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ABSTRACT
                This paper examines factors that promote and diminish
teacher trust in the instructional supervision process. Trust--key to
the supervisor's success in helping teachers change behaviors--is
correlated with such factors as confidentiality, approach to dealing
with complaints, and the development of collaboration and
participation in supervisory processes. Trust is low when a
supervisor takes a teacher's confidential expressions of need and
makes it reflect negatively on her evaluation. Supervisors who stress
authority and identification of weaknesses build less trust than
those who emphasize collegiality, productive diversity, and
strengths. A study of 150 teachers in seven Kansas school districts
identified supervisor practices that either enhanced or diminished
trust; these practices include orientation, tone, feedback, listening
skills, and support. A staff development program that elicits
teachers' responses to favorable and unfavorable experiences with
supervision can provide supervisors with positive notions about
change, and 12 steps for building such a program are described.
Supervisors develop a caring interpersonal relationship with teachers
through showing consideration, appreciation, and respect, and by
giving appropriate positive feedback. Areas of competence that
enhance teacher trust include honest discussion of assessment goals
and sharing knowledge about factors that positively influence student
achievement. Relationships of trust evolve through time and effort
and useful feedback from supervisors enables teachers to improve the
quality of their decision making. Eleven references are appended.
(CJH)

PRINCIPALS AND TEACHERS:
COLLABORATION TO IMPROVE INSTRUCTIONAL SUPERVISION
(BUILDING TRUST, FOSTERING COLLABORATION, ENCOURAGING COLLEGIALITY)

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THE NEED FOR TRUST IN SUPERVISION

Effective instructional supervision challenges the supervisor to be able to build trust and encourage collaboration in the supervisory process. The level of trust between supervisor and teacher is a major factor in determining the quality of assistance the supervisor will be able to provide to the teacher.[1] While most supervisors recognize the importance of mutual trust and collaboration in building the effective interpersonal relationships with teachers in which cooperation is high, mutual goals are generally agreed upon, and positive outcomes can be seen, attempts to foster such trust and encourage collaboration and collegiality have often been frustrating for supervisors. This paper will examine factors which promote trust, barriers to trust in the supervision process, potential benefits of building trust, ways to build trust between teachers and supervisors, and staff development activities that may promote trust on a school-wide basis.

FACTORS IN TRUST AND COLLABORATION

In order for school improvement efforts to be successful, teachers must to begin to view themselves as proactive managers in their classrooms who have the capacity to positively affect student opportunities to learn by their use of effective instructional behaviors. As managers using "modern" management techniques, teachers would assume more

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responsibility for the productivity of the school. Working with other managers like principals in a collaborative manner, teachers will be more likely to see themselves as instrumental in improving the productivity of the school, in improving opportunities for students to learn, and in efforts to improve the system as a whole.[2] In order to empower teachers to view themselves as managers, supervisors need to demonstrate trust in teachers, demonstrate belief in the importance of the teacher's role in the school, and demonstrate their willingness to collaborate with teachers and build collegial relationships based on equality and mutual regard. The supervisor can thus play a key role in helping teachers to view themselves as proactive managers of instruction and in improving the quality of instruction in the classroom.

Trust is a key factor in the success of the supervisor in helping teachers to change their behaviors. While it is difficult to identify specific supervisor behaviors that promote trust, several factors have been correlated with trust: the purpose of supervision and evaluation, confidentiality, how the supervisor deals with complaints, consistency, honesty and sincerity, and the development of collaboration and participation in the supervision process.[3]

Lewis identifies three kinds of trust important in "excellent" organizations which can be applied to teacher-supervisor interactions. Teachers must believe that information shared in the supervisory process will not be

used to hurt them. When this trust is present, teachers feel free to share information and feelings related to their jobs with supervisors because they believe that their supervisor is honest, trustworthy, and sincere, and that by sharing ideas and information, problems can be solved.

Teachers must also believe that written and verbal agreements between supervisor and teacher can be relied upon. Teachers seek to verify their trust in their supervisor by observing his or her behavior for contradictions between written and verbal statements and actual performance. Higher levels of trust are developed when consistency is seen between what the supervisor writes and says and what he or she actually does.

