

PPB Performance Evaluation Form

Student's Name: _____

Evaluator's Name: _____

Evaluator: **CCM** **CT** **PPB**

Domain #1 - Personal

Evaluator Legend

CCM: Capstone Committee Member
 CT: Cooperating Teachers
 PPB: Preprofessional Block Instructor

LEVEL OF PERFORMANCE

Does not meet standard

Meets standard

ELEMENT	UNSATISFACTORY (1)	NOVICE (2)	PROFICIENT (3)	DISTINGUISHED (4)	SCORE
A. INTRAPERSONAL					
1. Demonstrates a beginning ability to reflect on his/her own personal and professional development. (CCM, CT, PPB)	Candidate shows no interest or effort in reflecting on his/her personal and/or professional development.	Candidate shows an interest in reflecting, but reflections are either irrelevant, inappropriate, of poor quality, and/or inconsistent.	Candidate's ability demonstrates a beginning awareness to reflect on self as future educator.	Candidate uses reflection to articulate a clear understanding of self as teacher.	
2. Articulates an interest in becoming a professional educator and life-long learner. (CCM, PPB)	Candidate shows little initiative in articulating interests and documenting campus-based and/or field-based experiences.	Candidate demonstrates interest in articulating interests and documenting campus-based and/or field-based experiences, but reflections are either of poor quality or irregularly recorded.	Candidate's reflections regarding campus-based and field-based experiences show increasing interest in and commitment to becoming a professional educator and life-long learner.	Candidate's reflections demonstrate outstanding awareness of essential qualities of effective teachers and show commitment to life-long learning.	
B. INTERPERSONAL					
1. Demonstrates a desire and ability to interact and collaborate effectively with students, teachers, peers and professors in public schools, university, and other professional settings. (CCM, CT, PPB)	Candidate shows little or no interest in and/or ability to collaborate/interact with others.	Candidate demonstrates initiative in collaborating/interacting, but is often misguided and/or inappropriate (uses poor 'social graces' judgement).	Candidate demonstrates a strong desire and beginning ability to communicate appropriately while collaborating/interacting with others.	Candidate consistently communicates appropriately while collaborating/interacting with others.	
2. Demonstrates an awareness of the multiple roles required of a teacher (duties beyond instruction, collegueship, etc.) (CCM, PPB)	Candidate gives little or no thought to the many roles of a teacher.	Candidate is aware of some of the roles of a teacher, but lacks an overall understanding of these roles.	Candidate recognizes many of the roles of a teacher.	Candidate demonstrates a clear awareness of the many roles of a teacher.	

Additional Comments:

PPB Performance Evaluation Form

Domain #2 - Communication

LEVEL OF PERFORMANCE

ELEMENT	<i>Does not meet standard</i>		<i>Meets standard</i>		SCORE
	UNSATISFACTORY (1)	NOVICE (2)	PROFICIENT (3)	DISTINGUISHED (4)	
A. ORAL COMMUNICATION					
1. Uses standard English diction (vocabulary, correct grammar & syntax) when speaking to students, peers, teachers and professors in the public school, university, and other settings. (CCM, CT, PPB)	Candidate sometimes uses correct verb forms and noun/pronoun agreements.	Candidate sometimes uses verb forms and noun/pronoun agreements correctly, but consistent errors are evident.	Candidate almost always uses correct standard English vocabulary, and on rare occasions when incorrect forms are used, student typically will self-correct.	Candidate consistently uses correct forms.	
2. Uses appropriate articulation when speaking to students, peers, teachers and professors in the public school, university and other settings. (CCM, CT, PPB)	Candidate rarely enunciates clearly enough to be understood.	Candidate sometimes enunciates clearly, but consistent errors are evident.	Candidate almost always enunciates clearly, and on rare occasions when enunciation is not clear, student will typically self-correct.	Candidate consistently enunciates clearly.	
3. Uses appropriate tone of voice when speaking to students, peers, teachers and professors, in the public school, university, and other settings (i.e., use of appropriate voice inflection with young children; use of respectful tone with peers and professionals). (CCM, CT, PPB)	Candidate rarely uses situation-appropriate tone of voice.	Candidate sometimes uses situation-appropriate tone of voice, but consistent intonation errors are evident.	Candidate almost always uses situation-appropriate intonation, and on rare occasions when inappropriate intonation is used, student typically will self-correct.	Candidate consistently uses situation-appropriate voice intonation.	

