

Reference SPM Template

STUDENT PERFORMANCE MEASURE (SPM) TEMPLATE: LEA SELECTED MEASURES

Part I: Beginning of Year & Plan of Action

Educator Name: Rachel Horrell
School/District: Indiana Senior High
Rating Period: 07/01/2022 to 06/30/2023

Student Challenge/Need Student physical fitness levels indicate that the majority of the population are below the aerobic fitness guidelines.

% Weighting 100

What is the current context, corresponding evidence, and/or anecdotal information that informs your identification of this challenge or need? A cardiovascular test at the beginning of the year (mile test) has indicated that 76% of my first period class are below the 50th percentile in the One-Mile Run according to the President's Challenge.

What is your proposed response? I plan to give students a choice of opening activities for the first 5-10 minutes of class that will improve upon aerobic fitness such as jumping rope, running laps, playing tag games, HIIT workouts, etc.

What resources are available to assist you in addressing the student challenge/need? Gym A, Gym B, Fitness Center, Turf Fields, Track Areas, Wrestling Room, PLT4M, Strava, MapMyRun

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

Pedometers, Fitness Tracking Device (Watches)
Both are not necessary but would assist.

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

Specific Actions:

Introduce Plan to Students

Timeline:

October 11, 2022

Pre-Assessment (One-Mile Timed Run)

October 13, 2022

Students Explore Preferred Methods of Aerobic Fitness

Ongoing

Mid-Term Assessment (One-Mile Run)

November 2022

Post-Assessment (One-Mile Run)

December 2022

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: Beginning of Year & Plan of Action

Student Performance Measure (SPM)
Describe the LEA Selected Measure(s).

I will measure student progression through pre, mid, and post assessments of aerobic fitness. I will also conference with individuals at the time of these assessments to discuss student attitude toward this goal.

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

Students who complete the timed One-Mile Run will be determined Distinguished (Within the 85th percentile of The Physical Fitness Award Qualifying Standards) if they meet benchmark times. (Min:Sec)

Female: 8:23 or faster

Male: 6:08 or faster

OR

Students who significantly improve upon previous times (by minutes) will be considered Distinguished.

I would expect expect 10% or less of my students to qualify as 'Distinguished' in the post-test.

Proficient

Students who complete the timed One-Mile Run will be determined as Proficient (within the 50th percentile of The National Physical Fitness Award Qualifying Standards) if they meet benchmark times:

(Min:Sec)

Female: 10:31

Male: 7:10

OR

Students who improve upon their previous times by seconds will be considered Proficient.

I would expect for at least 50%-70% of my students to qualify as 'Proficient' in the post-test.

Needs Improvement

Students who complete the timed One-Mile Run will be determined as Needs Improvement if they fall below the 50th percentile of The National Physical Fitness Award Qualifying Standards:

(Min:Sec)

Female: Below 10:31

Male: Below 7:10

OR

Students who stay the same or decrease in time will be considered as Needs Improvement.

I would expect Less than 20% of students to qualify as 'Needs Improvement' on the post-test.

Failing

Students will be determined as Failing if they do not complete the timed One-Mile Run, partially complete the timed One-Mile Run, or do not attempt the timed One-Mile Run.

I would expect 0 students to qualify as 'Failing' on the post-test.

Part III: Mid-Year Reflection

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.)

Empty text box for Educator Reflection.

Part IV: Year-End Reflection & Rating

Final Reflection ⓘ

Reflect on your success, unanticipated barriers, any supports that could have been useful, and next steps.

Text box for Final Reflection containing handwritten text: "Daniel Smith" and "4/19/23".

Mid-Point Review

Form area for Mid-Point Review with two columns: "Observation Comments" and "Evaluation Comments".

SPR Decision Approval

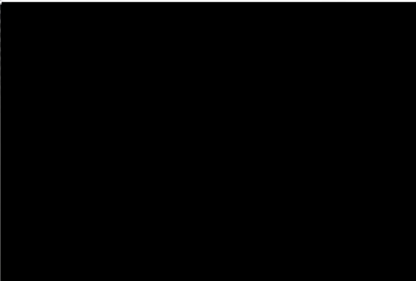

Form area for SPR Decision Approval with two columns: "Observation Comments" and "Evaluation Comments".

End-of-Rating Review

Form area for End-of-Rating Review with two columns: "Observation Comments" and "Evaluation Comments".

Notes/Comments

PART V: Signatures & Comments

Initial Conference	
Supervisor Comments	Evaluatee Comments
SPM Approval	
Supervisor Comments	Evaluatee Comments
	
Mid-Point Review	
Supervisor Comments	Evaluatee Comments
SPM Revision Approval <small>(if applicable)</small>	
Supervisor Comments	Evaluatee Comments
End-of-Rating Review	
Supervisor Comments	Evaluatee Comments

General Comments

4/19/23, 7:50 AM

Performance Goal

Posted 12/22/2022 1:55 PM

Very purposeful and detailed plan. Be sure to include the percentage of students that you would like to obtain a Proficient performance on the mile-run activity. What are the corresponding percentages of performances also collectively for which you will set respective goals? Though you are not evaluated specifically on how many students reach the proficiency goal, it is good practice to see how your students performed and the ways in which you supported them/adopted instruction to help them meet such goals.

