

# Building Trust as an Imperative in Conducting Meaningful Program Evaluation in a School District

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## Main Message

- Building trust is foremost before even introducing any funded school improvement program.
- Vital adaptations of program implementation and evaluation to the emerging trust levels within the organization are important.

# Evaluator's Context

- Direct client
- School district

# Background

- District scenario
- Teachers' attitudes toward funded program
- Project team's intent to promote change and improvement

# Trust – Definition and Trust Issues

- Trust – willingness to be vulnerable
- Nested and layered – characteristics within three modes; with three levels of dynamics within the school

# Base Attributes for Judging Trustworthiness

- Benevolence
- Reliability
- Competence
- Honesty
- Openness

# Three Levels of Dynamics Within the School System

- Macro level
- Meso level
- Micro level

Kramer and Tyler (1996)

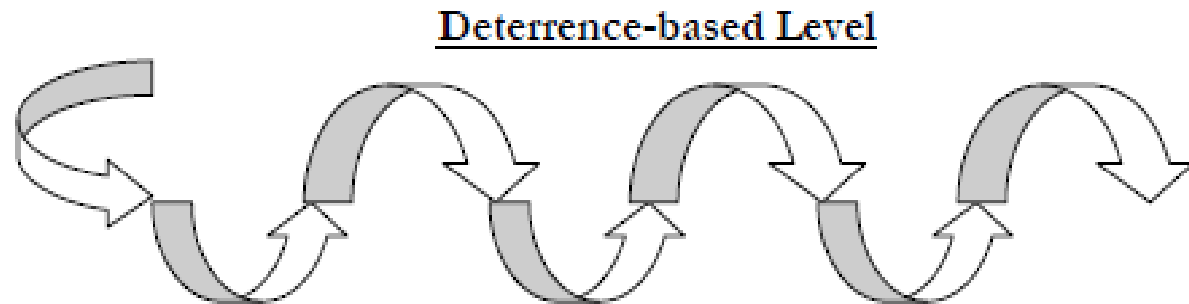
# Modes or Degrees of Trust – Three Levels

- Deterrence-based
- Knowledge-based
- Identification-based

Lewicki & Bunker (1996);  
Shapiro, etc. (1992)



