



APPLICATION TOOLKIT
2019-2020

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WHAT'S INSIDE

DTR APPLICATION TOOLKIT

Below are the updates to the process for the 2019-2020 school year:

1 The DTR Rubric has been updated based on feedback.

Review the updated 2019-2020 DTR Rubric on pages 8-10 prior to completing your DTR Application.

2 DTR Application deadlines are updated.

DTR-eligible teachers who received a TEI Scorecard for the 2018-2019 school year must submit their DTR Application by the Round 1 deadline: noon on November 7, 2019.

Teachers who did not teach in Dallas ISD during the 2018-2019 school year or did not receive a TEI Scorecard must have a summative performance evaluation completed before December 20, 2019, with a score of 65 or more, to be eligible to undergo the Distinguished Teacher Review. These teachers must submit their Application by the Round 2 deadline: noon on February 27, 2020. For a complete list of eligibility requirements, please visit the TEI Website.

3 Total available Tier 1 points have increased from 5 to 10.

Beginning with the 2019-2020 school year, teachers can earn up to 10 points for serving as a Distinguished teacher on a Tier 1 campus. For additional information, please view the TEI Guidebook and/or visit the TEI website.



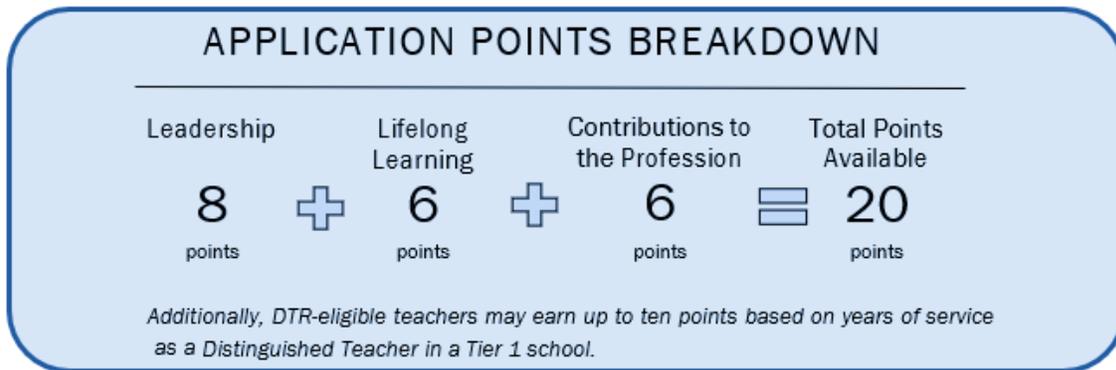
For additional information on the Distinguished Teacher Review and to access the most up-to-date information, **visit www.dallasisd.org/tei**.

DTR OVERVIEW

DTR APPLICATION TOOLKIT

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:

- Newly DTR-eligible teachers must submit a DTR Application to be eligible to earn a Distinguished effectiveness level.
- Beginning with the 2017-2018 cohort (i.e., teachers who submitted a DTR Application in the 2016-2017 school year and earned or maintained a Distinguished effectiveness level), teachers are only required to apply every three years.
- Teachers currently holding a Distinguished effectiveness level (Proficient II or higher) are not required to apply for DTR to advance to the next Distinguished effectiveness level. The teacher must, however, still have current or non-expired DTR points to remain above Proficient I.



Key Dates & Deadlines

- September 27, 2019 – DTR Application window opens for Round 1* DTR-Eligible Teachers
- November 1, 2019 – Deadline for Round 2** teachers to “Opt-In” to DTR via Cornerstone
- November 7, 2019 – DTR Application submission deadline for Round 1 DTR-Eligible Teachers
- November 14, 2019 – Primary Evaluator Final Verification deadline for submitted Round 1 Applications
- December 20, 2019 – Deadline to submit early summative for Round 2 teachers
- January 17, 2020 – DTR Application window opens for Round 2 DTR-Eligible Teachers
- February 27, 2020 - DTR Application submission deadline for Round 2 DTR-Eligible Teachers
- March 5, 2020 – Primary Evaluator Final Verification deadline for submitted Round 2 Applications

* Round 1 consists of teachers with 2018-2019 TEI data who meet DTR Eligibility Criteria.

