

OTES on the Go 4.5 Help

iPad 3:13 PM OTES.otg

Close App

OTES on the Go

Active links

Practical Solutions For Educators
937.642.7755
www.psfe.com timgo@psfe.com **Help**

District Heading (will print on forms) PSFE Expiration 8/1/14 Register

Registration # 9-28865-455 Add registration information

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

Hide OTES rubric code on PDFs

Create New

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

Group Elementary

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.

Teacher Database							
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.

Create New Observation/Walkthrough

Touch a name: Cooper, Alex Next Obs 09/13/13

Conley, Eric 04/04/14

Meyer, Heather 04/04/14

Sm

Do

Ad

Year: 2013-14

Building: PSFE High School

Add a New Teacher

Create New Formal Observation

Create New Checklist Walkthrough

Create New Informal Walkthrough

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
 Evaluator Roy Gordon Start 9:12

Tap Start or End to enter the current time.

Instruction is developmentally appropriate
 Learning outcomes and goals are clearly communicated to students
 Varied instructional tools and materials are used
 Content presented is appropriate for the students
 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:

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.

Area Summary Comments Sample ☒ male ☐ female Insert Summary Insert Recommendation

Select another area to see another group of items.

[insert] Values Clear Values Space ☐ Line ☐ Comma ☐ Bullet ☐ Number

Area	Comments
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: Photocopy to Teacher

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.

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

Group: Elementary

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

Create New Group

Delete Group

Delete Item

Return to List

Default Rating

Ineffective

Developing

Skilled

Accomplished

Formal/Informal(blue) Observations

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

L Deliver
Dif Res
Class
Assess
Knowlge
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 a button to insert the item onto the running narrative.
Running narrative. You can type directly into sections. Time stamps will auto insert.

Touch Edit to edit the buttons.
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.

Comments
Select Items
Edit Items
Help
Additional Evidence
Notes

Header Comments
Comments for the top of the report are entered here.

Comments
Comments for the bottom of the report

Signature
Pre-Conference conducted on
Post-Conference conducted on
Teacher Signature

Date 10/9/2013
Rating

Tap to sign the observation.

Touch a label to see another set of 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.


Touch Edit to edit the buttons.
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.

Use to insert items into the comments. Tap on the Help tab for assistance.
Comments for the top of the report are entered here.
Comments for the bottom of the report

Tap to sign the observation.

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.

T: Responded appropriately

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.

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.

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

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

b Assessment Data

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

Rubric 2.b.4

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:

PSFE
OTES Teacher Rating Summary

1

Teacher: John Doe **Observer:** Roy Gordon **Year:** 2013-14

Summary of observations for John Doe

Lesson Delivery **Skilled**

Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.

The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.

10/9/2013

- 3 T: Posted learning objectives on the board and on the cabinet (1:30:52)
- 3 T: you really have to analyze #3 there is a big clue... (1:38:10)
- 3 S: who is jay lenno. T: late night talk show S: david letterman T: late night talk show host (1:46:12)
- 3 S: i need you again S: i don't know any of these. T: baseball players (1:47:40)
- 4 T: check your results with your partner (1:51:51)
- 3 T: Directions are clear and accurate .. 12-14 are asking for specific names (1:56)
- 3 T: Posted learning objectives you referred to the goals again. (1:57:10)
- 3 T: Posted learning objectives again referred to goals again (second time in less then 1 min) (1:57:24)
- 4 T: you again connect the dots for the class (2:00:13)

4/3/2014

- 2 T: Lesson connects with future knowledge (8:47:10)
- 3 T: Directions are clear and accurate (9:00:12)
- 2 T: Lesson connects with prior knowledge (9:00:30)
- 3 rtubhn

John did a nice job in the area of Lesson Delivery

Differentiation **Skilled**

The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.

10/9/2013

- 3 S: Resources aligned to standards.... the periodic table is modified to show connections (1:33:45)
- 4 S: Materials are aligned to student needs T: you give and alt assignment to on girl. (1:45:26)
- 3 T: as you looked at each group what were you looking for?S: similarities patterns. (1:50:04)
- 3 T: check your results with your partner (1:51:51)
- 3 T: write what you know about the pt that you learned today...tie it to this goal. (1:52:38)
- 3 T: Lesson connections with prior and future knowledge are made ... you agian review the goal of the lesson and encourage them to think about how the activities apply to the goal. (1:53:33)
- 3 students interact with their partner to figure out the connections (1:54:04)

4/3/2014

- 3 T: Lesson connects with prior knowledge (8:47:09)
- 3 S: Provides student choice with materials/resources (8:47:23)
- 3 C: Builds student relationships (8:47:28)
- 3 T: Provides opportunities for students to explore, interact and apply new information (9:00:14)

This is a sample copy of the Observation Report. You can rate each area and also comment on each area. The yearly report or date range report will summarize all of the data scored with the OTES rubric for the year or specified data range.

