

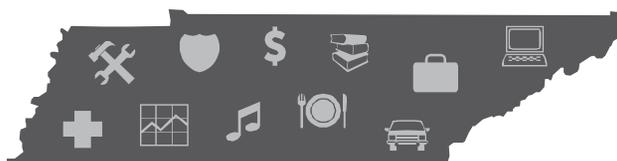


Industry Certifications & Assessments

October 27, 2015

Heather Justice, executive director, office of career and technical education

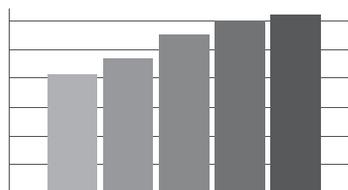
It's our responsibility to set students up for success



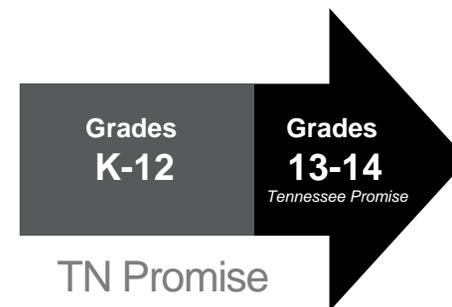
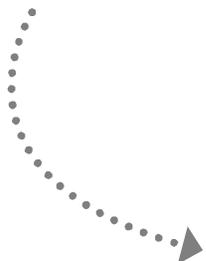
Changing World



Given our progress, the changing world, and the opportunity of Tennessee Promise, we must reorganize around a new vision:



Progress



TN Promise



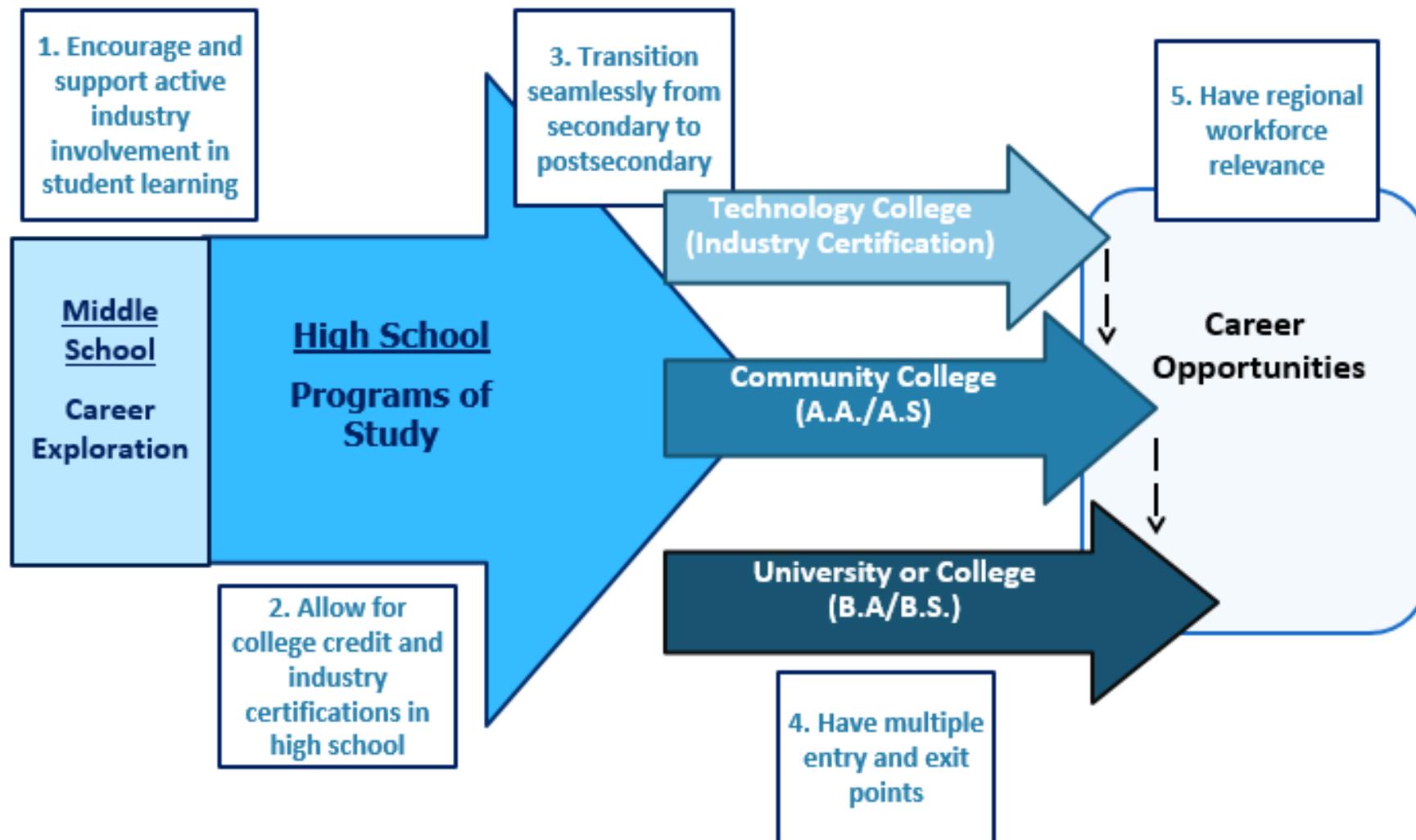
SUCCESS AFTER GRADUATION





Industry Certifications

