



**CARTHAGE INDEPENDENT SCHOOL DISTRICT**

**District of Innovation**

**2018 – 2019 Carthage Teacher Appraisal System (CTAS)**



# Carthage Teacher Appraisal System (CTAS)

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## Basis of CTAS

The Carthage Independent School District under the entitlement of 19 TAC 150.1001 and being a District of Innovation with input from campus and district site-based committees, teachers and administration exhibits the capacity of establishing the Carthage Teacher Appraisal System (CTAS).

CTAS uses the Texas Teacher Standards TAC §149.1001 as a framework for establishing the parameter of the system. CTAS reflects elements found in the Texas Teacher Evaluation and Support System (TTESS), Professional Development Appraisal System (PDAS) and includes additional components established by CISD.

## Domains and Indicators

**CTAS applies 6 domains with subsequent indicators to review teachers' practices.**

### **Domain I. INSTRUCTIONAL PLANNING AND DELIVERY**

Domain I is the indicator that addresses planning and delivery. CISD acknowledges that planning is essential to developing a lesson that enables students to exceed in learning. Teachers must be knowledgeable about the Texas Essential Elements (TEKS) that are aligned to the content that is being taught. When the TEKS are updated, teachers are responsible for learning the revised content with the understanding of application in the classroom. Teachers design clear, well organized, sequential lessons that build on students' prior knowledge. Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices. Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate. Teachers communicate clearly and accurately and engage students in a manner that

encourages students' persistence and best efforts. Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning. Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

## **Domain II. Knowledge of Students and Student Learning.**

Domain II addresses student knowledge whereas the teacher needs to know at what level of learning a student is operating and the learning styles that complement the student's attainment of skills and concepts. Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success. Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning. Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

## **Domain III. Content Knowledge and Expertise**

Domain III addresses content knowledge and expertise that a teacher has in their field of teaching. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards. Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content. Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise. Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning. Teachers should embrace technology in instruction that will optimize learning for students in today's society.

## **Domain IV. Learning Environment**

Domain IV addresses the learning environment that surrounds a student while they are attaining academic and social skills in school. It is the interaction with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning. Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds. Teachers organize their classrooms in a safe and accessible manner that maximizes learning. Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior. Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

## **Domain V. Data-Driven Practice.**

Data analysis and assessments are a large part of Domain V in that teachers must know what each student has learned from lessons taught. Appropriate assessments must be developed to indicate at what level of knowledge the student possesses in taught material. Teachers use formal and

informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations. Teachers regularly collect, review, and analyze data to monitor student progress. Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

## **Domain VI. Professional Practices and Responsibilities.**

Domain VI is related to duties and responsibility in, as well as outside the classroom. Professionalism of a teacher involves providing accurate data to the school and district as requested for management purposes. Demonstrates employee responsibilities by being punctual and displaying good attendance. Conducts self in manner and attire appropriately for position. Responds promptly and appropriately to parental, colleague, and administration concerns and is done in a professional manner. The teacher adheres to authorized policies and procedures, supports and stays informed with all school regulations, programs and policies. Selects appropriate channels for resolving concerns/problems with students, parents, colleagues, and administration. Assumes responsibilities outside the classroom as they relate to school. Exercises reasonable responsibility for student management throughout the entire building. Maintains appropriate student-teacher, parent-teacher and colleague relationship in a professional manner.



