



# Godfrey-Lee Public Schools

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Early Childhood Center (PK-2)  
Godfrey Elementary (3-5)  
Lee Middle School (6-8)  
Lee High School (9-12)  
East Lee Campus (10-12)

July 2016

Beginning with the 2016-2017 school year, the State of Michigan requires that we post the following on the district website for each adopted observation or evaluation tool. We have adopted the Charlotte Danielson Framework for Teaching, one of the systems approved for use in Michigan. Please see the district responses below. Our teacher evaluation process is rooted in this vision of observation:

Godfrey-Lee Public School's professional educator observations are:  
***Collaborative, focused, intentional ways to  
Collect, understand, and analyze information and  
Provide supportive feedback and resources to  
Foster continuous improvement and  
Determine next steps in professional learning and practice.***

**1. The research base for the evaluation framework, instrument, and process:**

See <http://gomasa.org/evalsessions14/oct22/Presentation-Danielson102314.pdf>.

**2. The identity and qualifications of the author or authors:**

"Charlotte Danielson is an educational consultant based in Princeton, N.J. She has taught at all levels, from kindergarten through college, and has worked as an administrator, a curriculum director, and a staff developer in school districts in several regions of the United States. In addition, she has served as a consultant to hundreds of school districts, universities, intermediate agencies, and state departments of education in virtually every state and in many other countries. In her consulting work, Danielson has specialized in aspects of teacher quality and evaluation, curriculum planning, performance assessment, and professional development." Source:  
<http://www.ascd.org/Publications/ascd-authors/charlotte-danielson.aspx>

**3. Evidence of reliability, validity, and efficacy or a plan for developing that evidence:**

See <http://gomasa.org/evalsessions14/oct22/Presentation-Danielson102314.pdf>.

**4. The evaluation framework and rubrics with detailed descriptors for each performance level on key summative indicators:**

See [file:///Users/clautenbach/Downloads/2013\\_FfTEvalInstrument\\_Web\\_v1.2\\_20140825.pdf](file:///Users/clautenbach/Downloads/2013_FfTEvalInstrument_Web_v1.2_20140825.pdf)

**5. A description of the processes for conducting classroom observations, collecting evidence, conducting evaluation conferences, developing performance ratings, and developing performance improvement plans:**

Godfrey-Lee uses an observation approach based on the work of Paul Bambrick-Santoyo in *Leverage Leadership* (2012). In 2015-2016, we identified the following areas of growth for our process:

- More clarity is needed for teachers on what the system looks like and how rating of components works
- More clarity is needed for teachers on what the Leverage Leadership process is
- More clarity is needed for teachers on what formal and informal observations are
  - Minutes of observation time is not considered a factor in formal vs. Informal
  - Formal observation include praise-probe-plan feedback loop
  - Informal observation does not
- Look-fors for the 6 components of the 4 focus areas will be developed and refined with teachers
- All teachers, regardless of ratings in the past (including HE), will be part of the full observation/evaluation cycle

Our process will include the following elements:

- All teachers will be formally observed at least three times a year. Feedback will be given face-to-face within 24 hours of the observation. The format of the feedback conference will be Praise/Probe/Plan.
- Two of these formal observation will be before the end of the calendar year.
- A mid-year plan will be developed for every probationary teacher and/or any teacher who desires and or is identified as needing an individual development plan for all or part of the framework elements.
- All formal observations will be unannounced.
- The four focus areas for our observations will be
  - Student Engagement as evidenced by PIES (Positive interdependence, Individual Accountability, Equal participation, Simultaneous interaction)
  - SLOP Strategies
  - Elements of Lesson Design
  - Formative Assessment
  - MAISA implementation will be content focus area, for those for whom it applies, for 2 of the 3 observations.
- Student Achievement Growth Data will be 25% of the final evaluation
- Formstack will be used to record information, with components that correlate to 4 focus areas:
  - 1e: Designing coherent instruction (Lesson design)
  - 1f: Designing student assessments (Formative assessment)
  - 3a: Communicating with students (SLOP)
  - 3b: Questioning and Discussion (SLOP and PIES)
  - 3c: Engaging students in learning (SLOP and PIES)
  - 3d: Using assessment in instruction (Lesson design)

#### **6. A description of the plan for providing evaluators and observers with training:**

All evaluators and observers will be trained using materials from the Charlotte Danielson group. This training will occur online, and the learning will be supported through time for reflection, dialogue, discussion, and co-observations.