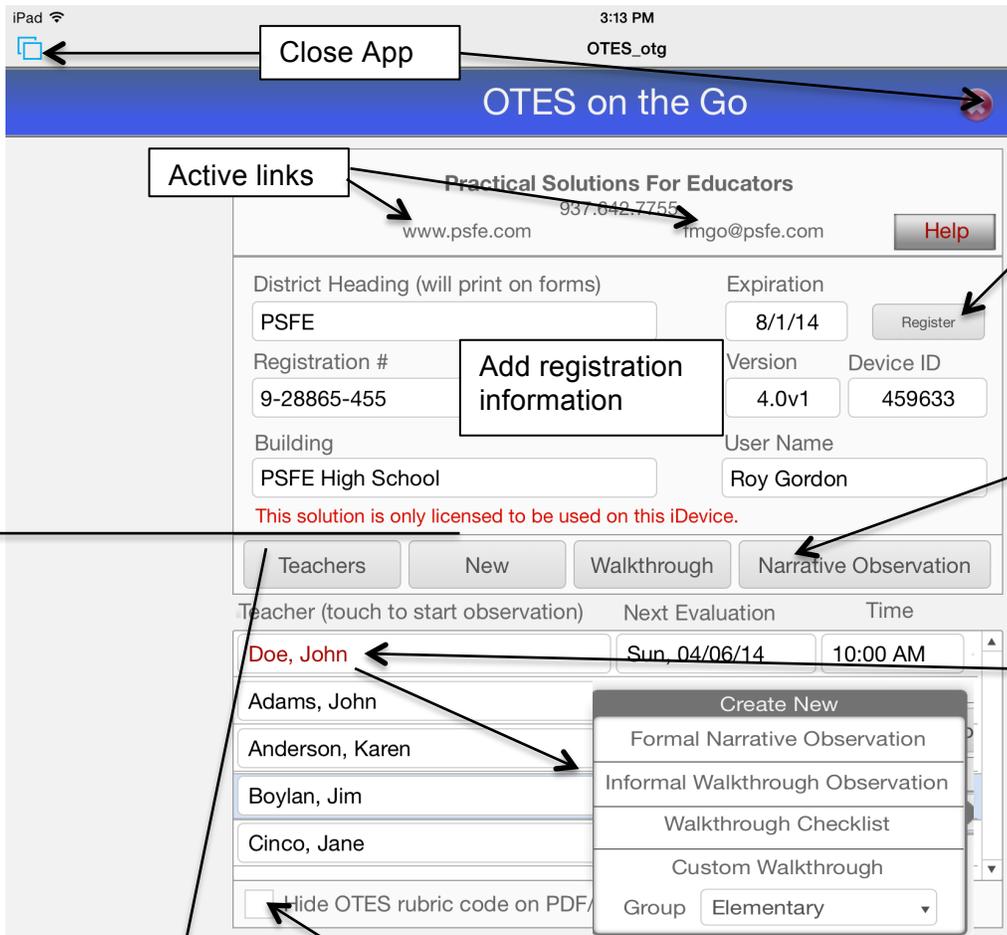


OTES on the Go 4.5 Help



Close App

Active links

Practical Solutions For Educators

www.psfef.com 937.642.7755 tmgo@psfef.com

Help

District Heading (will print on forms)

PSFE

Expiration

8/1/14

Register

Registration #

9-28865-455

Add registration information

Version

4.0v1

Device ID

459633

Building

PSFE High School

User Name

Roy Gordon

This solution is only licensed to be used on this iDevice.

Teachers

New

Walkthrough

Narrative Observation

Teacher (touch to start observation)

Next Evaluation

Time

Doe, John

Sun, 04/06/14

10:00 AM

Adams, John

Anderson, Karen

Boylan, Jim

Cinco, Jane

Create New

- Formal Narrative Observation
- Informal Walkthrough Observation
- Walkthrough Checklist
- Custom Walkthrough

Group: Elementary

Hide OTES rubric code on PDFs

Check to hide rubric code on pdfs

Touch to request the registration number after you purchase the program. If you have the registration number you do not need to use this button.

Teachers- go to teacher database
New- create a new observation
Walkthrough- go to list of walkthroughs
Narrative Observation- go to list of narrative observations.

Schedule of upcoming observations. **Red** names indicate the observation is scheduled for the current day. Touch a name to create a new observation for the teacher.

Teacher Database

Return to previous screen.

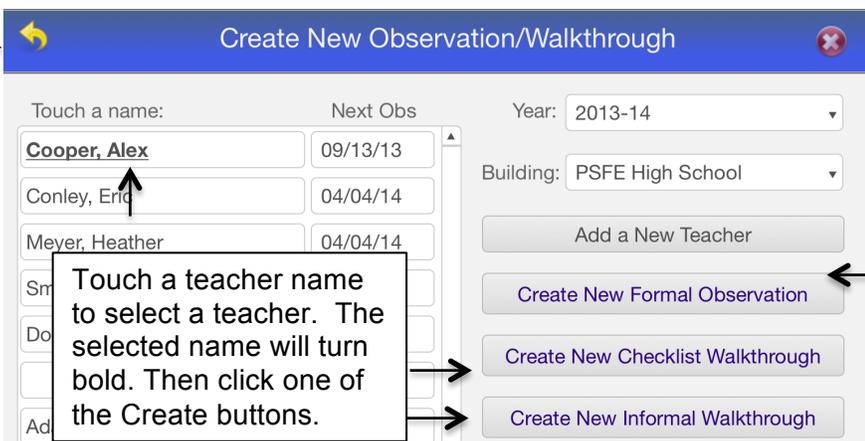
Enter date and time for next observation.

