

## Technical Assistance Collaborative Relationships and Communication Assessment (Levels 4-6) Collaboration & Professional Contributions Project

<b>TA Competencies</b>	TACR1, TACR2, TACR3, TACR4, TACR5, TAC1, TAC2, TAC3
<b>Original Gateways TA Benchmarks</b>	CR1, CR2, CR3, CR4, CR6, CR7, COM1, COM2, COM3, COM4, COM6

### 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.

**Part III:**

Following your interview, reflect on a specific professional situation and how communication, relationship building and collaboration could positively impact solutions? What specific strategies for each could facilitate your identified issue toward resolution? What conflicts could develop? Be prevented? How will you resolve conflicts if they should arise? After developing your specific scenario and reflecting on the questions above, partner with a fellow professional development/technical assistance colleague to debrief your identified issue and reflection.

**Assessment Rubric (pulled from TA Master Rubrics)**

<b>Technical Assistance Collaborative Relationships and Communication Assessment (Levels 4-6): Collaboration &amp; Professional Contributions Project Rubric</b>					
<b>Competency</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>	<b>Unable to Assess</b>
<b>TACR1:</b> Develops respectful and responsive relationships through positive interpersonal skills. <b>TA: CR2</b>	Cultivates and nurtures respectful and responsive relationships through positive, appropriate, consistent communication	Cultivates respectful and responsive relationships through positive, consistent communication	Tries to create relationships through positive communication	Inconsistent, negative and/or inappropriate communication hinders the cultivation and/or maintenance of relationships.	
<b>TAC1:</b> Utilizes respectful, collaborative communication skills that foster authentic engagement within professional communication.	Supports others through example and creation of replicable tools respectful, collaborative communication skills	Chooses and uses respectful, collaborative communication skills (verbal, written & listening) that foster authentic	Inconsistently uses respectful communication skills (verbal, written & listening) that accurately communicate the intended	Uses disrespectful, communication skills (verbal, written & listening) that hinder collaboration,	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<b>TA:</b> COM1, COM3, COM4	(verbal, written & listening) that foster authentic engagement, fit the context, and appropriately and accurately communicate the intended message.	engagement, and accurately communicate the intended message.	message.	engagement and/or miscommunicate the intended message.	
<b>TACR2:</b> Recognize and build on strengths, assets, capabilities and capacities of people and programs. <b>TA:</b> CR1	Coaches others in identifying and utilizing the strengths, assets, capabilities and capacities of people and programs	Identifies and utilizes the strengths, assets, and capabilities of people and programs.	Makes an effort to identify the strengths and capabilities of people and programs	Is unable to Identify the strengths, assets, capabilities and/or capacities of people and programs	
<b>TACR3:</b> Develops and models professional relationships based on clear goals, boundaries, and expectations. <b>TA:</b> CR6, CR7	Expands, nurtures and reflects professional relationships based on clear goals, boundaries, and expectations.	Nurtures professional relationships based on clear goals, boundaries, and expectations.	Attempts to create professional relationships based on common goals.	Nurtures professional relationships based on clear goals, boundaries, and expectations.	
<b>TACR4:</b> Use shared decision making and mutual agreement to design quality improvement plans. <b>TA:</b> CR3	Employs shared decision making and mutual agreement to build quality improvement plans.	Employs shared decision making to build quality improvement plans.	Employs some shared decision making to attempt to create improvement plans.	Creates shallow or non-substantive improvement plans which are devoid of shared decision making.	
<b>TAC2:</b> Utilizes communication and collaboration skills to support collaborative problem-solving, mediation, planning,	Develops and employs communication skills and collaborative strategies to support problem-solving,	Employs communication skills and collaborative strategies to support problem-solving, planning, and group cohesiveness.	Employs communication skills to support problem-solving and attempts to support group cohesiveness.	Communication skills are disrespectful, biased, or and/or inconsistent. Communication style is a barrier to collaboration,	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
and group cohesiveness. <b>TA: COM2</b>	mediation, planning, and group cohesiveness within varied contexts.			problem-solving and group function.	
<b>TACR5:</b> Supports excellence in colleagues and programs through modeling and supporting shared decision making, culturally responsive practices, thriving partnerships and strategic planning <b>TA: CR3, CR4</b>	Encourages and upholds excellence in colleagues and programs through modeling and supporting shared decision making, culturally responsive practices, thriving partnerships and strategic planning	Encourages and upholds excellence in colleagues and programs by supporting shared decision making, culturally responsive practices, and strategic planning	Encourages colleagues and programs by supporting culturally responsive practices and strategic planning.	Uses one-sided decision making and/or non-supportive and/or unresponsive practices which discourage program excellence.	
<b>TAC3:</b> Use positive conflict management and mediation skills to build on common goals, and respect unique experiences of program to solve problems and support growth. <b>TA: COM6</b>	Mentors, models and supports others in positive conflict management and mediation skills to build on common goals, and respect unique experiences of program to solve problems and support growth.	Specifically chooses and utilizes positive conflict management and mediation skills to build on common goals, and respect unique experiences of program to solve problems.	Can describe and tries to utilize conflict management skills to solve problems.	In program problem solving, ignores or neglects unique program contexts, respect or goals. Uses a “one size fits all” conflict resolution strategy.	

Level 4 – Beige

Level 5 – Blue

Level 6 – Purple