

DTR

Distinguished Teacher Review



APPLICATION TOOLKIT
2026-2027

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WHAT IS THE DISTINGUISHED TEACHER REVIEW?

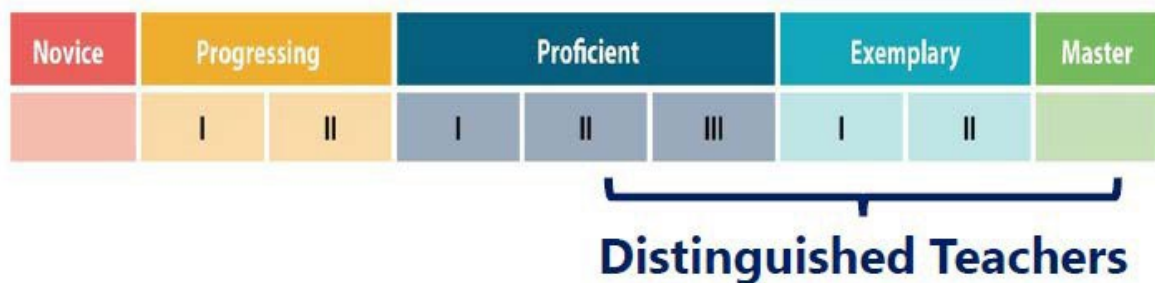
DTR APPLICATION TOOLKIT

The Distinguished Teacher Review is a component of TEI that identifies DTR-Eligible teachers who excel in all relevant components -- Teacher Performance, Student Achievement, and Student Survey.

- DTR-Eligible teachers must submit a DTR APPLICATION -- an additional performance review -- to earn an Effectiveness Level of Proficient II or higher.
- The DTR Application asks teachers to provide written experiences describing their
 - Leadership
 - Lifelong Learning
 - Contributions to the Profession

Goals of the Distinguished Teacher Review:

- Retain and reward our best teachers
- Inspire other teachers to grow
- Raise the bar for effective teaching



WHAT'S INSIDE

DTR APPLICATION TOOLKIT

Below are updates to the DTR process for the 2026-2027 school year:

1 DTR Application Process

There are two rounds in which teachers can apply to become a Distinguished Teacher. Teachers with prior-year data (2025-2026 TEI Scorecard) apply in Round One in the Fall. Teachers with no prior-year data and/or teachers who are new to Dallas ISD apply in Round Two in the Spring. Teachers must apply during their respective round.

2 Round 1

Teachers with DTR eligibility based on the 2025-2026 TEI Scorecard are eligible to apply in Round 1. **Round 1 Eligibility:**

- Be in at least 3rd year of service
- Earn a minimum score of 80 on their 2025-2026 Summative Appraisal
- Earn at least 50% of possible combined points at end of year for Student Achievement and Student Experience; and
- Receive a 2025-2026 TEI Evaluation score within top 30% of scores of their category

3 Round 2

Teachers who are new to the district or who do not have prior year data (**no** 2025-2026 TEI Scorecard data) and who meet the following criteria are eligible to apply in Round 2.

Round 2 Eligibility:

- Be in at least 3rd year of service
- Earn a minimum score of 80 on their 2026-2027 Summative Appraisal. (Evaluator must submit early Summative Review by **January 15, 2027**.)
- In order to remain eligible, Round 2 teachers must also earn at least 50% of possible combined points at end of year for Student Achievement and Student Experience.

4 Artifacts

Artifacts are optional resources that can be added to **enhance** the DTR Application. Sample artifacts: data trackers, presentations, handouts, meeting notes, mentor logs, articles, newsletters, pictures, websites, portfolios, lesson plans. **Artifacts must be limited to 5 pages.**

For additional information on the Distinguished Teacher Review and to access the most up-to-date information, **visit dallasisd.org/tei. DTR eligibility information is also located in the footnotes of your scorecard.**

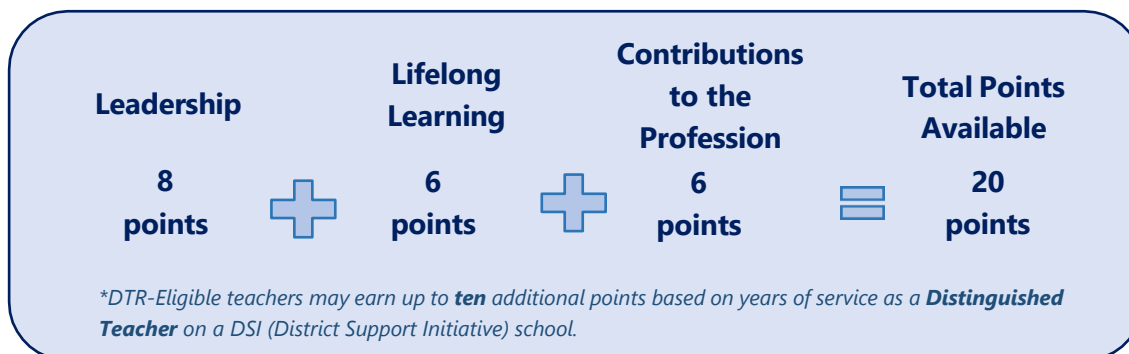


DTR OVERVIEW

DTR APPLICATION TOOLKIT

Through the Distinguished Teacher Review Process, Dallas ISD recognizes teachers who demonstrate leadership, pursue learning opportunities, contribute to the profession of education, and promote academic excellence. Distinguished teachers earn an effectiveness level of Proficient II or higher. These teachers achieve high scores in the three components of TEI – teacher performance, student achievement, and student experience surveys (if applicable). DTR points earned are added to a teacher's overall evaluation score.

Teachers can earn up to 20 points by submitting a DTR Application.



Remember:

- Points added to TEI Scorecard based on **written application** describing recent experiences in Leadership, Lifelong Learning, and Contributions to the Profession
- Experiences are limited to the 2024-2025, 2025-2026, 2026-2027 school years, including the summers of 2024, 2025, and 2026.
- Each Domain is scored separately and independently.
- **Most recent** application counts – period.
- Must re-apply every 3 years
- To earn an Effectiveness Level above Proficient I, **DTR is REQUIRED**



Key Dates & Deadlines

- **September 11, 2026** – 2024-2025 TEI Scorecards released to teachers
- **September 24, 2026** – Round 1 DTR Application Opens
- **November 2, 2026** – Round 2 Opt-In Task Opens (for Round 2 Teachers)
- **November 5, 2026** – Round 1 Application Closes (at noon)
- **November 13, 2026** - Round 1 Principal Verification Ends
- **November 13, 2026** – Round 2 DTR Opt-In Task Closes (for Round 2 Teachers)
- **January 15, 2027** – Deadline to submit early Summative for Round 2 teachers
- **January 28, 2027** – Round 2 DTR Application Opens
- **March 4, 2027** – Round 2 DTR Application Closes
- **March 12, 2027** - Round 2 Principal Verification Ends

Teachers unsure of eligibility should consult the TEI Guidebook or contact TEI. tei@dallasisd.org (email) or (972) 749-5712 (phone).



- Teachers will receive the points earned from their 2026-2027 Application on their DTR Snapshot by June 2027.
- Teachers learn if they earned Distinguished Effectiveness Level based on the 2026-2027 SY on their TEI Scorecard in September 2027.

DTR APPLICATION ELIGIBILITY CRITERIA

DTR APPLICATION TOOLKIT

2026-2027 DTR Eligibility Criteria

Below is the DTR Eligibility criteria for the 2026-2027 school year. Meeting the 2026-2027 DTR eligibility requirements and submitting a DTR Application does **not** guarantee a teacher will earn a Distinguished Effectiveness Level.

