NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

VISITING TEAM REPORT

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STATEMENT ON LIMITATIONS

THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING TEAM REPORT

The Committee on Technical and Career Institutions of the New England Association of Schools and Colleges considers this visiting team report to be a privileged document submitted by the Committee on Technical and Career Institutions of the New England Association of Schools and Colleges to the principal of the school/center and by the principal to the state department of education. Distribution of the report within the school/center community is the responsibility of the school/center principal. The final visiting team report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting team has been to assess the quality of the educational program at this school/center in terms of the Committee's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school/center as it appeared to the visiting team.

STANDARDS FOR ACCREDITATION

The Committee on Technical and Career Institutions Standards for Accreditation serve as the foundation for the accreditation process and by which accreditation decisions are made. The seven Standards are qualitative, challenging, and reflect current research and best practice. The Standards, written and approved by the membership, establish the components of schools/centers to ensure an effective and appropriate focus on teaching and learning and the support of teaching and learning.

Teaching and Learning Standards

Core Values and Expectations

Curriculum

Instruction

Assessment

Support Standards

Culture and Leadership

Student Services and Support

School Finance and Community Relations

CORE VALUES AND EXPECTATIONS

Teaching and Learning Standard

Effective schools/centers identify their mission, core values, and beliefs about learning that function as explicit foundational commitments to students and the community. Mission, core values and beliefs manifest themselves in age appropriate, researched-based, school-wide 21st century learning expectations. Every component of the school/center is driven by the mission, core values, and beliefs and supports all students' achievement of the school/center's learning expectations.

1. The school/center community engages in a collaborative and inclusive process to identify and commit to its mission, core values, and beliefs about learning.

2. The school/center has challenging and measurable learning expectations for all students which address career, academic, social, and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school/center-wide analytic rubrics, which define targeted high levels of achievement.

3. The school/center's mission, core values, beliefs, and learning expectations are actively reflected in the culture of the school/center, drive curriculum, instruction, and assessment in every classroom, and guide the school/center's policies, procedures, decisions, and resource allocations.

4. The school/center regularly reviews and revises its mission, core values, beliefs, and learning expectations based on current research, multiple data sources, as well as district and school/center community priorities.

5. The school/center's mission, core values, beliefs, and learning expectations are widely displayed throughout the facility, on the website, and in all handbooks.

CURRICULUM

Teaching and Learning Standard

The written and taught curriculum is designed to result in all students achieving the school/center's 21st century expectations for student learning. The written curriculum is the framework within which a school/center aligns and personalizes its learning expectations. The curriculum links expectations for student learning to instructional and assessment practices. It includes a purposefully designed set of learning opportunities that reflect the school/center's mission, core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented,reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school/center's learning expectations.

2. The curriculum is written in a common format that includes:
   - units of study with essential questions, concepts, content, and skills
   - the school/center's learning expectations
   - developmentally appropriate instructional strategies
   - a variety of developmentally appropriate assessment practices.

3. The curriculum emphasizes depth of understanding and application of knowledge at the appropriate developmental levels through:
   - inquiry and problem-solving
   - exploration and creativity
   - higher order thinking
   - collaboration and communication
   - cross-disciplinary learning
   - authentic learning opportunities both in and out of school/center
   - informed use of technology.

4. There is clear alignment between the written and taught curriculum.

5. Effective curricular coordination and vertical articulation exist between and among all areas within the school/center.

6. The curriculum is supported by sufficient staffing levels, instructional materials, technology, equipment, supplies, facilities, and educational media resources to fully implement the curriculum, co-curricular programs, and other developmentally appropriate learning opportunities.

7. Curriculum is developed, evaluated, and revised using assessment results and current research.

8. Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan; and review both the technical and academic curricula. (Their agendas/minutes are maintained on file.)

9. Technical programs are competency-based education identifying specific duties and tasks.

10. Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.

INSTRUCTION

Teaching and Learning Standard

The quality of instruction is the single most important factor in students' achievement of the school/center's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school/center's mission, core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school/center's mission, core values, beliefs, and learning expectations.

2. Teachers' instructional practices support the achievement of the school/center's learning expectations, as evidenced by:
    - personalizing and differentiating instruction
    - engaging students in cross-disciplinary learning
    - engaging students as active learners
    - emphasizing inquiry, problem-solving, and higher order thinking
    - applying knowledge and skills to authentic tasks
    - emphasizing communications skills
    - providing feedback
    - engaging students in self-assessment and reflection
    - integrating technology.

3. Teachers adjust their instructional practices to meet the needs of each student by:
    - using formative assessment
    - strategically differentiating
    - purposefully organizing group learning activities
    - providing additional support and alternative strategies within the regular classroom.

4. Teachers, individually and collaboratively, improve their instructional practices by:
    - using student achievement data from a variety of formative and summative assessments
    - examining student work
    - using feedback from a variety of sources, such as including students, other teachers, supervisors and parents
    - using feedback from a variety of sources
    - examining current research
    - engaging in professional discourse focused on instructional practice.

5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

6. All technical programs provide safety instruction, instruction in hazardous chemical awareness (safety data sheets), and written and applied safety testing.

ASSESSMENT

Teaching and Learning Standard

Assessment informs students and stakeholders of progress and growth toward meeting the school/center's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

1. The professional staff continuously assesses whole-school and individual student progress in achieving the school/center's learning expectations.

2. The school/center's professional staff communicates:
   - individual student progress in achieving the school/center's learning expectations to students and their families
   - the school/center's progress in achieving the school/center's learning expectations to the school/center community and stakeholders.

3. Teachers communicate to students the learning expectations and the unit-specific learning goals to be assessed.

4. Teachers, individually and collectively, employ a range of assessment strategies, including formative and summative assessments.

5. Teachers provide specific and timely feedback to ensure students revise and improve their work.

6. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

7. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of improving instructional practice.

8. A systematic program review is conducted periodically to guarantee effective program design.

CULTURE AND LEADERSHIP

Support Standards

The school/center culture is equitable and inclusive, and it embodies the school/center's foundational mission, core values, beliefs, and expectations about student learning. The culture is characterized by reflective, collaborative, and constructive dialogue about researched-based practices that support high expectations for teaching and learning. The leadership of the school/center fosters mutual respect and a safe, positive culture by promoting citizenship, learning, and shared leadership that engages all members of the school/center community in efforts to improve teaching and learning.

1. The school/center community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.

2. The school/center is equitable, inclusive, and fosters heterogeneity by using student grouping practices that reflect an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school/center.

3. In order to improve student learning through professional development, the principal and professional staff:
    - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
    - use resources inside and outside of the school to maintain current with best practices
    - dedicate formal time to implement professional development
    - have a planned orientation program for new staff
    - apply the skills, practices, and ideas gained in order to continually improve curriculum, instruction, and assessment
    - ensure that all faculty and staff meet state and local certification requirements.

4. Research-based evaluation and supervision processes that focus on improved student learning are used to evaluate the performance of the administration, faculty, and staff.

5. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.

6. The principal/director, working with other building leaders, provides instructional leadership that is rooted in the school/center's mission, core values, beliefs, and learning expectations.

7. All members of the school/center community feel welcome at the school/center and have opportunities for school/center improvement.

8. Teachers exercise initiative and leadership essential to the improvement of the school/center and to increase students' engagement in learning.

9. The work, contributions, and achievements of students and school/ center personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school/center.

10. The school committee, superintendent, and principal/director are collaborative, reflective, and constructive in achieving the school/ center's learning expectations.

11. The principal/director has sufficient decision-making authority to lead the school/center.

12. Current written policies and procedures are readily available to all personnel and to the public.

13. A written school/center improvement plan with measures of accountability has been implemented.
14. Students are provided opportunities for student government/leadership.
15. The school/center's calendar is designed to ensure minimal disruption of the school's educational program.
16. The school/center encourages non-traditional careers for students and supports gender equity in all programs.

STUDENT SERVICES AND SUPPORT

Support Standards

Student learning and well-being are dependent upon appropriate sufficient support. The school/center is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school/center's mission, core values, and beliefs. Student services and support enable each student to achieve the school/center's 21st century learning expectations.

1. All students have an equal opportunity to achieve the school/center's learning expectations.

2. The physical areas provided for student support services are appropriate for the particular service and ensure privacy and confidentiality.

3. The school/center maintains all student, alumnae, administrative, and personnel records in a confidential and secure manner consistent with federal, state, and local laws or regulations.

4. School/center counseling services have access to an adequate number of certified/licensed personnel and support staff who:
    - provide academic, career, and personal counseling
    - deliver a written, developmental program
    - engage in individual and group meetings with students
    - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
    - provide preventative health services and direct intervention services including emergency care
    - conduct ongoing student health assessments
    - inform faculty and staff of medical conditions of their students when appropriate
    - securely maintain student health records
    - use ongoing, relevant assessment data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.

5. The school/center ensures that students have access to educational media services that are integrated into curriculum and instructional practices. There are an adequate number of personnel and support staff who
    - are actively engaged in the implementation of the school/center's curriculum
    - provide a wide range of materials, technologies, and other information services in support of the school/center's curriculum
    - are responsive to students' interests and needs in order to support independent learning
    - conduct ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.

6. Support services for identified students, including special education, Section 504 of the Federal Rehabilitation Act of 1973, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
    - collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school/center's learning expectations
    - provide inclusive learning opportunities for all students
    - perform ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.

7. The institution has a published Information Resources and Responsible Use policy which is consistent with its mission.

8. An adequate method of student record keeping is in place and individual student files include the following:
    - Attendance
    - Technical competency assessment
    - Academic achievement
    - Test results
    - Individual Education Plan or 504 Plan as appropriate
    - Safety test documentation
    - Industry recognized certifications attained.

9. Graduate follow-up studies are conducted and the resultant data is shared with staff to assist with program and curriculum development.

10. An assessment system is available to assist students with the identification of career aptitudes and interests.

11. The school/center has a comprehensive safety/crisis response plan that ensures:
    - Students, faculty and staff are trained to assist with emergency situations
    - A written crisis intervention plan has been developed and implemented
    - Evacuation procedures are widely publicized, and regularly scheduled drills are held and results documented.

12. Written admissions policy identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating/sending schools/centers.

13. Student transportation is scheduled to ensure that all students will arrive and depart from the school/center with minimal loss of time on task.

14. Residential Program creates and maintains an environment that allows students to learn and practice independent and community living skills.

15. Residential Program provides a safe, secure, clean, and attractive physical and social living environment for students that is appropriate to their varied needs and levels of maturity.

SCHOOL FINANCE AND COMMUNITY RELATIONS

Support Standards

The achievement of the school/center's mission, core values, beliefs, and learning expectations requires active community, governing board, and parent/guardian advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
    - a wide range of school/center programs and services
    - sufficient professional and support staff
    - ongoing professional development and curriculum revision
    - a full range of technology support, including personnel and infrastructure
    - sufficient equipment for CTE and academic programs
    - sufficient instructional materials and supplies
    - a learning environment that supports high levels of learning for all.

2. The school/center community develops, plans, and funds programs to ensure:
    - the replacement of equipment, the maintenance and repair of facili- ties and equipment, and thorough and routine cleaning of the facility
    - adequate network infrastructure and technological peripherals
    - school/center's plant is effectively and efficiently ventilated, heated, and lighted.

3. There is sufficient funding to ensure the school/center implements a long-range plan that addresses and supports:
    - programs and services
    - enrollment changes and staffing needs
    - capital improvements to protect the financial investment of the site and buildings.

4. Faculty and building administrators are actively involved in the development and implementation of the budget.

5. The school/center site/facility supports and enhances all aspects of the educational program and is maintained to meet all applicable federal, state, and local laws, and are in compliance with local fire, health, and safety regulations.

6. Appropriate school/center transportation procedures are in place to ensure the safety of the students and in compliance with all federal, state, and local laws and regulations.

7. The professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school/center.

8. The school/center develops productive career and technical advisory, community, business, and higher education partnerships to support student learning.

9. Records of all funds collected and disbursed in connection with any part of the school/center's program are kept in an accurate and systemic form

10. Funds collected are properly safeguarded.

11. The governing board and the administration exercise control over all financial operations. An appropriate

system of checks and balances is in place to ensure integrity in the collection and disbursement of all school/center funds.

12. Records of all funds collected and disbursed are audited at appropriate intervals in accordance with local and state requirements.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the Committee on Technical and Career Institutions (CTCI), and the Committee on Public Elementary and Middle Schools (CPEMS), and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CTCI requires visiting teams to assess the degree to which the evaluated schools align with the qualitative Standards for Accreditation of the Committee. Those Standards are:

Teaching and Learning Standards

Core Values and Expectations

Curriculum

Instruction

Assessment

Support of Teaching and Learning Standards

Culture and Leadership

Student Services and Support

School Finance and Community Relations

The accreditation program for career and technical schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting team, and the follow-up program carried out by the school/center to implement the findings of its own self-study, the valid recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school/center be reevaluated every ten years by a full visiting committee, five years later with a focused visiting committee, and that it show continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At the Patricia A. Hannaford Career Center (PAHCC), a committee of three members, including the superintendent/director, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included the Superintendent/Director, Assistant Director/Dean of Students, Director of Instructional Technology, Director of Facilities, Business Manager, Special Needs Coordinator, and School Counseling Coordinator. The self-study of the Patricia A. Hannaford Career Center extended over a period of 9 school months from August 2018 to April 2019.

Technical and career schools evaluated by the Committee on Technical and Career Institutions must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, and learning expectations, and unique student population. Using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, the Patricia A. Hannaford Career Center was able to reflect on the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

The Process Used by the Visiting Team

A visiting team of 12 members was assigned by the Committee on Technical and Career Institutions to evaluate the Patricia A. Hannaford Career Center. The visiting team members spent four days in Middlebury, Vermont, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented technical program teachers, guidance counselors, and school administrators, diverse points of view were brought to bear on the evaluation of the Patricia A. Hannaford Career Center.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials

- shadowing and talking with students in the training areas

- classroom observation (in addition to time shadowing students)

- numerous informal observations in and around the school

- tours of the facility

- individual meetings with all PAHCC teachers about their work, instructional approaches, and the assessment of student learning

- group meetings with students, parents, school and district administrators, and teachers

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included with each Indicator in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting team's judgment will be helpful to the school as it works to improve teaching and learning and to better align with Committee Standards.

This report of the findings of the visiting team will be forwarded to the Committee on Technical and Career Institutions which will make a decision on the accreditation of the Patricia A. Hannaford Career Center.

Community Profile

Community Profile

As the designated regional technical center for Addison County, the Patricia A. Hannaford Career Center welcomes students from seventeen (17) different towns. The towns in the Career Center's service area are Addison, Bridport, Bristol, Cornwall, Ferrisburgh, Lincoln, Middlebury, Monkton, New Haven, Panton, Ripton, Salisbury, Shoreham, Starksboro, Vergennes, Waltham, and Weybridge. In addition to providing programming for students in Addison County, PAHCC occasionally receives students from neighboring counties (Chittenden, Windsor, and Rutland) whose technical centers do not offer the same programs. PAHCC has a longstanding reputation for working collaboratively with these outside sending partners.

School/Center Profile

School/Center Profile

The Patricia A. Hannaford Career Center (PAHCC) is located on two campuses in rural Addison County in Middlebury, Vermont. The Career Center serves the students of Addison County, providing career and technical education in a variety of pre-technical and technical programs. The address for the main campus (connected to Middlebury Union High School) is 51 Charles Avenue, which comprises 10 programs, including Medical Profession, Human Services, Sustainable Agriculture, Culinary, Design and Illustration, Industrial Design and Fabrication, Engineering and Architecture, Computer Science, Addison Repertory Theater, Natural Resource Management. The Center's North Campus is located at 372 Mainelli Road close to an industrial park and houses the Automotive and Diesel Power Technology Programs.

The original facility at Main Campus was constructed in 1971, while the Mainelli Road Annex (North Campus) was completed in 2005. Addison County is largely agricultural.

Although the median household income for Addison County is $61,875, compared to the average for Vermont at $57,808 (according to the U.S. Census Bureau based on 2017 estimates), the Career Center has served an economically disadvantaged population (based on Free and Reduced meal eligibility) ranging between 35% and 40% over the course of the last five years. The economy is reasonably diverse with no single economic sector providing more than 20% of the employment and education services. Understanding the socioeconomic composition of the student body is important for the Career Center's approach to providing equity of services and opportunities to advance the students' learning and career options.

Although there is significant socio-economic diversity within Addison County, there is limited racial and ethnic diversity as indicated by the following statistics. White (non-Hispanic) residents represent 92.8% of the population of the county, while Hispanic/Latino residents represent only 2% of the population with other groups representing even smaller percentages. Black/African American residents comprise 1.2% of the population, American Indian/Alaskan native residents account for 0.2%, while those identifying as mixed-race represent 2.3% of the population. In spite of the limited racial and ethnic diversity in our county, it is nevertheless extremely important for the Career Center to be aware of differences in order to be able to provide equitable opportunities for learning as well as maintain a safe and healthy learning environment for all students and adults.

An additional factor in considering equity in opportunity and access to career pathways is the percentage of nontraditional students participating in Career Center programming. Based on the last five years of data, the Career Center is averaging approximately 20% participation by non-traditional students in various programs. According to statistics on sustainability, the participation rate of nontraditional students must be closer to 25% in order to ensure consistent access. Consequently, the Career Center has developed an Equity Plan and undertaken training to create greater awareness for supporting more equity in learning opportunities as well as strategies for implementation.

As part of its effort to provide quality career training for all secondary students in the county, the Career Center has staffed a satellite program at Vergennes Union High School. This program has engaged scores of students in a middle school exploratory program as well as ninth and tenth graders in pre-tech foundations classes. In addition, a revised schedule for all pre-technical programs offered at the Main Campus location has been designed (with the collaboration of sending schools) to accommodate all students, specifically those attending Mount Abraham Union High School who will have more readily available access to programming in their ninth and tenth-grade years.

The current mission of the Hannaford Career Center highlights its role in providing educational experiences for secondary and adult students to develop the knowledge and skills to enter the workforce and/or continue with post-secondary learning to pursue careers that are highly skilled, in high demand and pay sustainably commensurate wages. As a result, the Career Center is strategically positioned to serve as a resource for the

entire Addison County population for both secondary students as well as adult learners. In fact, the Career Center under the leadership of the Assistant Director for Adult Education has entered into a partnership with the United Way of Addison County and Vermont Adult Learning to offer a couple of new programs to help youth between the ages of 18 and 24 develop three sets of skills (employability, technical and academic) to advance their opportunities to secure sustainable employment.

One offering is a five-week summer program that provides an introduction to technical programming with a component of academic skill extension and an orientation to the critical elements of employability skills such as developing a résumé, demonstrating reliability and timeliness, and communicating effectively and proactively in the role of an employee. The second program is a 12-week program that spans several months during the school year and is offered in the fall and in the spring. The school-year programs are much more intensive and rigorous with a more focused development of employability skills, technical skills, and academic skills. Training also includes both job shadow experiences and co-op placements with business and industry partners.

As the Career Center strives to address employability skills, technical skills and academic skills for all program participants, the leadership team and administration have implemented academic coaches to support program instructors and students. The Center also tracks academic and technical skill attainment for secondary students and credentials earned for adult education students. The Center's Ends Policy addresses both secondary and adult education performance measures. Secondary students are expected to:

1. Demonstrate competency in the academic skills and knowledge (Science, Mathematics, Writing, and Reading) required to pursue their chosen career.
2. Demonstrate competency in the technical skills and knowledge required to pursue their chosen career.
3. Demonstrate competency in social, emotional, and communication skills and knowledge required of their chosen career.

Adult education students for their part are expected to:

1. Have the qualifications, skills, and abilities to make transitions to a career, move to a new career, or update skills needed in their present career.
2. Have affordable access to a variety of industry-recognized certificate-granting programs.

In order to track secondary student academic performance center-wide, all program instructors administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) test in the fall and in the spring of each year. The data that the Center has for the spring of 2018 show that for 158 students tested the following numbers represent the percentage of students who were in the 50th percentile or above. For reading, 59.49% percent of students tested scored at or above the 50th percentile. For math, the percentage was 49.37%.

