



[www.rmctc.org](http://www.rmctc.org)

## **The Information Technology – Web Design Program**

**CIP 11.0801**

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Have Questions?

Contact: Mrs. Donna Henderson – School Counselor

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# **READING MUHLENBERG CAREER & TECHNOLOGY CENTER**

## **MISSION STATEMENT**

The Reading Muhlenberg Career & Technology Center, in partnership with our diverse community, sponsoring districts, and business and industry, is committed to providing quality career and technical education, resulting in opportunities for students to gain employment, pursue post-secondary education, and develop an appreciation for lifelong learning.

## **VISION STATEMENT**

To empower Reading Muhlenberg Career & Technology Center students with the technical knowledge and skills to confidently pursue a career.

## **BELIEFS**

- We believe in valuing the diversity of each student
- We believe education leads to opportunity
- We believe quality education starts with quality leadership
- We believe a career and technical education is a critical component of workforce development
- We believe technology is vital to learning and will help students connect with a rapidly changing world
- We believe technology must be embraced by teachers as a tool to help prepare students to meet current and future labor market demands
- We believe in providing all students with a positive educational experience
- We believe students should feel proud of what they have accomplished each day
- We believe students will be provided the opportunity to achieve their highest potential
- We believe students will be provided the opportunity to acquire and cultivate leadership skills
- We believe in providing students with a safe school environment
- We believe the success of a student is enhanced by parents and/or other influential adults through their support and involvement
- We believe in encouraging students to maintain a lifelong affiliation with the school
- We believe change is an ongoing process, not an event, and is fundamental for building quality programs of study
- We believe instruction must accommodate individual student learning styles

Dear Parent or Guardian,

I would like to take this opportunity to introduce myself and give you a bit of information about your child's education at Reading-Muhlenberg Career & Technology Center (RMCTC).

I understand how important it is to keep an open line of communication with your child's teachers. I ask that if you ever have any questions about your son or daughter, you don't hesitate to contact me at (610) 921-7300 ext. 7448 or email me at [lpison@rmctc.org](mailto:lpison@rmctc.org). I would love to have an email address and a day and/or evening phone number where I can reach you as well. If you would kindly write that information on the contact sheet, I would appreciate it. I will always communicate in the way of report cards and interim reports. However, in an effort to make those times less stressful, I would like to send reports random throughout the year.

For the safety and concern of our students, this school participates in a school-wide uniform policy. Students in this classroom are required to wear a uniform polo shirt in black. Parents may purchase these shirts from the "Uniform Store" link at the bottom of the school website. It is recommended that each student have at least 2 shirts. Students must be in uniform at all times or they will lose work ethic points and will not be able to completely participate in classroom activities. Please make sure that your child has the necessary items that they need in order to be successful in this program.

Your child will spend more time in my classroom than any other. I see this as a great opportunity to get to know my students and take the necessary steps to guide them toward a bright future. I cannot do this without your help. Please join me in guiding your child toward a successful future.

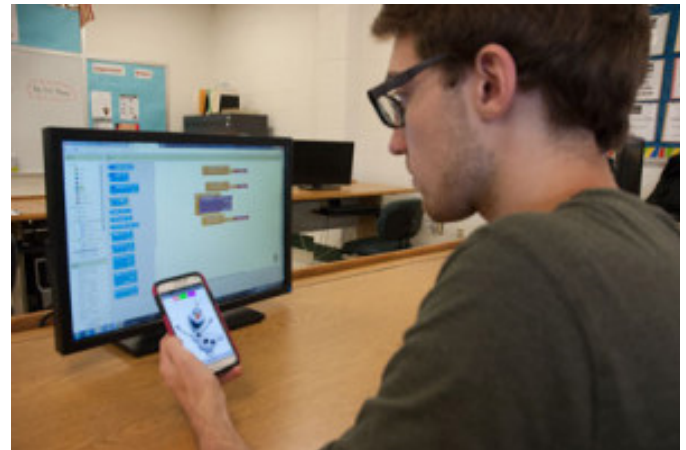
Sincerely,

Lisa Pison  
Information Technology – Web Design Teacher



# Information Technology - Web Design

- Explore and prepare for different areas of web design, including graphics, design, coding, and formatting for search engine optimization.
- Prepare different types of web designs based in the needs of the client, for example business, e-commerce, informational, etc.
- Explore additional computer skills taking apart a computer and figuring out how the components work.
- Develop your programming skills making mobile phone apps, web-enabled JavaScript games, and other computer programs.
- Earn college credits with the Technical Academy while still in high school.



## Job Titles – Career Pathways

- 15-1099 Web Designers
- 15-1099.04 Web Developers
- 15-1199.10 Search Marketing Strategists
- 27-1014 Multi-Media Artists & Animators
- 27-1024 Graphic Designers (Web Design)
- 43-9011 Computer Operator
- LOCAL Web Assistant

## CTC knowledge transfers to college credits at:

- Art Institute of Philadelphia
  - Berks Technical Institute
  - Bucks County Community College
  - Butler County Community College
  - Community College of Allegheny County
  - Community College of Beaver County
  - Delaware County Community College
  - Harrisburg Area Community College
  - Lehigh Carbon Community College
  - Manor College
  - McCann’s School of Business
  - Montgomery County Community College
  - Northampton Community College
  - Pennsylvania College of Technology
  - Reading Area Community College
  - Westmoreland County Community College
- \*Earn up to 24 dual enrollment college credits with Reading Area Community College through participation in the Technical Academy.



## Student Certifications

- NOCTI – National Occupational Competency Testing Institute
- \* Web Design
- ACA Dreamweaver – Web Communication
- ACA Illustrator – Rich Media Communication
- ACA Photoshop – Visual Communication
- CIW Web Design Associate



## **Instructor – Ms. Lisa Pison**

### **Biography**

I have been teaching web design since 2001. I have a love of teaching that began when I was a corporate trainer in industry and as an adjunct instructor for Harrisburg Area Community College. I then moved to public education, where I found my calling. I enjoy working with high school students and passing on my passion for web design. I stay current by keeping up with industry standards and the latest technology.

### **Education**

B.S., Computer Information Systems, York College of PA  
Graduate coursework, Penn State University and Temple University

Certifications and Awards

CIW Web Design Associate

Oracle Certified Instructor

Voc II CTE

### **Work Experience**

Help desk administrator, Snyders of Hanover, Inc.

Assistant IT manager, Lisa Direct, Inc.

IT administrator, Penngate

IT director, York County Economic Development Corp.

Programming and interactive media teacher, York County School of Technology

Web design (HTML/Javascript), Harrisburg Area Community College

Adjunct professor, A+ certification, web design, Reading Area Community College

### **Hire Date**

2014

### **Community Service**

Former SkillsUSA advisor for York County School of Technology



## Program Planning Tool

Program Title: CIP 11.0801 INFORMATION TECHNOLOGY – WEB DESIGN

Student Name: \_\_\_\_\_

This document has been designed as a tool to facilitate student placement decisions and provides important information about the program. The chart on the reverse side is designed to assist in the identification of necessary skills, present educational levels, and supports, if any, that are needed to foster program success.

### ***Program Completion Requirements***

#### ***A successful student will...***

- Secondary Academic Course Requirements: The PA Dept. of Education's focus is to ensure every student is college and career ready, therefore all students are recommended to follow a college prep sequence of academic classes. Courses such as applied math or general science are not appropriate for this program. PDE's goal is to have all students perform at the competent or advanced level on the Keystone Exams and Program of Study end-of-program assessment (NOCTI).
- Complete an Occupational Competency Assessment (i.e. NOCTI end-of-program exam) and score at the "competent" or "advanced" level. This end-of-program exam will cover the full scope of the program of study curriculum and includes (1) a multiple choice test and (2) a performance test consisting of occupational related tasks scored and evaluated by industry judges.
- Earn a minimum of one industry recognized certification. Students will be encouraged and expected to earn all recognized industry certifications that make up the scope of the curriculum. Accommodations are not permitted for industry certifications. These include: Adobe Certified Associate: Dreamweaver, Flash and Photoshop.
- Complete the approved program curriculum and earn a minimum of one RMCTC Job Title aligned with the student's career objective. Job titles are identified on the program task list, aligned with local workforce needs and high priority employment occupations, and annually reviewed and approved by the program's occupational advisory committee.
- Successful completion of Keystone Exams as determined by sending school district.
- Maintain a 95% attendance rate or better.
- Transition on to a post-secondary institution, military or related fulltime employment aligned to their CTC program of study.

### ***Instructional Process/Specifications***

#### ***A successful student will...***

- Perform a wide variety of tasks in a laboratory environment with equipment consistent with industry standards. Up to 25 students are assigned to work "independently" and in "small teams". Students progress through using learning guides in a self-directed manner. Students will be required to sit and work at a computer terminal for the majority of the class time. Students will be required to use a computer, computer mouse, scanners, and printers.
- Participate in classroom theory and laboratory applications for generally 2 ½ hours each day; students will spend 25% of their time in classroom theory and 75% of their time doing laboratory applications and live work.
- Participate in Career & Technical Student Organizations including SkillsUSA and/or National Technical Honor Society.
- Participate in a paid or unpaid work based learning related to the Program of Study (cooperative education, clinical internship, and/or job shadowing).
- Complete written and performance tests. Students will be evaluated weekly on occupational skill performance using rubrics. In addition, students will be evaluated daily on work ethics. Progress is measured by test performance, task completion and work ethic.
- Read and study textbooks and technical manuals. Most textbooks are written at a 10th to 11th grade reading level and most technical manuals are written at a higher level and are accessed on line.
- Complete homework on time. Homework typically involves chapter or workbook assignments, on line research assignments and writing assignments.
- Purchase appropriate work and safety attire, tools, and equipment.

