**Implementation Plan**

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| **Topic** | **Content** | **Time required** | **Timeline** | **Delivery** |
| Orientation | Overview of educator evaluation framework   * Purpose * Evaluation Cycle & Professional Growth Cycle * Five Elements in Framework * Observations * Multiple Measures   + Defining Student Growth | Minimum of 1 hour | August Inservice | District |
| Rubric Review | Develop understanding of standards and indicators (components) on the performance rubric  Identify characteristics of effective teaching based on the performance rubric  Identify possible evidence for standards and indicators | Minimum of 2 hours | August Inservice | District |
| **Five Step Goal Setting Process** | | | | |
| Self Reflection/Assessment & Determining Student Needs | Completing the self assessment step of the Evaluation Cycle   * Using data to identify a students strengths and needs related to specific standards * Creation of baseline assessment or pre-test * Analyzing our own professional practice based on the performance rubric * Proposing possible student growth and professional goals | Minimum of 4 hours | August-September | District |
| Developing Student Learning & Growth and Professional Goals | Distinguish between student growth and professional goals  Identify the characteristics of S.M.A.R.T. goals incorporating student growth  Highlighting the difference between achievement goals and growth goals  Write their own student growth and professional S.M.A.R.T. goals and begin developing their Educator Plans  Informal vs Formal formative assessments and the purpose of each (i.e. Progress monitoring) | Minimum of 4 hours | August-September | District |
| Gathering Evidence | Explain the types of evidence required by the Oregon Framework and identify concrete examples of each.  Review concrete examples of evidence and align to rubric  Describe characteristics of high-quality sources of evidence.  Identify artifacts of practice and measures of student learning & growth aligned to activities outlined in their educator plans.  System for gathering evidence | Minimum of 3 hours | August-September | District |
| Development of Formative Assessments | Purpose of CFAs  Informal vs Formal formative assessments and the purpose of each  Assessment Literacy:   * Assessments: Purposes and Types   Common Formative Assessment Design Process:   * Determining the Unit of Study * Identifying and Unwrapping Matching Priority Standards * Creating Assessment items * Evaluate, Revise, Checking for Quality of CFAs | Initial training 1 day with follow-up throughout the year | Initial Training September-October |  |