# Evaluating Organizational Collaboration

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WELCOME
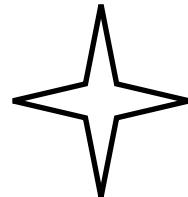
1. What interests you about the evaluation of organizational collaboration?

2. What research/evaluation questions do you and your stakeholders seek to answer?

3. What are the primary intended uses and who are the primary intended users of the data in your context?

4. What are you hoping to learn today?

5. Who/what has influenced your evaluation practice?

Ubiquitous, under-operationalized, under-empiricized construct…

Team-based organizations
(Peters, 1987)

Professional learning communities
(Dufour, et. al., 2005; Hord, 2002, Pounder, 2000;).

Critical Friends Groups
(NSRF, 2005)

Networks

Evaluative Inquiry Groups

Communities of practice
(Wenger, 1998; Sergiovanni, 2004)

Learning organizations
(Schmoker, 2004; Senge, 1999)

Strategic Alliances
(Austin, 2004; Gajda, 2004; Bailey & McNally Koney, 2000)

Continuous improvement teams
(Fullan, 2005)

Consortia

Coalitions

Self-managing teams, Quality circles
(Peters & Waterman, 1982)

PRINCIPLES of ORGANIZATIONAL COLLABORATION

1. An Imperative
2. Nested & Complex Context
3. Stages of Development
4. Levels of Integration and Quality
5. Predicated on Relationships Between People

AN IMPERATIVE

We live in a time when no organization can succeed on its own…As we look around us in a new century, we realize than businesses and non-profits in today's interconnected world will neither thrive nor survive with visions confined within the walls of their own organizations. They need to look beyond the walls and find partners who can help achieve greater results and build the vital communities to meet challenges ahead.

- Drucker & Whitehead, Harvard Business School, 2000

Just as no nation can wall itself off from the world, no one nation—no matter how large, no matter how powerful—can meet challenges alone. Nor can governments alone. Today's threats demand new partnerships across sectors and across societies— creative collaborations to achieve what no one can accomplish alone.

That's how we'll confront the challenges of our time. This is how we will seize the promise of this moment in history. Standing together. Working together. Building together.

- Excerpt from United States President Obama's address at the opening session of the 2009 Clinton Global Initiative (CGI)

From the Industrial Era to the Knowledge Era

Industrial Era	Knowledge Era
Hierarchical chain of command	Self-governing teams
Control	Commitment
Managers control, maintain stability	Managers coach and lead
Few performance info systems	Proliferation of performance info systems
Risk averse	Risk tolerant
Interest in short-term gains	Interest in continuous improvement
Information held by a few	Information widely available

The future of organizations depends on their ability to transfer knowledge from one part of the organization to another, learn more effectively from their mistakes, and stimulate continuous improvement through the organization.

- Preskill & Torres (1999)

Collaboration Conundrums

Large size
Diversity
Virtual participation
High education levels

Gratton & Erickson, Harvard Business Review (2007)

Outcomes Associated with Collaboration

Organizational Level

New products & services, increase in productivity, higher morale - better work climate, less turnover, less waste/sabatoge/error, improved financial performance, less redundancy-more efficient, more effective services, able to adapt

Individuals & Teams

More likely to take risks, to ask for assistance, more effective listeners, use information to act, develop creative solutions, develop greater sense of personal responsibility for the organization's outcomes, enhance self-esteem/efficacy

Nested Context of Collaboration

Inter-Organizational Collaboration
Strategic Alliances (e.g. TX Tobacco Free Coalition; AEA-CDC Conference Partnership)

↓

Intra-Organizational Collaboration
Communities of Practice (e.g. MI Dept. of Public Health; Simsbury, CT Public School District)

↓

Inter-Professional Collaboration
Community of Practice (e.g. State Oral Health Unit, 1 Teacher Team)

STAGES OF DEVELOPMENT

Assemble and Form
Storm and Order
Norm and Perform
Transform and Adjourn

Tuckman, 1965; Tuckman & Jensen, 1977; Bailey & Koney, 2000

Monitor Strategic Alliance Development

A series of questions may be posed to both strengthen each of the developmental phases and facilitate the transition of the alliance from one phase to the next.

Bailey and McNally Koney (2000)

Assemble & Form

a. How was the leader(s) identified?

b. How were members recruited?

c. How much time was spent in the recruitment process?

d. How representative is the membership of the alliance with regard to its targeted population, purpose, and /or its issue domain?

e. How was the alliance convened?

f. Do leaders and members share a common understanding of the alliances' purpose?

g. Are leaders' and members' roles and responsibilities understood?

h. Are anticipated linkages between the members' parent organizations and the alliance clearly delineated?

Storm & Order

a. What structures are in place to accomplish this purpose?

b. Have the stakeholders established systems and norms for managing *consensus* and *conflict*?

c. Are policies and guidelines in place to achieve the alliance's purpose?

d. Does the alliance have the appropriate bylaws, contracts, or other agreements in place to govern its relationship and activities?

e. How is information to be disseminated to members?

f. What processes exist to address the issues of membership turnover?

g. What benefits and costs do leaders and member accrue as a result of their participation in the alliance?

h. Do the benefits of participation outweigh the costs of membership?

Norm & Perform

a. Do members understand their individual roles in the context of the alliance?

b. How successful have members been in putting the goals of the alliance before their own or their organizations' needs?

c. How effectively and/or efficiently are the alliance systems (e.g., information dissemination, resources allocation) working?

d. Do the leader(s) provide opportunities for members to acknowledge their progress and setbacks?

e. How are requirements for additional or different resources identified?

f. Are lessons learned used to amend the alliance process?

Transform & Adjourn

a. What factors are precipitating the transformation?

b. What was the leaders' role in the decision?

c. What role did the members have in the decision?

d. How was the need to transform the alliance communicated to the rest of the alliance? To its environmental linkages?

e. To what extent do the leaders, members, and environmental linkages agree with the decision to transform the alliance?

f. To what extent do they feel the purpose of the alliance was fulfilled?

