






Student Performance Measure (SPM)

User Guide

2025-2026

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Introduction

The purpose of this user guide is to support Teacher Candidates in the understanding of the Student Performance Measure (SPM) process. SPMs are typically a semester- or year-long intensive learning plan that includes a variety of informal and formal assessments to support target learning objective(s). This guide is a modified version of the SPM to prepare Candidates in understanding the process and the importance of having a systemic approach to support student learning goals and objectives. Although one of the major goals of a SPM is to document student learning over a period of time, you will be evaluated on the process as outlined in the SPM Rubric (Appendix A). Also, you will be evaluated on your ability to develop and implement an evidenced-based unit plan that should, if implemented with fidelity, impact student learning. The following is the minimum expectation for completing the SPM during student teaching. Thus, the SPM will focus on a modified time frame and a focused learning objective. Also, the process of completing the SPM was modified to meet this expectation without sacrificing the integrity of the process. The following is a proposed timeline to complete the various components of the SPM:

- The SPM should be completed during the designated half of student teaching.
- Teacher Candidates will collaborate with their Mentor Teacher (MT) and University Supervisor to determine the target P-12 student population.
- Complete and submit the SPM template (Appendix B) – Upload to Anthology.
- Develop and implement a unit plan that consists of five (5) consecutive lessons (or five [5] hours of instruction in a block schedule format) to address using the SPM – Upload to Anthology.

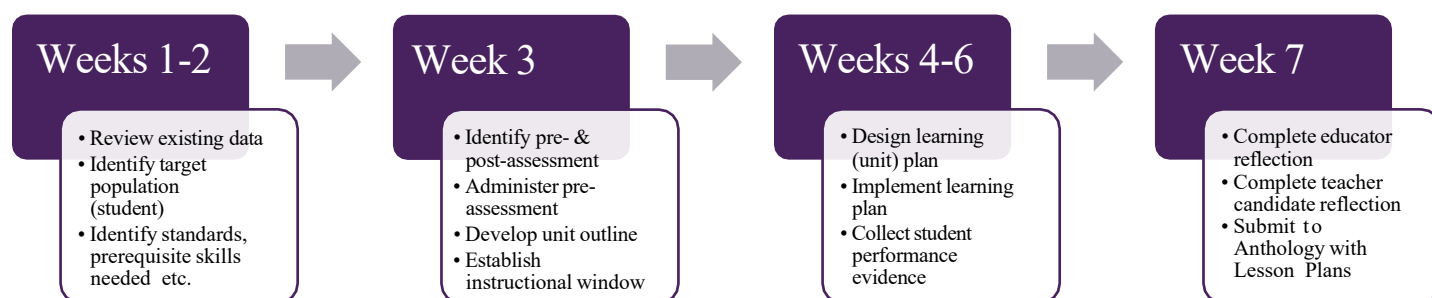


Figure 1. Proposed timeline for completion of SPM components during the designated half of student teaching.

What is a Student Performance Measure (SPM)?

Classrooms are complex places, and measuring student learning can be challenging due to unique grade-level and subject characteristics. However, student learning is the ultimate measure of the success of a teacher as an instructional leader. Effective teaching involves the close analysis of student data to develop a learning plan to support student growth within an academic year, semester or at the end of a unit plan of study. SPMs are a systemic approach to ensure teachers have a strategic plan to support student learning, especially for those students who are making limited progress. The SPMs are content- specific, grade-level learning objectives that are measurable and focus on student academic growth. Creating SPMs are a process by which teachers establish expectations for student growth during a specific period of time. See Figure 2.

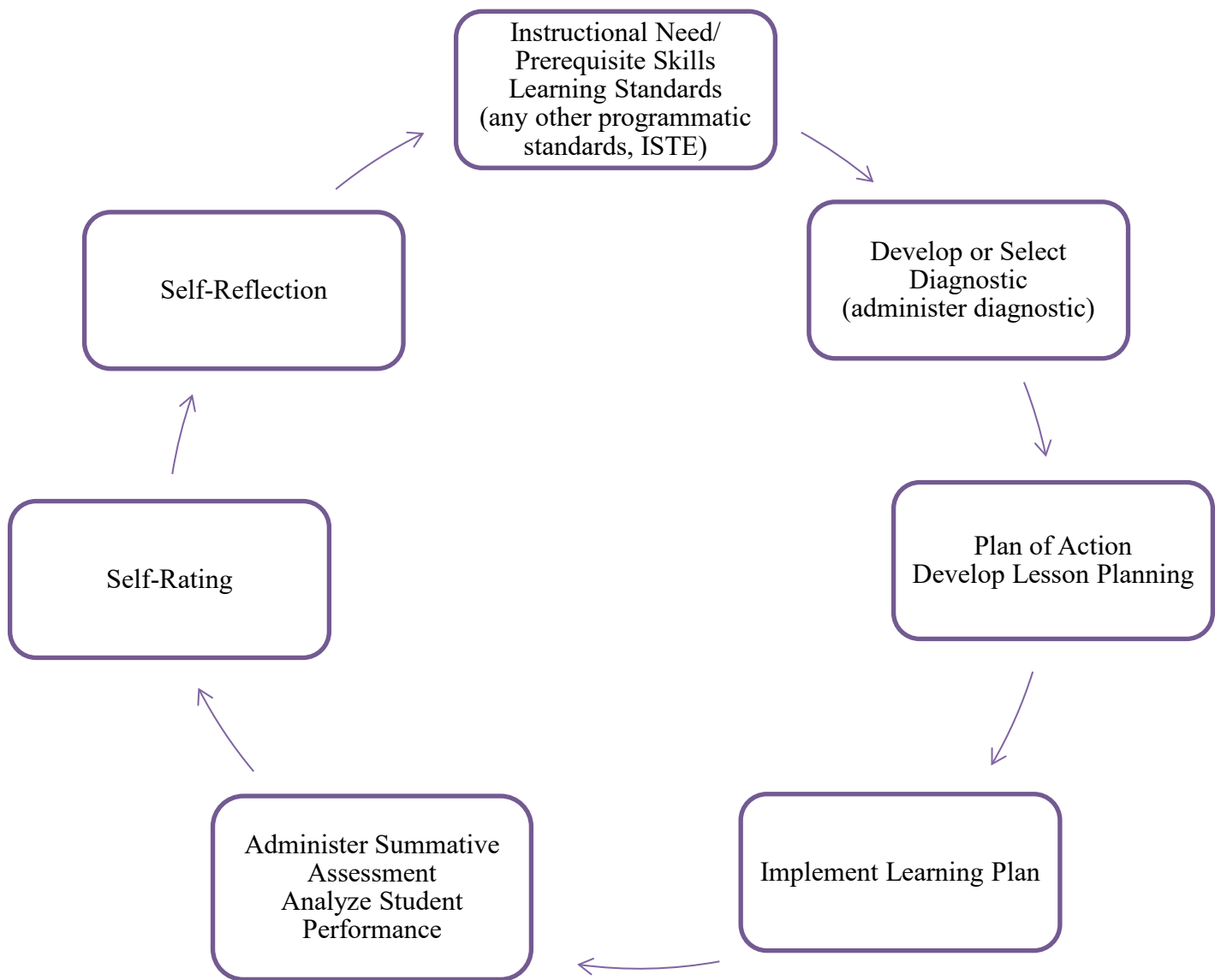


Figure 2. Process for teacher candidates to develop a SPM.

Student Performance Data and Instructional Need

The first step of the process is to work collaboratively with the Mentor Teacher (MT) to review grade-level standards to determine the instructional area of concern. If the MT is required to complete a SPM within their district, it may be practical to select a learning objective that coincides with the SPM created within the classroom. Most importantly, in-depth conversations with the MT are imperative and should be used to inform the pre-requisite skills and the instructional decisions made. The following is a list of some data *sources* that may be available in the classroom:

- Summative assessments (unit test, PSSA, Keystone exams, program specific assessments, etc.)
- Formative assessments (DIBELS, AIMSweb, NWEA)
- Quizzes (should be used in conjunction with the items in the first two bullets)
- Homework assignments (should be used in conjunction with the items in the first two bullets)

Additionally, you may decide to address a concept, skill or strategy that has yet to be introduced within the classroom. When providing a justification in the SPM template (Table 1), you should discuss common themes from the data gathered and any additional information that will support the decision made. Those themes may include errors or misconceptions noted in the data analyzed.

Based on the information gathered, you should be able to identify student(s) that would be the focus of the SPM. It is at this time you will need to determine information about the student(s) (any particular learning challenges) that will be important as you develop an educational plan.

Note: As teacher candidates, it is important to protect the privacy of P-12 students thus pseudonyms should be used when referring to any information about students in the SPM. This includes reporting on any data gathered about the student and any potentially identifying information.

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 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:		
<ul style="list-style-type: none"> ▪ 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. 		