Summative	First	Last	Grade	Email	Obs Date	Time
Developing	John	Doe	2	john@email.com	12/31/12	12:45 pm
Evidence	Mary	Smith	3	mary@email.com	11/27/12	10:45 am

Go to Summative form.

Go to additional evidence. Red indicates evidence has been entered.

Touch a heading to sort by the heading.



Touch a teacher name to select a teacher. The selected name will turn bold. Then click one of the Create buttons.

If the teacher does not exist in the scrolling list touch the Add a New Teacher button to enter a new teacher. Only add a new teacher if the name does not exist in the scrolling list. The scroll list will sort by next observation and then alphabetical order.

Walkthrough Form

Mary Jones 8/4/2014

Teacher Mary Jones Grd/Subj 3 Start 9:12

Evaluator Roy Gordon

Instruction is developmentally appropriate
 Learning outcomes and goals are clearly communicated to students.
 Varied instructional tools and materials are used to engage students and
 Content presented is appropriate to the students' needs and abilities.
Teacher connects lesson to real-life applications
 Other:

Summary/Recommendation | Select Items | Edit Items | Help | Additional Evidence | Notes

Evaluator Summary Comments:

Recommendations for Focus of Observations:

Area Summary Comments Sample male female Insert Summary Insert Recommendation

[insert] Values Clear Value Space Line Comma Bullet Number

▼ whole class	instructional time doing whole class
▼ appropriately	The students responded appropriately to his instruction.
▼	Overall the students appeared to be [insert] to the lesson being
▼	The lesson being taught was appropriate.
▼ a very good	Mr. Cooper did a very good job with class instruction.

Evaluator Signature: *Roy Gordon* Photocopy to Teacher

Tap Start or End to enter the current time.

Touch an item to select the item. Touch the item again to unselect it.

Select another area to see another group of items.

These buttons can be used to format highlighted text. You will only see the formatting after you exit the field. **Only use these options after you are finished editing.** If you edit the text after you format, the formatting will be lost.

Touch to insert the signature.

Tap the Share icon for commands. Select the Lock option to prevent changing the items.

Tap to transfer the walkthrough selections to another walkthrough.

Tap Edit Others to enter in 4 additional items to select on the form

You can insert custom comments into the Comments and Recommendations sections. Tap **Select Items** to see insert items Tap **Edit Items** to create and edit custom items to select. Tap **Help** for directions on how to create items.

Tap **Additional Evidence** to store additional evidence.

Tap **Notes** to enter personal notes for the teacher.

Tap items to select them (will turn red). Then tap Insert Summary or Insert Recommendations to transfer the items to the observation.

Walkthrough

Teacher	Observer	Building	Date
Jim Anderson	Roy Gordon	PSFE High School	09/13/13
Jim Anderson	Roy Gordon	PSFE High School	09/19/13

Tap to see a list of available commands.

Tap > to go to the walkthrough.

Custom Walkthrough

Create New

- Formal Narrative Observation
- Informal Walkthrough Observation
- Walkthrough Checklist
- Custom Walkthrough

Group: Elementary

You can create and use custom walkthroughs. To use a custom walkthrough select the walkthrough group and then tap the Custom Walkthrough button.

ation/Walkthrough

Year: 2014-15

Building: PSFE Elementary

Add a New Teacher

Create New Formal Observation

Create New Checklist Walkthrough

Create New Informal Walkthrough

Create New Custom Walkthrough

Custom Group: Elementary

The numbers in the sort column are used to sort the items in ascending order. You can modify the numbers to change the order.

Select a group to edit from the pop up menu

Tap + add a new item to a group

Tap to create a new group of items for a custom walkthrough

Walkthrough List

- Create New Walkthrough
- Show All Walkthroughs
- Building Report
- Teacher Database
- Narrative Obs. List
- Registration
- Delete Walkthrough
- Edit Custom Groups
- Close App

You can enter up to 5 rating selections to rate the item. The rating selections will appear in a pop up menu on the walkthrough form. If you do not enter any rating selection items, an Observed checkbox will appear on the custom walkthrough form.

If you will be using the same rating selections for the items in the group, you can enter them in the Default Rating section. Items in the default section will automatically insert into new items that you create.

Group: Elementary

Sort	Item	Rating	Ineffective	Developing	Skilled	Accomplished
1	sample item 1	Rating	Ineffective	Developing	Skilled	Accomplished
2	sample item 2	Rating	not observed	observed		

Pop-up menu:

- Create New Group
- Delete Group
- Delete Item
- Return to List
- Default Rating**
- Ineffective
- Developing
- Skilled
- Accomplished

To edit or create a new group of items for a custom walkthrough tap **Edit Custom Groups**

Teacher	Observer	Building	Date
John Doe	Roy Gordon	PSFE High School	10/09/13
John Doe	Roy Gordon	PSFE Elementary	04/03/14
John Doe	Roy Gordon	PSFE High School	04/03/14
Sally Doe	Roy Gordon	PSFE High School	09/17/13

Tap to see a list of available commands

Tap > to go to the walkthrough

A blue name indicates the observation is an informal walkthrough. Black text indicates a formal observation.