Teachers must also believe that supervisors have a high degree of respect and integrity. Such trust may be diminished when teachers feel their supervisors are "checking up" on them rather than dealing with them openly and honestly.[4]

Effective leaders also demonstrate empathy for those they work with [5], promote staff feelings of ownership in the organization[6], and show sensitivity toward their employees [7]. These factors tend to foster cooperation and encourage collaboration and collegiality. P. F. Oliva summarizes the importance of trust building and collegiality in the following quotation: "For supervision to be successful, teachers must want the services of the supervisor. They

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must feel that the supervisor is there to serve them and to help them become more effective teachers."[8]

BARRIERS TO TRUST

Several barriers exist to establishing trust between supervisors and teachers. Because supervision eventually leads to evaluation, teachers often become tense and distrustful towards the process, especially when areas which need improvement are identified. The supervisory process is thus viewed as negative and judgemental. For example, teachers may view a negative supervisor judgement about a professional competency or skill as a negative judgement about them as a person.[9]

Teachers' negative feelings about evaluation can begin in teacher education programs. The student teacher may properly feel that the final evaluation of their university supervisor will be an important factor in their ability to get the teaching job they want. Because the supervisor makes a limited number of evaluation visits to the classroom, student teachers believe that things need to go well when the supervisor does visit. Student teachers sometimes alter their teaching behavior, coach students to behave well, and even request that the cooperating teacher mimimize problems the student teacher is having so that the university supervisor gets the idea that things are going well and a satisfactory evaluation is completed.

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As teachers move from student teaching into their own classrooms, the principal can be viewed by the new teacher as another supervisor who needs to see an ideal classroom when visiting and who should be kept in the dark about teaching problems and concerns. New teachers are often worried about keeping their jobs and perceive that they will not be rehired if the supervisor is aware they are having problems. Experienced teachers may build on new teacher fears of the supervisor by relating their own negative experiences with problems they have encountered.

Teachers appear to be well advised to keep problems and concerns to themselves in some schools. Some teachers are penalized for bringing their needs to the supervisor's attention by having these needs negatively reflect on their evaluation. Some supervisors allude to an open door policy verbally and in writing, but their behavior discourages teachers from coming to them when they find the supervisor is not really interested in helping. In such schools, trust between supervisor and teacher is at a low level and the effectiveness of the supervisor's efforts to improve instruction is appreciably diminished.

Supervisors who use traditional patterns of management which stress authority, compliance, and identification of teacher weaknesses also build less trust than supervisors who are able to stress collegiality, encourage productive diversity, and emphasize teacher strengths. As supervisors are able to adapt their management philosophies and

practices to facilitate collaboration and collegiality, they will be more likely to inspire teacher trust in their supervisors.

Time also conspires against supervisor effectiveness. Because of the many other tasks supervisors are called upon to perform, supervisors may not take the time to build the level of trust necessary for effective supervision to take place. To teachers, some supervisors appear to be rushed, unconcerned, insensitive, and just "going through the motions" of supervision, and trust is therefore lessened.

In order to build trust in the supervisory process, supervisors must reduce teacher anxiety about the supervision and evaluation process, encourage teachers to seek assistance without penalty, and take the time to build trust, encourage collaboration, and supervise effectively. Because of barriers which make such trust difficult to establish, patience also becomes a factor in establishing long-term patterns of trust, collaboration, and collegiality in school organizations.[10] Achieving excellence in the schools may ultimately depend on leaders who are willing to take the time necessary to build organizational structures which enhance the professional growth of those who work in them.

POTENTIAL BENEFITS OF BUILDING TRUST

One of the goals of instructional supervision is to assist the teacher in becoming effective in self-evaluation

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of their own instruction. Even the most conscientious supervisor who regularly visits teachers' classrooms has only an off-hand chance of observing at the specific time a certain instructional problem is being experienced by the teacher. Good teachers are experts at concealing problems from supervisors. Unfortunately, supervisors sometimes find out about such problems in other ways--from angry parents, worried superintendents, or concerned Board of Education members.

If trust can be successfully established between the supervisor and teacher, the teacher is more likely to voluntarily share problems and concerns with supervisors before the problems become major. By encouraging teachers to collaborate with the supervisor before a problem gets "out of hand", the supervisor not only helps the teacher, but enhances his or her own effectiveness as well.

