Learning to Play Nice so the Work Can Get Done

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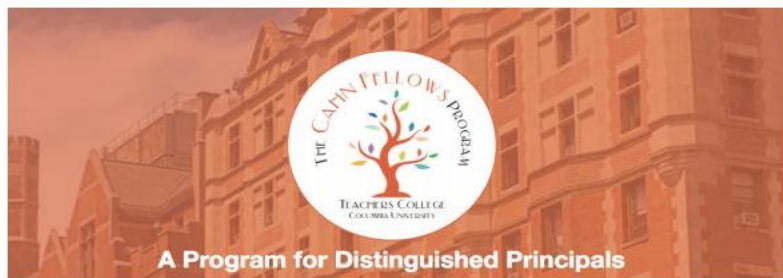
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ABSTRACT

When the adults at a school can't get along, the work can't get done…or at least it can't get done as well. That is the unfortunate truth of the world we work in. We are blessed to work at a school filled with fantastic students and families who need us in so many ways, and every adult at our school loves the little people we work for. What is harder for our staff is loving – or sometimes even liking – the big people we work with. What do you do when you have a common goal, but you just can't seem to play nice? Our project is a little bit excavation, a little bit exploration as we seek to find the causes behind the lack of trust and respect and the right ingredients to rebuild it so we can tackle the hard work of supporting and loving the little people in our care in the best way possible – together!

INTRODUCTION

We love little people at our school, but big people seem to have a harder time getting along! Our mission is to change the culture among the adults at Ruskin Elementary so that we can better support the numerous and diverse needs of our families and students. Ruskin Elementary is located at the rural southern edge of Hillsborough County on 101 East College Avenue. It was built in 1942, and today it is home to a constantly fluctuating number of students from pre-kindergarten through 5th grade. We have a highly transient population, and our total enrollment can vary widely at any given point in the year. We are currently home to over 800 students with high and wide-ranging needs. As of March 2019, 40% of our students are English language learners, 92% qualify for free or reduced lunch, 84% identify as an underrepresented ethnic group, and 17% are identified as students with disabilities. We also have a large subset of students who are not yet identified but are engaged in RTI support or testing to determine eligibility.

We take pride in the strong community partnerships that allow us to provide wrap-around services to our families, including a food pantry, weekend snack bags, holiday assistance, uniforms, shoes, emergency housing support, and tutoring. We have a group of volunteers known as our "Ruskin Angels" that is comprised of over 40 retirees from our neighboring community. They work in our media center and classrooms, make sure our uniform closet is stocked, and constantly seek out additional ways to assist. We have strong partnerships with two local churches who work to stock our pantry, provide food assistance, assist parents with bills, provide shoes, and even support us with school beautification projects. A grant through the Children's Board allows us to work with PCAT (Parents and Children Achieve Together) to provide 1-1 after-school tutoring to over 80 kindergarten and first grade students. We provide after-school enrichment through grant-funded programs like "Little Kids Rock" and "Girls on the Run". Most recently, we have partnered with Feeding Tampa Bay and Publix to open a volunteer-stocked and teacher-run food pantry that is open to our parents twice weekly.

We have built a strong sense of community with the families at our school, but we face an internal challenge when trying to do the same with our staff. Our short-term goal is to get teachers to show respect among teams. You don't necessarily have to be friends – just be nice! We presented this as a non-negotiable expectation. Another short-term goal is for teachers to feel more supported by school leadership. Our long-term goals are to improve relationships between school leadership and faculty and for Ruskin Elementary to be known as a school with a culture of mutual trust and respect. Finally, we would like to minimize teacher turnover by 2021.

STATEMENT OF THE PROBLEM

The instructional expectations have been raised significantly since Ms. Salgado assumed leadership of the school in 2015-2016. We began working in an intentional, focused way to increase instructional quality and the level of student achievement, pushing teachers out of their comfort zones and unintentionally resulting in an increase in negativity and a decrease in trust. Additionally, the remote location of our school relative to the population centers in our district makes teacher recruitment and retention an ongoing challenge. Teachers outside of our immediate area face a lengthy drive to and from our school. These two factors have increased teacher turnover, reducing the effectiveness of our staff. Our vision is that repairing and increasing trust and respect throughout our staff will lead to higher levels of teacher retention and a resulting increase in instructional quality and consistency.

The PLCs (professional learning communities) at Ruskin Elementary have developed into truly productive weekly meetings that allow teachers to collaboratively analyze data, discuss standards and work samples, learn new strategies, and share ideas to move students forward. Developing these PLCS into a functional, productive system was a lengthy process, as our teachers were uncomfortable sharing any data or information about what was going on in their classrooms with their peers. They were sensitive to feedback and defensive when looking at trends. It took years of student-first coaching language and a lot of practice with meeting structure expectations and norms to develop the openness necessary for productive, open conversations, but our PLCs are now a ray of hope that change is possible.

METHODS

When defining this problem of practice, we utilized data from the annual Hillsborough County school climate survey. This survey asks teachers to reflect on the working conditions and leadership at their school site. One question stood out to us: "Is there an atmosphere of mutual trust and respect at this school?" In 2016, only 42% of teachers answered yes to this question. These numbers increased in 2017 and 2018, to 56% and 59% respectively, but still reflect a level of trust significantly lower than what we would like to see. This is compared to 77% who answered yes to the same question in 2015 prior to the leadership and expectation changes. In addition, we lost 19 teachers in 2016, 15 teachers in 2017, and 13 teachers in 2018.

By identifying what barriers to trust exist and by strengthening connections between teachers and school leadership, we are laying the foundation for stronger collaborative work. Working with a team of teachers will allow us to multiply leaders with shared vision and positive mindsets, increasing supports and voice for all teachers. We will be utilizing short surveys mirroring the wording of the Hillsborough County school climate survey along with specific questions related to teacher relationships with Ms. Salgado to collect data throughout the year as we uncover issues and build trust. At the end of the school year, we will reflect on data from the 2018-2019 TELL survey and teacher retention rate.

