

Computer Literacy

COMPONENT #: 3-003-392

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

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

This component is designed to enable the participant to understand, implement, and utilize the concepts of computer operating systems which include the following:

- Computer Knowledge- Basic, Intermediate, and Advanced Levels
- Electronic mail (E-mail)
- Internet browsers
- Peripherals (Printers)
- Personal Digital Assistant (PDAs)
- Portable Media Devices (iPods/iPads)

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 type="checkbox"/> Implementation |
| <input checked="" type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> The Learning Environment | <input checked="" 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 type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input 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 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 type="checkbox"/> PS 8 – Learning Environment |
| <input type="checkbox"/> PS 5 – Assessment | |

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.

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- X Educator knowledge/skill (content)
- X Educator (professional growth)

- X Student learning
- 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. Become familiar with basic terminology and use of system components.
2. Become aware of laws concerning software copyrights.
3. Increase knowledge of file maintenance functions.
4. Learn how to launch and exit application programs.
5. Become familiar with the operation and manipulation of the icons, screens, menus, and windows.
6. Become familiar with control panel applets and preferences.
7. Install, uninstall, and troubleshoot software.
8. Increase knowledge of computer maintenance functions.
9. Perform sign-on procedures.
10. Become familiar with keyboards, printers, displays, tablets, cameras, scanners and other peripheral imaging devices.
11. Use web browsers and electronic mail to access and download information.
12. Create, send and forward e-mail, including attachments.
13. Organize e-mail through the creation of folders.
14. Become familiar with the basic features of the handheld device: changing battery, connecting the cradle, using stylus, using cameras, adding memory, obtaining wireless account.
15. Become familiar with the features of an iPod which include: iTunes, restoring, setup, synchronizing, downloading, updating, and podcasting

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. Demonstrate ability to manipulate each of the features presented by the instructor (SLO 1-15).
2. Participate actively in the instructor’s lecture and demonstrations presenting the computer and the computer operating system (SLO 1-15).
3. Apply concepts learned by practicing them with the instructor in a laboratory setting (SLO 1-15).

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.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches,

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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 knowledge/skill (content): Participant will provide 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. Participant will also provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
2. Student learning: Participant will develop an action research study related to the training and provide evidence of implementation with students.
3. Educator (professional growth): Participant will provide evidence of collaborative planning related to the training. Participant will engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

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.

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