## Program Planning Tool



CTE Requirements	Present Educational Ability/Level	Support Needs
<p><b>Program Completion</b> – Strong self-determination skills and understanding of personal strengths and weaknesses. Ability to meet industry established standards of performance, complete the program of study without curriculum modifications, and earn industry certifications without testing accommodations.</p>		
<p><b>Reading &amp; Language Arts Level-</b> Text and manuals written on a 10-11<sup>th</sup> grade reading level. Proficient on end-of-course exam (Keystone). Ability to understand written sentences and paragraphs in work related documents. Ability to understand data processing, data communications, computer programming and the related documentation. NOCTI assessment and industry certification exams require a proficiency in English language skills.</p>		
<p><b>Math Level</b> - At grade level and proficient on end-of-course exam (Keystone). Knowledge of arithmetic, algebra, geometry and their applications. Ability to compute proper settings for equipment and correct dimensioning for documents and deliverables. Ability to configure, program, integrate, install and trouble shoot sophisticated software programs and applications.</p>		
<p><b>Aptitude</b> – Problem solving/diagnostic skills; aptitude for computer technology, technical drawings and diagrams. Ability to assimilate and process data from multiple sources.</p>		
<p><b>Safety &amp; Physical</b> - Manual dexterity; fine motor skills; hand-eye-body coordination. Ability to sit and concentrate for extended periods of time.</p>		
<p><b>Interpersonal/ Social</b> - Ability to relate well to customers and coworkers; ability to work independently and as a team member. Ability to listen to what people are saying and understand the points being made.</p>		
<p><b>Other Occupational/Program Considerations</b> - Ability to work independently, excellent self-discipline and stamina to focus for long periods of time at work station, visual acuity, computer and keyboard experience.</p>		





# **11.0801 Web Page, Digital/Multimedia and Information Resources Design IT Web Design**

## **DEMONSTRATE SAFETY IN THE MULTIMEDIA LABORATORY**

Explain the Material Safety Data Sheet (MSDS) system for hazardous chemicals and materials.

## **DEMONSTRATE KNOWLEDGE OF DESIGN TECHNOLOGY**

Demonstrate proficiency with technologies common to web page and Multimedia Design.  
Demonstrate information technology skills.  
Demonstrate knowledge of the Internet and related security issues.  
Demonstrate knowledge of web communication technology skills.

Demonstrate the knowledge of acceptable use policy (AUP).

## **DEMONSTRATE KNOWLEDGE OF THE FOUNDATIONS OF INFORMATION TECHNOLOGY**

Describe the history and emerging technologies used in information technology.  
Describe the impact of information technology on business and society.

Identify software associated with information systems.  
Determine basic data and determine storage concepts.  
Describe the evolution of the Internet and how it works.

## **DEMONSTRATE SKILL WITH VARIOUS COMPUTER APPLICATIONS**

Create documents related to information technology using word processing/publishing software for online documentation.  
Create a relational database.  
Create spreadsheets for real-world business problems.  
Create presentations using presentation software.

## **DEMONSTRATE KNOWLEDGE OF THE FUNDAMENTALS OF COMPUTER OPERATION**

Demonstrate the use of connectivity devices and peripheral equipment.  
Manage the various file types.  
Compare and contrast the basic differences among operating systems ( e.g. as browser operations are affected).  
Investigate basic issues affecting system purchase and upgrade decisions.  
Install and configure hardware and software in a computer system.  
Perform basic software configuration operations.  
Describe the importance of data backup strategies and media and back up files.  
Describe the use of Remote Computer Operations and Programming.

## **DEMONSTRATE KNOWLEDGE OF NETWORK FUNDAMENTALS**

Identify the elements that are required to connect to the Internet.  
Describe various types and features of various web browsers.  
Explain file transfer mechanisms.  
Demonstrate Internet communication etiquette.  
List the criteria for conducting searches on the Internet.

## **DEMONSTRATE KNOWLEDGE OF THE BASICS OF PROGRAMMING**

Explain the purpose and functions of computer programming.  
Identify the types and application of programming languages (.eg. Mark-up and Scripting)

## **DEMONSTRATE KNOWLEDGE OF COMPUTER GRAPHICS AND INTERACTIVE MEDIA**

Identify hardware required for multimedia and entertainment presentations.  
Describe various software programs associated with graphics and interactive media.  
Explain the components of multimedia design and their applications.  
Perform image management procedures.  
Demonstrate professional visual communications skills.  
Demonstrate presentation strategies.  
Describe web publishing systems.  
Create an interactive multimedia presentation.

