



# Competency Assessments

Ask An Evaluator  
SPDG Oct 2024

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

**Competency Checklist**: 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

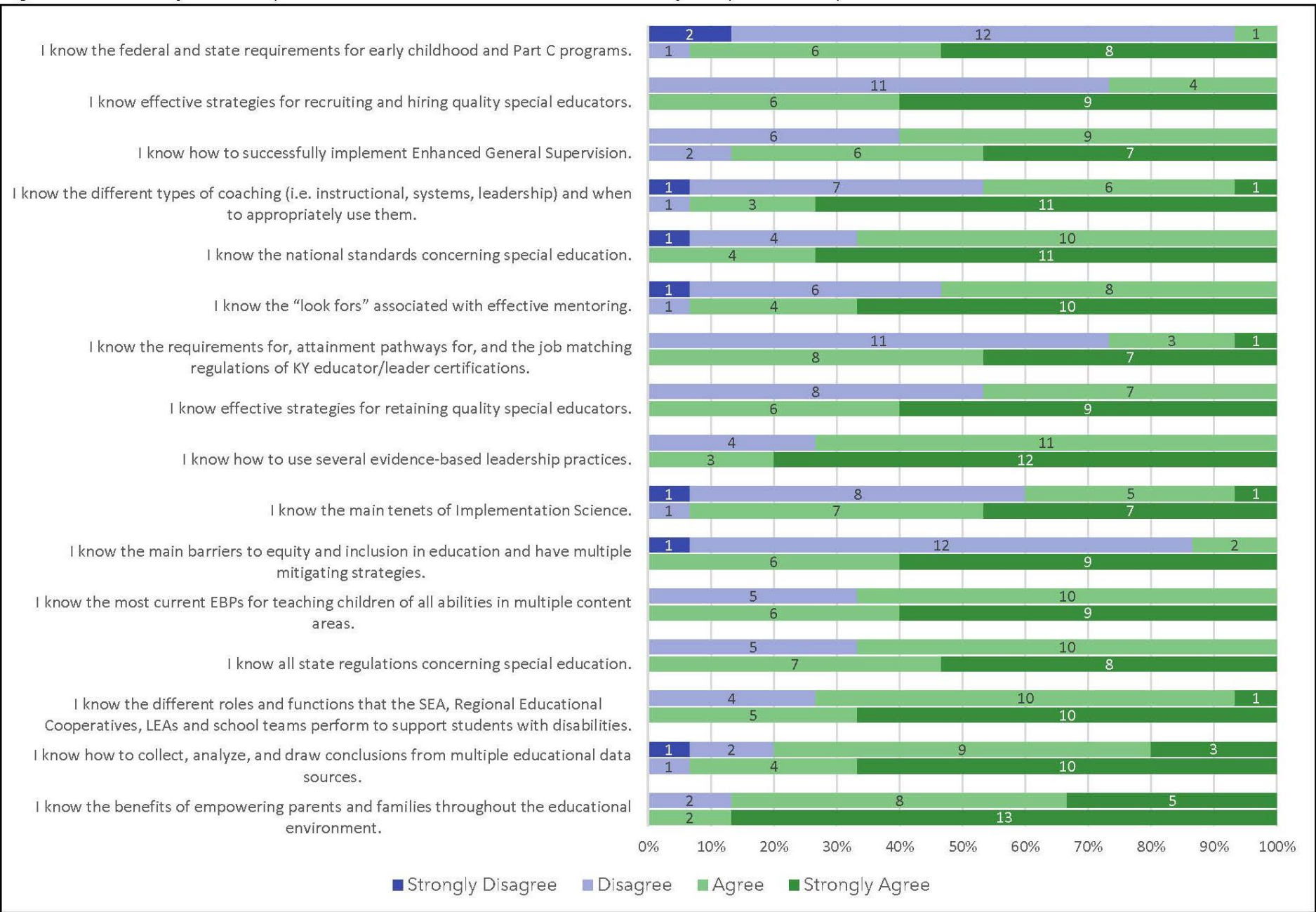
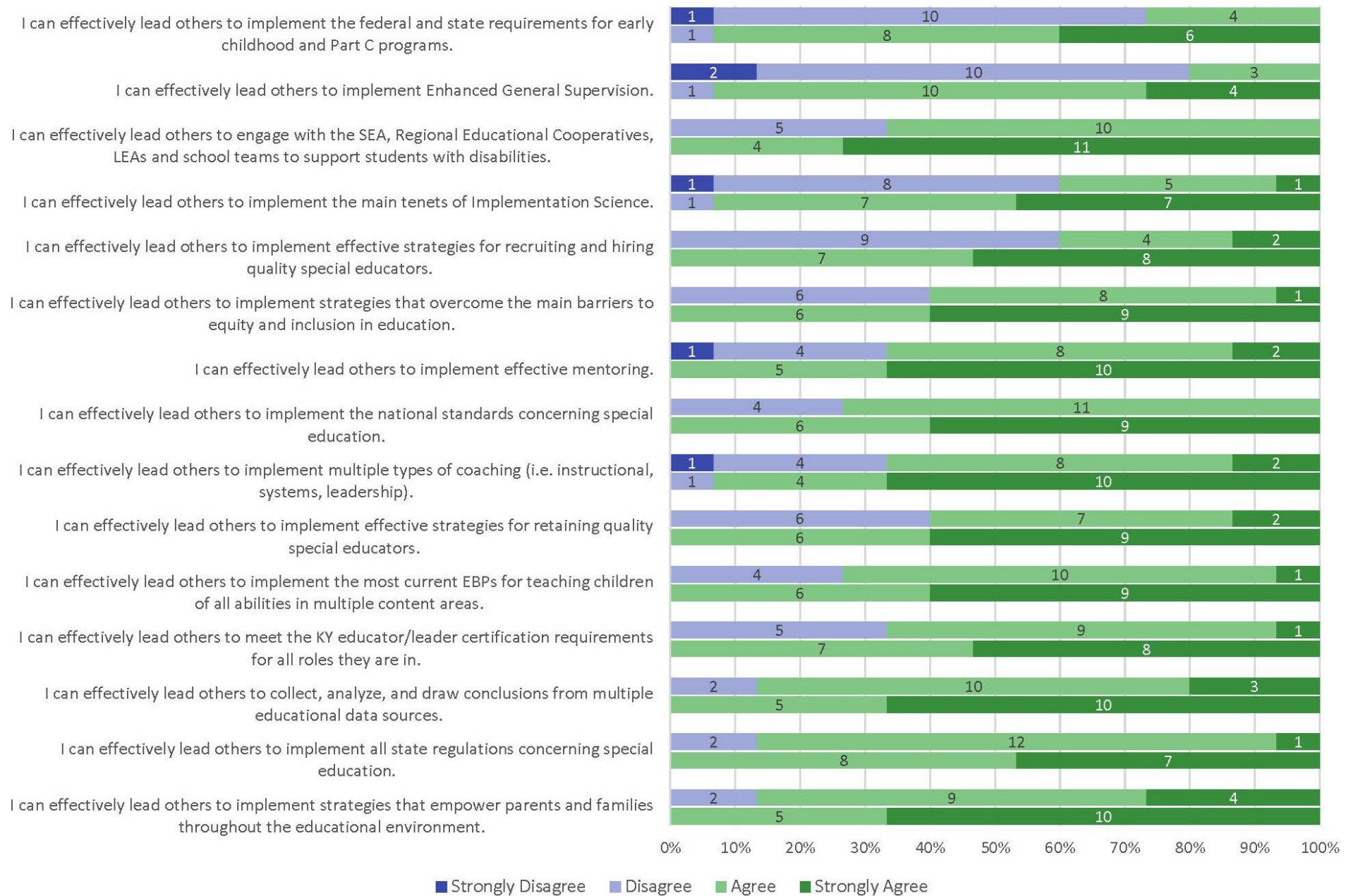
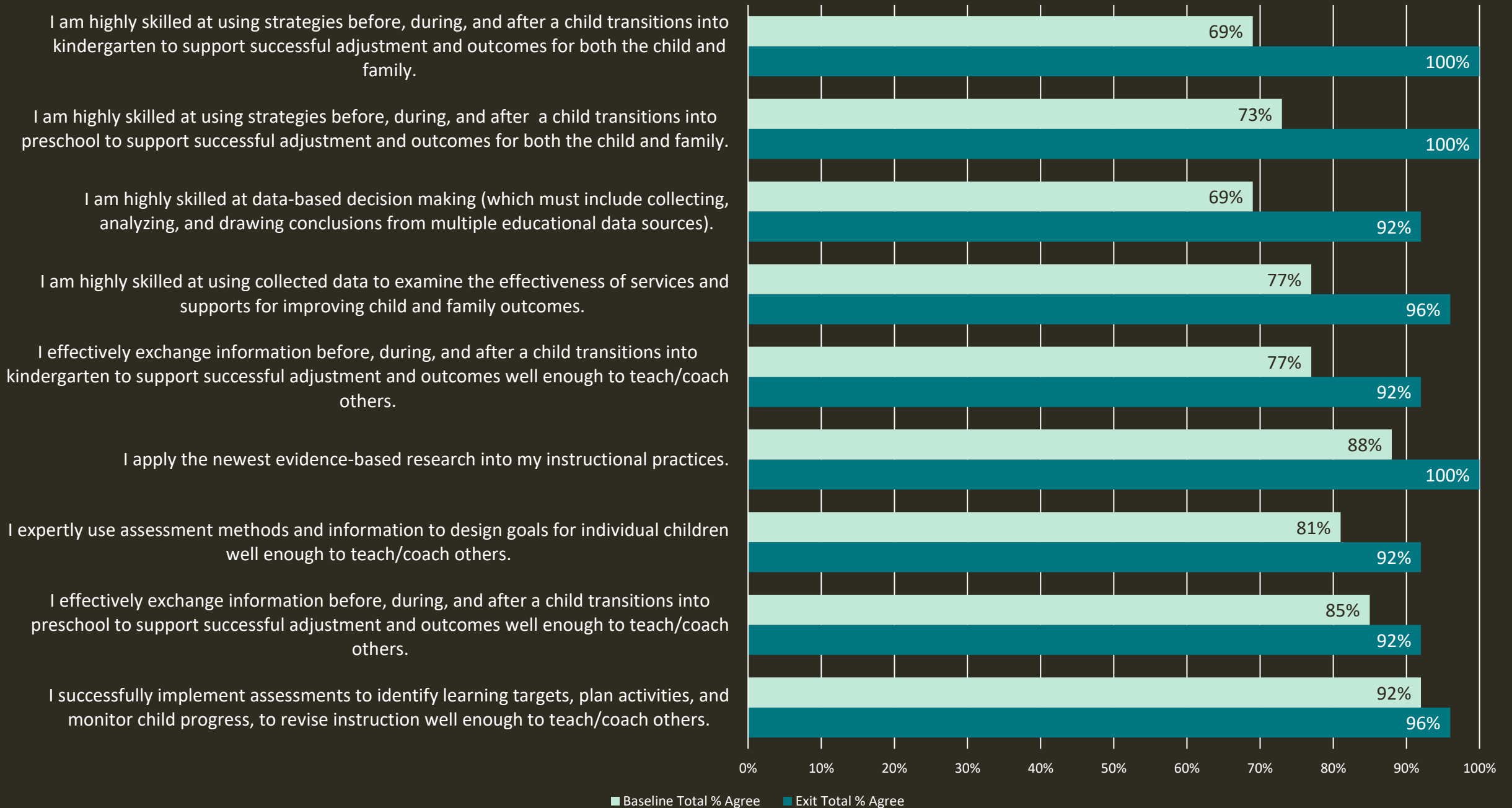


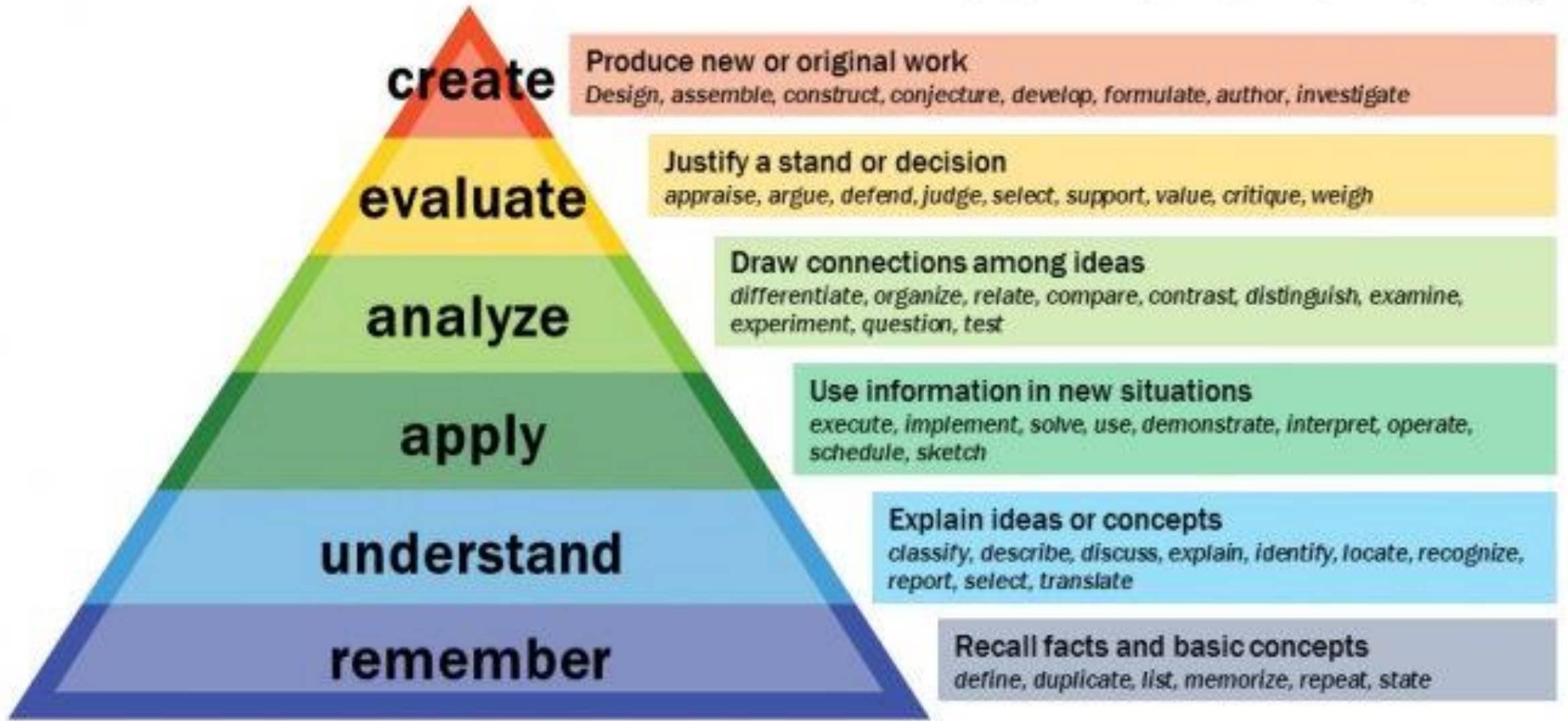
Figure 2: Implementation of Academy's Conceptual Framework Baseline and Exit Survey Response Frequencies



## Growth in Highly Skilled Instructional Practices



# Bloom's Taxonomy



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