

M·A·X

Teaching

**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: Any Teacher

School/District: Any CTE

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

PART I

<p>Student Challenge/Need</p>	<p>The students in culinary have several areas where they do not perform well on the NOCTI credentialing assessment. Based on the data and my analysis, I have determined that there are five specific areas within the NOCTI credentialing assessment competencies where the students do not perform well. My goal would be to improve student performance on the 5 culinary competencies as described below.</p> <p style="text-align: right;">% Weighting 100%</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>Based on my reflection of 51 prior students over multiple years within a NOCTI credentialing assessment summary report as well as current class NOCTI credentialing assessment data, the student class mean for some competencies are below an acceptable level to meet industry standards.</p> <p>These areas are:</p> <ul style="list-style-type: none"> Take physical and perpetual inventory (3 Questions) Describe primary functions and food sources of major nutrients (3 Questions) Calculate food costs, percentages, and mark-up (3 Questions) Identify quality and grade of fruits and vegetables (3 Questions) Prepare standard dessert items (4 Questions)
<p>PLAN OF ACTION:</p>	
<p><i>What is your proposed response?</i> ⓘ</p>	<p>My plan is to address these issues within the program curriculum, instruction, and assessment practices to elevate the class mean for those items to improve student performance on the NOCTI credentialing assessment.</p>
<p><i>What resources are available to assist you in addressing the student challenge/need?</i> ⓘ</p>	<p>NOCTI credentialing assessment summary report for longitudinal data analysis Current student NOCTI credentialing assessment competency group report (pretest from current year or posttest from most recent graduates.)</p>

	<p>NOCTI credentialing assessment posttest analysis report</p> <p>ACF curriculum as well as KP-Compass online curriculum.</p>														
<p><i>If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?</i> ⓘ</p>	<p>There are no additional resources needed for this plan.</p>														
<p><i>What action steps will you implement to address this student challenge/need?</i> ⓘ</p>	<table border="1"> <thead> <tr> <th data-bbox="516 724 1226 756">Specific Actions:</th> <th data-bbox="1226 724 1425 756">Timeline:</th> </tr> </thead> <tbody> <tr> <td data-bbox="516 766 1226 840">Obtain NOCTI credentialing assessment summary report for analysis of longitudinal data</td> <td data-bbox="1226 766 1425 808">September 15</td> </tr> <tr> <td data-bbox="516 850 1226 924">Obtain current NOCTI credentialing assessment pretest report</td> <td data-bbox="1226 850 1425 892">October 31st</td> </tr> <tr> <td data-bbox="516 955 1226 1039">Create new curriculum, instruction, and assessment practices to address issues.</td> <td data-bbox="1226 945 1425 1018">November 30th</td> </tr> <tr> <td data-bbox="516 1081 1226 1134">Analyze local assessments data to monitor progress</td> <td data-bbox="1226 1060 1425 1102">Ongoing</td> </tr> <tr> <td data-bbox="516 1176 1226 1249">Obtain NOCTI credentialing assessment posttest data report</td> <td data-bbox="1226 1155 1425 1197">April 30th</td> </tr> <tr> <td data-bbox="516 1291 1226 1333">Determine if plan was successful</td> <td data-bbox="1226 1239 1425 1281">May 5th</td> </tr> </tbody> </table>	Specific Actions:	Timeline:	Obtain NOCTI credentialing assessment summary report for analysis of longitudinal data	September 15	Obtain current NOCTI credentialing assessment pretest report	October 31 st	Create new curriculum, instruction, and assessment practices to address issues.	November 30 th	Analyze local assessments data to monitor progress	Ongoing	Obtain NOCTI credentialing assessment posttest data report	April 30 th	Determine if plan was successful	May 5 th
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<p>Framework Domain Alignment</p> <p>Reference the Domains of Practice to which this response aligns.</p> <p><i>(Check all that apply.)</i></p>	<table border="1"> <tr> <td data-bbox="532 1386 706 1491"> <input checked="" type="checkbox"/> Planning & Preparation </td> <td data-bbox="743 1386 917 1491"> <input type="checkbox"/> Classroom Environment </td> <td data-bbox="954 1386 1128 1491"> <input checked="" type="checkbox"/> Instruction </td> <td data-bbox="1182 1386 1356 1491"> <input type="checkbox"/> Professional Responsibilities </td> </tr> </table>	<input checked="" type="checkbox"/> Planning & Preparation	<input 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):</p>						
<p><i>What student performance evidence or artifacts will you use to measure the progress</i></p>	<table border="0"> <tr> <td data-bbox="503 1827 909 1858"><input type="checkbox"/> <i>Locally Developed School District Rubric</i></td> <td data-bbox="1006 1827 1356 1858"><input type="checkbox"/> <i>Industry Certification Examination</i></td> </tr> <tr> <td data-bbox="503 1869 909 1900"><input checked="" type="checkbox"/> <i>District-Designed Measure & Examination</i></td> <td data-bbox="1006 1869 1485 1900"><input type="checkbox"/> <i>Student Projects Pursuant to Local Requirements</i></td> </tr> <tr> <td data-bbox="503 1911 909 1942"><input checked="" type="checkbox"/> <i>Nationally Recognized Standardized Test</i></td> <td data-bbox="1006 1911 1485 1942"><input type="checkbox"/> <i>Student Portfolios Pursuant to Local Requirement</i></td> </tr> </table>	<input 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 & Examination</i>	<input type="checkbox"/> <i>Student Projects Pursuant to Local Requirements</i>	<input checked="" type="checkbox"/> <i>Nationally Recognized Standardized Test</i>	<input type="checkbox"/> <i>Student Portfolios Pursuant to Local Requirement</i>
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and effectiveness of your response? ⓘ

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: 80 % Mean for items.

Explanation: If there are seven (7) items for a competency, 80% the class mean would need to be 5.6 or higher (Distinguished). ($7 * .8 = 5.6$)

Proficient: 51% to 79 % Mean for items.

Explanation: If there are seven (7) items for a competency, 51% to 79% the class mean would need to be greater than 3.5 but less than 5.6 (Proficient)

Needs Improvement: 50% to 40% Mean for items.

Explanation: If there are seven (7) items for a competency, 50% to 40% the class mean would need to be between 3.5 and 2.8 (Needs Improvement)

Failing: Below 40% Mean for items.

Explanation: If there are seven (7) items for a competency, below 40% the class mean would need lower than 2.8 ($7 * .4 = 2.8$)(Needs Improvement)

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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

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?

STUDENT PERFORMANCE MEASURE (SPM) TEMPLATE: LEA SELECTED MEASURES

- What evidence would be necessary to answer questions you might ask yourself mid-point?

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