As teachers turn to supervisors for help with classroom problems, a valuable opportunity is presented to the supervisor. Often the supervisor can lead the teacher to brainstorm solutions to their own problems. If the teacher is unable to think of appropriate solutions, the supervisor can also assist by offering practical ideas which may help to solve the problem the teacher is having. The supervisor can later check with the teacher to see how the strategies they have developed are working. Teachers who receive this kind of assistance from their supervisor are more likely to

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perceive their supervisor as competent and caring, and trust
is enhanced.

Successful organizations function by encouraging their
members to collaborate on strategies for improving the
effectiveness of the organization. In order to meet the
challenges posed by "A Nation at Risk" and similar reports,
supervisors and teachers will need to work together. By
building trust through supervisory encounters, supervisors
enhance their relationship with teachers and establish a
foundation for further collaborative efforts.

BUILDING TRUST IN THE SUPERVISION PROCESS

In an effort to identify specific supervisor behaviors
which enhanced and which diminished teacher trust in the
supervisory process, a study of 150 teachers in seven school
districts in the state of Kansas was conducted in 1986. The
seven school districts ranged from a small, rural district
to a large, urban district. The sample population consisted
of 85 elementary teachers and 65 secondary teachers. A
range of experience was present in the sample: 37 teachers
in the sample had taught less than five years, 29 teachers
had taught from five to eight years, 31 had taught nine to
twelve years, and 53 teachers had twelve or more years of
teaching experience.

In the study, teachers were asked to identify
supervisory practices and behaviors that (1) contributed to
teacher professional growth (trust building behaviors) and

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(2) supervisory practices and behaviors that caused worry and concern (trust reducing behaviors). Participants were asked to consider all of the supervisors they had worked with as teachers, including student teaching supervisors and cooperating teachers, team leaders, department heads, assistant principals, and principals--including any supervisors they were currently working with.

Teachers were able to identify a number of specific supervisor practices which either enhanced or reduced trust. These included:

--Orientation. Teachers indicated that providing teachers with information about procedures, schedules, and other expectations for the supervisory process helped them improve their teaching. Not knowing what to expect caused teachers worry and concern and reduced their trust in the supervisory process.

--Positive tone. Positive comments and feedback from supervisors helped teachers in the sample to improve their teaching. Negative comments and tone from the supervisor caused worry and concern and reduced trust.

--Concern. Supervisors who showed genuine interest in teachers and students and made teachers feel valued and important helped them to improve, according to teachers in the sample. Supervisors who were unconcerned or disinterested in teachers and students caused worry and concern and reduced teacher trust in the process.

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--__Time.__ Teachers indicated that supervisors who conducted frequent, on-going observations of their instruction reduced their worry and helped them improve. Supervisors who only visited when an evaluation was due and who did not take a sufficient amount of time to complete the supervisory process adequately were a source of teacher worry and concern.

--__Feedback.__ Prompt and specific feedback promoted teacher growth, while lack of prompt or specific feedback diminished trust and caused concern. What was surprising was that some teachers in the study indicated that they were observed by supervisors, but that __no__ feedback was provided after such observations.

--__Listening skills.__ Supervisors who were good listeners contributed to teacher growth. Supervisors who demonstrated poor listening skills caused concern and worry and reduced teacher trust. One participant's comment was particularly interesting: "My principal couldn't wait for me to stop talking so he could start."

--__Support for the Teacher.__ Teachers also valued support they perceived they received from their supervisors. This support was mentioned with parents, students, and board members. Teachers listed perceived lack of support as a cause of worry and concern.

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Teachers also listed specific behaviors and traits of effective and ineffective supervisors:

Effective Supervisor Traits	Ineffective Supervisor Traits
Honest	Two-faced
Open-minded	Closed-minded
Warm	Impersonal, cold
Consistent	Inconsistent
Understanding	Condescending
Relaxed	Formal
Fair	Plays favorites
Willing to admit mistakes	Can't admit when they're wrong

STAFF DEVELOPMENT TO BUILD TRUST AND ENCOURAGE COLLABORATION

A program of staff development can be organized, using the format of the study discussed in the previous section, which could build teacher trust and encourage collaboration and collegiality to improve the supervision process in a particular school. Steps for such a program might include:

STEP ONE   At a faculty meeting, principal has staff members list supervisor behaviors and practices that (1) have contributed to their professional growth and have enhanced their trust in the supervisor, and (2) have caused them worry and concern and have reduced their trust in the supervisor. Participants are encouraged to think of all supervisors they have had, including those during student teaching. Responses are made anonymously.

