
Employment Standards for Vocational Education Administrators (Rule)

The Background:

Employment Standards for Vocational Education Supervisory positions are addressed on page 5 in the 1999 Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools, 0520-1-2-.03(10)(i). School systems were notified by the Assistant Commissioner of Vocational-Technical Education in April 1999 that the standard must be met by July 2001 in order to be in compliance with the standard.

Waivers were extended by the Commissioner to grant waivers for the vocational director's employment standard to include the 2003-04 school year. Waivers were only granted to those individuals who were in vocational director positions prior to April 1999, but did not meet the criteria set forth in the standard. There are currently nineteen (19) vocational/director's who are on waivers.

A Task Force was convened this past year to clarify and strengthen the current vocational employment standard for those who administer vocational programs in Tennessee. There had been confusion in the field regarding employment standards and waivers. The recommendation provides clarification of requirements and a professional matrix process for those who seek to become vocational administrators.

The State Board of Education accepted the recommendations for employment standards on first reading.

PACKET

TASK FORCE EMPLOYMENT STANDARDS FOR VOCATIONAL EDUCATION ADMINISTRATORS

ATTACHMENTS

- A) Task Force Members**
- B) Current Employment Standard**
- C) Recommendation – Employment Standard for Vocational Administrator**
- D) Professional Matrix for Vocational Administrator**
- E) Survey of Competencies for the position of Vocational Administrator**
- F) Survey Results – Data Analysis**

Attachment A

TASK FORCE

MEMBERS

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Debra E. Owens, Deputy Executive Director, SBE

Attachment B

(Employment Standard currently being used)

EMPLOYMENT STANDARD FOR VOCATIONAL EDUCATION SUPERVISORY POSITION

Persons holding vocational education supervisory positions including local director, supervisor, coordinator specialists, assistant principals for vocational education, and center administrators shall have a minimum of a bachelor's degree in vocational education from an accredited four-year college or university and shall have completed three years of teaching experience in an approved vocational-technical education program. They shall also have two years of appropriate employment experience in a recognized occupation. *[Tennessee Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools 0520-1-2-.03(10)(i)]*

or

A bachelor's degree in education and hold one of the vocational endorsements (listed below) and shall have completed three years of teaching experience in an appropriate employment experience in a recognized occupation.

Marketing	052, 471, 472, 111
Vocational Office Education	311, 435, 436, 111
Technology Education	070, 470, 111
Family & Consumer Sciences	050, 450, 111
Agriculture	048, 448, 111

or

A bachelor's degree in education and an occupational license and shall have completed three years of teaching experience in an approved vocational-technical program. They shall also have two years of appropriate employment experience in a recognized occupation.

or

A master's degree in vocational education and shall have completed three years of teaching experience in an approved vocational-technical program. They shall also have two years of appropriate employment experience in a recognized occupation.

Attachment C

Recommendation **Employment Standard for Vocational Education Administrators**

(Current)

Persons holding vocational education supervisory positions including local director, supervisor, coordinator specialists, assistant principals for vocational education, and center administrators shall have a minimum of a bachelor's degree in vocational education from an accredited four-year college or university and shall have completed three years of teaching experience in an approved vocational-technical education program. They shall also have two years of appropriate employment experience in a recognized occupation. [*Tennessee Rules, Regulations and Minimum Standards for the Governance of Tennessee Public Schools 0520-1-2-.03(10) (i)*]

Proposed Addition

or,

A minimum of a bachelor's degree with vocational education endorsement, and three years teaching experience and two years of appropriate work experience, and complete a required matrix, (vocational/technical core competencies for professional development), within a three-year period,

or,

An endorsement in secondary Administration/Supervision and complete required matrix, (vocational/technical core competencies for professional development), within a three-year period. (*Superintendent, Principal 7-12, Supervisor of Instruction 7-12 or K-12, Administration Supervisor, Beginning or Professional Administrator K-12*)

REVISED 09/22/04

SURVEY

Name: _____ Position: _____ System: _____

Please circle the importance of each competency in relation to its importance in your position as Vocational Director/Administrator. In the left-hand column please indicate with: 1 - very important, 2 - important, 3 - somewhat important, and 4 - less important.

In the right hand column please check (√) the competencies that you feel you would like additional professional development, now.