A cross-section of teachers with diverse teaching experiences and perspectives are supporting our efforts as a group of thought partners (our Cahn Crew) who will be giving us feedback on our practices, assisting us with behind the scenes work, and strategically supporting teachers who have been at Ruskin Elementary for two years or less. Each committee member will be a Cahn Buddy for 2-4 teachers throughout this process. As a Cahn Buddy, they will provide practical and motivational support for teachers they are paired with through regular check-ins and relationship-building. Additionally, committee members are supporting the ILT (instructional leadership team) in developing and strengthening teacher-leader skills that

will allow them to multiply teacher-leaders within their grade-level teams. The Cahn Crew members will complete video reflections of their thinking about the state of trust and respect at our school both before and after this inquiry process.

During preplanning this year, we engaged staff in a game of blindfolded Jenga so they could experience the need for trust when working as a team. Teachers had to work together to communicate and complete a tower. The blindfolded teacher had to trust the teammates giving directions to support their success. The first attempt was completed with no directions. A second attempt was implemented with directions and guidance. Upon completion, we introduced staff to the Cahn Fellowship and our project. We used Poll Everywhere (an interactive response tool) to create a common definition of trust. Staff used their phones to respond in real time to the following questions:

- What does trust mean to you?
- Why is trust important?
- What makes you feel that you are trusted?
- What makes you feel that you can trust someone?

Based on their responses, our staff defines trust as encompassing honesty, communication, respect, support, and understanding. We agreed as a staff that we would focus on improving those components.

Following that discussion, we shared a handout with a chart listing "Ways of Knowing" and had teachers self-identify with a style. Teachers received the chart with the different "Ways" and split into teams by birthday to discuss. They charted their "Way" and gave the charts to the leadership team, and we have used this information to inform and shift our ways of interacting with teachers.

We were initially able to develop a deeper understanding of our challenges by engaging staff in interactive surveys, diving into problems of practice with our Instructional Leadership Team, and meeting monthly with our Cahn Crew. This allowed us to verify that we have indeed chosen the correct focus. Some of our takeaways are that staff have varying perceptions of trust, that we are struggling with teaming, and that teachers fear vulnerability. This was particularly evident when teachers in our focus group were reluctant to share thoughts openly in their original videotaped reflections, despite written and verbal descriptions of the purpose and safe-zone guarantee by Ms. Salgado. Videos were recorded in a 1-1 setting with Ms. Vega to make them as low-risk as possible. Teachers were visibly nervous, had rehearsed their answers, brought written notes, and asked on several occasions if they "should say that". Despite coaching from Ms. Vega to be honest and share what they truly felt, most teachers still held back and tried to be diplomatic and reserved.

Our Instructional Leadership Team launched this year's work with the book "The Skillful Team Leader" with a focus on overcoming hurdles and building a winning team. Some of the dilemmas identified were:

- struggling to get along due to subcultures, disagreements, and avoidance
- lack of teamwork due to fixed mindset, dysfunctional teams, and disagreements about how to approach challenges
- low impact of teaming work due to a lack of honest collaboration (fear of vulnerability)

These issues are a direct match for those we have identified as primary issues for our project. It was validating that teachers were able to identify this through discussion with other teacher leaders, but that is where the discussion reached an impasse. Once identified, they were less certain what to do about it. One immediate

next step was to refer to the definition of trust we established – honesty, communication, respect, understanding, and support – and commit to being more open with our thoughts when teaming rather than holding back and complaining later, but remembering to do so in a respectful way. Another immediate next step was to commit to norms that protect the respectful sharing of ideas from all in a supportive, understanding environment, even if they are ideas that we don't all agree with.

To promote teacher-student and student-teacher trust and relationships, we shared an article titled "10 Ways to Build the Trust Kids Need to Learn" by Regie Routman with the staff via email. This was sent as a quick resource rather than as a piece that we would do extensive study on. We were also able to get enough copies of the "Certified Kind" kits (based on the book "Wonder") from Penguin Random House that we were able to provide one to each homeroom in the school. This challenged classrooms to track acts of kindness by collecting artifacts such as marbles or jelly beans in a jar to represent each kindness. When the jar is full, a photo is submitted to Random House and classrooms will be officially "Certified Kind". The kits also came with a chipboard easel that allows them to celebrate students who are noticed being "Wonder"ful or kind throughout the year. Teachers have been observed throughout the year celebrating students in this way, and jars are filling up all over our school. It would seem, then, that our teachers are much more comfortable demonstrating and promoting the behaviors we are seeking with students than they are with their own peers.

We conducted a follow-up survey in September (Survey Monkey) to get a better feel for teachers' feelings toward Ms. Salgado specifically since her transition to leadership was when the negativity and lack of trust and respect really became a problem. The survey was sent out by a teacher so they would feel more comfortable responding, and we got a very high response rate and some very honest comments. We were able to conclude that the negativity we were seeing was coming from a small, VERY vocal, subgroup of approximately 10-15 teachers. This is approximately 20% of our instructional staff. That subgroup very actively pushed back against our work at first, causing things to seem worse before we began to see improvements. This strengthened our resolve to support the teachers who were most at risk of being targeted by the negative subculture and being sucked into the drama. This has been approached through Cahn Buddies and through regular check-ins by leadership and instructional coaches. During our monthly Cahn Crew meetings, we have discussed these partnerships to check in and see how they have progressed. We have been able to build some connections through the buddy system that would not have been made otherwise…teachers have gone out for coffee, shared challenges and successes with each other, and forged the beginnings of positive working relationships and even potential friendships. Some partnerships have been less successful – none have been negative, but some were just not clicking. In those instances, Crew members were able to negotiate some switches to facilitate better personality matches.

