

General SAP® Features

COMPONENT #: 8-504-015

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 use new SAP® systems to perform general existing or redefined tasks.

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 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 checked="" type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input checked="" 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 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 checked="" 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) | <input checked="" 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. Identify and describe benefits of Enterprise Resource Planning (ERP) resulting in efficient, effective, and ethical business practices.
2. Identify and describe benefits of ERP with regard to the activities to recruit and retain high performing staff.
3. Identify changes to existing general procedures and terminology which are a result of the technology update including new actions, modified actions and discontinued actions.
4. Navigate through the SAP Graphical User Interface (SAP GUI) to general information.
5. Identify when to perform general tasks from within the SAP GUI in the revised business practices.
6. Perform general tasks from within the SAP GUI selecting options, as appropriate, in a variety of circumstances.
7. Navigate through the SAP Portal to general information.
8. Identify when to perform general tasks from within the SAP Portal in the revised business practices.
9. Perform general tasks from within the SAP Portal selecting options, as appropriate, in a variety of circumstances.
10. Learn to navigate to and use general reporting features within the SAP Portal or the SAP GUI.

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 regarding the benefits of an ERP system (SLO 1-3).
2. Attend the instructor's lectures, presentations, and/or demonstrations and participate actively in discussions and activities with the general SAP GUI functions (SLO 4-6).
3. Attend the instructor's lectures, presentations, and/or demonstrations and participate actively in discussions and activities with the general SAP Portal functions (SLO 7-9).
4. Review simulations which demonstrate general tasks in both SAP GUI and SAP Portal (SLO 4-10).
5. Create, modify or delete records as appropriate and enabled through SAP permissions granted according to defined roles (SLO 4-10).
6. Participant will perform representative general tasks within a sandbox environment for the GUI, Portal or both.
7. Perform actual general tasks within the live environment of the GUI, Portal or both.
8. Participant will complete survey(s) which measure the participant's level of retention of information and tasks presented during training.
9. Perform web conferencing, oral reflection, lesson demonstration, and/or follow up session(s).
10. Access stored web conference(s), simulation(s), or activity task(s).

PART III – IMPLEMENTATION

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