

TENNESSEE STATE BOARD OF EDUCATION

TEACHER AND ADMINISTRATOR EVALUATION POLICY

5.201

Local boards of education and charter schools shall adopt and implement an approved evaluation model for teachers and school administrators.

Policy Sections:

- (1) General Requirements
- (2) Evaluation Weighting Flexibility
- (3) State Evaluation Model (TEAM)
- (4) Alternate Observation Models
- (5) Local-Level Grievance Procedure

- (1) General Requirements

- (a) The primary purpose of annual teacher and school administrator evaluation is to identify and support instruction that will lead to high levels of student achievement.
- (b) Evaluations shall be used to inform human capital decisions, including, but not limited to, individual and group professional development plans, hiring, assignment and promotion, tenure and dismissal, and compensation.
- (c) Annual evaluation shall differentiate teacher and school administrator performance into five (5) effectiveness groups according to the individual educator's evaluation results. The five (5) effectiveness groups are: significantly above expectations (level 5), above expectations (level 4), at expectations (level 3), below expectations (level 2), and significantly below expectations (level 1). The Department of Education shall monitor observation scores throughout the year and enforce consistent application of standards across districts. Upon the conclusion of the school year and relevant data collection, the Department shall publish evaluation results by district. Districts and schools that fall outside the acceptable range of results, subject to student achievement scores, will be subject to additional training and monitoring by the Department as outlined in section (4).
- (d) Performance level discrepancies, between individual student achievement growth scores and observation scores of three (3) or more shall be considered outside the acceptable range of results. The ten percent (10%) of schools with the highest percentage of teachers falling outside the acceptable range of results shall be required to participate in additional training and support as determined by the Department. Districts that have twenty (20%) percent or more of their teachers fall outside the acceptable range of results will, as determined by the Commissioner, lose their ability to apply for or implement alternate evaluation models or TEAM Flexibility the following school year.

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(2) Evaluation Weighting Flexibility

The Tennessee Teaching Evaluation Enhancement Act of 2015 (T.C.A. § 49-1-302) adjusted the weighting of student growth data in an educator's evaluation to lessen the evaluation score impact of TNReady, as well as the social studies and science assessments. Public Chapter 192 of the Tennessee Public Acts of 2017 updated the Tennessee Teaching Evaluation Enhancement Act to extend the phase-in approach for how TNReady assessments administered in school years 2015-16 through 2018-19 will be weighted in an educator's evaluation.

(3) State Evaluation Model (TEAM)

Fifty percent (50%) of the evaluation criteria shall be comprised of student achievement data, including thirty-five percent (35%) based on student growth data and fifteen percent (15%) based on other measures of student achievement. The remaining fifty percent (50%) of the evaluation criteria shall be based on a rating using the qualitative appraisal instrument contained in each approved evaluation model.

(a) Fifty percent (50%) student achievement data. This portion of the evaluation model shall use multiple data sources to evaluate educators' effectiveness in affecting student learning growth.

1. Thirty-five percent (35%) student growth measures.

(i) For teachers with individual Tennessee Value Added Assessment System (TVAAS) scores, the student growth measures shall be comprised of TVAAS scores.

(ii) For teachers, librarians, counselors, and other groups of educators who do not have individual TVAAS scores, LEAs may choose from a list of TEAM student growth portfolio models that have been shown capable of generating an individual student growth measure. By the 2019-2020 school year, in order to provide individual growth scores to teachers in non-tested grades and subjects, LEAs shall use at least one (1) appropriate alternative growth model that has been approved by the State Board of Education. The list of options will be approved by the Department of Education prior to the start of each school year. The current list of TEAM portfolio models includes:

- (I) Fine Arts TEAM Portfolio Model
- (II) World Languages TEAM Portfolio Model
- (III) Physical Education TEAM Portfolio Model
- (IV) Pre-K/Kindergarten TEAM Portfolio Model
- (V) First grade TEAM Portfolio Model

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(VI) Second grade TEAM Portfolio Model

