

MEASURING THE EFFECT OF THE INSTRUCTIONAL PARTNERSHIP NETWORK
ON TEACHER EFFICACY, TEACHER TRUST IN COLLEAGUES,
AND TEACHER TRUST IN THE PRINCIPAL

by

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ABSTRACT

The effectiveness of the Instructional Partnership Network (IPN), a collaborative initiative that provides professional development to school principals, has not been previously measured. An investigation of the impact of this state initiative on teacher efficacy, teacher trust in colleagues and teacher trust in the principal was conducted. The rationale for this study is that behaviors promoted by the IPN such as principal instructional leadership, promoting collaboration, and empowering teachers are believed to have a positive impact on trust and efficacy. This study developed a measure to determine the level of implementation for the IPN. The Principal Behavior Scale (PBS) was developed based on IPN principles. Other instrumentation utilized for this study included the Teacher Sense Efficacy Scale, Faculty Trust in the Principal Scale, and Faculty Trust in Colleagues Scale. 242 teachers from sixteen elementary schools within the Tuscaloosa City and County school systems completed surveys for this study. The results suggested that participation in the IPN resulted in teachers having higher levels of trust in their principals. However, the teachers who worked in schools that were part of the IPN program did not have significantly higher levels of teacher efficacy or significantly higher levels of trust in their colleagues than the teachers who worked in schools that were not part of the IPN program. The result also showed that perceptions about the implementation of the IPN program did account for differences in teacher efficacy, teacher trust in principals, and teacher trust in colleagues among IPN schools.

DEDICATION

This dissertation is dedicated to the memory of my loving mother, who sacrificed so much for me to have the best education possible and instilled in me the importance of hard work. My mother passed away during the process of me completing my doctoral studies. She was so proud that I was pursuing higher education, without her none of this would be possible. I know she is in heaven rejoicing that I have completed this proud moment in my life.

I would like to also thank my family and friends for encouraging me along the way. A special thanks to my grandmother, who taught me that prayer was the most important task in the pursuit of education. Thanks to my husband, for his emotional support throughout this process. And finally this dissertation is dedicated to my son, who gave me a renewed sense of motivation.

LIST OF ABBREVIATIONS AND SYMBOLS

df	Degrees of freedom: number of values that are free to vary after certain restrictions have been placed on the data
F	Fisher's F ratio: is a value computed using ANOVA and is a measurement of the departure of chance
M	Mean: the sum of a set of measurements divided by the number of measurements in the set
N	Sample: is a subset of the population
<i>P</i>	Probability: the probability that is associated with the occurrence under the null hypothesis of a value as extreme as or more extreme than the observed value
<i>r</i>	Pearson product-moment correlation: a number that indicates the magnitude of the relation between two continuous variables such that the higher the absolute value of the correlation, the stronger the relation
<i>SD</i>	Standard Deviation
<	Less than
>	Greater than
=	Equal to
IPN	Instructional Partnership Network
PBS	Principal Behavior Scale
ABPC	Alabama Best Practices Center
ALSDE	Alabama State Department of Education
IPNPER	Perception of Implementation
TSES	Teacher Sense of Efficacy Scale
SES	Socioeconomic Status
FTP	Faculty Trust in the principal

FTC	Faculty Trust in Colleagues
PAR	Participation in the Instructional Partnership Network
OTS	Omnibus Trust Scale
EffClass	Classroom management subscale of the Teacher Sense of Efficacy Scale
EffInst	Instructional strategies subscale of the Teacher Sense of Efficacy Scale
Engagement	Student engagement subscale of the Teacher Sense of Efficacy Scale
ARI	Alabama Reading Initiative
AMSTI	Alabama Math, Science and Technology Initiative

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CHAPTER I:
INTRODUCTION

Overview

Research has shown the importance of principal leadership in ensuring the success of a school (Glanz, Shulman, & Sullivan, 2007). The job of a principal can be complex, involving managerial and instructional tasks. Principals are asked to set the tone for the building, establish goals, guide instruction, develop budgets, and lead the charge for student success (Nappi, 2014). However, many principals relinquish their instructional tasks due to lack of support and skills to effectively support instruction in their schools. A study by the University Council of Educational Administration (UCEA) suggests that states need to design programs for leaders to shape leadership behaviors and attitudes that support needed change in school culture and a focus on quality instruction (Brown-Ferrigno, 2014). This chapter will lay the foundation for the research by introducing concepts, providing background research, introducing research questions, and discussing possible limitations to the research conducted.

Background of the Study

Principals influence teachers in numerous ways including instructional leadership, which is the ability to develop trust and professional community and influence teacher retention (Rigby, 2014). Many principals lack the knowledge of how to enhance their ability to influence teachers in their schools because the role of a principal is so dynamic, complex, and incorporates many responsibilities. Instructional leadership is a broad category of approaches that varies based on context. Because these components are not typically prioritized when measuring leader

effectiveness, they are often overlooked as potential vehicles for school improvement. Although research has shown these are critical components of the health of an organization, little support exists for practicing principals. Moreover, Neumerski (2012) points out little empirical evidence exists connecting principal instructional leadership and teaching. She further argued that studies linking instructional leadership to change are even more limited. Before change can occur several conditions must take place, such as trust and efficacy. Because principals have greater power in the relationships within a school, they have a greater responsibility for the establishment and maintenance of a culture of trust (Tschannen-Moran, 2014). Examination of the relationship between principal instructional leadership and trust and principal instructional leadership and teacher efficacy will determine the effects of an initiative aimed at improving/supporting principal instructional leadership.

This study will focus on The Instructional Partnership Network (IPN). The IPN works with principals and instructional partners on ways to build instructional capacity in schools. The program provides the school with ways to build a positive, collaborative culture with a shared vision while also building leadership capacity in teachers. These leadership behaviors have been shown to have a positive influence on teacher efficacy and build trust in the principal, which is associated with increased teacher trust in colleagues.

Purpose of the Study

The aim of this study is to determine the impact an initiative, the Instructional Partnership Network, has on teacher efficacy and teacher trust in the principal and colleagues. The Instructional Partner Network (IPN) is a collaborative effort between the Alabama State Department of Education and the Alabama Best Practice Center. The goal of the program is to shift the traditional roles of content (reading) coaches and principals to instructional leaders. The

IPN describes several key anchors that define the program. These key anchors are (1) partnership at all levels: classroom, school, district, state; (2) laser-like focus on student achievement; (3) use of instructional best practices; (4) common focus, including school-wide vision of effective teaching and learning; (5) committed and effective instructional leadership; (6) data-based decision-making; (7) professional learning; (8) instructional coaching; (9) safe, distributive, collaborative culture; and (10) lateral support from colleagues using various sources of networking. The stated expectations for principals participating in the IPN include commitment to partnership principles, commitment to continuous learning, including openness to change, development of collaborative relationship with the school instructional partner, commitment to instructional leadership not just building management, the development/enhancement of teams, identification, and development of teacher leaders (i.e., distribution of leadership). The partnership is defined by seven partnership principles: equality, choice, voice, reflection, dialogue, praxis, and reciprocity. These principles are based on the work of Jim Knight (2011).

Drawing on the instructional leadership and peer coaching research I will explore similarities with IPN schools to determine effectiveness in improving the instructional leadership roles of participating principals by comparing them to nonparticipating principals. The level of trust teachers have in the principal and colleagues would be an indicator of principal instructional leadership. Teacher efficacy would also be an indicator of instructional leadership. The level of trust teachers have in the principal and the level of trust teachers have in colleagues would be an indicator of the effectiveness of principal instructional leadership behaviors exercised by principals participating in the IPN. This would be an indicator of the effectiveness of the IPN in promoting principal instructional leadership behaviors.

Definition of Concepts

Instructional Partnership Network (IPN)--The IPN “works with instructional coaches and principals to build knowledge and skills, and to help them develop the capacity of teachers and students.” The IPN described several key anchors that define the program. These key anchors are (1) partnership at all levels: classroom, school, District, State; (2) laser-like focus on student achievement; (3) use of instructional best practices; (4) common focus, including school-wide vision of effective teaching and learning ; (5) committed and effective instructional leadership; (6) data-based decision-making; (7) professional learning; (8) instructional coaching; (9) safe, distributive, collaborative culture; and (10) lateral support from colleagues using various sources of networking. The partnership is defined by seven partnership principles: equality, choice, voice, reflection, dialogue, praxis, and reciprocity. These principles are based on the work of Jim Knight (2011).

Principal Behavior Scale--Schools participating in the IPN receive ongoing training and support through high quality professional development that empowers principals and partners as well as utilizes adult learning principles. The level of support and learning varies based on the amount of time the school has participated in the program. It is up to the principal and partner to implement these principles in their own schools. This means that the level of implementation may vary from school to school making it necessary to measure the level of implementation. A 10-item scale was developed based on the partnership principles and principal behaviors to measure the level of implementation in the selected schools. This scale will measure the perception of implementation by teachers (IPNPER).

Teacher efficacy--Bandura (1977) defines efficacy as the conviction that one can successfully execute the behavior to produce the required outcomes. Teacher efficacy is a

judgment about one's ability to bring about the desired outcomes of student engagement and learning, even among unmotivated students (Tschannen-Moran & Hoy, 2001). Sources of teacher self-efficacy include encouragement from others such as colleagues and principals, examples for model teachers, past experiences in teaching, and the level of arousal.

Teacher's Sense of Efficacy Scale (TSES)--The Teacher Sense of Efficacy Scale was developed by Tschannen-Moran and Hoy (2001). The TSES has two versions, one with 12 items and one with 24 items. It is a 9-point Likert-type scale ranging from 1 (*none at all*), 3 (*very little*), 5 (*some degree*), 7 (*quite a bit*), and 9 (*a great deal*). The scale includes three subscales for instructional strategies, classroom management, and student engagement.

Instructional leadership--Several functions define the role of instructional leadership, these are (1) framing and communicating schools goals, (2) supervising and evaluating instruction, (3) coordinating curriculum, (4) developing high academic standards and expectations, (5) monitoring student progress, (6) promoting the development of teachers, (7) protecting instructional time, and (8) developing incentives for students and teachers (Hallinger, 1986). Hallinger (1986) also described several processes utilized in instructional leadership: communication, decision making, conflict management, group process, change process, and environmental interaction.

Shared instructional leadership--Shared instructional leadership involves active collaboration of principals and teachers on curriculum, instruction, and assessment (Marks & Printy, 2003). The principal and teacher have a shared responsibility for professional development, curriculum, and instructional supervision.

Trust--Trust is defined as making oneself vulnerable to another party or group based on the confidence that the other will act with benevolence, reliability, honesty, openness, and

competence (Tschannen-Moran & Hoy, 2000). These five facets are important for both trust in the principal and trust in colleagues.

Omnibus T-Scale--The Omnibus T-Scale is a short operational measure of teacher trust in the principal, teacher trust in colleagues, and teacher trust in clients which can be used for either elementary or secondary schools. Teacher trust in the principal is measured using the Faculty Trust in Principals' subscale. Teacher trust in the colleagues is measured using the Faculty Trust in Colleagues' subscale. Both scales used in this study consist of 8 items. The scale uses a 6-point Likert-type scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*).

Capacity--Capacity can be conceptualized as individual or organizational and is defined as knowledge and skills required to accomplish work related tasks (Leithwood & Mascall, 2008). Bryk et al. (2010) defined capacity as a combination of skills, beliefs, dispositions, and work arrangements that share responsibility for student learning and support continuous improvement.

Socioeconomic status--Socioeconomic status (SES) is often measured as a combination of education, income, and occupation and is commonly conceptualized as the social standing or class of an individual or group. Examination of SES as a continuous variable reveals inequities in access to and distribution of resources. SES is relevant to all realms of behavioral and social science, including research, practice, education, and advocacy (American Psychological Association, 2015). The reported percentage of eligible students receiving free or reduced lunch serves as a proxy in this study for SES. SES is the reverse of the percent of free and reduced lunch eligible students in the school, in other words, a school with a high percentage of free and reduced lunch equates to the school having a low SES.

Research Questions

1. Does participation in the Instructional Partner Network (IPN) result in higher levels of teacher efficacy?
2. Does participation in the IPN result in higher levels of teacher trust in principals?
3. Does participation in the IPN result in higher levels of teacher trust in colleagues?
4. Does the level of implementation of IPN principles account for differences in teacher efficacy, teacher trust in the principal, and teacher trust in colleagues among IPN schools?

Limitations

Possible limitations to this study would be sample size; teachers from this study were concentrated in two school districts within the same county. Another limitation would be that the level of implementation for the IPN strategies by the school principal and instructional partner may vary from school to school and it may be difficult to assess the level of implementation of IPN strategies. A third limitation would be the role of the Instructional Partner (coach). The Instructional Partner plays an integral role in IPN schools; however, this study does not measure their impact. Further research may need to focus on the impact of the Instructional Partner.

Summary

The Instructional Partnership Network is a growing initiative in the state of Alabama. This study seeks to provide quantitative data to measure the impact of this initiative on principals and teachers. Principal leadership, as it relates to instruction, shared leadership, promoting collaboration, and empowering teachers is believed to have a positive impact on teacher trust in colleagues, teacher trust in the principal, and teacher efficacy.

CHAPTER II: REVIEW OF LITERATURE

Overview

Kouzes and Posner (2007) describe leadership as a dynamic process that can be categorized into five exemplar practices: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. These five practices can be seen in the research presented in this chapter. This chapter provides research reviews in order to establish a conceptual framework and discuss theories that support the research questions and hypotheses. This chapter will review relevant research relating to instructional leadership, coaching, efficacy, trust, and the Instructional Partnership Network (IPN). Each of these concepts will be defined in contexts related to this research study.

Conceptual Framework

Instructional Partnership Network

The Alabama Best Practices Center (ABPC) has a long history of working with Alabama State Department of Education (ALSDE) initiatives. The Instructional Partnership Network is one example of this collaboration. The stated purpose of the Instructional Partnership Network (IPN) is “to maximize the work of the state-funded reading coach by shifting that role from a K-3 reading expert to an instructional coach, who is supported by district and regional content experts (ARI and AMSTI). This initiative, according to Gassenheimer (2012), was founded based on the need to expand professional development support to teachers in all academic

subjects. These expansion needs, along with budget cuts, made it a necessity to revamp the role of coaches. Gassenheimer says the vision for the pilot is based upon the idea that the largest share of Alabama's expenditures on public education is invested in teachers and administrators.

