



# Shared Decision-Making Committee Agenda



**Thursday, February 13, 2025**

## **SDMC Members:**

**Chairperson:** Tanya Edwards, Interim Principal

**Faculty Members:** B. Herward, J. Hobbs, L. Bautista, A. Mpiani, Y. Reyes, K. Tran

**Office Staff-**T. Ho, S. Valdez

**Non-Instructional-** M. Rodriguez

**Parent:** Gaby Mijes, Diana Garcia

**Community Members:** Sidronia Leyva, María Chavero, Estefania Barboza

## **Minutes:**

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### **Welcome**

Dr. Edwards welcomed everyone to the meeting and thanked them for coming at 4:20 pm. She asked the parents/community members to introduce themselves, and she introduced herself and shared her background.

### **TES Talk Video**

The agenda was reviewed, as well as the goals for today. Dr. Edwards mentioned committee members providing three types of feedback: overall feedback, feedback on the Planning and Professionalism draft rubric, and feedback on the Distinguished Teacher Review draft rubric. The TES Talk video was shown to the committee.

### **TES Draft Framework Update**

The previous framework that was voted on by the majority of SDMCs was shared with the committee. The percentages were as follows: Campus Action Plan (5%), Quality of Instruction (45%), Student Achievement (35%), and Planning and Professionalism (15%).

### **Planning and Professionalism Rubric Preview**

The committee reviewed the Planning and Professionalism Rubric. Feedback provided included: 1) Mentioning that differentiation and scaffolding should be included (how and what to use) in HISDs slide decks. 2) Additionally, with HISDs curriculum/slide decks everything is on grade level, but how does differentiation and scaffolding look for students not on grade level? 3) Without data cycling and consistent use of data to pre-drive curriculum, how can this be graded? 4) Campus culture participation seems subjective. Each person would show campus culture participation differently. 5) How do you measure a growth mindset?

### **Distinguished Teacher Review Rubric Preview**

The committee reviewed the Distinguished Teacher Review Rubric. The following came up: 1) With surveys, the teenager's mood could affect the survey. 2) How will student surveys be compared nationally? 3) At the national level, we are already at a disadvantage. 4) In terms of contributing after school, are people with families and young kids at a disadvantage? 5) What will be the difference between core teachers and elective teacher's student achievement?

### **Closeout and Capture Feedback**

After gathering committee responses, Dr. Edwards completed the survey and submitted it.

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