- (iii) In order to implement one of the TEAM portfolio models above, LEAs shall:
- (I) Assign a district TEAM portfolio lead to maintain accurate teacher rosters, distribute portfolio-related information and resources, monitor and support timely portfolio submissions for all teachers, and ensure portfolio peer reviewing;
 - (II) Assign a technology lead to provide local platform support;
 - (III) Select and provide TEAM portfolio evaluators at a ratio of one (1) evaluator for every ten (10) portfolios in each content area; and
 - (IV) Ensure all TEAM portfolio evaluators are trained and credentialed by the Department to assess student growth according to the portfolio model.
- (iv) Failure to submit a portfolio shall result in an incomplete evaluation record for the school year and no level of overall effectiveness (LOE) shall be calculated.
- (v) All pre-kindergarten and kindergarten teachers employed by an LEA that offers an approved VPK (Voluntary Pre-K) program shall implement the State Board-approved pre-kindergarten and kindergarten portfolio models.
- (vi) For educators without individual student growth measures who are not school administrators, TVAAS school composite scores shall be the standard student growth measure and shall account for fifteen percent (15%) of the overall evaluation score. The qualitative portion of the overall evaluation for these educators shall be increased to seventy percent (70%) and the other measures of student achievement shall account for fifteen percent (15%).
- (vii) For school administrators who spend at least fifty percent (50%) of their time on administrative duties, the student growth measure shall be school-level value-added scores.
- (viii) LEAs have the option to allow teachers who score a level 4 or 5 on individual growth to use their individual growth score for the entirety of their overall level of effectiveness.
2. Fifteen percent (15%) other measures of student achievement.
- (i) School administrators, classroom teachers, librarians and all other educators in grades kindergarten through 8 (K-8) and nine through twelve

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(9-12) will select, in collaboration with the evaluator, from the list of achievement measures included in Appendix D. The agreed-upon measure should be a measure aligned as closely as possible to the educator's primary responsibility. If the two parties do not agree on a measure, the educator being evaluated will select a measure.

- (ii) School administrators and teachers may use a student growth measure of level 3, 4, or 5 in lieu of the achievement measure if it results in a higher overall score.
 - (iii) The Department of Education shall continually monitor and make recommendations to the State Board for revising the menu of achievement measures based on increasing availability of higher quality measures of performance.
- (b) Fifty percent (50%) qualitative measure (observation). This portion of the evaluation model shall use multiple data sources to evaluate educator practice against the qualitative appraisal instrument contained in each approved observation model.
1. All classroom teachers and non-instructional, licensed staff (other than school administrators who spend at least fifty percent (50%) of their time on administrative duties) shall be observed with a State Board approved observation model.
 - (i) At least one-half ($\frac{1}{2}$) of all observations shall be unannounced and a minimum of one (1) observation shall be announced. For teachers scoring level 5 on individual growth or level of overall effectiveness the required observation shall be unannounced.
 - (ii) Evaluators shall provide written feedback, as well as schedule and conduct an in-person debrief with the educator, within one (1) week of each observation.
 - (iii) Observation pacing for teachers shall meet the requirements included in the chart below:

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Licensure Status	Previous Year Individual Growth or Level of Overall Effectiveness ¹	Minimum Required Observations*	Minimum Required Observations per Domain*	Minimum Number of Minutes per School Year
Practitioner	Levels 1-4	Six (6) domains observed, with a minimum of three (3) domains observed in each semester.	3 Instruction 2 Planning 2 Environment	90 minutes
	Level 5	One (1) formal observation covering all domains first semester; two walk-throughs second semester.	1 Instruction 1 Planning 1 Environment	60 minutes
Professional	Level 1	Six (6) domains observed, with a minimum of three (3) domains observed in each semester.	3 Instruction 2 Planning 2 Environment	90 minutes
	Levels 2-4	Four (4) domains observed with a minimum of two (2) domains observed in each semester.	2 Instruction 1 Planning 1 Environment	60 minutes
	Level 5	One (1) formal observation covering all domains first semester; two (2) walk-throughs second semester.	1 Instruction 1 Planning 1 Environment	60 minutes

(iv) An LEA or charter schools using the TEAM model may choose to allow observers to combine domains during classroom observations provided the requisite minimum time, semester, distribution and notice (announced versus unannounced) are met.

(c) The number of required observations for licensed teachers who were PYE (partial year exemption) in the previous year, may be determined by their performance level in the school year immediately preceding the PYE year. Any non-PYE

¹ LEAs may elect to base pacing on a teacher's previous year individual growth or on level of overall effectiveness, pursuant to local policy.

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educator without a Level of Overall Effectiveness in the previous year shall have the maximum number of observations conducted based on the educator's license type.

- (d) LEAs may use a State Board approved student survey instrument weighted in accordance with the approved observation model. See Appendix A for the approval process for student survey instruments.
 - (e) School administrators who spend fifty percent (50%) or more of their time on administrative duties shall be observed according to an approved observation model based on the Tennessee Instructional Leadership Standards (TILS) and approved by the State Board of Education. The evaluation process will also include:
 - 1. A review of the quality of the school administrators' implementation of teacher evaluations;
 - 2. School climate and/or teaching and learning conditions surveys; and
 - 3. School administrators shall have at least two (2) onsite observations annually, conducted by the director of schools or designee.
 - (f) All evaluations shall be conducted by certified evaluators. To be certified, an evaluator must meet certification requirements as determined by the Department of Education.
- (4) Alternate Observation Models
- (a) In lieu of the state observation model (TEAM), LEAs and state special schools may select an alternate observation model from a State Board-approved list. Public charter schools or charter management organizations, if applicable, may select the state observation model, an alternate observation model approved by the State Board for LEAs, or a charter school alternate observation model from a State Board-approved list (Appendix B).
 - 1. The list of currently approved alternate observation models for LEAs, state special schools, and charter schools includes:
 - (i) The Teacher Instructional Growth for Effectiveness and Results (TIGER)
 - (ii) Project COACH
 - (iii) Teacher Effectiveness Model (TEM)
 - 2. The list of currently approved alternate school administrator observation models includes:
 - (i) Project COACH Administrator

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- (b) LEAs, state special schools, and charter schools may submit an alternate observation model to the Department for review and recommendation to the State Board. All proposed alternate observation models shall, at a minimum:
1. Be research-based, effectively differentiate teacher performance, and meet all legal requirements regarding evaluation;
 2. Differentiate teacher performance into five (5) performance levels. The use of a conversion plan to convert scores on a different scale to a five-level scale is permitted, if applicable;
 3. Include a plan for observation data to be submitted into the state evaluation data system on annual basis in compliance with timelines determined by the Department of Education;
 4. Require yearly certification of all evaluators;
 5. Include a formal feedback component; and
 6. Include at least the same number of observations required by the TEAM evaluation model.
- (c) LEAs may propose to pilot an alternate observation model to the Department of Education via the following process:
1. A formal request to pilot a new alternate observation model shall be submitted to the Department of Education by January 15 of the year prior to implementation of the pilot.
 2. The request to pilot shall, at a minimum, include the proposed observation rubric, documentation that the proposed model meets the minimum requirements for alternate observation models, the research base for the particular model, and the numbers of teachers and schools to be involved in the pilot.
 3. The Department of Education shall review the proposed pilot and shall approve or deny the proposed pilot.
 4. If approved, data regarding the outcome of the pilot shall be submitted to the Department of Education no later than July 1 following the piloted school year.
 5. The Department of Education shall review the data from the proposed observation model and shall recommend approval or denial of the alternate observation model to the State Board.

