

Occupational Competency Assessment Policy Manual

January 2019



**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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PURPOSE

The purpose of this policy manual is to present the practices and procedures used to ensure continuity among the institutions authorized to conduct occupational competency assessments of prospective career and technical education instructors.

INTRODUCTION

In the 1920s, institutions offering approved career and technical education teacher preparation programs began assessing the technical occupational competencies of prospective candidates who were being recruited and certificated as secondary public school career and technical education teachers. Occupational competency at that time was determined by a combination of documented work experience that included length of time and type of experience and successful completion of a written and a skill performance test. Initially, three or four candidates per year were examined to teach in three or four occupational areas such as cabinetmaking, machine shop, electrical wiring, and drafting. Since then, the number of candidates and course offerings has increased to the extent that the occupational competencies of over 300 candidates are assessed each year in Pennsylvania, and vocational certification is available in over 100 occupational competency areas.

Members of the Pennsylvania Occupational Competency Assessment (OCA) Consortium, which includes the Center coordinators from each of the institutions administering the program (Indiana University of Pennsylvania, The Pennsylvania State University, and Temple University); the State OCA Coordinator, the staffs of the Bureau of Career and Technical Education and the Bureau of School Leadership & Teacher Quality; and members of the Pennsylvania Association of Career and Technical Administrators contribute to the revisions of the policy manual.

VOCATIONAL CERTIFICATION REQUIREMENTS

The Pennsylvania Department of Education will issue Vocational Instructional Certificates to persons whose primary responsibility is teaching skills in State-approved vocational education programs in the public schools of the Commonwealth. [Section 49.141(a)]

Vocational Intern Certificate [Section 49.151]

The Department will issue Vocational Intern Certificates for teaching in programs of vocational education in the public schools of this Commonwealth to applicants who have:

- (1) Been accepted for enrollment in a State-approved vocational teacher preparation program (Center) at one of the universities listed on page 7;
- (2) Passed the appropriate credential review or committee evaluation for those competency areas where occupational competency written and performance examinations do not exist;
- (3) Been recommended for the Vocational Intern Certificate by the university at which they are enrolled or accepted; and,
- (4) Met all other requirements provided by law (School Code 1209 and Title 22, Pa. Code, Section 49.12).

The Vocational Intern Certificate shall be issued for the period of time needed by the applicant to complete 18 semester hours within the approved vocational teacher preparation program, but in no case shall the validity period exceed three calendar years from the date of issuance.

A person holding a valid Vocational Intern Certificate shall be eligible for a Vocational Instructional I Certificate upon:

- (1) Presenting acceptable evidence of four years wage-earning experience within the past ten years;
- (2) Completing the approved intern program;
- (3) Presenting evidence of having met the basic skills requirement in reading and writing; and,
- (4) Recommendation of the preparing university.

Vocational Instructional I Certificate

State Board Regulation §49.141 and 142 provides that a single certificate will be issued and titled, "Vocational Instructional Certificate." Individuals qualifying for this certificate shall be authorized to teach in the areas for which they also hold an occupational competency credential. The occupational competency credential is issued by the Department on the recommendation of a university having a Pennsylvania approved vocational teacher preparation program. The applicant shall have:

- (1) A minimum of two years wage-earning experience in addition to the learning period required to establish competency in the occupation to be taught. A minimum of four years wage-earning experience in the occupation to be taught if following the intern route;

- (2) Successfully completed the occupational competency examination or evaluation of credentials for occupations where examinations do not exist;
- (3) Completed 18 credit hours in an approved program of vocational teacher education. (Programmatic note: For Vocational I certificates issued on or after January 1, 2013, the 18 credit hours must include at least three credits or 90 hours, or equivalent combination thereof, regarding accommodations and adaptations for diverse learners in an inclusive setting. For purposes of this requirement, one credit equals 30 hours of coursework. Applicable hours are limited to a combination of seat hours of classroom instruction, field observation experiences, major research assignments, and development and implementation of lesson plans with accommodations and adaptations for diverse learners in an inclusive setting.)
- (4) Presented evidence of having met the basic skills requirement in reading and writing (not required for a post-baccalaureate program);
- (5) Met all other requirements provided by law (School Code 1209 and Title 22, Pa. Code, Section 49.12); and
- (6) Received the recommendation of the preparing Pennsylvania University.