To maximize that investment, it's very important to support the professional growth of those teachers and leaders so that they can become highly effective and create schools where students are successful. So the question is, what can we learn from this pilot that will enhance the effectiveness of teachers and leaders across the state? We hypothesize that the shift from a curriculum expert (reading, science, math) to an expert on adult learning, data analysis and best teaching and leadership practices--and a parallel shift from being viewed as an expert to becoming a partner in improving teacher and school practices--can make a significant difference in student outcomes. (Gassenheimer, 2012, para.1)

The IPN works intensely with the coach, now called an Instructional Partner, and the principal to build knowledge and skills, and to help them develop the capacity of teachers and students. The IPN described several key anchors that define the program. These key anchors are (1) partnership at all levels: classroom, school, district, state; (2) laser-like focus on student achievement; (3) use of instructional best practices; (4) common focus, including school-wide vision of effective teaching and learning; (5) committed and effective instructional leadership; (6) data-based decision-making; (7) professional learning; (8) instructional coaching; (9) safe, distributive, collaborative culture; and (10) lateral support from colleagues using various sources of networking.

Partnership at all levels is treating others with mutual respect. The partnership is defined by seven partnership principles: equality, choice, voice, reflection, dialogue, praxis, and reciprocity. These principles are based on the work of Jim Knight (2011). According to Knight, professional development works best when people come together to work as partners (Knight, 2002, p.5). When units work well, they elevate the performance of ordinary individuals to extraordinary heights (Bolman & Deal, 2003, p.95). These units work well because while roles

are clearly defined individuals have the ability to cross role boundaries. According to Bolman and Deal (2003), a vision is the instrument that turns this unit's core ideology into an image of what the future might become (p. 252). IPN schools develop a laser-like focus on student achievement when the principal and faculty work together to develop a precise and measurable vision of effective teaching and learning. According to DuFour et al. (2010), "vision provides a sense of direction and a basis for assessing both the current reality of the school and strategies, programs and procedures to improve upon that reality" (p. 31). This vision helps establish values and guide behavior. These actions help monitor progress toward reaching the desired goals.

Teachers in IPN schools are expected to collaborate and use effective teaching strategies. This requires teachers to come to a consensus on the knowledge and skills students are expected to attain. In order to define these expectations, IPN schools collaborate to create an instructional target with clear and precise expectations for their school. IPN schools have a common focus, including school-wide vision of effective teaching and learning. According to Licata, Teddlie, and Greenfield (1990), setting a shared vision requires "the capacity to see the discrepancy between how things are and how they might be and the need to compel others to act on those imagined possibilities" (p. 94). They further argue that the vision is grounded in the commitment to the standards of good practice. This supports the next tenant of committed leadership. Committed leadership involves the principal meeting daily with the instructional partner to ensure teachers receive the support and help needed and to identify and distribute leadership among effective teachers in the school.

Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin,

1995). They further suggest that this type of professional development contributes to the development of all teachers by creating conversations about the process of teaching and learning. IPN schools develop a safe, collaborative learning culture where adults learn together. Job-embedded professional development utilizing adult learning principles supported by the principal and instructional partner is provided. Another component relevant to professional development is instructional coaching with intensive focused support through modeling, dialogue, encouraging reflective practice, and honest feedback. Joyce and Showers (1995) concluded that classroom implementation of a training design is effective only when training includes coaching from a peer at the classroom level.

“Data-based decision making in education refers to teachers, principals, and administrators systematically collecting and analyzing various types of data, including input, process, outcome, and satisfaction data, to guide a range of decisions to help improve the success of students and schools” (Marsh, Pane & Hamilton, 2006, p. 1). Data-based decision making in IPN schools involves teams of teachers analyzing and making decisions about data. The challenge for schools is to provide teachers with the most powerful and authentic information in a timely manner to impact professional practice and student achievement (Dufour et al., 2010). IPN schools used data to empower teachers, to frame professional conversations and to guide practice.

Lastly, lateral learning occurs through face-to-face meetings and electronic networking opportunities. These face-to-face meetings not only include the Instructional Partnership Network (IPN) but also the Powerful Conversation Network (PCN), Key Leaders Network (KLN), and the Superintendent Leaders Network (SLN). Principals in IPN schools also have the opportunity to network with a broader network of administrators and teachers throughout the

state through these other networks sponsored by the Alabama Best Practices Center. The PCN brings together principals, teachers, and instructional coaches from about 159 schools, for professional learning targeting knowledge and skills utilized to increase student engagement and learning. The KLN consists of district and school administrators from about 45 districts. The KLN focuses on increasing leadership skill and knowledge in the area of improving teaching and learning.

Trust

For this study, trust is defined as making oneself vulnerable to another party or group based on the confidence that the other will act with benevolence, reliability, honesty, openness, and competence (Tschannen-Moran & Hoy, 2000).

Benevolence is the confidence that one's well-being or something one cares about will be protected and not harmed by the person in whom one has placed one's trust (Baier, 1994; Tschannen-Moran, 2014; Zand, 1997). According to Baier, benevolence is the most common form of trust. When extending trust, one rests assured that the goodwill of others to act in one's best interest and refrain from doing them harm (Tschannen-Moran, 2014).

Reliability is the extent to which one can count on another to come through with what is needed. Reliability combines predictability with benevolence (Hoy & Tschannen-Moran, 1999). It is not enough to simply demonstrate benevolence on certain occasions. The sense that you can depend on one another consistently is an important element of trust (Tschannen-Moran, 2014). Reliability must often be combined with another facet of trust to build trust.

Honesty concerns a person's character, integrity, and authenticity (Tschannen-Moran, 2014). A correspondence between a person's statements and deeds characterizes integrity, while

authenticity is characterized by an acceptance of responsibility for one's actions and avoiding distorting the truth in order to shift blame (Hoy & Tschannen-Moran, 1999).

Openness is the extent to which relevant information, influence, and control is shared. It is a process in which one becomes vulnerable by sharing information with others (Hoy & Tschannen-Moran, 1999). Openness means the disclosure of facts, alternatives, intentions, judgements, and feelings (Tschannen-Moran, 2014).

Competence is the ability to perform a task as expected, according to appropriate standards (Tschannen-Moran, 2014). When a person is dependent on the skills and ability of others, even an individual with good intentions, if expectations are not met then distrust might occur (Baier, 1994; Tschannen-Moran, 2014). In schools, principals and teachers depend on one another's competence to accomplish the goals of the organization.

Professional environments that facilitate cooperation rather than competition, risk taking and professional growth are environments in which trust is created. Tschannen-Moran (2014) likened trust to both a glue and lubricant:

As "glue" trust binds organizational participants to one another. Without it, things fall apart. To be productive and to accomplish organizational goals, schools need cohesive and cooperative relationships. Trust is essential to fostering these relationships. Trust binds leaders to followers. Without a bond, a manager can enforce minimum compliance with contract specifications and job descriptions, but that will not lead a team of teachers to greatness. As "lubricant" trust greases the machinery of an organization. Trust facilitates communication and contributes to greater efficiency when people have confidence in the integrity of other people's words and deeds. Without trust, friction and "heat" are generated that bog down the work of the school. Energy is expended in making provisions against possible or feared betrayal by the other party. Schools need trust to foster communication and facilitate efficiency. (Tschannen-Moran, 2014, p. 18)

"Trust is a critical factor as we consider school improvement and effectiveness. At all levels of the organization, trust facilitates productivity, and its absence impedes progress." (Tschannen-Moran & Hoy, 2000, p. 585). To foster trust, schools should demonstrate an

expectation of trustworthy behavior and create decision-making structures by allowing instructional decisions based on a teachers' expertise and commitment to students (Tschannen-Moran, 2009).

Trust in the Principal

Principals play a significant role in supporting and sustaining trustworthy behavior. For this study, faculty trust in the principal is defined as the confidence that the principal will keep their word and will act in the best interests of their colleagues (Hoy et al., 1991). Tschannen-Moran and Gareis (2015) described several ways for principals to earn and maintain trust. For principals to earn the trust of their teachers they must show that they genuinely care for them. Benevolence is a generalized spirit of good will and willingness to extend oneself for the well-being of another. Principals must be honest in their interactions with teachers, this means that there is no fear of favoritism and their actions are authentic. Principals foster trust by being open and honest in information and control by inviting them to be involved in decision making and valuing their opinion. Competence is shown by creating a compelling vision, modeling desired behaviors, coaching, managing resources, and mediating conflicts. Trust is also dependent upon consistency in exhibiting benevolence, honesty, openness, and competence.

Similarly, Hanford and Leithwood (2012) examined 13 leadership behaviors found in previous studies but focused on the top five most important, based on teacher feedback. They were competence, consistency and reliability, openness, respect, and integrity. According to the researchers, competence is commonly associated with functional, work-related skills such as producing an accurate timetable that reflects the priorities of the learning environment. Tschannen-Moran (2004) further describes functional competence as “setting an example, working hard, pressing for results, setting standards, buffering teachers” (p. 34). Practices and

characteristics viewed as indications of a person's reliability, dependability, predictability, and consistency are all important attributions of trustworthiness. Consistency and reliability are associated with actions leading to desired outcomes on the part of teachers to attribute trustworthiness to the principal. Openness is the demonstration of actions or attitudes that make an individual vulnerable to the actions and attitudes of the others through the sharing of information, influence, and control; as such, openness may include aspects of empowerment and human agency (Hanford & Leithwood, 2013, pp. 197-198.). Tschannen-Moran (2004) suggested that behaviors indicative of openness are "sharing important information, delegating, sharing decision making, sharing power" (p. 34). Respect is displayed by leaders through behaviors that acknowledge the contributions their colleagues make toward accomplishing key tasks for the organization. This definition of respect is closely related to fairness. Integrity is the moral-ethical perspective that guides one's work, and when conflict arises, the resolution of that conflict will reaffirm the primary principles of the institution. The perception of integrity is significantly influenced by the leader. Attributions of integrity, however, are the result not only of perceiving a very close match between words and deeds or principles and actions. Ascriptions of integrity also depend on agreement with those principles. If a set of principles held by the leader is not acceptable to her or his organizational colleagues, they are unlikely to consider the leader to have integrity (p. 198).

Trust in Colleagues

Faculty trust in colleagues in this study is defined as the belief that teachers can depend on and rely on the integrity of their colleagues in difficult situations (Tschannen-Moran & Hoy, 1998).

The culture of a school plays a significant role in supporting and sustaining trust. The actions of the principal certainly help set the general tone of school trust, but teachers'

trust in their colleagues has a more direct effect on student achievement. (Tschannen-Moran, 2014, p. 123)

Teachers trust colleagues they view as using professional judgment, being competent, and having a strong commitment to students. Competence is key in trust relationships. Teachers not meeting set standards are not considered to be trustworthy by colleagues. Moreover, strong professional communities defined by collaboration and meaningful conversations foster trust in colleagues. Tschannen-Moran proposed that principals set the tone for this by example. As the five facets of trust are important for trust in principals they are also important in trust in colleagues.

According to Cosner (2010), the nature or quality of teachers' interactions with their peers becomes central to the trust formation process, as do factors that shape or influence the quality or nature of such interactions. She conceptualized the cultivation of collegial trust by principals through five leadership actions: (1) increasing time for teacher interaction, (2) enhancing and expanding teacher interaction patterns, (3) improving the nature and quality of school-wide teacher interactions, (4) strengthening work groups and work tasks for collaboration and trust, and (5) developing a culture of collaboration (pp. 130-131).

Tschannen-Moran and Hoy (1997) examined authenticity with respect to the behavior of the principal and the behavior of teacher colleagues as they relate to faculty trust in a sample of 86 middle schools and 2,741 teachers. They found that trust in the principal is determined by the behavior of the principal. In regard to faculty trust, they found that faculty trust in colleagues is determined simply by the behavior of teachers in relation to one another. The role of the principal in generating trust in colleagues was not significant.

Trust is defined as making oneself vulnerable to another party or group based on the confidence that the other will act with benevolence, reliability, honesty, openness, and competence (Tschannen-Moran & Hoy, 2000). Tschannen-Moran and Hoy (2000) found that

trust was related to a positive school climate, productive communication, participative decision making, and a willingness to exceed job expectations. While principal behavior was found to be important for trust in the principal, it had little impact on trust in colleagues. Teacher trust in colleagues had to do with levels of competence and experiences during collaborative efforts.

Efficacy

“People fear and tend to avoid threatening situations they believe exceed their coping skills, whereas they got involved in activities and behave assuredly when they judge themselves capable of handling situations that would otherwise be intimidating” (Bandura, 1977, p. 194). Efficacy, as defined by Bandura (1977), is the conviction that one can successfully execute the behavior required to produce the desired outcomes. Further, efficacy influences effort and the amount of time spent when faced with obstacles. Self-efficacy is a multidimensional construct, varying in generality, level and strength (Bandura, 1997).

“Self-efficacy has to do with self-perception rather than actual level of competence. This is an important distinction because people regularly overestimate or underestimate their actual abilities, and these estimations have consequences for the courses of action they choose to pursue or effort they exert in those pursuits” (Tschannen-Moran, Hoy, & Hoy, 1998, p. 211). An overestimation of one’s actual ability has the most positive impact on performance. Tschannen-Moran and McMaster (2009) proposed that self-efficacy beliefs influence thought patterns and emotions that enable goal directed actions in situations where people believe they can exercise some control. According to Bandura (1997) individuals with high self-efficacy are more likely to seek challenges, set higher goals, put forth higher levels of effort to accomplish goals, and less likely to give up on difficult tasks. Individuals with low-efficacy tend to struggle because they

focus on how a situation might go wrong. These individuals tend to overlook scenarios that might lead to positive outcomes.

