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www.utla.net

STULL

Performance Evaluation

Preparation for Your STULL Evaluation



Stull Evaluation Q&A

What to know before setting your objectives

LAUSD unveiled a new evaluation form in the 2003-2004 school year.

Below is a Q&A on general questions about the process and a sample initial planning sheet geared to the new Stull form. For more detailed information, see the resources at the end of this article.

What is the Stull process?

It is the process by which most LAUSD teachers and health and human services personnel are evaluated. The Stull should be viewed as an opportunity for introspection by the teacher. It should also promote a dialogue between the teacher/ support staffer and the administration. The Stull becomes part of a teacher's permanent record and can be used for future promotions. It follows this basic timeline:

Start of school year: Establish individual objectives with your administrator.

During school year: Administrator makes

classroom observations and holds conferences to discuss observations. Assistance must be offered, if necessary in writing.

Near the end of school year: Evaluations issued.

Who receives Stull evaluations and how often?

Probationary and permanent teachers receive Stull evaluations. Probationary teachers must be "Stulled" each year. Until recently all permanent teachers were required to be stulled at least once every other year (however, a permanent teacher could be Stulled every year).

Last September, Governor Davis signed AB 954 by Assembly Member Jackie Goldberg (Los

LAUSD AN UNIFIED SCHOOL DISTRICT
EVALUATION OF INSTRUCTIONAL PERSONNEL
FINAL EVALUATION REPORT

Check appropriate circle. Type in comments and other information in the appropriate boxes. Make one comment for each category noted in column. Use only shaded boxes for employee's desired level of performance. Retention only in the column. Shaded boxes indicate criteria for all employees.

Employee No.: _____ Date Initial Planning Sheet Submitted: _____
Name: _____ Location Code: _____
Staffer: _____ School or Facility: _____
Contractor Dates: _____
Observation Dates: _____

INSTRUCTIONS: Check appropriate circle. Type in comments and other information in the appropriate boxes. Make one comment for each category noted in column. Use only shaded boxes for employee's desired level of performance. Retention only in the column. Shaded boxes indicate criteria for all employees.

AREAS OF EVALUATION

1. SUPPORT FOR STUDENT LEARNING

	MEETS	NEEDS IMPROVEMENT	NO
a. Uses the results of multiple assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses all available data to inform instruction and assess student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Engages students in problem solving, critical thinking and other activities that make subject matter meaningful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses a variety of instructional strategies and resources to respond to students' diverse needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Integrates students' prior knowledge, life experiences, and interests into the instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. PLANNING AND DESIGNING INSTRUCTION

	MEETS	NEEDS IMPROVEMENT	NO
a. Demonstrates evidence of short term and long term plans to foster student learning and achievement of the state standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses state subject content standards to establish rigorous learning goals for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Incorporates ideas and information within and across subject matter areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses instructional strategies, materials, resources, and technologies that are appropriate to the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Plans instruction to ensure that all groups of students have equal access to the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. CLASSROOM PERFORMANCE

	MEETS	NEEDS IMPROVEMENT	NO
a. Demonstrates knowledge of state standards and student development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses a grading/evaluation system that is aligned with State Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Establishes and maintains standards for student behavior and creates a climate that promotes fairness and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Plans and implements classroom procedures and routines that support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Uses instructional time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Provides an effective classroom environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. DEVELOPING AS A PROFESSIONAL EDUCATOR

	MEETS	NEEDS IMPROVEMENT	NO
a. Establishes professional goals and demonstrates continuous growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Works with colleagues to improve professional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provides objective responses to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Collaborates to the improvement of the school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Communicates regularly with students and parents about instructional goals and student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Follows district and state policies, laws and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Communicates and interacts with colleagues, staff, parents and students in an appropriate manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Pursues ongoing student effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. PUNCTUALITY, ATTENDANCE AND RECORDKEEPING

	MEETS	NEEDS IMPROVEMENT	NO
a. Regularly arrives on time, starts class on schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Regularly in attendance for the total contract day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Maintains accurate and timely records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. OVERALL EVALUATION

MEETS Standard Performance (Comments optional below) Below Standard Performance (Comments required below)

COMMENTS: _____

RECOMMENDATIONS: _____

RECOMMENDED ASSISTANCE: _____

TO BE EVALUATED NEXT YEAR: YES NO

IF THE EVALUATOR IS THE PRINCIPAL, ONLY ONE SIGNATURE, EMPLOYEE NUMBER AND DATE ARE REQUIRED. USE THE ADMINISTRATIVE PORTIONS FOR EVALUATION PURPOSES ONLY.

Principal Signature: _____ Date: _____

Employee Signature: _____ Date: _____

Angeles). The new law provides that teachers who have served at least 10 years in a district may be evaluated at least every 5 years if they received “meets or exceeds standards” evaluations. This longer evaluation period of 3, 4, or 5 years would require mutual consent of the evaluator and the employee. UTLA is meeting with the District to determine procedures. Updates on implementing AB 954 will be posted on the UTLA website: www.utla.net and reported in UNITED TEACHER.

Emergency credential teachers, non-tenured adult education teachers, and other provisional employees are evaluated on the District’s form 1022. Provisional and emergency teachers are subject to evaluations at any time. This Q&A only concerns Stull evaluations.

How is the new Stull evaluation form different from last year’s?

The form has been updated to better reflect California state standards for the teaching profession. The goal is to create more consistent evaluation

criteria for teachers during all stages of their careers, from studying for a credential to teaching in a classroom. (see inside front cover).

Do I have any say in determining my objectives for the year?

Absolutely. Your objectives should be developed soon after school starts by working with your administrator during one or more planning conferences. You and your administrator should agree on your objectives. The objectives should relate to the five areas on the new evaluation form:

- Support for student learning
- Planning and designing instruction
- Classroom performance
- Developing as a professional educator
- Punctuality, attendance, and record keeping

If you do not agree with your objectives, you may appeal to the next higher administrative level, i.e., the local district superintendent. If you still don’t agree, you

may note on the objectives form that these objectives were not the product of your agreement.

Once my objectives are set, can they be changed?

Yes. Objectives can be modified if something prevents you from making progress toward your objectives or, alternately, your administrator feels you exhibit performance problems. Changes can be initiated by either you or your administrator, but once again, you should reach agreement on the changes. If not, as in the previous question, you can appeal to the next higher administrative level.

I feel that there are things—such as a lack of enough textbooks for my students—that will limit my ability to meet my objectives. What should I do?

UTLA has developed a list of items—such as frequent classroom interruptions, outdated textbooks, and a shortage of supplies—that can hinder you from doing your job. UTLA feels that the following disclaimer should be written on all objective forms whether the teacher

and the administrator agree or not:

“Pursuant to California Education Code sections 44660-65, I specifically renounce and reject any standards, objectives, techniques, board rules, or policies which are not reasonable, professional, valid, or consonant with the growth of my students and with relevant education principles. I also incorporate by reference the UTLA list of constraints upon which the achievement of all valid goals and objectives are predicated.”

You can find the list of constraints on the following pages.

I am a teacher at a year-round school and have already completed my objectives. Can I change them?

Yes, if necessary. Review the information in this brochure to see if you feel it is necessary to amend your objectives for this year.

How will the administrator determine if I meet my objectives?

Your administrator should visit your classroom and observe your work. Observations should be followed by conferences,

where he or she should make specific recommendations and offer appropriate help, if he or she sees a problem in your performance. *Once again: If problems are identified, your administrator must give you specific, written recommendations for improvement, and you must be offered counseling and assistance. **Within four working days** of the conference, you should receive a copy of written records relating to observations, conferences, and assistance offered, along with any warning to improve performance. You have a right to respond to conference summaries in writing. However, if the administrator does not determine that your performance needs improvement, he or she does not have to give you written records.*

When will I be issued the final evaluation report?

Your administrator must issue your final evaluation report not less than 30 calendar days before the last regularly scheduled school day of your scheduled work year. UNITED TEACHER will print complete informa-

tion in the spring on your rights regarding your final evaluation report. This information will also be posted on the UTLA website: www.utla.net.

For more information:

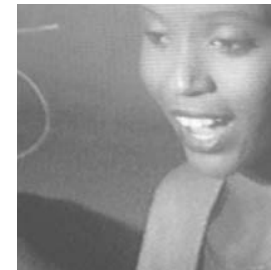
- UTLA offers free classes. Check the UNITED TEACHER and utla.net.
- Refer to your contract, Article X, sections 1.0 - 6.3 and 11.0 e and f.
- Ask your chapter chair. Chapter Chairs can call their area representative for additional help at (213) 487-5560.
- Call a UTLA Member Services representative at (213) 487-5560 or (800) 556-UTLA. Member Representatives are available Monday-Thursday, from 11:30am-7:00pm, Fridays until 3:30pm.

The following constraints keep teachers and students from achieving their potential.

Check the ones that apply in your situation 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, 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, 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 innovating instruction.
22. Arbitrary or capricious teacher evaluation procedure.
23. Requiring secondary teachers to forgo their preparation period in order to cover classes or filling elementary classroom with more students from an absent teacher's 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 department.
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 students 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 stockrooms, book room, supply cabinets, and Xerox machine.
39. Lack of collaboration between parents and teachers.
40. Non-supportive school climate.
41. Hostile, non-caring, non-supportive administrators.
42. District-mandated programs and pacing plans that are not based on needs of students, nor developed with teacher involvement.
43. Lack of intervention mechanisms.



Sample initial planning sheet

The following sample initial planning sheet, geared toward the new Stull evaluation form, was developed by Peer Assistance and Review consulting teachers Emma Price and Odessa Cleveland.

Objectives

1. Support for Student Learning

1. To access student prior knowledge with learning goals
2. To use a variety of instructional strategies and resources to meet the diverse needs of students
3. To engage students in critical thinking activities that make subject matter meaningful

2. Planning and Designing Instruction

1. To design short-term and long-term lessons to facilitate student learning
2. To use content standards to guide short-term and long-term planning
3. To integrate technology and other appropriate materials and resources

3. Classroom Performance

1. To organize subject matter for student learning
2. To maintain standards for student behavior, implement classroom procedures and use instructional time effectively
3. To use a variety of assessments that are aligned with the state standards

4. Developing As a Professional Educator

1. To establish professional goals and pursue opportunities to grow professionally
2. To collaborate with students/parents/school community
3. To adhere to District and state policy

5. Punctuality, Attendance, and Record Keeping

1. To be punctual daily
2. To be present regularly
3. To maintain accurate and timely records

How to meet objectives

Journals, questions, KWL

Cooperative group, pair share, triads, manipulatives, questions based on Bloom's Taxonomy

Socratic questioning, graphic organizers, Gardner's Multiple Intelligences, accountable talk

Thematic units, projects, internet research, interdisciplinary planning (use CSTP guide to access other means)

Differentiated instruction, re-teaching, modified assignments, backwards planning

Scaffolding lessons, grade-level appropriate materials, graphic organizers, mentoring via e-mail.

Learning centers, Power Point, variety of reading strategies (Read-Aloud, Reciprocal Teaching, Jig-saw), open-ended questions

Establish rules, consequences and rewards, state clear exceptions, plan rigorous activities and engage in accountable talk, active questioning

Rubrics, portfolios, checklist

Set professional goals, attend workshops/conference, join a professional collaborative, take part in banked time activities

Parent workshops/visitations, Back-to-School Night, send correspondence, Open House, student-led conferencing

Roll book, progress reports, log communications

Follow District and state policies, laws and regulations

