[*Your LEA Logo Here*]

STUDENT PERFORMANCE
MEASURE TEMPLATE

LEA Selected Measures

An optional template
June 2021

Guidance on Template Use

The Student Performance Measure (SPM) Template**,** crafted as a customizable document, is designed to facilitate active participation in the evaluation process while:

- Aligning an identified student challenge or need to related school-level objectives and/or LEA-level priorities,
- Encouraging instructional innovation based on latest research and trends, and
- Improving educator practice.

The use of this template is optional; however, a Student Performance Measure (SPM) is required as part of the evaluation of Educator Effectiveness for professional employees serving as classroom teachers and for the interim rating of all professional employees.

At the beginning of the rating period: *(Initial Conference)*

✓ Prior to the initial conference, the educator should reflect on student challenges/needs and draft a plan of action, referencing the Framework for Observation and Practice to inform the response.

✓ During the initial conference, the educator and supervising administrator should review and revise the draft, as appropriate, aligning the work to related school-level objectives and/or LEA-level priorities.

✓ During the initial conference, the educator and supervising administrator should agree upon the student performance measure(s) and criteria for delineating the four levels of student performance used to inform the educator rating. If using multiple measures, the educator and supervising administrator should pre-determine the proportional significance (i.e., weighting) to be assigned to each measure.

✓ **Part I** and **Part II** of the SPM Template should be completed, with the educator and supervising administrator providing signatures, dates, and any comments in the Initial Conference and SPM Approval fields under **Part V**.

During the agreed-upon interval of the rating period: *(Mid-Point Review)*

✓ Prior to the mid-point review, the educator should complete the Mid-Point Reflection field under **Part III**.

✓ During the mid-point review, the educator and supervising administrator should examine initial evidence of student performance and discuss progress, unanticipated barriers, and needed supports, revising the SPM Template as appropriate and agreed upon by the educator and supervising administrator.

✓ The educator and supervising administrator should sign, date, and provide any comments in the Mid-Point Review field, and if applicable, the SPM Revision Approval field, under **Part V**.

At the conclusion of the rating period: (End-of-Rating Review)

✓ Prior to the end-of-rating review, the educator should complete the Final Reflection field under **Part III**.

✓ During the end-of-rating review, the educator and supervising administrator should examine final evidence of student performance and discuss successes, unanticipated barriers, and any supports that might have been useful to the educator, which shall be used cumulatively to inform the Educator Rating in **Part IV**.

✓ The educator and supervising administrator should sign, date, and provide any comments in the End-of-Rating Review field under **Part V**.

✓ The rating in **Part IV** should be entered into the LEA-Selected Measures section of the corresponding PDE rating form to be factored as part of the overall rating of Educator Effectiveness for the professional employee.

ⓘ ***Hover or click on this icon*** *to explore key questions and considerations for select items. These considerations can assist in a thorough student performance measure evaluation.*

💬 ***Users with visual impairments*** *are invited to download the companion PDF version of this document, which is optimized for use with a screen reader.*

Educator Name: Joseph Welch

School/District: North Hills

Rating Period: FROM M/D/YY TO M/D/YY

PART I

Student Challenge/Need	My students' need is centered on improving their historical literacy and analysis skills by increasing the cultural awareness, depth, diversity, and personalized interpretation of using primary resources in classes.	**% Weighting 100**

What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need? ⓘ	Based on student survey data, over three quarters of my students indicated that gain **much** or **mostly all** of their history knowledge from textbooks and secondary sources. Furthermore, in a first day of school activity asking students to respond to a question, **"What image or person comes to mind when you hear the term** *American History***?"**, over 80% responded with the image or name of George Washington or Abraham Lincoln, while only two students responded with either a woman or BIPOC as their answer.

PLAN OF ACTION:	

What is your proposed response? ⓘ	I propose to locate, research and integrate high-quality engaging primary resources (writings, images, pamphlets, etc.) that increase diversity in learning materials through the unfiltered lens of the sources themselves. In addition to the sources themselves, I will introduce literacy strategies that allow students to personalize their interpretations as well as enrichment opportunities to connect related sources to continue learning.

What resources are available to assist you in addressing the student challenge/need? ⓘ	I am a Gilder Lehrman Master Teacher that has been trained on the TLTH Program. North Hills Middle School is a GLI Affiliate School, securing access to 70,000 Primary Sources.

If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need? ⓘ	I plan to attend TeachingAmericanHistory.org weekend workshops and Gilder Lehrman Institute of American History *Inside the Vault/History School* workshops. These are free of charge and often occur after school hours. I would hope to attend the PCSS (Pennsylvania Council for the Social Studies) state conference or similar offering in order to network with other educators who have similar learning goals or needs.

