

Evaluation: List of constraints

Use on your initial planning sheet.

The following items keep teachers and students from achieving according to their potential. Circle 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 audiovisual apparatus (including TVs, VCRs, and current videos) teacher manuals, 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, 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 that meet the differing reading 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 that is run by nonteachers, 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. Frequent 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. Pressure requiring secondary teachers to forgo their preparation period in order to cover classes or further filling an overcrowded elementary classroom with more students from an absent teacher's class.
24. No district procedure for 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, and physical education.
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 in schools to meet their needs.
34. Outdated curriculum in many areas, controlled by nonteachers.
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. Nonsupportive school climate.
41. Hostile, noncaring administrators.
42. District-mandated programs and pacing plans that are not based on needs of students.
43. Lack of intervention mechanisms.
44. Other: _____

Signature: _____

Disclaimer:

"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 educational principles. I also incorporate by reference the UTLA lists of constraints upon which the achievement of all valid goals and objectives is predicated."