APPLICATION TOOLKIT

2020-2021
DTR Updates.................................................................3
DTR Overview............................................................4
About the DTR Application..........................................5
DTR Rubric Overview..................................................6
2020-2021 DTR Rubric...............................................7-9
Writing Your DTR Application ......................................10
DTR Experiences Brainstorm .......................................11
DTR Application Worksheets .................................12–14
DTR Artifacts .................................................................15
Additional Resources ................................................16
Below are updates to the DTR process for the 2020-2021 school year:

1 Teachers Held Harmless!
Due to circumstances arising from school closures and COVID-19, teachers are being held harmless. The District has developed a one-year pathway for DTR Eligibility in the 2020-21 SY. This pathway utilizes teachers’ 2018-19 TEI Scorecards.

2 Round 1
Teachers with DTR eligibility based on the 2018-19 TEI Scorecard are eligible to carry it forward to the 2020-21 school year. Submission of a new application during the Fall window is optional. NO teachers with current DTR-eligibility will be required to re-apply this year.

3 Round 2
Teachers who received a 2018-19 TEI Scorecard without DTR-Eligibility or teachers with no available 2018-19 TEI data may be eligible to apply for DTR.

TEI Scorecard can be accessed at www.myrecords.dallasisd.org

For additional information on the Distinguished Teacher Review and to access the most up-to-date information, visit www.dallasisd.org/tei.
DTR OVERVIEW

DTR points earned are added to a teacher’s overall evaluation score. Teachers can earn up to 20 points by submitting a DTR Application.

Leadership 8 points

Lifelong Learning 6 points

Contributions to the Profession 6 points

Total Points Available 20 points

*DTR-Eligible teachers may earn up to ten additional points based on years of service as a Distinguished Teacher on a High-Priority Campus (HPC).

Remember:
- Points added to TEI Scorecard based on written application describing recent experiences in Leadership, Lifelong Learning, and Contributions to the Profession
- 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
- Advance (or decline) one Effectiveness level per year, max

Exception 1: teachers in exactly their 3rd year of service

Exception 2: teachers brand new to Dallas ISD in at least their 3rd year of service

Key Dates & Deadlines

- September 25, 2020 – DTR Snapshots released to teachers that applied in 2019-20
- October 8, 2020 – Round 1 DTR Application Opens
- October 22, 2020 – Round 2 DTR Opt-In Task Opens via Cornerstone
- November 5, 2020 – Round 1 DTR Application Closes
- November 5, 2020 – Round 2 DTR Opt-In Task Closes
- January 29, 2021 – Half of Required /Spots/Extended Observations Must be Completed for Round 2
- February 12, 2021 – Deadline to submit early summative for Round 2 teachers
- March 4, 2021 – Round 2 DTR Application Opens
- April 1, 2021 – Round 2 DTR Application Closes

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 Application on their DTR Snapshot by September 2021.
- Teachers will learn if they earned Distinguished Effectiveness Level based on the 2020-21 SY on their TEI Scorecard in September 2021.
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.
- The short answer question and 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.

Go to [https://www2.dallasisd.org/dtr2021](https://www2.dallasisd.org/dtr2021) to access the DTR Application Portal.

**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 2020-2021 DTR Rubric* when completing your Application. The DTR Rubric is helpful in identifying experiences to include within each domain.

Visit [www.dallasisd.org/tei](http://www.dallasisd.org/tei) to sign up for a DTR Application Workshop!
This document is intended to provide a summary of each DTR domain. The 2020-2021 DTR Rubric, in full, can be found on pages 7-9.

**LEADERSHIP**

**Domain Anchor Statement:**
A Distinguished Teacher serves as a role model and leader for peers across the 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.

When deciding what to include in the Leadership domain, ask yourself: How have I collaborated with my peers to accomplish or accelerate the goals of my campus?

**LIFELONG LEARNING**

**Domain Anchor Statement:**
A Distinguished Teacher initiates or seeks out multiple learning opportunities and applies learning successfully to improve individual and 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 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.

When deciding what to include in the Lifelong Learning domain, ask yourself: What learning experiences have I participated in and how did I apply or share the knowledge?

**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?
# 2020-2021 Distinguished Teacher Review Rubric

**Leadership**

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

## Key Levers of Leadership

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

---

*Note: It is possible to earn zero points in this domain if the submitted experiences in the Application do not meet the minimum domain criteria outlined above.*
### 2020-2021 Distinguished Teacher Review Rubric

