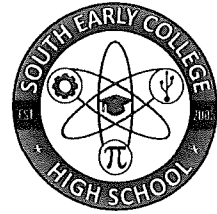


SOUTH EARLY COLLEGE HS

1930 Airport Blvd, Houston, TX 77051

Phone: 713-732-3623



SDMC Q3 Feb 12, 2025

Agenda:

- € Welcome/Introductions
- € Teacher Evaluation System- Follow up
Materials: PP, TES First Draft, TES Guidebook
- € Campus Curriculum Plan— On Ramps Expansion vs. AP courses
- € Campus Budget Overview:
- € Campus Organizational Chart-
- € Campus Calendar Spring Semester
- € FUTURE SDMC Dates:
Wed April 23, 2025
- € Questions

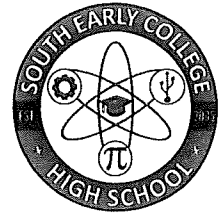
Teacher Evaluation Required Information:

- (1) Overall review of the first draft

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(2) Review of Distinguished Teacher Review rubric,

(3) Review of Planning & Professionalism rubric.

At the end of your SDMC, you will submit an exit ticket HERE with high-level takeaways.

SDMC Q3.pptx for your materials for your Q3 SDMC

- TES (~45 min-1 hour)
- Pre-K Enrollment Brainstorm (if you have a PreK classroom; ~30 min)
- TIP Targeted Improvement Plan (if applicable; ~45 min)

Campus Budget Overview- as of Jan 31, 2024

Fund	Available	% Expended
PUA Regular	144,989	58%
PUA GT	6,140	27%
PUA Small School	7,651	10%
PUA State Comp Ed	35,161	1%
PUA Bilingual	11,590	0%
HS Allotment	11,308	66%
Campus Capital	4,060	0%
PUA Magnet	1,625	2%
Title 1	3, 983	69%

Distinguished Teacher Review Rubric Draft February 2025

Context: Distinguished teachers are those whose overall effectiveness level is Proficient II or higher. In order to attain a distinguished effectiveness level (Proficient II, Exemplary I, or Exemplary II), a teacher must qualify for and undergo an additional **Distinguished Teacher Review (DTR)**.

The DTR process within the Teacher Excellence System (TES) recognizes exceptional educators who demonstrate outstanding contributions in **Leadership, Lifelong Learning, Contributions to the Profession, and Student Impact**. A teacher may receive up to 20 points in the DTR process. The following rubrics are used to assign these points.

*Note: Point totals and distributions are not yet final. Current draft will NOT have a sum of 20.

Leadership A Distinguished Teacher serves as a role model and leader for peers across their campus in formal and informal settings, proactively setting high standards and demonstrating commitment that accelerates the goals of the school.			
Key Domains	0.0	0.5	1.0
Leadership in Student Activities	No evidence of leadership activities as described at right.	Assumes a student-facing leadership role in co-curricular or extra-curricular activities.	Assumes significant student-facing leadership roles, making individual contributions to co-curricular or extra-curricular activities, that are particularly impactful on student lives.
Leadership Among Staff	No evidence of leadership activities as described at right.	Takes on some formal and/or informal leadership roles supporting campus staff (e.g., grade-level chair, SDMC, etc.).	Takes on significant formal and/or informal leadership roles supporting campus staff (e.g., grade-level chair, SDMC, etc.) and this work has had a positive impact amongst staff as demonstrated by qualitative and/or quantitative data.
Collaboration	No evidence of collaboration efforts described at right.	Relays information and/or collaborates with other teachers or teams to help the campus make sense of information and identify problems.	Collaborates with others to help the campus make sense of information, identify and resolve problems, and improve practice or policy, taking an active role in change-making beyond the scope of their duty.
Family and Community Engagement	No evidence of family and community engagement described at right.	Participates in and/or establishes opportunities for parental and/or community involvement at the campus.	Establishes and leads opportunities for parental and community involvement that improves campus practice as demonstrated by qualitative and/or quantitative data.
Awards and Recognitions	No evidence of formal awards or recognition received.	Receives awards and formal recognition from the campus and/or feeder for activities above and beyond assigned duties which resulted in campus improvements.	Receives awards and formal recognition from the district for activities above and beyond assigned duties which resulted in campus improvements.

Distinguished Teacher Review Rubric Draft February 2025

Lifelong Learning A Distinguished Teacher initiates or seeks out multiple learning opportunities and applies learning successfully to improve their campus practice, showing a commitment to team innovation and growth.			
Key Domains	0.0	0.5	1.0
Utilization of Feedback	No evidence of utilization of feedback described at right.	Receives and acts upon formal, specific feedback thereby improving an aligned practice.	Receives and acts upon formal, specific feedback to significantly improve an aligned practice as measured by quantitative and/or qualitative data.
Staying Current in the Field	No evidence of staying current in the field as described at right.	Reads books, articles, publications, media, and/or participates in relevant experiences to the profession based on a clearly defined area of growth, and implements knowledge gained to address a specific practice.	Reads books, articles, publications, media, and/or participates in relevant experiences to the profession based on a clearly defined area of growth, implements learning, AND implementation is impactful as measured by quantitative and/or qualitative data.
Professional Coursework	No evidence of participating in relevant coursework at an institution of higher learning or other professional program.	Participates in relevant coursework at an institution of higher learning OR participates in other professional programs.	Participates in relevant coursework at an institution of higher learning OR participates in other professional programs and demonstrates implementation of knowledge gained, resulting in improved practice.

Contributions to the Profession A Distinguished Teacher contributes to the improvement of instructional practice of other teachers and/or impacts education policy at the campus, district, state or national level.			
Key Domains	0.0	0.5	1.0
Exemplar Classroom	No evidence that classroom instruction is regularly observed in order to influence instructional practice.	Regularly observed by other professionals, primarily at the campus level, thereby influencing instructional practice.	Serves as an exemplar classroom and observations are sought out by other professionals, primarily at the feeder and/or district level, thereby resulting in an impact on instructional practice.
Peer Coaching	No evidence of mentoring activities described at right.	Informally or formally mentors and provides non-evaluative feedback to teachers and/or student teachers on the campus.	Formally mentors and provides non-evaluative feedback to teachers and/or student teachers that creates change in teacher practice on the campus.
Professional Development	No evidence of professional development descriptions at right.	Develops and/or delivers formal professional development at the campus.	Initiates, develops and delivers formal professional development that creates a change in teacher practice at the campus.
Education Policy	No evidence of substantial contribution to education policy described at right.	Contributes to an initiative, team, or committee, primarily at the district level, thereby significantly impacting practice or policy at the district or within local education communities.	Substantially contributes to an initiative, team, committee, or board at the state or national level, thereby significantly impacting practice or policy within the state or nation.

Distinguished Teacher Review Rubric Draft February 2025

Student Impact

A Distinguished Teacher's impact is most critical at the student level. As such, student surveys are used to identify strengths and areas for improvement related to teacher effectiveness. This feedback complements other evaluation measures by highlighting aspects of teaching that may not be visible during formal observations and values diverse perspectives and ensures the evaluation process is responsive to the needs of all students.

Key Domains	0.0	0.5	1.0
Classroom Climate	When compared nationally, teacher's percentile ranking falls below the 60 th percentile	When compared nationally, teacher's percentile ranking falls within the 60 th - 79 th percentile	When compared nationally, teacher's percentile rank meets or exceeds the 80 th
Student-Teacher Relationships	When compared nationally, teacher's percentile ranking falls below the 60 th percentile	When compared nationally, teacher's percentile ranking falls within the 60 th - 79 th percentile	When compared nationally, teacher's percentile rank meets or exceeds the 80 th
Pedagogical Effectiveness	When compared nationally, teacher's percentile ranking falls below the 60 th percentile	When compared nationally, teacher's percentile ranking falls within the 60 th - 79 th percentile	When compared nationally, teacher's percentile rank meets or exceeds the 80 th
Rigorous Expectations	When compared nationally, teacher's percentile ranking falls below the 60 th percentile	When compared nationally, teacher's percentile ranking falls within the 60 th - 79 th percentile	When compared nationally, teacher's percentile rank meets or exceeds the 80 th
Classroom Engagement	When compared nationally, teacher's percentile ranking falls below the 60 th percentile	When compared nationally, teacher's percentile ranking falls within the 60 th - 79 th percentile	When compared nationally, teacher's percentile rank meets or exceeds the 80 th

TES Planning & Professionalism Rubric Draft February 2025

Planning: Instructional Planning and/or Internalization <i>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.</i>				
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

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 .