John Doe 10/9/13 Grd/Sub Begin 9:49 End

Tap to see a list of available commands

L Deliver **Dif Res** **Class** **Assess** **Knwldge** **Prof Resp** **Edit**

Referred to learning objectives -

Lesson connects with prior knowledge

Lesson connects with future knowledge

01:30:52 T: ...

01:31:26 C: ...

01:32:24 T: Directions are clear and accurate...

Touch a label to see another set of buttons.

Touch Edit to edit the buttons.

Touch a button to insert the item onto the running narrative.

Running narrative. You can type directly into sections. Time stamps will auto insert.

Go to top of narrative

Touch a row and then touch the X to delete the row

Create a new entry at the bottom of Narrative.

T: S: C: " ? ! () &

Comments Select Items Edit Items Help Additional Evidence Notes

Use to insert items into the comments. Tap on the Help tab for assistance.

Comments for the top of the report are entered here.

Shortcut keys to insert into the narrative. These buttons can be modified. By touching the Edit tab, then the Tabs/Keys tab.

Comments for the bottom of the report

Assign a rating for the observation.

Signature Date 10/9/2013 Rating

Tap to sign the observation.

Pre-Conference conducted on

Post-Conference conducted on

Teacher Signature Date

Narrative List
Create New Observation
Show All Observations
Show Only Formal Obs.
Show Only Informal Obs.
Score Summary Report
Building Report
Current Obs Report
Teacher Yearly Report
Date Range Report
Rubric Checklist
Teacher Database
Walkthrough List
Registration
Delete Observation
Close App

Create New Observation-Tap to create a new observation form.
Show All Observation-Tap to see all of the observations.
Show Only Formal Obs.-Tap to see only formal observations.
Show Only Informal Obs.-Tap to see only informal observation.
Score Summary Report-Summary of the rubric scoring for an observation
Building Report-Generate a building summary report for all observations for a specific period of time. This report will only summarize observations that have a score summary.
Current Obs Report-Organized summary of the current observation.
Teacher Yearly Report-summary of all of the data collected for the year.
Date Range Report-summary of all of the data collected for a date range.
Rubric Checklist- go to the OTES Teacher Evaluation Rubric Checklist.
Teacher Database-Tap to go to the teacher database.
Walkthrough List-Tap to go to the walkthrough list.
Registration-Tap to go to the opening registration screen.
Delete Observation-Tap to delete an observation from the list.
Close App-Tap to close Otes on the Go.

Narrative
Hide Buttons
PDF Observation
Score with Rubric
Score Summary Report
Current Obs Report
Teacher Yearly Report
Date Range Report
Rubric Checklist
Email Observation
Export to Text File
Email Text File
Copy to Clipboard
Transfer Observation
eTPES/Web Browser
Return to list
Lock 
ON Time Stamp OFF
District Forms
Close App

Show (or Hide) Buttons-Tap to show or hide the insert buttons.
PDF Observation-Tap to create a PDF of the Observation or to print.
Score with Rubric-Tap to Score observation with the OTES Rubric. You can also score with the Rubric on the Hide Buttons layout.
Score Summary Report-Summary of the rubric scoring for an observation.
Current Obs Report-Organized summary of the current observation.
Teacher Yearly Report-Summary of all of the data collected for the year.
Date Range Report-Summary of all of the data collected for a date range.
Rubric Checklist- go to the OTES Teacher Evaluation Rubric Checklist.
Email Observation-Tap to email a PDF of the observation.
Export to Text File-Create text file with the observation narrative data.
Email Text File-Email a text file with the observation narrative data.
Copy to Clipboard-Tap to copy observation to the clipboard.
Transfer Observation-This option is used to transfer the observation data to another observation. This is helpful if you observe two teachers at the same time and want to transfer the data to another observation so each teacher can have their own observation form.
eTPES/Web Browser- Log into eTPES; Copy data from OTES otg to eTPES
Return to List-Tap to return to the narrative observation list.
Lock-Tap to lock or lock the scripted narrative.
Time Stamp-Turn off or on the time stamp.
District Forms-Use to access district specific forms.
Close App-Tap to close OTES on the Go. It is highly recommend to close the program when finished to avoid any potential loss of data.

Walkthrough List
Create New Walkthrough
Show All Walkthroughs
Building Report
Teacher Database
Narrative Obs. List
Registration
Delete Walkthrough
Close App

Create New Walkthrough-Tap to create a new walkthrough form.
Show All Walkthroughs-Tap to see all of the walkthroughs.
Building Report-Generate a summary report for all walkthroughs for a specific period of time.
Teacher Database-Tap to go to the teacher database.
Narrative Obs. List-Tap to go to the observation list.
Registration-Tap to go to the opening registration screen.
Delete Walkthrough-Tap to delete a walkthrough from the list.
Close App-Tap to close OTES on the Go.

Narrative Observation Edit Buttons

Touch to edit tab headings

Automatic code to be added to the beginning of the item inserted into the narrative.

Edit buttons on this layout.

If the second character is a colon (:), the automatic code will not be added when the item is inserted into the narrative.

Teacher Student Class Environmnt Instruction Other Edit

Teacher Student Class Environmnt Instruction Other Tabs/Keys T:

Read directions out loud Whole class instructions

Asked question to class Small group instruction

Instructed class to behave Individual instruction

Interacted with students

Knowledge

Comprehension

Application S: Responded appropriately

Analysis S: No response

OTES Rubric Scoring

Select a heading for the rubric

Generate report

Select an item by touching the item on the right side.

Then touch one of the two score boxes to insert the code for the item.

If the item is too large to view, touch the number to see the complete item.