LEVELS of INTEGRATION

Shared Information & Mutual Support	Common Tasks & Compatible Goals	Integrated Strategies & Collective Purpose	Unified Structure & Combined Cultures
↓	↓	↓	↓
Cooperation	Coordination	Collaboration	Coadunation

Low ←————— Formal Integration —————→ High
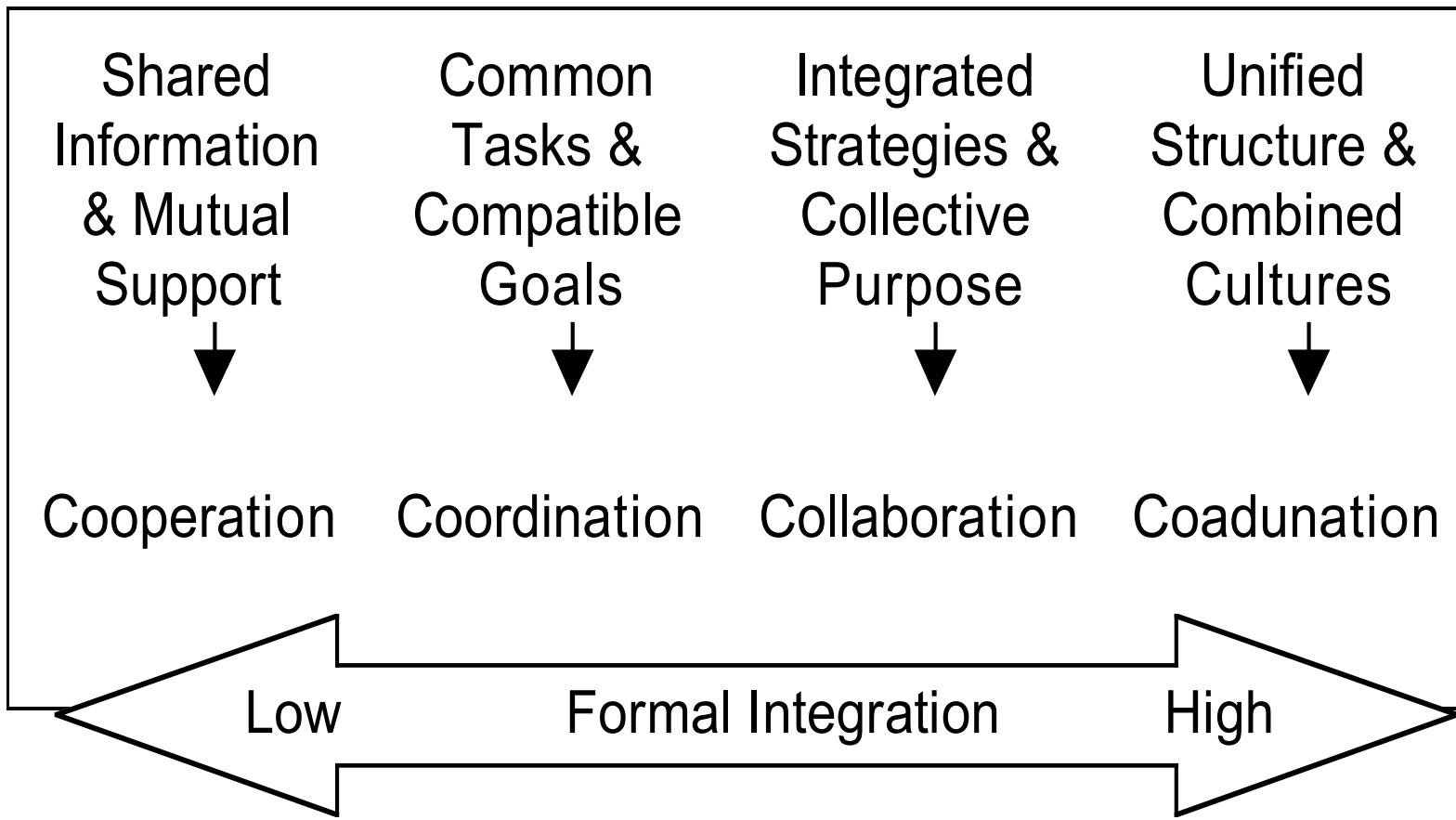
Adaptation of Figures 1.1 and 1.2 in Bailey and Koney (2000), pgs.7 & 9

A HUMAN ENDEAVOR

Ultimately, it is people
who collaborate not organizations.