## **DEMONSTRATE THE KNOWLEDGE OF PRINCIPLES OF LAYOUT AND DESIGN**

Identify project-management components.  
Plan an effective design for a project using storyboard procedures.  
Apply principles of design layout and typography appropriate for a project.  
Explain the steps in a web design life cycle- (planning development deployment testing revision)

## **DESIGN AND CREATE DIGITAL DOCUMENTS**

Create a document in a format appropriate for electronic distribution.  
Convert a document to electronic format.  
Critique a project to determine whether it meets the designated guidelines.

## **DESIGN AND CREATE MULTIMEDIA PRESENTATIONS/PROJECTS**

Identify the components of an effective multimedia project.  
Create a storyboard or outline for a multimedia project.  
Use master slides templates and/or themes.  
Create an object using graphic design software.  
Incorporate charts graphs and/or tables into a multimedia project.  
Enhance a multimedia project with user interactivity.  
Incorporate elements from other sources into a multimedia project.  
Edit a multimedia project.  
Create handouts and/or other visuals for a multimedia presentation.  
Deliver a multimedia presentation.  
Critique a multimedia presentation to determine whether it meets the designated guidelines.

## **EXPLAIN LEGAL AND ETHICAL ISSUES IN INTERNET TECHNOLOGY**

Explain the security issues related to computers and Internet technology.

Describe copyright issues and laws related to creating desktop-published multimedia and website design projects.  
Comply with copyright laws when creating advanced desktop-published multimedia and website design projects.  
Demonstrate avoidance of unethical/inappropriate use of elements in advanced projects.  
Comply with licensing agreements pertaining to software usage.  
Demonstrate procedures to guard against computer crimes.  
Describe design of websites for accessibility and accommodation of persons with special needs.

## **PREPARE FOR INDUSTRY CERTIFICATION**

Describe the process and requirements for obtaining industry certifications related to the design multimedia and web technologies.  
Identify testing skills/strategies for a certification examination.  
Demonstrate ability to successfully complete selected practice examinations (e.g. practice questions similar to those on certification exams).

## **DEMONSTRATE KNOWLEDGE OF CLIENT RELATIONS**

Communicating with others (peers and others) about design and content plans  
Demonstrate effective presentation skills through the exploration and utilization of various business formats technologies and environments  
Assessing client needs. (complete a needs assessment for a client)  
Creating a client proposal for developing website.

Plan and develop a client job cost analysis  
Write deliver and execute a client contractual agreement  
Provide customer technical support for created content

## **Design and Create and Websites**

Demonstrate proper use of What You See Is What You Get (WYSIWYG) software  
Demonstrate proper use of an HTML text editor  
Create tables in HTML.

Add color and format text.  
Create hyperlinks.  
Proofread and edit a website.  
Test a website.  
Demonstrate publishing updating and maintaining a website.  
Critique a Web site according to accepted Web site design principles.  
Insert an image in a webpage  
Obtain and optimize graphics.  
Add audio and video to a site  
Add animation to a website  
Examine and demonstrate knowledge of emerging trends in website design.  
Use Search Engine Optimization (SEO) techniques in websites.  
Generate and analyze a site report.  
Demonstrate knowledge of web server technology.

## **DEMONSTRATE KNOWLEDGE OF CASCADING STYLES**

Discuss the use of CSS(Cascading Style Sheets) in web development.  
Create and Utilize inline styles to change page attributes .

Create and Utilize embedded styles to change page attributes.  
Implement an id selector to apply and identify style rules.  
Implement a div element to separate content on a webpage.  
Implement a class selector.  
Create and link an external style sheet.  
Validate CSS code.

## **Employability Skills**

Establish career goals and develop a plan to meet goals.  
Complete a job application.  
Compose a resume, reference list and cover letter.  
Prepare for a job interview.  
Compose various employment letters, i.e. thank you and resignation.  
Participate in online career search & develop online accounts.

Create a career portfolio.

# STUDENTS OCCUPATIONALLY & ACADEMICALLY READY



- *Earn college credits which will save you money on tuition*
  - *Shorten college attendance*
  - *Get on the right career path*
  - *Enter the job market prepared*
  - *Get a consistent education*
- *See your CTC School Counselor for More Information*

## **TO QUALIFY CTC STUDENTS MUST:**

1. Earn a high school diploma, achieve a minimum 2.5 GPA on a 4.0 scale in your CTC program and complete the PDE approved Program of Study.
2. Earn the industry certifications offered by your program (if applicable).
3. Achieve Competent or Advanced on the NOCTI End of Program Assessment.
4. Achieve proficiency on ALL of the Program of Study Competency Task List.
5. Provide documentation to Postsecondary Institution that you have met all of the requirements!

