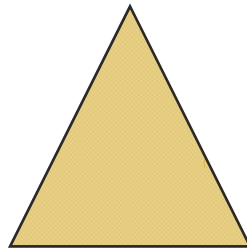
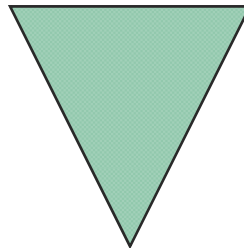


**Fostering Teacher Professionalism in Schools:
The Role of Leadership Orientation and Trust**

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Organizational Structure

*Professional
Organization*



*Machine
Bureaucracy*

[Core Elements]

- **Machine Bureaucracy**
 - Hierarchy of authority
 - Division of labor with specialization
 - Written rules and policies
 - Standardization of processes (teacher-proofing)
- **Professional Organization**
 - Collective inquiry, scrutiny and reflection
 - Shared decision-making
 - Common norms and standards
 - Standardization of skills (professional development and coaching)

[Bureaucratic Pitfalls]

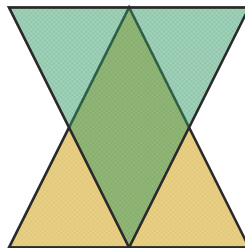
- Rules replace trust
- Rigid responses
- Constrained communication
- Problem hiding
- Micromanagement
- Working to the rule

[Professional Benefits]

- Adaptive responses
- Collective press for excellence
- Open communication
- Culture of learning
- Collaborative relationships
- Strengths-based learning and coaching

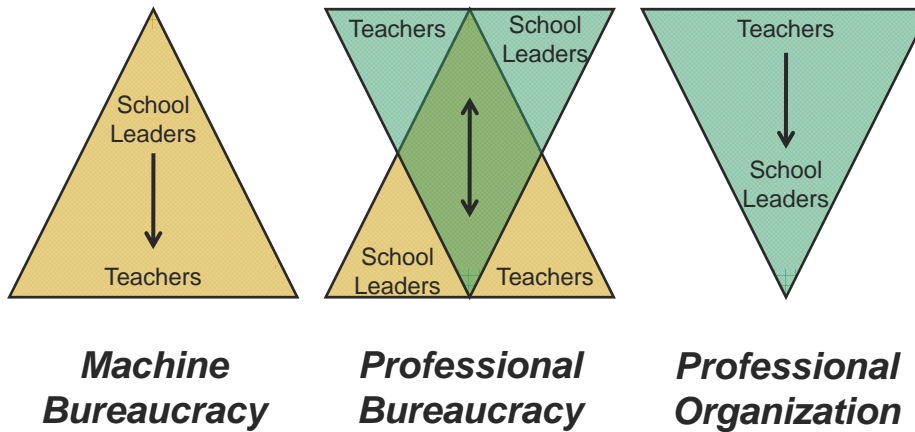
[School Structure]

Professional Organization



Machine Bureaucracy

Professional Bureaucracy



Research Question

- To what extent is teacher professionalism related to the professional orientation of the principal and the level of trust in the school?

[Participants]

- 2,355 Teachers in 80 Middle Schools in Virginia
- The school was the level of analysis

[Teacher Professionalism]

Teacher professionalism refers to teacher perceptions that their colleagues take their work seriously, demonstrate a high level of commitment, and go beyond minimum expectations to meet the needs of students.
(8 items, 5 point scale)

- Teachers respect the professional competence of their colleagues.
- The interactions between faculty members are cooperative.

[Professional Orientation]

- Teachers' perceptions of how administrative authority is exercised by school leaders, specifically low levels of centralization, formalization, and standardization. (12 items, 5 point scale, Half of the items are negatively worded.)
- Administrators in this school use their authority to enable teachers to do their job.
- Administrative rules in this school are substitutes for professional judgment. (reverse-scored)

[Trust]

Trust is one party's willingness to be vulnerable to another based on the belief that the other is:

- Benevolent
- Honest
- Open
- Reliable
- Competent

[Trust]

Teacher Trust in Principal (8 items, 6 pt Likert Scale)

- The principal openly shares information with teachers.
- The principal in this school keeps his or her word.

