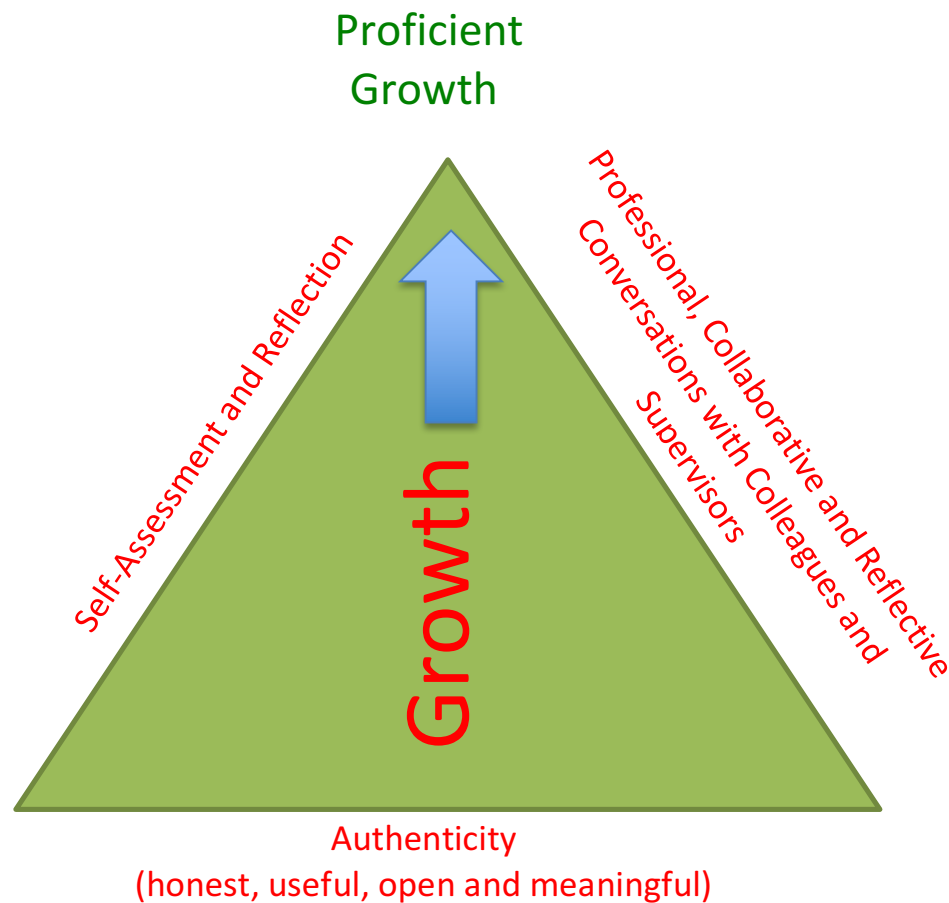


### Schedule A of the Unit A Contract (4 pages)

*The Needham Public Schools believes that proficient educators focus on their own professional growth to enrich practice, which will lead to improved student achievement. This process relies on the willingness of each educator to engage in authentic self-assessment, professional and reflective conversations with colleagues and supervisors, and a deep commitment to professional improvement.*

*We believe the evaluation model is most effective when it is 1) based on standards, 2) the philosophy is oriented towards improvement and not punishment, 3) the learning culture in each school and the district is the main event, 4) professional development and learning are fundamental, and 5) growth will come from purposeful interactions among teachers and administrators (Fullen, 2014)*



Essential Questions

As a professional educator, what is my impact on:

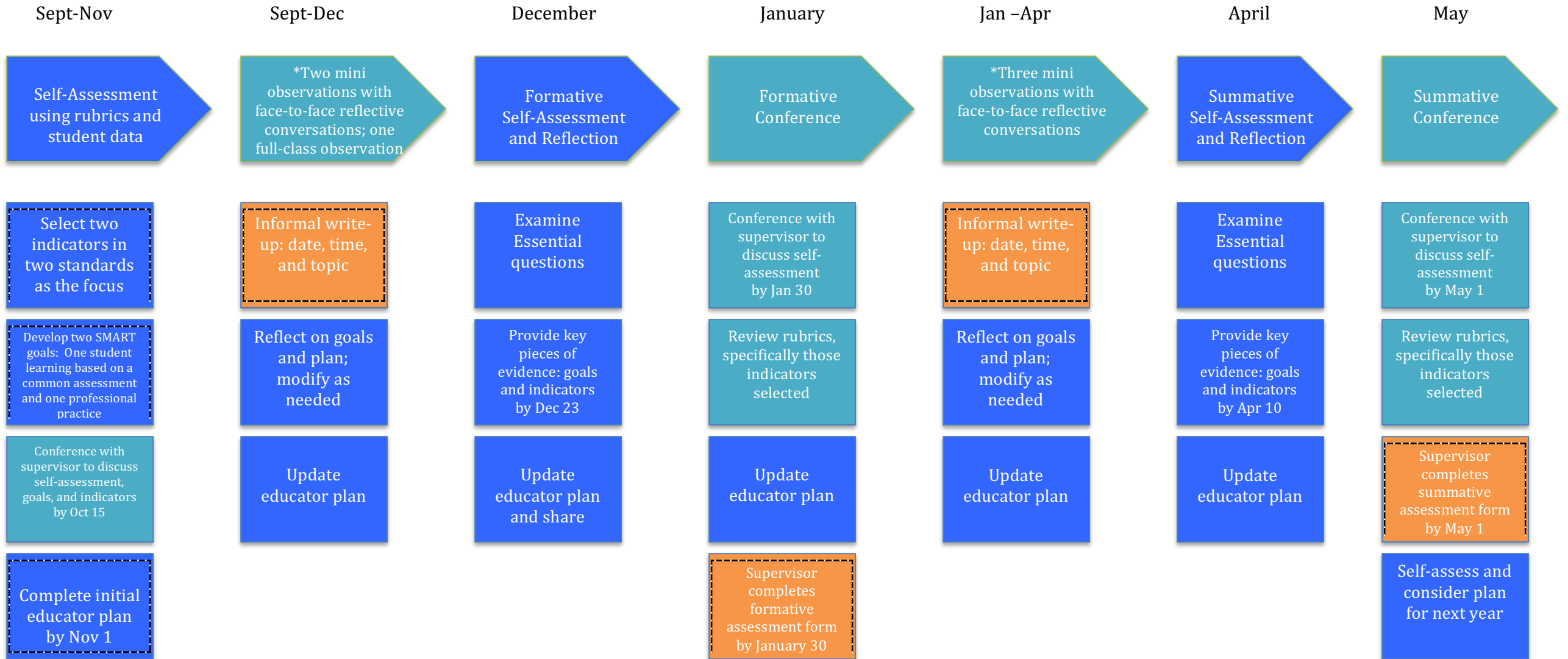
How are all students learning important skills, knowledge and concepts?  
(Standard I)

How are all students invested in their learning?  
(Standard II)

How are parents/families partners with educators?  
(Standard III)

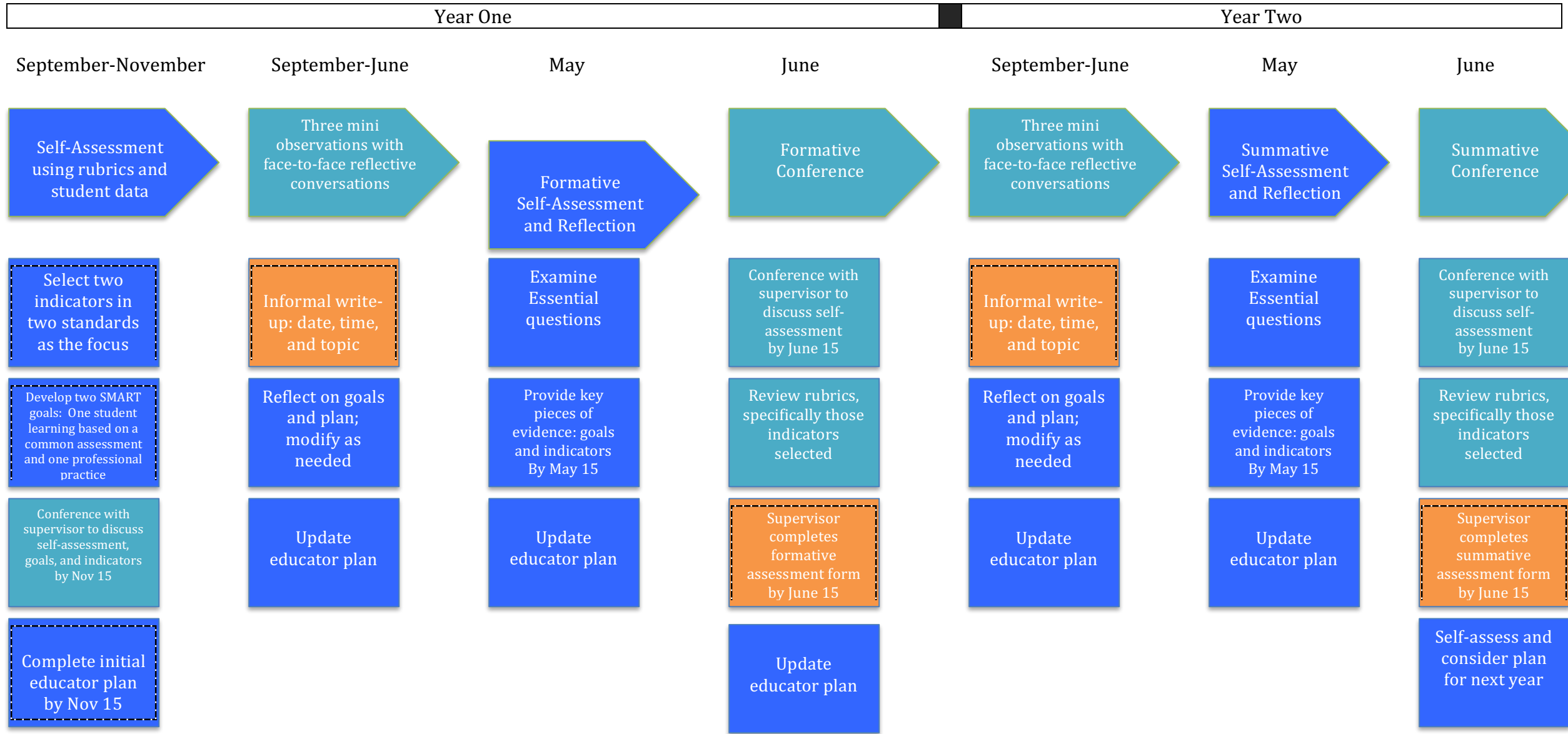
How is the educator contributing to a culture of continuous improvement?  
(Standard IV)

