Team - Collaboration Assessment Rubric

Name of Team: _____

Team Members: _____

Date: _____

Group/Person Completing the Assessment: _____

Process Used for Administering the Assessment: (check all that apply):

- ▢ recollection and reflection by a team member
- ▢ observation of team meeting (via video)
- ▢ observation of team meeting (in person)
- ▢ review and analysis of agendas
- ▢ review and analysis of meeting minutes
- ▢ review and analysis of performance information
- ▢ consultation with individual members(s)
- ▢ consultation with specialist(s)
- ▢ consultation with administrator(s)
- ▢ other _____

Team - Collaboration Assessment Scores	
Dialogue	/14
Decision-making	/14
Action	/10
Evaluation	/10
Total	/48

Key Areas of Strength:

Key Opportunities for Improvement:

Corrections and Celebrations:

Woodland, R. (accepted for publication). Strengthening organizational collaboration through evaluation: What evaluators need to know and can do. Forthcoming special issue of *Evaluation and Program Planning.*

DIALOGUE (circle one box per row)		
2	1	0
Agenda for team dialogue is pre-planned, written, and distributed.	A written agenda for group dialogue exists.	There is no pre-planned agenda for group dialogue.
All team members regularly meet face-to-face.	Most team members regularly meet face-to-face.	Full attendance at team meetings is rare or the group meets sporadically.
Team dialogue is guided by a protocol.	Occasionally the process for team dialogue is structured.	Team dialogue is improvisational and unstructured.
Team meetings are focused on the structured examination of group practice and performance.	Team meetings are generally related to group practice and performance.	Team meetings do not focus on group practice and performance.
Professional tension exists, and disagreements are resolved "now" or as close to now as possible.	Professional tension exists, but controversy is rare and/or may go unresolved.	Controversy and disagreements do not exist, or they exist and go unresolved.
Members participate equally in group dialogue; there are no "hibernators" or "dominators."	Most team members contribute to the dialogue, but there are "hibernators" and "dominators."	Dialogue is almost convivial, or members tend to "dominate" or "hibernate."
A thoughtful, thorough and accurate account of team dialogue, decisions, and intended actions is recorded and accessible to all team members.	A record of team dialogue, decisions, and intended actions exists.	There is no record of team dialogue, decisions and intended actions.
Total Score:		

Areas of Strength:

Areas for Improvement:

DECISION-MAKING (circle one box per row)		
2	1	0
The team regularly decides what individual and collective practices they will initiate, maintain, develop, and/or discontinue.	The team occasionally determines what individual and collective practices they will initiate, maintain, develop, and/or discontinue.	The team does not decide what individual and collective practices they will initiate, maintain, develop, and/or discontinue.
All decisions are informed by team dialogue in face-to-face meetings.	Most decisions are informed by team dialogue in face-to-face meetings.	Decisions are not typically informed by face-to-face dialogue in team meetings.
A process for team leadership and facilitation is purposefully determined.	A process for team leadership and facilitation are determined.	The group does not have a process for leadership and/or facilitation
The process for making any decision is transparent and adhered to; decisions are most often made by consensus.	The process for making decisions is informal; most decisions seem to be made by consensus.	Decision making process does not exist or is not transparent; decisions are rarely made by consensus.
Decisions are directly related to the improvement of practice and the cultivation of identified outcomes, activities and indicators.	Decisions are tangentially related to the improvement of practice and the cultivation of identified outcomes, activities, and indicators.	Decisions are not made, or do not relate to the cultivation of identified outcomes, activities, and indicators.
Team members determine specific strategies that they will employ to improve performance and the less effective strategies they will discontinue.	Team members determine strategies that they will employ to improve performance or the less effective strategies that they will discontinue.	Team members do not identify specific instructional practices that they will employ to increase student learning, nor do they identify the strategies they will discontinue.
Each individual member commits to carrying out team decisions.	Most individual team members commit to carrying out team decisions.	Individual members make their own decisions regardless of team decision-making.
Total Score:		

Areas of Strength:

Areas for Improvement:

Woodland, R. (accepted for publication). Strengthening organizational collaboration through evaluation: What evaluators need to know and can do. Forthcoming special issue of *Evaluation and Program Planning.*

ACTION (circle one box per row)		
2	1	0
Between team meetings each individual team member takes specific action(s) as a result of team decision-making.	Between team meetings most individual team members take specific action(s) as a result of team decision-making.	Between team meetings individual team members do not take action.
Team member actions are coordinated and interdependent, complex/challenging.	Team member actions are somewhat coordinated and interdependent, complex/challenging.	Team member actions are not complex, challenging, or interdependent.
Actions are directly related to the improvement of practice and the cultivation of identified outcomes, activities, and indicators..	Actions are generally related to the improvement of practice and the cultivation of identified outcomes, activities, and indicators.	Team members do not take action related to the cultivation of identified outcomes, activities, and indicators.
Each individual member employs specific strategies that will improve performance and discontinues less effective strategies.	Most individual members employ strategies intended to increase performance and discontinues less effective strategies.	Individual members do not employ new strategies intended to increase performance, nor do they discontinue the use of less effective strategies.
There is equitable distribution of action-taking among team members.	Distribution of action-taking among team members varies.	Distribution of action-taking among team members is unfair/unbalanced.
Total Score		

Areas of Strength:

Areas for Improvement:

EVALUATION (circle one box per row)		
2	1	0
The team regularly collects and analyzes systematically collected qualitative information about their practices and stated outcomes, activities and indicators.	The team infrequently collects and analyzes qualitative information about their practices and stated outcomes, activities and indicators.	The team does not collect or analyze qualitative information about their practices and stated outcomes, activities and indicators.
The team regularly collects and analyzes systematically collected quantitative information about their practices and stated outcomes, activities and indicators.	The team infrequently collects and analyzes quantitative information about their practices and stated outcomes, activities and indicators.	The team does not collect or analyze quantitative information about their practices and stated outcomes, activities and indicators.
The team uses performance data to evaluate the merit of their practices.	The team may rely more on "hearsay," "anecdotes," or "recollections" to evaluate the merits of their practices.	The team relies exclusively on "hearsay," "anecdotes," and "recollections" to evaluate the merits of their practices.
Evaluation data and findings are shared publicly within the team.	Evaluation data and findings are sometimes shared publicly within the team.	Evaluation data and findings are not shared publicly within the team.
Every member makes evidenced-based improvements to her/his practice.	Most members on the team make evidenced-based improvements to her/his practice.	Most members on the team do not make evidenced-based improvements to her/his practice.
Total Score:		

Areas of Strength:

Areas for Improvement: