



Educator Diversity Goal Collection

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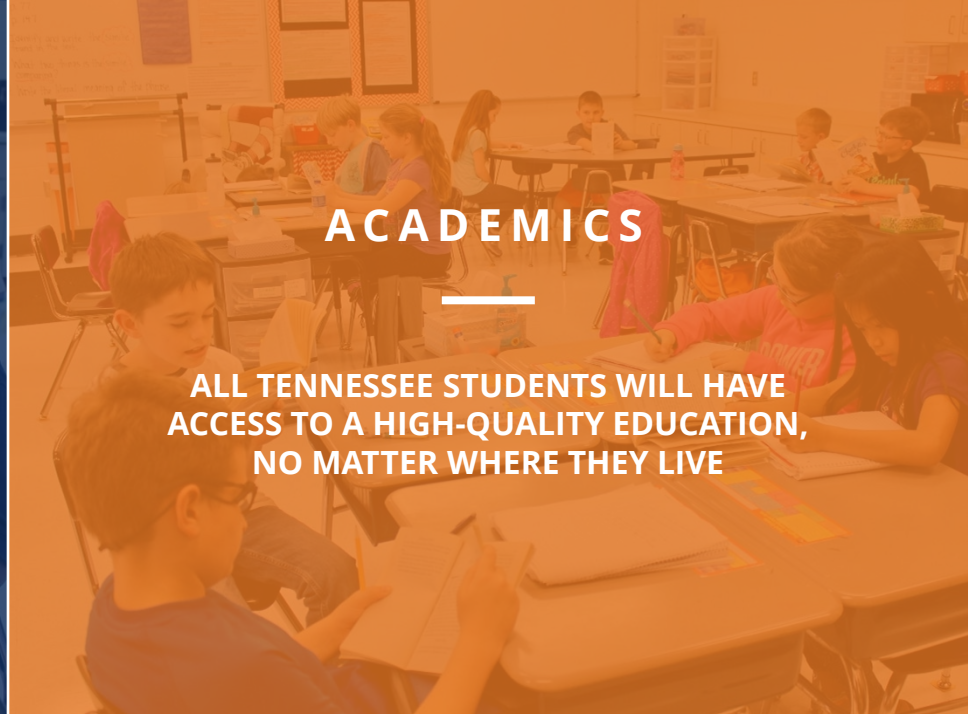
BEST FOR ALL

We will set all students on a path to success.



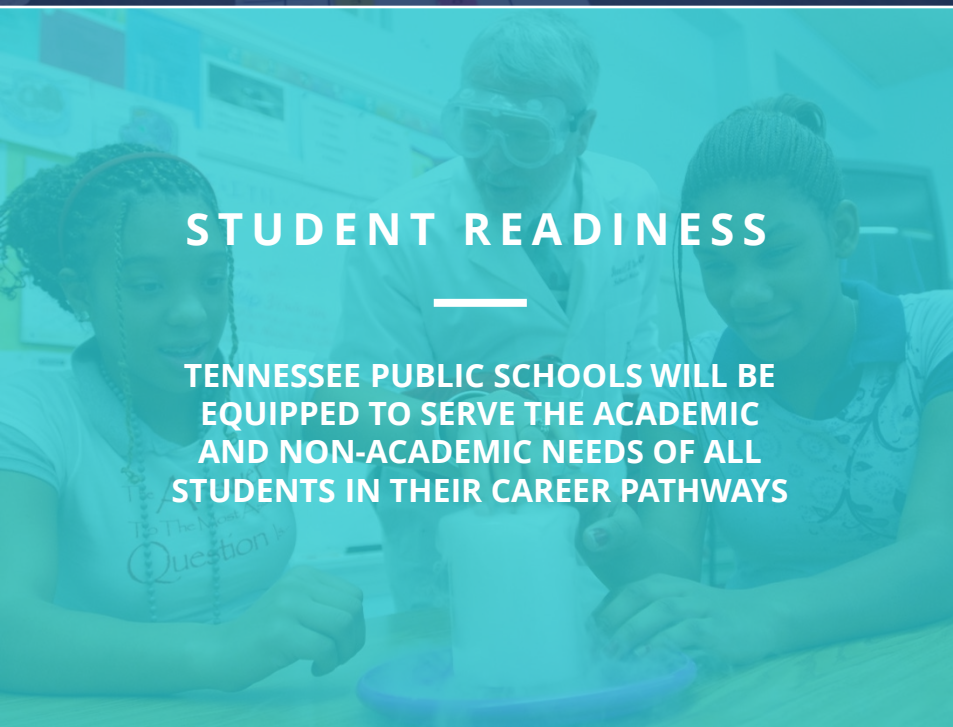
ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



