

Music

**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.

# STUDENT PERFORMANCE MEASURE (SPM) TEMPLATE: LEA SELECTED MEASURES

**Educator Name:**

*School/District:*

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

## PART I

<p><b>Student Challenge/Need</b></p>	<p>Establishing independent music learners. (Instrumental or vocal performance, any level) Developing solo/ensemble performance skills</p> <ol style="list-style-type: none"> <li>Establishing personal practice habits as preparation for solo/ensemble participation</li> <li>Musical skills necessary for solo/ensemble participation</li> <li>Non-musical skills necessary for solo/ensemble participation (SEL)</li> </ol>	<p><b>% Weighting 100</b></p>
<p><i>What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?</i> ⓘ</p>	<p>(Instrumental or vocal performance, any level)</p> <ol style="list-style-type: none"> <li>Students have difficulty isolating problem passages and refining them as part of personal practice time.</li> <li>Students consider accomplishment of pitches (fingerings) and rhythms to be the only things they should prepare for performance (or adjudication/assessment)</li> <li>Students misinterpret how their personal habits of commitment and engagement affect both personal and ensemble accomplishment</li> </ol>	
<p><i>What is your proposed response?</i> ⓘ</p>	<p>(Instrumental or vocal performance, any level)</p> <ol style="list-style-type: none"> <li>Intentionally instruct processes for isolating problem passages and provide instruction regarding scaffolded techniques that students can personally enact. Have students develop specific “accomplishment” checklists that include technical and musical criteria.</li> <li>Peer-assess with student developed rubrics and with professionally developed rubrics</li> <li>Allot time for development of student-led small ensembles. Consider how CASEL and PA Career Ready Skills can be developed.</li> </ol>	
<p><i>What resources are available to assist you in addressing the student challenge/need?</i> ⓘ</p>	<p>(Instrumental or vocal performance, any level)</p> <ol style="list-style-type: none"> <li>There are plenty of online sites from which to formulate effective practice techniques. Example: <a href="https://pianopower.org/music-teachers-student-practice/">https://pianopower.org/music-teachers-student-practice/</a></li> <li>There are plenty of online sites that students could use as a starting point develop a peer assessment rubric. Example: <a href="https://www.rcampus.com/rubricshowc.cfm?sp=yes&amp;code=H7795C&amp;">https://www.rcampus.com/rubricshowc.cfm?sp=yes&amp;code=H7795C&amp;</a> Additionally, the process developed can support SEL; see <a href="https://nafme.org/forums/topic/peer-assessment-music/">https://nafme.org/forums/topic/peer-assessment-music/</a></li> </ol>	

c. Providing appropriate performance literature is a key resource. For younger students, it could be unison pieces from choir or instrumental lessons in which the group makes choices about adding additional instruments (percussion, Orff, recorder, etc.). Middle and high school students can be offered duets-quartets or other types of small ensemble literature.

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

Professional membership benefits (online resources, publications, conferences)  
 Collegial Collaborations/Mentorships/PLCs  
 College Coursework or other professional development models

Specific Actions:	Timeline:
First, determine a current level of achievement that your students demonstrate toward meeting the student challenge/need.	Fall
Second, identify ways in which your instruction is and is not addressing student achievement of the student challenge/need.	Fall
Third, state what you will do to prepare yourself for change in instructional procedures to address the student challenge/need	Fall
Fourth, describe how instruction will change. (This could be implementation of a specific project or technique, or could be a long-term commitment to a program or pedagogy)	November – March.

**Framework Domain Alignment**  
 Reference the Domains of Practice to which this response aligns.  
 (Check all that apply.)

<input checked="" type="checkbox"/> Planning & Preparation	<input type="checkbox"/> Classroom Environment	<input checked="" type="checkbox"/> Instruction Environment	<input type="checkbox"/> Professional Responsibilities & Ethics
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## PART II

**Student Performance Measure (SPM)**

**Describe the LEA Selected Measure(s):**  
 The list below provides six measures that can be used to measure progress toward meeting the student challenge/need and effectiveness of the teacher response plan. Describe how you will use one or more measures to provide artifacts of evidence of student achievement of or progress toward meeting the challenge/need.  
 \*Note: the LEA is responsible to define each of the LEA Selected Measures.

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

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> <i>Locally Developed School District Rubric</i>    | <input type="checkbox"/> <i>Industry Certification Examination</i>                          |
| <input checked="" type="checkbox"/> <i>District-Designed Measure &amp; Examination</i> | <input type="checkbox"/> <i>Student Projects Pursuant to Local Requirements</i>             |
| <input type="checkbox"/> <i>Nationally Recognized Standardized Test</i>                | <input checked="" type="checkbox"/> <i>Student Portfolios Pursuant to Local Requirement</i> |

**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.*

Review the **current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need** Describe what your **students** will have to do, show, or demonstrate, using the LEA Selected Measures, for **you** to be considered a success at this selected challenge. Start by providing a draft description of what proficient would look like, and then complete the other levels.

**Distinguished:**

- Student pre-post assessment on the district designed (teacher developed) measure shows increase in student ability to identify and refine difficult passages through multiple processes.
- Scores on the portfolio rubric form show awareness of musicianship markings and professional application of musical style during performance.
- Improvement in student commitment and engagement to ensemble performance is identified through purposeful and consistent demonstration of CASEL’s Core competencies. <https://centerforresilientchildren.org/wp-content/uploads/2014/02/CASEL-5-SEL-Competencies.pdf>

**Proficient:**

Examples:

- Student pre-post assessment on the district designed (teacher developed) measure shows increase in student ability to identify and refine difficult passages through at least one process.
- Scores on the portfolio rubric form show awareness appropriate application of musicianship markings during individual performance.
- Improvement in student commitment and engagement to ensemble performance is identified through consistent demonstration of CASEL’s Core competencies. <https://centerforresilientchildren.org/wp-content/uploads/2014/02/CASEL-5-SEL-Competencies.pdf>

**Needs Improvement:**

- Student pre-post assessment on the district designed (teacher developed) measure shows no increase in student ability to identify and refine difficult passages
- Scores on the portfolio rubric form show awareness of musicianship marking but little application during performance.
- Minimal improvement in student commitment and engagement to ensemble performance is identified through occasional demonstration of CASEL’s Core competencies. <https://centerforresilientchildren.org/wp-content/uploads/2014/02/CASEL-5-SEL-Competencies.pdf>

**Failing:**

- Student pre-post assessment on the district designed (teacher developed) measure shows decrease in student ability to identify and refine difficult passages.
- Scores on the portfolio rubric form show no awareness or application of musicianship marking or style during performance.
- No improvement in student commitment and engagement to ensemble performance is identified through demonstration of CASEL’s Core competencies. <https://centerforresilientchildren.org/wp-content/uploads/2014/02/CASEL-5-SEL-Competencies.pdf>

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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:

STUDENT PERFORMANCE MEASURE (SPM) TEMPLATE: LEA SELECTED MEASURES

<p><b>Mid-Point Review</b></p>	<p><b>Supervisor Comments:</b></p> <p>Signature:</p> <p>Date:</p>	<p><b>Educator Comments:</b></p> <p>Signature:</p> <p>Date:</p>
<p><b>SPM Revision Approval</b> <i>(if applicable)</i></p>	<p><b>Supervisor Comments:</b></p> <p>Signature:</p> <p>Date:</p>	<p><b>Educator Comments:</b></p> <p>Signature:</p> <p>Date:</p>
<p><b>End-of-Rating Review</b></p>	<p><b>Supervisor Comments:</b></p> <p>Signature:</p> <p>Date:</p>	<p><b>Educator Comments:</b></p> <p>Signature:</p> <p>Date:</p> <p><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></p>

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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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