

Educator Diversity Goals and Strategies Guidance

T.C.A. § [49-1-302\(g\)](#) requires the State Board of Education (SBE) to adopt a policy to promote educator diversity. SBE Policy [5.700](#) outlines the requirements for local education agencies (LEAs) to set goal(s) related to educator diversity that considers the diversity of students the LEA serves and provide strategies for use in the recruitment and retention of minority educators in the LEA.

LEA goals and strategies to promote educator diversity shall comply with applicable state and federal civil rights laws and shall prohibit discrimination based on race, color, national origin, sex, disability, and age. LEAs should work closely with their local board attorneys to ensure plans follow state and federal law.

“Minority Educator” includes, but is not limited to, an educator who is Black or African American, Hispanic or Latino, Asian American, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native, or two or more races as reported by educator in the Detailed Race-Gender-Ethnicity Report, which directors of schools may access in TNCompass.

Educator Diversity Goals and Strategies Requirements

Each LEA shall submit a minimum of one goal for educator diversity that considers the diversity of the student population that the LEA serves. Goals and strategies will be submitted as part of the annual planning process in the InformTN platform. Educator diversity goals must:

- specifically outline how the LEA will address educator diversity;
- include strategies the LEA will use in support of the LEA’s goal(s) to recruit and retain minority educators; and
- be submitted annually.

Best Practices for Developing Goals

Districts may consider conducting an analysis of educator and student diversity data, including the current percentage of minority educators employed in the LEA and the current percentage of minority students served by the LEA. This data can be found in the [InformTN](#) platform on the educator data page. Internally captured data related to the diversity of the students that the LEA serves (e.g., languages spoken by students, socioeconomic status, immigrant, and migrant populations) may also be helpful. A guide to accessing data from InformTN can be found [here](#).

Additionally, districts may consider partnering with an Educator Preparation Provider (EPP) when developing goals and strategies. More information on how to leverage EPP partnerships may be found [here](#).

Strategies to Consider for the Recruitment and Retention of Minority Educators

Districts may consider:

- developing strategies that are tailored to the local context and informed by data.
- developing a partnership with an Educator Preparation Provider (EPP).
- identifying prospective educators from the local pool of diverse students, paraprofessionals, industry professionals, or other community members and supporting them in seeking educator licensure, including providing information and assistance with enrolling in EPPs.

- leveraging state- and national-level teacher pipeline initiatives targeted toward high school students (e.g., “Teaching as a Profession” programming and dual enrollment courses).
- reviewing recruitment and application materials to eliminate potential barriers to entry of minority educators.
- increase visibility of minority teachers and leaders and involve them in development of recruitment strategies.
- providing information on the Tennessee Student Assistance Corporation (TSAC) Minority Teaching Fellows Program to eligible teacher candidates.
- redesign user experience on careers page of district website to target diverse and young teachers.

Additional considerations:

- Use social media to increase applicant pool and attract diverse teachers.
- Create mentorship programs for minority educators.
- Partner with a diversity organization or employ a search firm.
- Adapt current recruitment and retention strategies to attract diverse teachers.

Examples of Goals and Strategies

Examples of the types of goals and strategies a district might consider are shown below.

Goal: ABC district will focus on aligning the demographic data for staff and student populations in grades 3-5 by increasing the percentage of minority teachers by x% each year through the 2027-28 school year so that the demographic data for teaching staff and student population align in the 3-5 grade band as they already do in the 9-12 grade band.

- **Strategy:** Engage with a Grow Your Own program to encourage career-changers to seek endorsements in education with a specific focus on the 3-5 grade band.

Goal: ABC district will increase the number of minority applicants for the 2023-24 school year by x%

- **Strategy:** Develop a primary partnership with an EPP and work with that EPP to identify recruitment strategies to attract minority candidate applicants for available teaching positions.