DTR APPLICATION

EXAMPLE EXPERIENCES
LEADERSHIP

The following DTR Applications are scored using the 2019-2020 DTR Rubric. They are examples of how an Application may be submitted and scored. The examples do not guarantee a specific score on the DTR Rubric.

Leadership Experience 1

Role: Math Content Chair
Date Range: 08/18 - 06/19
Key Actions:
I researched and prepared a Professional Development Session on Number Lines and presented it to colleagues during our feeder pattern PLC. 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. As a result of this Professional Development Session, the math team will be aligned on key vocabulary and techniques throughout our feeder.
Uploaded Artifact: No File Uploaded
Description of how the artifact demonstrates the key outcome(s):
PowerPoint Presentation

SCORE: 0

This experience scores 0 points because it occurs beyond the campus and is not aligned to the Leadership domain. There is no evidence to determine campus-level impact.

Leadership Experience 2

Role: Math Content Chair
Date Range: 08/18 - 06/19
Key Actions:
As a 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.
Uploaded Artifact: No File Uploaded
Description of how the artifact demonstrates the key outcome(s):
PowerPoint Presentation

SCORE: 2

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.

This experience does not score 4 points because it is too vague to determine key outcomes as a direct result of key actions.
The following DTR Applications are scored using the 2019-2020 DTR Rubric. They are examples of how an Application may be submitted and scored. The examples do not guarantee a specific score on the DTR Rubric.

**Leadership Experience 1**

**Role:** Math Content Chair  
**Date Range:** 08/18 - 06/19  
**Key Actions:**
As a 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 administrated 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.

** Uploaded Artifact:** No File Uploaded  
**Description of how the artifact demonstrates the key outcome(s):**  
PowerPoint Presentation, Teacher Survey Data

**SCORE:** 4

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.
LEADERSHIP

The following DTR Applications are scored using the 2019-2020 DTR Rubric. They are examples of how an Application may be submitted and scored. The examples do not guarantee a specific score on the DTR Rubric.

Leadership Experience 2

Role: Math Content Chair
Date Range: 08/18 - 06/19

Key Actions:
As a 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 our 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, 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%.

Uploaded Artifact: No File Uploaded

Description of how the artifact demonstrates the key outcome(s):
Math Team Meeting Notes, Teacher Survey Data, Student TEK tracker

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.
LEADERSHIP

The following DTR Applications are scored using the 2019-2020 DTR Rubric. They are examples of how an Application may be submitted and scored. The examples do not guarantee a specific score on the DTR Rubric.

Leadership Experience 1

Role: Math Content Chair

Date Range: 08/18 - 06/19

Key Actions:

As a 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 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. 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.

Key Outcomes:

As a result of the PD and Vertical Planning, teachers increased their comfortability with teaching the content. A follow-up survey administered 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%. Additionally, our grade level outperformed the district on this TEK. We increased student performance on this TEK by 15% compared to last year.

Uploaded Artifact: No File Uploaded

Description of how the artifact demonstrates the key outcome(s):

Teacher Survey Data, Student TEK Tracker for October, Fall ACP Results with TEKS overall mastery

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

The following DTR Applications are scored using the 2019-2020 DTR Rubric. They are examples of how an Application may be submitted and scored. The examples do not guarantee a specific score on the DTR Rubric.

**Lifelong Learning Experience 1**

**Experience:** Attended Research in Math Education Conference  
**Date Range:** 06/18 - 06/18  
**Key Actions:**  
I attended a PD where I learned about number lines.  
**Key Outcomes:**  
The PD was very helpful and my students grew on the TEK.  
**Uploaded Artifact:** No File Uploaded  
**Description of how the artifact demonstrates the key outcome(s):**  
PD Certificate

This experience scores 0 points because the experience is too vague to determine the skill or knowledge acquired from the learning experience and/or how the learning was implemented within the classroom.

**Lifelong Learning Experience 2**

**Experience:** Attended Research Session at National Conference of Teachers of Mathematics  
**Date Range:** 06/18 - 06/18  
**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 each student’s desk, so they 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.  
**Uploaded Artifact:** No File Uploaded  
**Description of how the artifact demonstrates the key outcome(s):**

This experience scores 1.5 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.

This experience does not score 3 points because there is no outcome as a result of the teacher’s implementation of knowledge.
The following DTR Applications are scored using the 2019-2020 DTR Rubric. They are examples of how an Application may be submitted and scored. The examples do not guarantee a specific score on the DTR Rubric.

**Lifelong Learning Experience 1**

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

**Date Range**: 06/18 - 06/18

**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 each student’s desk, so they 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 TEK steadily increased during our Number Line Unit.

**Uploaded Artifact**: No File Uploaded

**Description of how the artifact demonstrates the key outcome(s)**:

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.
LIFELONG LEARNING

The following DTR Applications are scored using the 2019-2020 DTR Rubric. They are examples of how an Application may be submitted and scored. The examples do not guarantee a specific score on the DTR Rubric.

**Lifelong Learning Experience 2**

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

**Date Range:** 06/18 - 06/18

**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 each student’s desk, so they were easily accessible during math. 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 (Terra Nova Super and beginning of year - 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 midyear checkpoint assessments, 90% of students scored at 95% or above on computation. This is a significant improvement of a 30% increase from the beginning of year assessments. Of those that did not score 95% or above, all were at a proficient level of 80%. 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.

**Uploaded Artifact:** No File Uploaded

**Description of how the artifact demonstrates the key outcome(s):**

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.