STEP TWO   Secretary or teacher volunteers sort all responses and eliminate obvious duplicate responses. A master list of the remaining responses is compiled. (Note: If the sorters cannot decide if a response is a duplicate, it should be included on the master list.) The master list will include

both positive and negative responses.

STEP THREE   At a faculty meeting (suggestion: at least a
              month later), staff ranks the ten (or fifteen)
              most important behavior or practices for their
              supervisor to utilize (or avoid). Their
              choices can be either positive statements
              or negative statements from the list.

STEP FOUR   Secretary or teacher volunteers sort the
              ranked responses and develop a list of the ten
              (fifteen) most frequently listed behaviors or
              practices. The statements are typed on a list
              with a Likert scale by each:

              Supervisor gives prompt feedback.

1	2	3	4	5
Not Effective		Average		Highly Effective

STEP FIVE   At a faculty meeting (suggestion: at least a
              month later), staff members anonymously rank
              their current supervisor(s) on each of the
              important behaviors or practices on the list
              developed in Step Four.

STEP SIX   The supervisor studies the rankings and
              chooses one or two weaker areas (as ranked by
              the staff) to work on. He or she may choose
              to brainstorm with peers about effective
              ways to improve the supervisor's effectiveness
              in the areas chosen.

STEP SEVEN   At a faculty meeting (suggestion: at least a
              month later), the staff meets in small groups
              to brainstorm possible strategies for the
              supervisor to use in becoming more effective
              in the areas selected in Step Six. A group
              report in which individual ideas are not
              identified is submitted for each group.

STEP EIGHT   The supervisor develops a plan for improving
              his or her effectiveness in one or two of the
              areas identified in Step Six. The supervisor
              utilizes input from peer brainstorming and
              from Step Seven in formulating the plan. At
              least one suggestion from the staff brain-
              storming session is utilized in the plan.

STEP NINE   The supervisor visibly works to improve
                 his or her effectiveness by implementing the
                 plan developed in Step Eight. The plan is
                 shared with staff and areas identified by the
                 staff in Step Seven are indicated.

STEP TEN   At a faculty meeting, the supervisor shares a
                 recent videotape of their teaching with the
                 staff and invites group discussion about the
                 effectiveness of the teaching episode.

STEP ELEVEN   Staff members may be ready to volunteer to
                 share videotapes of their own teaching at
                 future faculty meetings. Other collegial
                 activities such as collaborating together
                 to work on solutions to school problems,
                 working out possible strategies to assist
                 students, or evaluating various aspects of the
                 school program may also be used as needed to
                 continue to build teacher trust.

STEP TWELVE   At the end of the school year, or after a
                 reasonable period of time, Step Five is
                 repeated to measure staff perceptions of
                 change. Further planning is done on the
                 basis of the reassessment.

INTERPERSONAL TRUST BUILDING

The supervisor can also build trust by building a
caring interpersonal relationship with the teacher. As the
teacher sees that the supervisor is concerned for their
success as a person and as a professional, trust between
supervisor and teacher is enhanced. Five ways for the
supervisor to demonstrate positive concern are:

1. _Showing consideration._ The goal is for the teacher
to feel that the supervisor likes and cares about the
teacher. Examples:
        "I know you've been ill. Are you feeling better?"
        "How's your daughter doing in college?"
        "I heard you were elected president of your club.
        Congratulations."

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2. <u>Showing appreciation.</u> The goal is for the teacher to feel that the supervisor recognizes and values the teacher's hard work. Examples:
"Thank you for all your hard work on the committee."
"I appreciate your willingness to help out."
"Thanks for organizing the fall dance. Things went very smoothly this year."

3. <u>Sharing positive remarks.</u> The goal is for the teacher to know that the supervisor is hearing positive things about the teacher from others. Examples:
"The substitute said she'd work in your classroom anytime."
"The university specifically asked for you to work with the outstanding student teacher."
"John's mother was telling me how pleased she is with his progress in your class."

4. <u>Showing respect.</u> The goal is for the teacher to feel that the supervisor values the teacher's professional expertise. Examples:
"Before I decide, I wanted to find out what you thought."
"I'd like you to make a short presentation at the next faculty meeting."
"Do you have any suggestions for solving that problem?"

5. <u>Giving appropriate positive feedback about the teacher's instruction.</u> The goal is for the teacher to know what they are doing well. Examples:
"Your class test scores in math were very impressive."
"You handled that student's incorrect answer expertly."
"Every student had a chance to participate successfully when I observed your class this morning."