With respect to technical skill attainment, based on results reported by the Vermont Agency of Education, PAHCC performed significantly above the state-wide target in Technical Skill Attainment, with 81.40% of the students assessed meeting the criteria compared to 65% for the state-wide average. Furthermore, the Career Center's Technical Skill Participation Rate was also well above the state target, with 73.02% of students participating compared to 63% for the State. At the same time, secondary students earned 120 industry-recognized credentials. These credentials are earned through training at the Career Center itself as well as through partnerships with area employers such as Porter Medical Center, Champlain Valley Equipment, Foster Motors, County Tire, Middlebury State Airport, Champlain Precision, Mechanical Advantage and dozens of other community and business partners who provide co-op experiences for students. Many of these partners also serve on Career Center advisory boards.

In the area of post-secondary opportunities, dual enrollment was recorded for thirty-four (34) students in five program areas for the 2016-2017 school year. Programs that had students earn dual enrollment credit included Auto, Diesel, Visual Design, Medical Professions, and Sustainable Agriculture. To this list, the Career Center Culinary program had two students earn dual enrollment credit in the 2017-2018 school year.

Social and emotional skill development is emphasized and measured through the center-wide rubric for Habits of

Work. The Habits of Work focus on the areas of (1) Respect and Communication, (2) Initiative and Self-Motivation, (3) Quality of Work, (4) Reliability and (5) Safety. Students self-assess in these areas at least weekly, and instructors provide feedback to students according to a similar timeline. As the Career Center strives to establish consistent standards for local student assessment, all programs have adopted a common rubric for assessing student presentations to help evaluate both content knowledge and communication skills. Both program instructors and content coaches work with students to develop skills that will help them be effective communicators.

Career Center data for Adult Education reflect that for FY17 there were 215 participants in Adult Education classes, and participants earned 122 credentials or certificates. When program participants are compared to credentials earned the rate of certificate earning is 56.74%. The Career Center professional and support staff are actively involved in communicating with families through a variety of means including email, phone calls, and meetings. Students and families who are less connected benefit from the proactive approach of the director of instructional support, school counselor, and vigilant instructors and staff to reach out and identify the appropriate supports for students and then involve the students and their families in the plan for more active, consistent engagement. Success in this area requires consistent and regular monitoring. Sometimes, student performance declines without a timely response, and the team must respond more actively. As a result, preliminary steps have been taken to develop a more formalized Educational Support Team composed of the director of instructional support, the director of counseling, administrators, instructors, and support personnel. The purpose of a more formalized team will be to implement a more highly refined multi-tiered system of support (MTSS) that can be coordinated with the sending school partners.

The Guidance Office coordinates visits from area middle schools as well as for the sophomore classes in all three sending high schools. Students and counselors come to tour the facilities and observe the Career Center's pre-technical and technical programs at both campuses. The Guidance Office has recently engaged the homeschooled population more directly and has provided support and direction for families who are interested in including Career and Technical Education in their homeschooled programming.

The Career Center has also committed funds to a part-time Outreach Coordinator whose responsibilities include gathering contact information from the community at large, providing updates on Career Center activities and achievements through a regular newsletter, The Trade, and collaborating with instructors on recruitment.

The Career Center has also engaged in direct service to the community by participating in the United Way's Days of Caring project in September of each year. Programs take advantage of the event to offer services free of charge to the wider community. Sometimes those services are offered on-site, while other times groups arrange for students to participate in a service project with a community partner. Another area of outreach to the community has been the creation of “The Makery,” under the umbrella of Adult Education. Since November of 2018, three program areas have been open to the public on a membership fee basis to take advantage of the resources the Career Center has to offer. Currently, the sewing lab, the engineering (3D printing) lab and the construction technology lab are open thanks to community mentors who staff the labs for people to come in, consult, and use equipment to work on
projects that they have designed. “The Makery” is open every Thursday evening from 5:00 to 9:00 p.m.

Other areas of community collaboration include a partnership with Middlebury College to offer an after school program for elementary students at the Career Center. The program is called “STEAM Girls,” and it introduces young female elementary students to a variety of science, technology, engineering, art and math concepts and explorations guided by a group of college co-eds. The Career Center also joined the Ilsley Public Library as a partner on supporting a First Lego League Robotics team for elementary students this year. Additional collaboration has developed with the Addison Central Teen Center for a boat building project that began in February 2019 and will continue during the April recess.

At this point, the Career Center is well-positioned to be a major resource for training and skill development for learners of all ages across the spectrum, contributing to the economic development of Addison County. Critical relationships already exist with Addison County Economic Development, United Way of Addison County, Vermont Adult Learning, Community College of Vermont, and Vermont Association of Business, Industry, and Rehabilitation.

Over the course of the past three semesters, the Hannaford Career Center has taken steps to increase awareness and exposure to the community through publicizing more broadly its two annual Open House events. The February 2018 and February 2019 events logged more than 400 visitors while the September 2018 event attracted over 130 visitors. These numbers compare extremely favorably to approximately 100 visitors in February 2017 and about 20 in September 2017. The large increase in numbers for the February events may be due in part to a coordinated event with a Maker Faire both years and a Repair Café in 2019.

Standard 1 Indicator 1

Narrative Program Summary

The Patricia A. Hannaford Career Center's mission statement is currently in the process of revision. The timeline in which to implement the new mission statement is the Fall of 2019. The process will involve an advisory committee made up in collaboration with theCommunity Engagement Committee, faculty of PAHCC, as well as local Co-operative Partners. The most recent faculty meeting to further discuss the mission, core values and beliefs about learning was held on May 7, 2019.

Sources of Evidence

- self-study
- panel presentation
- Standard sub-committee

Standard 1 Indicator 2

Narrative Program Summary

The Patricia A. Hannaford Career Center (PAHCC) has challenging and measurable learning expectations for all students which address career, academic, social, and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as center-wide analytic rubrics, which define targeted high levels of achievement. The Center uses a “Habits of Work” rubric and an “Oral Communication” rubric used as summative assessments school wide. These rubrics are used to assess presentations, mastery of craft, and student's ability to communicate information. The “Habits of Work” rubric is a student driven assessment in which students evaluate themselves on respect/communication, self-motivation, quality of work, reliability, and safety using a 4-point system. The Center is transitioning to using learning targets and proficiency-based grading as their school-wide grading system. The intention is to take the focus away from grades and place the focus on how a student demonstrates learning.

Sources of Evidence

- self-study
- panel presentation
- Standard sub-committee

Standard 1 Indicator 3

Narrative Program Summary

The Patricia A. Hannaford Career Center's mission, core values, beliefs, and learning expectations are currently under revision by an advisory committee. Their current mission as reflected in their student handbook is, "to provide educational experiences that prepare secondary and adult students with the knowledge and skills to enter the workforce in careers that are high-skilled, in high demand, that pay a livable wage and to continue their education." These beliefs are reflected in the school's practice through the activation of the student completed “Habits of Work” rubric. The task of filling out these rubrics enables students to focus on their quality of work, professionalism, respect and safety in the workplace. All of which are skills required to be successful in the modern workforce.

Sources of Evidence

- self-study
- panel presentation
- Standard sub-committee

Standard 1 Indicator 4

Narrative Program Summary

The Patricia A. Hannaford Career Center regularly reviews and revises its mission, core values, beliefs, and learning expectations based on current research, multiple data sources, as well as district and school/center community priorities. The Center has a plan to revitalize their mission, core values, beliefs, and learning expectations by Fall of 2019. The process will involve an advisory committee made up of theCommunity Engagement Committee, faculty of PAHCC, as well as local Co-operative Partners. “Habits of Work” rubric and “Oral Communication” rubric data will be used by the school to drive the focus of the new mission. On May 7, 2019 a faculty meeting was held to further discuss the mission, core values, and beliefs about learning.

Sources of Evidence

- self-study
- panel presentation
- Standard sub-committee

Standard 1 Indicator 5

Narrative Program Summary

The visiting team observed the mission statement displayed in student handbook and on the website. The mission statement, core values, beliefs, and learning expectations were not present throughout the building, but the “Habits of Work” rubric were posted throughout the facility.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- Standard sub-committee

Standard 1 Commendations

Commendation

The visiting team commends the Patricia A. Hannaford Career Center for developing an analytic “Habits of Work” rubric that allows all students to evaluate themselves on respect/communication, self-motivation, quality of work, reliability, and safety to enable higher level thinking. (1.2)

Commendation

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Standard 1 Recommendations

Recommendation

Create and implement one cohesive mission statement for the Center. (1.1)

Recommendation

Create and implement Center-wide core values, teaching and learning expectations, and beliefs that support the revised mission statement. (1.1)

Standard 2 Indicator 1

Narrative Program Summary

The curriculum at Patricia A. Hannaford Career Center (PAHCC) is inconsistently designed and does not ensure that all students practice and achieve specific subject area learning expectations. However, while many students are provided the opportunity to learn various skills by following a rubric to complete a project, the curriculum is not currently designed to ensure accountability for implementation of the learning expectations.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- student work
- teacher interview
- department leaders
- school website

Standard 2 Indicator 2

Narrative Program Summary

A formal curriculum is not available for the programs at PAHCC. There is however, a syllabus, scope and sequence, and unit plan for most of the programs but they are written inconsistently across the programs. The unit plans emphasize depth of understanding and application of knowledge at the appropriate developmental levels while most unit plans link to common core, state and national standards.

Sources of Evidence

- self-study
- student work
- teacher interview
- department leaders
- school website

Standard 2 Indicator 3

Narrative Program Summary

PAHCC's unit plans frequently emphasize depth of understanding and application of knowledge at appropriate developmental levels. This is accomplished through instructors' use of the Enhanced Career & Technical Education (ECTE) projects as part of their curricula. ECTE projects are used to introduce inquiry and problem-solving, exploration and creativity, higher order thinking, collaboration and communication, cross-disciplinary learning, authentic learning opportunities both in and out of school/center, and informed use of technology to a CTE program. For example, the Sustainable Agriculture students consulted with the Design & Illustration students to design a “Pork a Palooza” poster to promote their event. The Engineering program makes 3D models while the computer science students introduce and facilitate Virtual Reality training for other program areas. Many of the teachers have a website that includes the unit plans and learning targets to inform the students about the learning goals.

Sources of Evidence

- self-study
- teacher interview
- school leadership
- school website

Standard 2 Indicator 4

Narrative Program Summary

PAHCC does not have a formal curriculum and therefore the taught unit plans do not align with a curriculum. It has been noted that not all teachers are trained to write and implement a curriculum to ensure student success and learning. However, the students are learning the industry skills and knowledge to obtain their industry-recognized certifications and/or licenses based on the unit plans and learning targets. A few teachers have documented lesson plans to show the learning targets for each day and some teachers write learning targets on the white board.

Sources of Evidence

- self-study
- teacher interview
- school leadership
- school website

Standard 2 Indicator 5

Narrative Program Summary

At PAHCC, effective curricular coordination and vertical articulation are not always by design or deliberate and they may exist between and among all programs within the center. Practices for ensuring clear alignment between the written and taught unit plans include bi-weekly Professional Learning Community (PLC) meetings, bi-annual program Advisory Council meetings, structured professional development opportunities facilitated and delivered through scheduled calendar in-service days, and in the pilot program for the adoption of a proficiency based grading and reporting system.

Sources of Evidence

- self-study
- teacher interview
- school leadership
- school website

Standard 2 Indicator 6

Narrative Program Summary

The curriculum is not supported by staff who have the professional expertise to write and implement curriculum and to collect and review curricula for alignment between what is written and taught.The class sizes vary among the programs. Center-wide initiatives include implementing proficiency-based grading and developing and adapting center-wide rubrics. Graphic Design and Engineering & Architectural Design are fully equipped labs with 3D printers, scanners, large-format printers, one-to-one desktop workstations with extra-large monitors. Instructors report adequate budgets to maintain supplies, both consumable and non-consumable. PAHCC is comprised of two campuses; the North Campus location, students are enrolled in Automotive Technology and Diesel Power Technology programs have access to state-of-the-art facilities and lab spaces. Many rooms at the Center are equipped with air conditioning, which contributes to a comfortable teaching, learning, and working environment. The conference room includes capacity for teleconferencing and dual-screen projection. Outside educational partners and organizations often use the room as a meeting space. The Center is moving toward becoming a community Maker space, which would allow community members to use classroom spaces and labs after hours for creative and career-advancing pursuits. Heated sidewalks at the entrance to the Center ensure safe entrance and egress during the winter months.

Sources of Evidence

- self-study
- teacher interview
- school leadership

Standard 2 Indicator 7

Narrative Program Summary

The degree to which curriculum is developed, evaluated, and revised using assessment results and current research is very limited. The teachers have been provided with limited professional development, support, guidance and funds to successfully develop and execute a curriculum. Some teachers have read professional journals and books to assist with their unit plans and lesson plans. The Center administers common assessments using the NWEA Measures of Academic Progress test twice a year in math and reading. Instructional coaches meet with instructors to review assessment results and discuss the implications of the data on instruction, but there is not a cohesive, center-wide protocol or data team that convenes to regularly review interim assessments; there is also not a center-wide interim assessment that would provide such data in practice. The Center's faculty has done some work on a center-wide rubric for presentations, which is a literacy practice that can be implemented across the content areas. It has been adopted and is in use by some instructors, but is also frequently adapted.

Sources of Evidence

- self-study
- teacher interview
- school leadership

Standard 2 Indicator 8

Narrative Program Summary

Program Advisory Committees are occasionally used center wide to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan; and review both the technical and academic curricula. Their agendas/minutes are maintained on file, accessible in the main office. The degree to which program instructors contact advisories outside of meetings varies; some instructors have stated that the infrequency with which advisories meet makes it challenging to use their expertise and feedback to its highest potential. In its Teacher Handbook, the Center has provided instructors with guidelines for advisories but the level of regulation or accountability for these guidelines and standards is uncertain. The leaders of the school are not always invited to attend the PAC meetings and therefore are not aware of the implications of the meeting and what was discussed or what supports need to be put in place.

Sources of Evidence

- self-study
- teacher interview
- school leadership
- Program Advisory Committee

Standard 2 Indicator 9

Narrative Program Summary

PAHCC is in the process of adopting proficiency-based grading, in accordance with Act 77, Vermont's "flexible pathways" legislation. Instructors are using a new grading and assessment portal, Jumprope, that allows them to use a 1-4 point scale wherein a "1" is described as "Emerging" a specific learning target, a "2" as Developing, a "3" as Proficient, and a "4" as "Extending." Instructors have created proficiency-based learning scales that incorporate the four-point scale and use program learning targets as the items the students will know, understand, and be able to do. They have created a center-wide rubric for oral communication that some instructors have started using that is based on learning targets overlaid with the four-point scale. On-going professional development around assessing, recording, and reporting student performance and achievement on a proficiency-based scale is occurring through PLC work facilitated by teacher leaders. Instructors are working unit by unit to transfer to this new grading system.

Sources of Evidence

- self-study
- teacher interview
- school leadership

Standard 2 Indicator 10

Narrative Program Summary

All of the instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet these requirements. Scope and sequence documents demonstrate how some of the instructors are using a common template to articulate how their programs are designed to help students meet certain licensures and certifications. Teachers feel that they are receiving the knowledge and skills to teach the courses for the students to achieve their license or certification.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- school leadership

Standard 2 Commendations

Commendation

The visiting team commends the use of class websites, such as those developed by Natural Resources and Design & Illustration, to effectively communicate the learning targets and unit plans for their courses. (2.1)

Standard 2 Recommendations

Recommendation

Develop and implement a formal curriculum in all programs that include state and national program standards, is written in a common format, and emphasizes depth of understanding and application of knowledge. (2.1, 2.2, 2.3, 2.6)

Recommendation

Provide continuous professional development for the instructors to develop and implement a curriculum. (2.1, 2.2, 2.3, 2.10)

Recommendation

Purposefully design curriculum to ensure that all students practice and achieve each of the center's learning expectations. (2.1)

Recommendation

Effectively utilized Program Advisory Committees to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of a technology plan, and review both the technical and academic curricula. (2.8)

Recommendation

Ensure a clear alignment between the written and taught curriculum. (2.4)

Standard 3 Indicator 1

Narrative Program Summary

The Patricia A Hannaford Career Center (PAHCC) is currently in the process of revising its mission. Work in earnest is scheduled for the Fall of 2019.

The PAHCC does not have center-wide learning expectations.All instructors write yearly goals selected, in part, from Danielson's six frameworks for teaching clusters, and are on a differentiated three-year evaluation cycle. Goals are shared with their direct supervisor (the superintendent/director) who signs off on the goals. Instructors who are in their first two years are subject to two annual observations with follow-up conversations with their direct supervisor (the superintendent/director). In this part of the cycle, there is a pre-meeting, followed by observation and feedback on that observation. Instructors who have been employed for longer than two consecutive years are on a self-directed model. After the third year, this cycle begins anew.

Though these goals are reflected upon at the end of the year, the visiting team did not find this discussion to be a consistent practice. Nor were all instructors in the initial evaluation phase evaluated and some instructor goal sheets were not read, signed and returned.

Leadership team members shoulder the responsibility for a number of leadership tasks including the development/design of the PAHCC's professional development.

Sources of Evidence

- teacher interview
- teachers
- department leaders
- Standard sub-committee

Standard 3 Indicator 2

Narrative Program Summary

The PAHCC has common rubrics for presentations and Habits of Work (HOW). Instructors and students engage in frequent and reflective self-assessment of the students' practices using the Habits of Work (HOW) rubric which represents the areas of Respect & Communication, Innovation & Self Motivation, Quality of Work, Reliability, and Safety. Some instructors adapt the HOW rubric to reflect the components of the lesson/unit they are working on as every area of the HOW rubric is not always reflected in the learning.

Some instructors use technology to record the HOW assessments (a spreadsheet record of that data). Some programs require students to keep a record of their past performance/ideas as a practice to reflect on their process/progress.Some instructors employ both self-assessment and peer assessment in the feedback process.

All programs have developed a scope and sequence that includes an Enhanced Career and Technical (ECTE) project. The ECTC project template was once used by 100 percent of programs though it is not currently a requirement and not all programs incorporate it as a summative assessment.

Some students are given opportunities to connect different areas of study through cross-disciplinary programs that emphasize inquiry, problem-solving, and higher-order thinking. This is also evident in some student's Enhanced Career and Technical Education (ECTE) projects.

The 2010 Sugarworks project is an outstanding, cross-disciplinary project involving the Forestry & Natural Resource Management (cleared and surveyed the land for the sugarhouse), Architecture & Engineering (Architectural drawing), Design & Illustration (architectural illustration for marketing purposes and met with the F & NR class to create a label for their maple products and associated merchandise) and to the former Construction Technology Programs (poured the slab and built the structure).

Sources of Evidence

- self-study
- student work
- teacher interview
- teachers
- students
- Standard sub-committee

Standard 3 Indicator 3

Narrative Program Summary

Students on Individual Education Plans (IEPs),Section 504of the Rehabilitation Act of 1973, Educational Support Team(IEPs/504's/EST's)and their program instructors are supported through a collaboration with the Special Needs Coordinator who assigns educational assistants, instructional coaches, and the Technology Coordinator.

This support is strategic and case by case dependent on need and available resources. The Special Education Coordinator is the liaison with the sending schools' special education teams with regard to the specific student IEPs/ 504s/EST's needs and accommodations. The Special Education Coordinator effectively communicates with program staff and helps to design and devise specific strategies to best support these students.

The PAHCC administers the Measures of Academic Progress (MAP) testing, an annual, common, formative assessment, twice a year. The literacy and math instructional coaches are available to work with program instructors to help address student math and language art shortcomings with regard to specific program curriculum. The visiting team determined that few teachers access this expertise.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school support staff
- Standard sub-committee

Standard 3 Indicator 4

Narrative Program Summary

Most teachers use student achievement data from a variety of formative and summative assessments. All use some form of the Habits of Work (HOW) rubric, some use the oral presentation rubric as well as self and peer assessments.When applicable, industry-recognized credentials function to align student achievement data with workplace expectations.

