

Educator Diversity State Profile: **TENNESSEE**



RESEARCH SAYS THAT TEACHER DIVERSITY BENEFITS ALL STUDENTS, REGARDLESS OF RACE OR ETHNICITY. HOWEVER, WHILE THE MAJORITY OF STUDENTS IN THE U.S. ARE OF COLOR, ONLY ABOUT 20% OF TEACHERS ARE OF COLOR.

Increasing the racial and cultural diversity of the teacher workforce takes a statewide commitment to collecting and analyzing educator workforce data and leading targeted, data-informed efforts to develop policies that recruit, support, and retain a high-quality and diverse educator workforce. This brief is designed to support these efforts by providing data analyses and a landscape of policies and practices in each state for advocates, educators, and policymakers leading this work at the state level. See how Tennessee fares.

Tennessee Demographic Data (2019-20)

Student Data Source: state website. <https://www.tn.gov/education/data/data-downloads.html>

Teacher Data Source: state website. <https://www.tn.gov/education/data/data-downloads.html>

Race/ethnicity	Students	Teachers
Asian	2.4%	0.4%
Black	23.7%	11%
Latino	11%	1.3%
Multiracial	0%	0.6%
American Indian / Alaska Native	0.4%	0.1%
Native Hawaiian / Pacific Islander	0.2%	0.1%
White	62%	84%
Total Percentage of People of Color	35%	14%

Schools With No Teachers of Color	32%
Percentage of All Students in Schools with No Teachers of Color	23%

To examine whether students have access to diverse teachers in their schools, we analyzed school-level data on teacher and student race and ethnicity. The following describes state-level findings regarding students' access to teachers of color and same-race teachers as well as the prevalence of teachers teaching in schools with no other same-race colleagues.

State Teacher Diversity Data							
	Asian	Black	Latino	Multiracial	American Indian/ Alaska Native	Native Haw./ Pac. Islander	White
Percent of students attending schools with no teachers of color	*	4.6%	13%	*	*	*	32%
Percent of students attending schools with no same-race teachers	*	7.9%	45%	*	*	*	0%
Percent of students attending schools with >5% same-race teachers	*	79%	13%	*	*	*	100%
Percent of teachers working in schools with no other same-race teacher	61%	3.2%	42%	65%	92%	92%	0%

District Teacher Diversity Data

Access to diverse teachers can vary widely across districts within a state – statewide averages can mask those differences. The following describes the same data points on access to diverse teachers as presented above in some of the largest districts in the state.

DAVIDSON COUNTY

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	0%	0%	0%	*	*	*	0%
Percent of students attending schools with no same-race teachers	54%	1.2%	29%	*	#	#	0%
Percent of students attending schools with >5% same-race teachers	2.6%	95%	32%	*	#	#	100%
Percent of teachers working in schools with no other same-race teacher	50%	0.9%	25%	56%	#	#	0%

*Less than 3% students
Fewer than 10 teachers

HAMBLEN COUNTY

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	*	18%	20%	*	*	*	23%
Percent of students attending schools with no same-race teachers	#	#	#	#	#	#	0%
Percent of students attending schools with >5% same-race teachers	#	#	#	#	#	#	100%
Percent of teachers working in schools with no other same-race teacher	#	#	#	#	#	#	0%

HAMILTON COUNTY

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	*	2.8%	3.2%	*	*	*	21%
Percent of students attending schools with no same-race teachers	*	9.5%	32%	*	#	#	0%
Percent of students attending schools with >5% same-race teachers	*	76%	21%	*	#	#	100%
Percent of teachers working in schools with no other same-race teacher	68%	4%	41%	56%	#	#	0%

*Less than 3% students
Fewer than 10 teachers

KNOX COUNTY

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	*	6.1%	7.1%	*	*	*	11%
Percent of students attending schools with no same-race teachers	*	15%	45%	*	#	#	0%
Percent of students attending schools with >5% same-race teachers	*	36%	5.3%	*	#	#	100%
Percent of teachers working in schools with no other same-race teacher	67%	18%	39%	70%	#	#	0%