An ORGANIZATION is a CONSTELLATION of CoPS
(interconnected individual groups that
meet to accomplish something)
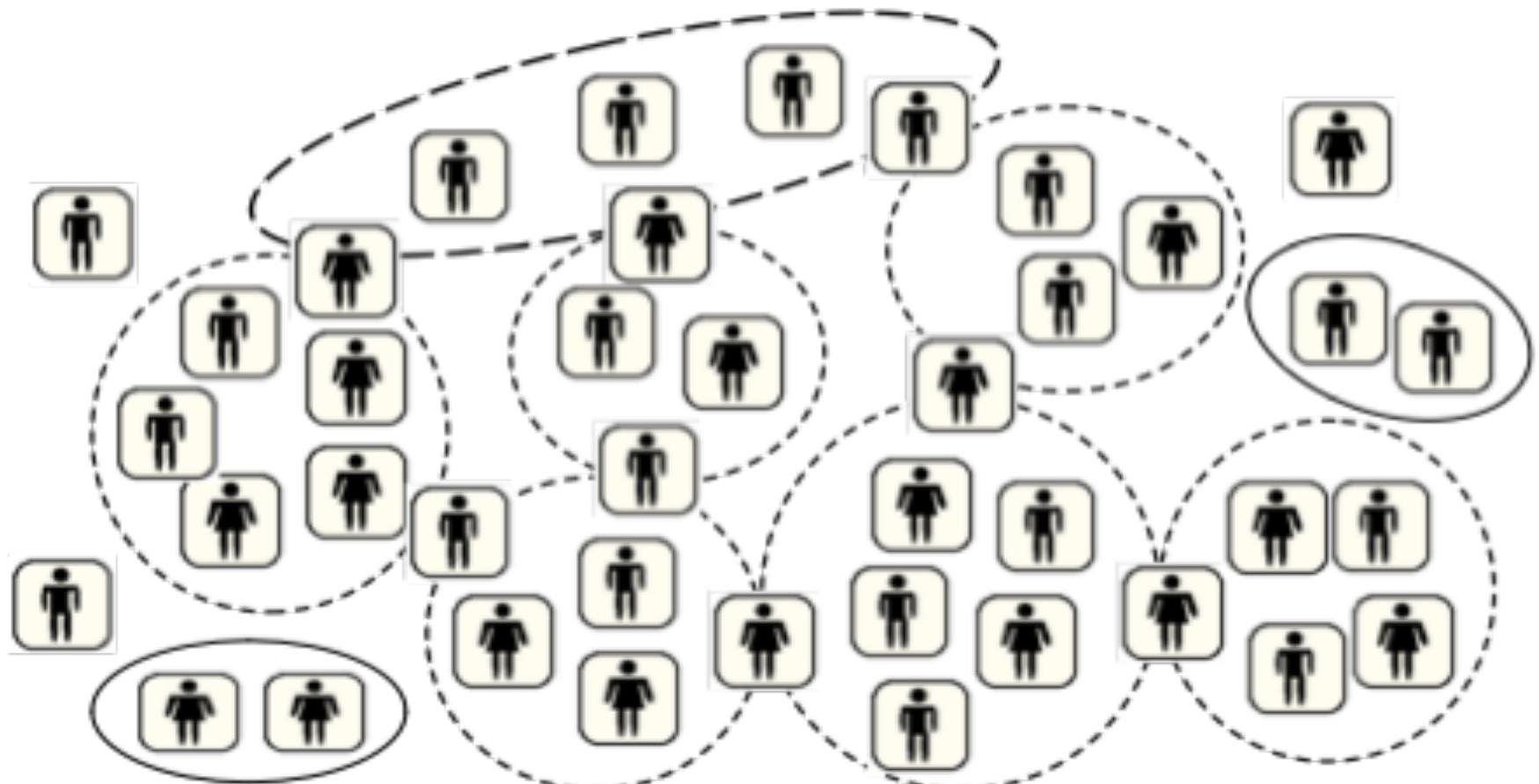
COMMUNITIES of PRACTICE
ELEMENTS OF QUALITY
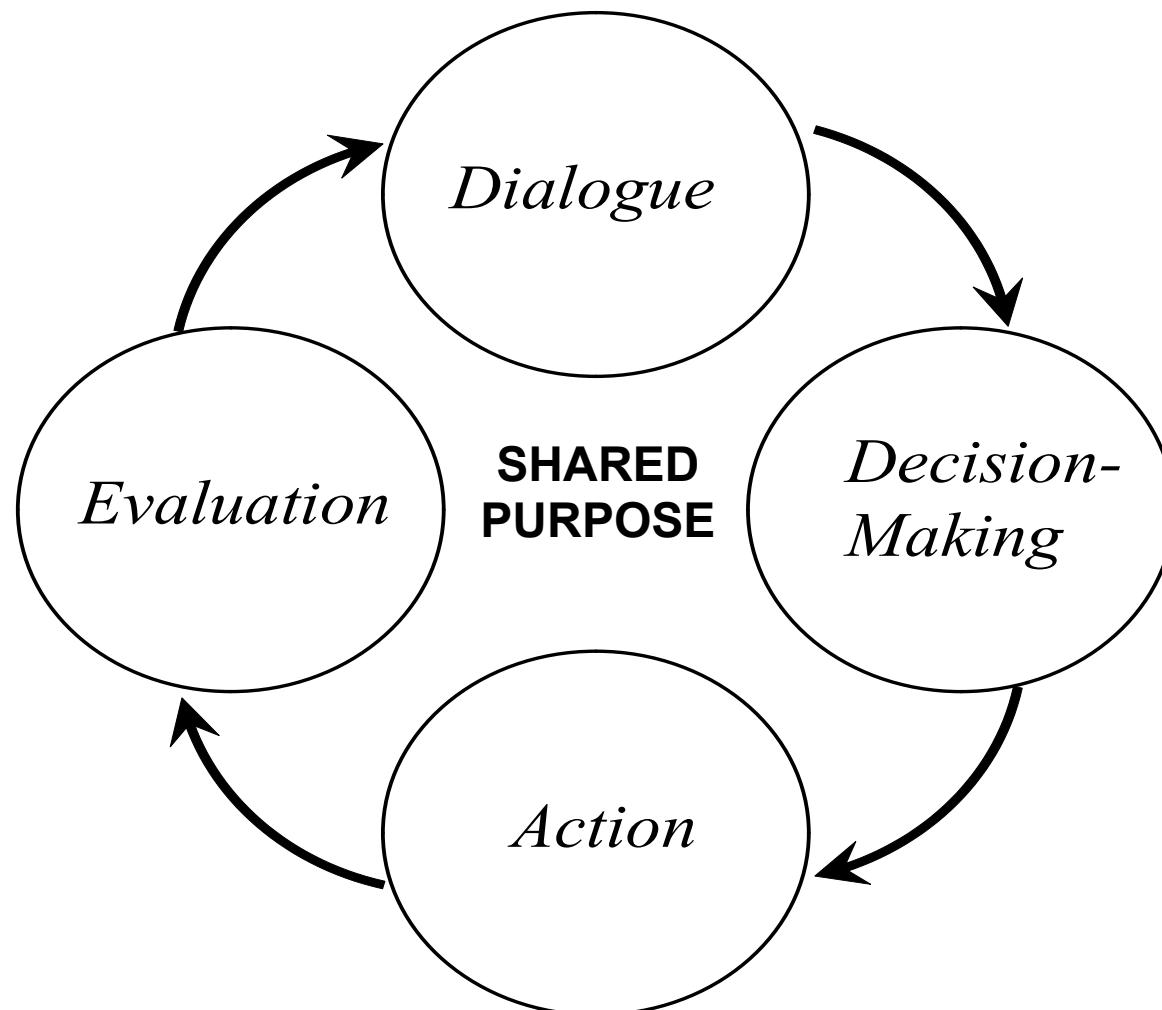
Are you lonely?

Tired of working on your own?

Do you hate making decisions?

HOLD A MEETING!

You can –
- See people
- Show charts
- Feel important
- Point with a stick
- Eat donuts
- Impress your colleagues

All on company time!

