



Brigham Young University
Educator Preparation Program

Utah Teacher Candidate Performance Assessment & Evaluation System Formative Instrument Guide (PAES)

Academic Year 2019–2020

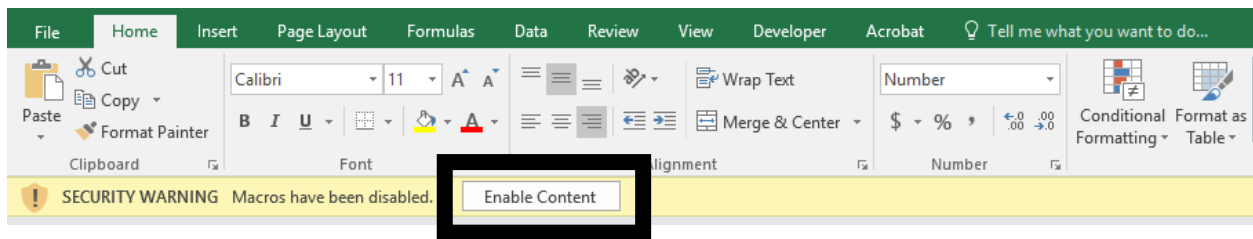
Developed by

Utah Teacher Education Assessment & Accreditation Council
(UTEAAC)

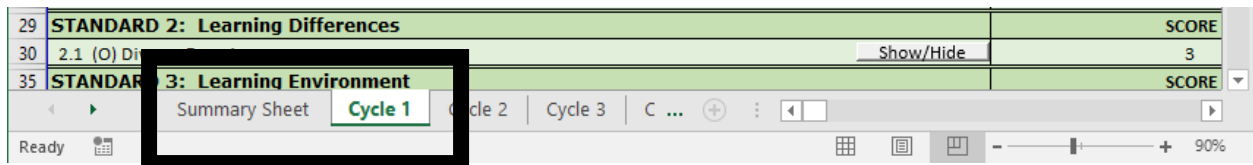
PAES Formative Instrument Guide

This document is to be used by clinical evaluators to assess a teacher candidate's practicum, student teaching, or internship experience. It has been created to streamline the process of completing the evaluation by removing redundant data entry, aid in the evaluations by providing detailed information, and allow for better monitoring of the teacher candidate's development by automatically compiling and comparing evaluations. The following are instructions about how to use the various functions of the document.

When you first open the document, you may receive a textbox asking you if you would like to enable the macros in the document. This file was created by the EPP office, so there are no risks of having viruses in the macros. Select to enable all macros.

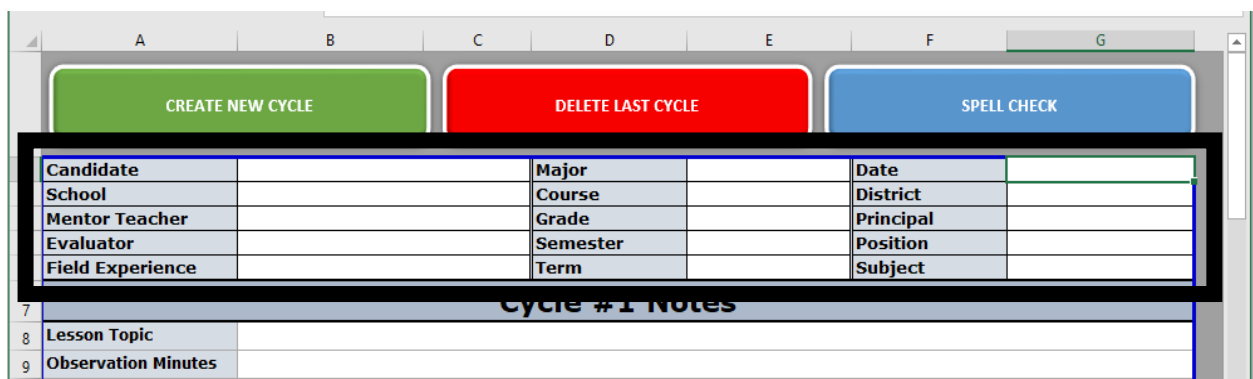


Once you have opened the excel file, note the tabs along the bottom of the page. These allow you to navigate between either the individual evaluations, each represented by a cycle, and the Summary Sheet page, which compiles the data from multiple cycles.



At the top of the Cycle 1 tab is where you fill out identifying information about the teacher candidate and yourself as the evaluator. All of the information you put in these cells in cycle 1 will automatically populate in subsequent cycles except date and subject. You will need to fill in the date and subject on each cycle.

Also, note that many of these cells also have drop down boxes with appropriate responses. This is to ensure understanding of what is being asked for that question, as well as to allow for standardization among all evaluations.



allow for number entry from zero to three or “NS” for Not Scored, whereas standard ten only allows for a “Yes” or “No” response.

