Name:	Appraisal Ye	ar:
Appraiser:	Date Submitt	ed:
Campus:	Assignment/0	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)?

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

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Section II*

The data requested in Sections II and III must be provided to the principal at least two weeks before the annual summative conference. Limit all responses to one-half page per response.

- 3. Describe a specific instructional adjustment (e.g., materials, sequencing, etc.), which you have made based on the needs assessment of your students.
- 4. Describe the approaches you have used to monitor classroom performance and to provide feedback to students regarding their progress in academic skills.

5. Describe how you assisted your students who were experiencing serious attendance problems.

6. Describe your approach in working with students who were failing or in danger of failing.

Name:	Appraisal Year:	
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Section III**

7. List or describe, in the space provided below, your professional development activities for the past year related to campus/district goals, assigned subject/content, needs of students, or prior appraisal performance in the following areas: inservice, team planning, mentoring, collaboration with colleagues, self-study, video coursework or distance learning, university-level coursework, professional conferences, and other non-traditional activities.

8. As a result of your professional development activities described above, what have you been able to use in your classroom that has positively impacted the learning of students?

9. Be prepared to discuss three target areas for continued professional growth. In order to organize your thoughts, you may wish to make notes below, but it is not required.