# A Metaphor for Trust and Relationships at the Deterrence-based Level

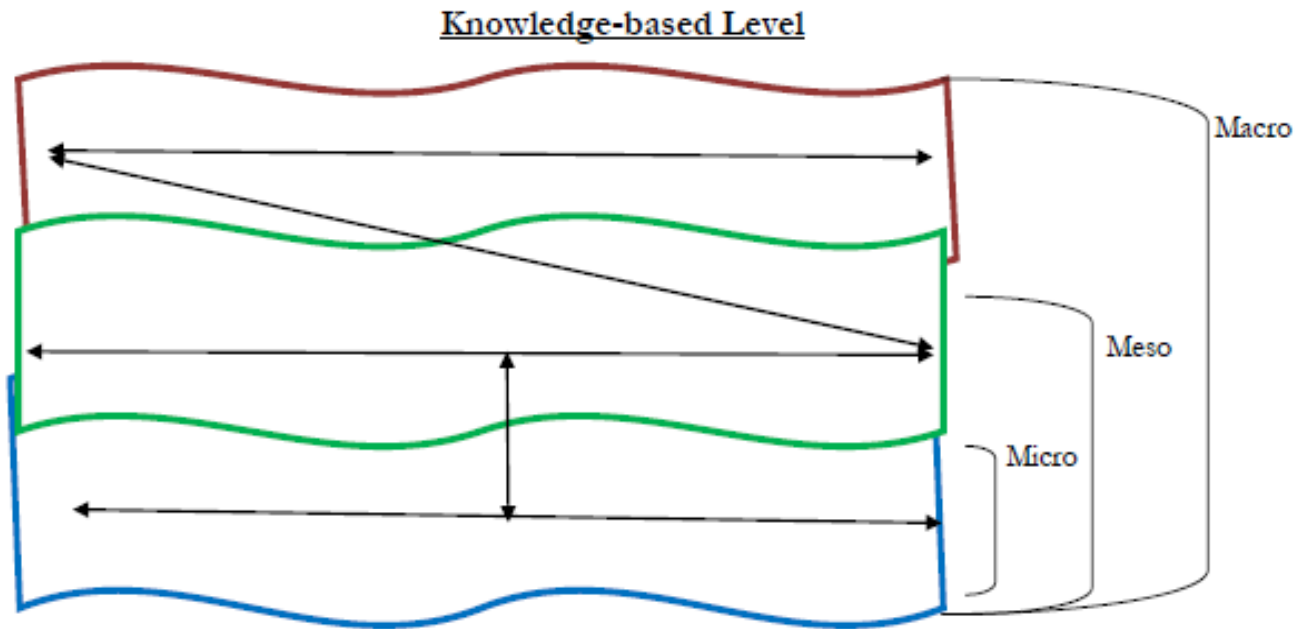


# Along with Deterrence-based Level

- Needs assessment
- Developmental approach\*

\*Patton (2011)

# A Metaphor for Trust and Relationships at the Knowledge-based Level

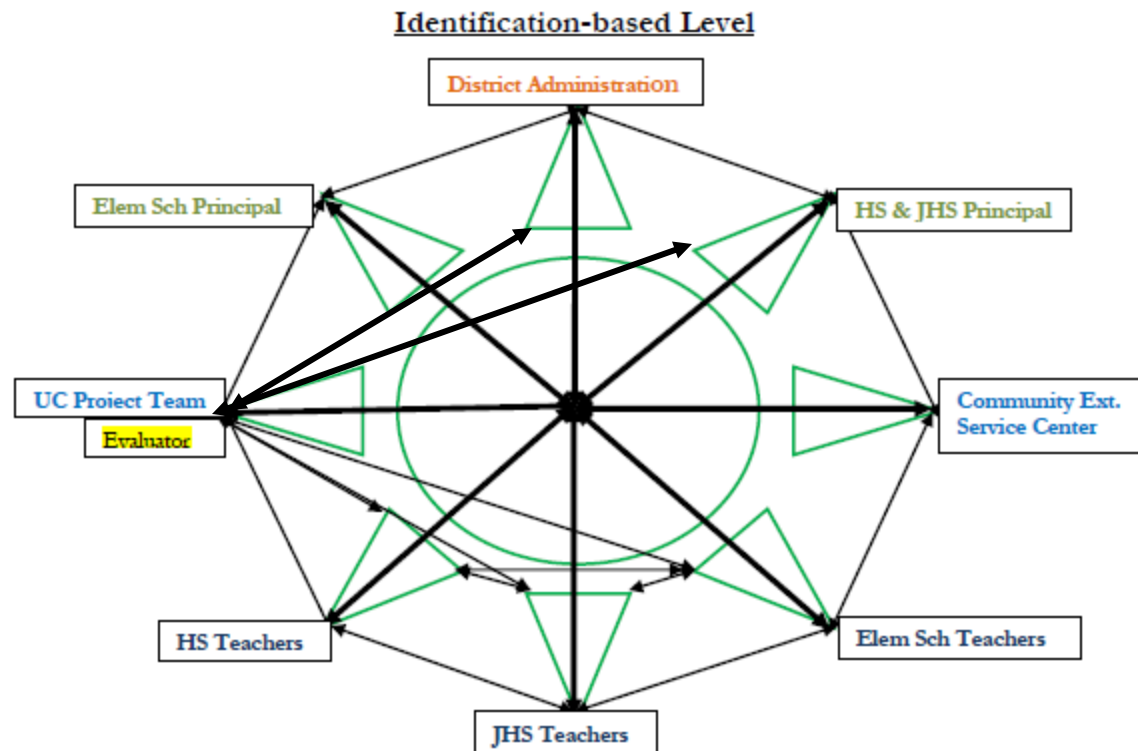


# Along with Knowledge-based Level

- Accountability issues
- Beginning interactions
- Intensifying process use\*

\*Kirkhart (2000)

