

# The Administrative Observer Professional

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Manual Revision 001

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## License Agreement

***The Administrative Observer Professional*** and its documentation are licensed by Preferred Educational Software to the original purchaser for use at a single building. You are not permitted to share this software or its documentation with anyone except as noted below.

Multiple installations are permitted at a single building to a maximum of ten users. A second license is required for those locations having more than ten users in a building. Only those individuals employed and assigned to a licensed building may legally use the software or its documentation. Individuals legitimately entitled to use the product at work may also install it on their home computers.

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## **System Requirements**

The Administrative Observer Professional minimum system requirements:

- Windows 98 or higher
- Pentium class processor or higher
- 800 x 600 video resolution or higher
- 256 mb RAM memory or higher
- CD-ROM drive
- Laser or ink-jet printer
- 100mb free disk space

## **Installing the program**

1. Close all programs. Your Windows desktop should be visible and all programs should be shut down.
2. Insert ***The Administrative Observer Professional*** installation disk. A menu of installation options will appear.
3. If the installation CD does not begin automatically, select the RUN option from the Windows start menu. Enter [X:\CD-Start.exe](#) at the prompt. Substitute the drive letter of your CD-ROM for the X: in this example.
4. Click the menu button titled **Install the Program** when ready. Follow the prompts and respond affirmatively at each option screen.
5. Reboot your computer when the installation process is complete. Select **Start | Programs | The Administrative Observer Professional** to run the program. You may wish to place a shortcut on your Windows desktop.
6. Visit the download section of the Preferred Educational Software website to check for available updates. <http://www.pes-sports.com> Install program updates if available.

***The Administrative Observer Professional*** is fully operational when these steps are completed.

## **Quick Start**

Users sometimes want to get started with Observer Pro quickly and read the manual only when obstacles are encountered. Users desiring such a quick start should be sure to complete the tasks listed below.

- ❑ Review several of the “Overview and How-to” illustrations. While reading manual pages may seem contrary to the notion of a quick start, each brief illustration is self-contained and will demonstrate how to achieve a particular desired outcome. Read as many as your patience will allow. Revisit as needed.
- ❑ Consult with district IT managers to establish a location for observation data files. This is important. See pages 42 and 47.
- ❑ Personalize and enter preferences using the SETTINGS drop-down menu. See page 43.
- ❑ Create or approve one or more ratings sets using the SETTINGS drop-down menu. See page 52.
- ❑ Create the initial data set to be examined using the FILE drop-down menu. See the first “how-to” illustration on page 9 and page 49 in the reference section.
- ❑ Learn how to use the REPORTS dialogue to best advantage. See page 55.

These pages will jumpstart the new user. It is important to note that Observer Pro is flexible, powerful software with great depth. Users would serve themselves well to spend time with the complete manual to become aware of and comfortable with its many features.

## **Revision History**

### **New in Version 1.0**

- Initial public release

### **Check for Updates**

The user should visit the download section of the Preferred Educational Software website from time to time to check for available program updates.

<http://www.pes-sports.com>

## **Purpose and Functionality**

The Administrative Observer Professional is a companion program to The Administrative Observer Standard, extending and enhancing the reporting and analysis functionality of the standard software.

To improve readability for the user, certain naming conventions will be observed throughout this manual.

- The Administrative Observer Professional*** will be referred to as Observer Pro.
- The Administrative Observer Standard*** will be referred to as Observer Standard.

As a companion product, Observer Pro examines the completed observation data files generated using Observer Standard. Using powerful “selection by example” technology, the user can query the data and accomplish such tasks as those listed below.

- Analyze large collections of observation files, then express and display central tendencies
- Discover anomalies or variance among observation visits, within departments or buildings, or between schools within a district.
- Graph behavior or indicator frequency and change over time.
- Extrapolate a sense of quality over time by individual or by building
- Combine a series of observations into an observation portfolio
- Review the dates of completed observations at a school site ... and more!

Powerful questions regarding administrative observations can be posed using ***The Administrative Observer Professional*** (Observer Pro), a companion product to The Administrative Observer Standard.

## **Using Observer Pro with its Supplied Sample Files**

Fifty sample observation files are supplied with Observer Pro. These fictional observation files allow the new user to operate Observer Pro, experience its flexibility, and develop an understanding of how Observer Pro might be used to examine locally collected observation data.

Observer Pro is designed to answer summary questions such as ...

- How many observations have actually been completed so far this year?
- Which teaching standards are being rated as Good, Very Good, or Excellent during observation?
- To what extent are teaching standards being rated as Fair or Poor during observation?
- Which teachers are receiving substandard ratings during observation?
- What recommendations for improvement are being given following classroom observation?

Developing answers to questions like these can be straightforward using Observer Pro. The following sections will illustrate “how-to” using the supplied sample files.

Beyond textual summaries, Observer Pro can express its reports as graphs which might be the preferred reporting format for such questions as ...

- Overall, for all teaching standards and for all schools, how are we doing?
- How does our performance on one teaching standard compare to our performance overall?
- How does overall performance in one particular school compare to performance throughout the district?

Extending the reporting features of Observer Standard, Observer Pro can combine observation files to suit the user’s needs. Potential uses include ...

- Combining two or more observations to create an observation summary with seven or more sections. Danielson devotees would use this feature.
- Combine two or more single tab observations to create a portfolio of observation visits to recap a teacher’s performance.

These ten examples will be illustrated on the pages that follow.

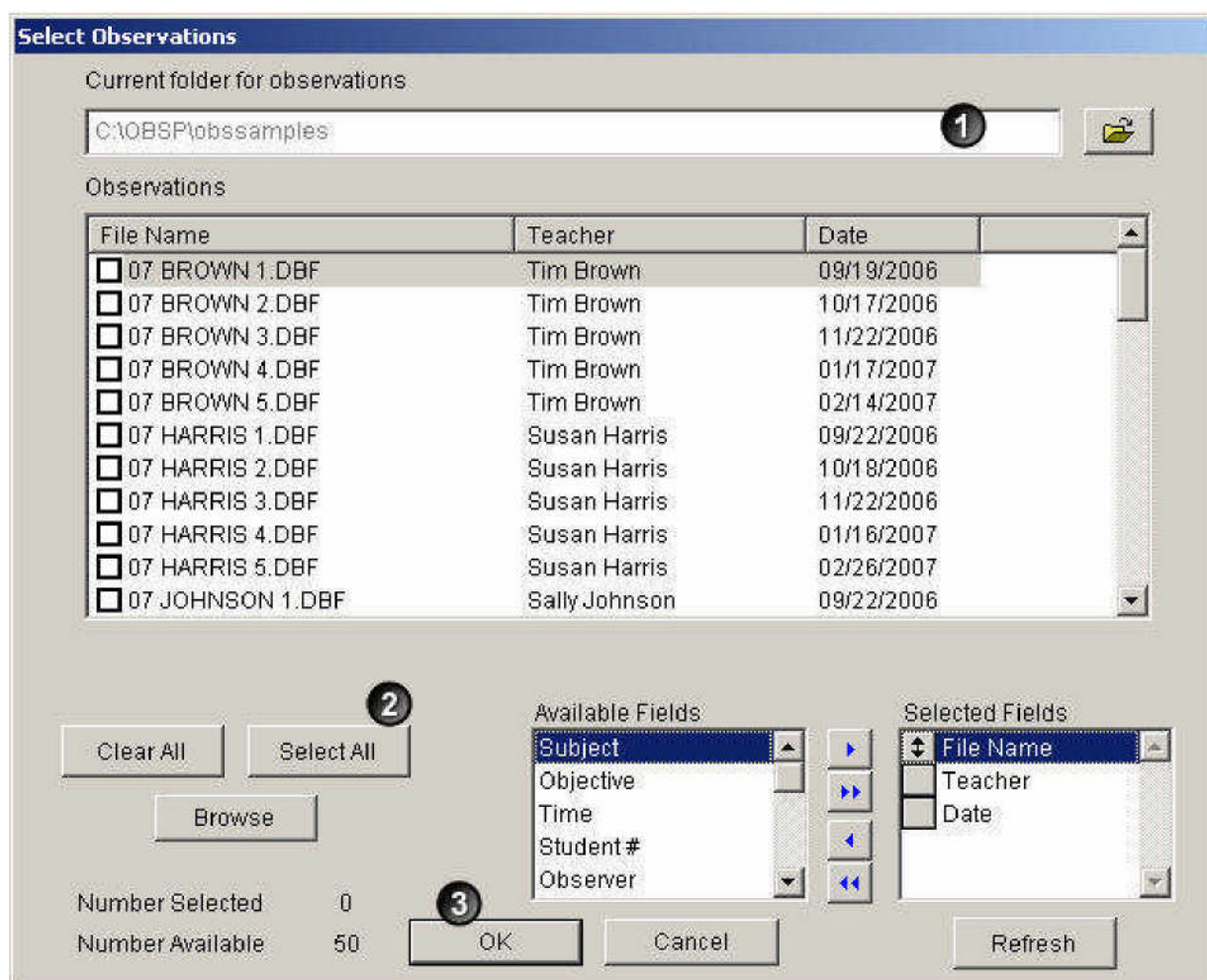
### Illustration: How many observations have actually been completed so far this year?

A principal with a large faculty might ask this question as a progress check. A superintendent with many schools might also pose this question. The steps for using Observer Pro to answer the question are shown below.

Create a data set of all observation files completed so far.

Specify report criteria and generate the report.

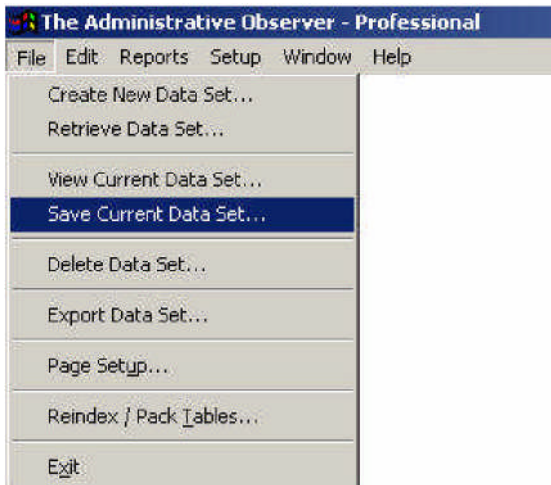
A data set defines the observation files to be examined. In this case, a set of observation files completed from July 1 through June 30 would be the data set. The user would select **FILE | Create Data Set** from the drop-down menu. The data set dialogue will appear.



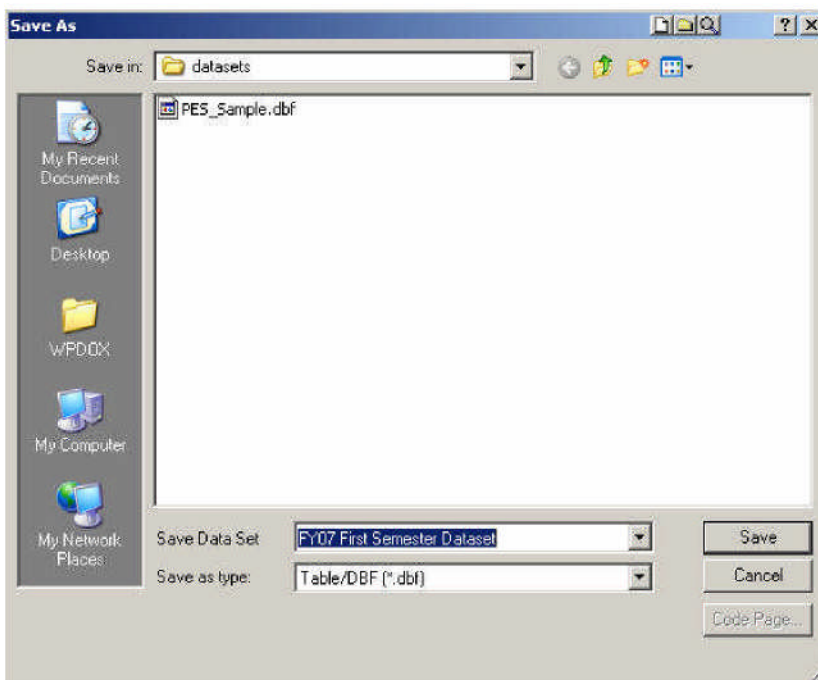
This dialogue will be discussed in far greater detail later in this manual. To generate an answer for this example, only three parts are needed.

- 1 This field expresses the folder or directory containing the observation files to be examined. Click the folder icon to change data locations if needed.
- 2 This button allows the user to select all observation files in a single directory. Click this since our question pertains to all observations completed so far.
- 3 Click OK when data set criteria are complete.

To **SAVE** this data set for use in the future select **FILE | SAVE DATA SET ...**



Enter a meaningful name for your data set in the ensuing dialogue and click **SAVE**. This data set can now be retrieved for examination or review in the future.



With the data set of observation files to be examined defined and saved for future use, the user would enter report criteria and generate the report. From the REPORTS menu, select **REPORTS I Summarize...** A reports dialogue will appear.

The screenshot shows the 'Select Report Criteria' dialog box with the following fields and settings:

- Report:** Employee Detail (1)
- Rating Set:** District Summative
- Date Range:** 07/01/2006 thru 06/30/2007 (2)
- Indicator Criteria:** Checked Only
- N/A included:**
- School:** - NO SELECTION -
- Observer:** - NO SELECTION -
- Employee:** - NO SELECTION -
- Subject:** - NO SELECTION -
- Time:** - NO SELECTION -
- Year:** - NO SELECTION -
- Tab Name:** - NO SELECTION -
- Performance Indicator:** - NO SELECTION -
- Report Title:**  Washington School District (3)
- Report SubTitle:**  Observations completed this year (3)
- Include Criteria Description:**
- Report Output:** PreviewPrint (4)
- Quick View:**
- Buttons:** OK (5), Cancel, Reset

This dialogue allows the user to enter many criteria to focus the report result. For the example question, only five areas require attention.

- 1 This drop-down box lets the user pick the desired report. The Employee Detail report will show how many observations have been completed for each employee.
- 2 These buttons allow the user to specify a desired range of dates. July 1 through June 30 are selected to examine all observations completed this school year.
- 3 Text fields to title the report should reflect the user's preference.
- 4 The user can select from many output formats, include on-screen preview prior to hardcopy printing, PDF, MS Word, and more. Select the desired output format from the list.
- 5 Click OK when the criteria have been entered.

The question, "How many observations have actually been completed so far this year?" is now answered showing which employees have been observed, when, and by whom. A portion of the report is shown below.

<b>Washington School District</b>	
Observations completed during FY07	
<b>Eisenhower School</b>	
<b>Mary Woods</b>	
Diane White	
09/22/2006	
10/18/2006	
Diane White Total	2
Susan Harris	
09/22/2006	
Susan Harris Total	1
<b>Mary Woods Total</b>	<b>3</b>
<b>Eisenhower School Total</b>	<b>3</b>
<b>Jefferson School</b>	
<b>Matthew Magnuson</b>	
John Taylor	
09/19/2006	
10/17/2006	
02/14/2007	
John Taylor Total	3
Tim Brown	
10/17/2006	
02/14/2007	
Tim Brown Total	2

## Illustration: Which teaching standards are being rated as Good, Very Good, or Excellent during observation?

It can be very helpful when pursuing school improvement goals to discuss and reinforce those teaching standards which are being rated as good, very good, or excellent. Such information can be obtained easily with **Observer Pro** using a ratings set containing only these descriptors.

From the main drop-down menu, select **REPORTS | SUMMARIZE ...** to reveal the following dialogue.

The screenshot shows the 'Select Report Criteria' dialog box. It has a title bar and several sections of controls. The 'Report' section has a dropdown menu with 'Indicator Aggregate' selected (1). The 'Rating Set' section has a dropdown menu with 'Meets or Exceeds' selected (2). The 'Date Range' section has two date pickers: '07/01/2006' (3) and '06/05/2007'. The 'Indicator Criteria' section has a dropdown menu with 'Checked and Rated' selected (4) and a checked checkbox for 'N/A included'. The 'Tab Name' section has a dropdown menu with 'Perceptions' selected (5). The 'Performance Indicator' section has a dropdown menu with '- NO SELECTION -' selected. The 'Report Title' section has a checked checkbox and a text box containing 'Washington School District'. The 'Report SubTitle' section has a checked checkbox and a text box containing 'Ratings Distribution - Standards Being Done Well in the Classroom' (6). The 'Report Output' section has a dropdown menu with 'PDF' selected (7) and a checked checkbox for 'Quick View'. At the bottom, there are three buttons: 'OK' (8), 'Cancel', and 'Reset'.

- 1 Observer Pro offers many defined reports. The summary which will express the frequency distribution of ratings for each teaching standard is entitled “Indicator Aggregate.” Select that report title from the drop-down list.
- 2 Observer Pro offers several defined ratings. Select “Meets or Exceeds” from the drop-down list. Note that users can modify or add to the available ratings sets as needed. The REFERENCE section details this process.
- 3 Select the desired date range using the drop-down calendars.
- 4 Select “Checked and Rated” as the desired indicator criteria

- 5 The "Perceptions" tab collected information about what was seen during observation. Select that tab as the focus. Because we do not wish to narrow the report to any single indicator, leave "NO SELECTION" as the indicator choice.
- 6 Text fields to title the report should reflect the user's preference.
- 7 The user can select from many output formats, include on-screen preview prior to hardcopy printing, PDF, MS Word, and more. Select the desired output format from the list.
- 8 Click OK when the criteria have been entered.

The question, "Which teaching standards are being rated as Good, Very Good, or Excellent during observation?" is now answered showing (1) which teaching standards were observed during walkthrough observations and (2) the frequency with which those standards were rated Good, Very Good, or Excellent. A portion of the report is shown below.

