

# Professional Technical Education ACCS

## SUCSESSES (we love to brag)

9 off-road buggies built and marketed

- current project should sell for \$20k

1 complete diesel engine rebuild awaiting delivery-parts cost \$0

- 3 rebuilds in progress, 1 build will be sold to support program

6 graduates currently working in mechanical careers

15 Honkershop students in vocational careers

3 industry publication feature articles-Sandsports

Direct input to Torchmate curriculum currently in beta test stages

Multiple credits awarded for learning outside of school

Multiple Industry Standard Certifications

200 hours at better than minimum wage for Student Tech

[www.honkernet.net](http://www.honkernet.net)

# PTE by the Numbers FALL 2012 to Present

Cluster/focus area	CREDITS	
	EARNED	MODE
Manufacturing	12.5	class
Food Science	11	class
Diesel	12	class
Animal training	0.5	indep
Automotive including autonomous	2	indep
AV multimedia	1	indep
Cosmetology	1	indep
Culinary	tba	indep
Electrical Engineering	1	indep
Information Technology	2	indep
Marketing	0.5	indep
Military	0.25	indep
Performing arts	3	indep
Police	0.5	indep
Restaurant and Hospitality	1	indep
Robotics	12	class
Personal Arts (tattoo)	0.5	indep
Visual Arts	1	indep
Wind power	0.5	indep
Autonomous vehicles	0.5	indep
Early Childhood Dev	1	indep
	<b>63.75</b>	FALL 2012- PRESENT

## Credits awarded for learning that occurred off campus

**2.0: Musical Performance – ED AS HIMSELF/REXPOST Project.** Application and verification of skills learned and practiced through forming a band and recording 3 original songs in a studio.

**1.0: Early Childhood Education – application and verification skills learned and practiced as a child caregiver with a focus on early childhood development skills.**

# ACCS PTE Timeline

## SUMMER 2012

- Established a skill based Professional Technical program utilizing the CTE/PTE skillsets for SHOP, FOOD SCIENCE, ROBOTICS, INFORMATION TECHNOLOGY, METAL FABRICATION(HonkerShop), and INDEP study PTE FOCUS

## FALL 2012

- Deployed the skill based PTE program 8 periods during the school day with constant student and industry professional feedback (ex: Torchmate)
- College CTE Course offerings: Information Technology TVCC CIS 110, CIS111

## JANUARY 2013

- PTE open house to show off projects and focus areas of learning

## SPRING 2013

- Continue PTE offerings halftime (4 periods) after taking over the science courses after science teacher left the district.

## SUMMER 2013

- Align Information Technology coursework for CIS 110 and 111 to PTE skillsets and Essential Learning Skills
- Employed Information Technology student for 100 hours summer

## FALL 2013

- Offer PTE course part time 5 courses, 3 periods per day (Diesel & PTE Indep same period)
- CIS 195/IT support, Food Science, PTE indep study PTE focus, Diesel Mechanics, Metal fabrication(Honkershop)
- Some continuation of PTE development through TVCC and PTE Indep Projects
- MRC and Kyle do almost all the local IT support for school

## WINTER 2014

- “Employed” Trained IT support student for 2 periods during school day and “on call” most of the day
- PTE skillsets utilized by Diesel, Metal Shop, Food Science courses.
- IT needs of district exceed ability to keep up... sub teachers utilized so MRC can take care of IT needs of district

## SPRING 2014

- Finish key projects in Diesel and HonkerShop to provide continuing funding for 2014-2015 special projects... (Diesel engine rebuilds and Competition Rock Buggy.)

## FALL 2104

- MRC returns to full time PTE and IT support for ACCS 7 or 8 periods a day with team teaching for diesel mechanics and metal fabrication block (HonkerShop)
- ACCS PTE program explores contracting PTE course offering options at ACCS to other schools through facilities and programs AT Arlington.
- Funding and design plans for ACCS Tech center in ARLINGTON

