

# Economics

**COMPONENT #:** 2-016-368

**POINTS TO BE EARNED:** 120MPP

## **PART I – PLANNING**

**DESCRIPTION:** Write a brief description of content and intent of component.

The general objective has two distinct parts: (1) a statement of the purpose of the component and (2) a statement of the expected results. The purpose should describe the content the component will address and for whom the component is designed. This component is designed to provide the participant with an understanding of basic economic concepts, the structure of basic economic systems, the structure of basic business organizations, the impact of global economics, and important aspects of consumerism.

Upon successful completion of this professional development activity, the participant will be able to incorporate the principles presented in this workshop into his/her instruction.

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)

- |                                               |                                                    |
|-----------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs          |
| <input type="checkbox"/> Leadership           | <input checked="" type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources            | <input type="checkbox"/> Outcomes                  |
| <input type="checkbox"/> Data                 |                                                    |

**Florida Educator Accomplished Practices** (check all that apply)

- |                                                                              |                                                                          |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment                           |
| <input checked="" type="checkbox"/> The Learning Environment                 | <input type="checkbox"/> Continuous Professional Improvement             |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation  | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |                                                              |                                                             |
|--------------------------------------------------------------|-------------------------------------------------------------|
| <input checked="" type="checkbox"/> Student Learning Results | <input checked="" type="checkbox"/> Decision Making         |
| <input type="checkbox"/> Student Learning as a Priority      | <input checked="" type="checkbox"/> Leadership Development  |
| <input type="checkbox"/> Instructional Plan Implementation   | <input type="checkbox"/> School Management                  |
| <input checked="" type="checkbox"/> Faculty Development      | <input checked="" type="checkbox"/> Communication           |
| <input type="checkbox"/> Learning Environment                | <input type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

- |                                                                                  |                                                                 |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners                 | <input checked="" type="checkbox"/> PS 6 – Communication        |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning                | <input type="checkbox"/> PS 7 – Professionalism                 |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment                            |                                                                 |

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**IMPACT FOCUS AREA(S):** Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

X Educator knowledge/skill (content)

X Student learning

X Educator (professional growth)

Organizational support and change

**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify economic terms and concepts that can be applied to a specific social studies course.
2. Examine how major economic systems answer basic economic questions; e.g., what will be produced, how it will be produced, and for whom it will be produced.
3. Identify the economic tools that are available for use in the management of the economy of the United States.
4. Describe the structure of basic forms of business organization.
5. Investigate aspects of the global marketplace that affect the American consumer.
6. Examine how the global economy impacts the workings of the American economic system.
7. Determine important elements that lead to a person being an informed consumer.
8. Examine a variety of understandings and abilities that contribute to a person's competence in the area of personal finance.
9. Identify research-based instructional strategies and critical-thinking skills for effective instruction in economics education.
10. Demonstrate the use of new and emerging technologies for innovative classroom instruction.

### PART II – LEARNING

**LEARNING PROCEDURES:** Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Attend lectures and seminars by university professors and/or other experts in the field of economics that promote knowledge, skills, and competence in the field of Economics (SLO 1-9).
2. Examine and critique resources that can be used to develop Economic understanding (SLO 1-10).
3. Participate in discussion of research-based best practices for Economics instruction (SLO 1-9).
4. Implement specific research based instructional strategies that improve critical thinking and elevate the level of understanding of economic principles (SLO 9-10).
5. Participate in an academic competition in the field of Economics (SLO 1-10).
6. Discuss and demonstrate the use of new and emerging technology use, to include but not limited to hand-held devices, phones, and or tablets (SLO 10).
7. Participate actively in group discussions demonstrating knowledge of data collection and analysis that can be used to improve classroom instruction, and increase student learning (SLO 1-10).

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8. Participate actively in sessions to critique and examine Economics benchmarks and standards to encourage mastery in student Economic content knowledge and personal financial literacy skills and content knowledge (SLO 1-9).

### PART III – IMPLEMENTATION

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

### PART IV – EVALUATION

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator: Evidence will include creating a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior.
2. Student learning: Evidence will include providing student work, pre and post assessments, data collections and analysis of standardized assessment i.e. interim, EOC results, AP examinations, surveys, verifying that the content impacted student achievement.- Student learning

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

## **Economics**

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**Department:** Social Sciences

**Name of Author/Position:** Robert Brazofsky - Executive Director