Importance of Competency Module very ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ less	High Performing Leadership Competency STRATEGIC PLANNING MODULE	√
1 2 3 4	Developing Mission / Values / Purpose	
1 2 3 4	Analyzing Data to Determine Needs and Lead Change	
1 2 3 4	Developing Realistic Goal Setting	
1 2 3 4	Marketing Strategies for Career and Technical Education	
1 2 3 4	Planning for Continuous Improvement	
1 2 3 4	Creating High Performing Learning Communities	

Please provide any suggestions for additional competencies within this module:

1 2 3 4		
1 2 3 4		

Importance of Competency Module very ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ less	High Performing Learning Environment Competency EFFECTIVE PRACTICES MODULE	√
1 2 3 4	Providing Focused Effective Professional Development	
1 2 3 4	Developing Active CTSO's	
1 2 3 4	Selecting and Recruiting Competent Staff	
1 2 3 4	Prioritizing, Mapping and Monitoring Curriculum	
1 2 3 4	Integrating Technical and Core Academics within CTE	
1 2 3 4	Building Seamless Gateways 9-16 (Articulation)	
1 2 3 4	Promoting Safe Practices in Classrooms and Laboratories	
1 2 3 4	Leading Assessment and Instruction	
1 2 3 4	Organizing the Learning Environment	

Please provide any suggestions for additional competencies with this module:

1 2 3 4		
1 2 3 4		

Importance of Competency Modules very ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ less	Personal Leadership Effectiveness Competency BEHAVIOR MODULE	√
1 2 3 4	Setting Climate of Expectations	
1 2 3 4	Building Time Management Skills	
1 2 3 4	Motivating Others	
1 2 3 4	Building and Leading Effective Teams	
1 2 3 4	Communicating Effectively	
1 2 3 4	Developing Problem-Solving Skills	
1 2 3 4	Dealing with Difficult People	
1 2 3 4	Demonstrating the Learning Expectations	
1 2 3 4	Handling Multiple Roles	
1 2 3 4	Analyzing Research to Impact Systems Thinking	
1 2 3 4	Understanding Self & Others – Individual & Organizational Value System	

Please provide any suggestions for additional competencies within this module:

1 2 3 4		
1 2 3 4		

Importance of Competency Modules <i>very</i> ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ <i>less</i>	Networking and Technical Skills Competency NETWORKING / INTEGRATION MODULE	√
1 2 3 4	Designing a Teacher Mentoring Program	
1 2 3 4	Enhancing Computer Technical Skills	
1 2 3 4	Promoting Postsecondary Articulation	
1 2 3 4	Building Business / Community Linkages	
1 2 3 4	Developing Effective Advisory Committees	
1 2 3 4	Evaluating Employment Needs	
1 2 3 4	Participating in a Vocational Director's Mentoring Program	
1 2 3 4	Partnering with Labor and Workforce Development	

Please provide any suggestions for additional competencies within this module:

1 2 3 4		
1 2 3 4		
1 2 3 4		

Importance of Competency Module <i>very</i> ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ <i>less</i>	Fiscal Accountability Competency ACCOUNTABILITY REPORTING MODULE	√
1 2 3 4	Developing Local Plans / Addendums	
1 2 3 4	Documenting Program and Staff Effectiveness	
1 2 3 4	Understanding School Finance	
1 2 3 4	Understanding State and Federal Reporting Requirements	
1 2 3 4	Understanding BEP Funding	
1 2 3 4	Developing Web-based Reporting Applications	
1 2 3 4	Developing Grant Writing Skills	
1 2 3 4	Avoiding Audit Liability (OMB – EDGAR)	
1 2 3 4	Upgrading and Modernizing Programs	
1 2 3 4	Understanding Contracts and Budget Addendums	

Please provide any suggestions for additional competencies within this module:

1 2 3 4		
1 2 3 4		

LOCAL DIRECTOR/ADMINISTRATOR PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The Southern Region Education Board (SREB) has developed the following core modules as part of its Leadership Academy. Please indicate your degree of interest/participation, if specific Academy Modules were made available beginning this summer. The modules are intensive and would require the LEA to bring a leadership team comprised of local director, and two or three staff members: i.e. principal, vice principal, department chair, lead teacher or other aspiring administrators. Descriptions of each module and time allotment are detailed as follows:

PARTICIPATION INTEREST
YES OR NO

Using Data to Lead Change (four days; 3+1)

Y N

Schools that successfully improve student achievement do so by regularly using data to guide decisions about instruction, student support and professional development. Easy-to-use processes are taught and participants learn how data is a vital part of the school improvement process.