ROUND 1: FALL 2026

Current DTR Eligibility is based on the 2025-2026 TEI Scorecard
In at least 3rd year of service
Earned a minimum score of 80 on their 2025-2026 Summative Appraisal
Earned at least 50% of possible combined points at end of year for Student Achievement and student experience.
Received a 2025-2026 TEI Evaluation Score within the top 30% of their category

ROUND 2: SPRING 2027

DTR Eligibility for 2026-2027
(ONLY those teachers with NO 2025-2026 Scorecard data or those new to Dallas ISD)
In at least 3rd year of service
Earn a minimum score of 80 on the 2026-2027 Summative Appraisal (Evaluator must submit by January 15, 2027.)
Earn at least 50% of possible combined points at end of year for Student Achievement and Student Experience

All Round 2 teachers should “opt-in” to the DTR Process via Cornerstone beginning on November 2 and ending on November 13 to begin the DTR Process.

For more information about the Distinguished Teacher Review, visit the TEI website at www.dallasisd.org/tei. To contact a member of our team, email us at tei@dallasisd.org or call at 972-749-5712.

DTR APPLICATION FAQ

DTR APPLICATION TOOLKIT

What is the purpose of the Distinguished Teacher Review?

The Distinguished Teacher Review (DTR) is a component of the Teacher Excellence Initiative. The aim of DTR is to retain and reward our best teachers, inspire other teachers to grow, and raise the bar for effective teaching.

What is the purpose of the DTR Application?

The purpose of the DTR Application is to retain and reward teachers for the many roles they hold within and beyond the classroom. The application emphasizes three key levers of impact: leadership, lifelong learning, and contributions to the profession.

If I meet DTR eligibility criteria, am I guaranteed a Distinguished Effectiveness Level?

No. Teachers who undergo the Distinguished Teacher Review must also earn an average evaluation score within or beyond the Proficient II Effectiveness Level range to earn a Distinguished Effectiveness Level.

Do I have to go through the Distinguished Teacher Review to earn a Distinguished Effectiveness Level?

Newly eligible teachers (i.e. DTR-eligible teachers with an Effectiveness Level below Proficient II) must undergo the Distinguished Teacher Review to receive an Effectiveness Level of Proficient II or higher. Teachers currently holding a Distinguished Effectiveness Level (Proficient II or higher) and DTR points do not need to submit a DTR Application to advance an Effectiveness Level.

If I currently hold a Distinguished Effectiveness Level, do I need to go through the Distinguished Teacher Review to remain a Distinguished teacher?

No. For Distinguished teachers who maintain DTR eligibility, DTR points will carryover for two years. Note: teachers' Effectiveness Levels will not decrease unless they earn a lower Evaluation Rating for three consecutive years.

Scoring

How many points are available to teachers through the DTR Application?

Starting in the 2018-2019 school year, teachers can earn up to 20 points on their DTR Application. Specifically, teachers may earn up to 8 points by demonstrating examples of their Leadership and up to 6 points by demonstrating examples of their Lifelong Learning and Contributions to the Profession, respectively.

How is my DTR Application score determined?

The DTR Application is scored by trained, TEI and DTR Certified, review teams. Each experience is individually scored using the DTR Rubric and assigned a performance level. Applicants are given the highest performance level based on individually scored experiences within each domain. Therefore, it is in an applicant's best interest to provide the strongest experiences within each domain. Reminder, experiences are limited to the 2024-2025, 2025-2026, and 2026-2027 school years, including the summers of 2024, 2025 and 2026.

If I currently hold a Distinguished Effectiveness Level, will my DTR points carryover?

Yes. For teachers who maintain DTR eligibility, DTR points will carryover for two years only. After DTR points have been applied to teachers' Scorecards for three consecutive years, teachers must undergo DTR again to earn DTR points.

If I am eligible to use carryover points and elect to submit a DTR Application early, will I receive the better of the two scores?

No. Teachers will receive DTR points based on their most recent DTR Application.

I am currently DTR-eligible with points available for carryover. Will I need to re-apply in 2026-2027?

Teachers may continue to carryover points up to three times before re-applying while eligibility is maintained. See the table below:

Application Year	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
2023-2024	Applied (1)	Optional Carryover (2)	Optional Carryover (3)	Application Required			
2024-2025		Applied (1)	Optional Carryover (2)	Optional Carryover (3)	Application Required		
2025-2026			Applied (1)	Optional Carryover (2)	Optional Carryover (3)	Application Required	
2026-2027				Applied (1)	Optional Carryover (2)	Optional Carryover (3)	Application Required

When is an Application Required?

Footnote	Application Required?
DTR points from two years ago have been carried over two times and are expired. If eligible for DTR, the teacher must submit a DTR Application in the current year to again earn DTR points.	Yes. This teacher's last application was in 2023-2024 and the teacher MUST submit a DTR application during the Round 1 window in October 2026.
DTR points have been carried over one time; the maximum is two times.	No. The teacher may take no action and automatically carry over points from the 2025-2026 TEI Scorecard.
No DTR Footnotes.	No. The teacher may take no action and automatically carry over points from the 2025-2026 TEI Scorecard.

Application

What types of experiences should I include in the Leadership domain of the DTR Application?

In the Leadership domain, a Distinguished Teacher serves as a role model and leader for peers across his or her PK- 12 campus in formal and informal settings, proactively setting high standards and demonstrating commitment that accelerates the goals of the school. Examples may include mentoring new teachers, coordinating new teacher support at the campus, or demonstrating initiative in starting a new campus system. For more information about the Leadership domain, attend a DTR Application Workshop (page 9). Reminder, experiences are limited to the 2024-2025, 2025-2026, and 2026-2027 school years, including the summers of 2024, 2025 and 2026.

What types of experiences should I include in the Lifelong Learning domain of the DTR Application?

In the Lifelong Learning domain, a Distinguished Teacher initiates or seeks out multiple learning opportunities and applies learning successfully to improve his or her PK - 12 campus practice, showing commitment to team innovation and growth. Examples may include professional learning experiences such as personal research, formal requirements for this domain. For more information about the Lifelong Learning domain, attend a DTR Application Workshop (page 9). Reminder, experiences are limited to the 2024-2025, 2025-2026, and 2026-2027 school years, including the summers of 2024, 2025 and 2026.

What type of experiences should I include in the Contributions to the Profession domain of the DTR Application?

In the Contributions to the Profession domain, a Distinguished Teacher contributes to the improvement of instructional practice of other K-12 teachers and/or impacts K-12 education policy at the campus, district, state, or national level. Examples may include collaboration, development of resource materials, leading professional development, or participation in committees or groups that impact education policy. Experiences are differentiated across performance levels based on the strength of the outcome and scope of impact. All experiences must cite outcomes to meet the requirements for this domain. For more information about the Contributions to the Profession domain, view the Resources page on the TEI website or attend a DTR Application Workshop (see below). Reminder, experiences are limited to the 2024-2025, 2025-2026, and 2026-2027 school years, including the summers of 2024, 2025 and 2026.

What is the deadline to submit a DTR Application for the 2026-2027 school year?

For teachers **with 2025-2026 TEI data**, the deadline to submit a DTR Application is noon on **Thursday, November 5, 2026**. For teachers **with no 2025-2026 TEI data**, the deadline to submit a DTR Application is noon on **Thursday, March 4, 2027**.

Resources/Notification

Where can I find additional resources to assist me in completing the DTR Application?

All materials and resources are found in this 2026-2027 DTR Application Toolkit. TEI strongly recommends attending a DTR Application Workshop.

When will I be notified if I earn a Distinguished Effectiveness Level?

