

The Practice Based Evaluation (PBE) Tool

INSTRUCTIONS

On the following pages there are a series of sentences that have been generated by other instructors as they described their students' learning behaviour in the context of an indirect placement. These behaviours have been divided into six categories.

This form is to be completed separately by the student and each field instructor. For each of the six categories, please read all the descriptions and **highlight 4-6 of the sentences** that you believe best describe your student (or you as a student).

Your selections will be rated. A composite score as well as a score for each category will be computer generated. Scores will range between 1-5.

The student-rated and field instructor-rated scores should be discussed when writing the evaluation summary reports.

Please add the summaries at the end of the tool.

LEARNING & GROWTH	
Acknowledges that s/he does not have all the answers and asks thoughtful questions	
Articulates areas of interest and specific learning goals	
Asks many questions and needs reassurance	
At first relies on supervisor to develop opportunities and facilitate relationships	
At times appears bored	
Challenges self with diverse assignments	
Clear understanding of the learning opportunities available	
Demonstrates eagerness to grow and learn	
Demonstrates some difficulty understanding her/his role in the agency	
Displays enthusiasm, curiosity and interest in learning	
Does enough to get by but does not explore issues in depth	
Does not challenge self at practicum, instead relies on instructor to assign new tasks	
Does not put 100% into learning	
Does not seem enthusiastic about work	
Does not take many risks	
Excels at what is assigned, but does not go the extra step	
Excited about learning but needs significant assistance in developing learning plan	
Lacks clear understanding of the agency's mandate and her/his role within the program	
Lacks confidence to begin projects	
Not open to new ideas	
Not proactive about learning	
Over time becomes more eager to work independently	
Progress is evident in work	
Reads all of the orientation materials given, but does not ask any questions or show any interest in learning more about the organization	
Reflects on classroom learning to link theory to social work practice	
Relies heavily on instructions	
Searches beyond the practice setting to further her/his learning	
Sets out an agenda with specific targets for learning	
Usually self-reflective about strengths and short-comings	
Well prepared for supervision	
While assigned tasks are completed well, s/he does not appear to show interest in understanding how the work fits into the mandate of the agency	
Works independently but can identify when supervision is needed	

BEHAVIOUR AND RELATIONSHIPS IN THE ORGANIZATION

A strong fit with the agency and presents self as capable and highly engaged in the work	
Adapts and fits into the organizational culture and environment	
Adjusts quickly to changing demands and circumstances	
Appears timid for the first few interactions, but improves with experience	
Appears uncomfortable and self-conscious in meetings	
Avoids any projects involving interactions with others	
Builds partnerships	
Conveys warmth, compassion, and respect to colleagues and agency partners	
Described as unprofessional	
Described by colleagues as an asset to the team	
Difficulty separating her/his emotional responses from those of others	
Does not initiate tasks in a timely manner	
Does other work on agency time and leaves early	
Eager to engage in discussion with other staff	
Empathetic and polite but too sensitive	
Hesitant and unsure in working with diverse groups	
In group meetings prefers to observe and take minutes rather than participate	
In tune with staff at the organization	
Is experienced by others as impatient and lacking empathy	
Knows only one or two staff members well	
Liked by team members but does not take the initiative to build relationships outside the team	
Needs assistance and encouragement to interact with other staff and stakeholders	
Passive observer; does not provide very much verbal input in meetings	
Polite and makes an effort to get to know colleagues	
Professional demeanor	
Reliable and punctual	
Requires feedback to build confidence in interactions with community stakeholders	
Respectful in interactions with people	
Takes the time to understand the agency's stakeholders	
Works very well with a wide range of people but does not initially demonstrate confidence	

LEADERSHIP

By second semester takes the lead on a few initiatives	
Can influence direction through her/his knowledge	
Challenged at times by the heavy workload in the agency's fast-paced environment	
Comfortable in a leadership role	
Completes what is asked to do but does not take leadership initiative	
Confidence visibly grows as the practicum progresses	
Delicately approaches tense situations	
Difficulty taking on new responsibilities	
Does not follow-up with agency staff and stakeholders	
Does not refuse leadership role but demonstrates hesitancy	
Does not take an active role in projects	
Does not take on leadership roles	
Does what is expected of his/her role but does not volunteer to take the lead	
Enthusiastic for project management	
Increases agency's capacity	
Interested in contributing but not leading	
Lacks self-awareness and consideration when presenting ideas to group discussions	
Needs guidance on each step of the project	
No interest in leadership	
Not afraid to take on challenging or new situations	
Offers to take the lead on projects	
Plays major role in some initiatives	
Reminders are necessary for project deadlines to be met	
Skilled at facilitating focus groups and small group meetings	
Strong leadership qualities	
Volunteers her/his assistance for projects	
Volunteers to take the lead on components of major projects	
With time and guidance can take the lead on smaller components of agency projects	
Works very well completing independent research projects, however is challenged when it comes to working with agency staff and stakeholders	
Would rather sit back and listen to others speak	