Prioritizing, Mapping, and Monitoring the Curriculum (four days; 2+1+1)

Y N

In a high stakes testing world, this module helps schools keep their curriculum on target. Participants will learn the benefits of prioritizing, mapping and monitoring the curriculum and more deeply understand what we want students to learn, which learning is most important, and how to know if the curriculum is being taught.

Leading Assessment and Instruction (five days; 2+1+2)

Y N

Participants learn to link curriculum, assessment and instruction; to use effectively assessment for learning strategies to improve learning; to recognize good instruction; and to use effective research-based instructional strategies; tools and processes to observe/study assessment and instruction.

Meeting the Standards:

Looking at Teacher Assignments & Student Work (three days; 2+1)

Y N

Schools can adopt standards that ask students to learn at high levels, but classroom assignments often do not match the standards. Participants learn a process that schools can use to analyze teacher assignments and student work to determine if assignments really require students to do high quality work that helps them meet the standards.

Creating a High Performance Learning Culture (four days; 3+1)

Y N

Schools cannot improve when the culture does not support school improvement. Often in the push to improve quickly, the school's culture is forgotten. Participants will learn what culture is and why it must be cultivated; what roles leaders play in growing the culture; and what tools and strategies are available to help leaders foster a culture that supports improvement, high expectations and the well being of students.

Providing Focused and Sustained Professional Development (four days; 2+2)

Y N

Professional development is a powerful tool for changing schools, yet professional development is frequently done poorly and results in little or no positive change. Participants will examine the characteristics of professional development in high and low-performing schools; learn how to structure successful learning for the staff; and learn how schools can create a professional learning community.

DATA ANALYSIS REPORT TASK FORCE

SURVEY: Competencies Required of Vocational Director/Administrator

Survey rate of return: 100%

All directors in the state completed the survey. 129 Respondents

Survey results reflect the degree of importance that respondents felt regarding the competencies that should be possessed by those serving as local system, Vocational/Director Administrator.

For survey data analysis of rank importance, those respondents who rated the importance of each module, 1 or 2 were combined (very important and important). Those respondents who rated the importance of each competency, 3 or 4 were combined (somewhat important and less important). Data is combined by percentages.

Respondents ranked the following modules as important - 90-93%:

	Very Important - Important
• Upgrading and Modernizing Program	93%
• Planning for Continuous Improvement	92%
• Providing Focused Effective Staff Development	92%
• Setting Climate of Expectations	90%

Respondents ranked these modules as lesser importance – 68-78%:

	Somewhat Important - Less
• Developing Active CTSO's	71%
• Understanding Self and Others	70%
• Organizing the Learning Environment	75%
• Developing Grant Writing Skills	75%
• Participating in a Director's Mentoring Program	68%
• Designing a Teacher's Mentoring Program	78%

An analysis of total 44 items, all but three (3) competencies were ranked in importance of 75% or higher:

• 1	Competency received the rank of	95% -100% higher
• 4	Competencies received the rank of	90% - 94% higher
• 12	Competencies received the rank of	85% - 89% higher
• 16	Competencies received the rank of	80% - 84% higher
• 8	Competencies received the rank of	75% - 79% higher
• 2	Competencies received the rank of	70% - 74% higher
• 1	Competency received the rank of	65% - 69% higher

Competencies that respondents felt they would like professional development now.

<u>Item</u>	<u>Total Number of Respondents</u>
• Analyzing Data	48
• Marketing Strategies	42
• Developing Local Plan/Addendums	41
• Integrating Technical & Core Academics	38
• Creating High Performing Learning Communities	37
• Providing Focused Effective Prof Development	37
• Developing Grant Writing Skills	37

Local Director's Professional Development Opportunities

The following respondents indicated that they would bring planning teams to these SREB Professional Development Academics.

• Using Data to Lead Change	73
• Providing Focused & Sustained Prof. Development	64
• Creating a High Performance Learning Culture	59
• Meeting the Standards: Looking at Teacher Assignments and Student Work	59

STATE DEPARTMENT ACTION on Survey Results

LOCAL PLAN ADDENDUM BOOT CAMP – MAY 2004

One (1) day hands-on technical assistance workshop for Vocational Directors to prepare them with the skills to complete the Local Plan addendum and send it electronically.

