

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY
DRAFT**

COURSE TITLE:	Computer Information Technology
COURSE NUMBER:	6011
CALPADS NUMBER:	2450
CST:	
DEPARTMENT:	Career Technology/Business
NCLB TEACHER CREDENTIAL REQUIREMENT:	To be determined by the Credential Analyst in Personnel
LENGTH OF COURSE:	One Semester
CREDITS PER SEMESTER:	5 Credits
GRADE LEVEL(S):	Grades 9th – 12th
GRADUATION REQUIREMENT OR ELECTIVE	Elective -This course fulfills one semester of elective credits required for UC/CSU
PREREQUISITES	None

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

Computer Information Technology is a semester long course in the study and use of computer hardware, peripherals (i.e. digital cameras, scanners), industry-standard software (i.e. Microsoft Office, Adobe Suite). In addition, the course covers basic business and cross-curricular skills necessary to be successful in core content areas in preparation for post-secondary education or career.

This course meets the requirements for the Information Technology Industry Sector pathways for *Information Support and Services*.

COURSE OUTLINE:

1. MAJOR GOALS

- 1.1 To promote life-long learning and achievement through a standards-based computer information technology course that integrates academic knowledge with real-life application and work-based learning.
- 1.2 To develop technology skills to support achievement in core content academics areas.
- 1.3 To understand ethics and responsibilities related to technology issues in school and career.
- 1.4 To acquire hardware, software, keyboarding, and information skills to become effective communicators in school and in business environments.

2 . PERFORMANCE OBJECTIVES:

A. Information Support and Services Pathway

- A 2.0 Students understand the process of systems implementation.
 - A2.1 Understand how to develop the purpose and scope of a systems project.
 - A2.2 Understand the criteria and processes for evaluation the function s of information systems.
 - A2.4 Know appropriate documentation for information systems.
- A4.0 Students understand the process necessary to accomplish a task by using effective resource management.
 - A4.1 Know how to acquire, use, and manage necessary internal and external resources when supporting various organizational systems.
 - A4.2 Understand how to identify and integrate various organizational systems to achieve maximum efficiency and effectiveness.
- A5.0 Students understand the dynamics of systems management and control.
 - A5.1 Know appropriate policies and procedures to ensure the security and integrity of management systems.
- A6.0 Students understand how training and support ensure efficient, productive systems operation.
 - A6.1 Analyze technical support needs.
 - A6.3 Understand the principles of a customer-oriented service approach to users.
- A7.0 Students understand software applications and life-cycle phases.
 - A7.1 Know common-industry standard software and its applications.
 - A7.2 Evaluate the effectiveness of software to solve specific problems.
 - A7.3 Know a variety of sources for reference materials (e.g. online help, vendor web sites, online discussion groups, tutorials, and manuals).
 - A7.4 Diagnose and solve application software problems.
 - A7.5 Know current and emerging industry-standard technology and trends.
- A8.0 Students understand the importance of reading, writing, and comprehension of documentation in a technical environment.
 - A8.1 Know appropriate search procedures for different types of information, sources, and queries.
 - A8.2 Evaluate the accuracy, relevance, and comprehensiveness of retrieved information.
 - A8.3 Analyze the effectiveness of online information resources to support collaborative tasks, research, publications, communications, and increased productivity.
- A9.0 Students understand and implement quality assurance processes.
 - A9.1 Know the characteristics and functions of available quality assurance tools and procedures for a variety of situations.
 - A9.2 Understand techniques for optimizing quality assurance processes. different projects (e.g., digital cameras, recorders, scanners, web cams, CD and DVD recorders).

Information Technology Industry Sector Foundation Standards

1.0 Academics

Students understand the academic content required for entry into postsecondary education in employment in the Business sectors.

(The standards listed below retain in parentheses the numbering as specified in the mathematics, science, and history-social science, content standards adopted by the State Board of Education.)

