Hargreaves (as cited in Fullan, 1993) discussed teachers developing interactive professionalism. They outlined 12 guidelines in doing this. The principles they suggest teachers follow to develop their own interactive professionalism are similar to the professional behaviors the principals in the study cited. The 12 guidelines are:

1. locate, listen to, and articulate your inner voice;

2. practice reflection in action, on action, and about action;

3. develop a risk-taking mentality;

4. trust processes as well as people;

5. appreciate the total person in working with others;

6. commit to working with colleagues;

7. seek variety and avoid balkanization;

8. redefine your role to extend beyond the classroom;

9. balance work and life;

10. push and support principals and other administrators to develop interactive professionalism;

11. commit to continuous improvement and perpetual learning;

12. monitor and strengthen the connection between your development and students' development; (p. 16)

Principals 12 and 31 both spoke of the value of teachers taking risks. Principal 12 provides the teachers need for taking risks: "You have to be a risk-taker. Whatever you want to do, go for it. You're not doing anything bad to the children. You are experimenting in a safe way with them, and that's okay." Principal 31 is "generally happy that they tried something new" when a teacher takes a risk.

Principals 11 and 32 talked about the extended role of a teacher beyond the classroom and how that leads to trust in a teacher. Principal 11 discussed having a "shared vision" with his teachers and because of this "90% of our teachers all did the voluntary, non-paid professional developments over the summer." Principal 32 spoke about his staff in volunteering. He said "a big part of what happens around here is because people that care volunteer to get things done…I've gotten a lot of volunteers that believe what we're doing is important."

Principals 21 and 22 conferred about behaviors they experienced where teachers were not committed to working with their colleagues, which lead to a low level of trust in these individuals. Principal 21 said if trust is not present the organization suffers because, "When teachers don't trust their fellow teachers they don't want to be with them anymore. And, I don't think that they're forthcoming with sharing information with them or working with them effectively because I just don't think that they can trust them." Principal 22 mentioned a teacher who bypassed her and did some "behind the scenes manipulation" so that he/she could get what was wanted. This behavior led to a low level of trust in this teacher.

Though teachers may not be seen as professionals by those outside of education, professional behavior is expected by the principal. In return, the principal will trust the teacher. So much of the professional behavior that principals demand is to help further the school along towards improvement. "Put one way, teachers will never improve learning in the classroom (or whatever the direct learning environment) unless they also help improve conditions that surround the classroom" (Fullan, 1993, p. 15). Since it is dependent upon the principal to improve the school, he/she must rely on the teachers to be professional and exhibit those guidelines Fullan suggests.

Assertion #2: Principals trust teachers when they demonstrate ethical behavior. Ethics are generally thought of as rules of behavior about what is good and bad. Teachers encounter many ethical dilemmas throughout their days either with students or the school as a whole. It is when teachers demonstrate ethical behavior that the trust from their principal increases.

When dealing with students, a principal expects teachers to do everything to make the students better than when they walked in the door. This includes maintaining a safe environment, demonstrating positive behavior, and affording every student the opportunity to grow in academic knowledge as well as citizenship. "The teacher has an ethical obligation to optimize conditions to allow all students to learn to the best of their abilities" (Guenter, 1991, p. 269). This not only includes the students they directly service in their classroom, but the greater organization as a whole. Strike (1988) discussed the ethical principle of "benefit maximization," which outlines behaviors that teachers should take to "make everyone as well off as possible" (p. 157). This means that

teachers need to not only make their students' lives better, but the lives of all students better. Principal 31 relayed a story about how she emphasizes doing what is best for all students regardless of past practices:

"There's this line that I struggle with because you have a kid who has a perfect score on their ISAT math, has gotten NWEA scores of 97% percentile, but because they took a district assessment that shows they need more time on doing a science lab, you don't put them in accelerated. And, then they wonder why I'm frustrated and angry because this is a kid who wants the chance. Parents are arguing for it. And, then I'm not seen as trusted because I don't agree with the teacher…So, I am viewed as, [sic] 'You should support your teacher 100%,' and I won't do that. That is wrong in every sense of the word…'For 12 years, we've done it this way, and we've had great success.' Well, you've had great success for 80% of the students. I'm worried about all them all. So, that is where my struggle comes."

Teachers can make the lives of all students better by being models of the vision, mission, or belief statements a school has in place or volunteering their time to serve on committees that move the organization forward.