Elements of a Robust, Aligned Learning Pathway



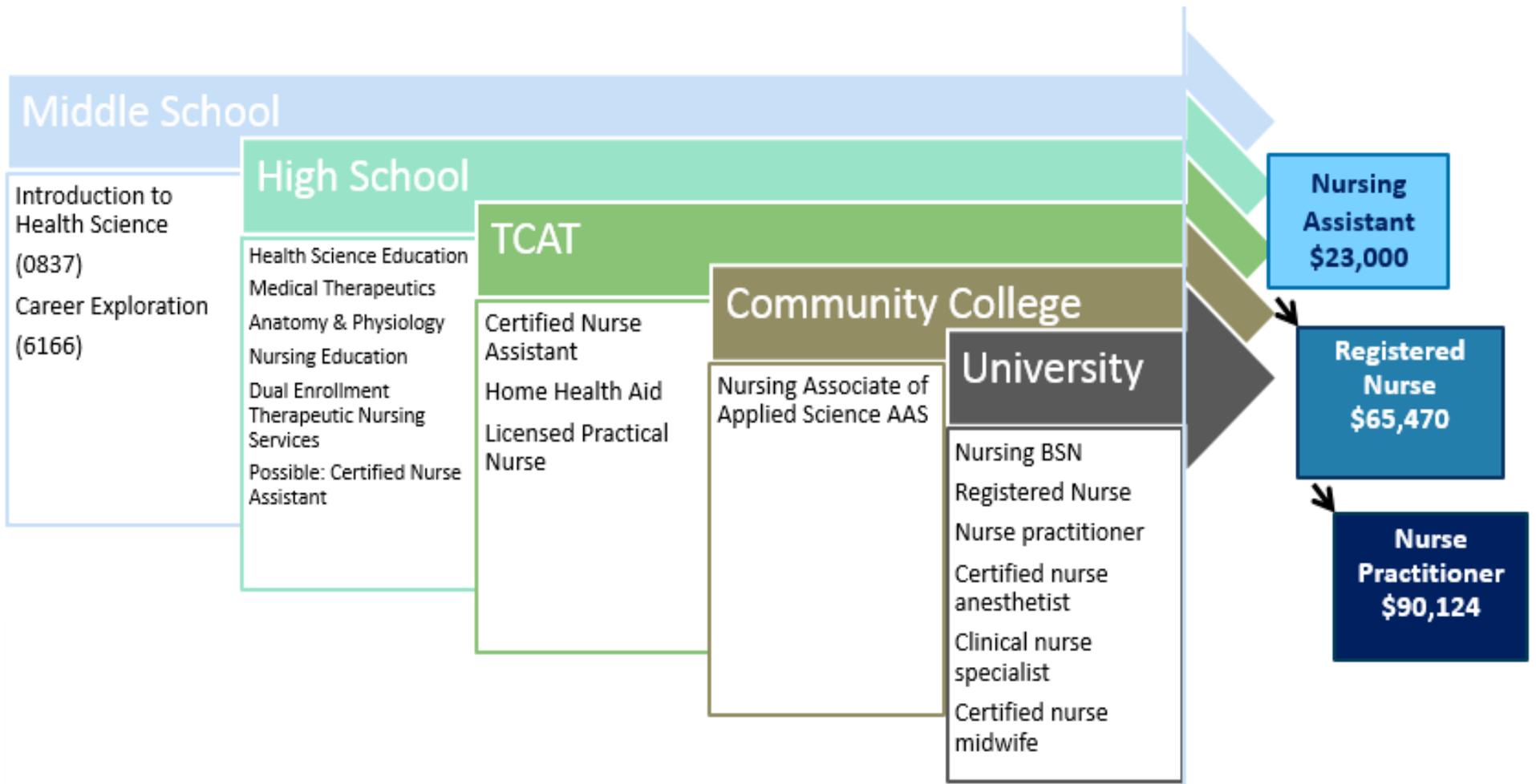
Encourage and Support active Industry Involvement in Student Learning

