

# Electronic Gradebook

**COMPONENT #: 7-508-024**

**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 and applications which include the following:

- Gradebook Manager
- Attendance Manager
- Principal Viewer
- Advanced Gradebook (GB) Solutions

**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 type="checkbox"/> Resources            | <input type="checkbox"/> Outcomes         |
| <input checked="" 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 type="checkbox"/> Continuous Professional Improvement                        |
| <input type="checkbox"/> Instructional Delivery and Facilitation  | <input checked="" 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 type="checkbox"/> Instructional Plan Implementation   | <input checked="" type="checkbox"/> School Management                  |
| <input type="checkbox"/> Faculty Development                 | <input checked="" type="checkbox"/> Communication                      |
| <input type="checkbox"/> Learning Environment                | <input checked="" 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 checked="" type="checkbox"/> PS 7 – Professionalism |
| <input 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 |
|---|---|

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X 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 components of the Gradebook software which include attendance, gradebook grid, reports, options, logon procedures, and other resources.
2. Discuss best practices for naming classes, and setting class titles.
3. Create classes having categories with and without weights.
4. Take attendance and write comments.
5. Define assignments using narratives and copying to other classes.
6. Analyze and understand using extra credit when using the 4-point vs. 100-percent grading templates.
7. Examine and implement using the 4-point and 100- percent grading templates when entering grades, using Quick Grades and gradebook grid.
8. Become familiar with the result column which includes spark-line charts.
9. Show single student information and multiple student information, creating seating charts, and customizing student demographics.
10. Evaluate student performance using a variety of reports, create notes (e.g. discipline notes), and required assessments including overwriting a calculated grade.
11. Merge classes and set grade templates.
12. Become familiar with printing interims, lesson plans for training, uploading 9 week grades, and overwriting grades.
13. Identify components of the Attendance Manager Application which include attendance tracking, editing school wide attendance and attendance recording.
14. Become familiar with the upload utility and Integrated Student Information System (ISIS) approval/editing of SCAN-TRON batch file, printing the ISIS bulletin, and daily attendance procedures for teachers.
15. Monitor teacher's attendance, entering substitute attendance rosters data, correct official school attendance discrepancies, and daily resetting.
16. Identify components of the Principal Viewer Application.
17. Become familiar with viewing student and school wide attendance, demographics, grade data, honor roll, and discipline incidents.
18. Create static and dynamic groups of students for monitoring grades, attendance and/or testing data.
19. Become familiar with viewing teacher grade distribution, class averages, overwritten, missing and outdated grades.

### **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. Attend the instructor's presentations and participate actively in discussions and activities on innovative techniques, technology integration and/or materials for specific instructional objectives (SLO 1-20).
2. Participate and practice in a laboratory setting to apply each of the concepts presented at each level of complexity (SLO 1-20).

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3. Create a sample to demonstrate knowledge and acquired skills (SLO 2, 3, 5, 9, 10, 12, 16 & 19).
4. 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.
5. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.
6. Develop an action research study related to the training and provide evidence of implementation.
7. Provide evidence of collaborative planning related to the training.
8. 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

**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): Will consist of demonstration of mastery of the component objectives (Specific Objectives 1-19). Also will include the student completing activities as given by the instructor during the learning event.

**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.

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- 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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