

Community Learning Model Rubric

HOW TO USE

In a spirit similar to other collective impact models, The Civic Canopy supports groups to design and facilitate collaborative work using a research-based Community Learning Model that focuses on results, includes relevant and diverse stakeholders in thoughtful dialogue, and develops action plans and structures for learning from results—all within a culture of trust and collaboration.

The Community Learning Model Rubric is intended for groups to assess where they are in their collaborative work and identify where they would like to focus their time and attention. The rubric is NOT intended to rate the quality of collaborative work. Instead, it is a tool designed to support collaboratives through the developmental process of building a culture of collaboration. Routine use of the rubric will also help identify what types of supports, services, and expertise The Civic Canopy can provide, tailoring support along the way. This tool is meant to be completed at the beginning and end of an effort's work with The Civic Canopy, and ideally is used throughout the group's work to assess progress and identify areas for focus.



COMMON RESULTS ORIENTATION

Start on the left and read each description before moving right. Once you find the description that best fits where the collaborative is at this moment, stop reading and move to the next row.

	Exceptional	Good Skills	Developing	Foot in the Door
Common Vision	Intentional direction is clearly defined through desired short-term goals and long-term goals.	Direction clearly defined through desired short-term goals and long-term goals.	Stop-gap goals and vision (Implement a program compared to developing a target for a higher-level state).	Undefined or assumed intentions bring people together (if you ask a group, they would have different perspectives or unknown related to intentionality).
Use of Shared Measures to Monitor Progress	Data used to inform progress towards-goals and identify when goals need to shift. Shared reporting of data monitored amongst all participants, who use common data collection tools or metrics.	Data is collected and mostly used. Majority of participants feel comfortable sharing data. Most metrics align and some common tools are used to collect data.	Some data is collected and used to inform progress. Some metrics align with common vision.	Data is not used to inform action, or if so, most metrics and data collection do not align.
Supporting Evidence	Please share some specific examples to support the ratings for Common Results Orientation.			

INCLUDE

Start on the left and read each description before moving right. Once you find the description that best fits where the collaborative is at this moment, stop reading and move to the next row.

	Exceptional	Good Skills	Developing	Foot in the Door
Representation of relevant stakeholders	The effort engages relevant stakeholders, and regularly re-evaluates representation through assessment and outreach.	Stakeholders who are affected by the effort are invited and welcome to take part.	Some stakeholders who are affected by the effort are involved, with an intention of reaching out to others.	Only a narrow set of relevant stakeholders take part, with limited awareness for the need to intentionally include others.
Inclusive Processes	Meetings/processes are reflexively designed with a wide range of learning needs in mind, including learning style, language, accessibility, and diversity.	Meetings/processes are designed with different learning styles and needs in mind.	Meetings/processes are created with regard to the learning needs of the dominant culture of the group.	Meetings/processes are created without regard for different learning styles and needs.
Welcoming Culture	The effort is perceived as welcoming to all and strong norms equalize the voices of all those involved.	The effort is perceived as welcoming to most and supports people to participate.	The effort is perceived as welcoming to some, and some members are more comfortable participating than others.	The effort is not perceived as welcoming by stakeholders.
Clear Roles & Responsibilities	Roles and responsibilities are clear and allow all to meaningfully participate.	Roles and responsibilities are generally clear.	Roles and responsibilities are somewhat clear.	Roles and responsibilities are not well defined.
Supporting Evidence	Please share some specific examples to support the ratings for Include.			

DIALOGUE

Start on the left and read each description before moving right. Once you find the description that best fits where the collaborative is at this moment, stop reading and move to the next row.

	Exceptional	Good Skills	Developing	Foot in the Door
Listening and Talking	Exchange of generative ideas where minds can change, resulting in understanding of new positions. Culture of questioning occurs and is productive, resulting in stronger understanding of one's own and others' positions.	Understanding of different positions occurs, with limited generative conversation or change of mind. Exchange may revert to debate or download.	Exchanges function as debates. Ideas are exchanged with goal of winning an argument.	Exchanges are mostly downloads of information and fixed points of view.
Depth of Analysis	Discussions address root causes of patterns. Questioning seeks to understand reasons why patterns exist.	Discussions explore patterns and begin to probe at root causes.	Discussions identify and begin to explore some patterns of problems.	Discussions are relatively superficial, and focused on immediate next steps while patterns remain unexplored.
Conflict Management	Disagreements and conflicts are viewed as a necessary part of active dialogue. Conflicts are named and discussed, creating deeper understanding and connection between discussants.	Conflict allowed and managed without resulting in elevated levels of polarity and tension.	Conflict sometimes accepted/tolerated, and sometimes avoided. When accepted it is managed somewhat effectively, but can result in tension and polarity.	Conflict is either managed unproductively or avoided completely.
Supporting Evidence	Please share some specific examples to support the ratings for Dialogue.			

