

Self-Reflection Guide for Non-Data Available Teachers: Development of the Act 13/SPM for Teachers Not Receiving PVAAS Teacher Specific Reports

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Purpose

The purpose of this guide is to scaffold and support the process of teacher self-reflection, while simultaneously informing the identification and completion of the [Act 13 LEA Selected Measure-Student Performance Measure \(SPM\) template](#).

The guide is intended for use by all teachers in a grade, subject or course who do NOT receive PVAAS teacher-specific reporting, those considered as non-data available teachers as per Act 13.

Note: Teachers who teach in state assessed grades and subjects and receive PVAAS teacher specific reports should access the guide titled [Self-Reflection Guide for Data-Available Teachers: Development of the SPM for Teachers Who Receive PVAAS Teacher Specific Reports](#)

This guide is applicable for teachers in K-3, teachers of core subjects (ELA, Mathematics, Science and Social Studies) in non-state-tested grades and subjects at the middle and high school levels, as well as other educators at the elementary, middle, and high school levels. Some examples of teachers that may find this resource useful include, but are not limited to:

- K-3 teachers
- Social Studies teachers (K-12)
- HS English teachers teaching courses other than the Keystone Literature course
- Science teachers in non-state tested grade levels and courses
- HS Mathematics teachers teaching courses other than the Keystone Algebra I course, other teachers of specialized courses including, but not limited to business, tech-ed, the arts

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 (taken from Act 13 Student Performance Measure (SPM) Template).

Working through the steps outlined in this guide provides the foundation for identifying the student challenge/need that informs your SPM and also assists in the completion of Parts I, II, and III of the Act 13 Student Performance Measure (SPM) template.

The Importance of Self-Reflection

Self-reflection is an essential component in one's own professional growth. Self-reflection is known to play a vital role in continuous learning to improve professional practice. It allows you to determine what is going well so that you keep doing what has been yielding effective student results. It guides you in analyzing where your focus needs to be in order to continue to enhance achievement and growth outcomes for students.

Self-reflection is a critical piece of Act 13, and is focused on the overall question: To what degree is my practice impacting student outcomes?

**“It really comes down to not who teachers are, not what they do, but how they think. And if they think primarily that their job is to evaluate their impact, all the good things follow.”
(John Hattie, 2015)**

To that end, each step of the self-reflection process detailed in this guide supports (and links) to the related section of the (optional) PDE LEA Selected Measures Student Performance Template and is useful for completion of the SPM Template.

The PDE Student Performance Measure (SPM) Template: LEA Selected Measures is found in [Appendix A](#).

Using the Teacher Self-Reflection Guide

This guide can be used in a variety of ways.

- This guide can be helpful in your reflection on students' needs through analysis of available student learning data.
- This guide is beneficial as a scaffold to completing your Act 13 LEA Selected Measures template (SPM) or if using a locally developed LEA Selected Measures template (refer to [Appendix A](#)).
 - You, as a teacher, may use this guide independently as you plan for the needs of your current students and begin to develop your student performance measure (Act 13 SPM).
 - You may complete this guide independently in preparation for the conference with your supervisor where you jointly discuss your professional growth, goals, and develop your LEA Selected Measure.
 - You may complete this guide independently in preparation for the initial conference where you and your supervising administrator agree upon the student performance measures(s) and criteria for delineating the four levels of student performance used to inform the educator rating.
 - You may ask that you and your supervisor complete this guide collaboratively during a supervisor-teacher conference or data conversation.
 - You may choose to engage in this self-reflection process with a trusted colleague or coach with whom you collaborate in reflecting and improving professional practice.

Additionally, completion of this Teacher Self-Reflection Guide may be used as evidence toward proficiency in the domains of the Framework for Teaching. Most closely related to the use of this guide is Domain 4: Professional Responsibilities (4a, 4b, 4e). Educators may find additional direct connections depending on the action plan created.

Summary of Steps for Data Analysis and Action Planning for Teachers in Non-Data Available Grades/Subjects

Please note: There is a notation at each step showing the relevant [SPM Template](#) section.

At the beginning of the rating period: (from Act 13 Student Performance Measure (SPM) Template *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.



