

TRUST, COLLEGIALITY, AND COMMUNITY

by

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DISSERTATION APPROVAL

The abstract and dissertation of Michèle DeShaw for the Doctor of Education in Leadership were presented June 2009, and accepted by the examining committee.

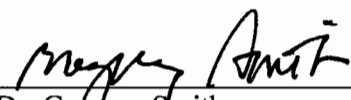
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ABSTRACT

An abstract of the dissertation of Michèle DeShaw for the degree of Doctor of Education in Educational Leadership presented June 2009.

Title: Trust, Collegiality, and Community

The purpose of this study was to examine and describe the role of trust, a complex and understudied aspect of working relationships, among teachers in smaller learning communities (SLC). Based on a review of the literature, four kinds of interpersonal professional relationships were defined and described from individualism to community. An embedded case study was undertaken in order to describe the relationship and the role of trust in four smaller instructional units within a comprehensive urban high school. The study made use of quantitative surveys, interviews, focus groups, observations, and field documents to identify the existing characteristics of teacher-to-teacher relationships. Trust was defined as the voluntary willingness to be vulnerable to colleagues with the expectation that by doing so, positive outcomes for students and faculty will occur. Findings revealed relationships that could be defined as cooperative but not collegial or communal, and levels of trust were relatively low. These outcomes provide educational administrators and teacher leaders with lessons that may be applicable to other smaller learning communities seeking to improve the interactions and trust levels among faculty.

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Shortcomings in this study are my responsibility, not those of anyone else.

DEDICATION

This work is dedicated to my immediate family: my husband, Tim, who is still my best friend and hero in spite of having pushed me into this consuming endeavor; our Golden Retriever, Ché, who attended nearly all my graduate classes with me; and my cat, Blue, who edited every word while she sat on my lap when I wrote them.

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CHAPTER I

INTRODUCTION

Trust Makes a Difference

Three high school teachers arrange to meet after school to discuss the work and learning of several students. The teachers are looking for ways to help each student engage more deeply in interdisciplinary demonstrations the teachers have designed. In the nearby elementary school, teachers examine data from a pilot project they undertook 2 years ago. They admit to less-than-desired results and discuss how best to proceed. Meanwhile, several middle school teachers talk about how they can help one of their team, who is struggling with the curriculum. She has told them that her students are not ready to take a common assessment at the time agreed upon by the teacher and her team. Her colleagues insist that all of their students will take the assessment at that time. The teachers work as a team to help the teacher and her group of students get ready.

In all of these scenarios, trust is evident. In each case, someone was vulnerable in front of those with whom they have a professional relationship. In each vignette, one or more teachers (trustors) held stated and/or unstated expectations about the behavior of another teacher (trustee) whose behavior was not in the control of the trustor (Mayer, Davis, & Schoorman, 1995; Zand, 1972). The failure of the trustee to meet those expectations could result in a loss or a cost for the trustor (Edelenbos,

2007) and that loss or cost, if the expectations were not met, was greater than the gain or benefit if the expectations were met (Deutsch, 1957, 1958).

The notion of trust is complex. This may account, in part, for why empirical studies of trust are relatively recent and why the study of trust in education is even more nascent. In the early 1980s, educational researchers began to examine trust in educational environments (Hoy & KuperSmith, 1984). A small but growing body of work is accumulating. However, that work has not significantly impacted the educational audience, the work is incomplete, and the connection of the trust research to educational reform and the building of collegiality and community among faculty is still unfinished.

Trust in some form is part of virtually every relationship and every interpersonal professional relationship. Trust involves being vulnerable to some extent, knowing that if trust is violated, what you might lose is greater than what you might gain by trusting someone. This study looked at trust in educational environments, defining trust narrowly as *a teacher's voluntary willingness to be vulnerable to colleagues with the expectation that by doing so, positive outcomes for students and teachers will occur*. The "thicker" the relationship (Williams, 1988) the greater will be the trust within that relationship (Tierney, 2006).

Differences in Interpersonal Professional Relationships

Recently educational literature has taken seriously the importance of interpersonal professional relationships in the educational setting, both in terms of

student achievement and in terms of leadership skills (Beck, 2002; Little & McLaughlin, 1993; Louis, Kruse, & Bryk, 1995; National Association of Elementary School Principals, 2002; Senge et al., 2000; Sergiovanni, 2000). The quality of the relationships in schools and other organizations can be characterized as a progression from individualism, as the weakest form of interpersonal professional relationship, through collaboration/cooperation to collegiality to community, the strongest form. Figure 1 illustrates this progression. Each level of relationship is distinct and each builds on the previous level.



Figure 1. Levels of interpersonal professional relationships.

Individualism is marked by isolation, autonomy, and alienation (Newmann, Rutter, & Smith, 1989). *Cooperation*, seemingly a desirable condition, is used

frequently in educational literature, without clear definition. In sociology Williams (1988) provided one of the few definitions in the literature. He described cooperation as engaging in a joint venture that can only be accomplished with a contribution from each party involved. *Collaboration* is also a term used frequently in educational literature. Faculty collaborate as team members when they work together on school matters. However, sometimes collaboration is a pejorative because staff members are coerced to take part (Fullan & Hargreaves, 1996). Collaboration in this sense has more value to the organization than to staff members. Collaboration and cooperation are terms used both independently and interchangeably in the literature. Because they are highly similar in meaning and interchangeable in the literature, they have been combined in this study as collaboration/cooperation.

Collegiality and community stand apart as truly “thick” or meaningful relationships, to use Williams’ (1988) term. *Collegiality*, which generally refers to relations among staff that are supportive of professional efforts (Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989), is the opportunity for relationships of personal and professional value to teachers (Bryk & Driscoll, 1988). Teachers talk about practice, observe each other, and teach each other (Little, 1981). *Community* builds on collegiality to form the deepest, most committed of all relationships.

A school that is a true community is a group of individuals who have learned to communicate honestly with one another; who have built relationships that go deeper than their composites; and who have developed some significant commitment to rejoice together, mourn together, delight in each other, and make others’ conditions their own. (Flynn & Innes, 1992, p. 203)

Like the notion of trust, community and collegiality are complex social phenomena. Trust is frequently cited as a necessary component of healthy community relationships, but trust is also seldom clearly defined (Furman, 2002a; Leonard & Leonard, 2001; Reitzug & O'Hair, 2002). The lack of research or work specifically about trust as an element of collegiality and community makes it unclear what is meant by “trust” when the term is used and equally unclear how trust is initiated, maintained, increased, and restored in organizational communities (as opposed to “organizations”) or what the role of leadership can be in such trust development.

Purpose of the Study

The purpose of this study is to examine and describe the interplay of trust in the interpersonal professional relationships of teachers, especially the working relationships that can be called collegial or communal. This study does not seek to test a theory but rather to explore on a small scale, via careful research and analysis, the phenomenon of trust within community, in order to better inform our educational practices as leaders.

The study focuses narrowly on the interpersonal professional relationships among teachers in four smaller learning communities that have been in existence for 5 years. These smaller learning communities were established based on research supporting the connections between stronger relationships in school and improved student achievement (Brewster & Railsback, 2003; Bryk & Schneider, 2002; National Association of Secondary School Principals, 2004; Tschannen-Moran, Parish, & DiPaola, 2006).

One assumption of this study is that faculty members in true educational communities have close, deep, interpersonal professional relationships. Such relationships both require and result in greater trust (Day, 2004; Deutsch, 1957; Tierney, 2006; Tschannen-Moran, 2004; Williams, 1988). A second major assumption of the current study is that a higher level of trust in professional relationships both enables and results from collegiality and community which, in turn, enables school improvement and school “reculturation” (Huffman & Hipp, 2003; Wood, 1998) to be attempted (risked) and to be sustained more successfully.

This study goes beyond the scholarship of existing work to explore more specifically what behaviors serve to build and maintain the school culture in which the levels of trust allow collegiality and community to thrive.

Research Questions

Two research questions are primary to this study. They are:

- In an educational context, what is the relationship of trust, collegiality, and community?
- How does trust contribute to the development of collegiality and community in a smaller learning community (SLC)?

Problem Statement:
The Intersection of Trust, Relationships, and School Improvement

Ever-increasing importance is being placed on relationships in the workplace, both in and outside education (Barth, 1990; Beatty, 2002; Collins, 2005; Fullan, 2005; Hendricks & Ludeman, 1996; Ouchi, 1981; Senge, 1990; R. C. Solomon & Flores, 2001). There is evidence of a strong link between the nature of the relationships in a school and both student achievement and the success of school restructuring efforts (National Association of Secondary School Principals, 2004; Tschannen-Moran et al., 2006). Marzano (2003) cited collegiality as one of five school-level factors affecting student achievement. Little observed that school success with regard to staff development was more evident in schools where a “norm of collegiality” exists (Little, 1981, 1982). Bryk and Driscoll (1988) reported that in schools with communal relationships, the dropout rate declined, students’ math skills improved, various forms of social misbehavior were less prevalent among students, and teachers felt a greater sense of efficacy and job satisfaction.

The four different levels of interpersonal professional relationships seem to require four different levels of interpersonal trust. Collegiality and community require the differentiated trust (Gabarro, 1978) of close relationships that allows for risk, experimentation, vulnerability, and even distrust (Lewicki, McAllister, & Bies, 1998).

Studies of trust in educational relationships, especially in secondary schools, have focused on trust in the principal, teachers’ trust of one another, and student and parent trust of the school and school personnel (Bryk & Schneider, 2002; Hoy, Tarter,

& Kottkamp, 1991; Tschannen-Moran, 2004), with little or no attention paid to the levels of trust and little attention given to the benefits or results of greater trust among faculty. In the literature on community and collegiality, trust is frequently mentioned but it is mentioned as if readers know its meaning (Beck, 2002; Fleming & Thompson, 2004; Hipp, 2003; Wood, 1998). Trust is said to play a role in the development, the existence, and the sustenance of community and collegiality. However, the mechanisms at work have been neither sufficiently identified nor described.

Much has been written about collaboration and cooperation in education. School reform efforts are founded upon the premise that staff cooperating and/or collaborating with each other will result in a better educational organization, improved teaching, and greater student achievement. Since Barth wrote in 1990 that collegiality was not a part of the vocabulary of national studies of education (p. 30), the literature on community and collegiality has expanded (DuFour, 2004; Furman, 2002b; Hord, 1998; Little, Gearhart, Curry, & Kafka, 2003; Little & McLaughlin, 1993; Sergiovanni, 1994a; Wood, 1998). Nevertheless, although trust has been established as an essential element for cooperation (Deutsch, 1957), the relationship of trust to collegiality and community is not well established.

If trust is an essential element of cooperation, then it is reasonable to assume that trust, in a higher or different degree, is also essential for the existence of collegiality and community. The question remains: How does trust contribute to and result from the building of collegial and communal relationships? Not knowing more about the relationship of trust, collegiality, and community is a hindrance to the fullest

possible development and success of smaller learning communities in improving the educational environment and student achievement.

Overview: Studies of Trust in Education

The study of trust in educational organizations is currently dominated by five authors. In a large body of work, Hoy and Tschannen-Moran (see all related references) examined trust in elementary, middle, and high schools. Bryk and Schneider (2002) drew their conclusions from the study of elementary schools. Tierney (2006) concentrated his study on higher education.

Hoy and co-authors defined trust as “a generalized expectancy held by teachers that the word, action and written or oral statements of others can be relied upon” (Hoy & Kupersmith, 1984, p. 84, 1985, p. 2; Hoy, Tarter, & Witkoskie, 1992, p. 39). At first, in the 1980s, Hoy’s contributions to the study of trust in schools focused on school climate, then increasingly his work included analysis of the social dynamics, professional interactions, and organizational structures in schools. As early as 1984, Hoy & Kupersmith (1984) wrote,

The principal is the single most important individual in setting the tone of relationships in an elementary school. If the principal’s behavior produces a climate of trust with teachers, it seems likely that this climate will permeate relationships among colleagues. Trust produces trust. (p. 83)

Here begins the dilemma of Hoy’s work. He confused a climate of trust, some general atmospheric condition of the school, with trust. Trust is part of an interpersonal relationship rather than a characteristic of a school’s culture. A clearer approach might

be to ask: if the school's climate is defined as communal or collegial, then what is the role of and level of trust within that climate?

Tschannen-Moran (1998) defined trust as "one party's willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open" (pp. 48, 224). Her study ascertained that trust was related to collaboration (Tschannen-Moran, 1998). By differentiating low-trust and high-trust schools she established that schools with higher levels of trust among faculty experienced more collaboration on projects. Tschannen-Moran (2004) concluded, "Teachers' trust in each other is facilitated by principals who promote a school culture of cooperation and caring, not competition and favoritism" (p. 133).

The words "collaboration," "cooperation," and "colleagues" used here by a single author provide evidence of the undefined nature of what trust enables. The primary studies of faculty trust in elementary, middle, and secondary schools present no picture of the relationship between trust and collegiality or community and a mixed picture of our current knowledge regarding behaviors that might enable trust.

Tarter, Bliss, and Hoy (1989), studying secondary schools, noted that the only predictor of faculty trust in colleagues was engaged teacher behavior. Two years later, in *Open Schools, Healthy Schools*, some of the same researchers presented data supporting the hypothesis that "principal influence" is second only to "morale" in predicting faculty trust in other faculty (Hoy et al., 1991). Reversing position again a year later, Hoy et al. (1992) concluded that supportive principal leadership leads to

trust in the principal, not to trust of colleagues in each other. This position was maintained by Tschannen-Moran and Hoy (1998).

Studies that have included reference to the principal's ability as a leader to influence faculty trust of colleagues present ambiguous if not contradictory conclusions. Hoy and Kopersmith (1984, 1985) hypothesized that the greater the degree of perceived authenticity (defined generally as a willingness to admit mistakes, not manipulate teachers, and not behave like "sterile bureaucrats") in the behavior of the elementary school principal, the greater would be the teacher's trust in colleagues. The hypothesis was supported: principal authenticity as perceived by the teachers in the study was "significantly correlated" with trust in colleagues (Hoy & Kopersmith, 1984, 1985).

The studies reported in *Open Schools, Healthy Schools* (Hoy et al., 1991) reach nearly the same conclusion. Faculty trust in colleagues was best predicted by morale at the school and by "principal influence," at least at the secondary level. However, they also noted that "supportive" principal behavior did not predict faculty trust in colleagues, only teachers' trust of the principal. "It appears that it is the teachers, not the principal, who develop an atmosphere of colleague trust" (Hoy et al., 1991, p. 142). A similar statement was written in 1989: "The principal remains the single most important individual in the development of the organizational climate, but not in the development of trust in colleagues" (Tarter et al., 1989, p. 306).

This illustrates not only the confusion of a climate of trust with trust as an interaction but also the ambiguous conclusions drawn from the research studies about

the leadership of a principal while saying little about faculty leadership behaviors. “The interaction between the leadership of the principal and the professionalism of teachers is an area that needs further study and specification” (Tschannen-Moran & Hoy, 1998, p. 348). As noted above, the meaning of the terms community, collegiality, collaboration, and cooperation in the trust literature also needs better definition.

Bryk and Schneider (2002) defined trust as “a calculation whereby an individual decides whether or not to engage in an action with another individual that incorporates some degree of risk” (p. 14). The four factors that play into that “calculation” bear great similarity to the characteristics Hoy and Tschannen-Moran cited (Hoy, Tarter, & Hoy, 2006; Hoy & Tschannen-Moran, 1999, 2003; Tschannen-Moran, 1998, 2004, 2009; Tschannen-Moran & Hoy, 1998, 2000). Competence, integrity and personal regard (caring) are identical and the fourth, respect, might be considered as an element of benevolence. Bryk and Schneider (2002) established through long-term case studies that trust is a factor in school improvement as measured by student achievement and student learning.

Examining trust in higher education, Tierney (2006) defined trust as “a dynamic process in which two or more parties are involved in a series of interactions that may require a degree of risk or faith on the part of one or both parties” (p. 57). What Tierney brings to the research is his discussion of the trust between and among formal and informal organizational units. Stating that “interpersonal trust is the extent of trust individuals share with one another as members of a distinct social group,” Tierney noted that informal units, such as departments, occur within the organization

(p. 72). Thus, his work enlightens the potential for the study of trust among members of a group that operates within an educational organization as well as trust between members of that group and those outside the group but inside the educational organization.

Tierney (2006) did not provide a list of the qualities that exist in trust relationships. Rather he provided various characteristics of establishing or discouraging trust that need to be examined when studying trust in organizations. The characteristics are the nature of communication, the structural and power relationships, consistency of behavior within roles, antecedents of current trust conditions, and finally, the integrity that individuals demonstrate.

Tierney's (2006) study presented a complex picture of faculty and organizational trust on postsecondary campuses. His work, in conjunction with that of other researchers, formed the foundational theory for the current study.

Overview:
Studies of Community and Collegiality in Education

In a separate and far larger body of literature, the nature and elements of community and collegiality in educational organizations are discussed. These studies have their roots in Tönnies (1887/1957) work distinguishing *gemeinschaft* (community) and *gesellschaft* (society). Sergiovanni (1994a) and Wood (1998) noted that *gesellschaft* and *gemeinschaft* are extremes or ideals; organizations such as schools are both but schools may have tipped the balance too far to the latter, becoming an institution instead of a community. This study sought to report on the

community and trust building experiences of a large school that decided to tip the balance back by becoming smaller learning communities.

Furman (2002b) divided the terrain of school community literature into two distinct domains: the work focused on the school as a community, and the work focused on the connections of the school and the community in which the school operates. She added that a third domain is just emerging, one she calls the “ecological” model, which bridges the first two domains and “assumes that schools are inextricably embedded in the ‘microecology’ of the local community” (p. 10). The researcher’s interest here is in the literature around the school as a community.

Limitations of Previous Studies of Trust and Community

Relative to this study, prior research on trust presents an incomplete picture. Educational researchers studied trust in leadership (the principal), trust in colleagues (faculty trust of one another), and the mutual trust existing, limited, or missing between the school personnel and students and their parents. The studies have not illuminated the practical applications of their work for school leaders who want to build trust among faculty and establish their schools as learning communities.

Researchers contributed significantly by defining the qualities of a culture or an individual, such as openness, benevolence, reliability, competence, and honesty (Hoy et al., 2006; Hoy & Tschannen-Moran, 2003; Tschannen-Moran, 2004) that allow trust to occur. Several studies determined the positive results of greater trust for student achievement (Bryk & Schneider, 2002; Hoy, 2002). But the studies failed to

firmly establish that school leaders can influence and impact the levels of trust among faculty and across an organization. The picture is mixed and confusing. Study is needed, with greater specificity, definition, and description, in order to better comprehend how faculty trust is a part of collegiality and community and what behaviors and beliefs by educational leaders contribute to that trust.

While studies of trust outside the domain of education have confirmed since 1957 that trust enables cooperative behaviors (Deutsch, 1957; Elangovan & Shapiro, 1998; Gambetta, 1988; Kramer & Cook, 2004; Kramer & Tyler, 1996; Luhmann, 1988; Sheppard & Sherman, 1998), no studies have examined the role of trust for collegiality and community. No studies have examined trust in education within the framework of community building. The literature on schools as communities is unified in agreeing that trust is an element of collegial and communal relationships but no one has defined trust or differentiated the kinds of trust that might exist at different stages of interpersonal professional relationships. This area remains to be explored and described.

Significance of the Study

This study provides greater understanding of the relationship between trust and the interpersonal professional relationships, especially collegiality and community, at least within the limited context of smaller learning communities being developed within formerly comprehensive high schools. The study helps us recognize how the behavior and communication techniques of educational leaders might, in the given context, generate, build, and maintain faculty trust in one another. These findings can

inform the work and efforts of others such that schools may become greater communities in service to learning and students.

Outline of the Study

Through professional contacts and networks, the researcher identified a comprehensive high school making the transition to smaller learning communities (SLCs). An initial survey of the SLCs used two quantitative instruments. The Faculty Trust Scale (Tschannen-Moran, 2003) indicated the perceived levels of faculty trust in each SLC. It was possible to determine perceptions about the levels of trust and the qualities of trust, such as openness or reliability, that were present and those which were relatively absent. The Professional Learning Community Assessment-Revised (PLCA-R) (Huffman & Hipp, 2003) was used to determine the general levels of cooperation, collaboration, collegiality, and community within each SLC. Together, these instruments provided basic information about teachers' perceptions of the relative levels of trust and community/collegiality in the high school.

Using a descriptive case study method, the researcher examined, over a period of 4 months, the climate, communication, and behaviors within each SLC. The focus of the investigation was on the levels of trust and of collegiality and community existing in each SLC. Using focus group interviews, observations, one-on-one interviews, and documents, this study explored and analyzed behaviors and beliefs regarding the trust and interpersonal professional relationships in each SLC and across the four smaller learning communities. The experiences of the smaller learning

communities were compared to describe the observed relationship, if any, between higher levels of faculty trust and greater collegiality and community.

Organization of the Dissertation

Chapter 1 serves to introduce the subject of the study and give a brief overview of the most relevant discourse regarding trust in educational organizations, behaviors that may contribute to faculty trust, and trust in learning communities. Definitions of trust, cooperation, collaboration, and collegiality, and community derived from the literature for use in this study are provided. The chapter presents literature supporting the theory that greater collegiality and community result in improved student achievement and asserts that greater levels of trust can result in greater collegiality and community.

In chapter 2, a review of the existing literature on trust and trust in education and on levels of interpersonal professional relationships is presented. Trust is examined from the perspective of both sociology and psychology. In particular, studies of trust and betrayal in organizations are analyzed and placed in the context of social exchanges and interpersonal transactions. The literature on community, collegiality, collaboration, and cooperation is reviewed. Chapter 2 examines the theoretical frameworks of the relevant studies and their connection to each other. A framework for this study is presented, based on the place of trust in community-building.

The research design and methods of this study are presented in chapter 3. Site and participant selection are explained and background data about the school is given.

Chapter 3 explains the sample used in the study, the school settings, and the role of the researcher. An explanation of the research design includes descriptions of the methodology, including the instruments, process, and procedures used for gathering data. The process used to analyze the data is described. Ethical issues, reliability issues, and validity issues are examined and the limitations of the study are delineated.

A presentation of the data and findings are set out in chapter 4. An analysis of the data provides information about the assumed relationship between faculty trust and collegiality and community. Chapter 4 provides examples from the findings of the behaviors and interactions among the faculty. The research questions and guiding questions drive the analysis of the findings. Data from each smaller learning community relative to the frameworks of openness, honesty, competence, reliability, benevolence, and vulnerability, community, collegiality, and collaboration/cooperation are provided as well as data relative to themes that emerged from the data.

Finally, chapter 5 presents the interpretations of the findings specific to the smaller learning communities being investigated, using both etic and emic frameworks. The propositions stated as part of the research design are re-examined in light of the collected data and its interpretation. Implications and recommendations for our work as educational leaders are presented. Further research and study possibilities generated by the findings of this study are suggested.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In order for collegiality and community to blossom in more educational environments, we must better understand the role of trust in the interpersonal professional relationships in schools. This review of the literature examines the research related to the two critical concepts of this study: trust and community. The review of the literature on interpersonal professional relationships in education defines the characteristics of community, collegiality, collaboration/cooperation, and individualism and the behaviors associated with each level, including leader behaviors likely to generate, maintain, and restore the trust necessary for community and collegiality. The review of the literature on trust examines trust within the major conceptual frameworks of psychology and sociology as well as trust in the educational settings and determines that in education, trust is a sociological construct and social necessity. The levels of trust needed at each level of relationship are described.

The guiding questions for this review are:

- What is trust? (And what is not trust?)
- Why is trust important?

- What is the nature of the interpersonal professional relationships that exist among faculty in schools?
 - How might the interpersonal professional relationships of community, collegiality, collaboration/cooperation, and individualism in educational settings be defined?
 - What elements are fundamental to each level of interpersonal professional relationships in educational settings?
 - How do interpersonal professional relationships build from one level to the next?
- Why are community and collegiality important?
- What is the role of trust in the development of community and collegiality?
- Which behaviors enable trust between and among the members of an organization—a school—such that community and collegiality are developed or maintained and not subverted?

Trust, the primary concern of this study, will be examined within the context of four relationship levels. This review begins with the guiding questions relative to interpersonal professional relationships, then examines the guiding questions on the subject and nature of trust.

Interpersonal Professional Relationships

Various levels of professional and personal relationships occur in schools, from the first handshake between the new teacher and the chairperson of his or her department to the teamwork of teachers who teach interdisciplinary lessons, from

working with others to establish standards for the common assessment of their students' work to teachers observing and coaching one another. All four of these examples can be classified as professional; they are the result of working together for the same educational organization. However, the interpersonal nature of the handshake, the team teaching, the committee work, and the peer coaching are not the same. This study relates to the interpersonal professional relationships which school faculty members have with each other in their own school.

The literature on interpersonal professional relationships is built on the foundational work of two authors. The theoretical framework of *gemeinschaft* and *gesellschaft*, community and society, stems from the work of Tönnies (1887/1957). The sociological framework for relationships in schools is based on the work of Lortie (1975).

Research on interpersonal professional relationships in organizations, including educational organizations, generally focuses on one of four key concerns:

1. communication (Athos & Gabarro, 1978; Loomis, 1959; Reina & Reina, 2006);
2. power sharing (Edgar & Warren, 1969; Fox, 1974; Luhmann, 1973/1979; Zand, 1997);
3. shared decision making (governance) (Achinstein, 2002; Bergevin, 2006; J. W. Driscoll, 1978; Edelenbos, 2007; Kramer, Brewer, & Hanna, 1996; Shields, 2000; Smylie, Lazarus, & Brownlee-Conyers, 1996; Tschannen-Moran, 1998); or

4. ability to work together, including: teaming; collaboration; collective inquiry; collegiality; and learning communities (Bergevin, 2006; Boris-Schacter, Bromfield, Deane, & Langer, 1994; Bryk & Driscoll, 1988; Fleming & Thompson, 2004; Hipp, Huffman, Pankake, & Olivier, 2008; Hord, 1997, 2004; Hoy, Smith, & Sweetland, 2002; Huffman & Hipp, 2003; Kramer et al., 1996; Little et al., 2003; Stoll & Louis, 2007).

Considerable evidence links improved interpersonal professional relationships among faculty to school improvement, including the improvement of student academic and social achievement (Barth, 1990; Bryk & Driscoll, 1988; Costello, 1987; Deal & Peterson, 1990, 1999; DuFour, 2004; Hord, 2004; Hord & Sommers, 2008). With this in mind, a closer examination of the types of interpersonal professional relationships is warranted.

Assuming that faculty members are not in competition with each other, the literature describes four ways in which faculty may interact. They may be individualistic, collaborative/cooperative, collegial, or communal.

All four terms are “quite vague and imprecise, open to a range of meanings” (A. Hargreaves, 1993, p. 53). When Little (1990) wrote that the term collegiality is “conceptually amorphous and ideologically sanguine” (p. 509), she might easily have been writing about the other four terms as well. While there is no single, common definition in the literature for any of these ways of interacting, there is some general agreement about the characteristics of behavior that might be noted with each type of

interpersonal professional relationship. Table 1 presents these characteristics and the literature from which they are derived.

Table 1

Qualities of Various Levels of Interpersonal Professional Relationships

Researcher and Citation	Definition, Characteristics, Descriptions
INDIVIDUALISM	
Huberman, 1993	<ul style="list-style-type: none"> • Teachers work alone, learn alone, and derive their most important professional satisfactions alone • Work is fragmented
Rosenholtz, 1991	<ul style="list-style-type: none"> • Giving help to other teachers is infrequent • Help rarely extends beyond sharing existing materials and ideas • Planning and problem solving with other faculty rarely happen • Teachers express a preference for keeping discipline issues to oneself
COLLABORATION/COOPERATION	
Deutsch, 1949; Deutsch, 1957	<ul style="list-style-type: none"> • Teachers will want to cooperate when they see that to do so is the best (or only) way to achieve a goal (or goals) that they are motivated to obtain • One cannot cooperate with an individual who does not choose to cooperate
Williams, 1988	<ul style="list-style-type: none"> • Teachers who have no control over each other cooperate when they engage in a joint venture that could not be done individually
Chan-Remka, 2007	<ul style="list-style-type: none"> • Teachers interact to share information on school operational matters, including the instructional program, restructuring, and reform
Rosenholtz, 1991; Smith & Scott, 1990	<ul style="list-style-type: none"> • Teachers seek help • Teachers have shared goals • Teachers are involved in decision making • There is team teaching • Teachers plan lessons together
Tschannen-Moran, 1998	<ul style="list-style-type: none"> • Teachers perceive that they are not only involved but also exercise influence over school and classroom-level decisions
COLLEGIALITY	
Chan-Remka, 2007	<ul style="list-style-type: none"> • Teachers have supportive interpersonal relationship wherein they are empowered to exercise professional judgments
Deal & Peterson, 1990	<ul style="list-style-type: none"> • Teachers share unspoken norms of professional behavior
Fullan & Hargreaves, 1996	<ul style="list-style-type: none"> • Teachers have authentic interactions that are professional in nature • Teachers openly share failures and mistakes • Teachers consistently show respect for each other • Teachers constructively analyze and critique own and others' practices and procedures
Huberman, 1993	<ul style="list-style-type: none"> • Teachers' professional work is planned, observed, and carried out in concert

Table 1 continued

Researcher and Citation	Definition, Characteristics, Descriptions
Little, 1981	<ul style="list-style-type: none"> • Teachers talk about practice • Teachers observe each other engaged in the practice of teaching • Teachers engage together in work on curriculum • Teachers teach each other what they know about teaching, learning, and leading
Villani, 1996	<ul style="list-style-type: none"> • Teachers support one another • Teachers openly enjoy professional interactions • Teachers are respectful and courteous of each other's needs
Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989	<ul style="list-style-type: none"> • Teachers enjoy a feeling of sharing • Teachers engage in a common set of actions for the common good • Relations among teachers are supportive of professional efforts • Close working relationship and spirit of informal camaraderie exist • Teachers use each other for help • Teachers share planning • Teachers enjoy collegiality
COMMUNITY	
Achinstein, 2002	<ul style="list-style-type: none"> • Teachers engage in common work • Teachers share to a certain degree a set of values, norms, and orientations toward teaching, students, and schooling • Teachers operate collegially • Teachers feel a strong professional interdependence
Bryk & Driscoll, 1988	<ul style="list-style-type: none"> • Teachers have shared values • Teachers have a mutually understood common agenda of activities, from required courses to school events • The distinctive pattern of social relations shows an "ethic of caring" • There is commitment among the members • Teachers have supportive and collegial personal relations
Chan-Remka, 2007; Hord, 1998	<ul style="list-style-type: none"> • There is shared and supportive leadership • Teachers share vision and values • Teachers learn and apply learning collectively • Teachers work in supportive conditions • Teachers share their personal practice
DuFour, DuFour, Eaker, & Many, 2006	<ul style="list-style-type: none"> • Teachers work in interdependent teams • Teachers have common goals linked to the purpose of learning • Teachers have a shared vision and goals • Teachers have shared values • Teachers enjoy open, honest, and inclusive communication • Teachers are continuously learning

Table 1 continued

Researcher and Citation	Definition, Characteristics, Descriptions
Flynn & Innes, 1992	<ul style="list-style-type: none"> • Teachers communicate honestly • Relationships among teachers go deep • There is a significant commitment to rejoice together, mourn together, delight in each other, and make others' conditions their own
Glascock, 2002	<ul style="list-style-type: none"> • Teachers engage in the common purpose of the betterment of the individuals and the society • Teachers are bonded • Teachers share a common goal, set of values, and conception of existence
Hord, 1997; Hord & Sommers, 2008	<ul style="list-style-type: none"> • Teachers have shared beliefs, values, vision • Teachers enjoy shared and supportive leadership • Teachers learn and apply learning collectively (collective creativity) • Teachers work in supportive conditions • Teachers share their personal practice
Little, 2006	<ul style="list-style-type: none"> • There are close relationships among teachers as professional colleagues • Teachers have shared values & purposes • There is a collective focus on and responsibility for student learning (and well-being) • Teachers maintain collegial, coordinated efforts to improve student learning • The practice of teaching is deprivatized • Teachers engage in reflective dialogue and practices supportive of teacher learning • Teachers have collective control over important decisions affecting curriculum
Louis, Kruse, & Bryk, 1995	<ul style="list-style-type: none"> • Teachers pursue a common set of activities with students • Specific organizational structures exist that promote interactions that can lead to common values, understandings, and expectations, including the expectation that staff will gather and talk • Teachers have a core of shared values about what students should learn, how staff and students should behave, and about what the aim of the work is • Interpersonal caring permeates teachers' professional lives
Newmann, Rutter, & Smith, 1989	<ul style="list-style-type: none"> • Teachers feel a sense of unity • Teachers feel a sense of belonging • Teachers enjoy collegial support • Teachers enjoy the interdependence among peers

Table 1 continued

Researcher and Citation	Definition, Characteristics, Descriptions
Raywid, 1993	<ul style="list-style-type: none"> • Teachers consistently respect their colleagues • Teachers care about each other • Teachers feel a sense of inclusiveness • Teachers trust each other • Teachers have a feeling of empowerment • Teachers are committed to each other, their teams, and their students
Sergiovanni, 1994a	<ul style="list-style-type: none"> • Teachers have notions of family • Teachers are committed to each other, their teams, and their students • Teachers care about each other • Teachers collaborate and are collegial • Teachers are interdependent in their work • Teachers have mutual obligations to each other
Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989	<ul style="list-style-type: none"> • Teachers feel personal accountability to their peers • Teachers support each other • Teachers' roles extend beyond the classroom • Teachers have a common agenda of activities • Teachers have shared beliefs and values • Teachers participate in faculty socials

The definitions and characteristics build on one another as interactions grow from individualism to collaboration/cooperation to collegiality and finally to community. The literature does not directly establish that the types of interactions are progressive. However, the descriptions in the existing research confirm that the attributes of collegiality are part of being a community, and the attributes of collaboration/cooperation are part of being collegial. Figure 1 illustrates these interactions as a progression.

Individualism

Teachers have long been thought of as autonomous individuals who often, lamentably, go into their classrooms, close the doors, and “do their own thing.” Huberman (1993) posited the view of the independent teacher artisan as the prevailing

model. Teachers “work alone, learn alone, and derive their most important professional satisfactions alone” (Huberman, 1993, pp. 22-23). Huberman further alleged that this individualism and a long tradition of the socialization of teachers to this individualism (Lortie, 1975, 2002; Zeichner & Gore, 1990) may in fact impede efforts toward collaboration or collegiality. “Professional egalitarianism runs deep in school buildings, and noninterference with the core work of others constitutes a sign of professional respect” (Huberman, 1993, p. 29).

Teacher empowerment is important, in context. Data suggest that teacher empowerment, so central to some reform efforts, is necessary but not sufficient for “developing teacher performance as professionals. For empowerment to work to the advantage of students and teachers, a shared commitment to the fundamental change of teaching practice must emerge” (Louis et al., 1995, p. 13). Shared commitment requires professional dialogue about teaching practices (Barth, 1990; Hord, 1997; Little, 1981; Reid-Hector, 2006). However, observation shows that “the level of discussion among teachers—even among those teaching the same subject matter or the same academic level—seems often appallingly molar, undifferentiated, uncausal, and conducted more in a narrative mode than a descriptive or clinical idiom” (Huberman, 1993, p. 17). Discussion of problems encountered at the classroom level is generally confined to a ritualistic, “cathartic exchange of ‘war stories’” (Huberman, 1993, p. 25). Barth (1990) used the term “parallel play” to describe individualism, like two children in the same sandbox, playing with their own toys but not with each other.

Two interpretations of individualism prevail in the literature. One view posits individualism as a psychological and organizational defect (D. H. Hargreaves, 1980; Rosenholtz, 1991). A second interpretation is that teachers seek individualism or isolation as a way to put priorities in order and be most efficient, given workplace realities (A. Hargreaves, 1993; Huberman, 1993). The result of individualism on the positive side can thus be an outstanding teacher in the classroom, who has autonomy and can use his or her time and skills as needed without interference; the benefit “is isolation from others who might take our time, challenge our practice, steal our ideas, or have us do things differently” (Barth, 1990, p. 16). The result of individualism on the negative side is isolation (A. Hargreaves, 1993), alienation or what Durkheim (1897/1951) called “anomie,” privatism (Little, 1990), and insulation (Eisner, 1992) from other faculty, from shared practice and professional development, and from the larger focus on all the students. The “price” is that “we ward off those who might help us do things better and with whom together we might do grander things than either could do alone” (Barth, 1990, p. 16).

Figure 2 summarizes the characteristics of individualism.

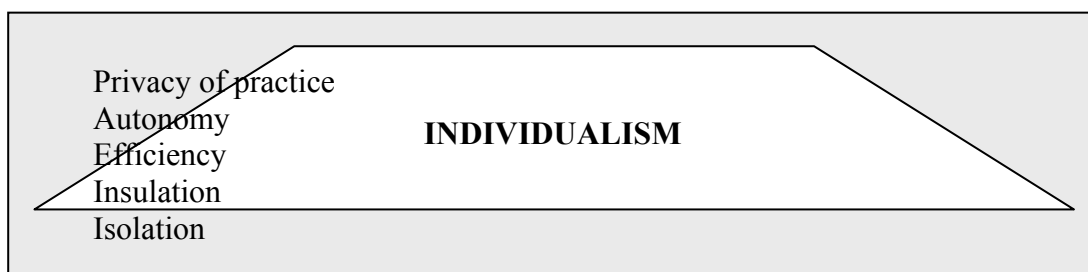


Figure 2. Characteristics of individualism.

Collaboration/Cooperation

Collaboration and cooperation are often used interchangeably in educational literature. For this study, the two have been conjoined because of their similarities. Collaboration and cooperation are described here independently, then their commonality is summarized.

The word cooperation is frequently used in the literature but is seldom or ill-defined. One exception is the definition advanced by Williams (1988). To apply his definition to education, faculty members cooperate when they engage in joint activities for which the outcome requires the actions of both, while at the same time “a necessary action by at least one of them is not under the immediate control” of the other (Williams, 1988, p. 7). Examples would be monitoring the halls during passing time, sharing lunch room duty, or agreeing on a new textbook in science. Cooperation must be reciprocal, i.e., we cannot cooperate with an individual who does not choose to cooperate (Deutsch, 1949).

The educational literature uses cooperation two ways. On the one hand, the term cooperation is found in discussions of professional interpersonal relationships, where it is never defined and is frequently just a substitute, as though it were a synonym, for collaboration. On the other hand, and far more frequently, cooperation in education refers to “cooperative learning” for students, but interestingly is not used to refer to adult, professional learning.

In schools, cooperation may appear as congeniality, a word used by Barth (1990). He described this type of relationship as “people getting along with one another. Friendly, cordial associations” (p. 30).

In the past few decades, collaboration has been a term often used in organizational and educational literature, especially in conjunction with the topics of organizational improvement and school reform. The term is used far more frequently than “cooperation,” with which it is sometimes used interchangeably (DuFour, DuFour, Eaker, & Many, 2006).

There is some definition of collaboration in the literature. Tschannen-Moran’s (1998) study of urban elementary schools defines collaboration as the extent to which teachers perceived that they were not only involved in but also exercised influence over school-level and classroom-level decisions. Relying on Fullan (1999), Chan-Remka (2007) defined collaboration as the interaction between and among faculty in which information is shared about school operational matters, including the instructional program, school restructuring, and school reform. For DuFour et al. (2006), collaboration has represented “a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, their team, and their school” (p. 3).

S. C. Smith and Scott (1990) wrote that collaboration is easier to describe than define. The elements of collaboration in their description were those posed by others to define or describe collegiality. S. C. Smith and Scott (1990, p. 2) used the term collegiality in their description of collaboration. Other authors do the same, writing of

collaboration among colleagues (Leonard & Leonard, 2001; Marzano, 2003; Rosenholtz, 1991; Wehlage et al., 1989).

Although collaboration and cooperation are not the same concept, they share similarities. Based on this analysis of the literature on cooperation and collaboration, their similarities seem to unite them. Collaboration connotes a productive professional relationship that results from interconnected and possibly, though not necessarily, interdependent efforts. Cooperation also connotes a productive professional relationship that results from side-by-side or parallel professional efforts. In both instances, the product is the not the work of individuals working in isolation. Doing together those things done better together could be a definition of either collaborative or cooperative interpersonal professional relationships. For the purposes of this study, their similarities and their interchangeability in some literature allow the terms collaboration and cooperation to be conjoined and significantly distinguished from collegiality and community as types of interpersonal professional relationships.

Figure 3 summarizes key ideas found in the literature for the concept of collaboration/cooperation.

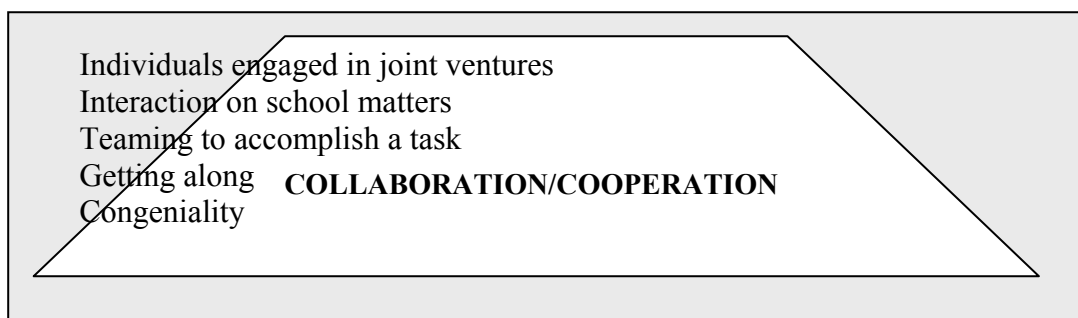


Figure 3. Characteristics of collaboration/cooperation.

Collegiality

Leonard and Leonard (2001) stated that collaboration is a key element in collegiality. Like cooperation and collaboration, collegiality “is often discussed as if it were widely understood. In practice, though, what passes for collegiality takes many different forms” (A. Hargreaves, 1991, p. 49).

Marzano (2003) asserted that collegiality involves teacher interactions that are collaborative. There is a distinction to be made, however, in the nature and quality of the interpersonal professional relationships described as collaborative—working together—and those described as collegial. Collegiality generally refers to relations among teachers that are supportive of professional efforts (Wehlage et al., 1989) and based on shared norms of professional behavior (Marzano, 2003). “Collegial behavior is demonstrated by teachers who are supportive of one another. They openly enjoy professional interactions, are respectful and courteous of each other’s needs” (Villani, 1996, p. 44).

Teachers define collegiality as a close working relationship, a spirit of informal camaraderie, a feeling of sharing, and a common set of actions for the common good (Wehlage et al., 1989).

Because this study intends to examine collegiality, it is important to note some of the behaviors that may indicate that a staff is collegial and not merely collaborative or cooperative. Such behaviors include staff observing others engaged in the practices of teaching, accompanied by professional dialogue that constructively analyzes and criticizes practices and procedures (Fullan & Hargreaves, 1996; Huberman, 1993;

Little, 1981). Being engaged voluntarily together in work on curriculum, action research, or other aspects of teaching and learning also denote collegiality (Cochran-Smith & Lytle, 1992; Little, 1981); that the work is voluntary is one of the aspects that sets these interactions apart from collaboration. Colleagues may coach and mentor (Fullan & Hargreaves, 1996; A. Hargreaves, 1991), and use other teachers' help (Lortie, 1975; Wehlage et al., 1989). Colleagues openly share successes and mistakes (Barth, 1990; Fullan & Hargreaves, 1996). Fullan and Hargreaves (1996) called these "authentic interactions."

Collegiality represents supportive interpersonal professional relationships within which teachers are empowered to exercise professional judgments (Chan-Remka, 2007), thereby balancing individuality and work done in concert (Huberman, 1993).

Figure 4 presents the essential elements of collegiality in the literature.

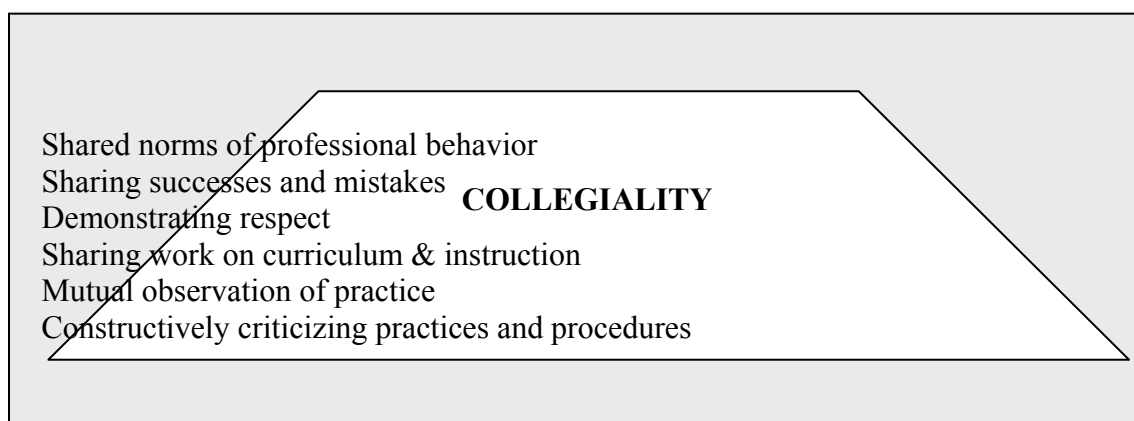


Figure 4. Characteristics of collegiality.

Community

Collegiality progresses to relationships of community when several additional characteristics are present. There are quite a number of names in the educational literature for this kind of relationship—community of learners, professional learning community, caring community, communities of practice, professional community, to name a few—and there is also considerable definition in the literature. As one would expect, the definitions and the characteristics of community vary somewhat.

The literature on community in education draws from a history of literature on community in society (Coleman, 1990; Putnam, 1995; Tönnies, 1887/1957) and community in organizations (Kotter, 2002; MacMillan, 2006; Perkins, 2003; Rosengren & Lefton, 1970; Senge, 1990; D. Smith, 1998). This background provided some general agreement in the education literature about the attributes of community.

Four attributes of community are most frequently repeated. Members of a community:

1. share common values, norms, and purposes for their work and these values are reflected in their day-to-day actions;
2. share their practice with each other, through mutual observation and professional dialogue (both formal and informal);
3. support their colleagues in relationships that lean heavily toward the familial (*gemeinschaft*) and not the bureaucratic (*gesellschaft*);

4. learn together and apply what they learn to their work (Bryk & Driscoll, 1988; DuFour et al., 2006; Hord & Sommers, 2008; Little, 2006; Sergiovanni, 2000).

Together, these four attributes cover all five of the dimensions of community in the literature: ontological (intangible), psychological, behavioral, ethical, and structural (Beck, 2002). However, without the addition of several other attributes not mentioned so universally as the first four, there would be little difference between community and collegiality.

There are six additional attributes which move relationships from collegiality to community:

5. commitment to each other and to the team with mutual accountability with colleagues for success and error (Bryk & Driscoll, 1988; Flynn & Innes, 1992; Raywid, 1993; Sergiovanni, 1994a; Wehlage et al., 1989);
6. open and honest communication with functional methods for dealing with conflict (DuFour et al., 2006; Flynn & Innes, 1992; Lehman, 1993; Meier, 2002; R. C. Solomon & Flores, 2001);
7. roles that extend beyond the classroom into other areas of school life and the willingness to serve in those non-mandatory extra-role capacities (Bryk & Driscoll, 1988; Deluga, 1994; Wehlage et al., 1989);

8. close and deep interpersonal professional relationships with a genuine sense of belonging, respect, unity, and interdependence (Achinsteinst, 2002; DuFour et al., 2006; Newmann et al., 1989; Sergiovanni, 1994a);
9. collective and widespread empowerment (Little, 2006; Raywid, 1993; Wehlage et al., 1989);
10. an unwavering focus on students and student learning (DuFour et al., 2006; Little, 2006).