Table 1. SPM template Stage 1 (Excerpt).

Standards and Outcomes

As you consider the instructional need, you should determine the goal, standards, that will support the identified area of concern. The [PA Standards Aligned System](#) discussed later in this document, would be a valuable resource to complete this section of the SPM template (Table 1).

Pre-Requisite Skills/Standards

Teacher Candidate will discuss the learning of students in the classroom to identify the target population for the SPM. During this discussion, the Teacher Candidate will identify specific students' strengths and needs during the designated instructional content area.

PA Standards & Other Appropriate Professional Standards

Based on the conversations with the mentor teacher, review of grade-level content, and instruction need identified, you should select the standard(s) of focus. It is of great importance that you identify standard(s) that align to the skill, concept or strategy selected above. Also, it is important you choose standard(s) that can be accomplished within the timeframe of the SPM. In the WCU Lesson Plan template, you will identify the standard(s) for each lesson. Please reference the Unit or Lesson Plan User Guide for further directions.

Plan of Action

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 1a & 1e/ CAEP 3c, d, 4b, c,)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Lesson</th> <th style="width: 50%; padding: 5px;">Specific Action(s)/Timeline</th> </tr> </thead> <tbody> <tr><td style="height: 15px;"></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td></tr> <tr><td style="height: 15px;"></td><td></td></tr> </tbody> </table>		Lesson	Specific Action(s)/Timeline						
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)								

Table 2. SPM template Stage 2 (Excerpt).

Proposed Response

Based on the standard(s) previously identified, provide an outline of the cohesively planned instruction to meet the needs of the target population. Your response will include an instructional plan that identifies appropriate objective(s) and a description of strategies/procedures/activities that align with the standard and the student instructional need.

Additional knowledge base (as needed): describe the additional expertise, resources, and/or other supports needed by the instructor to provide the accommodation, modifications, explicit instruction required for the student to receive the time sensitive instruction.

Instructional Plan Outline

For each lesson, specifically identify the planned action with the projected timeline. Align the strategies from your proposed response to the individual lesson plans within the unit. The proposed lessons will establish a coherent learning experience for the student(s).

Instructional Window

Include the start date (first formal instruction after the administration of the diagnostic) and the end date (last day of formal instruction before administration of the summative measure)

Performance Evidence

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

Table 3. SPM template Stage 3 (Excerpt).

Student Performance Evidence

Provide examples of methods to indicate student learning. List the tools or artifacts the instructor will use to determine if the student(s) is making progress toward unfinished learning. For example, a.) portfolio of work samples, b.) student projects with rubrics included, c.) quizzes/tests/exams, or d.) specific data collection procedures.

Evaluation of Teacher Candidate Effectiveness

The Teacher Candidate, in collaboration with the mentor, will develop a self-reflective rubric based on the Teacher Candidate's instructional ability to meet the goal used to measure student progress. The rubric is created after the Teacher Candidate completes the Instructional Plan Outline in Stage 2. In this rubric, the Teacher Candidate and Mentor will describe the specific criteria for each category (i.e., distinguished, proficient, needs improvement, failing) that will inform the Teacher Candidate rating.

Reflection

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.	

Table 4. SPM template Stage 3 (Excerpt).

Educator Reflection

With your mentor, reflect on your success, any unanticipated barriers, any supports that could have been useful, and next steps to then identify the rating achieved in the instructional unit.

Teacher Candidate Reflection

After you have administered the summative measure, the Teacher Candidate will reflect and assess themselves on their ability to get their student(s) to meet the student progress based on the four categories. You will reflect on your ability to complete the process including your strengths and areas of growth. When writing this section, you should consider how you would change your instruction and lesson delivery, to meet the learning goals and objectives. The following are some points that can be used as a guide.

- What did you learn about the process of completing the SPM?
- What did you learn about developing cohesive instruction that specifically aligns to student need?
- What did you learn about students and their learning process?
- Based on the data gathered and self-rating, what do you believe were challenges you faced and/or changes you would have made in the delivery of instruction that would support the learning goal and objectives?
- What was the rationale for selecting the learning activities?
- What assumption did you make about students that may have influenced your ability to impact student learning?

Appendices

Click on the appendix name to download the file.

[Appendix A: Student Performance Measures \(SPM\) Process Rubric](#)

[Appendix B: SPM Template](#)

[Appendix C: WCU Lesson Plan Template with Guiding Prompts](#)

[Appendix D: International Society for Technology in Education \(ISTE\) Standards for Educators](#)