



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
Standards and Alignment	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.				
Activities	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.				
Score					
Domain II – Knowledge of Students and Student Learning		Never	Often	Most of the time	All the time
Achieving Expectations	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.				
Score					
Domain III – Content Knowledge and Expertise		Never	Often	Most of the time	All the time
Content Knowledge and Expertise	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.				
Communication	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.				
Differentiation	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.				
Monitor and Adjust	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.				
Score					

Domain IV – Learning Environment		Never	Often	Most of the time	All the time
Routines/	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.				
Student Behavior	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.				
Classroom Culture	I lead a mutually respectful and collaborative class of actively engaged learners.				
	I engage all students with relevant, meaningful learning, adjusting lessons based on student interests and abilities as necessary.				
	I collaborate positively with students and ensure they collaborate positively with each other.				
	I give students the opportunity to set goals, reflect on, evaluate and hold each other accountable within instructional groups.				
Score					

Domain V – Data Driven Practice		Never	Often	Most of the time	All the time
Data and Assessment	I have a working knowledge of the process and value of a data driven practice.				
	I regularly collect and analyze data to monitor student progress.				
	I use formal and informal methods to measure student progress, then manage and analyze my student data to form instruction.				
	I give substantive, specific and timely feedback to students, families and school personnel on the growth of students.				
	I analyze student data and connect specific instructional strategies to use in my lessons to increase student achievement.				
Score					
Domain VI – Professional Practice and Responsibility		Never	Often	Most of the time	All the time
Professional Ethics	I behave in accordance with the Code of Ethics and Standard Practices for Texas Educators.				
	I am punctual and have good attendance practices to ensure my students have the best instruction as possible.				
	I maintain a professional appearance in all capacities.				
	I attend to all procedural practices including completing forms, providing lesson plans, and other requests made by campus/district standards. I understand my ethical, legal and statutory responsibilities.				
	I abide by all FERPA laws in and out of the school setting.				
	I promote the district/campus and do not communicate negatively about the district/ campus.				
Goal Setting	I reflect on my practice.				
	I set short and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.				
	I meet all professional goals resulting in improvement in practice and student performance.				
Professional Development	I foster faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade/subject level team leadership, committee member or other opportunities beyond the campus.				
School Community Involvement	I demonstrate leadership with students, colleagues, and community members in the school, district, and community through effective communication and outreach.				
	I systematically contact parents/guardians regarding students' academic and social-emotional growth through various methods				
	I join colleagues in collaborative efforts and enhance student learning and welfare.				
	I clearly communicate the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.				
	I regularly collect and analyze data to monitor student progress.				
Score					
Domain I am strong in: I II III IV		I am strong in this domain because:			
Domain I need improvement in: I II III IV		I will improve in this domain by:			
GOAL:					