- Active industry involvement begins early on in a student's learning pathway.
- This involvement can and should take on many different forms.
- It should also progress in involvement as the student progresses through his/her learning pathway.
- This type of involvement can represent
 - curricular alignment with labor market needs,
 - student career site visits/employer visits to schools,
 - industry advisory councils,
 - teacher externships and student internships, and/or
 - active work-based learning experiences and internships.

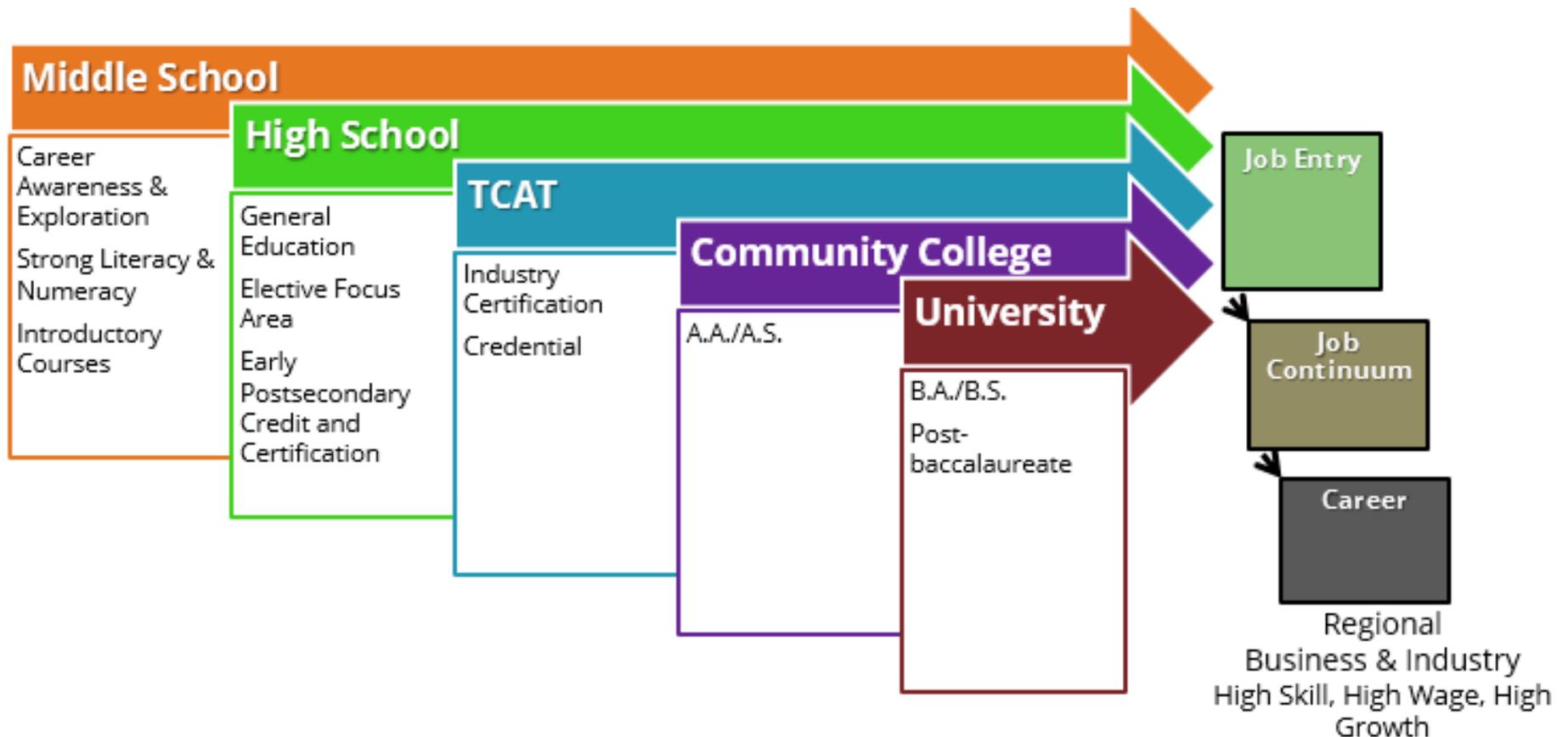
Allow for College Credit and Industry Certifications in High School