Vocational Instructional II Certificate

State Board Regulation §49.143 provide that the Vocational Instructional II Certificate shall be a permanent certificate issued to an applicant who has:

- (1) Completed three years of satisfactory teaching on a Vocational Instructional I Certificate attested to by the chief school administrator of the approved public or nonpublic school entity in which the most recent service of the applicant was performed;
- (2) Completed 42 credit hours, including at least six credits or 180 hours, or an equivalent combination thereof, regarding accommodations and adaptations for candidates with disabilities in an inclusive setting; and at least three credits or 90 hours, or an equivalent combination thereof, in teaching English language learners in an approved program in the appropriate field of vocational education. For purposes of this requirement, 1 credit equals 30 hours of coursework. Applicable hours are limited to a combination of seat hours of classroom instruction, field observation experiences, major research assignments, and development and implementation of lesson plans with accommodations and adaptations for diverse learners in an inclusive setting;
- (3) Presented evidence of satisfactory ratings conducted by the public or nonpublic school entity;
- (3) Presented evidence of satisfactory achievement in assessments prescribed by the Department under Section 49.18(a) (relating to assessment). In addition, presented evidence of having passed the Vocational II assessment (effective September 1, 2008);
- (4) Completed a Pennsylvania Department of Education-approved induction program; and
- (5) Received the recommendation of the preparing Pennsylvania university.

Letter of Equivalency for Bachelor's or Master's Degree

The Letter of Equivalency is issued for public school salary purposes only, as defined by Public School Code and Chapter 49 regulations. A Letter of Equivalency for a Baccalaureate Degree (BEQ) or Master's Degree (MEQ) is available. Eligibility and general information is summarized below. For additional information, refer to the Certification and Staffing Policy and Guideline (CSPG) #10 available on the PDE website.

Eligibility - Letter of Equivalency for a Baccalaureate Degree (BEQ)

The Letter of Equivalency for a Baccalaureate Degree is issued to holders of Vocational Instructional I, Vocational Instructional II or their equivalents upon the accumulation of 90 college credits. A minimum of eighteen (18) credit hours of the final 30 shall be earned at a State-approved baccalaureate degree-granting institution. The remaining 12 may be satisfied, in full or in part, through in-service programs approved by the Secretary of Education for meeting baccalaureate equivalency requirements.

A grade of "C" or better is required in college and university courses in which grades are given and a letter of satisfactory completion is required for all in-service courses used toward the attainment of the letter.

Eligibility - Letter of Equivalency for a Master's Degree (MEQ)

The Letter of Equivalency for a Master's Degree is issued to holders of any valid Level I or II certificate upon the accumulation of thirty-six (36) graduate level credits, of which at least half must be in the content area(s) of the certificate(s) held. A minimum of 18 semester hour credits shall be earned at a State-approved college or university approved for granting graduate level credit. The remaining 18 may be satisfied, in full or in part, through in-service programs approved by the Secretary of Education after October 1, 1972.

A grade of "C" or better is required in college and university courses in which grades are given, and a "Pass" when offered on a Pass/Fail basis. A letter on Intermediate Unit (IU) letterhead bearing the raised seal of the IU Coordinator must be submitted for any in-service courses.

Bachelor's Degree in Vocational Education

Candidates pursuing a bachelor's degree in career and technical education can earn 24 credit hours with the successful completion of an occupational competency assessment. The award of twenty-four (24) credit hours in lieu of the equivalent in technical content course work is deferred until the candidates have matriculated for the bachelor's degree and attained 90 credit hours in formal course work approved by the vocational teacher preparation program Center. The candidates pay the appropriate fee for credits earned from successfully completing the occupational competency assessment just as one would pay for credits earned in any required technical course work.

Evaluation of Experience and Educational Backgrounds of Certificate Candidates

State Board Regulation §49.68 states that institutions of higher education within the Commonwealth with approved teacher education programs are authorized to evaluate, equate, and accredit educational experience and background of candidates for meeting the specific requirements for certification.

Financial Support for the Program

Funding Sources

All Commonwealth Institutional Test Centers approved to offer teacher preparation programs leading to the vocational instructional certificates have a responsibility to provide an evaluation of the educational and experiential background of all candidates interested in pursuing the Vocational Intern or the Vocational Instructional Certificate, and also to provide the candidate with the appropriate teacher preparation activities leading to these certificates. These activities are funded, in part, by basic funding from state and federal sources and in part by tuition and various cost recovery fees from the candidates, including the occupational competency assessment fee. (See page 8 for the current schedule of occupational competency assessment fees.)

Supplemental or Project Funding

Additional funding from state and federal sources may be available to Institutional Test Centers and other entities on a project approval basis for developing, validating, and revising occupational competency examinations; coordinating the use of standardized national examinations; reviewing, analyzing, and reporting scoring procedures and examination results; and conducting proctor workshops.

Standardized Practices in Administering Occupational Competency Assessments

The Occupational Competency Assessment Consortium

The Occupational Competency Assessment (OCA) Consortium was established to ensure a uniform understanding and application of program policy and practice. Members of the consortium include the State OCA Coordinator, Manager of the Division of Adult and Postsecondary Education, Manager of the Division of Certification Services, Workforce Education Directors from the three Institutional Test Centers, and members of the Pennsylvania Association of Career and Technical Administrators. The consortium shall meet at least three times annually. The State OCA Coordinator shall schedule the consortium meetings. A majority vote is needed for recommendation items.

Designation of Institutional Test Center Coordinator

All participating Institutional Test Centers in the Commonwealth will designate qualified persons as the Institutional Test Center Coordinator. The Institutional Test Center Coordinator shall have adequate release time to perform the functions of publicizing tests, counseling potential applicants, admitting applicants to assessments, arranging for assessment facilities, and informing candidates of assessment results. The Institutional Test Centers shall provide adequate clerical support and facilities to accommodate the demands of its service regions. Below is contact information of the approved participating institutions:

Temple University
Center for Career and Technical Education
Ritter Hall 340
Temple University
Philadelphia, PA 19122
(215) 204-6197

The Pennsylvania State University
Professional Personnel Development Center
409 Keller Building
The Pennsylvania State University
University Park, PA 16802
(814) 863-0804

Indiana University of Pennsylvania
Center for Career and Technical Personnel Preparation
Reschini House
1110 Maple Avenue
Indiana University of Pennsylvania
Indiana, PA 15705
(724) 357-2149

Methods of Assessment

As per 22 PA Code 49.142 (a)(1) The applicant shall have: minimum of two years wage earning experience in addition to the learning period required to establish competency in the occupation to be taught. See appendix B.

Pennsylvania utilizes three methods of assessment:

NOCTI

For programs with NOCTI as the assessment method, the Institutional Test Center Coordinator will order examinations directly from NOCTI. The Institutional Test Center Coordinator will make payment for examinations directly to NOCTI, when necessary; and the State OCA Coordinator may assist in completing any of the above transactions. A list of authorized test instruments shall be prepared, disseminated, and updated by the State OCA Coordinator. The Institutional Test Center Coordinator will coordinate scheduling of the written portion to the exam. The Institutional Test Center Coordinator shall instruct selected certified career and technical education teachers in the standard procedures for administering the NOCTI performance portion of the test. This instruction includes preparing materials and facilities, proctoring and evaluating performance tests, and reporting the performance examination results to the Institutional Test Center Coordinator. Proctor workshops are held to update the testing skills of the certified career and technical education teachers serving as a performance test proctors based on NOCTI proctor protocol. These workshops are organized and conducted by the Institutional Test Center. Expenses for these workshops may be supported in whole or in part by the Bureau of Career and Technical Education. Proctors successfully completing these workshops are issued certificates of proficiency, qualifying them to administer only the performance portion of the occupational competency test(s) that corresponds with the occupational competency area(s) registered on their certificates.

Attempt	In Sequence	Out of Sequence
First – Written and Performance	\$400	\$700
Second – Written and Performance	\$400	\$700
Second - Written	\$225	\$400
Second - Performance	\$275	\$475
Third - Written and Performance	\$400	\$700
Third - Written	\$225	\$400
Third - Performance	\$275	\$475

Each Institutional Test Center is authorized to pay each proctor an honorarium as established by the OCA consortium. Honorarium for NOCTI assessments is as follows:

Number of Candidates	Cost
One Candidate	\$175
Two Candidates	\$225
Three Candidates	\$275

Consumable materials used by the candidates during the performance test are included in the costs for administering the examination. All of the costs for administering the examination are paid from the test fees paid by the candidates and supplemented by basic career and technical education teacher education funding and the general fund budget of the preparing institution.

Credential Review

For programs with a credential review as the assessment, the Institutional Test Center Coordinator will refer to Appendix C for the appropriate credentials that align to a CIP Code.

Cost - \$150

Committee Evaluation

For programs with a committee evaluation as the assessment, the Institutional Test Center Coordinator will use the approved evaluation template created by subject matter experts in the specific field to be tested. Institutional Test Center Coordinators will secure proctors and set up a time and date to administer the evaluation. The Institutional Test Center Coordinator must be present during the evaluation to ensure OCA policies are followed.

