

EPISODE 245

# Key Decisions for Negative Teacher Evaluations



INSTRUCTIONAL  
LEADERSHIP SHOW



# Essential Question



What decisions do I need to start making about potentially negative teacher evaluations?

# Two Key Decisions For Negative Evaluations



- In which specific areas is this teacher below "satisfactory"?
- How does what I think about this teacher's practice align with the evidence?







# More Claims Require More Evidence



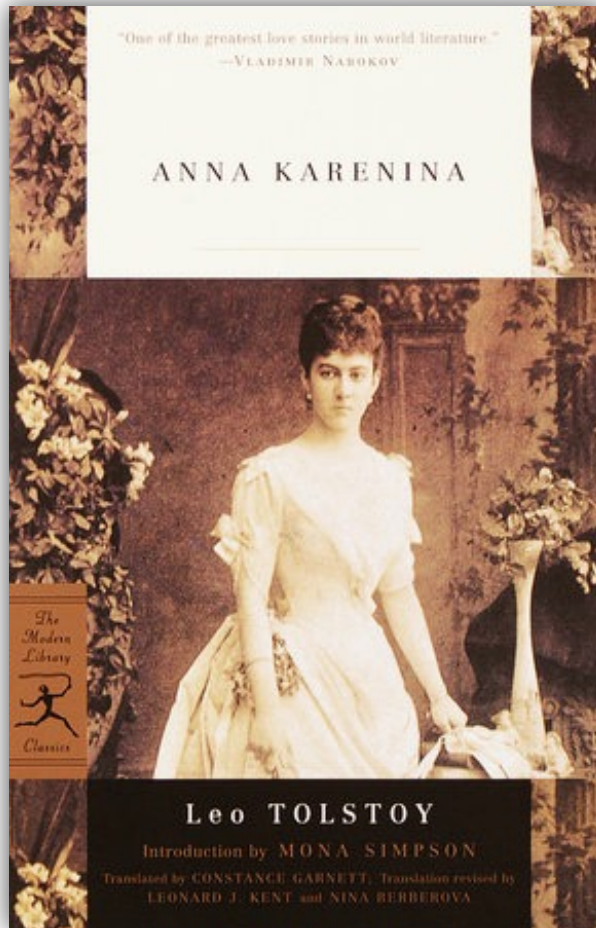
- The more criteria a negative evaluation addresses, the more evidence you need to provide
- Articulate the connection between struggles in different areas of practice
- Construct well-supported GSIR arguments—Generalization, Specifics, Impact, Rating
- Focus on criteria for which you have the strongest evidence
- Give a satisfactory rating if you lack evidence otherwise

# How Unsatisfactory Is Too Unsatisfactory?



- How many evaluation criteria must be below "Satisfactory" to trigger various next steps? Just one? Several? Specific areas?
- Check with supervisor/HR/teacher contract
- *One specific area* below satisfactory is ideal if your goal is to retain and work with the teacher on improvement
- *Several specific areas* is ideal if your goal is removal
- Avoid hard-to-substantiate "kitchen sink" negative evaluations

# The *Anna Karenina* Principle



*"...every unhappy family is  
unhappy in its own way."*

Negative evaluations are different  
in specific ways



# 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*



# Start With A Rough-Draft Claim: Mr. Johnson



Express your concerns in blunt, unprofessional language:

*"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:

*"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



# Rough-Draft Claim: 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 Domain 2a, Creating an Environment of Respect & Rapport, Unsatisfactory column

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



# How Much Do I Need?



- Satisfactory areas—same as other teachers—one GSIR argument per domain/area of practice
- Unsatisfactory areas—detailed GSIR arguments for each specific evaluation criterion rated below “satisfactory”
- The more evidence, the better—2+ pieces for unsatisfactory criteria





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**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 the 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]
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# EVIDENCE-DRIVEN TEACHER EVALUATION CERTIFICATION

