

LICENSURE HANDBOOK  
FOR THE  
SECONDARY LOCAL PROGRAM  
DIRECTOR

Planning for Professional Development

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## I. Background and Purpose of This Handbook

*Career and Technical Education (CTE)* rules specify the licensure and relicensure requirements for local and state vocational education personnel, including the local vocational program director (LPD).

The licensure/relicensure requirements for an LPD are unique for two reasons: (1) they specify competencies which must be demonstrated prior to licensure, and (2) they call for a competency evaluation by a team of peers before renewal by the *Minnesota Department of Education (MDE)*.

The competency evaluation team's recommendation for professional development should be the major factor for the individual to use in planning for continued professional growth and subsequent license renewal.

This handbook was developed by the Licensure Committee of the *(Minnesota Association of Career and Technical Administrators (MACTA))* for the following purposes:

1. To describe the competencies needed by a LPD.
2. To describe the make-up, responsibilities, and timelines of the local program director competency evaluation team.
3. To describe a process and method by which the LPD may document evidence of competency and prepare for the competency evaluation.
4. To describe a timeline and the procedures necessary for orderly, accurate relicensure competency evaluation of the competency of the individual LPD.
5. To describe the role and responsibilities of MDE as they apply to the LPD relicensure process.

It is the purpose of the competency evaluation teams to evaluate the competencies of the applicant through use of forms 2 and 2A from Licensure Handbook for the Secondary Vocational Program Directors and by competency evaluation (interview). The recommendations of the competency evaluation teams are to be structured to support and strengthen the applicant. The applicant has approximately one year from the time of the competency evaluation process to fulfill any recommendation made by the committee before it is necessary to make application for the first five-year secondary vocational program director's license.

The competency plan must become a part of the applicant's permanent licensure file. If the first year of licensed service as a director does not occur until the second year of the entrance license, the team of peers may recommend a one-year renewal to allow time for the applicant to complete the competency requirements. Renewal for the first five-year continuing license requires demonstration of proficiency in all the competency areas listed.

All communication, reports, and recommendations in matters related to the evaluation of applicants will be confidential.

*Original prepared January 1975, Revised January 1976, Revised October 1976, Revised 1981, Revised November 1981, Revised October 1989 and April 2011*

## II. Role of the Minnesota Department of Education

The responsibility for issuing *CTE* administrator licenses rests within the *MDE*. The administrative process of licensure is implemented according to the following general rules:

1. All requests for initial licensure for the LPD license will be managed entirely by the *MDE* licensing specialist.
2. All requests from a local program director for a first five-year renewal of the local program director license will be directed to the *MDE* Licensing Specialist. The licensing specialist will *email* the names of the applicants to the chairperson/s of the *Licensure committee of MACTA*. Materials and forms necessary to meet the requirements of this plan will be *emailed* by the licensing specialist to all applicants for relicensure. The renewal process will then be managed by the *Licensure Committee of MACTA*.
3. The licensing specialist will act on the recommendations for relicensure as made by the competency evaluation team through the MACTA Licensure Committee.
4. All requests for *CTE* license renewal not covered by this handbook will be managed by the licensing specialist.

## III. Responsibilities of the MACTA Licensure Committee and the Competency Evaluation Team.

The *Licensure Committee of MACTA* will manage all of the first five-year renewal requests and select the members of the competency evaluation team.

### SEQUENCE OF RELICENSURE PROCEDURES

Prior to review:

Competency evaluation meetings will usually be held in conjunction with the spring *MACTA conference*.

Chairpersons of the local program director's competency evaluation team will be in-serviced by the *MACTA* Licensure Committee.

During December of the first year of service as a licensed LPD, the applicant will make a request to the *MDE* licensing specialist, for a *peer review by the MACTA* Licensure Committee.

During February, the career technical education licensing specialist will forward the applicant materials to the MACTA licensure committee chair for distribution to the competency evaluation team members.

By April 1, the LPD Competency Evaluation Committee team leaders will select teams and inform applicants of the names and addresses of their respective peer review team. All committees will receive in-service prior to the peer evaluation.

Individual applicants will complete all necessary forms and documentation in the seven areas of proficiency. Copies of forms 2 and 2A must be sent three weeks prior to the peer evaluation to the MACTA license committee chair.

Notice of the time and location of the competency evaluation meeting will be sent by MACTA license committee chair to the applicant and competency evaluation team at least one week prior to the meeting.

