

Budget and Finance - Human Resources

COMPONENT #: 7-508-023

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 and use the following online mainframe systems/applications:

- Internal Fund Accounting System (eSAS)
- Purchasing Credit Card (JP Morgan)

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 |
| X 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 type="checkbox"/> Assessment |
| <input type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input type="checkbox"/> Instructional Delivery and Facilitation | X Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | X Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | X School Management |
| <input type="checkbox"/> Faculty Development | X 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 type="checkbox"/> PS 6 – Communication |
| <input type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input 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.

- | | |
|---|---|
| <input type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
| <input type="checkbox"/> Educator (professional growth) | X Organizational support and change |

Budget and Finance – Human Resources

COMPONENT #: 7-508-023

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. Learn and review the following topics of the Internal Funds Accounting Systems:
 - How to complete Internal Funds forms
 - How to process receipts, vouchers, transfers, and deposits
 - Monthly closing procedures
 - Retention and disposal of records
 - Using the online system
2. Learn about the Purchasing Credit Card Program.
3. Review the following topics of the Purchasing Credit Card Program:
 - Credit card issuance and cancellation process.
 - Cardholder procedure
 - Reconciliation process and forms
 - Credit card payment process
 - Accessing statements online

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, discussion and demonstrations about the various system applications.
2. Demonstrate knowledge acquired in each on-line application by using the appropriate system and manipulating the equipment successfully
3. Apply concepts learned by practicing them with the instructor in a laboratory setting
4. 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).

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

Budget and Finance – Human Resources

COMPONENT #: 7-508-023

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. Organizational support and change: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events

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.

Date Approved: 5/19/2014

Department: Client and Business Services

Name of Author/Position: Miriam Fernandez - Supervisor