All 10 attributes together distinguish the interpersonal professional relationships of community from those of collegiality. “Community” seems recognizable to observers and to “members living the experience” (Beck, 2002). These attributes provide ways to document such observations communal behavior.

Table 2 summarizes the educational literature regarding the characteristics.

Table 2

Defining Characteristics of Educational Community

CHARACTERISTIC	EDUCATION AUTHORS	DIMENSION (BECK, 2002)
Shared norms, values, and purpose, incorporated in day-to-day actions and structures	Achinsteinst (2002) Bryk & Driscoll (1988) Chan-Remka (2007) DuFour, DuFour, Eaker, & Many (2006) Glascock (2002) Hord (1997) Hord & Sommers (2008) Little (2006) Sergiovanni (1994a, 1994b)	Ethical

Table 2 continued

CHARACTERISTIC	EDUCATION AUTHORS	DIMENSION (BECK, 2002)
Supportive colleagues, leaders, and conditions (an “ethic of caring”)	Bryk & Driscoll (1988) Chan-Remka (2007) Flynn & Innes (1992) Hord (1997) Hord & Sommers (2008) Newmann, Rutter, & Smith (1989) Raywid (1993) Sergiovanni (1994a, 1994b)	Ontological Psychological Behavioral Ethical Structural
Shared practice, involving mutual observation & professional dialogue	Chan-Remka (2007) Hord (1997) Hord & Sommers (2008) Little (2006)	Behavioral Ethical
Collective learning, collective creativity	Chan-Remka (2007) DuFour, DuFour, Eaker, & Many (2006) Hord (1997) Hord & Sommers (2008) Little (2006)	Behavioral
Common work, Common agenda	Achinstein (2002) DuFour, DuFour, Eaker, & Many (2006) Glascock (2002) Little (2006) Sergiovanni (1994a, 1994b) Bryk & Driscoll (1988)	Behavioral
Commitment, mutual obligations, & accountability	Bryk & Driscoll (1988) Flynn & Innes (1992) Raywid (1993) Sergiovanni (1994a, 1994b) Wehlage, Rutter, Smith, Lesko, & Fernandez (1989)	Ontological Ethical
Open, honest communication	DuFour, DuFour, Eaker, & Many (2006) Flynn & Innes (1992)	Behavioral
Extended Roles	Bryk & Driscoll (1988) Wehlage, Rutter, Smith, Lesko, & Fernandez (1989)	Behavioral
Close, deep relationship	Flynn & Innes (1992) Little (2006)	Ethical
Belonging	Newmann, Rutter, & Smith (1989) Romano & The Class of 2004 (2002) Sergiovanni (1994a, 1994b)	Psychological Structural

Table 2 continued

CHARACTERISTIC	EDUCATION AUTHORS	DIMENSION (BECK, 2002)
Interdependence	Achinstein (2002) DuFour, DuFour, Eaker, & Many (2006) Newmann, Rutter, & Smith (1989) Romano & The Class of 2004 (2002) Sergiovanni (1994a, 1994b)	Ontological
Respect	Raywid (1993) Romano & The Class of 2004 (2002)	Ontological
Collective empowerment	Little (2006) Raywid (1993) Wehlage, Rutter, Smith, Lesko, & Fernandez (1989)	Behavioral Structural
Focus on students	DuFour, DuFour, Eaker, & Many (2006) Little (2006)	Behavioral
Trust	Raywid (1993)	Ontological

Figure 5 displays the dominant defining characteristics of community.



Figure 5. Characteristics of community.

Importance of Community and Collegiality

Since at least the 1800s, educational debate has revolved around two questions.

One, what sort of society do we want? And two, what part does education play in

creating and maintaining the society we want (D. H. Hargreaves, 1982)? Early in the 20th century, researchers documented the decline of community (*gemeinschaft*) and the increased isolation and individualism among citizens (Putnam, 2000). This decline follows the increased emphasis in education in the 20th century on the individual and the individual's knowledge and skills, in contrast to those skills learned and demonstrated by working with others. More recently, attention and efforts are focusing on schools as learning communities (M. E. Driscoll, 1998; Fullan & Hargreaves, 1996; Furman, 2002b). In turn there is increasing documentation of the benefits for students, educators, schools, and society of this new focus on *gemeinschaft* (Bryk & Driscoll, 1988; Darling-Hammond & McLaughlin, 1995; Little et al., 2003; Louis & Kruse, 1995). This study hopes to contribute additional information for understanding the ways collegiality and community can be fostered.

It is important to note that collegiality and community cannot be forced, mandated, or otherwise contrived. A. Hargreaves (1989, 1991; A. Hargreaves & Dawe, 1990) has written extensively about “contrived collegiality and collaborative cultures.” In the view of this researcher, his terminology is backward. What he defined as collaborative is, in terms of this study, “collegiality” and what he termed “contrived collegiality” is more experientially collaboration, such as a mandate that a school will be a professional learning community or a policy that planning time will be used collaboratively.

Collaboration may be voluntary or it might be mandated by administrators. Collegiality and community cannot be so mandated. Their ontological, psychological,

and ethical dimensions must be voluntarily chosen (S. C. Smith & Scott, 1990), either consciously or unconsciously (Beck, 2002).

Figure 6 assembles the characteristics and shows the progression of interpersonal professional relationships from individualism to community.

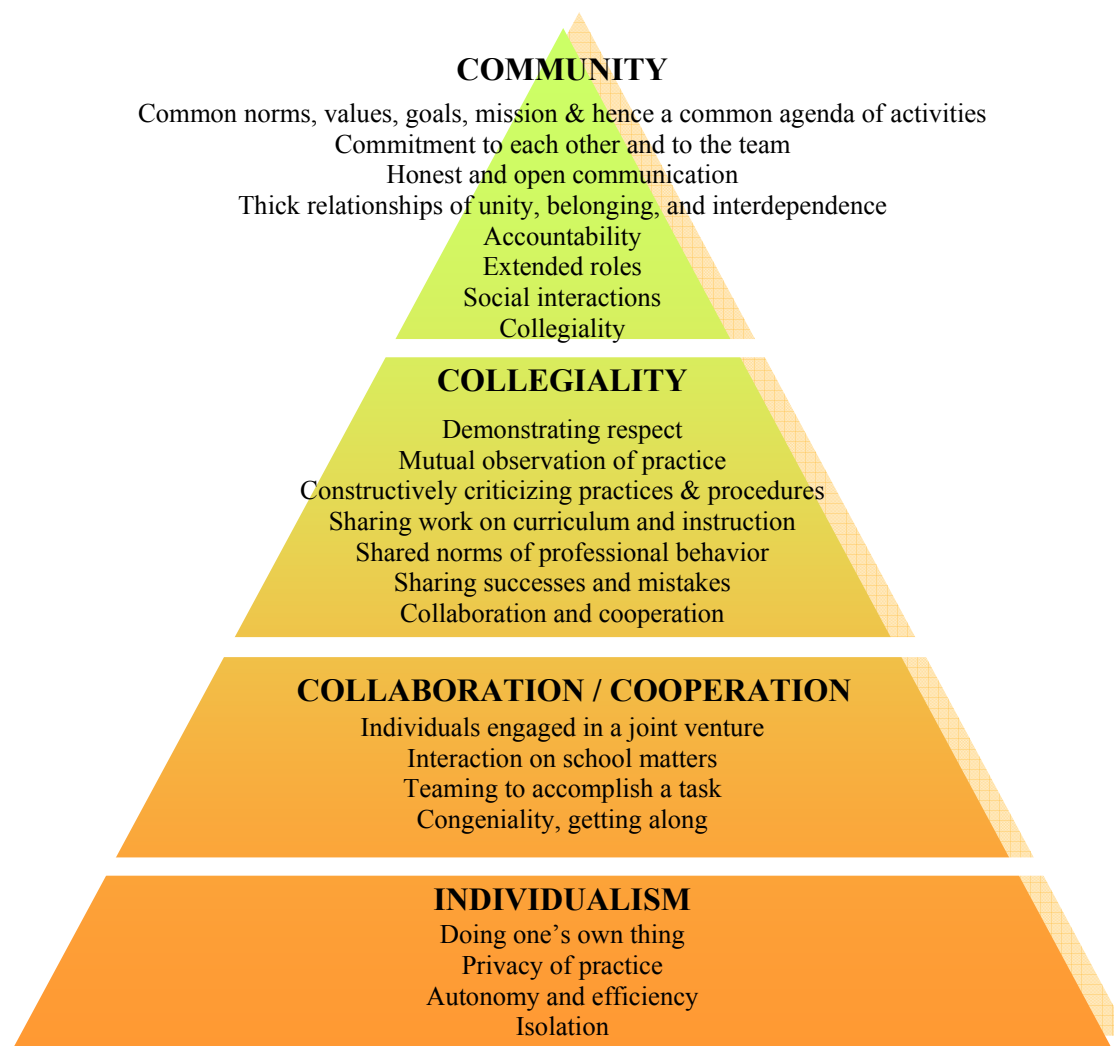


Figure 6. Interpersonal professional relationships in education and their defining characteristics.

Trust

What Is Trust?

Trust is fundamental to all human interaction. The practical significance of trust lies in the social action that it underwrites (Lewis & Weigert, 1985, p. 971). The question is whether or not different degrees or kinds of trust are necessary to underwrite the different levels of interpersonal professional relationships discussed thus far. With this in mind, we turn our attention to the primary variable of the study, trust.

Although trust has been written about extensively in the past 50 years, there is no commonly accepted definition. Table 3 presents a snapshot view of the definitions or conceptualizations of trust forwarded by prominent trust researchers and authors.

Table 3

Conceptualizations of Trust in the Literature

RESEARCHER & CITATION	DEFINITION	DOMAIN
Baier, 1994 (p. 10)	“To trust is neither quite to believe something about the trustee nor necessarily to feel any emotion toward them—but to have a belief-informed and action-influencing attitude.”	Philosophy
Boon and Holmes, 1991 (p. 194)	“A state involving confident positive expectations about another’s motives with respect to oneself in situations entailing risk.”	Sociology
Bryk & Schneider, 2002 (p. 14)	“A calculation whereby an individual decides whether or not to engage in an action with another individual that incorporates some degree of risk.”	Education
Coleman, 1990 (p. 91)	“An incorporation of risk into the decision of whether or not to engage in [an] action” based on estimates of the likely future behavior of others.	Sociology
Covey, 1991 (p. 4)	“The emotional bank account between people, which enables two parties to have a win-win performance agreement.”	Pop Culture

Table 3 continued

RESEARCHER & CITATION	DEFINITION	DOMAIN
Cummings & Bromiley, 1996 (p. 303)	“An individual’s belief or a common belief among a group of individuals that another individual or group (a) makes good faith efforts to behave in accordance with any commitments both explicit and implicit, (b) is honest in whatever negotiations preceded such commitments, and (c) does not take excessive advantage of another even when the opportunity is available”	Organizational Sociology
Deutsch, 1957 (p. 28); 1958 (p. 266)	“An individual may be said to have trust in the occurrence of an event if he expects its occurrence and his expectation leads to behavior which he perceives to have greater negative motivational consequences if the expectation is not confirmed than positive motivational consequences if it is confirmed.”	Psychology
Edelenbos, 2007 (p. 30)	“Trust refers to a more or less stable perception of actors about the intentions of other actors, that is, that they refrain from opportunistic behavior. Trust in our idea is clearly separated from actions, which can be the result of trust, and institutional characteristics such as rules and norms that influence trust.”	Organizational Sociology
Fairholm, 1994 (p. 112)	“Confidence in the authenticity of the words or actions of a person, or similar qualities or attributes of an organizational symbol, ritual, or something”	Cultural & Organizational Sociology
Frost, Stimpson, & Maughan, 1978 (p. 104)	“An expectancy held by an individual that the behavior (verbal or nonverbal) of another individual or a group of individuals would be altruistic and personally beneficial”	Psychology
Fukuyama, 1995 (p. 26)	“The expectation that arises within a community of regular, honest, and cooperative behavior, based on commonly shared norms, on the part of other members of the community”	Sociology
Gambetta, 1988 (p. 217)	“A particular level of the subjective probability with which an agent assesses that another agent or group of agents will perform a particular action, both <i>before</i> he can monitor such action (or independently of his capacity ever to be able to monitor it) <i>and</i> in a context in which it affects <i>his own</i> action”	Political Sociology
Hardin, 2006 (p. 17)	Belief that the other person or group has the right intentions toward us and the competence to do what they are being trusted to do	Philosophy
Hosmer, 1995 (p. 399)	“The expectation by one person, group, or firm of ethically justifiable behavior—that is, morally correct decisions and actions based upon principles of analysis—on the part of the other person, group, or firm in a joint endeavor or economic exchange”	Philosophical Sociology
Hoy & Tschannen-Moran, 2003 (pp. 185-186); Hoy, Tarter, & Hoy, 2006 (p. 9)	“The group’s willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open”	Education

Table 3 continued

RESEARCHER & CITATION	DEFINITION	DOMAIN
Hoy & Kupersmith, 1984 (p. 82); Hoy & Kupersmith, 1985 (p. 2)	“A generalized expectancy held by the work group that the word, promise, and written or oral statement of another individual, group, or organization can be relied upon”	Education
Hoy, Tarter, & Witkoskie, 1992 (p. 39); Tarter, Bliss, & Hoy, 1989 (p. 295)	“A generalized expectancy held by teachers that the word, action, and written or oral statement of others can be relied upon”	Education
Jones, 1996 (pp. 5-6)	“To trust someone is to have an attitude of optimism about her goodwill and to have the confident expectation that, when the need arises, the one trusted will be directly and favorably moved by the thought that you are counting on her.”	Philosophy
Lane & Bachmann, 1998 (p. 3)	Three common elements in most concepts of personal trust: 1. a degree of interdependence 2. trust is a way to cope with risk and uncertainty 3. belief or expectation that the vulnerability resulting from taking the risk will not be taken advantage of	Organizational Sociology
Larzelere & Huston, 1980 (p. 595)	“A belief by a person in the integrity of another individual”	Psychology
Lewicki & Bunker, 1996 (p. 116)	Confident positive expectations regarding trustee’s behavior, set within particular contextual parameters and constraints	Sociology
Lewis & Weigert, 1985 (pp. 970-971)	“A cognitive ‘leap’ beyond the expectations that reason and experience alone would warrant, an emotional bond among all those who participate in the relationship, and the undertaking of a risky course of action on the confident expectation that all persons involved in the action will act competently and dutifully”	Sociology
Luhmann, 1973/1979 (p. 4)	“Confidence in one’s expectations”	Social Psychology
Mayer, Davis, & Schoorman, 1995 (p. 712)	“The willingness of a party to be vulnerable to the actions of another party based on the expectation that the other party will perform a particular action important to the trustor, irrespective of the ability to monitor or control the trustee”	Organizational Sociology
Mishra, 1996 (p. 265)	“One party’s willingness to be vulnerable to another party based on the belief that the latter party is (a) competent, (b) open, (c) concerned, and (d) reliable”	Organizational Sociology
Rotter, 1967 (p. 651)	“An expectancy held by an individual or a group that the word, promise, verbal or written statement of another individual or group can be relied upon”	Psychology
Schlenker, Helm, & Tedeschi, 1973 (p. 419)	“A reliance upon information received from another person about uncertain environmental states and their accompanying outcomes in a risky situation”	Psychology
Shaw, 1997 (p. 21)	The belief that those on whom we depend will meet our expectations of them	Organizational Sociology

Table 3 continued

RESEARCHER & CITATION	DEFINITION	DOMAIN
Sheppard & Sherman, 1998 (pp. 422-423)	“A manageable act of faith in people, relationships, and social institutions”	Sociology
Sztompka, 1999 (p. 25)	“A bet about the future contingent actions of others”	Sociology
Tierney, 2006 (p. 57)	“A dynamic process in which two or more parties are involved in a series of interactions that may require a degree of risk or faith on the part of one or both parties”	Education
Tschannen-Moran, 1998 (p. 48); Tschannen-Moran, 2004 (p. 224)	“One party’s willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open”	Education
Tschannen-Moran & Hoy, 1998 (p. 342)	“A general confidence and overall optimism in occurring events; ...believing in others in the absence of compelling reasons to disbelieve; a group’s generalized expectancy that the words, actions, and promises of another individual, group, or organization can be relied on”	Education
Zand, 1972 (p. 230)	“Actions that (a) increase one’s vulnerability (b) to another whose behavior is not under one’s control (c) in a situation in which the penalty (disutility) one suffers if the other abuses that vulnerability is greater than the benefit (utility) one gains if the other does not abuse that vulnerability”	Psychology
Zand, 1997 (p. 91)	“A willingness to increase your vulnerability to another person whose behavior you cannot control, in a situation in which your potential benefit is much less than your potential loss if the other person abuses your vulnerability”	Psychology
Zucker, 1986 (p. 54)	A set of background expectations (the common understandings that are taken for granted) and constitutive expectations (the rules defining the context or situation) shared by all involved in an exchange	Psychology

That no common definition can be arrived at indicates the complexity of the concept of trust. What Beck (2002) said of trying to define community can also be said of trying to define trust: the multiplicity of definitions reveals that the concept is “rich and multifaceted,” and is not limited by any “artificial imposition of definitions or conditions” (p. 25).

In the literature, even without a common definition, one finds certain concepts or qualities of trust repeated. It is frequent if not universal, for example, to find the qualities of vulnerability and risk-taking mentioned (Baier, 1994; Bigley & Pearce, 1998; Bryk & Schneider, 2002; Coleman, 1990; Hoy & Tschannen-Moran, 2003; Mishra, 1996; Tierney, 2006; Tschannen-Moran, 2004; Zand, 1972).

It is also frequent for the notion of an expectation regarding events or the behavior of others to be part of the concept of trust. Hardin (2006) maintained that many discussions of trust could simply substitute the word expectations for trust. What is implied in those discussions is that the expectations are for the “right” reasons, which are that the trustee has the trustor’s interests encapsulated in her or his own (Hardin, 2006). This aspect of trust involves the inclusion of the ideas that the behavior of others will not be opportunistic or take unfair advantage of the trustor (Cummings & Bromiley, 1996; Edelenbos, 2007), will take the trustor’s needs and interests into consideration (Baier, 1986; Deutsch, 1960), and will be altruistic (Frost, Stimpson, & Maughan, 1978).

Examining trust as a condition necessary for cooperation, Deutsch (1957) argued that an individual may be said to trust if he expects an event or occurrence and his expectation leads to behavior based on the expectation. Similarly, trust is an expectation regarding the behavior of others upon which the trustor makes a decision about how to act (Fukuyama, 1995; Hosmer, 1995; Hoy & Kupersmith, 1984; Lewicki et al., 1998; Rotter, 1967). In some works, the concepts of risk, vulnerability, and expectations about the actions of others are explicitly combined (Mayer et al., 1995).

Although some authors are willing to write their definitions as “Trust is ...” (Baier, 1994, p. 99; Cummings & Bromiley, 1996, p. 303; Fox, 1974, p. 69; Frost et al., 1978, p. 104; Fukuyama, 1995, p. 26; Hosmer, 1995, pp. 392-393; Mayer et al., 1995, p. 712; Mishra, 1996, p. 265; Rotter, 1967, p. 651; Schlenker, Helm, & Tedeschi, 1973, p. 419; Shaw, 1997, p. 21; Tierney, 2006, p. 57; Zand, 1972, p. 230), other writers choose a more circumspect “Trust is characterized by...” (Lewis & Weigert, 1985, p. 970) or “To trust someone is to have an attitude...” (Jones, 1996, pp. 5-6) or “An individual may be said to have trust when ...” (Deutsch, 1957, p. 28) or “To show trust is to ...” (Luhmann, 1973/1979, p. 25).

For this study, the more direct approach will suffice. Trust is the *voluntary willingness to be vulnerable to colleagues with the expectation that by doing so, positive outcomes for students and faculty will occur*. The trustor’s willingness to be vulnerable emanates from the perception that the trustees will be benevolent (will care for the trustor’s interests as their own) (Baier, 1994; Deutsch, 1962; Frost et al., 1978; Hosmer, 1995) and honest (Bryk & Schneider, 2002; Butler & Cantrell, 1984; Fairholm, 1994).

*What Trust Is Not: Distinguishing Trust
Distinguishing Trust from Its Relative*

The literature on trust spans the ages back to Aristotle (trans. 1962), who wrote of trust as a moral virtue. This study, however, begins with more recent work. This review is focused on research conducted within the psychological and the sociological frameworks, rather than the philosophical. Nevertheless, within each discipline, there

is one philosophical issue which must first be discussed: what is the difference between trust and such things as confidence or hope?

As if the lack a common definition were not enough to make the concept of trust vague, some of the definitions in the literature use words that other authors claim are not trust. Most common are the definitions that describe trust in connection with reliance on another. Examples include the extent to which one is willing to rely upon another (Bigley & Pearce, 1998), “a generalized expectancy that the word, promise, and written or oral statements of another individual, group or organization can be relied upon” (Hoy & Kupersmith, 1984, p. 82, 1985, p. 2; Hoy et al., 1992, p. 39; Rotter, 1967, p. 651; Tarter et al., 1989, p. 295; Tschannen-Moran & Hoy, 1998, p. 342), “the reliance upon information received from another” (Schlenker et al., 1973, p. 419), or the belief that those on whom we rely will meet our expectations (Shaw, 1997, p. 21). Baier (1994) argued that “we can still rely where we no longer trust” (p. 98), for example when we rely on the weather forecast. What distinguishes trust from mere reliance is the addition of the trustor’s belief in the goodwill of the trustee, the addition of the trustor’s vulnerability, and the addition of a word, action, or promise from the trustee. Similarly, Hardin (2006) wrote, “To distinguish trust from mere reliance, something more must be added to the notion” (p. 27). What Hardin would have us add is morality or a sense of duty on the part of the trustee, that the trustee has the trustor’s interests “encapsulated” in her or his own interests.

Also common is the confusion of trust with confidence. “Confidence in another’s good care of what one cares about” (Baier, 1994, p. 108) presents one

example. Another example comes from Mellinger (1956), who never actually defined trust but who nevertheless measured trust by asking the question, “To what extent do you have confidence in this person’s intentions and motives?” (p. 306). Luhmann (1988) made what may be the best distinction between trust and confidence.

The distinction between confidence and trust depends on our ability to distinguish between dangers and risks....Confidence emerges in situations characterized by contingency and danger....[Trust] depends not on inherent danger but on risk. Risks emerge only as a component of decision and action....If you refrain from action, there is no risk. (pp. 98, 99,100)

For example, confidence exists when you drive your 4-wheel drive SUV to work; you have confidence in the general safety of the roads. Trust begins when you drive the same SUV up steep, rutted and sometimes washed out mountain roads. Confidence exists when you teach a familiar subject in a new way; trust exists when you agree to have a colleague observe and critique you as you teach in that new way. Your colleague may see you at your worst and reveal that to others. If you think about alternatives and choose one action in preference to another in spite of the possibility that you may suffer a loss at the hands of another person, then you are in a situation of trust (Luhmann, 1988).

Other authors discuss how trust is different from hope, (Sztompka, 1999), prediction (Mayer et al., 1995; Sztompka, 1999), or gambling (Lewis & Weigert, 1985). And there is debate in the literature regarding trust as rational and calculated (Sheppard & Sherman, 1998) versus those who argue that taking a rational risk is not trust, hence trust is “nearly noncalculative” (Williamson, 1993).

Further, debate exists about whether trust is an attitude, mood, and emotion—internal to the individual—or trust is a behavior—exhibited only in the interactions between and among individuals. This study is based on trust as a fundamental underpinning of social action and as a prerequisite for some types of interpersonal professional relationships.

Using the definition of trust in this study, trust is not cooperation, though there is evidence that trust can facilitate cooperation. Trust is not hope or faith. Trust is a relatively conscious behavior, without necessarily being rational. Trust is a way in which individuals choose to act toward and with others.

Categorization of Trust Studies

The literature reveals a wide variety of adjectives for trust, each describing a different kind or state of trust:

- blind trust
- initial trust
- spontaneous trust
- generalized trust
- global trust
- simple trust
- dispositional trust
- situational trust
- provisional trust
- authentic trust
- relational trust
- group trust
- impressionistic trust
- interpersonal trust
- optimal trust

Any given example of trust can usually fit in more than one category. The focus of this study is relational trust, though other “kinds” of trust also apply.

In attempting to categorize the myriad studies of trust conducted in the past half century, there is guidance in past work. One organizational system (Sitkin & Roth, 1993) suggested four categories of trust research: trust as an individual attribute,

where the trustee possesses certain characteristics which make her or him trustworthy (Gabarro, 1978; Rotter, 1980); trust as a behavioral component of interactions and interpersonal relationships, where high trust results in cooperation and low trust results in competition (Deutsch, 1957; Gabarro, 1978; Golembiewski & McConkie, 1975; Loomis, 1959; Ouchi, 1984); trust as context-based or situational, where trust is conditional on the circumstances and the people involved (Creed & Miles, 1996; Hardin, 2002; Larzelere & Huston, 1980; Lewicki & Bunker, 1996; Tierney, 2006; Tschannen-Moran, 2004; Zucker, 1986); and trust as an institutional arrangement, the last being not so much trust as a description of the formal substitutes for trust such as contracts and treaties (Edelenbos, 2007; Fox, 1974; Sztompka, 2001).

Another way of organizing the research posits three concepts in the literature: personality theory, where trust is deeply rooted in personal development; social psychology, where trust is created and destroyed through interpersonal interactions; and economic sociology, where trust is an institutional phenomenon between individuals and between institutions (Lewicki & Bunker, 1996). Similarly, Bryk and Schneider (2002) discussed three levels of trust: intrapersonal, interpersonal, and organizational.

A third way of organizing the research is to separate key studies into those which are predominantly psychological and those which are predominantly sociological. The psychological research conducted by Deutsch (1957) is credited by many as the beginning of the current study of trust (Coleman, 1990; Lewicki & Bunker, 1996; Lewicki et al., 1998; Tschannen-Moran & Hoy, 1998). That the interest

in trust was piqued in the 1950s reflects the Cold War atmosphere in the United States at that time. While the psychological studies of trust may have been triggered by the Cold War, the more recent sociological studies of trust seem to have been generated amidst social changes in American life that indicate a declining sense of community, with the attendant loss of tight social bonds and social networks (Buskens, 2002; Putnam, 2000), as well as increased skepticism about the integrity, morality, and virtue of public officials after Watergate (Nooteboom, 2002; Nooteboom, Berger, & Nooriderhaven, 1997; Rothstein, 2005; Sztompka, 1999). Reviewing the literature in these two categories sets the stage for the examination of trust in the interpersonal professional relationships within a school community.

Trust: A Psychological Perspective

The conceptualization of trust as a psychological or intrapersonal occurrence was established primarily through the use of non-zero sum game theory, most notably the Prisoner's Dilemma. In the midst of the Cold War, Deutsch (1957) and his students (Loomis, 1958, 1959; L. Solomon, 1957) conducted lab experiments in a 5-year study for the Office of Naval Research. They experimented to prove a connection between trust and cooperation. Deutsch's 1957 study tested 35 hypotheses with the significant conclusion that mutual trust is "a unique social psychological factor involved in the initiation of cooperation" (pp. 1, 25).

Deutsch (1957) further sought to define the factors related to the development of mutual trust, which, he said, exists when Persons I and II have "complementary social trust with regard to each other's behavior" (p. 32).

Deutsch (1958) claimed that there was no possibility for rational behavior in the PD game unless the conditions of mutual trust existed. Others continued to use the Prisoner's Dilemma to test for trust (Axelrod, 2006; Gardner, Corbin, Beltramo, & Nickell, 1984; Geller, 1966; L. Solomon, 1960; Williams, 1988). The conclusions Deutsch (1958) reached were that situational factors, such as the opportunity to know what the other person will do and the opportunity and ability to communicate fully, facilitate the development of trust. However, his experiments suggest more cooperation and confidence than trust, in that there does not appear to be any element of risk taking or vulnerability.

Another approach among the psychological research studies on trust has been the attempt to development survey instruments that could measure trust, the most prominent of these being the Rotter Interpersonal Trust Scale (Rotter, 1967). Rotter's social learning theory concerns how people learn to trust and under what conditions individuals trust others. Rotter's definition of trust as "An expectancy held by an individual or a group that the word, promise, verbal or written statement of another individual or group can be relied upon" (p. 651) relies on communication as the method for establishing another individual as trustworthy but he allowed that previous similar experiences on the part of the trustor may also influence establishing that individual as trustworthy. The latter begins to shade into the arena of a predisposition to trust and in fact, Rotter concluded that high trustors are also more likely to be trustworthy (Rotter, 1980). Rotter's definition of trust has been used extensively by

researchers studying trust in education (Hoy & Kupersmith, 1984, 1985; Tarter et al., 1989).

Another measurement instrument, the Conditions of Trust Inventory, was tested and validated by Butler (1991). Butler presented evidence that trust must be assessed in context, regarding a specific trustee. “Current thinking,” he wrote, is that “trust is a situational cognition developed from characteristics attributed to a specific other” (Butler, 1991, p. 655). Butler suggested that the conditions of trust might be different in different kinds of relationships but that the general tendency is for trust to develop through a circular, mutually-reinforcing process, leading to what Williams (1988) called “thick relationships” that develop over time. Butler’s work shaded into the research on interpersonal trust and the sociological perspective.

Trust: A Sociological Perspective

Although the desire to understand trust through game theory and trust inventories continues, the work to understand trust thorough sociological and behavioral lenses is far more prevalent and productive for purposes of this study.

The sociological perspective stresses the interpersonal as well as the situational nature of trust. There is no need for trust apart from social relationships (Barber, 1983; Fairholm, 1994; Lewis & Weigert, 1985; R. C. Solomon & Flores, 2001). In addition, the nature of the trust (the “kind of trust”) depends on the context or situation (Fairholm, 1994; Schlenker et al., 1973; Tierney, 2006; Tschannen-Moran, 2004).

Earlier it was noted that there are several common attributes regarding trust in the literature, specifically the concepts of risk-taking, vulnerability, and an expectation

Table 4 continued

	Expectations	Vulnerability, Risk	Interdependence	Judgment	Benevolence, Caring, Altruism	Competence	Reliability	Consistency	Honesty, Integrity	Openness, Willingness to Share	Other Attributes
Mayer, Davis, & Schoorman, 1995	X	X									
Mishra, 1996		X			X	X	X			X	
Reina & Reina, 2006	X						X	X	X	X	
Rotter, 1967	X						X				
Schlenker, Helm, & Tedeschi, 1973		X					X				Communication
Shaw, 1997	X						X				
Sheppard & Sherman, 1998	X	X		X							
Solomon & Flores, 2001									X	X	
Sztompka, 1999				X			X				
Zand, 1972, 1997		X									
Zucker, 1986	X										Shared norms
Education authors											
Bryk & Schneider, 2002	X	X			X	X	X		X		Accountability, Respect
Hoy & Tschannen-Moran, 2003; Hoy, Tarter, & Hoy, 2006					X	X	X		X	X	
Tierney, 2006								X	X		
Tschannen-Moran & Hoy, 1998; Tschannen-Moran, 1998					X	X	X		X	X	
Tschannen-Moran, 2004	X	X			X	X	X		X	X	

It is important to note where the attributes of trust (see Table 4) and the characteristics of community presented earlier (see Table 2) overlap. These areas are openness (DuFour et al., 2006; Fullan & Hargreaves, 1996; Little, 1981; Villani, 1996); a willingness to share (Chan-Remka, 2007; Flynn & Innes, 1992; Hord, 1998); honesty (DuFour et al., 2006); vulnerability (Fullan & Hargreaves, 1996; Little, 1981); accountability (Little, 2006; Wehlage et al., 1989); shared norms (Achinstein, 2002;

Bryk & Driscoll, 1988; Chan-Remka, 2007; Deal & Peterson, 1990; DuFour et al., 2006; Glascock, 2002; Hord, 1997, 1998; Hord & Sommers, 2008; Little, 2006; Louis & Kruse, 1995); and interdependence (Achinstein, 2002; Newmann et al., 1989; Sergiovanni, 1994b). These attributes of trust are especially prevalent in the large body of educational researchers interested in trust.

Studies of Trust in Education

Currently, five authors stand out in the literature and research on trust in educational organizations. All five have conducted and published research with other authors. In a large number of studies, Hoy and Tschannen-Moran (see all related references) examined trust in elementary, middle, and high schools. Bryk and Schneider (2002) derived their conclusions from the study of elementary schools. Tierney (2006) focused his research on higher education.

Tschannen-Moran

Tschannen-Moran (1988) wrote her dissertation on trust in urban elementary schools. She studied faculty trust and collaboration in four categories: faculty trust of the principal, faculty trust of each other, faculty trust of students, and faculty trust of parents. Interest here is in her findings with regard to faculty trust of other faculty.

Drawing on the work of Butler and Cantrell (1984) and Mishra (1996), Tschannen-Moran (1988) defined trust as “one party’s willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open” (pp. 48, 224). From among the various kinds of trust, Tschannen-Moran used qualitative data to distinguish that there

are two kinds of trust at work in the interpersonal relationships among faculty: personal trust—which faculty owe and give to each other as human beings—and professional trust—which faculty owe and give based on their role as professional educators. The elements of faculty trust in each other are said to be benevolence, reliability, professional competence, honesty, and openness.

Further, Tschannen-Moran (1988) ascertained that trust is related to three aspects of organizational behavior: collaboration, communication, and organizational citizenship. By differentiating low-trust and high-trust schools she could establish that schools with higher levels of trust among faculty experienced more collaboration on projects and in decision-making. Also, schools with higher levels of trust among faculty enjoyed clearer and more inclusive communication. Tschannen-Moran derived a third aspect of behavioral dynamics in school, organizational citizenship, from Deluga (1994). Organizational citizenship describes instances when a worker “spontaneously goes beyond the formally prescribed job requirements (in-role behaviors) and performs non-mandatory (extra-role) behaviors without expectation of receiving explicit recognition or compensation” (Deluga, 1994, p. 316). Not surprisingly, Tschannen-Moran found higher levels of organizational citizenship or “extended roles” in higher trust schools.

The “five faces of trust” (Hoy & Tschannen-Moran, 1999) that Tschannen-Moran (1988) listed in her definition of trust, i.e., openness, benevolence, honesty, competence, and reliability, were said to be behaviors that promote faculty trust in other faculty. In addition, these behaviors on the part of the principal were said to

establish trust in the principal. The five behaviors on the part of the faculty serve to establish faculty trust in other faculty.

In *Trust Matters: Leadership for Successful Schools*, Tschannen-Moran (2004) expanded her earlier study of elementary schools to reach a more general audience. Her definition of trust and its five facets remained substantially unchanged, although she gave greater acknowledgement to the various kinds of trust, discussing generalized trust, differentiated trust, blind trust, provisional trust, initial trust, authentic trust, and optimal trust.

Tschannen-Moran (2004) became interested in the factors that influence developing trust, including a predisposition to trust and institutional supports for trust, which she listed as the hiring process, certification requirements, the teaching contract, and policies, rules, and regulations. While certification requirements may indicate some degree of competence in teaching, certification itself most likely does not result in more than initial trust, a kind of “provisional trust” extended to strangers or near strangers until either the relationship and level of trust deepen or there is evidence to suggest that trust is not warranted (Tschannen-Moran, 2004, p. 43). The teaching contract, district policies, school rules, and regulations at all levels are merely substitutes for trust (Sztompka, 2001). The hiring process, however, may in fact support the development of trust. If the most significant influence on faculty trust of other faculty is the behavior of faculty members themselves (Tarter et al., 1989), then hiring the right members of the teacher group could enable the development or the maintenance of faculty trust.

The conclusions Tschannen-Moran (2004) reached was that teachers' trust in each other is facilitated by a school culture of cooperation and caring, not competition and favoritism. This prompts an important distinction. An atmosphere of trust may be necessary for generalized faculty trust in colleagues, but an atmosphere or climate of trust is not the same as trust. Trust as conceived in this study is a relationship interaction, not an atmospheric condition. It is important to determine what teachers, teacher leaders and administrators do to facilitate and support a school climate in which trust can flourish but it is more important to examine what teachers, teacher leaders and administrators do to generate trust among and between faculty members.

Hoy

The work about trust in schools cited thus far is based significantly on the work of W. K. Hoy, another of the five authors named at the start of this section. Not only has Tschannen-Moran published numerous articles with W. K. Hoy, but he was also her dissertation committee chairperson (advisor) at The Ohio State University. It is not surprising, therefore, that they come to similar conclusions and use, on several occasions, similar definitions of trust.

Prior to 1998, Hoy published a number of studies related to trust in elementary schools which concerned trust and school climate. Subsequently, Hoy increasingly analyzed trust in association with a school's professional interactions and organizational structures.

Consistently, Hoy postulated three dimensions of faculty trust: trust in the principal, trust in colleagues, and trust in the school organization. His work sometimes

dealt with all three, and sometimes with only one or two. Interest here, as with Tschannen-Moran's work, is with faculty trust of colleagues and what, if anything, Hoy had to say about the leaders' abilities to generate or promote such trust.

As early as 1984, Hoy writing with Kupersmith stated,

The principal is the single most important individual in setting the tone of relationships in an elementary school. If the principal's behavior produces a climate of trust with teachers, it seems likely that this climate will permeate relationships among colleagues. (p. 83)

Here begins the dilemma in Hoy's work.

Like Tschannen-Moran, Hoy seemed to equate a climate of trust, some general atmospheric condition of the school, with trust while later research established trust as an interpersonal relationship. There are three definitions arising from Hoy's work:

1. The most common definition employed by Hoy is that trust is "a generalized expectancy held by the work group that the word, promise, and written or oral statement of another individual, group, or organization can be relied upon" (Hoy & Kupersmith, 1984, p. 82, 1985, p. 2; Hoy et al., 1992, p. 39; Tarter et al., 1989, p. 295).
2. The definition preferred most often by Tschannen-Moran and occasionally by Hoy, is that trust is "one party's willingness to be vulnerable to another party based on the confidence that the latter party is (a) benevolent, (b) reliable, (c) competent, (d) honest, and (e) open" (Hoy et al., 2006, p. 9; Hoy & Tschannen-Moran, 2003, pp. 185-186; Tschannen-Moran, 1998, pp. 48, 224, 2004, p. 17).

3. We can combine definitions from various sources to form the definition that trust is the voluntary willingness to be vulnerable to others with the expectation that positive outcomes will be the result. (Deutsch, 1957, 1958; Edelenbos, 2007; Mayer et al., 1995; Zand, 1972).

Any of these definitions relies on an interaction between two or more people, for without an interaction, there is no need for trust (R. C. Solomon & Flores, 2001; Tierney, 2006). Hence, a teacher's or a leader's actions that enable a culture or climate of trust to develop may be related to but are different than behaviors that generate trust among faculty. Unlike Hoy, it is a distinction that is made in this study.

Taken as a collection, Hoy's work with regard to the leaders' abilities to influence faculty trust of colleagues presents ambiguous if not contradictory conclusions. In early studies, Hoy and Kupersmith (1984, 1985) hypothesized that the greater the degree of perceived authenticity in the behavior of the elementary school principal, the greater would be the teacher's trust in colleagues. The hypothesis was supported: principal authenticity as perceived by the 944 teachers from 44 schools in the study (representing 90% of the teachers in the schools) was significantly correlated with trust in colleagues (Hoy & Kupersmith, 1984, 1985).

Shortly thereafter, Hoy began to look at trust within the context of organizational climate. The studies reported in *Open Schools, Healthy Schools* by Hoy et al. (1991) link faculty trust in other faculty members with organizational health at both the elementary and secondary levels. "The healthier the organizational dynamics of a school, the greater the degree of faculty trust in colleagues" (Tarter & Hoy as

cited in Hoy et al., 1991, p. 82). Hoy and his colleagues at Rutgers used an organizational climate index for elementary schools (OCDQ-RE) and one for secondary schools (OCDQ-RS), both based on the Organizational Climate Description Questionnaire (OCDQ) developed by Halpin and Croft (1962).

Hoy et al. reached nearly the same conclusion in 1991 as Hoy and Kupersmith reached in 1984. Faculty trust in colleagues is best predicted by morale at the school and by principal influence, at least at the secondary level. However, they also noted that supportive principal behavior does not predict faculty trust in colleagues, only teachers' trust of the principal. "It appears," they wrote, "that it is the teachers, not the principal, who develop an atmosphere of colleague trust" (Hoy et al., 1991, p. 142). A similar statement was written in 1989: "The principal remains the single most important individual in the development of the organizational climate, but not in the development of trust in colleagues" (Tarter et al., 1989, p. 306). "Interrelationships among teachers, not the leadership of the principal, facilitate trust in colleagues" (Tarter et al., 1989, p. 305).

This illustrates not only the confusion of a climate of trust with trust as an interaction but also the ambiguous conclusions drawn from the research studies. Furthermore, there are at least two studies by Hoy which concluded that supportive principal leadership does not engender or lead to faculty trust in colleagues without so much as a nod to the role of the principal in facilitating an open or supportive organizational climate (Hoy et al., 1992; Tschannen-Moran & Hoy, 1998). Tschannen-Moran and Hoy (1998) did write, "The interaction between the leadership of the

principal and the professionalism of teachers is an area that needs further study and specification” (p. 348), where “professionalism” encompasses characteristics of community and collegiality. Could the generation by school leaders of a climate of teacher professionalism be a way to generate faculty trust of their colleagues?

Other questions remain. The hypotheses that, “The more open the organizational climate of a secondary school, the greater the degree of faculty trust in colleagues” and that, “The more engaged the teacher behavior in a school, the greater the degree of faculty trust in colleagues” were both supported by the research (Tarter et al., 1989). Does supportive leader behavior contribute to engaged teacher behavior that therefore leads to trust in colleagues? To what extent does the behavior of school leaders contribute to an open organizational climate?

Bryk and Schneider

Bryk and Schneider (2002) studied 12 urban, public elementary schools in Chicago over a period of 3 years. Chosen for the study were low-income, racially isolated schools as well as schools with a middle- to upper-middle class composition; schools engaged in externally supported restructuring efforts; magnet schools that drew students from the neighborhood and magnet schools that drew from throughout the city; and schools with high political activity. Researchers considered school location, student characteristics, attendance rates, reading and math scores, grade levels, and the schools’ academic rankings relative to their subdistricts and the city of Chicago (Bryk & Schneider, 2002).

Year one concentrated on interviews, observations, and document reviews. In the second year, focus groups were added. During the third and final year, the analysis concentrated on six of the 12 schools. Additional interviews and observations were conducted with a view to deepening the researchers' understanding of how people in various roles—administrator, teacher, parent, student—interacted with each other. Finally, three schools with wide variations in levels of trust were selected for use as representative examples in the study of relational trust (Bryk & Schneider, 2002).

Like the later work of Hoy and Tschannen-Moran, Bryk and Schneider (2002) sought to examine school trust relative to organizational conditions. They also wanted to analyze the relationship between trust, school reform, and student achievement. Their interest was in the trust relationships of teacher-teacher, teacher-principal, and parent-school personnel. The teacher-student trust relationship was thought to be evident indirectly through the parent-school trust relationship. At the secondary level, which Bryk and Schneider did not examine, the student would be a more independent and therefore the teacher-student trust relationship would perhaps need to be examined separately from that of the teacher-parent. However, the concern of this study is with the teacher-teacher trust relationships.

Bryk and Schneider (2002) began with a definition of trust derived from the social capital theory and the works of Coleman (1990), Putnam (1995), and Fukuyama (1995). Trust is “a calculation whereby an individual decides whether or not to engage in an action with another individual that incorporates some degree of risk” (Bryk & Schneider, 2002, p. 14). The twist that Bryk and Schneider presented within the

context of schools was that trust is based on a set of expectations and obligations that come with the roles of teacher, principal, or parent. Although Bryk and Schneider did not cite him, this definitional element strongly reflects the working definition of trust used by Shaw (1997), who wrote that trust is “the belief that those on whom we depend will meet our expectations of them” (p. 21).

Bryk and Schneider (2002) posited a kind of “relational trust” whereby the social exchanges of the school are organized around a distinct set of role relationships to which are attached expectations and obligations. When the expectations and obligations are met, then relational trust is built. “Relational trust requires that the expectations held among members of a social network or organization be regularly validated by actions” (p. 21).

The calculation each person makes when deciding to engage with another person in an activity with some degree of risk is the calculation of whether or not that person can be counted on to meet the expectations and obligations of the role he or she occupies. According to Bryk and Schneider (2002), the cognitive features of the calculation take into consideration four features: (a) competence, (b) integrity, (c) personal regard for others, and (d) respect. The first three roughly correspond to Hoy’s and Tschannen-Moran’s characteristics of competence, honesty, and benevolence. Respect—the recognition of the important role each plays and the mutual dependency that exists among the roles (Bryk & Schneider, 2002)—does not have a corresponding feature in the work of Hoy or Tschannen-Moran. Conversely, their quality of openness—sharing information and being vulnerable (Hoy, 2002; McGuigan & Hoy,

2006; Tschannen-Moran, 2004; Tschannen-Moran & Hoy, 2000)—are not directly included in the four qualities cited by Bryk and Schneider.

Within a theoretical framework of trust as a social and relational phenomenon—part of the social capital of schools—Bryk and Schneider (2002) presented the trust stories of three schools. Two of the three cases illustrated what happens when role expectations and obligations are perceived differently and hence met differently or perceived as unmet, thus reducing the level of trust and/or increasing the level of distrust. One of those two cases also communicated an optimistic view of the increasing opportunities for the development of trust; the other did not. The third of the three cases offered the story of an “energized and engaging” community (p. 75). (Community was used without definition by the authors.)

The first case was a study in distrust, citing multiple examples of what was not happening around trust, what expectations were unmet, and therefore why school improvement efforts were not being undertaken, let alone advanced and sustained. Leadership was lacking, representing a serious impediment to trust. Teachers were concerned about the “competence and commitment of their colleagues” and about their willingness to change. There was, at this school, a pervasive distrust stemming from lack of respect and from unmet obligations. Real discourse about school improvements was lacking; collegiality did not exist.

The principal, too, saw his teachers as “uncommitted” to the school and its students, yet he undertook no behaviors designed to inspire commitment to the students or the school community. Teachers and parents viewed him as “indecisive”

and either unable or unwilling to follow through on what they perceived as his commitments and obligations (Bryk & Schneider, 2002). However, teachers also viewed him as “caring,” “compassionate,” and highly “visible.” Benevolence alone, it seems, is not enough to engender trust.

The second elementary school presented an example of a school where trust was on the increase. Leaders understood the need to build trust before pushing forward with initiatives. Teachers were rewarded for moving ahead with reforms and the vision of the school although those who did not move ahead were not counseled or reprimanded. Hence there were some divisions among the faculty. Community building was being accomplished, to some degree, by the use of a shared governance model that allowed teachers who might not otherwise interact to network across the division boundaries.

Their participation on various committees created opportunities for respectful social exchanges to occur among faculty who might otherwise have little in common. Teachers now had a chance to get to know each other better and develop personal regard. Perhaps most important, this work offered occasions for teachers to reaffirm together their shared concerns about the education and welfare of the children in the school. (Bryk & Schneider, 2002, p. 68)

Bryk and Schneider (2002) maintained that their analysis revealed some specific leadership behaviors that undermined trust relations among teachers. The principal brought a vision to the school that created controversy among groups and when he retreated from that vision, uncertainty resulted, not trust. He also knew that he wanted to build a community of teaching professionals and he devoted resources to

do so. That initially resulted in distrust among the staff, who felt he was playing favorites.

These problems and tensions were ameliorated when the principal adopted a more low-key approach, while still pursuing the same objectives. He provided opportunities for faculty to work together. Bryk and Schneider (2002) concluded that “principals must be prepared to engage in conflict in order to advance reform. Yet they also need social support and trust from a solid core of the faculty if the reform is to have a chance of succeeding” (p. 73). Collegial trust seems highly influential in the ability of a school to institute and sustain reform.

