TEACHER PERCEPTIONS OF COLLECTIVE FACULTY TRUST IN CHARTER SCHOOLS AND TRADITIONAL PUBLIC SCHOOLS

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Abstract: Research dedicated to understanding the effects of charter schools on student outcomes has yielded mixed results. Some findings indicate increased levels of student achievement in charter schools as compared with traditional public schools and some findings indicate lower levels of student achievement in charter schools as compared to traditional public schools. What is not known is teacher perceptions of cultural conditions in charter schools that could potentially influence student outcomes. This exploratory study compared teacher perceptions of collective faculty trust in the charter school where they are currently teaching and their perceptions of collective faculty trust based on previous teaching experience in traditional public schools. Paired samples t-tests were conducted to compare the means of each paired sample. Findings included statistical significance (2-tailed) at .000 for all four paired samples that were analyzed. These findings support the hypotheses that teachers who have taught in both charter schools and traditional public schools perceive higher overall collective faculty trust in charter schools and that perceptions of collective faculty trust of the principal, colleagues and clients is also higher in charter schools than in traditional public schools where they have taught. These findings may provide a foundation for further research investigating why some charter schools are successful and others are not. Additionally, the study may guide policy makers, law makers, and state department officials as they contemplate charter school expansion.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

Comprehensive education reform has captured the attention of educational leaders and policy makers in recent decades. Perceived weaknesses in the American educational system and a common perception that performance of American students is falling behind performance of students in other parts of the world have motivated policy makers and educational leaders to seek comprehensive school reform models that will enhance educational outcomes. At the national level, No Child Left Behind (2002) and Race to the Top (U.S. Department of Education, 2009) represent the politicians' attempts at reform. These legislative efforts divert federal dollars to individual states along with mandates to close achievement gaps between sub-groups of students. Further, the Race to the Top initiative promises to reward states and local districts that demonstrate a willingness to add creativity and innovation to school reform.

Individual states have picked up the baton of reform as well. Governors, legislators, and state education officials have systematically campaigned on platforms of educational change. The election of a new State Superintendent of Public Instruction in the state of Oklahoma in 2010 indeed may have been the harbinger of the closest thing to real reform that this state has seen. Janet Barresi, a dentist and former public school educator who was elected to the post after a 20-year run in the position by retired State Superintendent Sandy Garrett, brought with her a commitment to change. In a March 15, 2011, unveiling of her agenda, Dr. Barresi detailed her '*3-R Strategy*' for public schools: Re-think, Re-Structure, Reform (Oklahoma State Department of Education [OSDE], 2011). Anxious public education officials, employees, and legislators

waited to see how she would define, implement, and impose her agenda. One thing seemed certain: her affinity for charter schools and her position regarding their place on the landscape of reform would have significant impact during her tenure as superintendent.

Dr. Barresi's influence in education and her commitment to charter schools as a model of reform in the state of Oklahoma began years before she was elected as state superintendent. Upon retirement after 24 years as a dentist, Dr. Barresi founded two charter schools that have been recognized as top-performing schools, including the state's very first charter school, Independence Charter Middle School, founded in 2000, as well as Harding Charter Preparatory High School, which opened its doors in 2003. In November of 2010, *Newsweek* (2010) selected Harding Charter Prep as one of the top high schools in America; Dr. Barresi also served as its board president. In 1999, Dr. Barresi helped create Oklahoma's landmark Oklahoma Charter School Act that opened the door for charter schools in Oklahoma. As the state's Superintendent of Public Instruction, Dr. Barresi undoubtedly has set her sights on replicating the success seen in the charter schools she built. What remains to be seen are the strategies she will use to achieve her goals.

The creation of a Department of School Improvement, School Choice, and C3 Partnership Schools and filling of the position of Executive Director of School Choice (OSDE, 2013) emphasizes the importance that Dr. Barresi places on the model of charter schools as a means of reform. These actions make it even more apparent that the charter school reform model will continue to expand in Oklahoma. However, as legislation relative to charter schools is introduced, discussed, and enacted in Oklahoma, little is known about the effectiveness of charter schools as a means to enhance student outcomes or about factors in charter schools that lead to student success. Specifically, the causes of school outcomes must be understood as

decisions are made to expand the charter school presence in the state.

Proponents of charter schools emphasize cultural conditions in schools as a contributor to enhanced student outcomes; therefore, a better understanding of the cultural conditions within charter schools in the state of Oklahoma is needed to help educational leaders understand their potential for success as a means of reform. The relationship between school culture and student achievement has been well documented in the literature (e.g., Cohen, McCabe, Michelli, & Pickeral, 2009; MacNeil, Prater, & Busch, 2009). One primary cultural factor well documented as a contributor to student success in the public school setting is the level of trust that exists between faculty and their principal, colleagues, and clients (students and parents) (Bryk & Schneider, 2002; Goddard, 2003; Hargreaves, 2001). Faculty trust is predicated on development of the kinds of relationships that lead to enhanced collaboration and mutual goal setting, conditions that proponents of the charter school movement espouse. The relationship between faculty trust and student outcomes, such as student achievement, has been the focus of educational researchers over the past several years (Goddard, Hoy, & Hoy, 2000; Hoy & Kupersmith, 1985). Although research does exist to support the theory that there is no conclusive relationship between collective trust and student achievement, the research seems to conclude that there does exist a strong relationship between collective trust and student achievement in public schools and in private or Catholic schools (Forsyth, 2008; Marsh, 1991; Tschannen-Moran, 2004). What remains absent in the literature is an understanding of collective trust in charter schools and what structural and organizational characteristics may influence levels of trust in charter schools. The focus of this study is to examine whether or not there are differences in faculty perceptions of the levels of faculty trust in the charter schools in a large urban district and in traditional public schools where they have previously taught. For purposes

of this study, collective trust and three dimensions or referents of faculty trust that will be measured.

Studies that exist that examine the relationship between collective trust and school characteristics have focused primarily on public education (e.g., Bryk & Schneider, 2003). In addition, a few researchers have studied collective trust in the private sector (Van Maele & Van Houtte, 2010). Differences found in levels of trust between public and private schools, with private schools typically exhibiting higher levels of collective trust, have been discussed as part of the "the sector effect" that results in enhanced student outcomes (Coleman, Hoffer, & Kilgore, 1982). Although the charter school movement is a model of public school reform, substantial differences exist in the way charter schools are funded, operated, and organized. These differences have been referred to as "the privatization of education," and supporters believe that cultural factors that enhance private school outcomes can, therefore, be achieved in public charter schools.

This line of study is especially significant in light of the reform initiatives currently under consideration by policy makers in the state of Oklahoma through the newly elected State Superintendent. As stated, one of Dr. Barresi's primary platform issues on the campaign trail was school reform. As promised, she has aggressively advanced several reforms while working with the legislature and her own State Board of Education including legislation that will facilitate the expansion of the number of charter schools in the State.

In the fall of 2012, Oklahoma charter schools in operation numbered 22, employed more than 375 teachers in Pre-Kindergarten through 12th grade and served a total of more than 6,700 students (OSDE, 2012). Of the 22 Charter Schools in operation, 17 are sponsored by a public school: Oklahoma City Public Schools (13), Tulsa Public Schools (2), Choctaw Nicoma-Park

Public Schools (1), and Graham Public Schools (1); four are affiliated with Oklahoma universities: Langston University (3) and the University of Oklahoma (1), and one is sponsored by the Cherokee Nation.

Based on state and national reading and math test results, Oklahoma has several high performing charter schools and many high-performing public schools. Likewise, there are several charter schools and public schools that have been unsuccessful as measured by the same assessments. These statistics are not unlike results found in charter schools across the country (Gleason, Clark, Tuttle, & Dwoyer, 2010). According to the *National Alliance for Public Charter Schools* website (http://www.publiccharters.org/), 657 (12.5%) of the 5,250 charter schools that opened nationwide between 1992 and 2009 were closed by the end of that same time period.

Little is known about why some charter schools succeed and others fail. Additionally, culture and climate indicators in charter schools have rarely been addressed. Specifically, little is known about the levels of trust that may or may not exist between faculty and the three referent groups: principal, students and parents (clients), and colleagues in charter schools. Because charter schools typically are provided funding by the state, and that funding flows through the individual district where these schools are located, understanding why some achieve success while others underachieve and ultimately fail becomes essential. For example, a public school district that has a charter school receives funding for each pupil who attends that school through the state aid funding formula established through statute. Additionally, and independent of district funds and oversight, the charter school may receive funding through public aid, grants, and other revenue including private sources as long as the school remains a non-profit organization. The local district, or sponsor, may withhold up to 5% for administrative overhead

(Oklahoma Charter Schools Act, 2010). In effect, the local public school district must support the new charter school financially, although the teachers, the administrators and the students may be adhering to a different set of rules and expectations than those in other schools located in the same district. Additionally, a charter school, in some cases, has a board independent of the local board of education. When a charter school opens for business, the funding that previously went to the students and teachers of the schools within the public school district must be shared with the charter school. Consequently, understanding what works and what does not work in a charter school are important considerations for educational leaders and policy makers. Because findings confirm the relationship between high collective faculty trust and enhanced student outcomes, understanding the level of collective faculty trust in Oklahoma charter schools is an important step in understanding the effectiveness of these schools. Collective faculty trust in groups of actors in the school enhances the school's functioning (Van Maele & Van Houtte, 2009). These other actors include colleagues, clients (students and parents), and the principal. To gain a better understanding of climate indicators in charter schools, this study explores differences in teacher perceptions of faculty trust in colleagues, clients and the principal in charter schools and traditional public schools.

Statement of the Problem

With the election of an Oklahoma State Superintendent of Instruction whose focus is public school reform, and who has a proven track record of successfully delivering education through the vehicle of the charter school model of reform, an influx of charter schools is imminent. Research has shown a strong, statistically significant relationship between collective faculty trust and positive student outcomes in public schools (MacNeil et al., 2009); however, little is known about levels of collective faculty trust in charter schools or if there are differences

in collective faculty trust in charter schools and in traditional public schools. If, indeed, charter schools do become more common across Oklahoma, an examination and analysis of trust will be critical as researchers, educational leaders, and policy makers seek to understand factors that enhance the effectiveness of these schools. Determining whether levels of faculty trust differ across charter schools and whether or not differences exist between collective trust in charter schools and traditional public schools will be beneficial as educational leaders and policy makers determine how quickly and how widespread the expansion might be.

Purpose of the Study

The purpose of this study is to compare teacher perceptions of faculty trust in the charter school where they are currently teaching and their perceptions of faculty trust during their previous experience in traditional public schools.

Trust has been defined as "an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest and open" (Forsyth, Adams, & Hoy, 2011). Collective trust has been defined further in a number of ways (Cummings & Bromily, 1996; Schoorman, Mayer, & Davis, 2007). For example, Mayer, Davis, and Schoorman (1995) defined trust as the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to, irrespective of the ability to monitor or control that other party" (p. 712). Forsyth et al., defined collective trust "a stable group property rooted in shared perceptions that affect the trustworthiness of another group or individual that emerges over time out of multiple social exchanges within the group" (p. 22, 2011). For the purposes of this study, the definition advanced by Tschannen-Moran and Hoy (2000), which states that "trust is one party's willingness to be vulnerable to another party based on the confidence that the latter party is (a)

benevolent, (b) reliable, (c) competent, (d) honest, and (e) open" (p. 556) will be used. The research questions for this study follow:

Are there differences in teacher perceptions of collective faculty trust in charter schools and in traditional public schools?

Sub questions:

1. Are there differences in teacher perceptions of collective faculty trust in colleagues in the charter school where they are teaching and their perceptions of collective faculty trust in traditional public schools where they have previously taught?
2. Are there differences in teacher perceptions of collective faculty trust in the principal in the charter school where they are currently teaching and their perceptions of collective faculty trust in traditional public schools where they have previously taught?
3. Are there differences in teacher perceptions of collective faculty trust in clients in the charter school where they are currently teaching and in their perceptions of collective faculty trust in traditional public schools where they have previously taught?

Hypotheses

Research on the sector effect of private schools indicates that collective faculty trust is higher in private schools than in traditional public schools which is reflected in a higher stock of social capital (Coleman & Hoffer, 1987; Coleman, Hoffer, & Kilgore, 1982). Because charter schools share some of the same characteristics as private schools and they are established with the concept of "the privatization of public schooling," the following hypotheses are advanced:

H1: Teacher perceptions of collective faculty trust in colleagues in charter schools is higher than teacher perceptions of collective faculty trust in colleagues in traditional public schools where they have taught.

H2: Teacher perceptions of collective faculty trust in the principal in charter schools is higher than teacher perceptions of collective faculty trust in the principal in traditional public schools where they have taught.

H3: Teacher perceptions of collective faculty trust in clients in charter schools is higher than teacher perceptions of collective faculty trust in clients in traditional public schools where they have taught.

Theoretical Framework

Multiple theoretical frameworks will be used to underpin this study. Cultural Models have a focus on the values, beliefs and norms of individuals in the organization and how these individual perceptions coalesce into shared organizational meanings (Bush 2003). Additionally, cultural models include rituals that occur, or should occur, within an organization (Harris, 1992). Collective faculty trust includes the perceptions that a faculty has as a group (Hoy & Tschannen-Moran, 1999). Consequently, the cultural model will provide a suitable framework from which to study collective faculty trust. A specific example that falls within the Cultural Model definition is the participative leadership model. This model is an attractive model for this study because it appears to provide opportunity for teachers and other stakeholders to become involved in the decision-making process (Bush, 2003, p. 187). Shared decision-making becomes relevant in light of the fact that decision-making participation engenders trust (Mitchell, Ripley, Adams, & Raju, 2011). Additionally, cultural models provide, in part, that leaders have a central role - - in fact the main responsibility -- for generating and sustaining culture within the organization as well as a responsibility to external stakeholders to maintain a school culture that supports enhanced student achievement (Bush, 1998). As a culture of trust is established and developed,

enhanced student outcomes will likely result (Forsyth, 2008). The Collegial Model promotes the distribution of power to teachers, thus creating a trusting climate that leads to higher student achievement (Bush, 2003). A connection between shared decision-making, or participatory leadership (Bush, 2003) and trust has been established in research (Mitchell et al., 2011). The Collegial Model further proposes that professionals have the right to share in the decision-making process and that decisions are reached by consensus rather than division or conflict (Bush, 2003, pp. 66-67). A noteworthy difference between the Cultural and Collegial models is that the former is driven by the leader who is primary in the establishment of the culture while the latter is dictated by the perceptions and actions of the teacher. This proposition, then, consequently lends itself to one referent of collective faculty trust: namely, faculty trust of the principal. Further, collegiality is "acclaimed as a way for teachers to benefit from the support and expertise of their colleagues" (Brown, Boyle & Boyle, 1999, pp. 319-330). A second referent of collective faculty trust, faculty trust of colleagues, is addressed. Clearly the collegial model works for this study, in part, because of the decision-making process and the participatory nature of collegiality. Bush asserted that outcomes, including a culture of trust, both influence and are influenced by the nature of the decision-making process (2003, p. 75). Specifically, collegial participants in an academic organization are viewed as equals regardless of their actual status in the organization, and a consensus among these professionals who ultimately share the burden of decision-making is a natural result of collegiality (Baldridge, Curtis, Ecker, & Riley, 1978). The combination of cultural models as represented by the Participative Leadership Model and the Collegial Model will, in part, provide the theoretical framework for this study relative to the trust between faculty and the principal and faculty and colleagues. Harris (1992) posited in his description of the Cultural Model that there exists a causal relationship between culture,

namely, a culture of collective faculty trust, and student achievement. This ideal becomes relevant in particular as further studies are considered that examine causality. For purposes of this study, "culture" in the Collegial Model description is closely associated with "trust."