# Carthage Teacher Appraisal System (CTAS)

## 6 Performance Domains with Subsequent Indicators

<b>Domain I Instructional Planning and Delivery</b>	<ul style="list-style-type: none"><li>*Lessons are designed clear, organized, sequential and builds on students' prior knowledge.</li><li>*Developmentally appropriate, standards-driven &amp; reflect evidence-based best practices.</li><li>*Lessons are designed to meet the needs of diverse learners, adapting methods when appropriate.</li><li>*Communication is clear &amp; accurate and engages students in a manner that encourages students.</li><li>*Discussions and activities promote complex, higher-order thinking</li></ul>
<b>Domain II Knowledge of Students and Student Learning</b>	<ul style="list-style-type: none"><li>*Believes &amp; demonstrate that all students have the potential to achieve at high levels and support all students in their pursuit of social- emotional learning and academic success.</li><li>*Acquires, analyzes, and uses background information to engage students in learning.</li><li>*Facilitates each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.</li></ul>
<b>Domain III Content Knowledge and Expertise</b>	<ul style="list-style-type: none"><li>*Understands major concepts, key themes, multiple perspectives and real-world applications of their grade-level and subject-area content.</li><li>*Design and executes quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate content expertise.</li><li>*Demonstrate content-specific pedagogy that meets the needs of diverse learners, engaging instructional materials to connect prior content knowledge to new learning.</li></ul>
<b>Domain IV Learning Environment</b>	<ul style="list-style-type: none"><li>*Creates a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.</li><li>*Organizes their classrooms in a safe and accessible manner that maximizes learning.</li><li>*Establishes, implements, and communicates consistent routines.</li><li>*Effective classroom management, including clear expectations for student behavior.</li><li>*Leads and maintains classrooms where students are actively engaged in learning.</li></ul>
<b>Domain V Data Driven Practice</b>	<ul style="list-style-type: none"><li>*Implements both formal and informal methods of measuring student progress.</li><li>*Sets individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.</li><li>*Collects, reviews, and analyzes data to monitor student progress regularly</li><li>*Utilizes the data collected and analyzed to inform their instructional strategies and adjust short- and long-term plans accordingly.</li></ul>
<b>Domain VI Professional Practice and Responsibility</b>	<ul style="list-style-type: none"><li>*Teacher follows all requirements of the Code of Ethics and Standard Practices for TX Educators.</li><li>*Teacher keeps all certifications up-to-date and participates in professional development to enhance teaching content and skills.</li><li>*Teacher attends school regularly and punctually attempting to be absent the least amount</li><li>*Teacher manner and attire is professional.</li><li>*Teacher promotes district and campus in community.</li><li>*Teacher uses professional judgement with all students, teachers, parents, administrators and community members.</li></ul>



## Teacher Rating System

### **Accomplished**

The employee performs the criterion at a level which exceeds the district standards. The employee demonstrates most of the descriptors consistently, accurately, and efficiently. If a descriptor is not observed, the employee can, upon request, provide significant and relevant information about the descriptor and explain why the descriptor was not used or applicable.

### **Proficient**

The employee performs the criterion at a level which meets the district standards. The employee demonstrates many of the descriptors consistently and without significant error. If a descriptor is not observed, the employee can, upon request, provide sufficient relevant information to demonstrate reasonable understanding of the descriptor and offer a valid explanation as to why the descriptor was not used or applicable.

### **Developing**

The employee performs the criterion at a level which indicates improved performance is necessary to meet district standards. The employee demonstrates many of the descriptors with minimal proficiency and/or the application of many of the descriptors reflect some inconsistency or error. If a descriptor is not observed, the employee can, upon request, demonstrate minimal knowledge of the concept and/or offer a minimal explanation as to why the descriptor was not used or applicable.

### **Improvement Needed**

The employee performs the criterion at a level which fails to meet district standards. The employee often fails to demonstrate most of the descriptors and/or the application of most of the descriptors often reflects significant error. If a descriptor is not observed, the employee, upon request, is unable to offer a reasonable explanation as to why the descriptor was not used or applicable.

# Student Performance Data

Measuring student growth is an important element in assessing teacher. Assessing a teacher should be done in means that are appropriate to the content being taught. Student growth measures how much a student progresses academically during his or her time with a particular teacher. It takes into consideration a student's entering skill level when measuring how much the student grew over time, and, as opposed to measuring student proficiency on an assessment, student growth isn't concerned with whether or not a student passes a particular test or reaches a predetermined and uniform benchmark. It considers equally students who enter behind grade level, on grade level, and beyond grade level, tailoring growth expectations to each student's context.

By measuring growth, a teacher develops a better understanding about the academic impact of his or her instructional choices. In a formative appraisal process, feedback derived from student growth acts as a complimentary piece to the feedback derived from the appraisal rubric. Whereas the rubric captures how the teacher's practice impacts students holistically, student growth captures how the teacher's practice impacts students academically.