** Round 2 consists of teachers with no prior 2018-2019 TEI data who earned a 65 or higher on their summative submitted by December 20, 2019.



- Teachers will receive the points earned from their Application on their DTR Snapshot by June 2020.
- Teachers will learn if they earned a Distinguished effectiveness level based on the 2019-2020 SY on their TEI Scorecard in September 2020.

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.
- 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/dtr1920> 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 2019-2020 DTR Rubric* when completing your Application. The DTR Rubric is helpful in identifying experiences to include within each domain.



Visit www.dallasisd.org/tei to sign up for a DTR Application Workshop!

DTR RUBRIC OVERVIEW

DTR APPLICATION TOOLKIT

This document is intended to provide a summary of each DTR domain. The 2019-2020 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?

2019-2020 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	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 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 multiple 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 multiple 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	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	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
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 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 beyond the district level for effective teaching practices which resulted in campus improvements

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.

2019-2020 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.

Key Levers of Lifelong Learning	Performance Levels			
	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. Utilization of Feedback	Receives and acts upon formal, specific feedback	Receives and acts upon formal, specific feedback thereby improving an aligned instructional practice	Receives and acts upon formal, specific feedback to significantly improve an aligned instructional practice as measured by quantitative and/or qualitative data	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
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 instructional 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 instructional 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 instructional practice	Attends specific professional development, workshops, and/or conferences, and implements new learning resulting in the improvement of an explicit instructional practice	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	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
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 instructional 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 instructional 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 instructional 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 a specific 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 instructional 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 instructional 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 impact campus practice as measured by quantitative and/or qualitative data

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.

2019-2020 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:

STEP

1

BRAINSTORM YOUR EXPERIENCES

On page 11, generate a list of roles or experiences within the 2017-2018, 2018-2019, and 2019-2020 school years, including the summers of 2017, 2018, and 2019 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

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

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

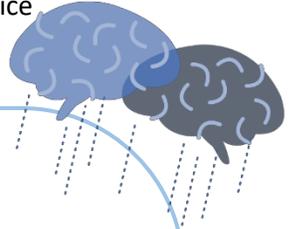
STEP

1

BRAINSTORM YOUR EXPERIENCES

Generate a list of roles or experiences within the 2017-2018, 2018-2019, and 2019-2020 school years, including the summers of 2017, 2018, and 2019 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



A large, empty rounded rectangular box with a light blue border, intended for students to write down their brainstormed experiences.

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

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 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?

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

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

STEP

3

EXPAND ON YOUR STRONGEST *LIFELONG LEARNING 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.



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**.

Key Actions:

What prompted you to participate in your learning experience (reflection, recommendation, low test scores, etc.)?

What specific knowledge did you gain from your learning experience?

What did you implement in your classroom and/or in your practice based on what you learned?

Key Outcomes:

What was the immediate impact on your students or your practice?

How do you know your learning positively affected your actions as an educator?

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)?

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

DTR APPLICATION WORKSHEET

DTR APPLICATION TOOLKIT

STEP

3

EXPAND ON YOUR STRONGEST CONTRIBUTIONS EXPERIENCES

Answer the questions below to describe **each** contribution 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?

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

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. 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.

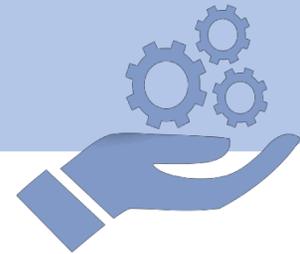
Important Note: Artifacts are optional. If you chose to submit artifacts, use them strategically to paint a more vivid picture of your listed experience.

ADDITIONAL RESOURCES

DTR APPLICATION TOOLKIT

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

- 2019-2020 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



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!