Step 1

Determine what data sources are available to you in your subject, grade, or course. Such data may include not only academic/student learning data (summative, diagnostic, benchmark data), but also data relative to attendance, discipline, course/subject grades, perceptual data from students, survey data from families, etc.

Step 2

View your data from a historical perspective (previous year and years as available) to identify trends and patterns. What trends do you see over multiple years of data? Consider a variety of data sources (student learning, demographic, perceptual, and process data).

Step 3

Document data observations, using quantifiable data statements. This step requires documentation of data patterns and trends with clear statements of data observations. Use this information to determine the priority student challenge/need on which you will focus.

Steps 1-3: Act 13/SPM Template Connection: Part I, Student Challenge/Need (What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need)

Step 4

Dig Deeper into high-priority areas to determine probable root cause(s) for what you are seeing in your data.

Act 13/SPM Template Connection: Part I, Plan of Action: What resources are available to assist you in addressing the student challenge/need?

Step 5

Identify Needs of Currently Enrolled Students. Gather baseline data on your current students. What data do you have on your current students?

Step 6

Create an Action Plan by applying your findings from analysis of your data to your planning and delivery of instruction for your current students.

Steps 5-6 Act 13/SPM Connection: Part 1, Plan of Action:

What is your proposed response?

What action steps will you implement to address this student challenge/need?

Step 7

Plan to Monitor the Progress of your currently enrolled students and their change in academic performance throughout the school year.

Act 13/SPM Connection: Part II: What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response?

Part III: Mid-Point Reflection and Final Reflection

Details: Step by Step

Each of the steps that follow combine steps for self-reflection on student outcome data with the related section of the [Act 13 Student Performance Measure \(SPM\) Template](#). At the end of each step or grouping of steps is a link to the appropriate space/section of the Act 13 SPM template.

Step 1: Determine Data Sources



Steps 1, 2 and 3 will be helpful in completing Part I Student Challenge/Need section of the Act 13 SPM template.

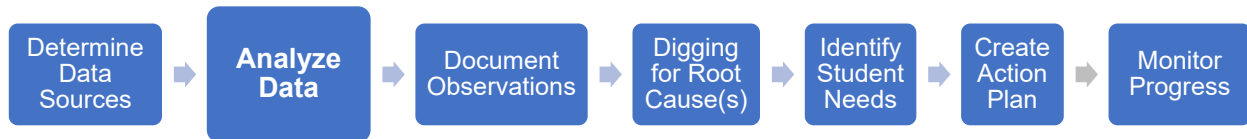
PART I	
Student Challenge/Need	% Weighting
What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need? ⓘ	

The first step is to think about what sources of historical data will be helpful to you in reflecting on your own past practice.

Examples of historical data that teachers in non-tested subjects and grades may have include, but are not limited to:

- Benchmark or Universal Screening data from beginning, middle, and/or end of year (BOY, MOY, EOY) including, but not limited to: STAR, iREADY, AimsWeb, Acadience, DIBELS Next, NWEA MAP
- Diagnostic data from beginning, middle, and/or end of year (BOY, MOY, EOY) – examples include, but are not limited to CDT and iReady
- Summative data, including but not limited to midterm and final exam data, and unit tests
- Advanced Placement (AP) exam data
- Grades
- Attendance data
- Discipline data
- Perceptual data from students and/or families
- Course pass and failure rate

Step 2: Analyze Data



View your historical data to identify trends and patterns. With your selected data, analyze trends you might see in your data over 2 to 3 years. Are there groups of students with whom you have shown greater impact? What stands out as a priority in your analysis of targeted data sources? What data story does this begin to tell you about your work and your impact on past students?

Step 3: Document Observations



Document data observations, using quantifiable data statements. Based on the data to be accessed and analyzed, compile a list of data observations which include quantitative data. Some examples of data observation statements include:

- 80% of my students passed my Geometry final exam last year; 75% passed my final exam in two years previous to last year.
- For past 3 years, an average of 80% of my students received a 3 or higher on the AP exam aligned with my course, however, only 20% of students took the exam.
- I have made an average of 10 discipline referrals each month based on data over the past 3 years.
- Student survey data over the past 3 years shows that 95% of my students identified as feeling safe in my classroom.
- 75% of my students had a Student Growth Percentile above 50 in STAR at EOY benchmark assessment. This has been consistent over the previous 3 years.

