



**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: Horatio Garcia**

School/District: CDT Sample School 3

Rating Period: FROM 07/01/2023 TO 06/30/2024

**PART I**


<b>Student Challenge/Need</b>	<p align="right"><b>% Weighting 100</b></p> <p><b>The students in the Focus Group, are not demonstrating significant growth as a result of whole class, direct instruction.</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>In September, the students in my class completed the full CDT. In January the same group of students completed the CDT Informational Diagnostic Category CDT. A CDT Growth and Focus report comparing the “before and after” scores of the instructed content shows student progress over time revealed. The Growth and Focus Report, filtered for Informational Craft &amp; Structure, indicated revealed 8/31 or 25% of the students scores less than 1010 on the CDT Diagnostic Category Test. In other words 25% of the students were in the Focus group despite direct instruction in the Diagnostic Category of Craft and Structure. The Focus Group would benefit from additional layer of support in Informational Craft &amp; Structure.</p>
<p><b>PLAN OF ACTION:</b></p>	
<p><i>What is your proposed response?</i> ⓘ</p>	<p>By the end of the spring semester, student will be able to effectively utilize academic vocabulary related to Key Ideas &amp; Details, Author’s Craft, and Text Structure to analyze and interpret informational texts with greater depth and precision</p>
<p><i>What resources are available to assist you in addressing the student challenge/need?</i> ⓘ</p>	<ul style="list-style-type: none"> <li>● Classroom Diagnostic Test (CDTs) for Informational and Literature</li> <li>● 1:1 devices for assessment and instructional activities</li> <li>● Professional learning on using CDT data to guide flexible group instruction</li> <li>● Core curricular resources for whole group instruction of Literature (Informational Text as well as Narrative Text)</li> <li>● ELA Academic Strategies for grade 9-10 on the PDE SAS portal <a href="https://www.pdesas.org/Page/Viewer/ViewPage/53/?SectionPageItemId=12380">https://www.pdesas.org/Page/Viewer/ViewPage/53/?SectionPageItemId=12380</a></li> <li>● PDE SAS Assessment Builder for reading passages and question sets <a href="https://www.pdesas.org/Assessment/Assessment/AssessmentQuestions">https://www.pdesas.org/Assessment/Assessment/AssessmentQuestions</a></li> </ul>

<p><i>If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?</i> ⓘ</p>	<ul style="list-style-type: none"> <li>• May need supplemental instructional resources for vocabulary development.</li> <li>• May need additional technical assistance/professional learning in small group/flexible group instructional strategies and/or the use of the CDT interactive reporting portal.</li> </ul>				
<p><i>What action steps will you implement to address this student challenge/need?</i> ⓘ</p>	<table border="1"> <tr> <td data-bbox="516 411 1211 443"><b>Specific Actions:</b></td> <td data-bbox="1227 411 1419 443"><b>Timeline:</b></td> </tr> <tr> <td data-bbox="565 453 1211 1041"> <ol style="list-style-type: none"> <li>1. Preview Academic Vocabulary in small group lessons to expand knowledge and application of Academic Vocabulary used in whole groups lessons. Academic Vocabulary used to analyze and interpret Informational text includes the following terms: analyze, determine, trace, evaluate, delineate, organize a text, author’s point of view or purpose, word choice, structure, argument, claim, reasoning, relevant,</li> <li>2. Build vocabulary by identifying the meaning of Academic Vocabulary as well as examples, and non-examples, and visual representation.</li> <li>3. Use vocabulary in Context by demonstrating deep understanding of the meaning and nuances of key Academic Vocabulary by using it accurately in discussion and written purpose, techniques, and the overall structure of the text.</li> <li>4. With precision and clarity students will evaluate the quality of oral and written explanations of analysis of author’s craft and structure of informational text.</li> </ol> </td> <td data-bbox="1227 453 1419 1020"> <p>Lesson Cycle</p> <p>Preview Mini lesson prior to whole group lesson on the aligned skill.</p> <p>2, 3, &amp; 4 are Whole Group lesson component in a series of lessons on the aligned skill.</p> </td> </tr> </table>	<b>Specific Actions:</b>	<b>Timeline:</b>	<ol style="list-style-type: none"> <li>1. Preview Academic Vocabulary in small group lessons to expand knowledge and application of Academic Vocabulary used in whole groups lessons. Academic Vocabulary used to analyze and interpret Informational text includes the following terms: analyze, determine, trace, evaluate, delineate, organize a text, author’s point of view or purpose, word choice, structure, argument, claim, reasoning, relevant,</li> <li>2. Build vocabulary by identifying the meaning of Academic Vocabulary as well as examples, and non-examples, and visual representation.</li> <li>3. Use vocabulary in Context by demonstrating deep understanding of the meaning and nuances of key Academic Vocabulary by using it accurately in discussion and written purpose, techniques, and the overall structure of the text.</li> <li>4. With precision and clarity students will evaluate the quality of oral and written explanations of analysis of author’s craft and structure of informational text.</li> </ol>	<p>Lesson Cycle</p> <p>Preview Mini lesson prior to whole group lesson on the aligned skill.</p> <p>2, 3, &amp; 4 are Whole Group lesson component in a series of lessons on the aligned skill.</p>
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<p><b>Framework Domain Alignment</b></p> <p>Reference the Domains of Practice to which this response aligns. (Check all that apply.)</p>	<table border="1"> <tr> <td data-bbox="537 1146 704 1251"> <input checked="" type="checkbox"/>                      Planning &amp; Preparation                 </td> <td data-bbox="745 1146 912 1251"> <input type="checkbox"/>                      Classroom Environment                 </td> <td data-bbox="959 1146 1143 1251"> <input checked="" type="checkbox"/>                      Instruction                 </td> <td data-bbox="1187 1146 1395 1251"> <input checked="" type="checkbox"/>                      Professional Responsibilities                 </td> </tr> </table>	<input checked="" type="checkbox"/> Planning & Preparation	<input type="checkbox"/> Classroom Environment	<input checked="" type="checkbox"/> Instruction	<input checked="" type="checkbox"/> Professional Responsibilities
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**PART II**

