

EDUCATOR

FOR UNIVERSITY SUPERVISORS

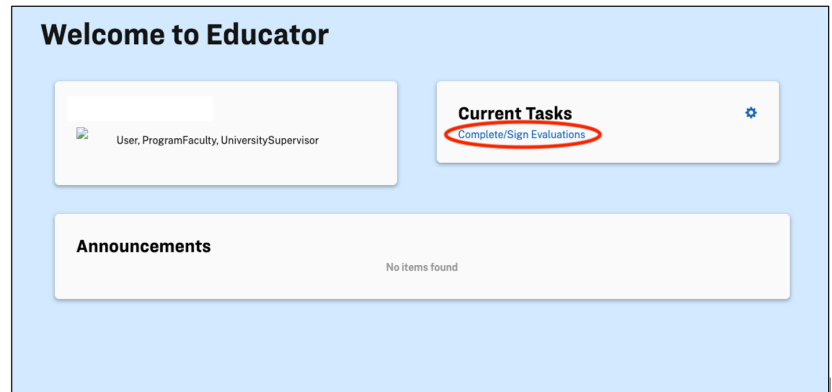
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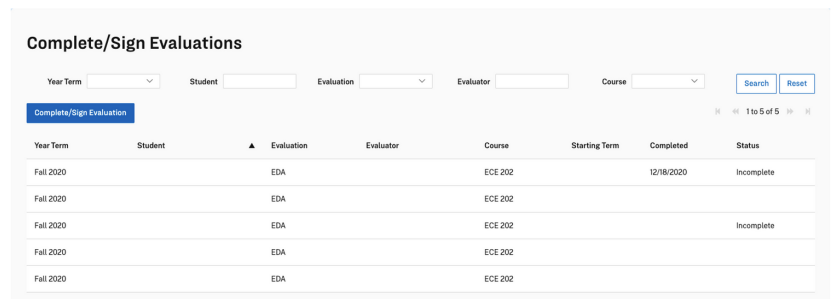
EDA Instructions

Log in to Educator at educator.byu.edu.

On the "Welcome to Educator" page , you will see a box called "Current Tasks." Click the blue "Complete/Sign Evaluations" link to see all current evaluations assigned to you. (If there aren't any, this link will not be present.)

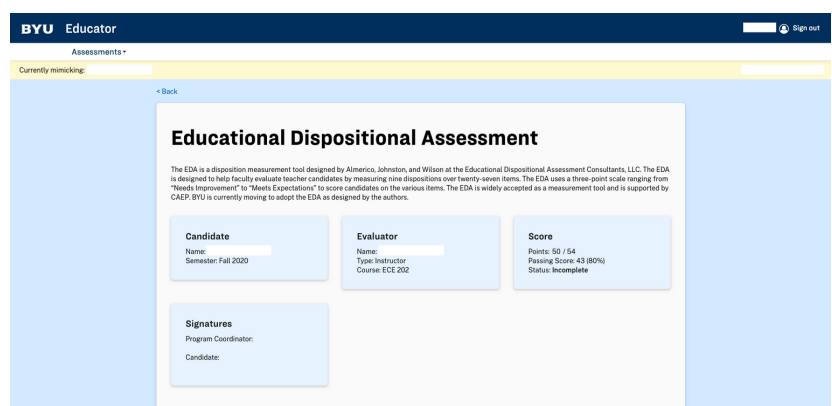


If needed, you can search for a specific evaluation using the "Year Term," "Student," "Evaluation," "Evaluator," and/or "Course" search fields. (Student and evaluator names have been removed from this picture.)



Double click on the desired evaluation to begin filling it out.

At the top of the evaluation is information identifying the candidate, evaluator, and score of the evaluation. Note that signatures are not required for EDAs.



To display the questions associated with a specific disposition or indicator, click on the drop-down arrow. Each question is scored on a scale of 0-2 points, and a passing grade is 80%.

Dispositions and Indicators

Demonstrates effective oral communication skills	0 / 6 >
Demonstrates effective written communication skills	0 / 4 >
Demonstrates professionalism	0 / 10 >
Demonstrates a positive and enthusiastic attitude	0 / 6 >
Demonstrates preparedness in teaching and learning	0 / 8 >
Exhibits an appreciation and value for cultural and academic diversity	0 / 4 >
Collaborates effectively with stakeholders	0 / 6 >
Demonstrates self-regulated learner behaviors/takes initiative	0 / 4 >
Exhibits the social and emotional intelligence to promote personal and educational goals/stability	0 / 6 >

In this first section, there are three questions. Click directly on the answer for each question that most accurately describes the student's ability. The score for the section will automatically update as you do so. Leave any relevant comments in the textbox at the bottom of each section.