Several principals cited some form of vision, mission, and belief statements as vital in directing work flow with teachers. These sayings create the focus for an organization. Principal 11 discussed "[a] positive correlation between [the] level of trust and whether or not we're going to reach our goals…every part of that team has to work together to be able to achieve those goals. They have to trust that each person is going to do their job to get it done." Principal 12 described "having a vision for where [she]

want[s] the school to go" and how that impacts her trust in teachers as they work toward realizing that vision. Without a vision, a mission, belief statements, or common goals, Principal 31 said, "If you don't have that direction, then nobody knows where you're going." The principals in this study know that having these statements in place are important in order to provide direction to teachers. Teachers are then expected to make the ethical decision to follow these statements in order to provide the greatest good for the greatest amount of students. If a teacher chooses to make a poor ethical decision and go in a different direction that would be a problem for the principal, which would lead to a low level of trust.

One area of ethics that the principals discussed in depth was confidentiality. Several federal laws are in place to protect confidential information, such as HIPAA and FERPA. Because of these laws and the sensitive nature of some information teachers are made privy to, violating confidentiality is an area principals reported that would violate their trust in a teacher. Principal 21 expanded this violation of confidential information to mean sharing information that is given to a particular staff member and determining if that information is shared:

> "The teacher that immediately leaves and immediately goes to another group of teachers. I just know that that is someone you cannot trust…If I specifically send out a memo or email that says 'CONFIDENTIAL' in big, bold letters, and I hear them talking about it that is an immediate I know I cannot trust you with anything."

Principal 32 expects that teachers "understand how violating…any of our confidentiality rules would be [sic] a very bad things for them, for the district, and for

me." Moreover, if teachers violate the "strict issues…of confidentiality," this would cause a violation of trust. Intentionally violating confidentiality, whether it is protected information by law or because the principal dictates information to be confidential was discussed in length by Principal 21 and Principal 32. While the other principals did not dig deep into confidentiality, it is an important topic for teachers to understand that breaching confidentiality would ravage any trust a principal has in them.

An unethical behavior that principals cited as a reason teachers would violate or lose their trust from the principal is dishonesty. Dishonesty would diminish trust in the deceitful person regardless of the setting. In a school, this dishonesty could have far-reaching implications. Principals in each category mentioned that dishonesty would violate or destroy their trust in a teacher. Principal 12 said this dishonesty translated into teachers saying things that the principal did not say:

"When I say something to the teacher, like we're going to have to try this, and let's see what happens next week. And, I say the same thing to another teacher. One teacher says to the other, 'Oh, she already told me that mine is good that I'm okay.' No, I never said that. They say things that I never said."

If a teacher makes a mistake, it does not become an issue if a teacher is honest about it. Principal 22 quipped "You can make a mistake, and it can be pretty egregious, but if you're honest, we can work through it. It doesn't mean your honesty…won't end up with some bad resolution, but it's always going to be much worse if you're not honest." Principal 21 experienced a situation where dishonesty was at the nexus:

"[A teacher] shared with me a situation that made her very uncomfortable in her job before I became principal. And, later on, it came out that I knew about that,

and I got reprimanded for it. And, she said that she didn't say it. And, it was just

a very hurtful situation… If they would have admitted they're the ones who lied

[the level of trust could have been rebuilt]. But, in order to save the climate and

culture of my staff in my building, I said that I lied. And, I took the blame and

carry that to this day."

Dishonesty, as the principals, have described is deceit in either word or action.

Deceit, like in any relationship, is harmful not only to the person that is being lied to, but

hurts the organization as it destroys trust, which impacts work to further the organization

towards improvement. If trust is not present, it can have serious ramifications on a

school, such as contributing to 'we versus them' behavior, lowering employee desire to

contribute to productivity goals, breeding fear and destructive behaviors, making crises

worse, and being expensive (Shockley-Zalabak, Morreale, & Hackman, 2010). Teachers

have an ethical obligation to do what is right for their students and the school as a whole.

Contradictory behavior leads to the principal not placing trust in that teacher.

Assertion #3: Principals do not trust teachers solely based on their instructional

trust of a teacher. One of the main questions this study sought to answer was the role

effective educational practices played in determining a principal's trust of a teacher. I

found from the principals that effective instructional practices only increase the amount

of trust a principal already had in a teacher, but it did not diminish this level. Several

principals reported the reason for this is that they can help teachers become better.

Principal 21 had the most critical statement regarding this idea:

"You can help teachers become better instructors. You can't help someone who

has a desire to want to get emotionally satisfied or socially satisfied by gossiping

and sharing confidential information…I can't make them confidential. I can't make them trustworthy. I can't make them dedicated. But, I can make them better instructors."