Teacher: John Doe




Year: 2013-14

3

	Ineffective	Developing	Skilled	Accomplished
LESSON DELIVERY (Standard 2: Content Standard 4: Instructions Standard 6: Collaboration and Communication) <i>Sources of Evidence: Formal Observation Classroom Walkthroughs/Informal observations</i>	<i>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</i> <i>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</i>	<i>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</i> <i>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</i>	<i>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</i> <i>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</i>	<i>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</i> <i>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</i>
EVIDENCE		•T: Lesson connects with future knowledge •T: Lesson connects with prior knowledge	•T: Posted learning objectives on the board and on the cabinet •T: Directions are clear and accurate... directions for the on how to do the lab are clear and concise •T: Lesson connections with prior and future knowledge are made.... •T: you really have to analyze #3 there is a big clue... •T: what do you like on sat morning? ... i want one word •S: who is jay lenno. T: late night talk show S: david letterman T: late night talk show host •T: Who is harrison ford? T: actor •S: i need you again S: i don't know any of these. T: baseball players •T: Directions are clear and accurate .. 12-14 are asking for specific names •T: Posted learning objectives you referred to the goals again.	•T: you have to describe the people you are already trying to connect it to that (PT) •T: What do you call all of them together? •T: how did you guys divide up your pt last year •Teacher checks for understanding T: what do we know about metalloids •Helps students understand own progress see above •T: Developmentally appropriate strategies used... you make the connection on what they did to the goals of the lesson. •T: Developmentally appropriate strategies used... you make the connection on what they did to the goals of the lesson. •T: check your results with your partner •T: write what you know about the pt that you learned today...tie it to this goal. •T: Lesson connections with prior and future knowledge are made ... you agian review the goal of the

This is a sample of the OTES Teacher Evaluation Rubric form. Any scored data will automatically plot on this form. To access this form, go to the Teacher Yearly Report or the Date Range Report. Then select Evaluation Rubric from the pop up menu.

Sample building summary for walkthroughs


 Building PSFE High School Teacher  

Start Date 8/1/2013 End Date 4/6/2014

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.

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

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

Roy Gordon Observer: Roy Gordon I-5 D-4 S-4 A-11

Lesson Delivery

Copy All Evidence to Clipboard

Copy Ineffective (1)

Copy Developing (2)

Copy Skilled (3)

Copy Accomplished (4)

Add Evidence to Report

Go to Rubric Checklist

Rubric Checklist

Focus For Learning	1
Assessment Data	4 4
Prior Content Knowledge / Sequence / Connections	4 4
Knowledge Of Students	1 1 4
Lesson Delivery	4 4
Differentiation	1
Resources	2
Classroom Environment	4 4 3 2 3
Assessment Of Student Learning	4 3 2 1
Professional Responsibilities	4 3 2

PDF/Print

Evaluation Rubric

eTPES/Web Browser

Export Report to .txt file

Email Report .txt file

Go to Rubric Checklist

Return

12/10
2 T

Assessment Data

Rating

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.

Roy Gordon < > https:// www.ohiotpes.com

2.a Lesson Delivery

Copy: All 1s 2s 3s 4s

2 T: Instructed class to behave

3 T: Asked question to class

3 T: Read directions out loud

4 S: Responded appropriately

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

Copy Narrative Observation

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

OHIO eTPES
TEACHER and PRINCIPAL
EVALUATION SYSTEM

Password

Sign In

[Forgot your username?](#) | [Forgot your password?](#) | [Help](#)

Viewing with mobile (version an unknown version)

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.

Teacher Evaluation Rubric Checklist

OTES_otg (Roy's MacBook Pro)

2:30 PM

86%

Roy Gordon

Observer: update

I-5 D-4 S-4 A-11

I-5 D-4 S-4 A-11

Teacher Evaluation Rubric Checklist

Print/PDF

INSTRUCTIONAL PLANNING

Focus For Learning

☒ 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.

☐ 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 measureable goals.

☐ 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.

☐ 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.

Rating Summary

that are appropriate for students and reference the Ohio standards but do not include measureable goals.

Tap to see a more detailed summary.