Social psychological and sociological theories also contribute to the complete theoretical framework of this study. From a social psychological perspective, trust is seen as an interpersonal phenomenon whereby trust is viewed at an individual level (Kramer, 1999), whereas, sociological literature emphasizes trust within a social or group system that emerges from the interaction of individuals (Parsons, 1951). "Sector effect" research will also contribute to the theoretical framework that underpins the examination of charter schools as an organization set apart from traditional public schools. Sector effect is a comparative examination of public and private (Catholic) schools and may lend some credibility to charter schools as similarities may exist between charter schools and private schools. The sector effect suggests that many of the characteristics attributed to private schools, such as local decision-making, autonomy, shared values within the school, school as community, and school size, explain differences in student outcomes (Coleman & Hoffer, 1987).

Methods

The purpose of this study is to gain a better understanding of differences in teacher perceptions of collective faculty trust in charter schools and in traditional schools where they have previously taught. An Omnibus Trust Scale (T-Scale) (Hoy et al., 2003) survey was administered to every teacher in all charter schools in a large, urban district in the Midwest. The survey contained two parts. Part I consisted of the Omnibus T-Scale which consists of 26 items with a 6-point Likert scale that ranges from "strongly disagree" to "strongly agree." Sample items include: "The principal in this school is competent in doing his or her job," and "Students

in this school care about each other." The Omnibus T-Scale measures faculty trust in principal, clients (parents and students), and colleagues. Each of these scales can be interpreted independently as three sub-scales: faculty trust in principal, faculty trust in students and parents (clients) and faculty trust in colleagues. Because this study examines differences in teacher perceptions of collective faculty trust in charter schools and traditional public schools, at the conclusion of the Omnibus T-Scale portion of the survey, there was an item that asked respondents whether or not they have also taught in a traditional public school. If the response was 'no,' respondents were directed to Part II, the demographic questions of the survey. If the respondent responded 'yes,' he/she was asked to answer the questions on the Omnibus T-scale a second time. The second time, the respondent was asked to reflect back on his/her teaching experience in a traditional public school and was directed to answer the 26-item survey from perceptions of his/her experience as a teacher in the traditional public school setting. Part II consisted of demographic questions that are relevant to the study: number of years in the profession, number of years teaching in a charter school, faculty gender, faculty ethnicity/race, and grade level currently teaching (elementary, middle, high school). Paired samples t-tests were used to test the hypotheses.

Significance of the Study

Oklahoma charter schools are of interest for two reasons: the State Superintendent of Instruction, Janet Barresi, has a successful record of founding charter schools in Oklahoma, and the future of Oklahoma's public education system may change. It stands to reason that research must be conducted to determine what difference cultural conditions, such as trust, make, if any, in charter schools and whether or not there are differences in teacher perceptions of collective trust in charter schools and traditional public schools. As charter schools continue to be a part of

Oklahoma's educational landscape, investigating whether or not differences exist between culture and climate indicators, such as trust, in charter schools and traditional public schools makes sense; particularly in light of the fact that the relationship between collective trust and positive student outcomes has been established through research in the public school setting.

According to the OSDE, charter school contracts can be approved for no longer than five years at a time. To be approved, the charter school must include criteria by which effectiveness of the school will be measured (http://ok.gov/sde/faqs/oklahoma-charter-schools-program). Because a correlation between cultural factors and student outcomes has been established through extensive public schools' research, an examination of trust in charter schools is warranted as plans for additional charter schools are made. A further consideration of the study is to add to existing research and literature that investigates collective trust in charter schools, specifically.

As the number of charter schools increases in Oklahoma, this study could provide important data for entities such as the departments of education both at the state and national level. As charter schools succeed or fail across the country and as charter schools continue to be a platform focus for politicians on both sides of the aisle, understanding whether or not cultural/climate differences exist between charter schools and traditional public schools becomes a worthwhile study. Further, this study might be valuable as a component of a charter school's review prior to the reapplication process.

Assumptions

Research supports a strong relationship between levels of collective faculty trust and enhanced student outcomes in public schools. Research also shows a statistically significant relationship between school size, grade level, ethnicity of students and faculty, and gender of

students and faculty and collective faculty trust in public schools (Hoy, Smith, & Sweetland, 2003). Little research examines culture and climate indicators in charter schools or the relationship between size, gender, grade level, ethnicity and faculty trust in charter schools. This position is assumed and serves as the foundation for this study's hypotheses.

Definition of Terms

Certified Teacher

A certified position will be defined for purposes of this study to reflect what is commonly understood to be a certified position in public education and as defined on the State Department of Education's website:

The Oklahoma State Board of Education shall issue a certificate to teach to any person who:

- Graduated from an accredited institution of higher education that has an approved teacher education program for the certification area sought;
- Successfully completed a higher education teacher education program approved by the Oklahoma Commission for Teacher Preparation (OCTP);
- Meets all other requirements as established by the Oklahoma State Board of Education;
- Successfully passed the three required competency examinations; and
- Has on file with the Oklahoma State Board of Education a current clear Oklahoma criminal history record search from the Oklahoma State Bureau of Investigation as well as a current clear national criminal history record search from the Federal Bureau of Investigation.
- Has made application to Teacher Certification and submitted the appropriate processing fee.

OR

- Holds a full out-of-state certificate and meets standards set by the State Board of Education. Anything less than full certification will require review by Teacher Certification. (http://ok.gov/sde/documents/2012-02-02/certification-guide-school-staff-assignments)

Charter School

Charter School is defined on the OSDE website as:

Charter schools are public schools established by contract with sponsors. They are allowed in many states and the District of Columbia, and charter schools are exempt from many laws and regulations. They often promote a specific curriculum and learning style and are operated by parents, teachers and other interested community members. (http://www.ok.gov/sde/oklahoma-charter-schools-program).

Collective Faculty Trust

Collective faculty trust is characterized through an examination of teacher relationships among and between various actors including colleagues, parents, students, the principal, and the organization (Forsyth, Adams, & Hoy, 2011). Tschannen-Moran and Hoy define Collective Trust as "a faculty's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, open, and honest" (2000). Collective Faculty Trust refers to perceptions that a faculty has as a group (Hoy & Tschannen-Moran, 1999).

Clients

Clients is one of three referents in the study. The term "clients" refers to parents and students.

Socio-Economic Status

Socio-economic status (SES) refers to the income level of a student's family. The low SES group is comprised of students in a given school who qualify for free or reduced lunch.

Ethnicity

Ethnicity refers to an ethnic category to which a student or faculty member identifies him/herself. Categories include Native American, Asian, African-American, Hawaiian/Pacific Island, Hispanic, and White/Caucasian.

Summary

When State Superintendent of Public Instruction Janet Barresi was elected in 2010, she brought with her a commitment to reform public education. Based upon her history as a state pioneer of implementing charter schools, legislators and educators alike have watched as Dr. Barresi rolled out her plan. Included in her proposed reform of public education is the expansion of charter schools in Oklahoma.

Although studies indicate that there is a strong relationship between levels of collective faculty trust and enhanced student outcomes in public schools, little is known about teacher perceptions of collective faculty trust in charter schools and whether or not differences exist between teacher perceptions of collective faculty trust in charter schools and in traditional public schools. As charter schools expand under the leadership of Superintendent Barresi, a study that examines this relationship becomes potentially beneficial.

The outcome or dependent variable in this study is collective faculty trust. Teacher experience in charter schools and traditional public schools will serve as the independent variables for this study. While studies confirm the importance of collective faculty trust as a cultural condition in traditional public schools, little is known about teacher perceptions of

collective faculty trust in charter schools and whether or not these perceptions differ from teacher perceptions of faculty trust in traditional public schools. As a means to begin the collection of data, the Omnibus T-Scale will be administered to every certified employee in Oklahoma's Charter Schools. A set of demographic items will be included in the survey that will allow for disaggregation of data as a means to examine relationships between and among variables.

Chapter Two will provide a review of pertinent literature relative to this study. Information provided will include a history of Oklahoma's charter school movement as well as information about Collective Faculty Trust. Chapter Three will provide detailed information about the research methodology including participants of the study, the instrument used in the study, research design, and the established procedures that will be used to conduct the research.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to provide a summary of the literature regarding charter schools as a reform movement, the history of charter schools in Oklahoma, trust in schools, and some of the theoretical perspectives that lend themselves to trust studies. Specifically, literature surrounding the two American lines of study relative to teachers' trust in a school context (Van Maele & Van Houtte, 2009) will be reviewed and summarized. Finally, the "sector effect" in trust research will be reviewed. While the sector effect speaks specifically about differences between traditional public schools compared to private (Catholic) schools, it is plausible that some assumptions might be made about similarities between private schools and charter schools.

Research suggests that trust is an important element in the development of a learning community that supports enhanced student outcomes (Vodicka, 2007). Further, Brewster and Railsback (2003) posit that teacher trust of the principal is also likely a predictor of the level of trust that teachers have for students, parents, and colleagues. While most studies of trust have been done in the public school sector, a body of literature exists that examines levels of trust in private (Catholic) schools. This body of literature will lend insight that will provide direction for this study as well as a rationale to support both the research hypothesis and the proposed theoretical frameworks. What is absent from literature is any study that specifically examines trust in the charter school setting. Further, in this chapter a nexus will be provided that attempts to connect the importance of collective trust to charter schools.

In the review of the literature, the history of the charter school movement as well as a

history of Oklahoma charter schools will be briefly examined, inclusive of its founding as a public school reform effort as well as the influence charter schools have had in America. Next, a summary will be provided of pertinent literature that briefly identifies some of the operational aspects of Oklahoma charter schools such as charter formation, charter funding, and charter governance. Next, a summary of the literature that discusses trust in schools will be presented. Information will be provided relative to relational trust from an historical perspective followed by a discussion of the evolution of collective trust. Finally, the chapter will conclude with a summary of the major findings relevant to trust in schools as well as the theoretical frameworks that underpin this particular study.

Part I

History of and Operational Aspects of Charter Schools

The purpose of this section is to provide a definition and description of the defining features of charter schools, to provide a history of charter schools as a reform movement, to review the literature on the history of charter schools in Oklahoma, and to discuss how charter schools compare and contrast to public schools. Additionally, this section examines and provides an analysis of the structure of the charter school model in Oklahoma that includes a discussion of the relationship between the charter school model and student performance outcomes. Included in the discussion are details regarding the formation of a charter, charter school funding, and governance.

Charter School Reform Movement

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools (www.charterschoolcenter.org). Charter schools operate under a "charter" or agreement made between leaders of the school and a

sponsoring entity such as a local group of parents or a group of businessmen and women (www.charterschoolcenter.org). The charter establishing each school functions as a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success (www.charterschoolcenter.org). The basic concept of charter schools is that they exercise increased autonomy in return for increased accountability. In other words, charter schools are granted flexibility in decisions such as staffing, curriculum, scheduling, and compensation in exchange for enhanced accountability requirements. Charter schools are accountable to their sponsors to produce positive academic results and to fulfill specific goals outlined in the charter contract. Charter schools are held accountable for both academic results and fiscal practices by the sponsor that grants the charter, the parents who choose them, and the public that funds them (www.charterschoolcenter.org). One of the reasons for the formation of a charter school has been that parents and other corporate or community organizations have been dissatisfied with the local public school. As such, the expectation that a new charter school will produce better academic results and more sound fiscal practices seems to be inherent.

Typically, charters are granted for a time period of three to five years; however, the length of time for which charters are granted varies. At the end of the term specified in the charter, the entity granting the charter is responsible to consider the future of the school by examining how the school has fulfilled accountability standards outlined in the charter. At the time of review, the sponsor has several options concerning the future of the school. The granting entity may renew the school's charter, may redefine provisions and standards outlined in the charter, or may choose to cancel the charter resulting in the closing of the school (www.charterschoolcenter.org).

History of Charter School Reform Movement

The American charter school movement has roots in a number of other reform ideas, from alternative schools to site-based management, magnet schools, public school choice, privatization, and community-parental empowerment (Addonizio & Kearney, 2012). The term "charter" may have originated in the 1970s when New England educator Ray Budde suggested that small groups of teachers be given contracts or "charters" by their local school boards to explore new approaches to instruction (Addonizio & Kearney, 2012). In 1974, Budde supported his assertions with the distribution of his booklet, *Education by Charter*, which lays out a 10-year plan for re-structuring local school districts through reorganization and sustained reforms. Two reports published in the 1980s, *A Nation at Risk* (National Commission on Excellence in Education, 1983) and *A Nation Prepared: Teachers for the 21st Century* (Carnegie Forum on Education and the Economy, 1986) further stimulated a cultural shift toward re-organization and reform in America's public schools. In 1988, the Northeast Regional Educational Laboratory republished and widely distributed Budde's 1974 work.

Support from teacher organizations was evidenced when, in 1988, Albert Shanker, then president of the of the 907,000 member American Federation of Teachers, publicized the idea to the National Press Club, suggesting that local boards could charter an entire school with union and teacher approval (Ravitch, 2011). From the summer of 1988 through November of that year, the Citizen's League formed a committee that studied the charter concept and in November of 1988, published a landmark charter school proposal that called for full-scale reform using charter schools as the vehicle by which education would be delivered in American schools (Rollwagen & McLellan, 1988). Later in that same decade, Philadelphia started a number of schools-within-schools and called them "charters." Some of them were schools of choice meaning that parents

could simply make a choice between the local public school or the established "charter" school. The idea was further refined in Minnesota where charter schools were developed according to three basic values: opportunity, choice, and responsibility for results.

