

Business Applications- Productivity Software

COMPONENT #: 3-003-393

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:

- Word Basic, Intermediate and Advanced
- PowerPoint Basic, Intermediate and Advanced
- Excel Basic, Intermediate and Advanced
- Access Basic, Intermediate and Advanced
- Outlook Basic, Intermediate and Advanced

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 checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input 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 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 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 type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input 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 checked="" 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.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
|--|--|

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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 and become familiar with terminology and use of system components.
2. Become familiar with features that are essential for the utilization of Word, which include: creating files and entering text, using tabs and indents, creating form letters, data files and mailing labels, using page numbering, headers, footers, table of contents, indexes, inserting and manipulating graphic elements, using the spell checker, thesaurus, and grammar checker, create and modify tables, sort information and use formulas.
3. Become familiar with features that are essential for the utilization of Excel, which include: entering data and text, formatting data, writing and using relative and absolute formulas, enhancing worksheets, creating charts and graphs, applying advanced functions and security features.
4. Become familiar with features that are essential for the utilization of PowerPoint, which include: identifying and using graphical user interface, menu and toolbars, inserting slides, format and reorder existing slides, apply templates, color schemes and backgrounds, insert clip art, internet images/links, and word art components, draw and manipulate objects, animate presentations, create charts and tables, and save presentations in web format.
5. Become familiar with features that are essential for the utilization of Access, which include: applying database criteria and functions, creating dialog boxes, custom switchboards, using macros and database utilities, protecting and replicating databases.

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. Participate actively in the instructor’s lecture, discussions and demonstrations about the features and procedures of the Business Applications/Productivity Software (SLO 1-5).
2. Participate and practice in a laboratory setting to apply each of the concepts presented at each level of complexity SLO 1-5).
3. Create a sample to demonstrate knowledge and newly acquired skills (SLO 1-5).
4. Participate in classroom discussions (SLO 1-5).

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).

Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

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.

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- 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 demonstrate mastery of the component objectives. Participant will complete written assignments (e.g. lesson plans, logs, student activities descriptions, reviews and reflections, journal entries, summaries, etc.) as given by the instructor.
2. Student learning: Participant will provide evidence of improved instructional practices by creating an action plan to be implemented at the school site.
3. Educator (professional growth): 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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Department: Client and Business Services

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