



Details Report for: 25-1194.00 - Vocational Education Teachers, Postsecondary

Teach or instruct vocational or occupational subjects at the postsecondary level (but at less than the baccalaureate) to students who have graduated or left high school. Includes correspondence school, industrial, and commercial instructors; and adult education teachers and instructors who prepare persons to operate industrial machinery and equipment and transportation and communications equipment. Teaching may take place in public or private schools whose primary business is education or in a school associated with an organization whose primary business is other than education.

Sample of reported job titles: Automotive Instructor, Automotive Technology Instructor, Business Instructor, Cosmetology Instructor, Flight Instructor, Instructor, Medical Assistant Instructor, Practical Nursing Instructor, Professor, Teacher

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Tasks [Save Table \(XLS/CSV\)](#)

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Importance	Category	Task
87	Core	Supervise and monitor students' use of tools and equipment.
86	Core	Observe and evaluate students' work to determine progress, provide feedback, and make suggestions for improvement.
82	Core	Determine training needs of students or workers.
81	Core	Administer oral, written, or performance tests to measure progress and to evaluate training effectiveness.
79	Core	Prepare reports and maintain records such as student grades, attendance rolls, and training activity details.
77	Core	Conduct on-the-job training classes or training sessions to teach and demonstrate principles, techniques, procedures, or methods of designated subjects.
76	Core	Integrate academic and vocational curricula so that students can obtain a variety of skills.
74	Core	Develop curricula and plan course content and methods of instruction.
72	Core	Develop teaching aids such as instructional software, multimedia visual aids, or study materials.
72	Core	Participate in conferences, seminars, and training sessions to keep abreast of developments in the field, and integrate relevant information into training programs.

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Tools & Technology [Save Table \(XLS/CSV\)](#)

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Tools used in this occupation:

- ⊕ **Brake repair kits** — Brake shoe adjusting gauges; Brake spoons; Brake spring removers
- ⊕ **Digital camcorders or video cameras** — Digital camcorders; Digital video cameras
- ⊕ **Domestic hair dryers** — Blowdryers; Stationary hairdryers
- ⊕ **Laminators** — Laminating equipment
- ⊕ **Micrometers** — Brake disc micrometers; Brake drum micrometers
- ⊕ **Microphones** — Handheld microphones; Wireless microphones
- ⊕ **Multimedia projectors** — Computer projectors; Multimedia projection equipment
- ⊕ **Portable data input terminals** — Interactive whiteboard controllers; Student response systems
- ⊕ **Pressure gauge** — Ball gauges; Hydraulic pressure gauge sets
- ⊕ **Televisions** — Liquid crystal display LCD televisions; Television monitors

Technology used in this occupation:

- ⊕ **Computer based training software** — Blackboard Learn; Desire2Learn; Learning management system LMS software; Sakai CLE ([see all 5 examples](#))
- ⊕ **Data base user interface and query software** — Career management systems CMS; Data entry software 🔥
- ⊕ **Electronic mail software** — Email software; Microsoft Outlook 🔥
- ⊕ **Information retrieval or search software** — DOC Cop; iParadigms Turnitin
- ⊕ **Internet browser software** — Web browser software
- ⊕ **Medical software** — Medical procedure coding software 🔥
- ⊕ **Office suite software** — Microsoft Office software
- ⊕ **Optical character reader OCR or scanning software** — Image scanning software
- ⊕ **Spreadsheet software** — Microsoft Excel 🔥
- ⊕ **Word processing software** — Collaborative editing software; Google Docs; Microsoft Word






🔥 Hot Technology — a technology requirement frequently included in employer job postings.

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Knowledge [Save Table \(XLS/CSV\)](#)

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Importance	Knowledge
89	⊕ Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
87	⊕ Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
73	⊕ English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
58	⊕ Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
52	⊕ Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

- 51  **+** **Psychology** — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- 46  **+** **Personnel and Human Resources** — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- 43  **+** **Clerical** — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
- 39  **+** **Therapy and Counseling** — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- 38  **+** **Chemistry** — Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.