PPB Performance Evaluation Form

Domain #2 - Communication

LEVEL OF PERFORMANCE

ELEMENT	<i>Does not meet standard</i>		<i>Meets standard</i>		SCORE
	UNSATISFACTORY (1)	NOVICE (2)	PROFICIENT (3)	DISTINGUISHED (4)	
B. WRITTEN COMMUNICATION					
1. Uses standard English grammar, syntax, semantics and spelling in both formal and informal writings (Standard English, punctuation, sentence structure, semantics, and spelling). (PPB)	Candidate rarely uses correct written forms in one or more of the areas.	Candidate sometimes uses correct written forms, but consistent errors are evident in one or more areas.	Candidate rarely makes errors in written forms, and work is usually of very good quality in these areas.	Candidate uses correct standard English, punctuation, sentence structure, semantics, and spelling are always used in written work.	
2. Organizes and presents written information on a selected topic in a clear and effective manner (writes sentences and paragraphs that clearly and concisely represent ideas; organizes paragraphs using transitions that logically develop the central theme or idea of the writing). (PPB)	Candidate rarely demonstrates clear organization and presentation of written work with respect to these areas.	Candidate sometimes demonstrates clear organization and presentation of written work, but consistent errors are evident in one or more areas.	Candidate rarely makes errors in organization and presentation of written work, and work is usually of very good quality in these areas.	Candidate organization and presentation of written work is always of very high quality.	

Additional Comments:

PPB Performance Evaluation Form

Domain #3 - Professionalism

LEVEL OF PERFORMANCE

ELEMENT	<i>Does not meet standard</i>		<i>Meets standard</i>		
	UNSATISFACTORY (1)	NOVICE (2)	PROFICIENT (3)	DISTINGUISHED (4)	
1. Arrives at classes and field based activities punctually. (CT, PPB)	Candidate is usually late, never gives notice, and rarely makes up work.	Candidate is usually on time, and/or seldom absent, but does not give advance notice and makes little effort to make up work.	Candidate is almost always on time, and on the rare occasions when not, adequate notice is given and all assignments are made up.	Candidate arrives appropriately early and is very well prepared.	
2. Completes assignments in a timely manner. (PPB)	Candidate rarely completes assignments on time.	Candidate's work is sometimes late.	Candidate's work is rarely (if ever) late.	Candidate's work is always on time.	
3. Completes assignments with regard for quality. (PPB)	Candidate consistently turns in work of poor quality.	Quality of candidate's work is inconsistent.	Candidate's work is usually of very good quality.	Candidate's work is consistently of very high quality.	
4. Interacts positively with students, teachers, peers, and professors in the public school, university and other professional settings. (CCM, CT, PPB)	Candidate interacts with all groups (students, peers, professors and supervisors) in consistently inappropriate ways and demonstrates immaturity and lack of judgement.	Candidate interacts occasionally in professional ways, but sometimes lacks good judgement or shows signs of immaturity.	Candidate interacts with groups in appropriate ways and demonstrates an increasing sense of maturity and professionalism.	Candidate interacts with each group in very appropriate and positive ways, reflecting prior thought, and demonstrates maturity and professionalism.	
5. Demonstrates professional conduct within educational settings. (CCM, CT, PPB)	Candidate conducts self poorly in at least one educational setting.	Candidate's conduct is usually appropriate, but has on rare occasions used poor judgement.	Candidate conducts self appropriately and when on rare occasions has erred in judgement, has made amends and demonstrates increased professionalism.	Candidate's conduct is consistently excellent and clearly demonstrates an understanding of the importance of fostering positive relations with a variety of groups.	
6. Follows public school guidelines regarding professional appearance. (CCM, CT)	Candidate shows disregard for school and university guidelines.	On occasion, Candidate shows poor judgement and violates guidelines.	Candidate generally follows guidelines, and on rare occasions when these have not been followed, makes amends and demonstrates growth.	Candidate consistently follows all applicable guidelines and serves as a model of professionalism for peers.	

Additional Comments: