

NOCTI

Education Professional
Credential



Principles of Working with CTE Data - Level 2

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Collaboration with
nacte*i*
national association for career & technical education information

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 Working with CTE Data – Level 2 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 2 credential is targeted to CTE data professionals who have two to three years or more 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

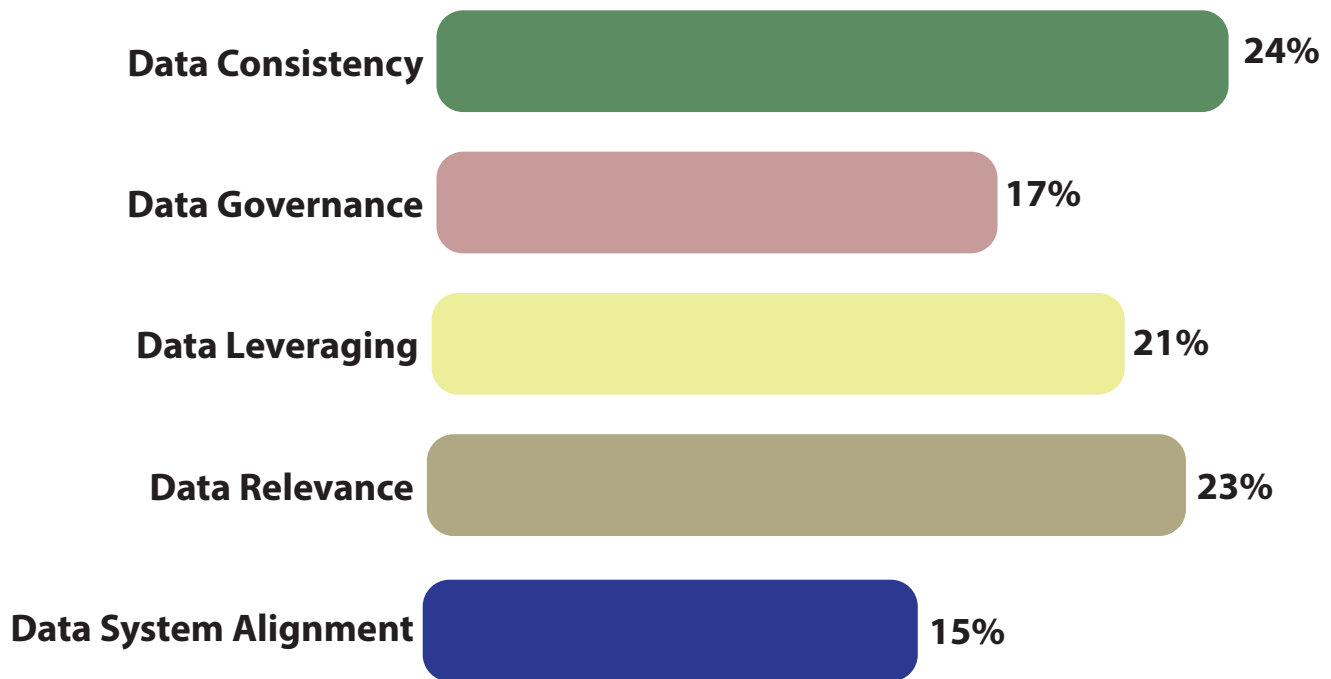
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

Administration Time: 2 hours

Number of Questions: 97

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

Areas Covered



Specific Standards and Competencies Included in this Assessment

Data Consistency

- Demonstrate understanding of data sources, types, and purposes
- Describe factors that lead to data reliability and consistency
- Understand the data validation process and types of validity
- Produce data representations that are appropriate for the data type and purpose

Data Governance

- Use data collections at the state and district level for program improvement
- Manage personnel responsibility when using data for legitimate purposes
- Develop instructions for data management in preparation for personnel transition
- Understand information contained in data elements and linkages to other databases

Data Leveraging

- Manage public access to confidential data
- Promote understanding of data among stakeholder groups
- Recommend professional development on topics related to use of school data sets
- Develop a data strategy that complies with policy and legislation

Data Relevance

- Interpret information found within federal sources
- Create and use data dashboards to track program information
- Demonstrate understanding of the groups required for data disaggregation and aggregation
- Outline data expectations and set appropriate benchmarks
- Know where to locate data important to the educational institution

(Continued on the following page)

Specific Standards and Competencies (continued)

Data System Alignment

- Identify regular education academic data to optimize the accountability system
- Implement the regulations influencing reporting of special populations and student inclusion
- Describe the requirements and outcome measures used for reporting employment data
- Identify a main source of enrollment data used to track student postsecondary enrollment

Sample Questions

Data taken from standardized assessments and considered “hard data” are _____ data.

- A. qualitative
- B. categorical
- C. quantitative
- D. nominal

Education agencies should define data elements and only collect data for

- A. legitimate purposes
- B. upcoming reports
- C. teacher evaluation
- D. longitudinal studies

Presentations that display information over extended periods use

- A. pictures
- B. tables
- C. timelines
- D. pie charts

The student enrollment groups that can be duplicated or counted more than once are

- A. gender
- B. ethnic populations
- C. special populations
- D. concentrators

Where can a data professional find reliable data on employment of graduates?

- A. Faculty
- B. Employment Security Division
- C. Unemployment Insurance Wage Base
- D. WIOA