

PROFESSIONAL ASSISTANCE PROGRAM (PPAP) GOVERNANCE BOARD MEMBER
Principal RECOMMENDATION

Dear Principal:

_____ has applied to serve as a member of the **Poway Professional Assistance Program (PPAP) Governance Board Member**. The candidates we seek are those exemplary teachers who not only possess a sound instructional base, but also are proven leaders. They must be well respected by the peers and the entire school community. Your honest and candid appraisal is an important part of the selection process. The information you provide will be kept confidential and shredded after the interview and selection of candidates.

Please rate the abilities of the applicant using the rubric below:

| Category | 1 | 2 | 3 | 4 | Score |
|----------------------------------|--|---|--|---|-------|
| Contribution | Tends not to share ideas, information or resources. | Shares ideas, information and resources upon request. | Usually share ideas, information and resources | Freely share ideas, information, and resources | |
| Motivation /Participation | Tends not to participate or remain engaged when a project moves away from own immediate interests. | Sometimes makes an effort to participate and remain engaged when a project moves away from own immediate interests. | Often makes an effort to participate and remain engaged even when a Project moves away from own immediate interests. | Can be relied on to participate and remain engaged even when a project moves away from own immediate interests. | |
| Quality of Work | Work reflects very little effort and often needs to be checked and/or redone by others to ensure quality. | Work reflects some effort but occasionally needs to be checked and/or redone by others to ensure quality | Work reflects a strong effort. Self-monitors to improve the quality of own work. | Work reflects best efforts. Continuously makes small changes to improve the quality of own work. | |
| Time Management | Rarely gets things done by the deadline and others often have to adjust deadlines or work responsibilities. | Tends to procrastinate, meaning others may have to adjust deadlines or work responsibilities. | Usually uses time well to ensure that things are done so others do not have to adjust deadlines or work responsibilities. | Routinely uses time well to ensure things are done on time. | |
| Team Support | Often critical of the team or the work of fellow group members when in other settings. | Occasionally is critical of the team or the work of fellow group members when in other settings. | Usually represents the team and the work of fellow members in a positive manner when in other settings. | Represents the team and the work of fellow group members in a positive manner when in other settings. | |
| Preparedness | Forgets or loses materials needed for work. | Makes an effort to bring or find materials needed to work, but often misplaces things. | Usually brings needed materials and come ready to work. | Consistently brings needed materials and come ready to work. | |
| Problem Solving | Usually does not participate in group problem solving with an open mind. Either tends not to share thoughts and ideas or inhibits the contributions of others. | Makes an effort to participate in group problem solving with an open mind. Generally shares thoughts and ideas, sometimes inhibits the contributions of others. | Usually participates in group problem solving with an open mind, sharing thoughts and ideas without inhibiting the contributions of others. | Consistently participates in group problem solving with an open mind, sharing thoughts and ideas without inhibiting the contributions of others | |
| Team Dynamics | Does not know how to gauge own impact on the group, and is generally unaware of team dynamics. | Occasionally knows how to gauge own impact on the group and is somewhat aware of team dynamics. | Often knows how to gauge own impact on the group and is generally aware of team dynamics. | Consistently knows how to gauge own impact on the group and is routinely aware of team dynamics. | |
| Interactions with Others | Rarely listens to, respect, acknowledge, or support the efforts of others. Allows conflict or personal differences to interfere with communication. | Sometimes listens to, respect, acknowledge, and support the efforts of others, but at times allow conflict or personal differences to interfere with communication. | Usually listens to, respect, acknowledge, and support the efforts of others. Occasionally allows conflict or personal differences to interfere with communication. | Consistently listens to, respect, acknowledge, and support the efforts of others. | |
| Role Flexibility | Likes to either lead or follow but is uncomfortable when functioning outside his/her perceived role. | Is uncomfortable with role flexibility, but attempts to move outside his/her perceived role. | Can assume both roles (leader and follower) but is more comfortable in one role than the other. | Can easily move between leader/follower, assuming either role as needed to accomplish the task. | |
| Reflection | Rarely engages in self-reflection after collaborative activities but tends to focus on the behavior of others. | Self-reflection occurs after collaborative activities when prompted or reminded by others. | Self-reflection usually occurs after collaborative activities, but most often when things do not go well. | Consistently uses self-reflection after collaborative activities. | |

