

EPISODE 243

Drafting, Testing, & Revising Claims About Teacher Practice



INSTRUCTIONAL
LEADERSHIP SHOW



Essential Question



How should I develop and validate my final evaluation ratings?

A Set of Arguments



A final evaluation is essentially a set of claims about a teacher's practice in relation to specific criteria, backed by evidence and arranged into a well-supported argument.

Default Rating: "Proficient"



Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where students feel valued and are comfortable taking intellectual risks.
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions" and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only to passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions,	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional

Branching Out from “Proficient”



- Use informal walkthroughs + formal observations
- Continue to gather information & check your hunches
- Document above-proficient practice for recognition
- Document below-proficient practice with multiple observations
- Pareto Principle: Most people are proficient in most criteria—don't put too much time into proving the obvious

The GSIR Model—Generalization, Specifics, Impact, Rating



- Generalization about the teacher's practice in a specific area
- Specific evidence & examples supporting the generalization
- Impact of this practice on relevant outcomes
- Rating in specific area of practice

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

Key GSIR Phrases



- Generalization: "Is characterized by..."
- Specifics: "For example, on..."
- Impact: "As a result..."
- Rating: "Therefore, _'s practice in domain _ is best described as Level _."



Blunt Rough Draft: Mr. Johnson



"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."

Revised Claim: Mr. Johnson



"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 column

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



Blunt Rough Draft: Ms. Wilson



"Ms. Wilson is crazy. Her room is a mess, her lesson plans make no sense, she's arbitrary, and students never seem to know what's going on. Honestly, they seem afraid of her. She can talk a good game when I ask her about her lesson plans—she knows her stuff—but she's not getting it done. She's sending more students to the office than anyone else, and parents are complaining about confusing and inconsistent homework."

Revised Claim: Ms. Wilson



"Ms. Wilson's classroom environment is characterized by unpredictability, and her interactions with students are frequently negative and sarcastic in tone.* Her lesson plans specify activities, but not outcomes reflecting important learning targets aligned with state standards.** She often scolds students for being off-task, and treats confusion as an act of defiance."

* Danielson 2a, Creating an Environment of Respect & Rapport, Unsatisfactory column

**Danielson 1c, Setting Instructional Outcomes, Unsatisfactory column



Evaluation Organizer: Buckets

[illegible]

PrincipalCenter.com/eval



Customize Your Buckets



	A	B	C	D	E	F	G	H	I
1	Area:	Not Specified	Bucket 2	Bucket 3	Bucket 4	Bucket 5	Bucket 6	Bucket 7	Bucket 8
2									
3	Classroom Management		Warm Demander	Strict	Loose	Low-Key	Type E	Type F	(Specific Concerns)
4	Planning & Preparation		Organized & Thorough	Flexible & Responsive	Collaborative & Resourceful	Student-Centered	Type E	Type F	(Specific Concerns)
5	Professionalism		Leader	Team Player	Dutiful	Unreliable	Type E	Type F	(Specific Concerns)
6	Engagement		Effective Monitoring	Creative & Engaging	Data-Driven	Questioning & Intellectual	Type E	Type F	(Specific Concerns)
7	Results		Standards-Driven	Student-Centered	Maximizes Growth	Type D	Type E	Type F	(Specific Concerns)
8	Relationships		Warm	Mentor	Friendly	Respect	Type E	Type F	(Specific Concerns)
9	High Expectations		Challenges All	Differentiates	Supportive	Collaborative	Type E	Type F	(Specific Concerns)
10	Content Knowledge		Expert	Connects	Interdisciplinary	Learning	Type E	Type F	(Specific Concerns)
11	Teamwork		Collaborator	Leader	Contributor	Learner	Type E	Type F	(Specific Concerns)
12	Family Engagement		Active Outreach	Proactive	Builds Relationships	Supports Families	Type E	Type F	(Specific Concerns)

Ready Organizer Buckets Steps CEIJ + 180%

Assign Proficient Teachers To Specific Buckets (Provisional)



	A	B	C	D	E	F
1	Teacher Name	Classroom Management	Planning & Preparation	Professionalism	Engagement	
2	Mr. Jones	Warm Demander	Organized & Thorough	Leader	Effective Monitoring	
3	Mrs. Smith	Strict	Flexible & Responsive	Team Player	Creative & Engaging	
4	Ms. Richards	Loose	Collaborative & Resou		Data-Driven	
5	Mr. Gonzalez	Low-Key	Student-Centered		Questioning & Intellectual	
6	Ms. Wong	Type E	Type E		Type E	
7	Mr. Davis	(Specific Concerns)	(Specific Concerns)		Specific Concerns)	
8	M					
9	M					

PrincipalCenter.com/builder



Title *

GSIR Final Evaluation Builder

Layout Editor *

Type New Phrase & Hit Enter

PLANNING & PREPARATION

Mr. Jones plans activities that he knows students will enjoy, but he gives them a choice to increase motivation and buy-in.

(**PLANNING & PREPARATION** SPECIFICS—EVIDENCE)

As a result of this investment in their learning, students consistently report that Mr. Jones's class is a highlight of their day.

Therefore, Mr. Jones's practice in Domain 1, **PLANNING & PREPARATION**, is best described as **Distinguished (Level 4)**.

CLASSROOM ENVIRONMENT

Add Template Field

[+]	Teacher Title	Mr.	[X]
[+]	Teacher First Name	Steve	[X]
[+]	Teacher Last Name	Jones	[X]
[+]	Teacher Pronoun Possessive	his	[X]
[+]	Teacher Pronoun Object	him	[X]
[+]	Teacher Pronoun Subject	he	[X]
[+]	Teacher Pronoun Subject Capitaliz	He	[X]

Save and Close

Takeaways



- Don't wait until the end of the year to articulate a claim about each teacher's performance
- Keep these draft arguments to yourself for now
- Test them against the evidence
- Use the Bucket Strategy & spreadsheet
- Continue to collect evidence
- Revise as needed

Episode 205



EPISODE 205

Using the Bucket Strategy + GSIR Final Evaluation Builder



INSTRUCTIONAL
LEADERSHIP SHOW



Learn More



EVIDENCE-DRIVEN

TEACHER EVALUATION

CERTIFICATION