ACADEMY-USING DATA TO LEAD CHANGE – JULY 2004

(Four days: 3 + 1) Schools successfully improve student achievement do so by regularly using data to guide decisions about instruction, student support, and professional development. Easy-to-use processes are taught and participants learn how data is a vital part of the school improvement process.

Importance High to Low	STRATEGIC PLANNING	Staff Development	Rank H - L	Rank Staff Dev
83% to 16%	Developing Mission / Values / Purpose	16		
95% to 03%	Analyzing Data to Determine Needs and Lead Change	48	1	1
86% to 12%	Developing Realistic Goal Setting	22		
87% to 11%	Marketing Strategies for Career and Technical Education	42	3	2
92% to 07%	Planning for Continuous Improvement	36	2	6
78% to 20%	Creating High Performing Learning Communities	37		5

Importance High to Low	EFFECTIVE PRACTICES	Staff Development	Rank H - L	Rank Staff Dev
92% to 06%	Providing Focused Effective Professional Development	37	1	5
71% to 27%	Developing Active CTSO's	7		
84% to 16%	Selecting and Recruiting Competent Staff	21		
79% to 19%	Prioritizing, Mapping and Monitoring Curriculum	31		8
89% to 09%	Integrating Technical and Core Academics within CTE	38	2	4
79% to 18%	Building Seamless Gateways 9-16 (Articulation)	28		
82% to 16%	Promoting Safe Practices in Classrooms and Laboratories	18		
84% to 14%	Leading Assessment and Instruction	22	3	
75% to 23%	Organizing the Learning Environment	19		

Importance High to Low	BEHAVIOR	Staff Development	Rank H - L	Rank Staff Dev
90% to 08%	Setting Climate of Expectations	22	1	
84% to 14%	Building Time Management Skills	20		
87% to 11%	Motivating Others	26	2	
85% to 13%	Building and Leading Effective Teams	31		8
88% to 11%	Communicating Effectively	17	3	
84% to 14%	Developing Problem-Solving Skills	17		
86% to 12%	Dealing with Difficult People	30		9
84% to 14%	Demonstrating the Learning Expectations	11		
81% to 17%	Handling Multiple Roles	25		
81% to 18%	Analyzing Research to Impact Systems Thinking	29		10
70% to 25%	Understanding Self & Others – Individual & Organizational Value Systems	7		

Importance High to Low	NETWORKING / INTEGRATION	Staff Development	Rank H - L	Rank Staff Dev
78% to 20%	Designing a Teacher Mentoring Program	29		10
84% to 14%	Enhancing Computer Technical Skills	27	2	
81% to 17%	Promoting Postsecondary Articulation	22	3	
85% to 13%	Building Business / Community Linkages	25	1	
78% to 20%	Developing Effective Advisory Committees	21		
81% to 17%	Evaluating Employment Needs	20	3	
68% to 21%	Participating in a Vocational Director's Mentoring Program	20		
81% to 17%	Partnering with Labor and Workforce Development	20	3	

Importance High to Low	ACCOUNTABILITY REPORTING	Staff Development	Rank H - L	Rank Staff Dev
86% to 11%	Developing Local Plans / Addendums	41		3
89% to 09%	Documenting Program and Staff Effectiveness	30	2	9
78% to 19%	Understanding School Finance	24		
88% to 11%	Understanding State and Federal Reporting Requirements	28	3	
81% to 17%	Understanding BEP Funding	27		
82% to 16%	Developing Web-based Reporting Applications	34		7
75% to 23%	Developing Grant Writing Skills	37		5
83% to 15%	Avoiding Audit Liability (OMB – EDGAR)	27		
93% to 04%	Upgrading and Modernizing Programs	28	1	
88% to 10%	Understanding Contracts and Budget Addendums	24	3	

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PARTICIPATION INTEREST

YES OR NO

Using Data to Lead Change (four days; 3+1)

73 ___
Y N

Schools that successfully improve student achievement do so by regularly using data to guide decisions about instruction, student support and professional development. Easy-to-use processes are taught and participants learn how data is a vital part of the school improvement process.

Prioritizing, Mapping, and Monitoring the Curriculum (four days; 2+1+1)

54 ___
Y N

In a high stakes testing world, this module helps schools keep their curriculum on target. Participants will learn the benefits of prioritizing, mapping and monitoring the curriculum and more deeply understand what we want students to learn, which learning is most important, and how to know if the curriculum is being taught.