### Needham Public Schools Developing Educator Plan Evaluation Timeline

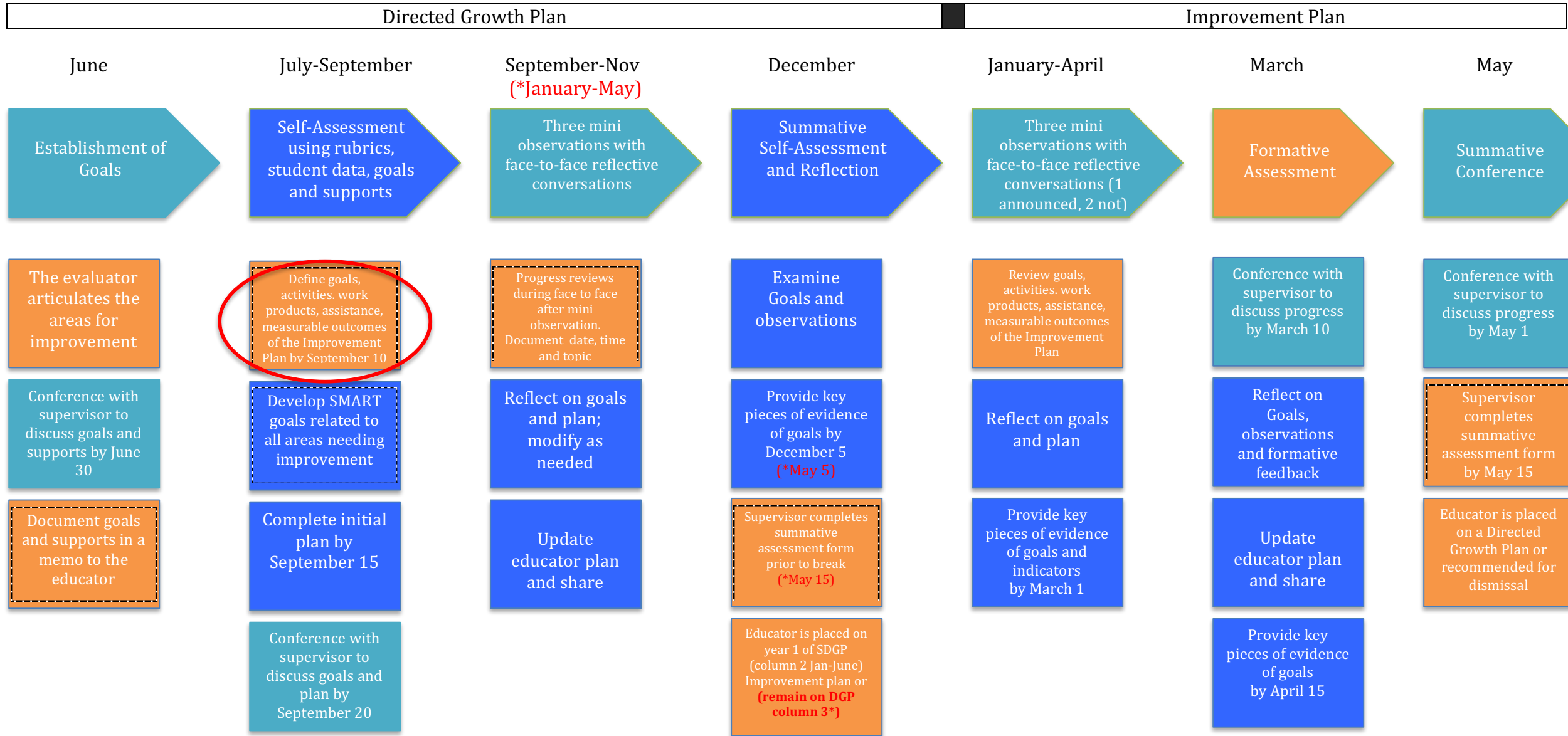


\*Refers to number of observations for developing educators in year one. Developing educators in year two or three shall have a minimum of three mini observations each year.

## Two-Year Self-Directed Educator Plan Evaluation Timeline



## Needham Public Schools Directed Growth Plan and Improvement Plan Evaluation Timeline



1. Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
2. Describe the activities and work products the Educator must complete as a means of improving performance;
3. Describe the assistance that the district will make available to the Educator;
4. Articulate the measurable outcomes that will be accepted as evidence of improvement;
5. Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator; and,
6. Include the signatures of the Educator and Supervising Evaluator.