Examining student work and engaging in professional discourse focused on instructional practice has historically been done in Professional Learning Communities (PLCs) from 2014-2018. The PLCs still exist, but preparation for PAHCC's conversion to proficiency-based assessment has replaced professional discourse about instructional practices and sharing best practices.

Some individual programs conduct surveys to supply instructors with student feedback on instructional practices.

Instructional coaches meet with instructors to review assessment results and discuss the implications of the data on instruction, but there is not a cohesive, center-wide protocol or data team that convenes to regularly review interim assessments. Nor is there a center-wide interim assessment that would provide such data in practice.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders

Standard 3 Indicator 5

Narrative Program Summary

There are many ways in which instructors maintain professional licensure and expertise in content and pedagogy. These include, but are not limited to: Statewide career cluster meetings, Program Advisory Board meetings as well as the State requirements for licensure (initial CTE instructors license; license renewal).

A number of program instructors invite industry experts in to speak to students offering opportunity for discussion/demonstration of current trends.Various workshops and training events are held within the building as part of PLC and off-site at the instructor's discretion. Team leaders currently shoulder the responsibility for a number of administrative leadership tasks including the development/design of PAHCC's professional development.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school leadership
- school website

Standard 3 Indicator 6

Narrative Program Summary

Instructors whose programs involve heavy labs and/or injurious shop tools and/or materials conduct safety units at the beginning of the school year (or pre-unit depending on the program). Student safety assessment is written, performative and ongoing.The entire staff receives training on protocols for safety data sheets (SDS) by the Facilities Manager at the start of every school year.

Program instructors are responsible for training their students on all SDS protocols.When applicable/required, individual programs conduct industry-specific safety training as part of the curriculum. These credentials and certifications include ServSafe (Culinary Arts); ASE Student Certification, Safety and Pollution (SP/2) training, and forklift operating training (Diesel Power Technology); and Tractor Safety (Sustainable Agriculture).

Sources of Evidence

- classroom observations
- facility tour
- student work
- teacher interview
- teachers
- students

Standard 3 Commendations

Commendation

The 2010 Sugarworks project is an outstanding, cross-disciplinary project that could serve as a model for all programs. (3.2, 3.3)

Commendation

The outreach, expertise, and individualized work with program instructors by the Special Education Coordinator and his staff provided to those PAHCC students who require specialized accommodations to thrive in their programs. (3.3)

Standard 3 Recommendations

Recommendation

Ensure that all teachers' instructional practices are consistent with the Center's mission, core values, beliefs, and expectations for student learning. (3.1)

Recommendation

Create and implement a plan to review program curriculum for alignment between that which is written and taught; consistently review goals, observe instruction, provide authentic and valid feedback. (3.1)

Recommendation

Engage more students in cross-disciplinary learning to encourage higher-order thinking and problem-solving skills. (3.2)

Recommendation

Create and schedule a time for instructional rounds (peer mentoring/instructional focus) as a measure of accountability, to establish rapport between instructors, and to ensure consistency between the written and taught curricula. (3.2)

Recommendation

Create and implement a plan for the math and literacy instructional coaches to support instruction by utilizing data from the Measure of Academic Progress testing. (3.3)

Recommendation

Create and implement a plan to calibrate the assessments, rubrics, and curricula with the Common Core Standards and National Technical Education Standards. (3.1, 3.2, 3.3, 3.4)

Standard 4 Indicator 1

Narrative Program Summary

PAHCC staff assesses whole-school and individual student progress in achieving learning expectations. The following assessments are used in all programs: Measure of Academic Progress (MAP) testing in fall and spring in math and reading; proficiency scales for learning targets; Habits of Work Rubric and Industry Recognized Credentials.While some programs have used portfolios as part of their summative assessment at the end of the year, it has only been mandated for all programs as of 2018-2019 academic year.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- department leaders

Standard 4 Indicator 2

Narrative Program Summary

PAHCC's professional staff routinely communicate individual student progress in achieving the learning expectations of individual programs to students and their families in various ways. The Center has implemented JumpRope, a web-based, proficiency-based grading system that will be accessible by families and stakeholders.

Student achievement data as measured by the following criteria: Technical Skills Attainment, Dual Enrollment Credits, Post-Secondary Attendance, On-Time Graduation Rate, and Industry Recognized Credentials are communicated in the annual report, which is available on the Center's website and available to community members and stakeholders. Information about student achievement is communicated to stakeholders through a variety of ways by all program instructors and on a continual basis. Mechanisms include Interim Reporting, Parent-Teacher Conferences, Quarter Grades, Habits of Work Reporting. Up to eight reports are shared annually.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- department leaders

Standard 4 Indicator 3

Narrative Program Summary

All instructors regularly communicate to students the learning expectations and the unit-specific learning goals to be assessed. In addition to on-going formative assessment in various formats, both formal and anecdotal/observational, instructors share information about learning expectations in various ways, including but not limited to: Intro Letters to Students and Parents, Moodle, Google Classroom, or other online classroom management system Posting Learning Targets on assessments and in classrooms, Individual program syllabi, Assignment handouts and rubrics Online grading portal (JumpRope). The Center also sends out interim reports halfway through each quarter.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- department leaders

Standard 4 Indicator 4

Narrative Program Summary

All instructors employ a range of assessment strategies, including formative and summative assessments. Collectively, the Center uses one assessment for all students twice a year to collect data on math and reading achievement.

The following are examples of mechanisms for on-going formative and summative assessment at the program level: Work-site placements, coop evaluation forms, Industry Recognized Certification certificates, ServSafe in Culinary Arts SP/2 and ASE Student Certifications in Automotive and Diesel Power Technology, CPR in Medical Professions and Human Services Career & Technical Student Organization (CTSO) events, FFA, SkillsUSA, Game of Logging.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- department leaders

Standard 4 Indicator 5

Narrative Program Summary

In order to keep track of student progress and achievement, especially around interim reports and quarterly report card deadlines, regular feedback from instructors to students must be kept up-to-date. This ensures, particularly through the lens of the Center'sStudent Services Team, that students withIEPs, ESTs, 504s, and other accommodations are making adequate progress in their programs.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- department leaders

Standard 4 Indicator 6

Narrative Program Summary

Formative assessment is done in all programs and by all instructors in a variety of ways. A technical and career center is unique in that the learning targets for the program almost always allow teachers to assess for proficiency through the project-based learning environments of their labs, shops, classrooms, and off-site learning activities. For example, in Human Services, formative assessment includes Work Site Placement (WSP) evaluations, student journal entries, and formal observations of the students in the setting. In Sustainable Agriculture, formative assessment includes quizzes and worksheets.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- department leaders

Standard 4 Indicator 7

Narrative Program Summary

As part of the Professional Learning Communities (PLCs) work at the Center, faculty have frequently engaged in tuning protocols for student work. The availability of the Special Needs Coordinator to discuss accommodating student needs through instructional practices as well as educational support personnel to assist at the program level is a huge asset to the Center.

PAHCC current year's work at the PLC level includes calibrating rubrics that align with proficiency-based grading requirements and a new 1-4 point scale. Instructors are currently moving from their old 100-point scale assessments to the new 4-point scale with help from the representative from JumpRope, the new online assessment portal, as well as assistance from colleagues. The work of the 2019-20 year will be to establish a common definition of proficiency and align language and grading practices from program to program and instructor to instructor so that there is a consistent assessment practice at the Center.

The faculty are examining more ways to incorporate center-wide rubrics for transferable skills. The Habits of Work (HOW) rubric is widely used and an oral communication rubric has been developed and is being piloted by several programs.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- department leaders

Standard 4 Indicator 8

Narrative Program Summary

The Center does not have a systematic program review. Faculty have many opportunities to address the efficacy of their programs throughout the year. Instructors also have access to their Advisory Boards and statewide cluster meetings. All programs offering dual enrollment credits with associated institutions of higher education, alignment with these institutions is an essential part of curriculum development. There are also requirements that need to be met for students to be able to earn Industry Recognized Credentials (IRCs) and gain access to the National Technical Honor Society and the National Art Honor Society. At the center level, Measures of Academic Progress (MAP) data for math and literacy is harvested as an opportunity to find trends in student need and achievement.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders

Standard 4 Commendations

Commendation

The visiting team commends the PAHCC for implementing school-wide, proficiency-based rubrics for standards on oral communication and collaborative group work, both of which are skills that are assessed across all content areas. (4.1)

Commendation

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Standard 4 Recommendations

Recommendation

Develop and implement a systematic program review process that is conducted periodically to guarantee effective program design. (4.8)

Standard 5 Indicator 1

Narrative Program Summary

The Patricia A. Hannaford Career Center (PAHCC) has developed a safe and secure culture for both the staff and the students. The security systems appear effective and they are up to date with training regarding safety in the event of an emergency. They have created a supportive culture for the students as it is evident that they make many efforts to meet the students' needs and acknowledge and encourage student achievement. There was no evidence of student surveys conducted to gain a first-hand account of the students' thought and feelings regarding the school's culture.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- school leadership

Standard 5 Indicator 2

Narrative Program Summary

PAHCC is inclusive, equitable, and fosters heterogeneity by using student practices that reflect an understanding of the unique needs of the students and its diverse nature. The Center has made significant attempts to encourage non-traditional students to feel welcome within all the programs. They have supplied advertisements and publications as evidence of these efforts. These efforts are seeing success as witnessed by the visiting team through observation of the programs.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- school leadership
- Standard sub-committee

Standard 5 Indicator 3

Narrative Program Summary

The Center has ample opportunity to hold significant amounts of professional development (PD) throughout the course of the school day and the school calendar. The Center does hold professional development and the responsibility falls on the Literacy and Math Coaches, the Dean of Students, and teacher leaders. During these PD opportunities, attempts have been made to introduce teacher best practices and the application of skills and ideas in an effort to improve the curriculum, instruction, and assessment. Based on visiting team interviews and what was reflected in the self-study, the time is not always used or treated wisely by all involved.

Sources of Evidence

- self-study
- school leadership
- Standard sub-committee

Standard 5 Indicator 4

Narrative Program Summary

The Danielson Model is used by the Patricia A. Hannaford Career Center for administration, faculty, and staff evaluations. The model is clearly stated and is rigorous. All of its steps have been laid out according to a professional's placement in their career and its related expectations. The Model and its guidelines have not been followed and has been inconsistently applied. Some staff have not been evaluated, some have not been observed the number of times stated in the evaluation system, and the goal creation cited in the Danielson Model has little to no follow through associated with it. It impairs the ability to be reflective in the staff's practice.

Sources of Evidence

- self-study
- teacher interview
- school leadership
- Standard sub-committee

Standard 5 Indicator 5

Narrative Program Summary

The school day schedule allows the PAHCC the opportunity to support research-based instruction, professional collaboration among teachers, and the learning needs of all students. Time is supplied prior to the start of the school day, at the end of the school day, and there is an hour and twenty-five minutes provided in the middle of the school day. The time is used well in meeting the learning needs of the students. There was limited evidence of significant collaboration among professionals during this time or that research-based instruction is being created.

Sources of Evidence

- self-study
- facility tour
- teachers
- department leaders
- school leadership
- Standard sub-committee

Standard 5 Indicator 6

Narrative Program Summary

As stated in previous standards, the school's/center's mission will be updated in the fall of 2019. There appears to be a lack of consistency among PAHCC leadership around beliefs, learning expectations, and curriculum development. Additionally, there was little evidence of a cohesive Center leadership team structure, with delineated roles and responsibilities.

Sources of Evidence

- self-study
- teachers
- school leadership
- Standard sub-committee

Standard 5 Indicator 7

Narrative Program Summary

Members of the Center's community are welcome and have opportunities for center improvement. The lines of communication as to activities held at the school could improve. The coordination of Open House coinciding with the Maker's Faire has increased attendance at the Center substantially.

Sources of Evidence

- self-study
- facility tour
- school leadership

Standard 5 Indicator 8

Narrative Program Summary

A core group of teachers have exercised initiative and leadership essential to the improvement of the school /center and to increase students' engagement in learning. This is evident from their willingness to lead school initiatives, PD opportunities, and compilation of NEASC materials.

Sources of Evidence

- self-study
- school leadership
- Standard sub-committee

Standard 5 Indicator 9

Narrative Program Summary

The flagship means of celebrating student achievement is the Center's quarterly awards breakfast. Each program instructor selects one student each quarter to be honored at these events, which are attended by Center faculty and the students and their families.

Sources of Evidence

- self-study
- school leadership
- Standard sub-committee

Standard 5 Indicator 10

Narrative Program Summary

The PAHCC Board and superintendent/director/principal (which are the same individual) collaborate to create policy, plans, expectations, and documents. The resulting documents are reviewed as staff. The learning expectations stated in the Self-Study were not included in any Center-wide publications.

Sources of Evidence

- self-study
- school website

Standard 5 Indicator 11

Narrative Program Summary

The Superintendent/Director does have sufficient decision-making authority to lead the PAHCC.

Sources of Evidence

- self-study
- school leadership
- Standard sub-committee

Standard 5 Indicator 12

Narrative Program Summary

The PAHCC have their written policies and procedures readily available to the personnel and the public.

Sources of Evidence

- self-study
- school leadership
- school support staff
- school website

Standard 5 Indicator 13

Narrative Program Summary

There is no evidence of an overall Improvement Plan that contains measurable outcomes for the PAHCC; however, there was a 5 year facilities improvement plan presented.

Sources of Evidence

- self-study
- school website

Standard 5 Indicator 14

Narrative Program Summary

The following opportunities exist for students and provides them with opportunities as leaders: Career and Technical Student Organizations, SkillsUSA, Future Farmers of America (FFA) and National Technical Honor Society enrollment.

Sources of Evidence

- self-study
- school leadership
- Standard sub-committee

Standard 5 Indicator 15

Narrative Program Summary

The calendar is a challenging task as the Center is working with three sending schools to ensure that the Center's calendar coincides with them smoothly. Despite these obstacles, the Center is able to create a calendar that minimizes disruption to its educational programs.

Sources of Evidence

- self-study
- school leadership

Standard 5 Indicator 16

Narrative Program Summary

The PAHCC is successful in encouraging non-traditional careers for students and has supported gender equity in all programs. The Center has provided several advertisements and other printed materials as evidence to encourage non-traditional students into particular programs. Through observation, these attempts have proven to be successful.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- school website
- Standard sub-committee

Standard 5 Commendations

Commendation

The visiting team commends the initiative shown by teacher leaders to improve students' engagement in learning. (5.8)

Standard 5 Recommendations

Recommendations

Develop and implement a plan to gather information regarding the current school culture and its impact on student success and experiences. (5.1)

Recommendations

Create and implement a rigorous professional development calendar targeting specific areas of need including, but not limited to instruction, curriculum development, and teacher evaluation. (5.3)

Recommendations

Implement a teacher evaluation system with consistency. (5.4)

Recommendations

Develop and implement a clearly defined organizational structure that includes roles and responsibilities. (5.6)

Recommendations

Create regular, multiple opportunities to recognize contributions achieved by students and staff. (5.9)

Recommendations

Revisit and revise current Center Action Plan to include SMART goals and measurable outcomes. (5.13)

Standard 6 Indicator 1

Narrative Program Summary

All students are provided an equal opportunity to achieve the Center's learning expectations. All students from the sending schools have the opportunity to apply to PAHCC. The learning expectations are outlined within the student handbook, which is covered at the outset of the school year. Each technical program also provides program-specific expectations as well.

Sources of Evidence

- self-study
- school leadership
- Standard sub-committee

Standard 6 Indicator 2

Narrative Program Summary

The PAHCC Student Support Center's physical area is appropriate for the services provided and ensures privacy and confidentiality. The staff is able to provide services such as one on one attention, small group work, individual work stations are available, and several types of technology that are resourceful for the student body.

The School Counseling Office's physical location is not appropriate for the services provided, does not ensure privacy and confidentiality as the childcare area is next door and it becomes very noisy and distracting especially when providing students with counseling of a sensitive nature. There is a permanent wall between the two areas in some parts of the office.

Sources of Evidence

- self-study
- facility tour
- school leadership
- school support staff

Standard 6 Indicator 3

Narrative Program Summary

PAHCC maintains all student, alumnae, administrative, and personnel records in a confidential and secure manner consistent with federal, state, and local laws or regulations. The staff is trained at the start of the school year on confidentiality and their related responsibilities. In the Student Support Center, the School Counseling Office, and the Main Office, all records are secured in locked cabinets that are only accessible to those who work directly in those offices. All student records are maintained using the student information system, PowerSchool, and there are varying levels of access clearance between administrators and instructors.

Sources of Evidence

- self-study
- facility tour
- central office personnel
- school leadership
- school support staff

Standard 6 Indicator 4

Narrative Program Summary

There is an adequate number of licensed personnel and support staff for counseling services. The following positions provide the counseling services necessary to meet the needs of the student body: School Counseling Coordinator, Special Needs Coordinator, Literacy Instructional Coach, Mathematics Instructional Coach, and the Dean of Students. The PAHCC provided a list of the roles and responsibilities relative to the counseling services involved in Standard 6 Indicator 4. The student health records and assessments are maintained in the Nurse's Office at Middlebury Union High (MUH). The reason for this is that the PAHCC does not have its own Nurse despite the dangerous nature of many of its programs. The MUH Nurse reports that she does not get all the health records of all students from the sending schools, but does receive the more significant ones.

Sources of Evidence

- self-study
- school leadership
- Standard sub-committee

Standard 6 Indicator 5

Narrative Program Summary

The Center does not have a Media Center or Librarian/Media Specialist that is readily accessible for all students and staff. The Center has made strides in years past to acquire more and more technology through the use of laptops as they strive to become a 1:1 school district. There is also one computer lab that is available that instructors can sign out and there are a small number of desktop computers in each program/classroom area.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers
- school leadership

Standard 6 Indicator 6

Narrative Program Summary

There is an adequate number of personnel who are certified/license providing support services to the student body. All of the technical programs provide inclusive learning opportunities. Collaboration among teachers, counselors, and other support staff is centered through the Student Support Center, who communicates vital information on these identified students. The personnel consistently looks for ways to improve their service delivery. There are times where the sending schools are not inclusive in information sharing and the holding of important student meetings.

Sources of Evidence

- self-study
- facility tour
- school leadership
- Standard sub-committee

Standard 6 Indicator 7

Narrative Program Summary

PAHCC has a published Resources and Responsible Use Policy and it is consistent with its mission and learning expectations. The Center supplied the Student Handbook, the acceptable use of electronic policy, and the copyright policy as evidence to justify such a determination.

Sources of Evidence

- self-study

Standard 6 Indicator 8

Narrative Program Summary

PAHCC has an adequate method of student record-keeping in place. They utilize PowerSchool for attendance and as a student informational system. They use Industry Recognized Credentials and end-of-program assessments to measure technical competencies. They use Measures of Academic Progress (MAP) testing for academic achievement. Some of the sending schools supply test results to utilize when formulating student learning plans. After the admissions process has been completed, a list is generated of all the acceptances and sent to the sending schools. Once the list of acceptances is received, the sending schools check for students on IEPs and 504s and they are provided to the Center. Most of the technical programs have safety tests and results that are kept by the program instructor. The Registrar maintains the Industry Recognized Certifications for all students.

Sources of Evidence

- self-study
- facility tour
- school leadership
- school support staff
- Standard sub-committee

Standard 6 Indicator 9

Narrative Program Summary

There is no evidence of a Graduate follow-up studies system in place at PAHCC.

Sources of Evidence

- self-study
- school leadership
- Standard sub-committee

Standard 6 Indicator 10

Narrative Program Summary

The assessment system used to assist students with the identification of their career aptitudes and interests is an online program called O-Net Online. It is only used on an as needed basis and not used school-wide with all students. The students are able to explore careers based on their personal interest or by favorite academic subjects. The School Counseling Coordinator meets with each Senior to discuss post-secondary options.