#### Appointment and Composition of the LPD Competency Evaluation Committees

In December the president of MACTA shall appoint chairpersons to serve on the peer program director's competency evaluation committee.

The chairperson of the MACTA Licensure Committee shall be responsible to in-service the appointed chairpersons for the director's competency evaluation committee.

1. The committee chairperson and competency evaluation team members must possess a valid five-year license as an LPD and must have completed three years of experience as a local program director.
2. Each evaluation team will consist of a chairperson and three members.
3. At least 50 percent of the evaluation team that will be composed of local program directors whose position entails job responsibilities similar to those of the applicant.
4. The applicant's immediate supervisor will be invited to participate as an observing member of the competency evaluation committee. The applicant will provide the committee chairperson with his/her immediate supervisor's name and address.

#### Responsibilities of Licensing Specialist for Competency Evaluations

The licensing specialist at MDE will:

1. Handle requests for all initial licenses for local program directors.
2. Assign all applicants for a first five-year local program director's license to a peer evaluation committee. This will take place during the first year of a two-year license.
3. Send names of applicants for a first five-year local program director's license to the competency evaluation committee chairpersons.
4. Mail all forms necessary to meet the requirements of this plan to the applicants for the first five-year license.
5. Act on the recommendations for relicensure as made by the peer evaluation committee.
6. Process all subsequent five-year license requests as per the rules and regulations for licensing of local program directors.

#### Responsibilities of Competency Evaluation Team Leaders

1. Select three members to serve with them on LPD evaluation team and in-service them prior to competency evaluation. Fifty percent shall be LPD's whose positions entail job responsibilities similar to those of the applicant.
2. Inform applicant of the names and addresses of their respective committee members.
3. Assign specific competency areas to each evaluation team member, to provide for each team member having a definite part in the evaluation. It is suggested that two

competencies be assigned to each member and one competency be assigned to the chairperson.

4. Provide direction to the team members for a fair, productive competency evaluation process.
5. Send notification of time and place of LPD competency evaluation to applicants and all committee members at least two weeks prior to the spring MACTA meeting.
6. After documenting the results of the competency evaluation on the LPD licensure committee report (Form 1), send it to the applicant and to the evaluation committee member no later than June 15.

#### Responsibilities of the Competency Evaluation Committee Member

1. Review and become familiar with the applicant's documentation of seven competency areas: Forms 2 and 2A.
2. Prepare questions in the assigned competency areas to be used at the committee evaluation.
3. Participate in the interview in a professional manner that will clarify the applicant's ability to successfully function as an LPD.
4. Assist in finalizing the recommendations that will aid the applicant in his/her professional development as a director.

#### Responsibilities of the Applicant for a First Five-Year License

1. Make application for a committee evaluation by letter to the licensing specialist at MDE. This is to be done during December the first year of a two-year license.
2. Complete all necessary forms and documents for the seven areas of proficiency.
3. Copies of forms 2 and 2A will be sent all members of the designated competency evaluation committee. These are to be received not later than two weeks prior to the spring MACTA meeting. Any additional material and documentation may be presented at committee evaluation.
4. Be present at the committee competency evaluation which will be held in conjunction with the spring MACTA meeting.
5. Submit the committee recommendations to the licensing section of MDE with the renewal application and processing fee at the time the two-year license is due for renewal.

#### SUGGESTED PROCEDURES FOR CONDUCTING THE COMPETENCY EVALUATION

The chairperson will meet with the competency evaluation team the day previous to the spring MACTA meeting for a designated period of time prior to the actual competency evaluation. This conference will provide the chairperson and members of the team an opportunity to ask questions, check specific assignments, etc.

Team members should carefully review with the applicant all information on form 2. This evaluation will allow the applicant to elaborate on his/her experiences, courses taken, etc.

The members will now proceed with the evaluation of the seven competency areas plus any other relevant areas. Each member is responsible for his/her assigned competency areas but is not limited to them.

After dismissing the applicant at the close of the interview, the team members shall confer to formulate a plan relative to the applicant's professional development. The applicant will then be called back and the recommendation will be discussed. This will be followed up by form 1 no later than June 15.

#### IV. Competencies of the Director of Local Vocational Programs

The specific competencies required by an LPD will vary according to local job requirements and conditions. The competencies listed below each of the seven major areas of competence are not inclusive of the LPD job, nor should they limit one's perception of the job.

It is not intended that team members test out specific areas, but that they use a general approach to evaluating each area, and emphasize those items that are of a current nature.