Find out more about the colleges offering course credits you can earn while attending RMCTC. Go to [collegetransfer.net](http://collegetransfer.net), search: PA Bureau of CTE SOAR Programs, and find your program by CIP Code.



*\*To receive college credits, qualifying students have three years from their date of graduation to apply and matriculate into the related career and technical program at a partnering institution.*

# Web Design

## Policies – Procedures – Safety



### Protocol

**As a student of ITW your conduct is expected to be:**

- Respectful – Tolerable and non-judgmental of others.
- Professional – In the manner expected for an individual in a technologically advanced vocation.
- Courteous – Civil, polite, refined, with respect to the feelings of others.
- Mature – Act as you would if you were working in an office with other professional adults.

**Conduct which is unacceptable and may result in demerits, suspension, or removal from shop includes, but is not limited to:**

Insubordination – Blatant disregard for orders, procedures, and policies.

Arguing, verbal abuse, fighting - Violence of any kind is unacceptable at RMCTC. Students caught fighting are prosecuted to the fullest extent of the law.

Unauthorized computer use – To include but not limited to setting unauthorized passwords, willful damage, erasure, or manipulation of student or system files, tampering or accessing system files and settings, unauthorized use of or attempt to access the Internet or prohibited areas on the Internet, unauthorized loading of any data or programs from an outside source. Any data or materials on disk, flash drive or CD that have been introduced or been in contact with another computer outside ITW, will first be checked for virus content. Computers may be used only for work assigned by the instructor. Any other usage will be considered in violation of this policy.

Music – In accordance with RMCTC policy, there will be no mp3 players, CD players, headsets, internet music or distractions of that nature allowed. This topic is covered in depth in the student handbook.

Game playing – Games will not be accessed on line, brought in from home, or downloaded from the internet. In short, NO games. We're here to learn. Play at home.

### Attitude

**All students are expected to display an attitude that reflects:**

- Positive thinking – Show confidence in your abilities.
- Personal pride – Self-respect for quality and accomplishments.
- Desire to achieve – Eagerness to reach new levels of knowledge and skill.
- A Team player – Since much of our work is done in groups, team members are expected to work for the good of the team and not criticize the work of others.

## **Skills**

**Federal, State and Local regulations require each student to meet standards of excellence in their chosen vocation. Failure to do so will result in denying certification or graduation.**

Skill requirements for graduation as “Competent” are as follows:

- Satisfactory completion of task list with a completed senior project.
- Advanced score on NOCTI exam
- Ability to follow rules and procedures
- Ability to work and cooperate with peers and supervisors
- Ability to communicate both verbally and written
- Ability to solve problems

## **Safety & Equipment**

### **Electrical:**

Do not attempt to service, install or remove computer wiring while the equipment is connected to electrical outlets. Always ensure electrical equipment is disconnected from the power source or turned off to prevent electrical shock.

Never touch bare, exposed, or damaged wires.

Never allow wiring and cables to lie in normal traffic paths to prevent the possibility of tripping and injury.

Never allow moisture, liquids or magnetic items to come in contact with electrical equipment. This is a very dangerous combination and could result in electrocution.

### **Chairs & Tables:**

Desks are designed for placement of work material, and as a surface to do productive work. They were not designed to sit upon. You will be responsible for the cost of repair or replacement of any equipment damaged through misuse.

Standard four-leg chairs were designed to sit on with all four legs remaining on the floor. Rocking back or balancing on two legs not only reduces the life of the chair but also may result in personal injury. You will be responsible for any injuries resulting from failure to follow safety regulations.

Cushioned roller chairs are to remain at the computer locations assigned. If misuse occurs students will lose their privilege of using these chairs.

### **Computer units:**

Computer equipment is very costly and not designed to take abuse by rough handling or careless, unsafe operations. You will be responsible for the cost of replacement or repair to any equipment damaged by such misuse.

**Fire:**

**There are fire extinguishers designed to handle electrical fires. Be sure to familiarize yourself with the location of these fire extinguishers. Directions for use are printed on the device.**

General fire or emergency exiting from the building is conducted in the following manner:  
When the fire alarm sounds, immediately stop what you are doing and calmly exit the building according to the emergency exit route posted by the door.

Once outside the building continue to the parking lot in the front of the school and stand with the rest of the class, as attendance may need to be taken.

You will be instructed when it is safe to reenter the building.

**Medical:**

It is extremely important to provide accurate information on the medical card to ensure proper treatment should a medical emergency arise.

The school nurse is located in the industrial wing of the building and is available should you require medical attention.

