

TECA

TENNESSEE EDUCATORS *of* COLOR ALLIANCE

**Neighboring Perspectives:
Focusing on Human Capital to Expand Opportunity
& Access**



TNEdColorAllies

Dr. Diarese George

Founder & Executive Director



@DiareseGeorge



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About Me

Where I've been & what I've done

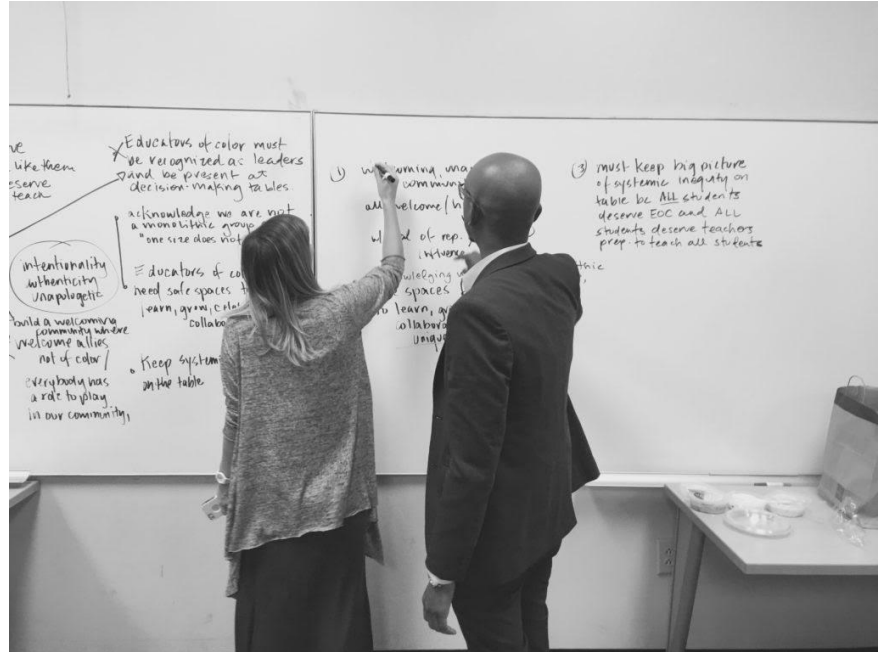
- Worked in recruitment and enrollment in higher ed
- Former High School Teacher
- Participated in Multiple Teacher/Ed Leader Fellowships
- Director of Recruitment at Nashville Teacher Residency (2017-2020)
- Transitioned to Full-time ED in April 2020

TECA's Vision and Mission

Vision: To develop, connect, and support educators of color with decision-making power who shape, create, and influence policy

Mission: Amplify the voice, presence, and support for educators of color while remaining student-centered and solutions-oriented

Areas of Focus: Mentorship, Fellowship, & Leadership



What Do We Do?



TEC

TENNESSEE EDUCATORS
of COLOR FELLOWSHIP

Develop.

Provide leadership opportunities to educators of color that assist with healing, helping and honing.

Diversified

Convene.

Provide opportunities to convene educators of color and allies across the state to address issues related to racial equity and justice in education.



A movement to establish a statewide goal for increasing teacher diversity by 20 percent by the year 2025

Advocate.