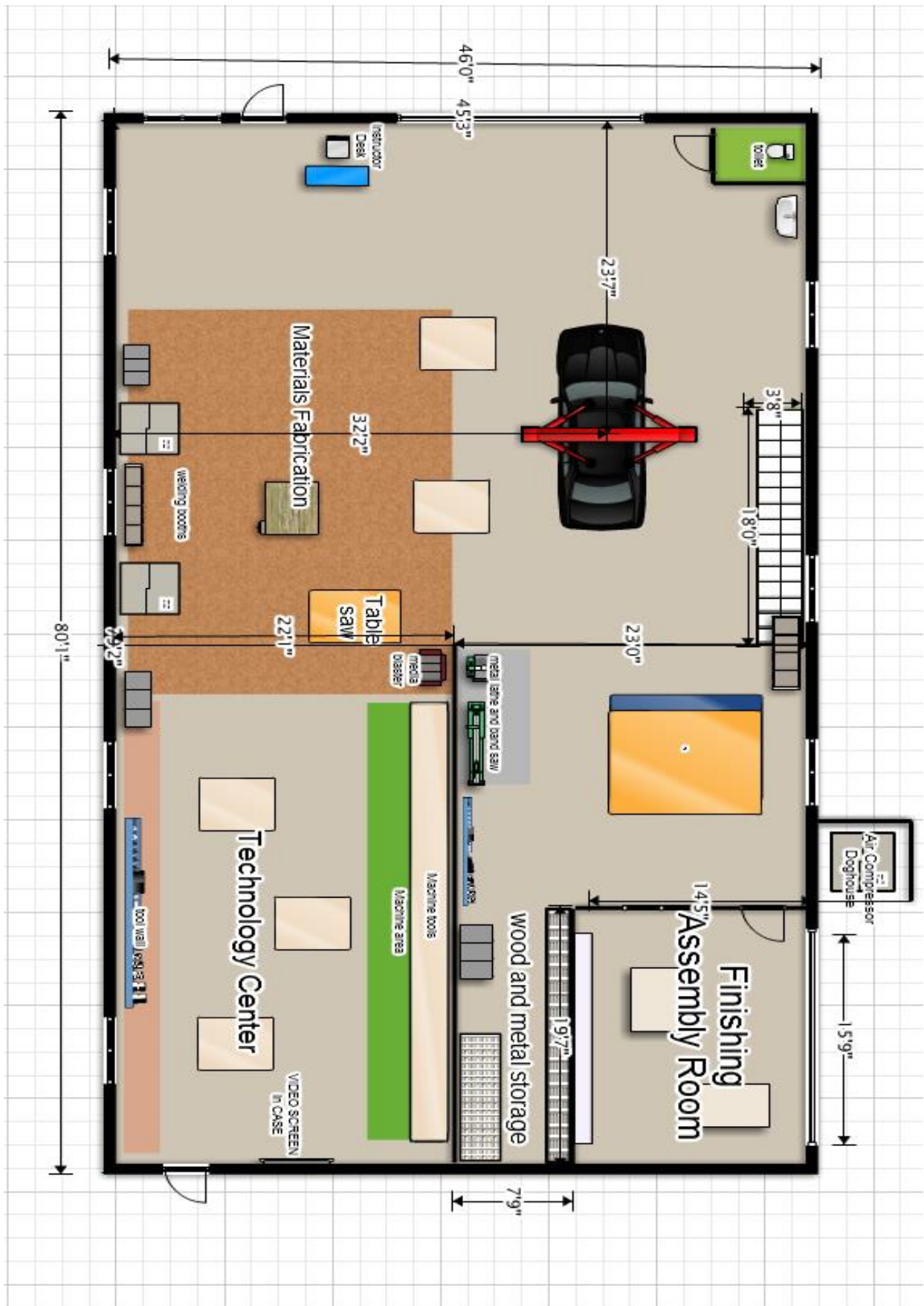
## SPRING 2015

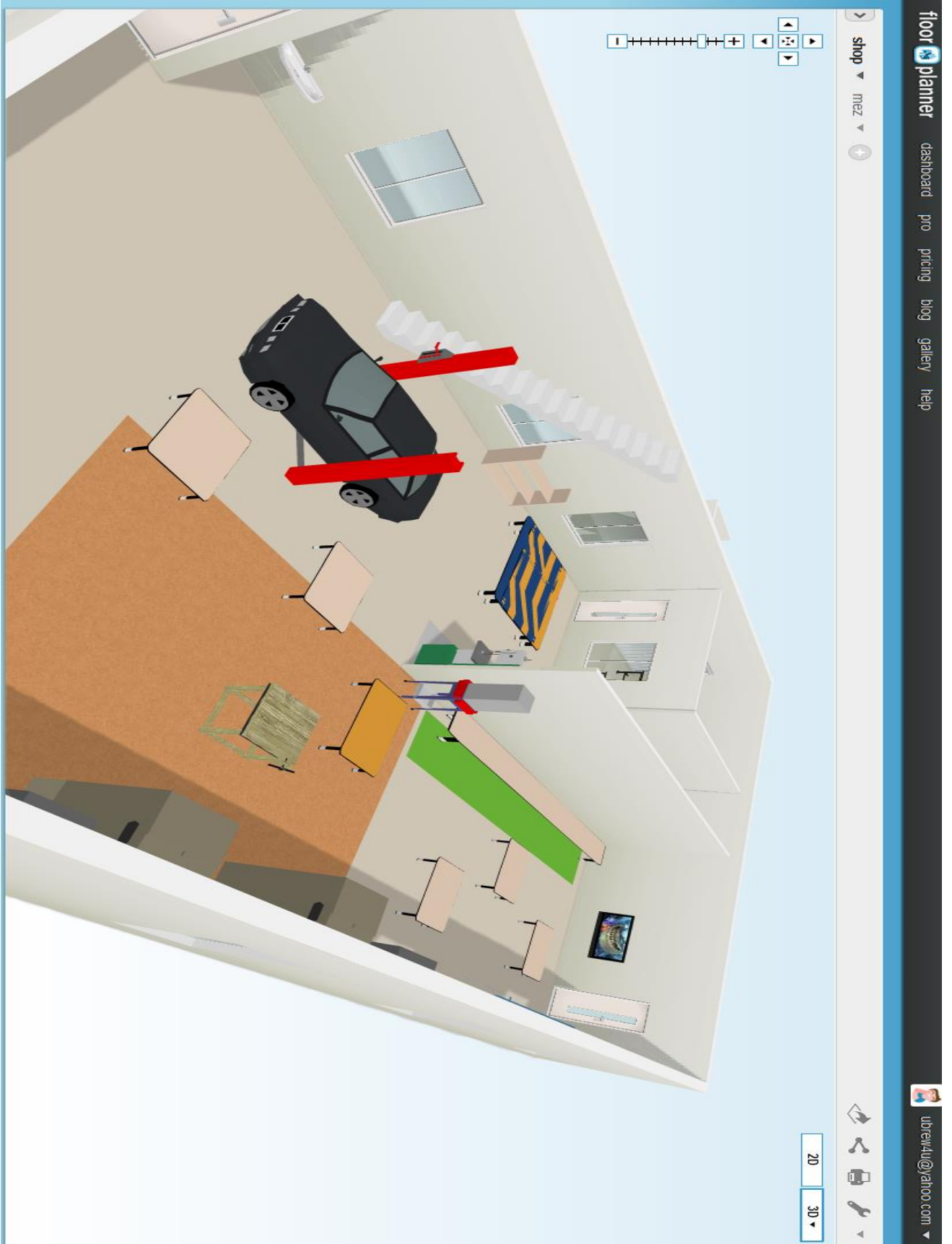
- Continuation of funding and design plans for ACCS tech center and contracted PTE course offerings at ACCS to neighboring schools and/or community members.
- Full sales report style accounting software in place for SUFFICIENCY and PROFICIENCY reports

## FALL 2018 ACCS tech center open house

2026 MRC retirement

Proposed ACCS Tech Center





Proposed ACCS Tech Center

# PTE CREDITS

EMERGING	CRAFT	APPRENTICE	PROFESSIONAL
0-69% (not passing)	Complete the task at the level you might do for yourself, minimum standard \$ 70-79% (C)	Complete the task at the level that a professional would pay you to do it. \$\$ 80-98% (B- to A)	Complete the task at the level you might expect from a successful business owner including providing professional leadership to apprentice(s). 100% (A+)

**FOR A LETTER  
GRADE .5cr**

## PROFICIENCY

10 -12 Skills completed through a series of tasks scored at the CRAFT level or higher

## SUFFICIENCY

Each skill must have multiple pieces of evidence to support

## EVIDENCE

Folder of task sheets scored, supported with portfolio artifacts

**FOR CREDIT ONLY  
1.0cr**

## PROFICIENCY

20 or more skills completed through a series of tasks verified as CAN-DO by at least 2 people with evidence