Efficacy, as it relates to teaching or teacher efficacy, is a judgment about one's ability to bring about desired outcomes of student engagement and learning, even among unmotivated students (Tschannen-Moran & Hoy, 2001). This definition of teacher efficacy is utilized in this study. A positive relationship has been shown between teacher efficacy and academic achievement. Efficacy impacts the effort of teachers in teaching, goal setting, aspiration and resilience when faced with obstacles. This level teacher efficacy can change, depending on the teaching activity and efficacy beliefs pertaining to that activity.

“Self-efficacy is a future oriented belief about the level of competence a person expects he or she will display in a given situation” (Tschannen-Moran & Hoy, 1998, p. 229). Bandura (1997) suggested four sources of efficacy expectations: mastery experiences, physiological and emotional states, vicarious experiences, and social persuasion. Mastery experience is the perception that one has been successful and is the most powerful source of efficacy. Vicarious experiences are those in which the task is modeled by another person or model. The level of efficacy is tied to the relationship to the model; the closer the observer identifies with the model the higher the level of efficacy. The success of the model is related to an increase in efficacy. Social persuasion can consist of pep talks, performance feedback from a supervisor or colleague, or general discussions about the ability of teachers to influence students. Teacher's self-efficacy sources include encouragement from colleagues and principals, the success or failure of model teachers, past teaching experience, and level of emotional and physiological arousal (Bandura, 1997).

Bandura (1993) examined self-efficacy in teachers. This study revealed that teachers with a high sense of efficacy spent more time in their classrooms on academics whereas teachers with a low sense of efficacy spent more time on nonacademic tasks. Teachers with low efficacy were very critical of students and were less likely to persevere when students reached a difficult point. He suggested that positive experiences such as an accomplished goal or task that teachers can draw on in the future increases teacher efficacy.

Embier (2003) examined the possible linkages between teacher efficacy, teacher commitment, teacher supervision, and a defined set of organizational goals (confidence in the principal, commitment to the building's goals, satisfaction with working conditions, confidence in peers). Embier extended the original Tschannen-Moran, Hoy, and Hoy model by adding two extensions to the influences on teacher efficacy. The original model suggested that prior mastery experiences, vicarious experiences, social persuasion, and emotional state influenced teacher efficacy.

Embier (2003) suggested that principal leadership influenced efficacy through active supervision activities such as feedback, encouragement, emotional support, reinforcement, and modeling experiences. He added two additional constructs to Tschannen-Moran, Hoy, and Hoy's model. They were active principal supervision and principal support of teaching. Active principal supervision measured the extent to which the principal engaged in activities normally associated with supervision such as classroom observations, feedback to teachers, goal setting, etc. Principal support of teaching captured teacher belief that the principal took an active interest in the teacher's improvement efforts.

The proposed model was examined using structural equation modeling. Results support the proposed model. Embier (2003) found an indirect link between supervision and teacher

efficacy this was significantly influenced by the teacher's belief in the principal's support of teaching.

Calik et al. (2012) pointed out that few studies exist linking instructional leadership and teacher self-efficacy and that more research in this area is needed to establish effective schools. According to Tschannen-Moran and McMaster (2009), the cultivation of self-efficacy is a complex process not defined by incremental gains. In fact, the results of those studies show an "implementation dip" in self-efficacy as teachers implement a change initiative. In their study, Tschannen-Moran and McMaster found that some teachers reported lower levels of self-efficacy after professional development. The group of teachers that varied significantly was the group that received follow-up coaching. Calik et al. (2012) found principal instructional leadership behaviors to have a significant effect on teacher self-efficacy. The commonality in these studies is the principal's behavior, such as support through coaching and praise.

Teacher efficacy is a judgment about one's ability to bring about desired outcomes of student engagement and learning. Research has shown that teachers with a high sense of efficacy are more likely to challenge themselves and face tasks with confidence (Bandura 1993, Tschannen-Moran, Hoy & Hoy, 1998; Tschannen-Moran & Hoy, 2001). These confident behaviors have been linked to higher levels of student achievement. Instructional leadership and past success have been linked to increased levels of efficacy.

Instructional Leadership and Coaching

Since the beginning of formalized education, the goal of reform efforts have been to improve teaching and learning; however, there are a vast array of opinions on how to do so (Leithwood et al., 2004). Another major challenge is understanding what good teaching is. Wagner (2006) stated "If good instruction-in every classroom and for all students- is the central

focus of systematic change in education, then districts and schools need to define “goodness” and come to a shared understanding of what is meant by great, or even competent teaching. In order to understand this concept much attention has been paid to effective schools. Heck et al. (1990) suggested that research on effective schools stimulated attention to the instructional leadership role of the principal, hypothesizing that the principal plays a key role in establishing and promoting instructional improvement within the organizational structure of schools.

Instructional leadership is a role that varies based on school context and is exercised differently utilizing different leadership styles (Hallinger and Murphy, 1986). There has also been many labels used to signify different forms of leadership. “But those labels primarily capture different stylistic or methodological approaches to accomplishing the same two essential objectives critical to any organization’s effectiveness: helping the organization set a defensible set of directions and influencing members to move in those directions” (Leithwood et al., 2004, p.4).

The term “instructional leader” has been in vogue for decades as the desired model for education leaders--principal especially. Yet the term is often more a slogan than a well-defined set of leadership practices. While it certainly conveys the importance of keeping teaching and learning at the forefront of decision making, it is no more meaningful, in and of itself, than admonishing the leader of any organization to keep his or her eye on the organizational “ball”--in this case, the core objective of making schools work better for kids. (Leithwood et al., 2004, p. 4)

One of the most researched models of instructional leadership is that of Hallinger. Hallinger described several functions of the principal’s instructional leadership role. These functions are (1) framing and communicating schools goals, (2) supervising and evaluating instruction, (3) coordinating curriculum, (4) developing high academic standards and expectations, (5) monitoring student progress, (6) promoting the development of teachers, (7) protecting instructional time, and (8) developing incentives for students and teachers. They

also described several processes that define the instructional leadership role. These processes include: communication, decision making, conflict management, group process, change process and environmental interaction.

Neumerski (2012) argued that the ways instructional leadership has been previously studied have been organized in disjointed bodies of literature. This lack of cohesion has made the ability to understand the impact of instructional leadership difficult. In order to gain a comprehensive understanding of instructional leadership, Neumerski explored the possibility of integrating the studies on principals, teacher leaders, and instructional coaches. This study focused specifically on the interaction between instructional leaders and followers, the relationship between instructional leadership and context, and the relationship among instructional leadership, teaching, and learning. After analyzing studies to determine how instructional leaders interact, it was noted that these studies focused on conditions and behaviors necessary for leaders to provide support to teacher leaders, coaches, and other instructional leaders. In terms of coaching, it was shown that coaches were more effective when the principal provided support to the coach by explicitly explaining the role of the coach, providing time for coaches to work with teachers, and, most importantly, working along with the coach in coaching efforts.

Another area of focus for Neumerski (2012) was instructional leadership and context. From this focus she gathered that decontextualized leadership behavior is problematic; however, we can find common behaviors within common contexts. One reason this is important is that not all leadership behaviors are transferrable across contexts. Neumerski argued that instructional leaders should consider contexts and should not be expected to invent their own unique wheel to determine how to best work with teachers. Contexts in studies differed based on school grade

level, school demographics, level of trust, teacher beliefs, etc. One limitation to the study of instructional leadership and context is the number of educational systems within the U.S. and how these systems vary based on instructional goals, curricula, and assessments. Yet another limitation is the lack of understanding about quality instruction. According to Neumerski (2012), “we remain a nation without a clear sense of what we want our students to learn, how we want our teachers to teach, and, in turn, what instructional leaders need to do to facilitate improved teaching” (p. 330).

Neumerski (2012) also examined the relationship between instructional leadership teaching and learning among research studies. She found that the majority of studies focused on opportunities for learning rather than actual learning. Few studies exist linking principal instructional leadership to teaching or teacher leadership. Many studies on teacher leadership focus on the teacher leaders themselves, their colleagues, or students. Similarly, numerous studies have investigated the relationship between coaching and instruction, with little known about the effects. While we know that these studies have shown a positive correlation between teacher leadership and coaching impacting instructional change, there is more information needed about how, why, and the context in which these changes occurred. Neumerski calls for the study of the interactions with instructional leaders and their followers focusing mostly on contexts.

In their research, Blasé and Blasé (2004) stated that “effective instructional leadership by school principals tends to affect teachers holistically, that is emotionally, intellectually, and behaviorally” (p. 163). They further argued that principals do not engage in instructional leadership because they lack the requisite knowledge and skill. They cited a lack of instructional knowledge, planning for change, and focused professional development as missing components

in principals seeking to become instructional leaders. Little attention has been provided to principals as it relates to coaching relationships, and districts provide little support for principals and teachers to promote instructional leadership.

Conversely Marks and Printy (2003) described a shared instructional leader model. In this model, the principal is the “leader of instructional leaders.” Shared instructional leadership as described by Marks and Printy involves active collaboration of principals and teachers on curriculum, instruction, and assessment. Unlike Hallinger’s model of the principal framing the context for professional learning, the principal seeks out the ideas and expertise of teachers. The principal and teachers have a shared responsibility for staff development, supervision, curricular development, and supervision of instructional tasks. They also suggest

the efficacious principal works simultaneously at transformational and instructional tasks. As a transformational leader, the principal seeks to elicit higher levels of commitment from all school personnel and to develop organizational capacity for school improvement. As an instructional leader, the principal collaborates with teachers to accomplish organizational goals for teaching and learning. (p. 377)

Hallinger and Murphy (1985) studied the instructional management behavior of 10 elementary school principals and 104 of their teachers. The *Principal Instructional Management* rating scale in this study consisted of 11 subscales and 71 items derived from the previously mentioned leadership functions. Below are the 11 subscales and mean scores for each subscale based on teacher and principal responses. The mean scores are based on a 5-point Likert-type scale ranging from 1 (*almost never*) to 5 (*almost always*).

Subscale	Teacher Rating	Principal Self-Report
Framing goals	3.8	4.2
Communicating goals	3.7	3.8
Supervising and evaluating instruction	4.2	4.4
Coordinating curriculum	4.0	4.2
Monitoring student progress	3.9	4.2
Protecting instructional time	3.6	3.9
Promoting professional development	3.9	4.0
Maintaining high visibility	3.8	4.2
Providing incentives for teachers	3.7	4.0
Enforcing academic standards	4.2	4.3
Providing incentives for learning	4.0	4.3

Researchers found little variation between schools and an overall high rating for instructional management tasks. Specific instructional management tasks performed by principals include (1) ensuring that classroom goals and objectives coincide with those of the school, (2) evaluating teachers on school objectives, (3) monitoring instruction to ensure that teachers' practices are appropriate to their classroom objectives, (4) pointing out in oral conferences and written evaluations specific strengths and weaknesses based on classroom observations, (5) reviewing student work as a part of supervising instruction, and (6) noting student time on-task in their feedback to teachers after classroom observations (Hallinger & Murphy, 1986, p. 229). The results of the study are limited to frequency of instructional management tasks utilized by principals rather than the effectiveness of the instructional management tasks. This study was instrumental in identifying common instructional leadership behaviors utilized by principals.

Blasé and Blasé (1999) examined teacher perspectives of instructional leadership in order to determine principal behaviors that had a positive impact on classroom teaching as well as determining which behaviors had a negative impact on classroom teaching. Qualitative data from 809 public school teachers was collected using the Inventory of Strategies Used by Principals to

professional growth: (a) emphasizing the study of teaching and learning; (b) supporting collaboration efforts among educators; (c) developing coaching relationships among educators; (d) encouraging and supporting redesign of programs; (e) applying the principles of adult learning, growth, and development to all phases of staff development; and (f) implementing action research to inform instructional decision making.

In a study of 24 schools, Marks and Printy (2003) examined the relationship between transformational and shared instructional leadership in restructuring schools, the effect of transformational and shared instructional leadership on school performance as measured by the quality of pedagogy and the achievement of students and how schools with varying approaches to leadership differ according to demographics, organization, and performance. The results showed that transformational leadership is necessary for shared instructional leadership but also is an insufficient condition for shared instructional leadership. It was also noted that when both transformational and shared instructional leadership was present the level of student achievement was higher.

Carraway and Young (2015) examined a program designed to teach instructional leadership skills to principals. Developed by the Rutherford Learning Group (RLG), the Skillful observation and coaching laboratory (SOCL) is a research-based professional development program that focuses on high-performance teaching and effective school leadership (Rutherford, 2007). In the professional development sessions, SOCL trainers model instructional leadership approaches and behaviors that principals will be expected to use with teachers. Principals are expected to build internal standards of professional practice by observing teachers, inspecting student work, and helping teachers learn to incorporate new behaviors. By the end of the training, principals are expected to (a) recognize instructional patterns in the classroom,

(b) identify and retrieve teacher talents from memory, and (c) utilize coaching to improve teachers' skills (Carraway & Young, 2015, pp. 232-233). SOCL helped principals understand and easily identify instructional patterns in the classroom, as well as recall and explain the different talents. In addition, principals were conducting teaching observations in classrooms to understand and assess teachers' instructional practices. However, they tended to combine SOCL observations with formal teaching evaluations. Principals were also teaching the teachers the different talents at staff meetings, and these lessons allowed for a common vocabulary and shared understanding of effective pedagogy between teachers and the principal. Researchers also found that content knowledge, preexisting knowledge, structural conditions, social interactions, meaningfulness, identity, and positive feelings influenced principals' understanding and application of SOCL.

Barnett (1990) argued that principals needed to be engaged in collegial coaching, which allows them to enhance their own skills of active listening, reflection, and providing nonjudgmental feedback. Similar to instructional leadership, the definition and conceptualization of coaching differs vastly. While we know what needs to be accomplished in schools the various practitioners within schools, principals, coaches, teachers, etc., get information about practices from separate sources (Neumerski, 2012). According to Neumerski (2012), coaching can change from school to school and district to district and includes tasks such as school-based professional development, class-based support, mentors, and collegial coaches. Some of these variations include peer coaching, partnership, collegial coaching, and evocative coaching. In the realm of instructional leadership all of the previously mentioned terms for instructional coaching have similar meaning and similar themes.