The third case presented by Bryk and Schneider (2002) showed a school where principal, faculty, and parents shared a common value and met the expectations associated with living that value, which was that the children’s welfare was the first and foremost concern. The principal hired well (Collins, 2001), looking for teachers who were committed to and passionate about children and education. He built a team from whom he expected collaboration from the start and the collaboration extended to decision making and shared governance. He consciously sought to reduce their fear that taking a risk would make them vulnerable.

The principal inspired a “community of purpose” among the faculty such that the universally held norm was “students come first.” In turn, he was seen as a person who “walked his talk” and lived his beliefs. The tone of respect for teachers that he modeled was reflected in the faculty’s respect for each other. Furthermore, teachers

perceived each other as going the extra mile for students, demonstrating their commitment to the community, school, and students.

Although not focused on offering ideas for leader behaviors that generate faculty trust, the study conducted by Bryk and Schneider (2002) nevertheless does so. In addition there are other advantages to their study. Unlike the studies of Tschannen-Moran, Hoy, and others, *Trust in Schools* was a longitudinal study. Further, their definition and use of trust combined the interpersonal dimension of trust as an interaction between people or groups with the social dimension of trust as an organizational behavior. Even more important, Bryk and Schneider established that trust is a resource for school improvement as measured by student achievement and student learning. Since their study is of elementary schools, its application to secondary public schools is still to be studied. It seems likely that their general conclusions will be similar for secondary schools although also likely that other factors may come into the picture.

Tierney

Some of those factors may align more with conditions for trust in higher education than for trust in primary and elementary school. Hence, the work of a fifth author, Tierney (2006), who wrote about higher education, remains to be examined. His study of trust adopted the perspective of the culture that exists in higher education. He sought to understand the culture, context, and social structures within which trust can exist.

Tierney (2006) defined trust as “a dynamic process in which two or more parties are involved in a series of interactions that may require a degree of risk or faith on the part of one or both parties” (p. 57). Trust in this framework can be a shared experience, a learned experience, or a conditional experience and each experience of trust has its unique characteristics. As a shared experience, trust

1. offers a common interpretation of events,
2. fosters shared interests in the organization,
3. allows for the communication of facts about the organization’s culture,
4. arises from reciprocity and mutuality,
5. cannot be said to be rational (p. 64).

As a learned experience, trust is

1. influenced by a person’s background and life experiences,
2. affected by the organizational culture relative to the person’s background,
3. guided by the culture’s mechanisms for inducting the person (p. 68).

And finally, as a conditional experience, trust

1. is influenced by assumptions about one’s obligations to the organization,
2. occurs over time,
3. is affected by the competence of the trustee (p. 70).

The equivalent in Tierney (2006) of the K-12 researchers’ look at teacher-teacher, teacher-principal, or teacher-student trust is his examination of the organizational levels of trust in higher education. What Tierney alone brought to the research was his discussion of the trust between and among formal and informal

organizational units. Stating that “interpersonal trust is the extent of trust individuals share with one another as members of a distinct social group” (p. 72), he noted that informal units, such as departments, occur within the organization . Thus, his work enlightens the potential for the study of trust among members of a group who operate within an educational organization as well as trust among members of that group and those outside the group but inside the educational organization. For Tierney, there were four distinct cultures or groups of which professors were a part: they were members of the academy of professors; they were members of the discipline in which they have trained; they were members of a campus; and they were also defined by the nation in which they worked—to be a professor in the U.S. was different than being a professor in the U.K. (p. 82). Each group provides a different cultural context for trust.

Rather than providing a list of the qualities that exist in trust relationships, Tierney (2006) provided various characteristics of establishing or discouraging trust that need to be examined when studying trust in organizations. The characteristics are the nature of communication, the structural and power relationships, consistency of behavior within roles, antecedents of current trust conditions, and finally, the integrity that individuals demonstrate.

From this foundation, Tierney (2006) examined, through case studies, four universities. He established the importance of social networks and communication for trust. Of particular relevance are his conclusions about trust and shared governance. Put simply, a history of shared governance results in a higher level of cross-campus trust. Tierney’s exemplar institution for trust had an institutional norm “for the faculty

to shift back and forth between administrative and faculty positions” (p. 104). The norms of reciprocity and obligation existed at the institution (p. 108). There is also evidence that trust came about over time; it was a dynamic process as well as a desirable end in and of itself (p. 110).

Tierney’s (2006) work presented a complex picture of faculty and organizational trust on postsecondary campuses. His conclusions regarding shared governance inform this study of trust in the context of the decision-making process.

Despite these taxonomies, there has been “remarkably little effort to integrate different perspectives” (Lewicki & Bunker, 1995, p. 135). Trust must be viewed as a dynamic phenomenon rather than a phenomenon that can be captured by a single, static definition (Lewicki & Bunker, 1996).

Trust in this Study

Trust in this study is framed as a behavior. Trust is believed to be a behavioral component of interpersonal professional interactions. This agrees with Solomon (R. C. Solomon & Flores, 2001) who wrote that trust is an interaction, not a thing and not an attitude. There has to be a relationship for trust to exist or be necessary. Although one’s predisposition to trust may contribute, the history of the relationship and the situational parameters are more important in the organizational trust being studied here (Boon & Holmes, 1991).

In order to examine trust in schools, the levels of trust attending to the different levels of interpersonal relationships, and the leadership behaviors likely to enable trust with reference to community and collegiality, a situational framework for examining

interactions between and among individuals and groups is useful. Trust in this framework is conceptualized as an essential element of the personal professional relationships and interactions of the teachers working in smaller learning communities.

Conclusion and Implications

The literature on interpersonal professional relationships suggests that different levels of relationship exist, with a somewhat unique set of descriptors for the behaviors and feelings of teachers in each level. Among those descriptors are words also used to describe behaviors that allow or that illustrate the existence of trust. Openness, honesty, vulnerability, benevolence, shared norms are some of the terms in common. The literature reviewed here may indicate behaviors on the part of teachers and school leaders that support the building of relationships of collegiality and community. The building of such relationships may also contribute to improving student achievement and performance. Hence, advancing faculty members' interpersonal professional relationships from individualism to collegiality and community shows promise for improvements in K-12 education.

The ability of faculty members to work together knowing they make themselves vulnerable by revealing and discussing their practices, they are accountable to each other, and they are interdependent, expands the possibilities for experimentation. The opportunity for faculty to model community and collegiality for students, perhaps to even ask the same of the students and bring them into the community, holds the potential for making the changes in society that education is

presumed to make. The advancement from individualism to community cannot occur without trust; the role of trust in that advancement is not clear.

The literature on collegiality and community in education mentions trust without depth while the literature on trust examines cooperation and collaboration but not collegiality or community. This study brings those two complex phenomena together and asks two questions:

- In an educational context, what is the relationship of trust, collegiality, and community?
- How does trust contribute to the development of collegiality and community in a smaller learning community (SLC)?

CHAPTER III

METHODOLOGY

Introduction

This study sought to understand a complex phenomenon, trust, within the context of a second complex social phenomenon, interpersonal professional relationships in education. The study may help educational leaders understand the interplay of trust and community. The review of the literature revealed that trust has been found to be an important element of teacher efficacy which directly correlates with student achievement. The literature also substantiated that smaller schools with a strong sense of community or collegiality show significant improvement of student achievement. However, no literature documents the relationship of trust to collegiality or community.

This investigation relied on a descriptive case study of trust and the interpersonal professional relationships of teacher teams within several smaller learning communities that comprise a larger community in a comprehensive high school. Focus groups, observations, interviews, and documents provided data for analysis in order to address the research questions.

Research Design

The primary research questions of this study are

- In an educational context, what is the relationship of trust, collegiality, and community?
- How does trust contribute to the development of collegiality and community in a smaller learning community (SLC)?

Former studies of trust in education used quantitative surveys to document the existence of trust and the levels of trust among faculty members (Hall, 2006; Hoy & Kupersmith, 1985; Kupersmith, 1983; Levin, 1999; Tschannen-Moran, 2004, 2009). However, the links between trust, collegiality and community in real life are too complex for surveys or experimental strategies (Yin, 2003b). Surveys and trust inventories were useful in this study but two conditions inherently limited that usefulness. First, surveys and inventories determine the level of trust existing at the time the surveys were given, not over time. Second, surveys and inventories determined the level of trust as it is perceived by the survey respondents, not as it is demonstrated in behavior.

Research regarding community and collegiality in education consists predominantly of case studies (Goldman & Tindal, 2002; Little & McLaughlin, 1993; Louis & Kruse, 1995; Shields, 2002; G. A. Smith, 1993). This allowed exploration, description, and explanation of the complex phenomenon of community not possible with quantitative studies.

A descriptive case study was best suited for the purpose of this research, which sought to describe the nature and role of trust in interpersonal professional relationships in education. A case study enabled the examination of contemporary events in which the behaviors and concepts of trust, community, collegiality, collaboration/cooperation, and individualism could not be manipulated as they could have been in more experimental designs (Yin, 2003b). Furthermore, a case study allowed the investigation of trust and community within their real-life context in small learning communities. The case study was supplemented with two survey instruments derived from the professional literature and known to be both valid and reliable.

An embedded case study approach was adopted. The smaller learning community in this study was composed of four smaller learning communities that were themselves cases for study. Hence, four cases or subunits were embedded in the larger unit of analysis. An “embedded design can serve as an important device for focusing a case study inquiry” (Yin, 2003b, p. 45). This helped to prevent any shift in the focus of the study.

Case Boundaries

Within the study of each embedded case, only the characteristics and behaviors associated in the literature with individualism, cooperation, collaboration, collegiality, community, and trust were intended for examination and analysis. The study was bounded in this way as well as bounded by the cases themselves and the participants in those cases.

The design of the embedded study was replicated across all cases. With each embedded case part of the larger case, it was possible to predict similar results (a literal replication) or predict contrasting results, but for predictable reasons (a theoretical replication) (Yin, 2003b, p. 47).

Careful planning and conscientious execution of this case study helped to insure that findings have construct validity, internal validity, external validity, and reliability and that findings are generalizable to theoretical propositions, although not to populations (Yin, 2003b, p. 10).

One way to make this assurance was to develop a “perfect case” scenario to which the actual cases could be compared. A scenario of an exemplary case (Appendix X) was constructed based on the attributes of trust and the characteristics attributed in the literature to interpersonal professional relationships in education. This scenario provided support for the collection of data (Yin, 2003a), as well as the criteria for assessment of the actual cases during the analysis and evaluation of data (Yin, 2003b).

A second way to make this assurance is to state the propositions guiding the study. The theoretical framework for this study was the proposition that greater levels of trust exist where collegiality and community exist. Further, these greater levels of trust were presumed either to enable the development of collegiality and community or to be the by-product of the development of collegiality and community.

Propositions regarding trust and working relationships included the following:

- Trust is the voluntary willingness to be vulnerable to colleagues with the expectation that by doing so, positive outcomes for students and faculty will occur.
- Trust involves risk; trust is a risk relationship.
- Trust is an element of all social interactions, but the kind and degree of trust are different depending upon whether the social interaction is one of community, collegiality, collaboration/cooperation, or individualism.
- Trust is a feeling or belief, not an action or behavior; however, the behaviors that result from trust or distrust can be described and observed.
- A school's faculty can be cooperative and collaborative without being collegial or part of a community.
- Schools seeking to become smaller learning communities are in some stage of making the transition from cooperation/collaboration to collegiality or community or are further strengthening their community.
- Schools in the early stages of the transition from cooperation/collaboration to collegiality or community will demonstrate lower levels of trust among faculty members.
- Increasing trust is either a prerequisite of becoming more collegial or communal or increasing trust is a product of becoming more collegial or communal (or both).

- Leaders within the school and within the SLCs are influential in the transition to collegiality and community. Leadership is not limited to the principal or the school administrators, nor is leadership defined by one's title.

A third way to insure internal validity and reliability is triangulation of the data (Merriam, 1998). In this study, multiple sources of data were the primary way of confirming emerging findings. When data from various sources were inconsistent, the inconsistency was described and a “holistic understanding” was relied upon (Mathison, 1988).

External validity and generalizability pose problems for any qualitative study and more so for a study of this limited size and scope. External validity is most commonly thought of in experimental studies as the extent to which the findings in a study can be reproduced in other cases. Generalizability is most commonly thought of as the extent to which the findings of a study apply to other cases. According to Merriam (1998), the two concepts might better be replaced in a small qualitative study such as this by the concepts of “working hypotheses” or “concrete universals.”

“Working hypotheses not only take account of local conditions, they offer the educator some guidance in making choices—the results of which can be monitored and evaluated in order to make better future decisions” (Merriam, 1998, p. 209). The rich descriptions afforded by the data allowed working hypotheses to be made about the findings in this study.

Using those working hypotheses,

The search is not for *absolute universals* arrived at by statistical generalizations from a sample to a population, but for *concrete universals* arrived at by studying a specific case in great detail and then comparing it with other cases studied in equally great detail. (Erickson, 1986, p. 130)

Such concrete universals were used for the interpretations of the findings in the study.

Case Selection

Initial criteria for the purposeful sampling of cases were suggested by the research questions in two ways. The first criterion was that the case be examined at a large, comprehensive secondary school that was undergoing the transition to smaller learning communities which would allow each community to be studied as an individual unit of analysis for an embedded case study (Yin, 2003b). The second criterion was to maximize what could be learned from the case (Stake, 1995). The school could be in the early stages or later stages of the transition. Regionally knowledgeable educators provided information about potential sites meeting these criteria.

At least six schools in the region met these criteria. The actual site was further selected through a screening process using convenience as one criterion, and the hospitality or receptivity of the site to the inquiry of the study as a second criterion. In addition, the site was selected on the basis of the identification of prospective key informants (Stake, 1995). Such identification was made using the educational expertise of those in the region most experienced with SLCs and with community-building.

Site Selection

The six potential sites for the study were reduced to five when one high school eliminated their smaller learning communities and returned to more traditional approaches. Each school was contacted. Conversations with the schools' principals, the associate principals with responsibility for the smaller learning communities in the schools, and teachers in the smaller learning communities resulted in the recognition that two of the schools were most appropriate for the study, given the longevity of their smaller learning community work, their interest in the study, and their desire to participate.

District protocols were followed to request permission to conduct research at the two schools. School administrators provided oral support and at one school the administrators also wrote a letter of support (Appendix B) to accompany the formal permission requests (Appendices C and E). Permission for research at both schools was granted (Appendices D and C).

With permission granted, the decision was made to focus the study on one school, Byrd High School, and to use the second school (VanDyke High School) as the pilot site. This allowed the survey, interview, and focus group techniques to be piloted to ensure that the novice researcher had some experience before conducting the actual research.

Stake (1995) noted, "There is no particular moment when data gathering begins" (p. 49). In this study, information about the school and the smaller learning

communities to be studied began to accumulate as the decisions were being made about which site to study, even before permissions were granted.

Site Description

In addition to the size, comprehensive nature, and transitional status of the high school, other demographic characteristics were considered during the process of selecting the case study site. These included the socioeconomic status of the families at the school, the ethnic and gender makeup of the school (both in terms of students and faculty), the longevity of the tenure of the faculty, the longevity of the tenure of the administration, student test scores over time, and other measures of student achievement. Documentation of the demographics occurred during the data collection period. Although evidence exists that background variables such as these are unimportant for a sense of community (Newmann et al., 1989), their documentation may assist the reader to understand the scholastic and social context of the school that is the focus of this study.

As one of a dozen comprehensive high schools in a large school district in the Pacific Northwest, Byrd High School has been a centerpiece, for almost a century, of an urban neighborhood centrally located in one quadrant of the 45,000-student district. The neighborhood is home to mainly middle class working individuals and families, historically from Italian backgrounds and, at the time of this study, among the most ethnically mixed in the metropolitan area. Neighborhood streets are narrow, houses are modest, and the solid, elegant, red-brick school still looks much as it did when it was

built. Only from the back of the building can one see the additions that were needed when Byrd held more than twice the number of students who now attend.

At the height of post-World War II “baby boomers” reaching high school age in the 1960s, Byrd’s ninth through twelfth grades contained more than 2,500 students, nearly all of whom lived within the school’s boundaries. By the end of the 20th century, Byrd had only about 1,500 students and by 2008-2009, the student population had declined to about 1,000, placing it squarely in the center of the district’s high schools, population-wise. The 10-year trend, from 1999-2000 to 2008-2009, was a 31% drop in enrollment, third largest (among high schools) in a district that experienced a 16% drop district-wide.

Declining enrollment, a foremost concern in the entire district, was perhaps less severe at Byrd than it might have been. Byrd was able to redefine itself as a “neighborhood school that attracts students from the entire metropolitan area” by becoming a “magnet” school in the district. Recent enrollment data show that about 30% of Byrd’s students come from outside the neighborhood boundaries. Nevertheless, that is down from nearly 40% just 2 or 3 years before. The percentage of neighborhood students who choose to attend Byrd has remained relatively stable at 60% during the time data has been collected by the school district.

The ethnicity of Byrd students has changed, with “White” and “Native American” declining as other race and ethnic backgrounds tended to increase. Over the same period, the percentage of economically disadvantaged students rose from

31.6% in 2003-2004 to 49% in 2006-2007, the last year for which data were available (see Table 5).

Table 5

Race, Ethnicity, and Socioeconomic Status (SES), Byrd High School

	Asian	African American	Hispanic	Native American	White	Multiple Ethnicities	Unspecified	Economically Disadvantaged
2003-2004	12.6%	6.6%	10.0%	2.7%	68.4%	Category not used	Data not available	31.6%
2004-2005	14.1%	6.7%	10.0%	2.8%	65.3%	Category not used	Data not available	38.5%
2005-2006	14.9%	6.8%	9.9%	2.8%	65.2%	Category not used	0.5%	47.9%
2006-2007	16.2%	7.6%	11.4%	3.3%	61.5%	Category not used	0.7%	49.0%
2007-2008	17.0%	7.8%	11.2%	2.7%	60.0%	1.1%	0.2%	Data not available
2008-2009	16.1%	8.6%	11.6%	1.5%	59.8%	1.7%	0.7%	Data not available

Note: gray cells represent the years in which the Scholars Lyceum has been in operation.

There are currently 67 certificated faculty members at Byrd, including four administrators, six counselors, four teachers with special assignments, and one media specialist. Seventy-eight percent of the faculty have a master's degree or higher and the average length of service is more than 13 years. The percentage of classes taught by teachers meeting NCLB Highly Qualified standards is 96.7% compared to 93.6% for the district as a whole.

Background on Byrd's Smaller Learning Communities

When talk at the district level turned to which high schools might have to be closed because of declining enrollment, Byrd was described by district officials as one of the schools "fighting for its life." Forming smaller learning communities for freshmen students was one way to fight. This would help Byrd improve student

achievement and performance by improving the quality of interactions between students and teachers and by reducing the number of students for which any adult was responsible (National Association of Secondary School Principals, 2004). The school was awarded a 3-year Gates Smaller Learning Communities grant in 2003 that enabled the school to plan the ninth grade student experience as a smaller learning community and implement within that SLC four smaller learning communities which started operation in the 2004-2005 school year.

The smaller learning community for freshmen was launched as the Scholars Lyceum. The name is used by the faculty at Byrd to describe the SLC that includes all freshmen. The name is also used by faculty to describe each of four Lyceums that were created: Condor, Cormorant, Crane, and Crow. For more clarity in this study, the term “Scholars Lyceum” is reserved for the entire, large SLC. The word “Lyceum” is used whenever one of the four SLCs is described. A graphic diagram of the structural organization of the Scholars Lyceum and the four smaller Lyceums is drawn in chapter 4 (see Figure 7).

Incoming ninth graders are randomly assigned to a Lyceum, described as a “house” or “home” where it is intended that they would be well known by three core subject area teachers, English, math, and science. The expectation is that the Lyceum experience would make the transition to high school easier and the resulting connection to Byrd stronger. In addition, it is expected that the academic performance of Lyceum students will improve.

In the beginning the three-teacher teams were expected, in the words of one originator, to work together to provide a “more coherent, more engaging, more interdisciplinary” learning experience for students.

We would try to find connections between the fields in a way that would engage the students more and make it more realistic. We hoped that by having teachers with good communication about the same small group of students, we could intervene sooner when students were struggling.

There continue to be 12 teachers and one counselor for the four Lyceums.

Among the current teachers, the average length of service was 10 years, with the most senior teacher having taught 22 years and the least experienced having taught 2 years. For two teachers, this was their fifth year in the Scholars Lyceum, meaning they have been there from the start. Three teachers had been teaching in the Scholars Lyceum for 2 years, four had taught in the Scholars Lyceum for 3 years, and three were new to the Scholars Lyceum this year. The counselor changes every year, so that the same counselor may stay with students throughout their high school experience.

As a comprehensive high school, Byrd’s mission has changed over its nearly 10 decades. Currently, Byrd sees itself as “preparing students for a post secondary education and for the challenges of an increasingly complex, changing, technological world.” Combining this mission with the Scholars Lyceum’s vision that smaller learning communities would strengthen students’ academic performance throughout high school, Byrd applied for and was awarded a federal grant in 2007. This grant-funded project is designed to link the Lyceum to new Advanced Placement courses at Byrd, providing better, more challenging preparation to freshmen and enlarging the

smaller learning communities to include the sophomore year. As this case study was conducted, the Scholars Lyceum was in its first full year of this 5-year project.

While enrollment in the freshman class has fluctuated over the 5 years of the Lyceums, currently each of the four Lyceums has 70 to 75 students who spend three periods per day together in the Lyceum, for English, science, and math. Over the years, a fourth class, Lyceum Literacy, and a fifth class, Lyceum Numeracy, have been added as an intervention effort with students who are struggling to pass their classes. Currently, from 15 to 30 students in each Lyceum spend a fourth period in the SLC, either in a Lyceum Literacy class or in Lyceum Numeracy. A few students attend both Lyceum Literacy and Lyceum Numeracy classes.

The Scholars Lyceum presents one case for study. Within the Scholars Lyceum, the embedded units of analysis are each of the four smaller learning communities into which the Scholars Lyceum is divided. These units were small enough that they were not further segmented into departments, other than for making comparisons between department interactions and SLC interactions. Parsing the units of analysis to the level of individual behaviors, department chairs, key teachers, or administrators was minimal.

Participant Selection

After permission to conduct research at Byrd was granted, the researcher officially met individually and collectively with the smaller learning community administrator and the 12 teachers who constituted the faculty of the Scholars Lyceum at Byrd. Encultured informants provided general knowledge that enabled this

researcher to become more familiar with the school, its characteristics, and the knowledge-base of the potential informants (Rubin & Rubin, 1995). The researcher was guided by educators who had broad knowledge of the district, Byrd High School, and the personnel at Byrd and in the Scholars Lyceum. From this background key informants were selected with an eye to gaining the widest variety of perspectives.

The first official on-site visit was to a meeting of the full Scholars Lyceum; all 12 teachers, the administrator, and one student teacher attended. A formal presentation to the faculty of the Scholars Lyceum provided an explanation of the research study, its purpose, and its potential benefit for the school. The process of the study was outlined and guidelines for participation were presented. Staff members' questions were answered. Invitations to Participate (Appendix I) were distributed and completed. This was an opportunity to meet case actors and begin the process of building what Fontana and Frey (2000) called balanced rapport and what Rubin and Rubin (1995) called conversational partnerships.

Of the 12 teachers, 10 agreed to participate in all aspects of the study. Byrd's associate principal in charge of the Scholars Lyceum and Byrd's principal also agreed to participate. During the project, it became apparent that both the current freshman counselor and the counselor assigned for the following year might have important and relevant information and they agreed to participate. Two former Scholars Lyceum teachers and a former administrator in the smaller learning communities were also contacted and agreed to participate. Finally, one person who was providing grant-

related technical assistance was interviewed and the person who wrote the grant application was also interviewed.

With permission granted by the district, Invitations to Participate returned, and study participants selected, this researcher (as Principal Investigator) began working with the associate principal, the Lead Teacher of the Scholars Lyceum, and the individual teachers to establish a schedule for on-site visits throughout the 2008-2009 school year. On-site visits for purposes of observation, document review, focus groups, and interviews were scheduled and included day-long visits and shorter visits on a predetermined but flexible schedule.

Gathering and Analyzing Data

Collecting Data: Quantitative

The study included two survey-style instruments that gave quantitative data useful in conjunction with the qualitative case study: the “Faculty Trust Scale” (Tschannen-Moran, 2003) and the “Professional Learning Community Assessment-Revised” (PLCA-R) (D. F. Olivier, personal communication, November 16, 2008). Permission to use each survey was granted by the creators of the questionnaires (Appendices F, G, and H). For this study the surveys were piloted on a small scale at VanDyke High School so that their use in the actual case study could be better understood. The quantitative results of each questionnaire were analyzed using instructions and guidance provided by the questionnaires’ creators.

The use of the questionnaires at the start of the study was intended to gather data regarding perceived trust levels and the perceived extent at that moment of the

progression of the studied cases toward collegiality and community. The information from the surveys was useful in the construction of focus group prompts and interview questions but did not provide significant data about the Scholars Lyceum or the four Lyceums in particular. The reasons are presented in chapter 4.

Ten teachers originally agreed to participate in the surveys. Two weeks after obtaining their consent (Appendix J), the two questionnaires were distributed to each teacher participant. In addition to these hard copies, each teacher was sent an email with electronic links to both the Faculty Trust Survey and the Professional Learning Community Survey—Revised on the web. Eight teachers completed the hard copies and returned them to me anonymously. Two teachers went online to complete the surveys.

The “Faculty Trust Scale” (Tschannen-Moran, 2003) used a six-point Likert scale, from strongly disagree to strongly agree, to better understand the quality of trust relationships in the school (Appendix N). The validity and reliability of this survey had been previously tested (Hoy & Kupersmith, 1985; Tschannen-Moran, 1998).

The trust survey measured the level of faculty trust on three subscales: faculty trust in other faculty, faculty trust in students and their parents, and faculty trust in the principal. For this research study, only the first of these subscales was analyzed. Eight of the 26 questions on the survey measured faculty trust in other faculty. A mean score was calculated by first averaging the score on each of the eight questions and then averaging those eight averages. The mean was a score of 5.43 on a scale of 1 to 6. This mean was then standardized in order to allow comparison with other schools. The

standardized score is presented on a scale with a mean of 500 and a standard deviation of 100. Using the formula $100(\text{FTT} - 4.399) / .347 + 500 = \text{FTT Standard Score}$ (supplied by the creator of the questionnaire) where FTT is the score for faculty trust in colleagues in high school, the standardized score for Byrd was 789. Comparing these results with the 97 high schools in the original sample, a score of 700 is three standard deviations above the average, indicating that trust of colleagues at Byrd was higher than in 97% of schools. Clearly, there were significant limitations regarding this data. These limitations are discussed in chapter 4.

The "Professional Learning Community Assessment-Revised" (PLCA-R) (D. F. Olivier, personal communication, November 16, 2008) "extends Hord's work and is designed to assess perceptions about the school's principal, staff, and stakeholders (parents and community members) based on the five dimensions of a professional learning community and the critical attributes" of those dimensions (Olivier, 2003, p. 69). This survey had been previously tested for content validity, construct validity, and reliability. This questionnaire used a four-point Likert scale, from strongly disagree to strongly agree, to assess perceptions about staff based on five dimensions of community: shared and supportive leadership; shared values and vision; collective learning and application of learning; shared professional practice; supportive relationships; and supportive school structures (Appendix P).

The PLCA-R provided limited quantitative data about the perceptions of the 10 teachers with regard to those five dimensions and the particular attributes of each dimension. The data were analyzed only to the extent that percentages were calculated

for each attribute. There was generally agreement or strong agreement in each of the five dimensions.

Some “critical attributes” within the dimensions of shared vision, collective investigation for the improvement of learning, and shared personal and professional practice showed disagreement. While there was overwhelming agreement that there is informal sharing of practice, there is also strong disagreement that opportunities exist for peer observation and coaching or for the collective review of student work. That said, there were, as with the trust survey, significant limitations of this data. Those limitations are described in chapter 4.

Surveys from the teachers in the Scholars Lyceum at Byrd were 80% completed when questions for the focus groups were developed and the composition of the focus groups was determined.

Collecting Data: Qualitative

During on-site visits, the researcher collected data from a variety of sources. These sources include observations; focus group conversations; interviews with teachers, counselors, and administrators; and the collection and review of relevant documents, including archival documents, especially those related to the Scholars Lyceum.

The framework and boundaries for this collection were formed by the characteristics of individualism, collaboration/cooperation, collegiality, community, and trust. Three characteristics of community were sought: (a) shared values about school purpose, student capabilities and the norms of behavior of students and

teachers; (b) common academic agendas; and (c) organizational characteristics of academic collegiality, social collegiality, and extended teaching roles (Bryk & Driscoll, 1988). Evidence of social interactions, mutual accountability and responsibility, honest and open communication even in difficult situations, and commitment to each other and the team was sought.

The authentic interaction of collegiality required evidence of demonstrated mutual respect; mutual observation and constructive critique of practice and procedures; shared work on curriculum, instruction, and the efforts toward community building; and shared norms of professional behavior.

Collaboration and a collaborative environment could be identified with evidence of faculty members working together to produce a common product, but otherwise, seeming not to engage with one another to any great extent or for any higher purposes. In addition, evidence of a reluctance of faculty members to use time provided for collaboration in a voluntary or willing way would be evidence of a collaborative/cooperative mode of interaction.

Evidence of individualism is present when faculty members operated in a predominantly interdependent way. When the general tendency is to “do one’s own thing,” to isolate oneself, and to not interfere with the work of others, the result is individualism in personal professional relationships.

The study also sought evidence of trust among the faculty of the Scholars Lyceum: open communication with other faculty members, honesty and integrity in dealing with colleagues, a belief that one’s colleagues are competent at their work, a

sense of caring or benevolence between and among teachers in the Scholars Lyceum, the ability to rely on other teachers, and a willingness to be vulnerable to teaching peers.

These pieces of evidence were gathered in a simultaneously-occurring reiterative process that formed the core of the case study involving focus groups, interviews, informal conversations, observations, document review, and ongoing analysis of the information.

Focus Groups

Since this is a study of social interactions, face-to-face focus group conversations were extremely productive in providing evidence regarding trust within interpersonal professional relationships of the Scholars Lyceum and the four Lyceums.

Focus groups were designed to provide an opportunity to observe interactions between and among teachers that might illustrate the presence or absence of trust and the presence or absence of the characteristics that define interpersonal professional relationships in education. Two focus groups were composed, each with members representing the maximum number of the smaller Lyceums. Focus Group A had four participants, one from each Lyceum. Focus Group B had five participants with three Lyceums represented; the two teachers who chose not to participate were both from the same Lyceum. The groups also represented, as equally as possible, the three subject areas, English, math, and science. Finally, the focus groups were mixed by gender.

Lyceums were mixed in the focus groups in order that participants could bring firsthand knowledge of the working relationships in their own Lyceums as well as be able to talk about their perceptions of their working relationships with other Lyceums and get confirmation or refutation of those perceptions from other people in the focus group. Further, mixing teachers from different Lyceums was a way to see how the faculty in the various Lyceums interacted.

Each focus group met for two sessions, lasting about an hour per session per group. During the first session of each focus group, consent was obtained (Appendix K) and guidelines for the sessions were explained (Appendices R, S, and T). Guidelines were reviewed in the second session of each focus group. Guidelines included that what informants stated in the conversations was confidential and should not be discussed outside the session. Confidentiality in this study was aided by the use of Focus Group Pseudonym Cards (Appendix M) by which informants could choose their own pseudonyms.

The first session for each group concerned the working relationships in the Lyceums. In the second session, the conversation centered on trust. The sessions were semi-structured; questions were prepared in advance, the same set for each group, but the researcher maintained flexibility to pursue ideas and concepts raised by each group. Questions that were common to all focus groups can be found in Appendix W.

All sessions were audio recorded after permission to do so was obtained from the participants. Focus Group A allowed video recording also; Focus Group B did not. In addition to recording, handwritten notes were made of the comments and of the

researcher's thinking as the conversations occurred. Notes also included observations made by the researcher.

With one exception, all focus group recordings were transcribed within 24-36 hours. Transcriptions were then reviewed once more for accuracy and handwritten notes were integrated into the transcripts. Recording the sessions allowed the researcher to listen to each focus group recording at least four times between the time of the recording and the coding of the data.

Interviews

“Interviewing is one of the most common and powerful ways in which we try to understand our fellow human beings” (Fontana & Frey, 2000, p. 645). Sixteen interviews were conducted in this study, one before the focus groups began, one during the interval between the first two focus group sessions and the last two focus group sessions, and the rest after the focus group sessions had been completed. All interviewees read and signed interview consent forms (Appendix L) during the introductions to the interview (Appendix U). Confidentiality was aided by the interviewee's selection of a pseudonym, using an Interview Pseudonym Card (Appendix M).

Interviewees were selected based on the criteria of their willingness to participate; the degree to which they were representative of the roles within the school and the Scholars Lyceum; the knowledge, experience, and perceptions they might be able to share; and the diversity of perspectives they could bring. All but two of the teachers in the Scholars Lyceum were interviewed, as well as two administrators, two

counselors, an outside consultant doing work with the Scholars Lyceum, a district administrator, and a former teacher in the smaller learning community who was instrumental in establishment of the Scholars Lyceum.

Interviews were held with key informants to obtain their descriptions and interpretations, in order to discover and portray their multiple perspectives (Stake, 1995). The intent of the interviews was to confirm or refute information and ideas obtained from the focus groups and the surveys as well as to clarify or probe deeper into specific remarks made by focus group participants.

In order to examine behaviors, it was important for the interview questions to focus on the “*how*” of people's lives—how they saw things and how they did things (Silverman, 2000; Stake, 1995) as they attempted to work in smaller learning communities. Interviews were designed for depth, detail, vividness, and nuance (Rubin & Rubin, 1995). A short list of issue-oriented questions, based on the research and guiding questions of the research study, was developed in advance of each interview, based on data collected to that point from documents, observations, and focus group conversations (Fontana & Frey, 2000), but again with the ability for the researcher to pursue topics and concepts raised during each individual interview. It was not expected that the same questions would be asked of each respondent, aside from basic information such as years of experience or current teaching schedule. Each case actor who was interviewed was expected to have unique experiences and special stories (Stake, 1995) and that effective interview techniques could draw out those stories about working relationships and trust.

As was the case with the focus groups, interviews were audio recorded with the permission of the interviewees for all interviews. All interview recordings were transcribed within 24-36 hours, transcriptions were reviewed for accuracy, handwritten notes were integrated into the transcripts, and each interview was heard at least four times between the time of the recording and the coding of the data.

Documents

The purpose of gathering data from documentation was to corroborate and augment evidence from other sources (Yin, 2003b). This evidence also provided information for probe-based interviewing (Stake, 2006).

A variety of documents contributed to the results of this study. Many of the documents were provided by the teachers and others who were interviewed. The District Office was also cooperative and a valuable source of documentary information.

Documents included:

- 2003 grant proposal narrative
- School master schedule
- School web site
- Seniority list for teachers
- AYP data from school, district, and state department of education
- School daily bulletins
- 2007 grant proposal narrative
- School map
- Teachers' web sites
- District Assessment Overviews, 2007, 2008
- Parent newsletters
- Lyceum meeting minutes
- Bell schedules
- Staff lists, past and present
- School newspapers
- Teachers' blogs
- District High School Planning Presentations
- Federal Register
- Lyceum subject area meeting minutes

From the documents, considerable information was obtained about Byrd High School's background and the characteristics of the students who attend Byrd as well as

the teachers who work there. The grant narratives also provided evidence of how the Scholars Lyceum was established and what faculty hope to accomplish as they expand the model of smaller learning communities at Byrd.

Documents were read and re-read. Notes were made about each document.

Questions that arose while reviewing documents were asked in interviews or by email.

Observations

Observations were intended to provide not only evidence but also data regarding the context in which the evidence appears. It was possible to observe significant educational community events such as curricular and extracurricular activities, classes, meetings, and informal interactions. It was not possible to observe social gatherings as none occurred. Direct observations of events and activities thought to be significant in the development of trust and the building of community were included in the study.

A total of 21 visits, including three full day visits, were made to Byrd High School and the Lyceums over a period of 5 months. Observations were made in classrooms when teams of individual Lyceum teachers were present, in meetings when all Lyceum teachers were present, during hallway interactions between Lyceum teachers, in meetings of individual Lyceum teams, in meetings of Lyceum teachers by subject area, during lunch breaks, and during an evening presentation to parents of incoming ninth graders. None of these events were audio or video recorded. Extensive notes were taken. Notes were typed and reviewed within 24 hours of each observation.

Analyzing Data: Coding

Initial coding categories were determined but not closed by the definitions and characteristics of community, collegiality, collaboration, cooperation, and trust. Coding categories remained open throughout the study to allow for unexpected themes to emerge.

While reviewing the data but prior to actually coding data, a set of categories into which data might be coded was created in spreadsheets in an Excel workbook. Although the spreadsheets presented by Stake (2006) were originally intended to be used for this purpose, the researcher found it more useful to create her own spreadsheets.

As data were reviewed and further notes made in conjunction with what was said, heard, written, or read, themes or categories pertinent to the research questions began to be noticed. Categories reflecting the nature of interpersonal professional relationships emerged from the data, relative to the descriptors elaborated in this research study. Categories that seemed to impact either positively or negatively the development of collegial relationships among the Lyceum teachers also emerged from the data. All five facets of trust suggested by the many works of Hoy and Tschannen-Moran (see all related references) were also used in the spreadsheet as categories. This spreadsheet, when looked at as a whole, formed the foundation of analytical frameworks into which the data were coded.

Data were first coded using a Word table format that could be sorted by Case, Source of the Data, Page and Line (in documents, transcripts, and notes), Category or

Theme, and the Type of Content, such as story, quotation, paraphrase, researcher mental note, etc. The final column in the table was the actual data, cut and pasted from each source as appropriate. This method was cumbersome and time consuming, causing it to be abandoned shortly after it was introduced.

In its place, XSight software was downloaded and used to systemically organize the data. Using the themes inherent in the study along with those that emerged from the data as analytic frameworks, all documents, transcripts, and notes were segmented into these descriptive and interpretive codes and sub-codes. The list of eight coding frameworks and their sub-codes appears in Appendix Y. Segmented data were also tagged in 18 ways, including by Lyceum; by source; by its supportive or contradictory nature relative to the code; or by its applicability to more than one code. The list of these tags also appears in Appendix Y.

After data were coded, a set of queries was created, by individual Lyceums and by the Scholars Lyceum. The queries sorted and pulled data according to a variety of specifications chosen by the researcher. Each query provided the data to be presented as findings. The analysis of reading and re-reading both the original sources and the coded outtakes allowed themes to emerge and conclusions to be drawn.

Analyzing Data: Strategy

The strategy for analyzing the data relied on prioritizing the evidence of trust and of interpersonal professional relationships. With regard to trust, certain characteristics that were examined included the relationship history of persons in the school, and evidence of qualities that are required of trustees such as respect,

competence, personal regard for others, consistency, openness, and integrity. Other characteristics included discreteness, fairness, and promise fulfillment. In addition, evidence of vulnerability and risk taking gained attention.

Complementing this was the analysis of words and behaviors characteristic of individualism, collaboration/cooperation, collegiality, and community. This meant looking for evidence of professionalism, common norms and values, goals and a shared mission, a common agenda of activities across the school, commitment on the part of the staff to each other and to the team, thick relationships of unity, belonging, collegiality, and interdependence, mutual accountability, social as well as professional interactions, the constructive critique of one another's professional practices and procedures, shared work, and extended roles, and honest, open communication.

These characteristics and the supporting evidence were graphically portrayed in tabular form to facilitate textual reporting (Miles & Huberman, 1994; Stake, 2006). The resulting matrix of theme-based assertions was analyzed to determine the support for those assertions found in, or missing from, the various kinds of data collected.

Analysis of the data was ongoing and iterative during the entire time data were gathered. Various interpretations and rival propositions were considered. Analysis helped to validate as well as to refine the study.

Notes and interim drafts of the findings in this study were not presented to case actors. A final draft report, summarizing the data, was offered to informants so that they might check factual information. In addition, the accuracy of quotations and paraphrasing was confirmed with all of the participants in the study whose information

was used. This member checking provided confirmation of the accuracy of what is being reported. Suggestions and corrections were integrated into the findings where appropriate and necessary. Both individuals and focus groups were used for member checking (Stake, 2006).

In summary, qualitative data were collected from documents, observations, interviews, and focus groups. Quantitative evidence, with limited functionality, was collected from two surveys. The use of multiple sources of evidence for each concept, theme, and conclusion more readily and easily allowed triangulation of the data. By using data from several sources, the lines of inquiry converged to support either the theoretical propositions or their rivals. Construct validity was also addressed, because multiple data sources provided multiple measures of the same phenomena (Yin, 2003b).

Limitations and Delimitations

Even with the most careful study design and execution and the triangulation of data with validity and reliability, this study has limitations that should be taken into account in the consideration of its findings.

The lessons of this study could be generalizable to other small schools, because even a single-case study can be the basis for significant explanations and generalizations (Yin, 2003b). However, this study is only one school and wider generalization may not be possible.

Factors not under investigations, such as the funding of the smaller learning communities initiatives, or the predisposition of faculty members to approve or

disapprove of the transition to smaller learning communities, may be significant contributing conditions for the development of collegiality and community and for the development or lack of development of trust. However, such factors were beyond the scope of this study.

Interviews have limitations. Interviewees may have provided information that was based on faulty memory or on a desire to impress or otherwise please the researcher. The interviewer herself may have produced larger response effects by virtue of gender, age, experience, or status (Fontana & Frey, 2000). In focus group sessions, the need to keep one person from dominating the conversation, to encourage all to participate, and to balance directing and listening with moderating may have affected the resulting information. Likewise, the composition of the focus groups could have affected what was said.

The two surveys used in this study did not produce data specific to the Scholars Lyceum. Rather, they provided information from teachers in the Scholars Lyceum about the entire high school.

The survey statements as well as the focus group and interview questions, though piloted, could have been misinterpreted by the participants. In addition, the researcher may have made interpretation errors when examining the data that were collected. We must be conscious that to elevate the experiential to the authentic (Silverman, 2000) is risky and may present an incomplete, flawed picture.

A significant limitation of the study was the short span of time in which the research was conducted. Every effort was made to be thorough in the collection and

analysis of the data, but there is no doubt that a study of this nature could be far longer than this one.

Finally, settling on a descriptive study of the relation of trust and collegiality/community was a simple approach. There may be more complex ways to address both the research questions and the data that were collected.

CHAPTER IV

FINDINGS

Introduction

This study examined the levels of trust, community, collegiality, collaboration, cooperation, and individualism in small learning communities established within a larger comprehensive high school. The study sought data on two research questions:

- In an educational context, what is the relationship of trust, collegiality, and community?
- How does trust contribute to the development of collegiality and community in a smaller learning community (SLC)?

The results from questionnaires, focus groups, interviews, documents, and observations are presented case by case in this chapter.

Brief Review of Methodology

The results of this study come from a variety of sources. The research began with the administration of two questionnaires, one on trust and one on the components of professional learning communities. Interviews of individual teachers in the Scholars Lyceum and in each of the four SLCs followed focus group conversations about interpersonal professional relationships and trust. Data were further developed from documents and the notes of observations.

Information from the surveys, which proved to be of very limited use to analyze the cases, was nevertheless useful to direct certain lines of inquiry pursued in the interviews and focus groups. All other sources of information in the study provided data specific to the Scholars Lyceum and to the SLCs: Crow, Crane, Cormorant, and Condor.

Data analysis, using coding frameworks and tags (Appendix Y) to generate queries, provided the following findings.

Organizational Structure of the Scholars Lyceum

In order to better understand the results of this study, a brief review of the way Byrd High School has structured its smaller learning communities is helpful. Figure 7 presents a graphic representation of how the Scholars Lyceum is organized within Byrd.

The Scholars Lyceum serves all ninth grade students who attend Byrd. No smaller learning community has been established for any other grade. Within ninth grade, there are four smaller learning communities, also referred to as Lyceums. They are Condor, Cormorant, Crane, and Crow. Three core teachers for science, English, and math work in each Lyceum.

An associate principal, Tyler Pierce, is assigned to oversee the work of the Scholars Lyceum. This was Tyler's third year both at Byrd and as an administrator. Samantha MacDonald, an English teacher in Crow Lyceum, serves as the Lead Teacher for the Scholars Lyceum. Each year a new counselor rotates into the Scholars Lyceum. In 2008-2009 this was Francis Ross. Frank, a counselor for 6 years and a

teacher for 5 years before that, had been at Byrd for 2 years. Frank will rotate out at the end of the year and Vinh Williams will be the freshmen counselor next year.

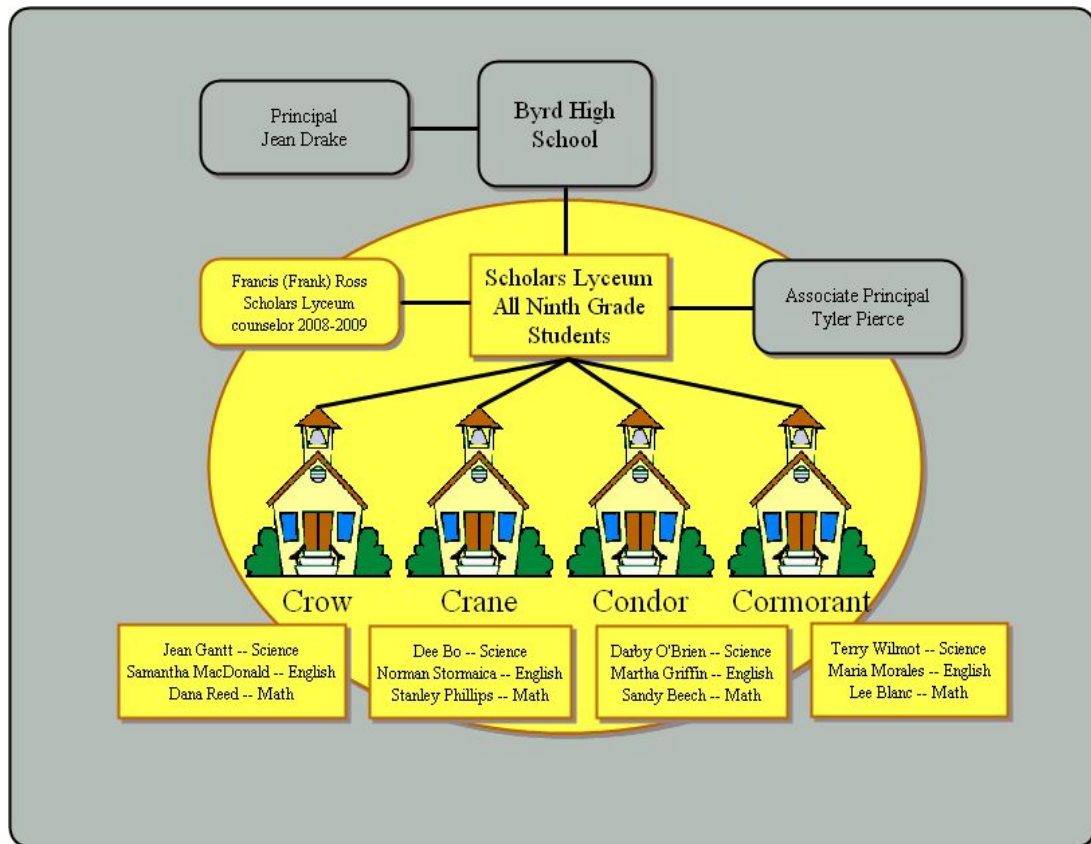


Figure 7. Byrd High School Scholars Lyceum organizational scheme and membership.

Survey Results

Faculty Trust Survey

Ten teachers responded to the Faculty Trust Survey, a set of 26 statements designed to assess faculty trust on three sub-scales: faculty trust in the principal, faculty trust in colleagues, and faculty trust in students and parents. The results of the

entire survey can be found in Appendix O. Of interest for this study were the results pertaining to faculty trust in their colleagues.

