

EPISODE 298

GSIR Arguments:

- Generalization
- Specifics
- Impact
- Rating



INSTRUCTIONAL
LEADERSHIP SHOW

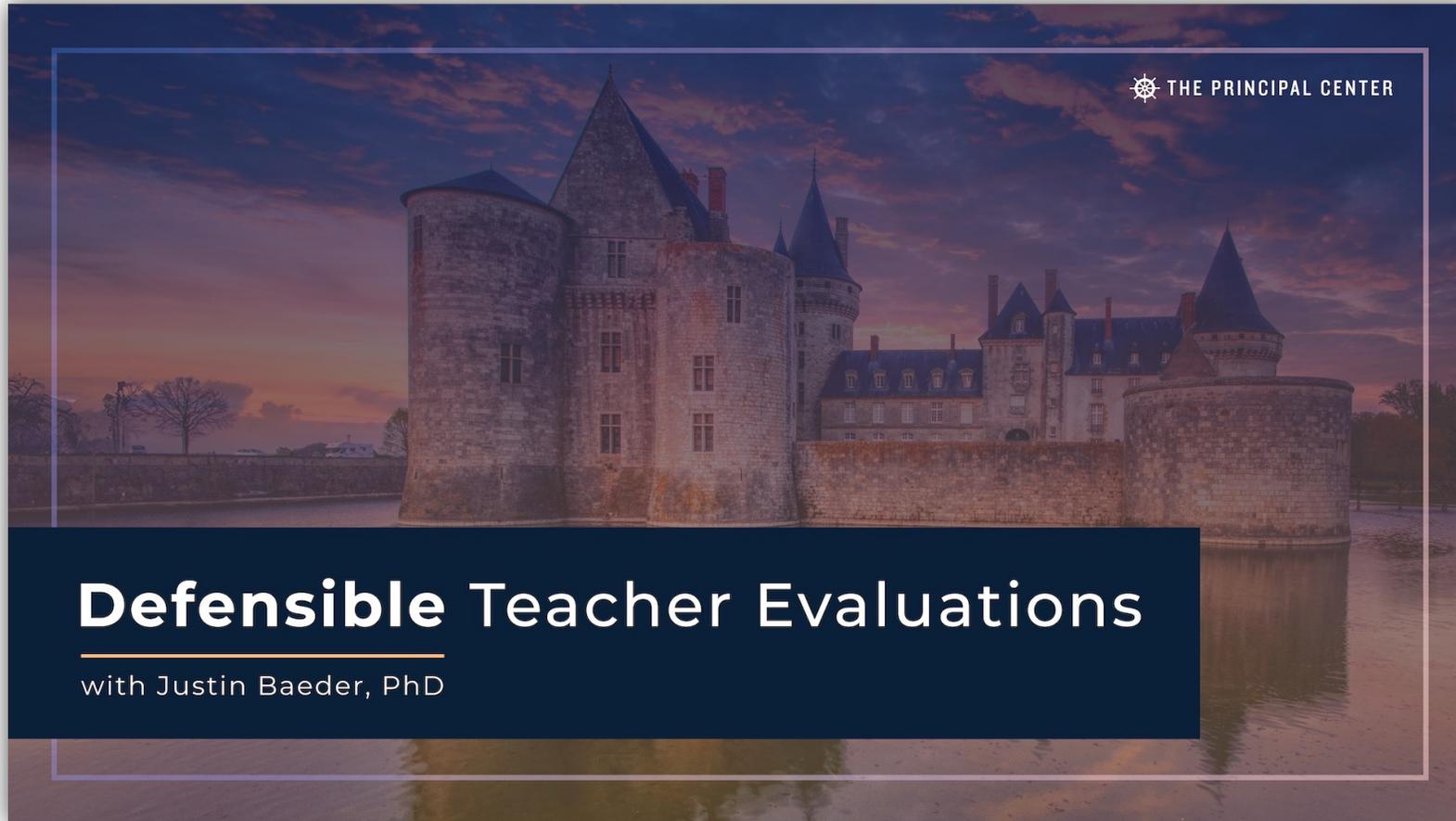


Essential Question



How can I make defensible claims in my teacher evaluations using GSIR?

Recent Webinar



Why GSIR?