Our Student Services team collaborated with us to link the Sandy Hook Promise "It Starts with Hello" program to our Cahn Project during the month of September as well. Faculty members were paired up with someone they don't regularly interact with, and they were asked to connect and learn more about their "Hello" partner. Their task was to share notes and treats (if they chose), smiles, and positive energy. Many of our staff members tend to interact with the same people all the time, and we frequently hear that teachers wish people would be friendlier. This was an effort to connect people with others in a purposeful way – someone WE knew they had something in common with who was outside their normal circle. We continued this through the fall by playing social games where people could surprise each other by leaving treats or doing random acts of kindness for someone who would then pay it forward for someone else. Ms. Salgado regularly send emails and staff texts to let everyone know how much they were appreciated, and staff members were

reminded regularly to check in with their "Hello" partner to do the same. Several of our teachers played along with the social games, although many did not. It was harder to judge how many were following through with their "Hello" partners, but we followed up with a survey question in December to ask if teachers felt it was beneficial. Interestingly, even though they requested more social interaction opportunities, they did NOT feel this was beneficial and seemed to dislike it. Based on teacher input, we discontinued this practice as a structured event and reiterated that our intent was simply to help teachers forge connections with others. We emphasized that they were certainly welcome and encouraged to continue as they felt called to do, but that we would no longer promote it as an event. What we did restate as a non-negotiable was kindness – that everyone should be taking advantage of the opportunities presented of them to smile at others in the hallway or to say "good morning" to others. We left them with a reminder that little, positive things make a big positive impact.

Our Social Sunshine committee worked hard this year in a joint effort to combat the negativity at our school as well – they hosted team building activities and small social events and treats throughout the year that boosted morale and energized the staff. One big win was our winter social. We typically have a small gathering of 20 teachers (out of a staff of over 100). This year we had a cap of 40 due to the venue, and we ran out of space!

Ms. Salgado and the school leadership team have provided morale boosters throughout the year as well in an effort to make teachers and staff feel more appreciated and supported, including extra pay for after-hours planning with instructional coaches, surprise coffee and treats in the office on random days, Happy-Grams when teachers are caught doing something extra amazing, and raffles for prizes on random days just for coming to work. The leadership team provides short breaks to teachers during high-stress weeks (for instance, prior to winter break). The biggest boost was a surprise makeover to the teachers' lounge that was orchestrated over winter break with the help of our community partners, complete with relaxing paint tones, new artwork on the walls, and a massage chair for the teachers to use on their breaks.

In December, we conducted an interactive follow-up survey using Poll Everywhere to get a pulse-check and see how our staff was feeling about the progress we are making toward our project goals. We asked the following questions:

- S (successes) - What are we doing well?
- O (opportunities) - How can we (school community) best partner with each other?
- A (aspirations) - How do you envision a school where everyone feels respected?
- R (results) - How are we (leadership) doing so far?

This is also where we asked the question referenced above regarding how teachers felt about the "Hello" partner activities. Overall, the results and tone were more positive than what we saw at the beginning of the year. Teachers seem to appreciate the efforts we are making to celebrate successes and are appreciating the efforts to minimize drains on their time and to compensate them for additional time spent with coaches. They voiced a desire for more autonomy when partnering and teaming with others. They shared a vision for a school that is more collaborative and less competitive, more supportive and less critical. Overall, most seem to feel that we are doing OK or good. Only a small number seem unhappy with our progress, which reinforces our survey data from earlier in the year. Another small number seem very happy with our progress, which is great – but we still have more work to do since most of our teachers are still falling in the mid-range.

During January and February, we were in the beginning stages of a book study with our Cahn Crew - "If You Don't Feed the Teachers, They Will Eat the Students" - and one challenge we were encountering was that our teachers are still "hungry". A positive is that they are no longer "starving", but we still have work to do. As we worked through this book study, we were examining and discussing leadership practices that will specifically help Ms. Salgado grow as a principal, but we were also reflecting on how those same practices will help us grow as teacher leaders. During one of our discussions, however, our Cahn Crew had a breakthrough that the ownership and responsibility for ending the negative behaviors at our school to be personal, not top down. They are currently in the process of working on how THEY can bring solutions to staff rather than leadership sharing the same message over and over. We also shared a conversation we had with a colleague at one of our Cahn study sessions in New York a few months ago about thinking of our peers through the lenses we use for our students – asking ourselves what challenges they might be facing, what background knowledge they might be lacking, what trauma they might be bringing to the table with them, and trying to view our peers with compassion. That opened the doors to a very compelling conversation about empathy and understanding.

We conducted a March survey to check in with teachers and see how they are feeling about the culture of our school now that the year is drawing to a close. The results we received were mixed, with some strongly negative, many feeling that things are still fluctuating, and a higher number of teachers who are happy or optimistic about the way things are going. Many teachers reflected that their sense of trust with Ms. Salgado has improved as a result of the project. One thing that was telling was that 25% of teachers indicated that they did not trust their teammates. This was the focus of our March meeting with our Cahn Crew, and the core issue or barrier that we uncovered was that our staff members are uncomfortable or unwilling to address issues with their peers directly – instead, they discuss them with other peers behind the back of the person they have the issue with. At times, they simply take their concerns or complaints to administration directly without ever addressing the person involved to let them know there is an issue and give them a chance to make it right. Upon uncovering this barrier, we decided that the focus of our project needs to shift. We need to provide our staff with the tools necessary to have difficult conversations with their peers, to separate the professional from the personal, and to maintain their professionalism despite disagreements. The inability to do these things is eroding our best efforts to build a trusting, respectful professional environment for all.

RESULTS

A very big win for our school came in the form of recognition as School of the Month from the South Shore Chamber of Commerce. Our school has never been selected for this recognition, and it generated a lot of excitement. Additionally, our volunteers and visitors to our campus constantly remark on the changes to the energy and atmosphere of the school. We still have internal work to do, but changes are becoming apparent from the outside looking in. We hosted a meeting of principals from around our area in January, and they had nothing but positive comments and feedback about our school and way of work. One constant comment we get is the culture of respect in the classrooms – students are very accepting and respectful of each other, and teachers are very respectful of students and their varying needs.

Feedback we have received indicates that teachers are happy with a growing feeling of family and improvements to staff morale, small rewards such as allowing staff to comp out early on busy weeks, private praise and providing coffee, and larger surprises such as a teacher lounge makeover. Teachers are taking pride in our campus renovations and food pantry, and they have indicated that they feel more supported than

before. We have seen improvements to staff attendance rates, which have been a huge challenge for us. However, teachers have indicated that they still feel like they don't have enough advance notice for meetings and that there are too many distractions during the day.