For comparison of the results at Byrd, with other schools, a standardized score had to be calculated from Byrd teachers' responses. The standardized score is presented on a scale with a mean of 500 and a standard deviation of 100 (Tschannen-Moran, 2006).

The standardized score was determined by first calculating the average score for each of the eight items regarding faculty trust in colleagues. (For item 18, which is negatively worded, the response codes were reversed before averaging.) The mean score of the eight averages was then calculated. That school score was converted to a standardized score for high schools for faculty trust in colleagues using the formula $(FTT) = 100(FTT - 4.399) / .347 + 500$ (Tschannen-Moran, 2006).

For Byrd, based on 10 respondents, the mean of the mean was 5.43. This converted to a standardized score of 787.39. Given the range of standardized scores, trust in colleagues is higher than in 97% of other schools.

Because the questions in the survey asked about the school as a whole, the data do not represent a view of the Scholars Lyceum, either as a 12-teacher community or as individual SLCs. Respondents were not given special instructions to read the questions only as applying to their Lyceum or to the Scholars Lyceum as a whole. The data, therefore, represent how Byrd High School is viewed by the 10 teachers. This is useful only in relation to the anecdotal statements teachers made about Byrd, in comparison to their remarks about Crow, Condor, Cormorant, Crane, or the Lyceum.

Of interest in a qualitative study such as this are the responses that the 10 teachers gave to the trust-in-other-teachers questions and how those responses relate to statements made and behaviors exhibited by the Scholars Lyceum teachers.

Table 6 shows the statements in the Survey, linked with the facet of trust to which the question is directed and with the agree/disagree responses. (The words in parentheses are words used by teachers during interviews and focus group sessions.) These results are discussed in the section of this chapter regarding the case of the Scholars Lyceum.

Table 6

Survey Results—Trust in Other Teachers

Survey Statement	Facet of Trust	Agree	Disagree
Teachers in this school typically look out for each other.	Benevolence (Support)	100%	0%
Even in difficult situations, teachers in this school can depend on each other.	Reliability (Support)	70%	30%
Teachers in this school trust each other.	Trust	100%	
Teachers in this school are open with each other.	Open communication	60%	40%
Teachers in this school have faith in the integrity of their colleagues.	Honesty	80%	20%
Teachers in this school are suspicious of each other.	Honesty	30%	70%
When teachers in this school tell you something you can believe it.	Reliability; Honesty	80%	20%
Teachers in this school do their jobs well.	Competence	90%	10%

Professional Learning Community Assessment-Revised

The Professional Learning Community Assessment-Revised (PLCA-R) provided quantitative data about six aspects of community: shared and supportive leadership, shared values and vision, collective investigation and application of knowledge to improve instruction and learning, shared personal practice, relationships in the community, and the structure of the community. There were a total of 52 questions. The specific responses are presented in Appendix Q and summarized here.

There is general agreement that shared and supportive leadership exists at Byrd. Between 60% and 80% of responses agree with the 11 questions in the section.

The statements about shared values and vision received less comprehensive agreement. Respondents were 80% in disagreement that “Staff members share visions for school improvement that have an undeviating focus on student learning.” Respondents were evenly split on the statement, “A collaborative process exists for developing a shared sense of values among staff.” Respondents were also evenly split evenly on the statement, “Policies and programs are aligned to the school’s vision.”

While most of the 10 statements related to collective learning and its application received 60% or 70% agreement, there was a 50%-50% split regarding “Staff members and stakeholders learn together and apply new knowledge to solve problems” where “stakeholders” was defined as “parents/guardians and community members.” The greatest disagreement, 80%, was to the statement, “Staff members collaboratively analyze student work to improve learning.”

Regarding the sharing of personal professional practice, 100% of the respondents agreed that “Staff members informally share ideas and suggestions for improving student learning.” Respondents disagreed with four out of the other six questions in this section. This indicated that the Scholars Lyceum teachers at Byrd, describing their school, report that staff members do not provide feedback to peers about instructional practices; opportunities do not exist for coaching or mentoring; staff members do not collaboratively review student work, either to improve their own teaching skills or to improve student achievement.

There is some mixed agreement and disagreement about supportive relationships. Sixty percent of the respondents agree that “Caring relationships exist among staff and students that are built on trust and respect” and that “A culture of trust and respect exists for taking risks.” Seventy percent disagree that “Outstanding achievement is recognized and celebrated regularly” and 60% disagree that “Staff members and stakeholders exhibit a sustained and unified effort to embed change into the culture of the school.” The respondents were evenly split on the statement, “Relationships among staff members support honest and respectful examination of data to enhance teaching and learning.”

Ten statements pertain to the structures at the school such as time to work collaboratively, good communication systems, and adequate fiscal resources. “Fiscal resources are available for professional development” received 70% agreement. That there is a good flow of information and appropriate technology and instructional materials available were agreed to by 60% of the respondents. Respondents did not

agree that the proximity of those they most need to work with was good. On other statements, they were evenly split, statements such as “Time is provided to facilitate collaborative work,” and “The school schedule promotes collective learning and shared practice.”

Since the survey is about the entire school, is impossible to apply the statements solely to the Scholars Lyceum. All of the respondents, however, are part of the Scholars Lyceum and their responses may to some extent be assumed to stem from their experience in their current positions.

Case by Case Results

Findings from five cases are presented here. Each Lyceum—Condor, Cormorant, Crane, and Crow—is a case study embedded in the larger case of the entire Scholars Lyceum. The findings present the analysis and reporting of data from the informants in each case, from informants in other Lyceums, from informants working with the Scholars Lyceum, and from the observations and documents relevant to each case.

Results from each case are organized here following the same or similar pattern. Beginning with evidence pertaining to the teaching experience, team time, and proximity of teaching stations of the teachers in the smaller learning community, evidence is presented regarding the interpersonal professional relationships within the SLC. This specifically entails findings about the Lyceum Literacy class, meeting time and the content of team meetings, and evidence of the relationships based upon the four categories of the interpersonal professional relationships pyramid presented in

chapter 2 (Figure 6). Next, evidence regarding the existence or level of trust in the SLC is categorized according to definitions and facets of trust: reliability, competence, honesty, open communication, benevolence, and vulnerability. Finally, the data for each case are summarized.

Crow

Description of Crow

The three teachers in Crow represent the same three subject areas that are in all four of the smaller learning communities: English, math, and science. Samantha MacDonald teaches English and is also the Lead Teacher for the Scholars Lyceum; Dana Reed teaches math; Jean Gantt teaches science.

Two of the teachers have far more experience than the third: Samantha and Dana have been teaching for 16 and 17 years respectively, while Jean is in the middle of her second full year of teaching. Crow teachers are in their second full year working together as teachers but their teaming actually began in 2006-2007 when Jean was student teaching with a Crow teacher who left Byrd at the end of that year. Jean was hired immediately to teach full time at the school and to teach in the Lyceum with Samantha and Dana starting in the 2007-2008 school year.

By a small distance (approximately 12 feet), the classrooms of the three teachers in Crow are the closest of those in the four SLCs. While Samantha and Dana are on the first floor of the building and the science teacher is upstairs in the science wing of the building, the English and math teachers are located next door to each other

at the base of the stairway leading up to science. Only Crane can boast English and math teachers closer together than Crow.

Interpersonal Professional Relationships in Crow

Lyceum Literacy class. Because the Lyceum Literacy class proved to be the sole course in which teachers in any of the SLCs can be said to “team” during the class period, looking at how the teachers in each SLC approach and structure Lyceum Literacy may offer insights into how teachers work together.

When students enroll at Byrd and are assigned to one of the four SLCs as freshmen, the Lyceum counselor uses the data for each student at the end of eighth grade. Students labeled “Academic Priority” based on their low grades in core areas and state test scores are spread about equally across the four SLCs. Then, “the teachers meet and decide as a group who is struggling” and determine who would be enrolled in the Lyceum Literacy class to provide extra support for learning. According to the Lyceum counselor, “One of the teachers generates an email to all teammates and me proposing kids to go in or out of Lyceum Literacy.” In Crow, that teacher is Dana. At the time of the study, Crow had 25 students in the Lyceum Literacy class, which meets during the last period of the school day, period seven.

The 25 Lyceum Literacy students are shared by the three Crow teachers on the basis of each student’s need on any given day. According to one teacher in Crow,

Period 7, we all meet in one room so the teacher can take roll. Once roll is taken, we kind of just divide the students into whatever groups...like, sometimes I’ll say, “Oh, I need these kids.” And so I work with them first and then whatever class they need to go after that, they go to.

Another Crow teacher reported that the three teachers are still working on the structure of Lyceum Literacy and that sometimes the three teachers stay in the room with the students. “We find that to be more successful for the students. At least for me, I can check, ‘Are they missing any tests?’ Things like that, so it’s easier. I don’t have to track them down in someone else’s classroom.”

Not all aspects of Lyceum Literacy in Crow run smoothly. As Jean noted about how students are split,

I don't feel like I need to tell the kids, “You need to come to me rather than go to them.” I think it should be an equal kind of opportunity and in our SLC, the two other teachers are really strong and they say, “You need to do this, this period.” But it ends up being the whole week. So I sit back and I don't fight it by any means. I pull kids every once in a while and I'll put up a fight for some of them but I don't put up a fight every day for all of them [who might need science help].

Time to meet and what to meet about. When the teachers currently in Crow began working together in 2006-2007, the Lyceum Literacy class did not exist.

Instead, students had a Literacy Assistance class, “where they went to a random teacher and had, just a study hall and it was not just our Crow students. It was all-Lyceum.” The classes were spread throughout the school day and typically an English teacher was assigned. “The problem was that an English teacher didn't know specifically what was happening in our [Crow] classes, especially math and science. So, it couldn't really help as well as needed to be.” And during “what is now our Lyceum Literacy time, we would meet and talk about students,” according to Dana. Another teacher added that the team would talk about students.

[We would] pull in two or three from wherever they were seventh period, which was disruptive to wherever they were. And sometimes we got around to it, sometimes we didn't. It wasn't an incredibly good use of time. Then someone said, instead of sitting around on our duty period talking about kids, we should have them there.

To improve that situation for students and teachers, Lyceum Literacy classes started in 2007-2008. "We moved on to the Lyceum Literacy where, just the three of us, we still talk about the kids, but that might be after school or it might be quietly while the kids are in the room" seventh period.

To find additional time when Crow teachers could meet, Byrd uses grant funding to hire substitute teachers once each week. In 2007-2008, said Samantha, "We [the entire Scholars Lyceum] had Literacy classes, fifth, sixth, and seventh periods, so it worked out that we could get two subs to cover fifth, sixth, and seventh" periods once a week. In 2008-2009, with all Lyceum Literacy classes held during seventh period, more substitute teachers had to be hired but the time did not disappear.

During the time when the substitute teachers cover the Lyceum Literacy class, the teachers in Crow meet. This time to collaborate is generally spent talking about students or calling parents, but on occasion, there is talk about interdisciplinary efforts. The math teacher said, "We were able to try to do some cross planning especially between science and myself." In addition, Crow teachers use the time to coordinate study skills work for students designed to keep students more organized, such as a "planner" that has worked well enough with their students that the Crow teachers want to see students in all of the SLCs use similar planners in 2009-2010.

Teachers believe that collaboration “doesn't work for us the way that it should because our disciplines don't go together well. I guess math and science just do a little bit more than English does.” As a result, meetings of the “Scholars Lyceum and Crow, they become more about getting the kids organized.” Talking about teaching practices or sharing work on curriculum and instruction is “not something that we really focus on in Crow or in the [Scholars] Lyceum.”

Self-perceptions. Crow teachers were individually asked to place their own SLC on the pyramid of Interpersonal Professional Relationships in two ways. After first checking their understanding of the terms, and using a line that went the entire height of the pyramid from top to bottom (Appendix V), the teachers put a C on the line where they thought the working relationships among the teachers in Crow fell. Second, the teachers were asked which one descriptor within each of the four categories applied the most to Crow.

One teacher positioned the Crow team directly on the space between Community and Collegiality. Another teacher placed the team just slightly above the line between Collegiality and Collaboration/Cooperation. The third teacher located the team slightly below the middle of the Collaboration/Cooperation section of the pyramid. Asked what descriptors applied to their own SLC, one teacher responded, “Shared norms of professional behavior,” and two teachers replied, “Teaming to accomplish a task.”

The Lyceum counselor and the administrator at Byrd who oversees the Scholars Lyceum were also asked to place the relationships of the Crow team. The

administrator believed the team to be slightly below the mid-point of the Collegiality section and the counselor sited the team slightly below the mid-point of the Community section.

Community. Evidence of community must demonstrate shared norms, values, and goals; a common agenda of activities designed to meet those goals; commitment to each other and to the team; interdependence and strong feelings of belonging; accountability to each other; teachers willing to assume roles and duties that extend beyond the classroom; and some social interactions beyond the day-to-day work-based relationships.

The reason teachers in Crow give for why the Scholars Lyceum and the four SLCs within the Scholars Lyceum exist is fairly uniform. In Dana's words, "We all care about the freshmen. Its main purpose is that students in a small group will get to know their core teachers better and have a sense of the community in their group." Jean adds, "We are all trying to make all the freshmen do well and succeed." To that end, the teachers have all of their students use a common planner for staying organized. Dana rated that as one of Crow's notable successes for the school year.

In the interest of greater student success, Crow teachers have structured Lyceum Literacy as a collaborative endeavor. They do not team teach. Samantha had a student teacher this year and she said of that experience, "I learned to team teach for the first time in my career." They do not create interdisciplinary lessons for their courses, although curriculum overlap does happen. As Jean noted, "There are times that science can collaborate with math, and that's kind of nice when we're on the same

page. Math can do like graphing and slopes and I can do my motion and it's kind of all the same thing, that's kind of sweet that we do that.”

Samantha, Jean, and Dana have similar expectations for their students. As Dana reports, “We’re pretty professional and pretty similar in how we run our classes. All the students seem to think that we are pretty similar.” Observations in Crow classes confirm this. No matter whose class they are in, students know what is expected and are quick to note the similarities among their three core teachers, rarely mentioning any differences.

Differences the teachers do perceive are handled with humor. “Sometimes Dana and I mess around with one another about it. He thinks I’m the enabler. I think he’s being too mean.” says Samantha. Samantha commented also on the openness of this communication, saying, “We’re very open about that. It’s just right out there and I think for both of us that is really good.”

While the expectations are “assumed to be the same,” Jean thinks enforcement may differ. “We try to make it all the same just so the kids wouldn’t get messed up. But we couldn’t get Samantha to agree” on a couple expectations for students. “We couldn’t all agree on a policy.”

Expectations for teacher behavior are not explicit and sometimes go unmentioned. Jean suggested that, “We’re pretty good about collaborating on ideas and what not. We’re not really good about all of us actually following through on an idea.” Holding her teammates accountable is difficult for Jean, who does not speak up. “I won’t step on toes. I just do what I need to do.” After giving examples, she said,

We will discuss that we're going to all do something and I'm the only one that ends up doing it. And so, every time we do something now, I still do it but I'm like, "Are you really going to do it or is it just me doing it again by myself?" But I will still do it.

The general sense of the two more experienced teachers in Crow is that all three of them "flow off each other pretty well." They each share duties and take on extra work. For example, Samantha is the Lead Teacher for the Scholars Lyceum and manages the grant they received. She also was the teacher of record for the Lyceum Literacy class in fall semester; Dana took that role in the spring. Jean posts the weekly assignments on Crow's web pages, a job the others compliment her on, saying she is consistent even when they forget. The teachers divide up phone calls to parents.

Jean thinks the other two are a bit overbearing. "Samantha is a little pushy," she said. At another time, she expressed it differently, "I feel like I get bossed around. I do whatever they say to do but...then when I have input it feels like it's always a fight but I just kind of take it." Jean is committed to teaching freshmen but not to her SLC, admitting that she does not like her Lyceum. Dana would not want to change SLCs, saying, "If I had to change group members, I would probably ask to be out of the Lyceum." Jean, on the other hand, said, "Last year, they considered mixing it up a little. I wouldn't have been with the same teachers. I was all for it." However, the other teachers did not know about Jean's wishes; they "fought to have her back." Jean said, "I was like 'Oh dang' but I didn't want to say anything 'cause those are the two main people." Because she did not want to burn bridges, she "feels like I am stuck."

Samantha wanted to be in the Scholars Lyceum because of an experience in an SLC at another school, which she described as “amazing. The teachers that were in it were really committed.” She suggested that commitment is more problematic at Byrd. “People don’t get attached because who knows what musical chair will end up going in the configuration of the team by next year.”

As for social interactions, either in or out of school, the two more experienced teachers have some interactions outside school, such as going to dinner at each other’s homes, meeting spouses, and meeting their children. They think of Jean as very professional but do not think in terms of “hanging out” with her. According to Dana,

I think Sam and I are closer together but we’re next to each other [meaning their classrooms are adjacent], so we spend more time together than Jean, and we had extra work together before Jean was full time. But also, Sam and I have done a few minor things socially together. I think Sam and I have more of a relationship than Jean with either one of us, because we talk on a social nature. Once in a while, we choose to spend time together [outside of school].

All three Crow teachers agree that while they share some humor in school, they do not do anything together for enjoyment or “just for fun” either at school or after school.

Collegiality. Collegiality is demonstrated by respect and regard for one’s colleagues; mutual observation of practice with a willingness to give feedback and to constructively discuss one’s own and others’ practices and procedures; shared work on curriculum and instruction; shared norms for behavior as professionals; and a willingness to share successes and mistakes. Some evidence of these characteristics

was provided as evidence of Community, for example, the shared norms for teacher and for student behavior.

According to Samantha, she and Dana are “very, very different as far as our complete philosophy about life and politics and on and on and on and on.” In spite of that, she believes that there is respect between them and collegiality for the sake of students. Jean, on the other hand, feels like she has to “prove something to the rest of them. I feel like I need to work just a little bit harder to gain their respect.”

The teachers in Crow do not team teach. They do not visit each other’s classrooms with the intent of observing each other’s practice, either to learn or to offer assistance. Samantha said that going into others’ classrooms to observe and give feedback is “something we’ve talked about doing with the subs, but it hasn’t happened.”

Neither do they ask each other for feedback. Samantha noted, “Jean is so much younger than I am, which is a little odd in that she is not someone that I would give any kind of advice to.” Jean reports, “I would ask them for advice more often if I trusted what they think and trusted their opinions.”

There is some shared work on curriculum across the disciplines. Dana and Jean “talk about lining up” Dana’s math work on graphs with Jean’s science work with slopes. According to Jean, “We lined up perfectly this year. I would do slope and then he would do slope in his class. I would use the equipment and then he’d use the exact same equipment to do something else with slopes.” As a result, “the kids are now seeing it back-to-back for two weeks straight.”

As discussed in the section about meetings, the content of the discussion when Crow teachers get together is about “getting the kids organized.” There is a belief that the “disciplines don't go together well.” Hence, the conversations are about students, not about teaching practices or instruction.

Collaboration/Cooperation. For interpersonal professional relationships to be described as collaborative or cooperative there must be evidence of teaming to accomplish a school-related task; congeniality or the sense that teachers get along with each other; interactions having to do with school matters; and joint or collective efforts undertaken by teachers who in other ways act more as individuals than as team members.

In the Crow Lyceum, there is some evidence that fits this category. Jean claims that “the people in our Lyceum will say ‘hi’ to each other and we’re pleasant.” On another occasion, she also said, “I think we’re pretty good about getting along.” At the same time, she reported, “I feel like we’re just three people with three different subjects who share the same kids.”

Samantha suggested that the Lyceum structure was conducive to collaboration when perhaps outside the Lyceum it was not.

Teaching is one of those jobs where you are locked in your room and you do your own thing unless you are part of something like this. I think we’re all really hungry for that kind of collaboration and support from one another. So there is an opportunity for that in the Lyceum structure that isn’t around [elsewhere].

But when asked about time to collaborate, Samantha indicated that there is “not a lot” of time for meeting about school matters such as curriculum and instruction. Jean

concluded. “We don’t really meet, other than” to talk about students. “We don’t really have time to collaborate.”

Individualism. Evidence that teachers are doing their own thing, without attention or concern for what others are doing suggests working relationships that are individualistic. Also descriptive of this form of interpersonal professional relationships is privacy of practice, the idea that teachers go into their classrooms, close the door, and teach, without others to observe or sometimes even check. For interpersonal professional relationships to be characterized as “individualistic,” there must be evidence of isolation and autonomy and of little substantive interaction with other teachers.

In Crow, there is little, if any, evidence of this level of relationships.

Trust within Crow

Evidence of trust in professional behavior must show a willingness to be vulnerable; honesty; openness and open communication; reliability; competence; and benevolence, caring, and support.

Reliability. When the teachers in Crow were asked what “trust” means to teachers in the Scholars Lyceum, the responses mentioned reliability and competence. Samantha said, “We depend on one another.” Jean said, “If you ask them to do something, they would most likely get it done for you.” She added that if you trust someone, you assume “they’re teaching what they’re supposed to be teaching and hitting all standards and teaching in a professional manner.” Dana said that the thing he likes best about the relationships in Crow is that he can depend on the other

teachers, that the other teachers are competent, and that he feels comfortable around them.

Dana relies on the other teachers in his SLC. He said he can always count on Jean to come and get the weekly homework assignments for posting on the web, “even when I’ve forgotten.” And, “I trust Sam pretty well. Anything I ask her to do, she will follow through with it and get it done. And I ask her to do quite a bit.”

Jean, on the other hand, offered a blanket statement about the reliability of her Crow colleagues. “In my Lyceum, we will discuss that we’re going to all do something and I’m the only one that ends up doing it.” She offered examples, including,

We needed to call all the kids for the parent night, the back to school night, remember? We split up the kids and I took one period, everybody took one period. I called all 25 kids, when Samantha called three and Dana didn’t call at all.

As noted before, Jean reported that now, every time they agree to do something, “I still do it but I’m like, ‘Are you really going to do it or is it just me doing it again by myself?’” She added, “They’re like 50% reliable.”

The lack of reliability and follow through is the most frustrating part of the Lyceum experience for Jean.

Committing to it and making sure everybody does what they say they're going to do, I think that's the most frustrating part for me with this Lyceum group. Every time we do something, it's like a part of something but it's not ever completed all the way through. I don't mind working hard if I know that in the end, it's all going to come together.

Samantha held the middle ground. “In my Lyceum, I think that [reliability] ebbs and flows.” She said even for herself this was true. Her example of her own non-reliability was how much she is gone from the classroom.

I get pulled out of the classroom to do things sometimes so I can't be depended on. I might not be in seventh period when I'm at a conference or at a professional development situation. And even though I have a good reason for not being there, I'm not there.

Competence. Crow teachers were unanimous in thinking that competence in subject areas and competence in how one deals with or relates to students have to be separated. The three teachers in Crow considered each other competent in both ways: in their ability to teach and in the way they treat students. As Jean noted for her Crow colleagues as well as the teachers in the other three SLCs, “The teachers know their subjects pretty well. They are competent in their topics.” Dana and Jean both reported that Crow teachers have about the same behavioral and academic expectations for their students, with Samantha being a bit of an “enabler,” a term Samantha admits to. Crow teachers do not have the same trust of teachers in other SLCs. While they believe the teachers in the other SLCs are competent in their subject areas, Samantha, Dana, and Jean do not have universal confidence in the competence of other teachers when it comes to how to best handle freshman students. For Crow teachers, however, the sentiment was, “We're all professional, and we all do our job.” Dana said, “For professionalism, I know that they run their classrooms well.”

Dana mentioned trust being related to a common goal, “We trust that we're putting the interests of the freshmen ahead of other interests, like their success is

what's most important." Having this common goal was repeated by the other two teachers. "We all have the same main goal...I'm trusting that we all have that same agenda."

Benevolence. Part of trust is benevolence, knowing that others care. Samantha mentioned how her Crow colleagues can tell when she is stressed. "Dana can tell when I'm stressed because I have a lot going on and he tells me I'm doing too much. It's his way of caring." And, "People stop by my room. Everybody stops by."

"We're all good about checking in and saying, 'Do you need me to cover this?' We all contribute to getting the work done," was the way Dana expressed it.

Samantha admitted that,

I catch myself being a little brusque sometimes and it's certainly not that I mean to be cold or whatever but it's just like "this is what needs to get done and this needs to get done quickly and, you do this and you this" or, "What can you do and what can you do and what can I do?"

She thought people know that about her and "they're tolerant of my, 'Let's go, let's go. I'm kind of in a big hurry' kind of thing."

For at least one Crow teacher, benevolence means support or feeling supported by her colleagues. "We definitely support one another regardless" of how deep or shallow the relationships.

Openness. Dana thought open communication was key to trust and relationships. He compared his Lyceum to others and ranked Crow high in this area. "I think that's why ours works so well." According to Dana, the teachers in Crow know

what is happening, they ask each other, “How’s it working?” and they “share the workload. The whole thing is communication.”

Communication, that's got to be, number one around your Lyceum. If you're not talking about what's happening in there, what's happening with the kids in their class, putting in your common ideas and discipline, then the things that need to happen won't.

Dana rated this as the most important thing he could say about working in the Scholars Lyceum.

Samantha expressed the same sentiment about open communication in Crow. “We’re open enough with one another that we can say when we cross a line with one another. I’m just pretty much a ‘lay on the table girl.’ I, unfortunately, can’t be any other way.” She laughed and admitted, “That can be painful.”

Honesty. Jean did not believe she could be open or honest with the other Crow teachers. On several occasions, some of which have been reported above, she talked about not being able to speak up or say what she really thought, for fear of “burning bridges” with “the two people in charge of all the Lyceums.” Jean admitted to speaking more openly in the focus groups sessions because other Crow teachers were not present.

I liked it that it [the focus group] was people from not my Lyceum 'cause I definitely would not have said half of the stuff I said had there been another person in the room from my Lyceum just 'cause I don't want to...I won't step on toes.

She said this in front of the others in the focus group, not in a personal interview. She said she is also able to speak her mind with her science colleagues.

Science is pretty good. We speak our minds and problem-solve from there, I guess you could say. Lyceum-wise, I don't really tell them everything that's on my mind or what's going wrong, just because I kind of know how one is going to react and I'd rather not go there.

Jean's hesitancy to speak out was also noted by administration. Tyler reported her sense of the relationship between Jean and Samantha.

I think that that relationship [in Crow] has been really good enough, and Jean works pretty well with Dana and Sam, but she had some differences of opinion sometimes and I could be wrong, but this is just a feeling I get, it feels like she doesn't have as much voice to disagree as she might want to.

Vulnerability. For Samantha, honesty was associated with vulnerability. "I think you're vulnerable when you're honest with other people in whatever way that shows up." She felt that it was "easy to be honest" with her SLC colleagues. She could say, "I don't know how to do this, or, I need some help" and others would be really good about it and "not like, 'Oh, you don't know *that?*'"

Trust for Samantha was also about discretion. On two occasions, she mentioned that people trust her or can trust her because she is "not a tattletale." She will not tell administration about certain behaviors, like Lyceum teachers leaving early, even when she herself does not approve.

Crow Summary

Crow teachers have worked together for 2 years or 2½ years. Crow teachers and others outside their SLC see their interpersonal relationships as closer to community and collegiality than they see the working relationships of any other Lyceum team.

The teachers in Crow consider each other to be competent but not entirely reliable although in this matter as in others, the views of two teachers appear to be similar; the third teacher holds different views. This can also be said about the ability or inability of the teachers to be entirely open in their communications with the other teachers. Social interactions and the sense of respect teachers feel also break down along the same two/one line.

Their handling of Lyceum Literacy and the teachers' expectations for student behavior are relatively consistent. They use their meeting time primarily to talk about individual students, not about interdisciplinary curriculums or their instructional practices or their expectations for teacher behavior.

There is little evidence that the teachers in Crow operate as individuals more often than they operate as a team.

Findings about the Crow Lyceum provide data about the relationship of trust and the interpersonal relationships of community and collegiality in a smaller learning community. The nature of the interpersonal professional relationships and the level of trust in Crow can be interpreted based on the data presented. The implications for leadership may be different in Crow than in the other SLCs due to the Lead Teacher for the Scholars Lyceum being a member of the Crow team.

The findings put forward here contribute to a cross-case comparison and interpretation of the findings presented in chapter 5.

*Crane**Description of Crane*

In Crane, Norman Stormaica teaches English, Dee Bo teaches science, and Stanley Phillips teaches math. Dee has been teaching almost twice as long as the other two teachers combined. She has 17 years experience; Norman has been teaching for 7 years and this is Stan's second year.

Stan has been in Crane for both of the 2 years he has been teaching. Norman has been at Byrd and part of Crane for 3 years. He came to Byrd after 4 years at another school in the same school district, where he was also part of a small learning community. Dee likewise had experience at that school, though at a different time. She came to Byrd and joined Crane at the same time Norman did. In addition to teaching in Crane last year, Dee also taught with two teachers who are now in their first year in the Scholars Lyceum, Martha Griffin and Sandy Beech, teachers in Condor.

The distance between the classrooms of the three Crane teachers is just slightly longer than the distances in Crow. Norman and Stan have adjacent classrooms on the first floor, about 110 to 135 feet from the stairway leading to the science wing. Dee's science classroom is directly at the top of the stairway on the second floor. All three teachers in Crane mentioned this closeness of classrooms. Norman reported that he liked the physical proximity and told this story:

Today, I walked directly next door to the classroom next to me. I asked my colleague if I could borrow numerous materials which he graciously let me do. So, there you have it. He was right next door. I had screwed up and not planned to have enough of these materials. He had them, end of story.

Norm's neighbor, Stanley, shared the feeling and suggested that it helped build their friendship, while the third teacher, farther away, was seen less.

I think by the nature of being right next to him there's more camaraderie. I'm one to stand in the hallway during passing times, every passing time, and sometimes he's out there, maybe half the time also, and during that time, we just kind of shoot the breeze and so that doesn't happen with Dee. If Dee walked by then we'd shoot the breeze but since Norm's right next door, I'll just kind of bop in there and he'll bop in. There's much more face time whereas Dee is kind of...it's more selective.

Dee, the science teacher whose classroom is upstairs, also noticed the difference. "The distance is a barrier, just the fact that it's easier for Norm and Stan to work together informally. You just don't have these natural avenues to interact with, 'cause I don't run into them all the time."

Interpersonal Professional Relationships in Crane

Lyceum Literacy class. A general overview of this class, its purpose, how it is structured, and how students are chosen was given above. At the time of this study, Crane's Lyceum Literacy class had 31 students, the most of any of the SLCs. As in Crow, all of the Crane teachers meet and decide as a group who is struggling and who should enter or exit Lyceum Literacy. According to the Lyceum counselor who changes student schedules, "Crane Lyceum is tricky because they have all the ELL kids, and the two beginner level ELL English classes are only offered during period 7 but they still have the largest number of kids in Lyceum Literacy."

Also like Crow, Crane teachers have all the Lyceum Literacy students report to one classroom seventh period, then split them up, each teacher taking a cohort of

students. Stan reported, “We expect all three of us to come together and split off the students. We try to figure out who needs to see which students.”

The Scholars Lyceum counselor confirmed this process for Crane (as well as for Crow).

It’s like, “OK, we’re all meeting here. Here’s our common thing for the day. We’re doing this activity. We’re breaking down the groups.” They have like a hub, a room, where they all meet and then they go [to other rooms] from there.

Time to meet and what to meet about. The time when Crane teachers “see each other the most is seventh period,” according to Stanley. He added, “If it were not for the Literacy classes, I probably wouldn’t meet with Norm or Dee all that often, unless we have structured time to talk about students.” Dee noted that, “we don’t have time. We don’t really have time to talk about curriculum much.”

The grant funding that pays for substitute teachers for Crow also pays for substitute teachers for Crane. The substitute time across the Scholars Lyceum is Friday, seventh period. Crane teachers do not use the time to meet. During the time of study, Crane teachers were more often gone during that time than in the building.

Norm said he would like to have more time to meet with his team and do interdisciplinary work.

I would like to have more opportunity or create more opportunity and I don’t blame this on [my Crane colleagues]. I blame it more on the structure we’re working in, to do more of a holistic kind of teaching where we’re doing things that are much more related to each other. It’s disappointing. I have done some of that and I did really enjoy it. I like planning with other teachers and kind of the mixing of ideas and it’s exciting. It feels like you’re really, you get to do kind of new things.

He suggested later in his interview that he wants “to meet with the people I directly work with, because that is my community.”

Self-perceptions. The pyramid of Interpersonal Professional Relationships was presented to Crane teachers with an explanation of the terms. When they were clear in their understanding of the pyramid, they were asked individually to place their own SLC on the pyramid, using a line that went the entire height of the pyramid from top to bottom (Appendix V). Where on the pyramid did they think the working relationships among the teachers in Crane fell? One teacher positioned the Crane team directly on the space between Collegiality and Collaboration/Cooperation. The other two teachers independently placed the team somewhat below the middle of the Collaboration/Cooperation section of the pyramid.

The teachers were then asked which one descriptor within each of the four categories applied the most to Crane. One teacher responded, “For me, it is all of the descriptors under Collaboration/Cooperation” and he could not single one out of that group “individuals engaged in a joint venture,” “interaction on school matters,” “teaming to accomplish a task,” and “congeniality, getting along.” Another teacher replied, “Individuals engaged in a joint venture” and the third teacher believed the best descriptor to be “interaction on school matters.”

The administrator at Byrd who oversaw the Scholars Lyceum and the Lyceum counselor were also asked to place the Crane team. The administrator believed the team to be slightly below the mid-point of the Collaboration/Cooperation section, which is where the administrator also placed the Scholars Lyceum as a whole. The

Scholars Lyceum counselor cited the Crane team's interactions somewhat below the mid-point of the Collegiality section.

Community. The three teachers in Crane do not have a common vision that guides their work as a team. Norm put it this way,

For the smaller Lyceums, it's nice to have this kind of, like the essential question, kind of the over-arching reason that the three of us are going to be working together. If we have that, we'll deliver better curriculum and we'll be able to be focused. And I think it fits the overall structure idea too like, "What's our point for being here together like this?" What's the purpose of putting ourselves together in these groups? Is it simply about getting kids to get D's and above on their report cards? Or are we trying to create a more dynamic school experience? Where are we going with this?

His questions were not answered by his team mates in Crane. Dee made no comment about a common vision or mission and Stanley wondered, "Is there a common Scholars Lyceum vision?" He answered his own question,

Well, OK maybe just organization, perhaps getting students organized, getting them used to the idea that they are accountable, they're what matter at this point, perhaps that's the shared goal but we're all coming from different angles and pushing them down that path in different ways.

For Norm, the reason the school has the Lyceum and the reason the teachers work together could have been to create a truly unique school environment for students. That is what he had experienced in the small learning communities at his former school. At Byrd, he summed it up, "We're just trying to get all the kids to pass. I mean, that's what it really comes down to."

Two teachers in Crane mentioned their social interactions outside of school and the impact that had on students. Stanley and Norm, along with teachers outside the

Lyceum, regularly got together at a teacher's house to play dominoes or they went out together after work. The result, Stan said, was that

I've had some good success with Latino students in particular. Outside of school we'll have like professional discussions about these students and we've all kind of figured out ways to maybe approach them, what worked with each other, and stuff.

The commitment of the teachers in Crane to students was evident. They also reported on their varying commitment to each other. When they had the opportunity to switch teams before the school year began, Stanley made it known, "I don't want to be shuffled with others." Dee reported,

I have a good personal working relationship with my Lyceum, but I would say that we have different levels of commitment and that's frustrating sometimes. I mean you always feel like one member of our Lyceum doesn't want to be there, not because of dislike or anything like that, but just having other things going on and wanting to take care of them and not liking the meetings.

Teachers recognized the need for commitment. Norm said, "I think the biggest thing is that sense of buy in, like 'Yeah, that [Lyceum] sounds like a good thing. I want to be part of that.'" However, he also noted that, "In this current kind of fiscal world, you take what you can get. So, for the most part it's been people at the bottom of the totem pole or younger people."

Collegiality. There is one shared norm and expectation for professional behavior in Crane. According to Stan, "we would expect all three of us to come together and split off for students [for Lyceum Literacy] and try to figure out who needs to see which students." He does not think that happens in other Lyceums. Beyond that, the teachers believe their colleagues have "the best intentions for their

students” to use Stan’s words. And when disagreements occur or “we run into a tense situation, we deal with it. We compromise.”

Beyond that, accountability is not mentioned. According to Stan,

We might share similar outlooks but there's kind of a fine line of telling another teacher what they should do. And I think we respect those bounds. And that I don't try to criticize anyone else. I try to do my own work and maybe we could have similar ideas but I try to respect those bounds.

Norm also reported that communication about practice exists. “My feeling is that people are willing to be relatively open with each other and my evidence would be that I hear people sharing the facts when they are screwing up and also doing things well.” He added,

I hear people not just tooting their own horn but saying, “I did this. It’s terrible,” which is hard for a teacher to say out loud, but I hear that for the most part, being critical of themselves. And for me that’s a pretty good measure of what you’re willing to say that about yourself, being open about what you’re doing and trying to do.

In one instance, Dee asked Stan about the math curriculum. Crane students, according to Dee, “were being successful in math, but it didn’t seem to translate into kind of a more application that you have in science.” She knew the math curriculum was new and she had not taught it. “I got curious. I asked to see Stan’s first semester finals, just curiosity to see what they actually were doing.” She thought knowing more about the math curriculum might help her help Crane students in their math and science studies.

As it just turned out, he thought, for some reason, that I was doubting him as a teacher and it just never occurred to me. I didn’t mean it in that way. I was just trying to see “Wow, is there any way that we overlap or whatever and looking

for those places.” But he told me he was a little concerned that I even asked him, like it was implying something and it wasn’t at all.

Dee, Stan, and Norm do not mention sharing work on curriculum or instruction. As one teacher reported about himself, “Pretty much, I do my own curriculum.”

Norm would like to share curriculum work and integrate subjects. "If you really want to do smaller learning communities, let's have a theme or let's kind of have a kind of way we're all going and follow along with each other and let's plan courses that fit with each other." Crane does not do that.

Dee reported taking on a task on her own, related to calling parents. She did not consult with her team. She called parents over winter break.

It probably made a difference for a couple of kids. But if I were to bring that up with my group, that probably wouldn't have happened. I mean, I just had to do it on my own. I took it upon myself because I didn't think anybody else was going, on their own time, to do it.

Collaboration/Cooperation. According to Norman, “There’s not a lot of deep collaboration” in Crane, but there is communication about students.

There’s definitely a lot of communication about what’s happening with the individual kids. “Are they making it to your class?” “Are they making it to such and such person’s class?” “Can you get this kid to do this?” “You have a relationship with so and so. Can you nudge them a little bit?”

For Norm, the Lyceum Literacy class is “the time when we really are working as a team to kind of get as many of the struggling kids as possible to kind of be doing the right thing." As noted earlier in the discussion of meeting time, Stan thought that

“if it weren’t for the Literacy classes I probably wouldn’t talk to Norm or Dee unless we have structured time to talk about students.”

Once again, Norm expressed his disappointment that there was not more opportunity “to do more of a holistic kind of teaching where we’re doing things that are much more related to each other.” Norm had an experience at his previous school that he compared to Crane and Byrd. That “experience was much more purposely collaborative as a whole, in terms of curriculum. We were teaming up to do curriculum.” In Crane by contrast, “there’s not a lot of like cross-curricular work. I’m not teaching vocabulary that students learn in science. We’re not doing anything like that.”

Individualism. Crane teachers reported working alone. Dee said, “Well, really we each are in our own little universe pretty much.” Norm’s perspective was,

We have different personalities and I know who I am and I can be very much like, “I pick my way of doing it. I know what works best for me and I want to do it that way.” One of the things that you can like about teaching is you close your door and you do it your way and no one tells you and you can do that for a long time.

Trust within Crane

There is evidence in Crane of all elements of trust in professional behavior: vulnerability, honesty, openness, reliability, competence, and caring.

Reliability. Like the teachers in Crow, the teachers in Crane referred to reliability when they sought to define the meaning of the word trust. One teacher believed that trust is “simply the belief that someone will do what they say they’ll do.” Another Crane teacher said, “You can rely on them and if you need their assistance, if

you need their back up, you can truly rely on them to help you out.” It was also said that trust helps you “get things accomplished.”

Do the teachers in Crane think their peers are reliable?

"Reliability?" There is a long, thoughtful pause and a sideways smile. "For the most part, people are reliable, but I think there are group members, who, in terms of not being on time, and not being present, and not doing what they need to be doing for this smaller group" maybe would not be called "reliable."

Another teacher said that in Crane, the teachers are reliable and in his subject area, the teachers are reliable. "I have never gotten the impression that they're skirting their responsibilities." He is not so sure about the other small learning communities, given what he has heard from certain of their teachers.

Stan reported that reliability was important for student achievement.

"Sometimes you need those other two persons to help you out because sometimes if I can't get through to a student, I rely on Dee or Norm to maybe get through to the student I'm not able to get to."

Competence. In addition to reliability, Stan thinks of competence as part of trust. His notion is that when teachers say they trust each other, "it means that they trust their colleague's intentions in teaching, that regardless of whether or not they have the same teaching methods they trust that the outcome is fair and they're doing the best for their students."

On another occasion, Stan maintained his view that teachers all have good intentions.

We're all able to have and supposed to have our own professional ideas and I might not agree with some of their methods but I think their intentions are good and however they get through to the students is kind of their business and I'd say they are competent, because they are. In the end, their heart's in the right place.

For Norman, there are two kinds of competency. "Our teachers know their subjects. I'm not sure all of them know kids."

Honesty. Students in Crane feel comfortable enough with at least one teacher in Crane that they will "bad mouth" another Crane teacher in front of him. At times, he said, he "wants to do something with that." He does not address it with the other teacher but admits that it "made my job more difficult." He thinks that "people are willing to be honest to a degree about what is happening in their rooms." Another teacher said, "I think people are just as honest as they kind of need to be with each other." Crane teachers expressed that they do not have the impression that they are ever lied to, merely that they "are as honest as they need to be."

Openness. Stan said, "I think we have great communication in Crane." He did not think that was the case in one of the other SLCs. But within Crane,

We're very open, especially when we have some issue, like maybe that the students are excelling in math and English and not in science or some combination there. We've been very open in saying, "Oh, you're doing fine in math. You're doing fine in science. You should focus on English."

He compared Crane with another SLC that he thought might be described as "passive aggressive" in their communication.

While the teachers commented, as already noted, on their own and their colleagues willingness to talk about the successes and failures of their practice, Dee at

least was more inhibited in her communication when it came to other topics. She did not want to address the issue mentioned earlier about her colleague who was perhaps not committed to the SLC because “he had other things to do” during what was meant to be their meeting time, the time when substitute teachers were hired so the SLC teachers could collaborate. Instead of meeting, Norm and sometimes Stan would leave school.

That’s awkward for me because, that time is designated so I sort of feel like “That’s what this time is for.” It’s inhibiting to me but I don’t it bring up because there’s that pressure of imposing. You feel like you’re imposing and so that’s a little bit of a frustration.

When Norm thought about openness and open communication, he was able to say that “maybe” there was openness “between the three of us.”

Benevolence. Crane Lyceum teachers care about each other. “People are kind and decent to each other,” said Norm. Dee mentioned how she and Stan visited Norm’s house when he had a new baby. They took dinner to Norman and his family and she said they missed Norm when he was gone from school. Norm said he did not think the benevolence was “at the level of community, but [we are], kind and decent to be sure.” At the same time, he confessed to being guilty of what others also do. “There’s definitely talking behind people’s backs. That sort of thing is happening for sure.”

Stan told a story about a time in Lyceum Literacy when he hit his head on his computer monitor, in the middle of class. “It started bleeding and I had to leave school and I could trust my team to kind of take on my responsibilities for that class.” Stan

also mentioned, "There has been times where Norm had a sick child or a family emergency and had to go off and Dee, same thing." The teachers take care of each other in this way.

Dee thinks of her team's benevolence as support. "Just in terms of a support from my team in terms of, 'Boy, if I have problem or an issue or whatever,' you know, super supportive. You couldn't ask for a better collegial kind of thing." For what she calls "personal support," she said, she is more likely to ask other science teachers.

Vulnerability. When Norm talked about his SLC being open, he also said, "I don't think we make ourselves that vulnerable to each other. I don't think we are put in that position at all. I think people certainly resist it." During another observation, he said,

We don't do a lot of things that make ourselves that vulnerable. We're not observing each other. We're not looking very closely at our curriculums or grading or anything like that. We have conversations but we're not really getting in there and allowing people, allowing that part to happen.

Stan agreed. Talking about being vulnerable by allowing other teachers to directly observe our teaching practices, he said, "We haven't done that in Crane. I've never seen that. I've done it in math, but not in the Lyceum."

Stan was also not able to think of any instances when a teacher in Crane admitted not knowing something. And according to Dee, Stan was defensive when she asked to see his semester exams. He thought she was "doubting him as a teacher.... He told me he was a little concerned that I even asked him, that it was implying something."

Crane Summary

Two Crane teachers have been teammates for 3 years; all three were in their second year of working together. They unanimously agreed that their interpersonal working relationships were best described in the category of collaboration/cooperation. Those outside Crane were divided. The counselor ranked the Crane teachers' relationships as collegial. Administration saw the team slightly below the center of collaboration/cooperation, exactly where two of the Crane teachers saw themselves.

What binds Crane teachers is their intention to help freshmen succeed. The Crane teachers do not have a common vision or mission beyond that. While they share their successes and mistakes, they do not mutually observe their teaching or criticize practices or procedures. Openness and honesty do not go that far. There is unwillingness by one teacher to hold her colleague accountable for meeting during time appropriated for collaboration. The teachers care about each other, as demonstrated by outside of school activities they do together and by support they have given each other in school when the need arose.

The teachers do not integrate their disciplines or combine their curriculum in any ways. At least one teacher would like to do so and he referred to his small learning community experience at another school for comparison. The second teacher in Crane who came from that school did not refer to the experience.

Crane teachers collaborate regarding students and student success. They share equally the duties associated with their Lyceum Literacy class.

Reliability is the core of trust for Crane teachers. There is some question about competence and whether teachers are equally competent with content and with student relationships.

Condor

Description of Condor

The three teachers in Condor are Sandy Beech, who teaches math, Darby O'Brien who teaches science, and Martha Griffin, who teaches English. This is Sandy's second year teaching, having been hired at Byrd the same year as Stan Phillips in Crane. Martha, a teacher for 4 years, was also hired at Byrd in 2007-2008 and she teamed with Sandy that year but not in the Scholars Lyceum. Martha and Sandy moved to Condor this year to work with Darby, who has been teaching for 6 years. Darby has been in the Scholars Lyceum and part of Crane for 5 years, making him one of two original teachers still in the Lyceum from the initial 12 teachers.

Martha's English classroom, while still on the first floor, is almost as far down a remote wing of the building as it is possible to go. She wanted to change classrooms when she found out she was going to be teaching in the Scholars Lyceum. The classroom she might have had was given to someone with more seniority. Her location means that the distances between the three classrooms in Condor are the farthest apart of any of the SLCs. The classrooms are about six feet shy of being three times as far apart as the Crow classrooms. The teachers were aware that their rooms are the farthest apart. Martha referred to her location as "Siberia" and said with a small chuckle, "I run into no one."

Interpersonal Professional Relationships in Condor

Lyceum Literacy class. How teachers structure or handle this class in each smaller learning community may serve to illustrate how the teachers themselves work together.

In Condor, there were 23 students in Lyceum Literacy at the time of the study. While all of the teachers had input into which students should be in the class, the Scholars Lyceum counselor reported, “I hear most from Martha and Sandy. Sandy is really good about setting goals with the kids and giving them the opportunity to change their performance. If they don’t reach the goal, he emails me to move them into Literacy.”