- My EOY (end of year) Acadience data indicates that 10% of my students are at high risk each year (previous 2 years).
- 10% of my 3rd grade students scored in “blue” at BOY and 50% at MOY.
- 80% of my Child Development class complete the required end-of-unit reflections.
- Scores on the portfolio rubric showed 45% of students earned a 3 score, while 25% earned a 4 score.



Now, Put It All Together!

Combine your thinking from Steps 1, 2 and 3 to [complete the Student Challenge/Need in Part 1, Appendix A](#). Add details on current context, corresponding evidence, etc. that informed your identification of this challenge or need. You will also need to determine the weighting.

PART I	
Student Challenge/Need	% Weighting
<i>What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?</i> ⓘ	

Considerations: The following probing questions are found in the Act 13 LEA Selected Measures document and may be helpful as you complete this section.

- 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?

Step 4: Digging for Root Cause(s)



At this point, you are now ready to think about your proposed response ([SPM Part 1, Plan of Action, Appendix A](#)). Digging for root cause takes you to a further dive into your data and is an important step in determining your response. Thinking about the “why” behind your data (i.e., the root cause(s)) helps to inform the response needed.

PLAN OF ACTION:	
<i>What is your proposed response?</i> ⓘ	

Crafting your response to your data findings requires self-reflection on your own practice, with such questions as:

- What does my student outcome data tell me about my own effectiveness as a teacher?
- Why am I seeing what I am seeing in my data observation statements?
- What am I doing well that appears to be working?
- What areas of my practice may need to be refined or enhanced to respond to my Student Challenge/Need?

[The Digging Deeper Guides](#) can be a very helpful resource to guide you in the root cause and self-reflection process! The guides offer a structured way to reflect on your own practice by providing variables in curriculum, instruction, assessment, and organization known to positively impact student growth and achievement.

The [Digging Deeper Guides](#) are titled as follows:

1. English Language Arts – Grades K-2, 3-5, 6-8, Keystone Literature
2. Mathematics – Grades K-2, 3-5, 6-8, Keystone Algebra I
3. Science – Grades 4 & 8, Keystone Biology
4. Students with a History of Higher Achievement
5. Students with a History of Lower Achievement

Using the TEACHER section of the guides, you will find teacher-level questions in curriculum, instruction, assessment, and organization for your reflection.

Note: There are both system-level questions in the guides as well as teacher-level questions. Be sure to use the teacher-level questions found in the 3 content guides, i.e., ELA, Math, and Science. The teacher-level section uses the word "I" to emphasize that these are questions for self-reflection.

Finding root cause(s) that are of the highest impact, i.e., the most likely variables contributing to the data patterns requires careful and thoughtful consideration. It is essential to engage in this process by considering variables within the educator's control rather than those that are external.

Referencing the brief PA Data Powershot titled [Finding Root Cause\(s\): A Focus on Variables Within Our Control](#) may be beneficial in consideration of variables within the educator's control.

PA Evidence Resource Center: Evidence-based Strategies to Inform Your Proposed Response!

The [Evidence Resource Center](#) is a web-based tool that is searchable by topic and includes important contextual information to help educators select strategies that are best for their local needs and context: what is known about what works, for whom, in which settings (including school type).

The ERC includes:

- **Strategies, interventions, and activities** with corresponding evidence and suggested ESSA tiers for relevant outcomes.
- **Opportunities to save, share, and review** strategies of interest and relevant implementation experiences of PA educators.

You may want to visit this site for a variety of strategies, interventions, and activities across multiple areas including attendance, vocabulary, subject-specific interventions, and communication, to name a few.



[Complete the Proposed Response row in Appendix A.](#)

Considerations: The following probing questions are found in the Act 13 LEA Selected Measures document and may be helpful as you complete this section.

- 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?

PLAN OF ACTION:	
<i>What is your proposed response?</i> ⓘ	<input type="text"/>

Next, you are ready to complete the next two sections in [the Act 13 Part 1 of the Student Performance Measure \(SPM\) template](#). The link to the template follows, but you first want to review the considerations to help you in identifying resources.