- Students should be demonstrating proficiency as they progress through their learning pathway.
- To ensure students are developing college and career ready skill sets, robust learning pathways should embed opportunities for students to demonstrate these skills through early postsecondary and industry credentials.
- Each credential or degree a student receives will, ideally, translate to the professional continuum in his/her selected career (promotions, qualifications for higher paying positions, leadership roles, postsecondary credit, etc.).

Transition Seamlessly from Secondary to Postsecondary



Have Regional Workforce Relevance



Goals for Alignment of Industry Certifications

- **Increase student attainment** of department-promoted industry certifications
 - Increase number of students sitting for promoted certification exams
 - Increase pass-rates for said exams
- **Increase transference** of department-promoted industry certifications to meaningful opportunities for students following high school graduation
 - Increase number of credit and/or hours awarded upon entering a postsecondary program
 - Increase employment rates and workforce matriculation
- **Ensure consistency** in the promotion of department-promoted industry certifications with various stakeholders, including students, caregivers, school personnel, and postsecondary and industry partners. Promotion may include:
 - Capstone experiences in CTE programs of study
 - Recognition for “state distinction” upon graduation
 - Opportunities available through the attainment of a certification

Alignment Criteria for Promotion of Certifications

- It is important that department-promoted certifications meet a set of criteria designed to ensure students can transfer attained certifications to postsecondary matriculation and workforce employment.
- Certifications should further a student's pathway not hinder it. In so keeping, the department used the following criteria to determine which industry certifications to promote:
 - Industry recognized and valued
 - Aligned to CTE course and/or program of study
 - Transference to postsecondary institution
 - Transference to high quality employment

Industry Recognized and Valued

- For any certification to be promoted, it is essential that the certification is recognized and valued by the targeted industry.
- The industry certifications promoted by the department have been vetted by respective career cluster advisory councils (composed of Tennessee industry representatives). If an identified certification was recognized but not valued, it was not included in the final department-promoted list.
- All department promoted certifications must show both.

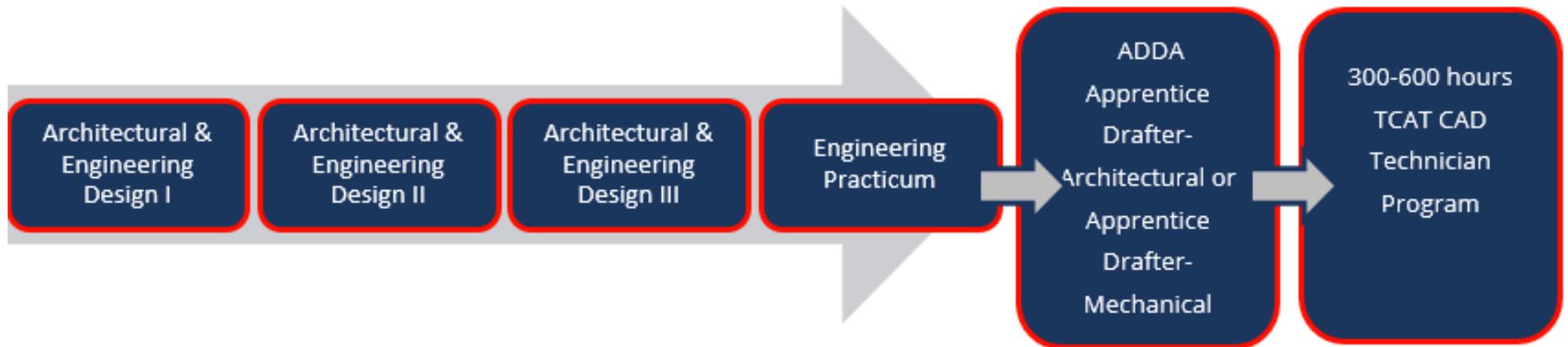
Aligned to CTE Course and/or Program of Study