SHELBY COUNTY

Student experience by race/ethnicity							
	Asian	Black	Latino	Multiracial	Native	Pacific Islander	White
Percent of students attending schools with no teachers of color	*	0.1%	0.1%	*	*	*	0%
Percent of students attending schools with no same-race teachers	*	0.1%	44%	*	*	#	0.1%
Percent of students attending schools with >5% same-race teachers	*	100%	10%	*	*	#	100%
Percent of teachers working in schools with no other same-race teacher	46%	0%	41%	66%	100%	#	0.6%

* Less than 3% students
Fewer than 10 teachers

Policy Scan

To increase the racial diversity of the educator workforce, states must create the right policy conditions to support educator preparation programs, districts, and schools in their efforts to prepare, recruit, and retain teachers of color. The following describes the state’s progress toward creating those policy conditions:

RATING SCALE



**Meets
Criteria**



**Partially
Meets Criteria**



**Does Not
Meet Criteria**

Goals:

- 1. Make educator diversity data visible and actionable to stakeholders**

- 2. Set clear goals at the state and district level to increase student access to strong and diverse educators**

- 3. Support preparation programs to recruit and prepare teachers of color**

- 4. Target resources to intentionally recruit and hire a diverse teaching workforce**

- 5. Improve working conditions and provide opportunities for personal and professional growth for teachers of color**

MEETS CRITERIA

GOAL 1: Make Educator Diversity Visible and Actionable

For states to make progress toward increasing the racial diversity of the educator workforce, all stakeholders must have access to useful and timely educator workforce data to set goals and chart a path forward. As keepers of state data systems, state education agencies are best positioned to collect and share these data. The data should be publicly available and easily accessible so stakeholders can make targeted, strategic workforce decisions at the school, district, and state level.

For data to be meaningful, states must:

Criteria	State Actions
<p>PARTIALLY MEETS CRITERIA</p> <p>Share annual school-level information about the racial demographics of the educator workforce, including online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</p>	<p>Tennessee posts district-level data on the racial demographics of the educator workforce on the state website. https://www.tn.gov/content/dam/tn/education/data/data_2019_educator_race_ethnicity.xlsx</p> <p>However, the state should include school-level data on the racial demographics of the educator workforce on its site and should make it easier to interpret. For an example, see Massachusetts' data dashboard. http://profiles.doe.mass.edu/statereport/epppcandidateenrollment.aspx</p>

Rating Methodology:

- Publicly available school-level data about the racial demographics of the teacher workforce included in a dashboard, report card, or report on the state of the teacher workforce;
- Publicly available district-level information about the racial demographics of the teacher workforce included in a dashboard, report card, or report on the state of teacher workforce;
- State-level information or no publicly available data on the racial demographics of the educator workforce.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Share the racial makeup of candidates attending in-state teacher preparation programs annually, included online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</p>	<p>Tennessee posts program-level data on the racial makeup of candidates entering in-state teacher preparation programs on the state website. https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2019-educator-preparation-report-card/2019_Data_Download.xlsx</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see North Carolina’s report cards. https://www.dpi.nc.gov/report-cards-tests/epp-reports</p>


Rating Methodology:

- Publicly available data on the racial makeup of candidates entering each in-state teacher preparation programs each year, located through a state report or program report cards on the state-led website;
- Publicly available data on website through links to the federal Title II reports and/or state-level diversity of candidates enrolled in teacher preparation programs;
- Racial makeup of candidates entering teacher preparation programs not publicly available at all.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Share the racial makeup of candidates completing in-state teacher preparation programs annually, included online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</p>	<p>Tennessee posts program-level data on the racial makeup of candidates that complete in-state teacher preparation programs on the state website. https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2019-educator-preparation-report-card/2019_Data_Download.xlsx</p> <p>Therefore, the state earned a green and is rated as a best practice in this category. https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2019-educator-preparation-report-card/2019_Data_Download.xlsx</p>

Rating Methodology:

- Publicly available data on the racial makeup of candidates completing in-state teacher preparation programs by program-level each year, located through a state report or program report cards on the state-led website;
- Publicly available data on website with state-level diversity of candidates completing teacher preparation programs;
- Racial makeup of program completers at in-state teacher preparation programs not publicly available.