Washington School District			
Ratings Distribution - Standards Being Done Well in the Classroom			
<b>Perceptions</b>			
Friendly, welcoming classroom environment.			
4	Excellent		
7	Very Good		
33	Good		
		<b>Mean</b>	<b>3.34</b>
Meaningful recitation from all students.			
5	Excellent		
19	Very Good		
8	Good		
		<b>Mean</b>	<b>3.90</b>
Quiet, orderly classroom atmosphere.			
2	Excellent		
14	Very Good		
18	Good		
		<b>Mean</b>	<b>3.52</b>
Skillful classroom management.			
8	Excellent		
17	Very Good		
10	Good		
		<b>Mean</b>	<b>3.94</b>

## Illustration: Which teaching standards are being rated as Fair or Poor during observation?

When formulating school improvement goals or when making re-employment decisions, it can be very useful to examine those teaching standards which are being rated as Fair or Poor during observation. Using a process similar to the previous illustration, such information can be obtained easily with **Observer Pro**.

From the main drop-down menu, select **REPORTS | SUMMARIZE ...** to reveal the following dialogue.

The screenshot shows the 'Select Report Criteria' dialog box. It has a title bar and several sections. The 'Report' section has a dropdown menu with 'Indicator Aggregate' selected (1). The 'Rating Set' section has a dropdown menu with 'Substandard' selected (2). The 'Date Range' section has two dropdown menus for dates: '07/01/2006' (3) and '06/05/2007'. The 'Indicator-Criteria' section has a dropdown menu with 'Checked and Rated' selected (4) and a checked checkbox for 'N/A included'. The 'Tab Name' section has a dropdown menu with 'Perceptions' selected (5). The 'Performance Indicator' section has a dropdown menu with '- NO SELECTION -' selected. The 'Report Title' section has a checked checkbox and a text box with 'Washington School District'. The 'Report SubTitle' section has a text box with 'Ratings Distribution - Standards Rated Fair or Poor During Observation' (6). The 'Report Output' section has a dropdown menu with 'PDF' selected (7) and a checked checkbox for 'Quick View'. The 'Include Criteria Description' checkbox is unchecked. At the bottom, there are three buttons: 'OK' (8), 'Cancel', and 'Reset'.

- 1 Observer Pro offers many defined reports. The summary which will express the frequency distribution of ratings for each teaching standard is entitled “Indicator Aggregate.” Select that report title from the drop-down list.
- 2 Observer Pro offers several defined ratings sets. Select “Substandard” from the drop-down list. It is important to note that users can modify or add to the available ratings sets as needed. The REFERENCE section details this process.
- 3 Select the desired date range using the drop-down calendars.
- 4 Select “Checked and Rated” as the desired indicator criteria.
- 5 The “Perceptions” tab collected information about what was seen during observation. Select that tab as the focus. Because we do not wish to narrow the report to any single indicator, leave “NO SELECTION” as the indicator choice.

- 6 Text fields to title the report should reflect the user's preference.
- 7 The user can select from many output formats, include on-screen preview prior to hardcopy printing, PDF, MS Word, and more. Select the desired output format from the list.
- 8 Click OK when the criteria have been entered.

The question, "Which teaching standards are being rated as Fair or Poor during observation?" is now answered showing (1) which teaching standards were observed during walkthrough observations and (2) the frequency with which those standards were rated Fair or Poor. A portion of the report appears below.

<b>Washington School District</b>			
<b>Ratings Distribution - Standards Rated Fair or Poor During Observation</b>			
<b>Perceptions</b>			
Friendly, welcoming classroom environment.			
4	Fair		
2	Poor		
		<b>Mean</b>	<b>1.66</b>
Meaningful recitation from all students.			
11	Fair		
6	Poor		
		<b>Mean</b>	<b>1.64</b>
Quiet, orderly classroom atmosphere.			
16	Fair		
		<b>Mean</b>	<b>2.00</b>
Skillful classroom management.			
11	Fair		
4	Poor		
		<b>Mean</b>	<b>1.73</b>
Students appropriately engaged in meaningful activities			
10	Fair		
1	Poor		
		<b>Mean</b>	<b>1.90</b>
Teacher skillfully guiding direct instruction.			
12	Fair		
1	Poor		
		<b>Mean</b>	<b>1.92</b>

## Illustration: Which teachers are receiving substandard ratings during observation?

Reports summarizing the names of teachers who receive particular ratings (1) can be helpful to the school improvement process and (2) can help inform re-employment decisions. For example, potential workshop leaders might be identified from those receiving Very Good or Excellent ratings on particular standards. Similarly, teachers who receive excessive Fair or Poor ratings may be candidates for non-renewal.

From the main drop-down menu, select **REPORTS | SUMMARIZE ...** to reveal the following dialogue.

- 1 The report which will list those teachers who received particular ratings is entitled “Indicator Aggregate Detail.” Select that report title from the drop-down list.
- 2 Select “Substandard” from the drop-down list of available ratings sets. Note that users can modify or add to the available ratings sets as needed. The REFERENCE section details this process.
- 3 Select the desired date range using the drop-down calendars.
- 4 Select “Checked and Rated” as the desired indicator criteria.
- 5 The “Perceptions” tab collected information about what was seen during observation. Select that tab as the focus. Because we do not wish to narrow the report to any single indicator, leave “NO SELECTION” as the indicator choice.

- 6 Text fields to title the report should reflect the user's preference.
- 7 The user can select from many output formats, include on-screen preview prior to hardcopy printing, PDF, MS Word, and more. Select the desired output format from the list.
- 8 Click OK when the criteria have been entered.

The question, "Which teachers are receiving substandard ratings during observation?" is now answered showing (1) all teaching standards for which anyone was rated Fair or Poor during walkthrough observations and (2) the names of the teachers who received those ratings. A portion of the report is shown below.

<b>Washington School District</b>	
<b>Teachers with One or More Fair or Poor Ratings during Observation</b>	
<b>Perceptions</b>	
Friendly, welcoming classroom environment.	
Fair	
1	John Taylor
1	Linda Wilson
1	Steve Smith
1	Tim Brown
Poor	
1	Bob Jones
1	Steve Smith
<b>Mean</b>	<b>1.66</b>
Meaningful recitation from all students.	
Fair	
2	Bob Jones
1	Carol Miller
1	John Taylor
3	Linda Wilson
2	Mark Thompson
1	Steve Smith
1	Tim Brown
Poor	
1	John Taylor
2	Linda Wilson

## Illustration: What recommendations for improvement are being given following classroom observation?

Feedback following observation is important to the school improvement process generally and to the development of individual teachers. A principal or central office administrator can use Observer Pro to express the nature and frequency of particular recommendations given following observation.

From the main drop-down menu, select **REPORTS | SUMMARIZE ...** to reveal the following dialogue.

The screenshot shows the 'Select Report Criteria' dialog box. It has a title bar and several sections of controls. The 'Report' dropdown is set to 'Indicator Aggregate Detail'. The 'Rating Set' dropdown is set to 'Count Nonrated Indicators'. The 'Date Range' is set from '07/01/2006' to '06/05/2007'. The 'Indicator Criteria' dropdown is set to 'Checked Only'. The 'Tab Name' dropdown is set to 'Reflections'. The 'Report Title' field contains 'Washington School District'. The 'Report SubTitle' field contains 'Recommendations Given Following Substandard Observation'. The 'Report Output' dropdown is set to 'Preview/Print'. The 'Quick View' checkbox is checked. The 'OK' button is highlighted.

- 1 The report which will express a recommendation topics and a listing of teachers who received particular feedback is entitled “Indicator Aggregate Detail.” Select that report title from the drop-down list.
- 2 Because recommendations for improvement are given with no rating, select “Count Nonrated Indicators” from the drop-down list of available ratings sets.
- 3 Select the desired date range using the drop-down calendars.
- 4 Select “Checked Only” as the desired indicator criteria.

- 5 The “**Reflections**” tab expressed feedback to teachers based on what was seen during observation. Select that tab as the focus. Because we do not wish to narrow the report to any single recommendation, leave “NO SELECTION” as the indicator choice.
- 6 Text fields to title the report should reflect the user’s preference.
- 7 The user can select from many output formats, include on-screen preview prior to hardcopy printing, PDF, MS Word, and more. Select the desired output format from the list.
- 8 Click OK when the criteria have been entered.

The question, “What recommendations for improvement are being given following classroom observation?” is now answered showing (1) each recommendation given for improvement and (2) the names of the teachers who received those recommendations. Teachers repeatedly encouraged to improve in a particular area become apparent. A portion of the report is shown below.

<b>Washington School District</b>	
Recommendations Given Following Substandard Observation	
<b>Reflections</b>	
Classroom decor.	
1	Bob Jones
1	John Taylor
1	Linda Wilson
2	Steve Smith
1	Tim Brown
<b>Mean</b>	<b>0.00</b>
Classroom management.	
1	Bob Jones
1	Carol Miller
1	John Taylor
5	Linda Wilson
1	Mark Thompson
1	Sally Johnson
1	Steve Smith
1	Susan Harris
1	Tim Brown
<b>Mean</b>	<b>0.00</b>

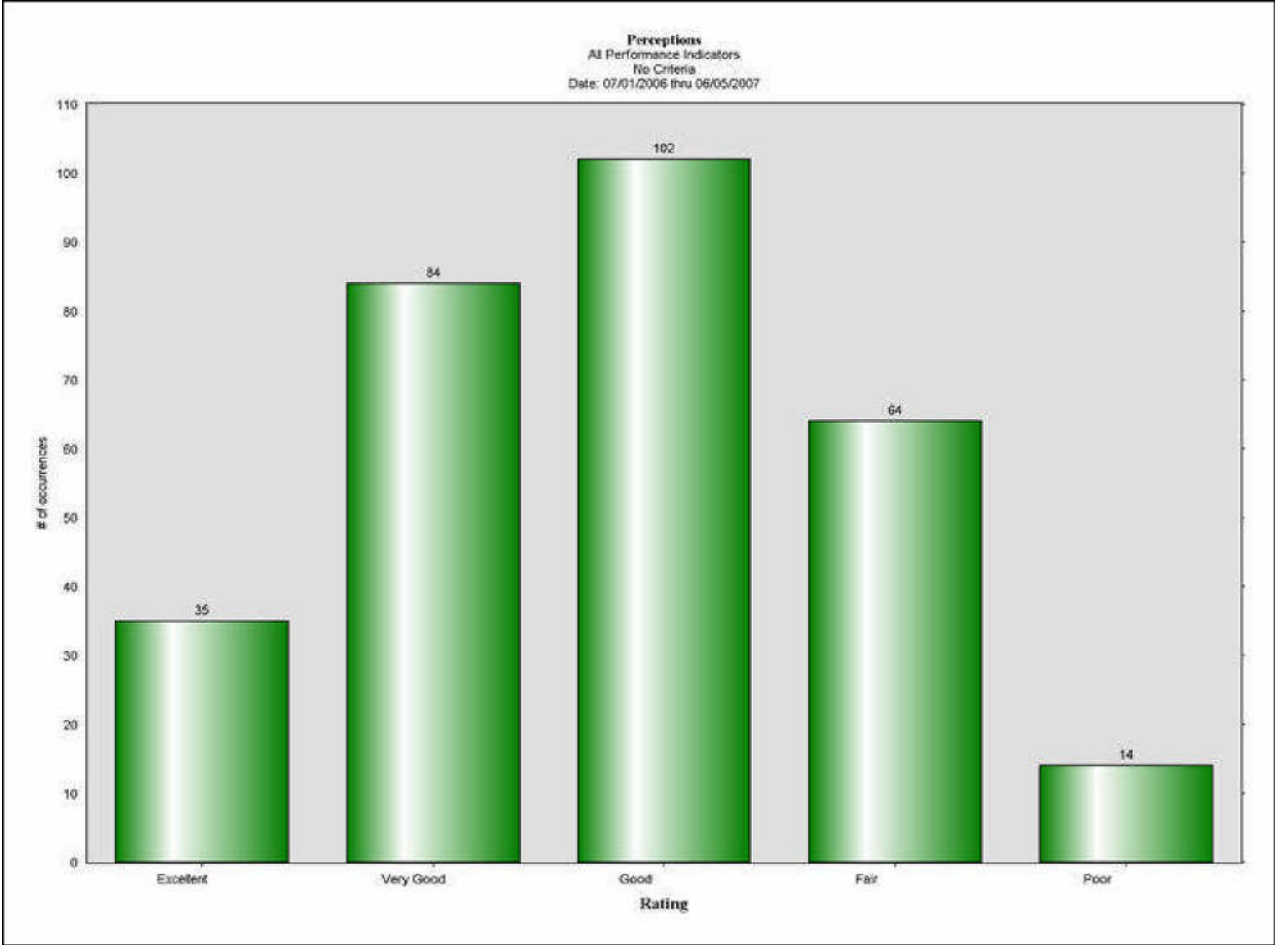
**Illustration: Overall, for all teaching standards and for all schools, how are we doing?**

Overall, how are we doing? One way to answer this often asked question is to consider how all the teaching standards are being rated during classroom observation. A graph to express the frequency with which each rating has been used can get the point across quickly and powerfully.

From the main drop-down menu, select **REPORTS | GRAPH ...** to reveal the following dialogue.

- 1 Choose “Perceptions” because this tab was used to record observer thoughts during classroom visits. Leave NO SELECTION as the performance indicator choice because we do not wish to narrow focus to a single standard at this time.
- 2 Observer Pro offers many graph types. Choose Performance Indicator Bar.
- 3 These input boxes could be used to narrow the focus of the graph.
- 4 Select the desired date range using the drop-down calendars.
- 5 Select “Checked and Rated” as the desired indicator criteria.
- 6 Click **OK** when the criteria have been entered.

The question, "Overall, for all teaching standards and for all schools, how are we doing?" is now answered showing the frequency distribution for all ratings assigned to all teaching standards observed during classroom visits. The graph expressing that answer is shown below.



## Illustration: How does our performance on one teaching standard compare to our performance overall?

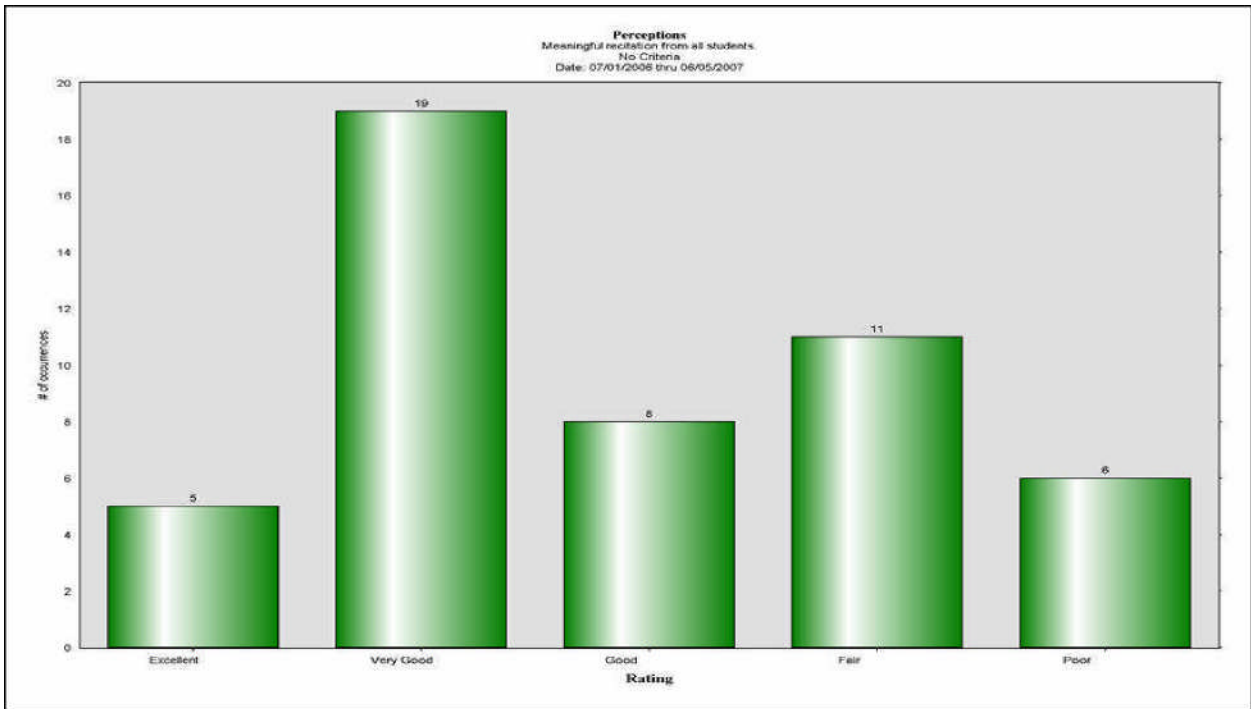
If we consider the correlates of effective teaching and the likelihood that some teaching standards contribute to student achievement more than others, it may be useful to examine how ratings on particular standards compare to ratings overall. For this illustration we will consider meaningful recitation from all students as an indication of engagement and examine how that indicator has been rated during classroom visits.

From the main drop-down menu, select **REPORTS | GRAPH ...** to reveal the following dialogue.

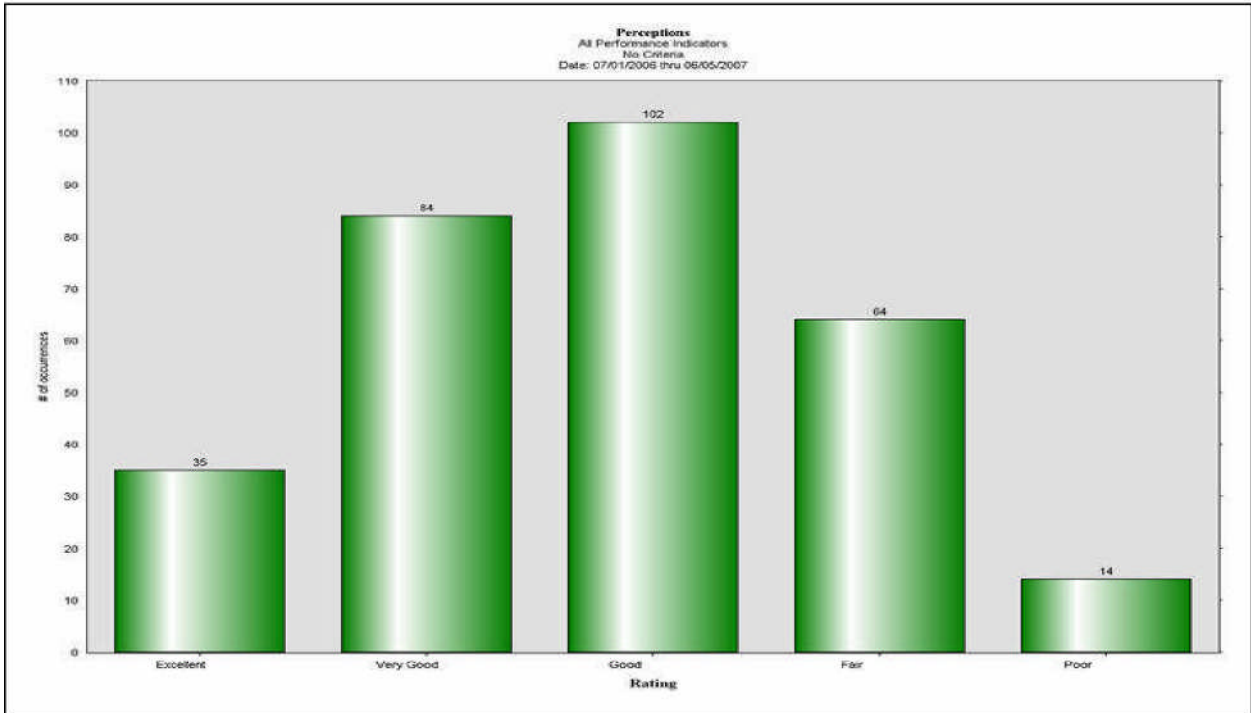
The screenshot shows the 'Select Graph Criteria' dialog box. It has a title bar 'Select Graph Criteria'. The 'Tab Name' dropdown is set to 'Perceptions'. The 'Performance Indicator' dropdown is set to 'Meaningful recitation from all students.'. The 'Graph Type' dropdown is set to 'Performance Indicator Bar'. The 'Rating Set' dropdown is set to 'District Summative'. The 'Date Range' is set from '07/01/2006' to '06/05/2007'. The 'Indicator Criteria' dropdown is set to 'Checked and Rated'. The 'N/A included' checkbox is unchecked. The 'School', 'Observer', 'Employee', 'Subject', 'Time', and 'Year' dropdowns are all set to '- NO SELECTION -'. At the bottom, there are 'OK', 'Cancel', and 'Reset' buttons.

- 1 Choose “Perceptions” because this tab was used to record observer thoughts during classroom visits
- 2 For this illustration we will narrow our focus to one particular indicator. Choose “Meaningful recitation from all students.”
- 3 Select Performance Indicator Bar as the desired graph type.
- 4 Select the desired date range using the drop-down calendars.
- 5 Select “Checked and Rated” as the desired indicator criteria.
- 6 Click **OK** when the criteria have been entered.

The question, “How does our performance on one teaching standard compare to our performance overall?” is now answered by comparing two graphs.



Ratings for “Meaningful recitation from all students,” a measure of engagement



Ratings for all standards observed during all classroom visits in this time period.

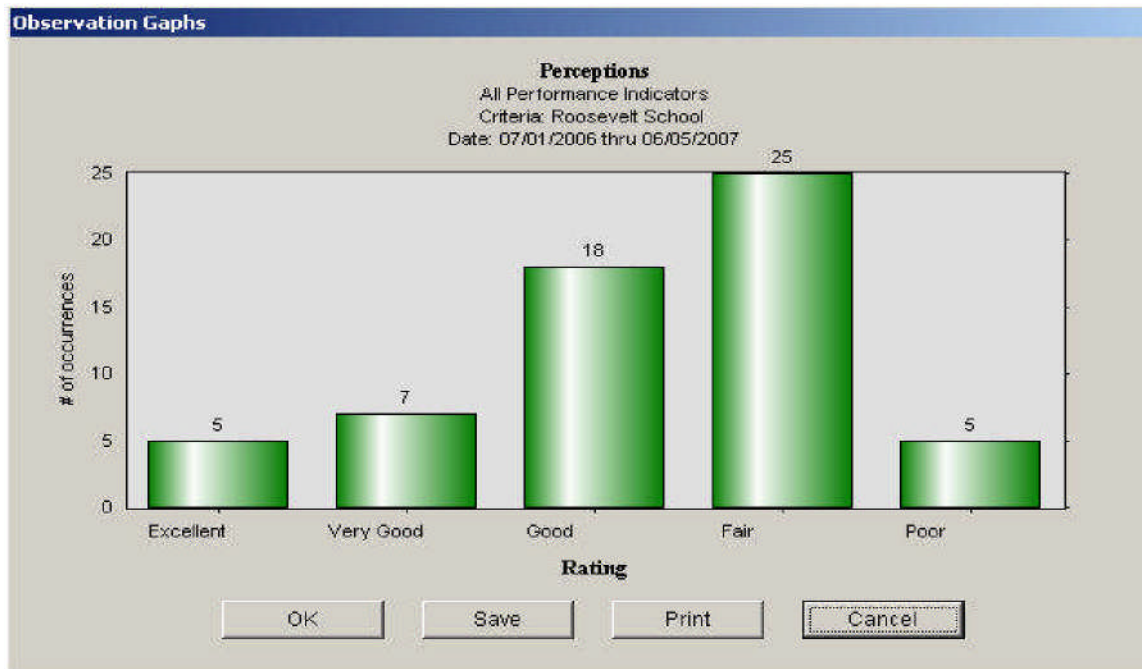
## Illustration: How does overall performance in one particular school compare to performance throughout the district?

It is important for a district to do well overall. It is equally important for each school to do well. Using Observer Pro, a user can create graphs to describe how individual schools vary from the district in terms of all standards or for one particular standard. For this illustration, a graph describing all standards at one particular school will be compared to the graph created earlier describing district performance for all standards.

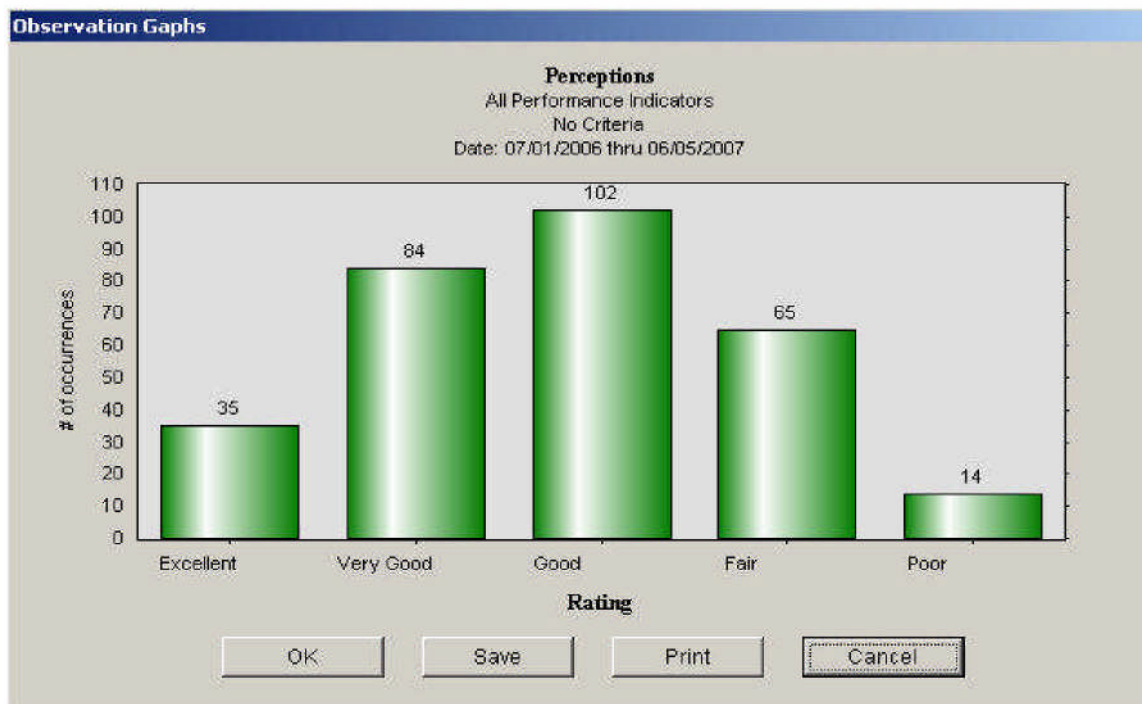
Select **REPORTS | GRAPH ...** to reach the graph query dialogue.

- 1 Choose “Perceptions” because this tab was used to record observer thoughts during classroom visits.
- 2 To view the aggregate of all standards observed, choose “No Selection” in the Performance Indicator box.
- 3 Select Performance Indicator Bar as the desired graph type.
- 4 Select the desired date range using the drop-down calendars.
- 5 Select “Checked and Rated” as the desired indicator criteria.
- 6 Narrow the focus to one school using the drop-down menu.
- 7 Click **OK** when the criteria have been entered

The question, "How does overall performance in one particular school compare to performance throughout the district?" is now answered by comparing two graphs. An investigation of this variance could be achieved by examining individual standards.



Quality ratings at Roosevelt School for all observed standards.



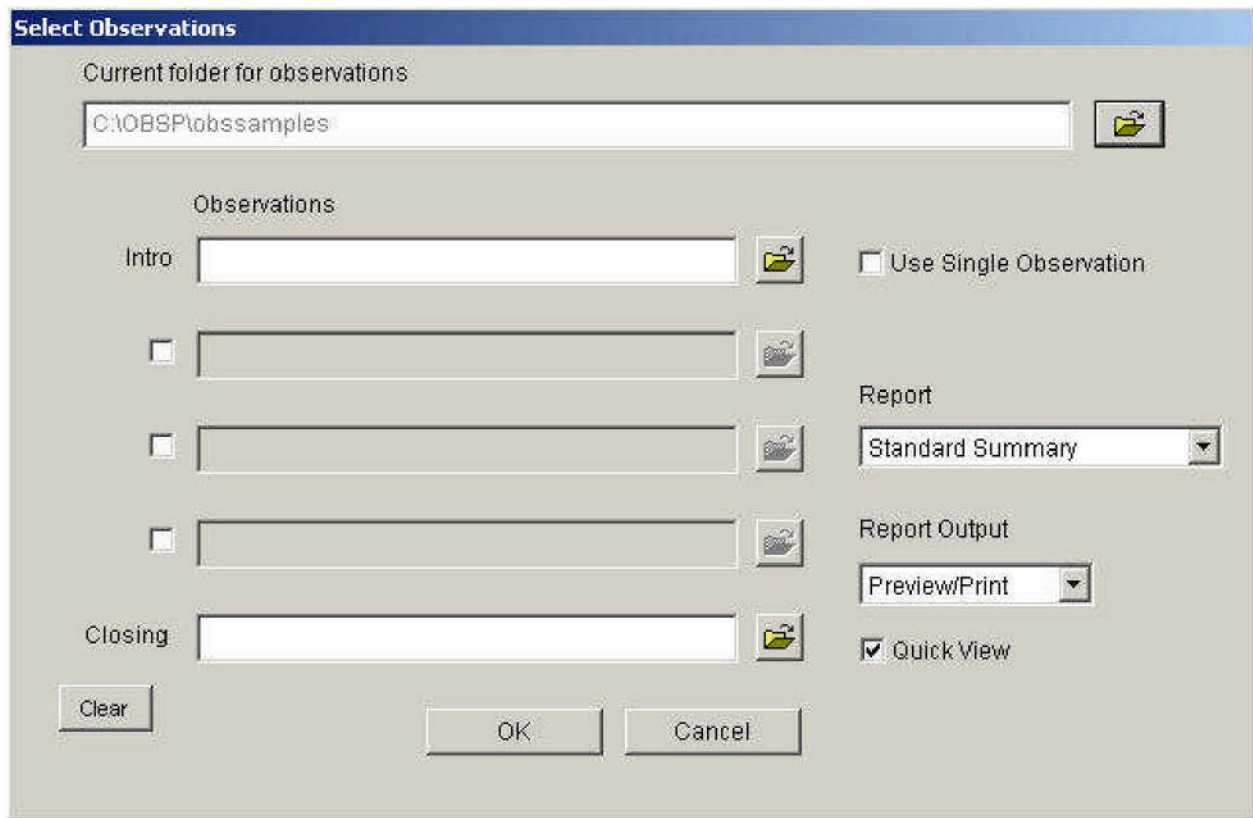
Quality ratings throughout the district for all observed standards.


**Illustration: Combining two or more observations to create an observation summary with seven or more sections.**

Observer Standard allows the user to create observation summaries containing up to six tabs plus two sections for closing commentary or recommendations.

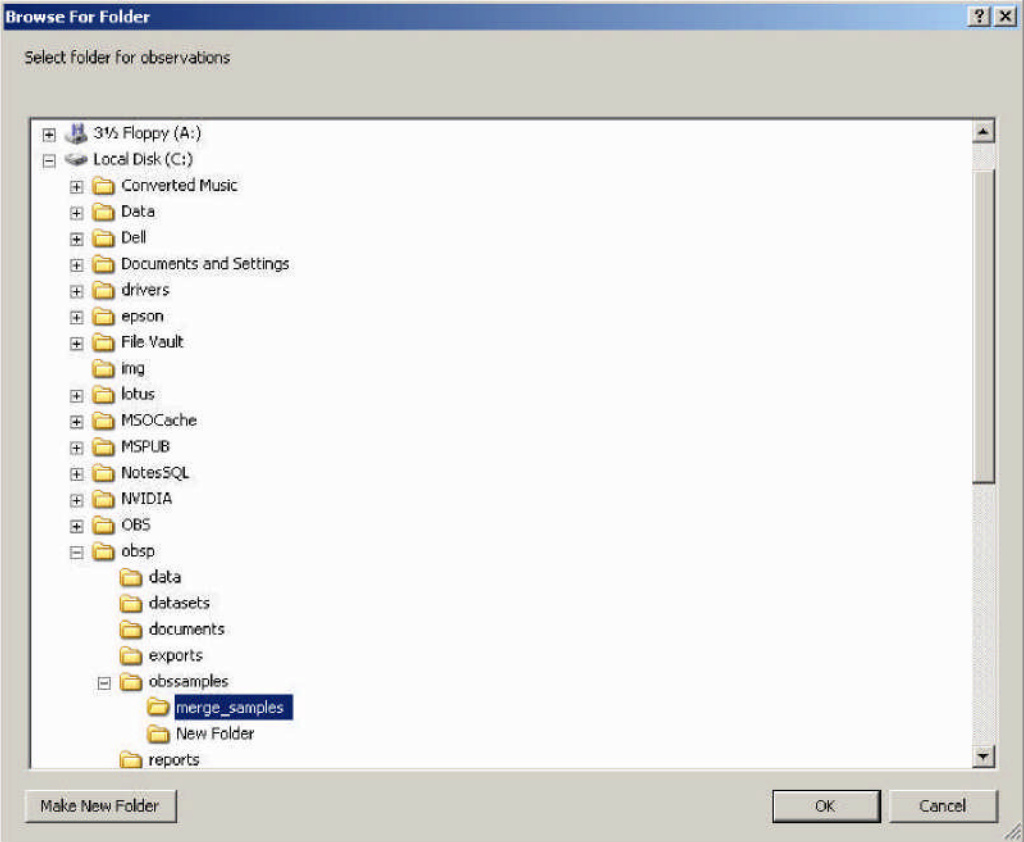
Observer Pro extends and enhances the reporting features in Observer Standard. Using the **MERGE** feature of Observer Pro, users can create observation summaries with up to thirty-six tabs by combining up to five observation files originating from Observer Standard.

For this illustration, we will merge four observation files, each having many completed tabs. Select **REPORTS | MERGE ...** to reach the merge dialogue.

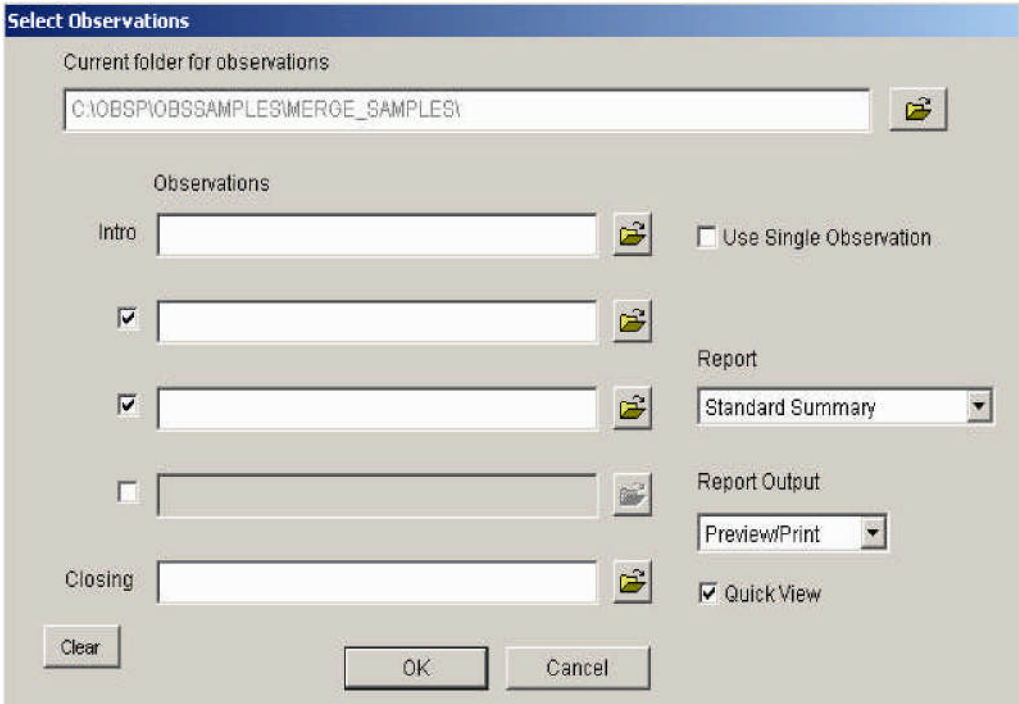



Our observation files are stored in a different location from our default folder. Click the current folder navigation icon  to move to the desired folder.