MEETINGS

THE PRACTICAL ALTERNATIVE TO WORK

Group Questions

1. What organizations are forming or have formed strategic alliances/communities of practice in your context/setting?

2. Draw an organizational constellation that you are familiar with.

3. For what purpose have they formed strategic alliances/communities of practice?

4. In what stage of development and/or how integrated are they?

5. What questions about collaboration are your evaluation stakeholders asking?

Safe School Healthy Students Initiative (SS/HSI)

- Effective school violence prevention, intervention and response can only occur through a community-wide infrastructure

- Departments of Education, Health and Human Services, and Justice, 1999

- Collaboration is a required vehicle and an intended destination for the majority of federal demonstration grant initiatives

Project LINK (CO); Project PASS (VT)

SS/HSI Stakeholder Evaluation Questions

1. *How do we determine if partnerships have become increasingly seamless or if new linkages have been formed?*

2. *How do we describe a "community-wide infrastructure" and how can we measure and/or characterize its development over time?*

3. *What level and quality of collaboration is needed to achieve particular outcomes?*

4. *What is the point at which efforts to increase collaboration are a waste of resources, without increasing desired outcomes?*

"So, does anyone else feel that their needs aren't being met?"

KEY COLLABORATION EVALUATION STRATEGIES

1. Operationalize "collaboration" & facilitate an increase in collaboration literacy

2. Map/Inventory Strategic Alliances and Communities of Practice

3. Monitor stages of development

4. Assess pre-existing/baseline and projected levels of integration

5. Assess quality of inter-professional collaboration

6. Facilitate stakeholder meaning making of evaluation data (to avoid DRIP)

Use multiple approaches when evaluating collaboration!

1) Operationalize Collaboration - Facilitate Collaboration Literacy

Semantically and Conceptually

Workshops/Presentations
Focus Group Interviews
Readings
Visuals
Videos/Webinars/DVDs

Eight I's That Create Successful We's

Individual excellence
Importance
Interdependence
Investment
Information
Integration
Institutionalization
Integrity

From: Collaborative Advantage:
The Art of Alliances

by Rosabeth Moss Kanter
Harvard Business Review
(1994)

2. Identify and Inventory Communities of Practice

COMMUNITY OF PRACTICE INVENTORY FORM

Organization_____

Date: _____

Name of Personnel	CoP Name	Purpose of the CoP	Length of Time CoP has Existed	Is CoP Formally Recognized?	Frequency of Face-to-Face Meetings
1)					
2)					
3)					
4)					
5)					
Continued…					

*Sterling High School - CoP Identification Snapshot

	Academic Integrity	Math Assess-ment	Parent, Student, Teacher	Attendance	Community service	NHS Faculty Council	Teacher Leadership	Writing assess-ment	CIA	Follow-up	Climate	SIC	EST	
1				X		X		X		X				4
2					X					X		X	X	4
3			X			X				X		X		4
4					X				X				X	3
5				X	X		X							3
6	X								X				X	3
7							X	X				X		3
8		X							X	X				3
9		X	X									X		3
10									X				X	2
11										X	X			2
12												X	X	2
13											X		X	2
14					X							X		2
15											X		X	2
16						X				X				2
17									X				X	2
18				X				X						2
19											X		X	2
20											X			1
21												X		1
22											X			1
23									X					1
	1	2	2	3	3	3	3	3	5	5	6	8	9	

Faculty Members, Ordered by Membership in CoPs

TOTAL FACULTY IN EACH COMMUNITY OF PRACTICE

MA Board of Registration in Nursing Patient Safety Initiative: Promoting Safe Medication Administration in MA Nursing Homes (MBORN Patient Safety Initiative) Phase 1

WORKGROUP STRUCTURE

Survey Group
Silveira
Bonner
Anderson
MA Coalition of NPs rep
MA NADONA rep
MONE LTC rep

Regulation Alignment Workgroup
Silveira
Mazzola
Lohnes
MA NADONA rep
MONE LTC rep
Betsy Lehman Ctr rep?
Leoni(?)
CMS rep?

Safety Curriculum and Tool Kit Workgroup
Sandberg
Seymour-Route
MA NADONA
MONE LTC
MA Coalition of NPs
LTC Staff Development rep
Baruck

CORE Team

Ron Steingard
Carol Silveira
Paulette Seymour-Route

Deb Hurwitz
Jennifer Ellingwood
Carmela Baruck

Laurie Talarico

Organizational Effects of CoP Inventory & Identification

Reduction in required CoPs
Increase in required CoPs
Reconfigured CoPs
Change in allocation of professional development time
Distribution of workload transparent
Clear shared purpose

4. Assess Pre-Existing and Projected Levels of Integration

Use SAFAR and gain consensus and record current (1st time baseline) and projected levels of integration quantitatively

Repeat as appropriate over time

Strategic Alliance Formative Assessment Rubric

Level of Integration	Purpose	Strategies and Tasks	Leadership and Decision-Making	Interpersonal and Communication
Networking 1	Create a web of communication Identify and create a base of support Explore interests	Loose or no structure Flexible, roles not-defined Few if any defined tasks	Non-hierarchical Flexible Minimal or no group decision making	Very little interpersonal conflict Communication among all members infrequent or absent
Cooperating 2	Work together to ensure tasks are done Leverage or raise money Identify mutual needs, but maintain separate identities	Member links are advisory Minimal structure Some strategies and tasks identified	Non-hierarchical, decisions tend to be low stakes Facilitative leaders, usually voluntary Several people form "go-to" hub	Some degree of personal commitment and investment Minimal interpersonal conflict Communication among members clear, but may be informal
Partnering 3	Share resources to address common issues Organizations remain autonomous but support something new To reach mutual goals together	Strategies and tasks are developed and maintained Central body of people Central body of people have specific tasks	Autonomous leadership Alliance members share equally in the decision making Decision making mechanism are in place	Some interpersonal conflict Communication system and formal information channels developed Evidence of problem solving and productivity
Merging 4	Merge resources to create or support something new Extract money from existing systems/members Commitment for a long period of time to achieve short and long-term outcomes	Formal structure to support strategies and tasks is apparent Specific and complex strategies and tasks identified Committees and sub-committees formed	Strong, visible leadership Sharing and delegation of roles and responsibilities Leadership capitalizes upon diversity and organizational strengths	High degree of commitment and investment Possibility of interpersonal conflict high Communication is clear, frequent and prioritized High degree of problem solving and productivity
Unifying 5	Unification or acquisition to form a single structure Relinquishment of autonomy to support surviving organization	Highly formal, legally complex Permanent re-organization of strategies and tasks	Central, typically hierarchical leadership Leadership capitalizes upon diversity and organizational strengths	Possibility of interpersonal conflict very high Communication is clear, frequent, prioritized, formal and informal