Tap to close the Checklist.

Assessment Data

☐ The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.

☐ 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.

☐ 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.

☒ 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.

Tap a radio button to select an item. You may only select one item per row.

☐ The teacher does not use or only uses one measure of student performance.

☐ 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.

☐ 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.

☒ 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.

Lesson Delivery

Rating

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

☒ 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.

☐ 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 measureable goals.

☐ 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.

☐ 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.

Assessment Data

☐ The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans.

☐ 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.

☐ 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.

☒ 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.

☐ The teacher does not use or only uses one measure of student performance.

☐ 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.

☐ 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.

☒ 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

☐ 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.

☐ The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.

☐ The teacher makes clear and coherent connections with students' prior knowledge and future learning —both explicitly to students and within the lesson.

☒ 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.



John Doe

Final Summative Rating of Teacher Effectiveness



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"/>

Areas of reinforcement/refinement:

Select the Cumulative Rating and Student Growth Measurement

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"/>

Areas of reinforcement/refinement:

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

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

☐ Check here if Improvement Plan has been recommended.

Touch to add a signature

Teacher Signature Date Evaluator Signature Date

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:

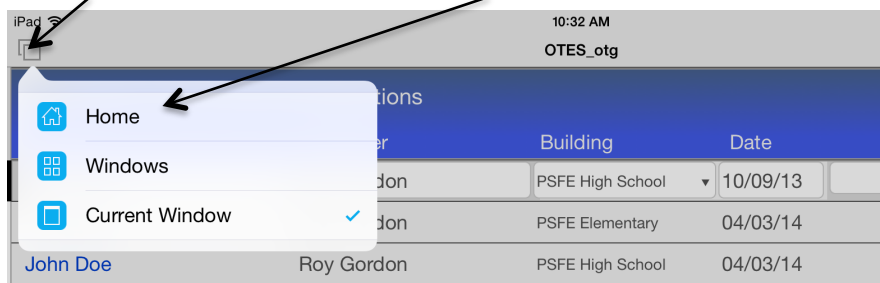
Other Evidence

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.

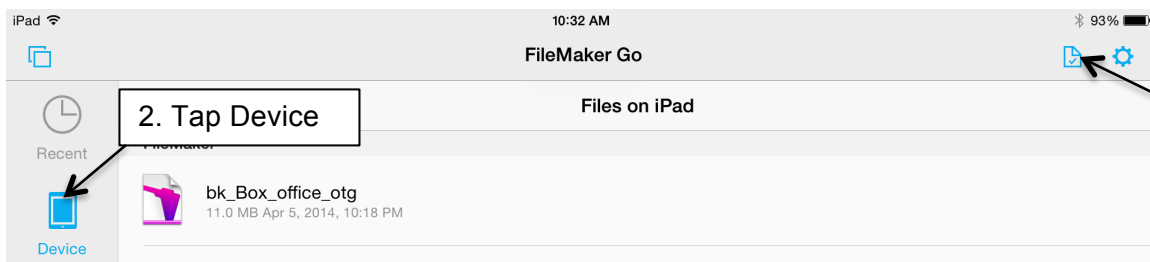
How to copy the OTES_otg file to another location (requires FileMaker Go 13.0v3 or greater)

1. Tap here and then select Home

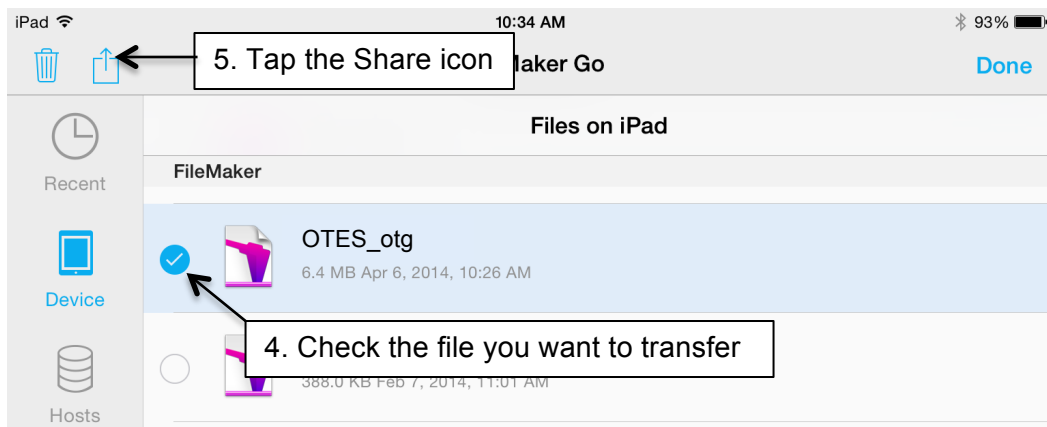


This procedure can be used to make a back up copy of the OTES_otg file that can be transferred to a program like Dropbox or Box. You must be using FileMaker Go 13.0v3 or greater for this feature.