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- (d) Charter schools or charter management organizations, if applicable, may propose an alternate observation model via the following process:
 - 1. A proposal shall be submitted to the Department of Education by January 15 of the year prior to implementation.
 - 2. Each proposal shall include the proposed observation rubric, evidence that the proposed model meets the minimum requirements for alternate observation models, and the research base for the particular model.
 - 3. The Department of Education shall review the proposed model and shall recommend to the State Board either approval or denial of the model.
 - (e) LEAs using an approved alternate observation model shall submit the following documents to the Department of Education by June 1 each year:
 - 1. Documents noting any proposed changes to the evaluation model for the following school year.
 - 2. An annual plan for ensuring all evaluators are certified.
 - (f) The approved evaluation model for non-public school teachers shall be the state's evaluation framework used by all schools prior to 2011-12 school year.
 - (g) Any evaluation model from which results will be counted as professional development points for purposes of licensure renewal or advancement shall be approved by the State Board.
- (5) Local-Level Grievance Procedure
- (i) T.C.A. § 49-1-302, provides for a local-level evaluation grievance procedure, which "shall provide a means for evaluated teachers and school administrators to challenge only the accuracy of the data used in the evaluation and the adherence to the evaluation policies adopted" by the State Board of Education.
 - (b) The local-level grievance procedure shall provide for a review of the data used for the calculation of an evaluation score to ensure it is properly attributed to the teacher or administrator.
 - (c) The director of schools shall ensure all teachers and school administrators are aware of the local-level grievance procedures and shall ensure the grievance process is conducted without fear, discrimination, or reprisal.

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- (d) Every attempt should be made to resolve grievances at the lowest possible step in the process.
- (e) Minor procedural errors in implementing the evaluation model shall be resolved at the lowest possible step in the grievance procedure but shall not constitute grounds for challenging the final results of an evaluation. Minor procedural errors shall be defined as errors that do not materially affect or compromise the integrity of the evaluation results. The final results of an evaluation may only be challenged if the person being evaluated can demonstrate, no later than during step II of the grievance procedure that the procedural errors made could materially affect or compromise the integrity of the evaluation results. The Department shall provide guidance on which procedural errors may materially effect of compromise the results of the evaluation.
- (f) Grievances may be filed at the end of each of the three (3) components of the evaluation model: 1) qualitative appraisal; 2) student growth measures; and 3) other measures of student achievement.
- (g) A grievance shall be filed no later than fifteen (15) days from the date teachers and school administrators receive the results for each component, otherwise the grievance will be considered untimely and invalid. Nothing shall preclude a teacher or school administrator from filing a grievance at any time prior to the deadlines stated herein.
- (h) LEAs shall develop and make available standard grievance forms. No grievance may be denied because a standard form adopted by an LEA has not been used as long as the components required by this policy are included.
- (i) Each grievance submitted shall contain:
 - 1. The teacher or school administrator's name, position, school, and additional title, if any;
 - 2. The name of the teacher or school administrator's immediate supervisor;
 - 3. The name of the evaluator/reviewer;
 - 4. The date the challenged evaluation was received;
 - 5. The evaluation period in question;
 - 6. The basis for the grievance;
 - 7. The corrective action desired by grievant; and
 - 8. Sufficient facts or other information to begin an investigation.

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- (j) A failure to state the basis for the grievance shall result in the grievance being considered invalid.
- (k) Procedures. The grievance process shall be conducted in accordance with the following three (3) steps:
 - 1. Step I—Evaluator
 - (i) Written grievance containing the information required under section 9 is submitted to the evaluator within fifteen (15) days of receipt of the result of the component being grieved.
 - (ii) Local administrative investigation and fact finding.
 - (iii) Decision clearly communicated in writing to grievant within fifteen (15) days of receipt of the complaint.
 - (iv) To allow disputes to be resolved at the lowest level possible, the evaluator may take any action necessary, based on the circumstances, to immediately correct any procedural errors made in the evaluation process.
 - 2. Step II—The Director of Schools or his/her designee who shall have had no input or involvement in the evaluation for which the grievance has been filed.
 - (i) Written grievance and prior step decision submitted to the Director of Schools or his/her designee within fifteen (15) days of receipt of decision from Step I. The designee cannot be used in cases involving a school administrator's evaluation.
 - (ii) Informal discussion or hearing of facts, allegations, and testimony by appropriate witnesses as soon as practical. An attorney or a representative of an employee may speak on behalf of the employee during the informal discussion or hearing.
 - (iii) Local investigation, fact finding, and written final decision communicated to grievant in writing within fifteen (15) days of discussion.
 - (iv) To allow disputes to be resolved at the lowest level possible, the Director of Schools may take any action necessary, based on the circumstances, to immediately correct any procedural errors made in the evaluation process.

