EAST

IN PARTNERSHIP WITH THE UNIVERSITY OF ROCHESTER

Information Technology Academy (ITA)

Re-Certification: Self Study Review

ROCHESTER CITY SCHOOL DISTRICT

East Mission: *At East we are taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others.*

Welcome Stakeholders

In the chat box if you could please type:

- ➔ Your Full Name
- ➔ The Company/School/Community Agency your are representing

We will be using this chat as a record of attendance for NYSED

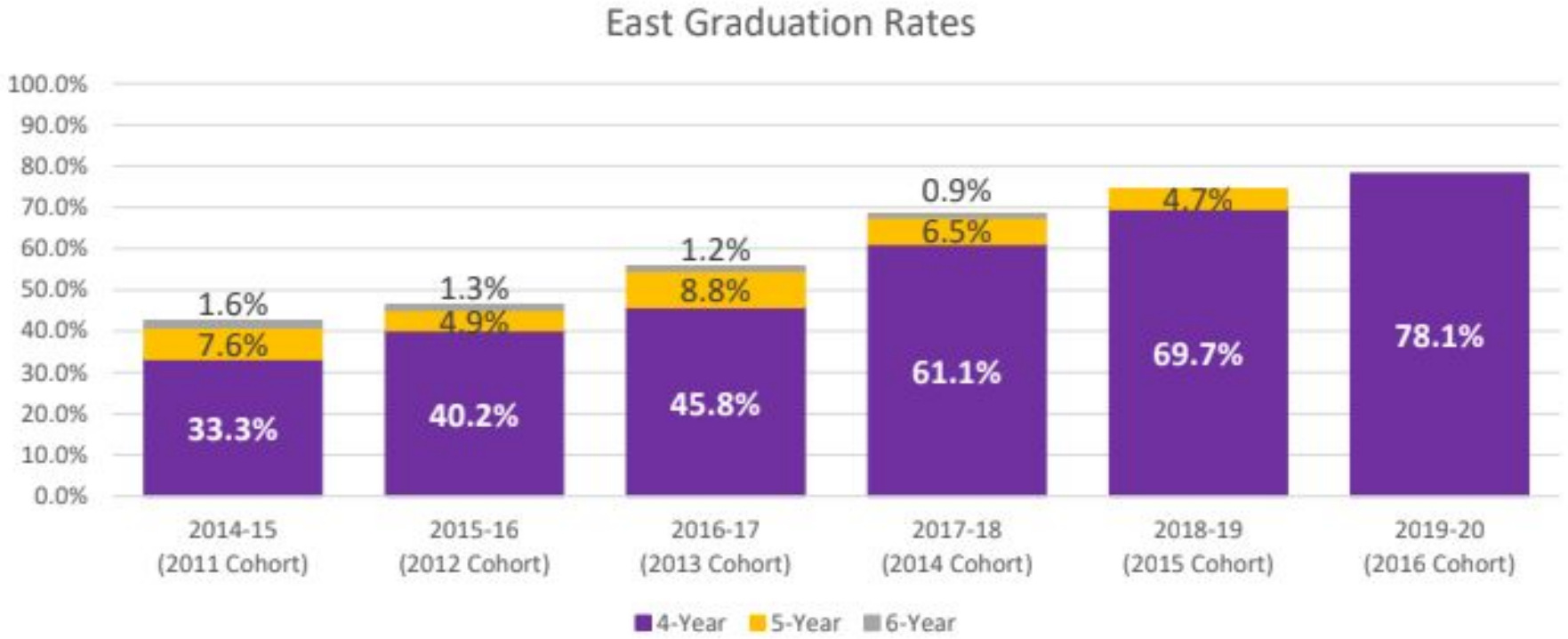
Today's Purpose & Agenda

PURPOSE: As part of the CTE Re-certification approval process; each CTE program is required to conduct an **internal review of their program**. This internal review is a self-study activity to examine program quality, and identify program needs. It is an integral part of the NYSED program approval process.

AGENDA TODAY IS TO REVIEW:

- Background
- Labor Market Statistics - Information Technology
- Materials Review - Self Study Form
- Q & A Session/Discussion Next Steps

EAST'S STRENGTHS



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CAREER & COLLEGE ready, set, go!

What's Your Plan!