Criteria	State Actions
<p data-bbox="191 380 399 443">  PARTIALLY MEETS CRITERIA </p> <p data-bbox="240 457 716 562"> Publicly available persistence data disaggregated by race/ethnicity on teachers who remain in the profession </p>	<p data-bbox="776 254 1390 321">Tennessee posts state-level data on the retention rates of educators of color on the state website.</p> <p data-bbox="776 331 1369 401"> https://www.tn.gov/content/dam/tn/education/reports/TeacherRetentionReportFINAL.pdf </p> <p data-bbox="776 453 1451 642">However, the state should include data on the retention rates of educators of color through a dashboard, on individual school reports cards, or through a state-developed report that analyzes the retention rates of educators of color. For an example, see Delaware’s educator mobility data dashboard.</p> <p data-bbox="776 653 1487 680"> https://data.delaware.gov/Education/Educator-Mobility/jdcc-w6wr </p>
<p data-bbox="207 726 448 758">Rating Methodology:</p> <ul data-bbox="212 779 1276 930" style="list-style-type: none"> <li data-bbox="212 779 1190 806">● Publicly available retention or turnover data disaggregated by race/ethnicity at the school-level; <li data-bbox="212 842 1276 869">● Publicly available retention or turnover data disaggregated by race/ethnicity at the state or district-level; <li data-bbox="212 905 834 930">● No data available on retention or turnover by race/ethnicity. 	

MEETS CRITERIA

GOAL 2: Set clear goals at the state and district level to increase student access to strong and diverse educators

In order to create actionable goals to increase the racial diversity of the educator workforce, states must:

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Set a clear, numeric goal for increasing the racial diversity of the educator workforce that is measurable, publicly available, and includes an ultimate goal that is limited in time (e.g., within five years).</p>	<p>Tennessee publicly set goals through CCSSO's Diverse and Learner Ready Teachers Initiative. Also, in accordance with state law (T.C.A. § 49-1-302(i)), the Tennessee Department of Education recommends that school boards and local school districts establish reasonable, incremental goals for recruitment, employment and retention of teachers of color.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Arkansas' goal to increase the number of minority teachers in public schools by 25% in 2025. http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/teach-arkansas</p>

Rating Methodology:

- Has clear, numeric goal for increasing the racial diversity of the educator workforce that is measurable, publicly available, and includes a goal that is limited in time (e.g., increasing percentage of teachers of color by 25% in five years);
- Has publicly stated a goal or desire to increase the diversity of the workforce, but the goal is not numeric, measurable, nor includes a goal that is limited in time;
- Has no publicly stated goal for increasing teacher diversity.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Offer opportunities to local stakeholders to provide input on and support for the goals</p>	<p>Tennessee has an Educator Diversity Policy that is going for first read to the State Board of Education in November 2020 (with anticipated second and final read in February 2021). The state started extensive stakeholder engagement and plan to continue after the first read in November. The state has met with the Tennessee Association of School Personnel Administrators (TASPA), Tennessee Educators of Color Alliance, EdTrust - Tennessee, The Educator Diversity Advocacy Council, Tennessee Organization of School Superintendents (TOSS), and has additional engagement sessions planned into the new year. https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2019-educator-preparation-report-card/2019_Data_Download.xlsx</p> <p>Therefore, the state earned a green in this category.</p>

Rating Methodology:

- Makes an intentional effort to engage local stakeholders to provide input and support on educator diversity goals, including through stakeholder forums, listening tours, and meetings with key education advocacy groups;
- Offers public comment on legislation or policy changes related to efforts to increase the racial diversity of the educator workforce;
- Does not provide opportunities to local stakeholders to provide input and support for the goals.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Provide funding and guidance for districts and/or educator preparation programs to set goals and invest in strategies to increase the racial diversity of their educator populations</p>	<p>Tennessee provided multiple funding opportunities and guidance for preparation programs and districts to diversify the educator workforce, including a \$50,000 grant to a preparation program to design strategies to support the development of a diverse educator workforce, funded five districts to develop plans through Title II, part A to increase the racial diversity of the workforce, and funded three districts with greatest needs through Title II, part A to implement comprehensive strategies to increase the number of educators of color through Grow Your Own plans; additionally, through the Teacher and Administrator Racial and Ethnic Diversity in Tennessee Report, they convened interested districts to support strategic efforts to diversify the workforce.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see New Jersey’s Diversifying the Teacher Pipeline Competitive Grant Program for educator preparation programs to expand and develop plans to recruit and prepare more educators of color to meet the needs of partnering district or local education agencies.</p> <p>https://nj.gov/education/grants/opportunities/2019/19-TE01-G03.shtml</p>