Therapeutic Nursing Services Program of Study



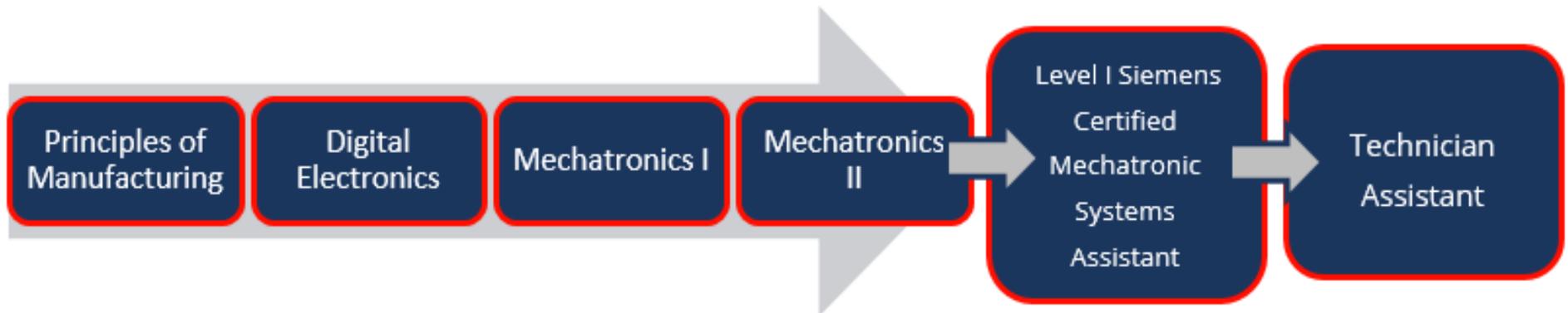
Transference to Postsecondary

Architectural & Engineering Design Program of Study



Transference to High Quality Employment

Mechatronics



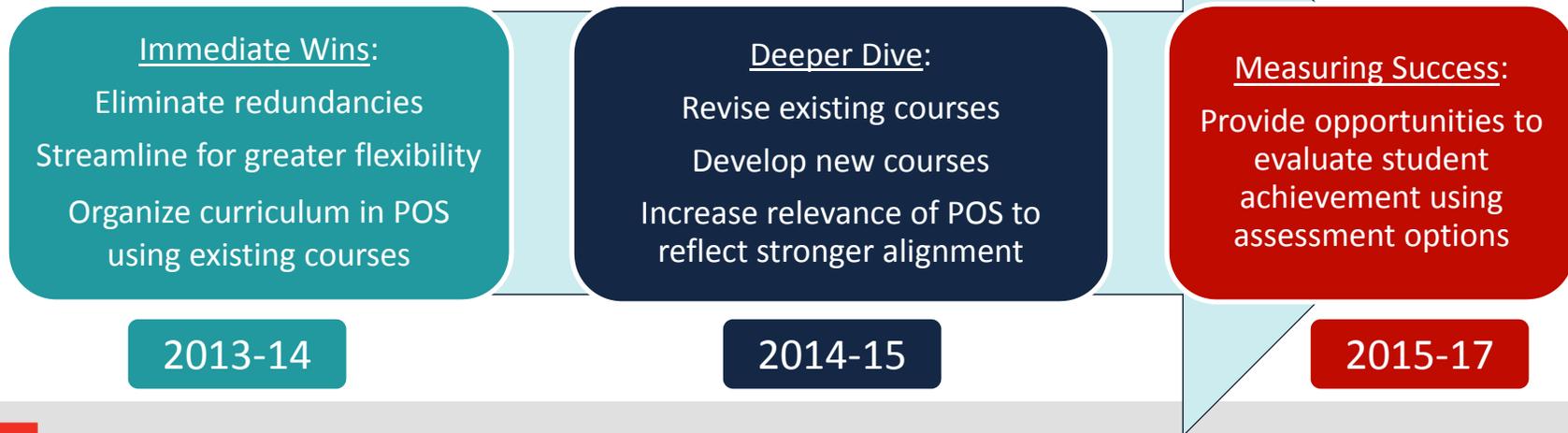


TM

Phase III

Current CTE Strategic Plan: Multi-Phased, Multi-Year Approach

Phase	Goal	Implementation
Phase I	Streamline our existing courses and programs of study	2013-2014 SY
Phase II	Add relevant new courses and new programs of study, revise courses to align to higher student expectations	2014-2015 SY
Phase III	Measure success of students with rigorous assessment options for all courses	2015-2017 SY



