Self-Reflection Guide
For Data Available Teachers:
Development of the Act 13/SPM for Teachers
Receiving PVAAS Teacher Specific Reports

August 2023

Commonwealth of Pennsylvania
Josh Shapiro, Governor

Department of Education
Dr. Khalid N. Mumin, Secretary

Office of Elementary and Secondary Education
Dr. Carrie Rowe, Deputy Secretary

Bureau of School Support
Amy Lena, Director

Division of Planning and Professional Development
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333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750, Fax: (717) 783-6802

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Bureau of School Support
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Email: RA-PDE-Evaluation@pa.gov

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Table of Contents

Purpose

The purpose of this guide is to scaffold and support the process of teacher self-reflection, while at the same time inform the identification and completion of the Act 13 LEA Selected Measure Student Performance (SPM) template. As a teacher who receives PVAAS teacher specific reporting, this guide emphasizes the use of PVAAS teacher reports, along with other data, to facilitate a process of self-reflection and inform the development of the SPM.

This guide is intended for "Act 13 data available" teachers who teach in state assessed grades and subjects, i.e., those who receive PVAAS Teacher Specific Reports.

> *Note: All other teachers should access the guide titled Teacher Self-Reflection Guide for Act 13 Non- Data Available Teachers (those who teach in non-state assessed grades and subjects).*

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).

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 working. It also 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."**

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.

Note: For those LEAs using their own locally developed LEA Selected Measures template, data obtained through this process can be applied to your own locally developed template.

> Please note that this guide does not provide step-by-step directions for navigating PVAAS teacher-specific reports nor local assessment reports. You may want to access the resources found in Appendix B for support in navigating and understanding how to interpret your PVAAS teacher specific reports.
>
> Information on the navigation and use of local assessments is best gleaned from the assessment vendor.

Using this Self-Reflection Guide

This guide is intended to provide guidance to those teachers who are considered "data available" teachers under Act 13, i.e., those who receive PVAAS Teacher Specific Reports. There are a variety of ways that "data available" teachers can use this self-reflection guide in responding to Act 13 identification of Student Performance Measure (SPM):

- This guide can be helpful in your reflection on students' needs through analysis of available data, including but not limited to PVAAS teacher specific reports.
- This guide is beneficial as a scaffold to completing your Act 13 LEA Selected Measures template (SPM) or 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, your 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 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 upon their completed action steps.

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

Please note: There is a notation at each step showing the relevant Act 13 SPM template section (SPM Template section).

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.

Determine Data Sources → Analyze Data → Document Observations → Digging for Root Cause(s) → Identify Student Needs → Create Action Plan → Monitor Progress

Step 1
Determine what data sources are available to you in your subject, grade, or course. First consider PVAAS Teacher Value-Added and Diagnostic reports. Then, consider additional sources of data. 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
Analyze PVAAS Teacher Value-Added Report, including the previous year and past historical data, as available.
Analyze PVAAS Teacher Diagnostic Report to analyze growth patterns of different groups of students. Again, you will want to look at historical and most recent teacher diagnostic data to determine trends and patterns for effective self-reflection.
Analyze additional data sources 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 to determine probable root cause(s) in order to plan for improvement and enhancements for the students you have this year.

> *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 Student Needs by creating **PVAAS Custom Student Reports**, which show projections to proficiency or higher on your currently enrolled students in your subject/grade/course for this current school year. Gather baseline data on your current students. What other data can you find on 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 6
Create an Action Plan based on self-reflection of your data and consider your goals and focus areas for the current/upcoming school year. Apply your findings from the 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 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 combines 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
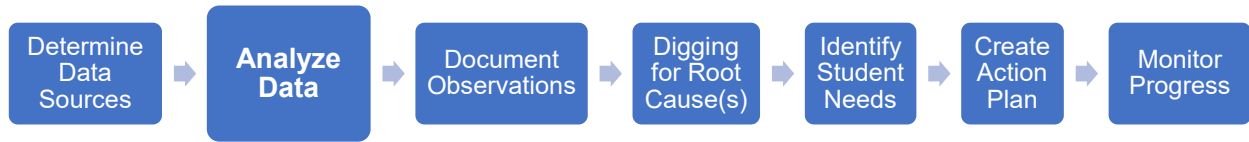Steps 1, 2, and 3 will be helpful in completing Part I Student Challenge/Need section of the Act 13 SPM template.

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? ⓘ	▢	

As a data-available educator, the first step is to think about achievement and growth trends based on state assessment data. **PVAAS teacher-specific Value-Added and Diagnostic reports** provide insight to growth trends, while percent proficient/ advanced metrics provide insight in achievement trends.