<p><b>Student Performance Measure (SPM)</b></p>	<p><b>Describe the LEA Selected Measure(s):</b></p> <p>I will preview key Academic Vocabulary in a small group lesson before using it in a whole group lesson. Before and after small group lessons are implemented, 1:1 conferencing with students will engage students in the learning process. At the conference, we will discuss the current areas of strength and areas in need of improvement, set a goal setting for improvement, and outline ways to achieve the goal. Students will build a vocabulary notebook with graphic organizers (i.e. Frayer Model) to track progress toward the goal as well as connect the CDT results to instructional practices and academic habits. After direct instruction and another administration of the CDT occurs, I will review the data and share it with students in a 1:1 conference.</p>				
<p><i>What student performance evidence or artifacts will you</i></p>	<table border="0"> <tr> <td><input type="checkbox"/> Locally Developed School District Rubric</td> <td><input type="checkbox"/> Industry Certification Examination</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Student Projects Pursuant to Local Requirements</td> </tr> </table>	<input type="checkbox"/> Locally Developed School District Rubric	<input type="checkbox"/> Industry Certification Examination		<input type="checkbox"/> Student Projects Pursuant to Local Requirements
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<b>use to measure the progress and effectiveness of your response?</b> 	<input type="checkbox"/> District-Designed Measure & Examination <input checked="" type="checkbox"/> Nationally Recognized Standardized Test	<input checked="" type="checkbox"/> Student Portfolios Pursuant to Local Requirement
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<p><b>Evaluation</b></p> <p>Describe the specific criteria that will inform the Educator Effectiveness rating.</p> <p><i>NOTE: Student Performance Measures may be reused on an annual basis if the responses are updated and the educator continues to offer reflections.</i></p>	<p><b>Distinguished:</b></p> <ul style="list-style-type: none"> <li>● CDT Assessment is implemented/administered to all appropriate students.</li> <li>● Small group instruction is planned and takes place prior to whole group lesson during Informational and Literature Units of study to build, apply in context, explain orally and evaluate use of vocabulary .</li> <li>● 1:1 conferencing with students takes place Pre &amp; Post CDT administration.</li> <li>● All applicable students have a data and reflection folder/vocabulary notebook completed.</li> <li>● Aggregate data of applicable students shows an average growth of 2 SEMs on the CDT from the first assessment to the last assessment in at least the Craft &amp; Structure Diagnostic Category.</li> </ul>
	<p><b>Proficient:</b></p> <ul style="list-style-type: none"> <li>● CDT Assessment is implemented/administered to all appropriate students.</li> <li>● Small group instruction is planned and takes place prior to whole group lessons during Informational Units of Study to build, apply in context, and explain vocabulary.</li> <li>● 1:1 conferencing with students takes place following CDT administration.</li> <li>● 90% of applicable students have a data and reflection folder/vocabulary notebook completed.</li> <li>● Documentation of connections between the CDT data, instructional content and small group lesson is maintained.</li> </ul>
	<p><b>Needs Improvement:</b></p> <ul style="list-style-type: none"> <li>● CDT Assessment is implemented/administered to all appropriate students.</li> <li>● Small group instruction is planned and takes place to introduce and build understanding of academic vocabulary terms prior to whole group lesson.</li> <li>● 1:1 conferencing with students takes place following only 1 CDT administration.</li> <li>● Less than 80% of applicable students have a data and reflection folder/vocabulary notebook completed.</li> <li>● Minimal/Insufficient documentation of connections between the CDT data, instructional content and small group lesson is maintained.</li> </ul>
	<p><b>Failing:</b></p> <ul style="list-style-type: none"> <li>● CDT Assessment is implemented/administered to all appropriate students.</li> <li>● Small group instruction is inconsistently planned and occasionally takes place to introduce text-specific vocabulary prior to whole group lesson.</li> <li>● 1:1 conferencing with students did not take place following CDT administration.</li> <li>● Less than 50% of applicable students have a data and reflection folder/vocabulary notebook completed.</li> <li>● No documentation of connections between the CDT data, instructional content and small group lesson is maintained.</li> </ul>

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**PART III**

<p><b>Educator Reflection:</b></p> <p>Reflect on your success, unanticipated barriers, any supports</p>	<p><b>Mid-Point Reflection:</b></p>
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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:**

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**PART IV**

**Educator Rating:**

- |                                   |                                   |                                   |                                   |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> <b>0</b> | <input type="checkbox"/> <b>1</b> | <input type="checkbox"/> <b>2</b> | <input type="checkbox"/> <b>3</b> |
| Failing                           | Needs Improvement                 | Proficient                        | Distinguished                     |

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**PART V: Signatures & Comments**

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

<b>End-of-Rating Review</b>	<b>Supervisor Comments:</b>  Signature:  Date:	<b>Educator Comments:</b>  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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