

### 3 C's Survey

#### Competence, Conviction and Control

*In the blanks provided please give yourself a score using the following scale:*

- 4 = Expert-
- 3 = Competent
- 2 = Basic
- 1 = Novice

**COMPETENCE** , *i.e. knowledge and skills in . . .*

#### Supervising Individuals

- A. \_\_\_\_ Using multiple sources of data (not just observation) to assess teaching performance
- B. \_\_\_\_ Identifying gaps in student learning and teaching performance and coaching teachers to adopt practices that will close those gaps
- C. \_\_\_\_ Giving direct clear data-based feedback both in writing and orally when the “news is negative”
- D. \_\_\_\_ Writing evaluations that do not “sugarcoat” issues of mediocre performance with tentative language, mixed messages, and vague generalizations.
- E. \_\_\_\_ Designing improvement plans that are problem-based and include means of assessment.

#### Supervising Professional Communities

- F. \_\_\_\_ Evaluating groups’ interactions and their ability to address student learning problems effectively
  - G. \_\_\_\_ Modeling—and giving groups the tools to conduct—productive meetings
  - I. \_\_\_\_ Confronting malfunctioning groups and helping them acquire the necessary conviction and skills to change their performance
  - J. \_\_\_\_ Distinguishing between groups who are functioning as collaborative communities and those who reached the highest level of accountable communities
  - K. \_\_\_\_ Knowing and using a range of protocols to help groups manage conflict and solve problems
- \_\_\_\_ **TOTAL**

#### Competence Score

- 38+ Incredibly competent or a terrible rater
- 32-37 Very competent
- 28-31 Competent /have some areas for growth
- 28 An honest assessment/-need work



## CONVICTION

*In the blanks provided please give yourself a score using the following scale:*

4 = Unwavering: (I live by, model and teach this belief at every opportunity)

3 = High: (I am intentional about modeling and supervising for this belief)

2 = Moderate: (I am aware of the belief but not yet consistent or strategic about its role in my leadership)

1 = Low (Not really part of my leadership)

**Note: To score a 4 or a 3 you must be able to cite an example of how you have acted on the belief in question during the last 12 months.**

### **I am convinced that . . .**

- A. \_\_\_\_\_ All students and all teachers can get smarter with effective effort, i.e. hard work and appropriate learning strategies,
- B. \_\_\_\_\_ Creating opportunities for ownership in the mission and vision and goals of the school is crucial to my being a skillful leader.
- C. \_\_\_\_\_ Adults and groups of adults will rise to meet high positive expectations if those expectations are clearly communicated and if honest feedback and support for growth are provided.
- D. \_\_\_\_\_ Trying to avoid or work around an adult performance problem costs me more energy and emotional turmoil than simply naming the gap and setting clear improvement goals for the individual.
- E. \_\_\_\_\_ The majority of the faculty in my school want to be able to reach all their students and are quietly—if not overtly—grateful when I take on those who act in ways that undermine the school’s mission
- F. \_\_\_\_\_ Expert practitioners are people who are constantly thinking about their practice and finding new problems to solve, and my job is to encourage that mindset in all of my faculty.
- G. \_\_\_\_\_ If I have privately determined that I would not place my own child in a particular classroom or with a particular team of teachers, I have a moral obligation to take action.
- H. \_\_\_\_\_ Making judgments about the quality of teaching and the quality of group interaction, and planning feedback and intervention to improve that quality is an important part of my leadership role.

\_\_\_\_\_ **TOTAL**

### **Conviction Score**

|       |  |
|-------|--|
| 28+   | Well-developed, sustaining conviction to back competence                 |
| 23-28 | High conviction with small pockets of evolving belief                    |
| 19-23 | Mixed feelings/beliefs; areas of significant uncertainty or disagreement |
| - 19  | Need ongoing work and support to expand my conviction                    |



## Control

*In the blanks provided please give yourself a score using the following scale:*

4 = Yes, I and I have used this resource repeatedly

3 = Yes, and I take advantage occasionally

2 = I'm not sure; it's not something I've seen/used personally

1 = No—not available in my setting

- A. \_\_\_\_\_ Our contract allows me to collect a wide range of data about a teacher's and group's performance.
- B. \_\_\_\_\_ Supervisors and evaluators in our district are expected to discuss student achievement data with teachers as part of their regular performance review.
- C. \_\_\_\_\_ Contract transfer provisions do not force me to take staff members with poor evaluations or employment histories even if those individuals ask to come to my building.
- D. \_\_\_\_\_ I can allocate time to address mediocre teaching and malfunctioning groups if I need to.
- E. \_\_\_\_\_ My district provides a regularly scheduled, structured opportunity for administrators to review difficult cases and pool supervisory strategies with one another
- F. \_\_\_\_\_ I will have the full and continuing help of my central office and administrative colleagues if I take on a mediocre teaching or give feedback to an individual about poor contribution to the school
- G. \_\_\_\_\_ I am part of a culture which demands identification of and intervention with cases of low performance
- H. \_\_\_\_\_ I have the resources to create common planning time and support for team meetings

\_\_\_\_\_ **TOTAL**

### Control Score

- 28+ High degree of exercised control over needed resources
- 23-28 Opportunity for substantial control present
- 19-23 Changes may be required in both knowledge and structures
- 15-19 Insufficient knowledge of--or influence over--structures and resources
- 15 Present structures may be actively blocking or undermining improvement

