

# Windows Operating Systems

**COMPONENT #: 3-003-394**

**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:

- Windows Vista Basic and Advanced
- Windows XP Basic and Advanced
- Mac OS Tiger Basic and Advanced
- Mac OS Leopard Basic and Advanced

This innovative technological tool can be used to improve the instructional process and/or the participant professional development.

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

**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 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 checked="" type="checkbox"/> Leadership Development  |
| <input type="checkbox"/> Instructional Plan Implementation   | <input type="checkbox"/> School Management                  |
| <input type="checkbox"/> Faculty Development                 | <input checked="" type="checkbox"/> Communication           |
| <input checked="" 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 checked="" 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.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning       |
| <input type="checkbox"/> Educator (professional growth)                | <input type="checkbox"/> 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. Learn use of virus protection software.
10. Become familiar with use of networks.
11. Become familiar with procedures for updating software.

## 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 lectures, discussions and demonstrations about the computer and the computer operating system (SLO (1-11)).
2. Demonstrate by participant manipulation each of the features presented by the instructor (SLO 1-11).
3. Apply concepts learned by practicing them with the instructor in a laboratory setting (SLO 4-6, 8 & 11).

## 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.
- Provide educators with web-based resources and assistance to support implementation of

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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: Evidence will include development of an action plan that focuses on improvement in instructional practices to be implemented at the school site.
2. Student learning: Evidence will include student work, pre and post assessments, surveys) verifying that the content impacted student achievement.

**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).

- 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.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- 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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