

# Know Your Rights

## The Pre-Stull Evaluation Process: *Initial Planning Conference and Initial Planning Sheet*

**Establishing Objectives:** At the beginning of the school year, you should meet with your evaluator to “*work cooperatively* to establish” your objectives. Article X, Section 4.0. These “individual performance objectives” are to be mutually agreed upon, not merely imposed from top to bottom. If you need help in formulating objectives, you should seek assistance from your department or grade level chair, veteran teacher, and/or chapter chair.

**Importance of Objectives:** The list of objectives upon which you agree with your administrator and include on your initial Planning Sheet is significant in that it sets the criteria by which you will be evaluated. Needless to say, objectives should be measurable, reasonable, and attainable. Unreasonable or unrealistic objectives constitute a set-up for failure. Examples of the subject matter of objectives can be found in Article X, Section 4.1.

**Appealing an Administrator’s Determination Regarding Objectives:** “If the employee and the evaluator are unable to reach an agreement upon the content of the objectives, and the employee is dissatisfied with the evaluator’s determination, the employee may appeal the matter to the next higher administrative level for resolution.” Article X, Section 4.2.

**Modifying Objectives During the School Year:** At any time during the year, either party may initiate discussions to modify the objectives “if performance problems develop or if constraints are identified which will affect” your progress toward the established objectives. Article X, Section 4.3.

**UTLA List of Constraints:** Please see the reverse side of this sheet for a list of possible constraints that you may wish to consider including in or attaching to your Initial Planning Sheet. You should review this list carefully to determine which of these constraints apply to your situation. You may do this either at the time of submission of your Initial Planning Sheet, or afterward (as indicated above) as a “modification.” Whatever constraints you choose to include should have applicability to your individual situation and not be included merely as boilerplate language.

## The following constraints prevent teachers and students from achieving their potential.

*Select only those constraints that apply to your situation, copy, and attach to your Initial Planning Sheet.*

1. Crowded classes that prevent individualized instruction and promote discipline problems.
2. Traveling or roving which prevents teachers from setting up a good learning environment.
3. Improper use of common planning time.
4. Burdening overtaxed teachers with the chores of secretaries, policemen, and collection agents, e.g., cafeteria supervision, hall patrol, playground and bus duty, lavatory checking, money collection, and duplication of material.
5. Understocked and understaffed libraries.
6. Unreliable and rigid requisition and delivery system for school supplies.
7. Shortages of necessities such as teacher manuals, audiovisual apparatus (including TVs, VCRs, CD/DVD players, current videos, CDs, DVDs), legible paper, music materials, science kits and equipment, computers and software, pencils, crayons, construction paper, PE equipment, staplers, tape, etc.
8. Delays in repairing and servicing equipment, windows, floors, and structures.
9. No expense account to buy needed teaching aids.
10. Frequent classroom interruptions.
11. Favoritism in rotating assignments among difficult or slow classes.
12. Closed stock rooms.
13. Lack of textbooks and materials that meet the differing abilities of students.
14. Inadequate teacher workrooms, lounges, or lavatories.
15. Lack of separate rooms for counseling, remedial reading, speech therapy, art, music, and the RSP program.
16. Teacher staff development run by non-teachers, that is poorly planned, and/or performed outside school hours.
17. Frequent assignment of duties during a teacher's lunch period.
18. No adequate program to diagnose and treat disruptive students. Readmission to regular classes without corrective or therapeutic action.
19. Failure of administration to support a teacher in a discipline case. Not enough time to talk personally with students.
20. Insufficient number of telephones for teachers and counselors to contact parents about their students.
21. Lack of academic freedom from administrative interference in conducting class, grading students, handling controversial subjects, and providing innovative instruction.
22. Arbitrary or capricious teacher evaluation procedure.
23. Requiring secondary teachers to forgo their preparation period in order to cover classes, or adding students from an absent teacher's class to an elementary class.
24. No district procedure for a faculty to evaluate or have an incompetent administrator removed.
25. Lack of a daily preparation period for every teacher.
26. Failure to provide all students with specialists in the fields of music, art, physical education, and library.
27. Not enough psychologists, counselors, coordinators, and mental health teams to handle the problems of students.
28. Lack of time for department chairs to provide services to members of departments.
29. Patronage system in the appointment of administrators.
30. Assignment of teachers outside their field of competence and training.
31. Culturally insensitive school program.
32. Depriving students of needed workbooks for reading, math, and English.
33. Failure to provide economically disadvantaged student with needed services.
34. Outdated curriculum in many areas, controlled by non-teachers.
35. High transiency rate.
36. Failure to provide library centers and reference books adequate for each elementary classroom.
37. Split grade classes that further inhibit instruction and widen the achievement range of pupils.
38. Lack of access to stockroom, book room, supply cabinets, and copy machines.
39. Lack of collaboration between parents and teachers.
40. Non-supportive school climate.
41. Hostile, non-caring, and non-supportive administrators.
42. District-mandated programs and pacing plans that are not based on needs of students, nor developed with teacher involvement.
43. Distinct contradiction between the district's strict pacing requirement and a teacher's obligation to provide individualized instruction.
44. Lack of intervention mechanisms.
45. (Other)