John Smith 1 Instructional Planning 1.a.1

2.a.1 T: Asked question to class

1.a.1

2.d.1 T: Whole class instructions

2.a.2 S: No response

1.a.3

1.a.4 T: Asked question to class

2.d.1

2.a.1 T: Instructed class to behave

2.a.3

1.b.1 T: Whole class instructions

a Focus for Learning

1 The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.

2 The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.

4 The teacher demonstrates a focus for student learning with appropriate learning objectives that are appropriate for students and reference the Ohio standards.

b Assessment Data

Mary Jones 8/8/14 Grd/Sub 3 Begin

Rubric 2.b.1

Clear Rubric Close

1.a Focus for Learning
 1.b Assessment Data
 1.c Prior Content Knowledge/Seq
 1.d Knowledge of Students
 2.a Lesson Delivery
 2.b Differentiation
 2.c Resources
 2.d Classroom Environment
 2.e Assessment of Student Learning
 3.a Professional Responsibilities
 1. Ineffective 3. Skilled
 2. Developing 4. Accomplished

The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.

If you hide the insert buttons you can score the observed items on the scripted narrative by tapping on the Rubric button

Rubric Report

John Smith 9/9/2012



- 3. Proficient 1
- 4. Accomplished 2

b. Assessment Data

- 1. Ineffective 1
- 3. Proficient 1

d. Knowledge of Students

- 1. Ineffective 2

2. Instruction and Assessment

a. Lesson Delivery

- 1. Ineffective 5
- 2. Developing 1
- 3. Proficient 1
- 4. Accomplished 1

b. Differentiation

- 1. Ineffective 1
- 2. Developing 1
- 3. Proficient 4

c. Resources

- 3. Proficient 1
- 4. Accomplished 1

d. Classroom Environment

- 1. Ineffective 3
- 3. Proficient 1

e. Assessment of Student Learning

- 2. Developing 1
- 3. Proficient 1

3. Professionalism

a. Professional Responsibilities

- 1. Ineffective 2
- 2. Developing 2
- 3. Proficient 1

- Totals**
- 1. Ineffective 15
 - 2. Developing 5
 - 3. Proficient 11
 - 4. Accomplished 4

Overall Rating: Proficient

Walkthrough Printout

Classroom Walkthrough

Psfe

Teacher Name: Mary Kellor Grade(s)/Subject Area(s): 3rd Date: 9/10/2012

Evaluator Name: Roy Gordon Time Walkthrough Begins: 10:34 PM Time Walkthrough Ends: 10:34 PM

Directions: This form serves as a record of an informal walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. This record, along with records of additional informal observations, will be used to inform the summative evaluation of the teacher.

<input type="checkbox"/> Instruction is developmentally appropriate	<input checked="" type="checkbox"/> Lesson content is linked to previous and future learning
<input type="checkbox"/> Learning outcomes and goals are clearly communicated to students	<input type="checkbox"/> Classroom learning environment is safe and conducive to learning
<input checked="" type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives	<input type="checkbox"/> Teacher provides students with timely and responsive feedback
<input type="checkbox"/> Content presented is accurate and grade appropriate	<input checked="" type="checkbox"/> Instructional time is used effectively
<input checked="" type="checkbox"/> Teacher connects lesson to real-life applications	<input checked="" type="checkbox"/> Routines support learning goals and activities
<input type="checkbox"/> Instruction and lesson activities are accessible and challenging for students	<input type="checkbox"/> Multiple methods of assessment of student learning are utilized to guide instruction
<input type="checkbox"/>	<input type="checkbox"/>

Evaluator Summary Comments:

Recommendations for Focus of Informal Observations:

Evaluator Signature:

Sample building summary for walkthroughs

 Building Teacher  

Start Date End Date

23	Instruction is developmentally appropriate
4	Learning outcomes and goals are clearly communicated to students
14	Varied instructional tools and strategies reflect student needs and learning objectives
23	Content presented is accurate and grade appropriate
12	Teacher connects lesson to real-life applications
8	Instruction and lesson activities are accessible and challenging for students
20	Lesson content is linked to previous and future learning
20	Classroom learning environment is safe and conducive to learning
20	Teacher provides students with timely and responsive feedback
18	Instructional time is used effectively
17	Routines support learning goals and activities
5	Multiple methods of assessment of student learning are utilized to guide instruction

This report can be generate for one teacher by selecting their name from a pop up list. Tap the X to remove an entered teacher name.

Sample building summary for observations

PSFE OTES Building Summary		
Building: PSFE High School	Date: 8/1/2013 to 4/6/2014	
2. Instruction and Assessment		
a. Lesson Delivery		
2. Developing		1
3. Skilled		35
4. Accomplished		5
b. Differentiation		
3. Skilled		13
4. Accomplished		1
c. Resources		
3. Skilled		11
4. Accomplished		2
d. Classroom Environment		
2. Developing		6
3. Skilled		43
4. Accomplished		11
e. Assessment of Student Learning		
3. Skilled		49
4. Accomplished		1
Totals	1. Ineffective	0
	2. Developing	7
	3. Skilled	151
	4. Accomplished	20

OTES Yearly/Date Range Report

View all of the evidence on this report on the Teacher Evaluation Rubric.

You can create a text file or email a text file that contains all of the evidence. This can be used to copy the evidence to other forms.

Select to copy parts of the report to the clipboard.

Tap to go to the OTES Evaluation Rubric Checklist. The checklist can be viewed on the next help page.

