

Report Application

COMPONENT #: 7-508-027

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 participants to analyze data dimensionally and create, modify and organize ad hoc reports. The course covers how to graphically display data, and how to create reports with the same look and feel through the use of templates. The course also covers basic administrative tasks, such as scheduling reports and delivering reports in different formats (HTML, PDF, Excel, etc.) using the following programs:

- Cognos Connection
- Analysis Studio
- Contributor
- Query Studio
- Report Studio
- Metric Studio
- Event Studio

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 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 checked="" 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 checked="" 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)

Report Application

COMPONENT #: 7-508-027

- | | |
|---|--|
| <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 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 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. Analyze data dimensionally and create, modify and organize ad hoc reports
2. Become familiar with:
 - o Open access to the COGNOS Connection web page.
 - o Open Analysis, Query and Report Studio.
 - o Create a report.
 - o Choose the package for the report.
 - o Choose a template for the report.
 - o Add query items to the report.
 - o Save the report.
 - o Run the report.
 - o Recognize the types of reports.
 - o Change the appearance of reports.
 - o Create crosstab reports.
 - o Use charts
 - o Filter, sort, and group data.
 - o Add prompts.
 - o Perform calculations.
 - o Create Drill-Through reports.
 - o Create reports from scratch.
 - o Add styling and images.
3. Understand how reports are structured.
 - o Create and view scorecards
 - o Analyze metrics

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 lectures/presentations and participate actively in discussions and activities on innovative strategies/techniques, technology integration and/or materials for specific instructional objectives (SLO 1-21).
2. Discuss how the innovative strategies, techniques, technology integration, and/or materials can be used to support specific instructional objectives. (SLO 1-21)

Report Application

COMPONENT #: 7-508-027

3. Implement specific instructional strategies and activities that will address the needs of diverse learners.
4. Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
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 observation of participants using the identified skills, techniques, methods, specific in the component objectives during the learning event.
2. Organizational support and change: Will consist of having the participant create an action plan to be implemented at the school or department site.

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

Report Application
COMPONENT #: 7-508-027

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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