

Personnel Development Program

Examples of 325K PROJECT Performance Measures Addressing Interdisciplinary Competencies

Interdisciplinary Competency #1 - Interprofessional Communication: Ability to communicate effectively in a respectful and responsive manner with others; including team members, children with disabilities and their families.

PROJECT Example(s)

General

- By the completion of the program (*when*), all (*how much*) project-funded scholars (*who*) will be rated as competent or higher (3.0 on a 4.0 scale) on organizing and communicating information with families and other team members in a manner that is clear, understandable and free from discipline specific jargon (*what*) as rated by their field supervisor on the Project XX Competency Rubric (*how it will be measured*).

More specific to personnel serving CWDs who have high-intensity needs

- By the completion of the program (*when*), all (*how much*) project-funded scholars (*who*) will be able to organize and communicate information with families and other team members in a manner that is clear, understandable and free from discipline specific jargon (*what*) on addressing a child's significant reading difficulties as rated by two project faculty on a Project XX Scholar Competency Rubric (*how it will be measured*).

Interdisciplinary Competency #2 - Collaboration: Actively assemble team members representing families, educators and related-services providers across disciplines to provide input, jointly make decisions and carry out plans to address the needs of children with disabilities and their families.

PROJECT Example(s)

- By the end of their Year 2 field experience (*when*), 100 percent or more (*how much*) of scholars (*who*) will have served on at least three interprofessional teams and received ratings of "proficient" or higher on working with colleagues across disciplines (*what*) as reported on their field supervisor on the Project XX Practica Evaluation (*how it will be measured*).
- By the end of the project (*when*), 100 percent (36 of 36) (*how much*) of project-funded scholars (*who*) who completed the supervised coordinated field experience will received a rating of "proficient" (3.0 on a 5.0 scale) or higher by their field supervisor on a rubric (*what*) developed by "Project TEAM" faculty assessing interdisciplinary competencies in collaboration (*how it will be measured*).

Interdisciplinary Competency #3 - Roles and Responsibilities: Ability to use understanding of one's own roles and responsibilities relative to those of other professionals to appropriately serving children with disabilities and their families within the team.

PROJECT Example(s)

- By the completion of the program (*when*), 100 percent (*how much*) of scholars (*who*) will demonstrate "proficiency" (3 on a 5-point scale) or higher on sharing one's professional expertise in identifying assessment (*what*) to different stakeholders at a level rated as "acceptable" or higher (i.e., 3.0 or higher on a 4.0 scale) on the Interdisciplinary Competencies Scale developed by project faculty (*how it will be measured*).

- *Continued*

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- Annually, 100% of scholars will produce at least 3 case studies (i.e., academic interventions from practica sites with graphed data) that are rated by project faculty using a rubric designed by the project as demonstrating “strong and substantial” use of the knowledge and skills from other team members to provide services to children with disabilities and their families.

Interdisciplinary Competency #4 - Teamwork: Ability to apply relationship-building values and principles of team dynamics to perform effectively in different team roles to enhance use of evidence-based practices that improve outcomes for children with disabilities and their families.

PROJECT Example(s)

- By the end of Year 5 of the project (*when*), 100 percent (*how much*) of scholars who (*who*) completed the special education master’s degree program will be rated as “satisfactory” or better (3.0 on a 4.0 scale) on effectiveness in a team (*what*) by their field supervisors on the university-developed assessment of scholars’ competencies (*how it will be measured*).

Interdisciplinary Competency #5 – Conflict Management and Resolution: Ability to effectively manage and resolve conflict between and with other providers and with families.

PROJECT Example(s)

- Prior to completing the program (*when*), 100 percent (*how much*) of scholars (*who*) will be rated as “proficient” (i.e., 4 or 5 on a 5-point Likert-type scale) on conflict management and resolution (*what*) by their field supervisor on the *Project XX Practicum Evaluation* (*how it will be measured*).

Interdisciplinary Competency #6 - Values and Ethics: The ability to work with individuals of other professions to maintain a climate of mutual respect and shared values.

PROJECT Example(s)

- By the end of Year 1 (*when*), 100 percent (*how much*) of “Project TEAM” scholars (*who*) will pass a comprehensive exam (*how it will be measured*) addressing professional ethics of serving children with disabilities (*what*).

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