Principal 32 said that a teacher's instructional practices have no impact on whether or not he trusts a teacher:

"So, if I have a teacher who is phenomenal in the classroom, who divides their lessons up into four or five different segments and has the students involved, and they're level four Danielson in a lot of domains and the students are teaching each other and it's obvious that there's passion and interaction going on, sure that's great. I'm not necessarily going to trust that teacher more than one that's the 'sit and get' teacher because, to me, it's not a trust issue there."

Other principals referred to effective educational practices as ways to increase the level of trust already present in a teacher. This shows that a teacher's pedagogical practices are not how trust is created. Trust is instilled in a teacher due to professional and ethical behavior. If these behaviors are not present in a teacher, it does not matter how effective the teacher is in the classroom. This individual would still not be trusted by the principal. When principals were posed with a choice between an effective, but unprofessional or unethical teacher, and an ineffective teacher that demonstrates professional and ethical behavior, they all chose the latter. This is a powerful statement to teachers and those entering the education field that you do not need to have the best practices in the classroom, but you need to be professional and ethical. The principal, as an instructional leader, guides teachers along to improving their craft.

Assertion #4: When a principal's vulnerability has been violated, the ability to trust teachers is negatively affected. Several researchers created definitions of trust based on some form of vulnerability (Zand, 1971; Mayer, Davis, & Schoorman, 1995; Tschannen-Moran and Hoy, 1998). A principal becomes vulnerable in a variety of ways: sharing information; delegating tasks; or because of age, gender, or race considerations. Whatever the reason, a principal is vulnerable when he/she trusts a teacher because as the leader of his/her schools, the principal is the one who ultimately will answer for the success or failure of his/her building.

Two principals served as outliers to the first theme of trust from the start described in this chapter. Principal 21 had a significant negative experience in which a teacher violated her level of trust. Since this principal trusted this teacher, she was vulnerable to the teacher's actions. Some event happened between the principal and teacher that caused the principal to take the fall for the teacher's actions, resign her position, and move onto another district. Principal 21 reported the following story:

> "In my past I was bitten very bad[ly] by a teacher with trust and it was my lead teacher and it hurt, hurt bad. And, I really have a lot of walls up now. I'm very cautious. We had trust as far as professional, but then I kinda formed a type of friendship with my lead teacher, which that will never happen again; Learned a lot from that. That will NEVER happen again. NEVER. But, that also affected who I trust and how much I trust."

Without going into the details of what exactly happened, Principal 21 was deeply moved by this experience. She relayed that she will no longer be able to trust teachers easily. Principal 21 also discussed "baiting" teachers with information.

"Let's just say I bait a teacher I think I can trust. And, I tell them something, something which I don't care if it gets out, but I want to see if it gets. That's how I will know if I can trust that person; I hate to say it's kind of a game, but it is."

From describing the situation she lived and the actions she has described, Principal 21 will no longer allow herself to be vulnerable to a teacher. Without allowing herself to be vulnerable, trust cannot exist.

Principal 31 discussed being vulnerable as a principal because of her gender and race. She related that "it's very tough to be a woman in leadership first and foremost and then adding the fact that I'm African-American." Because her race is different from the majority of the teachers under her supervision, trust has been difficult to give teachers because the teachers do not trust her. Principal 31 wants to earn the trust of her teachers, but she said "it's difficult to earn that trust because people sometimes won't even look or talk to you from the very beginning." Principal 31 has attempted to build trust by getting to know her staff on somewhat of a personal level and build relationships.

"I try to make those relationships with people and try to get to know them as a human being. [However, it has been a] challenge because some people feel like you're prying. [It's] lonely at the top when you attempt to connect with other people [because] there's still walls that exist. My trust with teachers over time has been a bit more on the down level."

Principal 31 is in an unfavorable position and has experienced more challenges with trust based on her gender and race. Even though she has attempted to build relationships with her teacher, Principal 31 has been unable to build trust from her teachers due to their inherent biases. Without trust from the teachers based on a

biological factor, such as race, Principal 31 has been incapable of trusting her teachers. If any teacher has a predisposition against the principal based on some factor beyond the principal's control, the principal will not allow him/herself to be vulnerable to that teacher, thus inhibiting the distribution of trust from the principal.