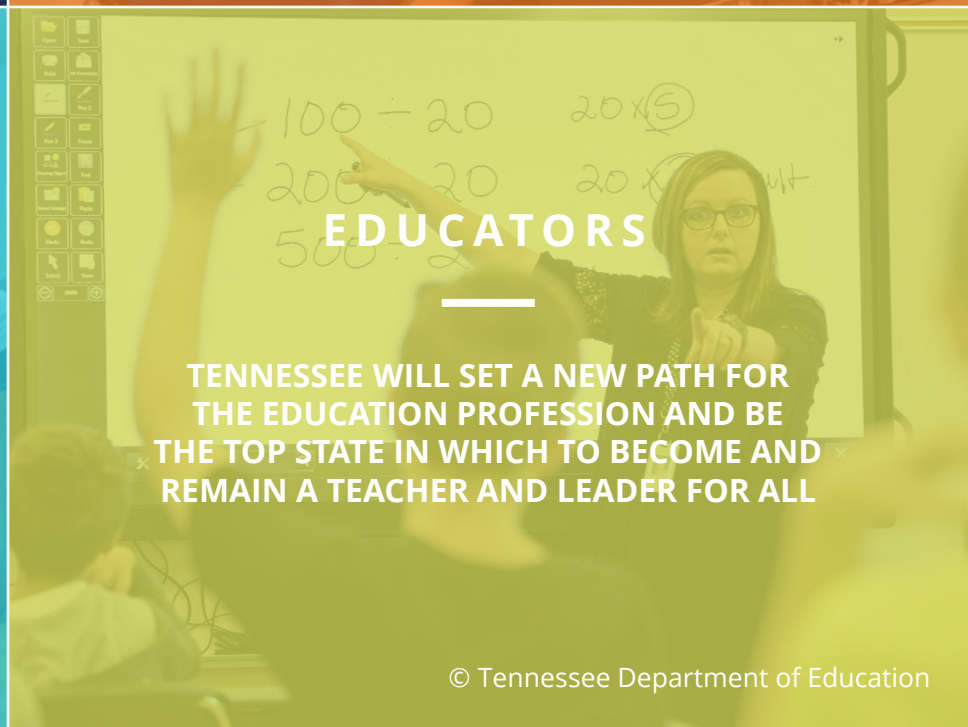
STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL



Educator Diversity Policy 5.700

Educator Diversity Policy 5.700

- T.C.A. § 49-1-302(g) requires the State Board of Education to adopt a policy to promote educator diversity which requires LEAs to set educator diversity goals.
- Goals should:
 - consider the diversity of the students the LEA serves
 - comply with all state and federal civil rights law and prohibit discrimination based on any protected class
 - Address recruitment and retention of minority educators
- Minority educators include, but are not limited to:
 - Black or African American
 - Hispanic or Latino
 - Asian American
 - Native Hawaiian or Other Pacific Islander
 - American Indian or Alaska Native
 - two or more races as reported by the educator in the state licensure database

Educator Diversity Policy 5.700

- Collection requirements
 - Annual submission (beginning in the 2021-22 SY)
 - Inclusion of strategies used to meet the goal
 - Description of progress made to the goal (beginning in 2022-23 SY)

- Department provided resources
 - Educator Diversity Goals and Strategies Guidance
 - Educator Preparation Providers and Diversity Guidance
 - InformTN Guidance

- Monitor implementation
 - Compile and report diversity data annually on website
 - Compile and publish biennial report
 - Assist educator diversity working groups
 - Provide technical assistance and grant funding as available for pipeline work/GYO

Data Collection Overview

Educator Diversity Goal Collection



	Year 1 (2021-22)	Year 2 (2022-23)
Collection Method	LEA completed survey; narrative responses	InformTN; narrative responses
Dates of Collection	May 12 – May 31	January 3 - March 6
Collection Requirements	Minimum of one goal	Minimum of one goal and reflection on progress
Communication	Email and department newsletters	CORE hosted webinars, communication, and on-demand content specific support
Completion Rate	61%	100%

EDUCATORS



Prompts



- Reflect on the educator diversity goal(s) and strategies outlined by your district for the 2022-23 school year. What progress has your district made in achieving its goal(s)? In your response, include the strategies that have proven successful.
- For the 2023-24 school year, what is the district's primary educator diversity goal? What strategies will the district implement to meet this goal?
- Please share any additional diversity goals and associated strategies for the 2023-24 school year.