Teachers on our Cahn Crew seem to be relaxing and letting their guard down – they are more willing to be open and vulnerable and provide honest feedback during our meetings and study groups. They are, however, still reluctant to be open and vulnerable with staff and faculty, so that is an ongoing area for growth. We are currently working on a plan to share our findings about the need for supportive work around difficult conversations with our staff in an open and positive way.

Our staff overall seems to be happier and more cohesive, although challenges still exist within the dynamics of certain teams. We have all become more reflective and observant throughout this process, and Ms. Salgado has really focused on her body language and non-verbal communication during feedback-solicitation conversations. She has become much more open to receiving feedback without feeling or appearing defensive. She has also been addressing concerns and issues 1-1 directly and ending conversations with positives. These are a direct result of reflections on staff feedback from September Survey Monkey survey, Cahn Crew feedback, and 1-1 teacher feedback that has been provided throughout the year.

Most teachers are happy overall with the changes to our campus. Our students love the upgrades to the campus as well. We have begun recording student videos to share at faculty meetings. In the videos, students share what they love about a favorite teacher, why a particular person has made a difference to them, or why they love our school. There is a definite upswing in positivity. This is improving the energy in the classrooms and our data is beginning to show improvements. We have moved to a sense of urgency instead of a sense of emergency, which has led to an increase in the trust we have as leaders that things are getting done. We are better able to pinpoint and be responsive to teacher's needs, and there is an increased focus on self-care, including taking less work home.

REFLECTIONS

Moving forward, the plan is to continue to listen and be reflective, but kindly push back when needed. Based on our most recent findings, our focus for the upcoming year will be on supporting staff as we learn to be more direct in our communications with each other, including how to have respectful and positive conversations about difficult topics. We hosted a series of team PLCs to begin the discussion around our discomfort with sharing and receiving difficult or uncomfortable feedback among peers and how we can begin the work of increasing our feelings of safety around direct and honest communication with each other. Our next steps based on these conversations are to develop a school-wide definition of professionalism and to create supportive structures around communication. To that end, we are beginning a Love and Logic book study with a small cohort of teachers representing each team that will commence over the summer. This book study will begin the work of establishing safety in communication, listening with empathy, and defining professionalism for our school. Our Cahn Crew is ready to expand and welcome new members to the team for next year as we multiply and grow our vision. This is definitely a marathon instead of a sprint, but we have been able to uncover some big truths this year that will greatly aid us as we push toward the ultimate goal.

<u>Rebecca's Reflection:</u>

Throughout my journey as a Cahn Fellow, I have learned how to listen, be results-oriented, and the importance of reflection! As a leader it is hard to admit when we're wrong, or that we could have approached

or done something better. Self-reflection is a humbling, yet powerful technique that helps leaders (and anyone else) to improve our practices/performance. But it's a tough process as it makes you take an honest look at yourself: your strengths, your weaknesses, areas that require improvement, and how you should work to grow and develop in the coming weeks, months and years.

Self-reflection is uncomfortable, but much like exercising, it offers countless benefits, and actually becomes easier and enjoyable the more we do it.

It's important to surround yourself with people who get you and push you to work harder than you did yesterday. If you want to have greatness in your life, surround yourself with great people.

Throughout the Cahn journey with Ellie, I learned to work on the importance of being happy & honest with myself. Barbara taught me how to practice self-care, gain confidence and surround myself with people who have similar goals in life. Carolyn pushed my thinking to dig deep and find the root cause like my life depended on it.

Being a Cahn Fellow gave me the courage I needed to move forward in my career. Doing things the Cahn way means to bring out the best in you and to strive for greatness in one's life.

Shawnette's Reflection:

Words are a pretext. It is the inner bond that draws one person to another, not words. *Rumi*

Words. So plentiful and easy to use in most situations…but what about those events in life for which there are no adequate words? Those events that color your world and leave you transformed in such a way that defy explanation…

As I reflect on my experience as a Cahn Ally, I think of educators from different parts of the United States, coming together for professional development, deep conversations, and reflective practice. Several people ask me about the experience and that's where things get difficult. The adjectives I use are inadequate to describe the experience. Words like awesome, amazing, transformative, affirming, celebratory, and inspiring are the best I can do.

For educators, our world is filled with a lot of "Yes, but…." This experience showed me the possibility and power of "Yes, and…" The simple substitution of one small word in that phrase changes everything. I also learned to celebrate failure and not to fear it. With failure, comes learning.

We were encouraged to take deep dives in thinking about pedagogy and not be afraid to be leaders in change. Leaders do not spend time curating the status quo. They dig down deep and become the change they seek.

While our individual levels varied, everyone accepted and celebrated each other's work and success. There was no competition or jealousy. We were all made to feel like rock stars and were supported no matter where we were in our journey. I soaked up every minute and made connections that will for sure be my life-long thought partners. I was given a legacy to do more, dream more, learn more, and become more than I ever thought possible. I am forever changed…and eternally grateful!

Joy's Reflection:

Serving as a Cahn Ally has forever changed the way I look at coaching and adult learning. While I already had a solid foundation in literacy content, coaching principles, and purposeful feedback, Ellie's perspectives on developmental feedback and leadership added a human element that has brought a new beauty to my coaching relationships with teachers. Carolyn's system theory shifted my thinking on the workings of the school itself, taking it beyond my content area and helping me view it as an ecosystem with a multitude of interdependent components. Ron's information on implicit bias and microaggressions has been immensely useful when working with both teachers and students when it comes to shaping the language we use in our classrooms every day. All of these components, along with Barbara's reminders to never neglect self-care, were life-changing for me not only in the way I approach my own work habits, but in the way I view and respond to others. In the midst of this highly academic experience, I found a much-needed validation that we are all human – and not only is that OK…it's beautiful.

This has been an experience that I will always point to as a turning point in my personal and professional though process. I have never before felt such supportive, positive, and passionate energy in a single room, and I cannot wait to share every bit of this energy with the professionals I interact with every day.

ACKNOWLEDGEMENTS

APPENDIX A – AUGUST 2018 TRUST SURVEY DATA

What does trust mean to you? (single word responses - enter as many as you like)

ⓘPoll is full and no longer accepting responses

Poll Everywhere

Why is trust important?