Now
Next Year
After Graduation

Career Technical Education @ EAST

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- Biomedical Laboratory & Health Sciences
- Culinary Arts at East
- Information Technology Academy @ East
- Precision Optics — Focused on Brighter Futures
- Vision Care East High School
- TLI — The Teaching and Learning Institute

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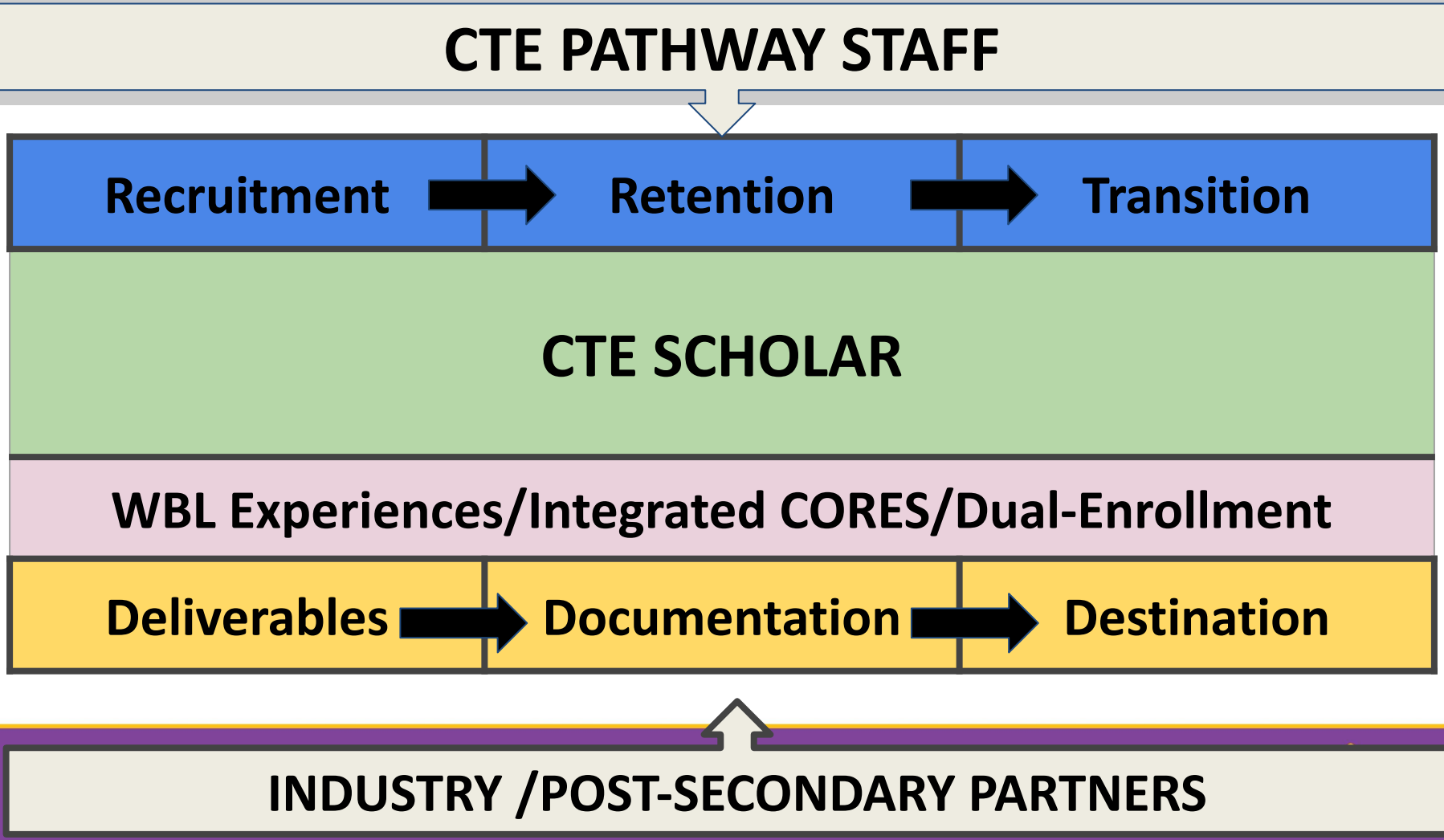
CTE PATHWAY STAFF
Recruitment
Retention
Transition
CTE SCHOLAR
WBL Experiences/Integrated CORES/Dual-Enrollment
Deliverables
Documentation
Destination
INDUSTRY /POST-SECONDARY PARTNERS

Career and Technical Education (CTE) Technical Endorsement is an enhancement on a student's high school diploma in the form of a New York State Education Department seal indicating that a student has completed coursework in a state approved CTE program along with the requirements for technical endorsement.

WORKPLACE READINESS

PROGRAM BACKGROUND

The **Information Technology Academy** at East is for students who have an interest or know that they want to pursue a career in the field of Information Technology.

Students will be introduced to the different aspects of information technology to determine where their interests lie. Students will complete assignments and projects in IT careers, digital media, hardware & operating systems, communications & networks, software development and new & emerging technologies.