Sources of Evidence

- self-study
- school leadership
- Standard sub-committee

Standard 6 Indicator 11

Narrative Program Summary

PAHCC has a comprehensive safety/crisis response plan in place. They have supplied extensive evidence to display how serious they regard emergency situations and their preparedness. Evidence includes fire drill procedures from both of the center's floors, procedures that involve a lockdown, a copy of the log citing the drills they have conducted, and a copy of the crisis intervention plan. Trainings and drills continue to be conducted regularly and in partnership with the local law enforcement and fire department. There are crisis response and crisis intervention plans available to staff that define the roles and contact numbers of those involved.

Sources of Evidence

- self-study
- school leadership
- school support staff
- Standard sub-committee

Standard 6 Indicator 12

Narrative Program Summary

The Patricia A. Hannaford Career Center has a written admissions policy that identifies the criteria for enrollment. They currently do not have seat allotments so that is not applicable at this time. The admissions policy shows equity and is non-discriminatory. The admissions policy is compliant with the State of Vermont admissions regulations. The admissions policy is stated online and in the Student Handbook. There are pre-requisites for certain programs that must be met before admitted.

Sources of Evidence

- self-study
- school leadership
- Standard sub-committee

Standard 6 Indicator 13

Narrative Program Summary

The student transportation is scheduled in such a way that students arrive and depart the Center with minimal loss of time on task. There is some instructional time that is lost due to transportation and this matter is extremely challenging, but the Center does minimize the amount of time lost.

Sources of Evidence

- self-study
- facility tour
- school leadership
- Standard sub-committee

Standard 6 Indicator 14

Narrative Program Summary

Not applicable.

Standard 6 Indicator 15

Narrative Program Summary

Not applicable.

Standard 6 Commendations

Commendation

The increased focus on school safety and security has resulted in improvements to campus security and emergency response procedures. (6.11)

Standard 6 Recommendations

Recommendation

Provide an appropriate physical area for the Counseling Office that ensures privacy and confidentiality. (6.2)

Recommendation

Procure and maintain all student medical records so that student medical needs can be met at all times regardless of the situation. (6.3)

Recommendation

Create and implement a completer/graduate follow-up study that can be shared annually with staff to assist with program and curriculum development. (6.9)

Recommendation

Make crisis response plans readily available to the classroom instructors and store in a place similar to the SDS binders. (6.11)

Standard 7 Indicator 1

Narrative Program Summary

The Patricia A. Hannaford Career Center has dependable funding for supporting: (1) school programs and services; (2) professional development for teachers and staff; technology infrastructure and support; CTE equipment needs; and instructional materials and supplies. The Center has had consistent funding; the 2019 budget was funded at $3,468,524, while the 2020 budget was adopted at $3,468,337. All programs reported having adequate funding and resources to offer instruction.

Sources of Evidence

- central office personnel

Standard 7 Indicator 2

Narrative Program Summary

The Patricia A. Hannaford Career Center (PAHCC) has an established 5-Year Project Plan, focusing on physical plant, technology, and network infrastructure items, with timelines, funding sources, and prioritization. The Center's fiscal year runs from July 1-June 30; currently in FY19. Air handlers are 45 years old and are marked for FY22 upgrade.

PAHCC has an adequate network infrastructure and technological peripherals. The Center has 148 desktop computers, 105 laptops and handheld devices, 7 servers, 2 virtual servers, and various other peripheral equipment. The network infrastructure and bandwidth appears to adequately support the needs of the Center.

Through the Center's insurance carrier, Vermont School Boards Insurance Trust (VSBIT), the Center conducted safety and security audits in 2017. The Center leveraged funds, ~$8,000, through VSBIT to address safety and security issues.

Sources of Evidence

- department leaders
- central office personnel

Standard 7 Indicator 3

Narrative Program Summary

The Patricia A. Hannaford Career Center (PAHCC) has an established 5-Year Project Plan that addresses capital improvements to protect the financial investments of the site and buildings. There is no evidence of an existing long-term plan to address programs, services, enrollment changes and staffing needs.

Sources of Evidence

- self-study
- central office personnel
- school leadership

Standard 7 Indicator 4

Narrative Program Summary

The budget process at Patricia A. Hannaford Career Center (PAHCC) involves faculty and building administrators. The Business Manager facilitates the budget process, providing trend expense data to the individuals developing their budgets.

Sources of Evidence

- central office personnel

Standard 7 Indicator 5

Narrative Program Summary

The Patricia A. Hannaford Career Center is fortunate to have an experienced Facilities Manager accompanied by an experienced staff. A Preventive Maintenance (PM) schedule is on file. All fire extinguishers were found to have been inspected recently; however, there was a two month gap in inspections. The elevator had the appropriate inspection and would not expire until September of this year. AEDs were found on both floors of the facility. Both Ansul units were inspected within the required timeframes. Fire alarm system had completed inspection within required time limits. All stationary tools that required guards were equipped accordingly.

In both kitchens (Sustainable Agriculture & Culinary), foods were found unlabeled with contents and expiration dates. All Emergency Shut Off buttons should be clearly marked with a neon sign to easily locate when necessary. Additionally, Emergency Shut Off buttons should be easily accessed with no barriers in front of them. The following are of significant concern and should be addressed immediately:

- Room 206—there is a blocked egress
- Theater, Costume Room—equip with fire extinguisher
- Room 128—Needs to be more organized, cluttered, and trash was on the floor
- Crisis Response plans should be posted in each classroom
- Room 118—Needs to be more organized, metal shavings were observed, an unmarked container with unknown liquid was observed, EPO blocked, cluttered (poses safety concern).

Safety Data Sheets were found in various formats. PAHCC should explore formalizing the SDS process and consistently format the binders in each area. At the beginning of each binder, an index should be placed in the front of each binder.

The visiting team observed numerous tools that were unsecured. Some of these tools could be used as a potentially dangerous weapon.

Sources of Evidence

- self-study
- facility tour
- school leadership
- school support staff

Standard 7 Indicator 6

Narrative Program Summary

The Patricia A. Hannaford Career Center has appropriate transportation procedures to ensure the safety of the student sand compliance with federal, state, and local laws and regulations. Additionally, 9 employees hold a type 1 or type 2 bus endorsement in order to ensure that students can be transported to offsite classrooms or work site placements.

Sources of Evidence

- self-study
- school support staff

Standard 7 Indicator 7

Narrative Program Summary

Parents of PAHCC students are engaged, primarily, on an as needed basis. The visiting team found evidence of program instructors doing email “blasts”, contacting parents through websites, etc.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school support staff

Standard 7 Indicator 8

Narrative Program Summary

The Patricia A. Hannaford Career Center develops productive career and technical advisory, community, business, and higher education partnerships to support student learning. Technical program Advisory Committees meet twice a year; members serve on hiring committee, make contributions to curriculum development and recommend equipment upgrades. Community events include a Maker's Faire and a Repair Café.

Sources of Evidence

- self-study
- teacher interview
- community members
- Program Advisory Committee

Standard 7 Indicator 9

Narrative Program Summary

Financial management system is adequate for tracking funds disbursement and collection. Internal controls and financial signatory authority policies are documented. Various school financial management policies and practices are monitored by the PAHCC Board.

Sources of Evidence

- central office personnel
- school support staff

Standard 7 Indicator 10

Narrative Program Summary

All funds collected at PAHCC are properly safeguarded. Each deposit is recorded and classified according to the district's chart of accounts. Cash receipts are counted by two parties in order to verify the amount to be deposited.

Sources of Evidence

- central office personnel
- school support staff

Standard 7 Indicator 11

Narrative Program Summary

The PAHCC Board and Finance Manager exercise control over all financial operations. An appropriate system of checks and balance is in place.

Sources of Evidence

- self-study
- central office personnel
- school support staff

Standard 7 Indicator 12

Narrative Program Summary

PAHCC has an audit procedure in place through its Board of Directors; it is in accordance with local state requirements. The last audit was conducted in February 2019 by an outside entity.

Sources of Evidence

- school leadership

Standard 7 Commendations

Commendation

The visiting team commends PAHCC on its community events, including the Maker's Faire and Repair Cafe. These events bring community members to the Center to utilize resources and equipment to work on their individual projects and also facilitates repairs on various personal equipment.

Commendation

The visiting team commends PAHCC for being fiscally responsible, in that, all programs reported having adequate funding and resources to offer instruction.

Standard 7 Recommendations

Recommendation

Develop and implement a long-term plan to address programs, services, enrollment changes and staffing needs. (7.2, 7.3)

Recommendation

Formulate a consistent structure for Safety Data Sheets. PAHCC should explore formalizing the SDS process and consistently format the binders in each area. At the beginning of each binder, an index should be in place. (7.5, 7.6)

Recommendation

Explore and develop a plan for technical programs to have a process for the accountability of tools. (7.6)

English Language Arts

Narrative Program Summary

The Patricia A. Hannaford Career Center (PAHCC) has one ELA course for credit. The course is titled Technical Communications. The instructor of this course has both a single physical classroom and floats between the vocational spaces. The physical layout of the primary classroom has two tables, a teacher's desk, with no projector or an electronic whiteboard within the classroom. The room has a single bookshelf in a corner with boxes of other materials spread out around the room. The room has one exit and another door that adjoins another classroom. The appearance of the room, to the visiting team, is cluttered. Signage displaying support for diversity and student needs including GLSEN materials, diversity posters, and student work is evident.

The visiting team has determined that Technical Communication's curriculum teaches a rigorous selection of diverse materials that reinforce the core values of the Center. Through the course work, students explore technical literacy, literature, informational text, basic grammatical skills necessary in student's fields, and career-specific writing assignments. The instructor is a faculty member of the Vermont State College System (VSC) and a certified English Language Arts (ELA) instructor.

The Technical Communication curriculum has the following items in a basic format: a course syllabus (with course description, learning goals & objectives, resource list, grading weights, classroom procedures, and course schedule), scope and sequence (with units of study, knowledge & skills, student expectations), and an assortment of unit plans (giving detailed day-to-days of course work and rigor).

The Technical Communication program lesson plans align with the syllabus and identify additional areas of focus not identified in the syllabus including essential questions, learning outcomes, learning activities, teacher/student focus directions, and assessments of skills. The lesson plans draw reference to the Common Core State Standards (CCSS) for ELA.

The Technical Communication program is developed as a one-year program that aligns with the grade 11-12 CCSS. This is a single credit course that can only be completed by select students once in their two-year enrollment at the career center. The credit within this course is recognized by most of the sending school districts.

The Technical Communication program instructor (in collaboration with the shop instructors) revises the program as needed. The curriculum was revised in 2018 to align with new proficiency-based standards and learning targets. The curriculum has been changed multiple times over the course of the instructor's tenure at the school to match new initiatives and administrations.

The visiting team has determined that the Technical Communication instructor places a high emphasis on student engagement as active learners through personalized and differentiated instruction. The instructor reflects through assessments (specifically the portfolio assignment) and the center-wide “Habits of Work” rubric to better engage students and their learning practices.

The Technical Communication program instructor supports student achievement and the center's learning expectations through various instructional methods. The instructor places a high emphasis on student engagement as active learners through personalized and differentiated instruction. This instruction emphasizes inquiry, problem-solving, and higher-order thinking to apply knowledge and skills to authentic tasks. The students work from an assortment of materials and technology including laptops and textbooks. The class does not utilize online Learning Management Systems (LMS).

The Technical Communication program instructor provides differentiated instruction through the form of graphic organizers, visual aids, and the use of the school's pull-out room when necessary. The instructor pushes students to move and work at their own speed. The visiting team observed class sizes ranging between 5-8 students at a time which allowed for the most engagement with each student to address their needs. The

Technical Communication program instructor (in collaboration with the student support staff) accommodates for the students' needs. The instructor uses both verbal and visual accommodations with students to meet their needs. Students work on the common subject matter while being allowed to work at their own speed.

The Technical Communication program instructor uses the school-as-workplace model, develops & implements classroom norms/expectations, and adheres to guidelines/norms set forth by the school. The Technical Communication instructor lays out the classroom policies within the course syllabus as well as reinforcing those procedures through visual reminders in the classroom.

The school utilizes Professional Learning Communities (PLCs) to discuss students' work with other colleagues to compare work quality and data to help improve instruction. PLCs meet every other week to go over data and improve instruction. These PLCs help improve the instruction for the Technical Communication program.

The Technical Communication program has a myriad of formative and summative assessments created in collaboration with the vocational programs served. The major assessment takes the form of the student's professional portfolio which is workshopped as both a midterm and final assessment. The portfolio is both geared towards the ELA standards as well as meeting the needs of each student's vocational program. The instructor utilizes a proficiency-based, rubric standard that was recently integrated into the classroom and is in the process of being developed by the instructor and PLC.

Data is collected frequently and used to create personalized instruction and feedback for the students. The portfolio is assessed throughout the year with frequent feedback, both objective and subjective, to help students progress.

The Technical Communication program utilizes digital online portals to communicate the grades and progress of students. This is the primary format of the delivery of information. Technical Communication also uses narrative reports to deliver structured feedback to both students and parents that are delivered via physical mail to the families eight times a year as well as quarterly grades.

The Technical Communication program's lesson objectives are clearly laid out with the unit breakdown as well as visually presented within the classroom for students to view.

The Technical Communication program instructor utilizes formative assessments that take the form of by-peer and by-instructor feedback and structured classroom discussions. Summative assessment takes the form of self-evaluation and portfolio assessment.

Technical Communication utilizes assessments that take the form of frequent portfolio developments & reviews, self-assessments (including linked materials to the “Habits of Work” rubric as well as other individualized progress trackers), and are beginning to utilize newly implement proficiency-based rubrics.

The Technical Communication program self-assessments and by-teacher mentoring sessions provides the instructor with opportunities to reflect on educational processes and to adapt the level of rigor for the students.

The Technical Communication students work closely with the Gay-Straight Alliance program. The Technical Communication students, like all PAHCC students, are affiliated with Future Farmers of America and 4-H. Technical Communications students participate in United WayDays of Caring.

The instructor is a faculty member of the Vermont State College System (VSC) and can help students navigate dual enrollment. The instructor takes graduate-level courses through Middlebury College to continue her educational development. The instructor works to collaborate and adapt their curriculum to meet the needs of the vocational programs within the school.

The visiting team has noted that the students have access to technologies such as audio readers for books, laptops, and other videos/audio tools. Notebooks, pens, paper, pencils, and portfolio materials are provided by the school, not the student. The instructor has developed a reading/lending library in their classroom and in collaboration with the resource room upstairs. Textbook materials within the classroom are useful yet are dated - one textbook utilized is from 1990. The room does not have any form of a projector or digital board.

The Technical Communication program classroom is run much like a workplace and subject to similar conditions of respect. Personal and professional triumphs are celebrated. Technical Communications serves any student who wants English in his/her schedule. Technical Communications serves a diverse student population, accommodating for all. There are many examples of differentiated lessons, graphic organizers, and unique portfolio samples. The course is geared more toward student interest-based materials than with a traditional structured ELA course - though ELA standards are still met and addressed.

English Language Arts Commendations

Commendation

The system of adapting the standard portfolio model for each of the technical programs to address student needs and aid in student achievement. (3.2, 3.4)

Commendation

The use of Professional Learning Community meetings to tailor the program and curriculum to meet the needs of both the district and the vocational programs. (3.2, 3.4)

English Language Arts Recommendations

Recommendation

Investigate and determine if there is a need to develop the Technical Communication program into a two-year course to provide additional credits to students who need to meet credit requirements. (2.1, 2.6)

Recommendation

Create and implement a plan to expand collaboration with programs not currently serviced to serve all technical programs at the Center. (2.1, 3.4)

Recommendation

Create and implement a curriculum that matches center-wide standards of curricular format to maintain consistency across the Center. (2.2)

Recommendation

Provide educational technology including, but not limited to, interactive boards to support the curriculum. (2.3, 2.6,7.1)

Recommendation

Create and implement an online Learning Management System to help better accommodate student's needs and organize materials. (6.5)

Forestry and Heavy Equipment

Narrative Program Summary

The Natural Resource Management (NRM) program of the Patricia A. Hannaford Career Center (PAHCC) is located on the first floor of the main building including one classroom and one lab/shop area. Off-campus sites such as the sugarbush and sugarhouse, woodlot and property on and around the DeepRoots school farm (located on the North Campus) is utilized. Large equipment is stored on both campuses. The equipment is not stored under cover. There is signage for exits, flammables, eyewash stations, fire drills, fire extinguishers, and others. There are three doors in the classroom but only one exit sign. The SDS is clearly available. The evacuation routes are posted and the path to the route is clear. There are lockers in the hallways for student use. In school, there are gender-specific bathrooms. In the NRM rooms, there is access to one unisex bathroom to which there is a key. There are not any obvious safety or health issues. The area is clean and organized. There are 10 laptops available for use. If others are needed for student use, they can easily be borrowed from other programs. The overall appearance to visitors is that of an organized, neat and clean, equipped learning space with actively engaged students.

The number of students enrolled in the program has ranged from 8 to 15 from 2009/2010 through 2017/2018. Over those years, there is not a trend, just a random fluctuation of students. The belief according to the instructor is that the numbers have gone down over the last two years due to more enforcement of the prerequisites for the NRM program on the part of the guidance department. Another reason that enrollment may be going down may be due to a lack of school-wide recruiting for each of the programs. There have been approximately 10-20% females. Once the program was split into half-day sessions more females enrolled.

The Natural Resource Management program of PAHCC is staffed by one teacher. The curriculum includes Conservation Equipment Management, Wildlife Management, Introduction to Forest Science and Advanced Forest Science. It was developed by the NRM teacher and from the Vermont state standards for NRM. The curriculum is taught to 11th and 12th-grade students. Four courses offered: two in the fall semester (Conservation Equipment Operation and Wildlife Management) and two in the spring semester (Introduction to Forest Science and Advanced Forest Science). The curriculum utilizes the PAHCC Habits of Work rubric. The curriculum is competency-based though some unit plans and rubrics still need to be revised to competency-based. The curriculum is reviewed annually and as units are completed. The curriculum is set up by semester and can be taken in the morning and/or afternoon sessions during students' junior and senior years.

The students were working independently on worksheets that were tied into the unit that they would be tested on the following day. The instructor was available for assistance. Students also did a hands-on activity performing routine maintenance on a chainsaw and safe basic handling skills.

They were using a checklist with a stated learning target and an attached proficiency-based rubric to complete their assignment. Most assignments are designed to be self-paced. Even though an assignment may have a due date, those students needing accommodations may have additional time. Students requiring an alternate environment for testing are given that opportunity. If a student does not perform well on a test, they will complete a ‘test autopsy' to determine where their weaknesses were.

Students often have the chance to retake exams to improve performance. Students must score “proficient” on safety tests and will have the opportunity to retake until they receive that rating. The instruction was definitely student-centered. Different models and types of chainsaws were used thus using appropriate industry technology. The objectives covered the cognitive, affective and sensory domains.

Students were reminded of wearing their safety glasses at the start of the lesson. The instructor had a student who was proficient with the task assisting other students. As students needed assistance, the instructor moved to help them while answering questions of other students. Approximately 50 percent of the curriculum is fieldwork and the other 50 percent is classroom-based. The program has a Natural Resource Management website that includes course expectations, learning targets and comprehensive resources for instructional units. It includes rubrics, reading resources, tests/quizzes, slide presentations and more.

The NRM program uses formative and summative assessments regularly. The instructor uses the results of assessments as an opportunity to reflect on why students did not perform well. Retakes of assessments may then be used in a formative manner to revise instruction. The instructor prints out progress reports approximately every two weeks to give to students. Grades are available in JumpRope but students are not able to access them. Parents/guardians receive report cards via mail four times per year and progress reports four times per year.

Rubrics specific to learning activities are used on many assignments. The Habits of Work rubric is frequently used. Students have had the ability to attain the following credentials: OSHA 10, Cornell Waterfowl, Game of Logging Levels 1, 2, 3 and 4. OSHA 10 has been difficult for students to complete because it was offered online. There are plans for students to complete the S/P2 safety training and certifications in place of OSHA 10. The GIS Certificate is being added as a potential credential. 100 percent of students attain the Game of Logging. Approximately 80 percent of students attain the Cornell Waterfowl credential.