This experience does not score 6 points because the learning and outcome does not significantly impact the campus or beyond teacher’s individual classroom.
The following DTR Applications are scored using the 2019-2020 DTR Rubric. They are examples of how an Application may be submitted and scored. The examples do not guarantee a specific score on the DTR Rubric.

**Lifelong Learning Experience 2**

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

**Date Range:** 06/18 - 06/18

**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 midyear checkpoint assessments, 90% of students scored at 95% or above on computation. Of those that did not score 95% or above, all were at a proficient level of 80%.

**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 this TEK! My principal required all math teachers to attend the training and incorporate the strategies I used in my classroom. Throughout the month of October, student performance steadily increased from 50% mastery to 97% mastery. Our campus outperformed the district on this TEK, too!

**Description of how the artifact demonstrates the key outcome(s):**

This experience scores 6 points because it describes the acquired skills and/or knowledge attained as a result of attending a Conference. The implementation of the knowledge is beyond the teacher’s individual classroom, is directly aligned with the new learning, described in detail, and provides significant qualitative and quantitative outcomes.
CONTRIBUTIONS to the PROFESSION

The following DTR Applications are scored using the 2019-2020 DTR Rubric. They are examples of how an Application may be submitted and scored. The examples do not guarantee a specific score on the DTR Rubric.

**Contribution to the Profession 1**

**Contribution:** Campus Math Integration  
**Date Range:** 08/18 - 08/18  
**Key Actions:**  
To better support my campus, I have integrated number lines into my instruction in my math classroom. Students are now using the number line when completing guided and independent practice.  
**Key Outcomes:**  
I believe that incorporating number lines will have a positive impact on our STAAR this spring, but we do not year have results.  
**Uploaded Artifact:** No File Uploaded  
**Description of how the artifact demonstrates the key outcome(s):**  
This artifact shows pictures of students writing in my classroom in Spring 2017.

**SCORE: 0**

This experience scores 0 points because it is student-facing and describes impact within the teacher’s classroom. It does not describe an impact on PK-12 educators or PK-12 education policy and is not aligned to the Contributions to the Profession domain.

**Contribution to the Profession 2**

**Contribution:** Presented PD at my campus content PLC  
**Date Range:** 08/18 - 08/18  
**Key Actions:**  
My Principal asked me to share my strategies on incorporating number lines in my math classroom with the other math teachers at my campus as part of our campus action plan. I presented my strategies during our PLC in August 2018.  
**Key Outcomes:**  
4 teachers attended our PLC, and are now incorporating my strategies in their classroom at our campus. We believe that incorporating writing will have a positive impact on our STAAR writing this spring, but we do not year have results.  
**Uploaded Artifact:** No File Uploaded  
**Description of how the artifact demonstrates the key outcome(s):**  
This artifact shows the presentation deck for my session.

**SCORE: 1.5**

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.
CONTRIBUTIONS to the PROFESSION

The following DTR Applications are scored using the 2019-2020 DTR Rubric. They are examples of how an Application may be submitted and scored. The examples do not guarantee a specific score on the DTR Rubric.

<table>
<thead>
<tr>
<th>Contribution to the Profession 1</th>
<th>SCORE: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contribution:</strong> Presented PD and facilitated PLC for my elementary mathematics network</td>
<td></td>
</tr>
<tr>
<td><strong>Date Range:</strong> 08/18 - 06/19</td>
<td></td>
</tr>
<tr>
<td><strong>Key Actions:</strong> I was asked to facilitate our network (Jane Doe, Alexander Hamilton, Northside, Thomas Jefferson and Mockingjay Elementary Schools) elementary math PLC in October 2018. I presented strategies on number lines in the elementary math classroom.</td>
<td></td>
</tr>
<tr>
<td><strong>Key Outcomes:</strong> 6 teachers from around the district attended my session (&quot;Using Number Lines to increase Mathematics Proficiency in the Elementary Classroom&quot;). To capture feedback on the effectiveness of the session, I utilized a google form/survey and 97% of attendees agreed that the session was engaging and applicable.</td>
<td></td>
</tr>
<tr>
<td><strong>Uploaded Artifact:</strong> No File Uploaded</td>
<td></td>
</tr>
<tr>
<td><strong>Description of how the artifact demonstrates the key outcome(s):</strong> (1) This artifact shows the presentation deck for my session. (2) This artifact shows the sign-in sheets from the session.</td>
<td></td>
</tr>
</tbody>
</table>

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.
CONTRIBUTIONS to the PROFESSION

The following DTR Applications are scored using the 2019-2020 DTR Rubric. They are examples of how an Application may be submitted and scored. The examples do not guarantee a specific score on the DTR Rubric.

Score: 4.5

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.
CONTRIBUTIONS to the PROFESSION

The following DTR Applications are scored using the 2019-2020 DTR Rubric. They are examples of how an Application may be submitted and scored. The examples do not guarantee a specific score on the DTR Rubric.

Contribution to the Profession 1

Contribution: Presented workshops at the NCTM Annual Conference in Little Rock
Date Range: 08/18 - 06/19

Key Actions:
Applied in November 2019 and identified by NCTM conference organizers to present workshops on incorporating Number Line manipulatives into the mathematics classroom in June 2019.

Key Outcomes:
Teachers from 32 states and 4 countries attended my sessions ("Using Number Lines to increase Mathematic Proficiency in the Elementary Classroom") at the NCTM conference. To capture feedback on the effectiveness of the 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 You Tube video promotional video for upcoming trainings: https://youtu.be/XXXXXXXXXX.

Uploaded Artifact: No File Uploaded
Description of how the artifact demonstrates the key outcome(s):
This artifact is the 2019 NCTM conference program, and my sessions are highlighted in Yellow.

SCORE: 6

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 views.