Rating Methodology:

- Provided guidance and funding in the last five years for districts and/or preparation programs to set goals and invest in strategies to increase the racial diversity of the workforce;
- Provided guidance to districts and/or preparation programs in the last five years for setting goals and investing in strategies to increase the racial diversity of the workforce, but does not provide funding;
- No guidance or funding for districts and/or preparation programs to set goals and invest in strategies to increase the racial diversity of the workforce.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Develop a task force, advisory group, or role within the state education agency with access to leadership to examine, create, and monitor strategies to increase the racial diversity of the educator workforce</p>	<p>Tennessee has a state lead for the Diverse and Learner Ready Teachers Initiative to carry on state's goals to increase the racial diversity of the workforce.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Ohio's Diversifying the Education Profession in Ohio Taskforce brief from fall 2018. http://education.ohio.gov/getattachment/Topics/Teaching/Diversifying-Education-Profession-Taskforce-Recommendations.pdf.aspx?lang=en-US</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> ● Publicly shared information about a task force or advisory group that created a report or brief that includes data and recommendations to increase the racial diversity of the workforce at the state-level; ● Publicly announced the formation of a group to examine or support educator diversity efforts at the state-level with no evidence of products that include data, recommendations, or state-level actions to address the racial diversity of the workforce; ● No publicly announced group to examine educator diversity. 	

PARTIALLY
MEETS CRITERIA

GOAL 3: Support preparation programs to recruit and prepare teachers of color

States must invest in multiple inputs toward building an educator pipeline to increase the racial diversity of the workforce, starting with the preparation of educators of color. The state must create opportunities for educators of color to enroll and succeed in preparation programs and limit unnecessary barriers to the profession.

In order to support the preparation of teachers of color, the state must:

Criteria	State Actions
<p>Invest in scholarship and loan forgiveness programs to attract students of color into preparation programs and the teaching profession</p>	<p>Tennessee invests in loan forgiveness programs and the Minority Teaching Fellows Program which awards \$5,000 per year for students of color who pursue a teacher certification at an eligible Tennessee college or university. The state also invested in the I-TEACH program granted through the Tennessee Higher Education Commission to support 12 teacher candidates over two years.</p> <p>https://www.tn.gov/collegepays/money-for-college/loan-forgiveness-programs/minority-teaching-fellows-program.html</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Florida's Minority Teacher Education Scholars Program.</p> <p>https://www.ffmt.org/index.cfm?e=inner&itemcategory=23500</p>

MEETS CRITERIA

Rating Methodology:

- Investment in scholarship and/or loan forgiveness programs with the focus of attracting candidates of color and diversifying the educator workforce;
- Investment in scholarship and/or loan forgiveness programs that help attract all candidates to the profession but does not prioritize candidates of color;
- No investment in scholarship and loan forgiveness programs to recruit future candidates.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Adopt rigorous program approval standards to compel teacher preparation programs to recruit and graduate candidates of color</p>	<p>Tennessee includes standards for graduating candidates of color and an indicator for recruiting a more diverse teacher population in their educator preparation report cards.</p> <p>https://teacherprepreportcard.tn.gov/</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Alabama’s program approval standards.</p> <p>https://www.alsde.edu/sec/ep/Program%20Reviews/AF%2002%20College%20and%20University%20Requirements%20(2018).docx</p>

Rating Methodology:

- Program approval standard requires programs to report plans or efforts to recruit and/or support candidates of color;
- Programs are required to share data on specific outcomes related to graduating and enrolling candidates of color but no requirement to share plans or efforts to intentionally recruit or graduate candidates of color;
- No mention of recruiting or graduating candidates of color from preparation programs.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Interrogate licensure policies for racial bias and adopt licensure policies that increase diversity while maintaining quality and rigor</p>	<p>Tennessee specifically offered assessment alternatives that are oral-based for native language speakers of foreign languages. The state also eliminated the need to take the Praxis to come into the state which eliminates a significant financial barrier, and completed a first read and will have a second and final read in November 2020 to create a new math endorsement because the passing score for the Praxis in Secondary Math is high, thus preventing well-qualified individuals from teaching algebra and geometry because of missing questions about calculus and trigonometry.</p> <p>Therefore, the state earned a green in this category.</p>