100 percent of students are FFA members. Students compete at the state and national levels. There is a Middlebury FFA Chapter that has a chapter officer team that helps to run chapter activities. The visiting team observed two chapter officer meetings. Students have been successful with winning first place in some FFA State competitions which qualifies them to participate at the FFA National Convention. Students run FFA business operations such as the sugaring house, firewood and log sales which allow them to raise funds for FFA events. There are chapter officers and mini-chapter officers. The Middlebury FFA Chapter has regularly had students serve as Vermont FFA State officers and recently one former student ran for national office.

Students have been placed in cooperative education placements at the University of Vermont Extension Services, Solar Sweet Sugarworks, Phelps Engineering, and the Vermont State Fish Hatchery. One difficulty for placement at logging operations and other businesses using heavy equipment is the age requirement of 18 years old for participants. The half-day schedule also limits participation.

There is a 3-credit articulation agreement with Paul Smith's College and University of Maine Fort Kent Campus for 6 credits. There are dual enrollment opportunities through the Community College of Vermont for Environmental Science. Vermont Technical College has a 3-credit opportunity for their Burls to Boards class.

The instructor takes students on visits to both Paul Smith's College and Vermont Technical College to explore opportunities for higher education.

PAHCC does not keep track of graduation trends. Over the last nine-year period, only two students have not graduated. Over that same nine-year period, 12 have gone to college with five completing at least a two-year degree. Less than 25 percent of students work directly in the field after graduation. Approximately 10 percent pursue a military career.

The instructor has completed a Castleton State College course in proficiency-based grading. He has served on the executive board of the Vermont Agriculture Teachers Association, served as treasurer of the Town Forest Commission of Hinesburg and maintains his Certified Arborists credential through the International Society of Arboriculture. The instructor was a Professional Learning Community (PLC) leader for five years.

The program has sufficient resources for teaching and learning. The equipment is consistent with current practice. When the instructor works off campus with students, a substitute teacher is made available to accompany them to the worksites to ensure the safety of students. It would be beneficial to have consistency with a regular instructional assistant for student safety, management, logistics, and instruction. The equipment has been replaced as needed and is working properly and safely. The instructor claims the budget is adequate.

The program has completed the following production work: timber harvesting and processing, operation of 500 tap sugarbush and house, development and execution of a wildlife management plan including birdhouse construction, field mowing, brush pile construction and GIS mapping. Much of the work is done at the North Campus site and the site at the DeepRoots school farm.

There is a welcoming, all-inclusive climate in the program. Students are respectful of each other and their instructor. The instructor treats the students with respect and patience.The students were comfortable in their space and there was open communication. The males and females in the program are treated equally. The program has attracted more females since its schedule allows students to take just a half-day course.

The program has a Trade Advisory Board that is comprised of PAHCC Agriculture instructors and representatives from industry and meets twice per year. The board members help to make decisions and provide feedback on curriculum, equipment needs, and purchases. The members give feedback on work-based learning opportunities and training opportunities and industry certifications.

Forestry and Heavy Equipment Commendations

Commendation

The development of a comprehensive website that provides students, families and the community with access to the course expectations, learning targets and comprehensive resources for instructional units thus improving communication. (1.5, 2.4, 4.3)

Commendation

The integration of an active FFA chapter into the curriculum provides students an opportunity for participation and success with FFA Career Development Events and learning how to manage business operations. (2.3, 3.2, 3.3)

Forestry and Heavy Equipment Recommendations

Recommendation

Utilize the existing plan for a pole building, or create a new plan, and implement to provide physical coverage from the elements for NRM equipment. (7.1)

Recommendation

Create and implement a plan to increase enrollment in the NRM Program. (5.2, 5.13)

Animal Science

Narrative Program Summary

PAHCC's Animal & Plant Science classroom provides adequate space and includes ten laptops with a printer. There are adequate textbooks available and adequate storage for lab supplies. There is an overhead projector for the computer, a document camera, and a video deck. The lighting and ventilation are good. The Plant Lab provides adequate space for running a greenhouse. The attached greenhouse provides enough space for students to be assigned bench space for the production of a spring crop of annual flowers, baskets, and vegetables.

The Animal & Plant Science Cluster primarily serves 9th and 10th-grade students. Traditionally, females are prominent in this class with roughly 20 percent males. Data reflects the ongoing presence of students who are on IEP/504 plans. The instructor reviews the students' Measures of Academic Progress (MAP) test data to redesign and improve her instruction. The class has 24 to 36 students per year. Enrollment trends are stable within this range with the majority of students coming from Middlebury Union High School (MUHS). This past year, the schedule changed from 2 hours to 80 minutes due to MUHS changing their schedule to every other day and going to the International Baccalaureate (IB) program. Next year, the plan is to have the sending schools come in the morning and the MUHS students in the afternoon.

While there is no formal Animal & Plant curriculum, the unit plans and learning targets are appropriate for the grade level and academic ability of the students while linking them to the National Agri-Science and Common Core standards. Based on the assessments provided, the students can benefit from more rigorous assessments. The activities and lessons are delivered through hands-on learning where the students are class leaders with clear roles for their job tasks. Agricultural literacy is frequently presented as part of the lessons. The syllabus provides a basic class description and a weekly course schedule but does not identify learning goals and objectives. The instructor utilizes many strategies to assign groups to make sure the students are set up for success to accomplish the learning targets and unit goals. The students get instructional assistance from two paraprofessionals in the classroom. The instructor uses entrance tickets as formative assessments to gauge student learning on a daily basis.

Students typically do not participate in co-op or have a dual enrollment class embedded in their studies. They do have embedded Industry Recognized Credentials (IRCs). The students work towards the Worker Protection Standard training/pesticide safety (WPS) and ServSafe Food Handler. Most of the students who exit this class are retained in the Career Center, with many attending Sustainable Agriculture and some attending various other courses.

The Future Farmers of America (FFA) is integrated into the classroom curriculum. The students learn leadership skills through officer training and running meetings utilizing parliamentary procedures. They show growth in personal development through the public speaking opportunities the FFA provides by competing in Career Development Events (CDEs).

Animal/Plant students grow 200 hanging baskets, 150 flats of annuals, 50 flats of herbs/ vegetables annually. Students participate in the production and harvesting of 50 chicken meat birds, along with 3-4 swine for meat utilizing resources at the north campus. The instructor waters the plants in the greenhouse on the weekends, holidays and vacations.

The instructor has been an active member of the Vermont Agriculture Teachers Association (VATA) holding the following positions: Treasurer for three years and President-Elect/President/Past President for two cycles. As part of the leadership team for the VATA, the instructor organized many professional development programs and collaborated with the Agency of Education on workshops for other agriculture cluster groups. During the VATA meetings, she has discussed ways to improve units, instruction, and teaching techniques and received ideas to

improve greenhouse production.

The climate of the program is good. The instructor enjoys teaching the students and the students appear to be enjoying the program. The instructor feels like the advisory committee has not been effective because they don't have time to assist as much as the instructor could utilize. The instructor indicates that she has the budget needed to execute the learning targets and unit plans for the Animal & Plant Cluster. The instructor indicates that over the past few years, the units have flipped from teacher-centered presentations to student-driven learning. This includes self-paced learning by using assignments that are free-flowing from one part to another and they require the students to read, write responses and then practice what they learned.

Animal Science Commendations

Commendation

The active involvement of students in Future Farmers of America leadership and career development events that prepare them for life and career. (5.1)

Commendation

The instructor maintains the greenhouse on the weekends, holidays and vacations to ensure the plants are properly cared for so the students' projects remain healthy. (5.8)

Commendation

The visiting team commends the instructor's state-wide leadership responsibilities providing her students with up-to-date knowledge and skills to be successful in the classroom. (3.5, 4.7)

Animal Science Recommendations

Recommendation

Create and implement an alternate method to water the greenhouse on the weekends, vacations and holidays to maintain the plants. (7.1)

Recommendation

Purposefully design a written curriculum to ensure that all students practice and achieve each of the center's learning expectations. The curriculum should be written in a format common to the center, and emphasize depth of understanding and application of knowledge. (2.1, 2.2, 2.3)

Recommendation

Create and maintain an effective Program Advisory Board to support student learning. (2.8, 7.8)

Recommendation

Identify and implement a plan to increase male enrollment. (5.16, 6.12)

Agricultural Mechanics

Narrative Program Summary

The Mechanical Science Program of the Patricia A. Hannaford Career Center (PAHCC) is located in a classroom/laboratory which is a large open space located on the first floor. There are 10 laptops with a printer. Students have access to three restroom facilities/locker room/shower spaces. The Mechanics Lab is very spacious and well equipped. There are eight individual toolboxes on carts along with two large shared tool boxes, adequate creepers, and lifts. The lab is equipped with a bench drill, power hacksaw, grinder, chop saw, power washer, flammables cupboard, and oil recycling system. There are three large overhead doors a large ventilation fan. The welding lab is equipped with eight stick welding stations, two MIG welders, six oxy-acetylene stations and two plasma arc cutting machines. There is space for storage of safety equipment including auto-darkening helmets. There is ventilation provided for all the work stations. The area was neat and organized. There was proper signage including exit signs, evacuation signs, and fire drill signs.

The class has 24 to 36 students per year. Enrollment trends are stable within this range. The majority of students come from Middlebury Union High School. Traditionally, males are prominent in this class with perhaps up to 20 percent females. State and region-wide, males are more apt to be interested in mechanics.

The curriculum is taught by one instructor to 9th and 10th-grade students. The curriculum was developed from the standards of the National Council for Agricultural Education's Power Structures and Technical Systems and the Common Core Standards. The curriculum is competency-based. It has been reviewed regularly, especially this year since the time length of the classes has been shortened. This year, the unit planning was adjusted as the year has progressed because of the shortened time period. The schedule change was just announced at the beginning of the 2018-2019 school year.

The students were engaged with hands-on activities while the instructor was assisting students with their projects. The lessons were student-centered and differentiated for learners. The classroom activities were being well managed by the teacher observing and assisting students to meet their needs.

The program uses formative and summative assessments regularly. The instructor uses the results of assessments as an opportunity to reflect on why students did not perform well. The instructor uses formative assessments such as check sheets, entrance, and exit tickets and observation and discussions. Parents/guardians receive report cards via mail four times per year and progress reports four times per year. Rubrics specific to learning activities are used on many assignments. The Habits of Work rubric is used. Students do not obtain credentials as they are 9th and 10th-grade students.

All students are FFA members. Students compete at the state and national levels. There is a Middlebury FFA Chapter that has a Chapter Officer team that helps to run chapter activities. The visiting team observed two Chapter Officer meetings. Students have been successful with winning first place in some FFA State competitions which qualifies them to participate at the FFA National Convention. Students run FFA business operations such as the sugar house, firewood and log sales which allow them to raise funds for FFA events. There are chapter officers and mini-chapter officers. The Middlebury FFA Chapter has regularly had students serve as Vermont FFA State officers and recently one former student ran for national office.

Because most students in this class are 9th and 10th graders, there is no placement data. Most of the students who exit this class at the end of 10th grade are retained in the Career Center, with many attending either Power Diesel, Auto or Industrial Design and Fabrication.The Center does not keep track of where graduates go. Since this course is for 9th and 10th graders, graduate information is not available.

The instructor has been active in the Vermont Agriculture Teachers Association (VATA) holding the following positions: Treasurer for 3 years and President Elect/President/Past President for 2 cycles. As part of the leadership team for the VATA, she has organized many professional development programs and collaborated with the Agency of Education on workshops.

The program has sufficient resources. Those resources are appropriate for current industry practice. The budget is sufficient to purchase supplies and equipment to implement the program curriculum.

Students complete maintenance on lawn mowers as production work for community members.

The climate of the program was welcoming and productive. Students were respectful and respected by the instructor. There was no evidence of harassing language or behavior. Even though there were just male students, the climate was gender-neutral.

The program has a Trade Advisory Board that is comprised of PAHCC Agriculture instructors and representatives from industry and meets twice per year. The board members help to make decisions and provide feedback on curriculum and equipment needs and purchases. The members give feedback on work-based learning opportunities and training opportunities and industry certifications.

Agricultural Mechanics Commendations

Commendation

The integration of an active FFA chapter into the curriculum provides students an opportunity for participation and success with FFA Career Development Events and learning how to manage business operations. (2.3, 3.2, 3.3)

Agricultural Mechanics Recommendations

Recommendation

Create and implement a curriculum that matches district-wide standards of curricular format. (2.4)

Other Agricultural and Natural Resources Cluster Program

Narrative Program Summary

The Sustainable Agriculture Program of the Patricia A. Hannaford Career Center (PAHCC) is one classroom located on the second floor of the main building with access to the greenhouse and mechanics shop. There is access to the school's bus fleet and the farm on the North Campus. There are laptops, a projector, WiFi and a kitchen equipped with a refrigerator, freezer, range/oven, sinks, and a dedicated handwashing station. There are a microwave and a sink. Textbooks, industry publications and a teacher desk with a computer are present. The area is neat and clean, organized and attractive. There is an evacuation route posted and the path to it is clear. Lockers and bathrooms are available in the main hall for student use. There is a sufficient number of computers for student use.

Enrollment has been in the range of 8 to 16 students in each class over the last four years. The number of students is increasing as the last two years there have been 16 in each class. Students are mostly female with one or two males in each class. State and region-wide females are more apt to be interested in animals and plants.

11th and 12th-grade students are taught to use industry-specific equipment, learn to drive and work around a tractor safely and cultivate and nurture plants and animals. Students are instructed to work with the public during sales events and taught business skills. They are instructed in anatomy, physiology, and behavior of animals. Chemistry, value-added foods, and microbiology are taught. The curriculum is updated on an ongoing basis. The classroom follows the Center's Habits of Work (HOW) rubric.The curriculum is competency-based.

Students were observed working independently completing an assignment on the characteristics and culture of various plants using Google Slides. Students' assignments would be posted then students would vote for the best one, which would be used for signage in the greenhouse. The instructor directed students to remain on task and assisted students as they had questions. All assignments are differentiated for the benefit of mixed ability learners. Students have the opportunity to utilize the Student Support Services as needed for additional assistance. They can take untimed tests and/or take the tests in Student Support Services. The lesson learning targets were written on the whiteboard as well as a paper copy posted on the bulletin board. The technology was integrated by each student creating their work utilizing Google Slides. The assignment was posted in Google Classroom. The instructor was managing the students effectively by ‘working the room' to see which students needed assistance and checking to make sure that students were on task. Field trips to local agriculture-related businesses are utilized for students to agriculture as a business.

The Program assesses student progress by the use of formative assessments such as the use of online games, observations, pairing students, checklists, exit and entrance tickets, bell ringers and score sheets. Summative assessments such as tests and larger end of unit assessments are used. Assessment results are shared with students periodically by giving the student a print out of their achievement from JumpRope. Grades are submitted in JumpRope but students are not able to access them. Parents/guardians receive report cards via mail four times per year and progress reports four times per year. Rubrics specific to learning activities are used on many assignments. The Habits of Work rubric is frequently used. Students have had the ability to attain the following credentials: ServSafe, National Safe Tractor Equipment Operation and Artificial Insemination.

All students are FFA members. Students compete at the state and national levels. There is a Middlebury FFA Chapter that has a Chapter Officer team that helps to run chapter activities. The Visiting Team observed two Chapter Officer meetings. Students have been successful with winning first place in some FFA State competitions which qualifies them to participate at the FFA National Convention. Students run FFA business operations such as the sugaring house, firewood and log sales which allow them to raise funds for FFA events. There are chapter officers and mini-chapter officers. The Middlebury FFA Chapter has regularly had students serve as Vermont FFA State officers and recently one former student ran for national office.

Students have participated in Job Shadow experiences with dog groomers and veterinarians. A very small percentage of students have participated in co-op. Some students are employed after school hours at dairy farms and kennels. The Program has industry partners with various farms in the area. The Program has dual enrollment with Vermont Technical College for its Livestock Production course. Cooperative education opportunities can be established with the Co-op Coordinator.

The Center does not keep track of where its graduates go. The instructor stated that approximately 85 percent of students continue on in the agriculture field either directly after high school or after attending post-secondary education. They have had a very limited number of students pursue military careers.

Instructors have participated in various school committee groups, PLCs, The Vermont Ag Teachers Association, FFA, Association of Career and Technical Educators. The current instructor is the Dean of Students and has completed the Sustainable Agriculture course at the University of Massachusetts and participated in instruction and leadership training.

The program has sufficient resources for teaching and learning. The equipment is consistent with current practice. The equipment has been replaced as needed and is working properly and safely. The budget is adequate.

The Program does production work in the greenhouse, work outside with animals such as chicken production, at their food booth and dairy bar at the County Fairgrounds, maintain a vegetable garden at the North Campus and perform brush cutting at the North Campus.

There is a welcoming, pleasant, all-inclusive climate in the program. Students are respectful of each other and the instructor. The instructor treats the students with respect and patience.The students were comfortable in their space and there was open communication. The males and females in the program are treated equally. Students build bonds with each other over the course of a year.

The program has a Trade Advisory Board that is comprised of PAHCC Agriculture instructors and representatives from industry and meets twice per year. The board members help to make decisions and provide feedback on curriculum and equipment needs and purchases. The members give feedback on work-based learning opportunities and training opportunities and industry certifications.

Other Agricultural and Natural Resources Cluster Program Commendations

Commendation

The integration of an active FFA chapter into the curriculum provides students an opportunity for participation and success with FFA Career Development Events and learning how to manage business operations. (2.3, 3.2, 3.3)

Commendation

The development of the working farm property at the North Campus which provides students with the opportunity for experiential learning. (3.2)

Other Agricultural and Natural Resources Cluster Program Recommendations

Recommendation

Create and implement a curriculum that matches district-wide standards of curricular format. (2.4)

Graphic Arts (Communication, Design, Printing)

Narrative Program Summary

The physical layout of the Visual Communications and Design & Illustration programs (VCDI) at the Patricia A. Hannaford Career Center (PAHCC) includes four distinct areas: computer lab, printmaking/wet media lab, art studio/dry media lab, media resource/storage/cleanup area. Shelves and cabinets housing paint and supplies are present. All areas are organized and well kept. Two large whiteboards at the front of room and a screen projecting work examples was observed. The VCDI program is located on the bottom floor of the school building, room A117. Proper signage is displayed for all projects, storage, equipment, and materials. An eyewash station is located in the back of the room and clearly displayed. Information is organized and labeled. Educational materials and visuals are displayed throughout the room(s). A clear evacuation route with an EXIT sign is visible in the back of the room. No obvious safety or health issues. No visible lockers or bathrooms inside the room(s). The overall appearance to the visiting team is creative and welcoming, with an abundance of visual displays and inspirational art. Student work is displayed and bright visuals throughout reflect a feeling of inclusion and equity.

Demographics, over the past 10 years, are evenly split between females and males. Home-school student attendance has grown 2018-19. The “Pre-Tech” program (Visual Communications) is largely dominated by students from Middlebury Union High School (MUHS), while the upper-level program (Design & Illustration) has a consistently even split between the three main sending schools, namely, MUHS, Mt Abraham Union High School, and Vergennes Union High School. Current student enrollment is Visual Communications (VisCom) A is 18 students, VisCom B is 20 students, and Design and Illustration is 20 students enrolled, all courses have a waitlist. The trends and numbers are consistently steady and full, the reason appears to be growing interest in design and technology.

The current curriculum utilizes a blend of National Art Core, Common Core and Common Career Technical Core standards. Additionally, the curriculum aligns with the “Habits of Mind" framework. The performance expectations are to create consistent, proficiency-based assessments for projects and activities, as well as to allow flexibility for differentiation of instruction. The curriculum is competency-based and a progression that culminates with an Enhanced Career and Technical Education (ECTE) project at the end of the term. The curriculum emphasizes inquiry and problem solving, exploration and creativity, higher-order thinking, collaboration and communication, cross-disciplinary learning, authentic learning opportunities both in and outside of PAHCC, and informed use of technology. The curriculum is supported and fully implemented by instructional materials, technology, equipment, supplies, facilities, and educational media resources. The classroom structure and alignment of curriculum grades 9-12 states that all students can take the Foundations class 9-12. The upper-level class of Design and Illustration requires the students to have 1 credit of Art and is open to grades 11-12. The curriculum is developed, evaluated, and revised using assessment results and current research.