- **Established in 2002 as a NAF Academy of Information Technology**
- Goal: Meet the exponential growth in IT careers, and to focused on under-represented populations in the IT Field
- Modeled after IT Cluster Pathways: *Information Support Services, Network Systems, Programming and Software Development, Web & Digital Communications*
- Remodeled every 5 -years with help from Industry/Post-Secondary Partners

Since 2005 hundreds of students have passed through the program attending colleges, joining the military or going off to work in the field. As of 2021 ITA graduates can be found working in IT field both locally and across the country in: S*oftware Development, Web Development/Design, Network Engineering, Biotechnology, System Architecture & Support, Help Desk and more*.

IT LOCAL AND STATE INDUSTRY NEEDS(?)

INFORMATION TECHNOLOGY ACADEMY

ITA

Est. 2002

@EAST

Information Technology Current Regional Labor Market Needs

<u>Computer and Electronic Product Manufacturing</u> Page 9
(NAICS Industry 334)

Rank #2 15-1133 Software Developers, Systems Software % Share of Industry Workforce=6.8%, Projected Employment Change 2016-2026= 5.1%

Rank #7 15-1132 Software Developers, Applications, % Share of Industry Workforce= 3.3% ***Projected Employment Change 2016-2026= 26.1%***

<u>REGIONAL EMPLOYMENT DATA</u>
Source: NYS Department of Labor, Bureau of Labor Market Information - Division of Research and Statistics; Significant Industries Report - Finger Lakes Region 2019 https://labor.ny.gov/stats/PDFs/Significant-Industries-Finger-Lakes.pdf

Information Technology Current Regional Labor Market Needs

<u>Professional, Scientific and Technical Services</u> Page 10
(NAICS Industry 541)

Rank #3 15-1151 Computer User Support Specialists, % Share of Industry Workforce= 4.4%, ***Projected Employment Change 2016-2026=13.1%***

Rank #8 15-1121 Computer Systems Analysts, % Share of Industry Workforce= 3.2%, Projected Employment Change 2016-2026=9.0%

<u>REGIONAL EMPLOYMENT DATA</u>
Source: NYS Department of Labor, Bureau of Labor Market Information - Division of Research and Statistics; Significant Industries Report - Finger Lakes Region 2019 https://labor.ny.gov/stats/PDFs/Significant-Industries-Finger-Lakes.pdf

Information Technology NY State Labor Market Needs

Top Growth Occupations in IT:

Information Securities; ***Projected Employment Change 2018-2028= 34.3%,***
Software Development; Projected Employment Change 2018-2028=
(Application-28.3% & System 20.1%)

In Decline Occupations in IT:

Computer Programmers Projected Employment Change 2018-2028= -.01%,
Computer Network Architects Projected Employment Change 2018-2028=
6.5%

STATE EMPLOYMENT DATA

Source: NYS Department of Labor, Employment Projections: Long-Term Occupational Employment Projections
https://statistics.labor.ny.gov/lsproj.shtm

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Self- Study Review Form

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WHAT IS THE SELF-STUDY COMMITTEE'S ROLE?

What are the essential activities of the self-study team?

- Review of Curriculum;
- Review of Standards aligned with the curriculum
- Review the chosen technical assessments associated with the program;
- Review the local final capstone projects alignment to the curriculum and industry
- Review alignment of work-based learning opportunities to the industry pathway;
- Review of the Work-Skills Employability Profiles alignment with industry needs;
- Review of staff certifications;
- Review Post-Secondary Agreements

CURRICULUM

The Individuals with Disabilities Act (IDEA) mandates that all students with disabilities have access to general education curriculum including CTE.

Checklist of Elements of CTE Curriculum:

- The curriculum is setup sequentially or by themes
- The level of rigor increases as they move through the pathway
- The curriculum provides the basic skills and knowledge needed for this industry

NOTE: In a CTE program the courses MUST be organized by levels of difficulty or by thematic relationships and each sequential course should build off of the courses before it

PROGRAM BLUEPRINT

Current Issues in Information Technology

1- Digital Media

2- Information Support and Services

3- Network Systems

4- Programming and Software Development

End-of-Pathway Senior Portfolio Project

Note: This blue print aligns with the blueprint for our industry exam

GRADE	COURSES	
9	**Introduction to Information Technology** **1-Credit**	**ALTERNATE START- 10TH GRADE**
10	**Computer Hardware & System Support** **1 - Credit**	**Introduction to Information Technology** 1-Credit
11 or 12	**Computer Programming** **1 - Credit**	**Computer Hardware** 1 - Credit
	Advanced Computers & Digital Media* 1 - Credit *This is a 4 Credit - Dual Enrollment, Full-Year Course	**Computer Programming** 1 - Credit **OR** **Advanced Computers** 1 - Credit
	Required for CTE Endorsement **Careers & Financial Management** **1 - Credit**	

Introduction to Information Technology

Grades: 9 -10
Prerequisite(s): None
Course Description

This is the first course inside of the ITA pathway and it is a survey course which provides scholars an introduction to the Information Technology Career Cluster and all of the pathways inside of this cluster. The goal is to give them exposure and some hands-on activities that will help them better understand what the field is about and where their interests may be greatest.