2. Tap Device

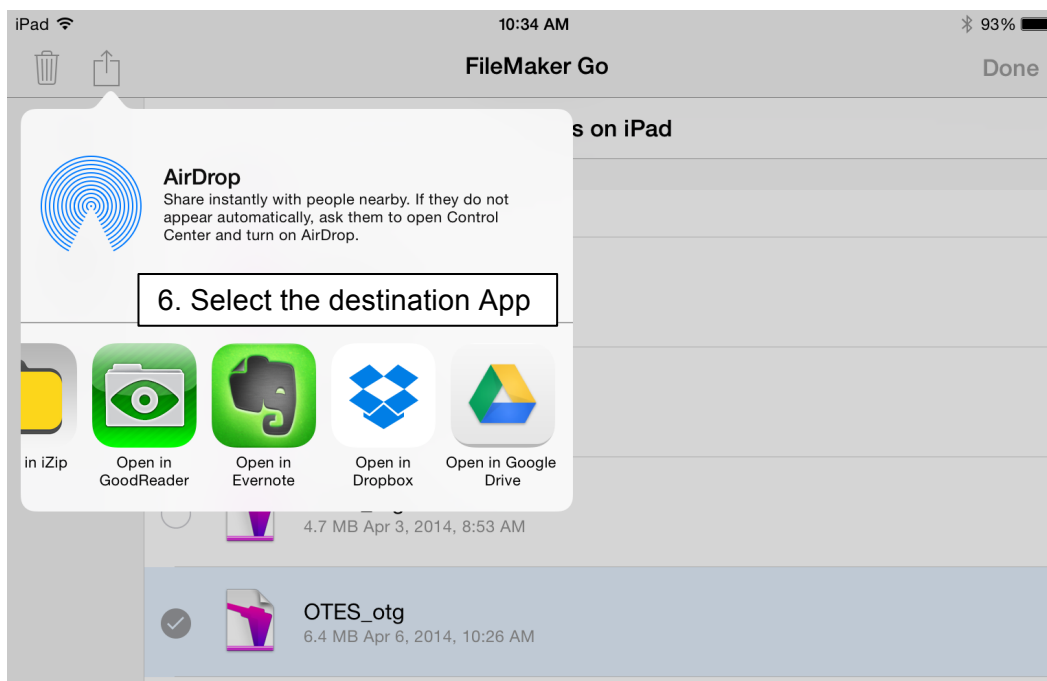


3. Tap here



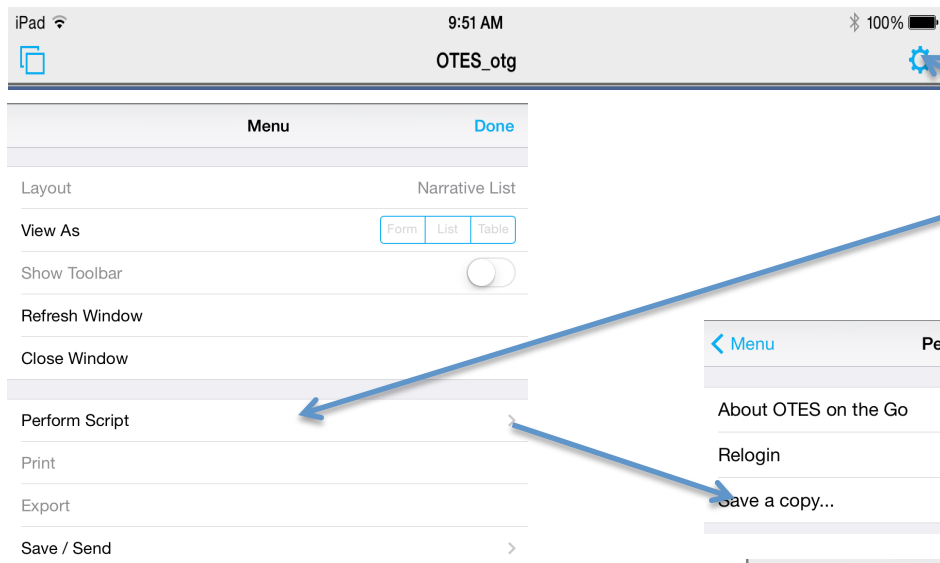
5. Tap the Share icon

4. Check the file you want to transfer



6. Select the destination App

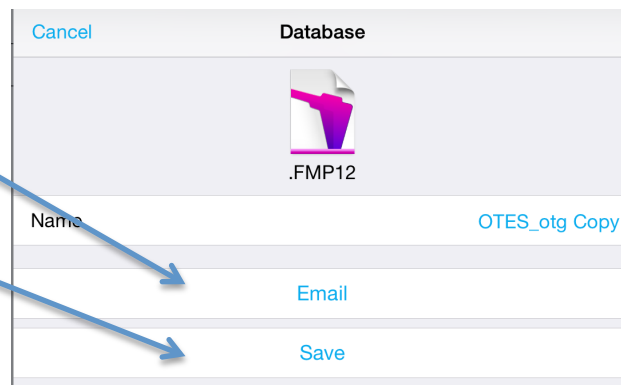
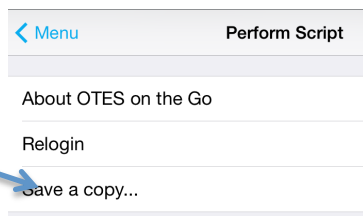
How to Email a copy of a file or to Save a copy to your iPad



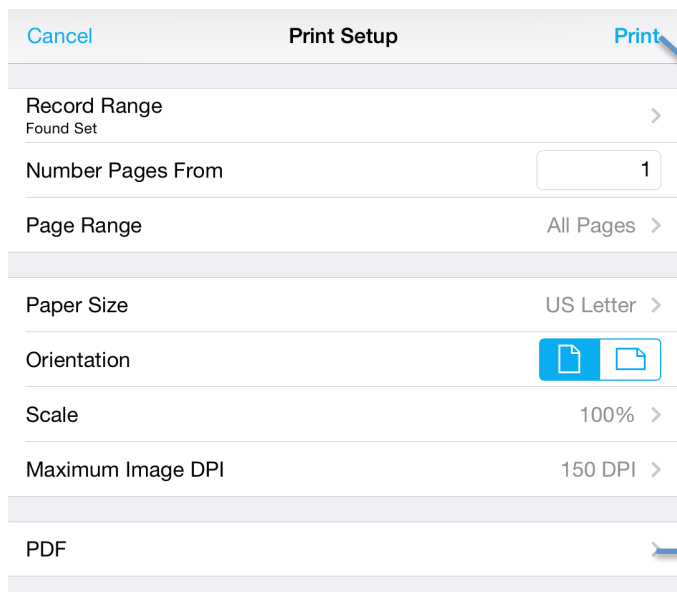