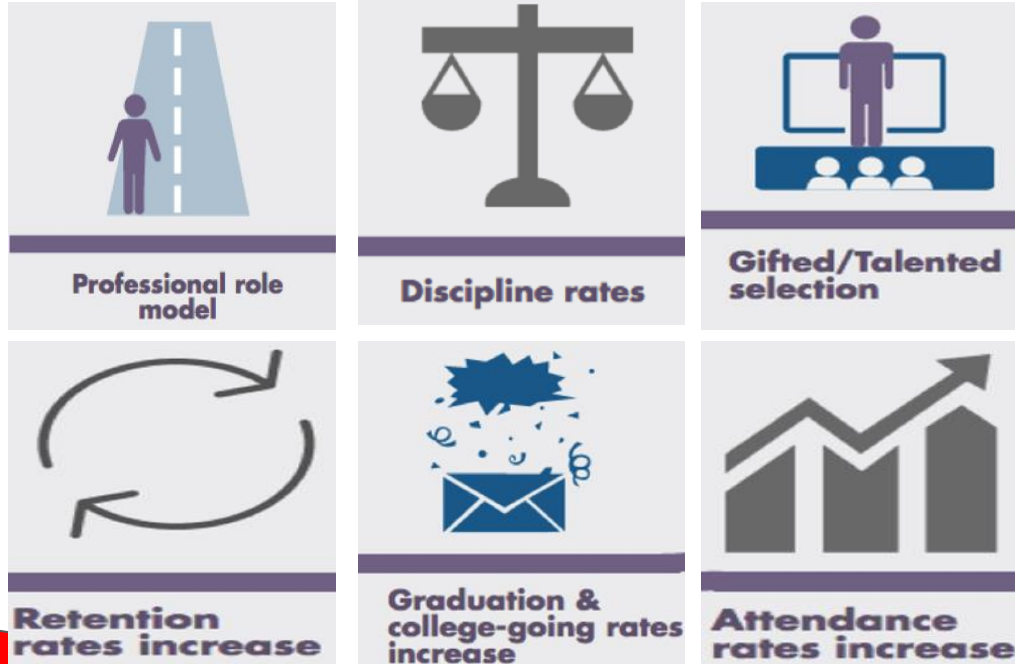
Provide resources and opportunities to advocate at local, district, and state levels for policy changes that increase and sustain rad

Educator Diversity Important for ALL Students

- Exposure to different perspectives and experiences
- Better racial understanding
- Stereotype and implicit bias reduction
- Prompts more flexibility in thinking
- Capacity to build cross-cultural relationships
- Prepares students to interact positively within a diverse society



What does this mean for students of color?



2019 Statewide Teacher Diversity Data

American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	Two or More	White	Unidentified
0.1%	0.4%	12%	1.3%	0.1%	0.6%	82.5%	3.0%

Source: TDOE Data Downloads. Retrieved from <https://www.tn.gov/education/data/data-downloads.html>





What are the numbers?

Teacher Diversity Over the Years

	1998-2000	2002-2003	2010-2011	2016-2017	2019-2020
Teachers of Color	9.9%	10.54%	12.42%	13.0%	~15%
Students of Color	24.40%	24.85%	32.69%	35%	39%

Data retrieved from TDOE Data Downloads page <https://www.tn.gov/education/data/data-downloads.html>

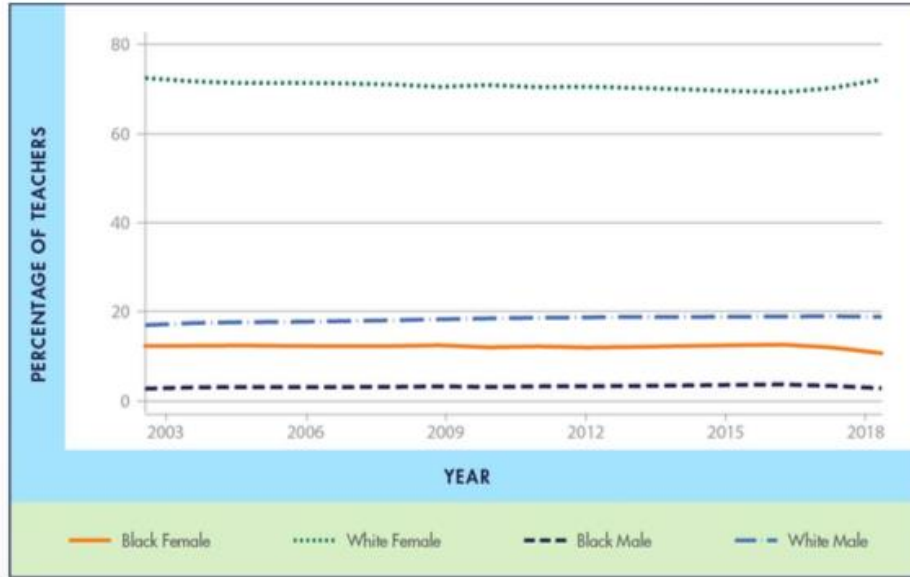
Ed Prep Provider Programs	2009-2010 Racially Diverse Candidates	2009-2010 Total Candidates	2016-2018 Racially Diverse Candidates	2016-2018 Total Candidates
APSU	10.7%	168	14.8%	481
MTSU	7.7%	556	13.3%	917
UT-Knox	6.3%	256	8.7%	519
Belmont	20.3%	59	18.7%	134
UT-Chattanooga	8.6%	192	4.9%	466
ETSU	4.0%	278	3.2%	498
Trevecca	17.0%	153	6.7%	119
Christian Brothers	28.5%	77	29%	70
Martin Methodist	7.1%	14	2.8%	36