##### SCHOOL FINANCE (COMPETENCY 1)

1. Understand state aid formulas and know how they affect the local district.
2. Understand local school levy limitations.
3. Know state career and technical education aid funding patterns.
4. Know local levy assessed valuations.
5. Know and interpret local programmed school budget.
6. Know state regulations pertaining to school finance and handling of school funds.

##### PUBLIC RELATIONS AND COMMUNICATIONS (COMPETENCIES 2 AND 3)

These two competency areas are grouped because they are so closely tied in the day-to-day activities of the Local Program Director.

1. Communicate vocational education concepts, philosophy, and theory to the rest of staff (K-12) in school district.
2. Know how to reach and inform school board, administration, and public on issues in career and technical education.
3. Know how to keep staff informed of trends in career and technical education.
4. Know how to develop and conduct a planned public relations program, taking into account target audiences, and most effective media to reach them.
5. Know how to appoint and use advisory committees.
6. Know how to work with students directly and/or through staff to keep them informed and productive.
7. Know how to communicate with the state department and legislature.

##### SCHOOL LAW (COMPETENCY 4)

1. Know sources of legal information which pertain to the operation of a public school.

2. Know personnel policies – local and state regulations (i.e., termination procedures, grievance procedures).
3. Know attendance requirements.
4. Know employment practice laws for the staff and the students in programs.
5. Know liability and safety requirements for the staff and the students in programs.

#### PROGRAM PLANNING AND DEVELOPMENT (COMPETENCY 5)

1. Know basis for program expansion or contraction and modification of existing programs.
2. Know information necessary to justify program suggestions.
3. Know procedures to determine objectives for a given course or program, as well as how to group the objectives to achieve the best format for the course or program.
4. Know what instructional methodology would be most appropriate to achieve the stated objectives of a course or program.
5. Know what instructional equipment/materials would be required to offer a given course or program.
6. Know what instructional staff and staff competencies would be needed to offer a given course or program.
7. Know what facilities would be required to offer a given course or program.
8. Be aware of the best use of resources in budget planning.
9. Know what types of evaluation should be conducted for a course or program, as well as how to use evaluation results.

#### LEADERSHIP AND PERSONNEL MANAGEMENT (COMPETENCY 6)

1. Know standards and procedures for licensure and re-license of career and technical education teaching staff.
2. Know how to find and attract qualified staff.
3. Know how to assess teacher job applicants.
4. Know how to assist and direct staff in acquiring greater teaching skills and professional standards.
5. Be concerned with promoting high group and individual morale within the staff.
6. Know how to evaluate and counsel staff on performance.
7. Know how to develop and administer sound personnel policies.

#### MINNESOTA EDUCATIONAL SYSTEM (COMPETENCY 7)

Be aware of the Minnesota rules and regulations for career and technical education and how to implement them.

#### V. Documentation and Preparation for the Competency Evaluation

The burden of proof in providing evidence lies with the individual requesting licensure.

The career and technical education rules specify that the LPD may demonstrate competency in each of the seven areas by any of the following methods:

1. Successful practical experience in the competency area within a public or private educational system as based on recommendation of employer.
2. Successful practical experience in the appropriate competency area within a non-educational setting as based on recommendation of employer.
3. Successful completion of a workshop in the appropriate competency area as approved by the division of career and technical education.
4. Successful completion of a college course(s) in the appropriate competency area.

Prior to competency evaluation, the applicant must complete the activity sheet (Form 2) and distribute it to evaluation committee members at least two weeks prior to the evaluation.

Form 1  
Recommendation of the Competency Evaluation Committee

\_\_\_\_\_  
Name

\_\_\_\_\_  
School District/Center

First Five-Year Renewal

Competency Area	Remarks about competency of applicant	Committee's Recommendations (complete prior to next licensure review)
1. School Finance		
2. and 3. Public Relations and Communications		
4. School Law		

Competency Area	Remarks about competency of applicant	Committee's Recommendations (complete prior to next licensure review)
5. Program Planning and Development		
6. Leadership and Personnel Management		
7. Minnesota Educational System		

\_\_\_\_\_  
Applicant's Name

\_\_\_\_\_  
School District/Center

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Chairperson

NOTE TO THE APPLICANT: A copy of this report should be submitted to the Licensing Section with the renewal application form and any other necessary credentials when the license is due for renewal.

