



Differentiated Observation

Overview / Tutorial for Supervisors

Differentiated Observations

Differentiated Observations are initiated by a supervisor.

Teachers will receive an email notification when a supervisor initiates the differentiated observation process.

The Differentiated Observation process has three main phases, including the Action Plan, Mid-Year Progress update, and Year-End Progress update / Self-Assessment Rubric rating.

The screenshot shows the 'Differentiated Observation' form in the Dade County Public Schools system. The interface includes a blue header with the 'Dade' logo and navigation links for 'MY OBSERVATIONS', 'RESOURCES', and 'SUPPORT'. Below the header, the user is identified as 'Teacher, MA' with a profile icon, and there are links for 'SLO', 'Walkthroughs', 'Observations', 'Anecdotal Notes', and 'E2 Ratings'. The main content area is titled 'Differentiated Observation' and shows the 'Current Section: Differentiated Action Plan'. There are two dropdown menus: 'Type of Differentiated Supervision' and 'Component Focus', both currently set to 'Select One'. A 'Save' button is located to the right of these dropdowns. On the left side, there is a sidebar menu with options: 'Differentiated Action Plan' (selected), 'Mid-Year Progress', 'Year-End Progress', and 'Self-Assessment Rubric'. The main content area contains several sections for text entry, each with an 'Add Comment' button: 'Differentiated Action Plan' (with a 'Submit' button), 'Project Goal: Describe the goal of your Differentiated Supervision Action Plan.', 'Purpose/Rationale: Describe the rationale for selecting and implementing your Differentiated Supervision Action Plan.', 'Steps and/or Activities to Achieve Goal: Describe the various steps and/or activities that will be involved in completing your Differentiated Supervision Action Plan.', and 'Implementation Timeline: Describe how you will implement your Differentiated Supervision Action Plan over the course of the school year...'.

Differentiated Observation Steps

Step 1: Teacher selects type of differentiated supervision and component focus areas and completes the differentiated observation action plan... and Submits

Step 2: Supervisor reviews/adds comments... and Submits

Step 3: Teacher completes mid-year progress update... and Submits

Step 4: Supervisor reviews/adds comments... and Submits

Step 5: Teacher completes year-end progress update... and Submits

Step 6: Supervisor reviews/adds comments... and Submits

Step 7: Teacher completes self-assessment rubric... and Submits

Step 8: Supervisor reviews and completes self-assessment rubric... and Submits

From the Supervision Management page, select the appropriate teacher.

The screenshot displays the 'Supervision Management' interface. At the top, there is a blue header with the Paetec logo and navigation links for 'SUPERVISION MANAGEMENT', 'RESOURCES', and 'SUPPORT'. Below the header, the page title 'Supervision Management' is shown, along with a 'Help and Legend' link. The main content area includes a filter section with 'Building: Grandview', 'User type: All', and 'Status: All Users'. Below this, there are controls for 'Users / Page: 25' and 'Currently displaying records for the 2015-16 school year'. A search bar is also present. The central part of the page is a table with the following columns: Full Name, SLO, Walkthroughs, Observations, Anecdotal Notes, and 82 Forms. The 'Full Name' column lists teachers: Acker, Molly; Ant, Adam; Crane, Rob; Earl, Mindy; Jones, Casey; Jones, Eric; Lee, Christine; Smith, Coco; Teacher, Joe; Teacher, Judy; and Dole, Betty. A green arrow points to 'Teacher, Joe'. The 'Observations' column shows various colored icons (green, orange, blue) and the text '1 Open'.

Full Name	SLO	Walkthroughs	Observations	Anecdotal Notes	82 Forms
Acker, Molly	1		1	1 Open	
Ant, Adam					
Crane, Rob	4				
Earl, Mindy	1 Open				
Jones, Casey					
Jones, Eric					
Lee, Christine	1 Open				
Smith, Coco					
Teacher, Joe					
Teacher, Judy				1	
Dole, Betty					

On the teacher's overview page, click the blue Differentiated button to start a new Differentiated Observation.

The screenshot shows the 'Observations' page for 'Teacher, Joe'. At the top, there is a navigation bar with 'SUPERVISION MANAGEMENT', 'RESOURCES', and 'SUPPORT'. Below the navigation bar, the page title is 'Supervision Management > Joe Teacher > Observations'. On the right side, there are links for 'Building Principal', 'By Supervisor', and 'Logout'. The main content area features a user profile for 'Teacher, Joe' with a 'SLO | Walkthroughs | Observations | Anecdotal Notes | 82 Ratings' menu. Below this is a section titled 'Observations' with a 'Set By School Year' dropdown menu set to 'All'. To the right of the 'Observations' section is a 'Start New Observation' area with four buttons: 'Differentiated' (blue), 'Formal' (green), 'Teacher/Principal' (green), and 'Principal Only' (orange). A large green arrow points from the bottom left towards the 'Differentiated' button. Below the buttons is a table with columns for 'School Year', 'Created Date', 'Type', 'Evaluator Name', 'Status', and 'Actions'. The table is currently empty. At the bottom of the page, there is a footer with '© 2016 DataCamp, Inc. All rights reserved.' and 'Terms of Service | Privacy Policy'.