	Current Totals	Current Total Racially Diverse
APSU	481	14.8%
CMCSS - Students	33,528	45.8%
CMCSS - Teachers	2,182	12.3%
UT-Knox	519	8.7%
Knox - Students	60,356	29.1%
Knox - Teachers	4,173	6.0%
UT-Chattanooga	466	4.9%
Hamilton - Students	44,444	45.2%
Hamilton – Teachers	3,251	11.6%
Martin Methodist	36	2.8%
Giles - Students	3949	22.4%
Giles - Teachers	280	3.9%

	Current Totals	Current Total Racially Diverse
MTSU	917	13.3%
Rutherford - Student	44,067	37.9%
Rutherford - Teacher	2,969	9.0%
ESTU	498	3.2%
Washington – Ss	8,558	7.4%
Washington - Ts	585	3.2%
Trevecca	119	6.7%
MNPS - Students	85,453	70.6%
MNPS - Teachers	6,046	22.6%
Christian Brothers	70	29%
Shelby - Students	109,664	92.5%
Shelby - Teachers	7,200	53.3%

Tennessee Education Research Alliance Report



Only about 10% of teachers are Black women, and just 3% are Black men—despite the fact that Black girls and boys are each 12% of Tennessee students



TERA Findings

- Efforts to increase teacher diversity should start with new teacher recruitment strategies
- High turnover of teachers of color is driven by work environment
- Racially isolated teachers turnover at high rates
- There's a link between leader and teacher diversity; school leaders of color hire more racially diverse teachers on staff
- Need more info about barriers to recruitment and retention





The Why

- More than a third of Tennessee districts do not have any Latinx teachers and about a quarter of districts do not have a single Black teacher
- Many of the decisions that impact teachers and students of color are made by those who have no experience in those communities



Findings

- TOC feel racially isolated in their schools
- School leaders play a strong role in supporting TOC
- Black female teachers face gender & systemic racism in schools
- Feelings of unsupport by schools, but felt enthusiasm and support from families and other community members
- Recruiting and hiring process is insular and limits diverse candidates



Report to the State Board of Education

On the

**Status of Minority Classroom Teachers in
Tennessee**

**Compiled by the
Tennessee Department of Education**

Kevin Huffman, Commissioner

**Morgan E. Branch, Director
Minority Teacher Recruitment and Retention**

January, 2012



Minority Teacher Recruitment and Retention In Tennessee

THE BACKGROUND

In 1987, the State Board of Education cited a shortage of minority teachers in Tennessee. In 1988, The Tennessee Task Force on the Supply of Minority Teachers issued several recommendations, most of which were implemented, to increase the number of minority teachers. In 1989, House Joint Resolution 36 also requested an annual report on the status of minority teachers be submitted to the Senate and House K-12 Education Sub-Committees of the Tennessee General Assembly. Legislation was adopted in 1993 urging each local board of education to establish reasonable, incremental goals for the recruitment, employment, and retention of African-American teachers in numbers which reflect the percentage of African-Americans within the community served by the local education agency.