To see detailed information about what each possible score represents within each performance expectation, simply click the corresponding “Show/Hide Rubric” button. This will provide additional rubric information unique to that particular performance expectation. Simply click the button again to hide the rubric information once finished with that particular performance expectation.

13	Notes:		
14	Notes:		
15	Notes:		
Cycle #1 Scores			
THE LEARNER & LEARNING		Total Average Score:	1.90
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.			
17			
18	STANDARD 1: Learner Development		SCORE
19	1.1 (O) Appropriate Learning Experiences	Show/Hide	1
24	1.2 (C) Collaborates with Others	Show/Hide	2
29	STANDARD 2: Learning Differences		SCORE
30	2.1 (O) Diverse Experiences	Show/Hide	3
35	STANDARD 3: Learning Environment		SCORE
36	3.1 (O) Engage and Support Students	Show/Hide	2



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22	<table border="1"> <thead> <tr> <th rowspan="2">1.1</th> <th rowspan="2">Performance Expectation</th> <th colspan="4">Preservice (Practicum)</th> <th>Student Teaching/Intern</th> <th>Career Teacher</th> </tr> <tr> <th>Not Scored (NS)</th> <th>Not Effective (0)</th> <th>Beginning (1)</th> <th>Developing (2)</th> <th>Preservice Effective/USBE Emerging Effective (3)</th> <th>Inservice Effective (3)</th> </tr> </thead> <tbody> <tr> <td>O</td> <td rowspan="6">Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs UETS 1a, 2e InTASC 1 CAEP 1.1, 3.5</td> <td rowspan="6">• The evaluator selected not to gather evidence and score this item for this formative assessment</td> <td rowspan="6">• Provides developmentally inappropriate instruction • Lacks awareness of developmental needs</td> <td rowspan="6">• Creates lessons according to grade level Utah Core Standards</td> <td rowspan="6">...and • Add to or modifies lessons to provide varied learning experiences</td> <td rowspan="6">...and • Implements learning experiences based on specific learners developmental levels</td> <td rowspan="6">...and • Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates instruction learning experiences • Incorporates methods of language development into planning and instruction</td> </tr> <tr><td>B</td></tr> <tr><td>S</td></tr> <tr><td>E</td></tr> <tr><td>R</td></tr> <tr><td>V</td></tr> <tr><td>A</td></tr> <tr><td>T</td></tr> <tr><td>I</td></tr> <tr><td>O</td></tr> <tr><td>N</td></tr> </tbody> </table>	1.1	Performance Expectation	Preservice (Practicum)				Student Teaching/Intern	Career Teacher	Not Scored (NS)	Not Effective (0)	Beginning (1)	Developing (2)	Preservice Effective/USBE Emerging Effective (3)	Inservice Effective (3)	O	Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs UETS 1a, 2e InTASC 1 CAEP 1.1, 3.5	• The evaluator selected not to gather evidence and score this item for this formative assessment	• Provides developmentally inappropriate instruction • Lacks awareness of developmental needs	• Creates lessons according to grade level Utah Core Standards	...and • Add to or modifies lessons to provide varied learning experiences	...and • Implements learning experiences based on specific learners developmental levels	...and • Identifies appropriate developmental levels of individual learners and consistently and appropriately differentiates instruction learning experiences • Incorporates methods of language development into planning and instruction	B	S	E	R	V	A	T	I	O	N			
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To complete subsequent evaluations, you can click on the tabs at the bottom of the page. If you need to add more cycles than there are tabs, simply click the green “Create New Cycle” button at the top of the page. Doing so will create a new tab automatically populated with previously entered information except for date and subject. If for any reason you need to delete the last cycle, simply select the red

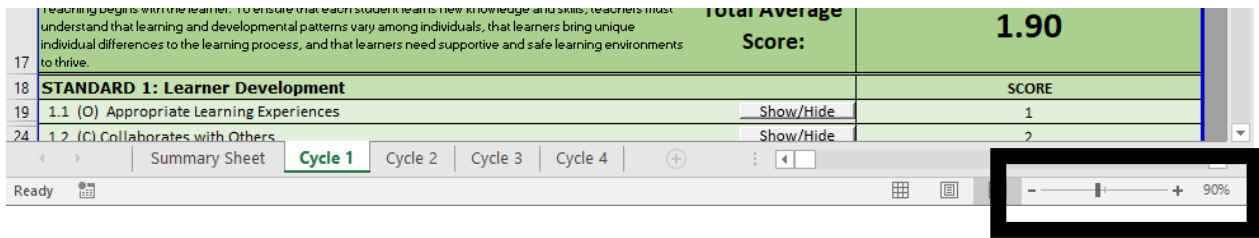
“Delete Last Cycle” button. The blue “Spell Check” button also does a spell check of the respective tab you are currently on.