1.1 Mathematics

Specific applications of Number Sense standards (grade seven):

- (1.2) Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers).
- (1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

Specific applications of Mathematical Reasoning standards (grade seven):

- (2.5) Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

Specific applications of Algebra I standards (grades eight through twelve):

- (13.0) Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve):

- (1.a) Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.

1.3 History-Social Science

Specific applications of Principles of Economics standards (grade twelve);

- (12.4.3) Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.

2.0 Communications

Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.

(The standards listed below retain in parenthesis the numbering as specified in the English-language arts content standards adopted by the State Board of Education)

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten):

- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.3) Generate relevant questions about readings on issues that can be

researched.

(2.4) Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

(2.5) Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Specific applications of Reading Comprehension standards (grades eleven and twelve):

(2.3) Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten):

(1.3) Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

(1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

(1.5) Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, and journals, technical documents).

(1.6) Integrate quotations and citations into a written text while maintaining the flow of ideas.

(1.7) Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g. *Modern Language Association Handbook*, *The Chicago Manual of Style*).

(1.8) Design and publish documents by using advanced publishing software and graphic programs.

(1.9) Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose and formality of the context.

(2.3) Write expository compositions, including analytical essays and research reports:

a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

b. Convey information and ideas from primary and secondary sources accurately and coherently.

- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstanding, biases, and expectations.
 - f. Use technical terms and notations accurately.
- (2.5) Write business letters:
- a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve):

- (1.6) Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- (1.8) Integrate databases, graphics, and spreadsheets into word-processed documents.
- (2.5) Write job applications and resumes:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.1 Written and Oral English Language Conventions

Specific applications of English Language Conventions standards (grades nine and ten);

- (1.3) Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- (1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

2.2 Listening and Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grades nine and ten):

- (1.1) Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
 - (1.7) Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
 - (2.3) Apply appropriate interviewing techniques:
 - a. Prepare and ask relevant questions.
 - b. Make notes of responses.
 - c. Use language that conveys maturity, sensitivity, and respect.
 - d. Respond correctly and effectively to questions.
 - e. Demonstrate knowledge of the subject or organization.
 - f. Compile and report responses.
 - g. Evaluate the effectiveness of the interview.
 - (2.6) Deliver descriptive presentations:
 - a. Establish clearly the speaker's point of view on the subject of the presentation.
 - b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
 - c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.
- Specific applications of Speaking Applications (grades eleven and twelve):
- (2.5) Students understand written business communication modes, such as memos, e-mail messages, and one-page executive summaries.

3.0 Career Planning and Management

Students understand how to make effective decisions, use career information, and manage personal career plans:

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.

4.0 Technology

Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.

- 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.
- 4.3 Understand the influence of current and emerging technology on selected segments of the economy.

4.4 Understand effective technologies for Web site development and Internet usage.

4.5 Know procedures for maintaining secure information, preventing loss, and reducing risk.

5.0 Problem Solving and Critical Thinking

Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.

5.1 Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.

5.3 Use critical thinking skills to make informed decisions and solve problems.

6.0 Health and Safety

Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.

6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

6.3 Understand the environmental and ergonomic risks associated with the use of business equipment and the financial impact of an unsafe work environment.

7.0 Responsibility and Flexibility

7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.

7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.

8.0 Ethics and Legal Responsibilities

Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.

(8.2) Understand the concept and application of ethical and legal behavior consistent with workplace standards.

(8.3) Understand the role of personal integrity and ethical behavior in the workplace.

9.0 Leadership and Teamwork

Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.

(9.1) Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

(9.5) Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 Technical Knowledge and Skills – Information Technology Sector

Students understand the essential knowledge and skills common to all pathways in the Information Technology Sector.

(10.1) Know how to use a variety of business and industry standard software and hardware, including major proprietary and open standards.

(10.6) Understand the interrelationships between hardware components and supportive software.

11.0 Demonstration and Application

Students demonstrate and apply the concepts contained in the foundation and pathway standards.

