

Competency Assessments

Ask An Evaluator SPDG Oct 2024

Competency: what are the key characteristics needed to perform a job role?

<u>Competency Checklist</u>: a tool that helps evaluate skills, strengths, and areas for development.

When creating prompts:

- 1) What are the important roles an exemplar {job title} will perform?
- 2) What level of knowledge is needed to perform each of these roles?
- 3) What level of skill is needed in each of these roles to be truly great?

THE BASICS

Figure 1: Academy's Conceptual Framework Baseline and Exit Survey Response Frequencies

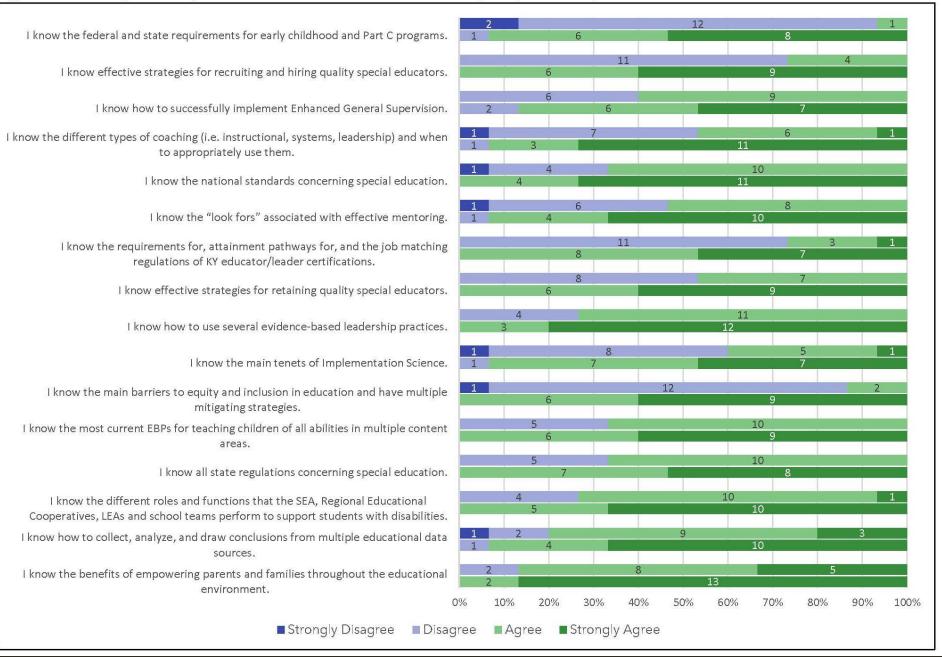
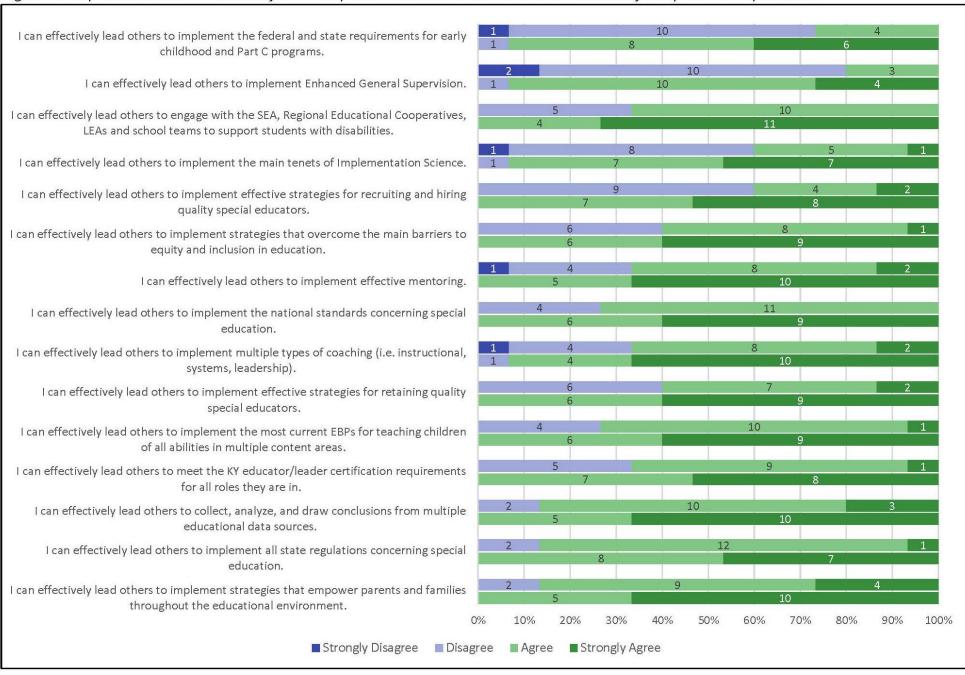


Figure 2: Implementation of Academy's Conceptual Framework Baseline and Exit Survey Response Frequencies



Growth in Highly Skilled Instructional Practices

I am highly skilled at using strategies before, during, and after a child transitions into kindergarten to support successful adjustment and outcomes for both the child and family.