The Expansion of the Charter School Movement.

The charter school movement expanded rapidly in the United States. In 1991, Minnesota passed the first charter school law, with California following suit in 1992. By 1995, 19 states signed laws allowing for the creation of charter schools. As of 2013, 42 states, as well as the District of Columbia and Puerto Rico, passed charter school laws (www.edreform.com/issues/choice-charter-schools/laws-legislation/). From the passage of the first charter school law in 1991 through 2009 over 3,800 charter schools opened in the U.S., and more than one million students were educated under the charter school banner (Weil, 2009).

Charter schools are one of the fastest growing innovations in education policy, enjoying broad bipartisan support from governors, state legislators, and past and present secretaries of education. Since 1994, the U.S. Department of Education has provided grants to support states' charter school efforts. In his 1997 State of the Union Address, former President Clinton called for the creation of 3,000 charter schools by the year 2002 (Clinton, 1997). In 2002, President Bush followed suit and earmarked $200 million to support charter schools. His proposed budget line-itemed another $100 million for a new Credit Enhancement for Charter Schools Facilities Program (Bush, 2002). In 2012, President Obama's budget included an additional $372 million for charter school expansion. This allocation was for charter schools that achieved positive results and did not include dollars earmarked in the budget for charter start-ups, replications, or expansions (Strauss, 2011)

Motivation Behind the Charter School Reform Movement

There are several motivating reasons for the rapid expansion of charter schools, and the reform movement has resulted in contentious debate between supporters and non-supporters. Charters are sometimes proposed in districts where disgruntled parents want options for their children because of perceptions that children receive poor quality education in the public school (Henry, 2001). Some maintain that charter schools provide flexibility for learning in innovative and more contemporary ways compared to tradition public schools. Because charter schools are generally initiated by parents, teachers, or outside organizations, they typically are smaller, aspire to a greater sense of community, and use alternative teaching methods and structures, including a retooled school day or year (Mooney, 2007). The debate between traditional public school proponents and those who aspire to create and develop charter schools appears to be generated by a few issues. First, critics of charter schools, including some teachers' unions, maintain that charters skim off students from the most committed families and siphon badly needed money and resources away from traditional public schools (Izlar, 2013). Secondly, charter school critics suggest that there is far less accountability required for charter schools (Molnar, 1999). The conclusion drawn by Molnar in his analysis of Milwaukee's charter schools is a conclusion that seems to be echoed by charter school critics across the country. Molnar stated,

> "A review of the accountability aspects of the chartering processes of UWM and the City of Milwaukee suggests that there are deficiencies in both. These deficiencies may be logical outcomes of the Wisconsin charter school law. For example, the law requires that charter schools administer state tests, but does not require that student performance standards be specified in charter school contracts. The statute also does not specify the

responsibility of charter school sponsors to insure academic outcomes" (Molnar, 1999, p. 3).

The Influence of Charter Schools in America

Disagreements regarding the future of charter schools as a model of reform for American public education have led researchers, policy makers, and practitioners to look closely at the effect of this reform on student outcomes. In June of 2010, the United States Department of Education, under the direction of the U.S. Secretary of Education Arne Duncan, commissioned a report that evaluated the impact of charter schools across America. The report, entitled *The Evaluation of Charter School Impacts*, was produced as a combined effort between the Institute of Education Sciences and the Mathematica Policy Research team. This particular study, conducted in 36 charter middle schools across 15 states, compared achievement of middle-school students admitted to charter schools through a lottery process to middle-school students who applied but were not admitted to charter schools (Gleason, et al., 2010). This study was the first large-scale randomized study conducted across multiple states (Paulson, 2010). Key findings of this study include the following:

- On average, charter middle schools that hold lotteries were neither more nor less successful than traditional public schools in improving student achievement, behavior, and school progress.
- The impact of charter middle schools on student achievement varied significantly across schools.
- Charter schools serving more low income or low achieving students had statistically significant positive effects on math test scores, while schools serving more advantaged students – those with higher income and prior achievement – had significant negative

effects on math test scores.

- Some operational features (i.e. smaller enrollments and the use of ability grouping in math or English classes) of charter middle schools are associated with more positive – or less negative – impacts on achievement (Paulson, 2010).

Additionally, in 2011, the National Charter School Research Project Center on Reinventing Public Education released *The Effect of Charter Schools on Student Achievement: A Meta-Analysis of the Literature*; a report that compared outcomes of students who attended charter schools to those who attended traditional public schools in America (Betts & Tang, 2011). Betts and Tang's objective of the project was to bring rigor, evidence, and balance to the national charter school debate. Like many studies of its kind, this particular study focused on whether or not charter schools outperform or underperform traditional public schools. By using Fisher's inverse Chi-squared test as the primary statistical measure, Betts and Tang compared elementary, middle, and high school students from charter schools to their counterparts in traditional public school settings. The results suggested what nearly every other study has suggested: in some instances, charter school students learn less than they would in traditional public schools, and in other instances, charter school students learn more (Betts & Tang, 2011).

These two landmark studies examined the relationship between charter schools and student achievement. While studies do exist that focus specifically on grade levels (elementary, middle, and high school) and on content areas such as math and reading, the general finding in research is that students who attend charter schools both outperform and underperform their counterparts in traditional public schools, depending on variables introduced to the study (Betts & Tang, 2011).

The Oklahoma Charter Schools Act

Legislation passed in 2010 paved the way for an increase in charter schools in Oklahoma. According to Oklahoma Statute, the purpose of the Oklahoma Charters Schools Act is

> to improve student learning, increase learning opportunities for students, encourage the use of different and innovative teaching methods, provide additional academic choices for parents and students, require the measurement of student learning and create different and innovative forms of measuring student learning, establish new forms of accountability for schools, and create new professional opportunities for teachers and administrators including the opportunity to be responsible for the learning program at the school site. (Oklahoma Statute 70-3-131, Section 42.13)

Section 42.14. of the Act outlines eligibility requirements to make application for charter schools in a district. The requirements for application include a minimum average daily membership (ADM) of the 5,000 students, and a minimum of 500,000 residents in the county in which the district is located. Additionally, for a district to be eligible to apply for a charter school, at least one of its schools must be listed on the school improvement list as determined by the State Board of Education as outlined in the Elementary and Secondary Education Act of 1965, inclusive of any reauthorization of the Act (O.S. 70-3-130, Section 42.14.). Although there are other requirements for eligibility, these limitations alone significantly restrict the number of districts that can apply. Currently, of the more than 540 Oklahoma public school districts, state law allows for only 12 to host charter schools; those districts include Broken Arrow, Edmond, Jenks, Midwest City/Del City, Moore, Mustang, Oklahoma City, Owasso, Putnam City, Sand Springs, Tulsa, and Union Public Schools. Annually, in Oklahoma, no more than three new Charter Schools may be established in each county

(http://ok.gov/sde/faqs/oklahoma-charter-schools-program). Section 42.16. of O.S. 70-3-130 clarifies the components of the application a district must submit to be considered for a charter school in its district. Such components include a mission statement, a description of the organizational structure, a financial plan, a hiring policy, names of applicants and sponsors, a facility description, grades served, criteria used to determine effectiveness, and demonstration of support from district residents.

Part II

Trust in Schools

The purpose of *Part II – Trust in Schools* is to review the literature relative to two specific strands of trust in schools. Strand one, *relational trust,* is associated with social interactions and relationships between individuals in schools (Bryk & Schneider, 2003). More specifically, distinct interactions and relational behaviors, within the context of relational trust, are examined between teacher with students, teacher with parents, teacher with colleagues, and all groups with the school principal (Blau, 1986; Merton, 1957). A second strand of trust examines collective perceptions of trust in the context of a school (Hoy & Kupersmith, 1985; Hoy & Tschannen-Moran, 1999, 2003). This second strand is referred to as *collective trust,* and it examines trust as a normative condition in schools that influences school culture. Studies indicate that trust contributes directly to student achievement as measured by standardized test scores (Tschannen-Moran, 2004). In analyzing teachers' collective perceptions of trust, researchers related such trust to school outcomes such as organizational climate (Hoy, Smith & Sweetland, 2002). This literature review summarizes findings related to both strands of research and examines the factors that influence the development of trust.

Relational trust

Relational trust refers to trust in educational settings involving the fulfillment of specific reciprocal expectations regarding role relationships between individuals associated within schools (Bryk & Schneider, 2002). Respect, competence, personal regard for others, and integrity are fundamental components that form common expectations in educational settings. Relational trust is about individual social exchanges between actors in a school setting whereby actors have an idea about behavioral obligations that they have as well as behavioral expectations they have of others (Tschannen-Moran & Hoy, 2000). Therefore, relational trust has to do with individual interpretations of normative behaviors related to the obligations of others (Bryk & Schneider, 2002). Bryk and Schneider (2002) asserted that relational trust is vital to the operation of schools and is an essential element when it comes to creating an effective school climate that is conducive to educating students, particularly disadvantaged and minority students. Bryk and Schneider arrived at a notably different conclusion than Tschannen-Moran (2004) and argued that trust does not directly affect student achievement or academic performance, but instead fosters organizational conditions that promote success, which in turn support activities that directly affect learning (Forsyth et al., 2011). Four specific organizational conditions identified and measured by Bryk and Schneider (2002) follow:

1. Orientation to innovation
2. Outreach to parents
3. Collaborative professional community
4. High expectations and high academic standards

Of the four organizational conditions, outreach to parents and high expectations and academic standards are self-explanatory while orientation to innovation and collaborative

professional community require some additional description. Bryk and Schneider (2002) described orientation to innovation as "teacher 'can-do' attitude and internalized responsibility" (p. 14), while describing collaborative professional community as "collaborative work practices, personal teaching to improve teaching and school operations" (p. 14).

An Evolution of Trust: Collective Trust

Hoy and Tschannen-Moran (1999) defined trust as "an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest and open" (p.189). Forsyth et al. (2011) further distinguished between interpersonal and collective trust. Interpersonal trust refers to the trust that a single individual has for another in a situation that carries risk. In contrast to relational trust, collective trust describes a normative condition of schools that has potential to indirectly influence student learning (Hoy & Tschannen-Moran, 1999). Forsyth et al. (2011) contend that interpersonal trust is a cognitive process whereby the trustor evaluates conditions based on personal experiences and then makes a leap of faith that the trustee will act according to expectation. While collective trust may be complementary to interpersonal trust, the two are distinctly different. Collective trust is defined as "a stable group property rooted in shared perceptions that affect the trustworthiness of another group or individual that emerges over time out of multiple social exchanges within the group" (Forsyth et al., 2011).

Forsyth et al. (2011) proposed a measure of collective trust for three primary reasons. First, collective trust is distinct from interpersonal trust and contributes to understanding organizational phenomena rather than relationships between individuals. Second, a study of collective trust can be an important predictor of organizational outcomes. Finally, conceptualizing and operationalizing trust as a collective property of schools provides

opportunities to consider unique constructs such as "homogeneity, saturation, density, and reciprocity" to gain further insight into the social workings of an organization (p. 22). In short, this work distinguishes between interpersonal and collective trust as a unique way to examine normative conditions of schools that can influence student learning.

Collective trust refers to a normative condition that is afforded to an institution, group, collective, or profession based on membership in that group and the assumption of shared ideas, values, and practices (Hoy & Tschannen-Moran, 1999). This kind of trust is further defined as being the result of individuals having confidence that the necessary structures are in place within the organization to ensure a successful outcome (Hoy & Tschannen-Moran, 1999). Within the walls of schools, and insomuch as a high level of trust is assumed to ensure student success, collective trust becomes a critical factor for student success (Hoy, Tarter, & Hoy, 2006). Further, trust involves the reciprocal relationship that may exist between groups. For example, when high levels of trust exist between a faculty and the principal, the faculty consequently demonstrates higher collective teacher efficacy, which has a causal effect on student achievement, culture, and climate (Goddard et al., 2000).

Recent literature on collective trust in schools includes four referents: faculty trust in students, faculty trust in colleagues, faculty trust in principal, and faculty trust in parents (Forsyth et al., 2011). Previous to the Oklahoma research conducted by Forsyth and his colleagues, parents were treated as a referent of faculty trust (2011). Forsyth et al. (2011) characterized parent trust as a distinct referent group with the primary forms of parent trust being "parents as trustors and principals (individuals), teachers (groups) and schools (organizations) as trustees" (p. 23). Forsyth et al (2011) also extended trust to include students as the trustor. "Student trust in the principal and student trust in teachers" were included as distinct referent

groups (Forsyth et al., 2011, p. 24). However, because teacher trust of parents and teacher trust of students were so highly related, Hoy and Tschannen-Moran (1999) suggested combining parents and students into one referent group, "clients." Hoy and Tschannen-Moran (1999) found that the dynamics of trust in each relationship are highly correlated, even though they have different characteristics (Hoy & Tschannen-Moran, 1999). Therefore, teacher trust of parent and student will be combined in this study and defined as "clients." A conceptual definition of trust includes five characteristics: benevolence, reliability, competency, honesty, and openness (Hoy & Tschannen-Moran, 1999). Benevolence is explained as a consideration for the needs of another party and a willingness to promote their interests (Hoy & Tschannen-Moran, 1999). Reliability reflects the consistency and predictability of positive behaviors (1999). Competency refers to the skills and abilities needed for the task, and honesty is a commitment to the truth and promises made (Hoy & Tschannen, 1999). In other words, trusted people expect others to be accountable for their actions and likewise take responsibility for their errors. Openness includes transparency in decisions and operations through accurate and timely communication and sharing of control (1999). Important to understand is that trust, in general, "is necessitated by risk, a trustor, and a trustee" (Forsyth, et al., 2011, p. 20). Without risk, there is neither a need for, nor the possibility, of trust (Mayer, et al., 1995). When examining collective trust, the trustor is always a group, i.e. faculty, parents, students; whereas, the trustee can be an individual, a group, or an organization (Forsyth et al., 2011).

