

Communications

COMPONENT #: 7-508-022

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 learn and use District applications and devices that serve as forms of communications with students, parents, community stakeholders, and other staff members. This will include Blackberry, Microsoft Sharepoint Collaboration pages such Department, Teacher/Student, Principal/Staff, Portal pages, iMovie, and Window Movie Maker.

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 checked="" type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input 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 checked="" 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 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 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 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 type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

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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 the basic functions of the Blackberry including:
 - o Accepting and making calls; read, create, reply to e-mail; open e-mail attachments; create and address book entries, maintain calendar items; access the Internet.
 - o Setting device options
2. Become familiar with the Collaboration process including:
 - o Creation of new Collaboration pages and web parts
 - o Designing and modifying existing pages
 - o Giving appropriate permissions to the pages and web parts
 - o Linking pages together
3. Become familiar with the features and functionality of the different portals including:
 - o Principal/AP/Teacher tabs
 - o Applications and Sites (Gradebook, PD Registration System, PRR, SBBS, Spot, Quad A+)
 - o HR Information (Leave Balances, Payroll Dates, Salary Calculations, Professional Development/Master Plan Points)
 - o Inbox and Calendar
 - o Left Navigation Tool (Attachment Manager, Bulletin Board, FAQs, Intranet, Weekly Briefings)
4. Become familiar with video production software and be able to assemble digital video clips, still pictures, and audio recordings into a coherent whole that tells a story.

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.

Participants will have a variety of experiences that will include, but are not limited to, the following professional development designs. Learning and application through a blended/hybrid format that will include:

1. Attend the instructor's lectures/presentations and participate actively in discussions and activities on innovative strategies/techniques, demonstrate comprehension by completing activities at each level of complexity (SLO 1-4).
2. Participate in the following class activities using the Blackberry (SLO 1):
 - o Set options for phone rings and set device to quiet mod
 - o Make and receive phone calls and (if available) use the Push-To-Talk feature.
 - o Read e-mail and open attachments.
 - o Locate an e-mail recipient from the Outlook Global address list.
 - o View and use the Address Book on the device.
 - o View and use the Calendar on the device.
 - o Access the Internet on the device.
3. Discuss how the innovative strategies, techniques, technology integration, and/or materials can be used to support specific instructional objectives (SLO 1-4).
4. Implement specific instructional strategies and activities that will address the needs of diverse learners (SLO 1-4).

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5. 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.
6. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.

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 demonstrate mastery of the component objectives. (SLO 1-4). Will also complete written assignments (e.g. lesson plans, logs, student activity descriptions, reviews and reflections, journal entries, summaries, etc.) as given by the instructor.

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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