ⓘPoll is full and no longer accepting responses

"You build"   "Safe"   "To be able to work together"   "Creates a feeling of validation."   "So I can have faith in your words"

"Without trust, the is no real communication."   "To create a safe and comforting environment"   "For mutual respect"

"Ability to take more risks"   "Sense of value"   "To feel safe"   "Need to share information"   "Toward motion"

"Helps keep the school together. Helps to keep peace and commonality throughout the school and benefits the kids."   "Builds community"

"Without trust you cannot learn and grow."   "Need to have someone you can confide in"   "People work harder if they are trusted"

"Safety"   "Enables one to be their authentic self"   "It's the foundation of a relationship"   "Team work"   "Achieves goals"

"Safe"   "Creates relationships"   "Builds good and solid relationships"   "Relationship building"   "For teamwork"

"It give me peace of mind"   "Effectiveness"   "You can count on that person!"   "Security"   "Accomplish goals"

"Because you can't be successful in a group/school Without being able to trust others"   "Communication"

"Without it you won't be vulnerable."   "Builds supportive relationships"   "It makes me feel valued and safe."

Poll Everywhere

What makes you feel that you are trusted?

Poll is full and no longer accepting responses

"Receptive" "No secrets" "Thorough communication." "When people feel like they can share with you"

"When people listen and respond back!" "Open communication" "Others feel they are able to share personal information"

"Open communication" "When that person doesnt have to watch you" "Feeling a sense of acceptance from the other"

"You listen." "When someone shows they care" "People come to talk to me knowing I will keep it between us."

"Honesty and confidentiality" "People talk to me about personal things." "Not being micromanaged" "Given responsibility"

"When I am not micro-managed" "When someone listens and values my input" "sharing ideas and thoughts" "Follow through"

"You are included and there are no cliques." "People confide in you!" "Treated as a professional" "Open communication"

"Equal sharing of information and personal perspective" "Responsibility" "Accepted for who I am" "respect"

"No talking behind my back" "Please confide in me." "Complete honesty." "Recognized for effort" "There to listen"

"When people feel safe sharing their vulnerability" "When I am respected and valued" "If people confide in me to share"

Poll Everywhere

What makes you feel that you can trust someone?

Poll is full and no longer accepting responses

"When I know they're being genuine, honest, and respectful" "I can tell they are a genuine person" "Confidentiality"

"When they are honest in every situation" "They don't share with others something you said in private to them." "Honesty"

"Feeling respect and know I can rely on that person" "What's said between us is private." "Good listening skills"

"Confidentiality" "Open communication" "They do what they say" "Have personal relationship with that person"

"Confidentiality" "They are always honest and upfront with me regardless of what I want to hear" "Accepting"

"They don't talk about other people behind their back!!" "They don't talk badly about anyone" "No hidden agenda"

"They listen to you, help you and stay true to their word!" "Just tell me how you feel" "Personality" "Their reputation."

"They share first" "Open door closed mouth" "Genuine" "No judgement" "Great listener" "Their sincerity"

"They don't say one thing to my face and do another behind my back." "No judgment" "Don't talk bad about others"

"If you tell then something personal and you don't hear it as a rumor later" "No judgements" "Loyalty"

Poll Everywhere

What makes you feel that trust has been broken?

ⓘ Poll is full and no longer accepting responses

"Talking about someone to other people"   "When I don't have all of the information and I make mistakes based on what I know"

"Lies"   "Playing favorites and not letting everyone be part of the group"   "Backstabbing"   "Talking bad about others"

"When my business has been involuntarily put out in the open"   "Trying to put that person down"   "Betrayal"   "Rumors, gossip"

"Being lied to"   "Two-Faced"   "Gossip"   "Confidence broken"   "When people try to fool you"   "Negativity"

"They tell others what was suppose to be confidential."   "Talking behind my back"   "Talking out of both sides of the mouth"

"When someone lies"   "Assumption"   "A hidden agenda"   "Rumors"   "Lack of respect"   "Dishonesty"

"Someone I thought I trusted talking about me behind my back spreading lies."   "Not taking my words as valuable"   "Gossiping"

"Going back you your word or lack of support."   "No confidentiality!"   "Doing the opposite of what you say"   "Negativity"

"Hypocrisy"   "When you say one thing and do another."   "When they talk behind your back"   "Gossip"

"A person goes behind your back and talks about you or something you shared."   "Telephone game"   "Gosdio"   "Being lied to"
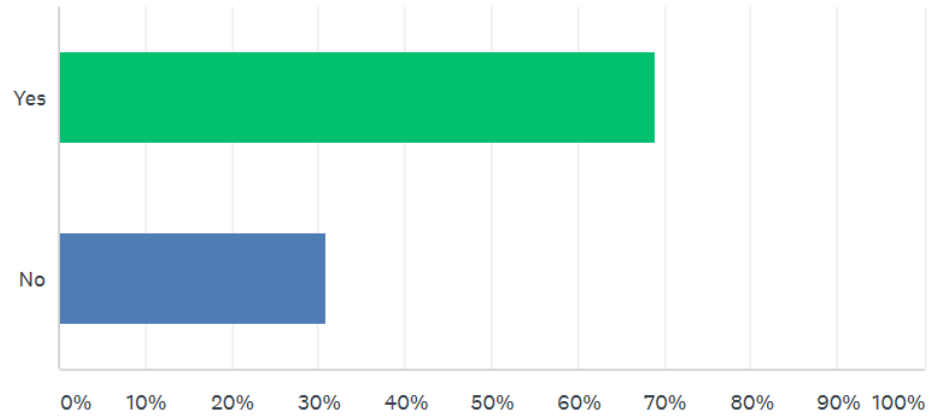
APPENDIX B – SEPTEMBER 2018 SURVEY MONKEY SURVEY

Q1

I feel that there is an atmosphere of trust and respect with interactions between Mrs. Salgado and myself.