Summary

After all six interviews and the analysis of the data they presented via open coding, this qualitative study discovered reasons why principals trust teachers. The six principals were interviewed and asked to share their lived experiences about why they trust teachers. The one-on-one conversation allowed the principals to be open with their responses and how they each developed their own sense of trust in a teacher. I highlighted several quotes throughout this chapter as a way to bring the reader into the principals' perspectives. After the analysis of the data, five themes emerged. These themes are: trust from the start; open communication; dishonesty; self-serving behavior; and organizational improvement. The statements from the principals and the regularity with which they discussed the items related to trust allowed for the development of these themes.

Four assertions resulted from continued analysis of the data. These assertions are as follows:

1. Principals trust teachers when they demonstrate professional behavior.
2. Principal trust teachers when they demonstrate ethical behavior.
3. Principals do not trust teachers solely based on their instructional trust of a teacher.

4. When a principal's vulnerability has been violated, the ability to trust teachers
    is negatively affected.

Principal 21 had this to say about leading and trust, which ties the research presented together in the phenomena in which they occurred: "[It is] really hard to lead by force. You need to lead by trust." The principals' statements are aligned to research and their individual experiences. From the data presented in this chapter, I offer discussion and suggestions for further study in chapter 5.

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

The focus of this chapter is a discussion of the overall implications of this study. This includes the research questions that were examined, the limitations of the study, and recommendations for future study related to why principals trust teachers. As the lived experience of the individual is the heart of a phenomenological study, each principal brought his/her own perspectives and insights as to why he/she trust teachers. The key component of the study is the voice of the principal. This voice lends itself to current and prospective teachers about how they can earn the trust of their principal as well as what to do to avoid losing this trust. Five core themes emerged from the data. These themes lead to the determination of their trust level from the principal: trust is present from the start; open communication; dishonesty; self-serving behavior; and organizational improvement. From these themes, four assertions were developed that were interlaced with the themes. Additionally, each assertion is grounded in the statements given by the principals from their individual interviews. The principal is responsible for creating and establishing a school environment that is conducive to learning. However, a principal must be able to trust his/her teachers to carry this out. There are principal behaviors that the principals look for in determining whom to trust. Trust is not a new issue to education; however, reasons why principals trust teachers have not been discussed in length previously. This

study assists current and prospective teachers in reflecting upon their own practices to ensure that they earn a high level of trust from their principal by demonstrating the right behaviors.

The following research questions were used as the foundation to direct this study:

1. What is your lived experience with trusting teachers?

   a. How would you describe teachers with high/low levels of trust?

   b. How does trust affect your relationship with teachers?

   c. What conditions/contexts engender high/low levels of trust in a teacher?

   d. What are your non-negotiables that would cause a teacher to violate or destroy your trust in them?

   e. How do effective educational practices influence your level of trust in a teacher?

   f. How does your trust in a teacher impact the attainment of organizational goals?

This qualitative study provided an opportunity to address these seven research questions related to the study.

Discussion of the Findings

Research Question #1: What is your lived experience with trusting teachers? Each principal interviewed has his/her own unique experiences in the principalship as related to trusting teachers. Some of the principals who were interviewed were brand new, grew up in their building, had major crises that affected who they trusted, have a different ethnicity than most of the teachers, had a previous career prior to education, and

many more experiences that they drew from when answering this question. Because of these experiences, this impacted if the principals trusted teachers from the start of their relationship or not. Most of the principals said that they do, but the two principals that reported trust is not there from the start had either a major crisis or encountered difficulties due to their ethnicity. It is from living in these experiences that the principals were able to express in their interviews that trust is given from the start because they treated teachers as professionals. Trust diminished in teachers only when specific incidents occurred. Current and aspiring principals should treat teachers as professionals as they have all gone through teacher preparation programs that provided the skills and training necessary. It is through experiencing daily life with the teacher and the actions of that teacher that will lead to a higher or lower level of trust.

Research Question #2: How would you describe teachers with high/low levels of trust? The principals described teachers using high-level student-centered behaviors. Teachers are expected to demonstrate positive behavior towards students. They create an environment for learning that is conducive for all learners. The principals also talked about teachers outside of the classroom. Collaboration was a big point of emphasis for the principals. One principal even correlated student collaboration in the classroom to teacher collaboration outside of the classroom. If a teacher knows students need to collaborate, then this teacher should know that teachers need to collaborate.

