

**NOCTI**

Education Professional  
Credential



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# **Principles of CTE Teaching - Level 1**

Code: 5344 / Version: 01

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## General Assessment Information

### Blueprint Contents

General Assessment Information  
Written Assessment Information

Specific Competencies Covered in the Test  
Sample Written Items

**Test Type:** The Principles of CTE Teaching – 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 Teacher – Level 1 credential is targeted to new CTE instructors who have two to three years or less of CTE classroom experience..

**Development Team:** The credential content is based on input from educational experts from the states of California, Minnesota, Oklahoma, Pennsylvania, and West Virginia.



13.1319 - Technical Teacher  
Education



Career Cluster  
Education and Training



25-2032.00 Career/Technical Education  
Teachers, Secondary School  
25-1194.00 Career/Technical Education  
Teachers, Postsecondary

## Written Assessment

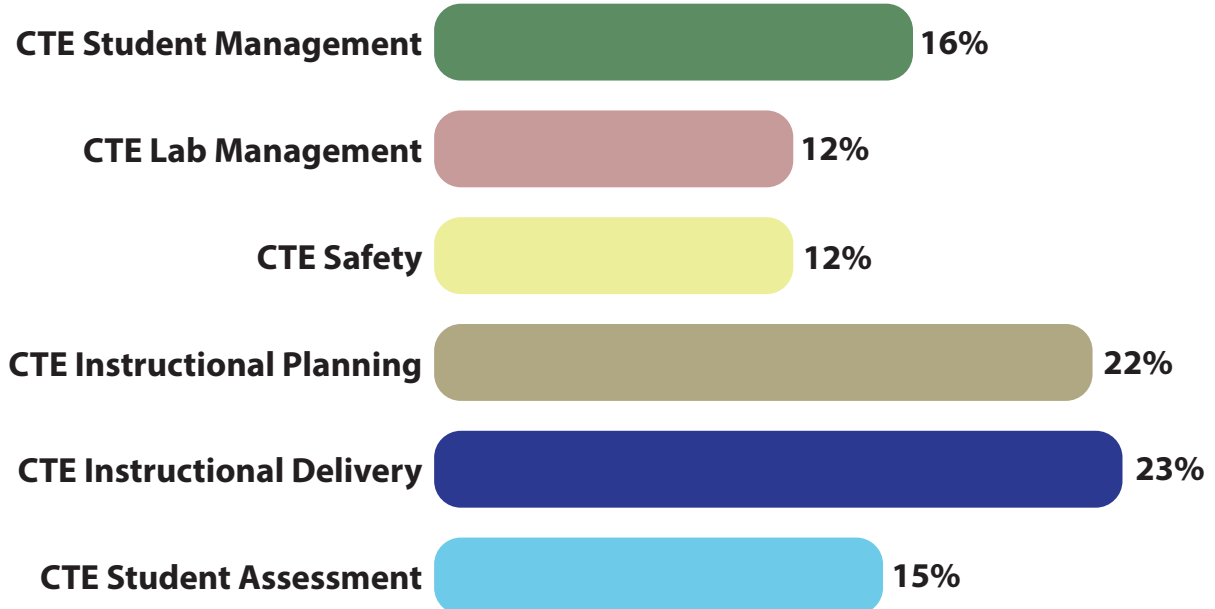
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

**Administration Time:** 2 hours

**Number of Questions:** 92

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

### Areas Covered



## Specific Standards and Competencies Included in this Assessment

### **CTE Student Management**

- Establish student relationships and boundaries
- Manage classroom culture
- Describe classroom expectations and consequences
- Understand the instructor as role model
- Build parent or guardian connections

### **CTE Lab Management**

- Manage shops, clinics, and labs
- Manage large equipment, tools, instruments, and inventory
- Manage consumables and inventory

### **CTE Safety**

- Understand and enforce personal safety
- Promote environmental safety
- Teach worksite safety regulations

### **CTE Instructional Planning**

- Support job and task analysis
- Complete curriculum development/annual planning activities
- Describe instructional planning
- Establish lesson objectives

*(Continued on the following page)*

## Specific Standards and Competencies (continued)

### **CTE Instructional Delivery**

- Lead learner engagement and delivery
- Describe questioning techniques
- Demonstrate understanding of effective teaching strategies
- Differentiate instruction
- Connect to a support system

### **CTE Student Assessment**

- Use formative assessment
- Use summative assessment
- Conduct performance assessments
- Employ questioning techniques

## Sample Questions

**In a democratic classroom, the emphasis is on**

- A. students and parents or guardians
- B. instructors and administrators
- C. students and instructors
- D. administrators and school board members

**Completing an accurate end-of-the year inventory will aid in determining classroom and lab needs for**

- A. the next decade
- B. future students
- C. the next school year
- D. other CTE instructors

**What type of education centers on students knowing and being able to do?**

- A. subjective-based performance
- B. standards-based education
- C. objectives-based education
- D. measurement-based performance

**The style of questioning that leads to a higher level of student learning and understanding is**

- A. multiple choice
- B. true-false
- C. open-ended
- D. fill in the blank

**What desired effect does "wait time" have on student response?**

- A. more students participate
- B. fewer students respond
- C. speculative thinking decreases
- D. length of student response decreases