The “Inside Baseball” View of Credentialing

Dr. John Foster, President/CEO

April 20, 2018
11:15-12:00 pm
Sollers Point Technical High School, Room 2055
This document contains proprietary research, copyrighted materials, and literary property of NOCTI, Inc. It is for the guidance of this audience and by extension, members of this association/organization only and is not to be copied, published, or divulged to others outside of your association or organization. NOCTI®, NBS®, and QuadNET™, are all registered trademarks of NOCTI Incorporated.

This document is of great value to both your association/organization and ours. Accordingly international and domestic laws and penalties guaranteeing patents, copyright, trademark, and trade secret protection protect the ideas, concepts, and recommendations related within this document.

No changes may be made to this document without the expressed written permission of NOCTI. Quotation rights may be obtained by sending a request to nocti@nocti.org.
Session Topics

• Credentialing
• Body Quality Standards
• Credential Engine Initiative
• Data Value in CTE
Edward Hugh "Ned" Hanlon was considered to be one of the founders of 'inside baseball'—a term which originally referred to a style of play which relied on bunts, stealing bases, and minor hits, rather than on flashier techniques, such as home runs.

A metaphor that typically refers to minutiae that only “insiders” know about.
Metaphorically Speaking

a duck out of water

You are my sunshine

It's raining
Cats and dogs

Two peas in a pod
An “Inside Baseball” Look at Credentialing
Inside NOCTI

50 YEARS AND BEYOND

2006-PRESENT
- Study Guides
- Digital Badges
- College Credit
- Collaborations
- Professional Development
- Research/Authoring
- Expanded Score Reports
- Industry Credentials

1981-2005
- Student Tests
- Pathway Tests
- Industry Tests
- Online Testing

1966-1980
- Teacher Certification Tests

Copyright 2017 All Rights Reserved
Basic Credential Categories

- Certification
- License
- Apprenticeship
- Badges
- Degree
- Micro Credential
- Diploma
- CTDL
Confused on Quality?

THE ABBOTT AND COSTELLO SHOW
WHO’S ON FIRST?
ISO 17024: Conformity Assessment

• International standard with criteria for the operation of a Certification Body for Persons
• Includes requirements for development and maintenance of the certification scheme for persons upon which the certification is based
## Quality Credentials

<table>
<thead>
<tr>
<th>Section</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 4</td>
<td>General Requirements</td>
</tr>
<tr>
<td>Section 5</td>
<td>Structural Requirements</td>
</tr>
<tr>
<td>Section 6</td>
<td>Resource Requirements</td>
</tr>
<tr>
<td>Section 7</td>
<td>Records and Information Requirements</td>
</tr>
<tr>
<td>Section 8</td>
<td>Certification Scheme</td>
</tr>
<tr>
<td>Section 9</td>
<td>Certification Process Requirements</td>
</tr>
<tr>
<td>Section 10</td>
<td>Management System Requirements</td>
</tr>
</tbody>
</table>
# Quality Credentials

## Section 7: Records and Information Requirements
- Applicant Records
- Record Confidentiality
- Information Security

## Section 8: Certification Scheme
- Development and Maintenance
- Requirements for Certification
- Code of Conduct
- Assessment Methods

## Section 9: Process Requirements
- Assessment Process
- Examination Process
- Certification Decisions

## Section 10: Management System
- Establishment, documentation, and implementation of management system that supports requirements of ISO 17024.
History

- Maintains Open-Licensed Credential Registry (CR)
- Maintains Credential Transparency Description Language (CTDL)
- Promotes an open applications marketplace

Mission

To improve transparency in the credentialing marketplace

Copyright 2017 All Rights Reserved
To improve transparency in the credentialing marketplace.
Structure

Higher Education

Business

Technical

Quality Assurance

Certification & Licensure

Advisory Groups

Credential Engine

NOCTI Participants

Copyright 2017 All Rights Reserved
How it works

Credential Finder
Discover Credentials
Powered by Credential Registry
Prototype Phase

Search
For
Organizations
NOCTI

Found 2 results

NOCTI
NOCTI is the largest provider of industry-based credentials and industry association certifications for career and technical education (CTE) programs across the nation. NOCTI credentials are nationally accredited, recommended for college credit, meet federal accountability requirements, help guide data-driven instructional improvement, and can assist with teacher evaluation systems. NOCTI provides a credible solution for employees and employers who need objective verification of technical knowledge and skills.