Form 2

Activity Sheet: LPD Relicensure

\_\_\_\_\_  
Name

First Five-Year Renewal

\_\_\_\_\_  
School District/Center

Competency Area	Experience in Public/Private Education	Experience in Other Than Education	Workshop Completion	College Course Completion
1. School Finance				
2. and 3. Public Relations and Communications				
4. School Law				

Competency Area	Experience in Public/Private Education	Experience in Other Than Education	Workshop Completion	College Course Completion
5. Program Planning and Development				
6. Leadership and Personnel Management				
7. Minnesota Educational System				

Form 2A

(To accompany Form 2 sent to team members)

Name:

Present position:

Address:

Please list past employment and educational experiences you feel are relevant to being a local program director. Include any biographical material you feel uniquely fits your situation.

EXHIBIT – Form 2B

Competency Area	Experience in Public/Private Education	Experience in Other Than Education	Workshop Completion	College Course Completion
1. School Finance			Attended all LPD Meetings 1986-88	
2. Public Relations	1. Program brochures 2. Recruiter for area Technical School 3. Presentation to three civic groups	Temporary active duty recruiter for Naval Air Reserve, 1968		1. Part of DE 141 Org. and Ad. of Distributive Ed 2. Psy. 156 Psych. of Advertising
3. Communications	Plans and progress report, 1986-88	Recruiting Officer for Naval Air Reserve Unit, 1972-74		
4. School Law			In-service session on school law for LPD's	
5. Program Planning and Development	Submitted application for Title III, experimental program	Developing new officer indoctrination program for Naval Reserve.	Implications of innovation in instruction, 1986	1. Ind. 5-306 Curriculum development 2. DE 5-115 Postsecondary Business/DE Programs 3. DE 5-311 Materials Lab: Fashion M have erchandising
6. Leadership and Personnel Management		1. Taught subject in the Navy for 2 ½ years 1963-65. 2. Assistant shop supervisor, U.S. Navy, 1965-67 3. President, Local chapter, Kiwanis	1. Staff evaluation and planning, 1988. 2. Supervisory training-management by objectives, 1988.	1. IR 70 – Personnel Management 2. Mgmt 75 – Sales Management 3. Mgmt 70 – Business Org. Management 4. DE 138 – Teaching Supv. Training
7. Minnesota Educational System	Meet all components for LPD license.			

EXAMPLE OF LETTER TO BE SENT TO EACH TEAM MEMBER FROM  
CHAIRPERSON

xxxx xx, xxxx

Mr. John Brown, Director  
Maple Leaf Cooperative Center  
P.O. Box 42  
Lorado, MN 45000

Dear Committee Member:

These are the arrangements for the competency evaluation for \_\_\_\_\_:

1. Competency Evaluation – May 10, 1988, 8:00 p.m.
2. Location – Hilton Hotel (address should be listed)
3. Room 32
4. A conference prior to the competency evaluation will be held at the same location at 7:30 p.m.
5. The committee assignments are as follows:
  - a. Member's name – Finance and Minnesota Educational System
  - b. Member's name – Public Relations and School Law
  - c. Member's name – Program Planning and Development
  - d. Member's name – Leadership and Personnel Management

Note: You are not limited to these categories specifically as listed. This assignment is only a means by which all members will be assured of a definite part in the evaluation. Please feel free to relate to all competency areas in the evaluation.

\_\_\_\_\_ should have sent to each of you a copy of his or her activity sheet. If you have not received this information, please let me know so that a copy can be sent to you.

Should you have additional questions, need for clarification, etc., please call me at (000) 111-0000.

Sincerely,

\_\_\_\_\_, Chairperson

EXAMPLE OF LETTER TO BE SENT TO THE APPLICANT FROM CHAIRPERSON

Xxxxx xx, xxxx

Applicant's name and address

Dear \_\_\_\_\_:

We are making arrangements for your relicensure competency evaluation. Your committee members are as follows:

Name, Address	Name, Address
Phone Number	Phone Number

Name, Address	Name, Address
Phone Number	Phone Number

The tentative meeting date will be \_\_\_\_\_  
at     (time)    . This meeting will be held at \_\_\_\_\_     (place)    ,  
\_\_\_\_\_     (address)    , in Room \_\_\_\_\_.

Please submit the necessary activity sheet information to the committee members at least two weeks prior to the evaluation and review the LPD Licensure Handbook.

Please let me know if you need more information or if there are problems with these arrangements. Thank you.

Sincerely,

\_\_\_\_\_, Committee Chairperson

c: Member #1  
Member #2  
Member #3