

Community of Practice - Collaboration Assessment Rubric (CoPCAR) Expanded Version

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		The Lexus PLC (3)	Passes CoP Inspection (2)	Needs a Tune-Up (1)
DIALOGUE	1	Group membership is purposefully configured. All individuals essential to accomplishing the task/addressing the issue around which the group has formed are members.	Group membership is configured. Most of the individuals essential to accomplishing the task/addressing the issue around which the group has formed are members.	Group membership is unclear or not fully configured.
	2	A documented agenda is pre-planned, prioritized, and understood by group members prior to engaging in group dialogue.	A planned agenda to guide group dialogue usually exists before dialogue begins.	Agenda to guide group dialogue does not usually exist.
	3	Group regularly meets for face-to-face dialogue. Duration of meetings are sufficient and appropriate. Full attendance is the norm.	Group regularly meets for face-to-face dialogue. Almost full attendance is the norm.	Group does not meet regularly for face-to-face dialogue, OR full attendance at scheduled meetings is rare.
	4	Group dialogue is consistently used to analyze evidence related to practice AND the effects of practice on student learning.	Group discussion is usually related to making meaning of information related to practices OR the effects of practice on student learning.	Group discussion typically focuses on issues only indirectly related to pedagogical practice and student learning.
	5	Group discussion is guided by structure or protocol for analytical dialogue.	Process for dialogue tends to be improvisational.	Process for dialogue does not exist.
	6	ALL members regularly use the dialogue to publicly examine their beliefs and transform their assumptions.	Some members regularly use the dialogue to publicly examine their beliefs and transform their assumptions.	Few members use the dialogue to publicly examine their beliefs and transform their assumptions.
	7	Engagement in group dialogue is well-balanced. Everyone participates and shares responsibility for the dialogue; no one dominates or hibernates.	Engagement in group dialogue is usually balanced. Most everyone participates at some point.	Engagement in group dialogue is not well-balanced. There are those that regularly dominate and those that regularly hibernate.
	8	Pedagogical and philosophical disagreements are regularly surfaced by group dialogue. Group experiences and successfully works through disagreements on a regular basis.	Pedagogical and philosophical disagreements occasionally surface through group dialogue. Group works through disagreements when they arise.	Pedagogical and philosophical disagreements and constructive conflict do not exist or are unrecognized by group members.
	9	All group members air and resolve all task/issue related disagreements publicly inside face-to-face meetings.	Most group members will air and resolve task/issue related disagreements inside face-to-face meetings, but some tend to air disagreements privately after meetings.	A significant portion of the group air disagreements outside of face-to-face meetings, leading to the avoidance of conflict and obstruction of group progress.
	10	Group members share and regularly invoke and reaffirm their purpose: to cultivate student learning.	Group members have a shared purpose: to cultivate student learning. But, it is not regularly invoked or reaffirmed.	Group members do not reaffirm or do not agree on a shared group purpose related to student learning.
DECISION-MAKING	11	Group makes on-going decisions about the policies and practices that they will create, maintain, and change.	Group occasionally makes decisions about the policies and practices they will create, maintain, and/or change.	Group does not make decisions about pedagogical policies and practices on a regular basis.
	12	Decisions are directly related to the cultivation of student learning (high level, high stakes decisions).	Decisions are generally related to the cultivation of student learning.	Group decisions have little to do with student learning (low-level, low-stakes decisions).
	13	Decisions are consistently and fully informed by group dialogue.	Decisions are usually informed by some degree of group dialogue.	Decisions, when made, are minimally informed by group dialogue.
	14	Process for making decisions is fully understood, transparent and adhered to at every decision-making point by group members.	Process for making decisions is generally understood and adhered to at most decision-making points by group members.	A process for making decisions is not transparent, does not exist, or is not adhered to by group members.
	15	Group is clear about its decision-making "zone of authority."	Group is somewhat clear about its decision-making "zone of authority."	Group is not clear about its decision-making "zone of authority."
	16	Group leaders/facilitators are purposefully selected, visible, and accessible.	Group leaders/facilitators exist, but may not be purposefully selected, visible, or accessible.	Group leaders/facilitators do not exist or are not purposefully selected.
ACTION	17	All group members take regular individual action. These actions directly support group goals and are endorsed by the group decision-making process.	Most group members take regular individual action. These actions usually support group goals and are endorsed by the group decision-making process.	Few group members take regular individual action to support group goals.
	18	Group member actions are pedagogically/professionally/philosophically complex and challenging.	Group member actions are somewhat pedagogically/professionally/philosophically challenging.	Group member actions are not pedagogically/professionally/philosophically challenging.
	19	Actions of group members are intended to directly enhance student learning.	Group member actions are occasionally intended to enhance student learning.	Group member actions have marginal significance for students.
	20	Action-taking among members is evenly distributed; there is a balance in member contributions. No one is burnt out or left out.	Distribution of group action-taking is usually or somewhat balanced.	Action-taking among members is not evenly distributed. One or more members may be burnt out or left out.
EVALUATION	21	Group members systematically collect and preserve evidence (numerical and narrative data) about their actions.	Group members collect and preserve some evidence (numerical and/or narrative data) about their actions.	Group members do not regularly collect or preserve any information about their actions.
	22	Group members regularly and systematically collect evidence (numerical and narrative data) about student learning.	Group members collect some numerical and/or narrative data about student learning.	Group members do not collect any information about student learning.
	23	Group members do not use "hearsay," "anecdotes," or "recollections" as evidence to evaluate practice/make decisions.	With some regularity group members will use "hearsay," "anecdotes," or "recollections" as evidence to evaluate practice/make decisions.	Group members rely on "hearsay," "anecdotes," or "recollections" as evidence to evaluate practice/make decisions.
	24	Group consistently uses evidence (numerical and narrative data) to frame group dialogue and decision-making.	Group occasionally uses evidence (numerical and narrative data) to frame group dialogue and decision-making.	Group rarely uses evidence (numerical and narrative data) to frame group dialogue and decision-making.
	25	Group consistently accomplishes tasks and regularly establishes new short-term goals.	Group occasionally accomplishes tasks and establishes new short-term goals.	Group does not accomplish tasks or establish new short-term goals.
	26	Group members regularly celebrate and publicly announce accomplishments.	Group members occasionally celebrate and publicly announce accomplishments.	Group members rarely celebrate and publicly announce accomplishments.