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: **Marilyn Pryle**

School/District: Abington Heights SD   *Rating Period:* FROM   M/D/YY   TO   M/D/YY

PART I	
Student Challenge/Need	Students appear to dislike reading, are uninvested, and lack agency around reading. **% Weighting 100**
What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need? ⓘ	A survey at the beginning of the year indicated that 80% percent of the students in my Period 1 class "dislike reading," "do not consider themselves readers," and "don't know what they would choose to read on their own."
PLAN OF ACTION:	
What is your proposed response? ⓘ	I plan to give students the first ten minutes of each class to select their own books from my class library or online and to read silently.
What resources are available to assist you in addressing the student challenge/need? ⓘ	My classroom library, online resources (Goodreads and Amazon), Libby (online library) Chromebooks 1:1 PD Information from an NCTE session by Pernille Ripp that I attended My own knowledge of Young Adult books
If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need? ⓘ	May need to request purchase of new books
What action steps will you implement to address this student challenge/need? ⓘ	**Specific Actions:** 1. Introduce plan to students 2. Give students a class day to research books 3. Start 10 minutes of reading time 4. Individual conferences with students 5. Survey students about reading habits and attitudes **Timeline:** End of September October 1 October 4 Ongoing December & March

| *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):** I will conference with individual students daily to check in with their progress and reactions. Students will complete a survey to measure if their attitudes toward reading or their perceptions of themselves as readers has changed. |

| *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:** 10 minutes of reading faithfully implemented; notes from conferences show student thinking; notes from teacher observation of students show student behavior; surveys are fully completed and show student reflection and growth; Teacher performs genuine, deep reflection based on evidence.
	Proficient: 10 minutes of reading mostly implemented; some notes from conferences; some observations; survey completed. Teacher performs surface-level reflection based on some evidence.
	Needs Improvement: 10 minutes of reading somewhat implemented; scant notes exist, not enough to draw conclusions with. Survey incomplete. Or: 10 minutes implemented faithfully but without any student conferencing, observations, or survey. No real reflection from teacher.
	Failing: 10 minutes not implemented or implemented very sporadically. No follow-up with students at all via conferencing, observations, or surveys.

PART III

| **Educator Reflection:** Reflect on your success, unanticipated barriers, any supports | **Mid-Point Reflection:** |

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:

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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.*

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?

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?

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?

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?

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**