Assign a rating to the standard.

Select a standard area from the pop up menu.

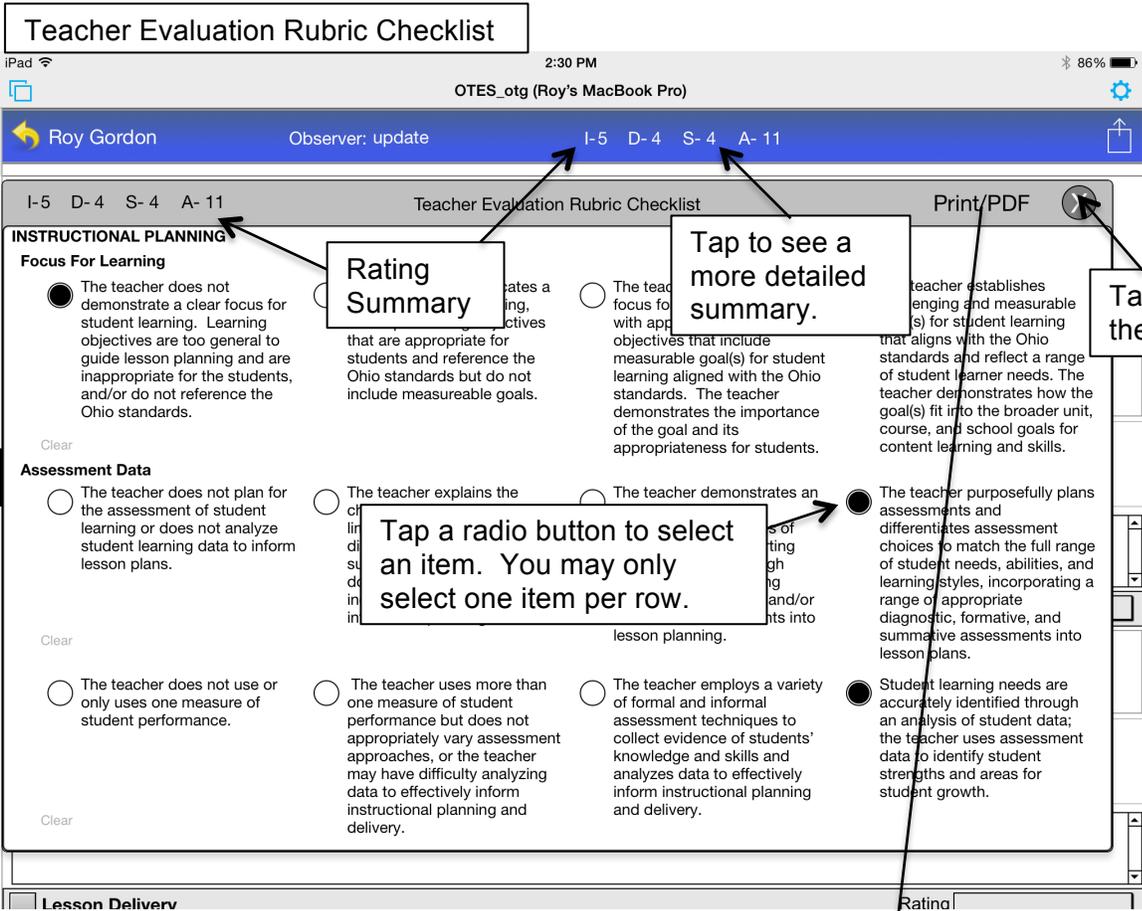
Enter the eTPES website address.

Tap **All** to copy all of the items for the standard to the clipboard.
 Tap **1s** to copy Ineffective items
 Tap **2s** to copy Developing items
 Tap **3s** to copy Skilled items
 Tap **4s** to copy Accomplished items

Tap an evidence item to copy the item to the clipboard.

Log into eTPES and then tap in an area to paste the copied items from OTES on the Go.

Copy complete observation to the click board.



OTES Teacher Evaluation Rubric Checklist

Teacher: Roy Gordon Evaluator: Roy Gordon Year: 2014-15

INSTRUCTIONAL PLANNING Rating Totals: Ineffective-5 Developing-4 Skilled-4 Accomplished-11

Focus For Learning	Ineffective	Developing	Skilled	Accomplished
<input checked="" type="radio"/> The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.	<input type="radio"/> The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals.	<input type="radio"/> The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	<input type="radio"/> The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.	
<input type="radio"/> The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.	<input type="radio"/> The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning.	<input type="radio"/> The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.	<input checked="" type="radio"/> The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans.	
<input type="radio"/> The teacher does not use or only uses one measure of student performance.	<input type="radio"/> The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	<input type="radio"/> The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	<input checked="" type="radio"/> Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.	
Prior Content Knowledge / Sequence / Connections				
<input type="radio"/> The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.	<input type="radio"/> The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.	<input type="radio"/> The teacher makes clear and coherent connections with students' prior knowledge and future learning —both explicitly to students and within the lesson.	<input checked="" type="radio"/> The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.	

View, print, PDF or email the form

Proficiency on Standards 50%	Ineffective	Developing	Proficient	Accomplished
Cumulative Performance Rating (Holistic Rating using Performance Rubric)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Select the Cumulative Rating and Student Growth Measurement

Areas of reinforcement/refinement:

Student Growth Data 50%	Below Expected Growth	Expected Growth	Above Expected Growth
Student Growth Measure of Effectiveness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Final Summative Rating will automatically calculate after entering the cumulative rating and student growth measurement.