The principals also discussed teachers being able to talk to the principal about issues. Every principal is human and makes mistakes. If a teacher has a question or concern about anything, the principal expects this teacher to talk to him/her about it. It is what is supposed to happen in any facet of life. However, when this does not happen, the

teacher is compromising his/her trust from the principal. The principals spend a lot of time creating and maintaining open communication throughout their schools. If a teacher does not take advantage of that and instead chooses to gripe in the hallway when the principal is not around, this creates a negative environment. Current and aspiring principals need to create that open environment for communication and collaboration in order to bring the school staff together and work together towards improvement. Without communication and collaboration, it will be very difficult for the school to improve and succeed.

Research Question #3: How does trust affect your relationship with teachers? Trust affected the principals in different ways. One principal said that it does not impact him at all. He was very forthright in saying that teachers have a job to do, and if they do not do it, they are hurting themselves and the students. The others discussed how their behavior may change in terms of how they deal with teachers. When a high level of trust exists, a principal may ask a teacher to help coax others along for a school initiative. A principal may also rely on this teacher to serve on committees for help further school improvement. Additionally, a high level of trust impact teachers' behaviors. The principals reported that teachers are more willing to take risks and volunteer for things. The principals discussed that these two behaviors could lead to school improvement because teachers are trying new methods of teaching and engaging students. Teachers who volunteer for additional work either serve on committees that work to further school goals or attend professional development workshops beyond contractual days.

When principals described how a low level of trust affected their trust in a teacher, they only described behaviors that impacted themselves. When a teacher did not

have the trust of their principal, it was oftentimes because of their behavior outside of the

classroom. Teachers who exhibit behaviors that are not conducive to instilling a high

level of trust do not change their actions to ones that would be viewed as positive.

Therefore, the principals said that their relationship with these teachers is strictly

business. If the teacher struggled with pedagogy, the principal provided support and

resources necessary to improve. However, if a teacher was not a collaborative person

with his or her colleagues, the principals typically did not rely on this person for

committee work. Once current and aspiring principals determine their levels of trust in

teachers, they need to continue to get reliable teachers to aid in school improvement

without burning them out. Meanwhile, current and aspiring principals need to use what

Hansen (2009) calls "disciplined collaboration." Once piece of disciplined collaboration

a principal needs to determine is the barriers to collaboration. As Hansen states, "people

don't collaborate well for various reasons. Some reasons have to with lack of

motivation—people are not willing. Others have to do with ability—people can't do it

easily" (p. 16). Discovering the obstructions to collaboration will help principals include

more people in completing tasks which leads to less burnout of those that always

volunteer and creates more participatory decision-making within a school.

     Research Question #4: What conditions/contexts engender high/low levels of trust

in a teacher? The principals reported several different actions that create a high level of

trust in a teacher. These items ranged from reliability, honesty, commitment to follow

through, and having a vision, mission, and belief statements. A vision, mission, or belief

statements allow everyone within the school to perform in one direction. These

statements guide all decisions that are made within a school. If a teacher deviates from

this direction, a teacher would lose trust from his or her principal. If these statements are in place, a teacher is expected to align him or herself to this direction. Generally, a vision, mission, and belief statements are created from a group of stakeholders, which includes several teachers. Current and aspiring principals need to establish these statements in a collaborative effort and reinforce their importance by ensuring all decisions that are made are done to realize these statements. School improvement efforts should also be guided by these statements. If these sayings are in place when a principal becomes the leader of a new building, he or she needs to revisit these statements with faculty to see if they are still relevant and how they are guided by these statements in making decisions in their classrooms.

The principals described conditions that create low levels of trust in teachers in terms of teachers' own ethical behavior. The principals said that dishonesty, creating subversive groups, not following through on things, or attempting to circumvent protocol as behaviors that create a low level of trust in teachers. A principal can attempt to change these behaviors as they affect the school environment; however, if a person is dishonest, it is difficult to change this person overall. Current and aspiring principals need to address all of these behaviors with teachers as they affect the school community in a negative way. Principals should have the difficult conversation with teachers that these behaviors are not acceptable and could subject the teacher to disciplinary action if they persist and prohibit the school from moving towards improvement.

Research Question #5: What are your non-negotiables that would cause a teacher to violate or destroy your trust in them? The principals elaborated the least when answering this question; however, their responses were very specific. Dishonesty is not

tolerated by any of the principals interviewed. If a teacher is dishonest, the principal's trust is destroyed. It is unfortunate that principals have to deal with dishonesty from the teachers because the students are ultimately the ones who will suffer. Current and aspiring principals should communicate that dishonesty will not be tolerated and emphasize that there is an open environment of communication. Principals should also stress that making mistakes is okay. It is through reflection, discussion, and working through them that will make the situation end up with the best outcome possible.

