

Technical Assistance Collaborative Relationships & Communication Assessment (Levels 4-5) Collaboration & Professional Contributions Project

TA Competencies	TACR1, TACR2, TACR3, TACR4, TAC1, TAC2
Original Gateways TA Benchmarks	CR1, CR2, CR6, CR7, COM1, COM2, COM3, COM4

Assessment Guidelines

Part I:

For this assessment, you will provide artifacts from your personal professional contributions which serve as evidence of your strong communication, collaboration and relationship building skills, ability to utilize these skills with a variety of audiences and for a variety of professional purposes and ability to communicate using a variety of formats and styles. At least 5 artifacts should be provided (one from each category below) and the impact of your contributions summarized in the professional reflection outlined below. Artifacts can include:

- Communication with constituents, colleagues, leaders or mentees
 - Newsletters
 - Websites
 - Emails
 - social media
- Professional social media participation and curating
 - Facebook
 - Twitter
 - Instagram
 - Linked In
 - Blogs
 - Listservs
 - Pinterest etc.
- Dissemination of Professional Expertise
 - Professional presentations
 - Published articles, book chapters and books
 - Other contributions to professional literature (agency, grant, project reports etc)

After choosing your five artifacts, reflect on each by summarizing:

- The strengths of the artifact and any feedback received from the audience
- The impact of the artifact and how the choice of communication type best served the audience
- How the communication could be improved, expanded for future use or used in other contexts

Part II:

Interview three early childhood leaders at the local, state or national levels. Your interview should center specifically on how they incorporate specific strategies to:

- cultivate collaboration and examples of how substantive collaboration has served to further change and/or growth in their organization?
- Utilize shared decision making in large-scale change efforts? Lessons they have learned in the shared decision making process.
- The role strategic planning has played in furthering growth and improvement in their organization or agency? How have some strategic planning efforts proven more impactful than others? In design? Implementation? Evaluation? Collaborative buy-in?
- Key communication recommendations regarding conflict prevention and conflict resolution.

Assessment Rubric (pulled from TA Master Rubrics)

Technical Assistance Collaborative Relationships and Communication Assessment (Levels 4-5): Collaboration & Professional Contributions Project Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>TACR1: Develops respectful and responsive relationships through positive interpersonal skills.</p> <p>TA: CR2</p>	<p>Cultivates and nurtures respectful and responsive relationships through positive, appropriate, consistent communication</p>	<p>Cultivates respectful and responsive relationships through positive, consistent communication</p>	<p>Tries to create relationships through positive communication</p>	<p>Inconsistent, negative and/or inappropriate communication hinders the cultivation and/or maintenance of relationships.</p>	
<p>TAC1: Utilizes respectful, collaborative communication skills that foster authentic engagement within professional communication.</p> <p>TA: COM1, COM3, COM4</p>	<p>Supports others through example and creation of replicable tools respectful, collaborative communication skills (verbal, written & listening) that foster authentic engagement, fit the context, and appropriately and accurately communicate the intended message.</p>	<p>Chooses and uses respectful, collaborative communication skills (verbal, written & listening) that foster authentic engagement, and accurately communicate the intended message.</p>	<p>Inconsistently uses respectful communication skills (verbal, written & listening) that accurately communicate the intended message.</p>	<p>Uses disrespectful, communication skills (verbal, written & listening) that hinder collaboration, engagement and/or miscommunicate the intended message.</p>	

Technical Assistance Collaborative Relationships and Communication Assessment (Levels 4-5): Collaboration & Professional Contributions Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>TACR2: Recognize and build on strengths, assets, capabilities and capacities of people and programs.</p> <p>TA: CR1</p>	<p>Coaches others in identifying and utilizing the strengths, assets, capabilities and capacities of people and programs</p>	<p>Identifies and utilizes the strengths, assets, and capabilities of people and programs.</p>	<p>Makes an effort to identify the strengths and capabilities of people and programs</p>	<p>Is unable to Identify the strengths, assets, capabilities and/or capacities of people and programs</p>	
<p>TACR3: Develops and models professional relationships based on clear goals, boundaries, and expectations.</p> <p>TA: CR6, CR7</p>	<p>Expands, nurtures and reflects professional relationships based on clear goals, boundaries, and expectations.</p>	<p>Nurtures professional relationships based on clear goals, boundaries, and expectations.</p>	<p>Attempts to create professional relationships based on common goals.</p>	<p>Nurtures professional relationships based on clear goals, boundaries, and expectations.</p>	
<p>TACR4: Use shared decision making and mutual agreement to design quality improvement plans.</p> <p>TA: CR3</p>	<p>Employs shared decision making and mutual agreement to build quality improvement plans.</p>	<p>Employs shared decision making to build quality improvement plans.</p>	<p>Employs some shared decision making to attempt to create improvement plans.</p>	<p>Creates shallow or non-substantive improvement plans which are devoid of shared decision making.</p>	
<p>TAC2: Utilizes communication and collaboration skills to support collaborative problem-solving, mediation, planning, and group cohesiveness.</p> <p>TA: COM2</p>	<p>Develops and employs communication skills and collaborative strategies to support problem-solving, mediation, planning, and group cohesiveness within varied contexts.</p>	<p>Employs communication skills and collaborative strategies to support problem-solving, planning, and group cohesiveness.</p>	<p>Employs communication skills to support problem-solving and attempts to support group cohesiveness.</p>	<p>Communication skills are disrespectful, biased, or and/or inconsistent. Communication style is a barrier to collaboration, problem-solving and group function.</p>	

Level 4 – Beige

Level 5 – Blue