Teacher Trust in Colleagues (8 items)

- Teachers in this school have faith in the integrity of their colleagues.
- Teachers in this school typically look out for each other.

Teacher Trust in Students and Parents (10 items)

- Teachers in this school trust their students.
- Parents in this school are reliable in their commitments.

[Correlational Analysis]

N=80	2.	3.	4.	5.
1. Teacher Professionalism	.56**	.44**	.62**	.45**
2. Professional Orientation of the Principal		.54**	.26**	.30**
3. Faculty Trust in the Principal			.52**	.27**
4. Faculty Trust in Colleagues				.62**
5. Faculty Trust in Clients				

[Regression Analysis]

	Teacher Professionalism		
	Standardized Beta	t	Sig.
Professional Orientation of Principal	.48**	5.12	.000
Faculty Trust in the Principal	-.11	-1.05	.299
Faculty Trust in Colleagues	.57**	-5.09	.000
Faculty Trust in Clients	-.02	-.16	.875

$R^2 = .57$
 $Adj.R^2 = .54$
 $S.E. = .17$

[Moderating Role of Faculty Trust in the Principal]

- When *Faculty Trust in the Principal* was entered alone, it made a significant positive contribution to explaining *Teacher Professionalism* (beta = .44, $p < .01$), and explained **19%** of the variance.
- When *Professional Orientation of Principals* was added as a predictor, **34%** of the variance in *Teacher Professionalism* was explained, and the standardized beta weight for *Faculty Trust in the Principal* became non-significant.
- When *Faculty Trust in Colleagues* was also added as a predictor, the standardized beta weight became negative. This suggests that *Faculty Trust in the Principal* played a moderating role in the relationship between *Professional Orientation of Principals* and *Teacher Professionalism*.

Moderating Role of Faculty Trust in Clients

- When *Faculty Trust in Clients* was entered alone, **20%** of the variance in *Teacher Professionalism* was explained, and it made a significant positive contribution (beta = .45, $p < .01$).
- When *Faculty Trust in Colleagues* was added as the second predictor, **39%** of variance in *Teacher Professionalism* was explained and *Faculty Trust in Clients* became non-significant.
- This suggests that *Faculty Trust in Clients* played a moderating role in the relationship between *Faculty Trust in Colleagues* and *Teacher Professionalism*. It was not until all four variables were entered that the standardized beta weight for *Faculty Trust in Clients* became negative.

Findings

- Faculty perceptions of the professionalism of their colleagues were found to be strongly related to a professional orientation in the exercise of authority by administrators as well as to faculty trust in the principal.
- In a multiple regression analysis, a professional orientation by the principal and faculty trust in colleagues were each found to make an independent contribution to explaining teacher professionalism, while faculty trust in the principal and faculty trust in students and parents were found to play a moderating role.

[Implications]

- For schools to foster greater teacher professionalism, school leaders would do well to resist adopting a bureaucratic orientation with its implicit distrust.
- Instead, they would be better served by exercising their administrative authority with a professional orientation, extending adaptive discretion to teachers in the conduct of their work and adopting practices that lead to strong trust among school leaders, teachers, students, and parents.

[Possible Strategies]

- “We can do” (vs. “I can do”) spirit
- Availability as instructional leader
- Choosing, supporting, and developing teacher leaders (coaching)
- Facilitating dialogue in forums
- Shared training in conflict resolution
- Design thinking (inspiration + ideation + implementation)

[Session Feedback]

Help us by giving feedback about this session.

You are currently attending session 2304.

Please visit www.ascd.org/evaluations to let us know how it went.

Fostering Teacher Professionalism

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