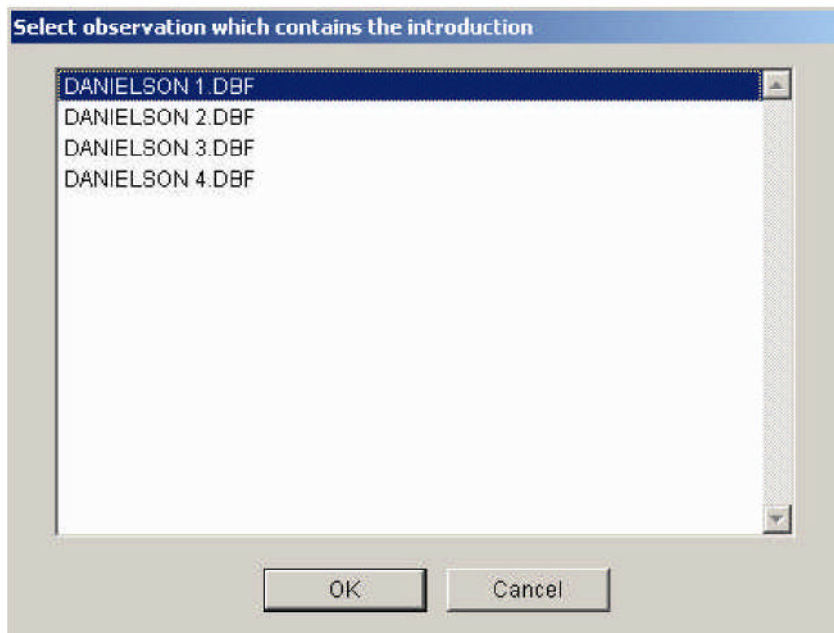
Select folder location **C:\OBSP\OBSSAMPLES\MERGE\_SAMPLES** and click **OK**.



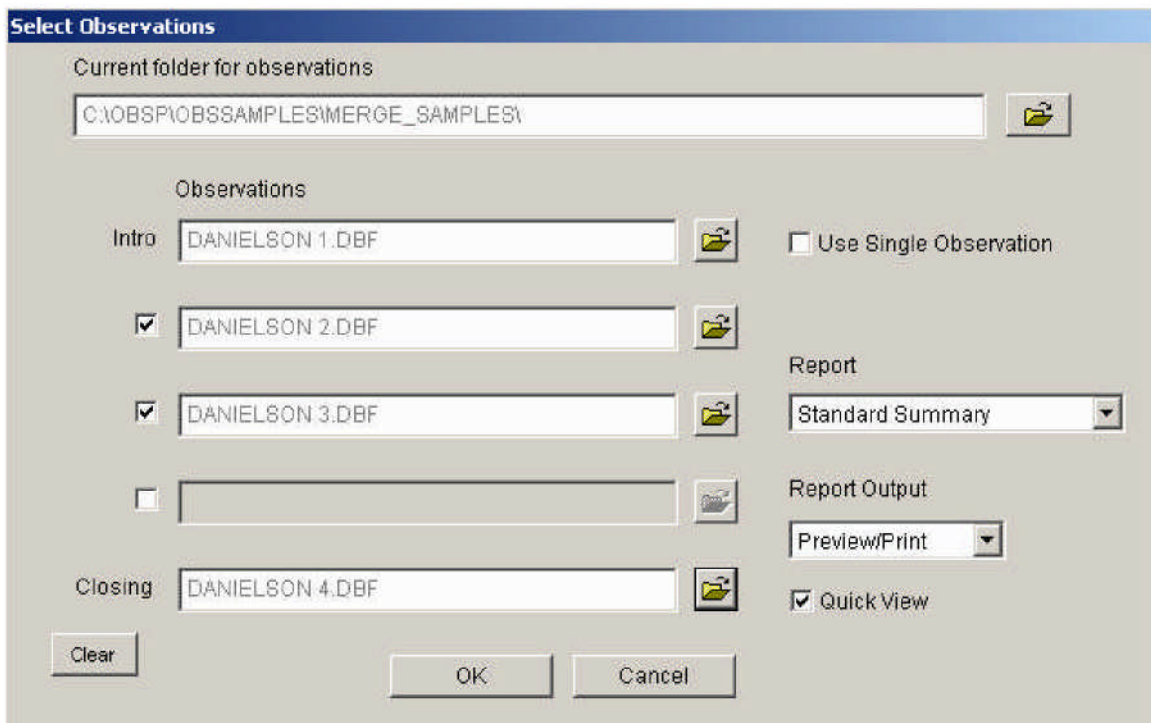
Enter check marks as shown below to activate two folder search location boxes.



For the folder location field entitled Intro, the two checked fields, and the Closing field, click each folder navigation icon  and select the files shown.



When the folder location fields are completed as shown below and the desired report output format has been selected, click **OK**.



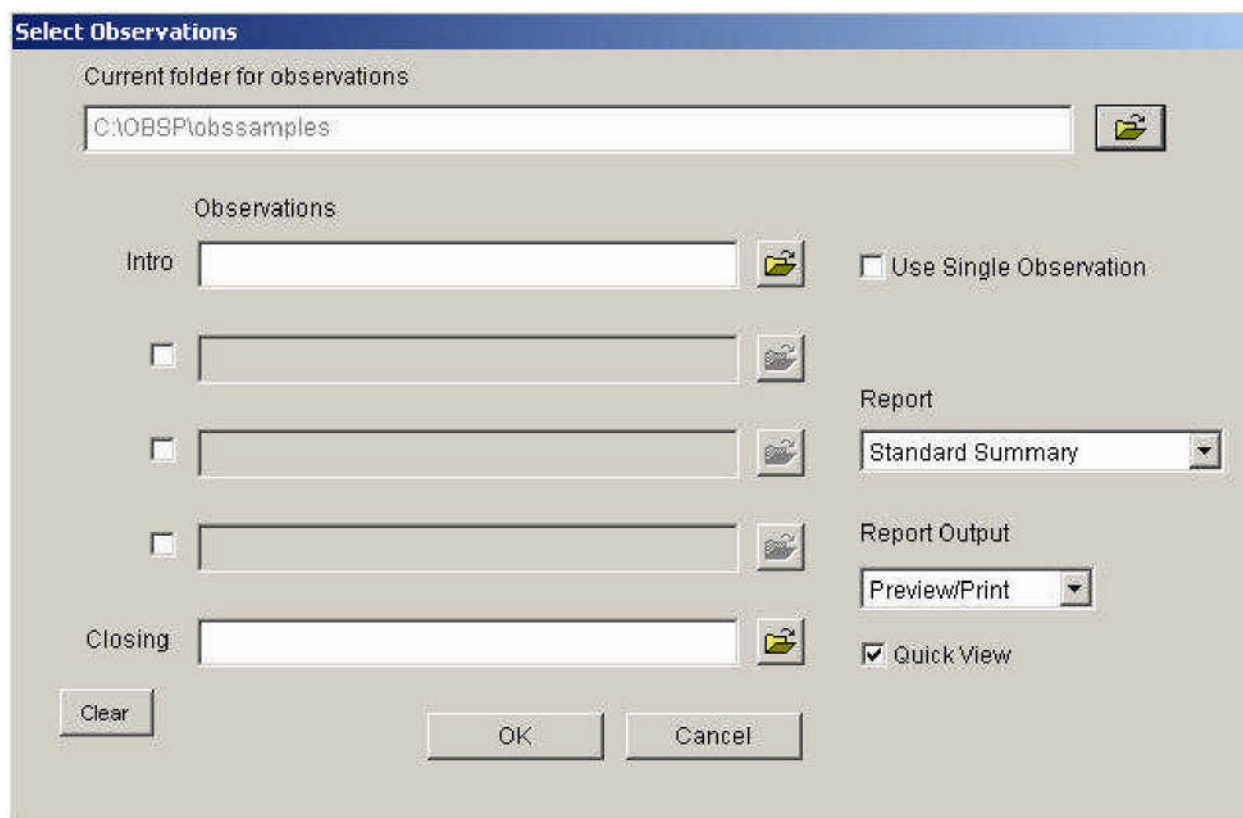
A portion of the multi-page merged document is shown below.


<b>Confidential</b>		
<b>Danielson Model Observation Summary</b>		
<b>Teacher: Kevin Cotter</b>	<b>Date Observed: 10/14/2006</b>	
<b>Subject: Biology</b>	<b>Time: 9:00 - 9:45</b>	
<b>Observer: Bill Craig</b>	<b>Students present: 23</b>	
<hr/>		
<b><u>Knowledge of Content and Pedagogy</u></b>		
<b>Distinguished</b>	Displays solid content knowledge.	
<b>Proficient</b>	Makes connections between the content, other parts of the discipline, and other disciplines.	
<b>Proficient</b>	Plans & practices reflect understanding of prerequisite relationships among topics & concepts.	
<b>Proficient</b>	Pedagogical practices reflect current research on best pedagogical practice.	
<b>Proficient</b>	Pedagogical practices anticipate student misconceptions.	
<b><u>Knowledge of Students</u></b>		
<b>Proficient</b>	Displays thorough understanding of developmental characteristics of age group.	
<b>Proficient</b>	Understands exceptions to general patterns of developmental characteristics of age group.	
<b>Proficient</b>	Displays solid understanding of different approaches to learning that students exhibit.	
<b>Distinguished</b>	Displays knowledge of student skills.	
<b>Proficient</b>	Displays knowledge of groups of students.	
<b>Proficient</b>	Displays knowledge of special needs students.	
<b>Basic</b>	Displays knowledge of the interests or cultural heritage of students.	
<b><u>Selecting Instructional Goals</u></b>		
<b>Basic</b>	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	
<b>Proficient</b>	Goals are clear, include student activities, and permit viable methods of assessment.	
<b>Proficient</b>	Goals are suitable for most students in the class.	
<b>Proficient</b>	Goals reflect different types of learning and opportunities for integration.	
<b><u>Knowledge of Resources</u></b>		
<b>Distinguished</b>	Displays knowledge of all resources available through the school and district.	
<b>Distinguished</b>	Knows how to gain access to resources for students.	
<b><u>Designing Coherent Instruction</u></b>		
<b>Proficient</b>	Learning activities are suitable to students and instructional goals.	
<b>Proficient</b>	Progression of activities in the unit is even.	
<b>Proficient</b>	Activities reflect most recent professional research.	
<b>Proficient</b>	Materials and resources support the instructional goals.	
<b>Proficient</b>	Materials and resources engage students in meaningful learning.	
<b>Proficient</b>	Instructional groups vary appropriately according to instructional goals.	
<b>Distinguished</b>	Lesson or unit has a clearly defined structure that activities are organized around.	
<b>Proficient</b>	Time allocations for lesson or unit are reasonable.	
<b><u>Assessing Student Learning</u></b>		
<b>Distinguished</b>	All instructional goals are assessed appropriately through an assessment plan.	
<b>Distinguished</b>	Assessment criteria and standards are clear.	
<b>Distinguished</b>	Assessment criteria and standards have been communicated clearly to students.	
<b><u>Creating an Environment of Respect &amp; Rapport</u></b>		
<b>Proficient</b>	Teacher / student interactions are friendly and demonstrate warmth, caring, and respect.	
<b>Basic</b>	Teacher / student interactions are appropriate to developmental and cultural norms.	
<b>Distinguished</b>	Students exhibit respect for the teacher.	
Washington School District	12/12/2006	Page 1 of 4

**Illustration: Combine two or more single tab observations to create a portfolio of observation visits to recap a teacher’s performance.**

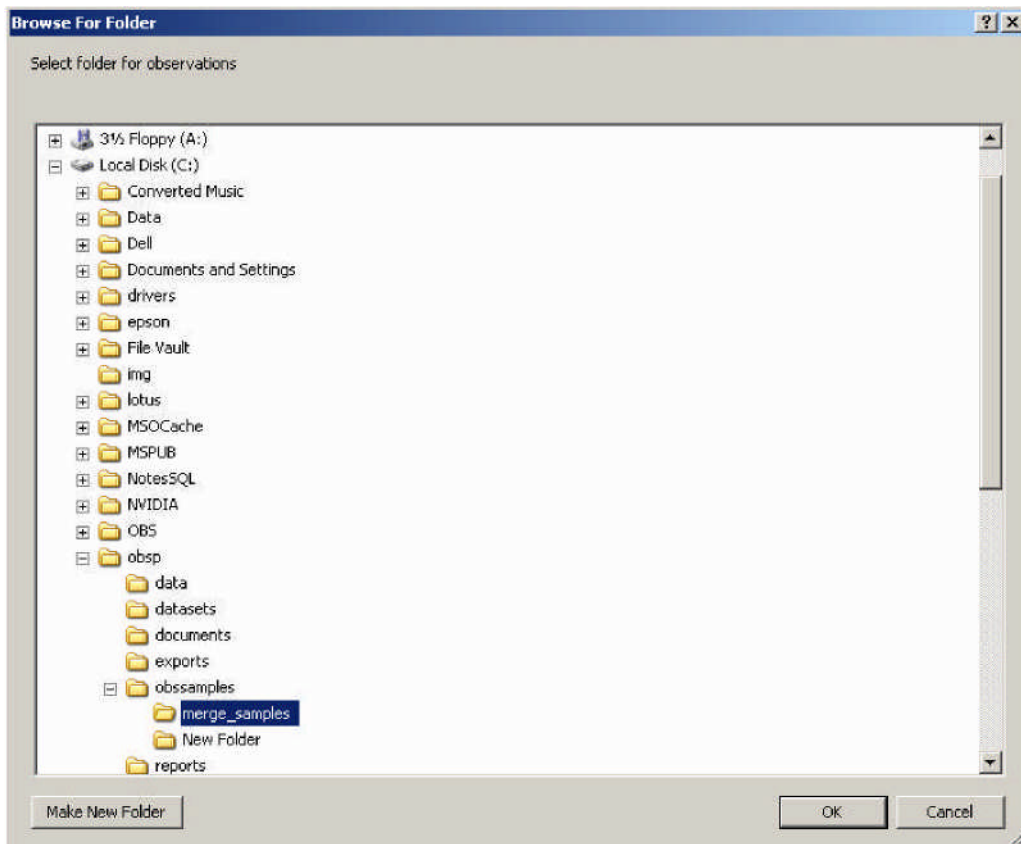
For easy reference in support of re-employment recommendations or as a conversation guide during post-observation conferences, it can be useful to create an observation portfolio combining an observer’s thoughts captured during several walkthrough visits. This is easily accomplished using the **MERGE** feature in Observer Pro.

For this illustration, we will merge five single tab observation files. Select **REPORTS | MERGE ...** to reach the merge dialogue.

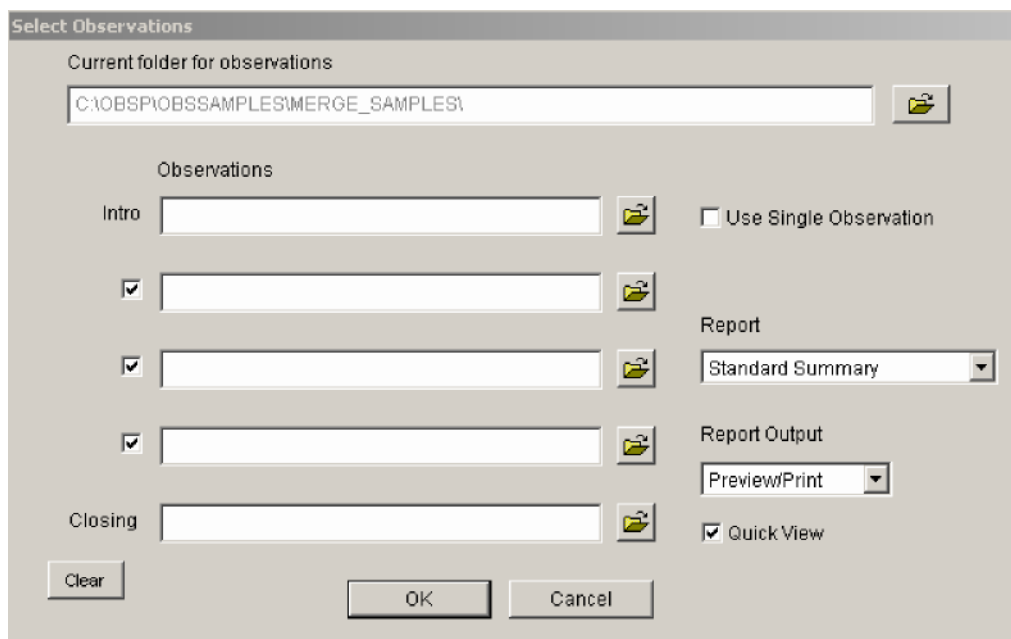



As with our previous example, the observation files to be merged are stored in a different location from our default folder. Click the current folder navigation icon  to move to the desired folder **C:\OBSP\OBSSAMPLES\MERGE\_SAMPLES**.

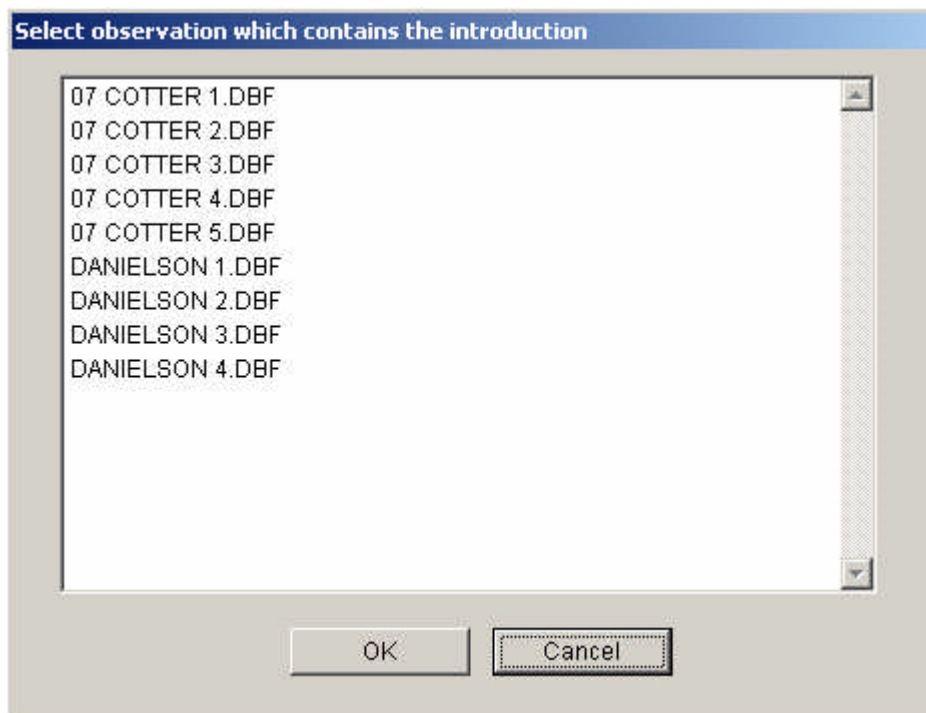
Select folder location **C:\OBSP\OBSSAMPLES\MERGE\_SAMPLES** and click **OK**.