Because collective trust includes group perceptions of various actors, principal, teachers, parents, and students, that influence the normative conditions of schools, understanding the relationship between collective trust and student achievement is important. In the past decade, Hoy and colleagues established a consistent body of research that examines the importance of

trust and its consequences for schools (Forsyth et al., 2011; Goddard et al., 2001; Hoy & Kupersmith, 1984, 1985; Hoy & Tschannen-Moran, 1999; Tarter et al., 1989). Bryk & Schneider (2002) posited that trust directly affects academic performance. Likewise, Forsyth et al. (2006) measured the effects of parent trust and faculty trust on a set of school outcomes, including academic performance. What they concluded was that in various and meaningful ways, levels of trust in schools can directly affect academic performance (2006). Additionally, Mitchell and Forsyth (2005) investigated the relationship between SES, school level, external trust, and internal trust on academic achievement. They found that academic performance was directly predicted by SES, external trust, and internal trust. Mitchell and Forsyth (as cited in Hoy & DiPaola, 2008) defined external trust as a "mathematical combination of parent trust of school, parent trust of principal, and student trust of principal" (p. 17). Internal trust was defined as a "mathematical combination of teacher trust of principal, teacher trust of clients, and teacher trust of colleagues" (Hoy & DiPaola, 2008, p. 17). These findings indicate that trust is a normative condition that influences the effective operation of schools that leads to improved student outcomes.

In summary, collective trust is important because it represents a collective perception of stakeholders in a school community, including principals, teachers, and clients (parents and students). Additionally, trust is dynamic in nature, in that there are varying degrees of trust and varying levels of trust depending on the context and the situation (Lewicki & Bunker, 1995). As such, trust is an essential element for organizational health, an element that functions as a lubricant and a glue, both facilitating and solidifying relationships within an organization (Hoy & Tschannen-Moran, 1999).

Faculty Trust

According to Forsyth et al. (2011), faculty trust makes up the bulk of trust research Collectively, researchers characterize faculty trust through an examination of teacher relationships among and between various actors, including colleagues, parents, students, the principal, and the organization. Hoy's and Tschannen-Moran's (1999) study of faculty trust distinguished between individual faculty perceptions and the perceptions that a faculty had as a group. They were interested in "trust at the collective, not at the individual level" (p. 189). At that time, no existing measure of trust was found that considered collective faculty trust relative to students, teachers, principal, and parents (Forsyth, et al., 2011). Forsyth identified faculty trust as a study that specifies "the teaching faculty as the trustor group with trustees consisting of clients (parents and students) and teaching colleagues (school groups), principals (individuals), and schools (organizations)" (p. 23). Researchers have found that faculty trust in clients, colleagues, principals, and schools is statistically and positively related to student achievement (Goddard, Tschannen-Moran, & Hoy, 2001; Hoy & Hannum, 1997; Tschannen-Moran & Hoy, 1998). One of the most common instruments used for measuring faculty trust in schools is the Faculty Survey developed by Tschannen-Moran and Hoy (2003) called the Omnibus T-Scale. The questionnaire is based on a 6-degree Likert Scale and is applicable for elementary, middle, and high schools. Additionally, the Faculty Trust Scale measures several distinct areas of trust including faculty trust in the principal, faculty trust in colleagues, and faculty trust in clients (Hoy & Tschannen-Moran, 1999). As stated earlier, because faculty trust in parents and faculty trust in students are highly correlated, the measure of faculty trust in client includes faculty trust in both parents and students (Hoy & Tschannen-Moran, 1999)

Collective Trust and Charter Schools

Hargreaves (2002) asserted that times have changed relative to public trust in schools. In the past, village ties, family loyalty, and religious obligation secured the public's trust in schools; however, today's society is much more complex, and trust cannot be assumed. Hoy and Tschannen-Moran (1999) maintained that waning trust in society, in general, stems from significant changes in the level of expectations regarding equality, a more informed general public, and an insistence upon accountability. Charter schools, as a model of reform, have been motivated by enhanced expectations from various stakeholders concerning accountability for student outcomes. However, this pressure from various stakeholder groups and pressure from high-stakes accountability measures as a means to measure success of schools have the potential to ultimately undermine normative conditions in schools that lead to student success, primarily trust.

Faculty trust is an important normative condition in schools that has positive consequences for student learning (Hoy & Hannum, 1997). Consequently, understanding the collective trust of teachers for principal, students, colleagues, and parents within charter schools is imperative for understanding their effectiveness. However, little is known about collective trust in charter schools. Given contradictory findings concerning student outcomes in charter schools, looking at school conditions, such as trust, that influence learning may be an important step in understanding the effectiveness of charter schools. In other words, a potential explanation for differences in effectiveness of some charter schools over that of others may be related to differences in normative conditions, such as faculty trust, within schools that foster and support student learning.

Theoretical Framework

The school sector effect is a theoretical framework discussed in literature may be relevant to this study. The school sector effect explains differences in a variety of outcomes between public schools compared to private (Catholic) schools or private religious schools (Coleman & Hoffer, 1987). The sector effect suggests that many of the characteristics attributed to private schools such as local decision-making, autonomy, shared values within the school, school as community, and school size explain differences in student outcomes.

One of the most important early studies of sector effect in the United States was conducted by James Coleman and his colleagues (1982) at the University of Chicago. This study focused on test-performance in high schools and concluded that there were positive school impacts on the achievement of all students who attended Catholic school, but larger impacts for blacks, Hispanics, and students from low SES backgrounds who attended those schools (Coleman, Hoffer, & Kilgore, 1982; Hoffer, Greeley, & Coleman, 1985). Enhanced outcomes included higher morale among teachers in private schools (Corten & Dronkers, 2006; Patchen, 2004), and a greater chance of developing a sense of community among teachers within Catholic schools (Holland, 1993).

Differences in students' performance across different school sectors—specifically, public, private religious, and private nonreligious schools—has long been an important topic in the sociology of education (Hallinan, 2006). In recent years, debate over the merits of each sector has increased between advocates and critics of school choice, as exemplified by current struggles over educational vouchers and their ramifications for public policy and politics. Although charter schools have not commonly been considered in studies of sector effect, many of the characteristics of charter schools parallel characteristics of private schools. For example,

as noted, charter schools are commonly developed by smaller groups of parents or community members who share a common belief: traditional public schools are not meeting a specified need. Consequently, and as a result of this common need, an organizational value culture is likely inherent (Schein, 2004). This foundational culture is reflected in a "higher stock of social capital for private (Catholic) schools as compared to public schools" (Coleman & Hoffer, 1987). Further, private schools' autonomy in decision-making and freedom from many state and federal constraints appear to parallel the conditions of charter schools. As such, the sector effect studies are relevant to this study and provide an appropriate lens through which to view trust in charter schools. In all of these findings, it is proposed that school sector influences the collective trust that exists in schools.

In defining the *Cultural Model*, Harris (1992) posited that the leader of an organization is the central figure in developing the culture of that organization. Further, cultural models include rituals that occur, or should occur, within an organization. Educational managers, then, are those who by position or perception are capable of shaping ritual in educational institutions. As the model is transferred to the school setting, the principal becomes the central figure and is largely responsible for creating and developing a trusting culture. Teacher trust is a latent condition that surfaces through interactions perceived as open, honest, reliable, competent, and benevolent (Tschannen-Moran, 1999). If the principal routinely and systematically interacts with teachers in this manner, trust is developed. Further, according to Hoy (2001), cooperative behavior results from trust without which the organization's effectiveness and efficiency is severely hampered. Trust, then, is linked to cooperative behavior that results in effectiveness and efficiency and causally impacts student achievement. According to Vodicka (2007), trust is "the 'lubricant' in efficient operations" in a school setting (p. 14).

The *Collegial Model* provides as its foundation that teachers in an educational setting be participants in decision-making. This model is the antithesis of the more formal and centralized top-down decision-making process that was common in the 1980s and 90s. The model of collegiality maintains that power is distributed to and among teachers by the principal, resulting in a trusting culture. Recently, there has been a renewed interest in distributed leadership. According to Lumby (2003), distributed leadership shares many features with collegiality in that the emphasis is on power and decision-making as a joint effort that should be shared among some or all of the members of the organization. Collegial models assume that the professionals within the organization have both the expertise and the right to share in the broader decision-making. Shared decisions are likely to be better informed and much more likely to be effectively implemented. Collegiality is also acclaimed as a way for teachers to benefit from the support and expertise of their colleagues (Bush, 2003). In a school, the principal serves as the gatekeeper to programs, initiatives, values, and the participation of the teachers. As such, a principal who opens the gate to collegiality will likely benefit from higher levels of trust.

Social psychological theories view trust as an interpersonal behavior and conceive of it as a psychological state (Kramer, 1999). This viewpoint is consistent with the interpersonal or relational trust definition as it is an individual perception and characteristic. In contrast, sociological theories emphasize the systemic level of viewing trust as a quality of a social system (Parsons, 1951). This is consistent with the definition provided for collective trust. The cultural and collegial models along with social-psychological and sociological theories are relevant frameworks that undergird this study. Additionally, the school sector effect may have relevance regarding trust in charter schools.

Chapter Summary

The trust that exists in a particular school helps not only to shape the culture of that school, ultimately it may be one of the most critical components in the pursuit of effectiveness. While research has been broad and has produced evidence of the relationship between collective trust and enhanced student outcomes, the research is absent regarding trust that may or may not exist in the charter school setting.

The evolution and development of charter schools has produced a school system that is much different than the public school system. Goals seem to be different, funding and governance are different, and even the admissions process itself separates charter schools from public schools. New England educator Ray Budde and union activist Albert Shanker were instrumental in advancing the national charter school movement beginning in the early 1970s and continuing throughout the 1990s. In the early '90s, Minnesota and then California passed the first charter school laws, paving the way for these states, and subsequently dozens of others, to create charter schools that would serve the needs of interested citizens. A national focus on charter schools was highlighted in speeches by President Clinton in 1997 and then again by President Bush in 2002. Millions of dollars were allocated for the creation and development of charter schools across America. In 1999, Oklahoma's landmark Oklahoma Charter School Act opened the door for the establishment of charter schools in the state.

This chapter also provided a summary of trust in schools. Teacher and student confidence, practices, relationships, and success are all influenced by and influence trust. Specifically, collective trust as defined in this chapter is the primary construct that will be studied.

CHAPTER III

RESEARCH METHOD

Research Design

This study explores the social context of learning in charter schools to determine if there are differences in teacher perceptions of collective trust in charter schools and traditional public schools. This quantitative study tests teacher perceptions of differences between four dimensions of faculty trust in charter schools and in traditional public schools in a large, urban district in the Midwest. Four dimensions of faculty trust are analyzed: overall collective faculty trust, faculty trust in principal, clients (students and parents), and colleagues (Hoy & Kupersmith, 1985). Data was also gathered concerning demographic characteristics of grade level, years of teaching experience in both public and charter schools, ethnicity of faculty, and gender of faculty to further interpret the findings.

Research population

The sample was drawn from a large urban district in the Midwestern United States. The district was selected because it contains the largest number of charter schools in this Midwestern state and because it contains a diverse student body with demographics representative of the larger district. According to the district's website, it is a "multi-cultural district serving approximately 43,000 students" (OKPS, 2013). Students in this district attend 55 elementary schools, 17 secondary schools consisting of middle schools and high schools, 4 special centers, and 13 charter schools. In 2012-13, the district employed approximately 4,600 administrators, teachers and support personnel. The student population is comprised of 3% Asian, 5% Native American, 20% Caucasian, 27% African American, and 45 % Hispanic individuals. Thirteen percent of the student population has disabilities or special needs, and 28% are English Language

Learners. Socio-Economic Status (SES) is defined as the percentage of students in the district who qualify for free or reduced lunch. In this district, the free and reduced percentage is 91.2% (http://okcps.schooldesk.net/LinkClick.aspx?fileticket=RuLk4-8hcHQ%3d&tabid=1623&mid=4676).

According to a district document that was published in November of 2012 entitled *2011-12 Statistical Profile* (2012), 43,201 students were in the district in 2011-12, and 4,759 of the total population of students attended charter schools. A total of 357 certified staff members worked in the 13 charter schools in 2011-12. The 13 charter schools in the district consist of two elementary schools, three middle schools, and four high schools. Additionally, two schools serve students in elementary and middle grades, one serves students in middle and high school grades, and one school serves elementary, middle and high school students. For purposes of this study, grade levels were examined independently because data was collected at the individual teacher level. Faculty sizes range from 11 certified staff to 63 certified staff, and enrollment ranges from 187 to 546. In accordance with State statute, charter schools cannot "limit admission based on ethnicity, national origin, gender, income level, disabling condition, English proficiency, measures of achievement, aptitude, or athletic ability" (Oklahoma Charter School Act, 2010). Additionally, students who reside within the boundaries of the school district may be enrolled by a charter school as well as students who transfer into the district (http://www.ok.gov/sde/faqs/oklahoma-charter-schools-program#Who).

Data source

Survey data were collected in the spring of 2014 from certified faculty teaching in charter schools in this urban district. Because principals from three charter schools declined to participate in the study, the sample for this study consisted of 346 certified faculty in ten charter

schools in the district. Invitations to participate in the study were sent to each potential participant through school email addresses provided by the district. Three email addresses were returned as "undeliverable," so the sample was reduced to 343 certified faculty. Qualtrics software was used to distribute the survey and collect data. Faculty members were asked to voluntarily complete the survey through a link provided on the email.

It was the intent of the researcher for all survey responses to be returned electronically directly to the researcher through Qualtrics. After distributing the survey by email several times, an error was noted in three of the schools. None of the surveys distributed to those schools reached their intended recipient because of filters established in the schools. After several attempts to diagnose delivery problems, plans were made to distribute surveys during a faculty meeting on each campus. The researcher distributed the survey, explained directions for completing the survey (including the voluntary aspect of participation), and collected completed surveys. The data from these surveys was then added to the data that was collected through Qualtrics.

Of the 343 possible participants, 165 usable responses were received resulting in a response rate of 48%. Of these 165 responses, 104 of the faculty members had experience in both charter schools and traditional public schools. However, missing data reduced the usable responses of teachers who had taught in both charter and traditional public schools to 89 participants

Measures

Omnibus T-Scale

Faculty Trust was measured using the Omnibus Trust Scale (T-Scale) (Hoy & Tschannen-Moran, 2003). The scale is a 26-item, six-point Likert type scale. Items on the scale

can be divided into three subscales: teacher trust in principal, teacher trust in clients (students and parents), and teacher trust in colleagues. Response choices range from "strongly disagree" (coded as one) to "strongly agree" (coded as six). Sample items include whether teachers agree or disagree with statements such as, "Teachers in this school trust the principal" and "Teachers in this school do their jobs well."