3. CONTENT OUTLINE:

3.1 **Pathway Standard A2.0** Students understand the process of systems, implementation, A2.1, A2.2, A.2.4

Foundation Standards

1.1 Mathematics

Specific applications of Algebra I standards (grades nine through twelve): (13.0)

1.2 Science

Specific applications of Investigation and Experimentation standards (nine through twelve): (1.a)

2.0 Communications

2.1 Reading

Specific applications of Reading Comprehension standards (grades eleven and twelve) (2.3)

2.2 Listening and Speaking

Specific applications of Listening and Speaking Strategies and Applications standards (grade nine and ten): (1.1)

4.0 Technology (4.2), (4.4), (4.5)

5.0 Problem Solving and Critical Thinking (5.3)

6.0 Health and Safety (6.1), (6.2), (6.3)
10.0 Technical Knowledge and Skills-Information Technology Sector
(10.1), (10.6)

- 3.1.1 Understand the infrastructure of an information technology center.
 - 3.1.1.1 Review/discuss hardware and software components, and interface utilized in a technology center (i.e. computers, printers, standardized software applications and the Internet).
 - 3.1.1.2 Read/discuss technology manuals and review online tutorials to understand computer hardware and software components.
 - 3.1.1.3 Use of a self-paced keyboarding program to teach and enhance typing skills.
- 3.1.2 Research, understand and assess appropriate technology and information literacy sources to complete specified class assignments.
 - 3.1.2.1 Explore information technology sources via the Internet.
 - 3.1.2.2 Evaluate website information using a written evaluation checklist which examines the cite source, authenticity, validity and accuracy of content.
- 3.1.3 Know appropriate documentation for information systems.
 - 3.1.3.1 Read and utilize software and hardware documentation, as well as online tutorials to perform basic functions of each application (i.e. MS Word, PowerPoint, and Excel)

3.2 Pathway Standard A4.0 Students understand the process necessary to accomplish a task by using effective resource management, A4.1, A4.2.

Foundations Standards

- 1.1 Mathematics
Specific applications of Algebra I standards (grades eight through twelve): (13.0).
- 1.2 Science
Specific applications of Investigation and Experimentation standards (grades nine through twelve): (1.a)
- 4.0 Technology (4.2) (4.4)
- 5.0 Problem Solving and critical Thinking (5.1). (5.3)
- 10.0 Technical Knowledge and Skills-Information Technology Sector
(10.1) (10.6)

- 3.1.3 Understand the systematic process necessary to accomplish a task by using appropriate hardware and software programs and technology.
 - 3.2.1.1 Develop a diagram to identify the network hierarchy, and create a file folder organization system on desktop.
 - 3.2.1.2 Identify and integrate appropriate hardware and software tools to perform required tasks.

- 3.2 **Pathway Standard A5.0** Students understand the dynamics of systems management and control, A5.1.

Foundations Standards

4.0 Technology (4.5)

7.0 Responsibility and Flexibility (7.1), (7.2), 7.3), (7.4)

8.0 Ethics and Legal Responsibility (8.2), (8.3)

9.0 Leadership and Teamwork (9.1), (9.5)

10.0 Technical Knowledge and Skills-Information Technology Sector
(10.1)

3.2.1 Know appropriate policies and procedures to ensure the security and integrity of management systems.

3.3.1.1 Research and discuss computer technology ethics.

3.3.1.2 Discuss social networking issues and their impact on personal integrity

3.2.1.1 Perform basic security procedures regarding login/logout tasks and print and save documents.

3.2.1.2 Systematically organize and secure files and folders.

- 3.3 **Pathway Standard A6.0** Students understand how training and support ensure efficient, productive systems operation, A6.1, A6.3.

Foundations Standards

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve): (1.a)

4.0 Technology (4.2), (4.4)

5.0 Problem Solving and Critical Thinking (5.1), (5.3)

6.0 Health and Safety (6.3)

3.3.1 Analyze hardware and software technical support issues.

3.3.1.1 Create scenarios to diagnose and troubleshoot hardware and software interface issues.

3.3.2 Show a video/PowerPoint presentation on proper ergonomics for computer use to understand the proper position of your body to avoid future posture and health issues.

