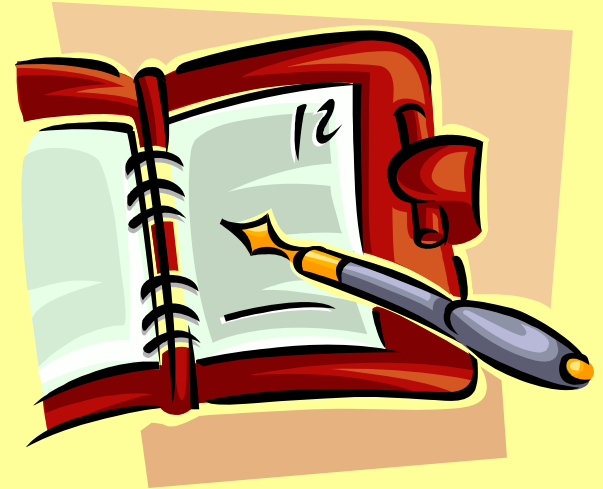


July 23-28, 2006

Governor's Institute for Technology Education

Implementation Plan



The Requirements

- PDE requires all Governor's Institute participants to "implement" what they learn
- Implementation can take many forms
 - Conduct In-service Program
 - Share Updated Curriculum Plan
 - Share New Instruction Plan
 - Other
- Implementation should take 15 hours
- Evidence of Implementation required for the 2 Graduate Credits - due date = December 12, 2006

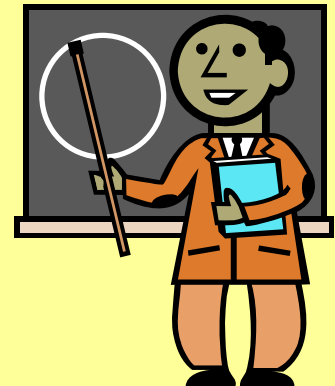
How-When Will You Do This?

- Brainstorm ideas in small teams
Final plan may be completed individually or in teams of "same school" participants
- Refine ideas, implementation plan options
Thursday evening & Friday early morning
- Present the plan to fellow Participants
Friday late morning session
- Implement, Share, Evaluate & Verify



The Presentation

- Friday 10:15 am - 12:00 pm
- Individuals or Small Groups
- Describe Tasks & Dates
- Explain Evaluation, Sharing & Evidence
- 5-7 minutes



The Implementation

- Evidence of Implementation & Sharing is required
- Completed Data Collection Sheet
- Completed Evaluation Sheet
- Verify - Signature of Principal or Certified Supervisor
- Submit to Mr. Bertrand, PDE Advisor
- Submit Evidence via US Postal Mail
- Due Date: December 12, 2006



IMPLEMENTATION PLAN

Name/s _____ School _____

	TASK	COMPLETION DATE	EVIDENCE
1.			
2.			
3.			
4.			
5.			

RUBRIC for Implementation Plan

	4	3	2	1
Organization	Organizes information to complete the implementation in an effective way.	Organizes information to complete the implementation in a way that is close to being optimally effective.	Organizes information to complete the implementation in a way that could be much more effective.	Does not complete the implementation because of ineffective organization.
Implementation	Focus of the content is congruent of the big ideas or structure of the discipline.	Focus of the content appears to be accurate, shows awareness of the big ideas or structure of the discipline.	Use of the content is minimal, displays isolated skills rather than conceptual parts of the big ideas of the structure or discipline.	Use of the content does not appear relevant to the big ideas or structure of the discipline.
Evidence	Evidence reflects significant levels of comprehensive understanding of the material.	Evidence reflects acceptable levels of understanding of the material.	Evidence reflects levels of minimal understanding.	Evidence reflects ineffective understanding of the material.

Teacher Signature _____ Date _____

Supervisor /Principal Signature _____ Date _____