Applicants will be notified of their Effectiveness Level based on the 2026-2027 school year via their Scorecard in September 2027.

How do I reach Exemplary II or Master teacher status?

To reach Exemplary II, an applicant must have served as an Exemplary I teacher for at least one year. To reach Master teacher status, an applicant must have been rated at the Exemplary II level for at least two consecutive years and taught at a District Support Initiative (DSI) campus (previously HPC or Tier 1 campus) as a Distinguished Teacher for a minimum of four consecutive years.

DTR Writing Workshops

[**DTR Application Informational Workshop**](#) provides an in-depth overview of the Distinguished Teacher Review Process and provides an overview of the DTR Rubric. It is intended for first-time applicants or teachers wanting to learn more about the DTR Process.

[**DTR Application Writing Workshop**](#) provides an in-depth review of the 2026-2027 DTR Rubric and provides teachers with an opportunity to begin a draft of their DTR Application. Participants will work through this DTR Application Toolkit and begin a draft of one experience for their DTR Application. This course is intended for returning applicants or teachers with an understanding of the DTR Process who are ready to begin the writing process.

[**DTR Application Writing Workshop with Ambassadors**](#) focuses on a in-depth understanding of the DTR domains using the 2025-2026 Rubric. Participants will collaborate with peers, brainstorm experiences and begin a draft of the application. These sessions have limited numbers of participants so that DTR Ambassadors can tailor the training to the specific needs or participants. *Note: Sessions may be in-person or online. Check each session for specific details.*

[**Using the DTR Rubric as a Growth Tool**](#) walks teachers through the reflective process and using the DTR Rubric to identify areas of growth and to use the problem solving cycle to develop experiences for the DTR process that will also enhance individual goals. Teacher will begin the process of building a professional portfolio and determine next steps for significant outcomes.

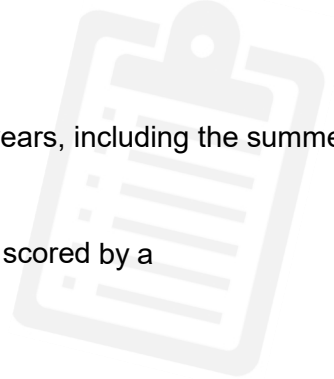
[**Maximizing Your Student Growth**](#) is a new training developed in conjunction with the Dallas ISD Data Team that answers two questions: what does "significant" mean on the DTR Rubric and how can teachers use the DTR Rubric to plan for collecting evidence. The session will discuss valid and reliable measurements to use in determining whether outcomes are significant and how to use the problem-solving cycle to create an action plan for collecting and analyzing appropriate data that can accurately measure outcomes for significance.

ABOUT THE DTR APPLICATION

DTR APPLICATION TOOLKIT

Teachers submit an online DTR Application with examples of their Leadership, Lifelong Learning and Contributions to the Profession.

- Teachers may provide up to two experiences per domain.
- Experiences are limited to the 2024-2025, 2025-2026, and 2026-2027 school years, including the summers of 2024, 2025 and 2026.
- The artifacts are *optional*.
- Teachers' primary evaluator will verify applications prior to being reviewed and scored by a trained panel.
- Teachers do not need to submit an application to use carryover points.



Helpful Application Tips

- *Use **specific details*** to describe your experiences (avoid using acronyms or abbreviated language).
- *Avoid using **rubric language** and/or **vague descriptions**.*
- *Provide **qualitative and quantitative outcomes*** that are *clearly and directly linked* to the actions within each experience.
- *Consider using **artifacts** to support your outcome.* Artifacts are optional. If used, they should provide *additional* information about the impact of your experience.
- *Attend a **DTR Application Workshop**.* The workshop is designed to provide hands-on support regarding how to write your application.
- *Seek out **DTR Ambassadors**.* These teachers have completed the process and may be able to provide support or advice.
- *Utilize the 2026-2027 **DTR Rubric*** when completing your application. The DTR Rubric is helpful in identifying experiences to include within each domain.

Go to [Laserfiche](#) to access the DTR Application Portal.
Visit [Cornerstone](#) to sign up for a DTR Application Workshop!

DTR AMBASSADORS

DTR Ambassadors provide peer-to-peer support to DTR-Eligible teachers. While working with a DTR Ambassador does not guarantee teachers points on the DTR Rubric, it is our hope that it will increase collaboration across the district and encourage teachers to share their strategies and impact with their peers.

DTR Ambassadors support teachers by:

- Hosting specialized DTR Application Writing Workshops (registration via Cornerstone)
- Supporting teachers via email with DTR-related questions

A list of DTR Ambassadors are available on our website: [DTR Ambassadors](#).

Contact DTR Ambassadors via email.

DTR RUBRIC OVERVIEW

DTR APPLICATION TOOLKIT

This document is intended to provide a summary of each DTR domain. The 2026-2027 DTR Rubric, in full, can be found on pages 12-14. For more in-depth information and for a guide on using this Application Toolkit, register for a DTR Writing Workshop in Cornerstone.

LEADERSHIP

Domain Anchor Statement:

A Distinguished Teacher **serves as a role model and leader** for peers across his or her PK - 12 **campus** in formal and informal settings, proactively setting high standards and demonstrating commitment that **accelerates the goals of the school**. Experiences within the Leadership domain are scored based on the strength of the stated outcome.

Key levers of the Leadership domain include experiences that highlight taking initiative to improve **campus** leadership, collaboration, professional development, mentoring, family and community engagement, and awards and recognition.

LIFELONG LEARNING

Domain Anchor Statement:

A Distinguished Teacher **initiates** or **seeks** out multiple **learning opportunities** and **applies learning** successfully to **improve** his or her PK -12 **campus practice**, showing a commitment to **team innovation and growth**. Experiences within the Lifelong Learning domain are scored based on the stated outcomes resulting from the implementation of new learning.

Key levers of the Lifelong Learning domain include experiences that highlight utilization of feedback, new methods and approaches, staying current in the field of education, innovative use of technology, and effective implementation of learning from professional development and/or coursework.

CONTRIBUTIONS TO THE PROFESSION

Domain Anchor Statement:

A Distinguished Teacher contributes to the **improvement of instructional practice of other PK-12 teachers** and/or **impacts PK-12 education policy** at the **campus, district, state, or national level**. Experiences within the Contributions to the Profession domain are scored based on the strength and scope of impact of stated outcomes.

Key levers of the Contributions to the Profession domain include experiences that highlight classroom visits from other educators, sharing of new ideas, work and best practices, leading professional development, and creating education policy.

When deciding what to include in the Contributions to the Profession domain, ask yourself: How have I worked with other **educators** on or beyond my campus to improve their instructional practice and/or education policy?

2026-2027 Distinguished Teacher Review Rubric

Leadership

A Distinguished Teacher serves as a role model and leader for peers across his or her PK- 12 campus in formal and informal settings, proactively setting high standards and demonstrating commitment that accelerates the goals of the school.