EDUCATORS



Sample Submissions

Goal Reflection Examples

- Based on the educator diversity goals and strategies outlined for the 2022-23 school year, [LEA] continues to see incremental growth in the number of minority educators who have joined the district. Some of the strategies that have been successful include building our brand and expanding our presence on the campuses of HBCUs, HSIs, as well as colleges and universities with a high percentage of minorities. Additionally, some of our educational partners offer programs specifically for minority candidates, which greatly reduce or eliminate the cost of obtaining a degree and subsequent teaching license.



Goal Reflection Examples

- Currently, 6.3% of our teachers are minorities. The district has not met the current goal [9%], however, some important practices have been implemented in response to this goal. The human resources department continues to:
 - create relationships with all local universities,
 - include new university recruitment fairs this spring to encourage a more diverse applicant pool including out of state EPPs.
 - develop varied pathways for non-licensed employees to become licensed teachers through grow-your-own programs and other alternate licensing pathways.



Goal Reflection Examples

2021-22 retention and climate data indicates 5.3% of educators retained were minorities, which represents 100% of minority educators employed with [LEA] in the 2021-22 school year. The 2021-22 percentage of minority educators retained increased slightly from 5.0% in the 2020-21 school year. Recruitment and hiring of minority educators has shown the most improvement, as the percentage of minority educators currently employed has increased to 8.98% for the 2022-23 school year.

- [LEA] has developed updated MOUs with Education Preparation Programs to help identify and recruit high-quality candidates from diverse populations. Additionally, [LEA] committed to participate as a in the Tennessee Higher Education Commission Diversity in Teaching (DIT) grant program.
- We are collaborating with our primary EPP partner faculty to provide information for our district, to participate in professional development and orientation experiences as appropriate during the potential candidates' coursework, and to provide a mentor teacher of color to work with individual candidates.



Goal and Strategy Submission Examples

[LEA] goal for the 2023-24 school year for educator diversity will focus on aligning the demographic data for staff and student populations in grades K-12 by increasing the percentage of minority teachers by 2% each year through the 2027-28 school year so that the demographic data for the teaching staff and student population align.

- Strategy 1: Engage with a Grow your Own program to encourage minority career-changers to seek endorsements in education with a specific focus on the K-8 grade band.
- Strategy 2: Develop a primary partnership with Tennessee Tech University to identify recruitment strategies to attract minority candidates for available teaching positions.



Goal and Strategy Submission Examples

Our goal is as follows: The [LEA] will strive to more closely align the staff and student populations in K-8 by increasing the percentage of minority teachers by 2% over a five-year period of time.

- The strategies include engaging area colleges/universities by developing partnerships to attract eligible minority educator candidates to fill vacancies within the district.
- The district is also identifying prospective candidates from internal staff (paraprofessionals, school-aged childcare workers) and supporting them in seeking licensure and/or assisting them with enrolling in EPPs to "grow our own."



Goal and Strategy Submission Examples

Our diversity goal for the 2023-24 school year is that 3% of our new teachers will be minority educators.

Strategies:

- Continue to use national job recruiting site (Indeed)
- Continue to post jobs opportunities district website and social media
- Continue to attend job fairs at a minimum of 3 universities
- Continue work with our university partners to improve recruiting strategies
- Focus efforts on our Teaching as a Profession course at [LEA] Career and Technical Center



Additional Thoughts

- Many LEAs are setting aspirational educator diversity goals encompassing both recruitment and retention. They are making progress toward them with the majority of districts seeking to mirror their student population diversity in their teacher population diversity.
- Approximately 33% of LEAs are leveraging Grow Your Own (GYO) opportunities to support educator diversity.
- LEAs across the state are working with Educator Preparation Programs (EPPs) through 58 primary partnerships to enhance recruitment efforts.
- LEAs across the state are leveraging permits and waivers to support non-traditional pathways of teacher recruitment.
 - Average Number of Credentials Issued per LEA: 48
 - Minimum Number of Credentials Issued per LEA: 1
 - Maximum Number of Credentials Issued per LEA: 990



Thank You!

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