Rating Methodology:

- Took concrete actions to change licensure policies to increase diversity, including eliminating assessments or other burdensome licensure requirements that disproportionately affect candidates of color;
- Stated the priority to interrogate licensure policies and took one or more the following actions: 1) Statutory mandates to report and continuously monitor trends on passage rates and how policies impact candidates of color; 2) Convened a set of practitioners to interrogate licensure policies for ethno-racial bias and issued recommendations for state action to remedy bias;
- No efforts to interrogate licensure policies for racial bias or adopt licensure policies that increase diversity while maintaining quality and rigor.

Criteria	State Actions
<p>DOES NOT MEET CRITERIA</p> <p>Invest in preparation programs that prepare a high number of teachers of color, including minority serving institutions</p>	<p>Tennessee does not invest in teacher preparation programs that prepare a high number of candidates of color.</p> <p>The state should invest in supports and incentives for programs that prepare a high number of teachers of color, including minority serving institutions (MSIs), to grow their efforts to recruit and graduate more teachers of color. For an example, see Virginia’s increased investment in local historically Black colleges and universities (HBCUs) that prepare teachers of color to work in STEM fields.</p> <p>https://www.virginiabusiness.com/article/northam-proposes-1m-investment-for-future-stem-educators-at-hbcus/</p>

Rating Methodology:

- Investment in minority serving institutions or programs that are intentionally dedicated to recruiting and supporting candidates of color through grants or other funding sources dedicated to replicating and expanding their success in attracting and preparing candidates of color and diversifying the educator workforce;
- Guidance or recommendation to recruit from or develop partnerships with minority serving institutions;
- No intentional investment in MSIs or programs that prepare a disproportionate number of candidates of color.

MEETS CRITERIA

GOAL 4: Target resources to districts and schools to support efforts to intentionally recruit and hire a diverse teaching workforce

Many districts and schools across the country struggle to recruit and hire a more diverse teaching workforce using traditional methods. States play an important role in targeting resources toward these districts and schools to help develop initiatives that increase the racial diversity of the workforce.

Research-based strategies that states should take to target resources toward these districts and schools include:

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Providing funding, guidance, and public support for Grow Your Own (GYO) programs that attract candidates of color</p>	<p>Tennessee developed a competitive grant program in 2019 for Grow Your Own (GYO) programs and launched a competitive grant program in September 2020 with CARES Act funding to provide 20 partnerships with \$100K to support expanding or forming GYO programming. https://www.tn.gov/education/news/2020/8/3/tdoe-announces--2-million-grow-your-own-grant-for-innovative--no-cost-pathways-to-teaching-profession-.html</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Texas' Grow Your Own grant program. https://tea.texas.gov/texas-educators/educator-initiatives-and-performance/grow-your-own</p>

Rating Methodology:

- Includes developing and expanding GYO programming as a priority through a change to state education agency or state-level legislation, funds GYO programming from the state level, and provides state-led guidance on developing GYO programming;
- Positive policy conditions to encourage districts/preparation programs to develop GYO programming (e.g., providing scholarships or stipends to paraprofessionals to complete licensure requirements to become teachers); or provides guidance or encouragement through their SEA website to create GYO programs;
- No state support for GYO programs.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Investing in and providing guidance on cultural competence and anti-bias trainings and resources for hiring managers</p>	<p>Tennessee partnered with the Department of Human Resources to offer trainings on Unconscious Bias and Understanding and Embracing Diversity for all state employees, not just hiring managers in the state.</p> <p>Therefore, the state earned a green in this category.</p>


Rating Methodology:

- Provides professional develop and training on cultural competence and/or anti-bias practices for hiring managers at the state level to increase the racial diversity of the workforce;
- Provides resources for hiring managers at the state and district level to help increase the racial diversity of the workforce;
- No evidence of investment in resources or trainings on cultural competence and/or anti-bias practices for hiring managers at the state level to increase the racial diversity of the workforce.