Research Question #6: How do effective educational practices affect your level of trust in a teacher? The principals all reports that effective instructional practices were not the most important factor in determining the level of trust in a teacher. If a teacher exhibited effective practices, this only increased the level of trust that was already present in a teacher. However, if ineffective practices were utilized, the principals did not report any lessened level of trust. The principals discussed their role in this facet as one of a coach. The principals discussed providing support and resources for a teacher struggling with pedagogy. In this instance, a teacher would lose trust if they did not follow through with the assistance provided. However, if a teacher needs help and takes the advice of the principal, this teacher would not have more or less trust from his or her principal. Current and aspiring principals should view themselves as instructional leaders and be ready and capable of providing support to teachers when needed. This support could come in a multitude of ways, but the principal needs to have the ability to recognize what type of support a teacher needs and find the best resources available to provide that support.

Research Question #7: How does your trust in a teacher impact the attainment of organizational goals? The principals reported that if trust in teachers is high, then there is a strong indication that the goals of the school will be achieved. However, if trust is not high, the attainment of the goals becomes much more constrained. One of the reasons described earlier that leads to a high level of trust in a teacher is the ability and desire to collaborate. A principal is one person in an organization of many. He or she needs teachers to aid in achieving organizational goals. A principal may have the best ideas of improving a school, but it is the teachers who are working with students daily trying to improve their achievement. Current and aspiring principals must bring teachers along in completing work to improve the school. One person cannot do this alone as more and more duties are placed on the principal. Conversely, if trust in teachers is low, a principal cannot lead by force. If a teacher is forced into doing something that he or she does not believe in, the quality of the work will be minimal at best. A principal "cannot lead by force" as Principal 12 stated. Teachers have to take ownership of their work in order to maximize the results. Current and aspiring principals need to obtain teacher buy-in before setting down the course to achieve a task or goal. If teachers do not believe in the goal or task, they will either not work to accomplish it or their work will be of a poor quality.

Recommendations

The reasons a principal trusts a teacher have been clearly defined, but further research is needed in this area to aid current and aspiring principals who have a desire to improve their trust in teachers. Additional research is necessary to strengthen the four

assertions that principals trust teachers when they demonstrate professional and ethical behavior and the role instructional practices play in establishing trust in a teacher.

Further research could include an examination of teacher education programs and their inclusion of professional behavior and ethics. Teacher education programs have a tendency to focus on pedagogy, content, and developmental courses. From this study, the principals reported that this knowledge was not the most important factor in determining trust. They expect teachers to be professionals and ethical first and foremost. While pedagogy, content, and knowledge of student development are critical to a teacher, their professional and ethical behavior is equally important. With this new knowledge of what real-world principals expect from their teachers, teacher education programs could add or change a course to include discussion and work on professionalism and ethics in a school.

Future studies can include more principals utilizing the same interview protocol used here. Although six principals were sufficient for this study, each of these of principals reported his/her own lived experiences. Each principal brought unique perspectives to this study. Having more data would bring further clarity to teachers' professional and ethical behaviors. Additional participants would help strengthen the assertions made here or could discredit them leading to new determinations.

Teacher interview protocols could be created from the results of this study. Since a principal has the opportunity to select the most qualified person from a pool of candidates for a position, the principal can use the interview process as the initial screening to ascertain a candidate's professionalism and ethics. While a candidate may respond with answers that are best suited to win the position, the principal would need to make clear that a candidate's responses will be revisited during their first years of

employment. A principal could gain further clarity on a candidate using an interview protocol enveloped in questions discussing professional and ethical behavior.

In searching for reasons why principals trust teachers, we have discovered critical components teachers must demonstrate in order to obtain a high level of trust from their principal. Further research will affirm or reveal deeper meaning into the reasons why principals trust teachers which will benefit current and aspiring principals as they examine their teaching staff.

Limitations

There are some obvious limitations to this study. It is crucial that these limitations be discussed thoroughly. The principals in this study were members of the Illinois Principals' Association (IPA). This limited the number of available participants to only those that were members of this group. This study only included members of the IPA because of the ease of advertisement for volunteers. Members of the IPA have the ability to access a message board where the initial call for volunteers was placed. As a result, the participants were limited to principals who made up the approximate membership of 4,500 in the IPA.

