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## **Principles of Work-Based Learning - Level 2**

## General Assessment Information

### Blueprint Contents

General Assessment Information  
Written Assessment Information

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**Test Type:** The Principles of Work-Based Learning – 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 Work-Based Learning – Level 2 credential is targeted to CTE work-based learning coordinators who have three to five years of CTE work-based learning experience.

**Development Team:** The credential content is based on input from educational experts from the states of Georgia, Iowa, Kentucky, North Dakota, West Virginia, Wyoming.



13.9999 Education, Other



Career Cluster  
Education and Training



11-9039.00 Education Administrators, All  
Other

## Written Assessment

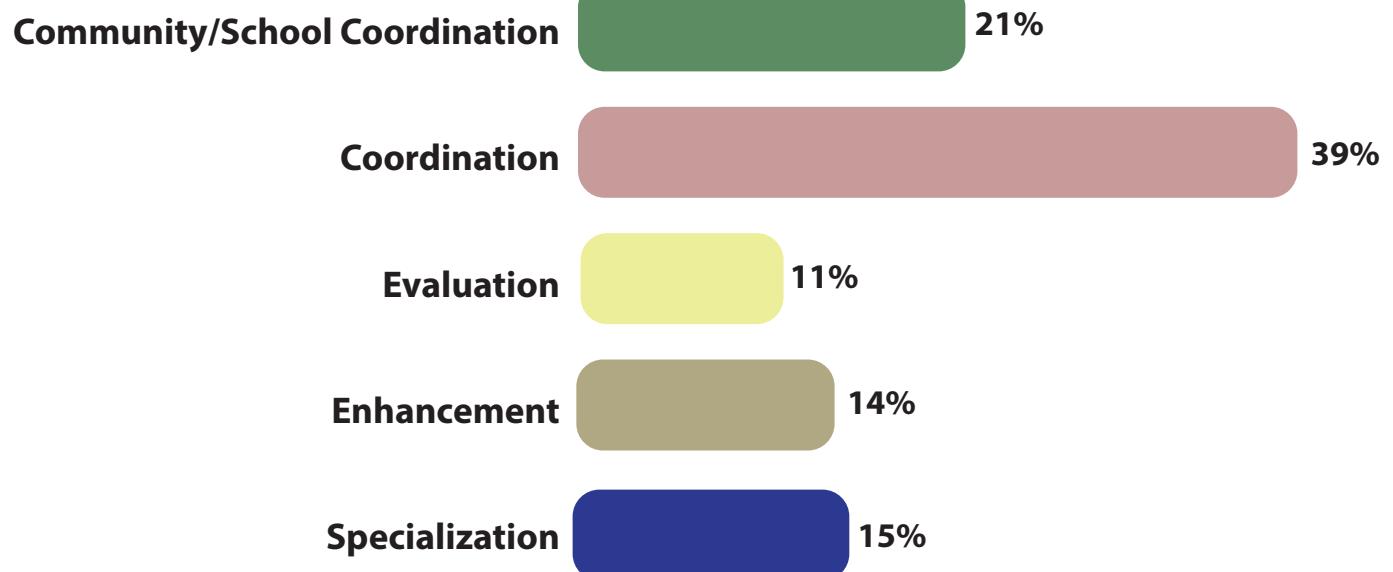
NOCTI written assessments consist of questions to measure an individual's factual theoretical knowledge.

**Administration Time:** 2 hours

**Number of Questions:** 100

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

### Areas Covered



## Specific Standards and Competencies Included in this Assessment

### Community/School Coordination

- Refocus occupational advisory council systems to align to work-based learning program
- Develop and maintain connections with CTE and non-CTE district personnel
- Implement recruitment plans for local employers
- Correlate related classroom instruction with on-the-job instruction
- Supervise retention and/or recruitment events
- Design a presentation for the value and implementation of a work-based learning program at the educational institution

### Coordination

- Devise strategies for recruitment of student-learners
- Manage attendance, workplace progress, transfers, and termination of work-based program student-learners
- Locate and assess training stations and place student-learners in work-based learning program (safety)
- Develop training agreement and training plan templates
- Collaborate to provide initial instructional assistance to the training supervisor and teacher/mentor
- Design onsite visit template
- Conduct regular onsite visits and follow up including phone calls and emails to ensure student-learner and industry partner support
- Evaluate work-based student-learner's on-the-job professional performance
- Describe the federal underpinnings of work-based learning programs

### Evaluation

- Conduct assessments, evaluate results, and implement changes based on feedback from work-based learning program staff
- Conduct assessments, evaluate results, and implement changes based on feedback from work-based learning program employers
- Conduct assessments, evaluate results, and implement changes based on participating student-learner feedback

(Continued on the following page)

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

### **Enhancement**

- Determine needs and ability for workforce shortages to expand additional work-based learning
- Assemble work-based learning program budgets to provide for additional work-based learning personnel, facilities, and related expenses
- Plan for expanding work-based learning placements
- Ensure that student-learners have professional skills prior to the start of the work-based learning experience

### **Specialization**

- Assist student-learners in reflecting and modifying career objectives based on experience
- Assist student-learners in applying for employment, other career-related activities, or further education, including obtaining work permits and portfolio documents
- Describe linkages and articulation with partners from other educational and governmental agencies
- Collaborate with employers to plan on-the-job training/instruction for student-learners with IEPs or special needs

## Sample Questions

**Which of these is a type of on-the-job instruction?**

- A. brainstorming
- B. mediation
- C. role-playing
- D. apprenticeship

**When assessing a new training site, the work-based learning program coordinator should look for**

- A. the condition of the break room
- B. available parking close to the building
- C. coworker diversity
- D. safety violations

**It is best-practice to evaluate a student-learner's assessment of their worksite placement**

- A. at the end of their placement
- B. after the first week of the placement
- C. at regular intervals during the placement
- D. upon graduation

**Which of the following work-based learning programs help student-learners earn credit toward a post-secondary credential in their chosen field?**

- A. mentoring
- B. cooperative education
- C. youth apprenticeship
- D. job shadowing

**Which document is the most important for student-learners to have when applying for a job?**

- A. Social Security card
- B. school transcripts
- C. birth certificate
- D. training agreement