



EVIDENCE-DRIVEN
TEACHER EVALUATION
CERTIFICATION

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

Agenda



- Why GSIR?
- Elements of a GSIR argument
- Examples
- Adding more Practice Profiles with GSIR arguments

4 Main Benefits of GSIR



- Save time on low-stakes evaluations
- Create airtight high-stakes evaluations backed by unassailable evidence
- Guide you to collect any missing evidence you'll need
- Write more customized evaluations that ring true for each teacher

GSIR Arguments



*A non-education example:
Friendship on the rocks?*



Friendship On The Rocks?



- Generalization: *I feel like there's some distance between us—more than usual—and we're not there for each other like we used to be*
- Specifics: *I invited you to go with me last weekend, but you said you were busy, and I texted you Sunday to check in, but you didn't text me back.*
- Impact: *I've felt really disappointed that we couldn't connect*
- Rating: *So I'm wondering if we're drifting apart as friends.*

Interrogating Your Thinking



- G: What am I really saying?
- S: What evidence do I have for this claim?
- I: What implications does this have?
- R: What's the bottom line?

Before You Say Anything



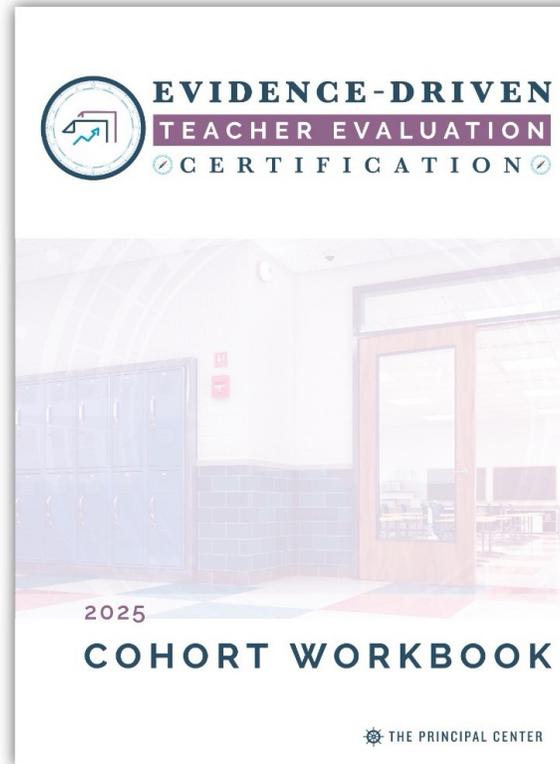
- Generalization: Is what I'm getting at reasonable?
- Specifics: Does the evidence support it?
- Impact: What does that mean for us?
- Rating: How am I going to move forward?

Evaluation Arguments



- Put a stake in the ground privately—just for you
- Evaluate how well your argument holds up
- Gather more evidence
- Revise until completely airtight

Copy the Workbook



PrincipalCenter.com/edte-2025-workbook



Review: Prototype Bias



Overlooking unique features of individuals when they differ from a prototype, such as a stereotype or peer.

Prototypes As Starting Points



- Don't overlook individual distinctions between people, even if they have lots in common
- It's still helpful to start with a prototype, and follow the evidence to meaningful distinctions
- Test your profiles by writing GSIR claims

Practice Profiles



Classroom Management <ul style="list-style-type: none">● Warm Demander● Strict & Specific● Flexible & Friendly● Subtle & Preventive	Planning & Preparation <ul style="list-style-type: none">● Organized & Thorough● Flexible & Responsive● Collaborative & Resourceful● Student-Centered Planning	Intellectual Engagement <ul style="list-style-type: none">● Effective Monitoring● Creative & Engaging● Data-Driven● Questioning & Intellectual
Successful Learning <ul style="list-style-type: none">● Standards-Driven● Student-Centered● Maximizes Growth● Mastery Focus	Learning Environment <ul style="list-style-type: none">● Student-Led Routines● Chill & Focused● Fast-Paced & Energetic● Relationships First	Professionalism <ul style="list-style-type: none">● Team Leader● Team Player● Cross-Collaborator● Individual Excellence

Similarities Within Areas



- No two people are exactly alike
- Focus on commonalities within a single area of practice
- Be attuned to differences between people who seem similar
- Not all-or-nothing—think of a buffet



GSIR for Practice Profiles



- Reuse G, I, & R for all teachers within a practice profile
- Only S—Specific evidence—needs to be unique
- Reuse from year to year
- Only write a new profile & argument if you need to

Struggling Teachers



Teacher Name:	
Area of Practice:	
Specific Struggles: • •	Underlying Issues: • •

How To Substantiate Ratings With the GSIR Model



- Make a *Generalization* about the teacher's practice in a specific area
- 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
- Revise until the argument is complete & coherent

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

Rough Draft Claim: Mr. Johnson



Teacher Name: Mr. Johnson

Area of Practice: Instructional Skill

Practice Profile: Unengaging lecture/excessively traditional (teacher-specific)

Rough Draft:

Mr. Johnson's class is incredibly boring; he just lectures all the time. The stronger students take notes and do well on tests, but too many students fail or get bad grades because they don't have the study skills or motivation to succeed in this kind of class. He blames them for not being interested in his boring lessons, and resists ways to update his teaching.

