

# Indicators of Trust in Schools

Rate the statement on a scale of 1 to 5, with 1 being lowest (strongly disagree) and 5 being highest (strongly agree).

Indicator	Score (1-5)
<b>Related to Colleagues</b>	
1. My colleagues are willing to go beyond their formal roles and responsibilities for the sake of our school and students.	
2. My colleagues put the best interests of students ahead of their own, especially when difficult decisions are made.	
3. I can be vulnerable with my colleagues.	
4. I feel comfortable telling my colleagues that I don't understand something that we're working on.	
5. I hear colleagues say they don't know or understand something.	
6. I can challenge a colleague on an idea, and we can have a healthy debate.	
7. My colleagues listen to me.	
8. My colleagues care about me personally. I can share personal thoughts, feelings, and experiences with them.	
9. My colleagues care about me professionally. I believe they want to see me be successful.	
10. I know that if I ask a colleague to do something, they will do it.	
11. I know that if I ask a colleague to do something, they will do it and do it well.	
12. My colleagues appreciate me and share their appreciation regularly.	
13. I hear colleagues apologizing for their actions or behavior.	
14. I can disagree with a colleague about an idea or something that happened, and I know that our personal and collegial relationship won't be damaged.	
15. I feel comfortable apologizing to colleagues and taking responsibility for something I didn't do well.	

# Indicators of Trust in Schools

Indicator	Score (1-5)
<b>Related to Administrators</b>	
16. I regularly get feedback from my administrators that helps me in my work.	
17. I feel that my administrators know my work—they regularly visit my classroom or observe me engaged in my practice.	
18. I feel that my evaluators are fair when they come to my evaluations, and I respect their feedback.	
19. I feel that my evaluator has my best interests at heart and wants to support my professional growth.	
20. I know that if my immediate supervisor agrees to do something, they will do it. This includes promptly responding to emails or requests.	
21. I know that if my immediate supervisor agrees to do something, they will do it well.	
22. I feel that my immediate supervisor listens to me.	
23. I hear our leaders apologizing for their actions or behavior.	
24. I hear our leaders expressing that they don't know something.	
25. My leaders regularly ask for feedback in multiple ways. I know they want my honest feedback.	
26. My leaders appreciate me—I feel satisfied with way they appreciate me and how often I'm appreciated.	
27. I can be vulnerable with my leaders.	
28. I feel that the administrators at my school trust each other and are on the same page as each other.	
29. I feel that the administrators at my school work well together.	
30. I feel that the administrators at my school appreciate each other.	
31. I feel that the administrators at my school manage their moods well.	

Exhibit 1.3.3 © Elena Aguilar, *The Art of Coaching Teams: Building Resilient Communities that Transform Schools*. Jossey-Bass, 2016.

# Indicators of Trust in Schools

Indicator	Score (1-5)
32. I feel that the administrators at my school are skilled at developing positive relationships with staff, parents, and students.	
33. I feel that administrators at my school set, review, and monitor staff expectations.	
34. I feel that administrators at my school take action to address staff who are not meeting expectations.	
<b>Related to the Whole School</b>	
35. I never hear gossip.	
36. I have meaningful conversations with other staff members about teaching and learning.	
37. I hear staff disagreeing with each other professionally during appropriate times.	
38. I feel that differences of opinion and perspective are valued.	
39. I feel that differences of opinion and perspective don't become barriers to getting things done.	
40. Staff members are courteous with each other.	
41. Staff communicate appropriately through established structures: emails sent to all staff are about business and information.	
42. Personal conflicts between individuals are discussed in private or with a conflict mediator.	
43. I can't remember the last time someone was really disrespectful to another staff member.	
44. I can't remember the last time someone was really disrespectful to a student.	
45. I can't remember the last time someone was really disrespectful to a parent.	
46. When there's a decision to be made, the amount of power different stakeholders have is always clear.	
47. Decision-making processes are always clear, explicit, and transparent.	
48. Decisions are made using an articulated process that's appropriate for the decision, and we use different decision-making processes (e.g., consensus, voting, compromise) in our work together.	
49. We are able to make decisions within a time frame that feels reasonable to me.	

Exhibit 1.3.3 © Elena Aguilar, *The Art of Coaching Teams: Building Resilient Communities that Transform Schools*. Jossey-Bass, 2016.

# Indicators of Trust in Schools

Indicator	Score (1-5)
50. If a decision has to be made and I can't attend the meeting in which it's being made, I know that my colleagues will make the best decision.	
51. We honor times when we've agreed to come together. We rarely start or end late.	
52. If people are asked to prepare or bring something to a meeting, they do.	
53. I believe that everyone at my site wants to do their very best.	
54. I believe that everyone at my site is able to do their very best.	
55. I believe that everyone at my site is engaged in fulfilling our school's mission.	

Exhibit 1.3.3 © Elena Aguilar, *The Art of Coaching Teams: Building Resilient Communities that Transform Schools*. Jossey-Bass, 2016.