## SUFFICIENCY

Each skill must have multiple pieces of evidence to support

## EVIDENCE

List of skills, signature verification, and portfolio confirmation of learning or abilities in that skill

**IN PROCESS... a catalog system for skills and proficiencies similar to QUICKBOOKS where the individual can produce reports on skills accumulated much like a customer sales report. ETA FALL 2015**



# Professional Technical Education ACCS

<http://www.ode.state.or.us/apps/oss/default.aspx?cla=285&c=930&fa=964>

## [Ag, Food and Natural Resource Systems](#)



The **Agriculture, Food and Natural Resource Systems Career Learning Area** relates to the environmental sciences, fisheries management, forestry, horticulture, water resources, wildlife management and environmental values so the land will support diverse, productive and sustainable processes.

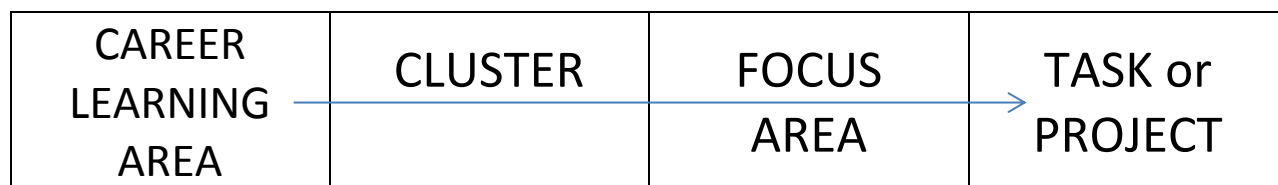
## [Food Science and Processing](#)



**Food Science and Processing Cluster** careers focus on the technology and marketability of food.

### Cluster Knowledge and Skill Statements

- FOZ01.01 - Acquire the specific academic knowledge and skills necessary to pursue a full range of career and post-secondary education.
- FOZ02.01 - Use oral and written communication skills in creating, expressing and interpreting food processing information.
  - Performance Indicators
    - FOZ02.01.01.00 - Develop good reading skills and practices to enhance oral and written communications.
    - FOZ02.01.01.01 - Read a variety of materials that include technical concepts, knowledge and vocabulary to communicate technical information.
    - FOZ02.01.01.02 - Increase reading skills through reading challenging material.
    - FOZ02.01.01.03 - Identify words, technical language and content for further study and analysis.
    - FOZ02.01.02.00 - Compose written materials to communicate technical information, either orally or in writing.
    - FOZ02.01.02.01 - Incorporate multi-paragraph writing, technical concepts, knowledge and vocabulary to communicate technical information.
    - FOZ02.01.02.02 - Develop and incorporate tables, charts, graphs and figures to support written and oral communication.
    - FOZ02.01.02.03 - Use information technology to design, produce and present written and multimedia material.
    - FOZ02.01.03.00 - Apply active listening skills to acquire information in both formal and informal circumstances.
    - FOZ02.01.03.01 - Identify and accommodate the personal communication styles of the participants to achieve communication goals.