Another limitation to this study was the number of participants selected. While the number of participants was sufficient for this study, each person brought his/her unique perspective to their interview. However, there are approximately 860 school districts in the State of Illinois. I conducted one-on-one, face-to-face interviews with each participant. While I traveled some lengthy distances to meet with some participants, it would not have been feasible for me to interview multiple participants that required long distance travel. While electronic communication, such as Skype or FaceTime,

would have provided face-to-face interviews, this type of interview does not lend itself as uniquely as a face-to-face, in-person interaction does. The ability to obtain as many participants as possible is important; however, the quality of the interview is tantamount.

An additional limitation was that there was no discussion of how instructional practices influence trust when all teachers demonstrate professional and ethical behavior. If all teachers were professional and ethical, would instructional practices have more of an impact on the trust of a teacher from the principal? If principals had more time being instructional leaders instead of dealing with unprofessional and/or unethical teachers, teachers' effectiveness in the classroom may carry more weight on a principal's level of trust in a teacher.

The most meaningful and relevant limitation of this study is that principals did not directly correlate their level of trust to specific teachers under their supervision. All of the principals spoke in general terms without discussing specific teachers and their correlating level of trust. While there may have been value to obtaining this data, this exercise would have marginalized the principals' responses into discussing such specifics that assertions would not have been able to be made. Principals may have spent more time chatting about their specific, unique interactions with individuals than discussing specific reasons why they trust teachers on a whole basis. Therefore, current and aspiring principals must examine their teaching staff utilizing their own individual experiences and determine their level of trust in their teachers.

Conclusions

Principals have many roles and responsibilities in order to ensure the effectiveness of the school they serve. As school improvement efforts continue to drive

instructional practices and student achievement, it is important for a principal to know who can be trusted in order to further these processes along. With various changes to teacher evaluation instruments, school report cards, and principal evaluation tools, it is imperative that principals establish their levels of trust in teachers, working with those who are trusted, and attempting to improve those who are not. Both current and aspiring principals have a myriad of tasks to accomplish within a given school year. They guide school improvement efforts, but they do not have the sole responsibility of carrying out the tasks necessary to realize improvement. These principals need to trust teachers to be the best at their job, which no longer means staying within the four walls of the classroom.

All of the principals have different backgrounds in terms of their years of experience as a principal, school size, location, and district that they serve. However, they all shared some common reasons why they trust teachers. One principal was in her first year as a principal while another was in her seventeenth. One principal was a former police officer while another began her 21st year in her building after being promoted from a teacher to principal. While each principal has his/her unique perspective on why they trust teachers, the qualitative data they provided lends some insight that is applicable to principals as a whole.

The importance of instructional leadership from the principal continues to be the focus of the position. The principal needs to be able to rely on teachers to accomplish their duties in order to be able to focus on this form of leadership. However, it is not easy for a principal to solely focus on instructional leadership because of the numerous behaviors that teachers exhibit. The principals interviewed have found their trust in

teachers is high because it is present from the start, when teachers take advantage of open communication between themselves and the principal, and when teachers work towards organizational improvement. The principals found their trust in teachers is lessened when teachers are dishonest or demonstrate self-serving behavior. Although their experiences were all different, there are connections to the reasons why they trust teachers. Trust was present when teachers acted professionally and ethically. As the role of the principal continues to focus on instructional leadership, current and aspiring principals must address teachers who are unprofessional or unethical in an effort to remediate or remove these teachers from their positions. Principals also need to address professionalism and ethics when interviewing candidates for teaching positions. Once a principal has a professional and ethical teaching staff, the focus comes back to instruction, which is what will lead to an improvement in student achievement.

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APPENDICES

Appendix A: IPA Message Board Advertisement for Participants

Dear Colleague:

I am currently a doctoral candidate at Purdue University majoring in Educational Leadership. I am at the final stage of my program and am working on my dissertation research. Dr. Marilyn Hirth (mahirth@purdue.edu) is my committee chair and supervising my research. The purpose of my study is to answer on overarching research question: Why do principals trust teachers?

I am looking for six principals to volunteer to participate in a qualitative study on this topic. I am using the IPA message board to solicit volunteers. If you volunteer and are chosen to participate I will conduct one face-to-face interview with you at your school during non-school hours. Before the interview I will send you a letter of explanation about the study. I will analyze your interview responses to identify factors that contribute to principal trust of a teacher.

If you are interested in participating or would like more information, please contact me at (emelnycz@purdue.edu) Thank you for your consideration of my request. I look forward to hearing from you.

Thank you,

Eric S. Melnyczenko
Doctoral Candidate, Purdue University
emelnycz@purdue.edu
(708) 466-2992

Appendix B: Letter of Consent

RESEARCH PARTICIPANT CONSENT FORM

Factors that Contribute to Principal Trust in the Principal-Teacher Relationship

Eric S. Melnyczenko

Department of Education

Purdue University

What is the purpose of this study?