Joyce and Showers (1996) proposed peer coaching as a means of staff development for school-based professional development for teachers over 30 years ago. Peer coaching arose from the lack of effectiveness from traditional forms of professional development. The lack of effectiveness was attributed to lack of motivation and poor attitudes in teachers (Showers & Joyce, 1996). Research by Showers and Joyce (1987) showed that teachers who had a coaching relationship practiced new skills and strategies more frequently and applied them more than those who worked alone. One such study showed that teachers believed having a colleague as a partner was of great benefit to their practice. (Showers & Joyce, 1987). The researchers attributed the positive impact of peer coaching to the creation of the school norms of collegiality and experimentation created by the school principal. Supporting this finding, Fullan and Knight (2011) found that good coaching gets results; however, this is not a reality unless the principal is an instructional leader. They suggested that the principal must organize, create, develop, and sustain the conditions for instructional improvement through capacity building, teamwork, pedagogy, and systemic reform. Once teacher capacity reaches a certain level, peer culture becomes a source of energy and innovation.

Similarly, Knight (2011) considered the principal to be the heart of the professional learning. Knight believed professional learning should be based on a partnership approach and built around five concepts: humanity, focus, leverage, simplicity, and precision. Knight presented underlying factors and values that influence the degree to which innovations and new ideas are adopted or rejected within organizations. Knight suggested that changing relationships within schools, which are traditionally hierarchically structured, in order to create a climate where change and risk taking have value and can thrive.

In order to accomplish change he suggested seven partnership principles: equality, choice, voice, reflection, dialogue, praxis, and reciprocity. According to Knight (2011), people who embrace equality see others as having equal value and listen to everyone with the same care and attention. Equality is said to be central to any partnership because partners do not make decisions for each other rather they make decisions together. In equality one's goal is not to win another over to a particular view but to try to fully understand another perspective. Because partners do not make decisions for one another, choice is essential. With choice individuals know that they have "freedom to" and "freedom from." While choice promotes autonomy, Knight suggests that too many choices can lead to anxiety or stress. He suggests the creation of structures that provide focus for our experiences, while respecting autonomy. "If partners are equal, if they choose what they do and do not do, they should be free to say what they think, and their opinions should count" (Knight, 2011, p.34)

Professional learning should value the opinion of all participants not just those of the change leader. Silencing teachers' voices can be seen as dehumanizing because teachers are treated like objects rather than professionals. Partners do not think for one another, rather they empower their partners to do the thinking. Knight describes reflection as important in partnership but suggests that teachers must have the freedom to accept or reject what they are learning. According to Knight, reflection occurs in three ways: looking back, looking at, and looking ahead. Looking back entails consideration of a past event to think about what happened and what we might have done differently. "Looking at" is when we think about what we are doing in the mindset of the act itself and consider adjustments needed to move forward. "Looking ahead" is when we think about how to use an idea, practice, or plan in the future. When leaders do the thinking for teachers, they promote short-term thinking.

Dialogue is the goal of change leaders and is talking with a goal of digging deeper and exploring ideas together. Five requirements for dialogue to occur are humility, faith, love, critical thinking, and hope. Praxis is the act of applying new ideas to our own lives. When we learn, reflect, and act we are engaged in praxis. Leaders enable praxis by providing teachers with chances to explore, reflect, and reshape their craft. Reciprocity is the belief that each learning interaction is an opportunity for everyone to learn.

Bob and Megan Tschannen-Moran (2010) described their process of evocative coaching as “a dance that builds self-efficacy through awareness, trust, and experimentation. They argued that evocative coaching is opposite from the provocative style many principals use. Evocative coaching is defined as “calling forth motivation and movement in people through conversation and a way of being, so they achieve desired outcomes and enhance their quality of life. This style of coaching uses adult learning principles to relationship building based on stories, empathy, inquiry, and design” (p. 6). They further described five factors that foster growth: consciousness, connection, competence, contribution, and creativity. According to the authors, a coach’s concern for consciousness generates self-awareness, self-knowledge, and self-monitoring. This type of thinking creates mindfulness.

Theoretical Rationale

Theory in educational studies is used to provide general explanations or guide research (Hoy, 2010). According to Hoy (2010), in the study of educational administration “theory is a set of interrelated concepts, definitions, assumptions, and generalizations that systematically describes and explains regularities in behavior in educational organizations” (p. 10). From the study of theory, hypotheses are developed to predict the relationship among concepts. Concepts are terms that have been given an abstract, generalized meaning. According to Hoy (2010) there

are two advantages to defining theoretical concepts: (1) researchers can agree on their meaning and (2) their abstractness enhances the development of generalizations.

In this study, teacher efficacy, trust, and instructional leadership are concepts used to help explain the relationship between participation in a program and the behavior of teachers and principals. In order to form ideas about theoretical relationships we must combine concepts to form research generalizations. The theoretical generalization for this study is that participation in the IPN fosters adult learning in a safe, and collaborative environment where everyone is considered to be a partner in improving practice, which will lead to higher levels of efficacy and trust.

Research has shown that processes such as inquiry, reflection, collaboration, exploration, and experimentation resulted in teachers feeling more confident in their craft (Blasé & Blasé, 1999). Engaging teachers in dialogue about instruction that promotes reflection, professional growth through supporting collaboration efforts with colleagues, emphasizing learning, implementing action research, and developing coaching relationships that applied adult learning principles were behaviors that teachers suggested impacted their work.

Showers and Joyce (1987) found that teachers believed that having a partner greatly benefited their practice. Bob and Megan Tschannen-Moran (2010) describe a process of dance that builds efficacy through awareness, trust, and experimentation established through conversation to achieve desired outcomes. This dance is at the heart of the partnership approach. Knight (2011) suggested that professional interactions and learning be based on a partnership approach built around seven partnership principles: equality, choice, voice, reflection, dialogue, praxis, and reciprocity.

It is in the day-to-day social exchanges that trust is created (Bryk & Schneider, 2003). Tarter et al. (1989) found that the principal can build trust indirectly through supportive behavior but could not directly make teachers trust each other. Trust in colleagues is created through strong professional learning communities and meaningful conversations with colleagues (Tschannen-Moran, 2014).

According to Wahlstrom and Louis (2008), the link between teacher efficacy and trust has not been explored in depth. Prior research has, however, discussed ways in which teacher efficacy is increased. Principal behaviors such as feedback, encouragement, and shared decision making all increase efficacy (Showers & Joyce, 1987; Tschannen-Moran, Hoy, & Hoy, 1998; Tschannen-Moran & Hoy, 2001; Tschannen-Moran & Tschannen-Moran, 2010). Prior experience, success of models, and feedback from colleagues are also ways to increase teacher efficacy.

The IPN employs the partnership principles that promote positive interactions and meaningful conversations among teachers and colleagues. According to the Alabama State Department of Education (ALSDE) the goal of the IPN is as follows:

The vision of the IPN is to create schools where students are learners, deeply engaged in learning and are well prepared for the next level, be it another grade or college/careers. Teachers are learners and committed to improving student learning. They partner with instructional leaders at the school, district, and state level. They are constantly improving their practice through deepening their content knowledge and using data, coaching, and through professional learning in communities. School-based instructional partners are learners and keep a laser-like focus on student learning. They are continually improving their ability to (1) facilitate peer learning and peer coaching with content area teacher groups and with grade-level teacher groups (2) interpret and utilize data, and (3) identify and partner with content area and grade-level teacher leaders. Principals are learners and focused on student learning. They are deeply engaged instructional leaders and learners who use data to partner with teachers by providing embedded professional learning opportunities and ongoing coaching. (ALSDE, 2015)

Based on these commitments to continuous improvement, it is hypothesized that participation in the IPN will increase teacher efficacy, teacher trust in colleagues, and teacher trust in the principal. This study will examine the relationship between participation in the IPN and teacher efficacy, participation in the IPN and teacher trust in the principal, and participation in the IPN and teacher trust in colleagues (see Figure 1).

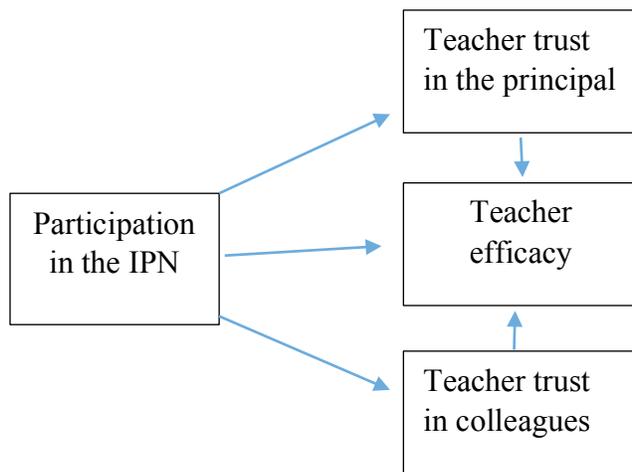


Figure 1. The relationship between participation in the IPN, teacher efficacy, teacher trust in colleagues, and teacher trust in the principal.

Statement and Rationale for Hypotheses

This study explored the relationship between participation in the IPN, teacher efficacy, teacher trust in colleagues, and teacher trust in the principal. Evidence from the literature supports the idea that a strong relationship exists between the independent variable participation in the IPN and the dependent variables teacher efficacy, teacher trust in colleagues, and teacher trust in the principal. This study seeks to answer the following questions: Does participation in the Instructional Partner Network (IPN) result in higher levels of teacher efficacy? Does participation in the IPN result in higher levels of teacher trust in principals? Does participation in

the IPN result in higher levels of teacher trust in colleagues? Does the level of implementation of IPN principles account for differences in teacher efficacy, teacher trust in the principal, and teacher trust in colleagues among IPN schools? This study will also seek to answer the following qualitative questions: What behaviors of school principals had an effect on teachers' sense of efficacy? How do teachers perceive principals' sense of efficacy? Does teacher perception of principal efficacy affect teacher perceptions of their own efficacy?

After reviewing the literature the following hypotheses were developed:

H₁: Teachers in schools that participate in the IPN will have higher levels of teacher efficacy than teachers in non-participating schools.

Prior research has suggested that a positive relationship exists between teacher efficacy and instructional leadership behaviors such as coaching, modeling, and praise (Bandura 1993, Tschannen-Moran, Hoy, & Hoy, 1998; Tschannen-Moran & Hoy, 2001). Other sources of efficacy include encouragement from colleagues and principals, success or failure of model teachers, past teaching experiences, and level of arousal. IPN schools promote partnership, a collaborative culture, professional learning utilizing adult principles and support from colleagues. Because these schools focus on these practices, it is believed that teachers in these schools would have greater levels of teacher efficacy than teachers in non-IPN schools.

H₂: Teachers in schools that participate in the IPN will have higher levels of trust in colleagues than teachers in nonparticipating schools.

Teachers trust colleagues they view as competent, trustworthy, and have a strong commitment to students. Quality teacher interactions and collaboration, providing structure for teachers to interact, and providing work tasks for collaboration are all ways to increase teacher trust. Schools participating in the IPN are hypothesized to have safe, collaborative, professional

learning and are partners committed to student achievement. Because schools participating in the IPN focus on these practices it is believed that teachers in these schools would have greater levels of teacher trust in the colleagues than teachers in non-IPN schools.

H₃: Teachers in schools that participate in the IPN will have higher levels of trust in the principal than teachers in nonparticipating schools.

Several leadership behaviors have been associated with building trust in the principal, they include competence, consistency and reliability, openness, respect, and integrity. These align with the IPN anchor of partnership at all levels. This partnership is defined by mutual respect, equality, dialogue, and reciprocity. Other anchors include laser-like focus on student achievement, use of instructional best practices, and professional development, which portray competence. Consistency is provided by setting a common focus through a school-wide vision of effective teaching and learning. Because schools participating in the IPN focus on these practices it is believed that teachers in these schools would have greater levels of teacher trust in the principal than teachers in non-IPN schools.

H₄: As the level of implementation of IPN increases, the level of teacher efficacy, the level of trust in principals, and the level of trust colleagues will also increase.

The IPN described several key anchors that define the program. These key anchors are (1) partnership at all levels: classroom, school, district, state; (2) laser-like focus on student achievement; (3) use of instructional best practices; (4) common focus, including school-wide vision of effective teaching and learning; (5) committed and effective instructional leadership; (6) data-based decision-making; (7) professional learning; (8) instructional coaching; (9) safe, distributive, collaborative culture; and (10) lateral support from colleagues using various sources of networking. Participation in the IPN fosters adult learning in a safe, and collaborative

environment where everyone is considered to be a partner in improving practice that will lead to higher levels of trust and efficacy. Because these behaviors have been shown to increase efficacy and trust it is believed that the level of implementation in schools will impact the levels of trust and efficacy.

Summary

The present study is designed to measure the impact of a local initiative designed to build capacity and a shared, collaborative focus in local schools on the trust levels and efficacy of the teachers. This study will determine the effect of this initiative in participating schools on the level of teacher-efficacy, trust in the principal, and trust in colleagues. It is predicted that the instructional leadership and coaching received by teachers will lead to higher levels of teacher efficacy. It is also predicted that the structures adopted for collaboration, common focus, instructional support, respectful dialogue, and shared decision making will lead to higher levels of teacher trust in the principal and in colleagues.

CHAPTER III:
METHODOLOGY

Overview

This study explored the relationship between participation in the IPN, teacher efficacy, teacher trust in colleagues, and teacher trust in the principal. The study also examined the relationship of principals enrolled in the IPN in increasing the amount of teacher trust in the principal and increased trust in colleagues. This study also examined the leadership behaviors of principals participating in the IPN and the level of principal efficacy. The hypotheses for this study were as follow:

H₁: Teachers in schools that participate in the IPN will have higher levels of teacher efficacy than teachers in non-participating schools.

H₂: Teachers in schools that participate in the IPN will have higher levels of trust in colleagues than teachers in nonparticipating schools.

H₃: Teachers in schools that participate in the IPN will have higher levels of trust in the principal than teachers in nonparticipating schools.

H₄: As the level of implementation of IPN increases, the level of teacher efficacy, the level of trust in principals, and the level of trust colleagues will also increase.

