Idaho Division of Professional-Technical Education
An Overview of the Essential Components for State Approved PTE Programs

Updated: May 30, 2008 *Reference: IDAPA 55.01.01 (http://adm.idaho.gov/adminrules/rules/idapa55/55index.htm)*

Program Component	Guiding Principles
Content Content is chosen that meets local, state or national industry-recognized standards. IDAPA 55.01.01.100 – Statement of Purpose The mission…is to provide… • technical skills • knowledge • attitudes necessary for successful performance in…workplace.	• **A state approved Program of Study is on file with the Idaho Division of Professional-Technical Education.** – A high school PTE program: ▪ meets all the essential components for secondary programs ▪ has course offerings that meet established guidelines, specifies the course sequence for grades nine through twelve, includes work-based learning experiences, and identifies postsecondary and employment options – A postsecondary program consists of a sequence of courses that meet certificate or degree requirements as approved by the Idaho State Board of Education (SBOE). • **Curricula are aligned with industry-recognized standards as validated and approved by the local program advisory committee.** – The objective of the curricula is identify skills and abilities that meet employment standards and workplace performance expectations – Courses of study must be current and based on industry-validated technical content standards; accrediting association and/or licensing agency standards when applicable; and academic content standards • **An advisory committee that represents various aspects of the industry and community meets regularly and provides input for program content, assessment and improvement.** – Advisory committees identify new and emerging careers; advise programs on curriculum, assessment, work-based learning, facilities and equipment; and engage educators to improve and expand programs.
Delivery Content is delivered in a format that is effective and efficient for quality student learning outcomes.	• **Based on the program standards, institutions and faculty determine how program learning outcomes are developed, what is to be taught, and how students will learn based on local needs and best practices.** – Traditional and innovative strategies for delivery provide content at the time, location, and pace based on students' needs. – Realistic work experience is provided through laboratory and/or industry-related activities. – Program equipment, supplies and resources are consistent with and support the development of occupational skill standards.
Accountability A valid and reliable system that measures student performance in academic proficiency, technical proficiency, high school graduation and post-program placement. IDAPA 55.01.01.102 – Basic Function .02: Program evaluation .06: Accountability system .08: Evaluate programs .11: Administer programs	• **Assessment method is aligned with curricula and approved by the program advisory committee as a valid and reliable assessment**. – Generally involves a third-party assessment; not teacher developed tests – Programs are encouraged to use assessments that make sense and get results. Assessments may be summative and formative; direct and indirect. – A singular approach to assessment is not suggested by accrediting agencies. • **Upon completion of an approved PTE program of study, students take a technical skill assessment, if available and appropriate. Such assessments may include the following (in order of preference):** – The appropriate national or state licensure exam, where one exists; or – An industry-recognized certification exam; or – A nationally validated test, such as the NOCTI Job Ready Assessments; or – A test generated from a national databank of test questions, such as the V-TECS test question data banks, verified by employers or experts in the field of study; or – A state or local-developed assessment, validated by employers or experts, other than teachers in the PTE program, as acceptable tools for evaluation of skill mastery
Reporting & Program Improvement IDAPA 55.01.01.102 – Basic Function .10: Collect data & information	• **Programs are required annually to report local results for the accountability measures identified by SDPTE**. – Schools are expected to continually make progress toward improving the performance of PTE students. For schools that do not achieve 90% of the state performance goals, an improvement plan will be required.

The content, delivery and assessment of professional-technical education vary across program, school district, state, and nation. The Idaho PTE Program Approval process will provide flexibility to schools and colleges to meet their specific needs.

Frequently Asked Questions about Technical Skill Assessment

- **WHAT are the purposes of Technical Skill Assessment?**
  - * Demonstrate Achievement * Program Improvement * Provide Accountability *

- **WHO needs to be measured?**
  - Secondary: (1) A junior or senior student who has completed three state approved PTE courses in a program sequence and is enrolled in a capstone course; (2) A junior or senior student who is enrolled in a professional-technical school and is enrolled in a capstone course; or (3) a junior or senior student who has completed all of the PTE courses in a program sequence if less than three.
  - Postsecondary: To be determined…….

- **WHAT is to be measured?**
  - Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate. *(Section 113(b)(2)(B)(i); Perkins Act of 2006))*

- **WHEN should measurement occur?**
  - The assessment process is on-going and may occur at any time during the school year, but generally should be completed by May 15 for secondary and August 30 for postsecondary.

- **WHO pays the cost of technical skill assessment?**
  - The cost of test administration will be the responsibility of the student and/or school.

- **What methods of technical skill assessment are approved?**
  - The method of technical assessment must use industry-recognized standards, be valid and reliable, and be appropriate to the education level of the students being measured. Examples of approved assessments are:
    - The appropriate national or state licensure exam, where one exists; or
    - An industry-recognized certification exam; or
    - A nationally validated test, such as the NOCTI Job Ready Assessments; or
    - A test generated from a national databank of test questions, such as the V-TECS test question data banks, verified by employers or experts in the field of study; or
    - A state or local-developed assessment, validated by employers or experts, other than teachers in the PTE program, as acceptable tools for evaluation of skill mastery
    - Other assessments instruments or methodologies that are approved by SDPTE.

- **What are the criteria for test approval? What information would a school need to provide to obtain state approval for a test?**
  - Each program will declare the method of technical assessment, if appropriate and available. Four (4) methods of technical skill assessment are approved (listed above). For other methods of technical skill assessments, institutions will need to apply to the IDPTE and provide the following information.
    - Name of institution and PTE program for which technical skill assessment is being requested
    - Source of industry-recognized program standards
    - Method of technical skill assessment and how it is a valid and reliable measure of performance
    - Endorsement of technical skill assessment by institution and program advisory committee

- **How do you ensure test reliability and validity?**
  - **Reliability** is the degree to which an assessment tool produces stable and consistent results. Annual review of the technical skill assessment process by the program advisory committee will ensure that assessment results are consistent for students of similar skills and abilities.
  - **Validity** refers to how well a test measures what it is purported to measure. Annual review of the program standards and technical skill assessment process by the program advisory committee will ensure that the results represent student achievement of employment standards and work performance expectations.

- **What third party tests are available? How do we match the assessment to the curriculum?**
  - Consult with local employers on licensure, registry and/or certification required by local employers. You may also contact an IDPTE program manager for information on third party tests.
  - Matching curricula to a third party test will depend largely on the intent of the program to prepare students for licensure, registry and/or certification. If your program standards are different than the certifying agency this could be a challenging task.

- **WHAT is the phase in period for the technical assessment?**
  - For the 2008-2009, the Idaho Division of Professional-Technical Education (IDPTE) will be required to report technical skill assessment results to the Office of Vocational and Adult Education (OVAE) as a requirement of the Carl D. Perkins Career and Technical Education Act of 2006. Institutions will be required to report technical skill assessment results for the 2008-2009 school year. This information in normally due on June 1 for secondary schools and November 1 for postsecondary institutions.