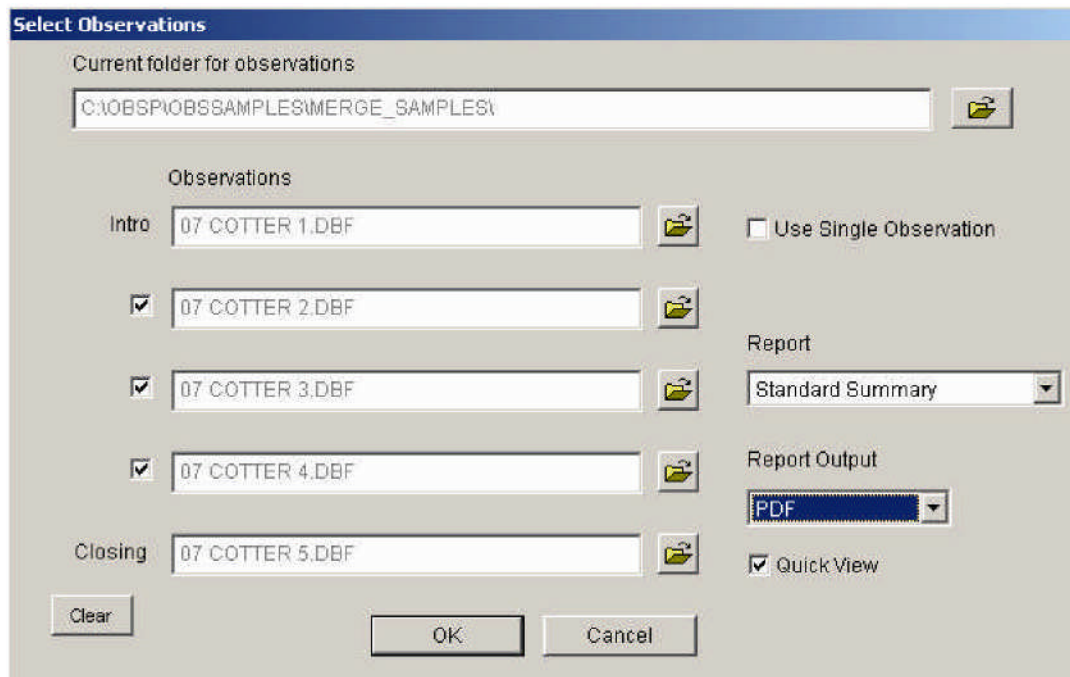
Enter check marks as shown below to activate three folder search location boxes.



For the folder location field entitled Intro, the three checked fields, and the Closing field, click each folder navigation icon  and select the five “07 Cotter” files shown.



When the folder location fields are completed as shown below and the desired report output format has been selected, click **OK**.

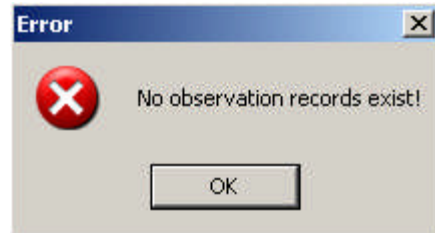


A portion of the multi-page merged document is shown below.

<b>Confidential</b>	
<b>Walk Through Observation Portfolio</b>	
<b>Teacher: Kevin Cotter</b>	<b>Report Date: 03/22/2007</b>
<b>Subject: Social Studies</b>	
<b>Observer: Bill Craig</b>	
<hr/>	
<b><u>Walkthrough Observation 10/27</u></b>	
I saw many good things when I visited your classroom today. Each teaching standard listed below was observed and met or exceeded district expectations. My compliments. No recommendations for improvement at this time.	
	Quiet, orderly classroom atmosphere.
	Students appropriately engaged in meaningful activities
	Meaningful recitation from all students.
	Teacher skillfully guiding direct instruction.
	Friendly, welcoming classroom environment.
	Skillful classroom management.
<b><u>Walkthrough Observation 11/14</u></b>	
I saw many good things when I visited your classroom today. Each teaching standard listed below was observed and met or exceeded district expectations. Well done.	
	Quiet, orderly classroom atmosphere.
<b>Very Good</b>	Students appropriately engaged in meaningful activities
<b>Very Good</b>	Meaningful recitation from all students.
	Teacher skillfully guiding direct instruction.
	Friendly, welcoming classroom environment.
	Skillful classroom management.
<b><u>Walkthrough Observation 12/13</u></b>	
I saw many good things when I visited your classroom today. Each teaching standard listed below was observed and, except as noted below, met or exceeded district expectations.	
Although the quality of instruction seemed high, the classroom was messy. Please consider what changes should be made to improve in this area.	
	Quiet, orderly classroom atmosphere.
	Students appropriately engaged in meaningful activities
	Meaningful recitation from all students.
	Teacher skillfully guiding direct instruction.
<b>Fair</b>	Friendly, welcoming classroom environment.
	Skillful classroom management.
<b><u>Walkthrough Observation 1/18</u></b>	
I saw many good things when I visited your classroom today. Each teaching standard listed below was observed and met or exceeded district expectations. Keep up the good work.	
	Quiet, orderly classroom atmosphere.
	Students appropriately engaged in meaningful activities
	Meaningful recitation from all students.
	Teacher skillfully guiding direct instruction.
<b>Good</b>	Friendly, welcoming classroom environment.
<b>Good</b>	Skillful classroom management.

## Caution: Impossible Questions

On occasion, Observer Pro will tell the user, in effect, “The question you asked has no answer.” The actual message would appear in the form of a response dialogue.



This response will always be *precisely* accurate in terms of the question posed, but may not be accurate in terms of the question the user *meant to ask*. With that in mind, it is important for the user to revisit the report query dialogue to ensure the question *posed* matches the question *intended* whenever this message appears.

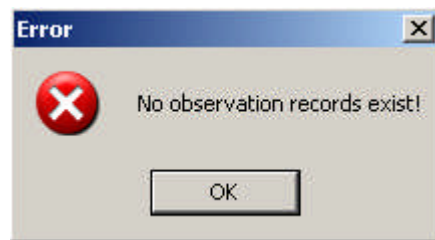
**Example #1:** A user may wish to know how many observations have been completed during the first six weeks of school which ended 10/19. If the user receives the message above, and yet is confident that at least some observations were completed, it would be important to revisit the report query dialogue to verify several points.

A screenshot of the "Select Report Criteria" dialog box. It contains several fields and dropdown menus. A red circle with the number 1 is next to the "Report" dropdown, which is set to "Employee Detail". A red circle with the number 2 is next to the "School" dropdown, which is set to "- NO SELECTION -". A red circle with the number 3 is next to the "Date Range" section, which shows "10/19/2006" and "12/13/2006" with "thru" in between. Other fields include "Rating Set" (District Summative), "Indicator Criteria" (Checked Only), "N/A included" (checkbox), "Tab Name" (Perceptions, Reflections), "Performance Indicator" (Classroom decor., Classroom management), and "Year" (- NO SELECTION -).

- 1 Verify that the report type desired is the one actually selected.
- 2 Verify that the scope of the report has not been narrowed unintentionally.
- 3 Verify that the date range selected reflects the user's intent.

In this case, the culprit lies in the date range selected. The user, interested in activity during the first six weeks of school, accidentally entered 10/19 as the start date instead of the end date. How did 12/13 become the end date? A setting in User Preferences allows the user to set a default end date of the current date. Thus the period examined was 10/19 through 12/13 and not the intended date range. Changing the date range will result in the desired report.

**Example #2:** The user is interested in observation particulars for Bob Jones during the FY07 school year. Observer Pro returns the following message when this question is posed using the report query dialogue.



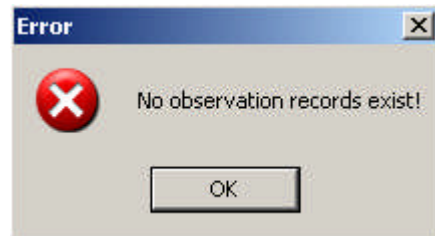
As before, the user is confident that observations were completed for Mr. Jones. Before accepting this response, it would be important to revisit the report query dialogue to ensure the question asked was indeed the question intended.

A screenshot of the "Select Report Criteria" dialog box. It contains several fields and dropdown menus. Three red circles with numbers 1, 2, and 3 are placed over the "Report" dropdown, the "School" dropdown, and the "Date Range" fields respectively. The "Report" dropdown is set to "Employee Detail". The "School" dropdown is set to "Lincoln School". The "Date Range" is set to "07/01/2006" thru "06/30/2007". The "Employee" dropdown is set to "Bob Jones". The "Indicator Criteria" dropdown is set to "Checked Only". The "Performance Indicator" dropdown is set to "Classroom management".

- 1 Verify that the report type desired is the one actually selected.
- 2 Verify that the scope of the report has not been narrowed unintentionally.
- 3 Verify that the date range selected reflects the user's intent.

In this case, the report type is correct and the date range is accurate, but the report has been narrowed in error. The query dialogue asks about all employees at Lincoln School named Bob Jones. Mr. Jones works at a different school, however, and no observation records exist for him at Lincoln. Changing the school criteria to the correct building or to “No Selection” would yield a report with the desired data.

**Example #3:** The user is interested in the frequency with which each rating is used during classroom observation. After requested this information, the following message appears.

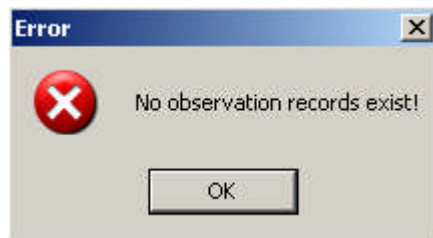


Again, it would be important for the user to revisit the report query dialogue to verify the question asked was the question intended.

- 1 Verify that the report type is the one actually selected.
- 2 Verify that the scope of the report has not been narrowed unintentionally.
- 3 Verify that the date range selected reflects the user’s intent.
- 4 Verify that the rating set chosen is appropriate.
- 5 Verify that the indicator criteria selected is appropriate.

In this example, the report type is fine, the scope has not been narrowed, and the date range is precise. Our example district, however, chooses always to rate the quality of observed standards during observation. The rating set selected was “Count Nonrated Indicators,” meaning standards that were rated would not be included in the result. Additionally, the indicator criteria “Checked Only” should be changed to “Checked and Rated” to reflect local practices. Selecting the appropriate ratings set and indicator criteria will result in the desired detail report.

**Example #4:** The user is interested in the recommendations given following observation throughout the district. The accepted administrative practice is to express these recommendations on the “Reflections” tab of the observation summary. Many observations have been completed, and many recommendations offered. Observer Pro, however, returns the following message.



Since this message is inconsistent with the expected results, the user should revisit the report query dialogue to validate the question posed.

- ❶ Verify that the report type desired is the one actually selected.
- ❷ Verify that the scope of the report has not been narrowed unintentionally.
- ❸ Verify that the date range selected reflects the user’s intent.

- 4 Verify that the tab to be examined is highlighted properly.
- 5 Verify that the ratings set chosen is appropriate.
- 6 Verify that the indicator criteria chosen aligns properly with the selected ratings set.

In this case, items one through four check out fine. The ratings set and the indicator criteria, however, are inconsistent with the question posed.

Our fictitious district, as a matter of local policy, gives recommendations on the “Reflections” tab and does not rate them. That being true, the user would select “Count Nonrated Indicators” as the ratings set (which was done) and match that with “Check Only” as the indicator criteria. The adjustments would create a question consistent with local practices and return the desired detail report.

So-called “impossible questions” most often originate with a mismatch between report type, ratings set, indicator criteria, and tab selected. For example,

A tab restricted by local policy to contain only rated indicators will not yield expected results if paired with a “count only” ratings set or a “checked only” indicator criteria selection.

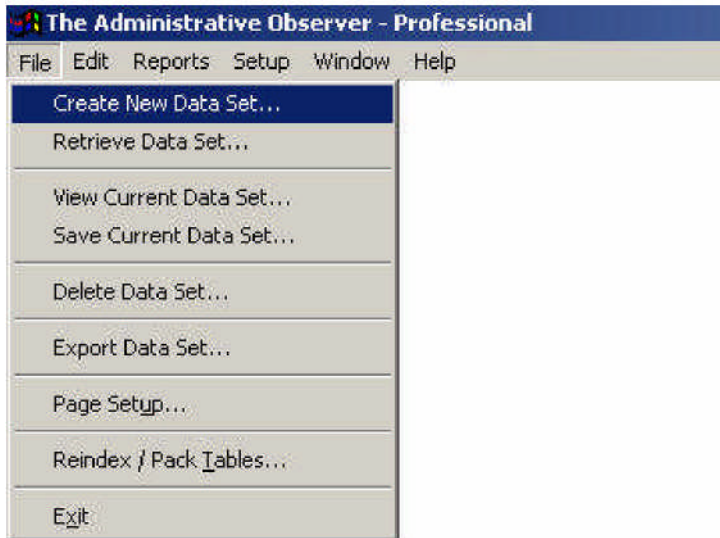
A tab with standards or content that is “checked only” by local policy will not yield expected results if paired with a ratings set using any descriptive language or a “checked and rated” indicator criteria selection.

The user should revisit the report query dialogue whenever the results obtained seem inconsistent with the results expected.

## Overview of Program Menus

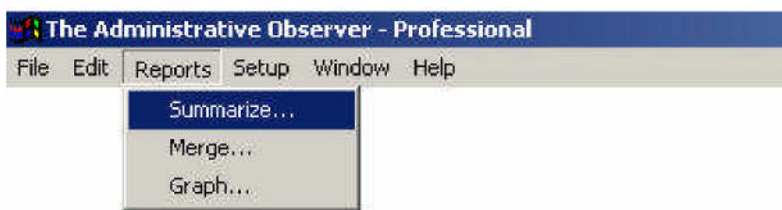
The user will routinely access drop-down menus from the main menu bar. Those menus are entitled FILE, REPORTS, SETUP, and HELP.

### File Menu



Functions on the **FILE** drop-down menu are devoted almost entirely to operations regarding Data Sets. Data sets allow the user to specify and limit if desired the observation files to be examined. For users with a vast array of observations, defining those files to be examined by creating a data set will reduce processor demand and speed report generation.

### Reports Menu



Options on the **REPORTS** drop-down menu allow the user to select the type of report desired. In each case, selection of a menu choice leads to a dialogue wherein the user can define with great specificity the form and content of the report to be generated. These dialogues and reports are discussed in greater detail later in this manual.

## Setup Menu



Only the first two items on the **Setup** menu will routinely concern the user. Detailed discussion regarding Ratings Sets and Settings occurs later in this manual. The other four choices will not routinely be accessed by the user, but may be referenced by tech support personnel if needed to assist users.

## Help Menu

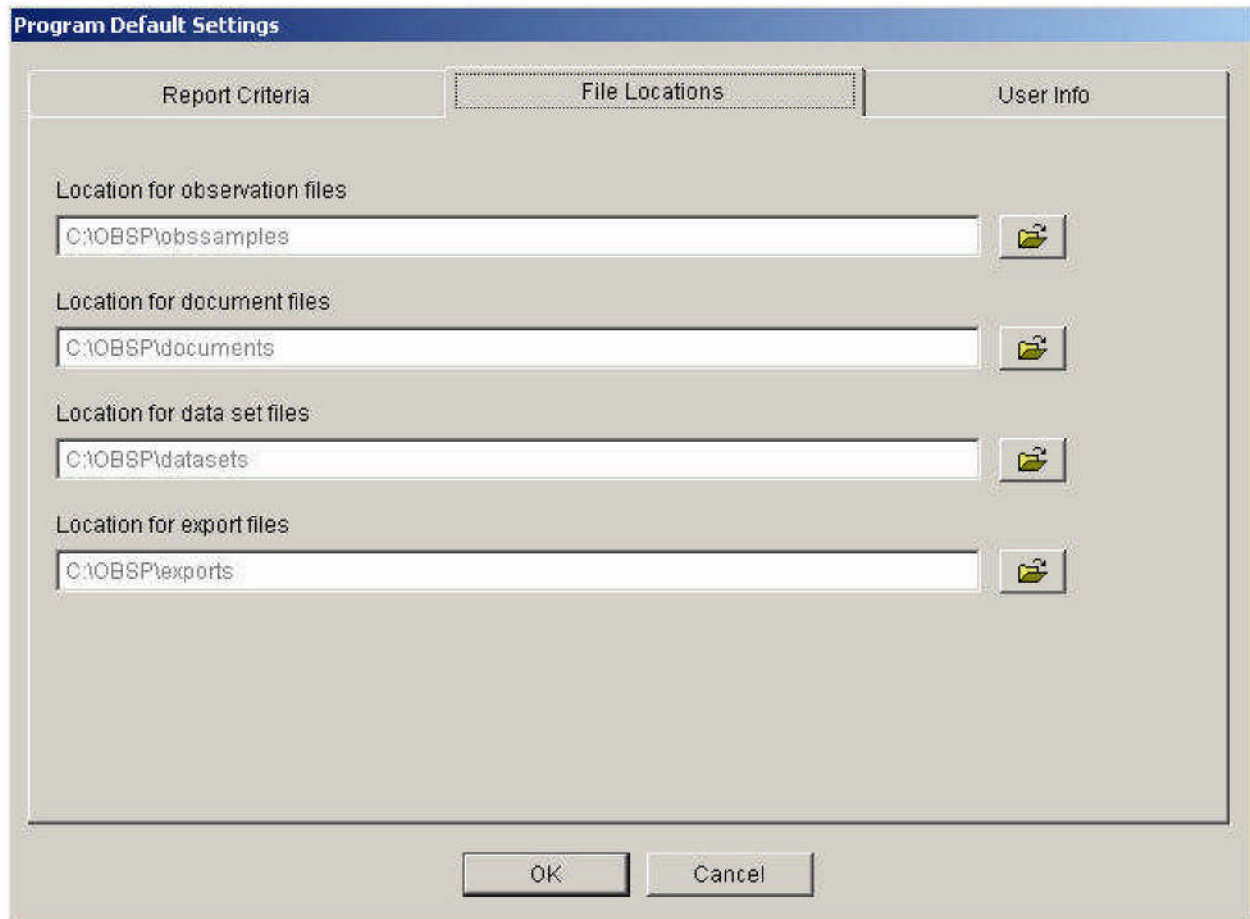


The **Help** drop-down menu provides the user online access to the program manual while the program is in operation. The animated tutorials are not part of the initial public release, but will be included in a subsequent version.