Compare

6 Organization Types
1 Economic Sector
3 Credentials
Offers 3 Credentials
1 Industry

Health Informatics
21st Century Skills for Workplace Success
Health Assisting

Copyright 2017 All Rights Reserved
About this Credential

The 21st Century Skills for Workplace Success credential is a NOCTI industry-based credential measuring the skills and critical knowledge employers have indicated are necessary for success in the workplace. This credential is aligned with the Employability Skills Framework published by Office of Career and Technical Adult Education. This online assessment can be used at the secondary, post-secondary, and adult levels and is tied to the NOCTI Workforce Competency Credential. Individuals meeting a minimum benchmark also have the opportunity to earn college credit. More specific information about the standards and competencies measured can be found in the Assessment Blueprint at: http://nocti.org/blueprint.cfm.
Comparison Standards Are Important!
21st Century Skills for Workplace Success

NOCTI

The 21st Century Skills for Workplace Success credential is a NOCTI industry-based credential measuring the skills and critical knowledge employers have indicated are necessary for success in the workplace. This credential is aligned with the Employability Skills Framework published by Office of Career and Technical Adult Education. This online assessment can be used at the secondary, post-secondary, and adult levels and is tied to the NOCTI Workforce Competency Credential. Individuals meeting a minimum benchmark also have the opportunity to earn college credit. More specific information about the standards and competencies measured can be found in the Assessment Blueprint at http://nocti.org/blueprint.cfm.

- 3 Quality Assurance
- 4 Levels
- 19 Subjects
- 62 Competencies

Use established methods of problem-solving and decision-making in individual and group settings

Use statistics (mean, mode, median, standard deviation) to monitor processes and quality of performance

Analyze the costs and benefits of various types of credit and debt

Apply previous learning to situations where problems must be solved or decisions made quickly

Apply understanding of the material to job tasks

Attend team meetings, focus on the topic/purpose, offer facts and ideas, and help others to contribute

Calculate, track, and evaluate income and spending

Call in to notify the supervisor of unanticipated absences

Cooperate in a pleasant and polite manner with clients, coworkers, and supervisors

NOCTI
The Farm Team (March 2018)

The above number does not include the credentialing organizations participating through our Indiana State project: approximately 33 additional organizations are involved in that project, including 22 institutions of higher education, 3 certification bodies, 5 licensing boards, and 3 QA bodies, and including two military training bodies.
What else?
Important to Consider These Too!

**Credibility:**
- Subject Matter Experts involved (SMEs)
- Process (APA, AERA, NCTM, ISO 17024 etc.)
- Standards (proprietary vs. non proprietary, scope)
- Assessment (written, performance, all aspects, technical manual)
- Credential process (renewable, cost, access)

**Value:**
- Signaling Ability
- Report Value (to students and others)
- Instructional Improvement Potential
- Transparency/Quality
Selecting a Credential

Alignment

Development

Data

Administration

Costs

Selecting a Credential

Career and technical education (CTE) prepares individuals with opportunities to acquire work-related academic, employability, entrepreneurial, and the help with skills needed to enter careers in high-skill, high-wage, high-demand fields. How do you accurately and effectively measure a student’s competencies and application of their coursework?

The quick answer is through an assessment — but if this is any assessment, the one that fits its purpose. Education Improvement Act indicates assessment must be valid and reliable, standardized, and administered under administration.

NDCTI has created a list of questions as a basis for selecting a CTE credential.

- How well does the assessment align with the standards?
- How do the standards measure the specific skills needed by employers?
- How does the assessment address workforce needs?
- What are the purpose(s) of the assessment?
- What is the format for the assessment?
- Is the assessment scored by the teacher or a certified scorer?
- How do the assessment results guide professional development for teachers and students?
- How do the assessment results inform curriculum development?
- How do the assessment results inform instructional strategies?
- How do the assessment results inform school improvement plans?
- How do the assessment results inform student transcripts and other documentation?
- How do the assessment results inform post-secondary admissions decisions?
What Else Should You Know?
Help Students Get the Credit They Deserve!