In the pop-up, enter any notes and click Create.

The screenshot displays the Paetec Observations interface. At the top, there is a blue navigation bar with the Paetec logo and links for SUPERVISION MANAGEMENT, RESOURCES, and SUPPORT. Below the navigation bar, the breadcrumb trail reads 'Supervision Management > Joe Teacher > Observations'. The main content area features a user profile for 'Teacher, Joe' and a list of navigation links: SLO, Walkthroughs, Observations, Anecdotal Notes, and Ratings. The 'Observations' section is active, showing a 'Sort By School Year' dropdown set to 'All'. To the right, there are buttons for 'Start New Observation' (Differentiated, Formal, Teacher/Principal, Principal Only) and 'Stand-alone Rubric'. A table with columns for School Year, Created Date, Type, and Actions is partially visible. A modal window titled 'New Differentiated Observation' is open in the center, containing the following text: 'This will begin a Differentiated Evaluation. A notification and email will be sent to Joe Teacher prompting them to start the evaluation. You will be notified when Joe Teacher has submitted their evidence. Please provide any notes you would like sent to Joe Teacher in the text area below: [Add any notes here...].' At the bottom of the modal are 'Create' and 'Cancel' buttons. Two green arrows point to the 'Create' button and the text input area.

An email notification with your notes will be sent to the teacher, prompting them to complete their Differentiated Observation Action Plan.

Once the teacher submits their Action Plan, you will receive an email notification.

The screenshot displays the Paetop Supervision Management interface. At the top, there is a blue navigation bar with the Paetop logo and links for 'SUPERVISION MANAGEMENT', 'RESOURCES', and 'SUPPORT'. Below the navigation bar, the user's profile 'Teacher, Joe' is visible, along with links for 'BLO', 'Walkthroughs', 'Observations', 'Anecdotal Notes', and '82 Ratings'. The main content area is titled 'Differentiated Observation' and 'Current Section: Differentiated Action Plan'. On the left, there is a sidebar menu with options: 'Differentiated Action Plan', 'Mid-Year Progress', 'Year-End Progress', and 'Self-Assessment Rubric'. The main form area includes a 'Type of Differentiated Supervision' dropdown menu (set to 'Action Research'), a 'Component Focus' dropdown menu (set to 'Questioning Techniques'), and three other dropdown menus (set to 'Engaging Students' and 'Culture for Learning'). The form contains three sections for entering text: 'Project Goal: Describe the goal of your Differentiated Supervision Action Plan.', 'Purpose/Rationale: Describe the rationale for selecting and implementing your Differentiated Supervision Action Plan.', and 'Steps and/or Activities to Achieve Goal: Describe the various steps and/or activities that will be involved in completing your Differentiated Supervision Action Plan.'. Each section has a 'Teacher enters comments/evidence here.' placeholder and an 'Add Comment' button. A 'Submit' button is located at the top right of the form area. Green arrows point to the 'Type of Differentiated Supervision' dropdown, the 'Component Focus' dropdown, the 'Submit' button, and the 'Add Comment' buttons for each of the three text sections.

Review the Action Plan, add comments (if appropriate), and submit.

Once the teacher submits their Mid-Year Progress update, you will receive an email notification.

The screenshot shows the EdLink supervision management interface. The page title is "Differentiated Observation" for "Joe Teacher". The current section is "Mid-Year Progress". The "Type of Differentiated Supervision" is "Action Research". The "Component Focus" includes "3d Questioning Techniques", "3c Engaging Students", and "2b Culture for Learning". The "Differentiated Action Plan" is checked. The "Mid-Year Progress" section is highlighted in the sidebar. The "Mid-Year Progress Update" form contains a text area for "Teacher enters comments/evidence here." and a "Submit" button. The update was posted on 10/20/2015 at 9:37 AM. There is an "Add Comment" button at the bottom right of the form.

Review the Mid-Year Progress update, add comments (if appropriate), and submit.

Once the teacher submits their Year-End Progress update, you will receive an email notification.

The screenshot displays a web interface for a 'Differentiated Observation'. At the top, it shows the user's name 'Teacher Joe' and navigation links for 'SLC', 'Walkthroughs', 'Observations', 'Anecdotal Notes', and 'SL Ratings'. The main heading is 'Differentiated Observation', and the current section is 'Year-End Progress'. Below this, there are dropdown menus for 'Type of Differentiated Supervision' (set to 'Action Research'), 'Component Focus' (set to 'Questioning Techniques'), and another 'Component Focus' (set to 'Engaging Students'). A third dropdown menu is set to 'Culture for Learning'. On the left, a sidebar lists 'Differentiated Action Plan' (checked), 'Mid-Year Progress' (checked), 'Year-End Progress' (highlighted with a green arrow), and 'Self-Assessment Rubric'. The main content area shows a 'Year-End Progress Update' form with a 'Submit' button (highlighted with a green arrow). Below the form is a 'Comments' section with a text area (highlighted with a green arrow) and an 'Add Comment' button (highlighted with a green arrow). The form and comments section are both titled 'Joe Teacher' and 'Posted 10/20/2015 9:38 AM'.

