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 the 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: Rodriguez

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

PART I

		% Weighting 100
Student Challenge/Need	Students are struggling to demonstrate proficiency on the Keystone Biology exam, specifically the Ecology section	
What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need? ⓘ	Past Keystone results show that students correctly answer only 28% of questions related to the S8.B.2 anchor; CDT results from current students show the students are missing seventh grade fundamental concepts to understanding this anchor.	

PLAN OF ACTION:

What is your proposed response? ⓘ	In my eighth-grade science class, I will conduct an "Interactive Biome Map Activity," where my students will label, color-code, and discuss the biotic and abiotic factors of different biomes. For "Case Study Analysis," they will explore real-world examples of environmental impacts on populations, engaging in group discussions and brainstorming solutions. In the "Biome Project," each student will research a specific biome and create an electronic portfolio detailing its unique characteristics and adaptations. Additionally, "Simulation Games or Online Interactive Tools" will provide them with interactive experiences to understand the effects of environmental changes in virtual biomes.
What resources are available to assist you in addressing the student challenge/need? ⓘ	NASA's Biome Map: Interactive world map showing different biomes. National Geographic Education: Biome educational resources and videos. Kahoot!: Customizable quizzes for interactive learning. Smithsonian Environmental Research Center: Virtual tours and case studies.
If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need? ⓘ	n/a
What action steps will you implement to address this student challenge/need? ⓘ	**Specific Actions:** **Timeline:**

Interactive Biome Map Activity: students will label and color-code different biomes, then identify and discuss the characteristic biotic and abiotic factors of each biome.

Case Study Analysis: students will examine case studies that show how environmental changes have affected various populations; group discussions to analyze the impacts and brainstorm solutions will take place

Biome Project: each student will be assigned a specific biome to research; they will create an electronic portfolio detailing the biotic and abiotic factors of their biome and how organisms are adapted to survive there.

Simulation Games or Online Interactive Tools: students will experience educational simulation games to experiment with changing environmental conditions in a virtual biome and also help them understand the consequences of these changes on populations

October 1-29

Framework Domain Alignment

Reference the Domains of Practice to which this response aligns.

(Check all that apply.)

☒	☐	☒	☐
Planning & Preparation	Classroom Environment	Instruction	Professional Responsibilities

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PART II

Student Performance Measure (SPM)	Describe the LEA Selected Measure(s): End of chapter exam, performance on biome project aligned to rubric.

| *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: Seamless integration of technology and interactive resources to enhance student engagement and understanding. Students would be actively involved in higher-order thinking tasks (DOK 3/4), such as analyzing case studies, creating detailed biome portfolios, and solving problems, demonstrating deep understanding through discussion and presentation. I would facilitate an environment where students confidently lead parts of the lesson and provide peer feedback, demonstrating autonomy and critical thinking skills. All students achieve a minimum 90% on both the chapter exam and the biome project.

Proficient: I would use a variety of instructional strategies like interactive maps, case studies, and simulation games to convey the content. Students are engaged and participate actively, showing a good understanding of the biomes, their characteristics, and the impact of environmental changes. I would monitor progress and provides clear, constructive feedback, ensuring that all students are keeping pace with the learning objectives. All students achieve a minimum 90% on the biome project; 90% of students receive a minimum 90% on chapter exam.

Needs Improvement: Some interactive tools and activities like biome mapping and case studies, but the execution is inconsistent, leading to varying levels of student engagement and understanding. The lesson may lack a clear structure or fail to cater to different learning styles, resulting in some students struggling to grasp key concepts. Feedback and guidance provided to students are limited, not adequately addressing individual needs or misconceptions. Minimum of 75% of students receive a score of 80% of better on both the chapter exam and the biome project.

Failing: The lessons lack clear objectives and coherent structure, with minimal use of interactive or engaging teaching methods. Students show little to no understanding of the biomes, their characteristics, and environmental impacts due to poor instructional delivery and lack of effective resources. Lessons fail to engage students, provide meaningful feedback, or adapt teaching strategies to meet diverse learning needs, resulting in a disorganized and ineffective learning environment. Students fail to meet minimum scores above.

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:

PART IV

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

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?

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**