Here's What We Did

T.C.A. § 49-1-302(g)

- Requires that the Commissioner recommend, and the SBE adopt, a policy to promote educator diversity that includes:
 - (1) "**Strategies** for LEAs to use in the recruitment and retention of minority educators;
 - (2) A requirement that each LEA **set a goal** for educator diversity that takes into consideration the diversity of students that the LEA serves; and
 - (3) A plan to **monitor** educator diversity at the state"



A movement to establish a statewide goal for increasing teacher diversity by 20 percent by the year 2025

Investments TDOE Has Made

- \$2M in **Grow Your Own Funds** to support Education Preparation + District Partnerships
- \$150K investment in the **Diverse Leaders Network** for 25 Aspiring Administrator of Color to earn Masters in Ed Leadership at Tennessee State University
- **Minority Teaching Fellows Program** awards \$5K per year (up to 3 years) to college juniors, seniors, post-bac and graduate students pursuing initial teaching licensure
- Approved a district to license educators for CTE



TECA Launching Statewide Coalition

The logo for SUCCEED features the word "SUCCEED" in a bold, blue, sans-serif font. Above the letter "C" is a red graduation cap icon with three red chevrons pointing upwards, symbolizing education and achievement.

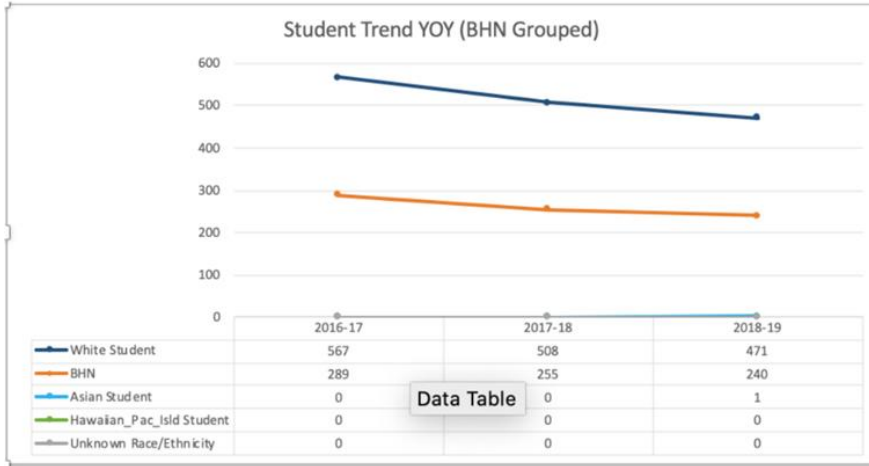
SUCCEED

Statewide Unified Coalition For
Championing Educator Equity And Diversity



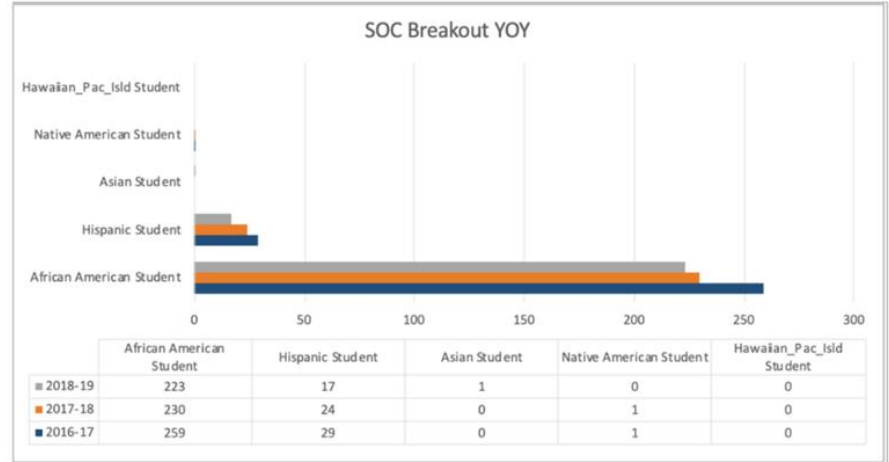
Providing Technical Assistance & Support