Review the Year-End Progress update, add comments (if appropriate), and submit.

Once the teacher submits their Self-Assessment Rubric, you will receive an email notification.

The screenshot displays a web-based interface for a self-assessment rubric. At the top, it shows the user's name 'Teacher Joe' and navigation options like 'RLO', 'Walkthroughs', 'Observations', 'Anecdotal Notes', and '82 Ratings'. The main heading is 'Rubric Ratings'. Below this, there are tabs for 'Domain 1', 'Domain 2', 'Domain 3', and 'Domain 4', along with a 'Return to Observation' button. The 'Domain 1' tab is active, showing a list of categories on the left: '1a. Content Knowledge', '1b. Student Knowledge', '1c. Setting Outcomes', '1d. Resource Knowledge', '1e. Coherent Instruction', and '1f. Student Assessment'. The '1d. Resource Knowledge' category is selected. The main content area is titled 'Designing Coherent Instruction' and contains 'Teacher Rating' and 'Principal Rating' sections. Each section has a 'Rating' dropdown menu and a text box for comments. The 'Teacher Rating' dropdown is set to 'Needs Improvement', and the 'Principal Rating' dropdown is set to 'Proficient'. A 'Submit' button is located at the top right. At the bottom, there is a text area for 'Teacher enters comment/evidence here' and an 'Add Comment' button. Green arrows point to the 'Submit' button, the 'Needs Improvement' rating, the 'Proficient' rating, the comment text area, and the 'Add Comment' button.

Rating	Needs Improvement	Proficient	Distinguished
Teacher Rating	Needs Improvement	Proficient	Distinguished
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.
Principal Rating	Needs Improvement	Proficient	Distinguished
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.

Joe Teacher Posted 10/20/2015 9:48 AM

Teacher enters comment/evidence here

Add Comment

Review the Self-Assessment Rubric, select ratings, add comments (if appropriate), and submit.

The final step is to authenticate...

Steps and/or Activities to Achieve Goal: Describe the various steps and/or activities that will be involved in completing your Differentiated Supervision Action Plan.

Joe Teacher Posted 10/25/2015 9:29 AM

Teacher enters comments/evidence here.

Add Comment

Implementation Timeline: Describe how you will implement your Differentiated Supervision Action Plan over the course of the school year.

Joe Teacher Posted 10/25/2015 9:29 AM

Teacher enters comments/evidence here.

Add Comment

Indicators of Effectiveness/Measures of Student Success: Describe what you will use to measure student success and/or the effectiveness of your Differentiated Supervision Action Plan.

Joe Teacher Posted 10/25/2015 9:29 AM

Teacher enters comments/evidence here.

Add Comment

Principal Signature (Principal Name)

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...only the supervisor needs to authenticate.

Reminders

- Differentiated Observations are initiated by the supervisor.
- Differentiated Observations can be initiated for teachers and NTPE users (i.e., School Counselors, Nurses, etc.).
- Notification emails are sent by the system each time a supervisor or teacher clicks submit.
- Only supervisors need to authenticate Differentiated Observations.
- Teachers with a Unique Roles and NTPE users have access to links to view discipline specific rubrics and guiding question/types of evidence.

Teachers with Unique Roles...

The screenshot shows a web-based rubric interface. At the top, it says 'Teacher Joe' and 'SLO | Walkthrough | Observations | Anecdotal Notes | S2 Ratings'. Below this is a 'Rubric Ratings' section with a 'Return to Observation' button. The rubric is organized into four domains: Domain 1 (Planning), Domain 2 (Classroom Environment), Domain 3 (Instruction), and Domain 4 (Professional Responsibilities). A specific row is highlighted with a blue header: 'Demonstrating Knowledge of Content and Pedagogy.' This row contains 'Teacher Rating' and 'Principal Rating' sections. Each section has four columns corresponding to performance levels: 'Failing', 'Needs Improvement', 'Proficient', and 'Distinguished'. The 'Proficient' column for both ratings is highlighted with a green bar. A green arrow points from the left side of the interface to a green-bordered box at the bottom containing the text: 'Teaching Professionals with Unique Roles and Functions, please visit the SAS Portal to access Rubric examples and Guiding Questions.' Below this box is a small source citation: 'Source: Electronic Forms and Rubrics for Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson, Alexandria, VA: ASCD, 2008. Used by permission. All rights reserved. Learn more about ASCD at www.ascd.org'.

...see link to [SAS Portal](#).