The CTAS addresses this by allowing each campus to determine academic growth measurement. Campuses will meet as departments and groups to select and develop appropriate instruments to measure student growth. These instruments will be reviewed by campus and district administration each year. Growth instruments may include pre-and post-test, portfolios, completed projects, demonstrations, computer assessments, benchmarks, rubrics or any other channel that will assess student growth appropriately.

## Teacher Assessment Frequency

The campus administration shall evaluate at least one-third of the campus teaching staff each year. The campus principal shall select teachers being evaluated unless listed in the mandatory observation. All teachers shall have a formal evaluation a minimum of one time per three years.

The teacher shall be formally observed in the classroom one time every three years as determined by the principal unless the appraiser deems additional observations to be necessary.

Teacher evaluations that shall be mandatory are:

1. First-year teachers.
2. Teachers new to the District.
3. Teachers who have moved positions, campuses, or discipline.
4. Teachers who have received a less-than-proficient rating in any prior evaluation.

Additional formal evaluations may be performed at the discretion of the campus principal.

A classroom observation shall be an instructional period or a complete lesson within an instructional period that consists of a minimum of 45 minutes of instruction.

By mutual, written consent between the appraiser and the teacher, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes.

Each teacher may have additional observations or walk-throughs that provide actionable, timely feedback, which shall allow the teacher to make efficient and contextual professional development choices to help refine practice. If data gathered during the additional observation or walk-through shall impact the teacher's summative appraisal rating, a written summary shall be shared with the teacher within ten working days after the completion of the additional observation or walk-through.



# Carthage Teacher Appraisal System (CTAS)

## Teacher Self-Appraisal

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Domain I – Instructional Planning and Delivery		Never	Often	Most of the time	All the time
<b>Standards and Alignment</b>	I design clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners.				
	I align all instruction based on state content standards (TEKS).				
	I have all objectives aligned and logically sequenced in the lesson.				
	I plan and integrate technology to enhance mastery of the lesson goals.				
<b>Activities</b>	I plan engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.				
	I create lessons that connect to students' prior knowledge, experiences, interest and future learning expectations.				
	I plan instructional groups based on the needs of all students, and allow for students to take ownership of group and individual accountability.				
	I supply activities, resources, technology and instructional materials that are aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.				
	I plan activities that differential students learning styles and learning skills.				
	I adapt lessons to address individual needs of all students.				
<b>Score</b>					
Domain II – Knowledge of Students and Student Learning		Never	Often	Most of the time	All the time
<b>Achieving Expectations</b>	I support all learners in their pursuit of high levels of academic and social-emotional success.				
	I provide opportunities for students to establish high academic and social-emotional expectations for themselves.				
	I ensure high levels of learning, social-emotional development and achievement for all students.				
	I anticipate student mistakes and encourage students to avoid common learning pitfalls.				
	I establish systems where students take initiative of their own learning and self-monitoring.				
	I use content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.				
	I guide my students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning.				
	I provide opportunities for students to utilize their individual learning patterns, habits and needs.				
	I give students the opportunity to set goals, reflect on, evaluate and hold each other accountable within instructional groups.				
	I support all learners in their pursuit of high levels of academic and social-emotional success.				
<b>Score</b>					

<b>Domain III – Content Knowledge and Expertise</b>		<b>Never</b>	<b>Often</b>	<b>Most of the time</b>	<b>All the time</b>
<b>Content Knowledge and Expertise</b>	I deliver a depth of content knowledge that allows for differentiated explanations.				
	I integrate learning objectives with other disciplines and real-world experiences.				
	I anticipate possible student misunderstandings and proactively develop teaching techniques to mitigate concerns.				
	I regularly provide opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).				
	I provide opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application.				
	I sequence instruction that allows student to understand how the lesson fits within the structure of the discipline and the state standards.				
<b>Communication</b>	I clearly and accurately communicate to support persistence, deeper learning and effective effort.				
	I anticipate possible student misunderstandings and proactively develop teaching techniques to address obstacles to learning.				
	I provide explanations that are clear and coherent and use verbal and written communication that is clear and correct.				
	I ask questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussions.				
	I skillfully use probing questions to clarify, elaborate and extend learning.				
	I provide wait time when questioning students.				
<b>Differentiation</b>	I differentiate instruction, aligning methods and techniques to diverse student needs.				
	I regularly monitor the quality of student participation and performance.				
	I regularly provide differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.				
	I proactively minimize student confusion or disengagement by addressing learning and/or social/emotional needs of all students.				
<b>Monitor and Adjust</b>	I utilize input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.				
	I continually check for understanding through purposeful questioning and academic feedback.				
	I persist with lessons until there is evidence that most students demonstrate mastery of the objective.				
	I formally and informally collect, analyze and use student progress data and make needed lesson adjustments.				
<b>Score</b>					