The purpose of the study is to use qualitative data to answer one overarching research question. Why do principals trust or mistrust teachers? Elementary and secondary principals will be asked to participate in this qualitative study to obtain data regarding this question. Seven principals will be asked to participate.

What will I do if I choose to be in this study?

The researcher will conduct face-to-face interviews with each participant. The interviews will take place that the principal's school of employment. Participation is voluntary. The researcher will code the interviews de-identifying personal information, including names and locations. The researcher will use various statistical techniques in order to determine what factors are needed in order for a principal to trust a teacher. Data, from transcribed interviews, will be collected by the researcher that will allow him to consider what factors contribute to a principal trusting a teacher.

How long will I be in the study?

The time commitment for the student is one (1) interview and your school. The interview should take approximately 45-60 minutes. The interview will take place outside of regular school hours, that is, a time when students are not in session.

What are the possible risks or discomforts?

There is minimal risk to the participants, which is no greater than every day activities.

Are there any potential benefits?

Potential benefits to subjects would be a better understanding of factors of how they trust or mistrust teachers. Benefits to society would include increased knowledge about why principals trust teachers.

Will information about me and my participation be kept confidential?

The project's research records may be reviewed by departments at Purdue University responsible for regulatory and research oversight. The information you provide will be confidential. All data will be secured in a locked file cabinet. Names and locations of respondents will remain anonymous. Your social security number will not ever be used as an identifier. Audio recording of interviews will remain in a secured, locked file cabinet. No one other than the researcher has access to that file cabinet. The audio recordings will be destroyed after the dissertation process is complete. It is possible that the Institutional Review Board (IRB) may view this study's collected data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research. The only reason the researcher would break confidentiality is if there is a legal concern, such as suspected child abuse, or if the respondent is believed to be a threat to himself or another person.

What are my rights if I take part in this study?

Your participation in this study is voluntary. You may choose not to participate or, if you agree to participate, you can withdraw your participation at any time without penalty or loss of benefits to which you are otherwise entitled.

Who can I contact if I have questions about the study?

If you have questions, comments or concerns about this research project, you can talk to one of the researchers. Please contact Dr. Marilyn Hirth at (764) 494-0319, mhirth@purdue.edu or Eric Melnyczenko at (708) 466-2992, emelnycz@purdue.edu.

If you have questions about your rights while taking part in the study or have concerns about the treatment of research participants, please call the Human Research Protection Program at (765) 494-5942, email (irb@purdue.edu) or write to:
    Human Research Protection Program - Purdue University
    Ernest C. Young Hall, Room 1032
    155 S. Grant St.,
    West Lafayette, IN 47907-2114

<u>Documentation of Informed Consent</u>

I have had the opportunity to read this consent form and have the research study explained. I have had the opportunity to ask questions about the research study, and my questions have been answered. I am prepared to participate in the research study described above. I will be offered a copy of this consent form after I sign it.

_____	_____
Participant's Signature	Date

_____

Participant's Name

_____	_____
Researcher's Signature	Date

Appendix C: Interview Protocol

Dissertation Topic: Factors that Contribute to Principal Trust
in the Principal-Teacher Relationship
Eric Melnyczenko, Ph.D. Candidate

1.   What is your lived experience with trusting teachers?

   a. How would you describe teachers with high/low levels of trust?

   b. How does trust affect your relationship with teachers?

   c. What conditions/contexts engender high/low levels of trust in a teacher?

   d. What are your non-negotiables that could cause a teacher to violate or destroy your trust in them?

   e. How do effective educational practices influence your level of trust in a teacher?

   f. How does your trust in a teacher impact the attainment of organizational goals?

VITA

VITA

Eric S. Melnyczenko

EDUCATION

2014   Purdue University, West Lafayette, Indiana
                       Ph.D. in Educational Leadership

2009   Governors State University, University Park, Illinois
                       M.S. in Educational Administration

2005   Governors State University, University Park, Illinois
                       B.A. in Elementary Education

PROFESSIONAL EXPERIENCE

2014-Present   Mokena School District 159, Mokena, Illinois
                       Assistant Principal

2012-2014   Mokena School District 159, Mokena, Illinois
                       Principal

2010-2012   Lansing School District 158, Lansing, Illinois
                       Assistant Principal

2006-2010   Steger School District 194, Steger, Illinois
                       Teacher