Areas of reinforcement/refinement:

Final Summative (Overall) Rating	Ineffective	Developing	Proficient	Accomplished
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check here if Improvement Plan has been recommended.

	<input type="text"/>		<input type="text"/>
Teacher Signature	Date	Evaluator Signature	Date

Touch to add a signature

Narrative Observations

11/26/2012 Developing Ineffective 3 Developing 3 Proficient 0 Accomplished 1

Walkthroughs

Teacher: John Doe Evaluator: 11/26/2012

<input checked="" type="checkbox"/> Instruction is developmentally appropriate	<input checked="" type="checkbox"/> Lesson content is linked to previous and future learning
<input type="checkbox"/> Learning outcomes and goals are clearly communicated to students	<input type="checkbox"/> Classroom learning environment is safe and conducive to learning
<input type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives	<input type="checkbox"/> Teacher provides students with timely and responsive feedback
<input checked="" type="checkbox"/> Content presented is accurate and grade appropriate	<input type="checkbox"/> Instructional time is used effectively
<input type="checkbox"/> Teacher connects lesson to real-life applications	<input type="checkbox"/> Routines support learning goals and activities
<input type="checkbox"/> Instruction and lesson activities are accessible and challenging for students	<input checked="" type="checkbox"/> Multiple methods of assessment of student learning are utilized to guide instruction
<input type="checkbox"/>	<input type="checkbox"/>

Evaluator Summary Comments:

Recommendations for Focus of Informal Observations:

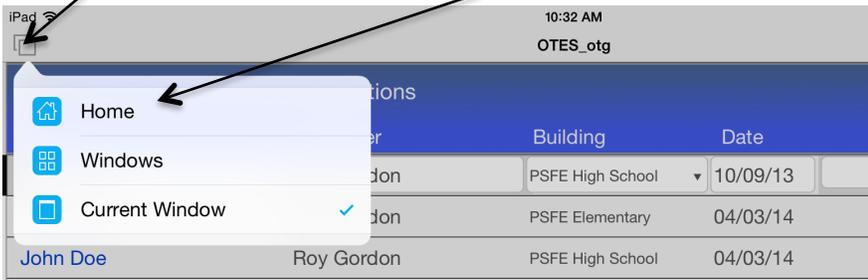
Other Evidence

Std	Rtg	Evidence	Ineffective:	Developing: 1	Proficient:	Accomplished:
2	2	sample additional evidence				

View history of all collected data needed to determine the final summative rating.

How to copy the OTES_otg file to another location (requires FileMaker Go 13.0v3 or greater)

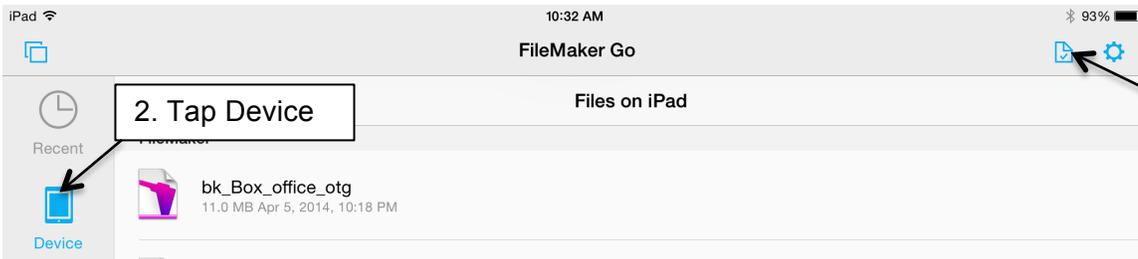
1. Tap here and then select Home



This procedure can be used to make a back up copy of the OTES_otg file that can be transferred to a program like Dropbox or Box. You must be using FileMaker Go 13.0v3 or greater for this feature.