At the beginning of the school year when Martha, Sandy, and Darby started working together as a team, the intention seemed to be to structure Lyceum Literacy in a way similar to Crow and Crane. “When we first started doing Lyceum Literacy at the beginning of the year, our thought was to meet in one classroom and support the kids in whatever subjects they needed.” All three teachers agreed to do that. According to Martha, that was not the way things turned out.

Darby agreed, and then wouldn't come down or he'd say, “I want to stay in my class because I need to use this time to prep.” There's been a lot of resentment on Darby's part about doing the Lyceum Literacy class and not having time to prepare.

Martha expressed some understanding of Darby's desire not to have students during the seventh period Lyceum Literacy class, which the Scholars Lyceum teachers agreed to take on in place of a “duty” such as supervising the gym or walking the halls.

I think there is the aspect of science which is that you have to need time to set up labs and so he feels like by losing his duty period, he sort of has a lot more pressure on him. He would want to stay in his own classroom and he wouldn't want to come down [to Sandy or Martha's classroom].

There was an added element to the placement or location of students during Lyceum Literacy. A concern shared by the counselor for the Scholars Lyceum, Martha, and other teachers in the Scholars Lyceum was about the relationships that Darby had with students. Darby's ways of relating to and working with students, they thought, meant that "the kids would not want to go up [stairs to Darby's room]" because of the conflicts he had with students. The counselor, who hears more from students about each teacher than do any of the teachers, said, "The kids are always, always, always complaining about O'Brien." So, "for a long time, he [Darby] would just not assist, he just won't come down for Lyceum Literacy. He wouldn't have kids come to his room and so it was kind of Martha and Sandy doing everything." Further, students did not want to go to his room for Lyceum Literacy.

Students don't want to have relationships with Darby. That inability to form student relationships makes life difficult for the rest of us because then the students don't want to go to his classroom for support. It makes it difficult because both the teacher and the students feel that it will be an unhappy, anxious place.

The Condor teachers continued to try to "negotiate" Lyceum Literacy, according to Martha.

There's been a sort of figuring out how are you going to negotiate Lyceum Literacy, how that's going to look, and how we're going to make that work. We do meet in two different rooms now, for the time that we're with the kids. I am in with Sandy and then Darby's upstairs. Sometimes we'll go back and forth, one of us can leave and go up and do some talking with [a student] or we call back and forth on the phone, "I need this kid, you need that kid. Could you

have this kid work on X?" I actually, during Lyceum Literacy, I hunt down their other [non-Lyceum] teachers as well and we try to support them across the curriculum.

The desire remained for the Condor teachers to come together for the Lyceum Literacy class. "Some of us," said Martha, "want to bring the Lyceum together and particularly our Lyceum Literacy class so that kids have access to everybody at one time."

Time to meet and what to meet about. Within the existing structure of the Scholars Lyceum, Condor teachers had two or three opportunities to meet, as did the other SLCs. They had the time when the Lyceum Literacy class met every day during seventh period, if they wished to talk in pairs or if they wished to talk quietly while the students worked, as Crow chose to do sometimes. They had the time when substitute teachers were hired each Friday afternoon. Finally, they had any time during full Scholars Lyceum meeting that was set on the agenda for the smaller learning community teachers to collaborate.

The Friday afternoons seemed to be the primary meeting time of the Condor teachers. They used the time to talk about students and most often about specific kids.

We talk about different approaches that we want to try. Often times we'll talk about what we can do so that we can be consistent with a specific kid during class to class. We talk about parent contact, "Have you tried? Have I tried? Do I need to?" and one of us will call instead of all of us calling at three different times. The focus ends up being unfortunately on a handful of really hard case kids.

Martha also stated, "When we do get together and talk about what it is that we can do for this kid, a lot of good energy comes out of that."

Meeting time is not spent in conversation about teaching practices or on the nature of the relationships among the teachers in Condor. Martha, at least, would like it to be different. “I would really love to see us figure out a way to collaborate better. I really would and I don’t know what it is. I mean, but I would love to have that opportunity.”

On another occasion, Martha had some ideas about what the conversation could be about, other than specific students.

I think that some hard conversations about things like grading policies, and definitely facilitated [conversations], things around children in poverty and children at risk are what you start talking about, sort of some cultural awareness of what that looks like and that they're not doing this to piss you off, that it serves a purpose in our life so that you can have those conversations and they wouldn't be personal.

Martha believed that a facilitated conversation would go a long way to helping Condor teachers reach agreements that people would adhere to.

Self-perceptions. Only one Condor teacher was available in the study. As with all SLCs, the available teacher, the administrator overseeing the Scholars Lyceum and the Scholars Lyceum counselor were individually asked to place Condor on the pyramid of Interpersonal Professional Relationships. After first checking their understanding of the terms, and using a line that went the entire height of the pyramid from top to bottom (Appendix V), the teacher sited the Condor team at the mid-point of the Collaboration/Cooperation section of the pyramid. After commenting, “It’s hard because there are some people within the Lyceum who work really well together, but there might be an outlier, so whereas most of the Lyceum works, the outlier doesn’t,”

the administrator placed Condor slightly above the mid-point of the Collaboration/Cooperation section, exactly where the Scholars Lyceum counselor placed Condor. The administrator suggested “the outlier would reduce, I think, where they might be on that line.”

The Condor teacher believed that the best descriptor of the working relationships among the 12 teachers in the Scholars Lyceum as a whole was “individuals engaged in a joint venture.” There was a long pause before she could answer the question about her own Lyceum and in the end she was not able to place the relationships in her own SLC on the pyramid. Condor is the only Lyceum in which all of the teachers in the SLC did not participate in the research study.

Community. One key component of the existence of community in interpersonal professional relationships is the element of commonly held norms, values, goals and mission. No evidence exists that there is any such commonality in Condor. Not one informant provided data that could be coded as an example of a common vision or common norms in Condor.

“There’s been some fundamental philosophical differences about approaches to students and what’s best for them” in Condor, according to Martha, whose perspective was reinforced by the Scholars Lyceum counselor and the Scholars Lyceum administrator. “I think every team has their bumps with stuff but it’s gotten heated a few times with Condor,” reported the counselor. Asked if another year working together might help, Martha stated, “I don’t think, barring a pretty

fundamental and philosophical change, that it's going to make, that we're going to get there."

Evidence further contradicted the existence of thick relationships of unity, belonging, and interdependence among the teachers in Condor. According to the counselor, "Darby seems to think that Sandy and Martha, like, share a brain and they're out to get him and sabotage him." Martha noted she had trouble with a teacher "occupying the higher moral ground. 'I do it this way and I'm better than you because I do.' Ok, so how's that working out for you? The kids hate you and I'm learning to."

According to the administrator in charge of the Scholars Lyceum, "Sandy and Martha work so well together and both of them are really working really hard and both of them are about ready to string Darby up."

Sandy and Martha interact socially to some extent. They know what is going on in each other's lives. They know their families and "they care and they ask." The two of them know each other well enough, according to Martha, to know when they are not their usual selves "and will come and ask what's going on." For Martha, this is about "thinking we're all in this together."

As for commitment to the Scholars Lyceum and to Condor, Darby was consistently referred to by informants as the least committed. Martha saw Darby as "in the least committed category" but at the same time not "out there trying to undermine his colleague's success. No one in Condor wants anyone else to fail." The counselor also reported, "He doesn't want to be in the Lyceum. He doesn't want to deal with

ninth graders. He feels like, ‘I’ve been here long enough, why can’t I teach biology?’”

The administrator put it this way,

Darby doesn’t want to be in the Lyceum. He got into teaching because his wife is a teacher in another school district and his wife told him that he really should go into teaching so they could have the same holiday schedule. So that’s kind of why he went into it. He complains *all* the time. And he’s making poor Sandy and Martha crazy because he won’t work with them.

Collegiality. When Martha named the teachers in the Scholars Lyceum whom she respected, Sandy’s name was in the top two. Darby’s name was not on the list. Of Sandy she said, “We have a relationship that I would take into friendship. We have a lot of respect for one another.”

There is no mutual observation of practice or constructive criticism of practices and procedures in Condor. As noted already, conversations are about students, not about instruction. Martha went so far as to say she was not “qualified” to observe others as they were teaching.

I don't think that I'm qualified to go into another teacher's classroom. I wouldn't feel competent to go in. Maybe if it were, like, a very collegial thing where we had thought that was what we were going and doing, certainly, if there were something that I'm good at that I would go and I would watch them and if they asked. But in general that feels presumptuous to me.

She thought that if she were in another classroom and had occasion to observe something, she could ask the teacher about it. She believed that could mutually improve their teaching practices.

Other teachers have been very willing, Martha said, to “give of their knowledge.”

If I go to a staff meeting and I say, “I don’t know how to do this,” by the end of the day, I’ve got 15 emails and 45 pieces of paper because people are just incredibly generous with their knowledge and their resources and I think that really helps. This is my first year of teaching in the Lyceum and people have been very willing to share their lessons to support what I’m doing to help me figure out. I have a lot of questions and they have been really kind and open and not impatient ever in responding.

She gets more of this kind of support from the larger Scholars Lyceum than from the teachers in her own SLC.

Martha feels comfortable sharing what she does with other teachers who have the same philosophy as she, but that does not include all the members of her SLC.

Collaboration/Cooperation. The Condor team, according to Martha, did a “pretty darn good job” of sitting down together and “solving kid riddles.” She put this in the category of “accomplishing the task,” calling the solving of kid riddles a “joint venture.” The team is able to figure out “who’s got the relationship with the parents and can call home.” They parse out the jobs so that “nobody gets the whole thing dumped on them.”

In terms of the congeniality of the team, Martha reported, “I very much like some of my co-workers. And, I have some challenging co-workers.”

There was some cooperation between the math and science teachers in Condor with regard to curriculum. When there was discussion of the disconnect between math and science,

The approach was, “Really? Huh! What can’t the kids do in science and I’ll try and address that in math.” So, it was kind of, “OK, if they don’t know how to do that then maybe there’s something I can do to help fix that.”

Individualism. Darby worked in his room and did not join Martha and Sandy for Lyceum Literacy class. Martha said of herself, given her location,

I'm very isolated so I don't spend a lot of time with the other teachers. I eat in my room with the kids. I'm way the heck down the hall. I don't necessarily spend a lot of time up in the central part of the school.

Martha's final comment was, "We're a new Lyceum and I don't think we've figured out how to work together. I see a lot of individualism where some of us want to be in our own room all the time."

Trust within Condor

Martha gave considerable thought to what "trust" meant. Her view included competence, honesty, openness, and benevolence.

I was trying to think, what are the elements of trust? There's not a lot of backstabbing at the school. If someone has something to say, they can generally say it to your face. It's not always positive but it's at least honest. I think there is a general belief that most teachers here have the students' best interest at heart. It's not a particularly competitive staff. Diversity and varied viewpoints are generally honored. I think we respect one another professionally. People here generally behave in a kind and caring manner. In general, we trust each other to work hard. Most if not all teachers, have formed personal friendships with other staff members and I can think of very few who would not be honest with me with pretty much anything.

Reliability. Although she did not mention it in her comprehensive view of trust, Martha's analysis of trust included reliability in other comments she made.

I can call up my coworkers and I could say, "Could you cover X, Y, or Z for me?" and I know that they will and there won't be judgment because they trust me and I also trust them that they will be there to help. I am able to rely on them to help in whatever circumstance. I feel like I have people that I can call on.

Asked if those were people in Condor, Martha indicated that it included Sandy and to an extent, Darby. For Martha, “reliability is a huge part of trust, that if you said that you’re going to do something, then you’ll do it and I can rely on that.”

Competence. At the same time that Martha expected her colleagues to be reliable, she wanted them to be competent.

I’m a pretty big control freak and I want things to go a certain way and it’s really hard for me to let go of something if I think that what I’m going to get back is going to be late or poor quality or not be what we have agreed on or something like that.

She expects the work to be done and “done well.”

Martha makes a distinction between kinds of competence, specifically competence in one’s subject area or academic discipline and competence in relationships with students. She is able to see Darby as competent in the subject of science but incompetent in his ability work with or relate to students. “Darby is very strong in his content area and he works very hard. I don’t want there to be any idea that I don’t respect his knowledge or his ability to do his job in his content area.”

Her sense of Darby’s relationship competence is different. “Darby struggles with relationships with students and his philosophy would be that the students are responsible for their struggles. I think that he creates some of those struggles in his relationship with students.” Martha does not have the same thoughts about Sandy, whom she considers competent in both arenas.

The idea that Darby is not good at relating to students caused some anxiety for Martha.

It creates an interesting and difficult dynamic between teachers where kids come to you and they say, “I don't like the teacher, I think he's unfair,” or “I don't understand what he's saying, I'm confused in his class,” and you're in a position of actually agreeing with the child and yet being in position where it would not be appropriate in that relationship to say, “Well, you're right. He's not very good at her relationships with students.” So it puts you in a kind of difficult situation.

There are, for Martha, “some instances in which some of us don't trust others to act in the students' best interests.” In addition to her worries about how Darby related to students, Martha reported, “I think there was some race-based issues and so at some point, he one at a time essentially dismisses every African-American student that we have which is a significant problem for me.” She reported this particular concern to both the Lead Teacher and the administrator of the Scholars Lyceum.

Honesty. For Martha, the issue of honesty came down to backstabbing. She believed there were honest relationships because “there's not a lot of backstabbing at this school.” Martha was usually frank in her research conversations but she also asked for reassurance that “this is Vegas, right?” before sharing some information. She admitted to speaking more honestly in the focus group and in the interview than she would have if certain other people, such as Darby, had been present.

Openness. Near the middle of the year, Sandy had a very unbalanced load in his Condor math classes. Sandy had “a functioning algebra class and a really not functioning algebra” class and “he wanted to kind of balance the leaders in the class so he had some table group leaders.” The three teachers in Condor talked with the counselor about schedule changes that might remedy the situation. Martha and Darby suggested solutions. According to the counselor,

When we had the conversation, they were like “OK, what would you want it to look like to switch classes? What do you need?” Sandy was the one who really had an imbalanced class for his algebra. And Martha was like, “Come up with whatever works for you and that will good with me.” Martha knew her class was pretty balanced, but she knew Sandy was doing what he needed and so Martha didn’t need to micromanage that.

The counselor reported that Darby wasn’t willing to make any changes to his classes for second semester.

Darby had a little hissy fit; he's like pounding tables in front of me about how they're out to get him. He wanted all his special ed kids stacked in one class and didn't want to hear anything different. He wasn't willing to look at how that could remain intact while Martha and Sandy got their needs met which is what ended up happening.

Because Darby would not accept the changes, the counselor along with Sandy and Martha asked the Scholars Lyceum administrator to step in. “Darby felt like we went behind his back because all of a sudden his classes were in fact changed. He never really came to talk to me about it. Whether he talked to the administration, I don't know.”

Martha thought that open communication allowed her to ask teachers for things. “If I’m struggling or if I just don’t know how to teach something or do something then I can go to them and they are open and they’re sharing, so those are huge things for me.” When she doesn’t trust someone, she said she “is a lot less open. I’m a lot less willing to make mistakes or to even talk about the possibility that I don’t know everything.” Shrugging her shoulders and demonstrating by showing a “gap” with her hands wide apart, she added, "I just feel like I can't go to them and try to talk about it because there is something in the way.”

Benevolence. Martha believed that behaving “in a kind and caring manner” was an element of trust. She felt that she supported her Condor colleagues and that the teachers in the Scholars Lyceum supported her. The administrator for the Scholars Lyceum viewed Sandy and Martha as highly supportive of each other, perhaps the most supportive team in the Scholars Lyceum.

Noting that her working relationships with everyone in Condor were effective, Martha made a point to include Darby. “I think my working relationships with everybody in the Lyceum are functional. I mean, even including Darby. I think Darby would tell you that I've been supportive in some difficult situations.”

Martha talked about support in terms of what she could ask and expect from other teachers, things like “I’m overwhelmed by this; help!” or “Can I just come in here and vent?” She felt that other teachers show that they care when they don’t “leave me hanging out there to dry. They’re going to share their knowledge.” She has some certainty of that with Sandy.

Vulnerability. For Martha, teachers have an inherent protectiveness. She commented,

Teachers feel very defensive because they think what they're doing is being called into question a lot. I think that they're asked to take responsibility for a lot of things that are beyond their control so I think there is a certain amount of defensiveness inherent. There’s this sort of “I need to protect myself. I need protect myself from the administration. I need to protect myself from the newspapers. I need to protect myself from my co-worker's critiques.”

She felt an “ability to be more human, to be more myself, with the people I trust. I don’t feel like I’m being judged for every mistake I make.”

Martha remarked about risk taking in the Scholars Lyceum as a whole but not in Condor.

Condor Summary

Two of the Condor teachers worked together last year but this was the first year this team of three worked together. The level of the SLCs collective interpersonal professional relationships was lowered on the pyramid by the nature of the interactions between two of the teachers and the third teacher, about whom one administrator said, “Every Lyceum grouping he’s been in, people have felt the same way about him. He drives people insane.” The counselor believed that Darby thinks Sandy and Martha are “like one person with two heads, like they are going to be united on everything. They are going to agree on everything. So he’s going to be the odd man out.”

There is no common vision or goal in Condor and little evidence of shared norms. Two teachers are united in their concern for and approach toward students. They share an uneasiness about how their third teacher behaves toward students.

The Lyceum Literacy class in Condor is essentially managed by two teachers, with reluctant assistance from the science teacher. There is some effort to reinforce in math what the students need for science. There is not an effort to integrate courses or develop interdisciplinary curriculum.

*Cormorant**Description of Cormorant*

Maria Morales, Lee Blanc, and Terry Wilmot comprise the teaching staff in the Cormorant Lyceum. Maria teaches English, Lee teaches math, and Terry teaches science.

Terry, who has been teaching at Byrd for her entire 22 years in teaching, is one of two Scholars Lyceum teachers who have been in the Lyceum since it began 5 years ago. Maria has been at Byrd 10 of her 21 years as a teacher. This is her first year in the Scholars Lyceum. Lee began teaching 5 years ago. This is his third year at Byrd and his second in the Scholars Lyceum and in Cormorant.

Cormorant is the only Lyceum to have two teachers on the second floor. Terry is there in the science wing. Maria also has a second floor classroom; when she joined the SLC this year she chose to remain in the same classroom in which she previously taught ELL classes. She did not move closer to the other Cormorant teachers. The distance from Cormorant classroom to Cormorant classroom is the second highest of the four cases by a small margin. By comparison, the distance between the three classrooms in Cormorant is nearly three times the distance between classrooms in either Crow or Crane. Furthermore, leaving Maria in her old classroom resulted in the English teachers in the Scholars Lyceum being farther apart than any other subject area's teachers.

Interpersonal Professional Relationships in Cormorant

Lyceum Literacy class. Cormorant has the highest number of students failing courses and the lowest number of students in Lyceum Literacy. At the time of this study, Cormorant's Lyceum Literacy class had 15 students, up from 9 at the start of the school year. The Scholars Lyceum counselor reported that he was "constantly trying to get them to take more" in the class.

I have been hounding them all year to get more kids in Lit. I email them regularly a list of kids who I could see through progress reports, etc. needed support. Second semester, a few more kids got placed in their seventh period. Some I just decided were going to be in there and made the switch. They basically want kids who seem to want the help, and not those who are resistant to education.

The counselor went on to say,

Cormorant will say, "This kid is wasting time every day seventh period. They're still failing everything. This isn't helping so take him out of Lyceum Literacy." Of course, I'm not going to take him out and put him in physics because maybe we should [actually] reevaluate what they're up to and figure out a different strategy.

For most of the school year, the students in Cormorant's Lyceum Literacy went to whatever room they wanted to work in. The math teacher stated that by doing it that way, the science teacher seemed to get most of the students.

Our seventh period class, it got to a point where all of the students wanted to go to Terry. And it came to the other two teachers' realization that the reason why the students go there is not because of any other thing but because they have the chance to play.

The counselor agreed that most of the students chose to go to the science classroom seventh period. "Kids pick Terry because she's easy to get along with and she lets them be little humans and do work but still enjoy the process."

At the semester, Cormorant teachers tried to change the way Lyceum Literacy worked for students. They had all the students meet in the math classroom and then disperse. Maria, the English teacher, noted that though the students went to one room, the Cormorant teachers did not come together seventh period.

I don't see them in seventh period at all, and they're really, really opposed to coming together seventh period. By seventh period, I'm completely by myself. I never see the other two unless it's a day we have a sub or something. But I do think that we should get together. I keep proposing that and they really don't want to do it.

For the Scholars Lyceum counselor, the difference between the SLCs in terms of Lyceum Literacy was that “three teams are always looking ‘who can we support.’ The other team [Cormorant] is always like ‘which kids do I actually want to deal with during this time,’ then they're constantly trying to get kids out of there” for classroom management reasons rather than because the students have made academic progress.

Time to meet and what to meet about. As with the other SLCs, Cormorant teachers could take advantage of at least three opportunities provided for them to meet. As noted, they did not use the time when Lyceum Literacy meets. That left the time on Fridays when substitute teachers were hired and any time allowed during meetings of the entire Scholars Lyceum.

Terry did not think that the meeting of Cormorant teachers when the substitute was brought in was very productive. “We get together and we meet for a period and it's like, we're just starting to do something and then, ‘OK, time's up.’” Maria too said that they needed more time for collaboration. “We need time and space and physical conditions to allow focus, so we're not always spinning our wheels using our energy

fretting about these things that really suck away from time to do those kinds of things.” Terry added,

We need more time to collaborate because it's like right now, they're talking about having some kind of a project across the curriculum and I'm thinking to myself, “OK, real great idea, but we better have the time to plan something and do it right or it's just going to fall flat.”

Terry, who had been in the Scholars Lyceum since it began, reflected on the first year, when there was common planning time for teachers.

We were able to meet both in our departments [to] go over science strategies, and also in our SLCs and so there was a lot of time to do those things and I've noticed that little by little that time was kind of like being taken away and that makes it hard and so I don't get to see the people in my Lyceum as often as I would have several years ago.

The administrator recalled that what happened when teachers had a common prep was that the teams “were not using them” to meet. “People were not taking advantage of the common time. So the Lyceum teachers decided” on the use of the Lyceum Literacy class time as a duty period and time for meeting as a Lyceum. Her feeling was that

If you're not using that time for collaborative work, then when are you? What we know about small learning communities is that the crux of it is teacher collaboration, so then when one can do that? And that's also what we're using our small learning communities' grant money for, to release teachers once a week to do that. So, that's Friday and that's within the Lyceum.

The discussions, when the Cormorant teachers met, were not about curriculum. Maria reported the reason as being that they teach different subjects. “I'm not going to talk about curriculum. It's a completely different thing.” She also said,

It is sometimes nice especially with the really challenging kids to be able to say, “Yeah, that person was really challenging for me.” You realize, “OK, it's

not just...they're not just challenging with me.” They challenge other people in just the same way. So you don't feel like you're alone.

The teachers meet about failing students. They talk “strategies,” according to Terry, and “how to help” the kids they share. “Hey, this is what's happening in my class. What's happening with the students in your class?”

Maria further suggested that they meet together with parents. “It's been nice when we've had meetings with parents to have the two other people there that share the same kid. I do like that.” She went on to talk about how, really, that was not different for her than if she got a parent meeting together and then asked the student's other teachers to come to the meeting.

Terry expressed a bit of disappointment at not having more time to meet as a Cormorant team or even as a full Scholars Lyceum.

In some of the other smaller learning communities I've seen, they get together and do more together. Maybe that's just my impression from the outside but to me I don't feel like I have enough time to actually sit down and discuss things and go over things with people. If I think about what's going on with the Scholars Lyceum and Cormorant, it's the fact that it takes a lot of time and energy to be involved in people being able to sit down and take that time to talk about what's going on.

Self-perceptions. All three Cormorant teachers were individually asked their opinions about the general nature of the interpersonal professional relationships of the teachers in Cormorant. They were asked to use the pyramid of Interpersonal Professional Relationships in two ways. After first checking their understanding of the terms, and using a line that went the entire height of the pyramid from top to bottom (Appendix V), the teachers put a C on the line where they thought the working

relationships among the teachers in Cormorant fell. Second, the teachers were asked to circle one descriptor within each of the four categories that most closely applied to Cormorant.

Lee positioned the Cormorant team very slightly above the line dividing Community and Collegiality, where he also placed working relationships of the Scholars Lyceum as a whole. Another teacher, Maria, placed the team solidly in the middle of the Collaboration/Cooperation section of the pyramid and the third teacher, Terry, sited Cormorant's relationships just below that mid-point.

Asked what descriptor most applied to their SLC, Cormorant, Lee responded, "interdependence," Terry replied, "congeniality, getting along" and Maria believed the best descriptor to be "privacy of practice."

The administrator at Byrd who oversaw the Scholars Lyceum and the Lyceum counselor were also asked to place the Cormorant team. The administrator believed the team's relationships to be at or slightly below the dividing line between Collaboration/Cooperation and Individualism. The Scholars Lyceum counselor cited the Cormorant team's interactions at the mid-point of the Individualism section.

Community. When Maria was examining the Interpersonal Professional Relationship in Education pyramid, she pointed to "community" and said,

I did have this, I was here. When I think back, I know what this feels like where you knew what everybody was doing and we would all have potlucks and go to dinner and so I know how...I know that it's not that way now.

Maria was referring, as she did often, to the team she worked with prior to joining the Scholars Lyceum. "It really felt like a community and we had scope and sequence and

understood each other's curriculum. That was kind of just taken away and it's made teaching so much less pleasant ever since that happened.”

Terry, too, reported some sense of loss over the feeling of community that previously existed for him. He attributed this to what Martha might call philosophical differences.

It doesn't feel as close and as intense as it was that first year or two 'cause we were all just new with the whole thing. And, again, there doesn't seem to be the time and I think there's some differences in the personalities and approaches.

The common vision in those early years centered around the unique needs of freshmen when they enter high school. According to Terry, the idea was to

Do something special for the freshmen because the freshmen seemed to have such a hard time coming right out of middle school and then coming in to high school. It's a big shock for them and I could remember years ago we used to have really high rates of failures. So the core group really wanted something that would address issues like failure rate and the transition from middle school or eighth grade.

He added that the teachers tried to work on study and organizational skills with the freshmen. He thought that the “common vision still exists. It's just that I wish there was more time to meet and work together and collaborate.”

Neither Maria nor Lee talked in terms of a common vision or mission among the teachers in Cormorant.

Accountability to other teachers was not something Maria believed could happen. She noted that it was important “for a staff, as a group or whatever, to agree very strongly on classroom behavioral standards and kind of across the board rules that are, that everybody agrees to follow and that are enforced with assistance from the

administration.” She did not think teachers were responsible for enforcing each other’s adherence to agreements. “They’re not. You can’t. You can just all have a conversation and say, ‘Gee I wish you would’ but you can’t step on somebody’s toes like that.”

Maria thought that there were “really different behavioral and academic standards” among the Cormorant teachers. “I think it might be a different set of what you’re supposed to provide kids and what the world needs and where you’re coming from personally.”

Terry suggested the same, saying she did not want to go with the same drum beat as the other teachers.

There were just a lot of discussions about how should we go about, for example, dealing with attendance, where are we going to acquire notebooks or binders and all that kind of stuff, and trying to have some shared expectations. We kind of came down to the realization that you’re never going to have one big giant plan that everybody follows. Everybody is more individualistic within that broader spectrum of what we were trying to accomplish, and so there’s some variation and variety, and that was OK. We’ve decided that was OK. And I didn’t want to have to be going on with the same drum beat as everybody and on the same chapter, on the same this, on the same that. I don’t know, I kind of worry about that kind of mentality.

Maria offered an example of the impact of other Cormorant teachers’ different expectations on her classroom.

I mean, all the times I hear, “Oh, Ms. Wilmot doesn’t care if we have our iPods.” I mean, in some ways it’s like in a marriage. “My dad doesn’t care...” “Well, I’m not dad. I’m not Ms. Wilmot. I do care that my class...these are the rules.” It reads like you’re the mean teacher or “I want to go to Mr. Stormaica’s English class because he’s so nice and you’re so mean. He doesn’t care if we do blah, blah.” But I don’t know if you can ever get away from that.

The commitment of the teachers in Cormorant varies. Terry has been there since the beginning. Maria “came in kicking and screaming.” Her feeling about the

Scholars Lyceum was that “Oh, ‘this too shall pass.’ All things in teaching come around and they go.” She said she was told, “You want a job, you’re going to teach freshmen.” She also noted that she had options.

I didn’t have to do the Lyceum, though. I could have argued with English and I talked to them about that. I could have argued with English and said, “No. I want three sophomore English or I want...” I could have asked for senior English but that would have caused way too much, too many, but the sophomore English nobody really wanted. I had to do half English so they put me in the Lyceum. I probably could have gotten out of that and had another English teacher pick up the Lyceum piece instead. But if I had to do English, at least not having like, a 40 in a class seemed better.

Terry said, “I don’t feel the cohesion like I did that first year or two and a lot of it has to do I think with some people who are in the Lyceum and they don’t want to be.” To Maria, “it felt like a punishment to be given the Lyceum.”

The Cormorant teachers did not see each other much during the school day and not at all away from school. When asked what, if anything, they do together for pleasure and to get to know each other better or to have fun, Maria, laughing, said, “Photocopy somebody’s really good Romeo and Juliet lessons. Yes!!!!!”

Social interactions are mixed. Lee said he’d had “instances where some staff members would be passing by in the halls and then they will look the other way.” On the other hand, he also said, “I’ve had times that a staff member I haven’t talked to suddenly shares something with me.”

Lee’s choice of descriptor for Cormorant teachers’ working relationships was “interdependence.” Maria, on the other hand, said she had had no experiences in Cormorant or in the Scholars Lyceum that made her feel like she was part of a family.

Collegiality. According to Maria, the teachers in Cormorant respect each other's work. Lee said that he knows if he is struggling with something, he can go to anybody and know the person will help and give him suggestions. "I can show my weakness without any fear."

All three teachers reported that there is no peer coaching or mutual observation of practice. It is not considered as they do their work. Maria belonged to a Critical Friends Group, as one of the ways she fulfilled required duties at Byrd. She said, "We don't meet very often at all." She had a chance to bring a video of her teaching to the Group, but she chose not to.

Sharing work on curriculum and instruction, which seemed impossible to Maria because "we teach different subjects," was at least talked about, according to Terry. As she mentioned when talking about needing time to meet and collaborate, she said there was talk "about having some kind of a project across the curriculum."

We talked about it from way back. There was a real idea, we're going to do a big project all the way across the curriculum, but it never really came together because everybody has their own curriculum and "how do you get this to fit?" and "what are they going to read?" that kind of thing.

Maria did think the English teachers share work on curriculum, but she had "no idea" what the science and math teacher did in their courses.

Collaboration/Cooperation. One way Maria was able to help Terry with her students was by telling her, "This kid's reading at about the third or fourth grade level." From that Terry knew the student probably could not read his textbook. Asked if she then got support from Maria as the English teacher to help the student, Terry

said, “Well, she’s doing her own, she’s doing Shakespeare right now and doing sonnets and so I’ve been offering my kids extra credit if they write a science sonnet. But I sense her frustration, too.”

Since it was her first year in Cormorant and in the Scholars Lyceum, Maria tried to follow the lead of the other two teachers.

It gets a little tricky because I don't always think that the way they do it is right but that's how they did it last year and that's how they're going to do it. So I think I'm probably of the three the most vociferous and argumentative and likely to say, “I don't think we're doing it right.” But I don't necessarily feel like that's been my role 'cause I'm the newcomer.

Maria would like to be able to say that the Cormorant teachers get along. “Get along? I don’t even know them. I would say, ‘Yeah,’ we get along. I like the other two people in my Lyceum a lot. I don’t see much of them.” She reported, “I have almost nothing to do with the other freshman teachers. But these guys [in my Lyceum], even, very, very little.”

Individualism. Maria also said, “I really like the two guys I work with. They’re nice guys. But we don’t necessarily work that great together.”

Maria was the most vocal about her isolation. “I don’t see what’s going on elsewhere,” she said. “We just happen to be three people with three different subjects who happen to have the same kids.”

I guess on one level there's nothing to me different in the Lyceum than if I had a student that was struggling anywhere and I called all the teachers of that student, which I've always done, and gotten their feedback about a kid.

She does not rely or depend on them. She never makes herself vulnerable to them. “I just kind of do my own thing.” Lee, likewise, said, “I don’t think about the teachers. I just think that I have to come and do my work and this is all my concern.”

Trust within Cormorant

Trust meant a variety of things to Cormorant teachers, including a willingness to be vulnerable, competence at their jobs, reliability, and confidence that they were good, decent people.

Reliability. Lee believed his Cormorant colleagues to be reliable “most of the time.” He said that what they tell you they will do gets done.

Maria included reliability as part of her definition of trust, saying that people “will follow through on expectations” and “people are doing what they’re supposed to do.” She said that the reliability of Cormorant teachers was irrelevant to her because she does not count on them.

In terms of the Lyceum, like with Lee and Terry, I don’t know. I mean I have no need for their reliability, particularly. I don’t see that there’s a whole lot that we need to be reliable for with each other. I don’t know what I would depend on them for. I mean if we decide to like, “OK, you’re going to deal with these kids, I’m going to deal with these kids,” then yeah. Where I would ever need to have dependence? I guess I can’t think of, I can’t think that I have a dependent relationship with them.

Competence. Maria’s thoughts about what trust is included that idea that people trust their colleagues to do their jobs. Lee added that they will do their jobs “well.”

During an evening meeting in which the Scholars Lyceum teachers gave a series of three presentations to parents, Lee was observed as very quiet in the first

session. He spoke up in the second session and was very articulate about the Scholars Lyceum. He spoke again in the third session. A few weeks later, he reported,

I wasn't scheduled to speak but it got to a point I had to come in and when I came in, then the others told me to stay on to say [again] what I said. This was a marketing event for parents. And then I was made to speak and I was able to say what I said, and it shows trust.

Lee thought his colleagues were recognizing his competence when they encouraged him to speak again.

Honesty. Terry included "honest" in her definition of trust. She put it this way, "You can be yourself" when you trust others. "You don't have to be pretentious. You can joke around. Well, you can be honest."

Maria also included honesty in her definition, saying that colleagues who can be trusted "won't lie, steal, cheat, hurt kids, the school, or each other."

Openness. Openness was the key element of Lee's definition of trust. "Be open. That is trust." There was an instance when he was "disappointed" in a colleague whom he trusted, when the colleague was not open with him. After asking the teacher to cover his seventh period class so that he could leave to coach a soccer game, Lee thought he had the teacher's consent and cooperation. Instead, the teacher complained to administration. Lee would have liked for the teacher to come to him and thought this was an example of a lack of open communication and therefore lack of trust.

Maria believed she had "really good, open communication with Terry. I don't really talk to Lee enough or see him enough to have thought about it one way or the other."

Vulnerability. Terry's definition of trust came closest of the Cormorant teachers to including the idea of being willing and able to be vulnerable. "If someone had a problem and they needed to go talk to someone, they could, and know that they could do that in confidence." Maria suggested that if she really trusted someone, "then I would feel like I could and would ask about curricular things that were tricky and that I would also feel that I could share curricular things that were either successes or struggles for me."

At the same time, she thought the notion of being vulnerable was "irrelevant" in Cormorant and in the Scholars Lyceum. Allowing oneself to be vulnerable to others

seems fairly irrelevant somehow. I could see where...maybe just with the English teachers a little more where it's like "I don't know what to do with curriculum" whereas I suppose you're a little bit, vulnerable in your Lyceum, "I don't know what to do with this kid." In the Lyceum, it's about the kid. In the department, it's about the subject. But it doesn't...that doesn't feel particularly vulnerable to me.

Benevolence. With benevolence, as with vulnerability and reliability, Maria could not see the relevance. She told of an incident involving her child for which she had to leave school early. Terry took over her class. "It didn't occur to me not to ask her and it didn't occur to her to not say 'yes' and I would do the same thing for her." A short time later, in a conversation with teachers who were sharing their stories about caring for other teachers, she interrupted a teacher to say, "Again, I don't see a real...it seems kind of irrelevant. I mean it's not like buying chocolates for Lee or something. I just I don't know them well enough. It's not that kind of relationship." Maria went on

to say that when she saw the word “benevolence” on the card she had been given, she thought it referred to students.

For Terry, benevolence was seen when someone “needed help with something, they can go to someone on the staff they can talk to and get some help.”

Lee reported, “I have enjoyed very cordial, supportive relationships.” He repeated, “very cordial supportive relationships” with Cormorant and with Scholars Lyceum teachers. He mentioned a difficult time he went through recently and the support he felt.

I was going through a difficult time not long ago. My uncle passed away on the 25th of December and then on the 25th of January, my brother passed away. And it was something that...I was surprised that when I told one of the Lyceum teachers, she was very, very supportive and even another teacher that I didn't know, came in and told me that, “Oh, I heard about this situation. You have my sympathy.”

Lee also reported feeling secure around his colleagues.

When I say secure, I say secure in the sense that I am not uneasy. I have never been in a situation where I have felt uneasy being around any teachers in the school. So once I feel that I can get their support and I'm not, I'm not ever alone and I feel that I can trust.

The possible influence that teachers trusting teachers might have on students and student achievement was mentioned by Terry. “If kids saw that colleagues trusted each other then they might trust those teachers more themselves.”

Cormorant Summary

Like Condor, Cormorant had one teacher who had been in the Lyceum for all of its existence. Also like Condor, Cormorant had teachers who were among the

newest “kids on the block” in terms of the time they had had with their team to build interpersonal professional relationships.

Cormorant teachers indicated that more time was needed for meeting if a quality job was to be done in the smaller learning community. There was no interdisciplinary curriculum being taught and little if any conversation about shared work on curriculum or instruction. There was a strong sense of the individualism of the three teachers, including a lack of knowledge on the part of one teacher about what the other two teachers do or teach. The teachers in Cormorant are congenial and cooperative while still doing their own thing.

The Lyceum Literacy class does not bring the teachers together. Students are relatively free to choose the teacher they want to spend seventh period with. The class is the smallest such class among the four Lyceums yet Cormorant has the highest failure rate.

Scholars Lyceum

The findings presented in this section represent the evidence about the relationship of trust, community, and collegiality in the smaller learning community that is the Scholars Lyceum.

Proximity in Meetings

In the previous descriptions of each SLC, the proximity of the three teachers’ classrooms was mentioned. A different way of looking at “proximity” within the entire Scholars Lyceum is how teachers arrange their own seating when they meet as a full group.

On four occasions, meetings of the entire Scholars Lyceum were observed. During three of them, teachers met in a classroom, seated in student desks that were arranged for a student class into six rows of four or six seats each. Four rows on one side of a center aisle faced toward that aisle, two rows on the other side faced toward the aisle.

No one, in any of the three meetings, attempted to rearrange the student desks into a circle or any arrangement conducive to a meeting of 12 teachers, a counselor and an administrator. All of the chairs were left where they were. The teachers sat in the two rows on each side of the aisle closest to the aisle. Figure 8 shows how teachers chose to sit in the meetings.

Teachers sat with their backs to each other as well as facing each other directly. Crow teachers were the most scattered throughout the room. Crane teachers all sat together in a row. Two Condor teachers sat on one side of the center aisle, one directly in front of the other, so that one had her back to the other. The third Condor teacher sat on the other side of the aisle, directly behind a Cormorant teacher, who then had her back to the Condor teacher. The teachers in Cormorant sat in an “L” pattern, two side by side and the third directly behind one of them and adjacent to the Condor teacher sitting alone. These seats were self-selected.

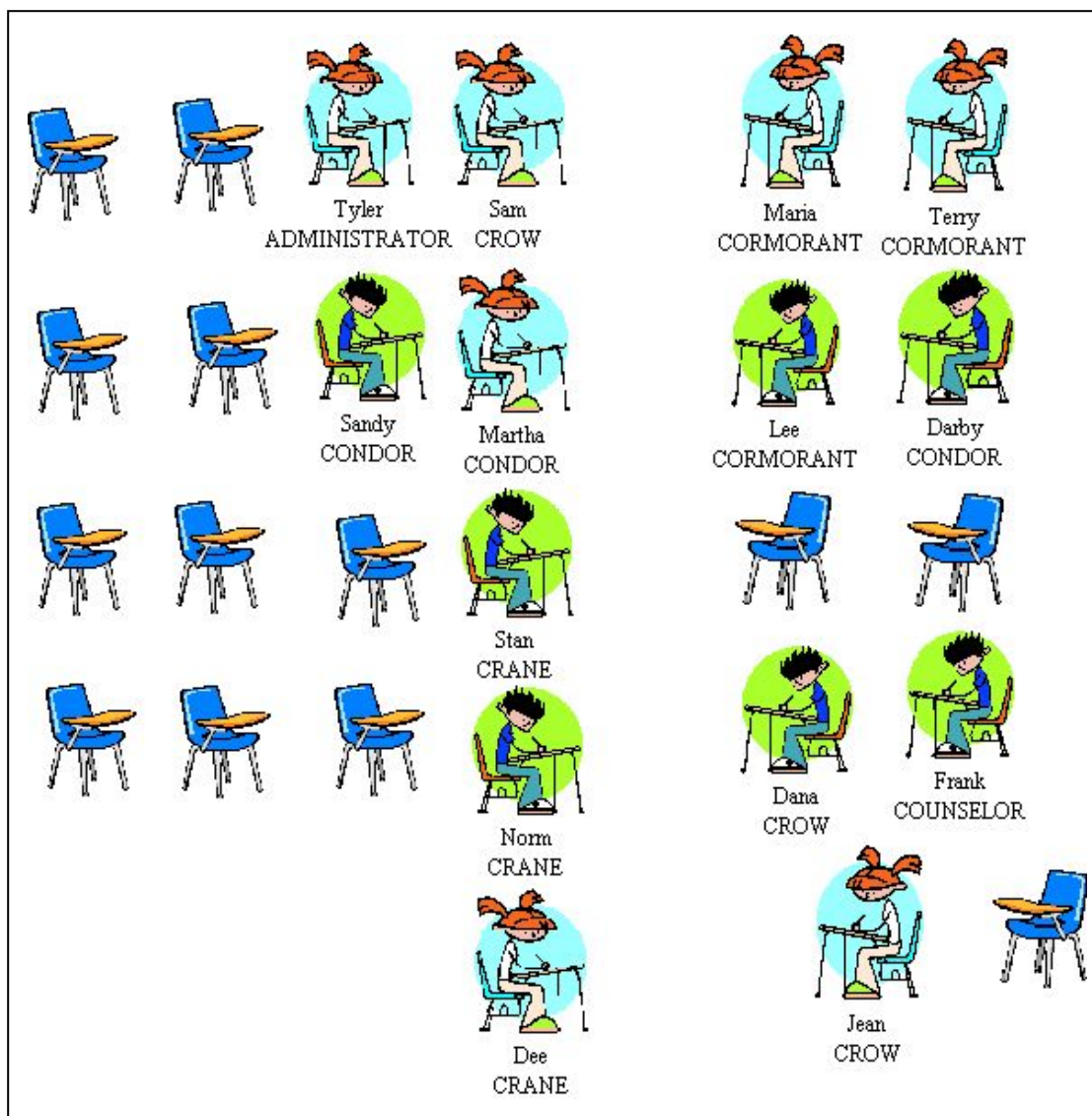


Figure 8. Seating arrangement of faculty in the Scholars Lyceum meetings.

Interpersonal Professional Relationships in the Scholars Lyceum

Time to meet and what to meet about. Meetings of the 12 Scholars Lyceum teachers together are rare, happening about five times per year or “once every other month” when the teachers arranged for substitutes to teach their morning classes so that the teachers could meet from 8:30 to noon. Jean reported, “We don’t usually meet

all together for the Scholars Lyceum's sake." One of the biggest disappointments to Dana was that

We don't have enough meetings as a big group and really organizing the style for the big group. Some things we do in Crow, they don't do in the other Lyceums. So, to talk about those more and get those started, it would be nice to find time for that.

He also commented that it would be nice to have time "to get to know each other."

Terry echoed the idea that more whole Lyceum meeting time was needed. "In the beginning, we had more time to focus. Maybe once a month we should have a whole Lyceum meeting." Stanley spoke twice about "face time" and wanting more face time with all of his colleagues, those in Crane and those in the Scholars Lyceum. Jean said, "We probably need help and a lot of time for professional development."

At the bi-monthly morning meetings of the Scholars Lyceum, working together and the need for collaboration were mentioned by both Samantha, the Lead Teacher, and Tyler, the administrator overseeing the Scholars Lyceum. Samantha set aside a block of time in each agenda at the end of the meeting for smaller learning communities to meet and work on designated topics. Each meeting was rushed and often the scheduled time for individual SLCs to collaborate in these meeting did not occur because the group ran out of time.

During the meetings a couple of routines were observed. At the start of the meetings, each teacher would share a success related to the Lyceum. In the second half of the meetings, the desks would be rearranged into two circles, an inner circle surrounded by an outer circle. Five or six students were brought in and seated in the

inner circle; the Scholars Lyceum faculty sat in the seats of the outer circle. The students engaged in a discussion facilitated by either the administrator or the counselor. This was known as the “fishbowl.” Each of the fishbowls observed by the researcher had a specific question around which the conversation centered:

1. What was it about the Scholars Lyceum that helped you be successful?
2. What would you like to have had happen in tenth grade that did not happen?
3. What would you tell incoming ninth graders about the Scholars Lyceum?

The rest of each meeting, between the “success statements” and the “fishbowl” was consistently operational; that is, meeting time was used for announcements, reminders, and random discussions stemming from the announcements and reminders. Observations confirmed what Jean reported.

We really don't meet other than those meeting times and it's usually...and it's not really collaborative meeting time that we use those meetings for. It's more like, “OK, freshman testing is coming; this is what you need to do.” It's about 45 minutes every other month and it's basically like, “your work samples are due, blah, blah” and other announcements.

Samantha reported that she did not use any meeting protocols including those she knew from Critical Friends Group meetings.

I have to be honest. I feel some pressure at any time we meet, we just rush through it, and I don't think that's good but I certainly don't want to waste anyone's time. But, we need the time to get things done.

Sandy routinely brought student work to the meeting to grade, but not to share with others for input. Norman regularly did the crossword puzzle during the full

Scholars Lyceum meetings, about which Samantha said, “Of course Norm did his typical crossword the entire time you’re doing whatever, which makes you feel like you’re not quite important.”

Regarding his own desires and view of the full Scholars Lyceum meetings, Norm said,

I want to go to a meeting and get down to business. I don’t want to complain about all of the horrible things that are happening and the bad kids. So the meetings can get bogged down by things to me that are not essential to what I’m doing.

What used up the time and set the meeting agendas behind schedule was the kind of discussion Norm described. Norm further elaborated on his feelings about the Scholars Lyceum meetings:

I want to meet with the people who I directly work with, 'cause that is my community. That's really where I need the trust and the group and the help and all of this stuff. I'd love to have it with all 12 of these people but it's just not how this place works.

Norm thought that administration could “create more opportunities for us to meet, and meet with a purpose.”

The regular opportunity for Lyceum teachers to work together in meetings outside one’s own SLC was the once-a-month meeting of teachers by content area. For each of three Tuesdays in the month, subject area teachers would leave Lyceum Literacy and meet together: English on the first Tuesday, math on the second, and science on the third. This was the only cross-Lyceum meeting apart from the full Scholars Lyceum meetings.

These subject area meetings allowed the teachers in the four Lyceums to stay connected. All three math teachers in the study reported that they are pretty “lock step” both across the SLCs in the Scholars Lyceum and within Byrd. Samantha confirmed that she had seen this in math.

Math has always been good at this. I have seen their meetings, I mean they have problems on the overhead and they’re taking about how to work it out and solve them and not only that but the steps to go through with the kids. And they are talking about some really basic “how do we get this point across?” or whatever.