Posted 1/8/2023 4:22 PM

**Indiana Area School District Senior High School
2022-2023 Teacher Observation**

Teacher: [REDACTED]
Class: HPE 11
Grade(s): 11
Date: 04-18-23

Co-Teacher: NA
Topic: Capture the Ball
Room: Old Gym
Period: 6

Prior to the beginning of class, you reviewed with me the lesson focus and objectives. You seemed to be enthused about instructing the lesson.

The Old Gym contained the resources for the lesson. Six plastic hula hoops were spaced evenly on the floor within the activity area. Two safety pylons were placed at the opposite ends of the playing area with a playground ball sitting atop each pylon.

You conversed with students prior to the start of class. You informed them about the class activity. It is apparent that you have developed positive rapport with your students.

You are commended for promoting a friendly but professional learning atmosphere with your students.

Students traveled to designated locker rooms to dress for class. The students reported to the center bleachers to await instruction from you. The routine is established and well followed.

Such routines help you to optimize the time of class and instill a positive working environment.

At the beginning of class, you inquired about missing students. You instructed students to move to the Auxiliary Gym to participate in a mobility warm-up exercise. You prepared technology resources in advance to prepare students for physical activity. The students began in a sitting position stretching their hips by moving their legs side to side. The students transitioned to a hip flexor exercise. You participated in the warm-up exercises with the students.

Next, the students performed dorsiflexion exercises, with the option to not bounce. All students engaged in the warm-up exercises. The students seemed to enjoy the atmosphere and light humor that erupted.

The exercises continued with students trying their best to conduct the exercises. The students concluded with a standing-balance-stretch exercise with the option to use a nearby wall.

After the warm-up exercises, you reminded students to perform such exercises in preparation for any activity. You directed students to return to the Old Gym to obtain plastic cones to locate between partners. The students had to place their hands on their heads, knees, toes, and shoulders at your command and to cooperate with each other to grab the plastic cone. After a warm-up practice, you prompted students to compete against each other.

The students seemed to enjoy the activity competing with each other. The students returned the cones to the bleachers.

You questioned students to explain the rules and objectives to play "Capture the Ball." Included were instructions about capturing the ball, jail, release from jail, safe zones, acceptable passes, and resetting the game.

Your students were attentive to your instruction. It is evident that they respect your care and guidance for them.

You asked a number of comprehensive questions to which the students responded knowingly. You directed the students into teams with one group of students donning pinneys.

At your direction, the students commenced play after you provided guidelines about safe play and sportsmanship. Additionally, you played music to accompany student play. You participated in the student competition.

The students actively engaged in play. They assumed their team roles with much enthusiasm and a high level of physical activity defending their territory.

You momentarily stopped play to prompt students to speak together with their respective teams to strategize. The students engaged in planning and preparation for play.

You are commended for promoting a hands-on/minds-on activity that promotes collaboration among students. Reflection is an integral part of impacting learning.

The students began play, seemingly with a higher level of understanding and increased level of competition. The students remained on task and engaged in the game.


After the pinney-shirt team scored by capturing the ball, you had the students begin a new game. The students seemed to demonstrate a heightened interest to play together to be successful. Play became even more purposeful and strategic in nature.

Once again, the game was reset after the non-pinny team captured the ball. You issued a three minute time reminder to the students that increased the level of play/competition.

At the end of class, you prompted students to evaluate likes/dislikes about the lesson. Students were prompted to prepare for their next classes by changing in the locker rooms and to help with clean up of equipment. You reminded students about their homework.

Be sure to pace the lesson accordingly to leave rough time for students to adequately evaluate their likes and dislikes of the lesson. I encourage you to begin the next lesson with a review of today's lesson with the opportunity to discuss as a class the likes and dislikes of the lesson.

The students gathered in the Lower Commons awaiting the dismissal bell. You wished the students to have a good day.


You provided your students an engaging, enjoyable physical activity during which they competed against each other in a positive manner. Your students responded well to your lesson and learning expectations that you have for them.

You are commended for the natural way that you involve students in their physical education. The hands - touch game provided an opportunity to students to warm up by focusing on grabbing the cone. The integrated approach was positive and productive. Additionally, your objectives of promoting teamwork and strategies were accomplished through guided practice and play. The students took ownership of their learning in a collaborative way.

Thank you for your level of commitment to student physical education. You work diligently to provide students a positive experience through safe and enjoyable activities. Furthermore, your participation in the activity demonstrates that physical activity is a lifelong endeavor!

Teacher's Signature: _____ Date: _____

Observer's Signature: _____ Date: _____