COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Candidate's Name _____ Evaluator's Signature_____ Date_____

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:Collaborates with Colleagues/Parents/Others. Each indicator is also mapped to the Teacher Professional Effectiveness System (PGES) Components and the CCSSO InTASC Standards

<table>
<tr>
<td colspan="2"></td>
<th>Insufficient Evidence</th>
<th>Developing</th>
<th>Target</th>
<th>Exemplary</th>
<th>Comments/Questions /Suggestions</th>
</tr>
<tr>
<td rowspan="13">Standard 8: Collaborates with Colleagues/Parents/Others</td>
<td colspan="6">8.1 Identifies students whose learning could be enhanced by collaboration. InTASC 9,10; PGES Domains 1A, 1B, 1D
CEC: Indicator is adequately captured for all teachers.</td>
</tr>
<tr>
<td>Fails to identify students whose learning could be enhanced by professional collaboration.</td>
<td>Identifies students whose learning could be enhanced by professional collaboration.</td>
<td>Identifies students whose learning could be enhanced by professional collaboration and provides a supporting rationale.</td>
<td>Identifies students whose learning could be enhanced through a variety of professional collaborations within and outside of school settings and provides a supporting rationale.</td>
<td></td>
</tr>
<tr>
<td colspan="6">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
CEC: ISCI2 S15-Structure, direct, and support the activities of paraeducators, volunteers and tutors. IIC5 S13-Select and plan for integration of related services into the instructional program. ISCI5 S2-Involve the individual and family in setting instructional goals and monitoring progress. ISCI6 S3-Act ethically in advocating for appropriate services. ISCI7 S1-Maintain confidential communication about individuals with exceptionalities.</td>
</tr>
<tr>
<td>Fails to designs plans to enhance student learning through professional collaboration.</td>
<td>Designs plans for enhancing student learning that include school-based personnel in the collaborative efforts.</td>
<td>Designs plans for enhancing student learning that include school-based personnel and parents/guardians in the collaborative efforts.</td>
<td>Designs plans for enhancing student learning that include school-based personnel, parents/guardians and outside agencies in the collaborative efforts.</td>
<td></td>
</tr>
<tr>
<td colspan="6">8.3 Implements planned activities that enhance student learning and engage all parties. InTASC 9,10; PGES Domains 1A, 1B, 1D
CEC: ISCI5 S1-Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members. IIC5 S16-Design and implement instructional programs that address independent living and career education. IIC5 S17-Design and implement curriculum strategies for medical self-management procedures.</td>
</tr>
<tr>
<td>Fails to implement plans to enhance student learning through professional collaboration.</td>
<td>Implements plans for enhancing student learning that include school-based personnel in the collaborative efforts.</td>
<td>Implements plans for enhancing student learning that include school-based personnel and parents/guardians in the</td>
<td>Implements plans for enhancing student learning that include school-based personnel, parents/guardians and outside agencies in the</td>
<td></td>
</tr>
</table>

		collaborative efforts.	collaborative efforts.	
8.4 Analyzes data to evaluate the outcomes of collaborative efforts. InTASC 9,10; PGES Domains 1A, 1B, 1D **CEC: IIC5 S18-Design, implement, and evaluate instructional programs that enhance social participation across environments.**				
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.	
Holistic Assessment of KTS Standard 8				
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.	