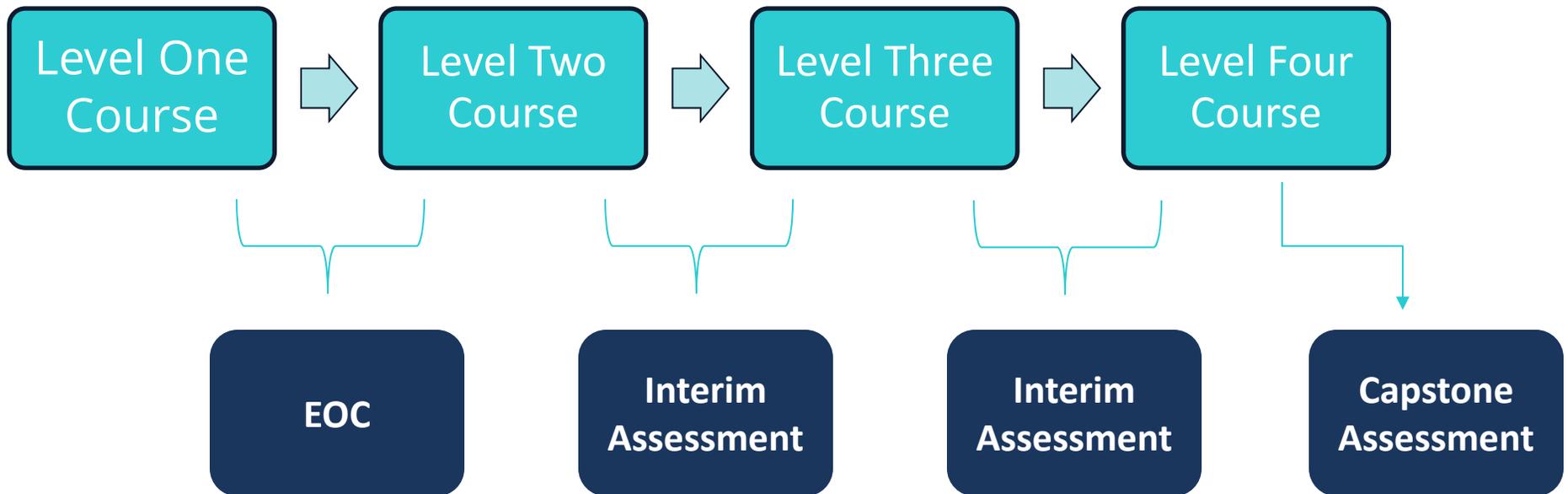
Strategic Plan: Phase III

Identifying **authentic assessment options for CTE courses**

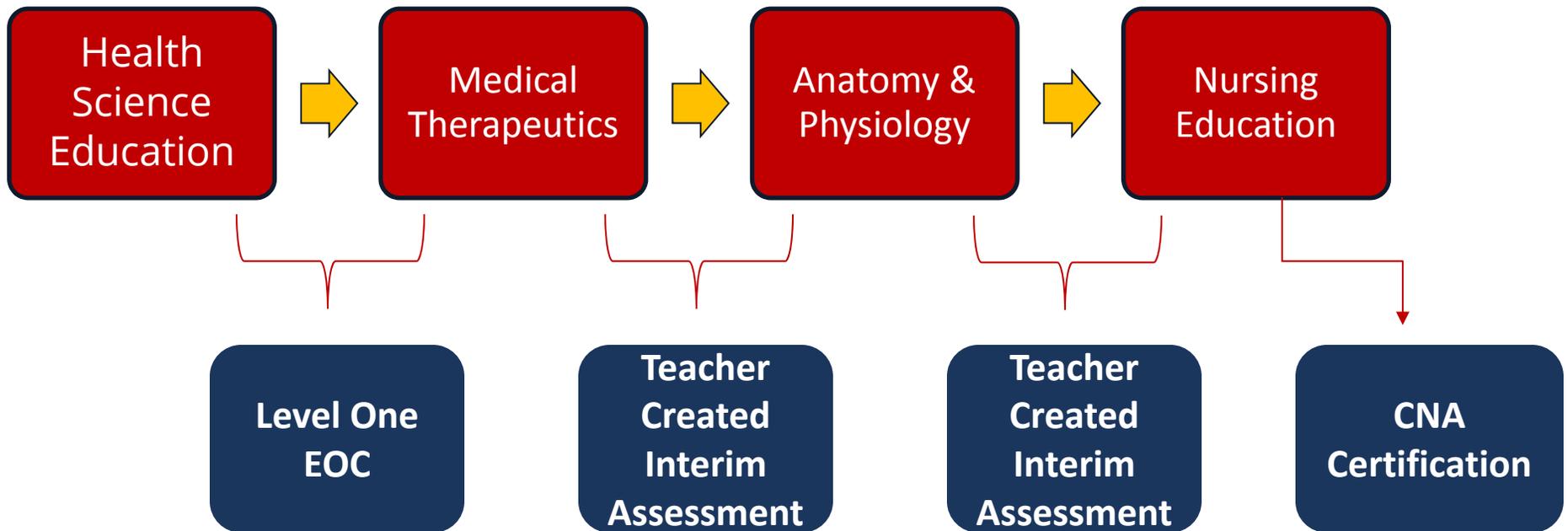
- Assessment options will present opportunities for LEAs to:
 - Effectively measure and reward student learning
 - Effectively measure and give productive feedback to improve teaching
 - Identify and share best practices and lessons learned across the state