Subscales of the Omnibus T-Scale

Faculty trust in principal. The Omnibus Trust T-Scale measures the quality of relationships between faculty and the principal. Questions ask faculty the support, openness, dependability, competence, and honesty of the principal. Higher principal trust indicates that faculty respect and trust the leadership of the principal.

Faculty trust in colleagues. The Omnibus Trust T-Scale measures the quality of relationships among teachers. Questions ask faculty about their colleagues' openness, commitment to students, honesty, competence in the classroom, cooperation with each other, and reliability. Higher faculty trust suggests that faculty perceive their colleagues as being open, honest, reliable, competent, and benevolent in their thoughts and actions.

Faculty trust in clients. The Omnibus Trust T-Scale measures the quality of social interactions between faculty and parents/students. Questions ask faculty about parents' and students' reliability in their commitments, parent support, parent honesty, and parent openness. Client trustworthiness suggests that teachers perceive parents and students as being open, honest, reliable, competent, and benevolent in their social interactions with faculty.

Reliability and validity of the Omnibus T-Scale

The Omnibus T-Scale is a short operational measure of three dimensions of faculty trust (trust in principal, trust in colleagues, and trust in clients – students and parents), which can be

used for either elementary or secondary schools. The reliabilities of the three subscales typically range from .90 to .98 (Hoy & Tschannen-Moran, 2003). Factor analytic studies of the Omnibus T-Scale support the construct and discriminant validity of the concept (Hoy & Tschannen-Moran, 2003).

Structural and organizational school characteristics

When exploring the differences between teacher perceptions of collective trust in charter schools and traditional public schools, distinct organizational characteristics may influence organizational trust in schools because of the interactions that take place among the members of the organizations (Van Maele & Houtte, 2009). Organizational value culture (Schein, 2004), organizational size (Beyer & Trice, 1979; Hall, Johnson, & Haas, 1967), and organizational group composition (Pfeffer, 1997) all influence trust outcomes in schools. For purposes of this study, years of teaching experience in both traditional public and charter schools, gender, and race/ethnicity of faculty are relevant.

Race/ethnicity of faculty was measured based on faculty identification of themselves as American Indian/Alaska Native, Asian, Black/African American, Native Hawaiian/Pacific Island, Hispanic/Latino, or White/Caucasian. Faculty were asked to choose as many indicators as they believed described their ethnicity. The ethnicity of the student body has been associated with school outcomes (Ainsworth-Darnell & Downey, 1998; Hallinan, 2000). Where populations of the student body are dissimilar to the composition of the faculty, student outcomes and cultural norms such as collective trust may be influenced. Specifically, a shared ethnic identity serves as the basis for trusting relationships (Kramer, Brewer, & Hanna, 1996).

Data concerning gender of faculty members was gathered. Bryk and Schneider posit that a teacher's gender may influence trust relations within schools (2002). Further, a workplace's

gender composition may influence workers and organizational outputs (Randel, 2002; Reskin, McBrier, & Kmec, 1999). Additionally, Maddux and Brewer (2005) found that men place trust primarily in others with whom they share group experience. Consequently, it might be hypothesized that the presence of men within a staff increases the trust in colleagues but lowers the trust in school actors with another role, for example, the principal (Van Maele & Van Houtte., 2009).

Additional variables that are considered in this study include total number of years of teaching experience and number of years faculty have taught in a charter school. According to Adams and Jean-Marie (2011), time to build capacity is an important condition to support reform efforts. In a charter school setting, total years of experience teaching and number of years teaching in a charter school may be related to faculty trust in principal, colleagues and clients due to the fact that faculty need time to adjust to the developmental stages that eventually lead to a changed culture. In a charter school setting, shared understandings and goals may lead to a more cohesive school culture facilitating trust as an organizational component. Number of years teaching in the schools indicates opportunity to become familiar with and integrated into the school's culture.

Analytical Technique

Differences between faculty perceptions of collective faculty trust were analyzed by means of paired samples t-tests. The units of analysis are teachers within charter schools in this urban district in the Midwest. The referents of faculty trust are the overall trust measure, faculty trust of principal, faculty trust of clients (students and parents), and faculty trust of colleagues. The paired samples t-tests were used to compare the means of the paired samples: teachers who have taught in charter schools and traditional public schools and their perceived Collective

Faculty Trust in Principal, in Colleagues, and in Clients in the charter school in which they are currently teaching and in the traditional public school where they previously taught. The Shapiro-Wilk (S-W) test was used along with skewness and kurtosis statistics to test for normality (Appendix A). Homogeneity of variance was also tested by reviewing the ratio of raw score variances.

Summary

This quantitative study was designed to gain a better understanding of differences in teacher perceptions of collective faculty trust in charter schools and traditional public schools in a large, urban district in the Midwest. The dimensions of faculty trust in charter schools include an overall trust score, faculty trust of principal, faculty trust of clients (students and parents), and faculty trust of colleagues. Structural and organizational characteristics that are relevant to this study include grade level, ethnicity of faculty, gender of faculty, and years of teaching experience of faculty in traditional public and charter schools.

CHAPTER IV

FINDINGS

The purpose of this section is twofold: to present the results of the statistical analyses of the data of this study and to compare results with the hypotheses for the study. The analyses and the comparisons will be made relative to the theoretical frameworks identified in Chapter I and II. The first step of the investigation was to obtain descriptive statistics for each of the variables of the study. These values are presented in Table 4.1 – 4.4 below.

Descriptive Statistics

The survey used in this study was distributed to 343 charter school teachers. One hundred sixty four usable responses were received for a 48% response rate. Of the 164 respondents, 104 had taught in both a charter school and a traditional public school setting. These 104 teachers who have taught in both settings are the focus of this study. The N from Table 4.4 ranges from 79 to 89 for the paired samples. The difference in the N range and the total number of respondents that taught in both charter and traditional public school settings resulted from respondents not providing responses to multiple survey items. Only cases with complete data for a particular measure were included in calculations.

Of the respondents in the sample, 29.5% were male (N=28), and 70.5% were female. (N = 67) (Table 4.1). Seventy-eight of the respondents identified themselves as White/Caucasian, four self-identified as Black/African American, seven self-identified as American Indian/Alaska Native, four identified themselves as Asian, one self-identified as Pacific Islander/Native Hawaiian, and seven self-identified as Hispanic/Latino. Respondents were allowed to choose more than one category, resulting in a total of 112 self-identified categories chosen.

Approximately 23% of the respondents taught in elementary grades (first through fifth), 22% taught in middle grades (sixth through eighth), and 55% taught in high school grades (nine through twelve).

Total years of teaching experience was varied. Only one respondent indicated that he/she was a first year teacher. The highest percentages of teachers had two to five years of teaching experience (26%, N = 26) and 21 or more years of experience (26%, N = 26). Interestingly, 50% of the respondents in this sample (N = 49) had 10 or fewer total years of teaching experience, and 50% had more than 10 years of experience (N = 49) (Table 4.2).

Table 4.1 Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	28	17.9	29.5	29.5
	Female	67	42.9	70.5	100.0
	Total	95	60.9	100.0	

Table 4.2 Total Years of Teaching Experience

TOTExp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-1	1	.6	1.0	1.0
	2-5	26	16.7	26.5	27.6
	6-10	22	14.1	22.4	50.0
	11-15	15	9.6	15.3	65.3
	16-20	8	5.1	8.2	73.5
	21 +	26	16.7	26.5	100.0
	Total	98	62.8	100.0	

Concerning total number of years teaching in a charter school setting, the category with the highest percentage was in the two to three year category (33.7%). The next highest category was the four to six year category (25.5%) followed by the seven to ten year category (16.3). Approximately 13% of the respondents were in their first year of teaching in a charter school, and 11% had eleven or more years of teaching in a charter school setting. Of the respondents in this study, 72.4% had six years or less of teaching in a charter school, and 88.8% had ten years or less (Table 4.3).

Table 4.3 Total Years of Experience Teaching in a Charter School

CharScExp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-1	13	8.3	13.3	13.3
	2-3	33	21.2	33.7	46.9
	4-6	25	16.0	25.5	72.4
	7-10	16	10.3	16.3	88.8
	11 +	11	7.1	11.2	100.0
	Total	98	62.8	100.0	

Collective Faculty Trust. The unit of analysis was the charter school teacher; therefore, scores were tested at the individual level. The mean and standard deviation of faculty responses of their perceptions of collective faculty trust were calculated for each referent group as well as the overall trust score for teacher perceptions of collective faculty trust in charter schools and traditional public schools. Findings indicate that teacher perceptions of collective faculty trust in charter schools (N=79; M = 124.28, SD = 16.7;) was higher than teacher perceptions of collective faculty trust in traditional public schools (N = 79; M = 93.35; SD = 23.3); Also, scores for teacher perceptions of collective faculty trust in the three referent groups: principal in charter schools (N = 87; M = 40.77; SD = 8.3) and principal in traditional public schools (N = 87; M = 28.83; SD = 9.64); colleagues in charter schools (N = 89; M = 40.0; SD = 5.09) and colleagues in traditional public schools (N = 89; M = 30.67; SD = 8.06); and clients in charter schools (N = 89; M = 43.72; SD = 7.52) and clients in traditional public schools (N = 89; M = 34.62; SD = 10.23),

were higher in charter schools than in traditional public schools (Table 4.4).

Table 4.4: Collective Faculty Trust: Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
OmniTCharter	86	74.00	156.00	124.4651	16.64770	-.777	.260	.201	.514
OmniTPub	90	38.00	143.00	93.8333	22.80166	-.186	.254	-.521	.503
FACTCLCharter	98	21.00	60.00	43.6735	7.79873	-.695	.244	.584	.483
FACTCLPub	94	10.00	57.00	34.7979	10.15109	-.257	.249	-.673	.493
FACTPRINCharter	92	8.00	48.00	40.7717	8.21029	-1.926	.251	4.048	.498
FACTPRINPub	96	8.00	48.00	28.6354	9.38994	-.403	.246	-.304	.488
FACTCOLCharter	97	27.00	48.00	40.0412	5.18595	-.465	.245	-.467	.485
FACTCOLPub	94	11.00	48.00	30.4681	8.05719	-.090	.249	-.436	.493
Valid N (listwise)	79								

Paired Samples T-Test

Before paired samples t-tests were run, assumptions were tested to ensure that the conditions of normality, homogeneity of variance, and independence were met. The assumption of normality was tested and met for the distributional shape of the paired differences. Review of the S-W (Shapiro-Wilk) test for normality (SW=.*950*, df=86, p=0.002) and skewness (-.*777*) and kurtosis (.*201*) of the overall trust measure in charter schools and the skewness (-.186) and kurtosis (-.521) statistics for the overall measure in traditional public schools suggested that normalities of the paired differences were reasonable. When tested individually, each variable tested reasonably close to normal with the exception of collective faculty trust in principal in charter school. The skewness (-1.926) and kurtosis (4.408) fell outside of the +1.0 to -1.0 values that are traditionally accepted as normal. Histograms of both the overall trust measure in charter schools and traditional public schools, however, suggest a relatively normal distributional shape

(Appendix A). Homogeneity of variance was tested by reviewing the ratio of raw score variances. The ratio of the smallest (276.89) to the largest (519.84) variance was less than 1:4; therefore, there is evidence of the equal variance assumption. The individuals were not randomly selected; therefore, the assumption of independence was not met. Consequently, this creates a potential for the increased probability of a Type I or Type II error.

After assumptions were tested and confirmed, paired samples t-tests were conducted to compare teacher perceptions of collective faculty trust in the charter school where they are currently teaching and collective faculty trust in their previous experience in a traditional public school. Four referent groups were considered: the overall trust score, collective faculty trust in principal, collective faculty trust in colleagues, and collective faculty trust in clients (Table 4.5).

Findings reveal a statistically significant difference in scores for overall collective faculty trust in charter schools ($M = 124.28$; $SD = 16.7$) and traditional public schools ($M = 93.35$; $SD = 23.3$); $t(78) = 9.914$; $p = .00$, $d = 1.13$. Findings also revel statistically significant differences in collective faculty trust in principal in charter schools ($M = 40.77$; $SD = 8.3$) and traditional public schools ($M = 28.83$; $SD = 9.64$); $t(86) = 8.545$; $p = .00$, $d = .92$; collective faculty trust in colleagues in charter schools ($M = 40.0$; $S = 5.09$) and traditional public schools ($M = 30.67$; $SD = 8.06$); $t(88) = 9.40$; $p = .00$, $d = 1.02$; and collective faculty trust in clients in charter schools ($M = 43.72$; $SD = 7.52$) and traditional public schools ($M = 34.62$; $S = 10.23$); $t(88) = 6.84$; $p = .00$, $d = .73$. The effect sizes for the overall trust score ($d = 1.13$) and two of the three referent groups (principal, $d = .92$ and colleague, $d = 1.02$) were large based on Cohen's (1988) conventions with scores higher than .8. The effect size of collective faculty trust in clients ($d = .73$) was medium based on Cohen's conventions of effect sizes with scores between .5 and .8 considered medium effect sizes. These effect sizes were calculated using Morris and DeShon's

(2002) equation thus correcting for dependence between means.

The mean increase for overall trust measure was 30.92, with the 95% confidence interval for the difference between the means of 24.71 and 37.13. The mean increase for collective faculty trust in principal was 11.94, with the 95% confidence interval for the difference between the means of 9.16 and 14.72. The mean increase for collective faculty trust in colleagues was 9.33, with the 95% confidence interval for the difference between the means of 7.35 and 11.28. The mean increase for collective faculty trust in clients was 9.10, with the 95% confidence interval for the difference between the means of 6.46 and 11.74. In summary, the results of these paired sample t-tests revealed that faculty perception of Collective Faculty Trust (CFT) was higher in charter schools than faculty perception of CFT in traditional public schools in the overall measure of collective faculty trust and in all referent groups (principal, colleagues, and clients) thus confirming the hypotheses.