Let's look at Lake County



Student Snapshot

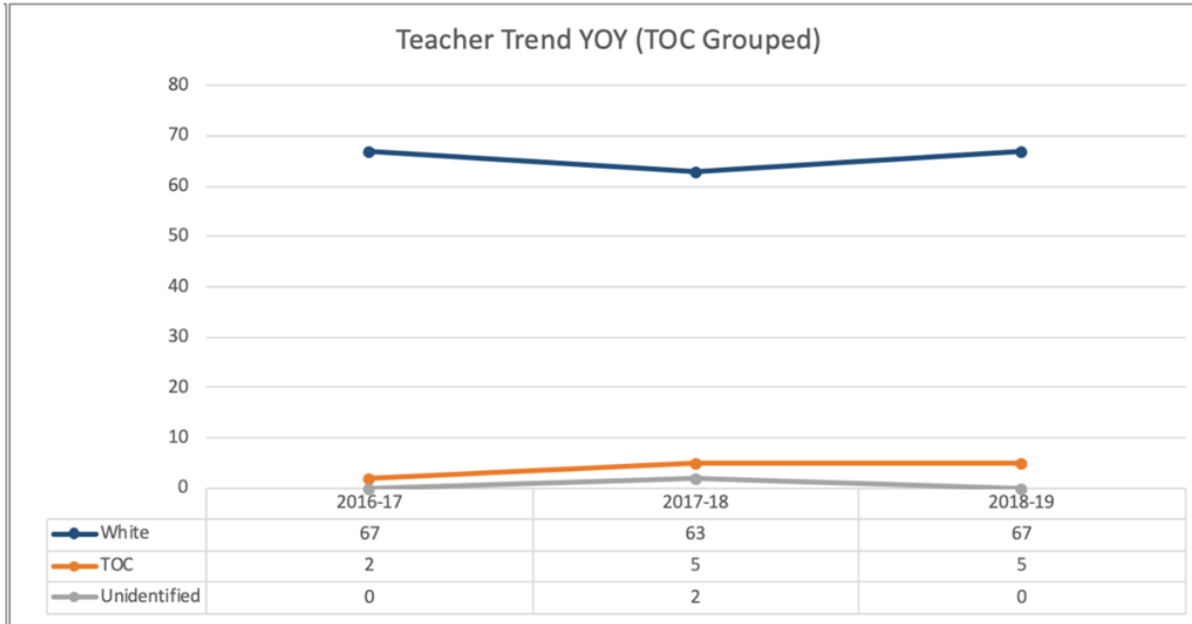
Based on the data from the TDOE Student Profiles we can see how the student population trends year over year.



Race & Ethnicity Breakdown

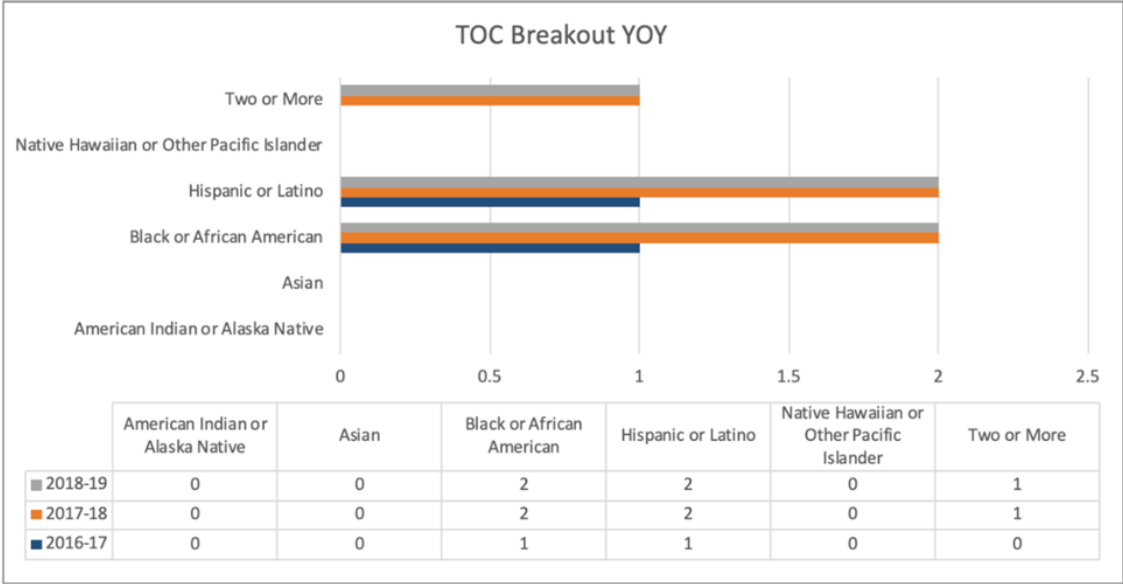
We're able to see each subgroup broken down year over year.

