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## **Principles of Work-Based Learning - Level 1**

## General Assessment Information

### Blueprint Contents

General Assessment Information  
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**Test Type:** The Principles of Work-Based Learning – 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 Work-Based Learning – Level 1 credential is targeted to new CTE work-based learning coordinators who have two to three years or less of CTE work-based learning 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

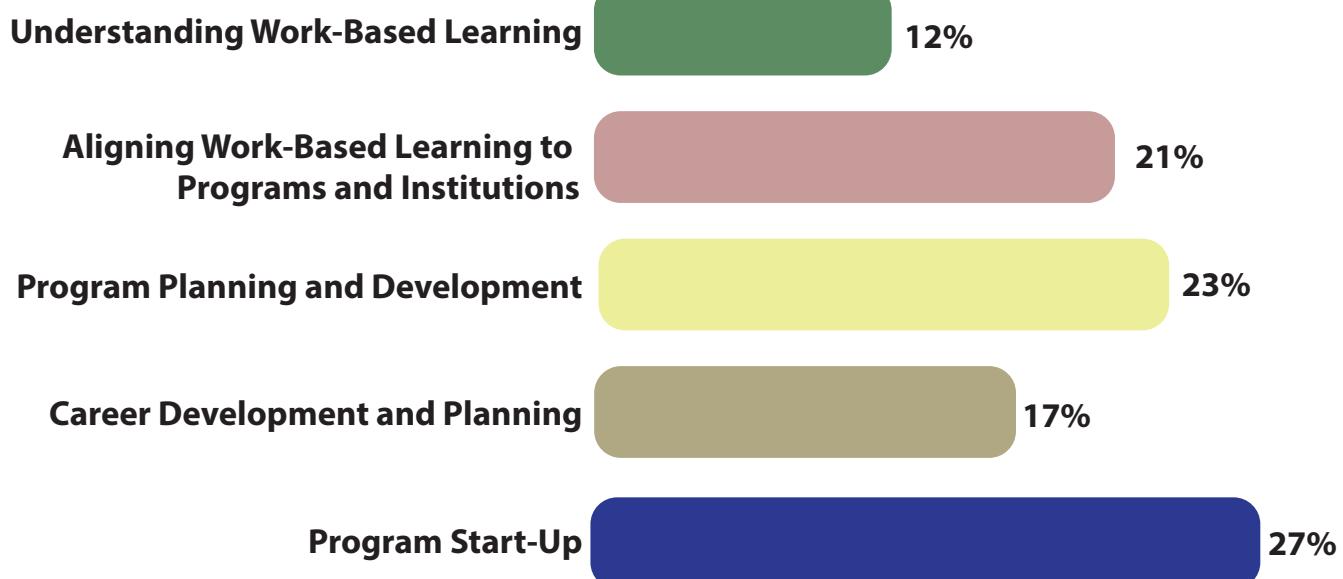
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

**Administration Time:** 2 hours

**Number of Questions:** 90

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

### Areas Covered



## Specific Standards and Competencies Included in this Assessment

### Understanding Work-Based Learning

- Identify the various work-based learning program opportunities
- Understand and identify the different components involved in work-based learning programs
- Explain the purpose of work-based learning programs

### Aligning Work-Based Learning to Programs and Institutions

- Explain alignment of work-based learning program to local environment
- Describe employer roles and responsibilities
- Describe school roles and responsibilities
- Describe student-learner and parent/guardian roles and responsibilities

### Program Planning and Development

- Engage with advisory councils to align with work-based learning programs
- Implement ongoing student-learner, parent/guardian, and employer needs assessments and evaluations
- Connect and collaborate with CTE and non-CTE district personnel
- Connect and collaborate with business and industry stakeholders and organizations
- Identify workforce shortages and trends

### Career Development and Planning

- Provide information on educational and career opportunities
- Assist student-learners in seeing how work-based learning will enhance their career objectives
- Familiarize student-learners with workplace readiness skills and use career readiness practices based on learner assessment instruments

### CTE Credentialing

- Program accreditation
- Teacher credentialing
- Student credentialing

(Continued on the following page)

## ***Specific Standards and Competencies Continued***

### **Program Start-Up**

- Publicize the work-based learning program through development of promotional materials and community activities
- Encourage collaboration with career and technical student organizations
- Ensure compliance with federal and state legislation applicable to the employment of student-learners
- Customize work-based learning templates for each learner portfolio, including training plans and training agreements
- Recruit student-learners using appropriate strategies
- Collaborate with businesses and student-learners to ensure a competency list that meets CTE Standards and Industry Standards

## Sample Questions

**A work-based learning program can be offered**

- A. only at a career technical center
- B. in both a career technical center and a high school
- C. only at a comprehensive high school with eight or more CTE programs
- D. only at a charter school

**Before student-learners can be placed at a training site, employers must provide documentation of \_\_\_\_\_ insurance.**

- A. worker's compensation
- B. unemployment compensation
- C. personal liability
- D. health

**Integrating the expertise of occupational advisory council members into the classroom is an example of**

- A. involving key stakeholders
- B. on-the-job training
- C. advanced placement
- D. developing assessment skills

**The U.S. Bureau of Labor Statistics provides specific labor and skill-based details for most careers in which of the following?**

- A. newspaper advertisements
- B. Occupational Outlook Handbook
- C. online job search websites
- D. Career Cluster posters

**DECA is associated with \_\_\_\_\_ student-learners.**

- A. technical
- B. marketing
- C. health
- D. agriculture