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Skills [Save Table \(XLS/CSV\)](#)


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Importance	Skill
81 	+ Instructing — Teaching others how to do something.
75 	+ Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
75 	+ Speaking — Talking to others to convey information effectively.
72 	+ Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
72 	+ Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
66 	+ Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
63 	+ Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.
63 	+ Reading Comprehension — Understanding written sentences and paragraphs in work related documents.
63 	+ Writing — Communicating effectively in writing as appropriate for the needs of the audience.
56 	+ Coordination — Adjusting actions in relation to others' actions.

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Abilities [Save Table \(XLS/CSV\)](#)


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Importance	Ability
75 	+ Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

- 75  + **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- 72  + **Speech Clarity** — The ability to speak clearly so others can understand you.
- 69  + **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- 66  + **Speech Recognition** — The ability to identify and understand the speech of another person.
- 66  + **Written Expression** — The ability to communicate information and ideas in writing so others will understand.
- 63  + **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- 63  + **Written Comprehension** — The ability to read and understand information and ideas presented in writing.
- 56  + **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- 53  + **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

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Work Activities [Save Table \(XLS/CSV\)](#)

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Importance	Work Activity
93 	+ Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
89 	+ Performing for or Working Directly with the Public — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
86 	+ Coaching and Developing Others — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
79 	+ Guiding, Directing, and Motivating Subordinates — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
76 	+ Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.
74 	+ Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
72 	+ Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
72 	+ Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
72 	+ Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.
71 	+ Handling and Moving Objects — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.

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Detailed Work Activities [Save Table \(XLS/CSV\)](#)

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- ⊕ Evaluate student work.
- ⊕ Apply multiple teaching methods.
- ⊕ Monitor student performance.
- ⊕ Maintain student records.
- ⊕ Administer tests to assess educational needs or progress.
- ⊕ Assess educational needs of students.
- ⊕ Supervise student research or internship work.
- ⊕ Develop instructional objectives.
- ⊕ Attend training sessions or professional meetings to develop or maintain professional knowledge.
- ⊕ Supervise laboratory work.



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Work Context [Save Table \(XLS/CSV\)](#)

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Work Context	Percentage of Top Responses
⊕ Contact With Others — How much does this job require the worker to be in contact with others (face-to-face, by telephone, or otherwise) in order to perform it?	72  Constant contact with others 18  Contact with others most of the time
⊕ Face-to-Face Discussions — How often do you have to have face-to-face discussions with individuals or teams in this job?	57  Every day 32  Once a week or more but not every day
⊕ Freedom to Make Decisions — How much decision making freedom, without supervision, does the job offer?	45  A lot of freedom 41  Some freedom 13  Limited freedom
⊕ Physical Proximity — To what extent does this job require the worker to perform job tasks in close physical proximity to other people?	71  Very close (near touching)
⊕ Structured versus Unstructured Work — To what extent is this job structured for the worker, rather than allowing the worker to determine tasks, priorities, and goals?	54  A lot of freedom 21  Some freedom 24  Limited freedom
⊕ Deal With External Customers — How important is it to work with external customers or the public in this job?	62  Extremely important 13  Very important 13  Important 11  Not important at all
⊕ Telephone — How often do you have telephone conversations in this job?	47  Every day 12  Once a month or more but not every week
⊕ Work With Work Group or Team — How important is it to work with others in a group or team in this job?	51  Extremely important 26  Very important 20  Fairly important
⊕ Importance of Being Exact or Accurate — How important is being very exact or highly accurate in performing this job?	25  Very important 28  Important 12  Fairly important

+ **Indoors, Environmentally Controlled** — How often does this job require working indoors in environmentally controlled conditions?