<b>Domain IV – Learning Environment</b>		<b>Never</b>	<b>Often</b>	<b>Most of the time</b>	<b>All the time</b>
<b>Routines/</b>	I organize a safe, accessible, and efficient classroom.				
	I have established and use effective routines, transitions and procedures that I can implement effortlessly.				
	I require students to take some responsibility for managing student groups, supplies and/or equipment.				
	I ensure the classroom is safe, inviting and organized to support learning objectives and is accessible to all students.				
	I ensure that all students feel welcome and important to the classroom.				
<b>Student Behavior</b>	I establish, communicate and maintain clear expectations for student behavior.				
	I consistently encourage and monitor student behavior subtly and respond to misbehavior swiftly.				
	I ensure students know, understand and respect classroom behavior standards.				
	I adjust instruction and activities to maintain student engagement.				
<b>Classroom Culture</b>	I lead a mutually respectful and collaborative class of actively engaged learners.				





## Teacher Lesson Reflection Form

1. Was the pacing of the lesson adequate to ensure that all student expectations to be taught during the lesson were covered?
2. Were all students monitored for accuracy following each teacher directive?
3. Was the vocabulary of the lesson effectively reviewed throughout the lesson?
4. Was the mobility throughout the classroom enough to ensure that all students were engaged and accurate in their work?
5. Were the student expectations used as an interactive instructional tool?
6. Were questions mainly global or individually directed?
7. How many of your students fully understood the concept presented?
8. Were the students completing assigned tasks or was it mainly teacher directed?
9. What percentage of the students were actively engaged?
10. Were students given the opportunity, for example, to turn and talk, pair share or work in a group setting?



## Carthage Teacher Appraisal System (CTAS) Walk-through Form

Teacher \_\_\_\_\_ Campus \_\_\_\_\_

Administrator \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Class Activity \_\_\_\_\_

### Checked items were observed during this administrative walk-through.

#### STUDENTS WERE:

- \_\_\_\_ On task
- \_\_\_\_ Actively involved
- \_\_\_\_ Passive learners
- \_\_\_\_ Reading
- \_\_\_\_ Writing
- \_\_\_\_ Listening
- \_\_\_\_ Speaking
- \_\_\_\_ In learning stations
- \_\_\_\_ In cooperative groups
- \_\_\_\_ Working as a whole class
- \_\_\_\_ In a guided reading setting
- \_\_\_\_ Using a worksheet
- \_\_\_\_ Working on a textbook assignment
- \_\_\_\_ Successfully involved
- \_\_\_\_ Using higher cognitive processes
- \_\_\_\_ Oral presentations
- \_\_\_\_ Using technology

#### TEACHER WAS:

- \_\_\_\_ Lecturing
- \_\_\_\_ Helping individual students
- \_\_\_\_ Facilitating small groups
- \_\_\_\_ Facilitating large group
- \_\_\_\_ Reading to students
- \_\_\_\_ Using technology
- \_\_\_\_ Modeling
- \_\_\_\_ Monitoring independent work
- \_\_\_\_ Sitting at desk
- \_\_\_\_ Communicating effectively
- \_\_\_\_ Assessing student progress/behavior
- \_\_\_\_ Managing time/materials
- \_\_\_\_ Supportive and encouraging
- \_\_\_\_ Incorporating TEKS-based instruction
- \_\_\_\_ Incorporating ELPS (if required by student need)
- \_\_\_\_\_ Differentiation Observed
- \_\_\_\_\_ Activity Observed
- \_\_\_\_\_ Activity Observed