Key Levers of Leadership	Performance Levels			
	2 points <i>A teacher at the '2 point' performance level demonstrates one or more of the following:</i>	4 points <i>A teacher at the '4-point' performance level demonstrates one or more of the following:</i>	6 points <i>A teacher at the '6 point' performance level demonstrates one or more of the following:</i>	8 points <i>A teacher at the '8 point' performance level demonstrates one or more of the following:</i>
A. Leadership in Student Activities	Assumes a leadership role, particularly in co-curricular or extra-curricular activities	Assumes a leadership role, particularly in co-curricular or extra-curricular activities, that creates improvements in student achievement	Assumes a leadership role, making individual contributions to co-curricular or extra-curricular activities, that creates improvements in student achievement as measured by qualitative and/or quantitative data	Assumes a leadership role, making individual contributions to co-curricular or extra-curricular activities, that results in significant improvements in student achievement as measured by qualitative and/or quantitative data
B. Mentoring	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	Formally mentors and provides non-evaluative feedback to teachers at the campus that creates change in teacher practice as measured by qualitative and/or quantitative data	Formally mentors and provides on-going feedback to teachers creating a significant change in teacher practice at the campus as measured by qualitative and/or quantitative data
C. Collaboration	Relays information and/or collaborates with other teachers or teams to help the campus make sense of information and identify problems	Collaborates with other teachers or teams to help the campus make sense of information, identify and resolve problems, and improve practice or policy	Collaborates with others, while making individual contributions, to help the campus make sense of information, identify and resolve problems, and improve practice or policy as measured by qualitative and/or quantitative data	Leads teams in problem identification and resolution, thereby implementing effective ways to improve the campus and accelerate the goals of the campus as demonstrated by qualitative or quantitative data
D. Professional Development	Develops and delivers formal professional development at the campus	Develops and delivers formal professional development that creates a change in teacher practice at the campus	Develops and delivers formal professional development, making individual contributions by participating in problem identification, that creates change in teacher practice at the campus as measured by qualitative and/or quantitative data	Develops and delivers original formal professional development, making individual contributions by leading problem identification, that creates significant change in teacher practice at the campus as measured by qualitative and/or quantitative data
E. Family and Community Engagement	Participates in and/or establishes opportunities for parental and/or community involvement at the campus	Participates in and/or establishes opportunities for parental and/or community involvement that improves campus practice	Establishes and leads opportunities for parental and community involvement, making individual contributions that improves campus practice as demonstrated by qualitative and/or quantitative data	Leads problem identification and establishes opportunities for parental and community involvement, making individual contributions that significantly improves campus practice as demonstrated by qualitative and/or quantitative data
F. Awards and Recognition	Receives informal recognition for activities above and beyond assigned duties at the campus	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	Receives awards and formal recognition from the district for effective teaching practices which resulted in district improvements

2026-2027 Distinguished Teacher Review Rubric

Lifelong Learning

A Distinguished Teacher initiates or seeks out multiple learning opportunities and applies learning successfully to improve his or her PK - 12 campus practice, showing a commitment to team innovation and growth.

Performance Levels

Key Levers of Lifelong Learning

1.5 points

A teacher at the '1.5 point' performance level demonstrates one or more of the following:

3 points

A teacher at the '3 point performance level demonstrates one or more of the following:

4.5 points

A teacher at the '4.5 point' performance level demonstrates one or more of the following:

6 points

A teacher at the '6 point' performance level demonstrates one or more of the following:

A. Utilization of Feedback

Receives and acts upon formal, specific feedback

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

Receives and acts upon formal, specific feedback to significantly impact and improve an aligned campus practice as measured by quantitative and/or qualitative data

B. New Methods and Approaches

Tries and implements specific new methods, approaches and/or technology as shared by other professionals or through individual research, data analysis, or independent study in the field of education that is directly tied to an area of growth

Tries and implements specific new methods, approaches and/or technology through individual research, data analysis, or independent study that directly addresses an area for growth resulting in improvement in practice

Tries and implements specific new methods, approaches and/or technology through individual research, data analysis, or independent study that directly addresses an area for growth resulting in significant improvement of practice and student performance as measured by quantitative and/or qualitative data

Shares knowledge of specific new methods, approaches and/or technology that directly addresses an area for growth gained through individual research, data analysis, or independent study with team, grade level, and/or department resulting in a significant impact of campus practice as measured by quantitative and/or qualitative data

C. Professional Development

Attends specific professional development, workshops and/or conference, and implements new learning into an explicit practice

Attends specific professional development, workshops, and/or conferences, and implements new learning resulting in the improvement of an explicit practice

Attends specific professional development, workshops, and/or conferences, and implements new learning to significantly improve an explicit practice, as measured by quantitative and/or qualitative data

Attends specific professional development, workshops, and/or conferences, and implements learning to significantly impact an aligned campus practice; Provides formal professional development to staff to communicate and share knowledge gained from learning experiences to significantly improve campus practice as measured by quantitative and/or qualitative data

D. Staying Current in the Field of Education

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, and implements knowledge gained to improve 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, and implements learning to significantly improve a specific practice as measured by quantitative and/or qualitative data

Reads books, articles, publications, media, and/or participates in relevant experiences to the profession based on a clearly defined area of growth, and implements learning to significantly impact an aligned campus practice as measured by quantitative and/or qualitative data

E. Professional Coursework

Participates in relevant coursework at institutions of higher learning OR participates in other professional programs

Participates in relevant coursework at institution of higher learning OR participates in other professional programs and demonstrates implementation of knowledge gained, resulting in improved practice

Participates in relevant coursework at institutions of higher learning OR participates in other professional programs and demonstrates implementation of knowledge gained to significantly improve practice as measured by quantitative and/or qualitative data

Participates in relevant coursework at institutions of higher learning OR participates in other professional programs and demonstrates implementation of knowledge gained to significantly impact an aligned campus practice as measured by quantitative and/or qualitative data

2026-2027 Distinguished Teacher Review Rubric

Contributions to the Profession

A Distinguished Teacher contributes to the improvement of instructional practice of other PK-12 teachers and/or impacts PK-12 education policy at the campus, district, state or national level.

Key Levers of Contributions	1.5 points <i>A teacher at the '1.5 point' performance level demonstrates one or more of the following:</i>	3 points <i>A teacher at the '3 point performance level demonstrates one or more of the following:</i>	4.5 points <i>A teacher at the '4.5 point' performance level demonstrates one or more of the following:</i>	6 points <i>A teacher at the '6 point' performance level demonstrates one or more of the following:</i>
A. Classroom Visits	Observed by other professionals, primarily at the campus level, thereby influencing instructional practice	Formally sought out by other professionals, primarily at the feeder and/or district level, thereby resulting in a moderate impact on instructional practice	Formally sought out by other professionals, primarily at the district level, thereby resulting in a significant impact on practice at the district level or within local education communities	Formally sought out by other professionals from across the state or nation, thereby resulting in a significant impact on practice of a broad range of educators or education communities
B. Sharing of New Ideas, Work, and Best Practices	Shares new ideas, work or best practices with other teachers, primarily at the campus level, thereby resulting in a minor change in instructional practice	Shares new ideas, work or best practices with other teachers, primarily at the feeder and/or district level, thereby resulting in a moderate change in instructional practice	Develops educational resources, shared primarily at the district level or within local education communities, thereby resulting in a significant impact on district practice or local education communities	Develops educational resources shared at the state or national level, thereby resulting in a significant impact on practice of a broad range of educators beyond local education communities
C. Professional Development	Leads professional development and/or mentors other professionals, primarily at the campus level, thereby resulting in a minor change in instructional practice	Leads professional development and/or mentors other professionals, primarily at the feeder level, thereby resulting in a moderate change in instructional practice	Leads professional development and/or mentors, primarily at the district level or within local education communities, thereby resulting in a significant impact on instructional practice	Leads professional development and/or mentors at the state or national level, thereby resulting in a significant impact on practice of a broad range of educators or education communities
D. Education Policy	Collaborates on initiatives, teams or committees, primarily at the campus level, thereby resulting in a minor impact on practice or education policy	Collaborates on initiatives, teams or committees, primarily at the feeder and/or district level, thereby resulting in a moderate impact on practice or education policy	Substantially 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

WRITING YOUR DTR APPLICATION

DTR APPLICATION TOOLKIT

The DTR Application Worksheets are recommended for use when writing experiences for the Leadership, Lifelong Learning and Contributions to the Profession domains.

