Personal Responses

Please complete this brief survey, which should take approximately 5-10 minutes. Your honesty and transparency are requested as we will use the aggregate data, and your individual responses will be made available to you at a later date. There are 37 selected response items to complete.

You will be responding to items for FIVE skill areas:
1. **CDE Representation**
2. **Professionalism**
3. **Communication**
4. **Problem Solving Process within TA**
5. **TA Quality**

You will be able to edit your responses until you click "DONE" at the end of the assessment. Click "NEXT" below to begin.

1. Type your name here for identification:

Directions: For each item, select the confidence with which you consistently exemplify effectiveness in the stated skill indicator.

* 2. Understand expectations and honor the practices recommended by CDE policy and guidance.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 3. Access other CDE personnel for (content-specific) support to aid in your TA delivery.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 4. Embed CDE strategic goals and Unit/Office priorities within Technical Assistance (TA).

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 5. Encourage TA recipients to align P-3 efforts within their systems.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

Directions: **For each item, select the confidence with which you consistently exemplify effectiveness in the stated skill indicator.**

* 6. Establish and maintain clear agreements about roles, responsibilities, and expectations for TA interactions (e.g., norms, giving/receiving feedback, and follow-through).

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 7. Remain positive and open to varied personalities and points of view within all TA interactions.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 8. Ensure equity by recognizing, respecting, and responding to individual differences.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 9. Continuously demonstrate integrity, honesty, and sincerity.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 10. Consistently on time, organized, and prepared in TA interactions.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 11. Manage timing/pacing to ensure goals and action steps are defined during each TA interaction.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 12. Provide ongoing support for newly-learned behaviors, skills, and knowledge.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 13. Provide opportunities for demonstration, practice, and deepening of new learning and skills.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 14. Navigate difficult conversations and challenging exchanges to manage conflict and confrontation skillfully.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 15. Maintain professional boundaries, ensuring a focus on TA outcomes.

  ◯ Confident   ◯ Somewhat Confident   ◯ Not Confident

	Communication

Directions: **For each item, select the confidence with which you consistently exemplify effectiveness in the stated skill indicator.**

* 16. Using clear, articulate, and direct communication, effectively explain: the objectives, goals, and parameters of TA. Examples: Time, logistics, expected outcomes and criteria/measures of success, reporting requirements, resources available, confidentiality, roles, etc.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 17. Communicate clearly in oral form.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 18. Communicate clearly in written form.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 19. Use language that is equitable and inclusive (e.g., non-sexist, non-racist, jargon-limited).

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 20. Model communication behaviors: Be fully attentive, use reframing to give other perspectives, and flexibly shift approaches as needed.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 21. Use metaphors/analogies to support effective communication.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 22. Use concrete examples, charts, visuals, etc. (as needed) to support effective communication.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 23. Utilize active listening and respond to expressive messages (e.g., acknowledge explicitly, paraphrase, reflect, summarize, or restate).

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 24. Analyze implied messages by attending to nonverbals (e.g., eye contact, body language, gestures, or tone) to inform responses.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 25. Ask questions that elicit perspectives, facilitate visioning, and generate options.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 26. Use probing questions to clarify, elaborate, and/or extend meanings expressed by speakers.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

Problem Solving within TA

Directions: **For each item, select the confidence with which you consistently exemplify effectiveness in the stated skill indicator.**

* 27. Assist in developing readiness for TA recipient(s) to engage in problem solving (e.g., establishing teaming structures and foundations for decision-making).

○ Confident ○ Somewhat Confident ○ Not Confident

* 28. Access information that clarifies major areas of strengths and major areas for growth.

○ Confident ○ Somewhat Confident ○ Not Confident

* 29. Help others identify a prioritized area for improvement, analyze the targeted need, and brainstorm strategies focused on that need.

○ Confident ○ Somewhat Confident ○ Not Confident

* 30. Create strengths-based implementation plans that include steps/protocols, (SMART) goals, timelines, resources, personnel/roles/responsibilities, progress measures, and outcomes measures.

○ Confident ○ Somewhat Confident ○ Not Confident

* 31. Establish clear mechanisms to connect regularly with the TA recipient(s) to monitor progress and refine plans.

○ Confident ○ Somewhat Confident ○ Not Confident

* 32. Evaluate fidelity and outcomes data to determine whether to revise, continue, or discontinue plans.

○ Confident ○ Somewhat Confident ○ Not Confident

* 33. When barriers are identified, engage TA recipient(s) in problem solving processes for strategic decision-making.

○ Confident ○ Somewhat Confident ○ Not Confident

Directions: For each item, select the confidence with which you consistently exemplify effectiveness in the stated skill indicator.

* 34. Ensure success of the TA collaboration is assessed on two levels: Effectiveness of the TA provider*and* the improved knowledge, skills, and practices of the TA recipient(s).

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 35. Engage in continual self-reflection of TA professional practices and how those practices influence the TA recipient(s) performance and outcomes.

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 36. Reflect on and self-evaluate TA competence with formal measures (e.g., TA Self-Assessment, self-appraisal in Performance Planning, or Office/Unit protocols).

◯ Confident ◯ Somewhat Confident ◯ Not Confident

* 37. Use a method of getting feedback from TA recipient(s) regarding constituent experiences and satisfaction with the TA collaboration.

◯ Confident ◯ Somewhat Confident ◯ Not Confident