

Name: _____ Appraisal Year: _____
 Appraiser: _____ Date Submitted: _____
 Campus: _____ Assignment/Grade: _____

**PROFESSIONAL DEVELOPMENT AND SUPPORT
 TEACHER SELF-REPORT FORM**
 Contributions to The Improvement of Academic Performance
 of All Students on Campus

The following are general rules for use of the Teacher Self-Report (TSR):

- (1) *Based upon the nature of the teaching assignment, TEKS objectives may vary in content and level of difficulty.*
- (2) *Context for the objectives include (1) teaching field, (2) assignment and/or (3) varying characteristics of the teacher's students.*
- (3) *Depending upon the classroom context, objectives may be identified for:*
 - a. *A subset of the TEKS objectives.*
 - b. *A subset of classes assigned to the teacher.*
 - c. *A subset of the teacher's students.*
- (4) *The TSR requires the least amount of writing necessary to communicate the point or make the example (limited to one-half page per item).*

Section I*

The data requested in Section I must be presented to the principal within the first three weeks after the orientation. The teacher may elect to revise this section prior to the annual summative conference.

1. Which academic skills (TEKS objectives) do you directly teach or reinforce in your classes?

OTHER OBJECTIVES

With the approval of the principal, certain high school teachers may substitute other standardized measures and related objectives which are addressed in the AEIS system. This may include SAT/ACT, AP, TASP, and end-of-course examinations. Specify below.

2. What processes do you use to assess the needs of your students with regard to academic skills (TEKS objectives)?

Disaggregated TEKS assessment data	<u>Check all that apply</u>
Curriculum-correlated assessment materials	_____
Teacher-designed assessment process/materials	_____
Diagnostic observations	_____
Other standardized test results	_____
Cumulative classroom performance data	_____
Other (describe)	_____