# TASK: Recipe Analysis PANCAKE PROJECT (CLASS)

	Evidence Digital written	EMERGING Not meet 0-6	CRAFT 7 Meet	APPRENTICE 8-9 Meet	PROFESSIONAL 10 exceed
FOPA01.02.01.01 - Conduct research and analysis (see worksheet)			<ul style="list-style-type: none"> <li>○ Compile 150sources related to topic</li> <li>○ All sources fully documented</li> </ul>	<ul style="list-style-type: none"> <li>○ Compile 25 sources with personal reflections</li> <li>○ Full documentati on and hyperlinks included</li> </ul>	<ul style="list-style-type: none"> <li>○ Compile 20 sources on topic and support sources for comparison</li> <li>○ Documented in APA or MLA style</li> </ul>
FOPA01.02.01.07 - Identify and compare various food constituents			<ul style="list-style-type: none"> <li>○ List major components of formula</li> <li>○ Compare elements of Pancake</li> </ul>	<ul style="list-style-type: none"> <li>○ Illustrate how the elements work together</li> <li>○ Evaluate flavor combinations</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop original “pancake”</li> <li>○ Compare ethnic profiles to taste</li> </ul>
FOPA01.02.01.02 - Apply the use of chemistry.			<ul style="list-style-type: none"> <li>○ Identify what elements provide the chemical reactions in formula</li> </ul>	<ul style="list-style-type: none"> <li>○ Specify what elements are required for given effects in your formula</li> </ul>	<ul style="list-style-type: none"> <li>○ Create a formula based on chemical nature of the components for a given effect</li> </ul>
FOPA01.01.01.01 - Maintain a Standard Sanitation Operating Procedure (SSOP).			<ul style="list-style-type: none"> <li>○ Follow steps in cleaning workspace</li> </ul>	<ul style="list-style-type: none"> <li>○ Maintain a clean workspace and person</li> </ul>	<ul style="list-style-type: none"> <li>○ Model standard sanitation and operating methods</li> </ul>
FOPA01.02.01.04 - Use product development (e.g., consumer opinion, taste testing).			<ul style="list-style-type: none"> <li>○ Present visual aid and example</li> </ul>	<ul style="list-style-type: none"> <li>○ Introduce product with visual aid and support with information about how final product was achieved</li> <li>○ <b>Compile data from taste test</b></li> </ul>	<ul style="list-style-type: none"> <li>○ Present final product with full color visual</li> <li>○ Compile and utilize data from taste test</li> <li>○ Publish product on internet</li> </ul>

NOTES



# PTE Independent Study Skillset Template (INDIVIDUAL)

NAME   Ashlyn   CAREER/INDUSTRY   Cosmetology  

**SKILL(s)**

- FCPD 06.01.01.00 - Practice competently in chosen occupation.
- FCPD06.01.01.02 - Apply knowledge and skills required by career in personal care.
- FCPD06.01.01.03 - Provide services and products that conform to the highest quality standards possible.

URL of Career Cluster -- <http://www.ode.state.or.us/apps/oss/default.aspx?cla=294&c=939>

**STEPS** you would follow to learn what is required to master this skill (add more as needed)

Research requirements to become a cosmetologist, what a cosmetologist does, and business opportunities for new cosmetologists

**ACTIVITY** you would do to SHOW your mastery of this skill

Research and apply learning to a specific hair type using tools required for hair styling  
 Provide visuals to customer prior to style to set goal  
 Proof Before (360 view), middle(“time lapse”), after(360 view)

**ASSESS** your activity with the scoring guide

Unskilled	CRAFT complete the task at the level you might do for yourself, minimum standard.	APPRENTICE complete the task at the level that a professional would pay you to do it.	PROFESSIONAL complete the task at the level you might expect from a successful business owner.
Not an option	Provide 1-2 options for style of a specific hair type -Style/cut hair of customer chosen option - customer reasonably satisfied	-provide 3 options for style of a specific hair type -Style/cut hair of customer chosen option -customer happy with results	- provide 3+ options for style of a specific hair type -Style/cut hair of customer chosen option -customer very satisfied -industry professional approved

Other Notes:

# Professional Technical Education ACCS

## Senate Bill 253 (2011) 40-40-20 goal

- **40% Graduates attain a bachelors or above degree**
- **40% earn associates or meaningful certificate from institution**
- **20% straight to work with a HS diploma**

LIMITATIONS and OBSTACLES	SOLUTION
<p>80% HS students destined for vocational or tech school 20% current HS students enrolled in early college program</p>	<p>Develop and Expand offerings for PTE program while encouraging coursework through CC options</p>
<p>3 periods a day for PTE offerings</p>	<p>Return MRC to full time PTE/TECH</p>
<p>Technology Support needs exceed the time and local staff available. Aging technology at HS.</p>	<p>MRC as full time IT support coach and train student admins to provide support for tech issues</p>
<p>Limited Industry Certification programs for HS students CompTiaA+, OR food handlers</p>	<p>Develop relationships with TVCC CIS and other industry standard entities</p>
<p>PTE/CTE program development hindered</p>	<p>Restore MRC as full time PTE/TECH</p>
<p>Facilities limit class sizes Optimal class size for facility</p> <ul style="list-style-type: none"> <li>○ 10 in shop</li> <li>○ 6 in food science</li> </ul>	<p>Build and furnish a Tech Center. Convert the existing shop into an inspected concessions/food science lab</p>
<p>Interschool deficits in PTE offerings.</p>	<p>Explore contracting services with other schools to send/bring their students to Arlington for PTE</p>