Answered: 42   Skipped: 1
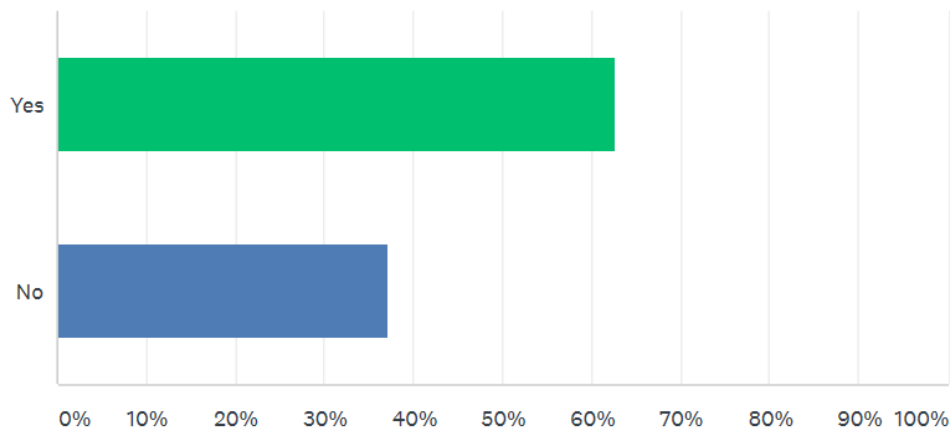

Q2

I feel comfortable approaching issues or concerns with Mrs. Salgado.

Answered: 43   Skipped: 0

Q3

If you answered "No" to the previous questions, please briefly explain. Do you have any suggestions on what she can do to improve?

Answered: 23   Skipped: 20

I think an easy way of building trust is making your presence known. I go DAYS without seeing you and I do not like that. I know you are super busy but I don't want the first time I see my principal for the day is when you walk in for a high 5 or informal. An easy way to fix this is by being on the morning show daily. :)

9/24/2018 9:20 AM

N/A

9/21/2018 7:55 PM

Not mention the teachers name that has come with the concern to the person/people the the concern is about.

Be more sincere with her words and mannerisms.

9/21/2018 4:19 PM

I do not feel honesty is generated from administration.

9/21/2018 12:44 PM

Think before she speaks. professional?

9/21/2018 9:02 AM

Remain open to opposing views and suggestions.

9/21/2018 7:52 AM

Own her mistakes, we all make them. Apologize when she has made an error. Discuss it with the person involved and not others.

9/21/2018 7:06 AM

Issues that should have been behind closed doors are repeated and in a negative way. There are a lot of indirect comments made at staff meetings, when it is clear the teacher(s) she is talking about. Be professional, genuine and sincere.

9/20/2018 6:10 PM

She has repeated information that should have been private. She has made comments in staff meeting that were designed to make others feel bad.

9/20/2018 9:40 AM

Maybe come around after school not during meetings or anything but just to say hi or see how everyone is doing. Maybe people have not brought up anything because they do not want to go all the way to the office. This way it is more of a relaxed setting.

9/20/2018 9:21 AM

It seems that you end up being voluntold to take care of things, or if not it affects your evaluation.

9/19/2018 12:36 PM

I do not have faith that it will be kept between us. I feel she will share it with my peers.

9/19/2018 7:10 AM

More honesty and transparency

9/18/2018 9:30 PM

*Communicate more clearly to entire staff and/or directly to the person(s) involved instead of having others pass information along. *She changes information when speaking with different people. This causes confusion and mistrust. *She seems to change her mind a lot. This makes teachers very unsure and insecure. It is difficult to keep up with what version of the request you are working on.

Q4

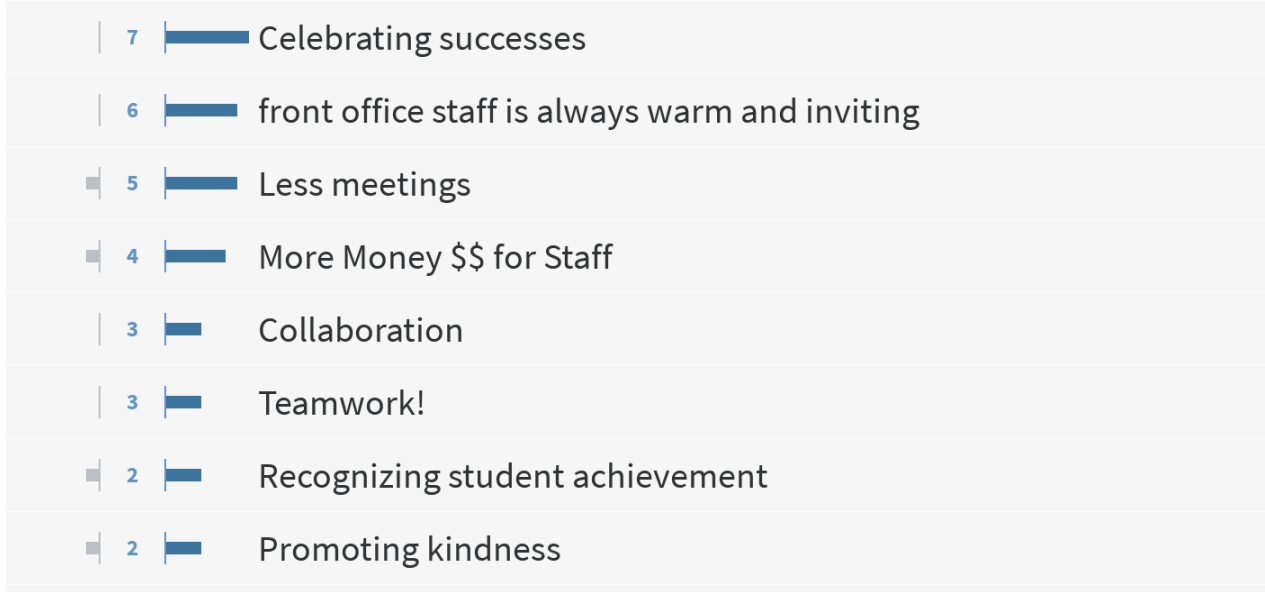## Has trust ever been broken between you and Mrs. Salgado?

