

Graphics and Web Design

COMPONENT #: 3-003-395

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 participants to learn the fundamentals of graphics and web design as it integrates text and graphics to produce professional looking documents. Participants will become familiar with the following desktop publishing and layout systems:

- Dreamweaver Basic and Advanced
- Adobe Photoshop Basic and Advanced
- Adobe InDesign Basic and Advanced
- Adobe Flash Basic and Advanced
- Adobe Fireworks Basic and Advanced

These innovative technological software tools can be used to improve the instructional process and/or the participant professional development.

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 type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input checked="" 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 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 type="checkbox"/> Educator knowledge/skill (content) | <input checked="" type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input checked="" 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. Demonstrate an understanding of concepts related to Dreamweaver, including:
2. Basic knowledge of web components, Hypertext Markup Language (HTML), and planning a website.
3. Applying the fundamentals of creating a web site.
4. Performing common web-creation tasks such as:
 - o working with web pages, text and images
 - o creating and using tables and links
 - o uploading to a server
5. Attending laboratory setting and apply concepts and skills at each level of difficulty.
6. Teaching advanced web-editing skills that can include:
 - o working with frames
 - o creating forms
 - o validating, collecting and distributing form data
 - o manage and maintain a web site
7. Learn to use programs, such as Photoshop, which are specifically designed to create images, capture images, manipulate images, and modify images used both on the World Wide Web and in publishing.
8. Understand the basics of image repair and color correction.
9. Become familiar with the computer as a device for laying out all the elements of a publication prior to actual publication.
10. Set up pages, margins, and ruler guides.
11. Create "master pages" or backgrounds, create a layout, place text, adjust spacing, and edit text.
12. Design specific documents such as newsletters, flyers, cards, and brochures using standard templates or created new.
13. Understand the basic concepts and rules for using grids, white space, typefaces and clipart.
14. Understand how to work with professional printing establishments.

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 that presents and demonstrates the features of layout and design software (SLO 1-9).
2. Acquire and create images as instructed (SLO 2-3).
3. Manipulate each feature of the graphic software at the appropriate skill level (SLO 1-9).

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4. Use standard templates to produce publication (SLO 4-9).
5. Import, place and resize graphics in a publication format (SLO 4-9).
6. Participate in classroom discussions (SLO 1-9).
7. Practice creating, acquiring and manipulating graphics, text and layouts in a laboratory setting under the guidance of the instructor (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).

- 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 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 (professional growth) : 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.
2. Student learning: Participant will provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
3. Organizational support and change: 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).

- 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

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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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