If you are taking medication that will need to be administered during school hours, please be sure it is kept in the nurse's office. Students are not allowed to take any form of medication in the classroom, whether it be prescription or over-the-counter.

**Procedures****Restricted areas:**

Students are not allowed to enter the storage closet at any time.

Teacher's computers and desks are also off limits.

**Pass Policy:**

**No Student will leave the instructional area without specific reason and authority to do so.**

One student at a time may use the lavatory. After receiving permission from the teacher, you may sign out on the lav sheet and take the lav pass with you. Students will not be permitted to use the lav during the change of classes.

Students are not allowed to use the school phone except in the case of an emergency. Student must have a phone pass filled out and signed by the teacher. Student will take the pass to the main office where a school secretary will dial the number.

When visiting the nurse, use the nurse pass in the black box on my desk. Fill it out with the date and time and ask me to sign it. The nurse will check the pass and ask you for ID upon arrival in her office. She will sign the pass when she releases you back to the classroom.

**Food:**

There will be no food, drinks, or gum allowed in the classroom at any time.

**Cell Phones:**

Cell phones are to be put away and turned off while at RMCTC. If a student is seen with a cell phone in school it WILL be confiscated. Parents will be called and must come to the school to pick up the cell phone. This is an inconvenience for the parent and extra paperwork for the staff. If you absolutely must carry a cell phone, keep it in your locker and TURNED OFF while in school!

**Valuables:**

Students are urged not to bring anything of value to school with them. Lockers are provided for each student. It is advised that each student lock their belongings in their locker upon arriving at school. This will greatly reduce the chance of valuables being lost or stolen. The school or its employees will not be held responsible for stolen or misplaced valuables.

**Personal Hygiene:**

Students should practice acceptable standards of personal hygiene at all times. Not only does personal hygiene prevent an individual from being offensive, but greatly reduces the spread of disease and illness.

**Start Up & Shut Down:**

All students regardless of level or session will immediately take their assigned seat upon entering class. Do not turn on computers or engage in any other activity until released or instructed by the teacher.

Students should remain quiet during announcements.

Students are expected to work until 5 minutes before dismissal, at which time you may begin clean up and shut down. All of your personal work should be put away in your locker and books should be returned to their assigned location.



(Detach here)



**We have read and understand the policies and procedures of the Web Design class.**

Date \_\_\_\_\_

Signatures

Parent/Guardian print name here \_\_\_\_\_

Parent/Guardian sign name here \_\_\_\_\_

Student print name here \_\_\_\_\_

Student sign name here \_\_\_\_\_

## GRADE REPORTING

**Purpose:** The intent of this grading procedure is to provide a student grade that accurately reflects student achievement. Progress will be measured in the areas of work ethics, and knowledge. All activities and assessments that are required as the student progresses through their skills (learning guides) will be reflected within the knowledge grade. Students will be evaluated according to established program standards on an individual basis. The ClassMate grading software automatically calculates student grades using the following formula:

Work Ethic 40%  
Knowledge 60%  
100%

Teachers must be able to justify grade percentages in the event of inquiries or concerns.

**Interpreting a Grade:** The two levels of evaluation are described below:

**Work Ethics Grade (40%):** Each school day, every student receives a Work Ethics or daily grade. Criteria that comprise these grades are safety, student behavior, preparation/participation, productivity or time on task, professional appearance and extra effort. The Work Ethics grade range is based on a 0 to 10 model that students may earn each day depending on how many criteria they satisfactorily meet.

**NOTE: Impact of Absenteeism, Tardiness/Early Dismissals** - The direct effect of absenteeism on a students' grade will be through the Work Ethic component of the grading formula. If a student is Tardy or has an Early Dismissal the Work Ethic grade will automatically be defaulted to a five (5) from a possible ten (10) points. The instructor may change this value as they see fit.

**Knowledge Grade (60%):** Throughout the marking period, a student's cognitive knowledge about various career-specific topics will be evaluated and recorded by the instructor. Examples of knowledge activities include: lab/shop assignments, homework, quizzes, tests, and research activities. The Knowledge grade range is based on actual points earned divided by the total accumulative points.

**Task tracking:** For the purpose of students earning a job title associated with their program are, teachers track students' skill/task work. Teachers identify specific criteria to evaluate each task performed, ranging from a 0 to 5 (not completed to mastery). Students must earn a 4 or 5, in order to credit the task towards earning the specific job title. Students have the opportunity to revisit a task multiple times until successfully receiving credit. The job titles a student earns will be listed on the student's RMCTC certificate that is awarded at Senior Recognition Night.

## GRADE REPORTING (continued)

### **CTC Letter Conversion Table Grade Letter**

100 – 97 A+  
96 – 93 A  
92 – 90 A-  
89 – 87 B+  
86 – 83 B  
82 – 80 B-  
79 – 77 C+  
76 – 73 C  
72 – 70 C-  
69 – 65 D  
64 – under F

Final Grade average is based on the student's four (4) numerical marking period grades. The final average will directly align to the letter conversion table listed above.