Samantha’s view of the collaborative nature of science was different. “In science, it’s very, well, definitely they have sort of the most scattered kind of thing but you couldn’t have four more different people.” Jean said of science,

We’re all over the map on what exactly we teach. Science can kind of fess up to this, there are some teachers that don’t pay attention to standards and they just kind of teach what they want to teach. I think there is some trust that some of us get through all the standards and then there’s that like kind of question mark if some teachers do get all the standards down. So you’re not really sure what the kids in the other class are coming out with.

A science teacher told a focus group, “In science, we don’t all teach the same exact curriculum. We don’t use the same final exam.” An English teacher jumped in, expressing surprise that anyone would consider or want a common assessment. “*Oh no, we don’t either.* In English? Not at all.” The science teacher then said, “But it makes it hard to stay in sync and collaborate.”

English teachers “look to one another for curriculum,” according to Martha. Samantha said, “I share a lot of curriculum with Norm. Norm and I talk a lot. We do a lot of curriculum sharing.” Of the meetings specifically, Samantha reported

English teachers usually spend that time discussing what we are doing at the time and what would make it better. We've done a lot of different things. We shared curriculum during that time. We have shared approaches to getting work from kids. We've shared kind of what our struggles are doing a certain thing and what successes we've had.

The meeting time for collaborative work within Lyceums each Friday was enabled by the hiring of substitute teachers. On the Fridays this researcher was in the building, several teachers were regularly not meeting.

On one Friday, as a focus group assembled, there was grumbling by Samantha about the Scholars Lyceum teachers who had taken off that afternoon. "We have subs for subs," she said. "These subs are just not working out. It's a waste. Maria, Stan, and Norm have just disappeared. Dee went home sick."

Near the end of the research study, that Friday meeting opportunity was about to be eliminated. Samantha reported, "Well, they're going away right now because people like Norman are not using them and a lot of people have been out on Friday, for whatever reason." Tyler said the teachers chose Friday. "I don't know why. I wouldn't choose Friday. Maybe it's so they could actually skip out on their meetings and go home early?"

During the time research was conducted, Terry and Dee brought a different meeting proposal to Samantha. Their suggestion was for one day a week, during Lyceum Literacy, for the content teachers in a Lyceum to meet. Dee gave the outline of the proposal:

One day a week science gets together. One day a week, math gets together. One day a week, English gets together and one day a week, we get together in our Lyceum so we can do collaboration and interdisciplinary. Science can take

care of looking at their curriculum. Math can do the same thing and it doesn't cost a cent. And we...you see your kids in Literacy twice a week which is all I ever see them anyway because we split them up and they go with me. And so, no money, no sub, nothing. We'll we'd need subs one day.

They wanted time to “actually sit and look at practice and plan something,” according to Dee. “It wouldn't be for discipline” or talking about students.

On the PLCA-R survey, half of the respondents disagreed with the statement “Time is provided to facilitate collaborative work.” One person strongly disagreed. Of the half who agreed with the statement, two people strongly agreed. One survey respondent wrote, “Supposedly time is provided to collaborate but it often seems to be eaten up by some other task or business.”

Self-perceptions. Informants were all asked to think about the general nature of the interpersonal professional relationships among the 12 teachers in the Scholars Lyceum. Using the pyramid of Interpersonal Professional Relationships in Education (Appendix V) with a continuum line on the right, 12 people used an S to mark their opinions.

One respondent believed the relationships fell directly on the line between Community and Collegiality. One believed the relationships fell squarely in the middle of Collegiality. Three informants bunched themselves around the line between Collegiality and Collaboration/Cooperation, with one just above the line, one on the line, and one just below the line. Two people marked the middle of the Collaboration/Cooperation section. The remaining five informants congregated at the line between Collaboration/Cooperation and Individualism, with one slightly above

the line, three directly on the line, and one slightly below. This equates to between 66% and 75% of the informants believing that the relationships can be characterized from Individualism to Collaboration/Cooperation.

All of the teachers in Crow and Crane believed that the relationships in their own Lyceum were higher on the pyramid than the relationships in the full Scholars Lyceum. In Condor, the exact opposite was true: the teacher, administrator, and counselor all believe that the relationships in the Scholars Lyceum were more collaborative and cooperative than the relationships in Condor. The results in Cormorant are split. One Cormorant teacher believed the relationships in the Scholars Lyceum ranked higher on the pyramid than did the relationships in Cormorant; one teacher believed the relationships in the Scholars Lyceum and in Cormorant were the same; and one teacher believed the Cormorant teachers to be more collegial than the teachers in the Scholars Lyceum.

Community. Norman's questions, presented earlier in the discussion of the Crane teachers' vision and mission, applied also to the Scholars Lyceum: "Why are we doing this? Is it simply about getting kids to Ds and above on their report cards? Or are we trying to create a more dynamic school experience? Where are we going with this?" All informants agreed that the academic success of the freshmen was and always had been the primary mission. When Stanley wondered, "Is there a common Scholars Lyceum vision," he answered his own question by saying it was just to get kids organized and accustomed to being held accountable, so they could be successful.

Administration saw that same vision. According to Tyler, “What we’d like to do is strengthen the Scholars Lyceum so we have a lot fewer failures where kids are having to make up classes in credit recovery.”

A common agenda of activities directed toward that goal included Lyceum Literacy. There was no evidence of other common activities in which the 12 teachers or Scholars Lyceum students engaged in order to meet the goal.

Jean was not sure the goal was enough.

I think we really need to see an example. I think we have this grant and Sam's in charge of it and she's trying to lead the way but she has no idea where she's going or what. I mean, she wants the freshmen to do well. Like, that's the obvious goal. But I don't think there's any hint of where exactly we need to go. I don't see there being a path right now. It's kind of like, wherever the wind blows, we're there. I feel all the time, like, it's just whatever kind of pops into her head, that's kind of the direction we go.

The issue of philosophical differences extended beyond the individual Lyceums to the full Scholars Lyceum. Samantha summarized it this way,

I think the biggest philosophical difference is in the relationships with students. That is the biggest philosophical difference because some see the kids as very young, kind of need to be controlled, lot of punitive, detention referrals, that kind of thing and some see the necessity to build relationships and relevance and that kind of thing.

Maria wanted the “staff, as a group, to agree very strongly on classroom behavioral standards and across-the-board rules that everybody agrees to follow.” Samantha saw Maria as treating the kids “like they’re not capable, and that’s not good because she’s going to get exactly what she expects.” To Frank, the counselor, “Ultimately it’s about supporting the kids...How do you move them from where they are?...How do you get them wherever they’re coming in from and take them to the next level and the next?”

Martha's perspective was that "the value of the Lyceum is that it is relationship based....Those relationships can make a difference."

When Scholars Lyceum teachers were asked to agree or disagree with the statement, "Staff members share visions for school improvement that have an undeviating focus on student learning," 60% disagreed and 20% strongly disagreed. They also predominantly disagreed with the statement, "Shared values support norms of behavior that guide decisions about teaching and learning."

The level of commitment of teachers to the Scholars Lyceum and to each other was said to vary by teacher. Tyler reported,

Martha feels committed to it. I think Sandy does. Sam, of course. I think Stanley does too....I'm sure there's things that they don't like about it or whatever that they did, but that they're completely committed to students and they're always trying to work really hard for kids.

Martha reported similar thinking.

Sam aside, I'd say I'm pretty damned committed. Sandy's committed. Stanley's committed. Norman Stormaica is committed in a different way. It looks different but he's very committed to students. Lee has other issues but they're not lack of commitment. Jean's very committed. And Dee.

Samantha's thought was, "We've got some great new energy in the Scholars Lyceum this year, people who say 'We really want to do it' and who have full commitment to it." For Martha, the idea was that "everybody's committed to a certain level of success because we all want each other to be successful so our students can be successful."

Teacher turnover was a factor mentioned by half of the respondents. For some, like administration, the numbers were discouraging. "Staffing has always been in flux

because of all the budget cuts that have happened and because there's always shift. I mean, we haven't had the luxury of having the same Lyceum teachers forever because of all the shifts that we're forced to make." Byrd lost 13.5 teachers in the 2 years before the study and was expecting to lose 10 more in the coming year.

Not all teachers had a choice to teach in the Scholars Lyceum. Maria's example was given earlier. The administrator, Tyler, talked about some of the difficulties, aside from budget cuts, that hindered teachers either saying "No, thanks" or volunteering to work in the Scholars Lyceum.

Who works in the Scholars Lyceum is really pre-determined by licensure, especially in the science department. We have to be very specific on the licensure in order to be in there and we've got into such a lean place in our staffing that there are very few people in those three core departments that don't have to be in the Lyceum.

Norm reported another aspect of who did and did not teach in the Scholars Lyceum.

There certainly are teachers who have been here [at Byrd] for a long time and say, "I don't teach freshmen." For the most part, it's been people at the bottom of the totem poll or the younger people and that's like anything, if you're not willingly joining in, then you're just going to do what you have to do.

For others, such as Samantha, the issue of commitment was one of attachment. "Don't get too attached...because who knows what musical chair will end up going" when the budgets get tight. "The problem with smaller learning communities is that they're not funded and they do cost money."

Maria, Martha, Frank, and Samantha reported that there is no mentoring or orientation program for teachers new to the Scholars Lyceum. When respondents to

the PLCA-R survey were asked to agree or disagreed with the statement, “Opportunities exist for coaching and mentoring among staff members,” 80% of the respondents disagreed and more than half of those strongly disagreed.

Both Samantha and Norm would like teaching in the Scholars Lyceum to be a coveted job. Norm wanted other teachers to look at the Lyceum and think, “They're kind of having fun. Like they're excited about what they're doing. They're not always just sitting in the room with their kids. It's more dynamic. It's looking more interesting than what we're doing.” Samantha’s thinking was to have special recognition for teaching in the Scholars Lyceum.

I think we need to get something. We work on the first day of school when no one else is working. We come in for a meeting before school starts. We get paid for all of that but I don't think we get that much recognition. It's more about how we don't do well together. So, I really think we need to get a little more pat on the back, like, it's “freshman day off” or something.

Norm repeated his desire for the Scholars Lyceum to be a place people want to teach, where people “buy in” and say,

Yeah, that sounds like a good thing. I want to be a part of that. I want to kind of be a part of this Lyceum structure and teach differently and try something differently and kind of wrestle with it.

All teachers reported that there were no social interactions, such as potlucks, secret pals, birthday recognitions, book clubs, holiday gift exchanges, or other lighthearted activities among the teachers in the Scholars Lyceum. According to Martha, “I would not say there's a really high fun factor. When we get together we laugh and we joke with each other” but there is not a lot of professional socializing or team building.

There is little evidence that teachers in the Scholars Lyceum extend their roles beyond the classroom. Samantha officially transitioned into the leadership of the Lyceum in the spring of 2007, at which time her leadership was questioned by another Lyceum teacher.

When I first took over the Lyceum, I sent out something about a meeting at the end of the school year for the following year, about “Mark your calendars, this is when we’re going to meet in August before school starts.” And then one of the teachers, Darby, said, “I haven’t gotten any word that you’re the Lyceum coordinator. I need to hear from the administrator that you are the coordinator before I open your emails.”

The administrator sent the requested announcement.

Dana reported on the work that Samantha does in the role of Lead Teacher or coordinator for the Scholars Lyceum.

Sam is organized. She's been handling all the behind-the-scenes paperwork for the Lyceum. She helps us get started on the credit recovery and handles all the paperwork for that and she has the extra period for it, but handling all that is her work.

Other Lyceum teachers do not have leadership roles or take on extra tasks working with students. One opportunity for an extended role is an Advisory Committee for the current grant-funded project. The Advisory Committee was proposed to meet “monthly during the first 6 months of project implementation, and bi-monthly thereafter to remain apprised of project implementation, discuss activities and make recommendations for improvements as needed.” According to Tyler,

The only people who were willing to be on that Committee were the ones who just kind of wanted to know...what the dollars were. They weren’t really interested in the grant, they just wanted to make sure that nobody was doing anything funny, not in terms of misspending money, but, possibly planning something that they didn’t like.

The Advisory Committee at Byrd had been dissolved at the time of this study.

Tyler stated, “Getting people to be involved in things that are not during the school day is not an easy task with this particular school. And money is not enough of a driver here.” Samantha also said that money is not a motivator. “Obviously, it’s not a big motivator if I can’t get 12 people there after school even if I pay them. I have to do it all during school. So apparently, people don’t need money.”

At “Discover Byrd,” an evening session for parents and guardians of incoming ninth graders, Samantha had to be absent. Dana stepped in as the primary spokesperson. He said he did not usually take the lead and would not have done so if Samantha had been there. Dana led two of the three sessions that were given for parents. In the final session, Sandy became the spokesperson. While he talked, Sandy looked back to Dana frequently and by the mid-point of the session, Dana had stepped out front to take over from Sandy. Lee also spoke up. Not all 12 teachers attended all three sessions. There were between four and six teachers present for any session. By the third session, four teachers remained and the others had left the building.

Collegiality. Scholars Lyceum teachers do not observe each other as they teach. What Norm reported about Crane, he also applied to the Scholars Lyceum, “We haven’t...we’re not doing observing each other. We’re not looking very closely at our curriculums or grading or anything like that.” Samantha agreed that teachers do not go into each other’s classrooms and observe and give feedback. “It’s something that we’ve talked about doing with the subs. But, it hasn’t really happened.” Jean said that she and Stanley “talked about it. Stanley was going to come up to my room sometime

this semester and watch and then I was going to go to his room and watch.” That did not occur.

Responses to the PLCA-R statement, “Staff members provide feedback to peers related to instructional practices” ran to 90% disagreement with nearly half of those strongly disagreeing. Similarly, 80% of respondents disagreed that opportunities for coaching exist. Sixty percent of the respondents agreed that “opportunities exist for staff members to observe peers and offer encouragement” at the same time 30% disagreed strongly.

Tim Foreman, an advisor from an outside educational agency working with Critical Friends Groups in district schools, including Byrd, said that,

The protocols are in place to create a safer, most structured environment for sharing your practice. So, there are different protocols for receiving different kinds of feedback and for looking at different kinds of work. But the intent of the Critical Friends Group is that you are bringing work to the table that you want to get feedback on from your colleagues, whether it's a lesson plan that didn't go as well, an evaluation you're trying to figure out how to improve, a student you're stuck on and you want to help trying to figure out, when it's focused around collaboratively improving each other's practice.

At least four teachers in the Scholars Lyceum, spread across all four SLCs, have been trained as CFG facilitators. As noted before, protocols like those used in CFGs are not used in Scholars Lyceum meetings. Teachers also indicated that their CFG groups do not meet often and when they do meet, the conversations are not about instruction. Samantha stated, “Practice, curriculum, and instruction are not something that we really focus on in the Scholars Lyceum.”

Collaboration/Cooperation. Most Scholars Lyceum teachers, as well as administrators at Byrd judged the relationships in the Scholars Lyceum as collaborative and cooperative.

Tyler reported that the differing philosophies hinder greater collaboration.

They get in the way of working together to try new things, to try to get to where we want to go 'cause it's not about "My God! OK. I've got 60% of my kids failing right now. I'm not feeling, I'm not OK with this. What are you doing? So what are you doing with the kids who are failing?" Or "maybe we can try this." It's more of the "Well, they're just not taking care of their business. They're not turning in the work. They don't care about school. They don't come to class. So, I think that really gets in the way of collaboration.

Stan, one of six teachers who used the phrase, elaborated on his description of his smaller learning community as "individuals engaged in a joint venture."

We're all professionals with our own idea of what we believe is the right way to get things done so there. We're kind of doing our own thing but within the Lyceum, we're all doing our own thing to get our Crane students going. So the joint experience is molding our freshman into sophomores.

Norm added, "We don't have to function that much as a group."

Administration was uncertain how to proceed. When asked what she thought needed happen in order to enable Scholars Lyceum teachers to be more collegial or more bonded together in their interpersonal professional relationships, Tyler replied, "Oh, God. I don't know. I mean, if I really had that dialed, I could make millions of dollars for consulting around the country," followed by deep-throated laughter.

Individualism. Norm's declaration that "We don't have to function that much as a group" was reiterated by other teachers' statements. Stan said, "I have almost nothing to do with the other Scholars Lyceum teachers" outside Crane and Maria used

almost the same words, “I have nothing to do with the other freshmen or the other teachers.” Maria, who had been in the Scholars Lyceum for over half a year and who had been at Byrd 10 years asked the researcher how many Lyceums there were at Byrd. Jean did not have “any idea” who was in the other Lyceums. Dee reported, “We each are in our only little universe pretty much” both in Crane and in the full Scholars Lyceum. Dana remarked, “I think in teaching, you do still find yourselves isolated in your classroom, for the most part.”

According to Tyler, the Scholars Lyceum administrator, “I think we’re still pretty individualistic and don’t see the connection” between and among the Lyceum.

Norman’s perspective was, “We don’t really care about the 12 of us, because in the way we function, it serves very little purpose other than to hear some good ideas about what other people are doing.”

Trust within the Scholars Lyceum

Given the statement, “Teachers in this school trust each other” nine teachers in the Scholars Lyceum who expressed their agreement or disagreement were unanimous in saying anonymously that they agree. (One survey was returned with this answer blank. This was the only survey with a blank for any question.) The strength of the agreement was not unconditional; on a six-point scale from strongly disagree (0) to strongly agree (6), 78% of the respondents gave a “5” response and 22% gave a “6” response.

The Scholars Lyceum counselor, Frank Ross, expressed surprise that teachers would respond to the question that way. He was asked to elaborate.

I wouldn't imagine that Darby feels like he'd trust his team because he's had his little hissy fit. And I wouldn't say that Martha or Sandy would say they trust him. I don't have any perspective on Terry, what her feeling is about her team. She just kind of goes along and does her thing. She would never come down and complain against anybody. I don't know. Sometimes I think people go from a perspective of like, "We know what we have now. It could be worse," kind of thing and so, "it will do for now." It might come across as trusting.

All interviewees and focus group participants were asked what they thought trust meant. Their answers have been reported in the individual case reports. This section presents additional reports about competence, honesty, reliability, openness, benevolence, and vulnerability applicable to the full Scholars Lyceum.

Competence. The distinction between competence in content and curriculum and competence in dealing with students, raised by teachers as they discussed their own Lyceums, reappeared when informants talked about the Scholars Lyceum.

Norman reported,

I think there's a mixture of competent teachers, or I think that many of our teachers know their subjects excellently in the Lyceum. I'm not sure all of them know kids well, or well enough to be doing their job or they haven't figured out that piece.

Jean's view was that "the teachers know the subjects pretty well. Like, I would say they are competent in their topics. How competent they are teaching the kid the topic is a little questionable." Samantha asserted,

There are some colleagues that I work with that will work really hard at certain parts of their job while neglecting others. So, I can trust that they're going to be a hard worker. But I can't always trust that they're kind to the kids.... There are so many different things sometimes that make up a teacher.

"Some of us don't trust others to act in the student's best interest," Martha said. Asked to explain what she meant, she said,

When I see students failing at higher rates or I see students who are really openly unhappy in certain classes, then I feel that I can't trust those teachers to act and adjust to be flexible enough to serve the student needs. That's probably the hardest one for me on the issue of trust, I think. In terms of student relationships, I think some of the members of our Lyceum struggle, and I'm talking about the big Lyceum. I'm not just talking about my Lyceum.

Samantha questioned the competence of another English teacher with regard to curriculum. "It's so difficult now that I have credit recovery and I have some of her kids. They are thirsty. They are so thirsty just for one thing, one little comment on their paper, one little anything." Samantha also declared,

They turned in the same story for her and she emailed me last week, after the four of us, the English teachers in the Lyceum, decided this is what we're going to do, these are the basic requirements to pass credit recovery. And she's like, "They're turning in the same story as they did for me. That just doesn't seem fair." I'm like, "Why not? This is what we decided. They're going to rewrite it a whole bunch of times. They're going to make it up to a score of four in this, this, this, and this. I don't understand what the problem is." She never wrote me back.

On the Faculty Trust Survey, the statement, "Teachers in this school do their jobs well" helps to assess feelings that one's teaching colleagues are competent. Most respondents (90%) agreed with the statement: 60% at level "3," 20% at level "4," and 10% "strongly agree." Ten percent of the respondents gave a level "4" disagreement.

Reliability. Samantha asserted that the ability to depend on teachers in the Scholars Lyceum "ebbs and flows." Martha said the teachers in the Scholars Lyceum could depend on each other "to an extent."

To judge "reliability" the Faculty Trust Survey asked teachers the extent to which they agreed or disagreed with the statement, "Even in difficult situations, teachers in this school can depend on each other." Thirty percent disagreed with the

statement at a level “3.” The remaining 70% who agreed were split; 40% said they agreed at a level “4.” Twenty percent agreed at a level “5,” and 10% said they “strongly agree.”

Honesty. For Dana, all the teachers are “professionals.” “We all do our job...I think they all have integrity.” Norm stated, “I think people have a certain level of honesty. I think people are just as honest as they need to be with each other.”

Two statements on the Faculty Trust Survey addressed the idea of honesty. “Teachers in this school have faith in the integrity of their colleagues” received agreement from 80% of the respondents (50% at “4” and 30% at “5”) while 20% disagreed, answering with a “3.”

The second statement, “When teachers in this school tell you something, you can believe it,” also received agreement from 80% of the respondents (20% at “4,” 40% at “5,” and 20% at “strongly agree”). Again, 20% disagreed, answering with a “3.”

Openness. To Dana, open communication was number one in importance in the Scholars Lyceum. “Communication, that's got to be number one around your community, around your Lyceum.” Dana was willing to talk about what he saw in other Lyceum. “Lee’s group has the least amount of communication. Stanley’s, I think, is as good as ours. And I think Darby has a hard time communicating with his two. I think ours is great. We're checking in all the time.”

Norm’s perspective about openness was that it maybe existed in his team but “not so much as a whole group.” He added, “I know I am holding back because of the

group, for sure.” Stanley as well felt that his team, Crane, had “great communication” but “I don’t see it as a whole.”

The openness for Terry extended to talking about students. She stated she felt some embarrassment.

Well, if we have a meeting, if we have a larger meeting, if we're having problems, individually we can discuss them there or, sure, talk about frustrations especially like when we're talking about students. I know when I talked about how many failures I had for a semester, which was 39 out of 140 kids, I felt a little...almost embarrassed or felt responsible and it was hard to talk about.

That willingness to be open did not extend for Terry to observations of other teachers at work in their classrooms.

Samantha related that in Crow they were “open” in a way that was not the case in the full Scholars Lyceum.

We’re open enough with one another that we can say when we cross a line with one another....I get called out too when I do some of that, really just in my Lyceum. I wouldn’t feel comfortable doing that on a professional level with other Lyceums.

Nevertheless, last year she did “call out” teachers who were not in her Lyceum. “I remember telling two colleagues last year that they were being negative. I didn’t really want to do it but I got pushed to the extreme.” When Samantha told this story in more detail on another occasion, she added that they did not talk to her for two weeks but eventually softened.

Samantha was also not unwilling to speak to teachers about leaving early. She reported saying things such as,

“Oh, you’re going to go again?” or, “Oh, taking the day off, huh?” or, “Where were you the other day?” I am not one to mince words. I mean, like “Other people have to stay. You should have to stay too. This is not a voluntary thing.”

Openness about curriculum was important to Maria. She said other English teachers have

Really good curriculum, not necessarily that they’re as strict as I am, but, yeah, I really trust their curriculum and there is real openness and sharing of stuff and that’s really awesome, like, “Oh, I did this great lesson and it’s readily shared and then I’ll do a great...so there’s a lot of...nobody hoards their stuff at all. It’s all very open in English with the freshman and that’s nice.

Responses to the statement, “Teachers in this school are open with each other” on the Faculty Trust Survey were mixed, with 40% disagreeing and 60% agreeing. All responses were between “2” and “5.”

Benevolence. When a teacher in a focus group said she enjoys the structure of the Lyceum and the support from other teachers, other participants nodded and voiced their agreement. “I don’t know why someone would not want to teach in the Lyceum.”

Samantha said, “We definitely support each other, regardless of relationships.” People are willing to help, “they’re humble, they’re positive, and they lift you up when you’re not feeling so happy” was how Jean put it. “If one person is not doing well, we’ll pick up the slack for that person.”

Martha said, “People are patient and caring.” What she reported about benevolence in Condor was, for her, even truer of the Scholars Lyceum.

When I think of the highly supportive relationships I have, there are people I can go to and say, “Will you cover my class for 5 minutes?” or “I don’t know how to teach this, can you give me an idea?” or “I’m overwhelmed by this; help!” or “I’m having a terrible day with this student or this co-worker or this

administrator or this philosophy or the death of my student or whatever, can I just come in here and vent?" So I think of all those things, personal and professional. It's the kids, it's the content, you're there for each other, whatever.

The Faculty Trust Survey measured benevolence with the statement, "Teachers in this school typically look out for each other." Respondents universally agreed, 70% at a "4" and 30% at a "5."

Vulnerability. For Stanley, being vulnerable was being willing "to be assessed by your colleagues" who directly observed one's teaching. He said, "There's been none of that" in the Scholars Lyceum. His colleague in Crane, Norman, believed that "we don't do a lot of things that make us vulnerable." The teachers in the Scholars Lyceum do not observe each other teaching. "We're not looking very closely at our curriculums or grading or anything like that. We have conversations but we're not really getting in there and allowing people" to see other teachers' practice.

Maria saw vulnerability as "fairly irrelevant somehow." She talked through a variety of ways teachers might be vulnerable, such as not knowing the curriculum or struggling with a student, and finally said, "But it doesn't, that doesn't feel particularly vulnerable to me."

Vulnerability was related to the willingness to take risks. In the Scholars Lyceum, the willingness to take a risk and try new things was, in Tyler's view, hard for teachers. "Taking action is hard for people because...if you don't take action, then it's not your fault if you fail." Further, she thought the philosophical differences among the teachers "get in the way of working together to try new things." For Tyler, as the administrator, "The thing that's hardest for me which makes it important for me

is trying to figure out how to get people to the ‘we-can, let’s-try’ place ‘cause I think that’s the biggest thing that’s stopping the Lyceums.”

Jean wanted whatever professional development was needed to get the teachers to that place of “let’s try.” Given one minute to talk to the superintendent of her school district, Jean would have said, “We probably need a lot of time for professional development on how we can have trusting relationships. We have that common assumed trust but how do we get to the next level where our trust actually helps our kids?” Asked to explain what she meant by “the next level,” she said

I would say like more sharing or collaborating with the curriculum and it might not but it could crash and burn. Like, if we try to do something with math, English, and science together, literally, it could crash and burn. But you got to have that trust that it won’t. Everybody is going to trust that everybody is trying their hardest to make it work so the kids get everything out of it.

Scholars Lyceum Summary

The findings regarding the relationship of trust, collegiality, and community in the Byrd High School Scholars Lyceum were drawn from observations, interviews, focus groups, surveys, and documents.

The meetings of the full Scholars Lyceum follow a routine, which included time for the individual Lyceums to meet, time that was usually abandoned as the operational items on the agenda took more time than expected. Teachers expressed disinterest in the large meetings in a variety of ways. Another way that teachers met across the Lyceum was by meeting in subject area teams. Coordination of curriculum across the Lyceums via those meetings was greatest for math and least for science.

Most but not all teachers thought that the Scholars Lyceum as a whole was less collegial or collaborative than their own Lyceum. The vision of the Scholars Lyceum was to help make the freshmen academically successful. Activities toward that end were not the same throughout the Lyceum. Philosophical differences, noted in the individual cases, were also noted across the Lyceum. In at least one person's opinion, those differences hindered trying new things.

Commitment to the Scholars Lyceum varied, as did each teacher's choice to be in the Scholars Lyceum or not. Teacher turnover and licensure issues played a role. No mentoring or induction practices were in place to welcome or guide in teachers new to the Scholars Lyceum. There was a desire to make the Lyceum a place where people want to work.

Limited opportunities existed for extending the role of teachers beyond the classroom. Leadership was handled by one teacher as the Scholars Lyceum coordinator or Lead Teacher. She was perceived as not having a clear or consistent idea of where the Lyceum was headed.

Teachers were of one voice in stating that other teachers are congenial and that all the Scholars Lyceum teachers get along. They did not all know each other well. Most were not sure what was happening in other Lyceums and one or two did not know who was teaching in the other Lyceums.

Varying levels of the elements of trust were noted. Competence for the Scholars Lyceum teachers had two components, content and relationships. Teachers were not all competent in both. Reliability and honesty had some qualifiers. Openness

was seen as highly important. Teachers were not universally open in the Scholars Lyceum, nor was vulnerability a common feature of relationships. Benevolence, or “support” as many called it, was felt by all.

Summary of the Results

This chapter provided the findings of research regarding interpersonal professional relationships and trust in the Scholars Lyceum, a smaller learning community for ninth grade students at Byrd High School in the Pacific Northwest. The Scholars Lyceum is really four smaller learning communities, each with its own group of students and its own three teachers in the core subject areas of English, math, and science.

Findings for each Lyceum as well the larger Scholars Lyceum were analyzed and presented for key frameworks. Frameworks found in the literature included characteristics of four kinds of interpersonal professional relationships: community, collegiality, collaboration/cooperation, and individualism; and six characteristics present in working relationships when there is trust: open communication, reliability, competence, honesty, benevolence, and vulnerability. Frameworks that developed during the course of the study included proximity, the organization of the Lyceum Literacy class, and meeting time and meeting behaviors.

Differences between the four Lyceums are evident. The interpretations and implications of those differences are presented in chapter 5.

CHAPTER V

INTERPRETATIONS, ASSERTIONS, AND RECOMMENDATIONS

Introduction

The complex relationship of trust and interpersonal professional relationships in educational settings was worthy of in-depth scrutiny. This study examined that relationship with special attention to trust, collegiality, and community, and how trust might be a factor in the development of collegiality and community in several smaller learning communities (SLCs) formed inside a large, comprehensive high school. Using each smaller learning community as an embedded case study, data were collected using focus groups, observations of teacher interactions, documents, personal interviews, and quantitative surveys. Given the findings from each case, this chapter offers interpretations of the findings, draws conclusions based on the propositions in chapter 3, and makes recommendations for school leaders. This chapter also notes the limitations of this study as well as the possibilities for further research.

Review of the Study

The purpose of this study was to examine and describe the interplay of trust in interpersonal professional relationships, especially those working relationships in smaller learning communities that could be called collegial or communal, in order to better inform our educational practices as leaders. Research by Barth (1990), Bryk and

Driscoll (1988), Costello (1987), Deal and Peterson (1999), Hord and Sommers (2008) and others concludes that the interactions in teacher relationships defined as collegiality and community work in favor of improved student achievement and student performance. Bryk and Schneider (2002), Hoy (2002), and Tschannen-Moran et al. (2006) demonstrated that trust in schools and faculty trust are the keys to better student achievement. Hipp (2003) is not alone in finding that trust is the foundation of a learning community that is successful in raising student achievement. Hence, it behooves school leaders to strive to develop trusting relationships of collegiality and community among teachers.

The primary research questions of this study were

- In an educational context, what is the relationship of trust, collegiality, and community?
- How does trust contribute to the development of collegiality and community in a smaller learning community (SLC)?

To discover answers to those questions, a comprehensive high school that had formed smaller learning communities was selected. The school's ninth grade had been recrafted 5 years earlier as a smaller learning community and within the ninth grade, four smaller learning communities were organized. All ninth grade students were assigned to one of the four SLCs, with a team of three teachers in each SLC.

The study began with survey data and document examination. Focus groups, interviews, and frequent on-site observations followed, using the methodology approved by the Human Subjects Research Committee (Appendix A). Data were

collected and analyzed, with constant attention to the research questions. The research questions provided etic themes for the analysis and interpretation of findings: community, collegiality, collaboration/cooperation, individualism, openness, honesty, competence, reliability, benevolence, and vulnerability. In addition, the data suggested emic issues relevant to the research questions: proximity; longevity, transience, and choice in teaching assignment; the organization and use of meeting time; and the style of working with students during Lyceum Literacy classes. Data were coded to reflect the themes and subthemes, starting with a provisional list of codes as research was progressing and concluding with a final list of codes when data collection was complete (Miles & Huberman, 1994).

The findings were presented as “portrayals” (Piantanida & Garman, 1999) for each embedded case and for the ninth grade smaller learning community as a whole, using the etic and emic themes as a method of organization.

Just as “there is no particular moment when data gathering begins” (Stake, 1995, p. 49) and “there is no particular moment when data analysis begins” (Stake, 1995, p. 71), so too there was no particular moment when interpretation of the findings began. Piantanida and Garman (1999) viewed this reiterative process as “cycles of deliberation.” The fifth cycle concludes with “deliberating about the meanings embedded within the records” (Piantanida & Garman, 1999, p. 172).

Deliberation and interpretation, or the “effort to make sense of things” (Stake, 1995, p. 72) was a never-ending part of the study. For example, marginal notes were made as focus groups or interviewees were talking and data displays were constructed

as the cases were analyzed (Huberman, 1993). The deliberations resulted in what Stake (2006) called “assertions” being made about trust in the interpersonal professional relationships in the smaller learning communities under study.

Interpretation of the Findings

The research questions were answered by first analyzing the kinds of interpersonal professional relationships existing in the cases that were studied, as suggested by the data, and then by examining the data for evidence regarding the trust within those relationships.

This interpretation of the findings about the interpersonal professional relationships in the Byrd cases discusses the data from the perspective of the defining characteristics of each level of relationship, as summarized in Figure 6. After drawing conclusions about the general level of interpersonal professional relationships in the cases, the relative presence or absence of trust in the existing relationships is examined. References are made to the literature on which this study was built. Emic factors are discussed. Finally, the studied cases are compared to the Exemplary Case Scenario (Appendix X), evaluating the comparison and drawing further conclusions.

Levels of Relationships in Smaller Learning Communities

The intent of this study, to better understand the relationship of trust to community and collegiality, requires that the relationships in the Scholars Lyceum and the individual Lyceums be examined for their levels of community and collegiality. In the course of this examination, indicators of relationships of collaboration/cooperation and of individualism surface as well.

Community

To show that faculty members form a community, seven characteristics which should most commonly be present are (a) common norms, goals, and values, reflected in day-to-day actions (Bryk & Driscoll, 1988; DuFour et al., 2006; Glascock, 2002; Louis et al., 1995); (b) commitment to each other and the team in thick, interdependent relationships that lean heavily on the familial and not the bureaucratic (Achinstein, 2002; Bryk & Driscoll, 1988; Newmann et al., 1989; Raywid, 1993; Sergiovanni, 1994b); (c) open and honest communication (DuFour et al., 2006; Flynn & Innes, 1992; Lehman, 1993; Meier, 2002; R. C. Solomon & Flores, 2001); (d) accountability to each other (Barth, 1990; Little, 2006; Raywid, 1993; Sergiovanni 1994a); (e) a willingness to serve in extended, non-mandatory roles (Bryk & Driscoll, 1988; Deluga, 1994; Wehlage et al., 1989); (f) social interactions that show an ethic of caring (Bryk & Driscoll, 1988; Chan-Remka, 2007; Flynn & Innes, 1992); and (g) shared practice (DuFour et al., 2006; Hord & Sommers, 2008).

No case in this study offered an example of a true educational community. Each case had significantly fewer characteristics than would be necessary to describe it as a community.

Common norms, values, goals and a common agenda of activities. Most notably missing from all five cases were shared norms, values, and a common agenda of activities. The only goal shared by most or all teachers in the Scholars Lyceum was helping freshmen be successful in the transition from eighth grade to high school, in

order that they might be more successful throughout their high school years. As Norm Stormaica noted, there was no goal beyond that.

Furthermore, there was also little or no collective action to reach the goal. The four Lyceums did not pursue common agendas for students' behavior or student learning; they did not have common expectations for students. For example, students in one Lyceum were required to have and use a planner, the others were not.

How each Lyceum decided to structure and organize its Lyceum Literacy class is remarkably indicative of the overall nature of the interpersonal professional relationships of the teachers in the Scholars Lyceum as well as in the individual Lyceums. Lyceum Literacy classes were organized in three different ways.

In both Crow and Crane, all three teachers started the class each day by meeting with all of the students, then splitting off according to student needs. In Condor, two teachers met and assigned students while the third teacher barely participated. Cormorant teachers remained in their individual classrooms during Lyceum Literacy and the students chose for themselves where they would go.

Louis et al. (1995) stated that in a community, teachers have a core of shared values about what students should learn and about how staff and students should behave. In the Scholars Lyceum, norms of professional behavior for teachers and norms of academic behavior for students varied with the teacher, expectations having not been clearly and collectively set by the 12 teachers in the Scholars Lyceum. Numerous comments about "philosophical differences" from several sources indicated that these differences were allowed to exist and that no significant effort was made to

arrive at common norms consistently applied though a common agenda of activities. Philosophical differences were accepted as “just the way it is.”

This was particularly evident, from the teachers’ points of view, in the varying types of relationships teachers had with students. Teachers readily expressed their concerns about the uncaring treatment students received at the hands of some teachers in the Scholars Lyceum. While respectfully granting that the teachers were good at what they taught, the attendant comment was that the teachers were not so good at building the relationships with students that could help reluctant learners engage in school. Scholars Lyceum teachers did not share common values about the nature of their student interactions.

Interdependence and commitment. Sometimes an absence of data can be as telling as an abundance of data. This may be the case with regard to thick relationships of interdependence that would indicate community.

No one described the Scholars Lyceum or their own Lyceums as feeling like a family. Informants who said that at some other time they had experienced that kind of personal professional interaction in education, either at Byrd or in smaller learning communities in other schools, said the relationships in the Scholars Lyceum did not feel interdependent or like family. The feeling or sense of inclusiveness that Raywid (1993) attributed to community is not demonstrated in the data about the Scholars Lyceum collected in this study. The lack of interdisciplinary lessons or team teaching suggests that the interdependence among peers required for community is missing (Newman et al., 1989). When teachers say of their colleagues, “I don’t know what I

would rely on them for,” the mutual obligations that Sergiovanni (1994a) saw as part of community do not exist.

Commitment as a characteristic of community is documented by Bryk and Driscoll (1988) among others. To a certain extent, some of the teachers in the Scholars Lyceum are committed to each other and to the success of their teaching colleagues as well as to the success of the Scholars Lyceum. Several teachers in this study reported being “committed.” Informants also named others whom they thought were “committed.” Four or five teachers were so named, a little more than one quarter of the Scholars Lyceum teachers. In addition, the data seem to indicate that these reports were of the teachers being committed to their students far more than this being a commitment to the team. “We care about the kids” was a frequent comment. At the same time, informants were willing to discuss who was not committed; i.e., who goes home early, who “wants out,” who is in teaching for the “wrong reasons.”

Commitment to the team is mitigated by the voluntary or involuntary assignment of teachers to the Scholars Lyceum. Several teachers named as “committed” were in the Scholars Lyceum voluntarily because they had prior positive experiences in other smaller learning communities.

On the other hand, declining enrollments, master schedule dictates, and decreasing budgets made teaching in the Lyceum the only assignment available for some teachers. One teacher spoke often about her unhappiness with her involuntary placement in the Scholars Lyceum. Another teacher made it well known to administration that he did not want to be teaching in the Scholars Lyceum. Neither of

those teachers was proactive in seeking out other Scholars Lyceum teachers with whom to discuss instructional practices or other professional concerns. Both of those teachers removed themselves from interactions with other Lyceum teachers whenever possible.

Open, honest communication. A key feature of communities and of trust is open and honest communication (DuFour et al., 2006; Flynn & Innes, 1992; Tschannen-Moran, 2004). While not entirely missing from the evidence about the Scholars Lyceum, there is data to indicate that not all teachers could be honest with each other. In some cases, the teachers simply did not speak their minds, whether it was to question how someone else works or to hold others accountable to do what they said they would do, i.e., to be reliable.

In one instance of open and honest communication, a Lyceum teacher asked to see the test that another teacher in her own Lyceum was giving to students. The outcome was fear on the part of the second teacher about what was really being asked and whether or not he was being challenged.

Focus group participants stated that they were glad their group was composed as it had been, because if their own Lyceum members had been in the conversations, they would not have spoken openly. Observed discussions also revealed the same hesitation to speak about substantive issues.

Accountability. In a community, teachers feel personal accountability to their peers (Wehlage et al., 1989). Accountability in the literature has two components. Primarily, accountability means sharing the blame as well as the credit, sharing

mistakes and successes (Barth, 1990, Little, 2006). This accountability is a form of shared power (Edgar & Warren, 1969; Luhmann, 1973/1979; Zand, 1997) and shared decision making (Achinstein, 2002; Shields, 2000; Tschannen-Moran, 1998) by which teachers are empowered to take risks in an attempt to improve education. If the risk proves successful, all share the credit. If the risk fails, all share the blame professionally without shame or guilt. Teachers in the Scholars Lyceum do not share power or feel empowered. The Lead Teacher takes the lead and others are willing to follow but say they do not want to step out to lead or to share the lead.

In the Scholars Lyceum, observed and reported discussions were not about successes or mistakes, as the teachers had not tried anything significantly new or risky. With few exceptions, formal and informal discussions among teachers centered on problems, either structural or with students, usually without looking for solutions. The exceptions, when teachers did discuss and share successes and mistakes, were predominantly recitations by teachers of something in their own classrooms that worked or did not work. They were not examples of shared efforts that paid off or backfired.

Secondarily, accountability means reliability. Teachers have mutual obligations and responsibilities to each other, to their team, and to students (Little, 2006; Sergiovanni, 1994b). In the Scholars Lyceum, informants repeated examples of teachers who were not reliable. One team member out of three would be the only one to do something that all had promised to do, such as calling home. "Follow through" was considered a problem. Teachers were described as "50% reliable." Teachers did

not meet when they were supposed to, choosing instead to leave the building. Other teachers remained silent, choosing not to speak up about these things to their peers.

Reliability is also an element of trust (Hoy et al., 2006; Sztompka, 1999; Tschannen-Moran, 2004). Like honesty and open communication, reliability seemed to be a facet of trust that teachers wanted to believe other teachers exhibited, but strong examples of unreliability were presented in nearly every interview. The administrator and Lead Teacher were not reliable in carrying out the terms of the grant narrative. Teachers said they could not rely on their colleagues to do what they said they would do. Teachers were said to be unreliable in how they used the Friday afternoon times intended for collaboration. So while teachers could rely on each other to cover a class or generally be discreet, some had a sense that for more serious or consequential tasks, teachers were not reliable. One teacher simply could not comprehend why she would need another teacher to be reliable.

When the Scholars Lyceum Lead Teacher chastised teachers for leaving early, she was attempting to hold teachers accountable at least for using wisely the time when substitute teachers were available so that Lyceum teachers could meet and collaborate. Other teachers however, while upset that teachers in their own Lyceums left early, did not speak up and hold their peers accountable to be present.

Without shared norms of behavior or shared expectations for teachers and students, accountability to one another for adhering to the norms was not possible. Without common norms and a common goal beyond “student success,” there was nothing to be held accountable for.

Extended roles. In a community, roles extend beyond the classroom into other areas of school life and there is a willingness on the part of teachers to serve in those non-mandatory extra-role capacities (Bryk & Driscoll, 1988; Deluga, 1994; Wehlage et al., 1989). In the Scholars Lyceum, such extended roles were missing.

The Lead Teacher role was a paid duty, with salary and an extra preparation period as benefits. One of the teachers took the place of the Lead Teacher as spokesperson for the Scholars Lyceum when the Lead Teacher had to miss an event, but the teacher admitted to not stepping forward regularly to do more than teach and no other teachers stepped forward to lead. Grant funds were available to subsidize any extra duties or roles any teacher took on. Still, teachers were not motivated even by the possibility of this money to take on extended roles or responsibilities.

Social interactions. A defining attribute of interpersonal professional relationships that are communal is socializing with colleagues. Wehlage et al. (1989) has maintained that in a community, close working relationships and a spirit of camaraderie exist. Bryk and Driscoll (1988) referred to a distinctive pattern of social relations that shows an ethic of caring. In communities, there is a significant commitment to rejoice together, mourn together, delight in each other, and make others' conditions our own (Flynn & Innes, 1992).

Teachers do not have to interact socially outside of school for this trait to exist. They merely have to have a warm enough relationship that they enjoy being together as professionals, with lighthearted moments amid their professional endeavors (Bryk & Driscoll, 1988).

With the exception of some socializing between two teachers in Crow and among the three teachers in Crane, there is no evidence of social interactions and there are statements that the teachers in the Scholars Lyceum do not enjoy any light-hearted events together. Without these, they have less opportunity to know each other well enough to feel that making themselves vulnerable, an element of trust, is safe.

Shared practice. Mutual observation of practice and the constructive criticism of instructional practices are characteristics of collegiality that form the foundation or core of interpersonal professional relationships of community. According to Little (2006), teachers in a community engage in reflective dialogue and practices supportive of their own and their students' learning. In a community, teachers share their practice with each other, through observation and professional dialogue, both formal and informal (DuFour et al., 2006). Hord (1998) said teachers share their personal practice in communities.

While data collected in this study state that in the high school, teachers informally share ideas and suggestions, there is no evidence to document that teaching practices are discussed in depth or that there are rich and informative conversations about instructional practices. During the past 5 years there had been no mutual observation of teaching practices in either the Lyceums or the Scholars Lyceum. Neither had there been constructive criticism of practices and procedures based on such observations. One teacher who wanted to observe others said she did not have enough "faith" in her own work to presume to offer advice to others and another

teacher said that even though she was more experienced than her colleagues she would nevertheless not give advice to others.

There were also no opportunities in the Lyceums or the Scholars Lyceum for peer coaching or for mentoring of other teachers, either when they began teaching in the Scholars Lyceum or when experienced teachers sought to improve their instructional abilities.

Student work was not a subject of conversation. The conversations in meetings and in other professional interactions of teachers in the Lyceums and in the Scholars Lyceum were consistently about safe topics such as students' behavior or operational matters. Grades and other information about student success brought to the meetings was presented but not discussed. It can be fairly safely reported that shared practice as a community does not occur in the Scholars Lyceum.

The conclusion from these findings is that teachers in the Scholars Lyceum at Byrd do not have an interpersonal professional relationship that can be called a community, in spite of their smaller learning community label. This conclusion, based on the researcher's interpretation of data from observations, interviews, and focus groups, is supported by the informants own perceptions. When asked to place the Scholars Lyceum and their own individual Lyceums on the pyramid of interpersonal professional relationships in education (Appendix V), not one of 12 respondents chose community.

Collegiality

The data also strongly suggest that the teachers in the Scholars Lyceum do not have an interpersonal professional relationship of collegiality. Again, this interpretation is supported by participants' self-perceptions. Only 2 out of 12 respondents selected collegiality on the pyramid of interpersonal professional relationships (Appendix V) as describing the Scholars Lyceum; 10 chose collaboration/cooperation. Examination of the data from observations and the reports of the study participants in light of the characteristics of collegiality confirms this conclusion.

Several of the characteristics of collegiality are also part of the bigger relationship of community and thus have already been discussed here. These include that teachers observe each other and share their practices (Little, 1981), which is fundamental to relationships at the level of collegiality and is then required of a community; that teachers share successes and mistakes (Fullan & Hargreaves, 1996), part of accountability; and that teachers have shared norms of professional behavior (Deal & Peterson, 1990), a subset of the common norms and values of community.

Other defining characteristics of collegiality include that professional work on curriculum and teaching is planned, observed, and carried out in concert (Huberman, 1993; Little, 1981); teachers demonstrate respect and regard for one another (Villani, 1996); and teachers are supportive of one another's professional efforts (Wehlage et al., 1989).

Sharing work on curriculum and instruction. Voluntarily working with other teachers to develop curriculum and lessons, to design and carry out action research, or to engage professionally on other aspects of teaching and learning are evidence of collegiality (Cochran-Smith & Lytle, 1992; Little, 1981). (The voluntary aspect and the integrated, interdependent nature of this work are what set collegial interactions apart from collaboration.)

Evidence that the teachers in the Scholars Lyceum do any of these things is scarce. One or two respondents indicated that they would like to work with others and be more interdisciplinary in their approach to teaching their subject, but in 5 years it has not happened.

