

Agenda SSGP SDMC 1/9/25:

1. Overview of the proposed Teacher Evaluation System (TES)
 2. Deliberation on TES framework options
 3. Discussion on departmentalization for the upcoming school year
 4. Consideration of a bilingual or dual-language program
 5. Scheduling adjustments for enrichment and class transitions
 6. Closing remarks
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SDMC minutes:

1. Proposed Teacher Evaluation System (TES)

- The TES framework incorporates the following weighted components:
 - **Quality of Instruction:** 30-50%
 - **Student Achievement:** 25-35%
 - **Planning and Professionalism:** 5-15%
 - **Campus Action Plan:** 5-15%
 - **Student Surveys:** 5-15% (optional)
- The team developed a custom framework with the following weights:
 - Quality of Instruction: 50%
 - Student Achievement: 30%
 - Planning and Professionalism: 15%
 - Campus Action Plan: 5%
- Concerns raised about fairness in student achievement scores and the role of external factors. They were favor of aspect teachers can control like Quality of Instruction, and planning and professionalism opting for max scores there.
- General consensus against including student surveys for younger students due to reliability concerns.

2. Departmentalization for Elementary Grades

- Positive experiences were shared about departmentalized teaching, highlighting benefits such as:
 - Specialization for teachers.

- Improved teacher focus and expertise.
- Breaks for both students and teachers.
- Exposure to multiple teaching styles for students.
- Challenges noted:
 - Loss of instructional time during transitions for younger grades.
 - Potential difficulties in maintaining classroom management across teams.
- Proposed implementation:
 - Departmentalization starting from 3rd grade, with flexibility for lower grades and on teacher preferences.
 - Maintain flexibility to accommodate teachers who thrive in self-contained setups.

3. Bilingual or Dual-Language Program

- Discussion focused on introducing a bilingual program to accommodate the growing Spanish-speaking population.
- Concerns:
 - Transition to English-based standardized testing by 3rd grade.
 - Historical challenges in bilingual programs leading to lower test performance in higher grades.
 - Staffing requirements for dual-language implementation.
- Potential solution:
 - Early exit bilingual program up to 1st grade.
 - Emphasis on dual-language instruction in math and English reading.

4. Scheduling Adjustments

- Strong advocacy for restoring the previous enrichment schedule:
 - **Proposed:** 5th grade enrichment in the morning, younger grades in the afternoon.
 - Concerns about current schedules causing behavioral and focus issues, especially for older students at the end of the day.
- Agreement to locate and review old schedules for feasibility.

5. Other Key Points

- Improvement of class roster creation:
 - Advocate for the use of pink and blue cards and digitized class lists.

- Include data on academic performance, behavior, and teacher insights.
- Suggestions for greater enrichment team involvement in creating balanced rosters.