NOCTI

Education Professional Credential

Principles of Working with CTE Data - Level 1

Code: 5295 / Version: 01

Collaboration with nacte*i*

national association for career & technical education information

General Assessment Information

Blueprint Contents

Test Type: The Principles of Working with CTE Data – Level 1 industry credential is included in NOCTI's Education Professional offerings and was developed as a collaboration with the National Association for Career Technical Education Information (**NACTEI**). 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 Working with CTE Data – Level 1 credential is targeted to new CTE data professionals who have two to three years or less of CTE data analysis and data management.

Development Team: The credential content is based on input from educational experts from the states of Arkansas, Iowa, Maryland, Montana, and Texas.

13.0601 - Educational Evaluation and Research

Career Cluster
Education and Training

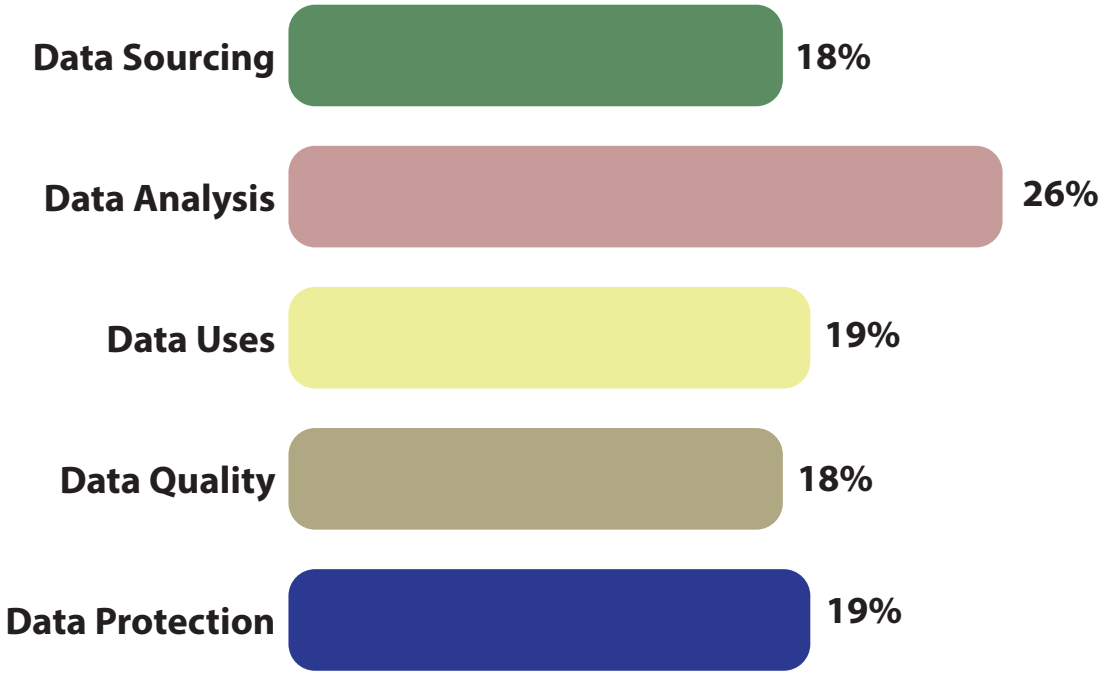
15-2051.00 Data Scientist

Written Assessment

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

Administration Time: 2 hours
Number of Questions: 90
Number of Sessions: This assessment may be administered in one or two sessions.

Areas Covered



Specific Standards and Competencies Included in this Assessment

Data Sourcing

- Demonstrate knowledge of data definitions and their sources
- Understand and use student data
- Collect, report, and use different levels of academic data
- Identify other data sources used for reporting

Data Analysis

- Understand how to use data for continuous improvement
- Determine how to set and use benchmarks for measurement
- Employ growth analysis using program data
- Demonstrate understanding of longitudinal analysis for program trends
- Identify restrictions regarding data use

Data Uses

- Use program data to implement program improvement
- Understand the measures used in regulatory reports
- Identify the best practices for sharing data with stakeholders
- Use constituent reports to identify program trends

Data Quality

- Understand quality criteria for student, school, and district data
- Apply data validation techniques for consistent measures
- Apply processing quality to identify irregularities in data
- Use APA style methods to report data

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Specific Standards and Competencies (continued)

Data Protection

- Demonstrate understanding of data privacy regulations and individual data rights
- Produce static reports that comply with data policies
- Understand data exchange and manage reports in transit
- Maintain data integrity and use security measures

Sample Questions

States are required to report _____ data on the performance of students by race, ethnicity, gender, and special population categories.

A. aggregated
B. combined
C. totaled number of participants
D. disaggregated

Quality data for continuous improvement should be

A. relevant
B. unique
C. extensive
D. complex

Perkins Secondary Core Indicators of Performance include

A. academic proficiency
B. completer status
C. programs of study
D. teacher recruitment

The purpose of data auditing is to identify data

A. values
B. measures
C. formats
D. defects

What measures protect data from unauthorized users accessing a room, building, or facility?

A. enterprise security
B. disaster recovery
C. physical security
D. encryption