

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

**PROFESSIONAL DEVELOPMENT AND SUPPORT
 TEACHER SELF-REPORT FORM**
 Contribution 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/TAKS 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/TAKS 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/TAKS objectives do you directly teach or reinforce in your classes?

READING

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply.
ALL OBJECTIVES -----			
1	3, 4, 5, 6, 7, 8	The student will demonstrate a basic understanding of culturally diverse written texts.	<input type="checkbox"/>
2	3, 4, 5, 6, 7, 8	The student will apply knowledge of literary elements to understand culturally diverse written texts.	<input type="checkbox"/>
3	3, 4, 5, 6, 7, 8	The student will use a variety of strategies to analyze culturally diverse written texts.	<input type="checkbox"/>
4	3, 4, 5, 6, 7, 8	The student will apply critical thinking skills to analyze culturally diverse written texts.	<input type="checkbox"/>

1	9, 10, 11	The student will demonstrate a basic understanding of culturally diverse written texts.	<input type="checkbox"/>
2	9, 10, 11	The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.	<input type="checkbox"/>
3	9, 10, 11	The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.	<input type="checkbox"/>

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WRITING

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply.
ALL OBJECTIVES -----			
1	4, 7	The student will, within a given context, produce an effective composition for a specific purpose.	<input type="checkbox"/>
2	4, 7	The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar usage and sentence structure.	<input type="checkbox"/>
3	4, 7	The student will recognize appropriate organization of ideas in text.	<input type="checkbox"/>
4	4, 7	The student will recognize correct and effective sentence construction in written text.	<input type="checkbox"/>
5	4, 7	The student will recognize standard usage and appropriate word choice in written text.	<input type="checkbox"/>
6	4, 7	The student will proofread for correct punctuation, capitalization and spelling in written text.	<input type="checkbox"/>

1	10, 11	The student will, within a given context, produce an effective composition for a specific purpose.	<input type="checkbox"/>
2	10, 11	The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar usage and sentence structure.	<input type="checkbox"/>
3	10, 11	The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.	<input type="checkbox"/>

MATHEMATICS

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply.
ALL OBJECTIVES -----			
1	3, 4, 5, 6, 7, 8	The student will, demonstrate an understanding of numbers, operations and quantitative reasoning.	<input type="checkbox"/>
2	3, 4, 5, 6, 7, 8	The student will demonstrate an understanding of patterns, relationships and algebraic reasoning.	<input type="checkbox"/>
3	3, 4, 5, 6, 7, 8	The student will demonstrate an understanding of geometry and spatial reasoning.	<input type="checkbox"/>

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MATHEMATICS (CONTINUED)

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply.
ALL OBJECTIVES-----			
4	3, 4, 5, 6, 7, 8	The student will demonstrate an understanding of the concepts and uses of measurement.	<input type="checkbox"/>
5	3, 4, 5, 6, 7, 8	The student will demonstrate an understanding of probability and statistics.	<input type="checkbox"/>
6	3, 4, 5, 6, 7, 8	The student will demonstrate an understanding of the mathematical processes and tools used on problem solving.	<input type="checkbox"/>

1	9, 10, 11	The student will describe functional relationships in a variety of ways.	<input type="checkbox"/>
2	9, 10, 11	The student will demonstrate an understanding of the properties and attributes of functions.	<input type="checkbox"/>
3	9, 10, 11	The student will demonstrate an understanding of linear functions.	<input type="checkbox"/>
4	9, 10, 11	The student will formulate and use linear equations and inequalities.	<input type="checkbox"/>
5	9, 10, 11	The student will demonstrate an understanding of quadratic and other non-linear functions.	<input type="checkbox"/>
6	9, 10, 11	The student will demonstrate an understanding of geometric relationships and spatial reasoning.	<input type="checkbox"/>
7	9, 10, 11	The student will demonstrate an understanding of two- and three-dimensional representations of geometric relationships and shapes.	<input type="checkbox"/>
8	9, 10, 11	The student will demonstrate an understanding of the concepts and uses of measurement and similarity.	<input type="checkbox"/>
9	9, 10, 11	The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	<input type="checkbox"/>
10	9, 10, 11	The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	<input type="checkbox"/>

SCIENCE

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply.
ALL OBJECTIVES-----			
1	5	The student will demonstrate an understanding of the nature of science.	<input type="checkbox"/>
2	5	The student will demonstrate an understanding of the life sciences.	<input type="checkbox"/>

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SCIENCE (CONTINUED)

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply.
ALL OBJECTIVES-----			
3	5	The student will demonstrate an understanding of the physical sciences.	<input type="checkbox"/>
4	5	The student will demonstrate an understanding of the earth sciences.	<input type="checkbox"/>

1	10, 11	The student will demonstrate an understanding of the nature of science.	<input type="checkbox"/>
2	10, 11	The student will demonstrate an understanding of organization of living systems.	<input type="checkbox"/>
3	10, 11	The student will demonstrate an understanding of the interdependence of organisms and the environment.	<input type="checkbox"/>
4	10, 11	The student will demonstrate an understanding of the structures and properties of matter.	<input type="checkbox"/>
5	10, 11	The student will demonstrate an understanding of motion, forces and energy.	<input type="checkbox"/>

SOCIAL STUDIES

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply.
ALL OBJECTIVES-----			
1	8, 10, 11	The student will demonstrate an understanding of the issues and events in U.S. History.	<input type="checkbox"/>
2	8, 10, 11	The student will demonstrate an understanding of geographic influences on historical issues and events.	<input type="checkbox"/>
3	8, 10, 11	The student will demonstrate an understanding of economic and social influences on historical issues and events.	<input type="checkbox"/>
4	8, 10, 11	The student will demonstrate an understanding of political influences on historical issues and events.	<input type="checkbox"/>
5	8, 10, 11	The student will use critical-thinking skills to analyze social studies information.	<input type="checkbox"/>

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OTHER OBJECTIVE

1. 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/TAKS objectives)?

- Disaggregated TEKS/TAKS data
- Curriculum-correlated assessment materials
- Teacher-designed assessment process/materials
- Diagnostic observations
- Other standardized test results
- Cumulative classroom performance data
- Other (describe below)

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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 (TEKS/TAKS objectives).

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

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

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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.