



TRUST IS THE
FOUNDATION OF
LEADERSHIP

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Actions For Leaders To Build Trust



Building Trust

Seven Key Focus Areas to Build Trust

Trust is the foundation of leadership. The way we behave and the words we choose either builds trust or destroys it.

The following focus areas for leaders to build trust include:

- 1** Being honest and open by letting people know what's going on and not hiding news that impacts them.
- 2** Being credible and showing integrity by doing what you say you will do—being true to your word.
- 3** Being humble by asking for help when you need it and admitting that you don't know everything. Show that you're willing to learn and stretch and show that you're all in this together.
- 4** Being competent by knowing your job and doing it in a way that sets a standard for everyone.
- 5** Being generous with your praise and consistently putting others above yourself shows your care, concern and appreciation.
- 6** Being collaborative by finding opportunities to reduce isolation. Isolated work that becomes collaborative requires trust. Make commitments to one another to work as a team to meet our collective goals.
- 7** Being accountable for following established commitments and agreed upon norms. In trusting relationships, team members make commitments and norms and form an agreement to hold each other accountable while working toward goals.



Being honest and open by letting people know what's going on and not hiding news that impacts them.

Actions to Build Trust

1. In Module 1, you completed a draft outline of the professional learning topics/outcomes you need to prepare your teachers for the DoDEA Learning Walkthrough implementation. Conduct staff meetings prior to implementation using the following topics to help guide you:
 - a. Inform staff of the Learning Walkthrough process in order to achieve a shared understanding; assure that staff understand the “why” of DoDEA Learning Walkthroughs.
 - b. Clearly articulate which indicators will be selected for initial implementation.
 - c. Develop a shared understanding of the DoDEA definition of “Excellent Instruction” and cite examples of what these indicators look like and sound like in the classroom.
 - d. Clearly articulate logistics (i.e. how often you will observe, how long you will be in classrooms, the e-mail that teachers receive after you visit their classroom, how you will process/analyze data with staff during subsequent staff meetings, your plan to meet with individuals after walkthroughs to discuss results).
 - e. How data from the Learning Walkthrough will be used to inform professional learning (trend data, specific focal areas based on Continuous School Improvement).
2. Communicate these topics often and provide multiple opportunities for Q&A.

Actions to Destroy Trust

1. Communicate your plan using limited methods such as newsletter or e-mail.
2. Begin implementation with little or no investment from teachers (decide and announce).
3. After Learning Walkthroughs, provide little information to staff on the results; do not engage staff in a data analysis protocol.
4. Meet infrequently with individual staff after Learning Walkthroughs to discuss observations; assume that e-mail notification is enough.



Being credible and showing integrity by doing what you say you will do—being true to your word.

Actions to Build Trust

1. Prioritize the Learning Walkthrough and build time in meetings to analyze results and answer staff questions.
2. Make sure you engage in successful conversations with individual teachers after Learning Walkthroughs.

Actions to Destroy Trust

1. Gradually lessen the priority of the Learning Walkthrough; provide little analyses and meet with teachers to discuss observations infrequently.
2. Use Learning Walkthrough data for evaluation purposes.

3

Being humble by asking for help when you need it and admitting that you don't know everything. Show that you're willing to learn and stretch and show that you're all in this together.

Actions to Build Trust

1. Work to build a safe environment, appreciation of differences, openness to new ideas, and time for reflection.
2. Provide opportunities for teachers to take on leadership roles (i.e. co-facilitating data analysis with principal during meetings).
3. Model desired behaviors—open-minded questioning, thoughtful listening, consideration of multiple options, and acceptance of opposing points of view.
4. Become a learner with your staff.



Actions to Destroy Trust

1. Direct implementation without ample time, support, and resources for experimentation and growth.
2. Conduct data analyses in isolation or just with select teachers or members of your leadership team.
3. Provide little opportunities for teacher voice in the Learning Walkthrough process.

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Being competent by knowing your job and doing it in a way that sets a standard for everyone.

Actions to Build Trust

1. Work with your administrator colleagues and CIL staff to become skilled with the Learning Walkthrough and the accompanying Learning Walkthrough Implementation Guide.
2. Seek frequent feedback from stakeholders in order to model a continuous improvement approach.
3. Seek opportunities to learn and share your Learning Walkthrough journey with others.

Actions to Destroy Trust

1. Deflect responsibility for the Learning Walkthrough by assigning leadership responsibility to a POC or designee.
2. Use the Learning Walkthrough Implementation Guide as “awareness” only.
3. Treat the Learning Walkthrough process as a task instead of an opportunity to improve teaching and learning.





Being generous with your praise and consistently putting others above yourself shows your care, concern and appreciation.

Actions to Build Trust

1. Start staff meetings and individual conferences with recognitions of exemplary or improved teaching and learning practices.
2. Strive to include value statements in Learning Walkthrough descriptive notes.
3. When data show improvement, cite the staff's efforts as the key driver of improvement.



Actions to Destroy Trust

1. Only focus on what needs to be improved in meetings and individual conferences.
2. Immediately point out areas where data show declines.
3. Not making it a regular practice to recognize noteworthy observations in the "Recognitions and Considerations."