<i>What resources are available to assist you in addressing the student challenge/need?</i> ⓘ	<input type="text"/>
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Considerations: 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?

<i>If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?</i> ⓘ	<input type="text"/>
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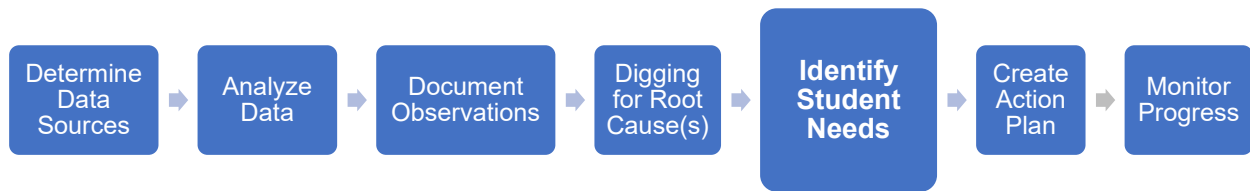
Considerations: If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?

- 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?



[Complete the Proposed Response row in Appendix A.](#)

Step 5: Identify Student Needs



Gather baseline data on your current students. Identify the needs of currently enrolled students.

This step is very helpful as you begin to develop your action plan steps and complete this section of the [SPM template, Part I Action Plan](#). Before completing this section, however, you will want to also work through **Step 6** of this guide.

<i>What action steps will you implement to address this student challenge/need?</i>	Specific Actions: <input type="text"/>	Timeline: <input type="text"/>
Framework Domain Alignment Reference the Domains of Practice to which this response aligns. <i>(Check all that apply.)</i>	<input type="checkbox"/> Planning & Preparation	<input type="checkbox"/> Classroom Environment
	<input type="checkbox"/> Instruction	<input type="checkbox"/> Professional Responsibilities

As you begin to think about specific actions, consider any available current data you have on your students. For example,

- What baseline (BOY) data do you have on your students, based on the benchmark assessment, CDT, or other local assessment data that you have this year?
- Connecting your previous data history with students with available data on your current students, is there a group that requires changes in your instructional practice to enhance their progress, growth, and achievement and or enhance student outcomes in areas such as grades, attendance, behavior, etc.?
- Can PVAAS projection reports be helpful to me in considering the needs of my current students?

PVAAS Projections:

Even though you are a teacher who does not receive PVAAS teacher-specific reports, you may find the PVAAS projection reports quite helpful in planning for your current students.

To view projections on your current students, you can create a PVAAS Custom Student Report and run the projections to the core subject/course that most align with your subject, grade, or course.

- If you are a Social Studies teacher, for example, you may want to run the projections to ELA or the Keystone Literature exam.
- If you are an Accounting teacher, you may want to run the projections to Math or Keystone Algebra.

Your school principal can provide you with access to PVAAS if you do not already have that access and can help you in determining how the PVAAS projections may be helpful to you. For more information on PVAAS projections, you can access the following resource from the log-in page:

[PVAAS Projection Summaries \(e-learning self-paced module\)](#)

Step 6: Create Action Plan



Create specific action steps to address your Student Challenge/Need, keeping in mind your data and root cause analysis. Considerations found in the SPM template may be helpful as you complete this section:

Considerations: What action steps will you implement to address this student challenge/need?

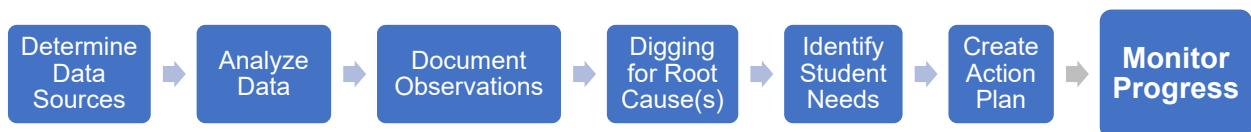
- What strategies will you utilize in your response to the student challenge/need?
- What are realistic timeframes and/or benchmarks throughout the process?
- How will you monitor, reflect, and adjust your plan if necessary?