Criteria	State Actions
<p>DOES NOT MEET CRITERIA</p> <p>Investing in teacher academies and dual enrollment programming to promote the teaching professional to a racially diverse student population</p>	<p>Tennessee does not invest in teacher academies or dual-enrollment programming to promote the teaching profession to a racially diverse set of students.</p> <p>The state should invest in teacher academies or dual-enrollment program with the focus of attracting candidates of color and diversifying the educator workforce. For an example, see Oregon's Minority Educator Pipeline Models Grant which provides funds to school districts and postsecondary institutions to create collaborative processes, including a high school cadet program to recruit future educators who are culturally and linguistically diverse.</p> <p>https://www.oregon.gov/ode/rules-and-policies/StateRules/Documents/10%20581-018-0400-thru-0424-or-minority-educator-pipeline-models-grant.pdf</p>

Rating Methodology:

- Investment in teacher academies and dual-enrollment programming with the focus on attracting candidates of color and diversifying the educator workforce;
- Investment in teacher academies and/or dual-enrollment programming that help all candidates to the profession but does not prioritize candidates of color;
- No investment in teacher academies and dual-enrollment programming to recruit future candidates.

Criteria	State Actions
<p data-bbox="191 359 399 422">MEETS CRITERIA </p> <p data-bbox="237 443 634 617">Investing in partnerships between districts and teacher preparation programs, particularly programs with a diverse candidate population, to ensure targeted hiring</p>	<p data-bbox="732 254 1458 401">Tennessee provided grants for partnerships between teacher preparation programs and districts to ensure targeted hiring. https://www.tn.gov/content/dam/tn/education/reports/Preparation_through_Partnership.pdf</p> <p data-bbox="732 453 1458 716">Therefore, the state earned a green in this category. For another example of a state that earned a green, see New York’s Teacher Diversity Pipeline Pilot program that funds partnerships between districts, preparation programs, and other entities to assist teacher aides and teaching assistants in obtaining teacher certifications. http://www.p12.nysed.gov/funding/2019-teacher-diversity-pipeline-pilot/home.html</p>

Rating Methodology:

- Investment in partnerships between districts and teacher preparation programs, particularly minority serving institutions, with the focus of attracting candidates of color and diversify the educator workforce;
- Investment in partnerships between districts and teacher preparation programs that help attract all candidates to the profession but does not prioritize candidates of color;
- No investment in partnerships between districts and teacher preparation programs to recruit future candidates.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Investing in diversifying the educator workforce in areas that influence hiring and recruitment decisions, including the education leaders at teacher preparation programs, district leadership, and school leadership</p>	<p>Tennessee invested in the Diverse Leaders Network (within the Aspiring Administrators Academy) to support educators of color to acquire an administrator license and certification. There are currently 20 spots for 2021.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Massachusetts' investment in diversifying the superintendent pipeline. http://www.doe.mass.edu/teach/diversity.html</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> ● Investment in programming that increases the diversity of the workforce in leadership positions like district leadership or school leadership through pipeline programs that target candidates of color; ● Providing opportunities to pipeline programming or ways to develop leadership qualities for all teachers but none that target or prioritize teachers of color; ● No targeted pipeline or leadership development opportunities. 	

GOAL 5: Invest in efforts to retain teachers of color including improving working conditions and providing opportunities for personal and professional growth for teachers of color

While many states have invested heavily in efforts to recruit teachers of color, these efforts are compromised when districts and schools have difficulty retaining teachers of color. States can improve retention of teachers of color by investing in programming that provides ongoing support and growth opportunities and improves poor working conditions that disproportionately impact teachers of color.

Strategies that states should take to retain teachers of color include:

Criteria	State Actions
<div data-bbox="219 1094 331 1115" data-label="Page-Header">MEETS CRITERIA</div> <p>Investing in high-retention pathways to teaching, including residency models and alternative certification programs that traditionally support and develop teachers of color</p>	<p>Tennessee has a state board policy that requires candidates complete one of the following four types of clinical practice requirements in order to complete an educator preparation program: 1) student teaching 2) internship 3) job-embedded or 4) instructional leader internship. The internship clinical practice must be for one year, of which at least 100 days include direct teaching experiences. In addition, through a competitive grant process, the department of education awarded grant dollars through the New Teacher Residency Program to Vanderbilt University Peabody College to develop a two-part residency program. https://www.tn.gov/education/news/2017/11/1/tennessee-department-of-education-awards-grant-for-new-teacher-residency-program.html</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Pennsylvania’s use of Title II, Part A funds to expand residency programs through the Innovative Teacher and Principal Residency Programs Grant. https://www.education.pa.gov/Teachers%20-%20Administrators/Teacher%20Quality/Pages/Innovative-Teacher-and-Principal-Residency-Programs-Grant.aspx</p>