#### Lifelong Learning

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

<table>
<thead>
<tr>
<th>A. Utilization of Feedback</th>
<th>1.5 points</th>
<th>3 points</th>
<th>4.5 points</th>
<th>6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receives and acts upon formal, specific feedback</td>
<td>Receives and acts upon formal, specific feedback thereby improving an aligned instructional practice</td>
<td>Receives and acts upon formal, specific feedback to significantly improve an aligned instructional practice as measured by quantitative and/or qualitative data</td>
<td>Receives and acts upon formal, specific feedback to significantly impact and improve an aligned campus instructional practice as measured by quantitative and/or qualitative data</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. New Methods and Approaches</th>
<th>1.5 points</th>
<th>3 points</th>
<th>4.5 points</th>
<th>6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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 instructional practice</td>
<td>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 instructional practice and student performance as measured by quantitative and/or qualitative data</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Professional Development</th>
<th>1.5 points</th>
<th>3 points</th>
<th>4.5 points</th>
<th>6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends specific professional development, workshops and/or conference, and implements new learning into an explicit instructional practice</td>
<td>Attends specific professional development, workshops, and/or conferences, and implements new learning resulting in the improvement of an explicit instructional practice</td>
<td>Attends specific professional development, workshops, and/or conferences, and implements new learning to significantly improve an explicit instructional practice, as measured by quantitative and/or qualitative data</td>
<td>Attends specific professional development, workshops, and/or conferences, and implements learning to significantly impact an explicit campus practice; Provides formal professional development to staff to communicate and share knowledge gained from learning experiences as measured by quantitative and/or qualitative data</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Staying Current in the Field of Education</th>
<th>1.5 points</th>
<th>3 points</th>
<th>4.5 points</th>
<th>6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 instructional practice</td>
<td>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 instructional practice</td>
<td>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 instructional practice as measured by quantitative and/or qualitative data</td>
<td>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 a specific campus practice as measured by quantitative and/or qualitative data</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Professional Coursework</th>
<th>1.5 points</th>
<th>3 points</th>
<th>4.5 points</th>
<th>6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in relevant coursework at institutions of higher learning OR participates in other professional programs and demonstrates implementation of knowledge gained, resulting in improved instructional practice</td>
<td>Participates in relevant coursework at institution of higher learning OR participates in other professional programs and demonstrates implementation of knowledge gained to significantly improve instructional practice as measured by quantitative and/or qualitative data</td>
<td>Participates in relevant coursework at institutions of higher learning OR participates in other professional programs and demonstrates implementation of knowledge gained to impact campus practice as measured by quantitative and/or qualitative data</td>
<td>Participates in relevant coursework at institutions of higher learning OR participates in other professional programs and demonstrates implementation of knowledge gained to impact campus practice as measured by quantitative and/or qualitative data</td>
<td></td>
</tr>
</tbody>
</table>

Note: It is possible to earn zero points in this domain if the submitted experiences in the Application do not meet the minimum domain criteria outlined above.
## 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.

<table>
<thead>
<tr>
<th>Key Levers of Contributions</th>
<th>1.5 points</th>
<th>3 points</th>
<th>4.5 points</th>
<th>6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Classroom Visits</strong></td>
<td>Observed by other professionals, primarily at the campus level, thereby influencing instructional practice</td>
<td>Formally sought out by other professionals, primarily at the feeder and/or district level, thereby resulting in a moderate impact on instructional practice</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td><strong>B. Sharing of New Ideas, Work, and Best Practices</strong></td>
<td>Shares new ideas, work or best practices with other teachers, primarily at the campus level, thereby resulting in a minor change in instructional practice</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td><strong>C. Professional Development</strong></td>
<td>Leads professional development and/or mentors other professionals, primarily at the campus level, thereby resulting in a minor change in instructional practice</td>
<td>Leads professional development and/or mentors other professionals, primarily at the feeder level, thereby resulting in a moderate change in instructional practice</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td><strong>D. Education Policy</strong></td>
<td>Collaborates on initiatives, teams or committees, primarily at the campus level, thereby resulting in a minor impact on practice or education policy</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>

Note: It is possible to earn zero points in this domain if the submitted experiences in the Application do not meet the minimum domain criteria outlined above.
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:

**STEP 1**
**BRAINSTORM YOUR EXPERIENCES**
On page 11, generate a list of roles or experiences within the 2018-2019, 2019-2020 and 2020-2021 school years, including the summers of 2018, 2019 and 2020 in which you either:
- Demonstrated leadership on your campus
- Used new knowledge to enhance your or your peers’ instructional practice
- Assisted or impacted fellow educators

**STEP 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

**STEP 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

**STEP 4**
**CREATE PARAGRAPHS IN THE ONLINE APPLICATION PORTAL**
- Use the completed Domain Application Worksheets to write paragraphs describing your experience in the DTR Application Portal
- Determine if you would like to include an artifact, such as qualitative or quantitative data, to support your experience
**BRAINSTORM YOUR EXPERIENCES**

Generate a list of roles or experiences within the 2018-2019, 2019-2020 and 2020-2021 school years, including the summers of 2018, 2019 and 2020 in which you either:

- Demonstrated leadership on your campus
- Used new knowledge to enhance you or your peers’ instructional practice
- Assisted or impacted fellow educators

**STEP 2**

**LABEL YOUR EXPERIENCES**

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
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 the campus in formal and informal settings, proactively setting high standards and demonstrating commitment that accelerates the goals of the school.

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 campus systems or initiatives, what steps did you take to accelerate the goals of your campus?

Key Outcomes:

Who was immediately impacted as a result of your leadership?

What changed for the campus and/or other educators as a result of your leadership?

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

CREATE PARAGRAPHS IN THE ONLINE APPLICATION PORTAL

- Use the completed Domain Application Worksheets to write paragraphs describing your experience in the DTR Application Portal
- Determine if you would like to include an artifact, such as qualitative or quantitative data, to support your experience
CREATE PARAGRAPHS IN THE ONLINE APPLICATION PORTAL

- Use the completed Domain Application Worksheets to write paragraphs describing your experience in the DTR Application Portal
- Determine if you would like to include an artifact, such as qualitative or quantitative data, to support your experience
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.

Key Actions:

What teacher or education policy-related contribution did you make?

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?

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

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

CREATE PARAGRAPHS IN THE ONLINE APPLICATION PORTAL

- Use the completed Domain Application Worksheets to write paragraphs describing your experience in the DTR Application Portal
- Determine if you would like to include an artifact, such as qualitative or quantitative data, to support your experience
DTR APPLICATION ARTIFACTS

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. 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.
Additional resources are available in the DTR Application Portal, including:

- 2020-2021 DTR Rubric
- DTR Application Informational Webinar
- DTR Application Examples
- DTR Application Toolkit
- Frequently Asked Questions

For more information on the Distinguished Teacher Review:

- Visit our webpage at [www.dallasisd.org/tei](http://www.dallasisd.org/tei)
- Email questions to tei@dallasisd.org
- Call the TEI Office at 972-749-5712

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