CRITICAL THINKING / ANALYSIS, PLANNING AND IMPLEMENTATION

Able to link individual or community issues to broader systemic structures	
Analysis involves the articulation of multi-level strategies	
Attempts to link classroom learning to the practicum setting reveal limited understanding of the organization's mandate	
Can sometimes jump to problem solving conclusions hastily	
Capable of analyzing issues by applying multiple theoretical concepts	
Critical thinking evident in writing but does not feel comfortable expressing verbally	
Critically assesses the attitude of community group members	
Difficulty linking observations to next steps	
Does not fully understand where the department fits into the larger organization	
Does not spend much time thinking about how his/her assignment fits into the bigger picture of the mandate of the organization	
Does not take the initiative to expand upon her/his analytical skills	
Engages in problem-solving ways to create change	
Exhibits thoughtful reflections and inquiries	
Fails to develop appropriate intervention plans	
Gaps in analysis become prevalent during discussions and progress updates	
Has the potential to engage in greater depth of critical thinking on various social issues	
High aptitude for analyzing group process and dynamics during meetings	
Knows when to appropriately shift between micro, mezzo, and macro roles	
Lacks a very complex level of analysis	
Makes decisions hastily without full information	
Misunderstands the role of advocacy and uses micro level skills rather than community building	
Recognizes the necessity of preparatory tasks	
Solid ability to critically analyze is a key strength	
Some challenge in applying theory to practice	
Superficial understanding of policy	
Synthesizes complex information from a variety of sources	
Tends to ask many questions about the significance and implications of tasks	
Thinking is concrete and not nuanced	
Through working on projects, begins to link daily work to larger systemic implications	

WRITTEN AND VERBAL COMMUNICATION

A high degree of knowledge and analysis is reflected in written documents	
Apathetic attitude limits improvement in written and verbal communication	
Articulates sophisticated responses to the differential impact of policy on community stakeholders	
Avoids presentations	
Cannot write in an accessible manner	
Comfortable and articulate in a one-on-one situation but not in groups	
Communication is haphazard and lacks necessary preparation	
Demonstrates comfort delivering presentations to team	
Demonstrates the potential to improve verbal and written communication with effort and initiative	
Documents thoughtfully reflect the language and needs of the intended audience	
Exhibits confidence presenting ideas to others	
Has difficulty speaking or presenting information in group settings due to nervousness	
Has difficulty utilizing simple language for documents targeting community stakeholders	
Incorporates feedback to produce excellent final reports	
Needs step by step direction around writing	
Notes are clear and coherent but takes quite a long time to complete	
Prefers to work on specific and manageable components of written reports or presentations	
Prepares extensively for presentations to reduce anxiety	
Presentations are well organized, goal-oriented, and appropriate to the audience	
Presents as professional and articulate	
Refrains from speaking in meetings	
Shies away from producing written documents	
Skilful in presenting and describing information in a clear and concise way	
Struggles with written work due to poor analysis skills	
Takes longer time to incorporate feedback on writing	
When others recommend changes to writing, s/he becomes protective of work	
When verbally communicating, frequently becomes uncomfortable and has difficulty communicating ideas	
Writing skills are generally strong but could improve on the skill of applying slight nuances to meet different intended audiences	
Written reports reflect the needs of the audience	
Written work needs some feedback and redrafting	

VALUES AND ETHICS

Able to address inequities present in the agency's policies	
Accepts values and ethics of the organization	
Always ethical in her/his behaviour but at times, this does not translate into careful consideration of ethics in her/his work	
Appropriately sensitive when discussing issues of diversity	
Becomes overly involved with stakeholders and oversteps professional boundaries	
Biases come through unintentionally	
Does not consider social work values and ethics in day-to-day activities	
Does not question any matters pertaining to values or ethics in the organization	
Ethical in practice and displays commitment to community advocacy	
Ethical in practice, however, does not discuss values and ethics in supervision	
Good at prioritizing values of equity, diversity, and individual rights	
Imposes personal values on others	
Integrates values and ethics into daily work	
Is capable of being judgmental and reactive with community stakeholders	
Is invested in advocacy efforts	
Is keen in her/his awareness of social justice issues	
Makes little or no attempt to increase understanding of the agency's stakeholders	
Needs prompting to consider ethical or diversity issues	
Often addresses concerns regarding the accessibility of services	
Prefers not to comment on ethical issues	
Prefers to work with others similar to self	
Prompting questions are necessary to deepen her/his	
Respects role boundaries	
Respects, appreciates, and accepts the diversity of belief systems	
Strong views lead to remarks that others see as inappropriate	
Struggles to identify the ways in which her/his personal values may influence her/his work with stakeholders	
Surface level understanding of issues pertaining to diversity and equity	
Takes a non-judgmental stance with individuals	
Vigilant with respect to equity issues	
When personal beliefs are challenged, can analyze and discuss	