- 3.4 **Pathway Standard A7.0** Students understand software applications and life-cycle phases, A7.1, A7.2, 7.3, 7.4, 7.5.

Foundations Standards

1.1 Mathematics

Specific applications of Number Sense standards (grade seven): (1.2), (1.3)

Specific applications of Mathematical Reasoning standards (grade seven): (2.5).

1.2 Science

Specific applications of Investigation and Experimentation standards (grades nine through twelve): (1.a)

1.3 History-Social Science

Specific Applications of Principles of Economics standards (grade twelve): (12.4.3)

2.0 Communications

2.1 Reading

Specific applications for Reading Comprehension standards (grades nine and ten): (2.2), (2.3) (2.4), (2.5).

2.2 Writing

Specific applications of Writing Strategies and Applications standards(grades nine and ten): (1.3), (1.4), (1.9),

Specific applications of Writing Strategies and Application standards (grades eleven and twelve). (1.6), (1.8), (2.5 a. b.c.d.)

2.1 Written and Oral English Language Conventions

Specific applications of English Language Conventions standards (grades nine and ten): (1.3), (1.4)

3.0 Career Planning and Management (3.2), (3.5), (3.6)

4.0 Technology (4.2) (4.3) (4.4) (4.4)

10.0 Technical Knowledge and Skills-Information Technology Sector (10.1) (10.6)

3.5.1 Know common-industry standard software applications and life-cycle phases or software versions.

3.5.1.1 Format and save a resume using MS Word in the most current software version.

3.5.1.2 Create and save a budget using MS Excel in the most current software version.

3.5.1.3 Research, develop and save a career-focused presentation using MS PowerPoint in the most current software version

3.5.2 Evaluate the effectiveness and appropriateness of specific software to create task-specific documents.

3.5.2.1 Learn and use appropriate software to create task-specific software to create task-specific documents.

3.5.3 Know a variety of sources for reference materials (i.e. online help, vendor web sites, online discussion groups, tutorials, and manuals).

3.5.3.1 Utilize manuals, tutorials, and online help for specific use in document development.

3.5.4 Diagnose specific software application problems.

3.5.4.1 Create scenarios to diagnose and troubleshoot software problems.

3.5.5 Know current and emerging industry-standard technology and trends.

3.5.5.1 Research, discuss and present written report on current and innovative

technology trends.

- 3.5 **Pathway Standard A8.0** Students understand the importance of reading, writing, and comprehension of documentation in a technical environment, A8.1, A8.2, 8.3.

Foundations

2.0 Communications

2.1 Reading

Specific applications of Reading Comprehension standards (grades nine and ten): (2.2), (2.3), (2.4), (2.5).

Specific applications of Writing Strategies and Applications standards (grades eleven and twelve); (2.3)

2.2 Writing

Specific applications of Writing Strategies and Applications standards (grades nine and ten): (1.3), (1.4), (1.5), (1.6), (1.7), (1.9), (2.3) a, b, c, d, e,

2.1 Written and Oral English Language Conventions

Specific applications of English Language Conventions standards (grades nine and ten): (1.3) (1.4)

2.2 Listening and Speaking

Specific applications of English Language Conventions standards (grades nine and ten): (1.3), (1.4), (2.6) a, b, c,)

3.0 Career Planning and Management (3.5)

4.0 Technology (4.2), (4.3), (4.4) (4.5)

5.0 Problem Solving and Critical Thinking (5.1), (5.3)

7.0 Responsibility and Flexibility (7.1), (7.2), (7.3), (7.4)

8.0 Ethics and Legal Responsibilities (8.2), (8.3)

9.0 Leadership and Teamwork (9.1), (9.5)

10.0 Technical Knowledge and Skills-Information Technology Sector (10.1), (10.6)

11.0 Demonstration and Application

- 3.5.1 Review appropriate search procedures for different types of information, sources and queries.

