Student Performance Measure Template

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| Classroom Context and GoalAnalysis 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).

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| 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> |
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| 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.
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| 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,) |

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| Lesson | Specific Action(s)/Timeline |
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| **Instructional Window** | Start Date: (First formal instruction after the administration of the diagnostic) | End Date: (Last day of formal instruction beforeadministration of the summative measure) |

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| Performance EvidenceAnalysis 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.  | DistinguishedProficientNeeds ImprovementFailing |

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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.  |  |