Every NOCTI credential has been recommended for college credit!

NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE
University of the State of New York - Regents Research Fund
A digital badge communicates skills and achievements by providing visual symbols of accomplishments packed with verifiable data and evidence that can be shared across the web.

Source: Mozilla Foundation
This credential certifies that
Student Name
has exceeded national standards in
Criminal Justice
as verified by NOCTI's nationally-accredited process*
Credential Award Date: May 1, 2017

John C. Foster Ph.D.
President/CEO
NOCTI

*NOCTI has earned full accreditation from the International Certification Accreditation Council (ICAC) ensuring that a neutral party has properly evaluated the organization and signifies that NOCTI's CTE assessments follow the best international industry practices and standards as outlined by accrediting bodies in ID T1904.
Explores various aspects of data-driven improvement in instruction and targets the importance of gradient objective assessment data.
## Competency Analysis

<table>
<thead>
<tr>
<th>Culinary Competencies</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>S7</th>
<th>S8</th>
<th>S9</th>
<th>S10</th>
<th>S11</th>
<th>S12</th>
<th>S13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display understanding of cooking terminology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read, follow, and convert standard recipes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish mise en place (i.e., identify ingredients, weight/measures, pan sizes, assembling herbs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and distinguish knife types and related terminology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate knife sharpening skills and proper knife care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate basic knife cuts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and demonstrate proper use of measuring devices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify large and small kitchen equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilize large and small equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Display knowledge of cleaning and sanitizing methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain basic principles of nationally recognized sanitation protocols (e.g., ServSafe®, CPFM)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibit understanding of prevention, causes, and response to workplace injuries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe fire extinguishers and fire safety procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand OSHA regulations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain all kitchen equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain safe kitchen and surroundings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare salads and dressings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare cold soups, appetizers, entrees, and desserts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garnish and plate menu items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare sandwiches, spreads, and fillings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain procedures for buffet preparation and maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify storage methods for cold foods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify fruits and vegetables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There is no culinary program at this site.
More Resources

Provide students with a test preparation advantage.

✓ Sample items and performance jobs
✓ Study checklists
✓ Study tips

Paper-based version is also available!
A Review

CREDENTIALS

diploma certificate certification

Copyright 2017 All Rights Reserved
Contact Info

Web: www.nocti.org
Phone: 800.334.6283
email: nocti@nocti.org

Presenter Email: john.foster@nocti.org
Selecting a Credential

Alignment

- How well does the assessment align to the standards in the program of study?
- Are there additional types of testing available other than just a basic multiple-choice assessment? (e.g., hands-on)
- What options are available for customizing an assessment to better measure the standards in the program of study?
- What is the purpose of the test?
Selecting a Credential

- Is the assessment developed based on a process adhering to reputable industry testing standards?
- Is the assessment based on industry-recognized technical standards?
- Do the assessments include items that demonstrate a range of thinking skills?
- Is the assessment national in scope and include input from secondary, post-secondary, and industry?
Selecting a Credential

Costs

- Does the cost of the assessment include user training, supplemental administration materials, score reports, and technical support?
- Are there site license, administration, or membership/subscription fees in addition to the cost of the assessment?
- In order to use the assessment, does the school, staff, facilities, and/or equipment need to be certified or endorsed by the testing organization?
Selecting a Credential

- Do the score reports provide more than just a pass/fail designation?
- Are score reports easy to interpret?
- Are individual score reports included?
- Is normative data provided?
- What options are available for customizing the score report?
- How quickly are tests scored and reports available?
Selecting a Credential

- Are both online and paper/pencil delivery options available?
- What is the time commitment for the test administration?
- What type of accommodations are available for test takers?
- What types of value-adds are included in the assessment purchase? (e.g., college credit, digital badges, individual score reports)