#### EVIDENCE OF POSITIVE CLIMATE:

- \_\_\_\_ Appropriate feedback provided to students
- \_\_\_\_ Instruction/environment accommodates students' needs specified
- \_\_\_\_ Student work displayed
- \_\_\_\_ Room environment reflects curriculum
- \_\_\_\_ Student praised or work valued
- \_\_\_\_ Appropriate behavior/expectations
- \_\_\_\_ Behavior redirected/reinforced

#### COMMENTS:

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_







# Carthage Teacher Appraisal System (CTAS)

## Formal Appraisal Form

Teacher _____	Date _____
Campus _____	Appraiser _____

Domain I – Instructional Planning and Delivery	Rating A P D IN			
Lesson Design	Accomplished	Proficient	Developing	Improvement Needed
Communication	Accomplished	Proficient	Developing	Improvement Needed
Activities	Accomplished	Proficient	Developing	Improvement Needed
Assessment of Knowledge	Accomplished	Proficient	Developing	Improvement Needed

Domain II - Knowledge of Students and Student Learning	Rating A P D IN			
Learning Styles	Accomplished	Proficient	Developing	Improvement Needed
Student Background	Accomplished	Proficient	Developing	Improvement Needed
Expectations to Learning	Accomplished	Proficient	Developing	Improvement Needed

Domain III – Content Knowledge and Expertise	Rating A P D IN			
Content Knowledge	Accomplished	Proficient	Developing	Improvement Needed
Lesson Consistent to Content	Accomplished	Proficient	Developing	Improvement Needed
Differentiation	Accomplished	Proficient	Developing	Improvement Needed

Domain IV – Learning Environment	Rating A P D IN			
Respectful Community	Accomplished	Proficient	Developing	Improvement Needed
Organized Safe Environment	Accomplished	Proficient	Developing	Improvement Needed
Student Discipline	Accomplished	Proficient	Developing	Improvement Needed

Domain V – Data Driven Practice	Rating A P D IN			
Assessments	Accomplished	Proficient	Developing	Improvement Needed
Data Monitoring	Accomplished	Proficient	Developing	Improvement Needed
Instructional Strategy Adjustment	Accomplished	Proficient	Developing	Improvement Needed

Domain VI – Professional Practice and Responsibility	Rating A P D IN			
Assessments	Accomplished	Proficient	Developing	Improvement Needed
Data Monitoring	Accomplished	Proficient	Developing	Improvement Needed
Instructional Strategy Adjustment	Accomplished	Proficient	Developing	Improvement Needed

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Appraiser Signature \_\_\_\_\_ Date \_\_\_\_\_



# Carthage Teacher Appraisal System (CTAS)

## Goal Setting and Professional Development Plan

Teacher Name:	Grade/Subject:	Date:
<b>Goal</b> (After reflecting on your self-evaluation, what do you want to achieve?)		
<b>Actions</b> (How will you accomplish the goal?)		
<b>Evidence</b> of Goal Attainment (How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)		
<b>Targeted Completion Date</b> (When do you anticipate your goal will be met?)		

Administrator's Signature of Goal Acceptance: \_\_\_\_\_ Date: \_\_\_\_\_



# Carthage Teacher Appraisal System (CTAS)

## Student Survey

Please complete the survey below concerning your teacher. This data is for instructional improvement and not to be used in your teacher's evaluation.

<b>Instructional Planning and Delivery</b>	<b>All the time</b>	<b>Most of the time</b>	<b>Sometimes</b>	<b>Never</b>
My teacher is teaching what I am supposed to be learning.				
My teachers lessons have a good flow from beginning to end.				
My teacher uses technology to improve my learning.				
My teacher uses different ways to see what I understand. (tests, discussion, projects.....)				
I give substantive, specific and timely feedback to students, families and school personnel on the growth of students.				
My teacher has high expectations for my learning.				
My teacher uses thing I know, my experience and interests when teaching a lesson.				
My teachers asks thought-provoking questions.				
My teacher uses real-world applications when teaching a lesson.				
My teacher uses different learning groups when teaching a lesson.				
My teacher uses activities, technology and materials appropriately with lessons being taught.				