3.5.1.1 Review a video on using the Internet for research.

3.5.1.2 Complete an online tutorial on Internet basics.

- 3.5.2 Evaluate the accuracy, relevance, and comprehensiveness of retrieved information.

3.6.2.1 Evaluate at least 10 websites using a written evaluation checklist which examines the cite source, authenticity, validity and accuracy of content.

- 3.5.3 Utilize online information resources that are effective to promote collaborative tasks, research, communications, and increased productivity.

3.5.3.1 In a group research, write and present a computer issues report.

3.5.3.2 Individually, research, write and present a career-focused report.

3.6 **Pathway Standard A9.0** Students understand and implement quality assurance processes, A9.1.

Foundation Standards

4.0 Technology (4.2), (4.3), (4.4), (4.5)

8.0 Ethics and Legal Responsibilities (8.2), (8.3)

10.0 Technical Knowledge and Skills-Information Technology Sector
(10.1), (10.6)

3.6.1 Know appropriate quality assurance tools and procedures for a variety of situations.

3.6.1.1 Review and discuss copyright laws, plagiarism, and how to correctly cite sources.

3.6.1.2 Use spell check, grammar check, and formatting tools to develop acceptable presentations, documents and spreadsheets

4. Instructional Methods/Strategies

4.1 Lecture

4.2 Individual and group oral classroom presentations

4.3 Demonstration of software applications and hardware components

4.4 Guest speakers

4.5 Online tutorials

4.6 Opportunity to build reading and writing skills through use of MS Word, MS PowerPoint and the Internet

4.7 Opportunity to build basic math skills through use of MS Excel

5. Evaluation of Student Progress

5.1 Grading rubric for each assignment

5.2 Periodic testing of learned materials

5.3 Timed testing

5.4 Video quizzes

5.5 Online tests/quizzes

5.6 Midterm/Final

6. Time Estimates

6.1 Technology Center Overview: One Week
Hardware/software Overview

6.2 Keyboarding Four Weeks (ongoing tutorial)

6.3 Internet Basics One Week

6.4 Internet Research Strategies Two Weeks

6.5 Career Exploration Two Weeks

6.6 Ethics, Plagiarism, and Citing Resources Two Weeks

6.7 MS Word Two Weeks

- 6.8 MS Excel Two Weeks
- 6.9 MS PowerPoint Two Weeks

7. Instructional Materials

- 7.1 Century 21 Keyboarding and Information Processing – Southwestern Educational Publishing
- 7.2 Pearson Publishing – Internet Basics/Learning MS Office
- 7.3 Online tutorials
- 7.4 Teacher created writing lessons and other support materials

8. Expectations for Teachers

- 8.1 Instructors will continue with professional development to be current with changes in computer information technology.
- 8.2 Instructors will continue to assess and evaluate current technologies appropriate for student use.

Sample Lesson Plan (using backward planning model)

Standard to be taught:

A8.0 Students understand the importance of reading, writing, and comprehension of documentation in a technical environment.

Standard A8.2 Evaluate the accuracy, relevance, and comprehensiveness of retrieved information.

Assessment:

- 1. Students will demonstrate understanding about a website’s authenticity, validity, and accuracy.

Teaching Strategies:

- 1. Lecture
- 2. Demonstration of website evaluation process
- 3. Hands-on evaluation of website and completion of checklist

Student Activity:

- 1. Students will complete an evaluation checklist that demonstrates their knowledge of a website’s authenticity, validity, and accuracy.

Resources:

- 1. List of 10 websites (to include hoax sites)
- 2. Computer
- 3. Internet
- 4. Website checklist
- 5. LCD projector (for teacher demonstration)

Committee Members:

Melinda Hall	Director of Curriculum& Instruction	Curriculum & Instruction
Joanne Durkee	Director of Adult Education	Adult Education
Spoogmai Habibi	Curriculum Specialist	Curriculum & instruction
Roger Haserot	Teacher, Computer Information Literacy	Mt. Diablo HS
D'Anne Weitzman	Teacher, Computer System Applications	College Park HS
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