This course is broken into 4 units:

UNIT 1: WHAT IS IT TO ME?
UNIT 2: IT FUNDAMENTALS
UNIT 3: FOUNDATIONS OF COMPUTER SCIENCE
UNIT 4 MOBILE COMPUTING

Introduction to Information Technology

- **INDUSTRY VOCABULARY**
- Components of IT:
- Forms of Digital Information
- IT Career Cluster & Pathways
- IT Employability skills:(?)
  Communication, Collaboration, Personal Mindset, Planning for Success, Problem Solving, Social Awareness, Ethics
- Digital Citizenship/ Online Research
- IPSO

- Binary/Machine Language
  Integrated & Electrical Circuits
- Computer Systems:
  Components, Performance, Form/Function, Software
- Computer programing
- Internet/World Wide Web
- IT & Globalization
- Emerging Trends in IT (?)
  Cloud Computing , Artificial Intelligence Quantum Computing, Internet of Things Embedded IT

Computer Hardware & Support Systems

Grades 10-11

Prerequisite(s): Introduction to Information Technology

Course Description

This course is a project/lab based course designed to introduce you to computer hardware and computer systems support or what is in the Informations Uspport Services path and includes any careers that provide IT Technical Support.

This course is broken into 4 units:

UNIT 1 BEHIND THE PC

UNIT 2 COMPUTER SYSTEMS SETUP & SUPPORT

UNIT 3 INTRODUCTION TO COMPUTER NETWORKING

UNIT 4 MOBILE COMPUTING

Computer Hardware & Support Systems

- **INDUSTRY VOCABULARY**
- **IT Support as a career**
- Standard Components:
  Internal hardware, expansion cards
  wired and wireless peripherals
- Classification of Computers:(?)
  personal, portable, mobile, embedded
- Computer Hardware: *function and form*
- General Safety Practices
- PC Build: *tools, parts, steps* (?)
- Add-On I/O peripherals
- Hardware Troubleshooting
- BIOS/Bootup Basics
- Operating Systems:
  - Install, Update, and/or backup
  - OS Functions
  - OS Management Tools
  - OS Troubleshooting (?)
- Common Application Softwares
- Laptops - Mobile Devices - Printers
- Computer Security (?)
  threats, prevention-protection, best practices, troubleshooting, data disposal

Computer Hardware & Support Systems

- **IT Network Careers**
- Network Fundamentals:
  client/server, types, topologies, media, communication protocols,
- Troubleshooting:
  Traceroutes, speed, connection strength
- Network Security?
- Network Platforms (NEW?)
- Network Infrastructure (NEW?)
- Network Storage (NEW?)

Computer Programming

Grades 11-12

Prerequisite(s): Intro to IT & Computer Hardware & System Support

Computer Programming uses the Pythons Java and JavaScript languages to introduce students toprogramming skills and the programming languages. The course begins with algorithms; then it lays a foundation for programming syntax, variables, operators, and control structures. Students use models and mini programs as a way to quickly learn the basics as well as program design, documentation, formal debugging, and testing.

This course is broken into 3 units:

UNIT 1: PROGRAMMING BASICS (PYTHON)

UNIT 2: SETTING STRUCTURE IN A PROGRAM (PYTHON)

UNIT 3 INTRODUCTION TO JAVA PROGRAMMING - (JAVA/JAVA SCRIPT)

Computer Programming

- **INDUSTRY VOCABULARY**
- **Programming/Software Dev Careers**
- Programming Language IDE's
  compile, run, errors, debugging
- Program Development Methodology
  style, syntax, naming conventions, development life cycle
- Software Development Life Cycle (?)
  psuedocode, algorithms, documentation
- Commands & Operations
  variables, I/O, types, arith. expressions, order of operations
- Control and Loop Structures
  relational operators, logical operators, IF/Else, For, Nested, While
- Ethics
  Impact of software on society, privacy, piracy, copyright laws, ease of use, computer controlled devices
- Programming Platforms(NEW?)
  - Linux, Windows, macOS, Raspberry Pi , Docker Container, AWS, Azure, Google

Advanced Computers & Digital Media Design

Grades 11-12

Prerequisite(s): Intro to IT & Computer Hardware & System Support

Semester 1 MS Office** Dual-Enrollment (4 credit) Course MCC CRC 125

This half of the class is a hands-on course designed to allow students to work with the Microsoft Office Professional Suite.

Semester 2 Digital Media

This second half of the class provides an essential foundation for the student interested in interactive and digital media with a focus on web development and web design.

