

Survey of Community Competence (abbreviated edition)

Supplement to *The Skillful Leader II: Confronting Conditions That Undermine Learning*, 2008

Step One: Individually assign a rating to each indicator under the specific competencies below. Use the following scale:

Absent or Rarely Part of our Practice (I/We can cite no examples)	1
Occasional Part of our Practice (I/We can cite one or two recent examples)	2
Embedded and Regular Part of our Practice- (I/We can cite many recent examples)	3

Step Two: As a team, compare and discuss your responses until you reach a consensus on a rating for each indicator. Make sure members can cite specific examples to justify the rating.

Step Three: Agree upon competencies that you want to designate as **goals** for community growth or as target areas for additional monitoring and data collection.

Competence I Response to Student Learning Problems

- _____ We deal effectively with students' who have not learned?
- _____ We use coherent, mutually understood processes to define and solve problems
- _____ We present case study problems to one another in order to get assistance and learn from others' experiences

Competence II Using Standards and Data

- _____ We use learning standards, benchmarks and student achievement data to point out where we should invest effort
- _____ We use multiple sources of data including generating our own internal data to supplement external test data.

Competence III Dealing with Conflict

- _____ We know how to disagree respectfully but directly during the meeting—and do so as necessary to get a better solution to problems
- _____ We surface hard-to-face facts and feelings. We confront the silent “elephants.”
- _____ We identify and drop practices which are not working

Competence IV Establishing and Enforcing Norms

- _____ We have developed and publicly post our norms of interaction
- _____ We monitor how we are doing at honoring our norms periodically

Competence V Sustaining Transparency

- _____ We make classroom practice open to public viewing through walks, team observations, and peer observations.
- _____ We allow colleagues to critique our written work and/or classroom or leadership decisions

Competence VI Constant Learning

- _____ We regularly examine and make changes in instructional practice.
- _____ We regularly monitor our efforts by asking “What is working? What needs revision?”