The Instructional Partnership Network has a goal to improve instructional leadership behaviors in principals. Instructional leadership behavior has been shown to have a positive impact on teacher efficacy, teacher trust in colleagues, and teacher trust in the principal. A thorough review of the effectiveness of the IPN in improving principal leadership behaviors,

teacher trust, and teacher efficacy will help guide school systems in determining the possible impact on schools participating in the IPN.

Sample

A convenience sample of elementary school teachers from 16 local city and county schools was used for this study. Four IPN schools from both city and county school districts, for a total of eight IPN schools participated in the study. Four non-IPN (non-participating) schools from both city and county school districts, for a total of eight schools were selected to participate in the study. The final sample consisted of six schools from the Tuscaloosa City School District and seven Schools from the Tuscaloosa County School District. A total of seven IPN and six non-IPN schools were included in the study. The return rate for surveys was 78%. The selected IPN schools participated in the IPN from 1-3 years. The schools ranged in terms of number of teachers, percentage of students receiving free or reduced lunch, location, achievement level, number of students, and experience of the principal. The demographics for schools participating in the study can be found in Table 1. These variations added to the study because it provided us a variety of teacher input from varying backgrounds as well as added to the research on how school context impacts instructional leadership. The teacher was the unit of analysis for this study. It is believed that this sample is representative of all IPN schools because of the variations described above.

Table 1

Demographics of Participating Schools

School	IPN/Non IPN	System	% Free or Reduced Lunch	Principal Experience (Years)	Coach Experience (Years)	Number of Students	Number Teacher Surveys
1	IPN	City	41.14	3	4	340	21
2	IPN	City	82.09	2	5	370	10
3	NonIPN	City	79.63	15	3	295	10
4	IPN	City	65.59	3	2	365	19
5	NonIPN	City	57.73	7	5	530	33
6	NonIPN	City	53.93	1	3	400	21
7	NonIPN	County	47.27	8	1	400	13
8	IPN	County	50.77	2	10	390	12
9	IPN	County	48.84	2	9	500	26
10	NonIPN	County	68.29	1	3	450	16
11	IPN	County	57.75	10	4	520	29
12	IPN	County	61.65	8	2	300	21
13	NonIPN	County	44.42	2	1	475	12

Design

This study used a quantitative design. Participation in the program is an independent, dichotomous, categorical variable defined by participation in the IPN. Teacher efficacy, a continuous, dependent variable defined constitutively as a judgment about one’s ability to bring about desired outcomes of student engagement and learning, even among unmotivated students. Teacher Efficacy is defined operationally by the Teacher’s Sense of Efficacy Scale (TSES). Faculty trust is a party’s willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, honest, open, reliable, and competent. Faculty trust in the principal is a continuous, dependent variable defined operationally by the Faculty Trust in the Principal subscale of the Faculty Trust scale. Faculty trust in colleagues, a dependent continuous variable, is defined operationally by the score on the Faculty Trust in Colleagues subscale of the Faculty Trust scale. Perception of IPN implementation is continuous, independent variable that

measures the level of implementation of IPN principles and principal leadership behaviors believed to be impacted by participation in the IPN. Perception of implementation is defined operationally by the score on the Principal Behavior Scale. The control variable for this study was socioeconomic status of the school (SES). Socioeconomic status data were also gathered from the state department of education's website, based on each school's reported free and reduced lunch information for 2008. For the purposes of this study, SES served as a proxy and was calculated as the reverse percent of reported free and reduced lunch students eligible at each school.

Data Collection

Once permission was obtained from the Institutional Review Board (IRB), permission was sought from the central office and the school principals. Surveys were administered to teachers, using a paper version, during a regularly scheduled faculty meeting. The surveys were anonymous. Data were also collected from teachers regarding the number of years of experience and level of education. The number of years' experience serving at each representative school was collected for the principal and the instructional partner. Data on free and reduced lunch was obtained from the Alabama State Department of Education, and were used as a proxy for the SES of the school.

Measures

Teacher Efficacy (TSES)--Teacher efficacy is defined as a judgment about one's ability to bring about the desired outcomes of student engagement and learning, even among unmotivated students (Tschannen-Moran & Hoy, 2001). Teacher efficacy was measured using the Teacher's Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001). The TSES is considered to be both valid and reliable with either 24 or 12 items positive correlations to other

measures of teacher efficacy prove construct validity. The reported reliability for the 24-item scale was .94 and the reliability for the 12-item scale was .90. This study used the 12-item scale. The TSES is a 9-point Likert-type scale that ranges from 1 (*none at all*) to 9 (*a great deal*). The score was calculated based on the average across all items. The scale includes 3 subscales for instructional strategies, classroom management, and student engagement. The instructional strategies subscale measured the perception of the teachers regarding the effectiveness of the instructional strategies. The student engagement subscale measured the perceptions of the teachers regarding the engagement of the students. The classroom management subscale measured the perception of the teachers regarding their effectiveness in classroom management. Sample items from the TSES include the following: (a) How much can you do to motivate students who show low interest in school work (student engagement subscale), (b) How much can you help your students value learning (student engagement subscale), (c) How much can you do to control disruptive behavior in the classroom (classroom management subscale), and (d) To what extent can you provide an alternative explanation, or example, when students are confused (instructional strategies subscale).

The Omnibus Trust Scale--Trust is defined as an individual's willingness to be vulnerable to another party based on the confidence that the other party is benevolent, reliable, competent, honest, and open (Hoy & Tschannen-Moran, 1999). The Omnibus T-scale measures three dimensions of faculty trust: trust in the principal, trust in colleagues, and trust in clients. The Omnibus T-Scale is an operational measure of the three dimensions of trust. The Omnibus T-Scale is a 26-item, 6-point Likert-type scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). This study used two subscales from the Omnibus T-Scale: trust in the principal and trust in colleagues.

Trust in the Principal (FTP)--Teacher trust in the principal was measured using the Faculty Trust in Principals subscale of the Omnibus Trust Scale. The reliabilities of the subscale typically range from .90 to .98. Factor analytic studies of the Omnibus T-Scale support the construct and discriminant validity of the concept. The Faculty trust in principals subscale is an 8-item, 6 point Likert-type scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). The score was calculated based on the average across all items. Sample items from the teacher trust in the principal subscale include (a) Teachers in this school trust the principal, (b) The principal in this school typically acts in the best interests of teachers, (c) The principal in this school is competent in doing his or her job, and (d) The principal doesn't tell teachers what is really going on.

Trust in Colleagues (FTC)--Teacher trust in colleagues was measured using the Faculty Trust in Colleagues' subscale of the Omnibus Trust Scale. The reliabilities of the subscale typically range from .90 to .98. Factor analytic studies of the Omnibus T-Scale support the construct and discriminant validity of the concept. The Faculty trust in Colleagues subscale is an 8-item, 6-point Likert-type scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). The score was calculated based on the average across all items. Sample items from the teacher trust in colleague scale include (a) Teachers in this school trust each other, (b) Teachers in this school typically look out for each other, (c) Teachers in this school do their jobs well, and (d) Teachers in this school have faith in the integrity of their colleagues.

Principal Behavior Scale (PBS)--The Instructional Partnership Network Implementation Scale is a scale developed by the researcher for use in this study (Shamery, 2015). This scale is based on the 10 principles that define the IPN. In order to ensure face validity, the scale was reviewed by a panel of experts that was made up of regional directors who were familiar with the

IPN program to determine validity of the items. Face validity ensures that the scale measures the desired content, which is the level of implementation of IPN principles. The PBS scale is a 10-item, 5-point Likert-type scale that ranges from 1 (*strongly disagree*) to (5) (*strongly agree*). The score for this measure was summative across all items. Sample items include the following: (1) The principal, instructional partner, and teachers at this school treat others as equals and with respect; (2) Adult learning is a priority and the principal, instructional partner, and others use data to facilitate formal and informal job embedded professional learning; (3) Our school culture allows for collaboration where adults learn together, improve together, and celebrate together in a safe, transparent, and data driven environment; and (4) The principal, instructional partner, and teachers work together to ensure that all students achieve.

Participation in IPN (PAR)--Participation in IPN was a dummy variable created to categorize whether the teachers in this study worked in schools that participated in the IPN program. The variable was coded as 0 (*did not participate*) or 1 (*participated*).

Socioeconomic Status (SES)--Socioeconomic status is a standardized measure maintained by the state. SES is a composite variable using common indicators such as income levels, educational levels, and transiency characterizing the school constituents. For the purposes of this study free and reduced lunch data were gathered from the state departments website based on information reported from the schools. Free and reduced lunch data then served as the proxy variable for SES.

Data Analysis

This research study was guided by the following quantitative research questions: (1) Does participation in the Instructional Partner Network (IPN) result in higher levels of teacher efficacy? (2) Does participation in the IPN result in higher levels of teacher trust in principals?

(3) Does participation in the IPN result in higher levels of teacher trust in colleagues? (4) Does the level of implementation of IPN principles account for differences in the level of teacher efficacy, teacher trust in the principal, and teacher trust in colleagues among IPN schools?

Quantitative survey data were collected to test the following hypotheses:

H₁: Teachers in schools that participate in the IPN will have higher levels of teacher efficacy than teachers in non-participating schools.

H₂: Teachers in schools that participate in the IPN will have higher levels of trust in colleagues than teachers in nonparticipating schools.

H₃: Teachers in schools that participate in the IPN will have higher levels of trust in the principal than teachers in nonparticipating schools.

H₄: As the level of implementation of IPN increases, the level of teacher efficacy, the level of trust in principals and the level of trust colleagues will also increase.

Quantitative data were analyzed using a categorical, independent variable, participation in the IPN, which was tested against the continuous, dependent variables of teacher efficacy, faculty trust in colleagues, and faculty trust in the principal. The level of implementation was a continuous independent variable and the dependent variables teacher efficacy, teacher trust in the principal, and teacher trust in colleagues were also continuous variables. A one-way analysis of variance was performed to determine if teacher efficacy, teacher trust in the principal, and teacher trust in colleagues differed significantly between the teachers who worked in schools that participated in the IPN program and those who worked in schools that did not participate in the program. A correlation analysis was also performed to determine the relationship between the variables in the study. A coefficient of correlation is a number that indicates the magnitude of the relationship between two continuous variables such that the higher the absolute value of the

correlation, the stronger the relation (Jackson, 2009). If the independent variable and dependent variables vary together they will have a positive correlation. Correlation data were analyzed using SPSS. The reliabilities and psychometric properties of each scale were also analyzed.

Significance of the Study

This study evaluated the success of the IPN in school districts and possibly inform the IPN on the effectiveness of their initiative. This study will also contribute to the research on principal behaviors and the effect on teacher trust in the principal, teacher trust in colleagues, and teacher efficacy.

CHAPTER IV:

RESULTS

Overview

This chapter provides the results of the data analysis that was performed to answer the research questions that were formulated for this study by the researcher. This chapter begins with a description of the data and participants who took part in the study, followed by the quantitative analysis in which the four research questions and hypotheses that could be answered with the quantitative data were analyzed. Those four questions are: (1) Does participation in the Instructional Partner Network (IPN) result in higher levels of teacher efficacy? (2) Does participation in the IPN result in higher levels of teacher trust in principals? (3) Does participation in the IPN result in higher levels of teacher trust in colleagues, and (4) Does the level of implementation of IPN principles account for differences in teacher efficacy, teacher trust in the principal, and teacher trust in colleagues among IPN schools? The hypotheses were as follows:

H₁: Teachers in schools that participate in the IPN will have higher levels of teacher efficacy than teachers in non-participating schools.

H₂: Teachers in schools that participate in the IPN will have higher levels of trust in colleagues than teachers in nonparticipating schools.

H₃: Teachers in schools that participate in the IPN will have higher levels of trust in the principal than teachers in nonparticipating schools.

H₄: As the level of implementation of IPN increases, the level of teacher efficacy, the level of trust in principals, and the level of trust colleagues will also increase.

Pilot Study

The Instructional Partner Network (IPN) is a collaborative effort between the Alabama State Department of Education and the Alabama Best Practice Center. The IPN works intensely with an Instructional Partner and the principal to build knowledge and skills, and to help them develop the capacity of teachers and students. The IPN described several key anchors that define the program. These key anchors are (1) partnership at all levels: classroom, school, district, state; (2) laser-like focus on student achievement; (3) use of instructional best practices; (4) common focus, including school-wide vision of effective teaching and learning; (5) committed and effective instructional leadership; (6) data-based decision-making; (7) professional learning; (8) instructional coaching; (9) safe, distributive, collaborative culture; and (10) lateral support from colleagues using various sources of networking. Previously there has not been an instrument available to measure the implementation of IPN principles. To address this need the Principal Behavior Scale (PBS) was created.

An initial pilot study was performed in order to conduct an exploratory factor analysis to determine the reliability of the items on the Principal Behavior Scale (PBS), which measured the level of implementation of IPN principles. Ten survey items were developed by the researcher based on IPN principles. A panel of experts that consisted of three regional directors of the IPN program, two of whom were part of setting a vision of the program through the development of the IPN principles that were used to guide this study. The directors were sent a copy of the questions to review and critique. Following the review and critique of the questions by the three regional directors of the IPN program, the pilot study progressed to collecting data from teachers.

Once permission was obtained from the Institutional Review Board (IRB), permission was sought from the central office and the school principals. Surveys were administered to teachers, using a paper version, during a regularly scheduled faculty meeting. The surveys were anonymous. During this meeting, the purpose of the study was explained and that participation in the survey was voluntary. The participants were promised anonymity and a consent form was provided. In the spring semester of the 2016 school year, 70 teachers from two elementary schools located in Tuscaloosa County and Tuscaloosa City School districts completed the 10-item PBS. In order to test the predictive validity of the scale, the Teacher Trust in Colleagues Scale was also administered. The Trust in Colleagues Scale is an 8-item subscale of the Omnibus Trust Scale and typically has reliabilities ranging from .90 to .98. Previous factor analytic studies of the Omnibus Trust Scale support the construct and discriminant validity.