Follow the four steps below when completing your Application:

1

BRAINSTORM YOUR EXPERIENCES

Generate a list of roles or experiences within the 2024-2025, 2025-2026, 2026-2027 school years, including the summers of 2024, 2025 and 2026 in which you either:

- Demonstrated leadership on your campus (Leadership).
- Used new knowledge to enhance you or your peers' instructional practice (Lifelong Learning)
- Assisted or impacted fellow educators (Contributions to the Profession).

2

LABEL YOUR EXPERIENCES

After reviewing the DTR Rubric, label your experiences on page 11:

- Write an "L" for Leadership next to experiences where you had a campus-level impact.
- Write "LL" for Lifelong Learning next to experiences where you applied learning to improve individual and/or campus practice.
- Write "C" for Contributions to the Profession next to experiences where you impacted education policy or the instructional practice of other PK-12 teachers at the campus, district, state, or national level.

3

EXPAND ON YOUR STRONGEST EXPERIENCES

- Identify your two strongest experiences.
- On pages 12-14, use Domain Worksheets for each experience to ensure key points are included in your Application. Remember, you may include up to two experiences per domain. (Extra worksheets are on pages 24-29 if you want to include a second experience.)
- Be sure to save a copy of the Interactive Guide as you work to save your answers.

4

CREATE PARAGRAPHS FOR THE ONLINE APPLICATION PORTAL

- Use the completed Domain Application Worksheets to write paragraphs describing your experience in the DTR Application Portal. **Helpful Hint:** Create paragraphs in this Interactive Guide or in a Word Document, then copy and paste the paragraphs into the online DTR Portal. Be sure to save your edited copy of this guide.
- Determine if you would like to include an artifact, such as qualitative or quantitative data, to support your experience.

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

STEP

1

BRAINSTORM YOUR EXPERIENCES

Generate a list of roles or experiences within the 2024-2025, 2025-2026 and 2026-2027 school years, including the summers of 2024, 2025 and 2026. in which you either:

Review the DTR Rubric and label your experiences:

- Write an “L” for Leadership next to experiences where you had a campus-level impact
- Write “LL” for Lifelong Learning next to experiences where you applied learning to improve individual and/or campus practice.
- Write “C” for Contributions to the Profession next to experiences where you impacted education policy or the instructional practice of other PK-12 teachers at the campus, district, state, or national level.

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

- STEP 3** **EXPAND ON YOUR STRONGEST *LEADERSHIP* EXPERIENCES**
- Answer the questions below to describe **each** Leadership experience that you want to include in your application. Repeat for additional experiences. Remember, you may include up to **two** experiences in this domain. **Extra worksheets are located on Pages 24-29 for additional experiences.**



LEADERSHIP

A Distinguished Teacher **serves as a role model and leader** for peers across his/her PK - 12 **campus** in formal and informal settings, proactively setting high standards and demonstrating commitment that **accelerates the goals of the school.**

What Key Lever of the Leadership Rubric does this Experience Describe?

Student Activities

What are the Dates of this experience (mm/yy)? _____ to _____

Key Actions:

In what role did you demonstrate acting as a role model and/or leader for peers at your campus?

Through this role, what campus systems or initiatives did you implement to improve the campus as a whole?

When implementing the campus systems or initiatives, what steps did you take to accelerate the goals of your campus? Describe how your actions led to an improvement in the practice of others.

Key Outcomes:

Who was impacted as a result of your leadership?

What were the outcomes (what improved) as a result of your leadership?

What qualitative or quantitative data can you provide to support your experience?

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

STEP

4

CREATE PARAGRAPHS FOR THE ONLINE APPLICATION PORTAL

- Use the completed Domain Application Worksheets to write paragraphs describing your experience the DTR Application Portal.
- **Helpful Hint:** Create paragraphs in this Interactive Guide or in a Word Document, then copy and paste the paragraphs into the online DTR Portal.
- Determine if you would like to include an artifact, such as qualitative or quantitative data, to support your experience.

Describe your Key Actions (in paragraph form):

Remember: Leadership Experiences occur on the campus at the campus-level (beyond the classroom).

Describe your Outcomes (in paragraph form):

Remember: Outcomes reflect the result of the Key Actions (what improved as a result).

Describe your Artifact(s) to upload:

Remember: Artifacts are optional. If used, artifacts should provide additional information to enhance your experience.

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

EXPAND ON YOUR STRONGEST **LIFELONG LEARNING EXPERIENCES**

STEP

3

Answer the questions below to describe **each** Lifelong Learning experience that you want to include in your Application. Repeat for additional experiences. Remember, you may include up to two experiences in this domain.



LIFELONG LEARNING

A Distinguished Teacher **initiates** or **seeks** out multiple **learning opportunities** and **applies learning** successfully to **improve individual** and his or her PK - 12 **campus practice**, showing a commitment to **team innovation and growth**.

What Key Lever of the Lifelong Learning Rubric does this Experience describe?

Professional Coursework

What are the dates of this experience (mm/yy)? _____ to _____

Key Actions:

What prompted you to participate in your new learning experience (reflection, recommendation, low test scores, etc.)? Describe where/how you received the new learning?

What specific knowledge did you gain from your new learning experience?

Key Outcomes:

What did you specifically implement in your classroom and/or share with other educators as a result of the new learning experience? (Be specific. Using only words like strategies, tools, technology do not provide enough detail to determine implementation.)

How do you know your learning positively impacted your actions as an educator?
Describe the impact (what improved)? Be sure to provide impact and outcomes that occurred as a result of the experience.

If the impact of your applied knowledge significantly changed the practice or outcomes within or beyond your classroom, how do you know (qualitatively or quantitatively)?

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

STEP

4

CREATE PARAGRAPHS FOR THE ONLINE APPLICATION PORTAL

- Use the completed Domain Application Worksheets to write paragraphs describing your experience for the DTR Application Portal.
- **Helpful Hint:** Create paragraphs in this Interactive Guide or in a Word Document, then copy and paste the paragraphs into the online DTR Portal.
- Determine if you would like to include an artifact, such as qualitative or quantitative data, to support your experience.

Describe your Key Actions (in paragraph form):

Remember: Lifelong Learning Experiences occur on the campus within the classroom or at the campus level. Lifelong Learning always begins with a new learning.

Describe your Outcomes (in paragraph form):

Remember: Outcomes reflect the result of the Key Actions (what improved as a result).

Describe your Artifact(s) to upload:

Remember: Artifacts are optional. If used, artifacts should provide additional information to enhance your experience.

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

STEP 3 EXPAND ON YOUR STRONGEST CONTRIBUTIONS EXPERIENCES

Answer the questions below to describe **each** Lifelong Learning experience that you want to include in your Application. Repeat for additional experiences. Remember, you may include up to two experiences in this domain.



CONTRIBUTIONS TO THE PROFESSION

A Distinguished Teacher contributes to the **improvement of instructional practice of other PK-12 teachers** and/or **impacts PK-12 education policy at the campus, district, state, or national level.**

What Contributions to the Profession Key Lever does this experience describe?

What is the time frame of this experience mm/yy?

to

Key Actions:

What teacher or education policy-related contribution did you make? Be sure the experience contributes to PK-12 teachers on the campus, in the Feeder, Network, District, State or Nation or impacts education policy.

When and where did you make your contribution?

What steps did you take to ensure your contribution was successful?

Key Outcomes:

Who was immediately impacted as a result of your contribution?

(NOTE: Contributions to the Profession should impact other educators.)

What changed for other educators as a result of your contribution?

