

# KNOW YOUR RIGHTS

## *“Getting Through the Stull Evaluation Process”*

### **Article X and the 2012 Supplement to Article X MOU are still in force!**

*Many members have asked for clarification of UTLA’s advice to comply with the District’s demands. Yes, comply with your administrators’ instructions. But how do you comply? Protect yourself:*

1. **Self- Reflection-** The self-assessment is optional and supposedly “confidential.” It is suggested that you state you are a highly qualified teacher. State you understand the standards and teach to the standards. If necessary, state areas in which the District has not provided sufficient training in areas it wants implemented.
2. **Initial Planning Sheet-** Submit the *UTLA Letter to the Principal* (provided in the Evaluation Rights Toolkit Part 2, August 2013) to your administrator. Add to the letter and the listing of objectives, **“I have not waived the protection of having my evaluation based on the California Standards for the Teaching Profession (CSTPs).”** Include this statement on the Initial Planning Sheet.
3. **Do not sign the Initial Planning Sheet** you submit online. Whatever you submit online in this process, keep a copy for yourself. You are not required to list objectives only as described by the District. All objectives listed should be mutually agreed upon by you and your evaluator. If that is not the case, note it directly on the IPS. It is recommended you also file an appeal.
4. **Citing Student Outcome Data-** Make sure that the objectives do not contain percentages of any kind, and do not state that you as a single teacher plan to increase student achievement by a range related to this data. Instead, state, “...based on student outcome data, our grade level will focus on...” If you and your evaluator disagree, you may file an appeal. Be sure to indicate the disagreement with the listed objectives directly on the IPS.
5. **Lesson Plans-** You are not required to follow any specific format in writing lesson plans; you are only responsible to show evidence of planning. A grievance can be filed if a violation occurs (Article IX, Section 4.1). Keep copies of your lesson plans.
6. **Document, document, document-** Document all your experiences during this process. It will be helpful in making your case if it is necessary to file a grievance.
7. **Deferral-** For an extension between years of being evaluated, put your request in writing. If the deferral is denied, write a letter of appeal to your evaluator’s director. Keep a copy of your request for deferral and your appeal for your records.



Date:

RE: Request for Deferral

Dear Principal \_\_\_\_\_,

I met with you on \_\_\_\_\_, and requested in writing on \_\_\_\_\_ to have the period between Stull evaluations extended. I have met all criteria described in California State Education Code Section 44664. The LAUSD/UTLA Collective Bargaining Agreement provides implementation of this provision in the law in Article X, Section 3.0c as well as the LAUSD-UTLA December 2012 Evaluation Procedures Supplement to Article X Section 1.2.

To date, I have not received your response. Please respond to my request within 5 days. I appreciate your consideration of my request.

Sincerely,

\_\_\_\_\_, Teacher

cc: ESC Instructional Director \_\_\_\_\_

UTLA Area Representative \_\_\_\_\_

# Letter of Appeal Regarding Objectives

Date:

Dear Principal \_\_\_\_\_,

This is written as a formal response to your revision of my Initial Planning Sheet for the \_\_\_\_\_ school years. Specifically, the District, through your actions as principal, has violated Section 1.3 (e) of the negotiated agreement recently ratified by both the UTLA bargaining unit members and the elected Board of Education, by and through your inclusion of an additional objective/strategy that is in keeping with the violation.

Therefore, I do not agree with your objective/strategy as described on my Initial Planning Sheet. Thus, pursuant to the provisions of Article X, Section 4.2 of the UTLA-LAUSD Contract, I do hereby appeal your action to the ESC Instructional Director responsible for oversight of this school site. In like manner, this is also to inform you that I reserve the right to formally grieve any resulting Final Performance Evaluation that contains an overall rating of Below Standard, as provided in Section 1.3 (e) of the ratified agreement supplementing Article X.

Sincerely,

\_\_\_\_\_, Teacher

cc: ESC Instructional Director: \_\_\_\_\_

UTLA Area Representative: \_\_\_\_\_

# TEACHER EVALUATION (STULL) ADVISORY

The intended purpose of the evaluation process is to evaluate employee performance, provide assistance, remediation, or discipline when needed, and improve the quality of educational services provided by the employee. To achieve the intended purpose you must be supported!

Observations by the Site Administrator will determine whether or not the stated agreed upon objectives are being met. To assure your position in the outcomes of these observations, here are a few tips to protect yourself:

1. Do not sign the IPS until there is an IPS conference– crucial!
2. Write down the date and time of your administrator's visit to your room regardless of the reason for the visit.
3. Write down how long they stayed and what they did while in your room.
4. Write down what the students were doing and what you were doing during the visit. Use an observation log or journal to document observations.
5. Save or photocopy samples of student work for the lessons while present. Make a data analysis of the lesson. Example, whatever you were teaching, know how many students met proficiency, approached proficiency, or need more intense review or reinforcement. Keep samples of anything addressed in the conference.
6. A conference memo must be issued within 4 days of the conference held after the observation if there were identified problems and/or deficiencies. Keep track of that being done. Take notes during the conference. Be an active participant.
7. Respond appropriately to the conference memos. Save all conference memos.
8. Do not point out any errors in the process. This will work in your favor.
9. Have parents sign release forms to allow you to photograph and videotape the students in an educational setting.
10. Take pictures of your classroom during various points in the year. Videotape or audio record observed lessons. Take photos of bulletin boards as needed.
11. Document all efforts to comply with assistance and guidance given by the evaluator and your PAR coach. Note what you implement in your lesson plans.

Remember, Below Standard Stull evaluations are primarily winnable on procedural grounds. You have to be vigilant in protecting yourself in the process. Foremost, be aware of your performance and seek to make improvements where necessary.

## Teacher Evaluation Observation Log

DAY/DATE	TIME	OBESERVER(S)	COMMENTS

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# TEACHER EVALUATION COMPARISON CHART

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Name \_\_\_\_\_ Evaluator \_\_\_\_\_

School \_\_\_\_\_ PAR Coach or 2<sup>nd</sup> Observer \_\_\_\_\_

INITIAL PLANNING SHEET OBJECTIVE	ASSISTANCE AND GUIDANCE	FEEDBACK OFFERED