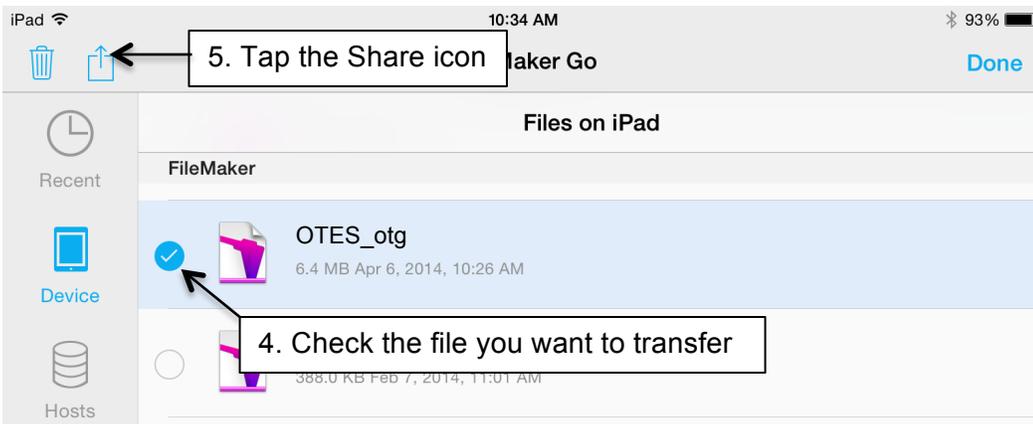
2. Tap Device

3. Tap here

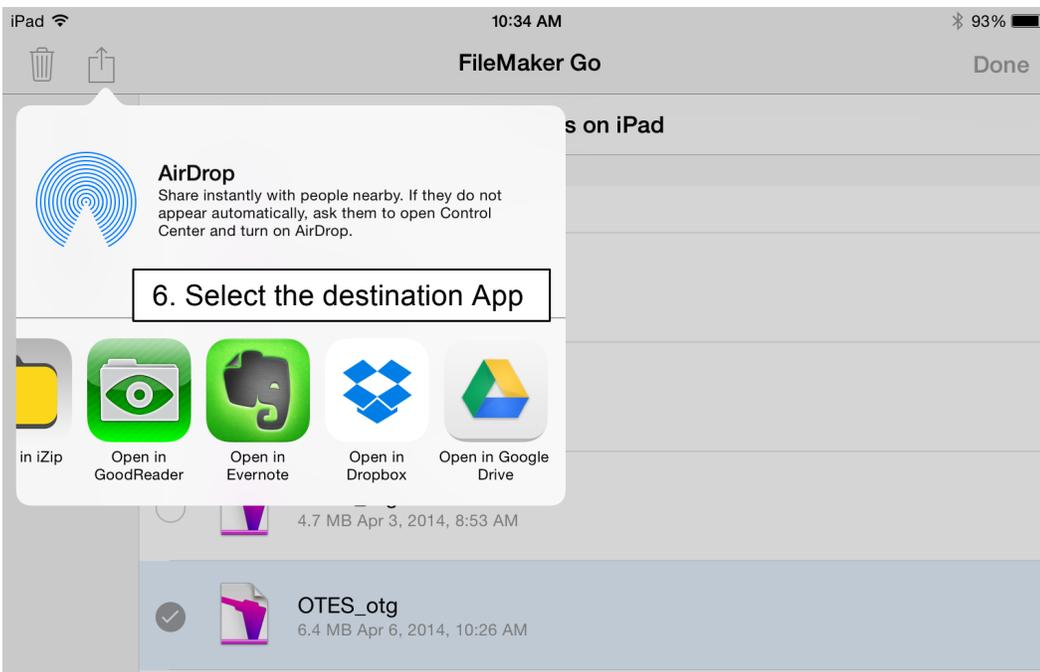


5. Tap the Share icon

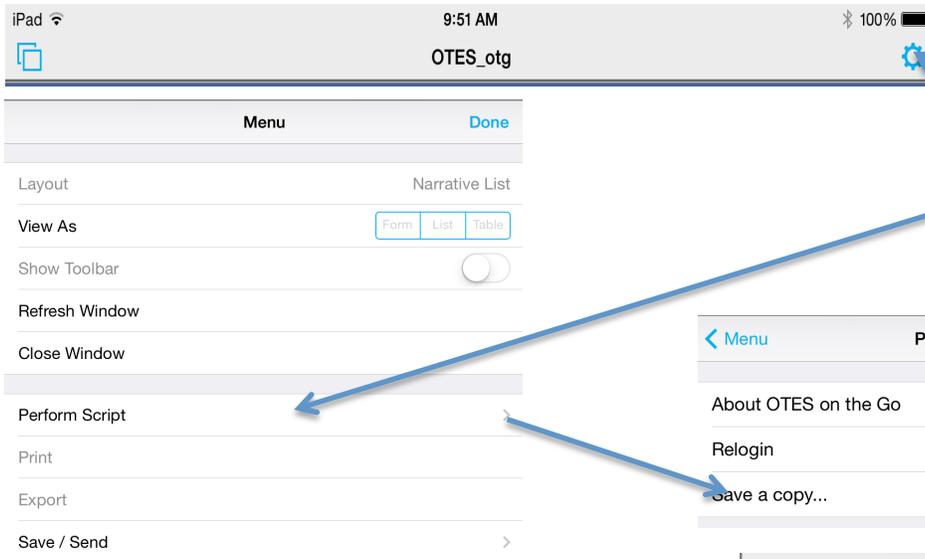
4. Check the file you want to transfer



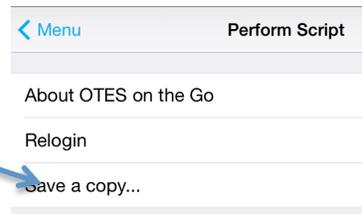
6. Select the destination App



How to Email a copy of a file or to Save a copy to your iPad

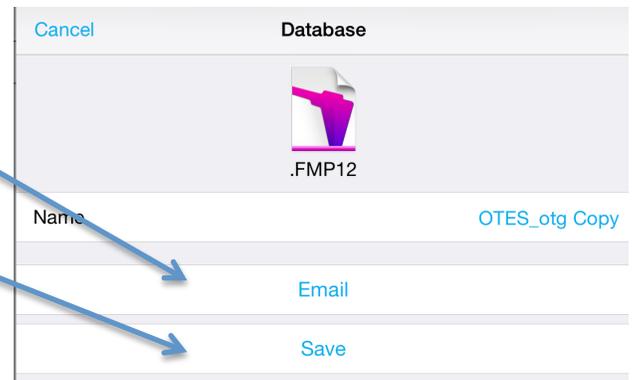


- Tap on the little gear in the upper right corner
- Tap on Perform
- Tap Save a copy...