If a student has three (3) marking period grades of "F" the teacher shall give appropriate consideration to that student not passing for the year. If a student is on an **upward trend** at the end of the school year, this **may** justify having the student pass for the year. If the opposite is true, and the student is on a **downward trend**, the student **should** receive a failing grade.

The individual teacher must evaluate each student's achievement in terms of the expected goals for their program area.

Failure to complete assignments, frequent lateness or absence, and demonstrated indifference to school are major contributors to student failure. **Blatant refusal** to attempt or to complete a significant number of course requirements may, by itself, justify a final course grade of "F".

The following divisions are given as a guide to recording and interpreting the grading system. It remains for each teacher to objectively and fairly rate each student, not based upon personality, but performance.

**Determination of Grades:** Teachers will give thorough consideration using all grading components in determining students' grades to both class work and test results.

### **A = Excellent**

1. This grade represents **superior work** and is distinctly an honor grade.
2. The excellent student **has reached all course objectives** with high quality achievement.
3. The excellent student displays unusual effort and works willingly and effectively in reaching required objectives.



## **GRADE REPORTING (continued)**

### **B = Good**

1. This grade represents **above average** quality achievements.
2. The good student **has reached a large majority of course objectives.**
3. The good student is industrious and willing to follow directions.

### **C = Average**

1. This grade represents **acceptable** quality achievements.
2. The average student **has reached a majority of course objectives.**
3. The average student is cooperative and follows directions, yet extra effort and improvement are needed for more complete mastering of the material.

### **D = Passing**

1. This grade represents a **minimum acceptable** quality achievement.
2. The student is performing below-average work and **has not reached a majority of course objectives.**
3. This achievement level indicates there is a great need for improvement, daily preparation and improved dedication and attendance.

### **F = Failure**

1. This grade represents **unacceptable** quality achievements.
2. The failing student **has not reached necessary course objectives.**
3. The failing student has not attempted to complete assignments, is constantly late or absent, and generally has failed to accomplish the fundamental minimum essentials necessary in the program area.
4. It may be noted that generally a student does not fail because of a lack of ability; failure may be caused by laziness, non-dedication, or a general disregard to directions of the teacher and the unwillingness to use whatever ability he/she possesses.

**Incomplete Grades:** Incomplete grades must be updated no later than ten (10) days from the close of the marking period. As soon as the work is completed and the grade is available, it must be reported to the appropriate person.

**Failures:** Students who receive a failing final grade in a program area are permitted to repeat that program, but are urged not to do so for obvious reasons. If this situation presents itself, students and parents are advised to consider an alternative program which is probably more suited to the student's true interests and aptitudes and not merely satisfying a short-term or unrealistic desire.

**Attendance and its Impact upon Grades:** The importance of regular school attendance and its positive impact upon a student's performance grade cannot be overstated. If a student is absent, he or she does not have the opportunity to keep pace with their classmates and must work independently to acquire the information missed during any absence. Regardless of how well a student performs when he/she is present, habitual absenteeism usually results in a failing performance grade. This situation is not unlike the conditions of the business or industry for which the student is being trained.

## **GRADE REPORTING (continued)**

**Make up Work for Absences:** Students have the opportunity to make-up school work due to an illness/being absent from school. **PROVIDED** their absence is excused. Students must submit make-up work within the following timelines:

1. One (1) to three (3) days excused absences – five (5) school days to complete assigned work.
2. Four (4) or more days excused absence – ten (10) school days to complete assigned work.

All work missed through unexcused absences will be graded as a zero

**Report Cards (See Progress Reports):** Students will receive a report card from the sending school district which will reflect the student's grade from their Career & Technology program. Students will also receive a report card from RMCTC reflecting their program grade and Social Studies grade, where applicable. In addition, grades are available on the parent portal.

**Senior Recognition Night:** Reading Muhlenberg Career & Technology Center hosts an annual Senior Recognition Night, which honors our senior students. During this event, all senior students in attendance are recognized and may also receive awards that they have earned relevant to their accomplishments while attending Reading Muhlenberg CTC.

**PARENT PORTAL:** The Parent Portal is available for parents/guardians to view your child's progress by accessing the RMCTC District Portal on the School's web-site; [www.rmctc.org](http://www.rmctc.org). This will give you up to date information related to your child's attendance, grades (work ethic and knowledge), discipline referrals and schedule. In order to use this resource, you must provide the CTC with a current email address and register online.