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3. Step III—Local Board of Education
 - (i) Teachers and school administrators may request a hearing before the local board of education by submitting a written grievance and all relevant documentation to the local board of education within fifteen (15) days of receipt of decision from Step II.
 - (ii) The board of education, based upon a review of the record, may grant or deny a request for a full board hearing and may affirm or overturn the decision of the Director of Schools with or without a hearing before the board.

Any hearing granted by the board of education shall be held no later than thirty (30) days after receipt of a request for a hearing.
 - (iii) The local board of education shall give written notice of the time and place of the hearing to the grievant, Director of Schools and all administrators involved.
 - (iv) The local board of education’s decision shall be communicated in writing to all parties, no later than thirty (30) days after conclusion of the hearing.
 - (v) The local board of education shall serve as the final step for all grievances.
4. An attorney may represent a grievant before the local board of education. The grievant and the local board of education may have counsel present at discussions prior to the final step.

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Appendix A: Student Surveys

Currently approved student survey instruments are:

- Tennessee School Climate Survey
- Tripod Survey
- My Student Survey
- Panorama

Additional surveys instruments may granted approval by the State Board of Education for use as part of an approved evaluation model via the following process:

- **Step 1:** Potential vendor secures an LEA to pilot their instrument.
- **Step 2:** Vendor works with the Tennessee Department of Education to determine the appropriate number of survey administrations and/or pilot participants.
- **Step 3:** Vendor shares data generated from pilot with TDOE for analysis.
- **Step 4:** Vendor proposes rating scale based on pilot data.
- **Step 5:** TDOE reviews instrument, rating scale, and analyzes pilot data.
- **Step 6:** TDOE recommends survey vendors to State Board of Education for final approval.
- **Step 6:** LEAs may use the survey instrument for evaluative purpose in the following school year.

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Appendix B: Charter School Approved Alternate Observation Models

Approved alternative observation models will be added to this Appendix upon approval.

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**Appendix C:
Achievement Measure Worksheet 2018-19**

Educator Name _____ School Name _____

Position _____

Part A: Approved Achievement Measures (Check One) ²	Part B: Chosen Measure (from Part A) and Rationale		
State Assessments			
Overall TVAAS	Achievement Score	Measurable Criteria to Meet Effectiveness Rating ³ <i>To be completed by administrator and teacher</i>	
ACT/SAT Suite of Assessments	1		
Off-the-Shelf Assessments	2		
Early Postsecondary Exams	3		
Industry Certifications	4		
Graduation Rate	5		

Educator Signature⁴ _____ Date _____

Evaluator Signature _____ Date _____

To be completed prior to summative conference

Part C: Summative Effectiveness Rating (for evaluator use only) Achievement Measure Outcome (on measure selected above)	Final Achievement Score ⁵
	Date

Educator Signature⁶ _____ Date _____

Evaluator Signature _____ Date _____

² For a detailed list of achievement measure types within each approved achievement measure, see the following pages.

³ Data for the chosen measure must be quantifiable. For additional guidance on the setting of achievement levels, see guidance documents available at <http://team-tn.org>.

⁴ Signatures indicate that the information

contained in this document has been discussed.

⁵ When current year data is released, if a teacher has an individual growth score of a 3, 4, or 5 and that score is higher than the achievement score, the individual growth score will automatically replace the achievement score when final scores are submitted.

⁶ Signatures indicate that the information contained in this document has been discussed. Districts/administrators must enter all teacher and administrator growth measure selections into [TNCompass](#) by the October deadline noted in the evaluation timeline outlined on the TEAM website [here](#).