Table 4.5: Collective Faculty Trust

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair1	OmniTCharter - OmniTPub	30.92405	27.72427	3.11922	24.71415	37.13395	9.914	78	.000
Pair 2	FACTPRINCharter FACTPRINPub	11.94253	13.03605	1.39761	9.16417	14.72089	8.545	86	.000
Pair 3	FACTCOLCharter FACTCOLPub	9.32584	9.35873	.99202	7.35440	11.29728	9.401	88	.000
Pair 4	FACTCLCharter - FACTCLPub	9.10112	12.55809	1.33115	6.45573	11.74651	6.837	88	.000

CHAPTER V

DISCUSSION

Summary of the Study

The purpose of this research was to compare teacher perceptions of faculty trust in the charter school where they are currently teaching and their perceptions of faculty trust in traditional public schools where they previously taught. Trust was defined as "an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest and open" (Forsyth, et al., 2011). The reason for studying teacher perceptions of collective faculty trust, rather than relational trust, was to gain a better understanding of cultural/climate conditions in charter schools. As opposed to relational trust, collective trust is a normative condition in schools that has been shown to have a positive effect on student outcomes (Forsyth et al., 2011). Collective trust was defined as "the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other party will perform a particular action important to, irrespective of the ability to monitor or control the other party" (Mayer, Davis, & Schoorman, 1995). Forsyth et al. further defined collective trust as "a stable group property rooted in shared perceptions that affect the trustworthiness of another group or individual that emerges over time out of multiple social exchanges within the group" (2011). Collective faculty trust was then operationalized as overall collective faculty trust in charter schools and traditional public schools and as faculty trust of principal, faculty trust of colleagues, and faculty trust of clients (parents and students).

While there are studies that examine faculty trust of multiple referent groups in public schools and in private schools, no studies were found in the literature that specifically compare the perceptions of collective faculty trust of teachers who have taught in both the charter school and the traditional public school setting. Much is known about the goals of charter schools as a method of reform (Kolderie, 2008) and about the relationship between charter schools and student outcomes (Betts et al., 2011). However, with evidence in the literature that supports enhanced student outcomes in charter schools (Finn et al., 1997) and evidence in the literature showing lower student outcomes in charter schools as compared to traditional public schools (Zimmer et al., 1999), it is important to gain a better understanding of "what goes on" inside charter schools that can explain those differences. Little is known about what actually happens inside charter schools, specifically the experiences of the teachers and students who are involved in charter schools. This study was meant as an exploratory study to begin to understand culture and climate within these schools. This understanding may be the foundation to a better understanding of differences in student outcomes across schools. Consequently, this study is a foundational study that appears to be among the first to investigate the perceptions of teachers who have had teaching experience in charter schools and traditional public schools. This study sought to add empirical evidence through specific theoretical frameworks regarding collective faculty trust, faculty trust of principal, faculty trust of colleagues, and faculty trust of clients.

Extant theoretical knowledge and prior empirical research in public schools and private schools on the constructs of this study led to three hypotheses. Specifically, the hypotheses in this study were confirmed: (1) teachers in this study who have taught in charter schools and traditional public schools perceive collective faculty trust in colleagues to be higher in charter schools than in traditional public schools where they have taught; (2) that teachers in this study

who have taught in charter schools and traditional public schools perceive that collective faculty trust in the principal is higher in charter schools than in traditional public schools where they have taught; and, (3) that teachers in this study who have taught in charter schools and traditional public schools perceive that collective faculty trust in clients is higher in charter schools than in traditional public schools where they have taught. Further, results showed that in this sample of teachers who have taught in charter schools and in traditional public schools, perceptions of overall collective faculty trust is higher in charter schools than in traditional public schools where they taught.

Prior research on collective trust has investigated perceived faculty trust between multiple referent groups in both the traditional public school setting and the private school setting (Van Maele et al., 2009). A primary theory that underpins those studies is what Van Maele et al. referred to as the 'school sector' effect (2009, p. 564). School sector research looks closely at differences in student outcomes in traditional public schools and private (Catholic) schools based upon organizational characteristics such as school culture (Van Maele, et al., 2009). The reason that sector effect is an appropriate framework for this study is that charter schools are established with many of the same goals that motivate the establishment of private schools, and the charter school reform movement is often referred to as the "privatization of public education." These goals include enhanced autonomy, freedom from bureaucratic restrictions such as hiring/firing obligations, opportunity to establish student achievement goals, freedom to choose curriculum to match established goals, and the opportunity to establish a mission and vision that are closely aligned with stakeholder views and preferences. Because of the similarities of many of these characteristics between charter schools and private schools, charter schools may, indeed, have the potential to achieve the "sector effect" that charter school

proponents espouse such as an enhanced school culture. Specifically, findings from this study support the idea that charter schools may actually be able to foster some of the same culture/climate characteristics in private schools. Consequently, and if the assumption is correct, there may be a greater chance of developing a sense of community among teachers in charter schools just as there is in private schools (Bryk, Lee, & Holland, 1993). The finding that teacher perceptions of collective faculty trust was higher in charter schools than in traditional public schools for all referent groups supports this assumption. What is not known is whether or not there is a relationship between enhanced faculty trust in charter schools and student outcomes.

Using the frameworks of the Cultural and Collegial models provides further understanding of the findings of this study. Because this study sought to gain a better understanding of the culture/climate of charter schools in this district, the Cultural and Collegial models are appropriate frameworks. Additionally, Forsyth et al. (2011) emphasize that collective trust, as a normative condition rather than simply a measure of relationships among individuals, is a key indicator of the health of an environment for enhancing student learning. Explaining findings through the Cultural and Collegial models enhances the understanding of collective trust as a normative condition.

According to the Cultural model (Harris, 1992), the leader of an organization is a central figure in developing the culture of an organization. Specifically, this culture is developed and enhanced by establishing ritual in an organization that leads to group cohesiveness. As the key educational leader in a school, the principal has the opportunity to influence the culture of the organization through practices that lead to enhanced collective trust. A statistically significant difference between teacher perceptions of the support, openness, dependability, competence and honesty of the principal in the charter school where they are teaching and their perceptions of the

principal in traditional public schools where they have previously taught suggests that these teachers perceive actions of the principal in these charter schools to be more conducive to a shared culture than in their previous experience in a traditional public school.

A sense of community, or shared culture, holds important implications for student achievement due to findings in the literature that support a positive relationship between cultural characteristics, such as collective faculty trust, and student outcomes (Forsyth et al., 2011). Additionally, Van Maele et al. add that organizational group composition plays a critical role in determining trust within schools (2009). Van Maele et al. supports Zucker's work (1986) when he states that social similarities affect the level of trust one puts in others. Consequently, one might assume from the findings of this study that stakeholders within these charter schools share a cultural identity that leads to greater levels of collective faculty trust. What is not known is how organizational group composition and characteristics within charter schools differ from group composition in traditional public schools. Additionally, actions and attitudes of the principal or how structural and organizational characteristics of the organization support the actions/ attitudes of the principal are not a part of this study. Therefore, additional research is needed to more fully understand this finding.

The Collegial model is also an important framework for understanding findings from this study. The Collegial model suggests that power distributed within an organization leads to shared decision making and an enhanced school culture. Because charter schools are established as a means to enhance local control and autonomy, one can assume that stronger perceptions of collective faculty trust in charter schools indicates teacher confidence in the decision-making processes of the school and stronger relationships between stakeholders. Stronger relationships among stakeholders are evidenced in higher collective faculty trust in each of the three referent

groups (principal, colleagues and clients). It is interesting to note that the strongest effect size was noted in faculty trust in colleagues (d = 1.02), followed by faculty trust in principal (d = .92) and then faculty trust in clients (d = .73). Using the Collegial model as the theoretical framework provides a more thorough understanding of the relationships within these schools. It suggests that teachers are supportive of decisions made in the school and of the processes to make those decisions. However, little is known about actual practices in the school that lead to an enhanced school culture. Additional research is needed to understand how decisions are made, what part teachers have in the decision making process, and how collaborative efforts within these schools actually lead to culture that promotes collective faculty trust.

Implications

Every school in every district aspires to develop bright students who achieve academically. It is probable that student achievement and positive student achievement outcomes are high on the list of goals for all educational leaders. As a normative condition that promotes positive student outcomes (Forsyth et al. 2011), trust, then, becomes a crucial component of a school's culture.

Implications for Practice

Driscoll and Kerchner (1999) state, "trust… is the *sine qua non* of the relationships in which social capital resides" (p. 390). Where high levels of trust, and thus social capital, resides, students perform better on high stakes testing (Goddard, 2003) and the probability of dropping out is reduced (Croninger & Lee, 2001). As trust is an essential element in establishing and developing a school environment conducive to enhanced student outcomes, gaining a better understanding of the higher perceived collective trust that occurs in charter schools compared to traditional public schools in this study is important. Foremost in this reasoning is that research

on climate and culture in charter schools is relatively scarce; particularly in the state that is the foundation of this study where the first charter school opened in 2000. As more research is conducted that reveals both the indicators of trust in charter schools as well as the determinants of trust in charter schools, decisions can be made based, in part, on that data. In order for policy-makers, law-makers, and state and local school officials to make data-informed decisions about hiring, new charter school formation and approval, and charter school renewal, a body of research and data must be developed that helps to guide such decision-making. What this study did was confirm and advance the hypotheses that in all four referent groups (overall trust, trust in principal, in colleagues, and in clients), teacher perceived collective faculty trust in the charter school where the subjects currently teach is higher than in the traditional public schools where they previously taught. In other words, findings from this study suggest that there may be important differences in the culture and climate of charter schools and traditional public schools that can explain differences in learning outcomes. Practitioners who truly seek to maximize student outcomes in their schools and districts must be aware of the culture and climate in their schools, and they must understand how to sustain cultures that support educational goals. Additionally, practitioners who seek to hire and retain the most qualified teachers must understand the importance of sustaining a culture where teachers feel valued and supported. Findings from this study suggest that these charter school teachers appear to be more satisfied with the culture/climate of the school where they are currently teaching than in their previous positions in traditional public schools. However, little is known about what led these teachers to teach in the charter school setting and whether or not their perceptions are sustainable. It was also interesting to note that 50% of the teachers in the charter schools in this study had less than 10 years of total teaching experience and 50% had more than 10 years of total teaching

experience. An additional finding of interest is that approximately one-fourth of the teachers in this study had two to five years of total experience, and approximately one-fourth of the teachers in this study had a more than 20 years of total teaching experience. What is not known is how this distribution of total years of teaching experience differed across schools and whether or not faculty composition influenced levels of trust in the schools. This study provides a very foundational understanding of differences in teacher perceptions of the culture and climate of charter schools and traditional public schools in this district, and additional research is needed to further understand these findings.

Implications for Research

As noted, research on trust in public schools abounds. Additional studies support the value of trust in private schools and its associated impact. What appears to be clear, from the findings in this study, is that teacher perceptions of the culture and climate in charter schools where the participants in this study currently teach is different from the their perception of the culture and climate of the traditional public schools where the participants of this study previously taught. This finding holds important implications for future studies as a potential explanation for differences in student outcomes across charter schools. It also holds important implications for studies seeking to understand and explain teacher retention and the influence of culture/climate indicators on teachers' decisions to continue in the profession. What is not known is why teachers in this study chose to teach in the charter school setting and whether or not there are differences in teacher characteristics of teachers in these charter schools and traditional public schools in this district.

Because this is a foundational study, there are many implications for research. A closer examination of organizational and structural characteristics such as age of the school, size, SES

of the student body, and governing structure and their influence on collective trust is needed. Additionally, a better understanding of the characteristics of the referent groups (principal, colleagues, and clients) that were examined in this study would add to the body of literature that currently exists relative to characteristics that lead to positive school outcomes. To understand if there are differences in characteristics or leadership styles of principals who choose to lead in charter schools and whether or not a causal relationship exists between the characteristics of the principal in a charter school and the trust that teachers have for the principal becomes important as charter school formation expands across the state and the nation. This study's findings confirmed the need for a better, more clear understanding of the organizational structures, processes, beliefs, and values that may or may not exist that result in the trust that is perceived to exist in the charter schools that were examined.

Limitations

There are several limitations that must be addressed in this study. The first limitation is the fact that selection bias may be a factor in the findings of this study. Although the majority of teachers who participated in this study had experience teaching in both the charter school and the traditional public school setting (104 out of 164 respondents), no data is available that would indicate why each teacher left the traditional public school to teach in a charter school. For example, there may be a number of reasons for a teacher leaving employment with a traditional public school and gaining employment with a charter school. Possible reasons for leaving include dissatisfaction with the traditional public school in which they were teaching, opportunity to be a part of something "new," agreement with the philosophy or vision of the school, or negative reasons such as poor work performance at the previous school such as non-renewal of a contract or termination. If a teacher was dissatisfied with a traditional public school

teaching experience or was terminated or non-renewed, it would stand to reason that he or she would view each of the referents in a more favorable light in the current charter school setting; especially the principal of the current school. Typically in any school setting, the principal is primarily responsible for personnel decisions regarding teachers. Consequently, teachers who are terminated or non-renewed may have a bias when responding to questions about trust relative to the principal. Additionally, if an individual teacher in the traditional public school setting was influenced to resign and gain employment in a charter school setting because of a perceived lack of vision in the traditional public school or because of a perceived agreeable philosophy at a charter school, a bias may also exist when responding to survey items about trust. An additional consideration is that approximately one-fourth of the teachers in this study had more than 20 years of total teaching experience. Additional research is needed to understand why these teachers left traditional public schools to teach in a charter school setting later in their careers. Additional research is needed to understand why teachers choose to teach in a charter school and how characteristics of faculty in charter schools influence the culture/climate of the school.

A second limitation of this study is that three of the thirteen charter schools in the district elected not to participate in the study. The three schools that opted out represent 23% of the total number of charter schools in the district. Since the study was conducted at the individual level, however, the impact of this limitation was small. The fact that all schools in this study were part of the same district is another limitation of the study. Since charter schools vary significantly across districts and across states, findings can only be generalized to the population of teachers in charter schools in this district.

A third limitation of this study was that the study itself is foundational in that little information on collective faculty trust in charter schools is available. Therefore, additional

research is needed to understand collective faculty trust in other districts. Suggestions for further research include a larger sample size and research across districts where data could be aggregated to the school level. Understanding organizational and structural characteristics and their relationship with the culture and climate of the school could lend important insight into the success or lack of success of charter schools in multiple settings.

Future Studies

An investigation of the levels of faculty collective trust in charter schools and traditional public schools as perceived by teachers who have taught in both settings revealed that collective trust is higher in charter schools compared to the public schools where they previously taught. Additionally, the study revealed that perceived faculty trust of all three referent groups that were analyzed; colleagues, the principal, and clients, is higher in charter schools compared to the traditional public schools where the subjects taught. While these conclusions seem to support the idea that charter schools may actually achieve some of the benefits of privatization (Van Maele et al., 2009) specifically, that charter schools may be able to "mirror" some of the characteristics of private schools resulting in enhanced culture to support student learning, an investigation of additional climate/culture indicators in charter schools as well as the reasons that teachers choose to leave public schools to teach in charter schools is important and merits additional study.