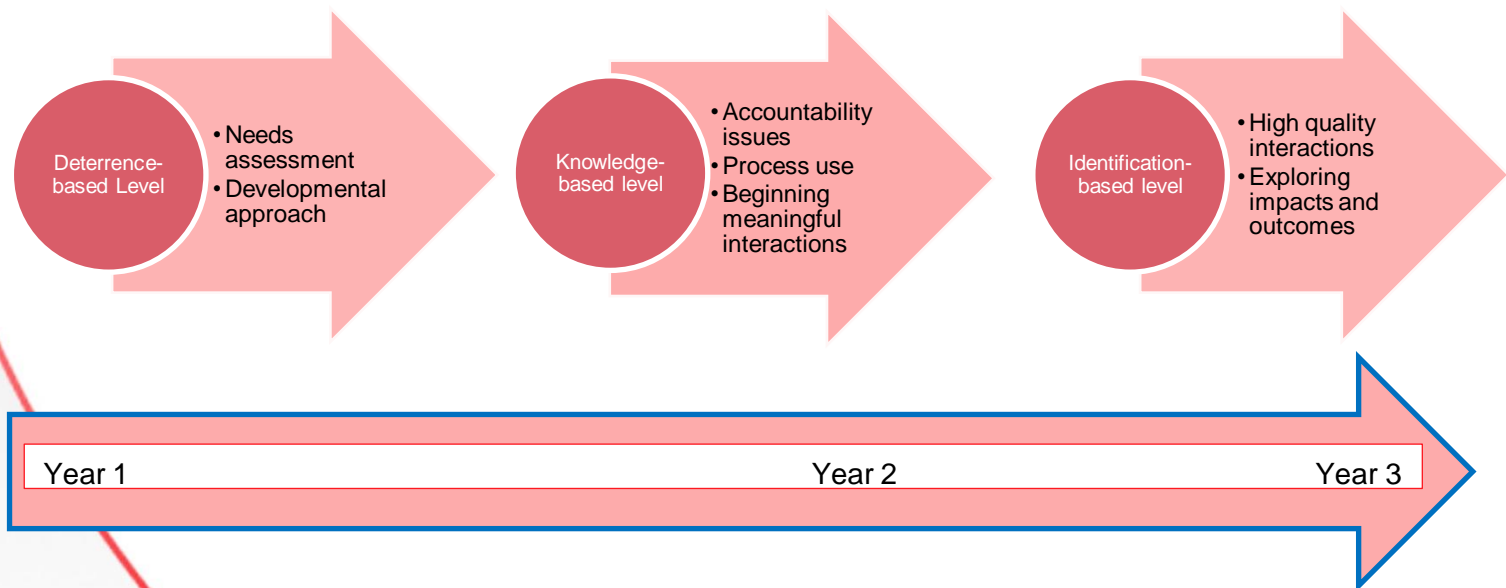
# A Metaphor for Trust and Relationships at the Identification-based Level



# Along Identification-based Level

- High-quality interactions
- Exploring impacts and outcomes

# Development of Trust with Evaluation Activities & Timeline

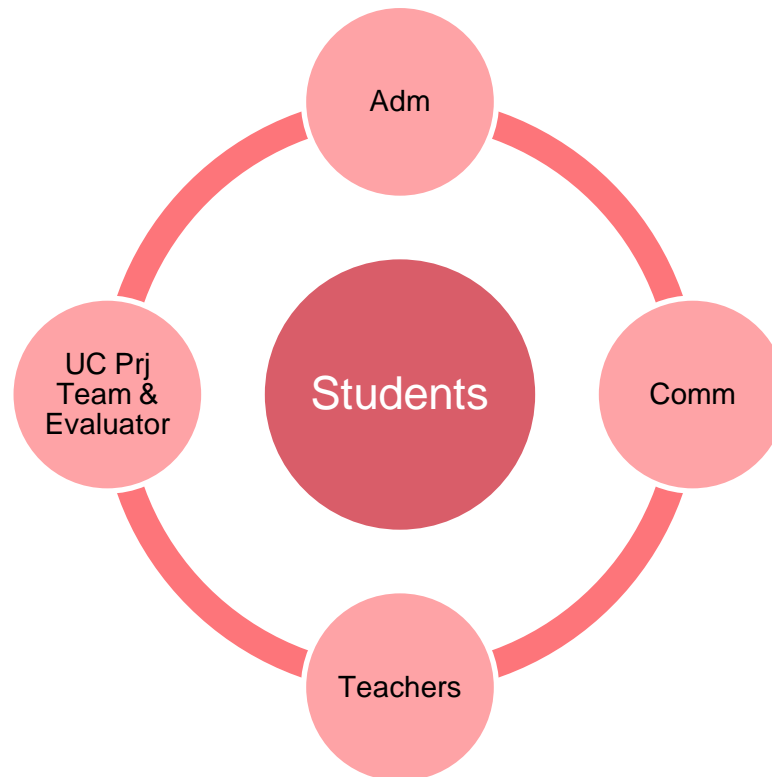


# From Knowledge-based to Emerging Identification-based Level





# Trust, Communications, & Cooperation: Moving to the Ideal



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