

Distinguished Teacher Review Rubric Draft February 2025

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

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

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

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

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

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

Student Impact

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

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