Answered: 43   Skipped: 0
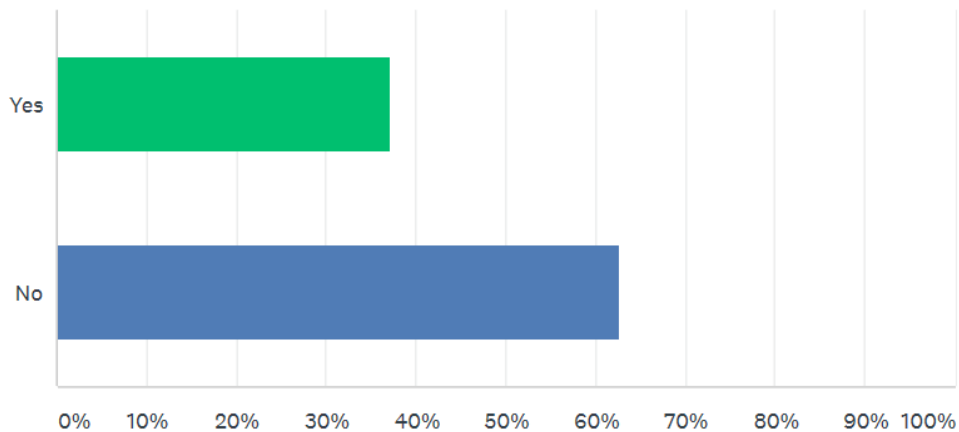
APPENDIX D – DECEMBER 2018 SOAR SURVEY

S: What are we doing well?

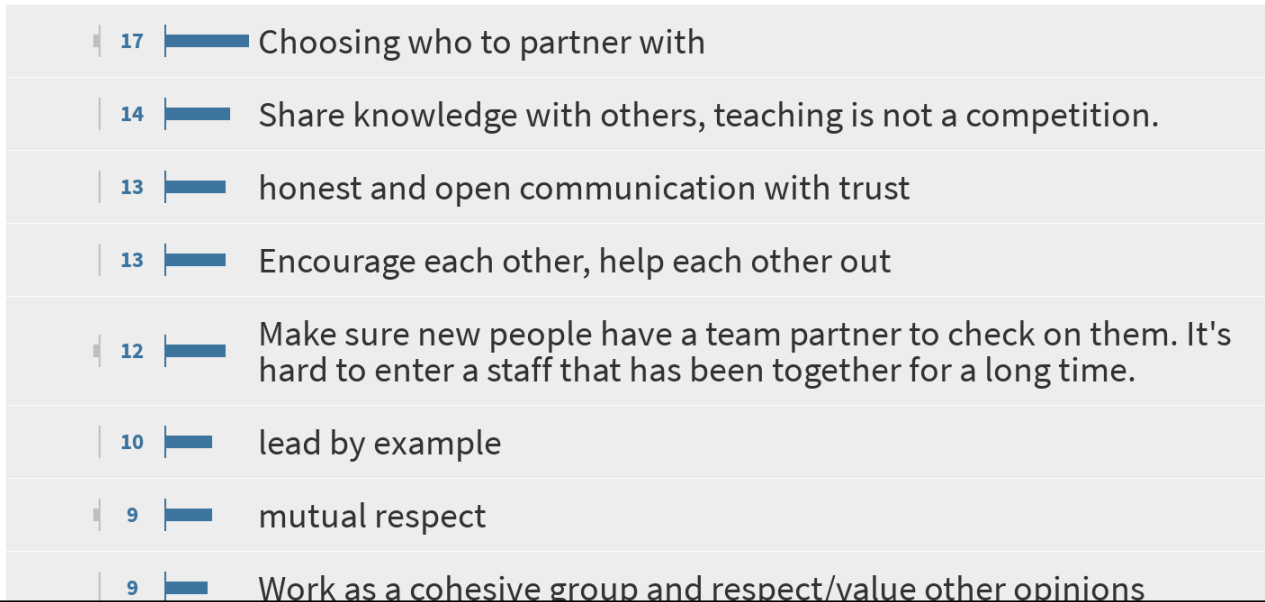ℹ Poll is full and no longer accepting responses

Top

7	▬	Celebrating successes
6	▬	front office staff is always warm and inviting
5	▬	Less meetings
4	▬	More Money $$ for Staff
3	▬	Collaboration
3	▬	Teamwork!
2	▬	Recognizing student achievement
2	▬	Promoting kindness

Poll Everywhere

O: How can we best partner with each other?

⧉ When poll is active, respond at **PollEv.com/joyvega596**

Top

17	▬	Choosing who to partner with
14	▬	Share knowledge with others, teaching is not a competition.
13	▬	honest and open communication with trust
13	▬	Encourage each other, help each other out
12	▬	Make sure new people have a team partner to check on them. It's hard to enter a staff that has been together for a long time.
10	▬	lead by example
9	▬	mutual respect
9	▬	Work as a cohesive group and respect/value other opinions

Poll Everywhere

A: How do you envision a school where everyone feels respected?

When poll is active, respond at **PollEv.com/joyvega596**

Top

20	Teachers work together and not against each other. Willing to help, less complaining...looking up every now and again just to say, "HELLO" to someone...it makes a differe...
20	Where leadership believes in its teachers and provides them with the support needed without the judgement or criticism
14	Where people are not talked about behind their backs or when people don't make comments throwing others under the bus
14	when people's efforts are recognized, not just the same people over and over again
13	Celebrating the small victories with each other. Lending a helping hand just because you can. Everyone being treated as equals and not compared against one another. Every...

Poll Everywhere

R: How are we doing so far?

Poll is full and no longer accepting responses

Poll Everywhere

Has it been beneficial having a social (Hello) partner to connect with? How?

When poll is active, respond at **PollEv.com/joyvega596**

Top

11		There is honestly no time to make connection. I feel if we want to truly utilize our partner there should be time made for it during our staff meetings. Team building act...
10		Honestly it's really hard to find the time to actually connect with that person since our schedules are so different and I rarely see them
8		No, it is forced
6		Neutral! It's not easy to do, because everyone appears busy or forgets.
5		No, it was very unorganized and it wasn't presented to everyone who should participate.

Poll Everywhere

APPENDIX E – MARCH 2019 SURVEY MONKEY

Culture of our School as of March 2019

Cahn Project March Data Point

Q1

What's a word, feeling, or phrase that describes the CULTURE of our SCHOOL?