<b>Knowledge of Students and Student Learning</b>	<b>All the time</b>	<b>Most of the time</b>	<b>Sometimes</b>	<b>Never</b>
My teacher knows about how I can learn best.				
My teacher wants to know what my classmates and I are interested in learning.				
My teacher wants to see everyone success in the class.				
My teacher tries to help everyone in the classroom learn the lesson.				
My teacher connect my learning to what I want to do in the future.				

<b>Content Knowledge and Expertise</b>	<b>All the time</b>	<b>Most of the time</b>	<b>Sometimes</b>	<b>Never</b>
My teacher helps me form high academic and social-emotional expectations for myself.				
My teacher makes sure that students understand the lesson before leaving it.				
My teacher helps me not make mistakes during the lesson.				
My teacher encourages students to think differently about things.				
My teacher uses verbal and written communication that is clear and correct.				
My teacher skillfully use probing questions to clarify, elaborate and extend learning.				

My teacher gives students time to think about a question that has been asked.				
My teacher explains things in a different way if students don't understand.				
My teacher makes sure everyone participates in the lesson.				
My teacher asks students questions to see if we understand what is being taught.				
My teacher uses different activities when the lesson is being taught.				
My teacher checks to see if I understand what is being taught.				

<b>Learning Environment</b>	<b>All the time</b>	<b>Most of the time</b>	<b>Sometimes</b>	<b>Never</b>
My teacher has routines we follow in the classroom.				
My teacher makes me feel safe in the classroom.				
My teacher has students take care of supplies and materials in the classroom.				
My teacher makes me feel welcome in the classroom.				
My teacher cares about my learning.				
My teacher makes it clear about how to act in my classroom.				
My teacher takes care of discipline problems quickly.				
My teacher respects me and my fellow students.				
My teacher makes teaching fun by using things my class is interested in to teach the lesson.				
My teacher helps me and other students in different ways if we do not understand the lesson.				

<b>Professional Practices and Responsibilities</b>	<b>All the time</b>	<b>Most of the time</b>	<b>Sometimes</b>	<b>Never</b>
My teacher has good attendance.				
My teacher is on time for class.				
My teachers appearance is professional				
My teacher appears to be prepared to teach each day.				
My teacher keeps things confidential.				
My teacher talks and acts positively about school issues.				
My teacher has good professional relationships with other teachers.				
My teacher communicates with my parents/guardians about my learning.				

One thing about my teacher's teaching I like is:
One thing I wish my teacher would change about his/her teaching is:

## Texas Administrative Code, Chapter 149.1001 – Texas Teacher Standards

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.

(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

- (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
- (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
- (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

- (i) Teachers teach both the key content knowledge and the key skills of the discipline.
- (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

- (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
- (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
- (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

- (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
- (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

- (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
- (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

- (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
- (ii) Teachers maximize instructional time, including managing transitions.
- (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.

(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

# CARTHAGE ISD | 2018-2019 APPRAISAL CALENDAR

4 Independence Day

JULY 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-4 Christmas Holidays  
21 ML King Day

16-31 No Observations Allowed

AUGUST 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

3-5 No Observations Allowed  
6 First Day of Observations  
26 CTAS Teacher Self-Assessment Part 1 (Goal Setting Professional Development Plan) Due on or before Sept 26-Must be submitted before observation

SEPTEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MARCH 2019						
S	M	T	W	Th	F	S
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11-15 Spring Break

19-23 Thanksgiving Day Holidays

OCTOBER 2018						
S	M	T	W	Th	F	S
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21	22	23	24	25	26	27
28	29	30	31			

APRIL 2019						
S	M	T	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11 CTAS Reflection Goal Due – or after Formal Observation  
19 Good Friday

19-23 Thanksgiving Day Holidays

NOVEMBER 2018						
S	M	T	W	Th	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 CTAS Goal Setting and Professional Development Plan Due  
3 Last Day for Observations

24-31 Christmas Holidays

DECEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2019						
S	M	T	W	Th	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

No Observations shall be conducted on days scheduled for STAAR or other standardized tests on a campus-by-campus basis. Part II and Part III Teacher Self-Assessments should be turned in before Final Observation.