<p><i>What action steps will you implement to address this student challenge/need?</i></p>	<p>Specific Actions:</p> <div style="border: 1px solid gray; height: 20px; width: 100%;"></div>	<p>Timeline:</p> <div style="border: 1px solid gray; height: 20px; width: 100%;"></div>		
<p>Framework Domain Alignment Reference the Domains of Practice to which this response aligns. <i>(Check all that apply.)</i></p>	<input type="checkbox"/> Planning & Preparation	<input type="checkbox"/> Classroom Environment	<input type="checkbox"/> Instruction	<input type="checkbox"/> Professional Responsibilities



[Complete Part 1, Specific Actions, Timeline, and Framework Alignment Section.](#)

Step 7: Monitor Progress



Plan to Monitor the Progress of your currently enrolled students and their change in performance throughout the school year. Monitoring the progress of all students is a critical role of educators. This step will address ways to monitor the progress of all students, in addition to the student performance evidence identified to measure the response to your action steps.

Part II of the LEA Selected Measure SPM template focuses on determining how you will be measuring progress toward your identified student challenge/need.

PART II	
Student Performance Measure (SPM)	Describe the LEA Selected Measure(s):
<i>What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response?</i>	<input type="checkbox"/> Locally Developed School District Rubric <input type="checkbox"/> District-Designed Measure & Examination <input type="checkbox"/> Nationally Recognized Standardized Test <input type="checkbox"/> Industry Certification Examination <input type="checkbox"/> Student Projects Pursuant to Local Requirements <input type="checkbox"/> Student Portfolios Pursuant to Local Requirement
Evaluation Describe the specific criteria that will inform the Educator Effectiveness rating. <small>NOTE: Student Performance Measures may be reused on an annual basis if the responses are updated and the educator continues to offer reflections.</small>	Distinguished: _____ Proficient: _____ Needs Improvement: _____ Failing: _____

It is important to think about how you will monitor the growth of all of your students, therefore identifying what tools you will use is a first step to think about how you will monitor your students' outcomes.

In this step, you may want to consider the individual growth or student progress measures provided by many local assessment tools. Some examples may include but are not limited to Student Growth Percentiles in STAR, RIT scores in NWEA/MAP, Pathways of Progress in Acadience/DIBELS, and the CDT Growth and Progress report.

Considerations: 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?



[Complete Part II now in the SPM Template, Appendix A.](#)

PART II	
Student Performance Measure (SPM)	Describe the LEA Selected Measure(s):
<i>What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response?</i>	<input type="checkbox"/> Locally Developed School District Rubric <input type="checkbox"/> District-Designed Measure & Examination <input type="checkbox"/> Nationally Recognized Standardized Test <input type="checkbox"/> Industry Certification Examination <input type="checkbox"/> Student Projects Pursuant to Local Requirements <input type="checkbox"/> Student Portfolios Pursuant to Local Requirement
Evaluation Describe the specific criteria that will inform the Educator Effectiveness rating. <small>NOTE: Student Performance Measures may be reused on an annual basis if the responses are updated and the educator continues to offer reflections.</small>	Distinguished: _____ Proficient: _____ Needs Improvement: _____ Failing: _____

Now you are ready to move to Part III of the SPM template!

PART III	
Educator Reflection: Reflect on your success, unanticipated barriers, any supports that could have been useful, and next steps. <i>(NOTE: Response to student challenge/need may be revised mid-academic year, if agreed upon by both the administrator and educator.)</i>	Mid-Point Reflection: <input type="text"/>
	Final Reflection: <input type="text"/>

PVAAS reports can be helpful with this section, i.e., Part III, Educator Reflection!

Specifically, using PVAAS student projection reports can assist the educator(s) in comparing mid-point findings with the student's projection (likelihood of reaching proficiency or higher). Likewise, the final reflection required on Part III of the template can be comparing end of year data with the student's projection.

The following key PVAAS Projection Reports can be useful in this work:

- Student Reporting
- Child Success Summary
- Custom Student Report

Questions for Mid-Point Reflection

- What data is available at mid-point for checking student progress toward the goal (student challenge/need) and/or revising the response if warranted?
- What evidence would be necessary to answer questions you might ask yourself mid-point?
- Is there evidence in my student learning data that students are on the right track (making gains) to either “meet or beat” their PVAAS projection?