Answered: 42   Skipped: 2

People feel trapped (due to stories of people not being supported when they want to transfer) and the principal will say one thing to your face and do another, leaving you to take the fall. I haven't seen her on campus much this year to say trust has improved due to Cahn.

welcoming

Needs improvement among faculty

A toxic school culture: blames students for lack of progress, discourages collaboration, breeds hostility amongst staff.

Determined

Rollercoaster

unbalanced

Discouraging

kind

Caring

Supportive

No accountability, competitors; not a team

divided

Trust and Respect

Community

uncertain, lack of logical decisions, fear to voice opinions.

Kindness

Great!

Negative

Frustrated

transitioning

carefully

Negative

Family

Involved

It varies …. more trusting for some, but for others- still having difficulty cooperating with each other.

welcoming

Kindness

Family

Friendly

Helpful / Supporting

Getting better

Tentative

Growth

Gossipy, lacking trust Improving

Toxic & stressful

Disconnected

Supportive

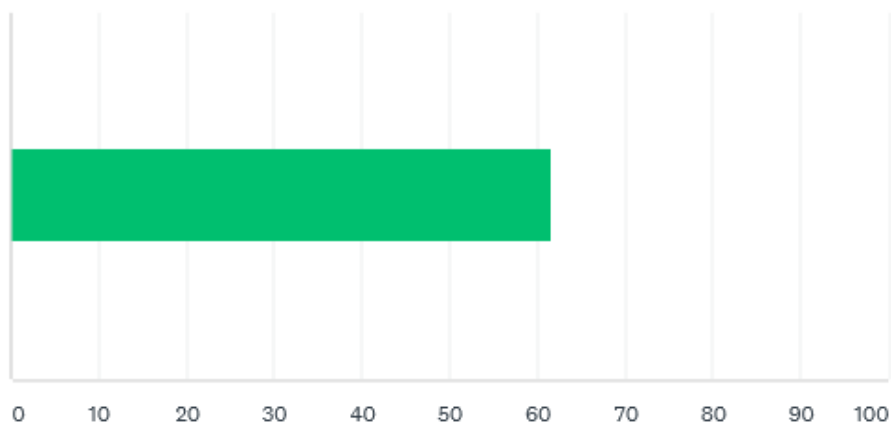Determined

Growing and Learning

Anxious

breath of fresh air

Q2

Has the Culture of Mutual Trust & Respect between YOU and Ms. Salgado improved as a result of her work through the CAHN project?

Answered: 44   Skipped: 0

2

100

76

10

4

74

0

75

0

50

50

60

70

30

50

100

100

14

100

80

100

0

83

50

0

100

50

55

99

51
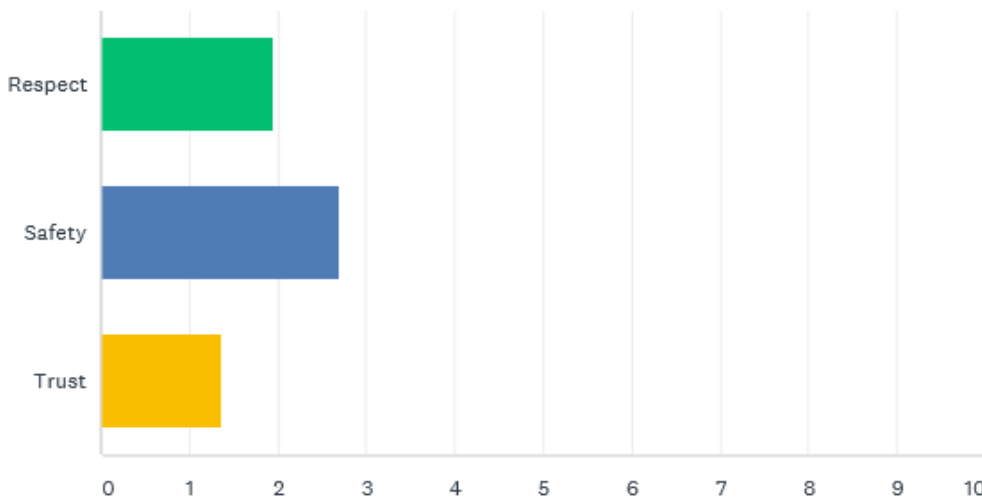
100

100

51

85

29

99

75

82

50

100

90

100

45

70

ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	62	2,709	44
Total Respondents: 44			

Q3

RANK the order of the words below, in our current school environment
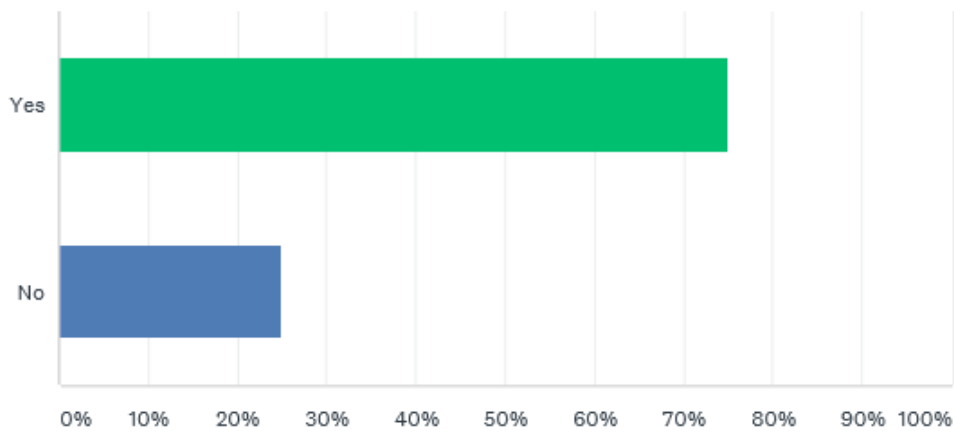
Answered: 43   Skipped: 1

	1	2	3	TOTAL	SCORE
Respect	13.95% 6	67.44% 29	18.60% 8	43	1.95
Safety	79.07% 34	11.63% 5	9.30% 4	43	2.70
Trust	6.98% 3	20.93% 9	72.09% 31	43	1.35

Q4

Do you TRUST & Respect your grade level/team?

Answered: 44   Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	75.00%	33
No	25.00%	11
TOTAL		44