Teachers Snapshot Year Over Year



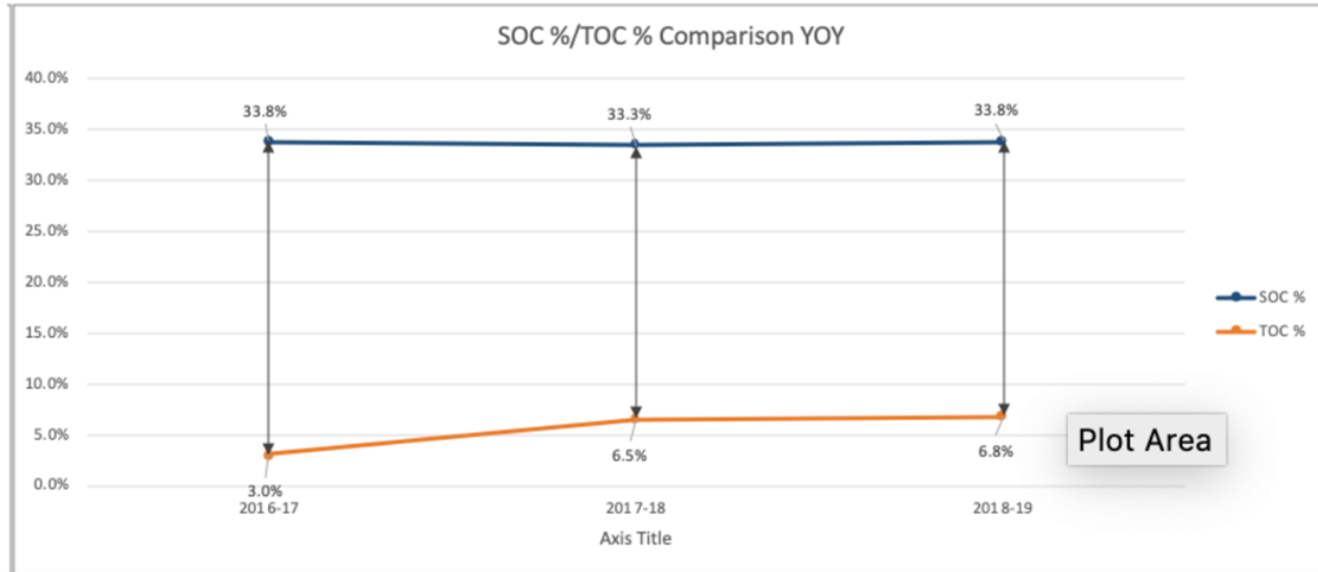
Provides an overview of the number of teachers year over years. This data comes from the TDOE Data Downloads page, which in turn comes from TNCompass. Some teachers chose not to identify their race and ethnicity.

Teacher Breakdown by Race & Ethnicity



Lake County [has recruited 3 teachers](#) from diverse backgrounds over two years. They were able to retain the two that they had so they now have [a total of 5 TOC](#).

Parity Gap & Potential Goal



This shows that there is a parity gap of 27%. This is the difference between the percent of students (33.8%) from diverse backgrounds in the district and the percent of the teachers from diverse backgrounds in the district (6.8%). Based on what we know we can think about a realistic goal and the strategies associated with them.