Teachers do not team teach and have not done so at any time in the 5 years of the Scholars Lyceum. Curriculum overlap or coordination is infrequent at best and may be haphazard or accidental. What shared work occurs is within disciplines, not within Lyceums and not across the Scholars Lyceum generally. Said one teacher, “pretty much I do my own curriculum.”

Nearly all respondents disagreed with the statement that teachers provide feedback to other teachers related to teaching practices.

Respect and support for professional efforts. Teachers could name teachers in the Scholars Lyceum they do not respect as quickly as they could say that they respect their colleagues in general.

Being supportive of the professional efforts of other teachers and seeking the help of other teachers are additional defining characteristics of collegiality (Lortie,

1975; Wehlage et al., 1989). When interviewees and focus group participants spoke about their peers being supportive, it was typically in relation to personal events in their lives, such as family deaths. Support for professional efforts extended to teachers' working relationships with students and to help when one did not know how to do something. Others were "generous with their knowledge" However, there was not support for professional endeavors such as action research, shared curriculum planning across the three disciplines in the Scholars Lyceum, or the development and delivery of shared curriculum and shared lessons for the Lyceum Literacy class.

Collaboration/Cooperation

The defining characteristics of collaboration/cooperation are more aligned to the data on the cases in this study than are the characteristics of community or collegiality. Asked to give their own perception of the working relationships in the Scholars Lyceum, 83% of respondents placed their interactions in the Scholars Lyceum at the collaboration/cooperation level; 70% put the interpersonal professional relationships in their own Lyceum in this category.

Collaboration and cooperation are often interchangeable in the literature. While they are admittedly different, for this study they were combined because of their similarity to each other and their significant difference from collegiality and from community.

Collaboration/cooperation requires that teachers engage in joint activities where the outcome requires the work of both or all of the teachers (Williams, 1988).

Teachers work together and share information about school matters (Chan-Remka, 2007; Du Four et al., 2006).

For some educational work, teaming is the best way to accomplish the task (Deutsch, 1949). The teaming may be enforced or required by superiors (A. Hargreaves, 1989) but it is nevertheless teaming.

Teaming as the best way to accomplish a task. The teachers in the Scholars Lyceum seem to have the sort of interpersonal professional relationship that causes them to come together for limited sorts of professional work. They come together as needed to work with their group of students, as in the Lyceum Literacy class, although they do not have a shared curriculum for the class. The teachers have meeting time when they could accomplish specific assignments together if they were given such assignments. The teaming does not extend itself into the collegial work necessary to change instructional practices or structural conditions.

Interaction on school matters. Chan-Remka (2007) argued that collaboration means teachers interact to share information on school operational matters, including the instructional program, restructuring efforts, and reform initiatives. The meetings of Scholars Lyceum teachers seem to be about “school matters.” In the earlier discussion of community, it was noted that conversations in meetings were not about instruction, learning, or student work. Rather they revolved around “safer” topics such as upcoming events, grant funding, and day-to-day school operations. Data brought to the meetings was either not discussed or discussed without serious depth of analysis.

At least three afternoons each week at Byrd were designated for collaboration and professional development activities, and the Scholars Lyceum received a fourth afternoon for collaboration as individual Lyceum teams. The data indicate that the time for professional development was not used in ways the teachers thought was productive. For example, there had never been professional development devoted to ways of working together in a smaller learning community or best practices in smaller learning communities. There had also never been professional development opportunities that might have lead to a greater sense of “team” among Scholars Lyceum teachers.

Meetings of teachers of like subject areas in the Scholars Lyceum occurred monthly. Teachers spoke of the open sharing of curriculum but not of the collaborative design of curriculum, with the exception of the math department.

The weekly meetings of the Lyceum teachers for collaboration and planning did not occur as intended. At first, the meetings were more conversations about students instead of collaborative work on a task that would benefit the team and the Scholars Lyceum. Increasingly, teachers “ditched” the meetings and either left the building or simply did not meet, leading to the elimination of the meeting time as this study was concluding. Meetings of the full faculty of the Scholars Lyceum were infrequent and, as noted, dealt primarily with operational issues.

Teachers indicated that they liked sharing students with other teachers and they enjoyed the opportunity to come together and discuss students and their experiences with students in their classes, hoping that by doing so, they could all find ways to

connect with the students. Huberman (1993) used such conversations as examples of individualism and says they are, “undifferentiated, unicausal, and conducted more in a narrative mode than in a descriptive or clinical idiom” (p. 17). They are discussions of problems encountered at the classroom level, not at the team level, and they are primarily ritualistic “war stories” with only cathartic value (p. 25). This researcher concludes that the conversations about students, while being safe and suffering from superficiality, were nevertheless among the more collaborative/cooperative interactions teachers had.

An opportunity to observe Scholars Lyceum teachers working together was the night of “Discover Byrd,” a night for eighth graders to visit the high school they might attend. The 12 Scholars Lyceum teachers could have worked together to make presentations to parents of incoming ninth graders. They did not. Each teacher chose instead to attend one or sometimes two of the sessions rather than all three. Only one or two teachers spoke in each session, the others simply being introduced and then standing back.

One other characteristic of collaboration/cooperation is getting along with other teachers. For the most part, the teachers in the Scholars Lyceum express their liking of each other. They are polite, respectful, diplomatic, and congenial. While all express that they like each other, at least one teacher does not feel liked. That teacher believes the others are “out to get me.”

Embedded cases. Two of the embedded cases in this study, Crow and Crane, had some characteristics of collegiality but not enough of those traits for the

interactions to be called predominantly collegial. Both Crow and Crane showed evidence of shared norms of professional behavior within their individual Lyceums although the norms in Crow differed from the norms in Crane. Crane showed evidence of more honest and open communication between teachers than Crow, primarily because one teacher in Crow did not speak her mind for fear of unknown repercussions from the two teachers in Crow she believed to be more powerful than she.

Data about Condor demonstrate the characteristics most like those described as collaborative/cooperative. In Condor, two teachers worked closely together and were more collegial than merely collaborative/cooperative. It was the third teacher who brought the general nature of the interpersonal professional relationships in Condor to the level of collaboration/cooperation.

Individualism

Individualism is a familiar and traditional way of being for teachers (Huberman, 1993). “Teachers work largely alone” (Lortie, 1975, p. 76). The Scholars Lyceum teachers were not an exception to this tradition. The defining characteristics of individualism are autonomy, privacy, and isolation. The term “parallel play” describes teacher interactions that are individualistic (Barth, 1990). These can be seen in the Scholars Lyceum.

There are certainly teachers in the Scholars Lyceum who “do their own thing.” Teachers describe themselves as “off in their own universes.” Some teachers do not

know how many Lyceums make up the Scholars Lyceum; other teachers do not know who teaches in the Lyceums other than their own.

The suggestion had been made in the past that the 12 teachers get together and develop big, thematic projects that each subject could take part of as their curriculum. It was said to have never happened because each teacher had her or his own curriculum to cover.

Teachers said they had almost nothing to do with the other Scholars Lyceum teachers. “We don’t really care about the 12 of us because in the way we function, it serves very little purpose.”

Embedded case. Cormorant, while exhibiting some characteristics of collaboration/cooperation, was most characterized by individualism. The teachers in Cormorant got along and they interacted on school matters when they had to. There is no evidence that they sought each other’s help; the evidence supports that for the most part, they “go it alone.” They felt supported by other Cormorant teachers but they did not rely on each other. One teacher in Cormorant did not know what she would rely on them for.

Of the 12 individuals in this study who defined the relationships of teachers in the Scholars Lyceum, only one believed that the Scholars Lyceum relationships were higher on the pyramid than the relationships in their own Lyceums. That teacher was in Cormorant.

Conclusions Regarding Interpersonal Professional Relationships

The cases in this study all exhibit interpersonal professional relationships that fall somewhere “short” of community or collegiality. The cases do not fall solidly and solely in one level of relationships. Instead, each of the five cases is predominantly at one level, while exhibiting one or two traits from another level. The Scholars Lyceum was predominantly collaborative/cooperative with some individualism. Crane and Crow were collaborative/cooperative with elements of collegiality. Condor was collaborative/cooperative with collegiality among two members and individualism evident in the behavior of the third member. Cormorant was predominantly individualistic.

*Presence or Absence of Trust
in Smaller Learning Communities*

In spite of the fact that the SLCs studied did not display the defining characteristics of either community or collegiality, it is still possible to draw conclusions about the trust in the relationships that did exist.

For purposes of this study, trust is a person’s voluntary willingness to be vulnerable to colleagues with the expectation that by doing so, positive outcomes for students and faculty will occur. This definition relies on six attributes of behavior that can be observed and discussed in educational settings to demonstrate that trust exists: vulnerability, honesty, openness, reliability, competence, and benevolence (Hoy et al., 2006; Mishra, 1996; Tschannen-Moran 2004).

Vulnerability

There was limited evidence of a willingness to be vulnerable in the relationships of any Lyceum or across the Scholars Lyceum. One teacher said she would ask for advice if she trusted her colleagues. Another teacher failed to understand how being vulnerable to one's colleagues was relevant to teaching. When teachers spoke about vulnerability, they gave hypothetical examples, not real examples from their own interactions with others.

Risk-taking, which is what makes one vulnerable, was not observed or noted by participants in the study to be a feature of the relationships in the Scholars Lyceum. More than one respondent talked about wanting to get the teachers to a risk-taking place of "let's try" even knowing that it might "crash and burn."

Vulnerability was associated with being honest for some. The fact that a teacher could be honest, knowing that the teacher listening would not repeat the information to others meant that the teacher was vulnerable. However, this is not vulnerability about professional practices that might lead to positive outcomes for students and faculty. Teachers recognized the vulnerability associated with being observed by peers and noted that such observations did not occur in the Scholars Lyceum.

This quite fundamental element of trust was not present in these SLCs.

Honesty

Some teachers said that everyone in the Scholars Lyceum could be honest with each other. The illusion of honesty for some was contradicted by the private

statements of others that they could not be honest. Completely open and honest communication was an established and regular practice of the relationships in no more than one Lyceum, and was not apparent in the Scholars Lyceum.

As focus group participants agreed, it was not that teachers were dishonest; it was just that they were only as honest as they needed to be to get along.

Openness

Openness and open communication is closely related to honesty. It was easy for the participants in the study to confuse the two. Openness was defined for them as open communication and an open sharing of information.

Teachers seemed to feel that this was the most important attribute of trust. They consistently presented examples of asking for and getting information from others that helped them in their work with students. Teachers discussed how willing everyone was to share lessons and curriculum. There was a sense that openness allowed teachers to ask each other for things.

In one Lyceum two teachers strongly believed that there was open communication and thought that was the reason that their Lyceum worked so well. At the same time, the third teacher spoke about the lack of openness, citing the inability to discuss certain things with the other two teachers. Similarly, in each of the other three Lyceums, two of the teachers had distinctively more open communication with each other than either of them had with the third teacher.

Two participants commented on the “talking behind people’s backs” that went on in the Scholars Lyceum. One teacher admitted that he did was guilty of having done it.

Open communication is a feature of the interpersonal professional relationships in the Scholars Lyceum, but not to the extent some believe.

Reliability

Reliability was one of the most common elements of trust mentioned by the participants in this study. Whether or not teachers in the Scholars Lyceum were reliable was not nearly so clear. Some teachers said they could depend on or count on the other teachers to cover for them if they had to be gone. Several teachers expressed that they could not rely on other teachers to do what they said they would do. “They are 50% reliable” said one teacher.

Others said that some teachers could not be relied on to be on time or to be engaged in what was supposed to be going on in a group. One teacher said, “I don’t see that there’s a whole lot that we need to be reliable for with each other.”

If trust were based solely on reliability, trust among the teachers in these smaller learning communities would be about 50%.

Competence

Competence was the second most likely attribute of trust to be mentioned by participants. There was nearly universal agreement that the teachers did their jobs well. Deeper analysis about the meaning of competence revealed that many teachers were seeing two levels of competence: competence teaching one’s subject and

competence in having the kind of relationships with students that enable learning to occur. When participants made this distinction, they inevitably remarked that not all teachers in the Scholars Lyceum were competent in the later category.

This was one of the surprising findings of the study. Extensive review of the literature in which competence is given as a facet of trust did not reveal this distinction (Hardin, 2006; Hoy et al., 2006; Hoy & Tschannen-Moran, 2003; Mishra, 1996; Tschannen-Moran, 1998, 2004). How then to assess this attribute of trust within the Scholars Lyceum? Teachers had a generalized impression that they could trust the competence of their peers with regard to subject matter, which was seen as one of two competencies for good teaching. The second competency, being able to establish positive relationships with students, was not universal; most had it, in the view of their peers, and some did not.

Benevolence

Benevolence, referred to by participants as being supportive and caring, is the one attribute of trust that was unanimously thought to be present in the interactions and behaviors of the teachers in the Scholars Lyceum. People were said to be willing to help and able to ask for help. Teachers could “vent,” or ask someone to cover their classes. Teachers were observed to be tolerant of others’ quirks and “bad days.”

One teacher made the observation that he did not think the caring among the teachers was at the level of community, such as caring for each other like family, but that everyone was “kind and decent” to each other.

Conclusions Regarding Trust

The conclusion of the quantitative data provided by the Faculty Trust Survey (Appendix O), that faculty trust at Byrd High School is higher than in 97% of schools, is unreliable not only because of the size and nature of the sample population but also because it is not substantiated by the qualitative data.

There is only one attribute of trust that this researcher can conclude is consistently present among the teachers in the Scholars Lyceum: benevolence. Evidence of the existence or prevalence of the other attributes is weak at best.

The presence of low trust where the interpersonal professional interactions were predominantly at the level of collaboration/cooperation seems to be in line with the assumption that trust must be greater for collegiality or community to thrive and that interactions of community and collegiality reinforce and strengthen trust. In those embedded cases such as Crow and Crane where there are elements of collegiality, trust among the teacher teams was higher than in the embedded cases such as Condor and Cormorant where individualism was a common element of one or more teachers' interpersonal professional interactions.

Emic Factors

Beyond the characteristics of interpersonal professional relationships and the attributes of trust, two factors that might contribute to trust, community and collegiality surfaced during the research. One is the longevity of the relationships of the teachers in the Scholars Lyceum. The second is the proximity of teachers to other members of their Lyceum team.

There had never been a year when all 12 teachers returned to teach in the Scholars Lyceum. About half of the original teachers were in other high schools; some were still at Byrd but were no longer teaching in the SLC. At the time of the study, only two of the original teachers remained and one of them wanted out.

For Crow and Crane, the three teachers had all been together for at least 2 years and two teachers in each had been together for 3 years. In Condor and Cormorant, two teachers taught together last year and this year, while one teacher in each Lyceum was new to the team this year.

The length of time and number of years teachers work together impacts how well they know each other, how safe they feel, and how vulnerable they are willing to make themselves. It takes time to build relationships in which the members trust each other enough to enable collaboration/cooperation to progress to collegiality or community.

Proximity data showed another interesting dichotomy between Crow and Crane on the one hand and Condor and Cormorant on the other. Crow teachers and Crane teachers were physically the closest together in the building while Condor teachers and Cormorant teachers were physically the farthest apart. Opportunities for interactions of any kind were diminished by distance. That Crow and Crane were closer could be a factor in their interactions being more collaborative/cooperative leaning toward collegial than were the interactions of Condor and Cormorant teachers overall.

Proximity of the teachers to each other in the meetings of all Scholars Lyceum teachers is suggestive of how the teachers interact. The fact that they did not position themselves in a circle indicates how little they think about themselves as a team of 12. Crane and Cormorant teams sat together, Crow and Condor did not. It would have been interesting to note how they arranged themselves and interacted when they had individual Lyceum time in these larger meetings, but time always ran out before that could occur.

Comparison to Exemplary Case Scenario

During the collection of data, ongoing analysis compared what was being learned to a “perfect case” that had been constructed based upon the literature reviewed for this study. The perfect case provided criteria by which the actual cases could be judged.

Table 7 provides an encapsulated view of the characteristics present in the Exemplary Case Scenario (Appendix X) and how the five cases studied here compare.

The Scholars Lyceum and the embedded cases do not come close to matching the perfect case. Significant pieces are missing from the smaller learning communities at Byrd. First, and foremost, is a strong mission and vision, with SLC and personal goals directed toward the same end. The Scholars Lyceum teachers have no engaging mission or vision of what they could be or want to be.

Second, with philosophical differences mentioned by many informants, there is a need for ways to reconcile the differences, but the Scholars Lyceum has no structure

or agreed upon way to do that. Shared norms either do not exist or are weak and unenforced when teachers were not comfortable holding others accountable.

Table 7

Comparison of Exemplary Case Scenario and Studied Cases

Exemplary Case	Scholars Lyceum Case	Embedded Cases
Strong, clear vision, mission, and goals		
Vision and mission shared by all		
Personal professional goals directed toward smaller learning community's vision and mission		
Shared decision making and consensus requirement		
Structure for reconciling differences of opinion		
High personal commitment to the team and to each other as professionals		Crow, Crane
Universal feelings of interdependence and connectedness		
Caring, benevolence, support for one another	✓	✓
Professional camaraderie		Some in Crane, Crow, Condor
Trust in others' competence	Not completely	Crow, Crane, 2/3 Condor
Expectation and history of reliability		
Mutual accountability		
Shared credit, shared desire for improvement		
Honesty	Some	Some
Open communication and knowledge of what others are doing	✓	✓
Freedom to take risks with the support of others as a team (vulnerability)		
Regular observation of each other's teaching		
Feedback and dialogue about instruction, learning, and student work		
Interdisciplinary curriculum work; thematic units		
Team teaching expected and enjoyed		
Classes and planning time scheduled to allow team members time to work together	Some	Some
Teacher work stations close to those of other team members		Crow, Crane
Extended activities for students		
Data-driven decisions with a broad array of data used	Limited to student grades and test scores	Limited to student grades and test scores
Coaching for improved instruction		
Voluntary assignment to the team		Crow, Crane

Third, conversations in the SLCs at Byrd have not progressed from the superficial to the substantial. Teachers do not discuss student work, let alone engage in dialogue about their teaching practices beyond the telling of what Huberman (1993) calls “war stories.” Rich conversation and feedback, based on observation, requires a level of trust, a willingness to be vulnerable, that does not exist in the Scholars Lyceum.

A final significant omission from the SLCs at Byrd is shared and interdependent professional work on curriculum, teaching, and learning. Teachers do not work on interdisciplinary curriculum for students nor do they team teach.

Propositions and Assertions

In chapter 3, nine propositions that guided this study were listed. Assertions about those propositions can now be made based on the collected data.

The cases in this study all exhibit characteristics of interpersonal professional relationships that fall somewhere between collegiality and individualism. No Lyceum is solidly placed within one or another level, but all except Cormorant are predominantly collaborative/cooperative. This assertion supports the proposition that

- A school’s faculty can be cooperative and collaborative without being collegial or part of a community.

The fundamental assertion regarding the trust and relationships in this study is that the level of trust in these small learning communities is low, even in those SLCs that enjoy collaborative/cooperative relationships. Trust is still lower in those SLCs

where the relationships show the greatest individualism, even when only one of the three teachers acts in isolation. This supports the proposition from chapter 3 that

- Trust is an element of all social interactions, but the kind and degree of trust is different depending upon whether the social interaction is one of community, collegiality, collaboration/cooperation, or individualism.

An assertion related to this proposition is that the Scholars Lyceum at Byrd is still in transition, progressing from traditional forms of interpersonal professional relationships such as individualism to the collaboration/cooperation necessary for success in smaller learning communities. The Lyceums where the teachers have been together the longest show greater collaboration/cooperation and collegiality, which suggests that time is necessary for the development of more trusting and collegial relationships. Three propositions are related to this assertion.

- Schools seeking to become smaller learning communities are in some stage of making the transition from cooperation/collaboration to collegiality or community or are further strengthening their community.
- Schools in the early stages of the transition from cooperation/collaboration to collegiality or community will demonstrate lower levels of trust among faculty members.
- Increasing trust is either a prerequisite of becoming more collegial or communal or increasing trust is a product of becoming more collegial or communal (or both).

One proposition seems difficult to confirm with the data. This is the proposition stating

- Trust involves risk; trust is a risk relationship.

No sources mentioned risk specifically. The closest links to risk were the comments about vulnerability. From those who did not comprehend how vulnerability to other teachers was relevant, to those who said that teachers most certainly do not make themselves vulnerable, to the teacher who said that vulnerability was inherent in teaching, the evidence supports the assertion that teachers did not yet trust other teachers in the Scholars Lyceum, despite the survey data in which 100% of the respondents agreed that teachers at Byrd trust each other.

This assertion leads to two propositions. The first proposition to which the assertion leads is that

- Trust is a feeling or belief, not an action or behavior; however, the behaviors that result from trust or distrust can be described and observed.

The observed and the reported behaviors of teachers in the Scholars Lyceum do not align with the survey data. The survey *N* equals only 10, and the survey was not designed to ask specifically and exclusively about the faculty of the Scholars Lyceum. On the other hand, there is a preponderance of qualitative data to suggest that teachers' behaviors do not demonstrate that they trust each other.

The second proposition to which the assertion leads is the definition of trust itself.

- Trust is the voluntary willingness to be vulnerable to colleagues with the expectation that by doing so, positive outcomes for students and faculty will occur.

On the whole, the teachers in the Scholars Lyceum did not display or report behaviors that would qualify as voluntary willingness to be vulnerable to colleagues, though there were indications that some teachers were more likely to do so than others.

The smaller learning community faculty at Byrd High School and the smaller learning communities within the Scholars Lyceum are making the transition from individualism to the collaboration/cooperation and collegiality that could eventually make the smaller learning group into a “community,” if the turnover of teachers can be halted. The data indicate that leadership of this transition was the exclusive duty of the Lead Teacher and the administrator who oversaw the Scholars Lyceum. Shared leadership was not an expectation or norm of professional behavior among the faculty. Shared leadership and the empowerment of teachers to be leaders remains a way for the Scholars Lyceum to make additional progress toward collegiality and community. This assertion aligns with the proposition that

- Leaders within the school and within the SLCs are influential in the transition to collegiality and community. Leadership is not limited to the principal or the school administrators, nor is leadership defined by one’s title.

Lessons Learned and Implications for Leadership

The conclusions reached in this study indicate lessons that can be learned about the contribution of trust to the development of collegiality and community in smaller learning communities and how educational leaders can act to help bring trust to interpersonal professional relationships.

One lesson is that structural and organizational decisions within the school and within the smaller learning community can impact the kinds of interpersonal professional relationships that exist. Decisions about the placement of classrooms, teaching stations, and work stations serve to determine how often and in what ways teachers can interact. Increasing the proximity that teachers have to other teachers on their teams can foster more frequent interpersonal professional interactions.

Decisions about who works in the smaller learning community and under what conditions and expectations mark another lesson. The lack of choice for teaching in the smaller learning community and the lack of longevity of practice and experience in the smaller learning community hinder the commitment teachers make to the teaching team in the SLC. Commitment and greater knowledge of one's team members serve to increase collegiality and trust levels.

Time is not only a factor in teachers' longevity on a team. Time must also be considered as one part of the structural and organizational decisions that must be made. The lesson learned is that time in the school day, school week, and school year is needed in order for collaboration to occur, in order for teams to progress from

collaboration to collegiality and community, and in order for trust to develop and grow. Further, there must be a structure to the time, such that the expectations for its use are clear, relevant, and meaningful, especially for the work that is unique to smaller learning community teachers.

When teachers begin teaching in a smaller learning community, many have not had prior experience in the unique environmental conditions posed by an SLC. Without training, they can flounder and students will not receive the benefits that a committed group of teachers in a smaller learning community can provide to improve student achievement. An important lesson is that individuals who choose isolation within teams do not contribute to feelings of community or trust. Leaders could provide orientation and mentoring to those who are new to smaller learning communities. Teachers who have past positive experiences in SLCs can also learn by mentoring others. Targeted professional development can help new as well as experienced teachers improve their practices, as can peer coaching that includes constructively criticizing others' and one's own instructional practices.

A lesson that stems from the lack of a strong common vision in the smaller learning community studied here is that a vision, voiced in common but not acted upon in common may contribute to collaboration but not to community. All teachers could talk about the vision of the SLC to improve student achievement. Simultaneously, there was no agreement on the way the vision was going to be achieved, other than by establishing the smaller learning community. As one person put it, "if nothing else changes about what we do, why would we think a smaller

learning community would help kids?” Leaders can help facilitate the statement of a strong vision and goal that are held by all, and then help develop the action plans needed to reach the vision and the goal. The action plans are the “common agenda of activities” required for community to exist.

Closely related to the lesson on vision and goals is a lesson on norms. The lack of common norms, like the lack of common vision and goals, results in the perception of unavoidable “philosophical differences” rather than the perception of “common conditions of existence” or ways to work out team disagreements. Leaders can make the search for common ground the foundation of teachers’ interpersonal professional relationships. Norms of professional behavior should include how disagreements will be handled as well as what the expectations are for adherence to agreements teachers reach.

Associated with this is a lesson about reliability in interpersonal professional relationships. Reliability as a facet of trust is related to shared expectations for teacher behavior and accountability to (as well as accountability of) one’s colleagues when those expectations are not met. It is not enough to rely on other teachers to cover one’s class when an unexpected event occurs. Leaders can set the expectation that reliability will go deeper, to the core of how teachers behave toward one another in all circumstances. To be collegial means we share collectively the successes we have as a team and we share collectively the failures we have as a team. Being accountable is part of being a member of a community. Leaders can expect this of teachers.

Perhaps one of the biggest lessons learned by this researcher was that competence in subject area and competence in relationships are two separate elements of trust. Leaders must learn to assess the competence of teachers in both areas before placing teachers into teams in smaller learning communities.

Lastly, a lesson about professional camaraderie: We must not minimize the fact that there is no community without professional social interactions. Engaging together in activities that make us laugh and interacting with other teachers in playful endeavors help build teams. Enjoyable moments that serve to build our knowledge of our colleagues beyond their role as teachers, beyond their classroom and school hallway personas give us the “personal” side of each professional. Leaders who stimulate, encourage, and enable such endeavors will reap the benefits of greater trust and community among the teachers in the smaller learning community.

Leaders, including teacher leaders, who act with intentionality, can help smaller learning community become real communities.

Limitations of the Study

The limitation of descriptive case studies such as this is their lack of generalizability to other situations. This study of embedded cases is a study of “particularization rather than generalization” (Stake, 2006, p. 8). This researcher agrees with Stake when he wrote, “The study of human activity loses too much if it reports primarily what is common among the several and universal across the many” (p. 88).

It is left for the reader to decide whether the conclusions presented are consistent with the findings presented (Merriam, 1998) and then to apply the conclusions to situations and circumstances already familiar to the reader.

Additional limitations have to do with time and sample. Data were collected over a period of months, not years or even a full school year. While it would have been ideal to have followed the Scholars Lyceum for its entire 5-year history, that was not possible. As for the sample, the conclusions and implications relate to that sample and would have been entirely different if the sample had been one that demonstrated the characteristics of a highly functioning community.

A further limitation to be considered is the researcher's effect on the collection and analysis of the data. The researcher works in a smaller learning community which consistently displays the characteristics associated with collegiality and community. Had the researcher's experience been similar to the experiences found in the study, there could perhaps have been the sense that what was found was "normal." Nevertheless, the researcher avoided becoming personally involved in the study and worked to maintain an unbiased approach when gathering and analyzing the data.

Studies such as this are not easily replicated, if they can be replicated at all. Furthermore, according to Merriam (1998), "replication of a qualitative study will not yield the same results" (p. 206). That should not, Merriam added, "discredit the results of the original study" (p. 206). Every effort has been made here to triangulate data from multiple sources and describe how findings and conclusions were arrived at.

Recommendations for Further Research

The results of this study leave many avenues for future research. Among the many questions that may be further investigated are:

1. What is the relationship of trust, collegiality, and community in other educational environments? For example, “How does trust contribute to the development of collegiality and community in a large, comprehensive high school?”
2. What results regarding trust, community, and collegiality would be found if the study were repeated in a smaller learning community with characteristics more closely approaching those of community?
3. Which supportive structural conditions—e.g., proximity, hiring and assignment practices, meeting structure and content, size of teacher teams, longevity of teaching together—most impact the interpersonal professional relationships of teachers and the development of community and trust among teachers?
4. By increasing trust and community in schools, what are the effects on student achievement and student performance in behavioral as well as academic terms?

Researcher’s Summary

Trust is an intriguing subject for research. When first conceived, the topic of study was how school principals could help to develop and maintain teachers’ trust in one another. A review of the literature and the questions posed by my colleagues soon

brought to light the complexity of the concept of trust in schools. It also became apparent that there needed to be a context or venue in which trust could be carefully viewed and studied.

Eventually that context became smaller learning communities (SLC) and the relationships within them. The review of the literature on community revealed two more aspects of the study. One was the notion that not all schools and faculties exhibit the characteristics of community; there are in fact a variety of relationships among teachers and hence the pyramid of interpersonal professional relationships in education was created. The second was the notion that leadership in a community is shared leadership: all members in a community are empowered with both leadership and accountability.

Finding a smaller learning community that was more truly “a community” would have been most desirable. That did not prove to be possible for the purpose of this research. Nonetheless, the data presented here, if not the conclusions of the researcher, may give the reader information that will be valuable to her or him, as well as to the larger educational community.

For this researcher, as a scholar-practitioner, the study illuminated two fundamental and essential aspects of collegiality and community, aspects that were missing in the smaller learning community studied and difficult to achieve in any school: (a) mutual observation of practice, with constructive professional dialogue to improve instruction and learning; and (b) shared vision, mission, goals, and norms, with a common agenda of activities to achieve the vision and goals.

Were I an administrator at the study site, I would work with the 12 SLC teachers to establish a shared vision, shared goals, and shared professional norms. This would require time, the honest expectation that it could be done, and consistent demonstration (modeling) by me of all six attributes of trust. As the vision and goals were developed, I would ask that each teacher's annual personal professional goal be aligned to and contributing toward achieving the goal of the smaller learning community.

At the same time, I would encourage those who had stronger relationships to begin engaging in peer observation and support of teaching practices, something that can more readily be practiced in an SLC. I would especially push those who had voiced a desire and willingness to observe and be observed, and I would make this organizationally possible with release time, substitute teachers, and facilitated conversations. These observations and conversations would not be evaluative; rather, they would be ways to improve instruction and thereby increase student achievement.

Beyond the lesson that these two characteristics of collegiality and community are essential, a second lesson was that simply putting three teachers or 12 teachers together, without ongoing professional development or clear expectations for performance, does not guarantee they will trust one another or work together as a productive and trusting team. Some of the teachers had never considered that there were other ways to work in education besides in isolation. Using the pyramid of interpersonal professional relationships (created as a part of this study) with staff could help point out other ways of working together. It could illustrate in concrete

ways what was working, what was missing, and what the staff would want to practice in their working relationships.

Gentle pressure for teamwork and collegiality must be relentlessly applied and must be complemented with professional development of all of the teachers toward the goal of becoming a community.

Teachers with previous smaller learning communities experience could provide guidance in crafting relevant and meaningful professional development and could serve as mentors for teachers new to the community concepts. Teachers working in smaller learning communities may themselves have suggestions for professional development that would promote greater collegiality and community.

Professional development would also include conversations about student work, guided whenever possible by a learning coach. On a regular basis, all teachers would bring to meetings work by their own students for collective teacher learning.

Teacher collegiality means shared leadership, a third lesson for this researcher. Those who worked in the SLC did not practice shared leadership, in part because it was not an expressed administrative expectation. Administrators relied on one teacher to be a leader of the smaller learning community. Teacher leaders should be developed under the guidance of and in partnership with school administrators, who should model as well as expect shared leadership and shared accountability.

Leaders also need to pay attention to common, every day events and structures as we seek to build community. Promote productive proximity by putting the classrooms of those who work together close together. Provide the maximum possible

common preparation and planning time in the school schedule and calendar. Be present during meetings and sessions where collaboration could be modeled and gently pushed toward collegiality by having teachers “stretch” just a little farther each time. When hiring opportunities arise, look for and choose those who show a passion for collegiality and community and a desire to work with others rather than to isolate.

A final, basic lesson is this: school leaders who seek to engender trust, collegiality, and community in their faculty must themselves be continuously and consistently aware of, in pursuit of, and practicing the characteristics and attributes of what they want.

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APPENDIX A
IRB APPROVAL LETTER

Lewis & Clark College
Graduate School of Education and Counseling

Office of the Dean

0615 S.W. Palatine Hill Road
Portland, Oregon 97219-7899
Phone 503-768-6004
Fax 503-768-6005
E-mail graddean@lclark.edu
graduate.lclark.edu



To: Michele DeShaw
Re: Human Subjects Research Proposal # HSRC 08-21
Approval Date: 09/15/08
Expiration Date: 09/15/09

The Human Subjects Research Committee of Lewis & Clark College has reviewed the revisions to your recent research proposal submission "Trust, Collegiality and Community." Your proposal is now fully approved.

This approval is for a one-year period. An extension may be requested *prior* to the end of the approval period. It is your responsibility to ensure that an application for continuing review approval has been submitted, along with a brief summary of findings and any amendments to the research since the last review.

Please note that prior to data collection the letters giving permission from the school district and school administrators to conduct research at their school must be received by the HSRC.

Modifications: All modifications of protocols involving subjects must have prior approval, except those involving the prevention of immediate harm to a subject which must be reported within 24 hours to the IRB/HSRC.

Consent Form(s): The approved consent form(s) (if applicable) must be used by all subjects. You are responsible for maintaining signed consent forms for a period of at least three years after the completion of your study.

Reporting: The principal investigator must report to the Human Subjects Research Committee any serious problem, adverse effect, or outcome that occurs with frequency or degree of severity greater than that anticipated. In addition, the principal investigator must report any event or series of events that prompt the temporary or permanent suspension of a research project involving human subjects.

If you have any questions, please don't hesitate to call or email me at (503) 768-6067 cdoyle@lclark.edu or Cheryl Ronningen in the Office of Research & Assessment at (503) 768-6124 cer@lclark.edu. Good luck with your project.

Sincerely,

Carol Doyle, Ph.D.

Chair, Human Subjects Research Committee
Lewis & Clark College IRB/HSRC

APPENDIX B

LETTER OF SUPPORT FROM BYRD HIGH SCHOOL

[On letterhead]

December 2, 2008

Dear Mr. Grove,

We are writing this letter of support for Michèle DeShaw who would like to study Byrd High School's Scholars Lyceum for her doctoral dissertation. We welcome her to spend time in the school, and have conversations with teachers.

Byrd HS is currently in its 5th year of implementing the Scholars Lyceum model. In this model, students are groups with three core teachers who work together to build relationships with students and meet their academic needs. They are in essence Byrd's Smaller Learning Communities within a comprehensive model.

We are now at a crossroads with our lyceum structure. The design has now been well developed, but we need to continue our work in helping teachers see the value of collaborating and using data to improve relationships and student achievement. Ms. DeShaw's work will be focusing on the efficacy of the lyceums. Through her conversations with teachers, she will be able to provide us with very useful data to help us refine and improve our work. We believe that it will be very beneficial to have an unbiased person from outside hold up a mirror in order to help us see ourselves more clearly.

We hope that you are in agreement and that Ms. DeShaw may begin her work here at Byrd as soon as possible. Thank you for your consideration.

Sincerely,

Jean Drake, Principal

Tyler Pierce, Associate Principal

Samantha MacDonald, Scholars Lyceum Coordinator

APPENDIX C
DISTRICT PERMISSION REQUEST
COVER PAGE—BYRD SCHOOL DISTRICT

Request for Permission to Conduct Research in Byrd Public Schools

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IRB Proposal as Approved by IRB, September 15, 2008 Available on Request

OVERVIEW

DATE OF THIS REQUEST:	December 7, 2008
REQUESTED BY:	Michèle DeShaw Coordinator of Alternative Education Evergreen School District, Vancouver, WA Doctoral Candidate at Lewis & Clark College
REASON FOR THE RESEARCH:	Doctoral Dissertation in Educational Leadership Lewis & Clark College, Portland, OR
DISSERTATION COMMITTEE:	Marla McGhee, Ph.D, Chairperson Tom Ruhl, Ph.D Gregory A. Smith, Ph.D
TOPIC OF THE STUDY:	Trust, Collegiality, and Community
TIMELINE:	Begin approximately January 5, 2009 Completed by March 15, 2009
PARTICIPANTS INVOLVED:	Faculty, i.e., certificated teachers and administrators All voluntary No students
TIME COMMITMENT:	From 30 minutes to 4½ hours

APPENDIX D
BYRD SCHOOL DISTRICT APPROVAL LETTER

[On letterhead]

January 14, 2009

Michèle DeShaw
Lewis & Clark College
deshaw@lclark.edu

Dear Ms. DeShaw:

The Byrd Public Schools Research, Evaluation & Assessment Department has reviewed and approved your request to conduct a research study on *Trust, Collegiality, and Community*. The study is consistent with Board policy and professional research practices.

We understand that your focus group prompts will be written after the survey results have been reviewed, and the interview questions will be determined after the focus group discussions. Prior to conducting the focus groups and interviews, please send us a copy of the prompts for our review. Our approval of the study is conditional upon receipt and review of these items.

I have communicated our approval of this research study, by way of copy of this letter, to the principal of Byrd High School.

Participation in the study by the schools is voluntary, and District staff and students are not obligated to participate in outside research, regardless of approval by the Research & Evaluation Department.

Please note that paid data collectors must have worker compensation coverage while on school property. Also, anyone conducting research in Byrd Public Schools who may have contact with students is required to complete a background check.

The District would be interested in receiving information on the results of this study when it becomes available. Please submit a copy of the final report to this office. We wish you every success in the project.

Sincerely,

Steve Grove
Research and Reporting Specialist

cc: John Skaggs, Director, Research, Evaluation & Assessment
Jean Drake, Principal, Byrd High School

APPENDIX E
DISTRICT PERMISSION AND
APPROVAL FORM—VAN DYKE SCHOOL DISTRICT

VanDyke Public Schools

Research, Evaluation, & Assessment

VanDyke Public Schools Human Subjects Research Proposal Approval

I. Proposal Information

Title: *Trust, Collegiality, and Community*

Submitted by: Michèle DeShaw, Doctoral Candidate,
Graduate School of Education & Counseling
Lewis & Clark College, Portland, Oregon

Dissertation Committee: Marla McGhee, Ph.D, Chairperson
Tom Ruhl, Ph.D
Gregory A. Smith, Ph.D

E-mail Address: deshaw@lclark.edu

Date Submitted: November 3, 2008

II. Research Agreement

The individual submitting this research proposal has read and agrees to the following conditions:

- Confidentiality of subjects' identity will be maintained.
- Signatures of subjects on Informed Consent Forms will be obtained.
- Required signatures below will be or have been obtained.
- The research design is in accordance with accepted standards regarding human subjects' rights.
- No students will be involved in the research.

RESEARCHER

	Principal Investigator	
Signature	Title	Date
Lewis & Clark College	Portland, Oregon	
Academic Institution		

III. Approval Signatures

SCHOOL SITE ADMINISTRATOR

	Principal	
Signature	Title	Date

OFFICE OF RESEARCH, ASSESSMENT, & EVALUATION

	Evaluation Analyst	
Signature	Title	Date

APPENDIX F
PERMISSION TO USE FACULTY TRUST SCALES

From: Megan Tschannen-Moran [mxtsch@wm.edu]
Sent: Friday, November 14, 2008 7:41 AM
To: deshaw@lclark.edu
Subject: RE: Faculty Trust Survey

Michele,

I am pleased to grant you permission to use the Trust Scales in your dissertation study. Your study sounds like an interesting one. I would like to receive a brief summary of your results when you finish.

I will also send along two of the articles in a forthcoming special issue of Educational Administration Quarterly devoted to research on trust in which I serve as the guest editor, due out in April. These two articles, in particular, seem as though they might be pertinent to your study.

All the best,

Megan Tschannen-Moran

The College of William and Mary
School of Education
PO Box 8795
Williamsburg, VA 23187-8795
Telephone: 757-221-2187
<http://mxtsch.people.wm.edu>

From: Michele DeShaw [mailto:deshaw@lclark.edu]
Sent: Thursday, November 13, 2008 4:43 PM
To: mxtsch@wm.edu
Subject: Faculty Trust Survey

Dr. Tschannen-Moran:

I am a doctoral candidate at Lewis & Clark College in Portland, Oregon. My committee chair is Dr. Marla McGhee. The working title of my dissertation is *Trust, Collegiality, and Community*.

I am requesting permission to use your Faculty Trust Scale as part of my dissertation research. Specifically, I am interested in the relationship of trust to collegiality and community in secondary-level smaller learning communities. The survey would be used with the faculty of each smaller learning community to provide data preliminary to focus groups and probing interviews.

I would follow your directions for scoring. Since I would not be using the other surveys in the Faculty Trust Scale, I would use only the Faculty Trust in Colleagues subscale.

Please let me know if I can provide further information that would assist in securing permission to use your Survey. And, thank you for your time.

Michèle DeShaw
deshaw@lclark.edu
503-784-2441

APPENDIX G
PERMISSION TO USE
PROFESSIONAL LEARNING COMMUNITY ASSESSMENT-REVISED

From: Olivier Dianne L [dlo7569@louisiana.edu]
Sent: Sunday, November 16, 2008 5:29 PM
To: deshaw@lclark.edu
Subject: Re: Permission request for PLCA use

Attachments: Professional Learning Communities Assessment-Revised.doc

Michele,

I think your research sounds exciting.

I am providing permission to use the Professional Learning Communities Assessment - Revised edition. This revision takes the widely used original PLCA and incorporates a few additional statements targeting use of data. It also allows qualitative comments to be made by the participants.

I've attached a copy of the PLCA-R for your use. The original measure was detailed in our 1st book (Huffman, J. & Hipp, 2003. *Reculturing schools as professional learning communities*) and the revised measure will be discussed in our upcoming 2nd book.

Should you require any additional information, please feel free to contact me. My personal contact information is included at the end of this message. I'd be happy to discuss with you any questions/issues you may have.

My colleagues and I will be interested in following your research. I am requesting either an electronic copy of your completed work or a summary of your findings.

Best wishes in your continued research.

Dianne Olivier

Dianne F. Olivier, Ph. D.
Assistant Professor
Educational Foundations and Leadership
University of Louisiana at Lafayette
Office (337) 482-6408
Cell (337) 303-0451

From: Michele DeShaw [mailto:deshaw@lclark.edu]
Sent: Wednesday, November 12, 2008 9:16 PM
To: dolivier@louisiana.edu
Subject: Request permission for PLCA use

Dr. Olivier:

I am a doctoral candidate at Lewis & Clark College in Portland, Oregon. My committee chair is Dr. Marla McGhee. The working title of my dissertation is *Trust, Collegiality, and Community.*”

I am requesting permission to use your Professional Learning Community Assessment as part of my dissertation research. Specifically, I am interested in the relationship of trust to collegiality and community in secondary-level smaller learning communities. The survey would be used with the faculty of each smaller learning community to provide data preliminary to focus groups and probing interviews.

Please let me know if I can provide further information that would assist in securing permission to use the PLCA. And, thank you for your time.

Michèle DeShaw
deshaw@lclark.edu
503-784-2441

APPENDIX H
PUBLISHER PERMISSION TO USE
PROFESSIONAL LEARNING COMMUNITY ASSESSMENT

Rowman & Littlefield Education

A Member of The Rowman & Littlefield Publishing Group
4501 Forbes Boulevard, Suite 200, Lanham, Maryland 20706 USA

November 17, 2008

This permission grants, no fee, the non-exclusive right to use the following material published by Rowman & Littlefield Education

Professional Learning Community, survey by Dianne Olivier as it appears on pages 70-73 in Reculturing Schools edited by Jane Bumpers Huffman and Kristine Kiefer Hipp.

Permission is granted for your coursework and/or dissertation at Lewis & Clark College only. If you should decide to publish independently at a later date, permission must be re-cleared.

Please use the standard citation.

Sincerely,

Patricia Zline

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Fax: 301-429-5748
E-mail: pzline@rowman.com

APPENDIX I
INVITATION TO PARTICIPATE

Invitation for Participation in a Doctoral Research Study at BHS

Participants:

I am an Evergreen School District administrator and a Lewis & Clark College doctoral student seeking permission to conduct doctoral research in your building. The benefit of this study will be the additional knowledge about smaller learning communities that can be generated from good research. This knowledge may be useful to you and your school as you seek grants or proceed with the expansion of your Lyceums.

This letter is an invitation to you to participate in the study. If you participate, you will be asked to reflect on your experiences with smaller learning communities and your experiences with other faculty members. The research is about interpersonal relationships in small learning communities.

There are several ways you can participate, including focus groups, personal interviews, and questionnaires. There may be email correspondence and/or telephone conversations. The total time for participation will vary: surveys, about 30 minutes; focus groups, about one to three hours; interviews, about 45 minutes. You can participate in one or more of the parts of the study.

For each part of the study in which you participate, you will be asked to sign a consent form. This is required by law. The forms give you information about your rights and my responsibilities. Please read each one carefully before signing. You will get a copy of each one. No one is required to participate; all participation is voluntary at all times. Even if you start part of the study, you can end your participation before the end of the study. That is consistently up to you. There are no unusual physical or psychological risks involved in this study.

All information collected will be secure and confidential. The research may be published but pseudonyms for the school and for participants will always be used.

I can answer questions that you might have before, during, and after the study. However, I may not be able to answer some questions until after the project is completed. Questions can be directed to me at 503-784-2441 or emailed to deshaw@lclark.edu. Questions may also be sent to my dissertation chairperson, Dr. Marla McGhee, by email to mmcghee@lclark.edu. Additional questions or concerns about this study can be directed to the Lewis & Clark College Human Subjects Research Committee at 503-768-6124.

PLEASE COMPLETE THE INFORMATION BELOW AND RETURN THIS DOCUMENT TO ME OR TO SAMANTHA MACDONALD.

Thank you for your time.



_____ Subject area _____ Academy _____
Date

_____ Participant Signature _____ Print Participant Name

I would be willing to participate in the following part(s) of this study. (Check all that apply.)

- Two surveys (30 minutes) None
 Focus group sessions (one hour each, up to three times)
 Personal interview (one hour total)

The extra copy of this invitation is for you to keep.

APPENDIX J
SURVEY CONSENT FORM—BYRD HIGH SCHOOL

Survey Consent Form—Faculty Trust Scale & PLCA-R / BHS

Please read both sides.

Participants:

This is an invitation to participate in a doctoral study by completing one or two surveys. Each survey takes about 10 to 15 minutes to complete. You may complete one or the other or both. Completing the surveys is voluntary.

I am a doctoral student at Lewis & Clark College in Portland, Oregon, currently working on the research portion of my dissertation. My study is intended to describe the relationship of trust and collegiality in smaller learning communities and how trust contributes to the development of collegiality. One of the ways I am assessing faculty members' perceptions about trust, collegiality, and community in their schools is through the use of two survey questionnaires, titled "Faculty Trust Scale" and Professional Learning Community Assessment-Revised (PLCA-R). The surveys include questions designed to help me gain a better understanding of the quality of trust and of community at Byrd High School.

All responses will be anonymous and confidential. If you decide to complete either or both surveys, turn in this form and the surveys in the envelopes for the anonymous return of these documents. (You may also go online to complete the surveys. You will receive the link in an email after completing this form.) Please do not put your name on either survey. After you complete a survey, please place it in the envelope provided and give it to either me or Samantha MacDonald. I am the only person who will have access to the envelopes and the actual surveys will be kept in a locked file. Data from the surveys will be analyzed at the group level only.

The benefit of participating in the study will be the additional knowledge about smaller learning communities that can be generated from good research. This knowledge can be useful to you and school leaders as you build stronger communities.

The guidelines protecting the rights of all participants are stated in this consent form. If you have questions or concerns about the research you can contact me at 503-784-2441 or email me at deshaw@clark.edu. You may also contact Dr. Marla McGhee, chairperson of my dissertation committee, by sending an email to mmcghee@clark.edu.