What qualitative or quantitative data, including available baseline data, can you provide to your impact? In other words, how do you know you were successful?

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

STEP

4

CREATE PARAGRAPHS FOR THE ONLINE APPLICATION PORTAL

- Use the completed Domain Application Worksheets to write paragraphs describing your experience for the DTR Application Portal.
- **Helpful Hint:** Create paragraphs in this Interactive Guide or in a Word Document, then copy and paste the paragraphs into the online DTR Portal.
- Determine if you would like to include an artifact, such as qualitative or quantitative data, to support your experience.

Describe your Key Actions (in paragraph form):

Remember: Contribution to the Profession Experiences can happen either on the campus or above the campus level (District, Region, State, National).

Describe your Outcomes (in paragraph form):

Remember: Outcomes reflect the result of the Key Actions (what improved as a result).

Describe your Artifact(s) to upload:

Remember: Artifacts are optional. If used, artifacts should provide additional information to enhance your experience.

DTR APPLICATION ARTIFACTS

DTR APPLICATION TOOLKIT

Teachers have the *option* to include an artifact with each experience on the DTR Application. Artifacts should add additional context to an experience and help the Central Review Team have a better understanding of the impact of your key actions and outcomes. As a reminder, artifacts must be limited to 5 pages. Artifacts may include, but are not limited to, the following:

- Data Trackers
- Presentations
- Handouts
- Meeting Notes
- Mentor Logs
- Proposals
- Reports
- Statistics / Data
- Articles
- Newsletters
- Education Blogs
- Classroom Websites
- Lesson Plans
- Curriculum
- Pictures
- Letter of Reference

EXAMPLE

1

A teacher who wrote a grant to fund a school-wide garden could include a photograph showing students participating in science workshops using the garden. This teacher could also use a data tracker demonstrating the academic growth of students who use the garden.

EXAMPLE

2

A teacher facilitating a campus professional development might include survey data showing the number of teachers using new methods learned from the PD in their classrooms and the positive outcomes of implementation.

Important Note: Artifacts are optional. If you chose to submit artifacts, use them strategically to paint a more vivid picture of your listed. experience.

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

STEP

3

EXPAND ON YOUR STRONGEST **LEADERSHIP** EXPERIENCES

Answer the questions below to describe **each** Leadership experience that you want to include in your application. Repeat for additional experiences. Remember, you may include up to **two** experiences in this domain.



LEADERSHIP

A Distinguished Teacher **serves as a role model and leader** for peers across his or her PK - 12 **campus** in formal and informal settings, proactively setting high standards and demonstrating commitment **that accelerates the goals of the school.**

What Key Lever of the Leadership Rubric does this Experience Describe?

Student Activities

to

What are the Dates of this experience (mm/yy)?

Key Actions:

In what role did you demonstrate acting as a role model and/or leader for peers at your campus?

Through this role, what campus systems or initiatives did you implement to improve the campus as a whole?

When implementing the campus systems or initiatives, what steps did you take to accelerate the goals of your campus? Describe how your actions led to an improvement in the practice of others.

Key Outcomes:

Who was impacted as a result of your leadership?

What were the outcomes (what improved) as a result of your leadership?

What qualitative or quantitative data can you provide to support your experience?

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

STEP

4

CREATE PARAGRAPHS FOR THE ONLINE APPLICATION PORTAL

- Use the completed Domain Application Worksheets to write paragraphs describing your experience the DTR Application Portal.
- **Helpful Hint:** Create paragraphs in this Interactive Guide or in a Word Document, then copy and paste the paragraphs into the online DTR Portal.
- Determine if you would like to include an artifact, such as qualitative or quantitative data, to support your experience.

Describe your Key Actions (in paragraph form):

Remember: Leadership Experiences occur on the campus at the campus-level (beyond the classroom).

Describe your Outcomes (in paragraph form):

Remember: Outcomes reflect the result of the Key Actions (what improved as a result).

Describe your Artifact(s) to upload:

Remember: Artifacts are optional. If used, artifacts should provide additional information to enhance your experience.

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

EXPAND ON YOUR STRONGEST LIFELONG LEARNING EXPERIENCES

STEP

3

Answer the questions below to describe **each** Lifelong Learning experience that you want to include in your application. Repeat for additional experiences. Remember, you may include up to two experiences in this domain.



LIFELONG LEARNING

A Distinguished Teacher **initiates** or **seeks** out multiple **learning opportunities** and **applies learning** successfully to **improve individual** and his or her PK - 12 **campus practice**, showing a commitment to **team innovation and growth**.

What Key Lever of the Lifelong Learning Rubric does this Experience describe?

Professional Coursework

What are the dates of this experience (mm/yy)? _____ to _____

Key Actions:

What prompted you to participate in your new learning experience (reflection, recommendation, low test scores, etc.)? Describe where/how you received the new learning?

What specific knowledge did you gain from your new learning experience?

Key Outcomes:

What did you specifically implement in your classroom and/or share with other educators as a result of the new learning experience? (Be specific. Using only words like strategies, tools, technology do not provide enough detail to determine implementation.)

How do you know your learning positively impacted your actions as an educator?
Describe the impact (what improved)? Be sure to provide impact and outcomes that occurred as a result of the experience.

If the impact of your applied knowledge significantly changed the practice or outcomes within or beyond your classroom, how do you know (qualitatively or quantitatively)?

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

STEP

4

CREATE PARAGRAPHS FOR THE ONLINE APPLICATION PORTAL

- Use the completed Domain Application Worksheets to write paragraphs describing your experience for the DTR Application Portal.
- **Helpful Hint:** Create paragraphs in this Interactive Guide or in a Word Document, then copy and paste the paragraphs into the online DTR Portal.
- Determine if you would like to include an artifact, such as qualitative or quantitative data, to support your experience.

Describe your Key Actions (in paragraph form):

Remember: Lifelong Learning Experiences occur on the campus within the classroom or at the campus level. Lifelong Learning always begins with a new learning.

Describe your Outcomes (in paragraph form):

Remember: Outcomes reflect the result of the Key Actions (what improved as a result).

Describe your Artifact(s) to upload:

Remember: Artifacts are optional. If used, artifacts should provide additional information to enhance your experience.

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

STEP 3 EXPAND ON YOUR STRONGEST CONTRIBUTIONS EXPERIENCES

Answer the questions below to describe **each** Lifelong Learning experience that you want to include in your application. Repeat for additional experiences. Remember, you may include up to two experiences in this domain.



CONTRIBUTIONS TO THE PROFESSION

A Distinguished Teacher contributes to the **improvement of instructional practice of other PK-12 teachers** and/or **impacts PK-12 education policy at the campus, district, state, or national level.**

What Contributions to the Profession Key Lever does this experience describe?

Education Policy

What is the time frame of this experience mm/yy?

to

Key Actions:

What teacher or education policy-related contribution did you make? Be sure the experience contributes to PK-12 teachers on the campus, in the Feeder, Network, District, State or Nation or impacts education policy.

When and where did you make your contribution?

What steps did you take to ensure your contribution was successful?

Key Outcomes:

Who was immediately impacted as a result of your contribution?

(NOTE: Contributions to the Profession should impact other educators.)

What changed for other educators as a result of your contribution?

What qualitative or quantitative data, including available baseline data, can you provide to your impact? In other words, how do you know you were successful?

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

STEP

4

CREATE PARAGRAPHS FOR THE ONLINE APPLICATION PORTAL

- Use the completed Domain Application Worksheets to write paragraphs describing your experience for the DTR Application Portal.
- **Helpful Hint:** Create paragraphs in this Interactive Guide or in a Word Document, then copy and paste the paragraphs into the online DTR Portal.
- Determine if you would like to include an artifact, such as qualitative or quantitative data, to support your experience.