This study is focused on levels of trust. There are many other peripheral lines of study that could be examined, refined, and expanded. It would be of value to investigate the relationship that structural and organizational characteristics such as gender of students and faculty, ethnicity of students and faculty, socio-economic status of students, age of the school, grade level, or governing structure may have on levels of trust in the charter school setting.

Additionally, and since charter schools are expanding across the country, an investigation of the characteristics of the principal in charter schools could aid charter school policy makers and those who hire leaders as they make decisions about leadership in schools. This study reveals that among teachers who have taught in charter school and traditional public schools settings, their perceived trust of the principal in the charter schools in which they taught is higher compared that of the principals in traditional public schools where they taught. Consequently, it makes sense to investigate the causes of that outcome. Finally, an exploration of the conditions that may or may not exist in charter schools compared to traditional public schools could be important in determining reasons for a perception that exists that colleagues, the principal, and clients are more trustworthy in the charter school setting than in the traditional public school setting.

With findings in the literature that support enhanced student outcomes in charter schools as compared to traditional public schools (Finn et al., 1997) and findings in the literature that support lower student outcomes in charter schools than in traditional public schools (Zimmer et al., 1999), it is important to understand factors within charter schools that influence student outcomes. With more than two million children (Lewis, 2013) currently educated in charter schools across the country and many more charter schools opening each year, educational leaders and policy makers are making important daily decisions that influence educational outcomes for these children. Given the expanse of the charter school movement, educational leaders and policy makers must come to a better understanding of why differences exist in student outcomes across charter schools. Charter schools operate autonomously, and tremendous differences exist between charter schools and charter school laws across the country; therefore, gaining a better understanding of factors that lead to enhanced student outcomes in charter schools is imperative.

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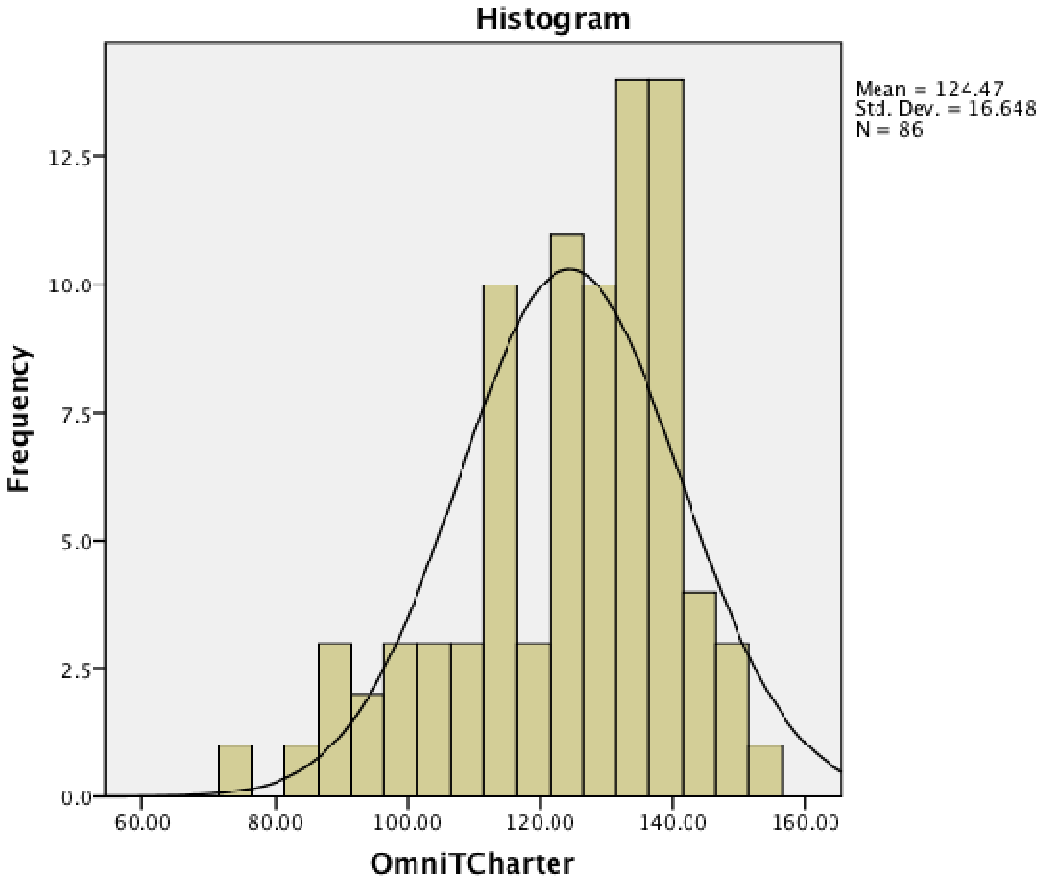
APPENDIX A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Std. Dev. = 16.648
N = 86
Frequency
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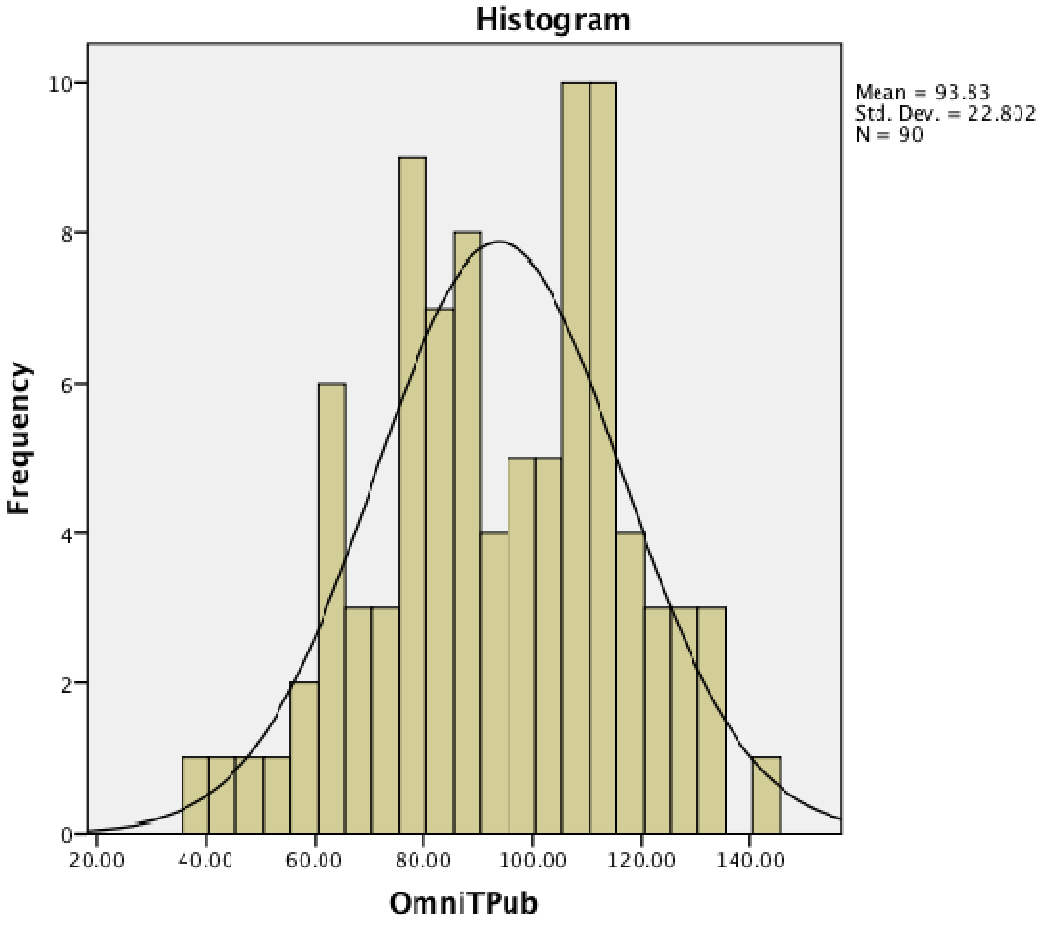
7.5
5.0
2.5
0.0
60.00
80.00
100.00
120.00
140.00
160.00
OmniTCharter


Histogram
Mean = 93.83
Std. Dev. = 22.802
N = 90
Frequency
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2
4
6
8
10
20.00
40.00
60.00
80.00
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140.00
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APPENDIX B

Introduction to Teacher Survey

Dear Charter School Faculty Member,

I am currently conducting a study concerning cultural/climate indicators in charter schools in Oklahoma. As a faculty member in a charter school, you can provide valuable information about charter schools as a means of school reform. I am here today to invite you to participate in this study by completing a brief survey. This survey will ask your impression about the culture/climate of your school. Your input will help provide a better understanding about conditions in schools that can lead to student success.

The survey is a short survey that will take approximately 10-15 minutes to complete. Your participation in this study is completely voluntary. If you choose to participate, you may answer any of the questions or all of them. If you decide you want to stop your participation, you may do so at any time. All responses will be returned anonymously so that no one can connect your answers to you directly. No one from your school or from your district will see your answers or know whether or not you have chosen to participate in the study. Only aggregated findings will be included in reports. If you choose to participate, complete the survey and place it in the box at the back of the room. If you choose not to participate, leave the survey blank and place the blank survey in the box.

We appreciate your consideration of becoming a participant in this important study. If you have questions about the study, please feel free to contact the researchers at the following phone numbers: Dr. Curry (918-520-9217) or Sean McDaniel (918-520-9815). If you have questions about your rights as a research volunteer, contact Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu

Sean McDaniel, Doctoral Candidate
Graduate College of Education
Oklahoma State University
Stillwater, OK

Dr. Katherine Curry, Assistant Professor
Graduate College of Education
Oklahoma State University
Stillwater, OK

***PLEASE FEEL FREE TO DETACH THIS PAGE FOR YOUR RECORDS.**

APPENDIX C

Sample Copies of the Surveys

Directions: Please indicate your level of agreement with each of the following statements about the **charter school in which you are currently teaching by** circling the number that best represents your opinion. Your answers are confidential.	**Strongly Disagree**	**Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**
1.1. Teachers in this school trust the principal.	1	2	3	4	5	6
1.2. Teachers in this school trust each other.	1	2	3	4	5	6
1.3. Teachers in this school trust their students.	1	2	3	4	5	6
1.4. The teachers in this school are suspicious of most of the principal's actions.	1	2	3	4	5	6
1.5. Teachers in this school typically look out for each other.	1	2	3	4	5	6
1.6. Teachers in this school trust the parents.	1	2	3	4	5	6
1.7. The teachers in this school have faith in the principal.	1	2	3	4	5	6
1.8. Teachers in this school are suspicious of each other.	1	2	3	4	5	6
1.9. The principal in this school typically acts in the best interests of teachers.	1	2	3	4	5	6
1.10. Students in this school care about each other.	1	2	3	4	5	6
1.11. The principal of this school does not show concern for the teachers.	1	2	3	4	5	6
1.12. Even in difficult situations, teachers in this school can depend on each other.	1	2	3	4	5	6
1.13. Teachers in this school do their jobs well.	1	2	3	4	5	6
1.14. Parents in this school are reliable in their commitments.	1	2	3	4	5	6
1.15. Teachers in this school can rely on the principal.	1	2	3	4	5	6
1.16. Teachers in this school have faith in the integrity of their colleagues.	1	2	3	4	5	6
1.17. Students in this school can be counted on to do their work.	1	2	3	4	5	6
1.18. The principal in this school is competent in doing his or her job.	1	2	3	4	5	6
1.19. The teachers in this school are open with each other.	1	2	3	4	5	6
1.20. Teachers can count on parental support.	1	2	3	4	5	6
1.21. When teachers in this school tell you something you can believe.	1	2	3	4	5	6
1.22. Teachers here believe students are competent learners.	1	2	3	4	5	6
1.23. The principal doesn't tell teachers what is really going on.	1	2	3	4	5	6
1.24. Teachers think that most of the parents do a good job.	1	2	3	4	5	6
1.25. Teachers can believe what parents tell them.	1	2	3	4	5	6
1.26. Students here are secretive.	1	2	3	4	5	6

Directions: Please indicate your level of agreement with each of the following statements about the **charter school in which you are currently teaching by** circling the number that best represents your opinion. Your answers are confidential.	**Strongly Disagree**	**Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**
2.1 Teachers in the school are able to get through to the most difficult students	1	2	3	4	5	6
2.2 Teachers here are confident they will be able to motivate their students.	1	2	3	4	5	6
2.3 If a child doesn't want to learn teachers here give up.	1	2	3	4	5	6
2.4 Teachers here don't have the skills needed to produce meaningful student learning.	1	2	3	4	5	6
2.5 Teachers in this school believe that every child can learn.	1	2	3	4	5	6
2.6 These students come to school ready to learn.	1	2	3	4	5	6
2.7 Home life provides so many advantages that students here are bound to learn.	1	2	3	4	5	6
2.8 Students here just aren't motivated to learn.	1	2	3	4	5	6
2.9 Teachers in this school do not have the skills to deal with student disciplinary problems.	1	2	3	4	5	6
2.10 The opportunities in this community help ensure that these students will learn.	1	2	3	4	5	6
2.11 Learning is more difficult at this school because students are worried about their safety.	1	2	3	4	5	6
2.12 Drug and alcohol abuse in the community make learning difficult for students here.	1	2	3	4	5	6

2.13 Do you have experience teaching in both a charter school and traditional school setting?

_____ yes _____ no

Important: If you answered "no" to the above question, please go to question 5.1 of this survey and answer the last 5 questions. If you answered "yes" to this question, please continue on to the next page.

Please answer the following questions about yourself. This section contains the last five questions on the survey and should take only a minute to complete.

5.1 My gender is

_____ male _____ female

5.2 I have been teaching a **TOTAL** of:

_____0-1 year _____2-5 years _____6-10 years _____11-15 years _____16-20 years _____21 or more years

5.3 My total number of years **teaching in a charter school setting** is:

_____ 0-1 year _____2-3 years _____4-6 years _____7-10 years _____11-15 years

5.4 The grades that I teach include (please circle all that apply)

PreK-K 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

5.5 My race/ethnicity is most closely described as (please circle all that apply):

White/Caucasian	Black/African American	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Hispanic/Latino

Thank you for completing the survey!!!