Your signature below indicates that you have read and understood the safeguards stated here, and you agree to complete one or both surveys for this study.

Thank you.

I have read the information above and on the back. I understand the explanation of the surveys and the study and I consent to participate in this study concerning my experiences with smaller learning communities by taking one or two surveys. The total time for participation will be about 30 minutes. I am 18 years of age or older.

Date

Participant Signature

Print Participant Name



Researcher Signature

Print Researcher Name

Please submit this Consent Form and the completed Survey separately in the envelopes provided.

The extra copy of the consent form is for you to keep

Survey Consent Form—Faculty Trust Scale & PLCA-R / BHS
Page Two

This study will examine the relationship of trust, collegiality, and community in an effort to better understand the role of trust in the development of factors known in the research and professional literature to improve student achievement. The findings from the collected data may prove important in future efforts to construct more effective smaller learning communities. The findings can inform the work being done in other schools.

I understand that:

- Participant codes will be used to maintain confidentiality and my name and the name of my school will not be used in any publication from this study. I also understand that my position on the faculty may be identified.
- At all times, information is confidential. At no time in any document related to this study will I or any participant be identified. Pseudonyms will be used to protect anonymity of all participants and of the school. Electronic data will be encrypted and password protected. Printed data will be stored in locked cabinets. Only the Principal Investigator, her assistant, and three dissertation committee members will have access to any data and all have signed confidentiality agreements with Lewis & Clark College. After the research and dissertation are complete, all data will be destroyed.
- Results of the study may be published so long as participant confidentiality is ensured. Data from the surveys may be used in publications, provided that all surveys are anonymous.
- Participation will ask me to reflect on my experiences with smaller learning communities and my experiences with other faculty members.
- I may end my involvement in the study for any reason without penalty or loss of opportunity to be involved the study in the future. There is no monetary compensation for any participant. There are no consequences if I decide, at any time, not to participate. I do not have to answer any question I do not want to answer.
- There are no unusual physical or psychological risks involved in this study. The risks involved in participating in the study are no greater than would be experienced in everyday life.
- The researcher is willing to answer any questions that I might have before, during, and after I have participated in the study. However, the researcher may not be able to answer some questions until after the project is completed.
- Matters relating to this study can be directed to Ms. DeShaw at 503-764-2441 or emailed to deshaw@clark.edu. Questions may also be directed to her dissertation chairperson, Dr. Marla McGhee, by email to mmcghee@clark.edu. If I have additional questions or concerns about this study, I can contact the Lewis & Clark College Human Subjects Research Committee at 503-768-6124 or by email at irb@clark.edu.
- Results of this study will be provided to me and to my school in the form of an executive summary
- My participation in this study is voluntary and I have the ability to withdraw at any point without penalty simply by notifying the Principal Investigator, Michèle DeShaw, whose contact information is given above.

APPENDIX K
FOCUS GROUP CONSENT FORM—BYRD HIGH SCHOOL

Focus Group Consent Form / BHS

Please read both sides.

Participants:

As a doctoral student at Lewis & Clark College in Portland, Oregon, I am currently working on the research portion of my dissertation. My study is intended to describe the relationship of trust and collegiality in smaller learning communities and how trust contributes to the development of collegiality. I have decided to use focus groups as one way to assess faculty members' perceptions, experiences and interactions about trust, collegiality, and community in their schools. The focus group will take approximately an hour each time we meet. We may meet once, twice, or three times between January 2009 and March 2009.

All responses will be kept confidential. Participants and their schools will not be identified by name. Participants' position on the faculty may be identified. Only the three people on my dissertation committee and I will have access to the data, which will be encrypted, password protected, and locked in files.

The benefit of participating in the study will be the additional knowledge about smaller learning communities that can be generated from good research. This knowledge can be useful to faculty members and school leaders as they build stronger communities.

The guidelines protecting the rights of all participants are stated in this consent form. If you have questions or concerns about the research you can contact me at 503-784-2441 or email me at deshaw@lclark.edu. You may also contact Dr. Marla McGhee, chairperson of my dissertation committee, by sending an email to mmcghee@lclark.edu.

Your signature below indicates that I have explained this information to you, that you have read and understood the safeguards stated in this form, and that you agree to participate in this focus group and this study.

Thank you for your cooperation.

I have read the information above and on the back. I understand the explanation of the focus groups and the study and I consent to participate in this study concerning my experiences with smaller learning communities by being a focus group participant. The total time for participation will be about 60 minutes per session and there may be as many as four sessions. I am 18 years of age or older.

Date

Participant Signature

Print Participant Name

Michèle DeShaw

Michèle DeShaw

Researcher Signature

Print Researcher Name

I have presented this information to the participant and obtained her/his voluntary consent and signature.

The extra copy of the consent form is for you to keep.

Focus Group Consent Form / BHS
Page Two

This study will examine the relationship of trust, collegiality, and community in an effort to better understand the role of trust in the development of factors known in the research and professional literature to improve student achievement. The findings from the collected data may prove important in future efforts to construct more effective smaller learning communities. The findings can inform the work being done in other schools.

I understand that:

- Participant codes will be used to maintain confidentiality and my name and the name of my school will not be used in any publication from this study. I also understand that my position on the faculty may be identified.
- Results of the study may be published so long as participant confidentiality is ensured. Direct quotes from focus group sessions may be used in publications, provided that pseudonyms are used.
- At all times, information is confidential. At no time in any document related to this study will I or any participant be identified. Pseudonyms will be used to protect anonymity of all participants and of the school. Electronic data will be encrypted and password protected. Printed data will be stored in locked cabinets. Only the Principal Investigator, her assistant, and three dissertation committee members will have access to any data and all have signed confidentiality agreements with Lewis & Clark College. After the research and dissertation are complete, all data will be destroyed.
- I, too, agree to maintain the confidentiality of the information stated and heard in any focus group session.
- With the permission of all participants, digital recordings of focus group sessions may be made. Any such recordings will be heard only by the researcher and her doctoral committee. All recordings will be destroyed within one year of completion of the dissertation.
- Participation will ask me to reflect on my experiences with smaller learning communities and my experiences with other faculty members.
- I may end my involvement in the study for any reason without penalty or loss of opportunity to be involved the study in the future. There is no monetary compensation for any participant. There are no consequences if I decide, at any time, not to participate. I do not have to answer any question I do not want to answer.
- There are no unusual physical or psychological risks involved in this study. The risks involved in participating in the study are no greater than would be experienced in everyday life.
- The researcher is willing to answer any questions that I might have before, during, and after I have participated in the study. However, the researcher may not be able to answer some questions until after the project is completed.
- Matters relating to this study can be directed to Ms. DeShaw at 503-784-2441 or emailed to deshaw@clark.edu. Questions may also be directed to her dissertation chairperson, Dr. Marla McGhee, by email to mmcghee@clark.edu. If I have additional questions or concerns about this study, I can contact the Lewis & Clark College Human Subjects Research Committee at 503-768-6124 or by email at irb@clark.edu.
- Results of this study will be provided to me and to my school in the form of an executive summary
- My participation in this study is voluntary and I have the ability to withdraw at any point without penalty simply by notifying the Principal Investigator, Michèle DeShaw, whose contact information is given above.

APPENDIX L
INTERVIEW CONSENT FORM—BYRD HIGH SCHOOL

Interview Consent Form / BHS

Please read both sides.

Participants:

As a doctoral student at Lewis & Clark College in Portland, Oregon, I am currently working on the research portion of my dissertation. My study is intended to describe the relationship of trust and collegiality in smaller learning communities and how trust contributes to the development of collegiality. I have created a personal interview as one way to assess faculty members' perceptions about trust, collegiality, and community in their schools.

All responses will be kept confidential. Participants and their schools will not be identified by name. Participants' position on the faculty will be identified. Only the three people on my dissertation committee and myself will have access to the actual records, which will be password protected.

The benefit of participating in the study will be the additional knowledge about smaller learning communities that can be generated from good research. This knowledge can be useful to faculty members and school leaders as they build stronger communities.

The guidelines protecting the rights of all participants are stated in this consent form. If you have questions or concerns about the research you can contact me at 503-784-2441 or email me at deshaw@lclark.edu. You may also contact Dr. Marla McGhee, chairperson of my dissertation committee, by sending an email to mmcghee@lclark.edu.

Your signature below indicates that I have explained this information to you, that you have read and understood the safeguards stated in this form, and that you agree to participate in this interview and this study.

Thank you for your cooperation.

I have read the information above and on the back. I understand the explanation of the interview and the study and I agree to participate in this study concerning my experiences with smaller learning communities by being interviewed. The total time for an interview will be about 30 to 45 minutes. I am 18 years of age or older.

Date

Participant Signature

Print Participant Name

Michèle DeShaw

Researcher Signature

Michèle DeShaw

Print Researcher Name

I have presented this information to the participant and obtained her/his voluntary consent and signature.

The extra copy of the consent form is for you to keep.

Interview Consent Form / BHS
Page Two

This study will examine the relationship of trust, collegiality, and community in an effort to better understand the role of trust in the development of factors known in the research and professional literature to improve student achievement. The findings from the collected data may prove important in future efforts to construct more effective smaller learning communities. The findings can inform the work being done in other schools.

I understand that:

- Participant codes will be used to maintain confidentiality and my name and the name of my school will not be used in any publication from this study. I also understand that my position on the faculty may be identified.
- Results of the study may be published so long as participant confidentiality is ensured. Direct quotes from interview sessions may be used in publications, provided that pseudonyms are used.
- At all times, information is confidential. At no time in any document related to this study will I or any participant be identified. Pseudonyms will be used to protect anonymity of all participants and of the school. Electronic data will be encrypted and password protected. Printed data will be stored in locked cabinets. Only the Principal Investigator, her assistant, and three dissertation committee members will have access to any data and all have signed confidentiality agreements with Lewis & Clark College. After the research and dissertation are complete, all data will be destroyed.
- With my permission, digital recordings of interview sessions may be made. Any such recordings will be heard only by the researcher and her doctoral committee. All recordings will be destroyed within one year of completion of the dissertation.
- Participation will ask me to reflect on my experiences with smaller learning communities and my experiences with other faculty members.
- I may end my involvement in the study for any reason without penalty or loss of opportunity to be involved in the study in the future. There is no monetary compensation for any participant. There are no consequences if I decide, at any time, not to participate. I do not have to answer any question I do not want to answer.
- There are no unusual physical or psychological risks involved in this study. The risks involved in participating in the study are no greater than would be experienced in everyday life.
- The researcher is willing to answer any questions that I might have before, during, and after I have participated in the study. However, the researcher may not be able to answer some questions until after the project is completed.
- Matters relating to this study can be directed to Ms. DeShaw at 503-784-2441 or emailed to deshaw@lclark.edu. Questions may also be directed to her dissertation chairperson, Dr. Marla McGhee, by email to mmcghee@lclark.edu. If I have additional questions or concerns about this study, I can contact the Lewis & Clark College Human Subjects Research Committee at 503-768-6124 or by email at irb@lclark.edu.
- Results of this study will be provided to me and to my school in the form of an executive summary
- My participation in this study is voluntary and I have the ability to withdraw at any point without penalty simply by notifying the Principal Investigator, Michèle DeShaw, whose contact information is given above.

APPENDIX M
PSEUDONYM CARDS

Focus Group Pseudonym Card

My name: _____

The pseudonym I wish to use:

Today's date: _____

Interview Pseudonym Card

My name: _____

The pseudonym I wish to use:

Today's date: _____

Focus Group Pseudonym Card

My name: _____

The pseudonym I wish to use:

Today's date: _____

Interview Pseudonym Card

My name: _____

The pseudonym I wish to use:

Today's date: _____

Focus Group Pseudonym Card

My name: _____

The pseudonym I wish to use:

Today's date: _____

Interview Pseudonym Card

My name: _____

The pseudonym I wish to use:

Today's date: _____

Focus Group Pseudonym Card

My name: _____

The pseudonym I wish to use:

Today's date: _____

Interview Pseudonym Card

My name: _____

The pseudonym I wish to use:

Today's date: _____

Focus Group Pseudonym Card

My name: _____

The pseudonym I wish to use:

Today's date: _____

Interview Pseudonym Card

My name: _____

The pseudonym I wish to use:

Today's date: _____

APPENDIX N
SURVEY
FACULTY TRUST SCALE

Survey—Faculty Trust Scale

Directions:

This questionnaire is designed to assess your perceptions about the quality of relationships in your school. Your answers are confidential. There are no right or wrong responses.

Read each statement and then use the scale below to select the scale point that best reflects your personal degree of agreement with the statement. Shade the appropriate circle provided to the right of each statement. Be certain to select only one response to for each statement.

Scale:

Please indicate the extent that you disagree or agree with each of the statements about your school, marking in the columns to the right, ranging from (1) Strongly Disagree to (6) Strongly Agree, filling in the bubbles completely.

	STATEMENTS	SCALE					
		SD 1	2	3	4	5	SA 6
1.	Students in this school care about each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Teachers in this school typically look out for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	The teachers in this school have faith in the integrity of the principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Even in difficult situation, teachers in this school can depend on each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	The principal in this school typically acts in the best interests of the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Teachers in this school can rely on the principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Teachers in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Teachers can count on parental support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Teachers think that most parents do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Teachers in this school trust the principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Teachers in this school are open with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Students in this school can be counted on to do their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Parents in this school are reliable in their commitments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	The principal in this school doesn't tell teachers what is really going on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	The principal in this school does not show concern for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Teachers in this school have faith in the integrity of their colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Teachers in this school trust the parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Teachers in this school are suspicious of each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	Students in this school are secretive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	When teachers in this school tell you something you can believe it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	Teachers in this school do their jobs well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Teachers in this school believe that students are competent learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23.	The teachers in this school are suspicious of most of the principals' actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	Teachers in this school believe what parents tell them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	The principal in this school is competent in doing his or her job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	Teachers in this school trust their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Source: Tschannen-Moran, M. (2003). *Faculty trust (survey)*. Retrieved from <http://mxtsch.people.wm.edu/ResearchTools/Faculty%20Trust%20Survey.pdf> and used with permission.

APPENDIX O
RESULTS
FACULTY TRUST SCALE

Survey—Faculty Trust Scale

Directions:

This questionnaire is designed to assess your perceptions about the quality of relationships in your school. Your answers are confidential. There are no right or wrong responses.

Read each statement and then use the scale below to select the scale point that best reflects your personal degree of agreement with the statement. Shade the appropriate circle provided to the right of each statement. Be certain to select only one response to for each statement.

Scale:

Please indicate the extent that you disagree or agree with each of the statements about your school, marking in the columns to the right, ranging from (1) Strongly Disagree to (6) Strongly Agree, filling in the bubbles completely.

	STATEMENTS	SCALE					
		SD 1	2	3	4	5	SA 6
1.	Students in this school care about each other.	0.0%	0.0%	0.0%	70.0%	30.0%	0.0%
2.	Teachers in this school typically look out for each other.	0.0%	0.0%	0.0%	70.0%	30.0%	0.0%
3.	The teachers in this school have faith in the integrity of the principal.	0.0%	0.0%	0.0%	20.0%	70.0%	10.0%
4.	Even in difficult situation, teachers in this school can depend on each other.	0.0%	0.0%	30.0%	40.0%	20.0%	10.0%
5.	The principal in this school typically acts in the best interests of the teachers.	0.0%	0.0%	10.0%	40.0%	40.0%	10.0%
6.	Teachers in this school can rely on the principal.	0.0%	10.0%	20.0%	20.0%	30.0%	20.0%
7.	Teachers in this school trust each other.	0.0%	0.0%	0.0%	77.8%	22.2%	0.0%
8.	Teachers can count on parental support.	10.0%	30.0%	20.0%	40.0%	0.0%	0.0%
9.	Teachers think that most parents do a good job.	10.0%	20.0%	60.0%	10.0%	0.0%	0.0%
10.	Teachers in this school trust the principal.	0.0%	0.0%	10.0%	40.0%	40.0%	10.0%
11.	Teachers in this school are open with each other.	0.0%	10.0%	30.0%	40.0%	20.0%	0.0%
12.	Students in this school can be counted on to do their work.	10.0%	50.0%	40.0%	0.0%	0.0%	0.0%
13.	Parents in this school are reliable in their commitments.	10.0%	30.0%	50.0%	10.0%	0.0%	0.0%
14.	The principal in this school doesn't tell teachers what is really going on.	50.0%	10.0%	20.0%	10.0%	10.0%	0.0%
15.	The principal in this school does not show concern for teachers.	60.0%	0.0%	30.0%	10.0%	0.0%	0.0%
16.	Teachers in this school have faith in the integrity of their colleagues.	0.0%	0.0%	20.0%	50.0%	30.0%	0.0%
17.	Teachers in this school trust the parents.	0.0%	30.0%	50.0%	0.0%	20.0%	0.0%
18.	Teachers in this school are suspicious of each other.	20.0%	50.0%	0.0%	30.0%	0.0%	0.0%
19.	Students in this school are secretive.	20.0%	40.0%	40.0%	0.0%	0.0%	0.0%
20.	When teachers in this school tell you something you can believe it.	0.0%	0.0%	20.0%	20.0%	40.0%	20.0%
21.	Teachers in this school do their jobs well.	0.0%	0.0%	10.0%	60.0%	20.0%	10.0%
22.	Teachers in this school believe that students are competent learners.	10.0%	20.0%	0.0%	50.0%	10.0%	10.0%
23.	The teachers in this school are suspicious of most of the principals' actions.	30.0%	60.0%	10.0%	0.0%	0.0%	0.0%
24.	Teachers in this school believe what parents tell them.	0.0%	10.0%	30.0%	30.0%	20.0%	10.0%
25.	The principal in this school is competent in doing his or her job.	0.0%	0.0%	0.0%	20.0%	50.0%	30.0%
26.	Teachers in this school trust their students.	0.0%	0.0%	0.0%	80.0%	20.0%	0.0%

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Source: Tschannen-Moran, M. (2003). *Faculty trust (survey)* Retrieved from <http://mxtsch.people.wm.edu/ResearchTools/Faculty%20Trust%20Survey.pdf> and used with permission.

APPENDIX P
SURVEY
PROFESSIONAL LEARNING COMMUNITY ASSESSMENT-REVISED

Professional Learning Community Assessment—Revised (PLCA-R)

Directions:

This questionnaire assesses your perceptions about your principal, staff, and stakeholders based on five dimensions of a professional learning community (PLC) and related attributes. Your answers are confidential. There are no right or wrong responses. This questionnaire contains a number of statements about practices that might occur in schools. Read each statement, then use the scale below to select the circle to the right of the statement that best reflects your personal degree of agreement with the statement. Shade the appropriate circle. Be certain to select only one response to for each statement.

Key Terms:

Principal = Principal, not Associate Principal, Assistant Principal, or Vice Principal

Staff/Staff Members = All adult staff directly associated with curriculum, instruction, and assessment of students

Stakeholders = Parents/guardians and community members

Scale:

1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Agree (A)

4 = Strongly Agree (SA)

STATEMENTS		SCALE			
		SD	D	A	SA
Shared and Supportive Leadership					
1.	Staff members are consistently involved in discussing and making decisions about most school issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	The principal incorporates advice from staff members to make decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Staff members have accessibility to key information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	The principal is proactive and addresses areas where support is needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Opportunities are provided for staff members to initiate change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	The principal shares responsibility and rewards for innovative actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	The principal participates democratically with staff sharing power and authority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Leadership is promoted and nurtured among staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Decision making takes place through committees and communication across grades and subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Stakeholders assume shared responsibility and accountability for student learning without evidence of imposed power and authority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Staff members use multiple sources of data to make decisions about teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared Values and Vision					
12.	A collaborative process exists for developing a shared sense of values among staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Shared values support norms of behavior that guide decisions about teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Staff members share visions for school improvement that have an undeviating focus on student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Decisions are made in alignment with the school's values and vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	A collaborative process exists for developing a shared vision among staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	School goals focus on student learning beyond test scores and grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Policies and programs are aligned to the school's vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	Stakeholders are actively involved in creating high expectations that serve to increase student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	Data are used to prioritize actions to reach a shared vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collective Learning and Application					
21.	Staff members work together to seek knowledge, skills, and strategies and apply this new learning to their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Collegial relationships exist among staff members that reflect commitment to school improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

continued on the back

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Source: Olivier, D. F., Hipp, K. K., & Huffman, J. B. (In print). Assessing and analyzing schools as PLCs. In K. K. Hipp & J. B. Huffman (Eds.), *Professional learning communities: Purposeful Actions, Positive Results*. Lanham, MD: Rowman & Littlefield. Used with permission.

STATEMENTS		SCALE			
		SD	D	A	SA
23.	Staff members plan and work together to search for solutions to address diverse student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	A variety of opportunities and structures exist for collective learning through open dialogue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	Staff members engage in dialogue that reflects a respect for diverse ideas that lead to continued inquiry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	Professional development focuses on teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	Staff members and stakeholders learn together and apply new knowledge to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28.	Staff members are committed to programs that enhance learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29.	Staff members collaboratively analyze multiple sources of data to assess the effectiveness of instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30.	Staff members collaboratively analyze student work to improve learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared Personal Practice					
31.	Opportunities exist for staff members to observe peers and offer encouragement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32.	Staff members provide feedback to peers related to instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33.	Staff members informally share ideas and suggestions for improving student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34.	Staff members collaboratively review student work to share and improve instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35.	Opportunities exist for coaching and mentoring among staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36.	Individuals and teams have the opportunity to apply learning and share the results of their practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37.	Staff members regularly share student work to guide overall school improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive Conditions – Relationships					
38.	Caring relationships exist among staff and students that are built on trust and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39.	A culture of trust and respect exists for taking risks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40.	Outstanding achievement is recognized and celebrated regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41.	Staff members and stakeholders exhibit a sustained and unified effort to embed change into the culture of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42.	Relationships among staff members support honest and respectful examination of data to enhance teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supportive Conditions – Structures					
43.	Time is provided to facilitate collaborative work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44.	The school schedule promotes collective learning and shared practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.	Fiscal resources are available for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46.	Appropriate technology and instructional materials are available to staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47.	Resource people provide expertise and support for continuous learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48.	The school facility is clean, attractive, and inviting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49.	The proximity of grade level and department personnel allows for ease in collaborating with colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50.	Communication systems promote a flow of information among staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51.	Communication systems promote a flow of information across the entire school community including: central office personnel, stakeholders, and other district schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52.	Data are organized and made available to provide easy access to staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					

Thank you.

APPENDIX Q
RESULTS
PROFESSIONAL LEARNING COMMUNITY ASSESSMENT-REVISED

Professional Learning Community Assessment—Revised (PLCA-R)

Directions:

This questionnaire assesses your perceptions about your principal, staff, and stakeholders based on five dimensions of a professional learning community (PLC) and related attributes. Your answers are confidential. There are no right or wrong responses. This questionnaire contains a number of statements about practices that might occur in schools. Read each statement, then use the scale below to select the circle to the right of the statement that best reflects your personal degree of agreement with the statement. Shade the appropriate circle. Be certain to select only one response to for each statement.

Key Terms:

Principal = Principal, not Associate Principal, Assistant Principal, or Vice Principal

Staff/Staff Members = All adult staff directly associated with curriculum, instruction, and assessment of students

Stakeholders = Parents/guardians and community members

Scale:

1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Agree (A)

4 = Strongly Agree (SA)

STATEMENTS		SCALE			
		SD	D	A	SA
N=10					
Shared and Supportive Leadership					
1.	Staff members are consistently involved in discussing and making decisions about most school issues.	30.0%	0.0%	20.0%	50.0%
2.	The principal incorporates advice from staff members to make decisions.	0.0%	30.0%	40.0%	30.0%
3.	Staff members have accessibility to key information.	0.0%	30.0%	30.0%	40.0%
4.	The principal is proactive and addresses areas where support is needed.	0.0%	30.0%	40.0%	30.0%
5.	Opportunities are provided for staff members to initiate change.	0.0%	40.0%	40.0%	20.0%
6.	The principal shares responsibility and rewards for innovative actions.	0.0%	40.0%	40.0%	20.0%
7.	The principal participates democratically with staff sharing power and authority.	0.0%	20.0%	70.0%	10.0%
8.	Leadership is promoted and nurtured among staff members.	0.0%	22.2%	44.4%	33.3%
9.	Decision making takes place through committees and communication across grades and subject areas.	0.0%	22.2%	55.6%	22.2%
10.	Stakeholders assume shared responsibility and accountability for student learning without evidence of imposed power and authority.	0.0%	40.0%	60.0%	0.0%
11.	Staff members use multiple sources of data to make decisions about teaching and learning.	0.0%	40.0%	50.0%	10.0%
Shared Values and Vision					
12.	A collaborative process exists for developing a shared sense of values among staff.	20.0%	30.0%	30.0%	20.0%
13.	Shared values support norms of behavior that guide decisions about teaching and learning.	20.0%	40.0%	20.0%	20.0%
14.	Staff members share visions for school improvement that have an undeviating focus on student learning.	20.0%	60.0%	10.0%	10.0%
15.	Decisions are made in alignment with the school's values and vision.	0.0%	30.0%	60.0%	10.0%
16.	A collaborative process exists for developing a shared vision among staff.	10.0%	20.0%	60.0%	10.0%
17.	School goals focus on student learning beyond test scores and grades.	0.0%	20.0%	40.0%	40.0%
18.	Policies and programs are aligned to the school's vision.	0.0%	50.0%	30.0%	20.0%
19.	Stakeholders are actively involved in creating high expectations that serve to increase student achievement.	0.0%	33.3%	66.7%	0.0%
20.	Data are used to prioritize actions to reach a shared vision.	0.0%	22.2%	55.6%	22.2%
Collective Learning and Application					
21.	Staff members work together to seek knowledge, skills, and strategies and apply this new learning to their work.	20.0%	10.0%	50.0%	20.0%
22.	Collegial relationships exist among staff members that reflect commitment to school improvement efforts.	10.0%	20.0%	40.0%	30.0%

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Source: Olivier, D. F., Hipp, K. K., & Huffman, J. B. (In print). Assessing and analyzing schools as PLCs. In K. K. Hipp & J. B. Huffman (Eds.), *Professional learning communities: Purposeful Actions, Positive Results*. Lanham, MD: Rowman & Littlefield. Used with permission.

STATEMENTS		SCALE			
		SD	D	A	SA
N=10					
23.	Staff members plan and work together to search for solutions to address diverse student needs.	30.0%	0.0%	70.0%	0.0%
24.	A variety of opportunities and structures exist for collective learning through open dialogue.	10.0%	30.0%	60.0%	0.0%
25.	Staff members engage in dialogue that reflects a respect for diverse ideas that lead to continued inquiry.	10.0%	30.0%	60.0%	0.0%
26.	Professional development focuses on teaching and learning.	20.0%	20.0%	40.0%	20.0%
27.	Staff members and stakeholders learn together and apply new knowledge to solve problems.	20.0%	30.0%	50.0%	0.0%
28.	Staff members are committed to programs that enhance learning.	10.0%	20.0%	70.0%	0.0%
29.	Staff members collaboratively analyze multiple sources of data to assess the effectiveness of instructional practices.	40.0%	0.0%	60.0%	0.0%
30.	Staff members collaboratively analyze student work to improve learning.	20.0%	60.0%	20.0%	0.0%
Shared Personal Practice					
31.	Opportunities exist for staff members to observe peers and offer encouragement.	30.0%	10.0%	60.0%	20.0%
32.	Staff members provide feedback to peers related to instructional practices.	40.0%	50.0%	10.0%	0.0%
33.	Staff members informally share ideas and suggestions for improving student learning.	0.0%	0.0%	90.0%	10.0%
34.	Staff members collaboratively review student work to share and improve instructional practice.	30.0%	60.0%	10.0%	10.0%
35.	Opportunities exist for coaching and mentoring among staff members.	50.0%	30.0%	20.0%	0.0%
36.	Individuals and teams have the opportunity to apply learning and share the results of their practices.	20.0%	20.0%	60.0%	0.0%
37.	Staff members regularly share student work to guide overall school improvement.	30.0%	70.0%	0.0%	0.0%
Supportive Conditions – Relationships					
38.	Caring relationships exist among staff and students that are built on trust and respect.	0.0%	40.0%	50.0%	10.0%
39.	A culture of trust and respect exists for taking risks.	0.0%	40.0%	60.0%	0.0%
40.	Outstanding achievement is recognized and celebrated regularly.	0.0%	70.0%	30.0%	0.0%
41.	Staff members and stakeholders exhibit a sustained and unified effort to embed change into the culture of the school.	10.0%	50.0%	40.0%	10.0%
42.	Relationships among staff members support honest and respectful examination of data to enhance teaching and learning.	0.0%	50.0%	50.0%	0.0%
Supportive Conditions – Structures					
43.	Time is provided to facilitate collaborative work.	10.0%	40.0%	30.0%	20.0%
44.	The school schedule promotes collective learning and shared practice.	10.0%	40.0%	50.0%	0.0%
45.	Fiscal resources are available for professional development.	0.0%	30.0%	60.0%	10.0%
46.	Appropriate technology and instructional materials are available to staff.	10.0%	30.0%	60.0%	0.0%
47.	Resource people provide expertise and support for continuous learning.	0.0%	50.0%	50.0%	0.0%
48.	The school facility is clean, attractive, and inviting.	0.0%	50.0%	50.0%	0.0%
49.	The proximity of grade level and department personnel allows for ease in collaborating with colleagues.	10.0%	70.0%	20.0%	0.0%
50.	Communication systems promote a flow of information among staff members.	0.0%	40.0%	60.0%	0.0%
51.	Communication systems promote a flow of information across the entire school community including: central office personnel, stakeholders, and other district schools.	10.0%	40.0%	50.0%	0.0%
52.	Data are organized and made available to provide easy access to staff members.	0.0%	20.0%	60.0%	20.0%
Comments:					

Thank you.

APPENDIX R
FOCUS GROUP PROTOCOL—SESSION ONE

Focus Group Protocol—First Session

Hi. I am Michèle DeShaw. I'm a doctoral student in educational leadership at Lewis & Clark College, Portland, Oregon. Please make yourselves comfortable. We will be here for about an hour. The water and snacks are for you so help yourself.

Thank you for agreeing to talk with other faculty members about the Scholars Lyceum in your school. You will be exploring the how relationships in the Lyceums operate. I hope that my work will provide greater understanding of what it means for a school to be a real community for the benefit of students.

Let's take care of procedures and consent first.

PURPOSE A focus group is just an informal conversation directed by certain questions around the topic of interest, in this case the events and process that have occurred so far to bring smaller learning communities to this school. I will ask you to write a little bit, then I will ask you to begin the conversation by sharing some of what you have written. From there, the conversation will be guided by some questions and by what is said; you will all receive a copy of them, along with a review of the general instructions I am giving you now. If any of the conversation makes you uncomfortable, or you don't want to answer a particular question for any reason just say "pass" and the group will move on. If at any point you want to not be part of the conversation, that's fine. Just let me know. The purpose of this session today is to have a conversation about interpersonal professional relationships in education.

CONSENT FORMS Let's take care of signing consent forms. Please read the form now. ... The form says that I've explained the procedures to you, that you are willing to participate, that you are provided protections so that if I violate any of the commitments I've made to you, you know how to track me down. The white copy is for you to keep. This is about keeping things confidential; one of the protocols of the session is that we all agree to keep what is said here confidential and I am certainly bound to do that.

I will be taking notes. In the interest of accuracy, I would also like to record the conversation, but only if you don't mind. If you would rather I did not record, I will just take notes. Your conversation will certainly be kept strictly confidential and I'll ask you to adopt a pseudonym, so that you may remain completely anonymous. The recording and my notes will be labeled with pseudonyms and will be password protected. They will be destroyed within a year. You can read this on the back of the Consent Form, about in the middle—the fifth bullet down.

You can review any recording made and you can ask that all or part not be used. Do you mind if I record?

PSEUDONYMS I ask you also to choose your own pseudonym. (Business-size cards are handed out on which each person individually writes her or his own name and the chosen pseudonym.) Please sign the orange form and fill out the Pseudonym Card and hand both to me.

Thanks.

GUIDELINES See the handout.

Do you have any questions about the procedures?

If not, then okay. Let's get started.

APPENDIX S
FOCUS GROUP GUIDELINES

FOCUS GROUP GUIDELINES Byrd High School Scholars Lyceum

Speak in an open, honest manner.

Support the sharing of alternative points of view.

Everyone has permission to contribute all ideas.

Sessions are being recorded so that results may be analyzed completely and accurately, yet your identity in relation to your specific comments will be held in strict confidence by all participants and the Principal Investigator. What is said here is confidential and should not be discussed outside this session without the permission of the speakers.

Carefully observe the time frame of the session.

Michèle will serve as moderator and timekeeper and will refocus the conversation if necessary. She will both encourage all to speak and prevent anyone from dominating the conversation.

APPENDIX T
FOCUS GROUP PROTOCOL—SESSION TWO

Focus Group Protocol—Second Session

Hi. I am Michèle. Nice to see you again. The water and snacks are for you so help yourself.

Thank you for agreeing to talk again with other faculty members, this time about trust and the smaller learning community initiative in your school. You will be exploring the relationship of trust, collegiality, and community. I hope that my work will provide greater understanding of what degree of trust is necessary in order for school to be a real community for the benefit of students.

This session will be like the first. It will take about an hour and I will go over the procedures and consent forms again now.

As with the first session, I will ask you to write a little bit, then I will ask you to begin the conversation by sharing some of what you have written. From there, the conversation will be guided by some questions and by your remarks about trust in your relationships in the Scholars Lyceum. I will serve as moderator. If any of the conversation makes you uncomfortable, or you don't want to answer a particular question for any reason just say "pass" and the group will move on. If at any point you want to not be part of the conversation, you may. Just let me know.

I will be taking notes. In the interest of accuracy, I would also like to record the conversation, but only if you don't mind. If you would rather I did not record, I will just take notes. Your conversation will certainly be kept strictly confidential. The pseudonym you chose in the first session will be used again so that you may remain completely anonymous. The recording and my notes will be labeled with pseudonyms and will be password protected. They will be destroyed within a year.

You can review any recording made and you can ask that all or part not be used. Do you mind if I record?

Do you have any questions about the procedures?

(Check to see that I have signed consent forms.)

(Review the Guidelines.)

Okay, let's get started.

APPENDIX U
INTERVIEW PROTOCOL

Interview Protocol

Hi. I am Michèle DeShaw. I'm a doctoral student in educational leadership at Lewis & Clark College, Portland, Oregon.

Thank you for agreeing to talk with me about trust and the smaller learning community initiative in your school. I am interviewing about a dozen faculty members as part of my dissertation research. I am interested in exploring the relationship of trust, collegiality, and community, so this interview is about interpersonal relationships. I hope that my work will provide greater understanding of what degree of trust is necessary in order for school to be a real community for the benefit of students.

I would like to record our conversation, but only if you don't mind. If you would rather I did not record, I will just take notes. My purpose in recording is to be as accurate as possible. Your responses will certainly be kept strictly confidential and I'll ask you to adopt a pseudonym, so that you may remain completely anonymous. The recording and my notes will be labeled with pseudonyms and will be password protected. They will be destroyed within a year.

You can review any recording made and you can ask that all or part not be used. Do you mind if I record?

Would you like to choose your own pseudonym?

Our interview will take about 30 minutes to an hour. If any of my questions make you uncomfortable, or you don't want to answer a particular question for any reason just say "pass" and I will go on to the next question. If at any point you want to stop the interview, you may. Just let me know.

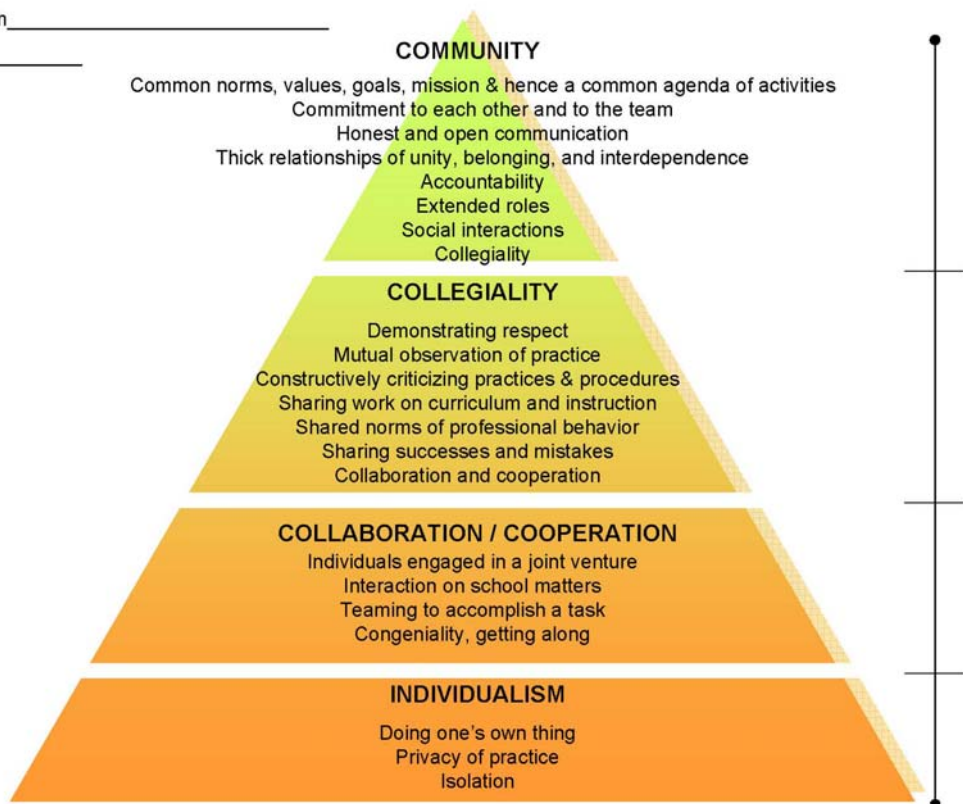
Do you have any questions about the procedures?

If not, then let's be sure we have a signed consent form. The form says that I've explained the procedures to you, that you are willing to participate, that you are provided protections so that if I violate any of the commitments I've made to you, you know how to track me down. (Review the previously signed form or go over a new one and sign.) Here is a copy for you to keep.

Okay, let's get started.

APPENDIX V
PYRAMID OF
INTERPERSONAL PROFESSIONAL RELATIONSHIPS
IN EDUCATION (AS PRESENTED TO INFORMANTS)

Pseudonym _____
 Date _____



APPENDIX W
COMMON QUESTIONS
FOR ALL FOCUS GROUPS, SESSION ONE AND SESSION TWO

Questions Common to All Focus Groups: Session One

Begin the conversation by asking participants to write and then to share what they have written in response to the question, “In which group are you more comfortable, the Scholars Lyceum, your own smaller Lyceum, or the larger faculty at Byrd and why?”

Presented with the diagram and explanation of Pyramid of Interpersonal Professional Relationships in Education, ask participants to place their own Lyceum, the entire Scholars Lyceum, and the staff of BHS on the diagram.

The following questions serve as conversation prompts:

- Think back to the past several years.
 - Have you had any experiences in the Scholars Lyceum or your Lyceum that showed those characteristics written in the diagram?
 - What victories provided examples of cooperation, collaboration, collegiality, community?
 - What struggles provide examples of cooperation, collaboration, collegiality, community?
 - Have you had any experiences that really felt like all the Academy teachers were “in it together, like family”?
- What characteristic on the list is most in evidence (noticeable...notable...seen) in the Lyceums? ...among teachers at Byrd High School?

At the end of the hour the conversation is brought to a close with the request to jot down on the paper what “you think is the most important thing you said today about working relationships in the Lyceums or in the Scholars Lyceum.”

Questions Common to All Focus Groups: Session Two

Begin the conversation by asking participants to write and then to share what they have written in response to the question, “Given that in the Faculty Trust Survey, 100% of respondents said that ‘Teachers in this school trust each other,’ what does trust mean in that statement?”

The following questions serve as conversation prompts:

- What do you hear as common elements of your various definitions?
 - What examples can you give that would show that teachers in the Scholars Lyceum trust each other?
 - To what extent do you think that teachers in the Scholars Lyceum are willing to be vulnerable to other teachers? What examples or evidence do you have?
 - What can you say about the honest and integrity of teachers in the Scholars Lyceum?
 - What can you say about the openness of teachers in the Scholars Lyceum?
 - How do teachers in the Scholars Lyceum show that they care about each other? Is that common? Uncommon?
 - How reliable are teachers in the Scholars Lyceum?
 - Would you say that teachers in the Scholars Lyceum do their jobs well?
- Suppose that you had one minute to talk to the Superintendent, James Auden, on the topic of building trust among teachers in the Scholars Lyceum. What would you say?

At the end of the hour the conversation is brought to a close with the request to jot down on the paper what “you think is the most important thing you said today about trust among the teachers in the Lyceums or in the Scholars Lyceum.”

APPENDIX X
EXEMPLARY CASE SCENARIO

Exemplary Case Scenario

In order to support the collection of data and to set criteria in advance for the assessment of the cases to be studied, an exemplary case was constructed. In the case description that follows, the characteristics of interpersonal professional relationships in education found in the literature to describe community are integrated with the characteristics of collegiality. This exemplary case description also exhibits relationships having high levels of trust as defined in the literature and in this study.

In a perfect world, a comprehensive high school forms itself into smaller learning communities where students have at least two adults who know them well (adult assets), where the teachers know each other well and feel they are part of a bonded community, and where students are brought into that community and their voices are heard. The staff numbers not more than 20, including certified and classified, administration, teachers, and counselor. The student population rarely goes above 250. The student to adult ratio is about 12.5 to 1. (The student to certificated ratio can be higher, about 19 or 20 to 1). The students take all of their core classes and some of their electives with the teachers in the smaller learning community and the students also have the opportunity to take electives outside the SLC from among the wider choices of a comprehensive high school.

This perfect case smaller learning community has a strong, clear, vision and a mission shared by all. Each adult's personal professional goal is directed toward the school's goal, which was arrived at through consensus after thorough discussion among all the staff who had reviewed the existing data about the school and student achievement. Team members, i.e., all of the staff as well as smaller groups into which they form for collaborative work, are highly committed to each other and to their professional teams. All members of the team feel connected and interdependent. They care about each other and have a spirit of professional camaraderie. Faculty members enjoy being together and often know about the outside-of-school activities and family events of the others on their team. They all trust the other staff members, knowing them to be competent in all ways, expecting them to be reliable, and knowing from experience that they are. Staff members are able to hold each other accountable, giving credit for successes and sharing the burden of mistakes and mis-steps without blame. Accountability and praise are the result of honesty and open communication. All staff members have the freedom to take risks, knowing they have the support of the rest of the team working with them and knowing that mistakes are ways to learn. The ability to take risks gives every team member the ability to be vulnerable as well as the ability to share in leadership.

All staff members regularly have the chance to observe each other in the practice of their work. Criticism and feedback are freely given, and often asked for. Interdisciplinary curriculum work leads to thematic units that engage students. Team teaching is the norm; it is expected, encouraged, and enjoyed. The structure and organization of the school provide support for this shared practice through the scheduling of classes and the location of teaching and work stations.

In this SLC, there are lots of ways to be involved with students. If engaging academic activities that help students reach their goals don't exist, then staff members create them and get students involved. Staff members wear many hats.

There is no one in this smaller learning community who does not know what others are doing. There is no hesitation to walk into anyone's classroom or office at any time to observe, to confer, or just to share a laugh.

Staff members say this:

We are all in this together. We respect and trust each other. Data—from observations, tests, common assessments, anecdotes, wherever—drives our decisions. We know what we want to be, what we want to accomplish and we are all working on a piece of what it takes to get us there. We know what's expected of each of us and we can rely on it being done or knowing why it wasn't. No one here can work alone. No one can isolate. And no one can be here if they want to do that. We are a family, for each other and for the students. We don't always agree. We don't always get along. What family does? But we work it out, because in the end, we all want the same thing.

We bring student work to the conference table regularly for discussion, for the same reason that we critique each other's teaching: we want to improve learning. Groups of six to 12 staff members meet once a month to reflect on their classroom instructional practices with a trained coach. It's a bonding time. It's social but work gets done because (the session) is documented and we're forced to commit to trying new things and then report back to the group.

Our critical friends aren't necessarily the people we hang out with, but these are people we trust. We know we'll be there for each other. We think this is our most significant professional development piece and it makes a profound difference in our school culture.

Our decision making process is inclusive—everyone on the staff as well as students can have input—and we use data to make decisions. Nothing happens here without 100% buy-in from the faculty. We might not all love it 100%, but it won't happen unless all of us are willing to give it a try. Each spring, faculty

members weigh in on new proposals using a “five-fingered” vote: five fingers means you're totally in support of the idea, while one finger means "I'm not crazy about this, but I'm willing to do it." Raise the fist and it means you're not willing to go along. When that happens, you're assigned to a committee to find solutions to the issue.

APPENDIX Y
CODING FRAMEWORKS AND TAGS

XSight Coding Frameworks

1. Trust
 - a. What trust means
 - b. Competence
 - 1) With the curriculum & content
 - 2) With relationships
 - 3) Concern about kid relationships
 - c. Reliability
 - d. Honesty
 - e. Open communication
 - f. Benevolence
 - 1) Supportive
 - g. Vulnerability
 - 1) Risk taking
 - h. Comfort level
 - 1) Being oneself
 - 2) Feeling safe, secure
 - i. Trust and student achievement
2. Community
 - a. Common vision
 - b. Accountability (or lack of)
 - c. Shared norms
 - 1) Expectations for teacher behavior
 - 2) Philosophical differences
 - 3) Student success
 - 4) Student behavior
 - 5) Teaching to the standards
 - 6) Teaching common curriculum
 - 7) Working out team disagreements
 - d. Social interactions
 - 1) Fun (or lack of)
 - 2) Greetings
 - 3) Conversations
 - e. Commitment
 - 1) Commitment to team
 - 2) Commitment to SL
 - 3) Commitment to kids
 - f. Job security / budget reality
 - g. Teacher turnover
 - h. Becoming part of the Lyceum, the team
 - 1) Mentoring, induction, orientation
 - 2) Choice to be in the Lyceum
 - i. Interdependence, feeling of family
 - j. Extended roles
 - k. Shared professional development
3. Collegiality
 - a. Respect
 - b. Mutual observation of practice, peer coaching
 - c. Constructively criticizing practice, procedures
 - d. Willing to give feedback on practices
 - e. Sharing work on curriculum & instruction
 - f. Sharing successes and mistakes
4. Collaboration
 - a. Teaming to accomplish a task
 - b. Interaction on school matters
 - c. Individuals engaged in a joint venture
 - d. Congeniality, getting along
5. Isolation
 - a. As a teacher
 - b. As a Lyceum
6. Structure
 - a. 7-period day
 - b. Room proximity
 - c. Meetings
 - d. Meeting arrangements
 - e. Lyceum Literacy
 - f. Team teaching
 - g. One Lyceum or Four
 - h. Class size
7. Time
 - a. Time needed
 - b. Time provided
 - c. How time is used
 - d. Time (longevity) for bonding
8. Miscellaneous
 - a. Liking other teachers
 - b. Sophomore Lyceum
 - c. Knowledge of other Lyceums
 - d. Interdisciplinary curriculum
 - e. "Pulling your weight"
 - f. Support for SC by admin, other teachers

XSight Tags

1. About Crow
2. About Crane
3. About Cormorant
4. About Condor
5. About Scholars Lyceum
6. Joking or sarcastic
7. Contrary to the framework
8. Fits multiple frameworks
9. Needs more information
10. Source: Crow teacher
11. Source: Crane teacher
12. Source: Condor teacher
13. Source: Cormorant teacher
14. Source: Counselor
15. Source: Administrator
16. Source: District personnel
17. Source: Outside source
18. Source: Former Scholars Lyceum teacher or administrator