Strategies

Questions to consider

- Can Lake County invest in its community stakeholders and existing classified staff?
 - *Leverage Title II Funding*
- **Can Lake County invest in its middle/high school students?**
 - *Leverage resources to support students from the district in obtaining teacher license*

Strategies to Consider - Grow Your Own

1

TAP & Dual Enrollment Opportunities

Providing Teaching As a Profession and potential DE courses with UT-Martin to allow for early exposure to the profession.

2

Leveraging Funding

- Minority Teaching Fellows Program - \$5k
- Call Me MiSTER @ UT Martin
- Hope & TN Promise
- Title II Funding

3

Higher Ed Partnerships

- Dyersburg State Community College
- UT Martin - allow for students to attend classes virtually and work for the district
- Ed Prep programs across the state

4

Support with ACT, Praxis, & edTPA

ACT Support
Providing content support for Praxis & edTPA

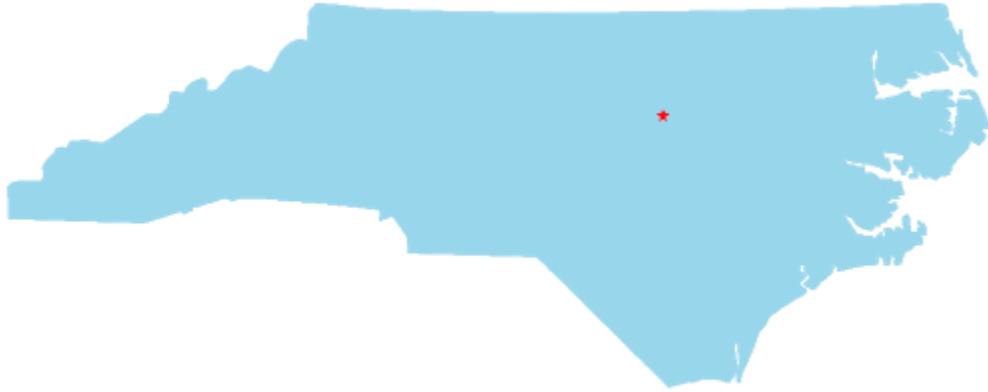
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Guaranteed Employment with District

For candidates that complete their studies and obtain their licensure, that can be offered guaranteed employment

End Goal: Get students from the district to come back and teach in the district

North Carolina's Strategic Plan



Three Overarching Goals

- I. Eliminate Opportunity Gaps by 2025
- II. Improve School and District Performance
- III. Increase educator preparedness to meet the needs of every student by 2025



Several Similarities between States

- **NC:** 53% Students of Color (out of 1.5M) vs. 21% Teachers of Color; Parity Gap of 31%
 - **TN:** 40% Students of Color (out of 1M) vs. ~15% Teachers of Color; Parity Gap of 35%
- Prior investments and future commitments to:
 - *Underwrite cost & expand licensure pathways (alt. certification, grow your own, and residencies)*
 - *Offer affordable postsecondary access through scholarships, loan forgiveness, or tuition reimbursement programs*
 - *Embed diversity goals into key performance indicators for schools and districts across the state*
 - *Develop and sustain pathways for advancement that are tailored to the needs of educators of color i.e. administrators licenses and National Board Certification*



Call to Action: Recommendations to Consider

1. Based on current and historical data, and future investments (Teaching Corp, Grow Your Own, Residencies) ***establish a statewide goal to increase educator diversity by 2025 to align with the Strategic Plan***
2. ***Develop a statewide educator diversity policy that requires districts AND Education Preparation Providers to create goals in relation to the student population they serve, along with the submission of the strategies (recruitment and retention) to achieve the goal***
 - a. NC Department of Education should make current and historical data publicly available and accessible, along with the goals and strategies submitted by the districts
 - b. Determine ownership of the work at the state level
 - c. The relationship between districts and EPPs is critical; intentionality and accountability are key
3. ***Create a council or committee comprised of educators of color to provide continual feedback and serve as a lever of accountability*** with State Department



Thank You!

