

De Chaumes Elementary School

SDMC Agenda – Monday, February 11, 2025

Agenda Item	Time Allotted	Notes
TES Talk Video	10 min	
TES Draft Framework Update	10 min	<p>Clarification for what PK would use for student achievement.</p> <p>Rubric within in each campus defining what positive school culture mean.</p> <p>Be clear about what is considered a positive school culture on campus. Either district provides to principal or principal creates for campus.</p>
Planning & Professionalism Rubric preview	15 min	Concern for PK student achievement as only have Circle testing to include.
Distinguished Teacher Review Rubric preview	15 min	Concern for wording of positive school culture. What does it mean? Will principals decide or district?
Closeout & capture feedback	5 min	
PK enrollment, recruitment, and promotion	5 min	<p>Social Media</p> <ul style="list-style-type: none"> -videos, pictures of fun events -lunch with parents -programs available to PK -Ways parents can get involved. <p>Next steps: reach out to parents who may be interested in working with us</p> <ul style="list-style-type: none"> • Flyers

		<ul style="list-style-type: none"> • Reach out to other early childhood centers in area • Referral program-prizes for parents to refer other families
Attendance: Medina Mendoza Christobal Covarrubias		

TES Planning & Professionalism Rubric Draft February 2025

Professionalism: High-Performance Culture			
Key Indicators	0.0 <i>Less than 50% of the time</i>	0.5 <i>Typically ~50-79% of the time</i>	1.0 <i>Typically 80% or more of the time</i>
Campus Culture Participation	The teacher rarely contributes to a positive school culture.	The teacher contributes to a positive school culture most of the time.	The teacher consistently and productively contributes to a positive school culture and operates in alignment with the goals outlined in the Action Plan.
Growth Mindset	The teacher rarely or never approaches challenges with persistence and effort, and/or struggles to see challenges as opportunities to learn.	The teacher approaches challenges with persistence and effort or sees challenges as opportunities to learn most of the time.	The teacher consistently approaches challenges with persistence and effort and sees challenges as opportunities to learn.
Response to Feedback	The teacher struggles to consistently engage in meaningful, productive discussions about feedback.	The teacher engages in meaningful, productive discussions about feedback most of the time.	The teacher consistently engages in meaningful, productive discussions about feedback and proactively seeks it.

Professionalism: Expectations			
Key Indicators	0.0 <i>Less than 50% of the time</i>	0.5 <i>Typically ~50-79% of the time</i>	1.0 <i>Typically 80% or more of the time</i>
Timeliness	The teacher is inconsistent with timeliness to work and/or scheduled meetings.	The teacher is typically on time to work and scheduled meetings, with some rare exceptions.	The teacher is consistently on time to work and all scheduled meetings.
Attendance	The teacher is inconsistent with adhering to attendance requirements and rules.	The teacher is typically on time to work and scheduled meetings, with some rare exceptions.	The teacher consistently adheres to the attendance requirements and rules
Adherence to Deadlines	The teacher struggles to meet deadlines set by their supervisor(s) and/or district.	The teacher meets deadlines set by their supervisor(s) and district most of the time .	The teacher consistently meets deadlines set by their supervisor(s) and district.
Respectful Workplace Behaviors	The teacher struggles to model respect for others when interacting with students, parents, staff, and/or the community.	The teacher models respect for others when interacting with students, parents, staff, and the community with some coaching .	The teacher consistently models respect for others when interacting with students, parents, staff, and the community without or with limited coaching .

TES Planning & Professionalism Rubric Draft February 2025

Planning: Instructional Planning and/or Internalization

These indicators are designed to be assess the actions teachers take prior to instructional delivery, which may include, but is not limited to, lesson internalization in PLCs and/or other planning conferences and/or deliverables.

Key Indicators	0.0 <i>Less than 50% of the time</i>	0.5 <i>Typically ~50-79% of the time</i>	1.0 <i>Typically 80% or more of the time</i>	1.5 <i>Is an exemplar in this area</i>
Standards Alignment	The teacher is inconsistent with ensuring alignment between instructional materials and state standards.	The teacher ensures alignment between instructional materials and state standards the majority of the time.	The teacher consistently ensures alignment between instructional materials (including assessments) and state standards.	N/A
Lesson Objectives Alignment	The teacher is inconsistent with ensuring instructional activities are aligned to the lesson objective.	The teacher ensures instructional activities in the lesson are aligned to the lesson objective most of the time.	The teacher consistently ensures all instructional activities align to the lesson objective.	N/A
Planning for Misconceptions	The teacher rarely, inconsistently, or never identifies common student misconceptions ahead of the lesson.	The teacher identifies common student misconceptions most of the time ahead of the lesson.	The teacher identifies common student misconceptions and pre-plans targeted instructional moves to address them most of the time ahead of the lesson.	The teacher consistently identifies common student misconceptions and pre-plans targeted instructional moves to address them ahead of the lesson.
Planning to Meet Diverse Needs	The teacher rarely, inconsistently, or never plans to differentiate and/or scaffold instruction for specified student groups.	The teacher finds opportunities to differentiate and/or scaffold instruction for specified student groups most of the time .	The teacher consistently plans opportunities to differentiate and/or scaffold instruction for specified student groups.	N/A

TES Planning & Professionalism Rubric Draft February 2025

Planning: Data-Driven Practices				
Key Indicators	0.0 <i>Less than 50% of the time</i>	0.5 <i>Typically ~50-79% of the time</i>	1.0 <i>Typically 80% or more of the time</i>	1.5 <i>Is an exemplar in this area</i>
Data-Driven Planning	The teacher rarely or never uses data analysis from previous lessons or assessments to inform planning.	The teacher occasionally uses data analysis from previous lessons or assessments to inform planning.	The teacher consistently uses data analysis from previous lessons or assessments to inform planning.	N/A
Intervention	The teacher does not utilize district-required and/or other high-quality intervention and/or digital resources.	The teacher inconsistently utilizes district-required and/or other high-quality intervention and/or digital resources.	The teacher consistently utilizes district-required and/or other high-quality intervention and/or digital resources.	The teacher consistently utilizes district-required and/or other high-quality intervention and digital resources AND intentionally uses data from these resources to inform planning.
Plans for Student Ownership	The teacher rarely or never plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.).	The teacher inconsistently plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.).	The teacher consistently plans opportunities for students to self-assess their progress (e.g., growth, achievement, etc.).	N/A



SDMC Committee Meeting Sign-sheet

February 10, 2025

1. Name / Signature: Carleen Medina
2. Name / Signature: Denize Christobal
3. Name / Signature: Teresa Mendoza
4. Name / Signature: Michelle Covarrubias
5. Name / Signature: John Torres
6. Name / Signature: Marina Rubio Torres, M Rubio
7. Name / Signature: _____
8. Name / Signature: _____
9. Name / Signature: _____
10. Name / Signature: _____