This course is broken into 4 units

Unit 1 - MS Word: Word Processing /MS PowerPoint: Presentation Software Proficiency
Unit 2- MS Excel: Spreadsheet Proficiency /MS Access: Database Basics
Unit 3: Digital Media
Unit 4: Digital Media Design

Advanced Computers & Digital Media Design

- **INDUSTRY VOCABULARY**
- **Careers:**
  - *Web Dev/Web Design*
  - *MS Office Specialists*
- MS Office Suite
  - *Word/PowerPoint/Excel/Access*
- Google Suite
  - *Docs/Slides/Sheets/Forms*
- Certifications (NEW?)

- Fundamentals of HTML
  - *elements, structure, naming conventions, doctype, input elements & attributes, meta tags*
- Cascading Style Sheets (CSS)
  - *Applying styles : inline/internal/external*
  - *Essential syntax*
- Web Design
  - ***audience,*** *usability, readability, accessibility,cross browser compatibility*
- Web Design Software(?)
  - *Adobe Suite, Word Press*

Section 4 of 8

STANDARDS

Checklist of expectations for standards:

- The curriculum is set up to align with CDOS, CCTC, and Next-Gen standards in related CORE areas
- The standards are indicated in the curriculum crosswalk map & UbD Units
- The standards are reflected in the industry exam (SEE EXAM SECTION)

PROGRAM STANDARDS

1- CDOS - Career Development Occupational Standards
2- CCTC - Advanced CTE Common Core Technical Core Standards
3- Next Gen Computer Science Standards
4- Next Gen ELA Standards
5- Next Gen Literacy Standards
6- Next Gen Math Standard

INFORMATION TECHNOLOGY ACADEMY - STANDARDS CROSSWALK

CTE - NYS Standards: Career Development & Occupational Studies	Intro to IT	Computer HSS	Computer Programming	Advanced Computers/Digital Media Design
NYS - Commencement Level CDOS Standards	**Standard 1: Career Development :** *Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.* **Standard 2: Integrated Learning:** *Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings* **Standard 3a: Universal Foundation Skills:** *Students will demonstrate mastery of the foundation skills and competencies essential for success in the Workplace* ❖ **Basic Skills**: *Basic skills include the ability to read, write, listen, and speak as well as perform arithmetic and mathematical functions.* ❖ **Thinking Skills**: *Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations* ❖ **Personal Qualities**: *Personal qualities generally include competence in self management and the ability to plan, organize, and take independent action* ❖ **Interpersonal Skills**: *Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.* ❖ **Technology:** *Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.* ❖ **Managing Information:** *Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks* ❖ **Managing Resources Systems**: *Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity* ❖ **Systems:** *Systems skills include the understanding of and ability to work within natural and constructed systems.* **Standard 3b: Career Majors:** *Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsec-ondary programs.*			

NYS - Commencement Level CDOS Standards	Advanced CTE Common Career Technical Core Standards	Next-Gen Computer Science	Next-Gen ELA	Next-Gen HS Literacy	Next-Gen Math
3a-PI MANAGING INFORMATION *Performance Indicator 1: Students use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.* **3a-PI TECHNOLOGY** *Students apply knowledge of technology to identify and solve problems.Use the computer as a tool for word processing, graphics Gathering, organizing,manipulating data and information , and presentations*	**ITC04 IT APPLICATIONS**: *Use information technology tools specific to the career cluster to access, manage, integrate, and create information.*	**9-12.DL.4** *Independently select advanced digital tools and resources to create, revise, and publish complex digital artifacts or collection of artifacts.*	**SL5**: *Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.* **SL2**: *Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral)*	**WHST6**: *Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.*	
3a-PI MANAGING RESOURCES *Students allocate resources to complete a task.*	**ITC05.03** *Employ project management knowledge to oversee IT projects.*	**9-12.DL.5** *Transfer knowledge of technology in order to use new and emerging technologies on multiple platforms.*			**Mathematical Practices** *5. Use appropriate tools strategically.*
3a-P1 SYSTEMS: *Students demonstrate an understanding of how systems performance relates to the goals, resources, and functions in an organization*	**ITC05 SYSTEMS**: *Understand roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.*	**9-12.NSD.2** *Explain the levels of interaction existing between the application software, system software, and hardware of a computing system.*	**SL1b**: *Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.*		

INDUSTRY ASSESSMENT(S)

Checklist of Elements of a the required Technical Assessment(s):

- Technical assessment measures student proficiency in the technical field
- The scheduling and administration of the technical assessment is appropriate.
- It is not required that the technical assessment be administered at the conclusion of the program.
- The number of times a student may take a particular technical assessment is determined.
- Existing laws and regulations related to administration of technical assessments are followed.
- A system is developed to collect student-level and program-level data on performance on the technical assessment.

