



Adele B. Looscan Elementary

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Anna Montalvo, Principal

SDMC Membership 2024-2025

Name of SDMC Member	Position
Chairperson	Anna Montalvo
Community Member	Officer Frank Sierra
Community Member	Carissa Baldwin-McGinnis
Business Representative	Richard Rodriguez
Professional Staff-Teachers	Joann Vasquez
Professional Staff-Teachers	Graciela Guevara
Professional Staff-Teachers	Nancy Pruneda
Professional Staff-Teachers	Elizabeth Wheeler
Professional Staff-Teachers	Fatima Rutherford
Professional Staff- Other	Gustavo Gallardo
Professional Staff- Other	Joy Borrero
Professional Staff- Other	Andrea McCartney

SDMC Committee Meeting 3rd Quarter Agenda

Wednesday, February 5, 2025

Start time - 4:15 pm

End time - 5:15 pm

TES Overview

- ☐ Watch TES Talk video (10 min)
- ☐ TES Draft Framework Update (10 min)
- ☐ Planning & Professionalism Rubric preview (15 min)
- ☐ Distinguished Teacher Review Rubric preview (15 min)
- ☐ Closeout & capture feedback (5 min)
- ☐ PreK (20 min)
- ☐ TIP (20 min)

Future Meeting Dates:

- ☐ May 20, 2025

Concerns

Adjournment

Thank you for your support!
Anna Montalvo, Principal

SDMC Committee Meeting

3rd Quarter Minutes

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Meeting Notes - Teacher Evaluations & T-TES Framework Discussion

1. Importance of Teacher Evaluations:

- *Teacher evaluations are essential for identifying strengths and areas of improvement.*
- *Evaluations help determine low and high areas, guiding both professional growth and school improvement.*

2. T-TES Draft Framework Overview:

- ***Campus Action Plan: 5%***
- ***Quality of Instruction: 45%***
- ***Student Achievement: 35%***
- ***Planning & Professionalism: 35%***

3. TES Planning & Professionalism:

- *Some teachers found it interesting that only 1.5 points are given for certain columns in the framework.*
- ***SPED Chair Insight:*** *Suggested that these columns are required, which may explain the limited scoring options.*

4. Teacher Conferences & Feedback:

- *In previous years, teachers would have individual conferences with students.*
- **Action Plan:** *For the following year, create a system or structure that embeds these conferences into each evaluation cycle.*

5. Data-Driven Planning:

- *Emphasis on using **previous data** to guide and support students in future projects and assignments.*
- *Helps in making informed decisions about what areas need focus and how to plan for future student success.*

6. Professional Expectations:

- **Application of Professional Development:** *Discussed the challenge of integrating knowledge from professional development into teaching practices.*
- **Proposal:** *Under "High Performance," create a section for teachers who go above and beyond, such as by leading groups, activities, or other initiatives.*

7. Distinguished Teacher Overview:

- **Requirements for Distinguished Status (DTR):**
 - *Leadership*
 - *Lifelong learning*

- *Contributions to the profession*
- *Student impact*

1. Efforts Toward Distinguished but Not Exemplar Two:

- *If you complete all the items listed to achieve Distinguished status but don't reach **Exemplar Two** level (likely referring to a specific rating or benchmark), these efforts **will still count toward your overall evaluation**.*
- *However, the full recognition and weight of your efforts may not fully be reflected unless you meet the criteria for **Exemplar Two**, as that level likely signifies a higher standard of performance.*
- *While you may not reach the highest point possible, your efforts in leadership, lifelong learning, and contributions to the profession will still be noted in your evaluation and can contribute to overall professional growth.*

2. Boosting Into the Next Level (Exemplar Two) & Artifact Presentation:

- *If you manage to boost your rating into the **next level (Exemplar Two)** and present all of your artifacts, this could have a **positive impact** on your evaluation and recognition.*
- ***Artifacts** (evidence of work, performance, or achievements) play a crucial role in demonstrating the impact of your teaching, leadership, and*

*contributions. Presenting strong evidence could help you get closer to **Exemplar Two** status, which is typically a higher level of achievement.*

3. Impact on Pay:

- ***Impact on pay** is typically tied to specific performance levels or achieving Distinguished Teacher Recognition (DTR) status. In some districts or schools, moving to a higher evaluation level or achieving DTR could potentially lead to **increased compensation** (e.g., a pay raise or bonuses).*
- *However, **specific pay policies** may vary by district, so it's essential to understand your district's policy on performance-based pay increases and whether meeting the Distinguished or Exemplar Two criteria directly affects compensation.*