Log onto [www.rmctc.org](http://www.rmctc.org), click on "**Parents**", then click on "**parent portal**" which will navigate you to the link where you will log into the portal. You will have to "**create an account**" on your first visit to the portal by using your email address (you need to use the email address you provided us on your child's application) and setting up a password. Once registered you may return at any time to view your child's information. Please utilize our website, to track your child's progress by viewing their grades and attendance, along with any discipline action. In addition you will be able to review your child's report cards & progress reports as soon as they are available. You also have the ability to select the option to receive email notifications for specific instances that you choose. You can choose to receive an email automatically if your child is absent/tardy or both, if your child receives a discipline referral or suspension and if your child receives a specific grade.

## **CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSO)**

All students enrolled in Reading Muhlenberg Career & Technology Center have the opportunity to participate in at least one Career & Technical Student Organization (CTSO) while enrolled at the CTC. Students who become members in these co-curricular organizations have the opportunity to participate in team building, leadership, community service and social events.

Students also have the opportunity to attend skill competitions where the skills they have learned are "put to the test" against other competitors. These competitions include testing of knowledge and hands-on skills in a variety of trade and leadership events. Students who are fortunate enough to win their events at a district or state competition are able to compete at the national level and travel to locations such as Louisville, KY, Kansas City, MO, San Diego, CA, Orlando, FL, and Cleveland, OH.

### **SkillsUSA**



<http://skillsusa.org>

SkillsUSA is a national organization of students, teachers and industry representatives who are working together to prepare students for careers in technical, skilled and service occupations. SkillsUSA provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.

### **National Technical Honor Society (NTHS)**



[www.nths.org](http://www.nths.org)

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. Over 2000 schools and colleges throughout the U.S. and its territories are affiliated with the NTHS. Member schools agree that NTHS encourages higher scholastic achievement, cultivates a desire for personal excellence, and helps top students find success in today's highly competitive workplace.

NTHS members receive: the NTHS membership certificate, pin, card, window decal, white tassel, official NTHS diploma seal, and three personal letters of recommendation for employment, college admission, or scholarships. Students will have access to our online career center including these valuable services: MonsterTRAK, Wells Fargo, Career Safe, and Career Key.

# READING-MUHLENBERG CAREER & TECHNOLOGY CENTER

## WORK BASED LEARNING Cooperative Education & Internships RULES / GUIDELINES

1. All Work Based Learning (WBL) students must have school WBL forms completed before starting the job/internship, and any student less than 18 years of age must also have a transferable work permit.
2. **ABSENT FROM SCHOOL????? – NO WORK!!!!!!!**
  - If you are absent from school in the morning, you may **NOT** go to work in the afternoon. **YOUR JOB IS PART OF YOUR SCHOOL DAY.** If you are at a **medical, social service, or court appointment** in the AM, you **may** go to work that day. However, you must bring a note **from the agency where you were**, to your attendance secretary, the next school day.
  - If you are ill, **YOU** must call your employer to inform him/her that you will not be reporting for work.
  - **IMPORTANT:** If your name is going to appear, for any reason, on your sending school absentee list, you must also **report off to Mrs. Albarran @ 610-921-7301. Failure to report off will result in removal from WBL.**
  - If **school is closed** for a holiday, in-service day, or a snow day, you **DO** go to work on those days, if you are scheduled.
  - If you are suspended **out of school** you may not work at your WBL job. This includes jobs that are scheduled with after school hours.
  - **REPETITIVE ABSENCES** at school or work will result in your removal from Work Based Learning.
3. All WBL students are required to **report to the CTC every Monday.** Any additional classroom time is at the discretion of your program area teacher. You are responsible for communicating this to your employer. On the **first Monday of each month**, immediately upon arrival, report directly to **Student Services**, where you will sign in with Mrs. Baller. Co-op students will record hours and earnings, and then return to your program area for the remainder of the school day. **Don't forget to bring your check stubs to record your hours and earnings!** Internship students will record hours. **If you miss two Monday meetings, you will be removed from WBL.**
  - Any violations of these rules will result in the following **discipline action:**
    - 1<sup>ST</sup> violation – VERBAL WARNING**
    - 2<sup>nd</sup> violation – REMOVAL FROM WORK BASED LEARNING**
4. When at work you are guided by and are responsible to your employer. Be sure to follow all of the Employers' rules and regulations because you will be terminated for the same reasons as any other employee.
5. If your work experience is terminated for any reason, you must return to school the next day, and inform your CTC teacher and the Work Based Learning Coordinator.
6. If you wish to terminate your employment, you must discuss this with your teacher and the Work Based Learning Coordinator, and leave the job properly by giving the employer a two-week notice and a letter of resignation.
7. If you have any questions concerning the rules and guidelines of Work Based Learning, please contact the WBL coordinator at 610-921-7337.

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STUDENT SIGNATURE

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PARENT/GUARDIAN SIGNATURE