The instruction was observed in the VCDI classroom(s). The visiting team observed student-centered instruction including high levels of student engagement. Technology is integrated into instruction, assignments, and production work. Technology used includes, but is not limited to, Google Docs, Apple AirDrop for file sharing, Apple iPad for photography and image sharing, scanning imagery, use of classroom projector for visual connection and reflection. Lesson objective(s) and expectations were clearly stated. Evidence of higher-order thinking within Bloom's Taxonomy was exemplified, and creative thinking and development of new concepts and approaches were evident. Effective use of classroom management strategies was apparent with personalization and differentiated instruction. Students were engaged in cross-disciplinary learning as active learners. Emphasis was given to inquiry, problem-solving, and higher-order thinking while applying knowledge and skills to authentic tasks. Emphasis was given to communication skills and teacher feedback. The visiting team observed instruction, which engaged students in self and peer assessment and reflection. The technology was abundant and utilized routinely.

Teachers employ a range of assessment strategies, including formative and summative assessments. Teachers

communicate learning expectations and unit-specific learning goals with rubrics for oral and written assessments via the Center's Habits of Work (HOW) rubric and Oral Communication rubric. Teachers provide specific feedback to ensure student progression and offer proficiency-based assessments for projects and activities. Peer-to-peer assessment is utilized as a “One-on-one Peer In Progress Critique,” rubric and written self-reflection. Teacher—parent interactions are encouraged through an all-inclusive teacher-run website. “The Trade” School eNewsletter is published monthly and profiles the Design & Illustration Program. The newsletter is sent to parents, students, business leaders, and town select board members. Grade reports offer summative evaluation results and are issued on a quarterly basis. An interim report mid-quarter goes to students and families for progress updates. Upon successful completion of the course, students receive a “Certificate of Completion” (Proficiency-Based Learning in the 21st Century Classroom).

Student clubs and awards offered include the National Art Honor Society, National Technical Honor Society, National Portfolio Day, and United Way Day of Caring.

Co-op education student placements include Graph-X, Middlebury, VT; 802 Snowboards, Burlington, VT; Rebecca Zelis Jewelry Design, Brandon, VT; Flash Bags, Burlington, VT; Truex Cullins, Burlington, VT; Revolutionary Press, New Haven, VT. Visiting lectures by industry leaders and field trips offer employment opportunities such as National Portfolio Day, Shelburne Museum, May Day Press, and Middlebury College Museum of Fine Art. There is a student placement collaborative project with Middlebury Parent-Child Center. Dual enrollment articulation is offered to students enrolled in the Design and Illustration program; students are eligible to receive three college credits with Community College of Vermont (CCV).

There are no current findings on graduation rates.

Professional leadership roles with faculty include having been a member of the National Art Education Association (since 2005), Executive Committee member Vermont State Career and Technical Education Arts, coordinate efforts for CTE arts assessment. Professional Learning Community (PLC) member, National Arts Honor Society Advisor, and Addison County Educators Association representative. The teacher regularly utilizes iPad pro to video-record and self-assess teaching methods and promote student engagement. School-wide Professional Development initiative examines current research such as proficiency-based grading, developing and instituting learning targets, and habits of work. There is a school-wide Professional Learning Communities (PLCs) initiative to encourage professional discourse focused on instructional practice(s). The Enhanced Career and Technical Education (ECTE) initiative was created by teachers and reviewed by PLC groups.

The equipment and technology do appear to be consistent with current practice, with a budget size sufficient to implement the current curriculum and technological needs. Included are 21 iMac computers networked with sufficient IT support, Adobe Creative Cloud Suite, Laser Printer, iPad Pro, 20 new drawing tablets, flatbed scanner and networked large bed scanner, and various art supplies and design papers.

Production work is exemplified with student-created graphic design and illustrations chosen in part through suggestions of the advisory council. Many projects are completed and shared with the local community. Graphic design and illustration work are created for various community businesses, non-profit groups, and school communities. Student production work is inherently focused on portfolio development and professional growth. Cross-disciplinary collaboration such as a 3-year project, signage update for FFA Program, between Forestry & Natural Resources (FNR), Architecture & Engineering Building Trades and Design & Illustration.

The culture/climate/atmosphere in the classroom(s) was noted as welcoming and vibrant, stimulating and engaging. Information is displayed for post-graduation school and program options. There is an all-inclusive atmosphere. Communication is teacher-to-student and student-to-student conversation and creative collaboration. There is no evidence of harassing language or behavior. The climate is gender-neutral. Students' work is displayed and bright visuals throughout reflect a feeling of inclusion and equity. Student surveys are completed and assessed to ensure a positive student/classroom climate (“Thrive – Studio Classroom Climate Check-in” and “Exit Survey Student Responses”).

A Program Advisory Committee is utilized to recommend program modifications based on changing technology, assist in the development of the technology plan, and review both the technical and academic curricula. The

Advisory Council offers support and advice from industry leaders.

Graphic Arts (Communication, Design, Printing) Commendations

Commendation

The inviting, engaging and collaborative environment of inclusion, creativity, and equity, promoting problem-solving, and higher-order thinking. (5.1, 5.2)

Graphic Arts (Communication, Design, Printing) Recommendations

Recommendation

Design the curriculum to emphasize the depth of understanding and application of knowledge through collaboration, communication, and cross-disciplinary learning. (2.3)

Other Arts and Communication Services Cluster Progam

Narrative Program Summary

The visiting team observed the program titled Addison Repertory Theatre (A.R.T.), a pre-professional theatre program. Upon observing the space, the visiting team noted a separate costume room, a black box theatre, a green room, the program instructor's office, and a classroom. Additionally, A.R.T. shares the welding space with metal fabrication, adult education, and agriculture programs.

The black box theatre contains the following items: sink, cabinets, metallic grid on the ceiling with assorted par & fresnel lighting fixtures (all with safety wires), 220-volt plugs, lighting dimmer boxes (on-grid), with a second level. The second level is accessed by a steep metal ladder. The second level is surrounded by plastic chain-link fencing and has a low-headroom (just over 6 feet but no higher than 7 feet). The second level is storage for metallic fixtures, flats, and the location of lighting and soundboard. All hanging devices have necessary wire supports.The green room features shelving units, mirrors, sink, assorted non-acrylic paints, cubies for supplies, and hanging power sockets.

A.R.T. also features an additional sewing space/room that features costume racks, sewing machines, and freestanding shelving/closet units. There are collections of costumes and property items organized around the room.A.R.T. also features a scene shop with eyewash station, garage doors, three saws (band, table, circular) in the center of the room with assorted flats and set pieces organized around the room. A.R.T. has four classroom areas that are utilized daily in constructing sets, costumes, engaging students in instruction and as a performance space. Each area is stocked with the necessary items to facilitate the program.

With all the areas (including black box space and scene shop), the lead instructor should be Occupational Safety and Health Administration (OSHA) certified to properly assess the areas of the shop for safety concerns.

The A.R.T. had 20 enrolled students at its maximum capacity. The trends vary from year to year. Recruitment is essential to the program. The program does outreach to elementary schools in the form of children's shows and participating in festivals to get their name out in the surrounding communities. The program opens up dress rehearsal as an invitation to potential high school students as a form of recruitment. The instructor discussed the fluctuation with enrollment numbers as a factor that relates to scheduling with sending schools. The instructor stated that the schedule of the sending school is not always conducive to the scheduling of the A.R.T. program offered at PAHCC.

The A.R.T. reports being an intensive theatre training program and self-titled “professional theatre company.” Their program aligns itself with the National Core Arts Standards and has established a curriculum for 11-12 grade education.

The program is broken down into two (AM and PM) curricular structures. AM curriculum focuses on the technical theatre elements (theatrical lighting & design, costume fundamentals, set construction, stage management, and welding) and PM curriculum focuses on the performance/producing theatre elements (playwriting, stage combat, audition techniques, marketing & publicity, acting for stage & screen, and special effects& makeup).

The course, though balanced with educational rigor, is centralized around an overall production where their skills are utilized. Each semester centers around a production(s) and involves a myriad of assignments and assessments that educate the students including student-based inquiries, open discussion, role assignment & analysis, production meetings, play selection, casting, and the rehearsal process. Students write journal responses and document their experience in portfolio form as a reflective process.

Although new to the center, the instructor brings a philosophy of reviewing the curriculum every year.The course is recognized as elective credit atall sending schools.

The instructor(s) utilizes a wide variety of techniques that extend beyond traditional classroom instruction. The instructor utilizes traditional lecture-based instruction while also building a classroom-based around project-based education practices. Skills learned in the classroom are immediately applied to well-structured projects and assessments. Students are engaged 100 percent of the time in the learning lessons presented and are knowledgeable of both what they are doing and why they are doing it.

A.R.T.'s assessment is both formative and summative. Formative assessments are evidenced by peer and instructor feedback, discussion, and guidance. The summative assessments come in the form of self-evaluation and portfolio assessment. The primary form of assessment for the program is performative as a majority of their curriculum is tied towards a stage production and the execution of it.

The assessment and rubric standards align with the National Core Arts Standards. Students are assessed locally and are annually brought to NYC auditions to receive feedback on their training. Students are assessed on the proficiency-based standards and have a strong understanding of their purpose. Additionally,A.R.T. uses the Center's Habits of Work assessment in grading for professionalism.

The shop is heavy on student-centered discussions and assessments including student-based inquiries, open discussion, role assignment & analysis, production meetings, play selection, casting, and the rehearsal process. Students write journal responses and document their experience in portfolio form.

Students are eligible to be inducted in the National Technical Honor Society and the National Arts Honor Society. A.R.T. students participate in United Way Days of Caring. Students are eligible for the Candace Berkle scholarship which is a $2,000 award to a student going on for continued theatre education.

Co-op opportunities for A.R.T. students have included working with Town Hall Theatre in Middlebury. A.R.T. operates within the greater arts community (i.e. Town Hall Theatre, Flynn Theatre, Paramount Theatre, Vermont Young Playwrights).Currently, a student is on co-op with Darkstar (lighting company). Students are placed as interns/volunteers in local theater companies including Shelburne Community Players.A.R.T. students are encouraged to work and audition with community theatres and in the theatre programs of their sending schools.

A.R.T. has a high number of placements in post-secondary theatre arts education.The A.R.T. previously had articulation agreements with local universities but currently does not.

The instructor has been a theatre educator since 2004 and has been teaching since 1998. The instructor is in their first full-year at PAHCC. The instructor regularly acts in local community theatre productions. The instructor is a board member of the Shelbourne Community Players. The instructor has taken shows to the Edinburgh Fringe Festival.

The program does outreach to elementary schools in the form of children's shows and participating in festivals to get their name out in the surrounding communities. The program opens up a dress rehearsal as an invitation to potential high school students as a form of recruitment.In collaboration with the graphics program, students create Halloween Photo Montages, Special Effects/Monster makeup, and Holiday Craft Making.

The program has created a diverse and supportive environment for all students who enter the space. The spaces are Gay, Lesbian, Straight, Education Network (GLSEN) "Safe Space certified", begins each day with "circle"- a production meeting-like check-in, "Friendly February" where students are rewarded for being positive, and encourages advocacy. Intrinsic to the A.R.T. model is a collaboration both inside the program and outside. Students explore and become active collaborators in their own learning within the program and with additional other programs, specifically the graphics program.

The A.R.T. has a highly qualified advisory committee that includes Dawn Wagner (an Equity, professional stage manager), Jeremy Holm (SAG/AFTRA actor - credits include recurring roles on "Mr. Robot" and "House of Cards"), and Dana Yeaton (founding member of A.R.T. and Middlebury College professor). In addition to the center encouraged advisory dates, the instructor engages with the advisory members monthly to engage with the students and advise on the program.

Other Arts and Communication Services Cluster Program Commendations

Commendation

The strong industry partnerships that provide a large number of students with opportunities to engage their skills in the field. (7.8)

Commendation

The outreach strategies in providing theatrical events for the community as both publicity tactics as well as a recruitment tool geared towards elementary and middle school audiences. (5.8, 7.8)

Commendation

The multiple opportunities to engage the community through theatrical ventures which increases students' engagement in learning. (7.8)

Other Arts and Communication Services Cluster Program Recommendations

Recommendation

Create and implement a curriculum that matches district-wide standards of curricular format. (2.4)

Recommendation

Create and implement a plan to expand the opportunities for authentic learning opportunities both in and out of school. (2.3)

Recommendation

Reestablish articulation agreements with Castleton College and Middlebury College. (1.2, 2.1, 2.3)

Recommendation

Create and implement a plan to expand the performance opportunities for students by exploring state-wide and nation-wide festivals, conferences, and competitions. (5.16, 7.8)

Recommendation

Provide the necessary training and funding for the instructor to obtain an Occupational Safety and Health Administration (OSHA) certification - Construction, in order to ensure safety within the A.R.T training area. (3.6)

Early Education and Care

Narrative Program Summary

The PAHCC's Human Services classroom is located in room A205 on the second floor. Tables and chairs were arranged in a community circle-shaped setting which orients toward the front of the classroom's whiteboard and screen. This arrangement was removed in January 2018 and replaced with couches and flexible seating options, in addition to the table and chairs. There are several computers available for individual students. Various displays are throughout the classroom illustrating student projects and program content. The instructor has a small work area with a desk and computer near a large storage area with counter space and sink. There is additional storage for various early childhood supplies and manipulatives. The evacuation route is posted above the doorway; there is an additional emergency exit through the medical professions classroom. An additional “play lab” space is located downstairs and is connected to a licensed space used for an early childhood playgroup, ages 2-4 and is staffed by Addison County Parent Child Center.

The Human Services program serves both high school juniors and seniors. Enrollment trends over the past ten years show the program is predominantly female. Two males have been part of the program under the current instructor. Data reflects the ongoing presence of students who receive free-and-reduced lunch benefits, as well as students who are on IEP/504 plans. Over the past five years, enrollment has varied. The program instructor indicated lower enrollment in the past two years may be attributed to the fact that the program is now two different course offerings, whereas both levels were offered in both the morning and afternoon during the eight years prior.

Although it is noted that there is a need for center learning expectations and curricular coordination among the center programs, the Human Services program curriculum is aligned with learning targets and competencies for each year. The curriculum is competency based. Human Service's common career Technical Core Standards are addressed. The first year of the program is titled Foundations. The course syllabus indicates there are four units of study with twelve course objectives in the first year of the program. The focus is on the foundation components of human growth and development. The second year of the program is titled Fundamentals and is a hybrid approach, incorporating the Vermont Northern Lights Career Development Center's Fundamentals 45 hour course curriculum. The syllabus indicates there are five units of study with eight-course objectives. Career Ready Practices are identified in both years of study. Academic standards from Common Core are also included. Vermont Agency of Education Transferable Skills is identified for each unit of study in both years. The students have the opportunity to complete a fast forward course in Human Growth and Development through Vermont Technical College.

The stated written learning activities are student focused. Lesson objectives are clearly stated and posted in the classroom. The syllabus indicates a textbook, reputable websites, and publications that are used in both years of the program. Various instructional methods are used including student research, class discussions, guest speakers, and field trips. Technology is integrated into instruction and includes the use of Google docs and an online portfolio. Effective use of classroom management strategies was evident.

Pre- and Post-assessments are used for each unit for formative assessment. In-class activities and follow-up discussions are also used. Summative assessment includes unit quizzes and tests and culminating projects including a course portfolio, which is presented to a panel of advisory members. Rubrics are used to assess student achievement in the units of study. A training plan is being developed that outlines students' proficiency with meeting learning targets and competencies and reported quarterly. Industry Recognized Credentials include Mandated Reporter training, CPR and First Aid, Basic Specialized Care and Fundamentals.

Traditionally, the Human Services program yields candidates for the*National Technical Honor Society* on an annual basis. An average of 16 percent has participated over the course of the past ten years; as few as 0 percent of 22 students in 2013, to as many as 40 percent of 22 students in 2015. There was no evidence of students participating in technical leadership organizations.

Worksite Placement (WSP) is an essential component of the Human Services Program. Two days per week, all students have the opportunity to connect and apply their learning to authentic settings within the local community in reputable facilities that serve the needs of children, families, and adults. Student placements in the State of Vermont-accredited early childhood programs extend student learning in practical and meaningful ways. The goals for this component are multiple: opportunities for students to master and apply worksite readiness skills explored and practiced in the classroom setting, directly apply knowledge and technical skills learned, observe and work among professionals in various Human Services' settings, and explore interests in Human Services fields to see if personal interests and strengths align with the reality associated with a chosen field of interest.

The Human Services instructor partners with numerous agencies in the area. Area early childhood centers include: Addison County Parent Child Center, Bristol Familv Center, Champlain Valley Head Start, College Street Children's Center, Mary Johnson Children's Center, Otter Creek Child Center, and the local elementary school. There are three primary facilities that meet the needs of aging community members that are additional partnerships for WSP, which include: The Residence at Otter Creek, EastView, and Elderly Services/Project Independence.

Of the five completers in the prior year, three are currently pursuing post-secondary education (psychology, early childhood education, and nursing). Graduation data is incomplete in recent years. It is reported by the instructor that most completers from the program pursue post-secondary studies in early childhood, social services, psychology, elementary or special education or enter the field working in early childhood programs or assisted care facilities

The Human Services instructor holds a BA in Spanish and received her elementary education endorsement from the University of Vermont. The instructor participates in Personal Learning Community (PLC) meetings. The instructor hosts Advisory Board meetings each year and gathers with individuals on a one-to-one basis several times throughout the year. Working with various students, families, fellow faculty and staff, as well as a number of professionals within our local community who support Human Services students, requires a core of professional practices within and beyond the PAHCC walls.

The instructor indicated that the current program budget addresses the majority of resource needs. She indicated there are sufficient funds included each year to update supplies including textbooks, furniture, and general supplies. As indicated in the program basics, thereis a high-quality early childhood program, the Addison County Parent-Child Centers PlayLab, staffed with professionals who model developmentally appropriate practice. Over the past three years, the administration and leadership team have begun planning, at the instructor's request, to have both lab space and classroom space for the program.

The Human Services program is a place that builds and celebrates the understanding that individuals and families are incredibly diverse and unique. Respect for differences and a strengths-based approach define the program environment. This guides the instructor's practice, interactions, and materials selected for use with students. While general practices are introduced, modeled and supported throughout both program courses, the Fundamentals curriculum stresses the importance of working with families and children from various backgrounds, with various strengths, as well as challenges, and unique needs. Students are also asked to closely examine their own biases as they approach the important work involved with the early childhood field. The program instructor indicated that no two years look the same; the instructor is continually modifying, adjusting and differentiating to meet the needs of her students.

The Program Advisory Council meets twice a year. It includes a variety of faculty and community stakeholders. Changes have been implemented based on recommendations from the advisory committee including exploring the idea of an additional play lab used in conjunction with the Addison County Parent-Child Centers' program.

Early Education and Care Commendations

Commendation

The development of an extensive student portfolio review process that includes program interviewing with a panel of community stakeholders at the beginning of the year and giving a final portfolio presentation at the completion of the course. (2.8, 4.1)

Commendation

The extensive worksite placements with strong industry partnerships which have improved rigor and application of coursework. (2.3, 2.8 3.2)

Early Education and Care Recommendations

Recommendation

Recommendation

Continue to develop ways for outreach to increase enrollment and diversity of the program. (5.16, 6.1)

Recommendation

Explore and implement ways to increase program opportunities for instruction and worksite placements to include the multitude of jobs related to working with older adults. (2.3, 2.10, 3.2)

Medical Assisting

Narrative Program Summary

The Medical Professions program at the Patricia A. Hannaford Career Center (PAHCC) is located in room A201 on the second floor. The classroom has a designated space for instruction. It includes tables, storage and a whiteboard. Students have a choice of traditional chair seating or physioball seating. A computer linked projector is in place with a screen for presentations. There are several computer workstations for students and a desk area with computer for the instructor. A variety of posters and displays are around the room.There is also a dedicated area for clinical training. The arrangement and equipment are prescribed for the Nurse Assistant Education Program as required by the Vermont State Board of Nursing and is standard for residential care furniture. The area includes beds, bedside and over bed tables, blood pressure cuffs, and glove storage. There is additional shelving for the storage of bedding and personal care items. There is also sink for hand washing and clinical skills preparation. There is an evacuation route displayed near the main exit door which can be locked quickly inside the room. An additional door through the Human Services classroom is also an emergency exit. T he classroom space is clean, organized and professional.