ACT

Start on the left and read each description before moving right. Once you find the description that best fits where the collaborative is at this moment, stop reading and move to the next row.

	Exceptional	Good Skills	Developing	Foot in the Door
Planning	Steps are sequenced backward from a shared goal. Plans have clear timelines, roles, and accountability.	Actionable plans with alignment to some long-term goals. Some attention is paid to timelines, roles, and accountability.	Brainstorming the beginnings of actionable plans.	Unable to brainstorm actionable plans without support, scattered acts of future-oriented action.
Overcoming Barriers	When barriers arise, the group perseveres toward goals, continuing with minimal derailment by shifting or adapting strategies to overcome barriers.	When barriers arise, solutions are eventually found through flexibility and strategy adaptation.	Barriers are identified and some flexibility is demonstrated, solutions not always found or may derail focus from goals.	Barriers are not identified, or if identified, are not overcome and focus on goals may be lost.
Collective Action	Strategies clearly align with a common vision across stakeholders. Strategies are developed and highly collaborative among multiple partners.	Strategies are developed and aligned toward common vision, and most are coordinated among the partners.	Defined strategies exist, with some coordination among partners. Occasionally joint action is inclusive of others' work.	Isolated efforts exist, with most unaware of what others are doing.
Follow Through	Always	Often	Sometimes	Never
Supporting Evidence	Please share some specific examples to support the ratings for Act.			

LEARN

Start on the left and read each description before moving right. Once you find the description that best fits where the collaborative is at this moment, stop reading and move to the next row.

	Exceptional	Good Skills	Developing	Foot in the Door
Mindset	Growth mindset: failure is seen as a learning experience in the process of continuous improvement	Open mindset: Opportunities are recognized and failure is seen as a threat but not one that stops progress	Avoidant mindset: Failure is feared but does not limit some exploration and experimentation	Fixed mindset: Beliefs about success and failure are rigid and present obstacles to progress
Accessing & Using Effective Practices	Prioritizes, seeks out, and applies to practice a variety of forms of effective practices including academic evidence, practice wisdom, and lived experience	Diverse forms of effective practices are researched and utilized most of the time	Some effective practices are gathered but are not evaluated for relevance, quality, or usefulness	Unlikely to look at effective practices outside their own experiences to inform decisions; Working from assumptions and/or limited sources and experiences
Reflection	Group routinely stops to reflect on what was tried and what lessons can be learned in order to improve future steps.	Group frequently stops to reflect on what was tried and what lessons can be learned in order to improve future steps	Group sometimes stops to reflect on what was tried and what lessons can be learned in order to improve future steps	Group seldom or never stops to reflect on what was tried and what lessons can be learned in order to improve future steps
Supporting Evidence	Please share some specific examples to support the ratings for Learn.			

CULTURE OF COLLABORATION

Start on the left and read each description before moving right. Once you find the description that best fits where the collaborative is at this moment, stop reading and move to the next row.

	Exceptional	Good Skills	Developing	Foot in the Door
Structures & Routines	Ongoing structures and routines are set in place to support processes, policies, and decision-making guidelines, and modified promptly to meet changing dynamics of situations.	Structures and routines are set in place to support processes, policies, and decision-making guidelines.	Some structure and routines are in place to support processes, policies, and decision-making guidelines.	Structures, routines, and norms for interaction are not in place or are unclear.
Financial Resources	Financial resources for the work are pooled, sustainable, and received from multiple sources.	Financial resources for the work are shared, generally adequate, and from multiple sources.	Financial resources for the work are aligned and mostly adequate, but only from a singular or short-term source.	Financial resources for the work are fragmented and inadequate.
Collaborative Tools, tech and otherwise	Consistent, shared and regular use of high leverage tools that build efficiency/collaboration/connectedness.	Frequent use of shared, collaborative tools by many members.	Occasional use of collaborative tools by some members.	No use, fragmented.
Governance Structure	Governance structure is well-defined and matches to needs of group, providing guidance and shared decision-making.	Governance structure is emerging in response to group needs.	The need for a governance structure has been identified in the group.	The need for governance is not yet recognized.
Relationships	Members view each other as assets, with mutually reinforcing needs and trust.	Relationships are built, more ease in communication and understanding, assuming best intentions.	Less concerned about others intentions, Relationships developing and people beginning to share more.	Members of the group are skeptical about each other's intentions, lack of transparency, lack of relationships.
Supporting Evidence	Please share some specific examples to support the ratings for Culture of Collaboration.			