Being collaborative by finding opportunities to reduce isolation. Isolated work that becomes collaborative requires trust. Make commitments to one another to work as a team to meet our collective goals.

Actions to Build Trust

1. Utilize and participate during Focused Collaboration (PLCs) team time to analyze Learning Walkthrough data and to create action plans.
2. Work to build consensus on school priorities and areas in need of professional learning based on Learning Walkthrough trend data analyses.
3. Find opportunities for staff to de-privatize practice (i.e. observing each other).

Actions to Destroy Trust

1. Use Learning Walkthrough trend data in isolation rather than as part of a more comprehensive data gathering and reflection process.
2. Not honoring shared agreements.





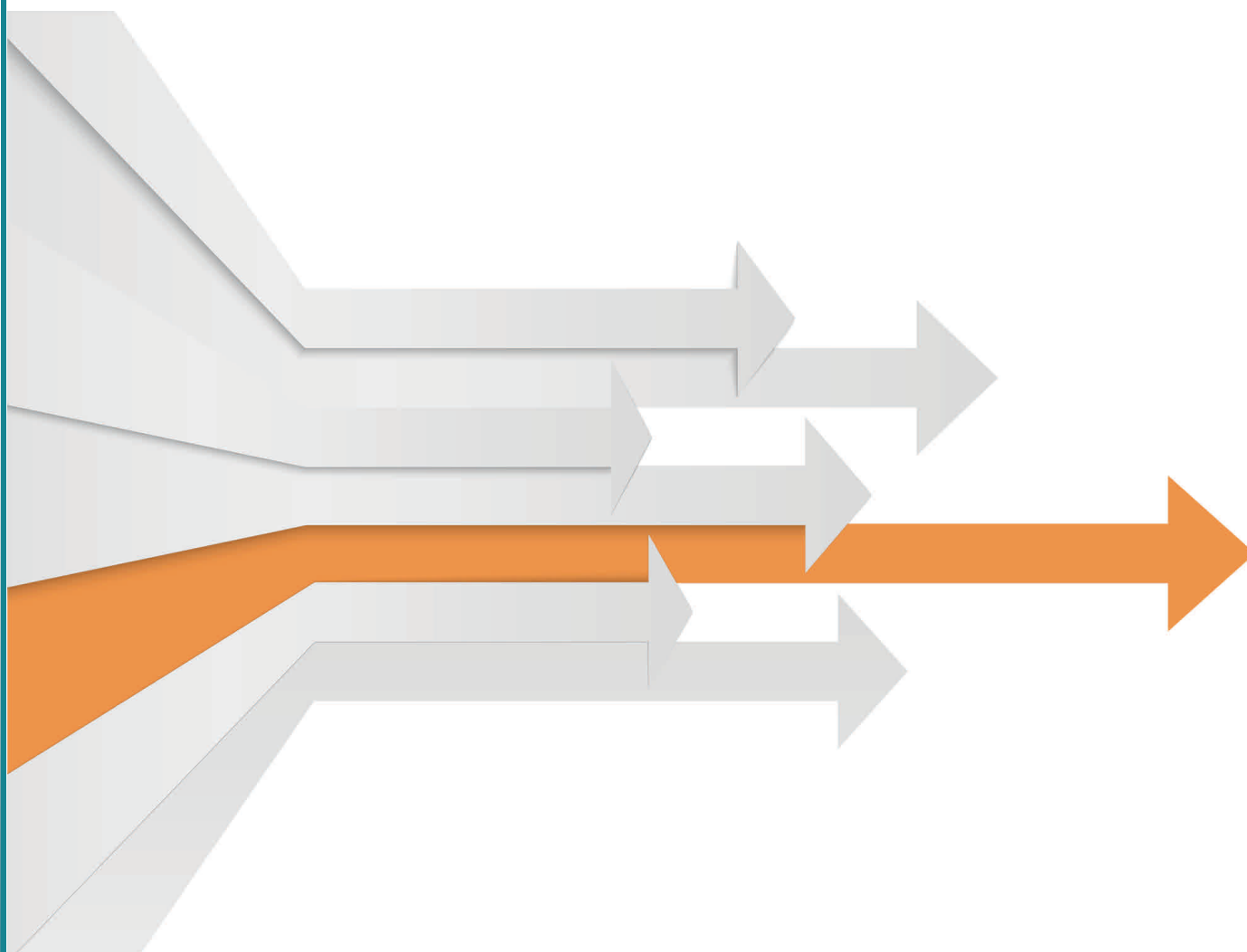
Being accountable for following established commitments and agreed upon norms. In trusting relationships, team members make commitments and norms and form an agreement to hold each other accountable while working toward goals.

Actions to Build Trust

1. Work to collaboratively establish Learning Walkthrough norms; revisit norms periodically to assess adherence and possible revision needs.
2. Work to foster an environment of developing common goals with mutual accountability (all responsible for student learning results).

Actions to Destroy Trust

1. Share your personal list of Learning Walkthrough norms with staff and expect their buy in.
2. Share information about individual teachers or use data to publicly criticize instructional staff.
3. Use information from a single Learning Walkthrough to make decisions.





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Building Trust

Seven Key Focus Areas to Build Trust

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