PRECISION EXAMS:
Information Technology Fundamentals

PRECISION EXAMS by youscience

EXAM BLUEPRINT

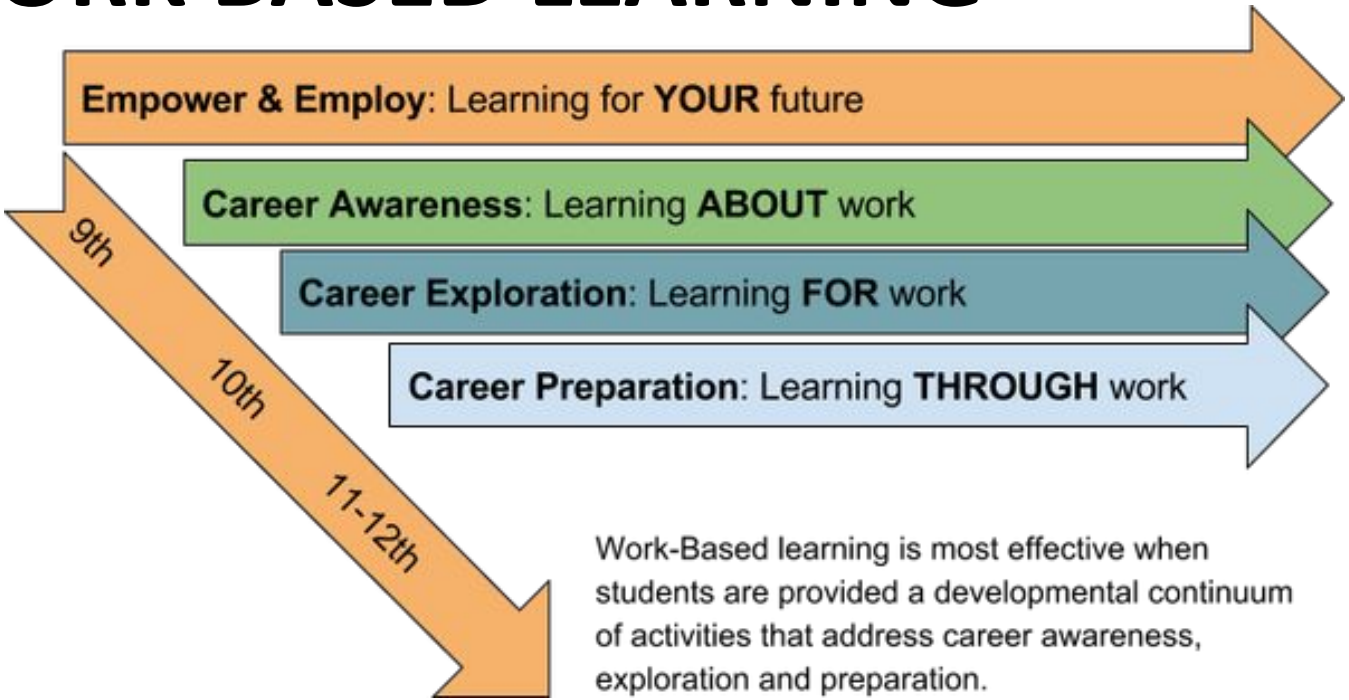
STANDARD	PERCENTAGE OF EXAM
1- Current Issues in Information Technology	14%
2- Digital Media	18%
3- Information Support and Services	19%
4- Network Systems	16%
5- Programming and Software Development	22%
6- Databases and Development	7%
7- End-of-Course Project	4%

WORK BASED LEARNING (WBL)

Checklist of Elements relating to Work Based Learning:

- - Work-based learning experiences are relevant to the program
- - The school and the employer(s) cooperatively plan all work experiences
- - Work-based learning experiences are provided for students with disabilities
- - Work-based learning coordinators are appropriately certified
- - The school is certified to offer credit for WBL experiences and complies with all NYSED regulations for offering credit

WORK BASED LEARNING



Work-Based learning is most effective when students are provided a developmental continuum of activities that address career awareness, exploration and preparation.

WORK BASED LEARNING

East High School is registered with the NYS Ed to offer it's scholars at East the following opportunities for Workbased Learning:

Career Exploration Internship Program (CEIP)

The focus of the program is meaningful, hands-on, career exploration

Cooperative Work Experience Program (CO-OP)

paid, school-supervised work experience, supported by related in-school instruction in a specific career & technical discipline.