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State Assessments					°Early Grades Literacy and Numeracy	•	•
Assessment Name	Classroom Level	Grade Level	School Level	System Level	°Early Grades Numeracy	•	•
*°EOC: Algebra I or II	•	•	•	•	EOC		
*°EOC: Biology I	•	•	•	•	°EOC Composite	•	•
*°EOC: English I or II	•	•	•	•	°EOC Literacy	•	•
*°EOC: Geometry I	•	•	•	•	°EOC Literacy and Numeracy	•	•
*°EOC: Integrated Math I, II, or III	•	•	•	•	°EOC Numeracy	•	•
*°EOC: US History	•	•	•	•	°EOC Social Studies	•	•
*°Grades 3-8: Math	•	•	•	•	TCAP		
*°Grades 3-8: ELA	•	•	•	•	°Grades 4-8 Composite	•	•
*°Grades 6-8: Social Studies	•	•	•	•	°Grades 4-8 Literacy	•	•
TCAP: ALT	•	•	•	•	°Grades 4-8 Literacy and Numeracy	•	•
TCAP: Composite	•	•	•	•	°Grades 4-8 Numeracy	•	•
MSAA	•	•	•	•	°Grades 6-8 Social Studies	•	•
WIDA ACCESS	•	•	•	•	TCAP/EOC		
Grade 2 Composite	•	•	•	•	°Grades 4-8/EOC Composite	•	•
Grade 2 ELA	•	•	•	•	°Grades 4-8/EOC Literacy	•	•
Grade 2 Math	•	•	•	•	°Grades 4-8/EOC Literacy and Numeracy	•	•
Overall TVAAS					°Grades 4-8/EOC Numeracy	•	•
Assessment Name		School Level	System Level	Off-the-Shelf Assessments⁸			
°Composite		•	•	AIMS Web	Learning.com		
°Literacy		•	•	Children's Progress Academic Assessment	Limelight		
°Literacy and Numeracy		•	•	Classworks	Linguafolio		
°Numeracy		•	•	Connect 4 Learning – Formative Assessment ⁹	MAP		
°Social Studies		•	•	DIBELS	Michigan Model		
CTE Concentrators				Discovery Ed/ThinkLink	National Greek Exam		
°CTE Concentrator		•	•	DRA	National Latin Exam		
°CTE Concentrator: Literacy		•	•	easy CBM	National French Exam		
°CTE Concentrator: Literacy and Numeracy		•	•	FAST	NOELLA		
°CTE Concentrator: Numeracy		•	•	Fountas-Pinell	Oregon Project		
°CTE Concentrator: Social Studies		•	•	GOLD Assessment	Reading Recovery: Observation Survey of Early Literacy Achievement		
CTE Students				Houghton Mifflin Harcourt Early Childhood Inventory (Big Day)	Scholastic Suite of Assessments		
°CTE Students		•	•	iReady	STAMP		
°CTE Students: Literacy		•	•	Istation	STAR Early Literacy		
°CTE Students: Literacy and Numeracy		•	•	Kindergarten Readiness	STAR Math		
°CTE Students: Numeracy		•	•	ACT/SAT Suite of Assessments			
°CTE Students: Social Studies		•	•	ACT	SAT		
Early Grades⁷				ACT Aspire	PSAT		
°Early Grades Composite		•	•	Early Postsecondary Exams			
°Early Grades Literacy		•	•				
Assessment Name		School Level	System Level				
Early Grades, cont.							

⁷ Early Grades Composites include 3rd grade TVAAS data and are available in districts that have administered the Grade 2 Assessment to their current 3rd grade students.

⁸ Off-the-shelf assessments are commonly used nationally or state-wide.

⁹ District should *at least* measure the standards that are

aligned to TN ELDS. It is suggested that standards in each math cluster and ALL ELA standards be measured.