## Setup and User Options

Program options do not need to be set before exploring the ten illustrations that use the supplied sample files. Before the first “real” use, however, the user should specify preferences and select certain program options.

File Location. The new user’s first task is to designate the location of collected data files. From the main drop-down menu select **Setup | Settings** and click the center tab labeled File Locations.



The screenshot shows a dialog box titled "Program Default Settings" with three tabs: "Report Criteria", "File Locations", and "User Info". The "File Locations" tab is active. It contains four text input fields, each with a folder icon button to its right. The fields are labeled as follows:

- Location for observation files: C:\OBSP\obssamples
- Location for document files: C:\OBSP\documents
- Location for data set files: C:\OBSP\datasets
- Location for export files: C:\OBSP\exports

At the bottom of the dialog box are "OK" and "Cancel" buttons.

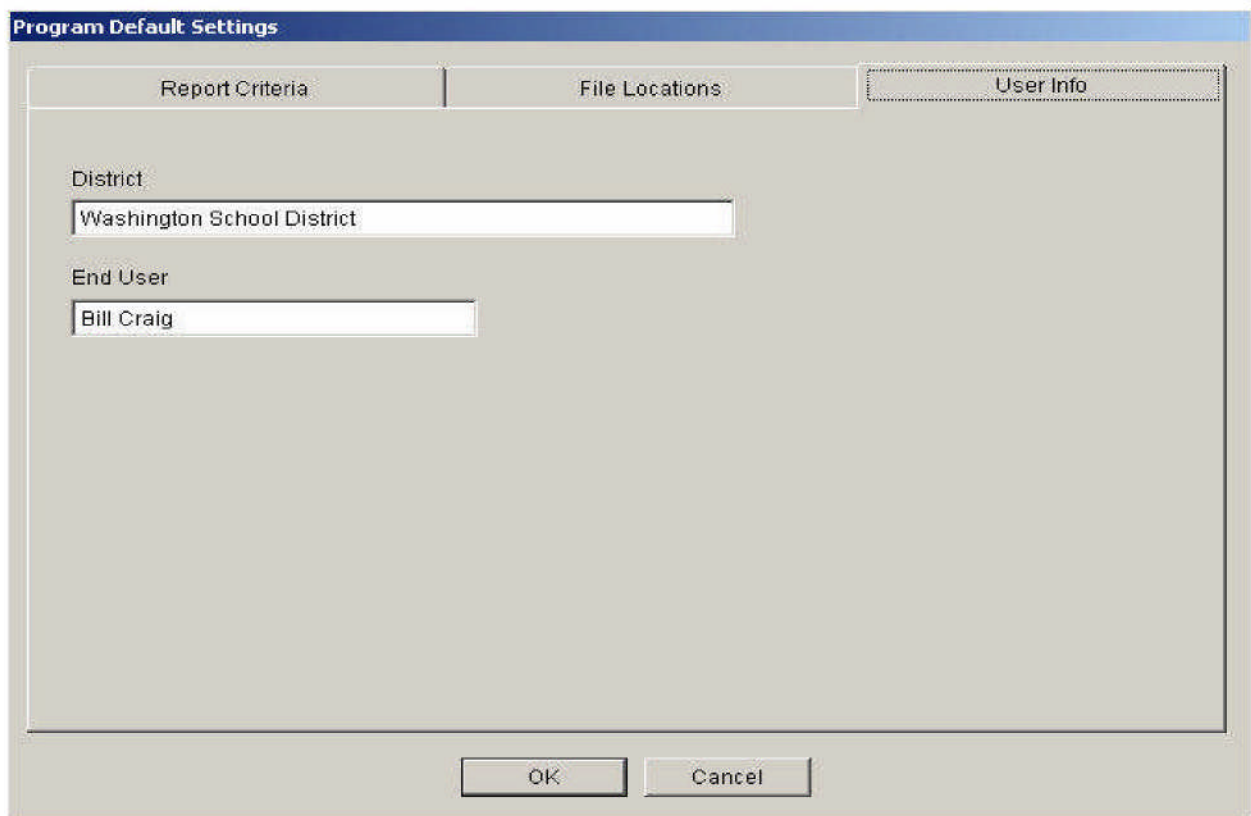
Users should accept the recommended default locations for document files, data set files, and export files unless they have a good reason to change them. Standard file locations reduce uncertainty if technical support is required.

The location for observation files, however, should be considered carefully and in consultation with district IT managers because the user must collect or consolidate observation files from one or more locations into a central, common folder for examination by Observer Pro. While this location can be any folder of the user’s choosing, recommended locations include (1) an OBSP folder on a networked drive or (2) the local hard drive folder <c:\obsp\observations>.

The most important considerations in choosing a location for observation files are user convenience and district policy. For users in a networked environment, an OBSP folder on a network drive would be an excellent choice allowing users from all network locations to send observation files to the OBSP folder for use with Observer Pro. Network folders and permissions must typically be arranged by district IT managers in such cases. Where conditions allow, this is the recommended first choice and makes use most convenient.

When a networked file location is not available, the user must select a location on the local "C" drive. The recommended location is [C:\OBSP\observations](#). As with a network directory, this folder will be the target location for observation data files collected from one or more district locations. Consult local IT managers for guidance in preferred methods for populating the target directory.

User Info. The user should designate User Info prior to first use. From the main drop-down menu select **Setup I Settings** and click the far right tab labeled User Info.



The image shows a screenshot of the 'Program Default Settings' dialog box, specifically the 'User Info' tab. The dialog box has a title bar that reads 'Program Default Settings'. Below the title bar, there are three tabs: 'Report Criteria', 'File Locations', and 'User Info'. The 'User Info' tab is selected and active. Inside the 'User Info' tab, there are two text input fields. The first field is labeled 'District' and contains the text 'Washington School District'. The second field is labeled 'End User' and contains the text 'Bill Craig'. At the bottom of the dialog box, there are two buttons: 'OK' and 'Cancel'.

Enter the district and end user information, then click the **OK** button.

Report Criteria. A variety of reporting options are available to the user. From the main drop-down menu select **Setup I Settings** and click the left tab labeled Report Criteria.

The screenshot shows the 'Program Default Settings' dialog box with three tabs: 'Report Criteria', 'File Locations', and 'User Info'. The 'Report Criteria' tab is active. A grey highlight box covers the following settings:

- Print Page Numbers
- Print Organization Name
- Print Report Date

Other settings in the 'Report Criteria' tab include:

- Evaluator Signature Block
- Acknowledgement Signature Block
- Display Criteria Description
- Default Rating Set: District Summative
- Default Indicator Criteria: Checked Only
- N/A included
- Default Report Title: Washington School District
- Default Report Subtitle: 2006 - 2007

Settings in the 'File Locations' tab:

- Report: Indicator Aggregate
- Graph Type: Performance Indicator Bar

Settings in the 'User Info' tab:

- Default Report Output: Preview/Print
- Quick View
- Default Type of Export File: Excel
- Default Date Range: 10/19/2006 thru 06/05/2007
- Use Current Date

Buttons at the bottom: OK, Cancel

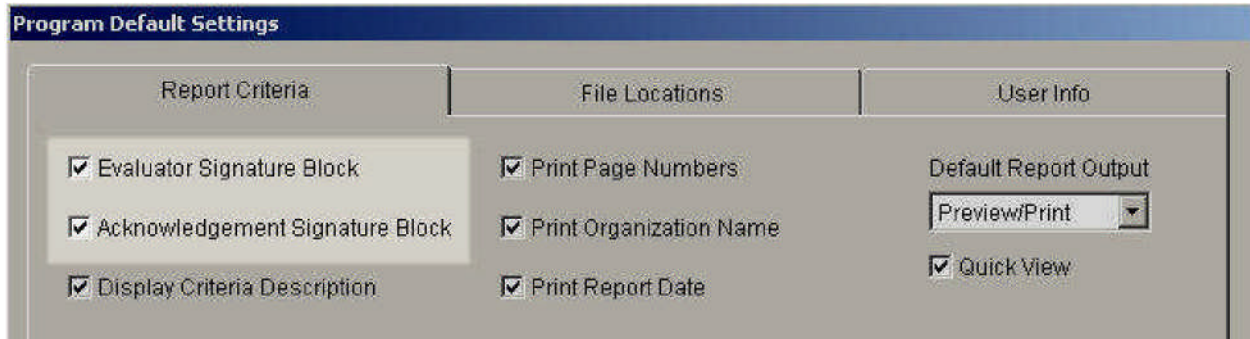
Settings highlighted above control whether those items are printed across the bottom of a report page. Recommended default settings are illustrated. Check or uncheck as desired.

Other options controlled from this dialogue pertain to default choices when creating reports. These should be set to reflect what the user will need most often. Global settings can be modified as each report is created, making selection of global defaults a matter of convenience and efficiency.

Report Criteria	File Locations	User Info
<input checked="" type="checkbox"/> Evaluator Signature Block	<input checked="" type="checkbox"/> Print Page Numbers	Default Report Output Preview/Print
<input checked="" type="checkbox"/> Acknowledgement Signature Block	<input checked="" type="checkbox"/> Print Organization Name	<input checked="" type="checkbox"/> Quick View
<input checked="" type="checkbox"/> Display Criteria Description	<input checked="" type="checkbox"/> Print Report Date	Default Type of Export File Excel
Default Rating Set District Summative	Report Indicator Aggregate	Default Date Range 10/19/2006 thru 06/05/2007 <input type="checkbox"/> Use Current Date
Default Indicator Criteria Checked Only	Graph Type Performance Indicator Bar	
<input checked="" type="checkbox"/> N/A included		
Default Report Title Washington School District		
Default Report Subtitle 2006 - 2007		

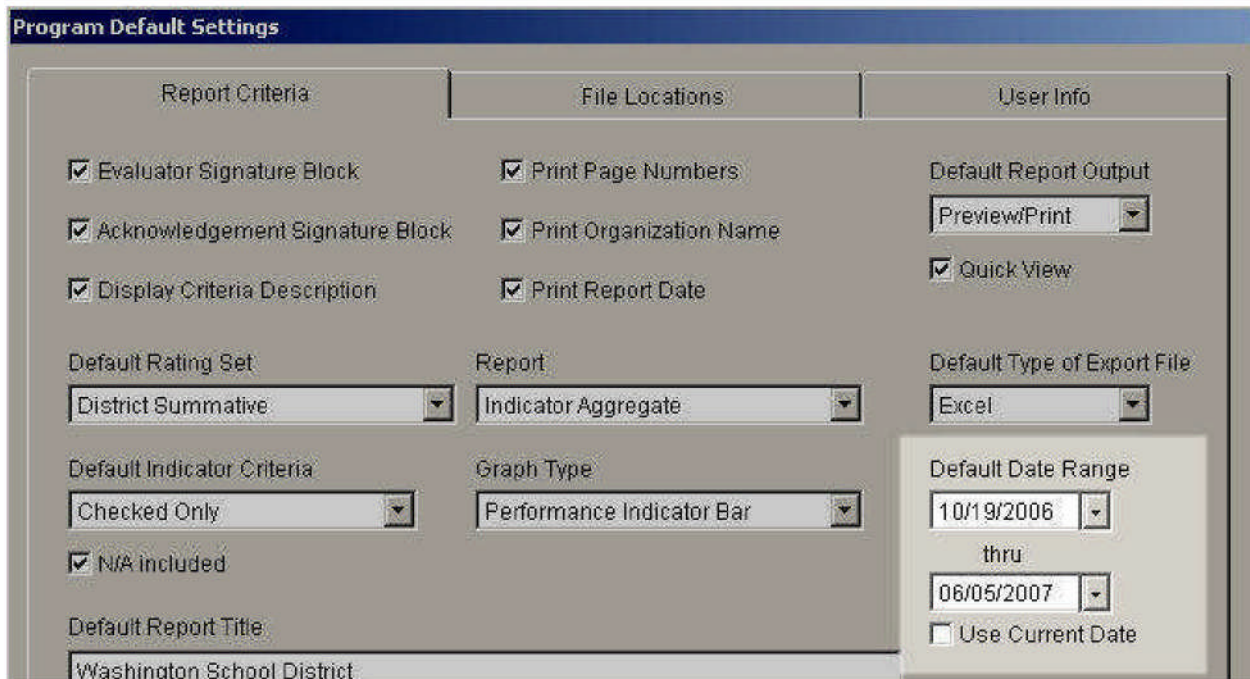
OK Cancel

The two options regarding a “signature block” pertain to reports created using the merge option accessed via **Reports | Merge**.



The merge document report creates a portfolio or a combo report from two or more individual files. In contrast to the settings mentioned earlier, these signature settings are not designated at the time of report creation. The user must specify signature block preference from this Report Criteria dialogue.

**Date Range.** The default date range selected by many users will be July 1 through the current date. This would examine all observation for the current year.



It can also be quite useful to select a date range for a particular month or for a particular term of the year. The user can modify date settings as each report is created. Default date range selection increases user convenience by establishing a common starting point.

## Gathering Data Files for Analysis

Observation files must be collected and stored in a convenient location before they can be examined. Users are encouraged to consult with district IT managers as they consider (1) the best methods for collecting observations files and (2) the best location for storing them consistent with district policies.

### Recommended File Locations

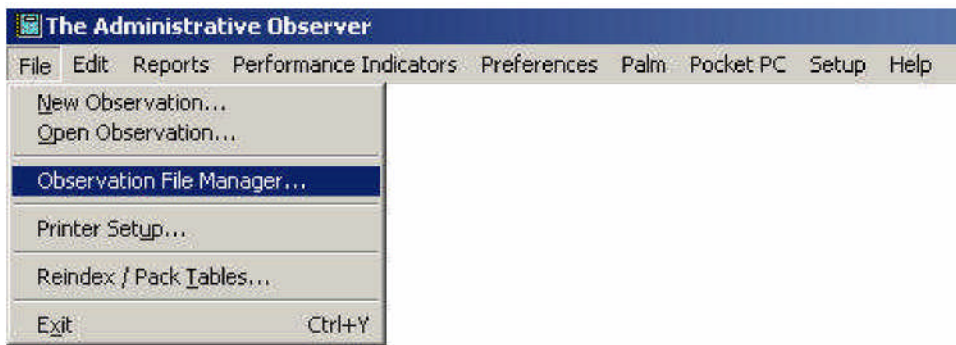
Users should consider a networked file location or a location on a local hard drive. The networked location is a clear first choice and more convenient to users when available. Access permission to a common network folder or directory will be needed by (1) those who will deposit observation files in that location and (2) those who will examine observation files in the networked folder or directory.

Collection and storage on a local hard drive is recommended when a networked location is unavailable. When this is the case, the recommended location is <C:\OBSP\observations>.

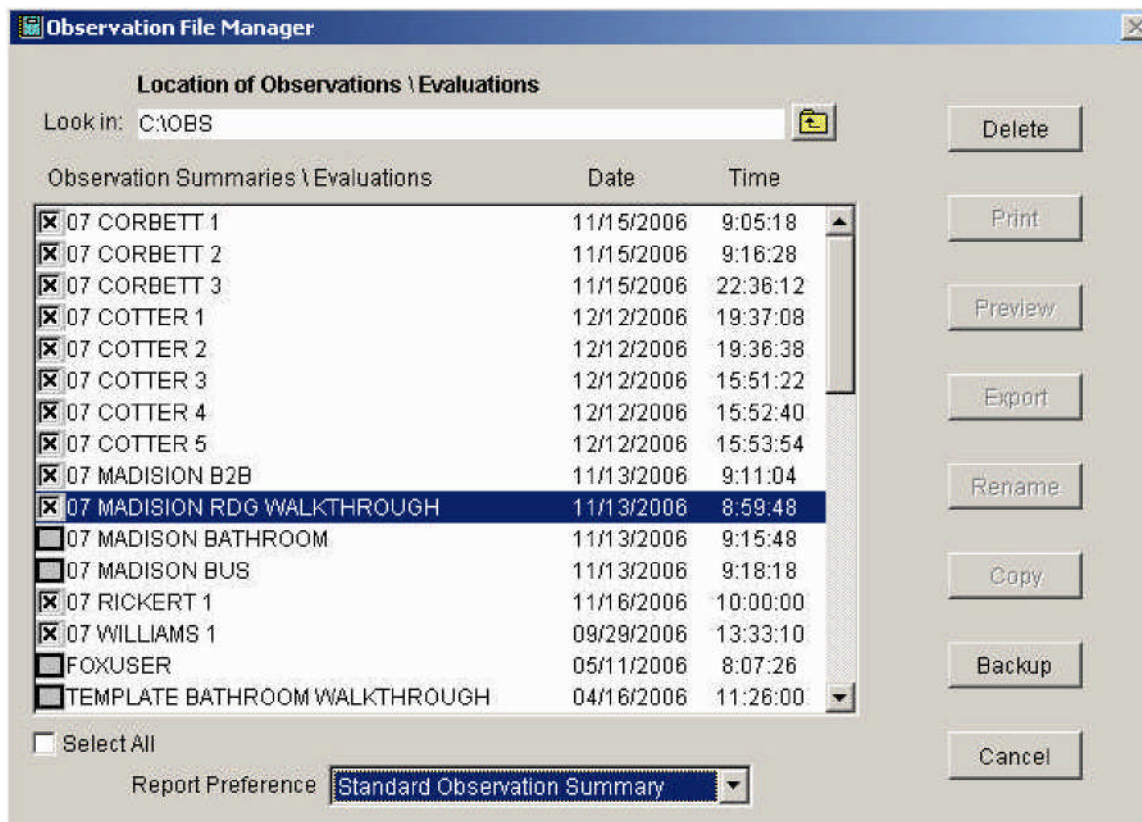
Regardless of the file location chosen, it is important for the user to establish that preference by clicking **SETUP | SETTINGS | File Locations**.