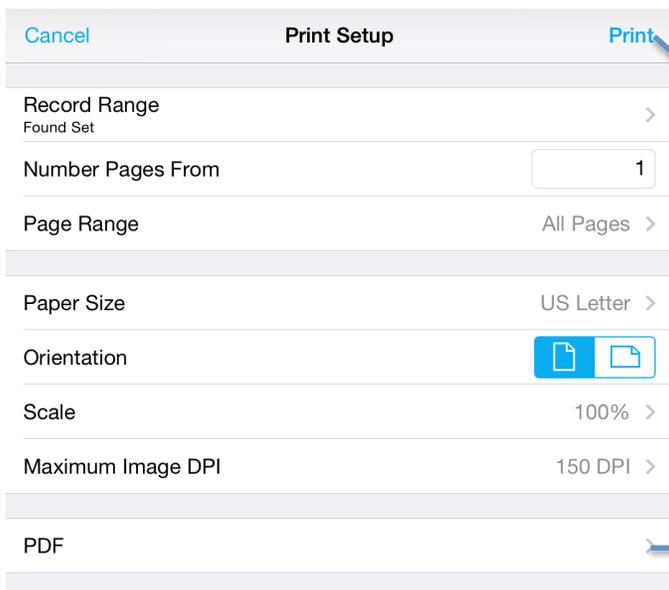


• Tap Email to send the file via email. Your school email server might block the email file because of the size. If this happens, try send the email through a non school account.

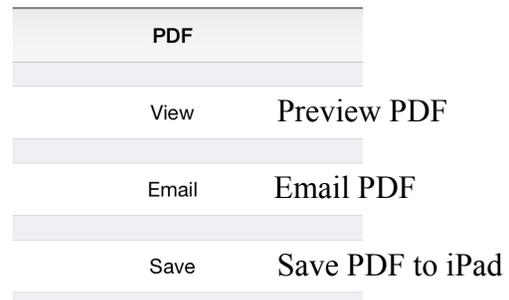
• Tap Save to save a copy of the file to your iPad



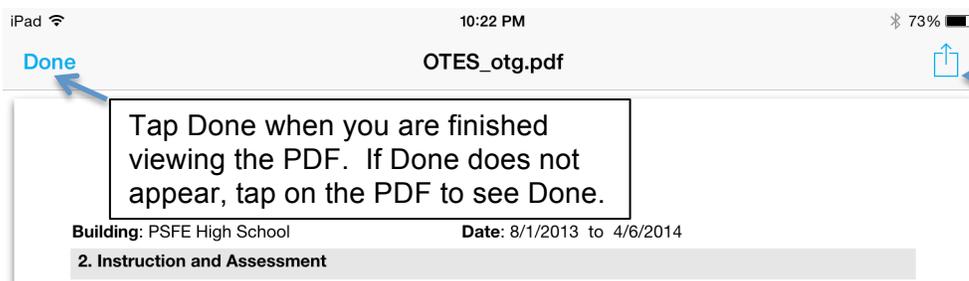
Print/PDF Dialog



Print to an Air Print printer



View PDF



Tap Done when you are finished viewing the PDF. If Done does not appear, tap on the PDF to see Done.

Tap to share the PDF with another App

Frequently Asked Questions:

1. I'm not a very good typist and I prefer to hand write my observations. How can OTES on the Go benefit me?

OTES on the Go actually works very well if you hand write observations. You can use the microphone option on the iPad keyboard to dictate the written observation into OTES on the Go. Then you can take advantage of all of the great features in OTES on the Go.

2. I'm worried about losing all of my data if something happens to my iPad. What can I do to prevent this?

You can easily send a copy of the OTES_otg file that contains all of your data to another storage location. If something happens to your iPad, you can reinstall the copied file with all of your data. The procedures on how to make a copy of the OTES_otg file are covered in the OTES on the Go Help. Your district could also use the network version of OTES on the Go which does not store any data on the iPad.

3. My district is an Option 1 district and I have to enter all the observation data into eTPES. Can OTES on the Go help me?

OTES on the Go now has an option to log into eTPES directly from OTES on the Go. You can use all of the great features in OTES on the Go to enter your observations. Then easily copy the data from OTES on the Go into eTPES. This also gives you the option to do your observations offline and transfer the data to eTPES when you have a WiFi connection. You can also export all of the data to a text file that can be used to copy the data to eTPES.

4. I use the network version of OTES on the Go. How can I work on OTES on the Go if I don't have a WiFi connection?

OTES on the Go now has the ability to transfer an observation from the standalone version of the program to the network version of the program. So when you don't have a WiFi connection you could work on the standalone version and transfer it to the network when you have a WiFi connection.

5. Occasionally I will do an observation of two teachers team teaching. Can I copy the observation into another observation?

There is now an option in OTES on the Go to copy and transfer an observation or walkthrough to another observation or walkthrough.

6. How can I work on by iPad or iPhone and my computer?

If you use the network version of OTES on the Go, you can use an iPhone, iPad and computer to enter data. The option to do this can be found by tapping on the little gear in the upper right corner of the iPad screen and then tap Perform Script.

7. Should I rate everything I observe with the OTES Rubric?

This is up to the user but it is recommended to rate items that you think are significant to the observation.

8. Occasionally the program doesn't work as expected. What can I do about this?

When the program doesn't work as expected it is recommended to restart the iPad. A restart of the iPad usually will correct a majority of the problems you might have with the program. Another option is to check the website (www.psfed.com/otes.html) to see if you have the latest update to the program. Updates include new features and bug fixes. An update can be downloaded to your iPhone or iPad from the website.

9. Can district specific forms be added to OTES on the Go?

OTES on the Go has an option to use district specific forms. Contact Practical Solutions For Educators for more information on adding district specific forms to OTES on the Go.