Cost - \$400

Each Institutional Test Center Coordinator is authorized to pay each proctor an honorarium as established by the OCA consortium. Honorarium for committee evaluation assessments is as follows:

\$150 per proctor (minimum of three)

Responsibilities of the State Occupational Competency Assessment (OCA) Coordinator

Coordinate the OCA Program

The State OCA Coordinator shall be responsible for coordinating the total occupational competency assessment program sponsored by the Pennsylvania Department of Education, Bureau of Career and Technical Education and administered by identified area Institutional Test Center Coordinators located in authorized Institutional Test Centers.

Provide Technical Assistance

The State OCA Coordinator shall provide technical assistance to the Institutional Test Center Coordinators on the appropriate interpretation of teacher certification regulations, the assignment of assessments to Pennsylvania approved programs, the disposition of materials and other matters related to the administration of the OCA program by each authorized Institutional Test Centers.

Act as Chairperson of the OCA Consortium

The State OCA Coordinator shall serve as the chairperson of the occupational competency assessment consortium. As chairperson, the State OCA Coordinator will be responsible for preparing the agenda, conducting the consortium meetings, and preparing and distributing the minutes to the members of the consortium and appropriate bureau staff.

Act as Liaison

The State OCA Coordinator shall serve as liaison to the Bureau of School Leadership and Teacher Quality on all matters related to the OCA program and career and technical education teacher preparation and certifications. The State OCA Coordinator shall also serve as liaison to NOCTI to facilitate the use, development and revision of NOCTI teacher occupational competency assessments.

Prepare and Update Publications and Reports

The State OCA Coordinator shall prepare and present annual reports relative to the OCA activities conducted in the Commonwealth of Pennsylvania. These reports shall include, but not be limited to, detailing all ongoing state assessment activities and updating all OCA program documents such as the policy manuals, the standards and guidelines, publication of the examination list by program areas, and the annual statistical report.

Responsibilities of Institutional Test Center Coordinator

Counsel Candidates

Institutional Test Center Coordinator shall advise prospective teachers of the requirements for certification. The Institutional Test Center Coordinator shall also evaluate prospective teacher's educational background, amounts and types of work experience, and inform them of the procedures for admission to the occupational competency assessment program. These procedures would include information on the appropriate assessment procedures, application, fees, deadline dates; and the required documentation of education, work experience and occupational licenses. Although candidate advisement may be conducted by other qualified institutional staff, the responsibility for advisement remains with the Institutional Test Center Coordinator.

Enroll Candidates for Assessment

The Institutional Test Center Coordinator shall provide the candidates with official applications and instruct the candidates in their completion. The Institutional Test Center Coordinator shall evaluate the education and work experience of the candidates. **All work experience must be in the field for which the person is applying and within the ten year period prior to successful completion of OCA.** The Institutional Test Center Coordinator shall notify the candidates of acceptance or non-acceptance for assessment. The acceptance notice shall include the precise assessment title chosen; method of assessment; and the time, dates and place of the assessment. If denied enrollment, the candidate shall receive notification that includes the reasons for denial.

Schedule Examinations

The Institutional Test Center Coordinator shall schedule the written and performance tests on dates different from those scheduled at the other Institutional Test Centers to accommodate candidates who have conflicts on the date(s) an examination is given by the Institutional Test Center in their region. The Institutional Test Center Coordinator shall disseminate an examination schedule to all career and technical education administrators and to the State OCA Coordinator within the service region of the institution at least two calendar months prior to the nearest testing cycle.

Arrange for Testing Facilities and Proctors of NOCTI Exams

The Institutional Test Center Coordinator shall arrange for facilities, equipment, and reimbursable, consumable supplies with local career and technical education administrators or private industry. The Institutional Test Center Coordinator shall also arrange for the appropriate number of qualified proctors for administering the written and performance portions for each examination.

Arrange for Credential Review/Committee Evaluation

For occupational areas where written or performance examinations do not exist, the candidates are required to successfully complete a credential review/committee evaluation. Assessments limited to credential review are performed by the Institutional Test Center Coordinator. Committee evaluations are facilitated by the Institutional Test Center Coordinator and conducted with the assistance of certified career and technical education teachers, persons employed in the occupational area, and other persons having the appropriate occupational expertise. Specific information regarding the credential review and committee evaluation is found in Appendix C.