Figure 4. Strategic Alliance Formative Assessment Rubric – Recording Spreadsheet

| CURRENT/BASELINE and PROJECTED/DESIRED LEVELS OF INTEGRATION 1-5 Date: _____	School District Drug/Alcohol Prevention Team		School Resource Officer Team		Community Mental Health Agency		City Police Department		Community Resource Center		University Social Work Department		Visiting Nurse Association	
School District Drug/Alcohol Prevention Team														
School Resource Officer Team														
Community Mental Health Agency														
City Police Department														
Community Resource Center														
University Social Work Department														
Visiting Nurse Association														
AVERAGE CURRENT/ BASELINE AND AVERAGE PROJECTED/DESIRED LEVEL OF INTEGRATION BY GROUP/AGENCY														
AVERAGE CURRENT/BASELINE LEVEL OF INTEGRATION ACROSS THE ALLIANCE						AVERAGE PROJECTED/IDEAL LEVEL OF INTEGRATION ACROSS THE ALLIANCE								

Levels of Collaboration Survey

This form is designed for those who work in one of the organizations or programs that are partners in the *Safe Schools, Healthy Students* initiative. Please review these descriptions of different levels of collaboration.

- O n the response section at the bottom of the page, please circle the name of the organization or group with which you are associated.
- U s ing the scale provided, please indicate the extent to which you currently interact with each other partner. (Skip your own row.)

	Five Levels of Collaboration and Their Characteristics				
	Networking 1	Cooperation 2	Coordination 3	Coalition 4	Collaboration 5
Relationship Characteristics	-Aware of organization -Loosely defined roles -Little communication -All decisions are made independently	-Provide information to each other - Somewhat defined roles -Formal communication -All decisions are made independently	-Share information and resources -Defined roles -Frequent communication -Some shared decision making	-Share ideas -Share resources -Frequent and prioritized communication -All members have a vote in decision making	-Members belong to one system -Frequent communication is characterized by mutua trust -Consensus is reached on all decisions
Safe Schools, Healthy Students Partners	No Interaction at All	Networking	Cooperation	Coordination	Coalition	Collaboration
Mental Health Agency	0	1	2	3	4	5
Early Childhood Programs	0	1	2	3	4	5
Parent Education Program	0	1	2	3	4	5
School District Prevention Counselors	0	1	2	3	4	5
After School Programs Director	0	1	2	3	4	5
Student Improvement Teams	0	1	2	3	4	5
Principals	0	1	2	3	4	5
Teachers	0	1	2	3	4	5
Police Department	0	1	2	3	4	5

Collaboration Between *Safe Schools, Healthy Students* Partners - November, 2002

Mental Health Agency
10   2.14

Early Childhood Programs
3   1.15

Police
5   .94

Parent Education
3   1.03

Grant Director
6   1.61

Prevention Counselors
7   2.01

Family Service Agency
4   1.06

After School Programs
6   1.86

Student Improvement Teams
2   .88

Principals
7   2.63

Teachers
7   2.5

Suspension Alternative High School
1   .50

– Key –

Level 0	None	No line
Level 1	Networking	No line
Level 2	Cooperation	┈┈┈►
Level 3	Coordination	──►
Level 4	Coalition	━━►
Level 5	Collaboration	▐▬►

Number of links determines size of circle.

Mean Number of Links	Mean Level of Collaboration
5.08	1.50

Social Network Analysis

- Conceives of social structures in relational terms

- Includes the social network, with social actors, and a set of relational ties

- Nodes or members can be groups, organizations or people

- Use SNA to examine density, tie strength, centrality, prestige, mutuality, and role - can include actor attributes (age, gender, ethnicity, etc.)

- Use SNA to model patterns of relational ties

Using Mixed-Method Design and Network Analysis to Measure Development of Interagency Collaboration

Table 2
Network Descriptives, Communities, Modularity (Q), and Levels of Linkage at Time 1, Time 2, Time 3, and Time 4

Time	Communities	Modularity (Q)	Mean Clustering Coefficient (C)	Change in C	Nodes	Edges	Mean Level of Linkage	# Edges Increasing Level of Linkage	# Edges Decreasing Level of Linkage
Project-funded partnership									
2	0	1	0.625	—	7	13	1.15	—	—
3	0	1	0.654	0.029	9	21	2.10	7	1
4	0	1	0.589	−0.065	9	21	2.20	9	6
Interagency network									
1	3	0.341	0.044	—	27	31	2.84	—	—
2	9	0.449	0.119	0.076	30	42	2.39	0	0
3	6	0.362	0.217	0.098	33	57	2.35	8	1
4	6	0.386	0.261	0.044	50	96	2.96	10	6

Figure 1
Interagency Network, Time 2

Legend
- 5) Collaboration
- 4) Coalition
- 3) Partnership
- 2) Alliance
- 1) Networking

- Unique service, members from multiple formal organizations
- Service provider belonging to only one formal group
- Time limited events, projects, or programs

Youth Support Center
District Attorney
Alternative Sentencing
Teen Court
Child Protection Services
County Sheriff
County Health Department
Residential Treatment Center
Mental Health Team
Campus Security Officers
Mental Health NGO
Building Safety Specialist
County Family Services
School District
Trainer Consultants
School Resource Officers
Sexual Assault Response Team
County
Grant Proposals
Suicide Resource Center
Peer Counselors
Communities in Schools
Violence Research Center
City Police
Research and Evaluation Center
Youth Police Academy
University
Drug Education
Substance Abuse NGO
DEA

Figure 2
Interagency Network, Time 3

Legend
- 5) Collaboration
- 4) Coalition
- 3) Partnership
- 2) Alliance
- 1) Networking

Unique service, members from multiple formal organizations

Service provider belonging to only one formal group

Time limited events, projects, or programs

County Health Department
Local Physicians / Psychiatrists
Pro Bono Therapists
Office of Emergency Management
County Sheriff
Alternative School Therapist
City Police
Mental Health Team
Building Safety Specialist
District Attorney
Threat Assessment Coordinator
Teen Court
Residential Treatment Center
Restorative Justice
County Family Services
Alternative Sentencing
School Resource Officers
School District Foundation
Campus Security Officers
Communities in Schools
Trainer Consultants
City Citizens
Substance Abuse NGO
School District
Child Protection Services
Suicide Resource Center
Neighborhood Resource Center
Sexual Assault Response Team
Peer Counselors
University
Mental Health NGO
Research and Evaluation Center
Grant Proposals
County