### File Collection Methods

Using a common network location. The most convenient file collection method for users who specify a network directory is to use the Observation File Manager provided with Observer Standard. While running Observer Standard, click **FILE | OBSERVATION FILE MANAGER**.



From the file manager screen, enter a check mark by those observation files to be sent to the network location.



Having selected the observations for which copies will be placed in the network location, click the BACKUP button and then specify the network directory location on the ensuing dialogue. Consult with local IT managers for specific network location and assistance if needed.

File collection without a network location. Users who cannot use a common network location will follow the procedure detailed above, but will backup to an alternate known location selected in consultation with district IT managers. This location could be a folder on the user's desktop, a USB drive, etc.

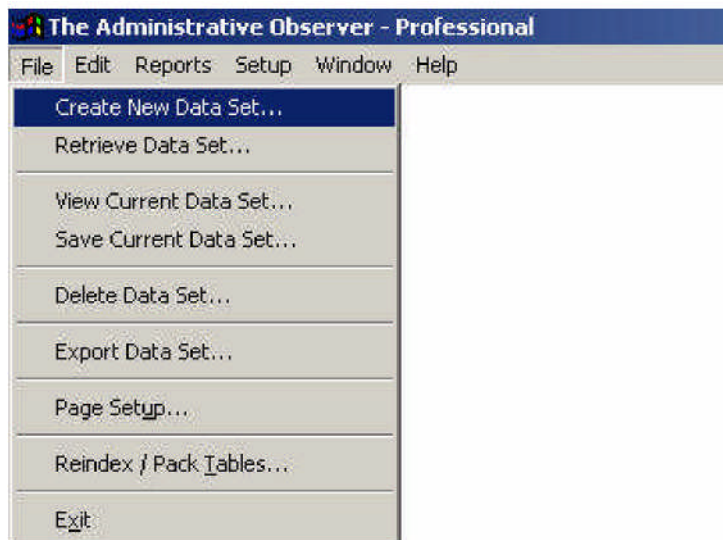
Once backed up to that known location, the observation files must be copied into the destination directory or folder defined for use by Observer Pro. Local security practices will quite likely define the method preferred in each user's district. Consult district IT managers for guidance.

## Data Sets

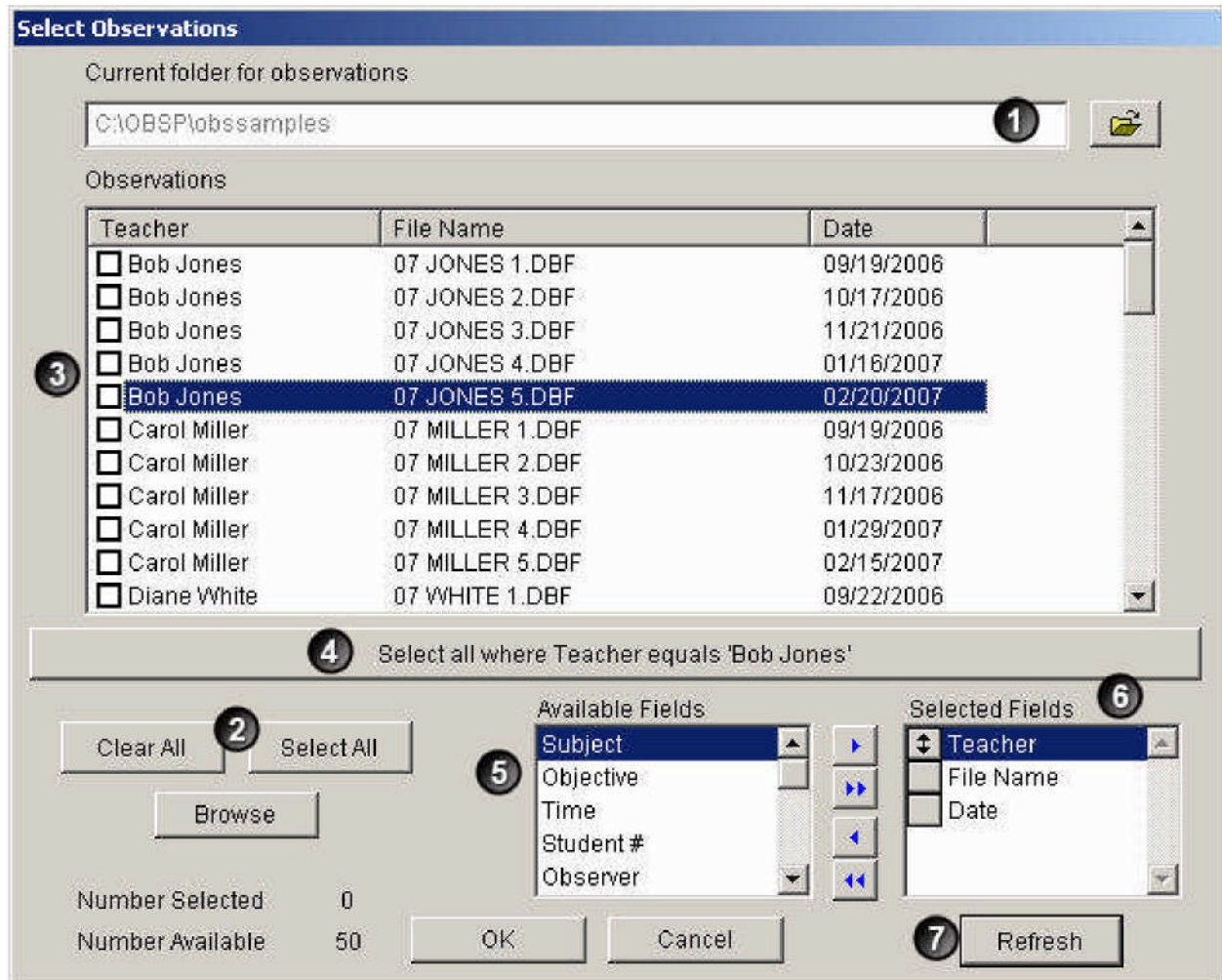
A data set is a group of observation files selected for examination. A data set **MUST** be created to indicate which observation files to examine and may optionally be saved for later user. The data set can be all available observation files or a subset of those available.

A data set may be defined in terms of a range of dates, a specific group of schools, a specific group of teachers (such as a department), etc. The data set should be modified whenever there is a change in the focus of interest or the nature of questions being posed.

The user may select all available observation files or a sub-group for the data set. When first using Observer Pro, it may be convenient simply to select all available observation files. As the number of observation files increases over time, users are encouraged to create data set sub-groups (1) to lessen processor demand, (2) to speed report generation, and (3) to provide focus to the user.



Upon clicking **FILE | Create New Data Set**, the user will see a dialogue to enter data set criteria.



This dialogue offers the user “selection by example” capability and therefore remarkable flexibility in selecting the files to be examined and analyzed. Because of the importance of this dialogue, each part will be discussed in detail.

- 1 This display and folder icon allows the user to specify an observations folder or directory different from the default folder. The user should always verify that the folder shown actually contains the desired observation files to be examined.
- 2 These buttons allow the user to select or clear all files. For users who fastidiously clear the observations folder when the time-value of those files has lapsed, the **SELECT ALL** button allows a speedy method for populating a data set with files.
- 3 The user can specify one or more individual files for examination by clicking on these check boxes. Each checked file becomes part of the data set.

- 4 Using this selection bar, the user can specify all files that have a certain characteristic. This feature is quite powerful and offers great flexibility, but can be a little tricky for the first time user. To that end, the following pointers should be helpful.
- ❑ The user must highlight a row that illustrates the desired characteristic in the leftmost column. This is done by clicking on that row. The row will appear to be blue when highlighted.
  - ❑ The checkbox does not need to be checked prior to clicking the “select by example” bar. The blue highlight does need to be visible on the desired characteristic.
  - ❑ The selection bar can be used more than once to define a data set. For example, if the leftmost column contained teacher name, all files for one teacher could be selected and then all files for another teacher could be added to the data set. The process is additive.
  - ❑ The user can change the characteristic that appears in the leftmost column by using the feature illustrated by buttons five and six. See the discussion of those parts in the dialogue below.
- 5 The user can choose from all available fields those to be used in the selection process. Double-clicking the desired field causes it to appear as an option in the adjacent “selected fields” area.
- 6 The selected fields box indicates fields available for selection by example. The dominant field, i.e. the field to appear in the leftmost position, should be at the top of the list. To reorder the listing, the user should “grab” the up/down indicator by clicking and holding, then move the desired field to a new display position and release.
- 7 Whenever the list of selected fields is reordered, it is important for the user to click the **REFRESH** button. This will cause the desired field order to be reflected in the larger dialogue listing.

A data set is created when the user specifies selection criteria and clicks **OK**. The user can then save the data set if it is likely to be used again. This would be accomplished by clicking **FILE | SAVE DATA SET**.

Saving a data set is sometimes useful, but not always. It is not required. The user can simply proceed to the **REPORTS** menu if desired.

## **RATINGS SETS**

Ratings sets are one tool aiding the analysis of the collected observation files. A rating set expresses those quality indicators to be the focus of analysis.

A user may choose to include all the descriptors available to the observer or to define a subset. A common group of descriptors is shown below.

- Excellent
- Very Good
- Good
- Fair
- Poor

Observer Pro includes this rating set and names it District Summative. A user who completed observations with this rating set and who wanted to see how those observed distributed along this scale would select the “District Summative” ratings set when completing the Reports dialogue.

A user might want to examine a subset of the available descriptors. For example, a ratings set named “Substandard” might be created using the descriptors “Fair” and “Poor.” The resulting report and analysis would focus only on the frequency and origin of these two descriptors.

Users should also define ratings sets that express those matters of local importance to be examined. Several ratings sets are supplied with Observer Pro and are named below.

- District Summative
- District Walkthrough
- Count Non-rated Indicators
- Substandard
- Meets or Exceeds

Indicators to be examined via ratings sets do not require qualitative language. For example, users of Observer Standard commonly choose to complete walkthrough observations by checking the indicators observed but not rating them, i.e. using a blank indicator field. In this example, the Count Non-rated Indicators ratings set would express the behaviors observed and their frequency but would not include qualitative or descriptive language.

## Defining Ratings Sets

The user should click **SETUP I Enter/Edit Ratings Sets ...** prior to first use to examine the supplied ratings sets and to enter those of local importance. The following dialogue will appear.

Rating	Value	Order
<input type="checkbox"/> N/A	0	6
<input checked="" type="checkbox"/> Poor	1	5
<input checked="" type="checkbox"/> Fair	2	4
<input checked="" type="checkbox"/> Good	3	3
<input checked="" type="checkbox"/> Very Good	4	2
<input checked="" type="checkbox"/> Excellent	5	1
<input type="checkbox"/>	0	7
<input type="checkbox"/>	0	0
<input type="checkbox"/>	0	0
<input type="checkbox"/>	0	0

- 1 This field describes the rating set and is the name by which it will be selected when using the **REPORTS** dialogue. Choose a meaningful name that is easy to remember.
- 2 These fields contain the descriptive language indicators. They should correspond in whole or in part to the quality indicators used when creating the observation summaries which Observer Pro will examine.
- 3 The check marks indicate which descriptive fields will be active. An unchecked box will be inactive and therefore not included in Observer Pro analysis or reporting.
- 4 The “value” boxes allow the user to weight or assign relative importance to indicators. Equal intervals between indicator values establish equal valuation. Unequal or increasing intervals between values establish greater importance for some indicators compared to others. These values will be used in the computation of cumulative mean scores for each indicator.

- 5 The order boxes establish the desired display order for indicators in use. In a top to bottom list, the field with the lowest order number would be shown at the top of the list.
- 6 Form control buttons at the bottom of the dialogue perform several useful functions in the establishment of a collection of ratings sets.



These buttons allow the user to move back and forth among ratings sets.



The “new page” button allows the user to create a new ratings set.



The red “X” button allows the user to delete the visible ratings set above. Use with caution.



Click this button when ready to save a new or modified ratings set.



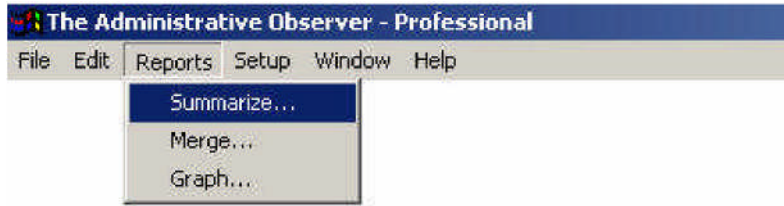
Click this backwards arrow button to cancel and abandon changes to a ratings set.



Click the “open door” button to exit the ratings set dialogue gracefully. Throughout the program, exit via this button when shown. Avoid closing a dialogue via the “X” button typical in the top right of most Windows screens.

## Reports

The REPORTS drop-down menu reveals three main types of reports generated by Observer Pro following examination of observation files created by Observer Standard.



Summary reports examine each quality indicator used during systematic observation and express such information as

- the indicators observed,
- descriptive or quality terms attached to these indicators (from ratings sets),
- frequency distributions or counts for each ratings term,
- mean values for each quality indicator
- ... and more!

Merge reports allow the user to combine observation files created with Observer Standard into a combo or portfolio report. Routine uses for this feature include (1) generating observation summaries with more than six tabs, thereby exceeding the intentional design limits of Observer Standard, and (2) combining a series of short observation summaries, such as those using one tab, into a portfolio report describing performance over time.

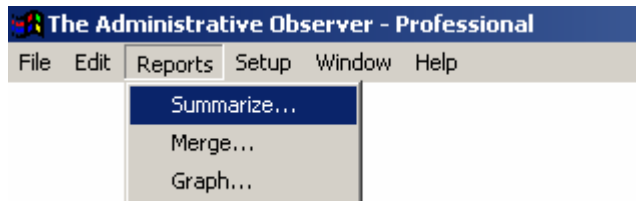
Graph reports express frequencies or counts with great visual impact. Bar charts, pie charts, and line graphs are routinely available.

Each report type has its own dialogue allowing the user to pose specific and focused queries to greatest advantage.

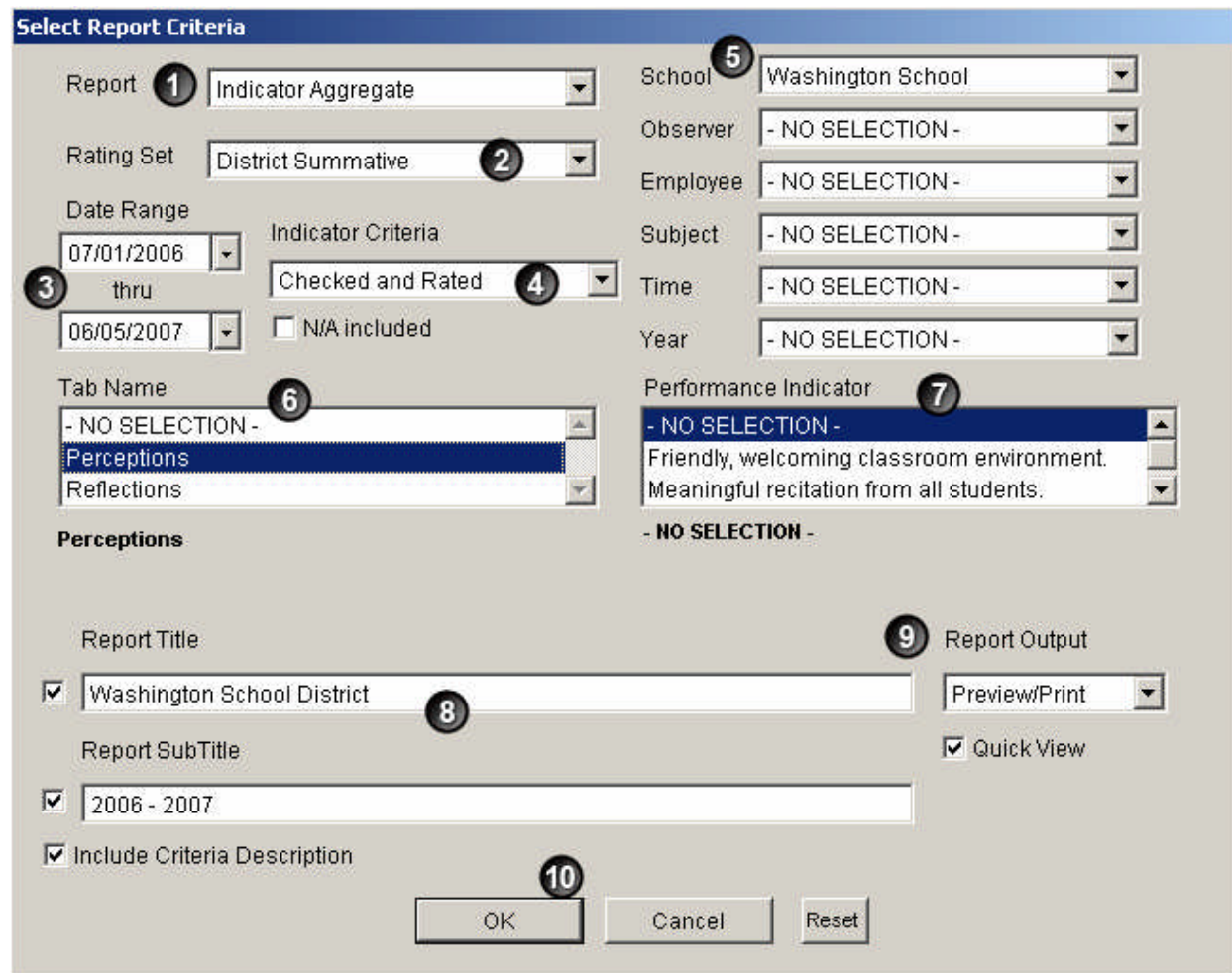
## Summary Reports Dialogue

While there is no need to re-create a data set each time a report is generated, it is important for the user to ensure the data set of interest is active prior to generating summary reports. If there is any uncertainty, users are encouraged to create or retrieve an appropriate data set before creating reports. See the section on data sets for details.

