

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)	_____