Figure 3
Interagency Network, Time 4

Youth Police Academy   Traffic Issues   Neighborhood Resource Center

Child Care Center

Student Connections

Suicide Resource Center

DEA

City Citizens

University Dept. of Social Work

Building Safety Specialist   City Police

Trainer Consultants   Drug Education

University Substance Prevention

Campus Security Officers

Peer Counselors

Threat Assessment Coordinator

Young Men's Conference

Residential Treatment Center   School Resource Officers

Volunteer Connections

Substance Abuse NGO

GLBT Center

Restorative Justice

Social Norms Marketing

Mental Health Team   Threat Assessment Health Team

Mental Health NGO

School District   Child Abuse Information

Child Protection Service

Local Physicians / Therapists   Mental Health Center   County Family Services

District Attorney

Diversion Program

Psychiatric Clinic

County Sheriff

Teen Court   Alternative Sentencing

Research and Evaluation Center

Sexual Assault Response Team

Prevention Research Center   University Psychology Dept.

Youth Support Center

Legend

5) Collaboration		Unique service, members from multiple formal organizations
4) Coalition		Service provider belonging to only one formal group
3) Partnership		Time limited events, projects, or programs
2) Alliance		
1) Networking		

County

County Health Department   Grant Proposals

University

Violence Research Center

pactcbsg@pacthg.org

Facilitate the qualitative evaluation regarding...

1. the attributes and characteristics of their current level of integration,

2. the actions they need to take to bring about or maintain their ideal level of integration,

3. the evidence that would indicate that they have reached their ideal level of integration.

4. the resources needed to reach their ideal level of integration

5. detailed description of all interagency relationships

RECORD, TRANSCRIBE, ANALYZE, REPORT QUALITATIVE DATA

Software can help:
©HyperResearch, ©Nudist, ©NVivo

ORGANIZATIONAL BENEFITS to Assessing Levels of Integration

1. Descriptive quantitative evidence of collaboration
2. Qualitative evidence of collaboration
3. Data for decision-making about strategic alliance development
4. Visual evidence of development of infrastructure
5. Development of shared purpose
6. Performance reporting
7. Communication of needs and successes to project officers, partners, stakeholders, media, project management, the public

5. Assess Quality of Inter-Professional Collaboration

Communities of Practice: Collaboration Assessment Rubric (CoPCAR)

Gajda, R. & Koliba, C. (2007). Evaluating the imperative of intra-organizational collaboration: A School Improvement Perspective. *American Journal of Evaluation. 28 (1) 26-44.*

COMMUNITY OF PRACTICE - COLLABORATION ASSESSMENT RUBRIC

Dialogue		Decision-Making		Action		Evaluation
Agenda for group dialogue is pre-planned, prioritized, and documented. All group members regularly meet face-to-face. Group dialogue is structured and focused on using evidence to transform assumptions and beliefs related to practice; Disagreements and controversy exist, are addressed and resolved "now" or as close to "now" as possible. Team members air disagreements publicly inside face-to-face meetings. Shared purpose is regularly invoked and reaffirmed through group dialogue.	6 5	All decisions are informed by group dialogue; process for making decisions is transparent and adhered to; group leaders/facilitators are purposefully selected and visible. Group consistently makes decisions about what individual and collective pedagogical actions that they will create, maintain, and change. Decisions are directly related to the cultivation of student learning.	6 5	Each member takes action as a result of group decision-making. Member actions are interdependent, pedagogically complex/challenging, and directly related to the cultivation of student learning. Balance in member contributions. Even distribution of workload.	6 5	Group uses evidence to evaluate pedagogical practices. Group systematically collects quantitative and qualitative information about her/his actions and the effects of her/his practice on student learning; evidence is shared publicly and informs group dialogue and decision-making.
Agenda for group dialogue exists; Most group members regularly meet face-to-face; Process for dialogue tends to be improvisational, but the focus is usually related to making meaning of information related to practice. Disagreements may not exist, be unrecognized, or unresolved. Group will occasionally invoke or reaffirm a shared purpose. Unresolved, latent, ongoing conflict leading to resistance, obstruction and the avoidance of conflict.	4 3	Decisions are usually informed by group dialogue; decision-making process may be unstructured and/or lack transparency; group leaders/facilitators exist, but may not be purposefully selected or visible; Group periodically makes decisions about what practices they will create, maintain, and/or change. Decisions are generally related to the cultivation of student learning. Low level decisions.	4 3	Each member takes action, but not necessarily as a result of group decision-making; Group actions are somewhat coordinated and interdependent; actions may lack pedagogical complexity or challenge, but they are generally related to the cultivation of student learning.	4 3	Most members consider the effects of their practice on student learning, but minimal evidence is systematically collected or publicly shared to that effect. Group may rely on "hearsay," "anecdotes," or "recollections" as evidence to inform dialogue and decision-making.
Full attendance at meetings is rare or the group meets face-to-face sporadically. Agenda for group dialogue is not planned; process for dialogue is entirely improvisational. Disagreements do not exist or are unrecognized. Some or most group members are not invested and/or hold disparate conceptions as to the purpose of the group. Destructive controversy. Team members air disagreements privately after the meetings.	2 1	A process for making decisions is not transparent or does not exist. Decisions are minimally informed by group dialogue. Group leaders/facilitators are not purposefully chosen or are not visible. Group may make decisions, but they are generally unrelated to pedagogy and the cultivation of student learning. Auxiliary issues.	2 1	Individuals take minimal action; actions tend to be uncoordinated or involve very little pedagogical challenge and/or complexity. Actions are tangentially related to the cultivation of student learning and have marginal significance for students related outcomes.	2 1	Group members do not regularly collect or share evidence about the merits of their practice and effects of practice on student learning.

