

Vocational Supervisor Certification (Trade and Industrial Education Health Occupations Education)

The Vocational Supervisor certification program has a well-defined criteria for admission which assesses the candidates' capacity for leadership through an examination of their oral and written communication skills, academic preparation and, qualifying work experiences.

I. Knowing the Content

The professional education program shall require the candidates to demonstrate their knowledge of the fundamental concepts and skills in the specific vocational/occupational area and competence in applying developmentally appropriate instruction to meet the diverse needs of secondary school students including:

I.A. History, philosophy and objectives of general and vocational education including:

- assessment of student and community occupational needs,
- coordination and relationship with general academic programs,
- vocational education and career choices

I.B. Management of vocational education curriculum development processes and instruction including:

- improving the instructional process for all students,
- alignment of subject area curriculum and instructional goals and objectives,
- measurement fundamentals, formal and informal assessments and their applications,
- compliance with pertinent state/federal laws and policies,
- health and safety practices to protect students,
- student rules and regulations

I.C. Technical/occupational content expertise and aspects of the industry including:

- development and maintenance of advisory committees,
- analysis of occupations to determine curriculum content,
- infusion of technology into curriculum and instruction

I.D. Management of vocational education personnel including:

- recruiting, selecting and evaluating professional and support staff,
- compliance with Pennsylvania school laws concerning personnel,
- negotiating vocational personnel policies and agreements,
- interpersonal and group communication skills

I.E. Models of supervision and teaching including:

- clinical and developmental,
- cognitive and peer coaching,

- observation and conferencing,
- learner vs. teacher centered,
- interdisciplinary teaming

I.F. Role and function of personnel supervision including:

- identifying continuous staff development needs and resources,
- organizing, facilitating, and evaluating professional development programs,
- integrating district and school priorities,
- improving faculty as a resource,
- applying effective job analysis procedures, supervisory techniques and staff performance appraisal,
- negotiating and managing staff conflicts

II. Performances

The professional education professional provides evidence that Vocational Supervisor certification candidates are assessed and meet the established program competencies and exit criteria during their participation in 360 hours of field experiences and a practicum and demonstrate their ability to perform the major task areas of policy determination, program development, and instructional supervision including:

II.A. Designing multiple subject areas curriculum scope and sequence

II B. Evaluating vocational instructional methodologies and strategies

II.C. Monitoring and developing alternative forms of student assessment

II.D. Assessing instructional service delivery of vocational education course content with the Pennsylvania Academic Standards

II.E. Adapting vocational instructional methodologies and strategies, curriculum resources and technologies in collaboration with other professionals including:

- team teaching and interdisciplinary projects,
- individual and group presentations and performances,
- integrating mathematics, communication and occupational skills,
- intensive scheduling, cooperative vocational experiences, etc.

II.F. Budgetary planning for curriculum and personnel development

II.G. Evaluating students' understanding of content, aiding in the adjustment of instruction and providing feedback to students, parents and other professionals

III. Professionalism

The professional education program provides evidence that Vocational Education certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. History, philosophy and current trends in Vocational Education

III.B. Professional organizations, literature and student organizations

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

III.D. Communicating effectively with the school and business community to improve school climate and facilitate student learning and career choices

III.E. Collaborating with families, school colleagues, related service personnel, organizations and other community agencies to improve student learning