Revise Using Criteria: Mr. Johnson



Convert to professional language referring to specific evaluation criteria:

Generalization:

Mr. Johnson's instruction is characterized by heavy reliance on lecture, displaying a minimal understanding of how students learn.* Student learning activities consist primarily of notetaking, completing worksheets, and taking paper-and-pencil quizzes, offering little variety or active intellectual engagement.**

**** Danielson 1b, Demonstrating Knowledge of Students, Unsatisfactory***

***** Danielson 1e, Designing Coherent Instruction, Unsatisfactory***

Specifics: Mr. Johnson



Specifics (unique to teacher):

For example, on 1/31, Mr. Johnson lectured for 27 continuous minutes, during which students were expected to listen and take notes. During this time, three students fell asleep, and one student poked the student in front of him with a pencil eight times. Seven students took no notes at all during this lecture. During another observation, on 10/17, Mr. Johnson admonished the class for doing poorly on a recent exam, and stated that if more students took notes like they were supposed to, they would do better on exams.

In another incident that I observed, on 2/17, three of the five groups spent their group work time arguing over who would do the work, and completed less than half of the assignment in the designated time.

Impact & Rating: Mr. Johnson



Impact:

As a result of Mr. Johnson's heavy reliance on lecture as an instructional strategy, students experience a low level of intellectual engagement and a high rate of course failure in Mr. Johnson's classes. For the fall semester, Mr. Johnson's course pass rate of 72% was significantly below the school average of 91%, raising concerns about student engagement and instructional effectiveness. While Mr. Johnson is clearly passionate about his subject matter, the lack of variety and engaging instructional strategies undermines his goals for student learning.

Rating:

Therefore, Mr. Johnson's practice in Domain 1, Planning and Preparation, is best rated as Level 1, Unsatisfactory. This evaluation will be followed by a Plan of Improvement and support from a district instructional coach.

Rough-Draft Claim: Mrs. Smith



Teacher Name: Mrs. Smith

Area of Practice: Classroom Management

Practice Profile: Class time lost to student conflict (teacher-specific)

Rough Draft:

Mrs. Smith's classroom is a disaster. She has no control, the kids are awful to each other (even though they're great kids outside of her class), and they can never focus on learning. She wastes the whole lesson dealing with conflicts that should have been prevented in the first place.

Revise Using Criteria: Mrs. Smith



Convert to professional language referring to specific evaluation criteria:

Generalization:

Mrs. Smith does not deal effectively with student misconduct, and has failed to establish a classroom climate conducive to learning. As a result, students spend significant time off-task and engaged in conflict.

Specifics: Mrs. Smith



Specifics (unique to teacher):

For example, on 1/31, I observed a brief exchange in which two students exchanged verbal insults, followed by a 15-minute attempt on Mrs. Smith's part to get the students to ignore each other. During this time, instruction completely stopped, and the conflict was not resolved.

In another incident that I observed, on 2/17, three of the five groups spent their group work time arguing over who would do the work, and completed less than half of the assignment in the designated time.

Impact & Rating: Mrs. Smith



Impact:

Because Mrs. Smith does not deal with student misbehavior in a timely and authoritative fashion, the classroom environment makes it difficult for students to learn—even students who are attempting to ignore distractions.

Rating:

Therefore, in Domain 2, Classroom Management, Mrs. Smith's practice is best characterized as Level 1, Unsatisfactory.

For Satisfactory Teachers



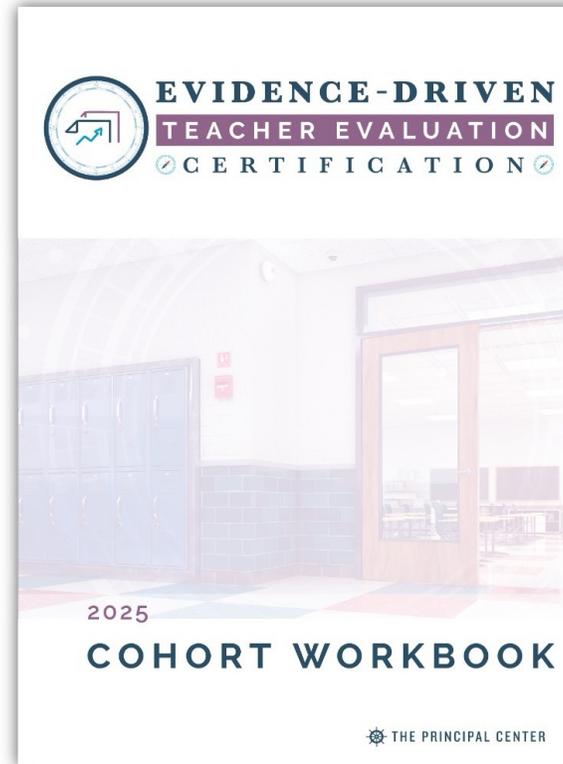
Area of Practice:
Practice Profile:
Generalization:
Specifics (unique to teacher):
Impact:
Rating:

Practice Profiles



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Live Demo



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🧭 CERTIFICATION 🧭

2025 COHORT, SESSION 4—APRIL 28, 2025

FINAL EVALUATIONS & NEXT STEPS