As noted by the program instructor, student enrollment had declined during the time the program transitioned to a full-day program. Enrollment has steadily increased in the past 4 years after changing back to a half-day program. Enrollment has grown from a low of 4 full-time students in the full-day program to almost capacity. There is a total of 10 students enrolled in the first-year program and seven in the second year. The majority of students are female.Male enrollment has increased in proportion to the class. There are currently 2 males in the afternoon program. Reasons for improved enrollment may include greater accessibility in scheduling a half-day program by sending schools and an increased emphasis on the array of health careers the program serves to prepare a student in addition to the nursing careers and promotion made by the Career Center guidance department.

Although it is noted that there is a need for center learning expectations and curricular coordination, the Medical Professions coursework includes Medical Terminology and the examination of various health career opportunities in the first year of the program. Students also complete an Introduction to College Studies through the Community College of Vermont. There are 6 learning targets aligned with the Health Science Career Cluster Knowledge and Skills Statements and Common Core Standards. The second year of the Medical Professions coursework includes Human Biology, a Licensed Nursing Assistant (LNA) training program and a continued focus on various health career opportunities. Students have the opportunity to earn college credit through the Community College of Vermont in Medical Terminology and Human Biology.

The Medical Professions instructor uses various instructional approaches that were observed by the visiting team including class discussions, reading and completing exercises, and group project work. The lessons are student-centered and objectives are clearly stated. An online classroom forum is used and online classroom assignments are posted regularly. As stated in the syllabus, the instructor makes accommodations for students, which includes study groups and support from the educational assistant.

The Medical Professions instructor uses various methods to assess student progress. Formative assessments include regular quizzes and student self-assessments. Summative assessments include unit tests, research projects, and comprehensive cumulative midterm and final exams. Students complete culminating academic projects at the end of Medical Professions 1, Extended Shadow Project Paper and Presentation. The students also produce Public Service Announcements in conjunction with the United Way of Addison County's Opioid Education Initiative. Medical Professions 2 students test for LNA licensure.

For the past three years, Medical Professions 2 students participated in SKILLS USA. Competitions included Medical Terminology and Nursing Assistants. Each year students are inducted into the National Technical Honor Society from both Medical Professions 1 & 2 based on instructor recommendation and meeting national criteria.

Medical Professions 1 students participate in professional shadow experiences in the fall and spring. Placements include most hospital departments at Porter Medical Center. Students also shadow in a number of physician

offices and residential care settings. All students in Medical Professions 2 complete seven, full-day supervised clinical experiences at Helen Porter Health and Rehabilitation Center to complete the licensed nursing assistant credentialing.

During the past four years, all students who applied to college as high school seniors were accepted to a program of interest. Students have been accepted to programs in Nursing, Biological Studies, Bioethics, Public Health. Students not choosing to apply to college varies year to year and is less than 30 percent of each class. Students not choosing to apply to college have worked as LNAs after completing the licensing exam.

The current Medical Professions instructor maintains a current license as a Registered Nurse in Vermont and New York State. She has an earned Master's degree in Public Health and is certified in CPR and First Aid. She is a member of the American Public Health Association (APHA) and participates periodically in the APHA Annual Meeting. She serves as the coordinator for the PAHCC staff Wellness Program. As a Nurse Assistant Education Program(NAEP) coordinator, the current instructor must monitor credentials for the clinical instructor and any substitute instructors teaching the LNA curriculum. Oversight of the NAEP requires annual reporting to the State Board of Nursing and evaluation every two years to maintain credentialing as both a training program site and an in-facility testing site. The instructor also serves as the advisor for students preparing for and participating in SKILLS USA.

The Medical Profession's current program budget addresses the needs of the program. Sufficient funds are included each year to update lab area materials including new anatomical models, manikins for clinical practice, as well as professional clothing for student shadows and clinical experiences in the community.The program instructor indicated that as enrollment increases, clinical instructor hours must increase. Additional textbooks, supplies and professional clothing may need to be purchased in the future. The instructor indicated that although she has resources, models, and diagrams for current instruction, she would like to explore adding to her current human biology course components of related anatomy and physiology dissections.

The classroom is welcoming and is an all-inclusive atmosphere. During the first month, the curriculum focuses on the Health Care Team and communication skills. In addition, class norms are developed collaboratively. Students participating in LNA training must, as a key element of the curriculum, study and apply knowledge of cultural awareness. All students also participate in required harassment and bullying awareness/response training coordinated by the PAHCC Guidance Department.

The Medical Professions Advisory Council meets twice a year. It includes faculty, community stakeholders, higher education, sending school, and student representatives. Changes have been implemented based on recommendations from that committee. Examples of recommendations implemented include moving from half-day clinical experiences to full-day clinical experiences for the LNA training program as of 2018-19. Changing the time of day for Medical Professions 1 to the morning to provide more enriching shadow experiences was adopted. The classroom location was also changed this year after Center-based stakeholders examined space.

Medical Assisting Commendations

Commendation

The articulation agreement that allows students to earn six college-level credits in preparation for post-secondary study. (1.2 2.1, 2.3)

Commendation

The classroom re-design that allowed for additional enrollment and a defined instructional and clinical space (1.1, 1.3, 3.4, 5.10)

Commendation

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Commendation

Staff collaborated to evaluate medical professions space and provided recommendations that assisted with a move to a new space that provided for additional enrollment and a defined instructional and clinical space 1.1, 1.3, 3.4, 5.10

Medical Assisting Recommendations

Recommendation

Create and implement a plan to increase the diversity of the Medical Professions program. (3.1, 5.2, 5.16)

Recommendation

Develop relationships with additional health care providers and explore options for additional work experiences for students that have completed the LNA curriculum. (3.1, 5.1)

Recommendation

Explore ways to fund equipment and supplies to perform small scale dissections to enhance program experiences. (3.1, 7.1)

Culinary Arts and Sciences

Narrative Program Summary

The Patricia A. Hannaford Career Center (PAHCC) Culinary Arts program is located on the first floor of the school. The physical layout of the program includes a dining room/classroom leading to the kitchen. Adjacent to the kitchen, there is a walk-in refrigerator and freezer, chef instructor office, dry storage/clothes dryer area, and receiving area with a chemical closet/clothes washer area. The restaurant and kitchen are bright, clean, and well-lit. The kitchen is thoughtfully organized and equipment appears well maintained and clean. There are three working areas: a combination soup (steam table)/dishwashing station (AMI 4c Hobart), a three-bay sink, and a coffee station with a hand washing sink, grinder, brewer and microwave. There is a cooks' line which includes hotel broiler, 4 and 6 burner ranges, 36' griddle, fryolator, double and single door reach-ins; and the bakeshop which consists of a glass door reach-in, proof box, floor model Hobart mixer and numerous other countertop mixers, stack convection oven, 6-burner range with conventional oven, deck oven and tilt skillet with numerous storage vessels stationary and on wheels. Equipment in storage which is infrequently used includes a smoker, maple candy machine, maple cream machine, and food dehydrator.

The Glass Onion, the program's restaurant, the dining room is a warm, bright red color. The entrance in the hallway is surrounded by a patterned wallpaper that is peeling at the bottom. Tables are brown with metal legs and covered with mint fabric tablecloths when a meal is being served. Framed posters of food decorate the walls and complement the wall color. Chairs are fabric-covered metal frame chairs that are stackable. The floor is white and orange tile. The reception area, coffee station, water station, and servers' station are white Formica topped particle board and are showing their age; Formica on all four units is chipped and stained. The bottom of the reception desk has trim which is held by tape. Behind the reception desk, there is a cash register, television, pull-down screen and projector, a glass door retail refrigerator, and cubbies for student storage of personal items. There is one computer in this area which is used primarily for students to do recipe costing activities. The overall appearance of the restaurant is a comfortable, informal dining room with an invigorating burst of color.

Emergency exit procedures, handwashing reminders, and fire extinguisher locations are properly posted throughout the kitchen and restaurant areas. Equipment including fire extinguishers, Ansul system, and hood system are labeled appropriately with documentation proving they have been cleaned/maintained properly and are up to date. Refrigeration/freezer units and dishwasher have required thermometers and are running at appropriate temperatures. Prepared food and food which is not in original packaging is not consistently labeled with dates per Department of Health regulations.

The first level of the class is offered in the fall and typically has six to 11 students. The second level of the class is offered in the spring and typically has four to ten students. The numbers have varied but there is no trend apparent to the instructor. The class is generally an even mix between genders and racial diversity reflects the community at large, primarily white with very few students of color.

The instructor and his assistant instructor teach a foundational culinary curriculum that is aligned to the Vermont culinary standards. The textbook used is the Culinary Institute of America's Introduction to Culinary Arts. The instructor has developed learning targets within the curriculum to reach the center and state initiatives for proficiency-based learning. The curriculum is constantly updated by the instructor to best align with industry trends, student passions, and employer needs. The instructor developed learning targets based on the textbook and materials gleaned from the Massachusetts Department of Education. The curriculum is thorough, competency-based, and aligned with the school and state vision for high school culinary arts education.

Due to the time of year (second level) and student absences, the instructor was only working with a handful of students during the visit. The instructor assigned kitchen and dining room tasks for each student which were designed for their individual ability levels. Technology is used mainly when students create spreadsheets for recipe costing purposes, develop their portfolios, or create other relevant class projects. Lesson objectives and learning targets are clearly communicated and accessible. The instructor has a respectful, gentle, and

professional rapport with his students.

The industry-recognized credential offered is the National Restaurant Association's certificate of food safety and sanitation, ServSafe. The instructor most frequently assesses students based on performance and through interviews to check for understanding. Achievement is measured by comparing student progress with the learning targets. Both formative and summative assessment results are communicated to families through Jump Rope. The learning targets give clear, thorough standards for students to understand.

Students compete annually in the SkillsUSA competition at the New England Culinary Institute in culinary arts, baking, and pastry, or service. Students compete in the annual team competition, the New England Culinary Institute Culinary Classic if the instructor feels that a team is ready to compete. The instructor feels that these competitions are a great experience for the students but does not devote a lot of class instruction time to prepare for them, unlike in other culinary programs in the state, so teams and individuals have not had great successes in competition frequently, beyond personal experience.

During the month of April, students in culinary rotate through three or four area businesses, working three days per week for three hours per day, elbow to elbow with industry professionals. Businesses include the Middlebury Inn, Middlebury Bagel and Delicatessen, Middlebury Natural Foods Coop, Green Peppers Pizza, and Nino's Pizza. The culinary program is partnered with the Middlebury Transition Care Coalition, supporting United Way facilities. There are articulation agreements with the Culinary Institute of America and Paul Smith's College, and dual enrollment opportunities with the New England Culinary Institute.

The school keeps records of the three-year placement of students. The vast majority of culinary students are employed three years after graduation, with most staying within the food industry. Completers from the culinary arts class between 2007 and 2014 have placed as follows: seven students continued on to college, 107 entered the workforce, four joined the military, and 13 were unable to be reached or "other". There is no recent graduation data available.

Both the instructor and assistant instructor in the culinary arts program are former business owners and experts in the culinary field in different capacities. They feel they have ample opportunity and support for professional development and use their advisory board to create opportunities for students and keep the curriculum appropriate for the modern culinary industry. The instructors support the school by hosting events in the Glass Onion Restaurant. There is a strong collaboration between the Center's Agriculture program and the Culinary program, as agriculture produces many vegetables and livestock for the culinary students to prepare.

The kitchen is bright and well organized with a more than sufficient amount of well-functioning, professional equipment. The program's budget is generous enough that the instructor has been able to purchase specialty equipment, such as a maple candy machine, to foster collaboration with the syrup-producing, Forestry program. The restaurant also has sufficient equipment to operate, however, much of the furniture is showing its age and could be replaced.

The Culinary class produces soup for the Charter House Care Coalition, a soup kitchen, every Wednesday and Thursday for 30 to 40 guests. They also cater to special events for the school, community and outside organizations, such as the Meadows and Commons Assisted Elderly Facilities, the Ilsley Library, WomenSafe, the Hospice Arts Auction, and Lincoln Forest and Field. Events are either onsite in the restaurant or offsite. Occasionally these events are outside the hours of the school day.

The instructors are professional, upbeat, and friendly. The atmosphere in the kitchen is that of respect and calm. Students feel supported and are encouraged to meet their learning targets with gentle, differentiated instruction. Students address the instructors with the title “Chef” and seem at ease. Staff members and visitors to the Center who stop into the Culinary area are greeted warmly. Students and instructors alike are ready to help others, indicative of the attitude needed for success in the culinary industry. The class reflects the gender and racial diversity of the center and the environment feels welcoming to all.

The Advisory Committee provides crucial input which steers the instructor's curriculum, instruction, and assessment of the students. Advisory members often host students in job placements and help the instructors

get specialty equipment or ingredients when needed. They also provide feedback on how graduates are performing in the workplace. Members include owners of businesses, executive chefs, a corporate chef, a chocolatier, other chef instructors, and pastry chefs; an excellent variety of members of the culinary industry.

Culinary Arts and Sciences Commendations

Commendation

The collaboration in regards to livestock and produce production so that the restaurant can serve in house-raised meat and freshly harvested fruit and vegetables, highlighting the importance of the farm to table movement. (1.1, 2.3, 5.3)

Commendation

The use of differentiated instruction to challenge each student appropriately, which can be very difficult in a production kitchen, while still supplying each student with training in baking, cooking and customer service. (2.1, 3.2, 3.3, 5.1)

Commendation

The variety of work-based learning positions for level two students, allowing for exposure to an assortment of career options. (2.3, 2.8, 7.8)

Commendation

The curriculum places emphasis on food cost instruction above and beyond what is taught in most high school culinary programs, which is key to success in any aspect of the food industry. (2.2, 5.8)

Culinary Arts and Sciences Recommendations

Recommendation

Label and date food, consistently, which is not contained in original packaging or being used within 24 hours per Department of Health regulations. (2.6)

Recommendation

Update restaurant furniture (reception area, coffee station, water station, and servers' station) to improve cleanliness and restaurant atmosphere. (7.2, 7.5)

Recommendation

Create and implement a plan to hide or camouflage student computer, cubbies, classroom technology tools (screen and television), and textbooks in the restaurant reception area to improve restaurant atmosphere. (7.2)

Recommendation

Remove/replace peeling wallpaper near restaurant entrance to improve restaurant atmosphere. (7.2)

Recommendation

Expand the membership of the Advisory Board to include new members from business and industry to ensure the program is getting input from a wide range of prospective employers. (7.8)

Engineering and Architectural Design

Narrative Program Summary

The Engineering and Architectural Design Department at the Patricia Hannaford Career Center (PAHCC) consists of 16 computers with open surface desks organized in four rows and four columns with a center dividing aisle. The instructional computer station, document projector, projection screen, and white dry erase board are located to the front of the classroom. The teacher's desk is located in the rear. Four rectangular tables, oriented as need dictates, with chairs are present.

The department is broken down into five areas with one door exiting to a perimeter hallway and three additional doors exiting into adjoining hallways. The department does not have any windows. These areas are designated as Entry, Computer Lab, Meeting Area, Prototype Lab, and Locked Storage.

The student enrollment is a predominately white male. Enrollment has been on an upward trend after the curriculum became semester-based. This allowed for greater scheduling and flexibility. Currently there 18 students enrolled in Engineering and seven in Architecture.

The curriculum is project-based and facilitated by one teacher, instructional materials, technology, equipment, supplies, facilities, educational media resources, co-curricular programs, and other developmentally appropriate learning opportunities to fully implement and support the curriculum. Most student projects are required to produce physical models using 3D printers, foam core board, basswood, and various other alternative modeling materials. These projects were prevalent throughout the shop. The department does not have any evidence to show how often they examine their instructional practices even though the instruction is being modified on a weekly basis.

The department uses JumpRope to grade students and produces eight formal reports yearly. The grading is summative and based on a weekly review utilizing a 1 through 4 (1-Beginning, 2-Developing, 3-Proficient, 4-Extending) grading value. The department has found that this grading system is starting to take hold and is working. Students can earn acceptance into the National Technical Honor Society. There were no other certificates or awards available to this department. The department does not do any production work. The department has minimal follow-through with professional development.

Student co-op placement is low. There is currently no articulation agreement with higher education, and few work-based experiences available due to minimum entrance qualifications. Engineering and Architectural Design graduation rates and student placement data were unavailable.

The Engineering and Architectural Design shop is appropriately funded to maintain the current level of technology investment.

The students are presented with a warm, inviting, and comfortable classroom setting via low light, quiet music, and comfortable seating.

Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; to assist with the development of an equipment acquisition plan; assist in the development of the technology plan, and review the technical curricula.

The department is in the process of implementing the Project Lead the Way (PLTW) curriculum through the Civil Engineering and Architecture (CEA) module and teacher training.

Engineering and Architectural Design Commendations

Commendation

The use of the latest software, hardware, and state-of-the-art equipment creating real-world, hands-on, learning opportunities. (2.6)

Commendation

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Engineering and Architectural Design Recommendations

Recommendation

Pursue the development of articulation agreements with institutions of higher education to expand opportunities for students. (2.3, 7.8)

Recommendation

Review additional Project Lead the Way (PLTW) curriculum after implementation of the Civil Engineering and Architecture (CEA) program. (2.10)

Recommendation

Design curriculum to include topics and strands that will lead students to earn additional industry credentials (2.10)

Recommendation

Create and implement a plan to integrate production work into the curriculum to provide students with authentic learning experiences (2.3)

Recommendation

Create and implement a plan to increase cooperative work placements to provide students with additional authentic work experiences (2.3, 7.8)

Manufacturing / Machine Tool / Precision Machining Technology

Narrative Program Summary

The physical layout of the Patricia A. Hannaford Career Center (PAHCC) Industrial Design and Fabrication Shop is approximately 60 x 60 square feet with layout tables and equipment around the perimeter and five smaller rooms along the north wall of the shop. The first room is a computer room with one computer, a small closet used for storing power tools and a metal cabinet used for storing welding personal protective equipment. The second room is the instructor's office comprised of a desk with a computer and filing cabinet for storing student information and lesson plans. The fourth room is an electric breaker room where all circuits and breakers used to run the machinery in the lab area are located. This room is always locked. The fourth room consists of a metal storage room where the raw material is stored. The fifth room is a tool room where all tooling to support the equipment and machinery is held. The overall space is designated as room A118 on the southeast side of the Center.

The shop floor has five conventional lathes and one Computer Numerical Controlled (CNC) lathe. There are three conventional milling machines and three CNC mills. The welding area is in the southwest corner of the shop separated from the rest of the space with a five-foot-high cinder block wall. There is an overhead ventilation system in that corner to exhaust welding fumes. There are two welding machines, one set of oxy/acetylene torches, and one plasma cutter. There is a classroom area in the lab that has three tables, 15 chairs, and a large chalkboard. The shop is well lit with proper signage.

Enrollment trends vary year to year with numbers over the last five years ranging from 12-16 students. The maximum enrollment capacity is 16:1 in the Industrial Design and Fabrication shop. The current enrollment for the two classes in the spring semester school year 2018-2019 is 16. Typical enrollment in this program is male-dominated.

The curriculum is Science Technology Engineering and Math (STEM) focused on an interdisciplinary approach to manufacturing and metal fabrication. The courses within the Industrial Design and Fabrication cluster are taught to students in grades 9-12. The curriculum has been developed as part of the STEM courses at the PAHCC; it is competency-based and focused around safety, understanding the knowledge of skills, written tests, and physical shop/lab assignments.