Teacher responses to all of the 10 items were subjected for factor analysis. For the scale variable of IPN partnership efforts, 10 items related to IPN implementation were loaded, which were the variables of PBS1, PBS2, PBS3, PBS4, PBS5, PBS6, PBS7, PBS8, PBS9, and PBS10.

Scale items were as follows:

1. The principal, the instructional partner and teachers at this school treat others as equals and with respect.
2. The principal, instructional partner, and teachers work together to ensure that all students achieve.
3. Teachers at my school collaborate to learn and implement effective teaching practices.
4. Our school uses a collaborative process to develop learning targets for our students.
5. The principal and the instructional partner meet regularly to ensure that the teachers receive the support and help needed.
6. Teams of teachers analyze student achievement data, formative assessment data, and other important data. This data is used to drive planning and professional development.
7. Adult learning is a priority and the principal, instructional partner and others use data to facilitate formal and informal job embedded professional learning.
8. Teachers in this school are provided with intense, focused support for professional learning through modeling, dialogue, and honest feedback.

9. Our school culture allows for collaboration where adults learn together, improve together, and celebrate together in a safe, transparent, and data driven environment.
10. Our school offers opportunities to network with other teachers during face-to-face meetings and/or electronically.

Principal components analysis was used because the primary purpose was to identify and compute composite scores for the factors underlying the Principal Behavior Scale (PBS). The initial eigen values showed that the first factor explained 64% of the variance, and the second factor explained 11% of the variance. The factor solutions were examined, using both varimax rotation of the factor loading matrix. Results from the factor analysis can be found in Table 2.

The first factor to emerge was instructional partnership efforts, which included variables PBS1, PBS5, PBS7 and PBS8. The second factor to emerge was collaboration among teachers, which included variables IPN3, IPN4 and IPN6. For the scale variable of teacher trust in colleagues, 8 items were loaded, which were OTS12, OTS14, OTS16R, OTS19, OTS20, OTS22, OTS24, and OTS25. A Cronbach's alpha was calculated for these two scales. If a Cronbach's alpha of 0.7 or higher was obtained, then the items in the scale were considered to have internal consistency and to be closely related to each other.

The results of the factor analysis showed that the items in both scales had internal consistency. For the scale variable of IPN partnership efforts, the Cronbach's alpha was 0.937. It should be noted that the variables of PBS1, PBS5, PBS7, and PBS8 accounted for 64% of the total variance in IPN partnership efforts. For the scale, faculty trust in colleagues the Cronbach's alpha was 0.907.

Table 2

Factor Loadings and Commonalities Based On a Principal Component Analysis with Varimax Rotation for the Ten Items in the Principal Behavior Scale (PBS) (N = 70)

ITEM	FACTOR 1: Instructional Partnership Efforts	FACTOR 2:	
		Collaboration	Communalities
PBS1	.848	.213	.764
PBS2	.625	.524	.664
PBS3	.183	.889	.824
PBS4	.413	.751	.734
PBS5	.812	.345	.779
PBS6	.285	.837	.782
PBS7	.849	.250	.784
PBS8	.864	.247	.808
PBS9	.755	.492	.812
PBS10	.739	.280	.630

Preliminary Analysis

Scale Reliability

Principal Behavior Scale (PBS). An exploratory factor analysis was performed on the 10 items that comprised the PBS scale, in order to determine their reliability as part of the scale. The PBS scale had a Cronbach's alpha of .713, with all items included. In the initial factor analysis, IPN6 had a factor loading of 0.02 and PBS7 had a factor loading of 0.14. All of the other items in the scale had factor loadings of 0.67 or above. PBS6 and PBS7 were removed from the scale because of their low reliability values, and the factor analysis was performed again. After removing those two items, the Cronbach's alpha score for the PBS scale was 0.92, which met the minimum level of reliability of 0.70 that is commonly used in scientific research (Muijs, 2010). In addition, the Cronbach's alpha of 0.92 was nearly the same as the Cronbach's alpha of 0.94 for the PBS scale in the pilot study.

Teacher's Sense of Efficacy. A factor analysis was performed on the 12 items that comprised the Teacher's Sense of Self Efficacy Scale (TSES). The Cronbach's alpha score for the 12 items was 0.81, which met the minimum of 0.70 that is considered appropriate for

scientific research (Muijs, 2010). Based on this outcome, all of the items were considered to be reliable measures of teacher sense of efficacy. In addition, the Teacher’s Sense of Self-Efficacy Scale (TSES) included three subscales for instructional strategies (Effinst), classroom management (EffClass), and student engagement (Engagement). Table 3 shows the correlation analysis between the three subscales and the total scale. Each of the subscales were significantly correlated with each other, as well as with the overall TSES scale. The correlation analysis provided further evidence for the relationship of the subscales that comprised the TSES scale.

Table 3

Correlation Analysis of TSES Subscales

	TSES	EffClass	Effinst	Engagement
TSES	1.00	0.84**	0.79**	0.87**
EffClass		1.00	0.43**	0.56**
Effinst			1.00	0.69**
Engagement				1.00

** $p < 0.01$

Omnibus T-Scale. Factor analyses were performed for each of the subscales that comprised the Omnibus T-Scale: teacher trust in the principal and teacher trust in colleagues. The subscale of teacher trust in colleagues had a Cronbach’s alpha of 0.789 with all 8 items included, which met the minimum of 0.70. However, the initial factor analysis for the teacher trust in principal subscale was 0.674, which was below the minimum standard of 0.70. In the initial factor analysis, OTSP1 had an eigenvalue of 0.19. In addition, 60% of the variance in the teacher trust in principal subscale was explained by the OTSP1 item. This item was removed and the factor analysis was performed again. The Cronbach’s alpha for the teacher trust in principal subscale without OTSP1 was 0.89, and all of the remaining items in the subscale had eigenvalues of 0.72 or above, which were above the minimum standard for scientific research. With the removal of OTSP1, 66% of the variance was still explained by one factor.

Descriptive Statistics

Teachers were the unit of analysis for this study. Of the 242 teacher participants, 130 worked in the seven schools that were a part of the IPN program, while 112 teachers worked at the six schools that were not participants in the IPN. Teachers in this study had an average of 11 years of teaching experience, principals had an average of 5 years' experience and coaches had an average of 4 years' experience. Table 4 shows the descriptive statistics for the data that were collected from the teachers who took part in the study. IPNPER, which was the teachers' perceptions of the level of implementation of IPN principles, and could range from 1 (*strongly disagree*) to 5 (*strongly agree*), was 4.15 and is an indication that the teachers in this study agreed that the IPN program was implemented according to the principles of the program. The mean value of 0.54 for participation in the IPN program (PAR) was scored as a dummy variable of 0 (*no*) and 1 (*yes*), which means that 54% of the teachers in this study worked in schools that participated in the IPN program. The mean of Teacher's Sense of Self-Efficacy Scale (TSES), which ranged from 1 (*not at all*) to 9 (*a great deal*), was 7.35, which indicated that the teachers in this study had a high level of sense of self-efficacy.

Table 4

Descriptive Statistics

	<i>M</i>	<i>SD</i>	<i>Minimum</i>	<i>Maximum</i>
IPNPER	4.15	0.73	1.45	8.00
TSES	7.35	1.06	3.92	12.17
IPN	7.27	1.07		
NONIPN	7.44	1.04		
Engagement	7.10	1.20	3.25	9.00
EFFinst	7.50	1.03	4.25	9.00
EffClass	7.44	1.57	2.25	24.25
FTP	4.97	1.05	1.38	10.38
IPN	5.20	0.97		
NONIPN	4.69	1.10		
FTC	4.74	0.77	2.13	7.38
IPN	4.80	0.73		
NONIPN	4.73	0.81		
SES	42.93	10.48	17.91	58.86
Yrs Principal	5.05	3.82	1.00	15.00
YrsCoach	4.17	2.52	1.00	10.00
TeacherExperience	11.11	7.86	1.00	36.00
EducationLevel	1.68	0.63	1.00	4.00
IPNPAR	1.47	0.50	1.00	2.00

Student engagement (Engagement) was the perception of the teachers about the engagement of the students, instructional strategies (Effinst) was the perceptions of the teachers regarding the instructional strategies, and classroom management (EffClass) was teachers' perceptions of the effectiveness of their classroom management skills. Each of these variables had response options that ranged from 1 (*none at all*) to 9 (*a great deal*). The mean value of 7.10 for Engagement, 7.50 for Effinst, and 7.44 for EffClass indicated that the teachers in this study perceived that they had quite a bit of engagement of the students, effectiveness of instructional strategies, and effectiveness in classroom management. Faculty trust in principal (FTP) ranged from 1 (*strongly disagree*) to 9 (*strongly agree*). The mean value of 4.97 indicated that the teachers in this study were somewhat indifferent about whether they trusted their principals. Similarly, faculty trust in colleagues (FTC) ranged from 1 (*strongly disagree*) to 9 (*strongly*

agree), which means that the mean score of 4.74 indicated that the teachers in the study were somewhat indifferent about whether they trusted their colleagues. The mean of 42.93 for SES, which was the percentage of students in the schools that received free or reduced lunch, meant that about 43% of the students, which the teachers in this study taught, received free or reduced lunches.

Correlation Analysis

Table 5 shows the results of the correlation analysis performed with the variables included in the study. The IPNPER variable was significantly and positively correlated with all of the variables in the study. This means that as teachers reported higher perceptions of the IPN program, they also reported higher levels of sense of self-efficacy, use of instructional strategies, classroom management, and student engagement. In addition, higher levels of perception of the IPN program were also associated with increased trust in principals, increased trust in colleagues, and increased SES. Furthermore, participation in the IPN program was positively correlated with perceptions about the IPN program ($r = 0.23, p < 0.01$).

Table 5

Correlation Analysis of All Variables

	IPNPE					EffClas			
	R	PAR	FTC	FTP	TSES	s	Effinst	Engagement	SES
IPNPER	1.00	0.23**	0.47**	0.62**	0.38**	0.27**	0.31**	0.38**	0.10
PAR		1.00	0.09	0.24**	-0.08	-0.09	-0.06	-0.04	0.01
FTC			1.00	0.54**	0.25**	0.16*	0.23**	0.26**	0.05
FTP				1.00	0.29**	0.18**	0.25**	0.31**	-0.03
TSES					1.00	0.84**	0.79**	0.87**	0.16
EffClass						1.00	0.43**	0.56**	0.17*
Effinst							1.00	0.69**	0.11
Engagement								1.00	0.11
SES									1.00

* $p < 0.05$

** $p < 0.01$

Teacher Participation and Teacher Efficacy

Research question 1 asked, “Does participation in the Instructional Partner Network (IPN) result in higher levels of teacher efficacy?” In order to answer this research question, a one-way analysis of variance (ANOVA) was performed with Teacher’s Sense of Self-Efficacy Scale (TSES) as the dependent variable and participation in the IPN program as the independent variable. The null hypothesis for the ANOVA was that there was no significant difference in teacher self-efficacy based on whether the teachers worked in schools that participated in the IPN program. The alternative hypothesis was that there was a significant difference in teacher self-efficacy based on whether the teachers worked in schools that participated in the IPN program. The results of the ANOVA showed that the null hypothesis could not be rejected ($F = 1.63$, $p > 0.05$). The teachers who worked in schools that participated in the IPN program did not have significantly higher levels of self-efficacy than the teachers who did not work in schools that participated in the IPN program.

Teacher Participation and Faculty Trust in Principal

Research question 2 asked, “Does participation in the IPN result in higher levels of teacher trust in principal?” In order to answer this research question, a one-way analysis of variance (ANOVA) was performed with the faculty trust in principal subscale as the dependent variable and participation in the IPN program as the independent variable. The null hypothesis for the ANOVA was that there was not a significant difference in faculty trust in principal, based on whether the teachers worked in IPN schools. The alternative hypothesis was that there was a significant difference in faculty trust in principal based on whether the teachers worked in IPN schools. The results of the ANOVA showed that the null hypothesis could be rejected and the alternative hypothesis accepted ($F = 14.91$, $p < 0.01$). Teachers who worked in schools that

participated in the IPN program had significantly higher levels of trust in their principals than teachers who did not work in schools that participated in the IPN program.

Teacher Participation and Faculty Trust in Colleagues

Research question 3 asked, “Does participation in the IPN result in higher levels of teacher trust in colleagues?” In order to answer this research question, a one-way analysis of variance (ANOVA) was performed with the faculty trust in colleagues subscale as the dependent variable and participation in the IPN program as the independent variable. The null hypothesis for the ANOVA was that there was not a significant difference in faculty trust in colleagues based on whether the teachers worked in IPN schools. The alternative hypothesis was that there was a significant difference in faculty trust in colleagues based on whether the teachers worked in IPN schools. The results of the ANOVA showed that the null hypothesis could not be rejected ($F = 2.09, p > 0.05$). Teachers who worked in schools that participated in the IPN program did not have significantly higher levels of trust in their colleagues than teachers who did not work in schools that participated in the IPN program.

IPN Implementation, Self-Efficacy, Trust in Principal, and Trust in Colleagues

Research question 4 asked, “Does level of implementation of IPN principles account for differences in teacher efficacy, teacher trust in the principal, and teacher trust in colleagues among IPN schools?” In order to answer this research question, a multivariate general linear regression was performed in which faculty trust in principal, faculty trust in colleagues, and teacher self-efficacy were dependent variables, level of implementation of IPN principles was the independent variable, and socioeconomic status, which was the percentage of students in each of the schools that received free and reduced lunches, was a covariate.

The results of the multivariate tests are presented in Table 6, which answered the question of whether the predictor effects were significant, showed that the predictor effects were significant as the p -value for each of the tests was less than 0.05. This means that the effect of the teachers' perceptions of level of implementation of IPN principles were significantly related to each of the dependent variables, as well as to the covariate.

