Name:	Appraisal Year:			
Appraiser Campus:	Date Submitted: Assignment/Grade:			
	PROFESSIONAL DEVELOPMENT AND SUPPORT TEACHER SELF-REPORT FORM			
	Contributions to The Improvement of Academic Performance			
	of All Students on Campus			
The following (1)	ng are general rules for use of the Teacher Self-Report (TSR):  Based upon the nature of the teaching assignment, TEKS objectives may vary in content and level of			
(2)	difficulty.  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: <ul><li>a. A subset of the TEKS objectives.</li><li>b. A subset of classes assigned to the teacher.</li></ul>			
(4)	c. A subset of the teacher's students.  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 O	BJECTIVES			
With the an	proval 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.				
	nat processes do you use to assess the needs of your students with regard to academic skills (TEKS ectives)?			
ъ.	Check all that apply			
Curricu	regated TEKS assessment data lum-correlated assessment materials r-designed assessment process/materials			

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Diagnostic observations
Other standardized test results

Other (describe)

Cumulative classroom performance data

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## PROFESSIONAL DEVELOPMENT AND SUPPORT TEACHER SELF-REPORT FORM

## Sec

Contributions to The Improvement of Academic Performance of All Students on Campus  ction 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.				
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.			

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Name: Apprai Campu	iser:	Appraisal Year: Date Submitted: Assignment/Grade:
Section	III**	
7.	related to campus/district goals, assigned subj in the following areas: inservice, team planni	your professional development activities for the past year ject/content, needs of students, or prior appraisal performance ing, mentoring, collaboration with colleagues, self-study, esity-level coursework, professional conferences, and other
8.	As a result of your professional development your classroom that has positively impacted the	activities described above, what have you been able to use in he learning of students?
9.	Be prepared to discuss three target areas for c thoughts, you may wish to make notes below,	ontinued professional growth. In order to organize your but it is not required.

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