Describe your Key Actions (in paragraph form):

Remember: Contribution to the Profession Experiences can happen either on the campus or above the campus level (District, Region, State, National).

Describe your Outcomes (in paragraph form):

Remember: Outcomes reflect the result of the Key Actions (what improved as a result).

Describe your Artifact(s) to upload:

Remember: Artifacts are optional. If used, artifacts should provide additional information to enhance

SIGNIFICANCE: A DTR Writing Overview

Moving from describing your work to proving your impact

The Secret to Scoring Higher in DTR

- Significance = Action + Evidence + Growth + Impact
- Most teachers describe what they did.
- Significance is proving the difference you made.
- Use this guide to build evidence for Lifelong Learning (4.5) and Leadership (6/8).

What is Significance?

Significance Means:

- A meaningful change occurred.
- The change can be measured.
- The change happened because of your actions. You can show before-and-after evidence.
- The impact extends **beyond normal expectations**. Every teacher is expected to grow students at least one grade level per year. Significant experiences move students further than that.

The Power of Pre and Post Data

- Without pre-data the panel cannot determine growth.
- Without post-data the panel cannot determine impact.
- Without both, significance is difficult to prove.

What Types of Data Show Significance?

- Student Achievement Data: STAAR, iReady, AP, ACP.
- Teacher Practice Data: observations, surveys.
- Campus Impact Data: attendance, behavior, retention, school-wide achievement or survey data.
- Qualitative Data: testimonials, reflections, survey comments, parent or administrator feedback, letters.
- **Remember:** qualitative data must reflect a significant shift in pre- to post- data, just like quantitative data.

Lifelong Learning at the 4.5 Level

- What did you learn?
- How did you implement or share the learning?
- What significant outcomes occurred?
- What pre/post evidence proves growth?

Leadership at the 6/8 Level

- How did you lead beyond your classroom?
- What campus practices changed because of your leadership?
- What baseline and current data demonstrate significance?
- How did your actions accelerate campus goals?
- What pre/post evidence proves growth?

My Lifelong Learning Planner

- What new learning did I receive?
- Where did I learn it?
- What specifically did I learn?
- How did I implement it?
- What evidence do I have that I made a significant Change?

My Leadership Planner

Moving Beyond Participation

- Many teachers participate; significant experiences begin with leaders/influencers.
- Significant experiences create measurable campus improvement.
- What was my leadership role?
- Who Did I Influence?
- What actions did I personally take?
- What changed because of my leadership?
- What evidence do I have that proves a significant change?

FINAL TAKEAWAY:

Don't tell just the panel what you did. PROVE why it mattered

DTR APPLICATION SAMPLES/SCORING

DTR APPLICATION TOOLKIT

Leadership Application Examples

Experience: Math Content Chair

Key Actions: As Math Content Chair for my Team, I researched and prepared a professional development session on Number Lines for our beginning of the year training. The session included techniques and strategies specifically designed for Number Lines, including using manipulatives, visuals and checks for understanding to ensure Mastery.

Key Outcomes: Teachers expressed they feel ready and empowered to teach this TEK.

This experience scores 2 points because it describes preparing a Professional Development session on Number Lines at the campus; it provides limited evidence describing a change in teacher practice.

Experience: Math Content Chair

Key Actions: As Math Content Chair for my Team, I researched and prepared a professional development session on Number Lines for our beginning of the year training. The session included techniques and strategies specifically designed for Number Lines, including using manipulatives, visuals and checks for understanding to ensure Mastery.

Key Outcomes: As a result of the PD and Vertical Planning, teachers increased their comfort with teaching the content. A follow-up survey administered the last week of September shows 70% of teachers felt ready and empowered to teach this TEK. We increased mastery on this TEK during the month of October.

This experience scores 4 points because it describes preparing a Professional Development session on Number Lines at the campus; it provides evidence describing a change in teacher practice as a result of the key actions. This experience does not score 6 points because the key actions do not provide evidence of individual contributions to problem identification; the key outcomes do not provide qualitative or quantitative evidence such as baseline data, to measure change in teacher practice.

Experience: Math Content Chair

Key Actions: As Math Content Chair for my Team, I facilitated collaboration with the math team to analyze benchmark data for all 2nd grade students. In doing so, we found that students were struggling with number lines. In fact, only 50% of our students demonstrated mastery on this TEK. We each researched new techniques on teaching number lines, including using manipulatives, visuals, and checks for understanding to ensure mastery. I compiled these techniques into a PowerPoint and presented it to teachers on September 17. Teachers took notes and incorporated these strategies into their Number Line Unit in October.

Key Outcomes: As a result of the PD and my support, teachers increased their comfort with teaching the content. A follow-up survey administered the last week of September shows 70% of teachers felt ready and empowered to teach this TEK. Throughout the month of October, principals reported that all 2nd grade teachers implemented use of manipulatives and visuals, checks for understanding indicated increased student mastery by 10%.

This experience scores 6 points because it describes individual contributions in preparing a Professional Development session on Number Lines at the campus; it provides evidence of participation in problem identification. This experience also provides evidence of a change in teacher practice as a direct result of the key actions, including using qualitative and quantitative data to describe teachers implementing new information resulting in an increase in student achievement. This experience does not score 8 points because the key outcomes do not provide evidence to determine the significance of the change in teacher practice.

Experience: Math Content Chair

Key Actions: As Math Content Chair for my Team, I analyzed benchmark data for all 2nd grade students, in doing so, I found that our students were struggling with Number Lines. In fact, only 50% of our students demonstrated mastery on this TEK. I began to research new techniques on teaching Number Lines, including manipulatives, visuals, and checks for understanding to ensure mastery. I compiled these techniques into a PowerPoint and Number Line Unit in October. I followed up this PD with additional support during vertical planning to ensure we aligned conceptual teaching on this TEK. This support included sharing strategies the 2nd grade team use, as well as aligning on key vocabulary and sequencing. I went to teachers' classrooms to observe and provide feedback throughout the year as they implemented the strategies.

Key Outcomes: As a result of the PD and vertical planning, teachers increased their comfortability with teaching the content. A follow-up survey given to teachers the last week of September shows 90% of teachers felt ready and empowered to teach this TEK. Throughout the month of October, student performance steadily increased from 50% mastery to 97% mastery. Additionally, our grade level outperformed the district on this TEK. We increased student performance on this EK by 15% compared to last year.

This experience scores 8 points because it describes individual contributions in preparing a Professional Development session on Number Lines at the campus; it provides evidence of leadership in problem identification. This experience also provides evidence of a change in teacher practice as a direct result of the key actions, including teachers implementing new information that resulted in an increase in student achievement. The experience includes multiple examples of qualitative and quantitative data to determine significance.

Lifelong Learning Application Examples

Experience: Attended Research Session at National Conference of Teachers of Mathematics

Key Actions: At the conference I attended sessions on Guided Math and Problem Solving with an emphasis on number lines.

Key Outcomes: Research has shown that using number lines improves math skills. I hope to see an improvement within my students' academic performance.

This experience scores a 0 because it describes the acquired skills and/or knowledge attained as a result of attending a conference. It does not describe how the teacher implemented the knowledge within the classroom.

Experience: Attended Research Session at National Conference of Teachers of Mathematics

Key Actions: At the conference I attended sessions on Guided Math and Problem Solving with an emphasis on number lines. Upon returning to school in August, I designed number lines and activities for all students. The number lines were taped to students' desks, so that were easily accessible during math.

Key Outcomes: Research has shown that using number lines improves math skills. I hope to see an improvement within my students' academic performance.