Provide for Scoring Examinations

The Institutional Test Center Coordinator shall return all testing materials and answer sheets to NOCTI for scoring. The Institutional Test Center Coordinator shall photocopy the op-scan sheets, performance evaluation, and proctor's comment sheets prior to mailing the test materials to NOCTI. Photocopies of these documents shall become a part of the candidates' files. Other documents that may be needed in the event of candidates' appeal of test results are also to be copied and made a part of the candidates' files. The Institutional Test Center Coordinator will review each case and make the final determination of pass or fail on each part of the NOCTI test, i.e., written and performance or committee evaluation.

Report Assessment Results

The Institutional Test Center Coordinator shall notify the candidates promptly, in writing, of the outcome of any type of assessment. OCA assessments will remain valid for ten years from the date that is on the successful OCA certificate.

In the event of a fail result, the areas of weakness shall be identified and included in the written notification. An employer or prospective employer may be informed that the candidates have received the assessment results but not the results themselves as this is confidential to the candidate.

The Institutional Test Center shall submit annual reports of occupational test results. The report shall include the number of candidates evaluated by examination, credential review, and committee evaluation; the number who passed and the number who failed the assessment; and the occupational areas in which assessments were conducted.

Retest Candidates

The Institutional Test Center Coordinator may honor requests for a retest after the failing candidates have been advised of their weaknesses. Candidates will be eligible to retest no earlier than three months from the previous test or prior to the completion of additional work experience and/or verified study of 250 hours for first failure and 500 hours for second failure. An Institutional Test Center Coordinator may alter this requirement by adding more hours if they feel it is imperative to the success of the candidate. Remediation plans must use the format as shown in Appendix D. Remediation plans for a third assessment must be prepared with Institutional Test Center input and reviewed by the state OCA coordinator prior to implantation. A third assessment must be approved by the OCA consortium. An Institutional Test Center Coordinator may not honor a request for a third assessment without approval from the OCA consortium.

Withdrawal of Candidates from Tests

Candidates shall notify the Institutional Test Center Coordinator of their withdrawal at least 48 hours before the commencement of their assessment. Accordingly, the Institutional Test Center shall refund the candidates fee. Candidates who fail to report for tests without notification or who sign a withdrawal at the assessment site, forfeit all fees.

Appeals to Occupational Competency Assessment Results

Candidates who wish to challenge OCA procedure may submit written appeals to Institutional Test Center who, in turn, will request the State OCA Coordinator to name a committee to review the case and establish the process with the assistance of the legal office. The Institutional Test Center shall make the request in writing and provide the State OCA Coordinator with a complete candidate file including all prior assessment proceedings within 30 days of receipt of the

candidate's appeal. The candidates may be invited to appear before the committee. The recommendations of the majority of the committee (acting for the Department of Education), whether concurring with or reversing the original assessment, shall be final. The State OCA Coordinator shall forward the decision to the Institutional Test Center and the appealing parties.

Determination of Scoring Procedures

The cutoff scores for both the written and performance portions shall be determined by PDE in consultation with experts in the field of educational measurement and statistical analysis.

Appendix A – LIST OF DUTIES AND RESPONSIBILITIES OF THE Institutional Test Center Coordinator

1. File Institutional Test Center authorized signature with the Bureau of School Leadership & Teacher Quality. (par. III B (3), Policies and General Procedures Relating to the Certification of Vocational Teachers in Pennsylvania).
2. Maintain a supply of brochures and forms necessary to conduct the OCA program.
3. Respond to all inquiries about the OCA program.
4. Accept applications from prospective candidates.
5. Review applicant credentials.
6. Counsel all applicants regarding:
 - A. assessment procedure;
 - B. formal application;
 - C. appropriate fee;
 - D. scheduled testing; and
 - E. documents:
 - (1) education;
 - (2) work experience; and
 - (3) occupational license.
7. Maintain secure inventory of state examinations and related documents. (Confidentiality and prevention of compromise is paramount.)
8. Administer the written examination.
9. Arrange for facilities and equipment for the performance test.
10. Maintain current list of proctors and status of in-service proctor training.
11. Conduct performance proctor training workshops.
12. Employ proctors for testing.
13. Notify candidates of time, place and other details of scheduled testing via first class mail.
14. Review proctors' reports of performance tests.
15. Determine candidate's pass/fail by evaluating written and performance test scores in relation to statistical data and proctors' recommendations.
16. Notify failed candidates in writing of failure. Include diagnostic reports of strengths and weaknesses and recommend corrective action if failed candidates should desire retesting.
17. Inform candidates of retest procedures.
18. Counsel failed candidates through personal counseling sessions.
19. Provide diagnostic reports of strengths and weaknesses to passing candidates if requested.
20. Arrange payments of proctors and reimbursement of supplies, etc.
21. Submit annual report to the State OCA Coordinator on the number of applications, number of assessments, type of assessments, and the number of assessments failed.
22. Represent universities at state and national occupational competency meetings, seminars, etc.
23. In absence of approved testing instruments, organize and coordinate committee evaluations.
24. Accept appeals of failed candidates and resolve actions pertaining thereto as prescribed in the Policy Manual.
25. Order tests from NOCTI and arrange financial transactions.
26. Attend meetings of OCA Consortium.
27. Participate in determining and recommending test development and revision.

28. Participate in recommending OCA policy to the State Director of Career and Technical Education.
29. Forward candidate and proctor comments on test conditions to State OCA Coordinator for review and consideration by staff of NOCTI.

Appendix B - EMPLOYMENT EXPERIENCE GUIDELINES

1. The following is to be used to meet the employment experience requirement.
 - a. A minimum of four years (8000 hours) comprehensive wage earning experience beyond the learning period to include experience directly related to the occupation to be taught. Learning period is defined as formal educational or professional experience in which the person was being trained for the occupation to be taught.
 - b. A minimum of four years (8000 hours) of military employment or service beyond the training period directly related to the occupation to be taught.

2. The following are other employment experience considerations:
 - a. The employment experience must be completed within a ten-year period immediately prior to successful completion of the occupational competency assessment.
 - b. Part-time work experience will be evaluated on the basis of two thousand (2000) clock-hours as equivalent to one calendar year.
 - c. Work experience used in verifying occupational experience in one occupation may also be used to verify occupational experience in another closely related occupation.

NOTE: Secondary or Postsecondary teaching (including paraprofessional) experience in the occupational area **cannot** be counted toward the work experience requirement.

Supervisory experience in the industry setting **cannot** be counted toward the work experience requirement.

Appendix C - CREDENTIAL REVIEW AND COMMITTEE EVALUATION

The Chapter 49 Regulations of the Pennsylvania State Board of Education require that a candidate applying for Vocational Education teacher certification successfully complete the specific occupational competency examination identified for their occupational areas. For occupational areas where written or performance examinations do not exist, the candidate will be required to complete a credential review or a committee evaluation as designated by the Classification of Instructional Programs (CIP) description.

The standards and guidelines contained within this document are to be followed by the Institutional Test Center Coordinator at each of the Institutional Test Centers: Indiana University of Pennsylvania, The Pennsylvania State University and Temple University, authorized to administer the OCA program when conducting the credential review or committee evaluation. Strict adherence to the standards and guidelines assure an objective evaluation of the candidate's occupational competencies, and provides for consistency and uniformity in the statewide administration of the credential review or committee evaluation process.

Guidelines for Credential Review

12.0401 COSMETOLOGIST

Rev: 08/08/14

Requirements for entering a Cosmetology certification program in approved teacher preparing institutions:

- A. Holds a cosmetology teacher's license issued by the Pennsylvania State Board of Cosmetology.

A public school program having but one cosmetology teacher requires that the teacher be a duly registered Supervisor who has been an active full-time teacher of cosmetology in a cosmetology school in the Commonwealth of Pennsylvania for a two-year period or its equivalent as part-time.

12.0402 BARBERING/BARBER

Rev: 08/08/14

Requirements for entering a Barbering certification program in approved teacher preparing institutions:

- A. Holds a barber teacher's license issued by the Pennsylvania State Board of Barber Examiners.

51.0601 DENTAL ASSISTANT

Rev 01/19

Requirements for entering a Dental Assisting certification program in approved teacher education institutions:

- A. Shall be graduated from an approved postsecondary dental assisting program accredited by the National Council on Dental Education **AND** certified as a dental assistant.

OR

- B. Shall be graduated from a postsecondary program for Expanded Functions Dental Assistant and be licensed as an Expanded Functions Dental Assistant by the PA State Board of Dentistry.

OR

- C. Shall be graduated from a postsecondary college for dental hygienists **AND** licensed as a dental hygienist by the PA State Board of Dentistry.

51.0707 HEALTH INFORMATION TECHNOLOGY/TECHNICIAN

Rev: 08/08/14

Requirements for entering a Health Information Technology certification program in approved teacher education institutions:

- A. Has successfully completed an approved associate degree health information technology program, as established by the American Health Information Management Association (AHIMA), **AND** passed a national certification exam becoming a Registered Health Information Technician (RHIT). RHIT programs are accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIM), in cooperation with the American Health Information Management Association (AHIMA).

OR

- B. Has successfully completed an approved baccalaureate or post baccalaureate degree health information technology program, as established by the American Health Information Management Association (AHIMA), **AND** passes a national certification exam becoming a Registered Health Information Administer (RHIA). RHIA programs are accredited by the Commission on Accreditation for Health Informatics and Information Management (CAHIIM), in cooperation with the American Health Information Management Association (AHIMA).

51.0801 MEDICAL ASSISTANT

Rev: 08/08/14

Requirements for entering a Medical Assistant certification program in approved teacher education institutions:

- A. Shall be a graduate of an approved school of professional nursing **AND** currently licensed as an RN in the Commonwealth of Pennsylvania.

OR

- B. Shall be a graduate of an approved and nationally accredited postsecondary school for medical assistant and certified as a Medical Assistant.

**51.0808 VETERINARIAN ASSISTANT/ANIMAL HEALTH TECHNOLOGY/
TECHNICIAN AND VETERINARY ASSISTANT**

Rev: 08/08/14

Requirements for entering a Veterinarian Assistant/Animal Technician certification program in approved teacher education institutions:

- A. Has an Associate or Bachelor Degree in Veterinary Medical Technology **AND** currently licensed as a veterinary technician by the PA State Board of Veterinary Medicine

OR

- B. A Doctor of Veterinary Medicine (DVM/VMD) from an AVMA accredited institution **AND** currently licensed by the PA State Board of Veterinary Medicine.

51.0899 HEALTH AND MEDICAL ASSISTANTS, OTHER

Rev: 02/12/18

Requirements for entering a Health Assisting certification program in approved teacher education institutions:

- A. Shall be a graduate of an approved school of professional nursing **AND** currently licensed as an RN in the Commonwealth of Pennsylvania.

OR

- B. Any listed license/certified healthcare professional who has a minimum of a Bachelor's degree prepared in their field of practice **AND** currently licensed by the PA Department of State.

Chiropractic
Occupational Therapy
Optometry
Osteopathic Medicine
Pharmacy
Physical Therapy
Podiatry
Psychology

NOTE: If offering a PDE - approved Nurse Aide training program where students are eligible to test and have their name placed on the PA NA Registry, the instructor must be qualified under OBRA regulations.

51.0904 EMERGENCY MEDICAL TECHNOLOGY/TECHNICIAN

Rev: 08/08/14

Requirements for entering a EMT certification program in approved teacher education institutions:

A. Has an EMT Instructor certification.

OR

B. Has a Paramedic Instructor certification.

51.3902 NURSING ASSISTANT/AIDE

Rev: 05/08/15

Requirements for entering a Nurse Aide certification program in approved teacher education institutions:

A. Shall be a graduate of an approved school of professional nursing and currently licensed as an R.N. in the Commonwealth of Pennsylvania.

NOTE: If offering a PDE-approved nurse aide training program where students are eligible to test and have their name placed on the PA NA Registry, the instructor must be qualified under OBRA regulations.

51.2604 REHABILITATION AIDE

Requirements for entering a Health Related Technology certification program in approved teacher education institutions:

A. A current license/certification by the PA Department of State in one of the following disciplines:

Athletic Trainer
Physical Therapist
Physical Therapy Assistant
Occupational Therapist
Occupational Therapy Assistant

51.9999 HEALTH PROFESSIONS AND RELATED SCIENCES, OTHER

Rev: 05/08/15

Requirements for entering a Health Related Technology certification program in approved teacher education institutions:

- A. Shall be a graduate of an approved school of professional nursing **AND** currently licensed as an RN in the Commonwealth of Pennsylvania.

OR

- B. Shall be a graduate of an approved baccalaureate program in medical technology **AND** hold current registration in the national registry.

OR

- C. Any listed license/certified health care professional who has a minimum of a Bachelor's degree prepared in their field of practice and currently licensed by the PA Department of State.

Chiropractic
Occupational Therapy
Optometry
Osteopathic Medicine
Pharmacy
Physical Therapy
Podiatry
Psychology

NOTE: If offering a PDE-approved Nurse Aide training program where students are eligible to test and have their name placed on the PA NA Registry, the instructor must be qualified under OBRA regulations.

Guidelines for Committee Evaluation

- A. The professionals selected to be on the evaluation committee must have demonstrated competency through teaching or work experience in the area tested and if appropriate, hold credentials in the area to be evaluated.
- B. The committee should be comprised of no less than three members (to break any tie votes) and no more than five members. Each evaluation committee should have:
 - One (1) vocational instructor certified in the area to be tested.
 - One (1) person from the specific industry or trade related to the area.
 - One (1) person from a university or training institute specific to the industry or trade area. If this person is not available, a second specific tradesperson will be used.
- C. The Institutional Test Center Coordinator is not a voting member of the committee, but the Institutional Test Center Coordinator will work with the committee to facilitate the candidate evaluation.
- D. The Institutional Test Center Coordinator, evaluation committee, and candidate should be provided with a private conference or meeting room. The location should be away from the mainstream of traffic. To avoid interruptions, post "Testing in Progress" signs and alert staff to hold all calls and messages for the Institutional Test Center Coordinator, committee members, and candidate (unless an emergency). The lighting, seating and temperature should be controlled. The candidate evaluation may be recorded on an audio tape provided by the candidate.
- E. Once the committee has been identified and accepts the responsibility of reviewing the candidate, the candidate should be notified to appear on a specific date, time, and location via USPS mail. The candidate is also given the Candidate Information Form which describes the testing procedures, scope of questions, and scoring process.
- F. Pre-Candidate Evaluation
 - 1. The committee will convene approximately 30-45 minutes before the arrival of the candidate. During this time, introductions are made and the complete evaluation process is presented to the committee by the Institutional Test Center Coordinator.
 - 2. Following the orientation, each member of the committee is presented with a complete folder of the candidate's documents for review. Committee members will also be given the Test Item Bank at which time they will select questions to be asked of the candidate.
- G. Candidate Evaluation
 - 1. When the committee members are prepared, the candidate is brought into the room and introduced to each member of the committee.
 - 2. The candidate is requested to introduce him/herself by explaining a little about themselves and their interest in teaching in the field for which they are being evaluated.

3. Once the candidate has completed his/her introduction, a member of the committee is selected at random by the Institutional Test Center Coordinator to begin the questioning period. Typically, each member of the committee will take a turn and then defer the questioning to another member.
4. During the questioning, the Institutional Test Center Coordinator is present but does not participate in the questioning process. The primary role of the coordinator is to maintain the decorum of the evaluation meeting.
5. The Institutional Test Center Coordinator is responsible for maintaining a balance of questions from each examiner as well as maintaining a sense of clarity for the candidate. To insure uniformity throughout the Centers, **all questions** asked must be from the Test Item Bank. During the candidate evaluation, the committee members will record the rating of the candidate's responses and indicate his/her weaknesses on the Evaluator's Worksheet.
6. The candidate's needs must be monitored at all times. At times when the candidate is unsure of a question, a request for clarification of the question can come from the candidate or Institutional Test Center Coordinator. The candidate's lack of preparedness for any segment of the test should be recorded by the Institutional Test Center Coordinator for counseling purposes.

H. Post-Candidate Evaluation

1. When the questioning has ended, the candidate is asked to leave. He/she is instructed that the results of this evaluation will be sent in the mail within two weeks. The committee then individually completes the Summation Evaluation Form.
2. After the Summation Evaluation Forms are completed, the committee will work together on the Final Decision Recording Form. On this form, the committee will collectively write down three strengths and three weaknesses of the candidate, give a final rating, and based on that rating, check the pass or fail box. All committee members including the Institutional Test Center Coordinator will sign and date the form.
3. The candidate will be notified promptly, in writing, of the results of the test. If the candidate passes the test, he/she will be instructed in the next steps to certification. In the event of a fail decision by the committee, the areas of weakness as identified by the review committee will be delineated in the results provided. The Institutional Test Center Coordinator will refer to section 8 – Retest Candidates, under Responsibilities of Institutional Test Center Coordinator for retest procedures.

GOAL Defined performance improvement	ACTIVITIES List the activities to improve performance	HOURS	ASSESSMENT Expected results	TIMELINE Date to be completed

TOTAL HOURS:

I _____ agree to complete the items identified in this Professional Improvement Plan (PIP) and to make every effort to reach the goals and expectations defined. I understand that a PIP must be completed before taking the OCA for a second or third attempt.

Candidate Signature

Date

Institutional Test Center Director

Date

A copy of this Professional Improvement Plan may be provided to your school administrator.

The OCA PIP Meeting Log is to be completed by the Institutional Test Center Coordinator in collaboration with candidate to ensure the approved activities are completed to meet the goal(s) outlined in the PIP.

Name:

OCA PIP Meeting Log

Date	Reviewed Activity	Total Hours Completed at Review Date	Institutional Test Center Coordinator Initials	Comments

The Professional Improvement Plan has been completed to the satisfaction of the Institutional Test Center.

Candidate Signature
ate

Date

Institutional Test Center Director

Date