

Vocational Education Director

The professional education program has well-defined criteria for admission which assesses the candidates' potential for leadership through an examination of their oral and written communication skills, academic preparation, qualifying work experience, and organizational ability.

I. Knowing the Content

The professional education program provides evidence that Vocational Education Director certification candidates demonstrate their knowledge of and competence in working in the elementary and secondary public school settings including:

I.A. Theories of educational leadership including:

- leadership styles, systems theory, and decision making models,
- staff selection, supervision, evaluation, and dismissal procedures,
- staff induction, support, mentoring, and development,
- team building and cultivation of school culture that promotes learning

I.B. The role of the director as an instructional leader who focuses on teaching and learning including:

- academic and curriculum development and career opportunities,
- data driven decision making and problem solving,
- instructional scheduling and multiple sites,
- instructional technology,
- teaching skills, differentiated instruction and inclusionary practices,
- learning theory and student motivation

I.C. School organizations and structures within a social and political environment including:

- local school boards and community organizations,
- state boards of education and state government,
- vocational advisory committees and special interest groups,
- professional organizations and labor unions

I.D. Historical and contemporary issues in Vocational-Technical Education, school law and the legal responsibilities of school administrators including:

- special education, due process, least restrictive environments, and student medications,
- discipline, suspension and expulsion,
- record keeping, assessment data, and privacy,
- safe schools, drug-free schools, and sexual and physical abuse/harassment,
- labor relations/contract management, and due process

I.E. Fiscal operations of the vocational-technical school including:

- strategic planning for school improvement,
- budget planning and resource allocation,

- facilities management,
- technology selection and utilization

I.F. The proactive role of the director in school/community relations including:

- promoting parental participation,
- articulating and marketing the vocational school program, media and public relations,
- understanding the roles of parents, community and business leaders, school boards, and taxpayers,
- understanding human behavior,
- seeking and using community feedback,
- mediating concerns of students, staff, parents and the community

II. Performances

The professional education program provides evidence that Vocational Education Director certification candidates are assessed and demonstrate their knowledge of and competence in applying the fundamental concepts of school administration during a minimum of 500 hours of participation in authentic simulations, field experiences, and an internship including:

- completion of identified role expectations and competencies,
- performances at diverse settings and educational levels,
- customized projects that address identified needs of the candidates,
- use of current research and best practices,
- participation in a 300 hour internship

III. Professionalism

The professional education program provides evidence that each certification candidate demonstrates knowledge and competencies that foster professionalism and ethical practices in school/community settings including:

III.A. Professional organizations, professional literature, resources and advocacy groups

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Communicating effectively with students, colleagues, faculty, families, paraprofessionals, related service personnel, outside agencies and the community

III.D. Collaborating with school professionals, colleagues and other agencies