Student Performance Measure Template

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| Classroom Context and Goal  Analysis of Student Performance (Stage 1 SPM Rubric)  (Danielson 1b/CAEP 4a, c) | | | | |
| Class/Course Title: | Class Size: | | Typical Class Duration: | |
| Grade Level: | District: | | School: | |
| Identify the PA Grade Level Standards/career standards for the upcoming unit of study. Also, determine the pre-requisite skills and knowledge needed for student success with grade level content standards/career standards for the upcoming unit of study (5 consecutive lesson plans).   |  |  | | --- | --- | | Pre-requisite skills/standards | Pa Grade level standards/career standards  [www.Pdesas.org/Standard/view](http://www.Pdesas.org/Standard/viewo) **OR**  <https://www.pdesas.org/Page?pageId=11> | |  |  | |  |  | |  |  | |  |  | |  |  | | | | | |
| ISTE Standards: Identify any technology standards you will be meeting during the unit of study. | | | | |
| Student Challenge/Need (Stage 1 SPM Rubric - Danielson 1b/CAEP 4a, c)  **What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need? Address this question by doing the following:**   * Create a diagnostic assessment that evaluates student understanding for the pre-requisite skills/standards. * Discuss how the above assessment will identify each area of need in learning for the student(s). * Administer the diagnostic/assessment. * Identify the pre-requisite skills and knowledge students will need support on while teaching the grade level content. | | | | |
| Plan of Action  (Stage 2 SPM Rubric) | | | | |
| The various tools/assessments which will be used to measure student achievement toward a specific goal. (Programs can give examples.) | | | | |
| **What is your proposed response?**  How will you address unfinished learning/ need for enrichment instruction evident from your diagnostic assessment to provide just-in-time (time sensitive) support for students while teaching grade level content?   * Explain what you will do lesson by lesson to address any areas of unfinished learning. (in paragraph format)   (Stage 2 - SPM Rubric Danielson 1f/ CAEP 3f) | |  | | |
| **If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?** | |  | | |
| **Instructional Plan Outline (Stage 2 SPM Rubric)** | | | | |
| **What action steps will you implement to address this student challenge/need?**  Identify your lesson accommodations, strategies, and/or procedures in each lesson where unfinished learning needs to be addressed.  (Stage 2 SPM Rubric - Danielson 1 a & 1e/CAEP 3c, d, 4b, c,) | | |  |  | | --- | --- | | Lesson | Specific Action(s)/Timeline | |  |  | |  |  | |  |  | |  |  | |  |  | | | |
| **Instructional Window** | | Start Date:  (First formal instruction after the  administration of the diagnostic) | | End Date:  (Last day of formal instruction before  administration of the summative measure) |

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| Performance Evidence  Analysis of Academic Growth (Stage 3 SPM Rubric) | |
| **What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response?**  (e.g., student portfolio, student project, exam, locally developed school district/teacher rubric, district designed measure & exam, nationally recognized test) |  |
| **Evaluation of Student Achievement**  Teachers develop rubric based on the goal, to measure student progress. How did students perform on the grade level standard/career standard?  Provide evidence of the number or percent of students who met the proposed outcome (e.g., meeting the grade level standards). Report out by standard. | Distinguished  Proficient  Needs Improvement  Failing |

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| Reflection  (Stage 3 SPM Rubric REFLECTION ONLY) (Danielson 4a/CAEP 6b) | |
| **Educator Reflection**  Reflect on your success, unanticipated barriers, any support that could have been useful, and next steps. |  |
| **Teacher Candidate Reflection**  Reflect on your ability to complete the process, including your strengths and areas of ongoing growth. |  |