Non-effective evaluation of inter-professional collaboration…
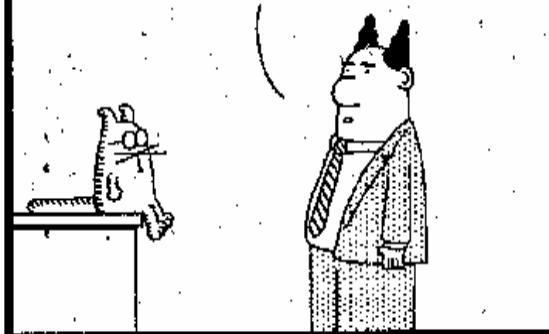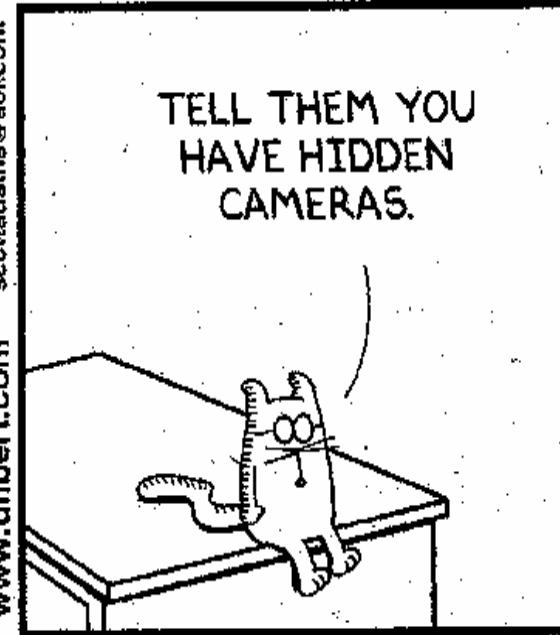
Individual Community of Practice : Collaboration Assessment Protocol
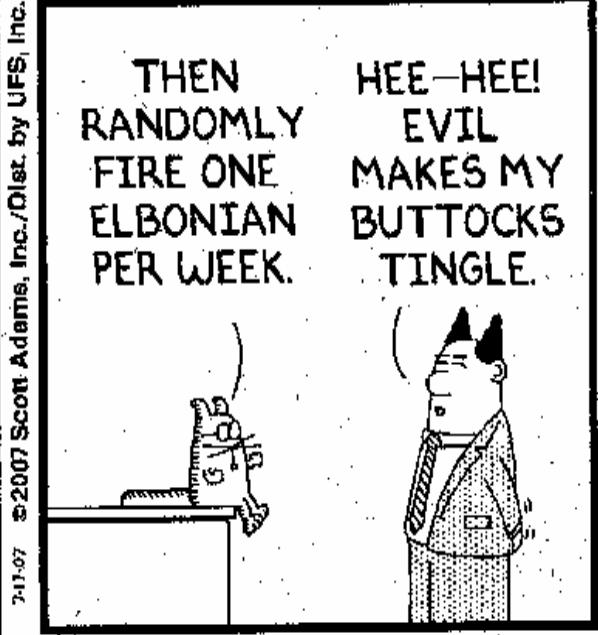
Formatively Assess Communities of Practice

Date: _____

CoP Name: _____

Participants: _____

PART I ÐCOMMUNITY OF PRACTICE-COLLABORATION ASSESSMENT RUBRIC (CoP-CAR)

Please review the CoP-CAR and assess, on a scale of 1-6, the degree to which this particular CoP exhibits the characteristics of collaboration .

CoP-CAR Scores

CoP Member	Dialogue	Decision-Making	Action	Evaluation
1)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
2)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
3)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
4)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
ContinuedÉ	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

PART II Ð INTERVIEW PROTOCOL

Introductory
1. How did your CoP come into being?
2. What are the common practices that the members of this CoP share?
3. What is the purpose of this CoP?

Dialogue
1. Describe the content of your typical discussions; what do you talk about?
2. What is the process of your dialogue? How do you talk with one another?
3. Who decides what to talk about?
4. To what extent and in what ways is data used to inform your dialogue?
5. How formalized are the agendas for each meeting?

Decision-making
1. Identify a recent decision made during a meeting of this CoP.
2. Who typically makes decisions in this CoP?
3. To what extent do your decisions relate to your practice and essential CoP outcomes?
4. Who are the CoP leaders and how do they lead?

Action
1. What actions or activities result from your meetings?
2. To what extent and in what ways are individual actions coordinated and interdependent?
3. To what extent and in what ways are CoP actions complex and challenging?
4. To what extent and in what ways are CoP actions related to your practic e and affecting essential CoP outcomes?

Evaluation
1. What kind of data is being collected to inform the work of this CoP ?
2. How is this data being collected and analyzed?
3. Who is doing the collection and analysis ?
4. To what extent and in what ways is data being used to inform CoP dialogue and decision -making?

Closing
1. To what extent and in what ways do you celebrate CoP accomplishments?
2. What could be done to strengthen this CoP?

