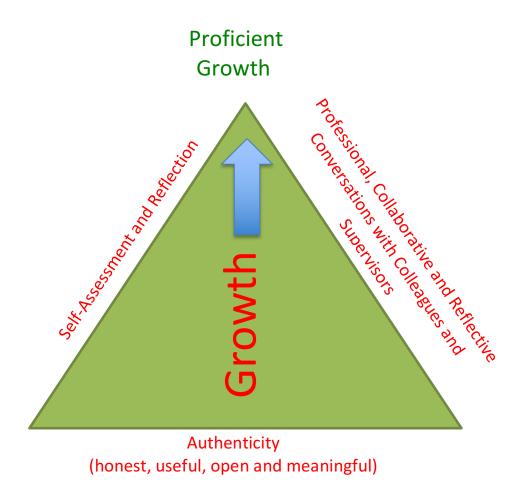
#### Schedule A of the Unit A Contract (4 pages)

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:

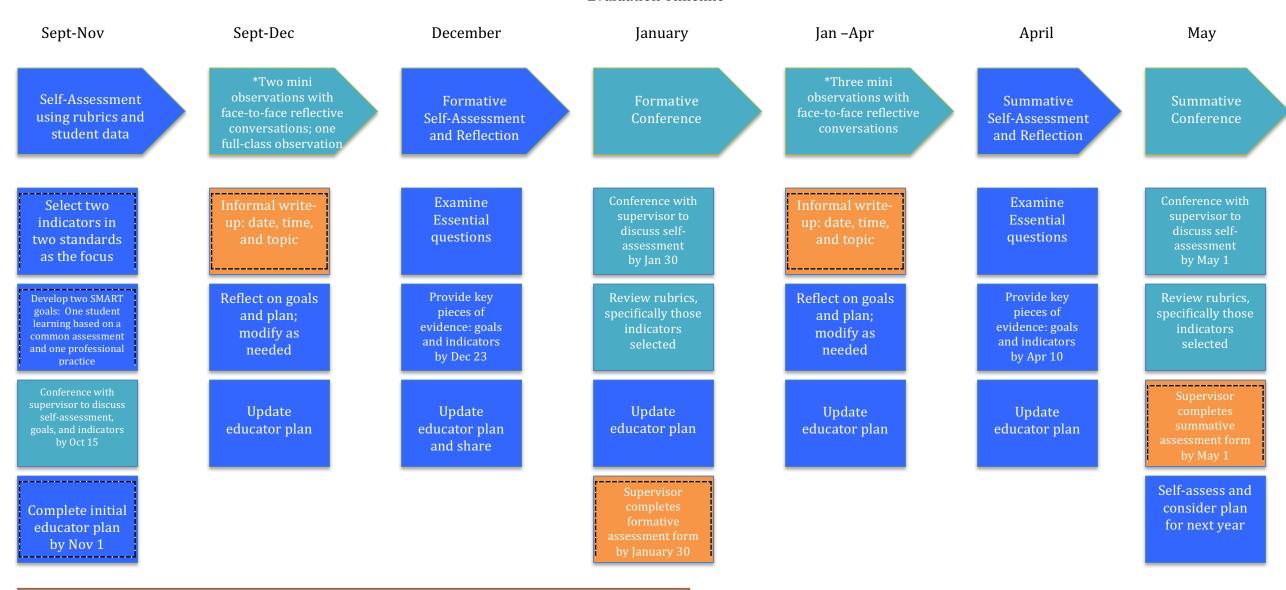
How are all students learning important skills, knowledge and concepts? (Standard I)

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.

**Needham Public Schools** 

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

	Year	Year Two				
September-November	September-June	May	June	September-June	May	June
Self-Assessment using rubrics and student data	Three mini observations with face-to-face reflective conversations	Formative Self-Assessment and Reflection	Formative Conference	Three mini observations with face-to-face reflective conversations	Summative Self-Assessment and Reflection	Summative Conference
Select two indicators in two standards as the focus	Informal write- up: date, time, and topic	Examine Essential questions	Conference with supervisor to discuss selfassessment by June 15	Informal write- up: date, time, and topic	Examine Essential questions	Conference with supervisor to discuss selfassessment by June 15
Develop two SMART goals: One student learning based on a common assessment and one professional practice	Reflect on goals and plan; modify as needed	Provide key pieces of evidence: goals and indicators By May 15	Review rubrics, specifically those indicators selected	Reflect on goals and plan; modify as needed	Provide key pieces of evidence: goals and indicators By May 15	Review rubrics, specifically those indicators selected
Conference with supervisor to discuss self-assessment, goals, and indicators by Nov 15	Update educator plan	Update educator plan	Supervisor completes formative assessment form by June 15	Update educator plan	Update educator plan	Supervisor completes summative assessment form by June 15
Complete initial educator plan by Nov 15			Update educator plan			Self-assess and consider plan for next year

# Needham Public Schools Directed Growth Plan and Improvement Plan

	Directed (	In	Improvement Plan			
June	July-September	September-Nov (*January-May)	December	January-April	March	May
Establishment of Goals	Self-Assessment using rubrics, student data, goals and supports	Three mini observations with face-to-face reflective conversations	Summative Self-Assessment and Reflection	Three mini observations with face-to-face reflective conversations (1 announced, 2 not)	Formative Assessment	Summative Conference
The evaluator articulates the areas for improvement	Define goals, activities. work products, assistance, measurable outcomes of the Improvement Plan by September 10	Progress reviews during face to face after mini observation. Document date, time and topic	Examine Goals and observations	Review goals, activities. work products, assistance, measurable outcomes of the Improvement Plan	Conference with supervisor to discuss progress by March 10	Conference with supervisor to discuss progress by May 1
Conference with supervisor to discuss goals and supports by June	Develop SMART goals related to all areas needing improvement	Reflect on goals and plan; modify as needed	Provide key pieces of evidence of goals by December 5 (*May 5)	Reflect on goals and plan	Reflect on Goals, observations and formative feedback	Supervisor completes summative assessment form by May 15
Document goals and supports in a memo to the educator	Complete initial plan by September 15	Update educator plan and share	Supervisor completes summative assessment form prior to break (*May 15)	Provide key pieces of evidence of goals and indicators by March 1	Update educator plan and share	Educator is placed on a Directed Growth Plan or recommended for dismissal
	Conference with supervisor to discuss goals and plan by September 20		Educator is placed on year 1 of SDGP (column 2 Jan-June) Improvement plan or (remain on DGP column 3*)		Provide key pieces of evidence of goals by April 15	

- 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;
- Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator; and,
   Include the signatures of the Educator and Supervising Evaluator.