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AP Assessment	Dual Credit Exams	•Precision Measurement Instruments Certification (includes all subtests)
Cambridge	IB Assessment	
CLEP	SDC	Universal R-410A
Graduation Rate		Arts & A/V
Graduation Rate		•Adobe Certified Associate
Industry Certifications¹⁰		Business Management & Administration
Advanced Manufacturing		Microsoft Office Expert (pass the two-part Expert Exam in Excel)
American Welding Society Certified Welder		Microsoft Office Expert (pass the two-part Expert Exam in Word)
AWS SENSE – Advanced Level Welder		Microsoft Office Master – Track 1 (Word Expert + Excel Core + Elective)
AWS SENSE – Entry Level Welder		Microsoft Office Master – Track 2 (Excel Expert + Word Core + Elective)
FANUC		Microsoft Office Master – Track 3 (Word Expert + Excel Expert)
Level I Siemens Certified Mechatronic Systems Assistant		Microsoft Office Specialist (Excel)
Machining Level I – Measurement, Materials, and Safety Certification (NIMS)		Microsoft Office Specialist (PowerPoint)
•NCCER Core Curriculum		Microsoft Office Specialist (Word)
•OSHA 10		Education & Training
•OSHA 30 General Industry		CDA- Child Development Associate
•Precision Measurement Instruments Certification (includes all subtests)		Finance
Production Certification (CPT)		•Intuit QuickBooks Certified User
Agriculture, Food, & Natural Resources		Health Science
•Briggs and Stratton Basic Small Engine Certification		Certified Clinical Medical Assistant
•Briggs and Stratton Master Service Technician		Certified EKG Technician
Commercial Pesticide Certification – Core (03) (Note: Must be 18 years old)		Certified Nursing Assistant
•OSHA 10		•Certified Patient Care Technician
•OSHA 30 General Industry		Certified Personal Trainer
•Precision Measurement Instruments Certification (includes all subtests)		Certified Pharmacy Technician
Tennessee Specific Industry Certification – Animal Science		Emergency Medical Responder (First Responder)
Tennessee Specific Industry Certification – Horticulture		•National Entry Level Dental Assistant
Architecture & Construction		•OSHA 10 Health Care
•AutoCAD		Hospitality & Tourism
•Certified Solidworks Associate		•Certified Fundamentals Cook (CFC)
EPA Section 608 Universal		•Certified Hospitality & Tourism Professional
HVAC Excellence Employment Ready Certifications		ServSafe Food Manager
HVAC Excellence, Heating, Electrical, Air Conditioning Technology (H.E.A.T.)		Human Services
NCCER Carpentry Level One		Tennessee Specific Industry Certification – Dietetics & Nutrition
NCCER Carpentry Level Two		Tennessee Specific Industry Certification – Social Health Services
NCCER Construction Technology		TN Board of Cosmetology & Barbering – TN Cosmetology 1010
NCCER Core Curriculum		TN Board of Cosmetology & Barbering – TN Master Barber 1010
NCCER Electrical Level One		Information Technology
NCCER Plumbing Level One		•Advanced HTML5/CSS3
OSHA 10		Associate of ISC2 (Note: Teacher must be ISC2 certified.)
OSHA 30 Construction		CCNA Cisco Certified Network Associate
•Precision Measurement Instruments Certification (includes all subtests)		Cisco Certified Entry Network Tech (CCENT)
		•Cisco IT Essentials PC Hardware & Software Certification
		CIW Web Design Specialist
		•CIW Web Foundation
		CompTIA A+
		CompTIA IT Fundamentals
		CompTIA Network+

¹⁰ For more information on industry certifications, visit the

Department website [here](#) or see list of certifications [here](#).

•Indicates a new promoted certification.

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CompTIA Security+
•JavaScript Specialist
•Microsoft Technology Associate Infrastructure
Microsoft Technology Associate Software Development Fundamentals
Marketing
•Certified Logistics Technician
•Hootsuite Platform Certification
•Hootsuite Social Media Certification
•Microsoft Office Specialist (Excel)
STEM
Autodesk Inventor Certified User
Certified Solidworks Associate (CSWA) – Academic
FANUC
•Precision Measurement Instruments Certification (includes all subtests)
Transportation, Distribution, & Logistics
Automotive Service Excellence Certification: Painting and Refinishing
Automotive Service Excellence Student Certification: Maintenance & Light Repair Certification
Automotive Service Excellence Student Certification: Nonstructural Analysis/Repair
Automotive Service Excellence Student Certification: Structural Analysis/Repair
I-CAR Refinish Technician ProLevel 1 or I-CAR Non-Structural Technician ProLevel 1
Precision Measurement Instruments Certification (includes all subtests)