

Principles of CTE Administration - Level 1

Code: 5288 / Version: 01
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General Assessment Information

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General Assessment Information
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Specific Competencies Covered in the Test
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Test Type: The Principles of CTE Administration – Level 1 industry credential is included in NOCTI's Education Professional offerings. Education Professional credentials measure pedagogical skills and experience specific to the CTE field. The Education Professional credentials include a knowledge-based component and can be used as part of state-level licensing processes, integrated as a pre-employment tool at the local level, incorporated into employee onboarding processes, and included in professional development plans. The Principles of CTE Administration – Level 1 credential is targeted to new CTE administrators who have two to three years or less of CTE leadership experience.

Development Team: The credential content is based on input from educational experts from the states of Kentucky, Massachusetts, Minnesota, Ohio, and Texas.



13.0401 - Educational Leadership and Administration, General



Career Cluster
Education and Training



11-9039.00 Education Administrators, All Other

Written Assessment

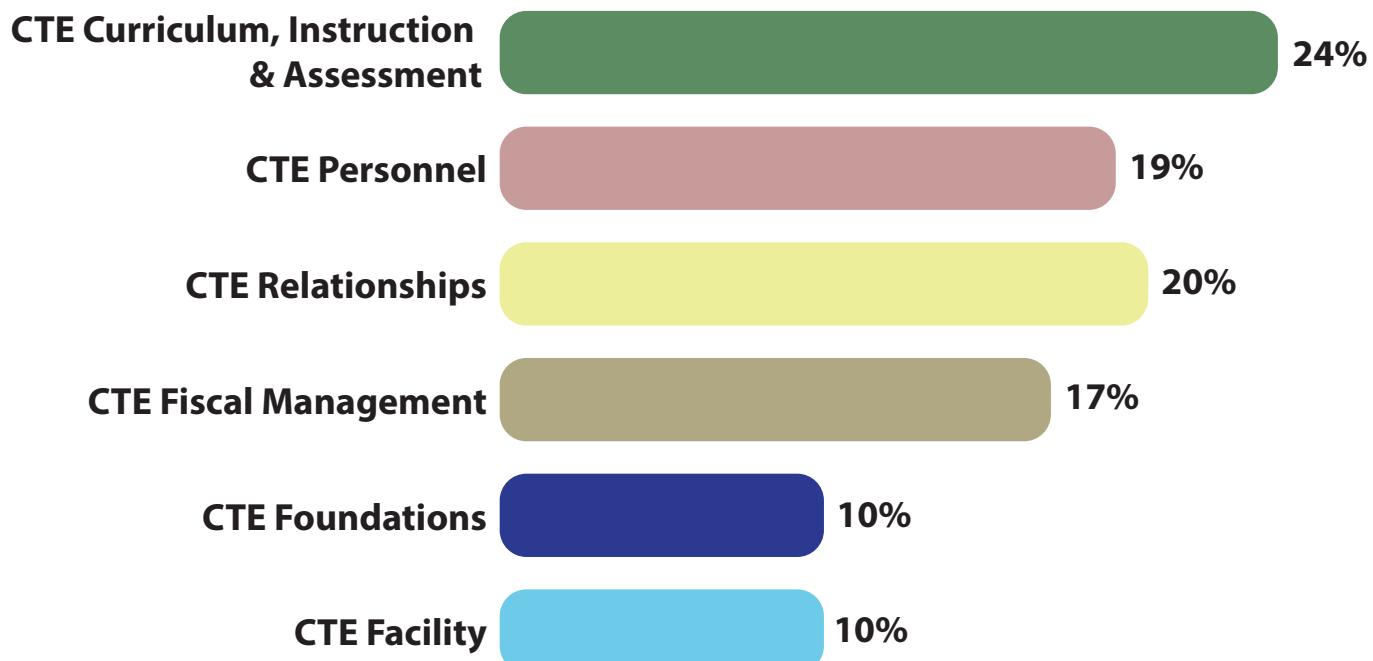
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 2 hours

Number of Questions: 97

Number of Sessions: This assessment may be administered in one or two sessions.

Areas Covered



Specific Standards and Competencies Included in this Assessment

CTE Curriculum, Instruction, and Assessment

- Understand how industry standards and validation of skills are used in program development and curriculum planning
- Explain which instructional methods and techniques optimize student achievement
- Determine needs for effective professional development with observation and analysis

CTE Personnel

- Use preemployment materials to select qualified instructional and non-instructional personnel
- Understand personnel techniques such as mentoring and conduction evaluations
- Develop a personnel communication strategy to convey expectations and school goals to all employees

CTE Relationships

- Engage business industry in an advisory capacity
- Maintain positive school board relations through participation
- Promote community relations through participation in organizations
- Enhance employer relations to benefit the CTE program
- Build local, state, and federal relations through participation in government and professional organizations

CTE Fiscal Management

- Understand sources of school funding
- Understand revenues, costs, and types of expenditures for CTE programs
- Conduct needs assessments to identify funding priorities and labor market demand
- Demonstrate multiyear budget development that includes stakeholder input

(Continued on the following page)

Specific Standards and Competencies (continued)

CTE Foundations

- Understand CTE mission, philosophy, and history as they relate to employability skills
- Differentiate between local, state, and federal priorities
- Understand the rights and needs of special populations served

CTE Facility

- Support technology that will facilitate program improvement and meet industry needs
- Understand facility management and how to use input from industry or an Occupational Advisory Committee
- Plan and track all safety and security training and procedures

Sample Questions

ICTE curriculum is developed based on

- A. work-based learning experiences
- B. the teacher's occupational knowledge
- C. industry validated occupational analysis
- D. student occupational choice

When a candidate provides a list of references, it is important to include

- A. close relatives or friends
- B. peers that know the applicant well
- C. most recent supervisors and coworkers
- D. former teachers or professors

A general presentation to the school board should include

- A. specific evidence of the success of CTE students
- B. budget shortfalls in other school districts
- C. grant applications developed by previous CTE leaders
- D. a resume, including awards and achievements

Non-instructional expenditures include

- A. teacher salaries
- B. transportation services
- C. classroom equipment
- D. consumable materials and supplies

Providing students and staff with quality Personal Protective Equipment (PPE) is

- A. the responsibility of the local department of health
- B. a CTE budget priority each year
- C. only needed in times of critical response
- D. the responsibility of the parent