66  Every day
22  Never

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Job Zone [Save Table \(XLS/CSV\)](#)

Title Job Zone Three: Medium Preparation Needed

Education Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree.

Related Experience Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.






Job Training Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. A recognized apprenticeship program may be associated with these occupations.

Job Zone Examples These occupations usually involve using communication and organizational skills to coordinate, supervise, manage, or train others to accomplish goals. Examples include food service managers, electricians, agricultural technicians, legal secretaries, occupational therapy assistants, and medical assistants.

SVP Range (6.0 to < 7.0)

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Education

Percentage of Respondents	Education Level Required
44 	Post-secondary certificate 
24 	Bachelor's degree
11 	High school diploma or equivalent 

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Credentials








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Interests [Save Table \(XLS/CSV\)](#)

+ - All 6 displayed (2 important)

Occupational Interest	Interest
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100  **+** **Social** — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

- 72  **Realistic** — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.
- 39  **Enterprising** — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.
- 28  **Artistic** — Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.
- 28  **Investigative** — Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.
- 22  **Conventional** — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

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Work Styles [Save Table \(XLS/CSV\)](#)


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Importance	Work Style
97 	Dependability — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
94 	Self Control — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
91 	Integrity — Job requires being honest and ethical.
90 	Social Orientation — Job requires preferring to work with others rather than alone, and being personally connected with others on the job.
88 	Concern for Others — Job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.
88 	Cooperation — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
84 	Adaptability/Flexibility — Job requires being open to change (positive or negative) and to considerable variety in the workplace.
83 	Attention to Detail — Job requires being careful about detail and thorough in completing work tasks.
83 	Leadership — Job requires a willingness to lead, take charge, and offer opinions and direction.
82 	Initiative — Job requires a willingness to take on responsibilities and challenges.

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Work Values [Save Table \(XLS/CSV\)](#)

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Extent	Work Value
67 	Achievement — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement.

- 67  **+** **Independence** — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.
- 67  **+** **Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.
- 56  **+** **Recognition** — Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious. Corresponding needs are Advancement, Authority, Recognition and Social Status.
- 56  **+** **Working Conditions** — Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions.
- 33  **+** **Support** — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.

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Related Occupations Save Table [\(XLS/CSV\)](#)

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- 11-9051.00 [Food Service Managers](#)
- 21-1093.00 [Social and Human Service Assistants](#) 
- 25-2011.00 [Preschool Teachers, Except Special Education](#) 
- 25-2023.00 [Career/Technical Education Teachers, Middle School](#)
- 25-2032.00 [Career/Technical Education Teachers, Secondary School](#)
- 25-3021.00 [Self-Enrichment Education Teachers](#)  **Bright Outlook**
- 39-1021.00 [First-Line Supervisors of Personal Service Workers](#)
- 39-9032.00 [Recreation Workers](#) 
- 39-9041.00 [Residential Advisors](#) 
- 43-1011.00 [First-Line Supervisors of Office and Administrative Support Workers](#) 

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Wages & Employment Trends

Median wages (2015) \$23.79 hourly, \$49,470 annual

State wages



Employment (2014) 139,000 employees

Projected growth (2014-2024)  Average (5% to 8%)

Projected job openings (2014-2024) 33,600

State trends



Top industries (2014) [Educational Services](#) (94% employed in this sector)

[\(see all industries\)](#)

Source: Bureau of Labor Statistics [2015 wage data](#) and [2014-2024 employment projections](#). "Projected growth" represents the estimated change in total

employment over the projections period (2014-2024). "Projected job openings" represent openings due to growth and replacement.

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Job Openings on the Web



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Sources of Additional Information

All 1 displayed

Disclaimer: Sources are listed to provide additional information on related jobs, specialties, and/or industries. Links to non-DOL Internet sites are provided for your convenience and do not constitute an endorsement.

- [Career/technical education teachers](#) . Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook, 2016-17 Edition*.

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