This experience scores a 1.5 because it describes the acquired skills and/or knowledge attained as a result of attending a conference. It describes how the teacher implemented the knowledge within the classroom. No outcomes are noted.

Experience: Attended Research Session at National Conference of Teachers of Mathematics

Key Actions: At the conference I attended sessions on Guided Math and Problem Solving with an emphasis on number lines. Upon returning to school in August, I designed number lines and activities for all students. The number lines were taped to students' desks, so that were easily accessible during math.

Key Outcomes: After incorporating the number line on each student's desk, I noticed students referencing the manipulative during guided and independent practice. Their scores on this TEI steadily increased during our Number Line Unit.

This experience scores 3 points because it describes the acquired skills and/or knowledge attained as a result of attending a Conference. It describes how the teacher implemented the knowledge within the classroom and there is an outcome as a result of the implemented learning. This experience does not score 4.5 points because there is not a *significant* outcome as a result of the teacher's implementation of the knowledge.

Experience: Attended Research Session at National Conference of Teachers of Mathematics

Key Actions: At the conference I attended sessions on Guided Math and Problem Solving with an emphasis on number lines. Upon returning to school in August, I designed number lines and activities for all students. At the beginning of each lesson where computation was required, students were asked to use the number lines to facilitate their understanding of addition and subtraction. This was done initially with a partner and then in a group setting. After mastery was achieved, I placed number line activities in my center rotations to further solidify the concept.

Key Outcomes: My students initially scored in the lower percentile in computation skills on previous assessments (MAP-BOY. After I implemented number lines into the class protocol, students began to grasp the concepts of addition and subtraction with greater accuracy and within a short time span—some even gained the ability to recall facts with seamless automaticity. On my mid-year checkpoint (MAP-MOY, 90% of students scored at 95% or above on computation. This is resulted in a significant improvement from the MAP-BOY (6% DNM, 83% Approaches, 9% Meets and 2% Masters to MAP-MOY (34% Approaches, 33% Meets and 33% Masters). Of those who did not score 95% or above, all were at a proficient level of 66% Meets/Masters). As a result of my students' increased computation scores, I have been able to devote more time to problem solving and have begun to see significant increases in my students' ability in this area.

This experience scores 4.5 points because it describes the acquired skills and/or knowledge as a result of attending a Conference. The implementation of the knowledge within the classroom is directly aligned with the new learning, described in detail, and provides both significant qualitative and quantitative outcomes including pre-test to post-test data. This experience does not score 6 points because the learning and outcome does not significantly impact the campus or beyond teacher's individual classroom.

Experience: Attended Research Session at National Conference of Teachers of Mathematics

Key Actions: At the conference I attended sessions on Guided Math and Problem Solving with an emphasis on number lines. Upon returning to school in August, I designed number lines and activities for all students. After mastery was achieved, I placed number line activities in my center rotations to further solidify the concept. On my mid-year checkpoint (MAP-MOY), 90% of students scored at 95% or above on computation. This is resulted in a significant improvement from the MAP-BOY (6% DNM, 83% Approaches, 9% Meets and 2% Masters MAP-MOY (34% Approaches, 33% Meets and 33% Masters). Of those who did not score 95% or above on computation, all were at a proficient level of 66% Meets/Masters).

Key Outcomes: As a result of my students' increased computation scores, my principal requested I redesign our team's number line unit and present a training to our campus math team on the new unit. I conducted the training in September, and our campus has seen tremendous result on the TEK. My principal required all math teachers to attend the training and incorporate the strategies I used in my classroom. I went to teachers' classrooms to observe and provide feedback throughout the year as they implemented the strategies. On the MATH MAP-EOY student performance school wide increased from 9% Meets (MAP-BOY) to 66% Meets (MAP-EOY) and 2% Mastery (MAP-BOY) to 45% Mastery (MAP-EOY). Our campus outperformed the district on this TEK, too.

This experience scores 6 points because it describes the acquired skills and/or knowledge attained as a result of attending a conference (new learning). The outcomes are significant for the classroom level and the school level, and the implementation of the knowledge becomes a campus-wide practice and is directly aligned with the new learning, described in detail, and provides significant qualitative and quantitative outcomes with the data provided including pre-test and post-test data with growth defined by achievement bands. The growth on the MAP MOY and MAP BOY can be tied directly to the Key Actions (Math conference, implementation, math growth) .

Contributions to the Profession Examples

Experience: Presented PD at my campus content PLC

Key Actions: My Principal asked me to share my strategies on incorporating number lines in my math classroom with other math teachers at my campus as part of our campus action plan. I presented my strategies during our PLC meeting.

Key Outcomes: 4 teachers attended our PLC, and they are now incorporating my strategies in their classrooms at our campus. We believe that incorporating writing will have a positive impact on the STAAR writing embedded responses, but we do not have results.

This experience scores 1.5 points because it describes sharing math strategies with peers during a campus PLC meeting, resulting in peers implementing strategies in their classrooms. This experience does not score 3 points because there is no evidence to determine impact beyond a minor change in instructional practice at or beyond the campus.

Experience: Presented PD and facilitated PLC for my elementary mathematics network

Key Actions: I was asked to facilitate during our Southwest Network Elementary Math PLC in October. I presented strategies on number lines in the elementary math classroom.

Key Outcomes: 6 teachers from around the district attended my session—"Using Number Lines to Increase Mathematics Proficiency in the Elementary Classroom." To capture feedback on the effectiveness of the sessions, I utilized a Google form/survey, and 97% of attendees agreed that the session was engaging and applicable.

This experience scores 3 points because it describes facilitating a math PLC for a school network, including sharing number line strategies; key outcomes provide evidence to determine how many teachers were impacted, as well as the scope of the impact.

This experience does not score 4.5 points because there is no evidence to determine impact beyond a moderate change in instructional practice; there is no evidence to determine impact beyond school network.

Experience: Presented PD for Eureka Math

Key Actions: The director of Eureka Math visited my classroom in the fall and reached out to me after the visit to ask if I would present my strategies on incorporating number lines the mathematics classroom during summer Professional Development at the district's Teacher and learning Back to School Event.

Key Outcomes: Teachers from around the district attended my sessions-- "Using Number Lines to Increase Mathematics Proficiency in the Elementary Classroom" during the event. To capture feedback on the effectiveness of this session, I utilized a Google form/survey, and 97% of attendees agreed that the session was engaging and applicable.

This experience scores 4.5 points because it describes facilitating a professional development for session for elementary math teachers at the district level. Key outcomes provide evidence to determine how many teachers were impacted, as well as the scope of the impact.

This experience does not score 6 points because there is no evidence to determine a significant impact on instructional practice; there is no evidence to determine impact beyond the district and/or local education community level.

Experience: Presented workshops at the NCTM Annual Conference in Florida

Key Actions: I applied in November and was accepted to present workshops on incorporating Number Line manipulatives into the mathematics classroom.

Key Outcomes: Teachers from 32 states and 4 countries attended my sessions-- "Using Number Lines to Increase Mathematics Proficiency in the Elementary Classroom" To capture feedback on the effectiveness of this session, I utilized a Google form/survey, and 97% of attendees agreed that the session was engaging and applicable. Additionally, I am featured in a YouTube promotional video for upcoming trainings: <https://youtu.be/xxxxxxx>.

This experience scores 6 points because it describes presenting a Professional Development session at the state/national level by way of the NCTM Conference. Key outcomes provide evidence to determine significant impact on a broad range of educators by way of Google survey and YouTube video.

THANK YOU for leading the way for our students and teachers in Dallas ISD!



For more information on the Distinguished Teacher Review:



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Email questions to tei@dallasisd.org

Call the TEI Office at **972-749-5712**

