

STUDENT PERFORMANCE MEASURE TEMPLATE

LEA Selected Measures- Level I World Language

*An optional template
June 2021*

Guidance on Template Use

The Student Performance Measure (SPM) Template, is a customizable document, 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, an (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

STUDENT PERFORMANCE MEASURE (SPM) TEMPLATE: LEA SELECTED MEASURES

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.

STUDENT PERFORMANCE MEASURE (SPM) TEMPLATE: LEA SELECTED MEASURES

Educator Name: Sample Level I World Language Teacher

School/District: Sample Middle School

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

PART I		
Student Challenge/Need	Students need to improve interpersonal speaking skills in the target language.	% Weighting 100
<i>What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?</i> ⓘ	Based on the first formal speaking assessment and my observations during structured speaking activities in the first few weeks of class, students demonstrate limited resilience when communicating in the target language. They frequently switch to English, do not consistently use available resources to seek assistance, or disengage when they encounter difficulty.	
PLAN OF ACTION:		
<i>What is your proposed response?</i> ⓘ	I propose implementing a series of strategies to support students in maintaining conversations in the target language during daily speaking activities.	
<i>What resources are available to assist you in addressing the student challenge/need?</i> ⓘ	<ul style="list-style-type: none"> Teacher-developed vocabulary lists for each thematic unit Student devices with audio recording capability 	
<i>If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?</i> ⓘ	<ul style="list-style-type: none"> Attendance at Pennsylvania State Modern Language Association (PSMLA) annual conference and professional development webinars Time to observe interpersonal speaking activities in other language classes 	
<i>What action steps will you implement to address this student challenge/need?</i> ⓘ	Specific Actions: 1. <u>Provide a teacher-developed chat mat.</u> The chat mat serves as a structured visual support with sentence starters and high-frequency vocabulary to assist students during conversations. Model its use by demonstrating a conversation in which students describe themselves. Provide multiple opportunities for students to practice peer-to-peer conversations to maintain dialogue in the target language. Students will record one conversation,	Timeline: First Quarter Second

	<p>for which the teacher will provide targeted feedback.</p> <p>2. <u>Introduce common reactions and responses.</u> Give students a list of phrases they can use to respond naturally in conversation (e.g., “Me too” and “I agree”). Students will practice incorporating these expressions as they discuss their likes and dislikes, such as preferences for school subjects. Students will record one conversation, for which the teacher will provide feedback on the use of such expressions.</p> <p>3. <u>Post help and clarification expressions in the classroom.</u> Display a chart of key expressions (e.g., “Can you repeat that?” and “What does ___ mean?”) to encourage students to request assistance instead of reverting to English. Reference these expressions during activities and note when students successfully use them in conversations on the unit theme, such as leisure activities. Students will record one conversation, for which the teacher will provide feedback on the use of such expressions.</p> <p>4. <u>Teach circumlocution strategies.</u> Explain that circumlocution allows students to express ideas when they do not know a specific word. Reinforce this skill through games like Taboo, in which students describe a word from the vocabulary list without saying it directly. For the unit on cultural dishes, students might describe a food’s color, taste, or food group to get their partner to guess the word. Students will record one conversation, for which the teacher will provide feedback on the use of this technique and the previously presented strategies.</p>	<p>Quarter</p> <p>Third Quarter</p> <p>Fourth Quarter</p>
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<p>Framework Domain Alignment</p> <p>Reference the Domains of Practice to which this response aligns. (Check all that apply.)</p>	<input checked="" type="checkbox"/> Planning & Preparation	<input checked="" type="checkbox"/> Classroom Environment	<input checked="" type="checkbox"/> Instruction	<input type="checkbox"/> Professional Responsibilities
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PART II

<p>Student Performance Measure (SPM)</p>	<p>Describe the LEA Selected Measure(s): Students will record a non-rehearsed conversation with a partner for each unit, demonstrating the effective use of strategies modeled and presented by the teacher.</p>
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What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response? ⓘ

- Locally Developed School District Rubric*
- District-Designed Measure & Examination*
- Nationally Recognized Standardized Test*
- Industry Certification Examination*
- Student Projects Pursuant to Local Requirements*
- 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: All or nearly all final recordings demonstrate growth in both duration and vocabulary variety, with students maintaining the conversation almost entirely in the target language through the consistent use of multiple strategies taught in class. Recordings also provide evidence of natural conversational markers, including reactions, requests for clarification, and follow-up questions.

Proficient: All or nearly all final recordings demonstrate growth in duration or vocabulary variety. Students generally maintain the conversation in the target language, using several strategies taught in class. Recordings show some evidence of natural conversational markers, including reactions, requests for clarification, or follow-up questions.

Needs Improvement: The majority of final recordings show growth in duration or vocabulary variety. Students inconsistently maintain the conversation in the target language and use few of the strategies presented in class. Evidence of natural conversational markers, such as reactions, requests for clarification, or follow-up questions, is minimal or inconsistent.

Failing: Final recordings show little or no growth in duration or vocabulary variety. Students rarely maintain the conversation in the target language and demonstrate minimal or no use of strategies taught in class. Natural conversational markers, including reactions, requests for clarification, and follow-up questions, are absent.

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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:	<input type="checkbox"/> 0 Failing	<input type="checkbox"/> 1 Needs Improvement	<input type="checkbox"/> 2 Proficient	<input type="checkbox"/> 3 Distinguished
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PART V: Signatures & Comments

<i>Supervisor</i>		<i>Educator</i>
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Initial Conference	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
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SPM Approval	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
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Mid-Point Review	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
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SPM Revision Approval <i>(if applicable)</i>	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
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End-of-Rating Review	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date: <input type="checkbox"/> <i>I acknowledge that I have read the information contained herein and that I have been provided an opportunity to discuss it with the rater.</i>
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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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