

ASSESSMENT OF CANDIDATE'S STRENGTHS AND PROFESSIONAL DEVELOPMENT NEEDS

For

CAREER and TECHNICAL EDUCATION DIRECTOR

Ed 507.01 Career and Technical Education Director

COMPETENCY		ASSESSMENT	Met	Not Met
(a)	An individual shall have the following entry level requirements to be certified as a career and technical education director:			
(1)	Have completed at least 3 years of successful paid and progressively responsible experience in the field of career and technical education, with experience within the 3 years prior to the application as an administrator, supervisor, or teacher; and		<input type="checkbox"/>	<input type="checkbox"/>
(2)	Have:			
a.	Completed a program approved by the state board of education in career and technical education or administration at the master's degree level or higher and been recommended for this certification by the designated official of the preparing collegiate department of education; or		<input type="checkbox"/>	<input type="checkbox"/>
b.	Demonstrated the competencies, skills, and knowledge as listed in (b) below through experience in comparable leadership positions in career and technical education or other professions as specified in Ed 505.03.		<input type="checkbox"/>	<input type="checkbox"/>
(b)	Qualifications for career and technical education director shall include the following skills, competencies, and knowledge in the following areas:			
(1)	The principles and techniques of effective human resource management, including the following relating to career and technical education personnel:		<input type="checkbox"/>	<input type="checkbox"/>
a.	Recruitment and selection;		<input type="checkbox"/>	<input type="checkbox"/>
b.	Assignment and deployment of personnel;		<input type="checkbox"/>	<input type="checkbox"/>
c.	Supervision;		<input type="checkbox"/>	<input type="checkbox"/>
d.	Instructional leadership and support; and		<input type="checkbox"/>	<input type="checkbox"/>
e.	Evaluation;		<input type="checkbox"/>	<input type="checkbox"/>

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(2)	Fiscal management in the development and administration of a budget;		<input type="checkbox"/>	<input type="checkbox"/>
(3)	Preparation and management of state and federal fund budgets;		<input type="checkbox"/>	<input type="checkbox"/>
(4)	Preparation of state and federal applications and proposals;		<input type="checkbox"/>	<input type="checkbox"/>
(5)	Maintenance of records and inventory of all buildings, equipment and supplies;		<input type="checkbox"/>	<input type="checkbox"/>
(6)	Preparation and submittal of all state and federal reports as required by law;		<input type="checkbox"/>	<input type="checkbox"/>
(7)	Solicitation of input from parents, school administrators, teachers, and the business community in the region served by a career and technical education center and consideration of that input in the development of:		<input type="checkbox"/>	<input type="checkbox"/>
a.	Data collection;		<input type="checkbox"/>	<input type="checkbox"/>
b.	School calendars;		<input type="checkbox"/>	<input type="checkbox"/>
c.	Scheduling;		<input type="checkbox"/>	<input type="checkbox"/>
d.	Transportation; and		<input type="checkbox"/>	<input type="checkbox"/>
e.	Budgets;		<input type="checkbox"/>	<input type="checkbox"/>
(8)	Leadership of career and technical education competency-based programs at a center designated as a regional center under RSA 188-E, including:		<input type="checkbox"/>	<input type="checkbox"/>
a.	Regional agreements;		<input type="checkbox"/>	<input type="checkbox"/>
b.	Program promotion;		<input type="checkbox"/>	<input type="checkbox"/>
c.	Student recruitment and admissions policies;		<input type="checkbox"/>	<input type="checkbox"/>

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	d.	Regional and program advisory committees; and		<input type="checkbox"/>	<input type="checkbox"/>
	e.	Career and technical student organizations;		<input type="checkbox"/>	<input type="checkbox"/>
(9)	The principles and techniques of leadership for learners including:			<input type="checkbox"/>	<input type="checkbox"/>
	a.	Theories of human development, adult learning, and motivation and the ability to apply this knowledge to conduct effective professional development for beginning and experienced educators;		<input type="checkbox"/>	<input type="checkbox"/>
	b.	Theories, principles, and best practices of staff supervision and evaluation and their link to effective implementation of standards-based instruction and assessment;		<input type="checkbox"/>	<input type="checkbox"/>
	c.	A variety of theories, principles, and best practices for needs-based professional development programs that support the goals of the school district's improvement plan;		<input type="checkbox"/>	<input type="checkbox"/>
	d.	The value of assessing, using, and conducting research to improve student learning;		<input type="checkbox"/>	<input type="checkbox"/>
	e.	The development of comprehensive systems of education that foster success for all students, including students with disabilities as well as gifted and talented students;		<input type="checkbox"/>	<input type="checkbox"/>
	f.	Planning and facilitating the implementation of a developmentally appropriate standards-based comprehensive curriculum, instruction, and assessment program that includes the effective use of data to improve student learning;		<input type="checkbox"/>	<input type="checkbox"/>
	g.	The reporting and use of assessment results to:		<input type="checkbox"/>	<input type="checkbox"/>
	1.	Inform the school community;		<input type="checkbox"/>	<input type="checkbox"/>
	2.	Develop school action plans, and		<input type="checkbox"/>	<input type="checkbox"/>
	3.	Modify school programs; and		<input type="checkbox"/>	<input type="checkbox"/>

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	h.	The integrated use of technology, telecommunications and information systems to support curriculum, instruction, and assessment;	<input type="checkbox"/>	<input type="checkbox"/>
(10)		Solicitation of input from parents, school administrators, teachers, and the business community in the region served by a career and technical education center and consideration of that input in the development and implementation of:	<input type="checkbox"/>	<input type="checkbox"/>
	a.	Competency-based curriculum;	<input type="checkbox"/>	<input type="checkbox"/>
	b.	State performance indicators relating to data-driven curriculum and student assessment;	<input type="checkbox"/>	<input type="checkbox"/>
	c.	Formulation of short- and long-range improvement plans;	<input type="checkbox"/>	<input type="checkbox"/>
	d.	Use of technology in support of all school operations; and	<input type="checkbox"/>	<input type="checkbox"/>
	e.	Providing customized training programs for businesses, industry, labor and government as they relate to economic trends and programming at the center;	<input type="checkbox"/>	<input type="checkbox"/>
(11)		Relationship of career and technical education to all other curricular areas, integrating these areas consistent with RSA 193-C:3, III and all aspects of industry into the career and technical program curriculum;	<input type="checkbox"/>	<input type="checkbox"/>
(12)		Management of career and technical programs which includes purchasing of equipment and supplies and supervising and maintaining laboratory facilities;	<input type="checkbox"/>	<input type="checkbox"/>
(13)		Implementation of the federal, state, and local laws and policies relating to legal requirements for schools, contract management and safe environments and incorporating appropriate safety standards in all learning areas; and	<input type="checkbox"/>	<input type="checkbox"/>
(14)		Participation in professional organizations relating to career and technical education and career and technical administration.	<input type="checkbox"/>	<input type="checkbox"/>