Leading Assessment and Instruction (five days; 2+1+2)

56 ___
Y N

Participants learn to link curriculum, assessment and instruction; to use effectively assessment for learning strategies to improve learning; to recognize good instruction; and to use effective research-based instructional strategies; tools and processes to observe/study assessment and instruction.

Meeting the Standards:

Looking at Teacher Assignments & Student Work (three days; 2+1)

59 ___
Y N

Schools can adopt standards that ask students to learn at high levels, but classroom assignments often do not match the standards. Participants learn a process that schools can use to analyze teacher assignments and student work to determine if assignments really require students to do high quality work that helps them meet the standards.

Creating a High Performance Learning Culture (four days; 3+1)

59 ___
Y N

Schools cannot improve when the culture does not support school improvement. Often in the push to improve quickly, the school's culture is forgotten. Participants will learn what culture is and why it must be cultivated; what roles leaders play in growing the culture; and what tools and strategies are available to help leaders foster a culture that supports improvement, high expectations and the well being of students.

Providing Focused and Sustained Professional Development (four days; 2+2)

64 ___
Y N

Professional development is a powerful tool for changing schools, yet professional development is frequently done poorly and results in little or no positive change. Participants will examine the characteristics of professional development in high and low-performing schools; learn how to structure successful learning for the staff; and learn how schools can create a professional learning community.

SURVEY – RESULTS

Please circle the importance of each competency in relation to its importance in your position as Vocational Director/Administrator. In the left-hand column please indicate with: 1 - very important, 2 - important, 3 - somewhat important, and 4 - less important.

In the right hand column please check (√) the competencies that you feel you would like additional professional development, now.

Importance of Competency Module very ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ less	High Performing Leadership Competency STRATEGIC PLANNING MODULE	√
83% 16%	Developing Mission / Values / Purpose	16
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92% 07%	Planning for Continuous Improvement	36
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Please provide any suggestions for additional competencies within this module:

Importance of Competency Module very ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ less	High Performing Learning Environment Competency EFFECTIVE PRACTICES MODULE	√
92% 06%	Providing Focused Effective Professional Development	37
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Please provide any suggestions for additional competencies with this module:

Importance of Competency Modules very ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ ⇨ less	Personal Leadership Effectiveness Competency BEHAVIOR MODULE	√
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84% 14%	Building Time Management Skills	20
87% 11%	Motivating Others	26
85% 13%	Building and Leading Effective Teams	31
88% 11%	Communicating Effectively	17
84% 14%	Developing Problem-Solving Skills	17
86% 12%	Dealing with Difficult People	30
84% 14%	Demonstrating the Learning Expectations	11
81% 17%	Handling Multiple Roles	25
81% 18%	Analyzing Research to Impact Systems Thinking	29
70% 25%	Understanding Self & Others – Individual & Organizational Value System	7

Please provide any suggestions for additional competencies within this module:

Continued on back

Importance of Competency Modules <i>very</i> ⇨⇨⇨⇨⇨⇨⇨⇨⇨ <i>less</i>		Networking and Technical Skills Competency NETWORKING / INTEGRATION MODULE	√
78%	20%	Designing a Teacher Mentoring Program	29
84%	14%	Enhancing Computer Technical Skills	27
81%	17%	Promoting Postsecondary Articulation	22
85%	13%	Building Business / Community Linkages	25
78%	20%	Developing Effective Advisory Committees	21
81%	17%	Evaluating Employment Needs	20
68%	21%	Participating in a Vocational Director's Mentoring Program	20
81%	17%	Partnering with Labor and Workforce Development	20

Please provide any suggestions for additional competencies within this module:

Importance of Competency Module <i>very</i> ⇨⇨⇨⇨⇨⇨⇨⇨⇨ <i>less</i>		Fiscal Accountability Competency ACCOUNTABILITY REPORTING MODULE	√
86%	11%	Developing Local Plans / Addendums	41
89%	09%	Documenting Program and Staff Effectiveness	30
78%	19%	Understanding School Finance	24
88%	11%	Understanding State and Federal Reporting Requirements	28
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82%	16%	Developing Web-based Reporting Applications	34
75%	23%	Developing Grant Writing Skills	37
83%	15%	Avoiding Audit Liability (OMB – EDGAR)	27
93%	04%	Upgrading and Modernizing Programs	28
88%	10%	Understanding Contracts and Budget Addendums	24

Please provide any suggestions for additional competencies within this module:
