

NOCTI

Education Professional
Credential



Principles of CTE Teaching - Level 2

Code: 5345 / 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 2 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 2 credential is targeted to new CTE instructors who have two to three years 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

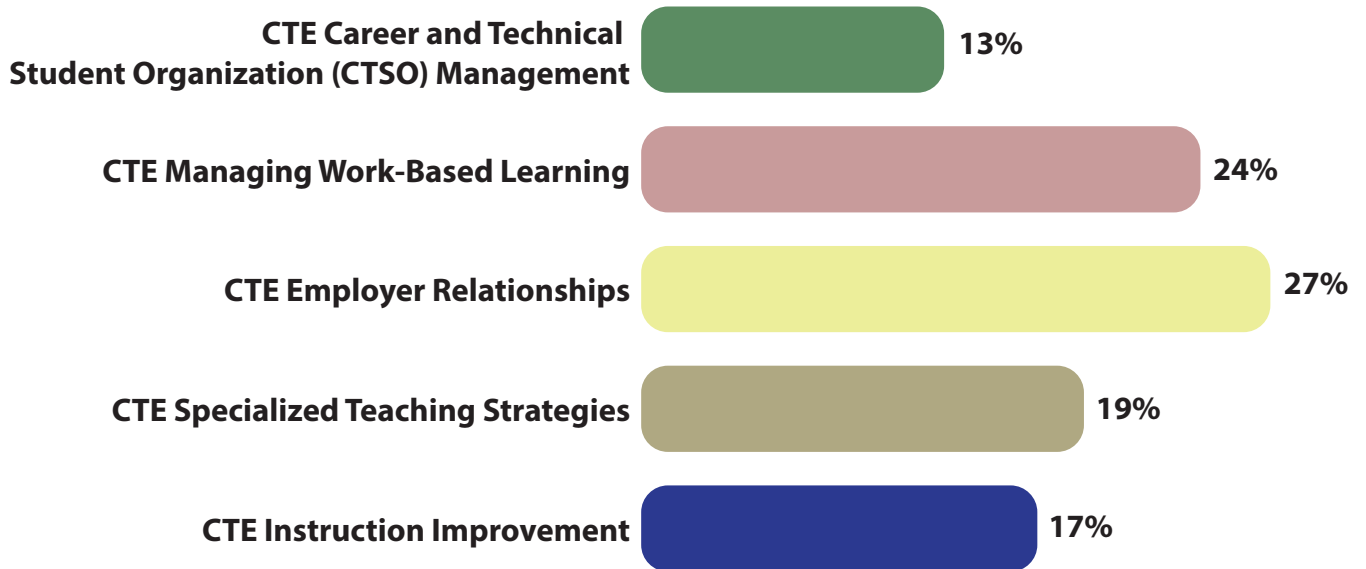
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

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 Career and Technical Student Organization (CTSO) Management

- Identify and understand the function of CTSOs in the CTE program
- Organize and establish a CTSO chapter related to the CTE program
- Advise a CTSO chapter to benefit students

CTE Managing Work-Based Learning

- Understand options for students based on partnerships with work-based learning boards
- Understand labor laws and work-based learning standards for student employment
- Communicate the benefit of work-based learning to employers
- Conduct evaluations of students in work-based learning placements and solicit feedback from employers

CTE Employer Relationships

- Understand value of employer input to develop a curriculum aligned with regional employers
- Understand the expertise and advocacy offered by occupational advisory committees
- Communicate CTE program goals and outcomes to community and employers
- Understand how to communicate benefits of the program to students, instructors, and community

CTE Specialized Teaching Strategies

- Teach specified curriculum in an accredited CTE program
- Identify sources of standards and specialized initiatives for students
- Understand needs of adult, nontraditional, and specialized learner populations
- Understand the documentation and services required for students with special needs

(Continued on the following page)

Specific Standards and Competencies (continued)

CTE Instruction Improvement

- Recognize best sources of data for program information
- Recognize patterns and trends in program data to determine program and curricular effectiveness
- Use third-party assessments based on industry standards to gauge student learning
- Establish a cycle for annual planning that includes review of equipment and professional development needs

Sample Questions

The CTSO advisor is most often a

- A. building principal
- B. parent or guardian
- C. CTE instructor
- D. guidance counselor

Unlike grading, tracking _____ is a straightforward measure of skill attainment based on a task analysis.

- A. hours worked
- B. success
- C. competency
- D. experience

The group that should assist in determining the instructional technology needs in a specific CTE program is

- A. relevant industry leaders
- B. trusted vendors
- C. interested parents or guardians
- D. school administrators

A distinguishing feature of industry accreditation of an individual program generally involves

- A. specified curriculum
- B. use of a portfolio
- C. pretesting options
- D. teacher-developed assessments

Analyzing student performance data is an excellent way to measure

- A. attainment of school goals and objectives
- B. the effectiveness of CTE administrators
- C. instructor preparedness
- D. the effectiveness of CTE instruction