	A	B	C	D	E	F	G
1	CREATE NEW CYCLE		DELETE LAST CYCLE		SPELL CHECK		
2	Candidate		Major		Date		
3	School		Course		District		
4	Mentor Teacher		Grade		Principal		
5	Evaluator		Semester		Position		
6	Field Experience		Term		Subject		

Once you have completed at least one cycle, the Summary Sheet tab will now be useful in evaluating the teacher candidate’s progress. The example below is for a teacher candidate that has been evaluated twice. Because all of the information on this tab simply pulls data from the individual cycles, it does not allow for altering any of the cells, except in the Adjusted Score column, which may be adjusted by the evaluator. Rather, it automatically compiles the individual cycles to provide the specific scores of the student for each cycle. Thus, with the exception of the Adjusted Score column, this page is therefore to be used only for reference, not for data entry for each evaluation.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
1	CREATE NEW CYCLE		DELETE LAST CYCLE		SPELL CHECK														
2	Bailey Grade: 4			Average Score	Adjusted Score	/	/	/	/	/	/								
3	The Learner & Learning						11/15	11/18											
4	STANDARD 1: Learner Development																		
5	1.1 Appropriate Learning Experiences				2.00	2.00	2.00	2.00											
6	1.2 Collaborates with Others				3.00	3.00	3.00	3.00											
7	STANDARD 2: Learning Differences																		
8	2.1 Diverse Experiences				1.50	2.00	2.00	1.00											
9	STANDARD 3: Learning Environment																		
10	3.1 Engage and Support Students				2.00	2.00	2.00	2.00											
11	3.2 Collaborates with Students				3.00	3.00	NS	3.00											
12	3.3 Classroom Management Strategies				1.00	1.00	2.00	0.00											
13	Instructional Practice						21/30												
14	STANDARD 4: Content Knowledge																		
15	4.1 Accurate, Multiple Representations						NS												
16	STANDARD 5: Assessment																		
17	5.1 Assesses Effectiveness of Instruction				2.00	2.00	2.00	2.00											
18	5.2 Elements of Quality Work				3.00	3.00	3.00	3.00											
19	5.3 Documents Progress, Provides Feedback				3.00	3.00	3.00	3.00											
20	STANDARD 6: Instructional Planning																		
21	6.1 Knowledge and Reference of Utah Core Standards				3.00	3.00	3.00	3.00											
22	6.2 Integrates Cross-disciplinary Skills				2.00	2.00	2.00	2.00											
23	STANDARD 7: Instructional Strategies																		
24	7.1 Range of Appropriate Instructional Strategies				2.00	2.00	2.00	2.00											
25	7.2 Opportunities for Students to Develop Skills				1.00	1.00	1.00	1.00											
26	7.3 Expands Learner's Communication Skills				2.00	2.00	2.00	2.00											
27	7.4 Variety of Effective Technology and Resources				1.00	1.00	1.00	1.00											
28	7.5 Finding and Using Information to Solve Problems				2.00	2.00	2.00	2.00											
29	Professional Responsibility						8/9												
30	STANDARD 8: Reflection and Continuous Growth																		
31	8.1 Adapts and Improves Practice				3.00	3.00	3.00	3.00											
32	STANDARD 9: Leadership and Collaboration																		
33	9.1 Participates and Collaborates in Decision Making				3.00	3.00	3.00	3.00											
34	9.2 Student is an Advocate				2.00	2.00	2.00	2.00											
35	STANDARD 10: Professional Learning and Ethical Practices						Pass												
36	10.1 Complies With All Policies, Rules & Laws				Pass	Pass	Yes	Yes											
37	10.2 Complies with State Board of Education Rule R277-530				Pass	Pass	Yes	Yes											
38	Observation Average:				2.18	2.00	2.22	1.83											
39	Total Observation Minutes:																		

A final note – if you are having problems with the text being too large or small on the document, simply adjust the zoom on the bottom-right corner of the page.



The screenshot shows a software interface with a table and a zoom control. The table has the following content:

17	Learning designs with the learner. To ensure that each student learns new knowledge and skills, learners 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.	Total Average Score:	1.90
18	STANDARD 1: Learner Development		SCORE
19	1.1 (O) Appropriate Learning Experiences	Show/Hide	1
24	1.2 (C) Collaborates with Others	Show/Hide	2

Below the table is a navigation bar with tabs for 'Summary Sheet', 'Cycle 1', 'Cycle 2', 'Cycle 3', and 'Cycle 4'. At the bottom right, a zoom control is highlighted with a black box, showing a slider and the text '90%'.

If you have any further questions about how to use the PAES Formative Instrument, please contact the BYU EPP Support Team at (801) 422-1190.