COMMUNITIES of PRACTICE

Elements of Quality
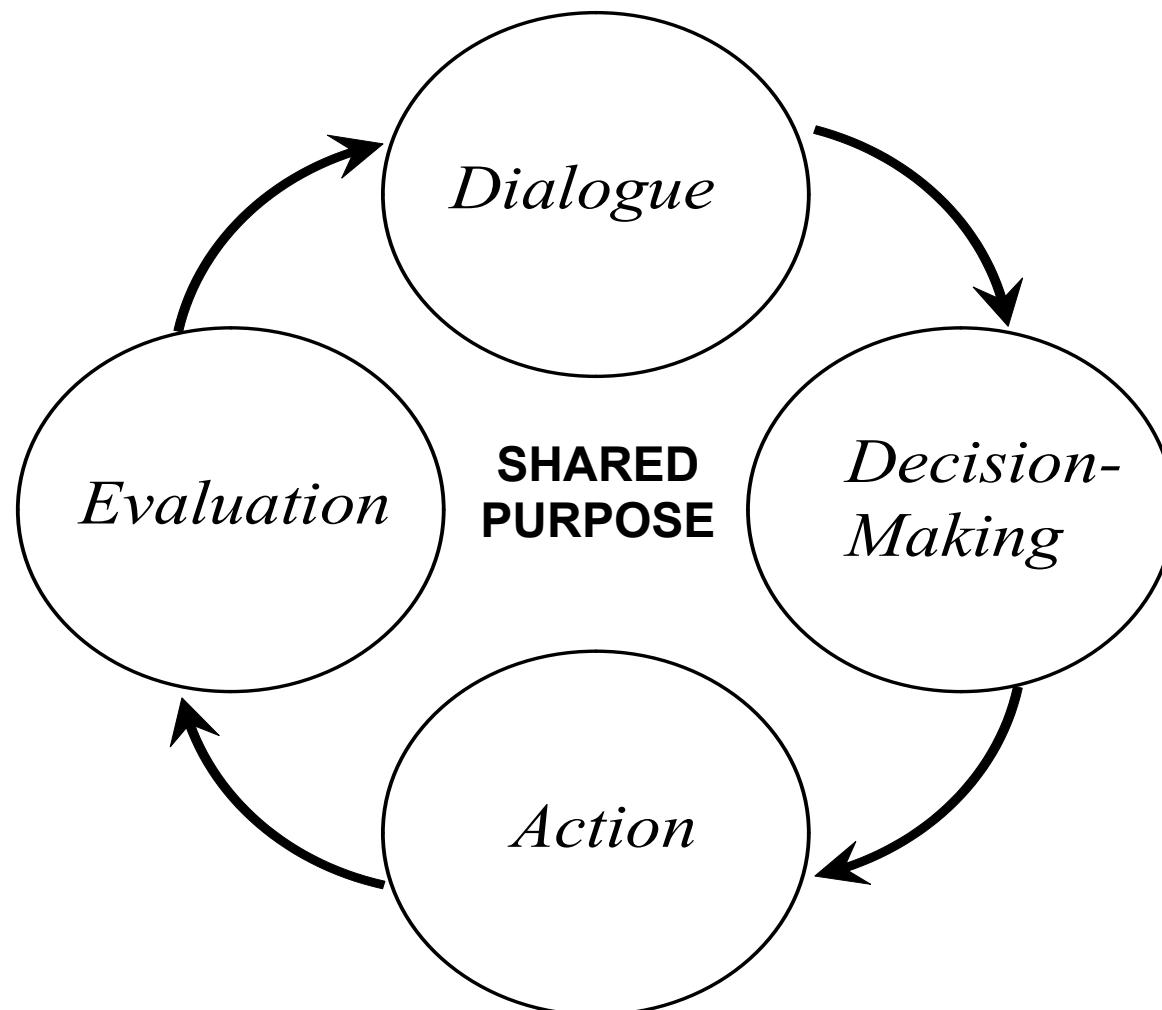
Social Network Analysis to Evaluate Inter-Professional Collaboration
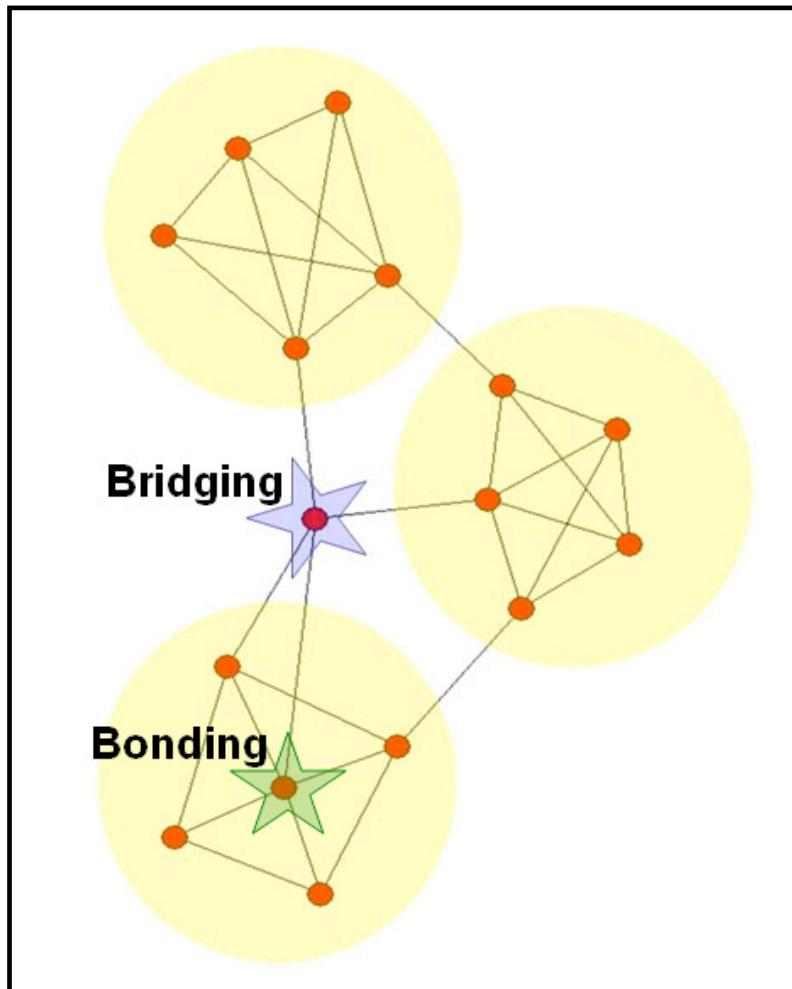
Key Organizational Benefits to Evaluating Inter-Professional Collaboration

- *Improvement of dialogue, decision-making, action-taking, evaluation*
- *Faster cycles of achievement and goal attainment*
- *SMARTer goals*
- *Increase in intra-group trust*
- *Increase in bridging and knowledge transfer throughout the organization*

Must Concurrently Evaluate Intended Outcomes of Collaboration

Further research needs to focus on identifying processes, behaviors, values, norms, rituals, stories, and motivations that distinguish high performance CoPs from poor ones… An initial starting-point for such comparisons would be the distinction between CoPs that have high output of intellectual capital from those that do not.

-O'Donnell, 2003, p. 117

A learning organization is judged by its results.
-Senge, 1994, p. 44

Collaboration and Student Achievement

Since 2002 one NE school district targeted the bulk of its' professional development resources on the cultivation of collaborative leadership, practitioner collaboration, and the collaborative improvement of instruction

Student academic performance scores on the New Standards Reference Exam (NSRE) have increased each year in nearly all categories

After four years, the dropout rate decreased 4 percentage points to 2.1%, the lowest in the state

Wrap Up...

How might you integrate these concepts into practice?

What short-term action steps might you take?

Biggest "take homes" and "Ah-has!"

A new order of things…

It ought to be remembered that there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.

Because the innovator has for enemies all those who have done well under old conditions, and lukewarm defenders in those who may do well under the new.

This coolness arises partly from fear of the opponents, who have the laws on their side, and partly from the incredulity of men, who do not readily believe in new things until they have had a long experience of them.

~ Machiavelli, *The Prince*

Thank You!