What action steps will you implement to address this student challenge/need? ⓘ	**Specific Actions:**	**Timeline:**
	1. Audit current primary sources utilized throughout my course to examine strengths and opportunities for growth.	August 2021
	2. Participate in Gilder Lehrman Institute's *Inside the Vault* and *Online History School* programs to learn from Master Teachers about not only sources they utilize from the GLI Collection but also implementation strategies.	Fall 2021
	3. Deploy the *Teaching Literacy through History* model within my classes, introducing writings from Abigail Adams, Frederick Douglass as well as historical interpretations on well-known visual works by Titus Kaphar.	September – April 2022

	4. Introduce an oral history project as a culmination for students to practice integrating their own primary source research with resources from the Carnegie Library of Pittsburgh and Heinz History Center.	April – May 2022

Framework Domain Alignment Reference the Domains of Practice to which this response aligns. *(Check all that apply.)*	☐ Planning & Preparation	☐ Classroom Environment	☑ Instruction	☐ Professional Responsibilities

PART II

Student Performance Measure (SPM)	**Describe the LEA Selected Measure(s):**
What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response? ⓘ	☐ *Locally Developed School District Rubric* ☐ *Industry Certification Examination* ☐ *District-Designed Measure & Examination* ☑ *Student Projects Pursuant to Local Requirements* ☐ *Nationally Recognized Standardized Test* ☑ *Student Portfolios Pursuant to Local Requirement*
Evaluation Describe the specific criteria that will inform the Educator Effectiveness rating. *NOTE: Student Performance Measures may be reused on an annual basis if the responses are updated and the educator continues to offer reflections.*	**Distinguished:** *Creative implementation of multiple forms of primary resources that leads to not only increased understanding, but student survey data and portfolios reflect cultural awareness, diversity, and an appreciation for the depth of American History.* **Proficient:** *High-quality primary resources were introduced into class consistently and student project and portfolio work demonstrate continued personalization, comprehension of American History.* **Needs Improvement:** *New primary resources were introduced into some class sessions, but a portfolio of student analysis of those documents displays intermittent usage that lacked consistency, depth, or growth.* **Failing:** *Little to no progress at integrating primary sources into the classroom; students work, projects, and portfolios did not display an increase in understanding the breadth of American History.*

PART III

Educator Reflection:	Mid-Point Reflection:
Reflect on your success, unanticipated barriers, any supports that could have been useful, and next steps.	
(NOTE: Response to student challenge/need may be revised mid-academic year, if agreed upon by both the administrator and educator.)	**Final Reflection:**

PART IV

Educator Rating:	☐ **0** Failing	☐ **1** Needs Improvement	☐ **2** Proficient	☐ **3** Distinguished

PART V: Signatures & Comments

	Supervisor	*Educator*
Initial Conference	**Supervisor Comments:** Signature: Date:	**Educator Comments:** Signature: Date:
SPM Approval	**Supervisor Comments:** Signature: Date:	**Educator Comments:** Signature: Date:

Mid-Point Review	**Supervisor Comments:** Signature: Date:	**Educator Comments:** Signature: Date:
SPM Revision Approval *(if applicable)*	**Supervisor Comments:** Signature: Date:	**Educator Comments:** Signature: Date:

End-of-Rating Review	Supervisor Comments:	Educator Comments:
	Signature:	Signature:
	Date:	Date:
		☐ *I acknowledge that I have read the information contained herein and that I have been provided an opportunity to discuss it with the rater.*

⬆ **BACK TO TOP**

Considerations

What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?

- What indicators led you to identify this challenge/need?
- Why did you choose this student challenge/need as a priority?
- What internal and/or external factors are driving this student challenge/need?
- What population(s) of the school community will be affected by implementing this response?

⬆ **BACK TO ROW**

What is your proposed response?

- Why did you choose this response?
- How did you determine the appropriateness of this response to the identified challenge/need?
- How does your response align with school-level objectives and/or LEA-level priorities?
- Is your response supported by research-based best practices and/or educational innovation?

⬆ **BACK TO ROW**

What resources are available to assist you in addressing the student challenge/need?

- What expertise do you possess to respond to the student challenge/need?
- How are identified resources appropriate to the response?
- How does collaboration contribute to the available resources and/or expertise?

⬆ **BACK TO ROW**

If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?

- What obstacles exist to your response to the student challenge/need?
- What resources are needed to overcome these obstacles (budgetary, material, time, professional learning, and/or personnel)?
- What might the role of collaboration be in overcoming these obstacles?

⬆ **BACK TO ROW**

What action steps will you implement to address this student challenge/need?

- What strategies will you utilize in your response to the student challenge/need?
- What are realistic timeframes and/or benchmarks throughout the process?
- How will you monitor, reflect, and adjust your plan if necessary?

⬆ **BACK TO ROW**

What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response?

- What artifacts could demonstrate the effectiveness of your response to the student need?
- What evidence would be necessary to answer questions you might ask yourself mid-point?

⬆ **BACK TO ROW**