During the agreed-upon interval of the rating period: (from Act 13 Student Performance Measure (SPM) Template *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.

Questions for Final Reflection

- What evidence exists that shows that students either met or exceeded their PVAAS projection?
- What evidence exists that demonstrates growth over the intended time period?

At the conclusion of the rating period: (from Act 13 Student Performance Measure (SPM) Template *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.

Considerations: (from Act 13 Student Performance Measure (SPM) Template)

- 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?



[Complete Part III now in the SPM Template, Appendix A.](#)

Summary:

You have now walked through a process of self-reflection, using data available to you. You have completed Parts I, II, and III of the Act 13 LEA Selected Measures Student Performance Template. Parts IV and V and the Final Reflection of Part III will need to be completed at the appropriate time frames.

Appendix A: Act 13 SPM Template

STUDENT PERFORMANCE
MEASURE TEMPLATE

**LEA Selected
Measures**

*An optional template
June 2021*

Educator Name:

School/District:

Rating Period: FROM

TO

PART I

Student Challenge/Need

% Weighting

What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need?

PLAN OF ACTION:

What is your proposed response?

What resources are available to assist you in addressing the student challenge/need?

If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?

What action steps will you implement to address this student challenge/need?

Specific Actions:

Timeline:

Framework Domain Alignment

Reference the Domains of Practice to which this response aligns. (Check all that apply.)

Planning & Preparation

Classroom Environment

Instruction

Professional Responsibilities

PART II

Student Performance Measure (SPM)	Describe the LEA Selected Measure(s):
<i>What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response?</i>	<input type="checkbox"/> <i>Locally Developed School District Rubric</i> <input type="checkbox"/> <i>District-Designed Measure & Examination</i> <input type="checkbox"/> <i>Nationally Recognized Standardized Test</i>
Evaluation Describe the specific criteria that will inform the Educator Effectiveness rating. <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>	Distinguished:
	Proficient:
	Needs Improvement:
	Failing:
	<input type="checkbox"/> <i>Industry Certification Examination</i> <input type="checkbox"/> <i>Student Projects Pursuant to Local Requirements</i> <input type="checkbox"/> <i>Student Portfolios Pursuant to Local Requirement</i>

PART III

Educator Reflection: Reflect on your success, unanticipated barriers, any supports that could have been useful, and next steps. <i>(NOTE: Response to student challenge/need may be revised mid-academic year, if agreed upon by both the administrator and educator.)</i>	Mid-Point Reflection:
	Final Reflection:

PART IV

Educator Rating:	<input type="checkbox"/> 0 Failing	<input type="checkbox"/> 1 Needs Improvement	<input type="checkbox"/> 2 Proficient	<input type="checkbox"/> 3 Distinguished
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PART V: Signatures & Comments		
	<i>Supervisor</i>	<i>Educator</i>
Initial Conference	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
SPM Approval	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
Mid-Point Review	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
SPM Revision Approval <i>(if applicable)</i>	Supervisor Comments: Signature: Date:	Educator Comments: Signature: Date:
End-of-Rating Review	Supervisor Comments: Signature: Date:	Educator Comments: 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>

Appendix B: Resources

- [Educator Effectiveness Resources](#)
 - [Toolkit](#)
 - [Frameworks for Observation & Practice](#)
 - [Performance Templates](#)
 - [SPM Examples from the Field](#)
 - [Rating Forms \(PEERS\)](#)
 - [Professional Development](#)
 - [Training Schedule](#)
 - [Recorded Sessions](#)
- [Digging Deeper Guides.](#)
- PA Data Powershot :[Finding Root Cause\(s\): A Focus on Variables Within Our Control.](#)
- [PA Evidence Resource Center.](#) The Evidence Resource Center is a web-based tool that is searchable by topic and includes important contextual information to help educators select strategies that are best for their local needs and context: what is known about what works, for whom, in which settings (including school type).

Who Do I Contact for Additional PVAAS Support?

Contact PVAAS Technical Support

Use the “Contact Us” link at the top right of the [PVAAS website](#), and select this option.

For questions about the PVAAS application, such as:

- Logging in or managing accounts, usernames, passwords, and PPIDs
- Accessing or understanding the student reporting.