Information Technology Academy
Work Based Learning Experiences

The information Technology Academy at East is The ITA program is a 4 year – 5 credit CTE program for students interested in any fields within the Information Technology Career Cluster: *Information Support and Services, Network Systems, Programming and Software Development Web and Digital Communications.* Throughout their four years in the ITA program, scholars may have access to these Work Based Learning (WBL) experiences:

Grade	IT Business	Involvement	Dates	Hours	WBL
9	**Varies**	**Focus: Information Technology as a Career:** Students observe and explore different IT companies through on site visits. During their visits, students keep a journal reflecting on their experiences. *Their main goal is to observe the various IT and IT Support careers available*	February March April May **4 visits in total**	8.0	Work Experience & Career Exploration
10	**Varies**	**Focus: Career Exploration Internships:** The Career Exploration Internship Program is a school-business partnership initiative that provides high school students, age 14 and above, the opportunity to obtain non-paid, on-site, career exploration experiences. The focus of the program is meaningful, hands-on, career exploration rather than skill development. Students may earn ¼ to 1 unit of elective or CTE sequence credit.	**10-12 week Exploration Experiences + a Project**	30-40	**CEIP** Work Experience & Career Exploration
9-11	**At East**	**Focus: Practicums** Over the three years, all IT scholars can take part in: IT projects, Robotics, ImagineIT, and other IT based activities	**Fall Winter Spring**	20.0	**WBL** Work Experience & Career Exploration
12	**Various**	**Focus: Co-Op/Internships:** Students work with a specific IT professional in *paid* internship. *They will perform a variety of IT skills based on the company that they are working*	**½ or Full Year**	150	**Internship (CO-OP)** Paid Work Experience
			TOTAL WBL HOURS	**54**** up to 200	****Must have 54 for CTE Endorsement**

EMPLOYABILITY PROFILE

Checklist of Elements relating to Employability Profile:

- Related to the program of study and includes **both general employability skills and the specific skills for the industry.**
- Each student in the program has been evaluated using this profile and a record or records are kept
- The profile is reviewed and updated by the student and the appropriate program/guidance personnel

Employability Profile "Career Readiness" Rubric- CTE & Career Pathways East High School

RATING SCALE	UNSATISFACTORY (1)	NEEDS IMPROVEMENT (2)	MEETS EXPECTATIONS (3)	EXCEEDS EXPECTATIONS (4)
	PERFORMANCE: Scholar …			
	Has not yet demonstrated the skills required for the position and needs to have a formal plan for improving skills. Needs additional training.	Inconsistently demonstrates the skills needed for the position. Further development is needed.	Demonstrates the skills required for the position with rare exceptions, and shows initiative in improving skills.	Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as a leader that improves overall team.
ATTENDANCE	• Not yet demonstrating understanding of work/class expectations for attendance. • Does not notify supervisor/teacher in advance of absence. • Exceeds 15 absences for the school year.	• Inconsistently demonstrates understanding of work/class expectations for attendance. • Inconsistently notifies supervisor/teacher in advance of absence. • 10-15 absences for the school year.	• Understands work/class expectations for attendance. • Notifies supervisor/teacher in advance of absence. • Fewer than 10 absences for the year.	• Consistently demonstrates understanding of work/class expectations for attendance. • Consistently notifies supervisor/teacher in advance of absence. • Five days or less (excused/unexcused absences) absences for the school year.
PUNCTUALITY	• Not yet demonstrating understanding of expectations for punctuality. • Arrives late for school/work frequently (exceeding 15 days for the school year). • Does not take or return from breaks on time. • Does not call a supervisor prior to being late.	• Inconsistently demonstrates understanding of work expectations for punctuality. • Inconsistently arrives on time for school/work (10-15 days tardy for the school year). • Inconsistently takes and returns from breaks on time. • Calls supervisor/teacher prior to being late.	• Understands work expectations for punctuality. • Arrives on time for school/work most of the time (fewer than 10 days tardy for the year). • Shows responsibility by taking and returning from breaks on time. • Calls supervisor/teacher prior to being late.	• Consistently demonstrates understanding of expectations for punctuality. • Consistently arrives on time for school/work (5 days or fewer for the school year). • Consistently shows responsibility by taking and returning from breaks on time. • Takes the initiative to always call a supervisor prior to being late.
APPROPRIATE WORKPLACE APPEARANCE	Does not dress appropriately. • Unsafe • Unsuitable • None (no uniform)	• Inconsistently demonstrates an understanding of appropriate attire and/or personal hygiene.	• Dresses appropriately for the position and duties. • Practices personal hygiene appropriate for position and duties.	• Demonstrates exceptional personal appearance. • Always wears appropriate work attire.

EAST HIGH SCHOOL – ROCHESTER CITY SCHOOL DISTRICT

Career and Technical Education Department

EMPLOYABILITY PROFILE

Scholar Name:	Click or tap here to enter text.								
CTE Program of Study:	Click or tap here to enter text.				**Instructor:**	Click or tap here to enter text.			
Grade:	**9th** ☐	**10th** ☐	**11th** ☐	**12th** ☐	**School Year:**	Click or tap here to enter text.			

