

## Administrators' Trust Survey

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To what extent do you

- Listen more than talk?
- Avoid disagreements or hard discussions because you don't trust the outcome?
- Observe that teachers act more out of compliance than real commitment to new learning or practices?
- See teachers sharing ideas (as opposed to engaging in competition) in teacher meetings or professional learning settings?
- Communicate that you know change takes time and are willing to support deep learning rather than quick fixes?
- Ask for teachers' input before taking action on important disciplinary literacy decisions?
- Acknowledge teachers' strengths, viewing challenges as opportunities to learn rather than as failures?
- Admit what you don't know?
- Hear teachers asking you to drop in to observe lessons?
- Observe teachers taking risks or trying out new practices?
- Sense that teachers are comfortable when you join professional learning communities, book studies, or coaching sessions?
- Perceive that teachers feel comfortable coming to you with new ideas or challenges?
- Reassure teachers that you are there to remove barriers?
- Voice your understanding that too many new initiatives diffuse energy and attention?
- Believe in the power of collaborative professional learning and collective efficacy?
- Release some administrative control in favor of teacher autonomy?