Additionally, consider what other sources of historical data will be helpful to you in reflecting on your own past practice. Examples of historical data may include, but are not limited to:

- Benchmark or Universal Screening data from the 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

Determine Data Sources → **Analyze Data** → Document Observations → Digging for Root Cause(s) → Identify Student Needs → Create Action Plan → Monitor Progress

Using PVAAS in Act 13 Student Performance Measure (SPM) template:

Analysis of your *PVAAS Teacher Value-Added report* is a beginning step towards the identification of Part 1: Student Challenge/Need. Describing the LEA selected measure requires creating a selected measure that has been informed by data.

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?		

Your PVAAS Teacher Value Added report is a key data source informing this process! It is also a key source for self-reflection for the purpose of improving student outcomes.


Note: PVAAS is not the only data source that informs the Student Challenge/Need section but is a key piece of data for self-reflection and targeting a specific performance measure. As a teacher who receives PVAAS teacher specific reporting, it is a highly reliable data set to inform your professional growth.

Do: Access your Teacher Value Added report and view the data representing your previous year and all historical years as available. Use the filters to display your data in various ways.

Ask Yourself:

- What subject(s) and grade(s) or Keystone course are you viewing? (If your report addresses multiple subjects and/or grades, choose the subject/grade for your focus.)
- What growth color do you see in the most recent year? In each prior year?
  - What does this growth color tell you?
- If you have multiple years of data in these subjects and grades or courses, what patterns do you see?

Next, drill down deeper into your growth reports. Go to the *PVAAS Teacher Diagnostic Report* for the same subject, grade, or course.

Sample Pie Cart Version

Sample Bar Chart Version
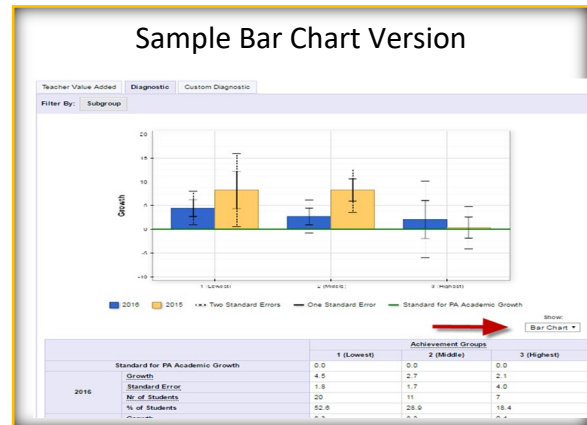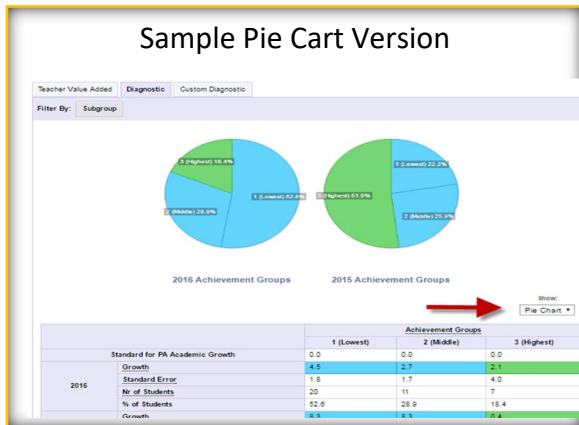
Ask Yourself:

For the most recent year, what colors do you see for the:

- Lowest achieving?
- Middle achieving?
- Highest achieving?

- If you have multiple years of data, compare the growth of groups of students in the most recent year to the growth of groups in the previous year(s). Is there a pattern, and what might that indicate to you?
- If you have enough students in a specific demographic student group, use the "Filter By: Student Group" button to select a student group of interest *(e.g., Economically Disadvantaged, Special Education, English Learner)*. If you see white slices of the pie chart or no whisker for the group, you do not have enough students to receive a growth measure for that group of students (less than 5).
- If you have analyzed student demographic data, how does the pattern for the demographic student group compare to the pattern for the group as a whole?
- Based on your analysis of both your Value-Added Report data AND your Diagnostic Report data, where are you seeing areas of need?

Think about this as it relates to the identification of your Part 1: Student Challenge/Need. You are now beginning to narrow your focus in identifying the Student Challenge/Need based on data and self-reflection.

Then, view your historical data sources 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?

Do: Access local assessment data.

What other data is available to you to help inform your student challenge/need? The following are examples of data tools only, i.e., not limited to what you see listed here.