BUILDING CONFIDENCE THROUGH COMPETENCE

The competence of the supervisor is also important in building staff confidence in the supervisory process. Lyman, Wilson, Garhart, and Heim [10] have identified ten areas of competence that can enhance teacher trust in the supervisor.

1. The goals of the assessment process must be discussed openly and honestly with teachers. The primary goal of

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assessment--improvement of instruction for the benefit of students--must be continually stressed by the supervisor.

2. Teachers often have legitmate concerns about the assessment process. The supervisor encourages teachers to discuss these concerns and provides information to address these worries. When questions about the assessment process, appropriate clarification is provided.

3. The supervisor provides appropriate orientation for all teachers to the assessment process. Such orientation includes information about assessment procedures, discussion of instruments that will be used in the assessment process, district policies for teacher assessment, and timelines that will be followed for assessment.

4. The supervisor follows all procedures and policies relating to teacher assessment.

5. The supervisor avoids surprises and traps in assessing teachers. Assessment is predictable and positive.

6. The supervisor is knowledgeable about the factors which positively influence student achievement, self-concept, and enthusiasm for learning and communicates this knowledge effectively to teachers.

7. Feedback from observations is given promptly so teachers will be provided with knowledge of results from their work.

8. The supervisor follows through when promising assistance to teachers.

9. The supervisor holds appropriate formative conferences with teachers before a summative evaluation conference takes place.

10. The supervisor recognizes that building teacher confidence in the assessment process takes time and works patiently to improve teacher attitudes towards assessment.

SUPERVISORS' BEHAVIOR AND TRUST

Since teachers will be more likely to believe the actual behavior of their supervisor than the supervisor's written or verbal statements about his or her beliefs, it is important that supervisor behavior confirm the supervisor's belief in basic assumptions which underlie effective,

collegial supervision. Lyman, Wilson, Garhart, Heim, and Winn [11] have identified ten assumptions which, when demonstrated by consistent supervisor behavior, will help to develop the climate of trust and collaboration necessary for professional growth:

1. Trust relationships can be built in the school. Effective supervisors realize that such relationships require time and effort to develop and work patiently to cultivate such relationships.

2. Teachers experience professional growth when the supervisor emphasizes their strengths.

3. How supervisors behave is more important than anything they do or say.

4. Teachers will be more likely to treat students positively and to value the contributions of students when teachers are treat positively by supervisors who value the personal contributions and worth of each teacher.

5. Teachers can work together cooperatively.

6. Teachers work best when they feel they are trusted.

7. Comparative evaluation leads to competition and lack of trust in the school.

8. Teachers can improve the quality of their decision making when given useful feedback from a trusted supervisor.

9. Teachers can work effectively without an external pressure and reward system.

10. Evaluation in an environment where trust does not exist inhibits teacher growth and development.

11. When supervisors are able to abandon their traditional roles and take risks involved in working to build trust and relate positively to teachers, teachers will respond better, behave more considerately, and experience more professional growth.

SUMMARY: TIPS FOR EFFECTIVE SUPERVISION

1. Don't fix it if it isn't broken. Effective teachers need support and encouragement, not criticism from their supervisor.

2. **If it's worth doing, it's worth doing right.** Take the time to become familiar with the criteria for effective instruction and to develop effective supervisory behaviors.

3. **There is no one right way to teach anything.** There are a variety of teaching styles and behaviors which can results in student success. Supervisors should avoid the temptation to "remake" teachers in their own image or to fit the requirements of a particular instructional model.

4. **Remember what happens to bearers of bad news.** There is a story of a messenger who brought news of a war loss to an ancient king. The king had the messenger beheaded. Unless supervision is done positively with professional growth in mind, the supervisor will beocme about as popular as the messenger in the story.

5. **Learn to listen effectively.** Teachers can sometimes solvel their own problem and will certainly respect a supervisor who demonstrates a willingness to listen as well as to speak.

6. **An empty garbage can rattles the loudest.** The best supervisors have clear objectives for conferences with teachers so that valuable time is not wasted. Good supervisors are also able to provide specific feedback to teachers about effective and ineffective behaviors they observe in a clear, concise manner.

7. **Be patient.** Lasting change in teacher and supervisory behavior takes time.

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