The instruction appears to be student-centered and tailored to fit the needs of varied learning styles. Accommodations and extra help are given as needed for 504/IEP students in the classroom. Technology is embedded in the instruction within the Industrial Design and Fabrication courses with the use of 21st-century equipment inside the shop. Students learn how to use CNC equipment that is relevant to today's standard of manufacturing in the modern workforce. Learning objectives are clearly stated and the instructor has strong classroom management skills using redirection to tasks as needed. Higher-level thinking questions were observed by the visiting team when students were asked to analyze and evaluate blueprints while creating picnic tables during the construction portion of the STEM Pre-Technical class.

Students are assessed using both formative and summative assessments. The program uses learning targets and competencies that align with the Center-wide goal of using proficiency-based standards by the year 2020. “Habits of Work” rubrics are completed for students by the instructor weekly. Written safety tests are given for every piece of machinery that students use. Assessments are used to drive instruction. For example, students must receive and have an understanding of the equipment before using it. If 100 percent is not achieved, instruction will be adjusted to make sure the student has a full understanding of the equipment and its potential risks before the student is allowed to operate it.

Two students in the program received recognition at SkillsUSA this year. One student received second place in the area of machine technician, and another student received third place in the competition for CNC turning. Three students in this program are currently recognized by the National Technical Honor Society.

Three students are currently working in the manufacturing industry through the Work-Based Learning program. Two students are participating in job shadowing partnerships, and one student is participating in a co-operative apprenticeship opportunity.Placement rate records are not currently kept up to date at the PAHCC.

The instructor stays up to date in his field by regularly participating in professional development in Vermont Career Technical Education, STEM/Manufacturing instructor, and enhanced CTE training.

Shop space in the program is adequate and has enough machinery to house 16 students, the maximum capacity for this class. The equipment and technology are consistent with industry practice and is working properly. A new HAAS CNC milling machine has been added to the program this year. The program has an adequate budget to support the curriculum.

Industrial Design and Fabrication students often do production work while they are completing their lab assignments. For example, during the manufacturing portion of the STEM 230/231 class, the students recreated new brass latches for a 100-year-old boat for the Lake Champlain Maritime Museum. During the construction portion of the STEM Pre-Technical course students work in pairs to make picnic tables. Students can buy the tables for the cost of the material after the assignments are completed. Students do not complete production work outside of school and are not allowed to advertise for-profit production.

The climate of the class appeared to be positive and inclusive. At the start of the class, the instructor goes around the room to every student to ask how they were doing and what was new in their world. Every student seemed comfortable to share information with the group. Students were observed collaborating and working together on their construction assignment to build a picnic table. There was no evidence of harassing language or inappropriate behavior. There was one female student in the class and the language and actions in the class appeared gender-neutral and inviting.

The instructor hosts two Advisory Board meetings each year (fall and spring) with the intent to understand what the current industry needs are and to ensure the curriculum is aligned properly. The instructor invites a number of community partners who aid in adapting the curriculum and ensuring that the program is relevant and up to date with the standards of the modern workforce.

Manufacturing / Machine Tool / Precision Machining Technology Commendations

Commendation

The active involvement in SkillsUSA has increased students' engagement in learning. (5.1, 5.8)

Commendation

The positive, respectful and supportive culture within the shop that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. (5.1)

Manufacturing / Machine Tool / Precision Machining Technology Recommendations

Recommendation

Create and implement a plan to diversify the enrollment in the Industrial Design and Fabrication program. (5.16)

Automotive Technology

Narrative Program Summary

The Auto Lab/Shop at Patricia A. Hannaford Career Center (PAHCC) is located at the school's North Campus. The North Campus houses both the Automotive and Diesel programs and is located a few miles away from the main campus.

The Auto Lab/Shop layout consists of six lifts, and an alignment rack, which is accessed by two overhead doors. The shop also has two smaller doors with properly designated safety lines for passage or emergency exit. There are a tool room, classroom and instructor's office, which are attached to the shop, as well as a mezzanine for storage. The shop has an eyewash station and is equipped with two tire machines, two-wheel balancers, a welding station, an air conditioning service machine, and an on-car brake lathe.

The classroom is equipped with computers for each student and an overhead projector. Each work bay is equipped with a toolbox, worktables, carts, air, and waterlines, as well as extension cords. There are storage cabinets for flammables in the shop and tool room. The shop includes a write-up area for production work and a common entrance way that contains two unisex bathrooms and lockers for the students. SDS (Safety Data Sheets) are clearly mounted on the shop wall. Evacuation diagrams are located on the wall next to the entrance doors in the classroom. Fire extinguishers and lighted exit signs are located throughout the shop and classroom. The shop is clean and equipped with the proper safety equipment.

The Automotive Program per year enrollment is as follows: 2018-2019 has thirty-one total students, thirty male, and one female. 2017-18 had thirty total students, twenty-nine male and one female. 2016-2017 had twenty-six total students, twenty-four males, and two females. 2015-2016 had thirty total students, twenty-six were male and four were female.

The Automotive program is in the process of developing a full curriculum, but currently, they have a scope and sequence, unit planner, and lesson plans in place. Currently, an electronic program called Electude is being used to support instruction. Students can navigate at their own pace through the Electude program, which includes realistic shop scenarios that they must complete by working through them. This program offers competency-based tasks that differentiate by allowing discovery-based learning through interactive animations and simulations.

Students in the Automotive Program are taught theory lessons in a theory room using the overhead projector and student computers equipped in the room. While in the shop, students learn and practice hands-on skills, working on both donated and production vehicles. Tasks in the shop vary in difficulty and seem to challenge all learners. Effective classroom management practices and necessary accommodations are in place for students within the program. Lessons observed had aspects of both teacher-led and student-led activities, with an emphasis on real-world scenarios navigated by the students in the shop.

Students earn a completion certificate after completing four semesters of training at the program. This certificate is in addition to the high school diploma they receive from their sending school. The program recently became certified to perform Vermont State Inspections. Students have the opportunity to get independently certified to do these inspections during their time attending the program. The program has just added a 609 Air Conditioning Certification for students. Students can take their Automotive Service Excellence tests through the school but are not required to take them. Rubrics are being used to measure students' comprehension of learning targets within the program. Parents and students are informed about program assessment data through a grading program called JumpRope.

Student clubs and awards that are offered as part of the Automotive program at PAHCC are SkillsUSA and a Golden Wrench Award.

The Automotive program at PAHCC had the following student placements: 2015--six Job Shadowing placements and five students on paid co-op; 2016-- twenty-five Job Shadowing placements and four students on paid co-op; and 2017--ten Job Shadowing placements, five students on paid co-op, and one unpaid co-op.

The Automotive Technology program had the following completers: 2019--seven completers of a total class size of thirty-one (30 males, 1 female); 2018-- five completers out of a total class size of 30 (29 males 1 female); 2017--thirteen completers out of a total class size of 26 (24 males, 2 females); 2016--thirteen completers out of a total class size of 30 (26 males, 4 females).

Industry-related training for the two instructors of the Automotive Program is offered two times a year by the State of Vermont. In addition, instructors can attend industry training during PD days.

The Automotive program at PAHCC appears to have sufficient funding; however, the alignment machine is not functional and some students seemed to be lacking some hand tools while performing tasks in the shop.

Production work is performed on both shop vehicles and customer work. The type of work performed by the program includes brake service, suspension service, maintenance, engine removal, and replacement, air conditioning service, engine mechanical diagnostics, electrical system service, tire changing and balancing. The current labor charge is $20 per hour. The funds collected are used to supply parts for vehicles that students break in the repair process.

The climate of the Automotive Program at PAHCC seems conducive to learning. During the visit, students were actively engaged in production work. When students needed assistance, the instructor quickly aided them with a detailed explanation. Students seemed respectful of the instructor and each other during the visit.

The Automotive program has an Advisory Committee made up of members representing local repair shops and dealerships that meet twice a year.

Automotive Technology Commendations

Commendation

The increase in the number of certifications offered to students by adding the 609 Air Conditioning Certification. (2.10, 5.8)

Commendation

The certification of the program as a Vermont State Inspection Station allows students the opportunity to become certified inspectors. (2.10, 5.8)

Automotive Technology Recommendations

Recommendation

Repair the broken alignment machine in the Automotive Shop. (7.5)

Recommendation

Create and implement a full curriculum for the program. (2.1, 2.2, 2.3, 2.4)

Recommendation

Ensure a sufficient number of hand tools are available for students to fully implement the curriculum. (2.6, 7.1)

Diesel/Heavy Equipment

Narrative Program Summary

The Diesel Lab/Shop at Patricia A. Hannaford Career Center (PAHCC) is located at the school's North Campus. The North Campus houses both the Automotive and Diesel programs and is located a few miles away from the main campus.

The Diesel Lab/Shop layout consists of six bays. Four of the bays have overhead doors to access them, while the remaining two are accessed by a common drive-thru on the north end of the shop. There are also two smaller passage/emergency exit doors with delineated safety lines leading to them. There is a tool room, classroom and instructor's office, which are attached to the shop, as well as a mezzanine for storage.

The shop is equipped with a parts washer, which is located next to the wash sink and eyewash station. The shop is equipped with a 5-ton capacity crane, four mobile column lifts and a forklift. The lab has a single welding station that is equipped with an acetylene torch.

The classroom is equipped with student computers for each student and an overhead projector. Each shop work bay is equipped with a toolbox, worktables, carts, air, and waterlines as well as extension cords. There are storage cabinets for flammables in the shop and a tool room. The shop includes a write-up area for production work and a common entrance way that contains two unisex bathrooms and lockers for the students. Safety Data Sheets (SDS) are clearly mounted on the shop wall. Evacuation diagrams are located on the wall next to the exit doors of the shop. Fire extinguishers and lighted exit signs are located throughout the shop and classroom. The shop is clean and equipped with the proper safety equipment.

The Diesel Program per year enrollment is as follows: 2018-2019 has twelve students, all male; 2017-18 had fourteen students, thirteen male, and one female; 2016-2017 had eighteen students, all male; 2015-2016 had twenty-one students, twenty were male and one was female. The program's numbers are currently declining, but look to be stronger for next year. The instructor is actively seeking ways of recruiting more diverse students.

The curriculum presented for the Diesel Program consists of a scope and sequence, unit planner and learning targets, as well as lesson plans. Students are taught various topics relating to the field, starting with safety. The rubrics and other materials used show the supplied materials are competency-based and aligned. The curriculum has not been reviewed recently.

Students in the Diesel Program are taught theory lessons in a theory room using the overhead projector and student computers are equipped in the room. While in the Diesel Shop, students learn and practice hands-on skills working on both donated and production vehicles. Tasks in the shop vary in difficulty and seem to challenge all learners. Lesson objectives are clearly stated in the unit organizers provided. Effective classroom management practices and necessary accommodations are in place for students within the program. Lessons observed had aspects of both teacher-led and student-led activities, with an emphasis on real-world scenarios navigated by the students in the shop.

Students in the Diesel program at PAHCC earn a completion certificate after completing two years of training in the program. This is in addition to the high school diploma they receive from their sending school. Students also get certified in forklift operation during the program. Students can take their ASE tests through the school but are not required to take them. Rubrics are being used to measure students' comprehension of learning targets within the program. Parents and students are informed about program assessment data through a grading program called JumpRope.

The following clubs and activities are offered in the Diesel program: Future Farmers of America Membership, Skills USA, and students are eligible for induction into the National Technical Honor Society.

The following are the number of work-based learning placements for the Diesel program per year: 2015-Four students, 2016-Three students, 2017-Six students. Students in the Diesel program are designated as completers after finishing two years of half-day training in the program.

The Diesel Technology program had the following completers per year: 2016-Six students were completers out of twenty-one total students, twenty students were male one was female; 2017-Nine students were completers out of eighteen total students, eighteen students were male; 2018-Eight students were completers out of fourteen total students, thirteen were male one was female; 2019-Two students were completers out of twelve total students, twelve are male.

There is one instructor for the program; professional development days are used by the instructor to go to local heavy equipment and truck dealers to continue industry training. The program appears to have adequate program resources, although the engines that the program is using are dated. Currently, the program does not have a scan tool, but given the fact that most of the work is currently agricultural, the instructor does not believe a scan tool is currently needed.

Production work for the shop is brought in from local farms, businesses and they also maintain equipment belonging to the school. There is no specific rate charged for the work completed, only a donation is suggested.

The climate of the program overall is positive. Students are actively engaged in activities and have positive engagement with the instructor. Students were respectful to the instructor and each other during the visit.

The Diesel program seeks outside input from advisory members twice a year. Within the last two years, the Diesel and Automotive Departments joined Advisory committees together. Evidence shows that there is an unequal balance of advisory members; most members of the committee represent automotive repair facilities or dealerships.

Diesel/Heavy Equipment Commendations

Commendation

The visiting team commends the Diesel Instructor for actively seeking ways of recruiting more diverse students for the program. (5.2)

Diesel/Heavy Equipment Recommendations

Recommendation

Create and implement a full curriculum for the program. (2.1, 2.2, 2.3, 2.4)

Recommendation

Expand the membership of the Trade Advisory Committee to include members that specifically represent all areas covered by the program. (2.8, 7.8)

Recommendation

Major Commendations from the Team (Critical Strengths) Listed by Standard

Major Commendations

The following are major commendations for the Patricia A. Hannaford Career Center organized by Standard:

Standard 1-Core Values & Expectations

> The development of an analytic “Habits of Work” (HOW) rubric that allows all students to evaluate themselves on respect/communication, self-motivation, quality of work, reliability, and safety to enable higher-level thinking. The HOW rubric is adopted throughout all Center programming.

Standard 2-Curriculum

> The Natural Resources and Design & Illustration class websites effectively communicate the learning targets and unit plans for their courses. These examples can serve as an example to follow when enhancing this area of communicating with students.

Standard 3-Instruction

> The 2010 Sugarworks project is an outstanding, cross-disciplinary project that could serve as a model for all programs.

Standard 4-Assessment

> The implementation of school-wide, proficiency-based rubrics for standards on oral communication and collaborative group work, both of which are skills that are assessed across all content areas.

Standard 5-Culture & Leadership

> The level of teacher initiative to increase students' engagement in learning has resulted in improved learning outcomes. The teachers care passionately about the success of their programs and their students.

Standard 6-Student Services & Support

> The increased focus on school safety and security has resulted in improvements to campus security and emergency response procedures.

Standard 7-School Finance & Community Relations

> The community and the district's governing body provide dependable funding and resources that support and enhance all aspects of the educational program.

Major Recommendations from the Team (Focus Areas for Improvement) Listed by Standard

Major Recommendations

The following are the major recommendations of areas for improvement for the Patricia A. Hannaford Career Center organized by Standard:

Standard 1-Core Values & Expectations

Engage in a collaborative and inclusive process to identify and commit to a Center mission, core values, beliefs about learning, and expectations for student learning.

Standard 2-Curriculum

Ensure that the curriculum is purposefully designed to ensure that all students practice and achieve each of the Center's learning expectations and that the curriculum is written in a common format.

Standard 3-Instruction

Create and implement a plan for the math and literacy instructional coaches to support instruction by utilizing data from the Measure of Academic Progress testing. (3.3)

Standard 4-Assessment

Create and implement a systematic program review process that is conducted periodically to guarantee effective program design.

Standard 5-Culture & Leadership

Devise and implement a clearly defined organizational structure that includes roles and responsibilities.

Conduct student, parent, and staff surveys to gather information regarding school culture and its impact on student success and experiences, and utilize this data for school improvement.

Implement with fidelity a teacher evaluation system to improve instruction and student outcomes.

Standard 6-Student Services & Support

Procure and maintain medical records of all students so that their medical needs can be met at all times regardless of the situation.

Create and implement a system for follow-up studies on graduates that can be shared with staff to assist with program improvement and curriculum development.

Standard 7-School Finance & Community Relations

Develop and implement a long-range plan to address programs, services, enrollment changes, and staffing needs.

Visting Team Response (Narrative) to SSR Section 2

Visiting Team Response (Narrative) to SSR Section 2

The visiting team's Major Commendations are in alignment with Patricia A. Hannaford Career Center's (PAHCC) Critical Strengths as identified in the self study for Standards 1-7. The visiting team's Focus Areas for Improvement (Critical Recommendations) were in alignment with the PAHCC self-study's Focus Areas of Improvement for Standards 1-4 and Standards 6 and 7. Regarding Standard 5, the team at the PAHCC needs to dedicate time to improve the student and staff culture. Student culture can be improved through improving staff culture; the visiting team recommended conducting a culture survey to identify the areas that require attention. The organizational structure of the PAHCC requires attention so that roles and responsibilities or those staff in leadership positions are clearly defined. In the past, there was a staff recognition program in place; efforts should be made re-implement this program or a new staff recognition program.

Concluding Comments

The essential features of the team's view of the school/center

The visiting team was impressed with the level of professionalism, caring, and passion displayed by all the teachers at Patricia A. Hannaford Career Center. The visiting team felt that there were elements that require significant attention, these included: the development of a strong, cohesive leadership team; development of a consistent curriculum; implementation of a specific community outreach program; consistent implementation of the teacher evaluation system; and a system to track graduation rates and outcomes. There are program-specific examples to draw from regarding curriculum design, outreach efforts, and tracking graduation rates and outcomes.

Overall comments on the visit

The visiting team consisted of a professional group of education leaders in their respective fields and areas of expertise. The team worked hard to provide an in-depth analysis of the self-study and sought evidence to support commendations and recommendations for each standard and program area. The team leaders for the PAHCC self-study and accreditation visit were readily available to meet the visiting team's needs. The Center had prepared the team's work room according to the direction provided at the pre-visit.

The extent to which the school/center is driven by its core values and beliefs

The PAHCC plans to redesign its mission statement in the fall of 2019. From this mission statement, the PAHCC will identify and commit to its core values, beliefs, and learning expectations.

The extent to which the school/center is focused on student learning and well-being

PAHCC's teachers and staff focus on student learning and well-being.

Some concluding advice and encouragement

The PAHCC has dedicated staff and teachers who are passionate about student needs and learning. The Superintendent/Director is committed and has the knowledge to provide the leadership necessary to bring the PAHCC to a place of consistency and cohesiveness through the development of a solid Center leadership team. Based on the outcomes from the self-study and this visit, the staff, teachers, and administration have a strong foundation of data to develop short-term and long-term operational and strategic plans. Particular attention needs to be placed on the execution of action items and assessment of benchmarks delineated in such plans.

Thanks to the school/center and the Visiting Team

The visiting team extends its appreciation to the steering committee for accommodating the visiting teams'

needs. The hospitality shown to all members of the visiting team was greatly appreciated.

The New England Association of Schools and Colleges extends its appreciation to the members of the Visiting Team for their support of school improvement through the accreditation process. The Association extends a special thank-you to the team chair for providing effective leadership and support to the team members.

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school/center's self-study and those of the visiting team. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in this school/center. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting team recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school/center and suggested recommendations for improvement, the Committee requires that the evaluation report be made public in accordance with the Committee's Policy on Distribution, Use, and Scope of the Visiting Team Report.

A school/center's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting team and others identified by the Committee as it monitors the school/center's progress and changes which occur at the school/center throughout the decennial cycle. To monitor the school/center's progress in the Follow-Up Program, the Committee requires that the principal submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Committee in its notification letters to the school/center. School/center officials are expected to have completed or be in the final stages of completion of all valid visiting team recommendations by the time the Five-Year Progress Report is submitted. The Committee may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school/center.

To ensure that it has current information about the school/center, the Committee has an established Policy on Substantive Change requiring that principals of member schools/centers report to the Committee within sixty days (60) of occurrence any substantive change which negatively impacts the school/center's adherence to the Committee's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school/center's ability to meet the Standards for Accreditation. The Committee's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Information Report which is required of each member school/center to ensure that the Committee office has current statistical data on the school/center.

The Committee urges school/center officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Committee’s Accreditation Handbook, which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Committee staff following the on-site visit.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school/center community completed an exemplary self-study that clearly identified the school/center’s strengths and areas of need. The time and effort dedicated to the self-study and preparation for the visit ensured a successful accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES
Committee on Technical and Career Institutions

Principals of member schools/centers must report to the Committee within sixty (60) days of occurrence any substantive change in the school/center which has a negative impact on the school/center's ability to meet any of the Committee's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school/center's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Tracey Cooley
Educational Consultant
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Team Members

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