- Diagnostic data (CDT)
- Benchmark data (Acadience, STAR, NWEA MAP, etc.)
- Formative data
- Summative data

Ask Yourself:

- What does your local assessment data tell you? Consider your previous year(s) local assessment data as well as any current data.
- What patterns are evident that may help inform your focus for your current or incoming 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:

- My students with a history of lowest achievement showed "blue" growth, while my students with a history of highest achievement showed "green" growth in each of the past two years.
- 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.

- Go to Appendix A. Now, you are ready to complete Part 1: Student Challenge/Need of the Act 13 SPM template.
- Think about the patterns and trends you have noted through self-reflection/analysis of your PVAAS Value Added report, your PVAAS Diagnostic report, and other local data available to you.

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? ⓘ	▢	

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?

NOTE: At a later point in the process, you will need to identify the % Weighting.

Step 4: Digging Deeper for Root Cause

| Determine Data Sources | → | Analyze Data | → | Document Observations | → | **Digging for Root Cause(s)** | → | Identify Student Needs | → | Create Action Plan | → | Monitor Progress |

At this point, you have analyzed PVAAS growth data and other available data to identify the Student Challenge/Need. 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

First, think about your proposed response (Part 1, Plan of Action).

PLAN OF ACTION:	
What is your proposed response? ⓘ	

Ask Yourself:

Your proposed response is informed through your data analysis efforts. 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?

Digging Deeper Guides: A Valuable Resource!

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. They are titled as follows:

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

These guides promote self-reflection by posing questions related to variables known to have a positive impact on student growth and achievement. Using these guides helps to identify root cause(s) related to your data findings, guides your thinking as to your proposed response (see above) and also assist in creating the specific steps in your Plan of Action.

Finding root cause(s) that are of 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 Part 1, Appendix A.

PLAN OF ACTION:	
What is your proposed response? ⓘ	

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?

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. Think about what resources and supports are available for your proposed response. In thinking about what additional supports are available, you may also want to consider the resources available to you on the PVAAS website. Refer to Appendix B for additional resources.

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

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?

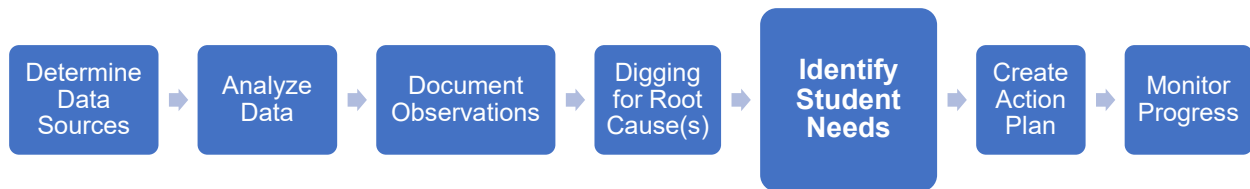| *If applicable, what additional expertise, resources, and/or other supports would assist you in meeting the student challenge/need?* ⓘ	

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 Part 1 in Appendix A.

Step 5: Identify Student Needs

| Determine Data Sources | Analyze Data | Document Observations | Digging for Root Cause(s) | **Identify Student Needs** | Create Action Plan | Monitor Progress |

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.

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

You are ready to think about your specific actions and timeline relative to your identified student challenge/need. (Part 1, Plan of Action). To do that, you may want to use the PVAAS Custom Student Reports to assist in that step.

In identifying action steps, you want to be thinking about the trends that you found in your data relative to past students in order to apply those findings to actions that will benefit your current students. Now that you have identified the student challenge/need, you want to connect your actions to that need.

To do so, it may be helpful to turn once again to PVAAS to use student projections in identifying your incoming and/or current students. The goal is to apply what you have learned about your past practice and the resulting impact on your students to those students you currently have.

- Create (or request access to) [PVAAS Custom Student Reports](#) projections on your currently enrolled students in your subject/grade/course for this current school year or your incoming students for the purpose of gaining additional information to add to any baseline data available to you.
  - o Who do I have currently in my classroom(s)? How does what I've learned through my data analysis of previous students apply to my current students? How does this connect with my identified Student Challenge/Need?
  - o Think back to the PVAAS Teacher Diagnostic report you viewed in Step 2. There you were likely to identify student groups (achievement, demographic, etc.) in need of greater support. Using the Custom Student Report, you can now determine the student group

you have this year with similar characteristics in order to plan effectively for those students.

- o Go to the resource [Using PVAAS Custom Student Reports with Diagnostic and Benchmark Assessment Data for Improved Student Outcomes](#) for guidance and a detailed example on using these reports to continue this work.

