

# Non-Instructional: Business Skills

**COMPONENT #: 8-509-059**

**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 teach participants various business skills that will increase their business application knowledge and emphasize current mastery of business development and leadership skills.

Upon successful completion of this professional development activity the participant will be able to incorporate the business skills into their work applications to improve the workplace efficiency.

**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 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 type="checkbox"/> Decision Making                    |
| <input type="checkbox"/> Student Learning as a Priority    | <input type="checkbox"/> Leadership Development             |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                  |
| <input type="checkbox"/> Faculty Development               | <input 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 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.

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- |   |   |
|---|---|
| <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 |

**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. Participate actively in discussions and activities on innovative strategies/techniques to increase knowledge of business skills and applications.
2. Develop skills in business subject matters that will assist the participant in his/her current occupational role.
3. Examine current business trends and methods and identify how these methods can be implemented.
4. Research subject matter topics that will enhance and improve the participant's current knowledge.
5. Develop exercises that will incorporate current business trends and methods into the course content.
6. Implement exercises that require usage of current technology through computer applications.
7. Identify areas of improvement that will assist in updating and increasing the participant's business knowledge.
8. Summarize in writing the business course content and how it will improve the participant's knowledge.

### 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. Complete a pre-test to measure current knowledge of the subject matter for the course.
2. Participate in lectures/discussions/demonstrations at which time the subject matter is explored.
3. Discuss in small groups, the specific content of the subject course and identify ways in which the information obtained can be used to assist the participant.
4. Participate on an individual basis by responding to questions in assignments and home exercises.
5. Complete a written objective quiz at the ending of the course which covers the course content.

### 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

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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: Evidence will include district and school records, questionnaires, interviews with participants and district or school administrators, participant portfolios.

**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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**Department:** Office of Professional Development and Evaluation

**Name of Author/Position:** Sergio Nieves - Curriculum Support Specialist