I am highly skilled at using strategies before, during, and after a child transitions into preschool to support successful adjustment and outcomes for both the child and family.

I am highly skilled at data-based decision making (which must include collecting, analyzing, and drawing conclusions from multiple educational data sources).

I am highly skilled at using collected data to examine the effectiveness of services and supports for improving child and family outcomes.

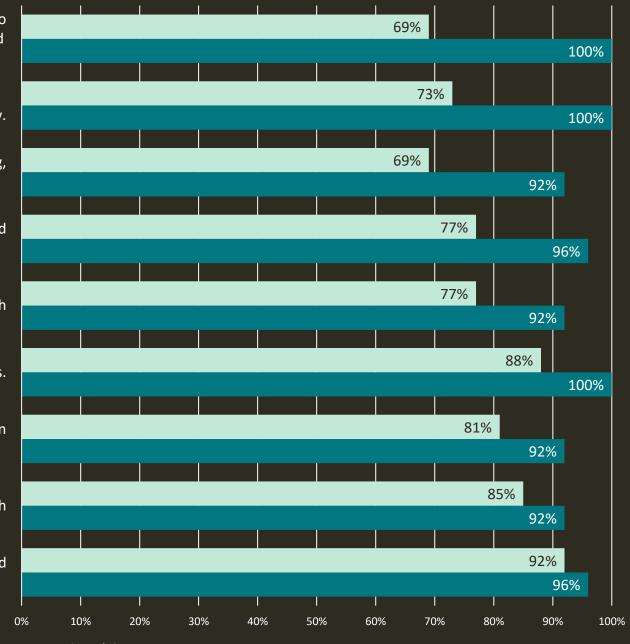
I effectively exchange information before, during, and after a child transitions into kindergarten to support successful adjustment and outcomes well enough to teach/coach others.

I apply the newest evidence-based research into my instructional practices.

I expertly use assessment methods and information to design goals for individual children well enough to teach/coach others.

I effectively exchange information before, during, and after a child transitions into preschool to support successful adjustment and outcomes well enough to teach/coach others.

I successfully implement assessments to identify learning targets, plan activities, and monitor child progress, to revise instruction well enough to teach/coach others.



Bloom's Taxonomy



Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate

Justify a stand or decision

appraise, argue, defend, judge, select, support, value, critique, weigh

analyze

Draw connections among ideas

differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply

Use information in new situations

execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

Explain ideas or concepts

classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember

Recall facts and basic concepts

define, duplicate, list, memorize, repeat, state

Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

IEP Development and Compliance	1. <u>I can develop individualized transition sections in IEPs</u> that consider a student's specific interests, skills, and goals to support the student attaining positive postschool outcomes.	
	2. I can determine if transition sections in IEPs meet all compliance requirements.	
Transition Teams	3. I can lead a local transition team to	
	a. analyze transition programming needs within my school or district using tools	
	such as local needs assessments and the PISA.	
	b. build collaborative partnerships with shareholders, including but not limited to	
	local employers, vocational rehabilitation, postsecondary education organizations,	
	and community services and programs.	
	c. implement an action plan that addresses identified transition programming	
	needs in my school or district.	
	4. I can design a meaningful action plan that addresses transition programming needs in my school or district using local needs assessments, analysis of PISA data, and other contextual data.	

- Think BIG, then the tool can collect a baseline that can speak to growth for longer periods of time and new initiatives.
 - But must stay rooted in what your SPDG will influence
- Make as specific as possible. Helps ratings be truer. Could an observer rate someone based on your prompt.
- Make it personal for taker "I can " prompts
- When making -bold and underline the key thing you want to measure. Have colleague try the same. If they don't match- rewrite.
- Double barrel considerations: if the grouping is part of a system that fails without all –
 keep. If not, rewrite item.
- Push for higher level levels of Bloom. It will help baseline to be less inflated.

RECOMMENDATIONS RECAP