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

Educator Name: Ima T. Cha

School/District: Penn Elementary

Rating Period: FROM 08/23/2021 TO 05/27/2022

PART I

Student Challenge/Need	**Fluency attribution to proficient word recognition**	**% Weighting 100**

What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need? ⓘ	Our most recent data shows a need to focus on reading whole words fluently in connection with word recognition. This skill was identified per review of multiple data sources including Acadience diagnostic data, SAVVAS Summer Impact benchmarks, and 2019 PSSA anchors (no 2020 data due to Covid-19).

PLAN OF ACTION:

What is your proposed response? ⓘ	The relationship between fluency and comprehension is attributed to proficient word recognition. Accuracy, rate, and expression need to be addressed to support this student challenge. Our building goal for 21-22 is to create common assessments that align to data reviewed and targeted to meet student challenges such as fluency and word recognition.
What resources are available to assist you in addressing the student challenge/need? ⓘ	Atlas - Create common assessments focused on the priority standard and foundational skill 1.1.E connected with our curriculum management tool, Atlas. Phase 2 of our curriculum alignment process focuses on the assessment process. By creating common assessments that align to this fluency challenge, we are better able to track consistent student growth.
If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need? ⓘ	HELPS Reading program - evidence-based intervention including adult modeling of fluent reading, repeated reading of passages by the student, phrase-drill error correction, verbal cueing and retell check to encourage student reading comprehension. Timely performance feedback, and reward procedures are used to engage and encourage the student reader. HELPS can be used as an MTSS intervention for reading fluency at Tiers 1 through 3.

What action steps will you implement to address this student challenge/need? ⓘ	**Specific Actions:**	**Timeline:**
	PLC (PPT) focus based on the creation of common assessments and data review through an ongoing, consistent set of essential questions created by educator A and educator B.	September 2021 to 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):** Common Assessments, Acadience, HELPS growth data

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:** Students form exemplar fluency skills/strategies through effective pedagogical approaches in connection with proficient word recognition. Students also contribute to maintaining records. **Proficient:** Students form solid knowledge of relationships between fluency and word recognition, are aware of assessment criteria, and recognize the need for tracking fluency effectively. **Needs Improvement:** Students lack awareness of the relationship between fluency, accuracy, and word recognition due to limited strategy use, with only partial awareness of assessment criteria. **Failing:** Students are unable to form successful relationships between fluency and proficient word recognition, unaware of assessment criteria, with no contribution to data tracking.

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PART III

Educator 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.)*	**Mid-Point Reflection:** **Final Reflection:**

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PART IV

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

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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:

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

	Supervisor	Educator
End-of-Rating Review	**Supervisor Comments:** Signature: Date:	**Educator Comments:** Signature: 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.*

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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?

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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?

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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?

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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?

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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?

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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?

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