In addition to PVAAS projection data, consider other 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.?

Step 6: Create Action Plan
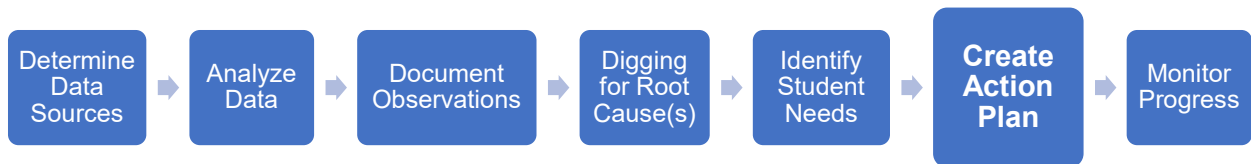
Create specific action steps to address your Student Challenge/Need, keeping in mind your data and root cause analysis.

1. Develop action steps to implement/address this student challenge/need, including specific actions and timelines.
2. Indicate the Domains of Practice to which this response aligns.

Considerations found in the SPM template may be helpful as you complete this section:

- 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?

Complete Part 1, Specific Actions, Timeline, and Framework Alignment Section.

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

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.

As a teacher who receives PVAAS reports, you may want to consider the use of growth goals to describe a specific measure.

Example: Students with history of higher achievement will gain (blue color in PVAAS).

Example: Students with a history of lower achievement will increase computation skills from BOY to MOY as measured by Acadience math.

(Note: This are just two examples of how PVAAS teacher specific reports can be used to identify/describe an LEA Selected Measure that is specific to your own teacher effectiveness data.)

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

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):**
What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response? ⓘ	☐ Locally Developed School District Rubric ☐ Industry Certification Examination ☐ District-Designed Measure & Examination ☐ Student Projects Pursuant to Local Requirements ☐ Nationally Recognized Standardized Test ☐ Student Portfolios Pursuant to Local Requirement
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:** **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. (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:**

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.](#)

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:**

SUMMARY:

You have now walked through a process of self-reflection, using your PVAAS Teacher Specific reports as a key data source. 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 as per your LEA/district guidance.

PART IV				
Educator Rating:	☐ 0 Failing	☐ 1 Needs Improvement	☐ 2 Proficient	☐ 3 Distinguished

PART V: Signatures & Comments		
	Supervisor	*Educator*
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 (*if* applicable)	**Supervisor Comments:** Signature: Date:	**Educator Comments:** Signature: Date:
End-of-Rating Review	**Supervisor Comments:** Signature: Date:	**Educator Comments:** Signature: Date: ☐ *I acknowledge that I have read the information contained herein and that I have been provided an opportunity to discuss it with the rater.*

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):**
What student performance evidence or artifacts will you use to measure the progress and effectiveness of your response?	☐ *Locally Developed School District Rubric* ☐ *District-Designed Measure & Examination* ☐ *Nationally Recognized Standardized Test* ☐ *Industry Certification Examination* ☐ *Student Projects Pursuant to Local Requirements* ☐ *Student Portfolios Pursuant to Local Requirement*
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:** **Proficient:** **Needs Improvement:** **Failing:**

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:**

PART IV			
Educator Rating:	☐ **0** Failing	☐ **1** Needs Improvement	☐ **2** Proficient	☐ **3** Distinguished

PART V: Signatures & Comments		
	Supervisor	*Educator*
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 *(if applicable)*	**Supervisor Comments:** Signature: Date:	**Educator Comments:** Signature: Date:
End-of-Rating Review	**Supervisor Comments:** Signature: Date:	**Educator Comments:** Signature: Date: ☐ *I acknowledge that I have read the information contained herein and that I have been provided an opportunity to discuss it with the rater.*

Appendix B: Resources

Resources

If you would like support with PVAAS teacher-specific reports, refer to the resources below. Additional resources are also available by visiting the PVAAS login page.

- Educator Effectiveness Resources
  - Toolkit
  - Frameworks for Observation & Practice
  - Performance Templates
  - SPM Examples from the Field
  - Rating Forms (PEERS)
  - Professional Development
  - Training Schedule
  - Recorded Sessions
- PVAAS Teacher Specific Reports (e-Learning self-paced module)
- 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).

Additional Support for PVAAS Teacher Specific Reporting

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 reporting

Contact the PVAAS Statewide Team for PDE

Send an email to pdepvaas@iu13.org, or call (717) 606-1911.

For policy questions or guidance from the PVAAS Statewide Team, such as:

- Creating/updating a PVAAS District Admin account
- Understanding how PVAAS Teacher-Specific Reports can be used and interpreted