Rating Methodology:

- State investment in residency programming including financial investment in programs at the preparation level; investment in alternative certification programming to recruit and support teachers of color;
- Flexible licensure requirements that provide the opportunity for alternative certification programs to recruit and prepare candidates of color or candidates from non-traditional pathways; guidance for running residency programs; and/or public support for residency programs locally;
- No investment or policy support for residency programming or alternative certification programming.

Criteria	State Actions
<p>MEETS CRITERIA</p> <p>Investing in opportunities for teachers of color to grow and develop in their abilities and their qualification for leadership roles, including targeted professional development, cohort models, and continuing education opportunities</p>	<p>Tennessee invested in the Diverse Leaders Network (within the Aspiring Administrators Academy) to support educators of color to acquire an administrator license and certification. There are currently 20 spots for 2021.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Massachusetts' investment in diversifying the superintendent pipeline. http://www.doe.mass.edu/teach/diversity.html</p>

Rating Methodology:

- Professional development opportunities for teachers of color to grow leadership abilities and investing in pathways to leadership opportunities for teachers of color;
- Teacher leadership opportunities and/or opportunities to develop leadership qualities for all teachers but none that target or prioritize teachers of color;
- No targeted leadership development opportunities.

Criteria	State Actions
<p>PARTIALLY MEETS CRITERIA</p> <p>Investing in induction and mentoring programs that provide support to teachers of color early in their careers</p>	<p>Tennessee requires districts and schools to include strategies for improving on weaknesses in their school improvement plans and lists developing teacher induction programs as a strategy a school or district may adopt. State regulation also establishes that license applicants must be provided with a mentor teacher during their first year of teaching.</p> <p>However, the state should invest in an induction and mentoring program that provides at least two years of support for new teachers. For an example, see Delaware's four-year induction an mentoring program for new teachers. https://www.doe.k12.de.us/domain/185</p>

Rating Methodology:

- Investment in induction programs that are at least two years and provide mentor support;
- Investment in induction programs that are less than two years with less than two years of mentoring;
- No induction programming or requirement for districts to provide induction programming for new teachers.

Criteria	State Actions
<p data-bbox="191 556 397 619">PARTIALLY MEETS CRITERIA</p> <p data-bbox="235 630 657 808">Providing trainings and opportunities for school and district leaders to become culturally responsive in practice and improve school cultures for teachers from diverse backgrounds</p>	<p data-bbox="730 252 1477 871">Tennessee partnered with the Tennessee Educators of Color Alliance (TECA) and the Tennessee Education Research Alliance (TERA) on educator diversity research and was part of a tour presenting these findings to educators across the state. The main topic was Improving Educator Diversity Across Tennessee: How We Can Better Recruit, Retain, and Support Teachers of Color with TECA and TERA both presenting their individual research. Along with the statewide tour, Tennessee presented on the same topic at an annual state conference attended by thousands of educators, supervisor, principals and superintendents every year. The state also worked to connect the HR Directors Association directly with TECA to support their efforts to increase the racial diversity of the workforce. The state has been able to work with the HR Directors Association to host a session at their upcoming annual conference led by TECA. Tennessee also includes guidance on creating culturally responsive school settings for school and district leaders through their Equity Playbook.</p> <p data-bbox="730 882 1453 955">https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf</p> <p data-bbox="730 987 1453 1102">However, the state should invest in professional learning sessions that are available for all district and school leaders to become more culturally responsive in practice.</p>
<p data-bbox="203 1144 446 1176">Rating Methodology:</p> <ul data-bbox="203 1197 1063 1354" style="list-style-type: none"> ● State-led professional learning sessions for district and school leaders; ● Guidance on ways to ensure cultural competence for district and school leaders; ● No evidence of programming or support in this space. 	