Table 6

Multivariate Tests

		Value	F	Hypothesis df	Error df	Sig.
Intercept	Wilk's Lambda	0.17	345.67	3.00	207.00	0.00
SES	Wilk's Lambda	0.96	2.91	3.00	207.00	0.04
IPNPER	Wilk's Lambda	0.30	3.20	96.00	620.55	0.00

Table 7 shows the results of the tests of between subjects effects, which is used to answer the question of whether the model is significant for the predictors. The corrected model row shows that the overall model was significant for all three of the dependent variables ($p < 0.001$). In addition, the IPNPER row shows that level of implementation of IPN principles was a significant predictor of faculty trust in principal, faculty trust in colleagues, and teacher self-efficacy ($p < 0.001$). However, the covariate of SES was only significant for teacher self-efficacy ($p < 0.05$). Overall, the results of the multivariate general linear regression showed that level of implementation of IPN principles accounted for differences in teacher efficacy, teacher trust in the principal, and teacher trust in colleagues among IPN schools.

Table 7

Tests of Between-Subjects Effects

		Type III Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Corrected Model	FTP	136.67	33.00	4.14	6.64	0.00
	FTC	55.12	33.00	1.67	3.99	0.00
	TSES	76.42	33.00	2.32	2.45	0.00
Intercept	FTP	254.90	1.00	254.90	408.61	0.00
	FTC	193.93	1.00	193.93	463.05	0.00
	TSES	463.92	1.00	463.92	491.50	0.00
SES	FTP	0.92	1.00	0.92	1.48	0.23
	FTC	0.28	1.00	0.28	0.68	0.41
	TSES	4.68	1.00	4.68	4.96	0.27
IPNPER	FTP	136.38	32.00	4.26	0.00	0.00
	FTC	54.76	32.00	1.71	0.00	0.00
	TSES	69.34	32.00	2.17	0.00	0.00
Error	FTP	130.38	209.00	0.62		
	FTC	87.53	209.00	0.42		
	TSES	197.27	209.00	0.94		

Summary

The purpose of this chapter was to present the findings of the data analysis to answer the research questions that were formulated for the study. The results of the data analysis showed that participation in the IPN program resulted in teachers having higher levels of trust in their principals. However, the teachers who worked in schools that were part of the IPN program did not have significantly higher levels of teacher efficacy or significantly higher levels of trust in their colleagues than the teachers who worked in schools that were not part of the IPN program. The results of the data analysis also showed that perceptions about the implementation of the IPN program did account for differences in teacher efficacy, teacher trust in principals, and teacher trust in colleagues among IPN schools. The larger implications of these findings are discussed in the next chapter.

CHAPTER V:
DISCUSSION AND CONCLUSION

Overview

This chapter provides a discussion of the findings of this study, and implications regarding the implementation of the IPN program. This chapter begins with a discussion of the findings to each of the research questions that were addressed in the study. The findings are discussed both in terms of the results of this study, as well as in relation to the larger body of literature that was examined for this study. Then, the implications of the findings in terms of educational practices related to the implementation of programs designed to build instructional capacity in schools. Finally, recommendations are provided for future research on this topic that can expand upon what is already known on the subject, as well as the findings of this study.

Findings

The first hypothesis stated that teachers in schools that participated in the IPN would have higher levels of teacher efficacy than teachers in nonparticipating schools. The results of the data analysis showed that this hypothesis was not confirmed as there was not significant difference in teacher efficacy based on whether the participants worked in schools that were part of the IPN program. It has been noted within the academic literature that teachers' interactions with other teachers and with principals does impact teacher trust and efficacy (Tschannen-Moran, 2010, 2014).

Another issue that must also be considered regarding the IPN program and teacher efficacy is that all of the schools in this study were located in the same two school districts. The

fact that all of the schools were in the same school districts, and, as a result, likely operated with great consistency in terms of policies, might explain the lack of relationship between working in an IPN school and increased teacher efficacy. Even with differing opinions about the impact of some of the principals on the teachers, the similarities in broader policies and the culture of the schools may have resulted in a lack of difference in teacher efficacy between the IPN and non-IPN schools.

The second research hypothesis stated that teachers in schools that participated in the IPN would have higher levels of trust in colleagues than teachers in nonparticipating schools. The results of the data analysis showed that this hypothesis was not confirmed as there was not a significant difference in teacher trust in colleagues based on whether the participants worked in schools that were part of the IPN program. It is not possible to argue with any certainty why there was no difference in teacher trust in colleagues between the IPN and non-IPN schools. Researchers have found that teachers' trust in their colleagues is impacted by the interactions with each other, and the quality of those interactions (Cosner, 2010). Perhaps participation in the IPN alone could not account for the quality of those relationships.

The third research hypothesis stated teachers in schools that participated in the IPN would have higher levels of trust in the principal than teachers in nonparticipating schools. The results of the data analysis showed that this hypothesis was confirmed, meaning that participation in the IPN program alone accounted for teacher trust in the principal. This makes sense because trust in the principal is based on perceptions regarding whether the principal is benevolent, competent, honest, open, and reliable (Hoy & Tschannen-Moran, 1999; Tschannen-Moran & Hoy, 2000; Tschannen-Moran, 2009, 2014). Hanford and Leithwood (2012) also supported the

idea that the actions and behaviors of the principals, such as consistency, reliability, openness, and respect are related to teacher trust in principals.

The fourth hypothesis stated that as the level of implementation of IPN increased, the level of teacher efficacy, the level of trust in principals, and the level of trust in colleagues would also increase. The results of the data analysis showed that the hypothesis was confirmed as the level of IPN increased, the level of teacher efficacy, the level of trust in principals, and the level of trust in colleagues also increased. Overall, perceptions about the implementation of IPN accounted for differences in teacher efficacy, teacher trust in principals, and teacher trust in colleagues.

The finding that perceptions about the degree of implementation of IPN accounted for differences in teacher efficacy, teacher trust in principals, and teacher trust in colleagues is evidence that an important part of the program was the way in which it was implemented, which would fall back, at least partially, on the principals in each of the IPN schools. It is appropriate to conclude that when teachers perceived that the IPN program was implemented based on its intended purposes, teacher efficacy, trust in principals, and trust in colleagues was positively impacted. However, when teachers perceived that the IPN program was not implemented appropriately, then their efficacy, trust in principals, and trust in colleagues was not improved.

Limitations

One of the limitations of this study is that the teacher was the unit of analysis, which means that it was not possible to examine differences between schools in how the IPN program was implemented. Furthermore, all of the teachers who took part in this study were from the same school district. It is possible that all of the schools had similar cultures, and certainly that the teachers had similar ideas and beliefs because they lived in the same area. In this regard, it

might have been difficult to detect differences in self-efficacy, trust in colleagues, or trust in principals in the sample. Another limitation of this study was that the way in which the IPN program was implemented in each of the schools was not investigated. It is possible that the principals in the schools in which the teachers worked did not implement the IPN program in the same way, and potentially did not implement the program according to the principles and tenets established by the Alabama State Department of Education.

Implications

Based on the findings of this study, it is possible to discuss larger implications related to the IPN program and issues of teacher efficacy, trust in principals, and trust in colleagues. From the standpoint of the IPN program, one of the implications of this study is that the IPN program may be effective in increasing teacher efficacy, trust in colleagues, and trust in principals when it is implemented in a way that is perceived to be appropriate by teachers. Prior to this study there was not a way to measure the level of Implementation of IPN principles. This study provided a much needed tool to monitor the IPN efforts. In this regard, the Tuscaloosa County School System and Tuscaloosa City School System may be able to provide more oversight and support to ensure that the IPN program is implemented as intended, and that principals are making every effort to ensure that the program is implemented as intended.

Even more, in order to make the IPN program successful, the leaders of the Tuscaloosa County School System and even the Alabama Department of Education may need to examine the leadership actions and behaviors of its principals. In this way, the leaders of the school system may need to work to identify those principals who are viewed negatively by teachers, and attempt to correct the leadership problems. Otherwise, the underlying goals of the IPN program may not be achieved throughout all IPN schools.

Another implication of this study is that the IPN program can be successful at improving teacher efficacy, trust in colleagues, and trust in principals when it is implemented in a way that is perceived to be appropriate to teachers. In this regard, the Alabama Department of Education may want to consider expanding the IPN program to all schools throughout the state. If the IPN program can be implemented with a focus on ensuring the full support and appropriate leadership of school principals and local school districts, then the larger goals of the IPN program for both teachers and students may be achieved across the state.

Principals also play an important role in developing self-efficacy of teachers, as well as increasing teachers' trust in principals and colleagues. Researchers have found that one of the ways in which principals can increase teacher self-efficacy is by providing emotional support, encouragement, and constructive feedback (Embier, 2003). Furthermore, principals must model the behaviors and actions that they expect from teachers as another means of providing support and gaining the trust of teachers (Calik et al., 2012). Principals must demonstrate authenticity in their actions and behaviors in order to increase the likelihood that teachers will have trust in them (Tschannen-Moran & Hoy, 1997).

In addition, principals can increase teacher trust in their colleagues by creating a school environment in which teachers have time to interact and collaborate with each other (Cosner, 2010). Principals must work to create a school environment in which teachers not only communicate with each other, but also are allowed to work together to take on decision-making responsibilities (Tschannen-Moran & Hoy, 2000). It is through an environment in which collaboration and shared decision-making are encouraged that teachers work together and come to trust each other in improving the educational environment.

Principals may also need to engage in ongoing instruction about the IPN program as a means of reminding teachers why the program was implemented, and how it is working to improve student achievement, teacher collaboration, and the larger environment of the school. Rather than giving teachers guidance and information about the program on a single occasion, principals and other leaders may need to conduct regular training and guidance sessions for teachers. The goal of these sessions might be to remind teachers of the usefulness and importance of the program, while also giving examples from within the schools of how the program is working. In this way, teachers can recognize real-world improvements have occurred, which may motivate them to continue to follow the program over time.

Principals may also need a greater degree of professional development in order to implement the tenets of the IPN program. Principals may need to receive professional development not only about how to engage with teachers, but in a way that creates a school environment of collaboration and trust. Principals may also need professional development about how to share decision-making and leadership activities with teachers in a further effort to fully implement all of the tenets of the IPN program.

Recommendations for Future Research

The results of the study and the implications that have been discussed provide a basis for making recommendations for future research. The lack of statistical difference in teacher efficacy between the IPN and non-IPN schools may have been a result of the fact that all of the schools in this study were in the same school districts. Teachers were the unit of analysis in this study, so examining differences between schools was not possible. Future research regarding the impact of the IPN program should be conducted using schools from across the state as well as schools in larger cities and schools in rural areas. Using schools as the unit of analysis might

allow for the ability to tap these differences more effectively. This type of study would allow for the ability to examine not only the impact of the IPN program, but also the impact of larger cultural issues related to the particular schools and school districts from which the sample was drawn. It would be possible to investigate the impact that the culture of the area in which the schools are located might be a factor that affects the implementation and impact of the IPN program.

Future research regarding the impact of the IPN program should also focus more attention on the demographics and backgrounds of the teachers. Perceptions and attitudes about the IPN program may be affected by the number of years of experience of the teachers, whether the teachers had taught in other school districts or even other cities, and educational backgrounds. The ability to analyze the backgrounds of the teachers might provide more information about the types of teachers who are likely to have positive perceptions of the IPN program, as well as teachers who may be more likely to create obstacles for the implementation of the IPN program.

In addition, if research showed that school districts in other parts of the state had more success in implementing the IPN program in terms of increases in teacher efficacy, trust in colleagues, and trust in principals, then this information might be useful to State education leaders. The data might allow State education leaders to begin to examine why the implementation of the program was successful in some school districts but unsuccessful in others. Educational leaders could begin to examine the particular issues that might be present in the school districts in which implementation of the IPN program was not successful, and attempt to resolve those issues so that the desired outcomes from the program could be achieved.

Another recommendation for future research is to investigate the perceptions and beliefs of school principals regarding the IPN program. Some of the teachers who took part in this study indicated that their principals were not often available in the schools, or did not actively engage with teachers. It would be useful to understand how the principals feel about the IPN program, as well as whether they have changed their leadership practices and behaviors in order to accommodate the guidelines and directives of the IPN program. If the principals do not believe in the program, or have not changed their leadership practices to accommodate the program, then this might be a reason for the lack of difference in teacher efficacy or trust in principals between teachers in IPN schools and non-IPN schools.

Finally, the long-term impact of the IPN program on teacher efficacy, trust in colleagues, and trust in principals should be investigated. While the initial implementation of the program is certainly important, it is as important to understand the long-term impact of the program once the initial emotions and concerns of teachers and principals have been overcome. It would be useful to know if the lack of difference in teacher efficacy, trust in colleagues, and trust in principals continues over time or whether the program does result in differences in efficacy and trust toward colleagues once the program has been in place for several years.

Summary

A discussion of the findings of this study, and implications regarding the implementation of the IPN program was provided in this chapter. The results of this study can be used by educational leaders in the Tuscaloosa County School System and Tuscaloosa City School System, as well as in the Alabama State Department of Education to understand some of the problems and issues arising with the implementation of the IPN program as well as some of the benefits of the IPN program. This study offers a new instrument that can reliably assess the level

of implementation of the IPN. Most reform efforts fail due to a lack of reliable evidence to assess their effectiveness and contribution (Levin & Datnow, 2012). The instrument used in this study provides a starting point from being able to acquire and assess reliable data to determine the effectiveness of the IPN program. The results of this study can be used as the basis for future studies about the IPN program in Alabama that may provide more information to help educational leaders and local school districts better implement the program in order to achieve the desired outcomes.

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APPENDIX A:
IRB APPROVAL

April 27, 2016

Denise Arrington
Tameka Shamery
ELPTS
College of Education
The University of Alabama
Box 870302

Re: IRB # EX-16-CM-042 "The Effects of the Instructional Partnerships Program on Teacher Academic Optimism and Collaboration in Elementary Schools in North Central Alabama"

Dear Ms. Arrington:

The University of Alabama Institutional Review Board has granted approval for your proposed research. Your protocol has been given exempt approval according to 45 CFR part 46.101(b)(2) as outlined below:

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:

(i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Your application will expire on April 26, 2017. If your research will continue beyond this date, complete the relevant portions of Continuing Review and Closure Form. If you wish to modify the application, complete the Modification of an Approved Protocol Form. When the study closes, complete the appropriate portions of FORM: Continuing Review and Closure.

Please provide a copy of the Tuscaloosa City School System approval documentation for the IRB file prior to beginning any research within the Tuscaloosa City Schools.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number.