Report creation begins by clicking **REPORTS | Summarize ...**



The report query dialogue appears as shown below. Up to nine variable areas can be adjusted. Remarkable flexibility can be achieved by combining these choices with the “query by selection” ability available when creating a data set.

The image shows a dialog box titled "Select Report Criteria". It contains several fields and controls, each with a numbered callout:

- 1**: Report dropdown menu set to "Indicator Aggregate".
- 2**: Rating Set dropdown menu set to "District Summative".
- 3**: Date Range section with "07/01/2006" and "06/05/2007" dropdowns and a "thru" label.
- 4**: Indicator Criteria dropdown menu set to "Checked and Rated".
- 5**: School dropdown menu set to "Washington School".
- 6**: Tab Name list box with "Perceptions" selected.
- 7**: Performance Indicator list box with "Friendly, welcoming classroom environment." selected.
- 8**: Report Title text box containing "Washington School District".
- 9**: Report Output dropdown menu set to "Preview/Print".
- 10**: OK button.

Other visible elements include a "Date Range" section with "07/01/2006" and "06/05/2007" dropdowns, an "Indicator Criteria" section with "Checked and Rated" dropdown and "N/A included" checkbox, "Observer", "Employee", "Subject", "Time", and "Year" dropdowns all set to "- NO SELECTION -", a "Performance Indicator" section with "- NO SELECTION -" dropdown, "Report SubTitle" text box containing "2006 - 2007", "Include Criteria Description" checkbox, and "Cancel" and "Reset" buttons.

- 1 The report type drop-down box allows the user to select from available report types. These vary in form and content, and when combined with other variables on this dialogue, allow the user to express
  - The number of observations completed in a data set.
  - A list of who has been observed in a calendar period.
  - The frequency each rating in a ratings set was observed.
  - Observation quality, expressed by the mean value of ratings observed.
  - Recommendations given following observation.
  - A list of employees receiving certain ratings.
  - ... and more.

Five standard report types are shown in the drop-down box. These determine the starting point or format for a report document. Creative use of data sets and adjustments to the other eight variables on the report query dialogue will yield considerably more final report types.

- 2 The ratings set drop-down box allows the user to select from user-defined ratings sets. To be meaningful, ratings sets should in whole or in part include those descriptors used to create the observation data being queried.

Data sets reflecting a subset of possible ratings can be especially useful. For example, the supplied data set “MEETS OR EXCEEDS” examines a subset of ratings that are all good or better.

- 3 The date range boxes allow the user to focus on particular periods of interest. Note the starting and ending dates can be set to default values from the **SETUP | Settings** menu. The user can modify the default values if desired when reports are created.

- 4 The indicator criteria drop-down allows the user to choose subsets of interest. For example, a district may choose to “check” behaviors observed but not rate their quality. Such a practice makes the “CHECKED ONLY” choice useful. Districts that rate the quality of the behaviors observed might choose “CHECKED and RATED”.

It is very important for the ratings set and the indicator criteria to be logically congruent for the report to be meaningful. For example, pairing the ratings set “Count Nonrated Indicators” with the indicator criteria “Checked and Rated” would yield a meaningless report.

See the section entitled “Impossible Questions” for more on the importance of logical pairings.

- 5 These six drop-down boxes allow the user to narrow the scope of a report to a particular school, observer, employee, etc.

- 6 The tab selection box allows the user to obtain a report containing all behaviors observed or to narrow focus to behaviors contained on a single tab.

- 7 The performance indicator selection box allows the user to narrow focus to a single teaching behavior or standard if desired.
- 8 The report title input boxes allow the user to entitle the report as desired. Default titles can be declared globally from the **SETUP |Settings** menu. The user can modify the default values for an individual report if desired when reports are created.
- 9 The report output drop-down allows the user to select from seven possible output choices.
  - Placing a check-mark in the Quickview box will show the report onscreen after creation.
  - Choosing Preview/Print shows a report onscreen and allows the user to print directly from the preview if desired. In contrast to the other output options, this choice does not create or save a file containing the report.
  - All remaining output types will save a digital file containing the user's report. If the Quickview box is checked, the report will also appear on the screen with the option to print at that time.

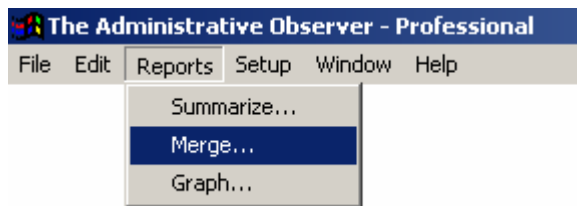
Default choices can be declared globally from the **SETUP |Settings** menu. The user can modify the default values for an individual report if desired when reports are created.

- 10 Click the **OK** button when all query options have been defined.

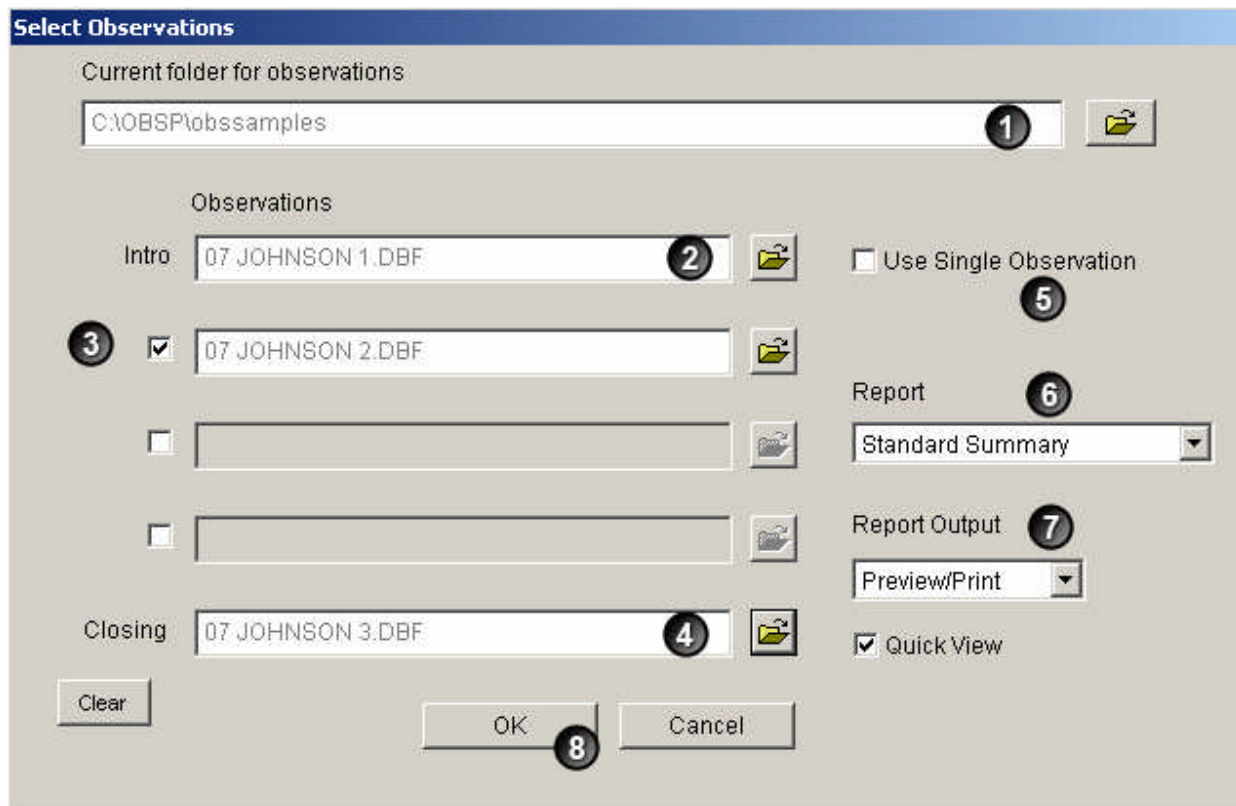
## Merge Reports Dialogue



As explained elsewhere in this manual, there is no need to re-create a data set each time a report is generated. It is important, however, for the user to ensure the data set of interest is active during report creation. If there is any doubt, users are encouraged to create or retrieve an appropriate data set before creating reports. See the section on data sets for details.

Report creation begins by clicking **REPORTS | Merge ...**



The report query dialogue appears as shown below. A single observation file can be printed, or up to five files can be combined, allowing users to create evaluation documents far exceeding the six tab limit of a single observation document. Creative merge combinations can also result in observation "portfolios" if desired.



- 1 The “current folder” box will display the location of the observation files to be used. The default location SETTINGS | Setup will be shown. Users can navigate to another location by clicking the folder navigation icon . It is important to note that all files to be merged must be located in the same folder or subdirectory.
- 2 Select files to be merged by clicking the navigation icon . Only files created by Observer Standard and located in the current folder location will be shown. Each combination document will begin with the identifying information (name, date, observer, etc.) taken from the first specified file.
- 3 For merge reports combining three or more observation files, the user will enter a checkmark indicating a desire to specify a file for the file selection box. Gray boxes are inactive.
- 4 The “closing” file selection box will designate the final observation file to be merged. Each merged document will take its signature and closing information from the file designated in the closing file selection box.
- 5 There may be times when a user simply wants to print a single observation file while using Observer Pro. While not a merge, Observer Pro allows this if the user places a checkmark in the box shown. Only one source file should be designated when this checkmark has been entered.
- 6 Each observation file contributing to the merge can be printed in a variety of formats individually. To ensure uniform printing for the merged document, the user should select a format to govern printing for all the files being merged.
- 7 The report output drop-down allows the user to select from seven possible output choices.
  - Placing a check-mark in the Quickview box will show the report onscreen after creation.
  - Choosing Preview/Print shows a report onscreen and allows the user to print directly from the preview if desired. In contrast to the other output options, this choice does not create or save a file containing the report.
  - All remaining output types will save a digital file containing the user’s report. If the Quickview box is checked, the report will also appear on the screen with the option to print at that time.

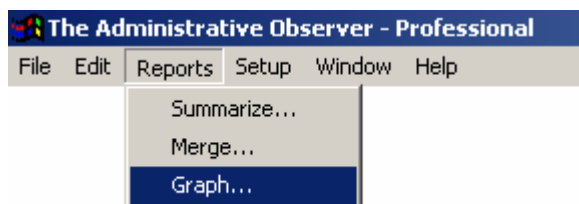
Default choices can be declared globally from the **SETUP |Settings** menu. The user can modify the default values for an individual report if desired when reports are created.

- 8 Click the **OK** button when all query options have been defined.

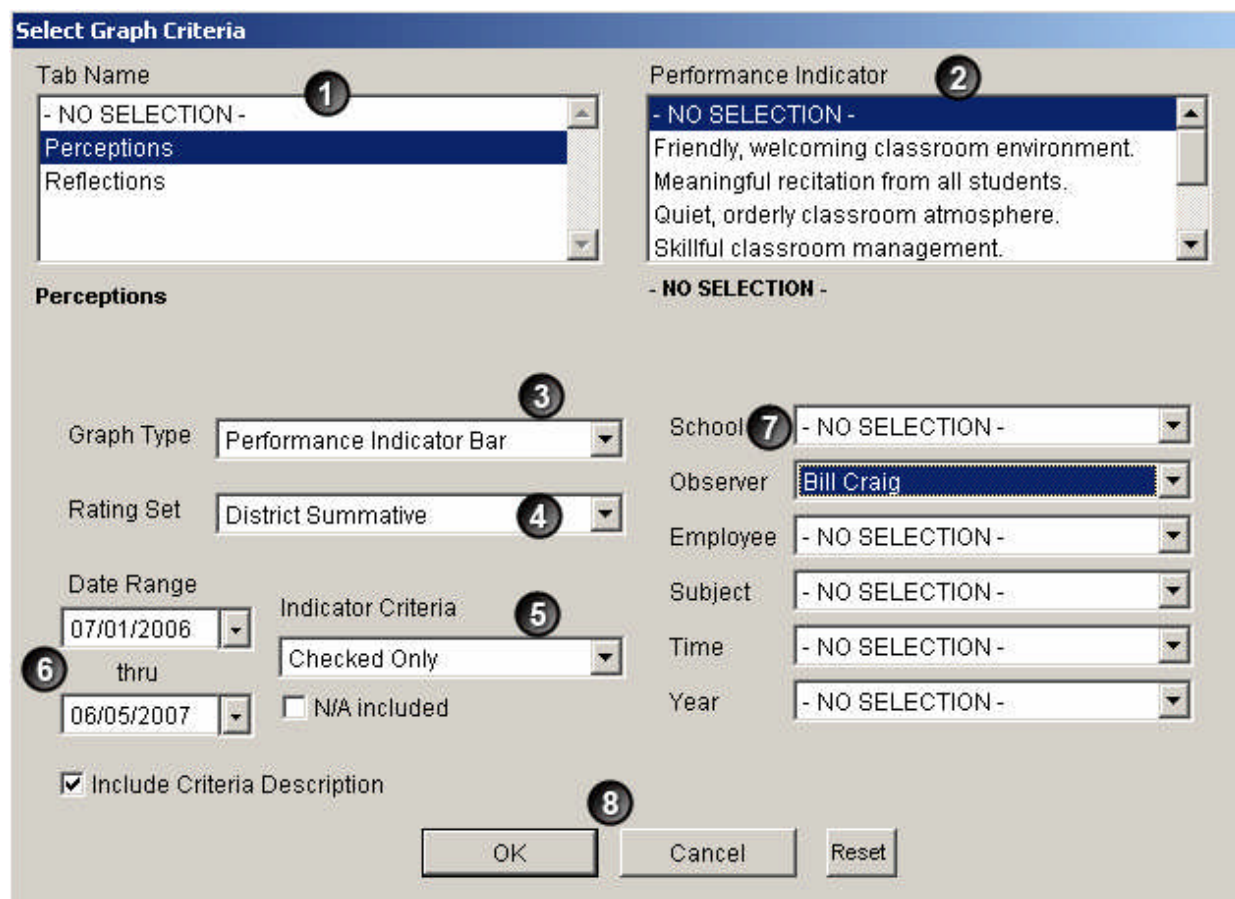
## Graph Reports Dialogue

As explained earlier, there is no need to re-create a data set each time a report is generated so long as the user is confident the data set of interest is active during report creation. If there is any doubt, users are encouraged to create or retrieve an appropriate data set before creating reports. See the section on data sets for details.

Report creation begins by clicking **REPORTS | Graph ...**



The report query dialogue appears as shown below. Adjustments to the seven variable areas of this dialogue can yield significant and focused information about the observations being summarized in the graphs.

The image shows a dialog box titled "Select Graph Criteria". It contains several fields and controls, each with a numbered callout:

- 1**: Tab Name dropdown menu, currently showing "- NO SELECTION -", with "Perceptions" and "Reflections" as options.
- 2**: Performance Indicator dropdown menu, currently showing "- NO SELECTION -", with options: "Friendly, welcoming classroom environment.", "Meaningful recitation from all students.", "Quiet, orderly classroom atmosphere.", and "Skillful classroom management."
- 3**: Graph Type dropdown menu, currently showing "Performance Indicator Bar".
- 4**: Rating Set dropdown menu, currently showing "District Summative".
- 5**: Indicator Criteria dropdown menu, currently showing "Checked Only".
- 6**: Date Range section with two date pickers: "07/01/2006" and "06/05/2007", with "thru" in between. A checkbox "N/A included" is present.
- 7**: School dropdown menu, currently showing "- NO SELECTION -".
- 8**: Observer dropdown menu, currently showing "Bill Craig". Other dropdowns for Employee, Subject, Time, and Year are all set to "- NO SELECTION -".

At the bottom, there is a checked checkbox "Include Criteria Description" and three buttons: "OK", "Cancel", and "Reset".

- 1 Choose NO SELECTION to consider all standards expressed on every tab of the observation files in the data set. Choose a specific tab to narrow the focus. The example above has been narrowed to consider those items on a single tab.
- 2 Choose NO SELECTION to consider all standards expressed as shown in the illustration above. This example will create a graph describing performance “across the board” as a broad, general indication of quality during classroom visits. The focus may be narrowed the focus by highlighting a single teaching standard. It can be narrowed further by selecting a particular school, observer, employee, etc., using one or more of the six variable boxes described in section 7 below.
- 3 Click the graph type drop-down to select the desired graph type.
- 4 The ratings set drop-down box allows the user to select from user-defined ratings sets. To be meaningful, ratings sets should in whole or in part include those descriptors used to create the observation data being queried.

Data sets reflecting a subset of possible ratings can be especially useful. For example, the supplied data set “MEETS OR EXCEEDS” examines a subset of ratings that are all good or better.

- 5 The indicator criteria drop-down allows the user to choose subsets of interest. For example, a district may choose to “check” behaviors observed but not rate their quality. Such a practice makes the “CHECKED ONLY” choice useful. Districts that rate the quality of the behaviors observed might choose “CHECKED and RATED”.

It is very important for the ratings set and the indicator criteria to be logically congruent for the report to be meaningful. For example, pairing the ratings set “Count Nonrated Indicators” with the indicator criteria “Checked and Rated” would yield a meaningless report.

See the section entitled “Impossible Questions” for more on the importance of logical pairings.

- 6 The date range boxes allow the user to focus on particular periods of interest. Note the starting and ending dates can be set to default values from the **SETUP | Settings** menu. The user can modify the default values if desired when reports are created.
- 7 These six drop-down boxes allow the user to narrow the scope of a report to a particular school, observer, employee, etc.
- 8 Click the **OK** button when all query options have been defined.