Rating Scale:	**4•Outstanding:** Expertly demonstrates knowledge/skill required for an entry-level position. Often exceeds expectations and has emerged as a leader **3•Proficient:** Consistently demonstrates knowledge/skill required for an entry-level position and shows initiative in improving skills **2•Developing:** Demonstrates some (or inconsistently demonstrates) knowledge/skill required for an entry-level position. More growth is needed **1•Needs Improvement:** Rarely demonstrates knowledge/skill required for an entry-level position. Further development is needed **N/O=Not Observed:** Has yet to demonstrate knowledge/skill required for an entry-level position.

Skills/Competencies	MP 1	MP 2	MP 3	MP 4	Comments
ATTENDANCE:					Click or tap here to enter text.
❑ Understands work expectations for attendance and adheres to them.					
❑ Notifies supervisor in advance in case of absence.					
PUNCTUALITY:					Click or tap here to enter text.
❑ Understands work expectations for punctuality.					
❑ Arrives on time for work.					
❑ Takes and returns from breaks on time.					
❑ Calls supervisor prior to being late.					

(Taken from the NYSED Employability Profile) http://www.p12.nysed.gov/specialed/publications/CDOScredential-att4.pdf

ITA-EMPLOYABILITY SKILLS

Student:		Date:	
Year:		Completed by:	

Skill/Knowledge	Description The student has demonstrated their ability to and/or knowledge of:	COURSE LEVEL	Demonstrated level of mastery			
		1-4	4 Expert	3 Proficient	2 Developing	N/A
1. COMPUTER ETHICS						
a. Acceptable Usage	1. Demonstrate ability to understand and follow an Acceptable Use Policy (AUP) 2. Understands that some online behaviors can be harmful personally and to a business	All				
b. Copyright & Fair Use	1. Demonstrates and understand of fair use guidelines 2. Follows copyright policy when working with intellectual property and information available on the Internet.	All				
c. Information Privacy & Security	1. Apply information security rules and procedures in accordance with the established policies of the company or organization 2. Understand ethical behavior as it relates to AUP, Intellectual property, Netiquette, Respecting Privacy, Anti-Spamming Laws, etc.	All				

NEXT STEPS:

☑️ Compile your recommendations and suggested actions- Self Study form

☑️ Submitting findings to External Review Committee - June 2nd

☑️ Submitting of application and materials - superintendent/board review

East Mission: *At East we are taking charge of our future by being tenacious, thinking purposefully, and advocating for self and others.*

Self- Study Review Form

EAST IN PARTNERSHIP WITH THE UNIVERSITY OF ROCHESTER

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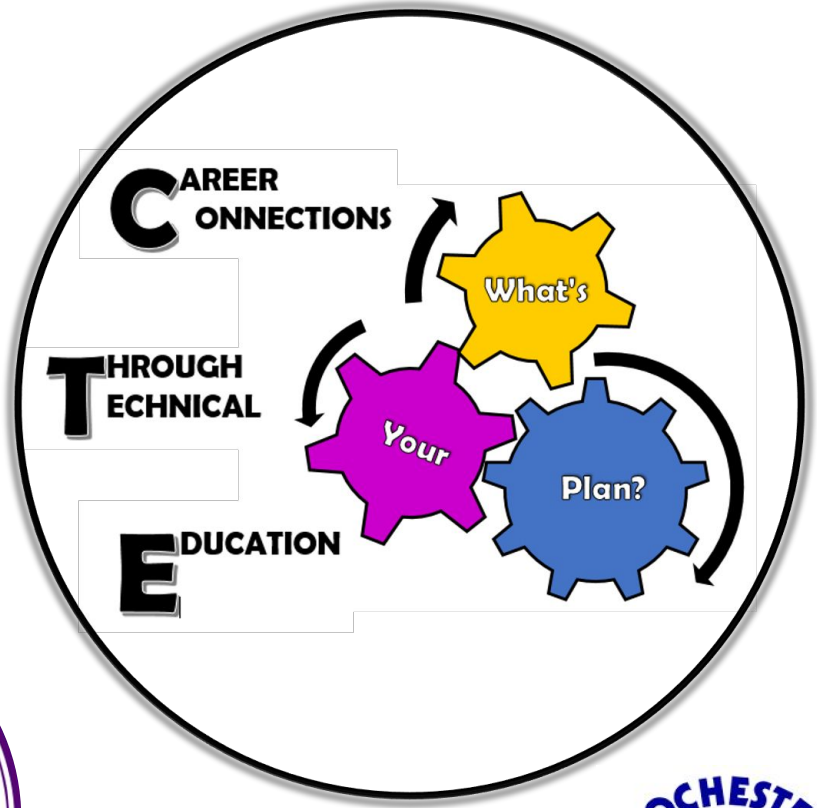

~THANK YOU FOR YOUR SUPPORT~

INFORMATION TECHNOLOGY ACADEMY
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ROCHESTER CITY SCHOOL DISTRICT