Good luck with your research.

Sincerely,



Carpanato T. Myles, MSM, CIM, CIP
Director & Research Compliance Officer
Office for Research Compliance

APPENDIX B:
TUSCALOOSA CITY APPROVAL



Approval to Proceed with Research, Dissertation, Related Studies

Title of Research: The Effects of the Instructional Partnership Program on Teacher Academic
Optimism and Collaboration in Elementary Schools in North Central Alabama

Applicant(s): Denise P. Arrington Date Submitted: 04/26/2015

Email Address: darringt@tusc.k12.al.us Phone Number: 205-454-5529

Duration of Project: From 05/2016 To 12/2016 Department: Educational Leadership

Prerequisite: Adherence to Tuscaloosa City Schools' Board Policy:

http://www.tuscaloosacityschools.com/pages/Tuscaloosa_City_SchoolDistrict/Departments/HR/Policy_Manual/Section_M_Education_Agency_Re/file_ME

1. IRB Approval

- Must contain signature (e-signature, not acceptable)
- Date Submitted: 4/28/16

2. Methodology/Abstract (explaining study)

- Survey or other instrument for quantitative study

3. Consent form, explanation, etc. clearly states participant does NOT have to participate in study; participation is strictly voluntary

4. History of Protocol: New Application Renewal of Previously Approved Application
If this is a renewal, indicate the initial Approval Date: _____

5. Approved

6. Denied

Explanation (if needed):

Superintendent or Designee Signature: _____

Date: 4/29/16

Additional Comments:

APPENDIX C:
TUSCALOOSA COUNTY APPROVAL



November 16, 2015

Tameka Shamery Rice
11604 Arlington Avenue
Northport, AL 35475

Dear Ms. Rice:

Your request to conduct a study in the Tuscaloosa County School System is granted. Your proposal is clearly written and you have complied with the requirements of our system. You are approved to begin your study.

I have contacted the principals and made them aware of your needs and asked them to consider your request. Since there are many researchers requesting studies at any given time, we leave the final decision to participate to the building principal.

I wish you continued success with your project.

Sincerely,



Walter W. Davie, Ed.D.
Interim Superintendent

c Principals

APPENDIX D:
INFORMED CONSENT DOCUMENT

**THE UNIVERSITY OF ALABAMA
HUMAN RESEARCH PROTECTIONS PROGRAM**

Informed Consent Document

Tameka Shamery and Denise Arrington, Principal Investigators from the University of Alabama, are conducting a study called “The Effects of the Instructional Partnerships Program on Teacher Academic Optimism and Collaboration in Elementary Schools in North Central Alabama”. We wish to find out the impact an initiative, the Instructional Partnership Network, has on teacher efficacy and teacher trust in the principal and colleagues and to examine the links between participation in a collaborative initiative, collaboration among teachers, and teacher academic optimism.

Taking part in this study involves completing a paper-pencil survey that will take about 15 minutes. This survey contains questions about collaboration, academic optimism, teacher efficacy, trust and the Instructional Partnership Network.

We will protect your confidentiality by not asking for names. Only Tameka Shamery and Denise Arrington will have access to the data. Only summarized data will be presented at meetings or in publications.

There will be no direct benefits to you. The findings will be useful to The Alabama Best Practices Center, The University of Alabama, The UA In-service Center, Principals and teachers for evaluating the impact of the IPN and building optimism, trust, collaboration and efficacy in schools.

The chief risk is that some of the questions may make you uncomfortable. You may skip any questions you do not want to answer.

If you have questions about this study, please contact Tameka Shamery (*investigator*) at (205)292-9087 or by email @Shame001@crimson.ua.edu. You may also contact Denise Arrington (*investigator*) at (205)454-5229 or by email @Arrin011@crimson.ua.edu. You may also contact our UA faculty advisor, Dr. Roxanne Mitchell at (205) 348-0348.

If you have questions about your rights as a research participant contact Ms. Tanta Myles (the University Compliance Officer) at (205) 348-8461 or toll-free at 1-877-820-3066. If you have complaints or concerns about this study, file them through the UA IRB outreach website at http://osp.ua.edu/site/PRCO_Welcome.html. Also, if you participate, you are encouraged to complete the short Survey for Research Participants online at this website. This helps UA improve its protection of human research participants.

YOUR PARTICIPATION IS COMPLETELY VOLUNTARY. You are free not to participate or stop participating any time before you submit your answers.

If you understand the statements above, are at least 18 years old, and freely consent to be in this study, please show consent by completing the survey.

APPENDIX E:
PRINCIPAL BEHAVIOR SCALE

	Strongly Agree	Agree	Neutral or Not Observed	Disagree	Strongly Disagree
1. The principal, the instructional partner and teachers at this school treat others as equals and with respect.	1	2	3	4	5
2. The principal, instructional partner, and teachers work together to ensure that all students achieve.	1	2	3	4	5
3. Teachers at my school collaborate to learn and implement effective teaching practices.	1	2	3	4	5
4. Our school uses a collaborative process to develop learning targets for our students.	1	2	3	4	5
5. The principal and the instructional partner meet regularly to ensure that the teachers receive the support and help needed.	1	2	3	4	5
6. Teams of teachers analyze student achievement data, formative assessment data, and other important data. This data is used to drive planning and professional development.	1	2	3	4	5
7. Adult learning is a priority and the principal, instructional partner and others use data to facilitate formal and informal job embedded professional learning.	1	2	3	4	5
8. Teachers in this school are provided with intense, focused support for professional learning through modeling, dialogue, and honest feedback.	1	2	3	4	5
9. Our school culture allows for collaboration where adults learn together, improve together, and celebrate together in a safe, transparent, and data driven environment.	1	2	3	4	5
10. Our school offers opportunities to network with other teachers during face-to-face meetings and/or electronically.	1	2	3	4	5

APPENDIX F:
PILOT SCALE

Directions: Please indicate your level of agreement with each of the following statements about your school from Strongly Disagree (1) to Strongly Agree (5).	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1. The principal, the instructional partner and teachers at this school treat others as equals and with respect.	1	2	3	4	5
2. The principal, instructional partner, and teachers work together to ensure that all students achieve.	1	2	3	4	5
3. Teachers at my school collaborate to learn and implement effective teaching practices.	1	2	3	4	5
4. Our school uses a collaborative process to develop learning targets for our students.	1	2	3	4	5
5. The principal and the instructional partner meet regularly to ensure that the teachers receive the support and help needed.	1	2	3	4	5
6. Teams of teachers analyze student achievement data, formative assessment data, and other important data. This data is used to drive planning and professional development.	1	2	3	4	5
7. Adult learning is a priority and the principal, instructional partner and others use data to facilitate formal and informal job embedded professional learning.	1	2	3	4	5
8. Teachers in this school are provided with intense, focused support for professional learning through modeling, dialogue, and honest feedback.	1	2	3	4	5
9. Our school culture allows for collaboration where adults learn together, improve together, and celebrate together in a safe, transparent, and data driven environment.	1	2	3	4	5
10. Our school offers opportunities to network with other teachers during face-to-face meetings and/or electronically.	1	2	3	4	5

Directions: Please indicate your level of agreement with each of the following statements about your school from Strongly Disagree (1) to Strongly Agree (6).	Strongly disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
11. Teachers in this school trust the principal.	1	2	3	4	5	6
12. Teachers in this school trust each other.	1	2	3	4	5	6
13. The teachers in this school are suspicious of most of the principal's actions.	1	2	3	4	5	6
14. Teachers in this school typically look out for one another.	1	2	3	4	5	6
15. The teachers in this school have faith in the integrity of the principal.	1	2	3	4	5	6
16. Teachers in this school are suspicious of each other.	1	2	3	4	5	6
17. The principal in this school typically acts in the best interest of teachers.	1	2	3	4	5	6
18. The principal in this school does not show concern for the teachers.	1	2	3	4	5	6
19. Even in difficult situations, teachers in this school can depend on each other.	1	2	3	4	5	6
20. Teachers in this school do their jobs well.	1	2	3	4	5	6
21. Teachers in this school can rely on the principal.	1	2	3	4	5	6
22. Teachers in this school have faith in the integrity of their colleagues.	1	2	3	4	5	6
23. The principal in this school is competent in doing his or her job.	1	2	3	4	5	6
24. Teachers in this school are open with each other.	1	2	3	4	5	6
25. When teachers in this school tell you something, you can believe it.	1	2	3	4	5	6
26. The principal doesn't tell teachers what is really going on.	1	2	3	4	5	6

APPENDIX G:
SURVEY

Years Teaching Experience _____

Education Level _____

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing		Very Little		Some Influence		Quite a bit		A Great Deal
1. How much can you do to get students to believe they can do well in school work?	1	2	3	4	5	6	7	8	9
2. To what extent can you craft good questions for your students?	1	2	3	4	5	6	7	8	9
3. How much can you do to get children to follow classroom rules?	1	2	3	4	5	6	7	8	9

Directions: Please indicate the extent to which you agree with each of the statements below from Never (1) to Always (5).	Never	Rarely	Sometimes	Often	Always
4. I trust the parents of my students.	1	2	3	4	5
5. I can count on parent support.	1	2	3	4	5
6. I trust my students.	1	2	3	4	5
7. I have confidence in my students.	1	2	3	4	5
8. I ask students to explain how they get their answers.	1	2	3	4	5
9. I don't accept shoddy work from my students.	1	2	3	4	5
10. I give my students challenging work.	1	2	3	4	5
11. I press my students to achieve academically.	1	2	3	4	5

Directions: Please indicate your level of agreement with each of the following statements about your school from Strongly Disagree (1) to Strongly Agree (6).	Strongly disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
12. Teachers in this school trust the principal.	1	2	3	4	5	6
13. Teachers in this school trust each other.	1	2	3	4	5	6
14. The teachers in this school are suspicious of most of the principal's actions.	1	2	3	4	5	6
15. Teachers in this school typically look out for one another.	1	2	3	4	5	6
16. The teachers in this school have faith in the integrity of the principal.	1	2	3	4	5	6
17. Teachers in this school are suspicious of each other.	1	2	3	4	5	6
18. The principal in this school typically acts in the best interest of teachers.	1	2	3	4	5	6
19. The principal in this school does not show concern for the teachers.	1	2	3	4	5	6
20. Even in difficult situations, teachers in this school can depend on each other.	1	2	3	4	5	6
21. Teachers in this school do their jobs well.	1	2	3	4	5	6
22. Teachers in this school can rely on the principal.	1	2	3	4	5	6
23. Teachers in this school have faith in the integrity of their colleagues.	1	2	3	4	5	6
24. The principal in this school is competent in doing his or her job.	1	2	3	4	5	6
25. Teachers in this school are open with each other.	1	2	3	4	5	6
26. When teachers in this school tell you something, you can believe it.	1	2	3	4	5	6
27. The principal doesn't tell teachers what is really going on.	1	2	3	4	5	6

Directions: Please indicate your opinion about each question by marking any one of the nine responses in the columns on the right side, ranging from (1) “none at all” to (9) “a great deal” as each represents a degree on the continuum. Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.	This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers in their school activities. Your answers are confidential.								
	Not at all		Very Little		Some Degree		Quite a bit		A Great Deal
28. How much can you do to control disruptive behavior in the classroom?	1	2	3	4	5	6	7	8	9
29. How much can you do to motivate students who show low interest in school work?	1	2	3	4	5	6	7	8	9
30. How much can you do to calm a student who is disruptive or noisy?	1	2	3	4	5	6	7	8	9
31. How much can you do to help your students value learning?	1	2	3	4	5	6	7	8	9
32. To what extent can you craft good questions for your students?	1	2	3	4	5	6	7	8	9
33. How much can you do to get children to follow classroom rules?	1	2	3	4	5	6	7	8	9
34. How much can you do to get students to believe they can do well in school work?	1	2	3	4	5	6	7	8	9
35. How well can you establish a classroom management system with each group of students?	1	2	3	4	5	6	7	8	9
36. To what extent can you use a variety of assessment strategies?	1	2	3	4	5	6	7	8	9
37. To what extent can you provide an alternative explanation or example when students are confused?	1	2	3	4	5	6	7	8	9
38. How much can you assist families in helping their children do well in school?	1	2	3	4	5	6	7	8	9

39. How well can you implement alternative teaching strategies in your classroom?	1	2	3	4	5	6	7	8	9
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Directions: Please indicate your level of agreement with each of the following statements about your school from Strongly Disagree (1) to Strongly Agree (5).	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
40. The principal, the instructional partner and teachers at this school treat others as equals and with respect.	1	2	3	4	5
41. The principal, instructional partner, and teachers work together to ensure that all students achieve.	1	2	3	4	5
42. Teachers at my school collaborate to learn and implement effective teaching practices.	1	2	3	4	5
43. Our school uses a collaborative process to develop learning targets for our students.	1	2	3	4	5
44. The principal and the instructional partner meet regularly to ensure that the teachers receive the support and help needed.	1	2	3	4	5
45. Teams of teachers analyze student achievement data, formative assessment data, and other important data. This data is used to drive planning and professional development.	1	2	3	4	5
46. Adult learning is a priority and the principal, instructional partner and others use data to facilitate formal and informal job embedded professional learning.	1	2	3	4	5
47. Teachers in this school are provided with intense, focused support for professional learning through modeling, dialogue, and honest feedback.	1	2	3	4	5
48. Our school culture allows for collaboration where adults learn together, improve together, and celebrate together in a safe, transparent, and data driven environment.	1	2	3	4	5

49. Our school offers opportunities to network with other teachers during face-to-face meetings and/or electronically.	1	2	3	4	5
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Directions: Please indicate your level of agreement with each of the following statements about your school from Not at all (1) to (6). To what extent do teachers work collectively to influence these types of decisions?	Not at all	Very rarely	Rarely	Sometimes	Most of the time	All the time
50. Planning school improvement	1	2	3	4	5	6
51. Selecting Instructional methods and activities	1	2	3	4	5	6
52. Evaluating curriculum and programs	1	2	3	4	5	6
53. Determining professional development needs and goals	1	2	3	4	5	6
54. Planning professional development activities	1	2	3	4	5	6