- Tap on the little gear in the upper right corner
- Tap on Perform
- Tap Save a copy...

• 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.

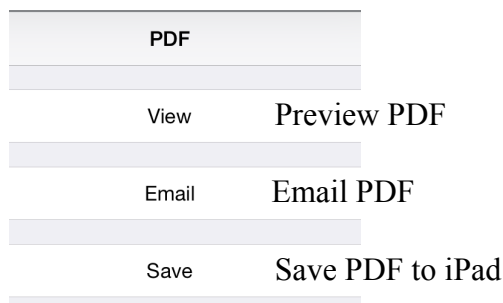
• Tap Save to save a copy of the file to your iPad



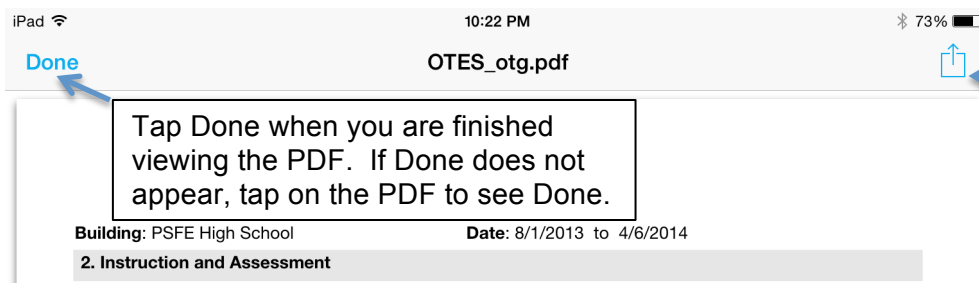
Print/PDF Dialog



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.psfe.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.