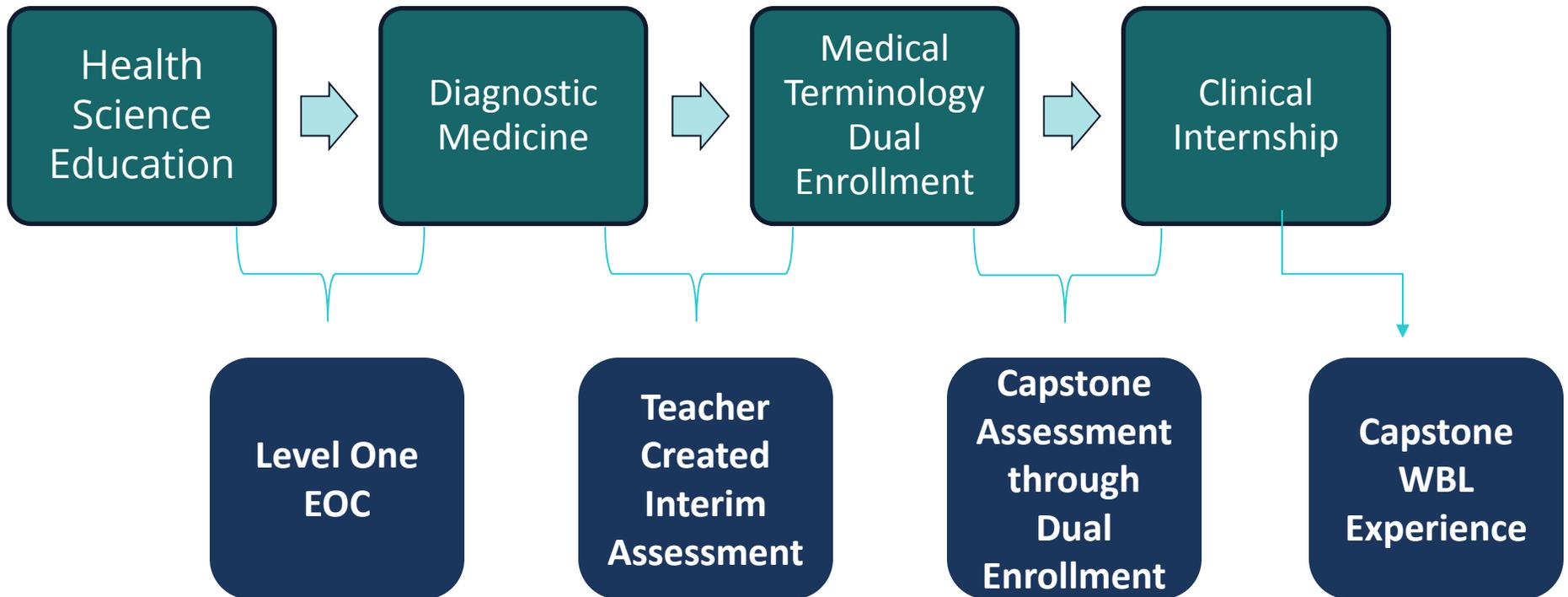
Progression of Assessments



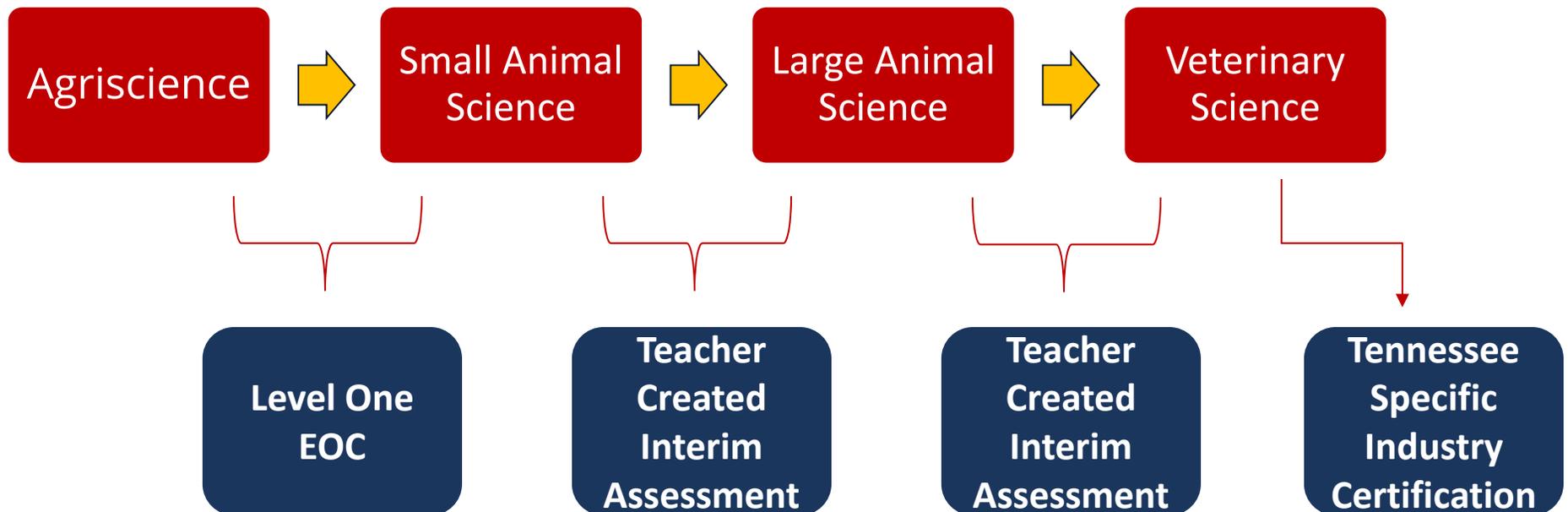
Progression of Assessments



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