

Based on **Kentucky Teacher Internship Program (KTIP)** for use in the U of L Developmental Teacher Preparation (DTP) Model. This rubric will be used to assess Kentucky Teaching Standard #8 and IECE Kentucky Teaching Standard #6: Collaborates with Colleagues/Parents/Others. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards

	Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
Standard 8: Collaborates with Colleagues/Parents/Others	8.1 Identifies students whose learning could be enhanced by collaboration. InTASC 9,10; PGES Domains 1A, 1B, 1D IECE 6.3 Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child				
	Fails to identify students whose learning could be enhanced by professional collaboration.	Identifies students whose learning could be enhanced by professional collaboration.	Identifies students whose learning could be enhanced by professional collaboration and provides a supporting rationale.	Identifies students whose learning could be enhanced through a variety of professional collaborations within and outside of school settings and provides a supporting rationale.	
	8.2 Designs a plan to enhance student learning that include all parties in the collaborative effort. InTASC 9,10; PGES Domains 1A, 1B, 1D IECE 6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings IECE 6.2 Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child IECE 6.3 Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child KY-IECE.1.6: Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans)				
	Fails to designs plans to enhance student learning through professional collaboration.	Designs plans for enhancing student learning that include school-based personnel in the collaborative efforts.	Designs plans for enhancing student learning that include school-based personnel and parents/guardians in the collaborative efforts.	Designs plans for enhancing student learning that include school-based personnel, parents/guardians and outside agencies in the collaborative efforts.	
	8.3 Implements planned activities that enhance student learning and engage all parties. InTASC 9,10; PGES Domains 1A, 1B, 1D IECE 6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings IECE 6.2 Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child IECE 6.3 Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child				
	Fails to implement plans to enhance student learning through professional collaboration.	Implements plans for enhancing student learning that include school-based personnel in the collaborative efforts.	Implements plans for enhancing student learning that include school-based personnel and parents/guardians in the collaborative efforts.	Implements plans for enhancing student learning that include school-based personnel, parents/guardians and outside agencies in the collaborative efforts.	
	8.4 Analyzes data to evaluate the outcomes of collaborative efforts. InTASC 9,10; PGES Domains 1A, 1B, 1D IECE 6.4 Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings IECE 6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers				
	Fails to evaluate outcomes resulting from collaborative efforts.	Evaluates outcomes resulting from collaborative efforts.	Evaluates outcomes resulting from collaborative efforts and identifies next steps.	Evaluates both the collaborative process and outcomes and identifies next steps.	

Insufficient Evidence	Developing	Target	Exemplary	Comments/Questions /Suggestions
IECE 6.6 Provides ongoing constructive feedback to team members about professional practices				
Fails to provide ongoing constructive feedback to team members about professional practices	Inconsistently provides constructive feedback to team members about professional practices	Provides ongoing constructive feedback to team members about professional practices	Effectively and consistently provides ongoing constructive feedback to team members about professional practices	
IECE 6.7 Collaborates with families and other team members to support successful transition to next setting				
Fails to collaborate with families and other team members to support successful transition to next setting	Inconsistently collaborates with families and other team members to support successful transition to next setting	Collaborates with families and other team members to support successful transition to next setting	Consistently and effectively collaborates with families and other team members to support successful transition to next setting	
Holistic Assessment of KTS Standard 8/IECE Standard 6 , IECE 1.6				
Fails to identify students whose learning could be enhanced by professional collaboration; fails to design, implement and/or evaluate the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by professional collaboration; designs, implements and evaluates the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by professional collaboration, which is supported by a rationale and includes school-based personnel and parents/guardians; designs, implements and evaluates the outcomes from the collaborative effort.	Identifies students whose learning could be enhanced by a variety of professional collaborations, which is supported by a rationale, and includes school-based personnel, parents/guardians and outside agencies; designs, implements and evaluates the outcomes from the collaborative effort and identifies next steps.	