APPENDIX D

Oklahoma City Public Schools IRB Application

Research Application to Oklahoma City Public Schools

Type or print neatly. Applications may be typed on a blank page with each question identified as numbered below. All statements and signatures must appear on the pages. For assistance please call the Planning, Research, and Evaluation Department at (405) 297-6811. Applications for research are evaluated by a committee of district administrators selected on the basis oftheir relationship to the nature of the research. It is our intent to respond to research applications within four weeks, however, in some cases the actual response time may vary because of scheduling conflicts. Please note: research involving direct access to students is not scheduled after March 1.

(1) Project Title: Organizational and Structural Characteristics and Collective Faculty Trust in Oklahoma Charter Schools

(2) Applicant's Name: Douglas Sean McDaniel, Sr.

(3) Academic or Professional Affiliation (If Any) Oklahoma State University Doctoral Program

(4a) Applicant's Mailing Address: 14516 Fossil Creek Lane
street

Oklahoma City (city) OK (state) 73134 (zip)

(4b) Applicant's E-Mail Address: mcdaniels@mustangps.org

(5) Home Phone Number: 918-520-9815 (6) Work Phone Number: 405-376-2461

Graduate students must complete questions 7 through 10, below.

(7) Dean of your College: Dr. Pamela Carroll

(8) Advisor's Name: Dr. Katherine Curry

(9) Advisor's Signature: Katherine A. Curry

(10) Advisor's Phone Number: (918)5309217

Involvement of Oklahoma City Public Schools

(11) Number of Subjects: (a) 400

(12) Subject Selection Criteria: all OCPS Charter School teachers

(13) Total Instructional time per subject that will be required by this research: none

(14) OCPS Schools involved: all Charter Schools

(15) When do you plan to conduct this research? Spring 2014

(16) What potential risks are there for participants in your research?
There are no risks associated with this research that would not ordinarily be encountered in daily life. Participation is voluntary, and those who choose to participate will simply complete a short on-line survey. The survey will take approximately 5-7 minutes to complete.

(17) What provisions have you made to reduce these risks and to provide services in the event participants are harmed in any way be your research?

Data will be returned directly to the researchers through Qualtrics software. No identifiers will be collected linking responses to individual participants. Only aggregated findings will be reported. Data will be stored on the Qualtrics server through a password protected site, on a password protected computer in a locked office. Only researchers will have access to data.

(18) Are there any potential benefits to the participants?

There are no direct benefits to participants. However, findings in the literature suggest that faculty trust and efficacy that exist in a particular school not only help to shape the culture of that school, ultimately these climate indicators may be one of the most critical components in the pursuit of effectiveness. While research has been broad and has produced evidence of the relationship between climate indicators (collective trust and collective efficacy) and enhanced student outcomes (Hoy & Tschannen-Moran, 1999), the research is absent regarding trust and efficacy that may exist in the charter school setting. As the number of charter schools increases in Oklahoma and across the country, this study could provide important information for entities such as Departments of Education both at the State and National levels. As charter schools succeed or fail across the country and as charter schools continue to be a platform focus for politicians on both sides of the aisle, understanding these climate/culture indicators and the relationship between one or more of the identified structural and organizational characteristics becomes a worthwhile study. Further, this study may offer insight into characteristics/components of charter school review prior to the reapplication process.

(19) Are there any potential benefits to the school system?

See response to (18)

(20) Research conducted in the Oklahoma City Public Schools shall be done under conditions of informed consent. State specifically how you intend to inform your participants of this condition.

Information about the study and informed consent information will be included in an email sent to certified faculty at their district email addresses. Participant rights (including voluntary aspect) will be included. Participants will indicate consent/agreement to participate in the survey by actually completing the survey. If the faculty member does not wish to participate, he/she can decline participation, and a reminder email will not be sent. A copy of the invitation to participate and the survey (with consent) are included in this application.

(21) State specifically how you intend to debrief the participants in this research:

Information about the study will be specifically outlined in a recruitment email sent to potential participants. Researchers will provide contact information so that participants can contact them directly if they have questions about the study.

(22) State specifically how you will inform your participants they may withdraw at any time during the research:

Participant rights (including voluntary aspect) will be included. The consent document informs participants that they may withdraw from the study at any time. Participants will indicate consent/agreement to participate in the survey by actually completing the survey. If the faculty member does not wish to participate, he/she can decline participation, and a reminder email will not be sent. A copy of the invitation to participate and the survey (with consent) are included in this application.

Research Proposal

Please attach a formal, typed copy of your research proposal with these areas clearly identified and fully developed:

Purpose: Be concise but specific. Describe the problem you intend to study and your general research strategy.
Methodology: Describe exactly how you intend to conduct the research. Describe, in detail, the subjects, the materials, the experimental design, and the procedures.
Instruments: Your proposal should include a copy of any instrument that you intend to administer.

Your signature below indicates your agreement with the following statement: "I intend to conduct the proposed research in exactly the manner described. The data gathered will be used solely for the purposes of this research project."

(23) _____ (24) 11-22-13
applicant's signature date

Please return four copies of this form and four copies of your research proposal to:

Oklahoma City Public Schools
Planning, Research, and Evaluation Dept.
413 N.W. 12th St
Oklahoma City, Ok 73103

APPENDIX E

Oklahoma State University IRB

HANDWRITTEN FORMS WILL NOT BE ACCEPTED
APPLICATION MUST BE SINGLE SIDED – DO NOT STAPLE

APPLICATION FOR REVIEW OF HUMAN SUBJECTS RESEARCH
SUBMITTED TO THE
OKLAHOMA STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD
Pursuant to 45 CFR 46

IRB Number
FOR OFFICE USE ONLY

Title of Project: Organizational & Structural Characteristics and Collective Faculty Trust in Charter Schools

Is the Project externally funded? ☐Yes ☒No If yes, complete the following: ☐Private ☐State ☐Federal

Agency: Grant No: OSU Routing No:

Type of Review Requested: ☐ Exempt ☒ Expedited ☐ Full Board

Principal Investigator(s): *I acknowledge that this represents an accurate and complete description of my research. If there are additional PIs, provide information on the additional PIs continuation page form located on the URC website.*

Sean McDaniel **Name of Primary PI** (typed)	Sean McDaniel Signature of PI	10/23/2013 Date
School of Educational Studies Department	Education College	
14516 Fossil Creek Ln, OKC 73134 PI's Address	918-520-9815 Phone	mcdaniels@mustangps.org E-Mail
Required IRB Training Complete: ☒ Yes ☐ No (Training must be completed before application can be reviewed)		
Dr. Katherine Curry **Name of Co-PI** (typed)	Katherine A Curry Signature of Co-PI	10/23/2013 Date
School of Educational Studies Department	Education College	
306 Willard Co-PI's Address	918-520-9217 Phone	katherine.curry@okstate.edu E-Mail
Required IRB Training Complete: ☒ Yes ☐ No (Training must be completed before application can be reviewed)		

Advisor (complete if PI is a student): *I agree to provide the proper surveillance of this project to ensure that the rights and welfare of the human subjects are properly protected.*

Dr. Katherine Curry **Advisor's Name (typed)**	Katherine A Curry Signature of Adviser	10/23/2013 Date
School of Educational Studies Department	Education College	
306 Willard Advisor's Address	918-520-9217 Phone	katherine.curry@okstate.edu E-Mail
Required IRB Training Complete: ☒ Yes ☐ No (Training must be completed before application can be reviewed)		

APPENDIX F

IRB Modification

Oklahoma State University Institutional Review Board

Date: Monday, March 17, 2014 Protocol Expires: 1/29/2015

IRB Application No: ED13183

Proposal Title: Organizational & Structural Characteristics and Collective Faculty Trust in Charter Schools

Reviewed and Processed as: Expedited
Modification

Status Recommended by Reviewer(s) **Approved**

Principal Investigator(s):

Sean McDaniel
14540 S. 302nd E. Ave.
Coweta, OK 74429

Katherine Curry
306 Willard
Stillwater, OK 74078

The requested modification to this IRB protocol has been approved. Please note that the original expiration date of the protocol has not changed. The IRB office MUST be notified in writing when a project is complete. All approved projects are subject to monitoring by the IRB.

- The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

The reviewer(s) had these comments:

Modification to solicit participants in person at Santa Fe South school and for this group of participants to complete the surveys in person.

Signature:

Shelia Kennison, Chair, Institutional Review Board

Monday, March 17, 2014
Date

APPENDIX G

TEACHER PERCEPTIONS OF COLLECTIVE FACULTY TRUST IN CHARTER SCHOOLS AND TRADITIONAL PUBLIC SCHOOLS

PURPOSE *The purpose of this study is to compare teacher perceptions of the faculty trust in the charter school where they are currently teaching and their perceptions of faculty trust during their previous teaching experience in traditional public schools.*

PROBLEM STATEMENT

Research on the effectiveness of the charter school model as a means of reform has shown mixed results (Betts et al., 2011) with students in some charter schools outperforming their peers in traditional public schools and students in some charter schools underperforming as compared to their peers in traditional public schools. Little is known, however, about factors inside charter schools, specifically the culture/climate of the school that could potentially influence student outcomes.

Research supports an understanding of the culture/climate of the school to explain student outcomes (MacNeil et al., 2009). For example, MacNeil et al. (2009) found a statistically significant relationship between collective faculty trust and positive student outcomes in traditional public schools. What is not known is whether there are differences in faculty perceptions of collective faculty trust in charter schools and in traditional public schools.

If charter schools become more common an understanding of culture/climate indicators, such as trust, will be critical as researchers, educational leaders, and policy makers seek to understand factors that enhance the effectiveness of these schools. Understanding whether there are differences in teacher perceptions of collective faculty trust in charter schools and traditional public schools will be beneficial as the State Department of Education and the state legislature determine how quickly and how widespread expansion might be.

RESEARCH QUESTIONS

Are there differences in teacher perceptions of collective faculty trust in charter schools and traditional public schools?

Sub questions:

1. Are there differences in teacher perceptions of collective faculty trust in colleagues in the charter school where they are teaching and their perceptions of collective faculty trust of colleagues in the traditional public schools where they have previously taught?
2. Are there differences in teacher perceptions of collective faculty trust in the principal in the charter school where they are teaching and their perceptions of collective faculty trust of the principal in the traditional public schools where they have previously taught?
3. Are there differences in teacher perceptions of collective faculty trust in clients in the charter school where they are teaching and their perceptions of collective faculty trust of clients in the traditional public schools where they have previously taught?

HYPOTHESES: Research on the sector effect of private schools indicates that collective faculty trust is higher in private schools than in traditional public schools which is reflected in a higher stock of social capital (Coleman & Hoffer, 1987; Hoffer & Kilgore, 1982). Because charter schools share some of the same characteristics as private schools and they are established with the concept of "the privatization of public schooling," the following hypotheses are advanced:

- **H1: Teacher perceptions of collective faculty trust in colleagues in charter schools is higher than teacher perceptions of collective faculty trust colleagues in traditional public schools where they have previously taught.**
- **H2: Teacher perceptions of collective faculty trust in the principal in charter schools is higher than teacher perceptions of collective faculty trust in the principal in traditional public schools where they have previously taught.**
- **H3: Teacher perceptions of collective faculty trust in clients in charter schools is higher than teacher perceptions of collective faculty trust in clients in traditional public schools where they have previously taught.**

THEORETICAL FRAMEWORK Cultural Models have a focus on the values, beliefs, and norms of individuals in the organization and how these individual perceptions coalesce into shared organizational meanings (Bush, 2003). The Collegial Model further proposes that professionals have the right to share in the decision-making process and that decisions are reached by consensus rather than by division or conflict (Bush, 2003, pp. 66, 67). 'Sector effect' research will also contribute to the theoretical framework that underpins the examination of charter schools.

METHODOLOGY An Omnibus Trust Scale (T-Scale) (Hoy et al., 2003) survey was administered to every teacher in the charter schools in a large, urban district in the Midwest. The survey contained two parts. Part I consisted of the Omnibus T-Scale which consists of 26 items with a 6-point Likert scale that ranges from "strongly disagree" to "strongly agree." The Omnibus T-Scale measures faculty trust in principal, clients (parents and students), and colleagues. Each of these scales was interpreted independently as three subscales: faculty trust in principal, faculty trust in clients, and faculty trust in colleagues. Part II consisted of demographic questions that are relevant to the study; number of years in the profession, number of years teaching in a charter school, faculty gender, faculty ethnicity/race, and grade level currently teaching (elementary, middle, high school). Paired sample t-tests were used to test the hypotheses.

FINDINGS Paired samples t-tests revealed that faculty perception of CFT was higher in charter schools than in traditional public schools in the overall measure of CFT and in all referent groups (principal, colleagues, clients) thus confirming the hypotheses. Effect sizes were large (Cohen, 1988) for overall CFT for charter and public schools and two of the three referent groups (principal and colleagues) and medium one of the referent groups (clients). Overall CFT and all three referent group differences were statistically significant at .000. Assumptions for normality and homogeneity of variance were tested and met. The histogram for faculty perception of CFT of the principal in the charter school was skewed. These findings may provide a foundation for further research investigating why some charter schools are successful and others are not and what causes the differences between charter schools and traditional public school perceptions. The study may also guide policymakers, lawmakers, and state department officials.

VITA

Douglas Sean McDaniel, Sr.

Candidate for the Degree of

Doctor of Education

Thesis: TEACHER PERCEPTIONS OF COLLECTIVE FACULTY TRUST IN CHARTER SCHOOLS AND TRADTIONAL PUBLIC SCHOOLS

Major Field: Educational Leadership

Biographical:

Education:

Completed the requirements for the Doctor of Education in Educational Leadership at Oklahoma State University, Stillwater, Oklahoma in May, 2014.

Completed the requirements for the Master of Arts in Administration at Northeastern State University, Tahlequah, Oklahoma in 1997.

Completed the requirements for the Bachelor of Arts in Education at Northeastern State University, Tahlequah, Oklahoma in 1986.

Experience:

Superintendent of the Mustang, Oklahoma Public School District 2012 – Present
Superintendent of the Deer Creek, Oklahoma Public School District 2010-2012
Superintendent of the Englewood, Colorado Public School District 2008-2010
Superintendent of the Coweta, Oklahoma Public School District 2002-2008

Professional Memberships:

Cooperative Council of Oklahoma School Administrators
Oklahoma Association of School Administrators
National Association of School Administrators
United Suburban School Association
Oklahoma Secondary Schools Activities Association