Demonstrates effective oral communication skills 0 / 6 ▾

	Needs Improvement (0)	Developing (1)	Meets Expectations (2)
Question 1	Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice	Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors	Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment
Question 2	Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation	Strives to vary oral communication as evidenced of some students demonstrating a lack of participation	Varies oral communication as evidenced by encouraging participatory behaviors
Question 3	Choice of vocabulary is either too difficult or too simplistic	Occasionally uses vocabulary that is either too difficult or too simplistic	Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Comments

When you have completed the evaluation, click the blue “Submit Answers” button at the bottom of the evaluation. Note that once you do so, you will not be able to view or edit the evaluation. If you need to make changes to an EDA that has already been submitted, you can contact the EPP support staff at (801) 422-1190 or eppsupport@byu.edu for assistance.

Dispositions and Indicators

Demonstrates effective oral communication skills	6 / 6 >
Demonstrates effective written communication skills	4 / 4 >
Demonstrates professionalism	10 / 10 >
Demonstrates a positive and enthusiastic attitude	6 / 6 >
Demonstrates preparedness in teaching and learning	4 / 8 >
Exhibits an appreciation and value for cultural and academic diversity	4 / 4 >
Collaborates effectively with stakeholders	6 / 6 >
Demonstrates self-regulated learner behaviors/takes initiative	4 / 4 >
Exhibits the social and emotional intelligence to promote personal and educational goals/stability	6 / 6 >

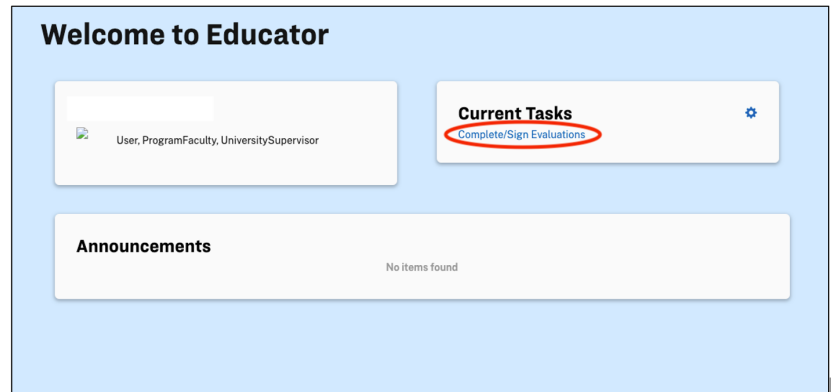
Submit Answers

BRIGHAM YOUNG UNIVERSITY
PRIDE OF BELIEF, COURAGE, AND FAITH

PAES Instructions

Log in to Educator at educator.byu.edu.

On the “Welcome to Educator” page, you will see a box called “Current Tasks.” Click the blue “Complete/Sign Evaluations” link to see all current evaluations assigned to you. (If there aren’t any, this link will not be present.)



If needed, you can search for a specific evaluation using the "Year Term," "Student," "Evaluation," "Evaluator," and/or "Course" search fields. (Student and evaluator names have been removed from this picture.)

Year Term	Student	Evaluation	Evaluator	Course	Starting Term	Completed	Status
Fall 2020		EDA		ECE 202		12/18/2020	Incomplete
Fall 2020		EDA		ECE 202			
Fall 2020		EDA		ECE 202			Incomplete
Fall 2020		EDA		ECE 202			
Fall 2020		EDA		ECE 202			

Double click on the desired evaluation to begin filling it out.

Year Term	Student	Evaluation	Evaluator	Course	Starting Term	Completed	Status
Spring 2021		PAES		FLANG 477R	1st Term	5/24/2021	Pass

At the top of the evaluation is information identifying the candidate, evaluator, and score of the evaluation. Note that upon completion, this PAES will be reviewed and signed by the Program Coordinator and Candidate.

BYU Educator

Persons

Programs

Admissions

Clinical Experience

Assessments

Admin

Currently mimicking

< Back

Performance Assessment and Evaluation System

The evaluation tool used at the end of clinical experiences (e.g. practicum, student teaching, internship)

Candidate

Name:

Semester: Spring 2021

Evaluator

Name:

Type: University Supervisor

Course: FLANG 477R

Score

Points: 59 / 60

Passing Score: 48 (80%)

Status: Passed

Signatures

Program Coordinator: Required

Candidate: Required

To display the questions associated with a specific standard, click on the drop-down arrow. Each one is scored on a scale of 0-3 points.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

6 / 6 >

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

3 / 3 >

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

9 / 9 >

Instructional Practice

Effective instructional practice requires that teachers have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real-world settings, and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

2 / 3 >

Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

9 / 9 >

Standard 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.

6 / 6 >

Standard 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

15 / 15 >

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and

In Standard 1, there are two questions. Click directly on the answer for each question that most accurately describes the student's ability. The score for the section will automatically update as you do so.

The Learner and Learning

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Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

6 / 6 v

	Not Effective (0)	Beginning (1)	Developing (2)	Preservice Effective (3)
1.1 Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs	- Provides developmentally inappropriate instruction. Lacks awareness of developmental needs	- Creates lessons according to grade level Utah Core Standards	-and Adds to or modifies lessons to provide varied learning experiences	-and Implements learning experiences based on specific learners' developmental levels
1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development.	- Works in isolation. Avoids communication or communicates ineffectively. Does not focus on learner needs	- Communicates about procedural issues, schedules, and requirements	-and Responds to mentor inquiries/concerns about learner development and progress. Communicates about curriculum and instruction	-and Interacts with colleagues or families related to learner growth and development

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

3 / 3 >

Standard 3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

9 / 9 >

Instructional Practice

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Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

2 / 3 >

Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and

9 / 9 >

5

Enter your comments in the “Summary Statement” textbox, then click the blue “Submit Answers” button. Note that once you do, you will not be able to view or edit the evaluation. If you need to make changes to a PAES that has already been submitted, you can contact the EPP support staff at (801) 422-1190 or eppsupport@byu.edu for assistance.

10.1 Is responsible for compliance with university policies, federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.

☐ Yes ☐ No

10.2 Is responsible for compliance with all requirements of State Board of Education Rule R277-515 at all levels of teacher development.

☐ Yes ☐ No

SUMMARY STATEMENT: Please provide a brief summary of the candidate's teaching practices while working in the classroom. As part of your summary, please include information about his/her teaching skills, ability to teach the Utah Core standards, ability to meet the Utah Effective Teaching Standards (UETS), interpersonal interactions with others, and any other strengths or areas for improvement you feel inclined to include. This is not a letter of recommendation. It is an evaluation of the candidate's knowledge and skill as a student teacher or intern. 5000 Character (800 Word) Maximum

Here

You have used 0 out of 5,000 allowed characters.
You have used 0 out of 800 allowed words.

Submit Answers

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CEFS Instructions

Log in to Educator at educator.byu.edu.

Before completing a PAES for a student, you will be given a Clinical Educator Feedback Survey (CEFS) to complete about the mentor teacher. Answer the four questions on a scale of Strongly Disagree (0) to Strongly Agree (4), add comments to the textbox, and click the blue “Submit Answers” button.

The screenshot shows the 'Clinical Educator Feedback Survey - Mentor Teacher' form within the 'BYU Educator' application. The form is titled 'Edit Assessment' and includes a sidebar with 'Persons' and 'Programs' tabs. The main content area contains the following sections:

- Clinical Educator Feedback Survey - Mentor Teacher**
- Assessment prepared by the Educator Preparation Program (EPP), to be completed before PAES.
- Evaluator's feedback for Mentor Teacher**
- Please select the options that describe how accurate the following statements are about the University Supervisor:

	Strongly Disagree (0)	Disagree (2)	Agree (3)	Strongly Agree (4)
Communicated and collaborated with BYU faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Maintained a supportive presence when the candidate was teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Helped the candidate improve his or her practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Used BYU's PAES instrument to provide formative and summative feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Other comments/suggestions, or strengths of the university supervisor that you have not mentioned:

loves to have students from BYU in her classroom. She takes time with them to answer their questions and direct their efforts in positive ways. She is easy to work with, has evaluations done in a timely manner and is pleasant and positive to be around.