- Test your vague impressions against the evidence
- Collect more evidence as needed
- Revise your opinions before finalizing evaluations
- Strategically re-use your writing for multiple teachers

General Impressions vs. Specific Criteria



- We have a vague sense of how each teacher is doing, but...
- Evaluation criteria are very detailed and specific
- Any arguments we make must be articulated in detail and supported by evidence

Where To Use GSIR Arguments



- One argument per domain/area of practice
- In your Teacher Evaluation Workbook
- In your Final Evaluation Builder
- In your own drafts of final evaluations
- In the final evaluation you give to each teacher
- Especially for high-stakes evaluations

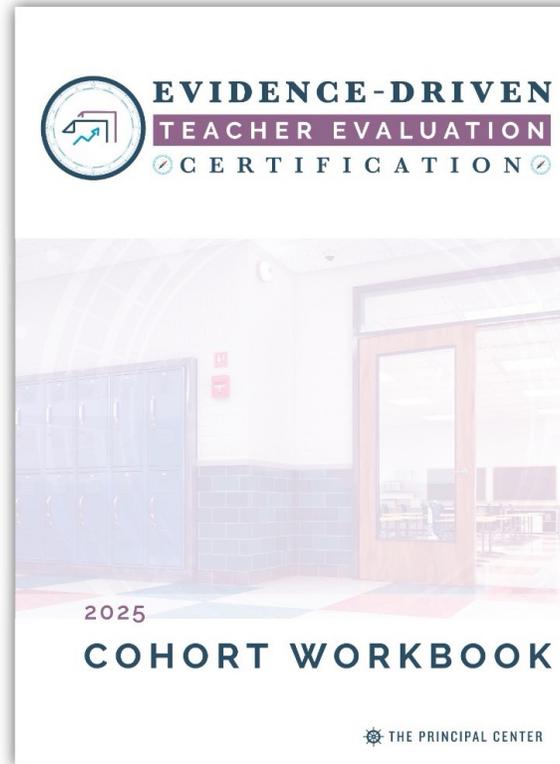
High-Stakes vs. Low-Stakes Uses



- Low-stakes: save time & write better evaluations
- High-stakes: take your time & get it right

A strong, well-evidenced GSIR argument will be very hard to overturn.

Work In Your Workbook



PrincipalCenter.com/edte-2025-workbook



Simplify Low-Stakes Evals



- Make less-specific, easier-to-defend claims
- Make more general claims within the area of practice
- Treat available evidence as adequate support for claims
- Strive to capture the teacher's style with Practice Profiles
- Re-use GSIR language within a Practice Profile
- Find unique Specifics (evidence) for each teacher

GSIR Arguments About Practice



- Make a *Generalization* about the teacher's practice in a specific area or domain
- Provide *Specifics*—evidence & examples supporting the generalization
- Explain the *Impact* of this practice on relevant outcomes
- Apply the appropriate *Rating* in each specific area of practice

GSIR Is Based On CEIJ



- Generalization
- Specifics
- Impact
- Rating
- Claim
- Evidence
- Interpretation
- Judgment

*Based on Jon Saphier's CEIJ—Claim, Evidence, Interpretation, Judgment
and the CER—Claim, Evidence, Reasoning—model from NGSS*

Reusing GSIR Arguments



- Within a Practice Profile—teachers who are similar in that way
- At a similar level of performance—Satisfactory or above
- Only evidence needs to be unique
- Reuse for multiple years with updated evidence

Splitting Practice Profiles



- Start with one Profile
- Test the claim that it applies to someone else
- Create another option if not

Area of Practice:
Practice Profile:
Generalization:
Specifics (unique to teacher):
Impact:
Rating:

The Scope of Evaluation



- We evaluate each teacher's *practice* overall
- Bounded & specified by evaluation criteria
- Span of time: school year
- A single observation is a unit of evidence collection, but not the unit of analysis

Generalizations



- 's classroom management is characterized by mutual respect and shared agreements
- 's classroom management reflects an emphasis on clear guidelines and high expectations for all students
- 's classroom management is student-centered and focused on meeting the needs of each child
- __ has built a positive, supportive learning community in which students feel respected and challenged

Specifics



- Provide the date
- Describe what you saw
- Position it as evidence for the Generalization
- If it doesn't fit, change the Generalization
- Do not use evidence from other teachers, but cite similar types of evidence within a Practice Profile

Impact



- As a result, students...
- Consequently, relationships with other staff...
- Owing to this approach, ___'s classroom is a place where...
- As a result, ___ is able to...

Rating



- Use language from the evaluation criteria
- State the leveled rating
- Connect to the impact, specifics, and generalization
- “Therefore, __’s practice in [area/domain] is best described as Level __ [Level Name, e.g. Proficient]”

Rough Draft



- Before crafting a full GSIR argument, start with a rough draft
- Rough drafts are especially helpful for articulating your thoughts about less-than-stellar practice
- Revise into professional language, using terminology from your evaluation criteria
- Re-assess based on criteria & evidence

Next Week





EVIDENCE-DRIVEN
TEACHER EVALUATION
❏ C E R T I F I C A T I O N ❏

2025 COHORT, SESSION 3—APRIL 14, 2025
WRITING GSIR ARGUMENTS

The banner features a background image of a school hallway with lockers and a checkered floor, overlaid with a purple tint. The text is centered and uses a mix of bold and regular fonts.