

TECA

TENNESSEE EDUCATORS of COLOR ALLIANCE

# Fellowship Impact Report

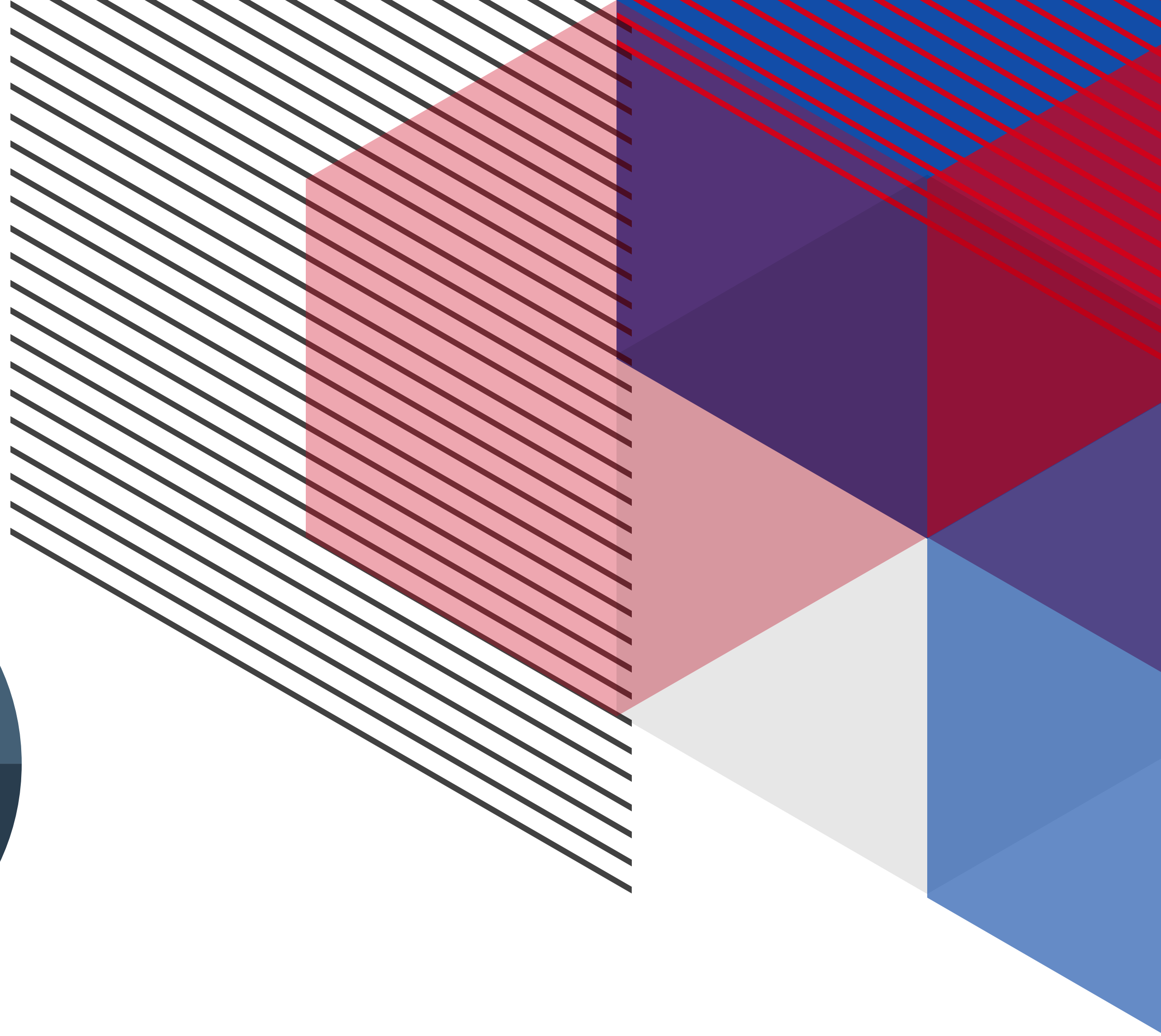
Knox County

20  
22



2021-2022

# Fellows



Nikki Baker



Nicole Black



Verónica  
Calderón-Speed



Chris  
Douglass



Derek Griffin



Kristin Lane-  
Burrows



Christina  
Leeth



Victoria Peña



Cindy  
Sanford



Tia Shack



Skikila Smith



Bixiao Zhao



# OUR Vision

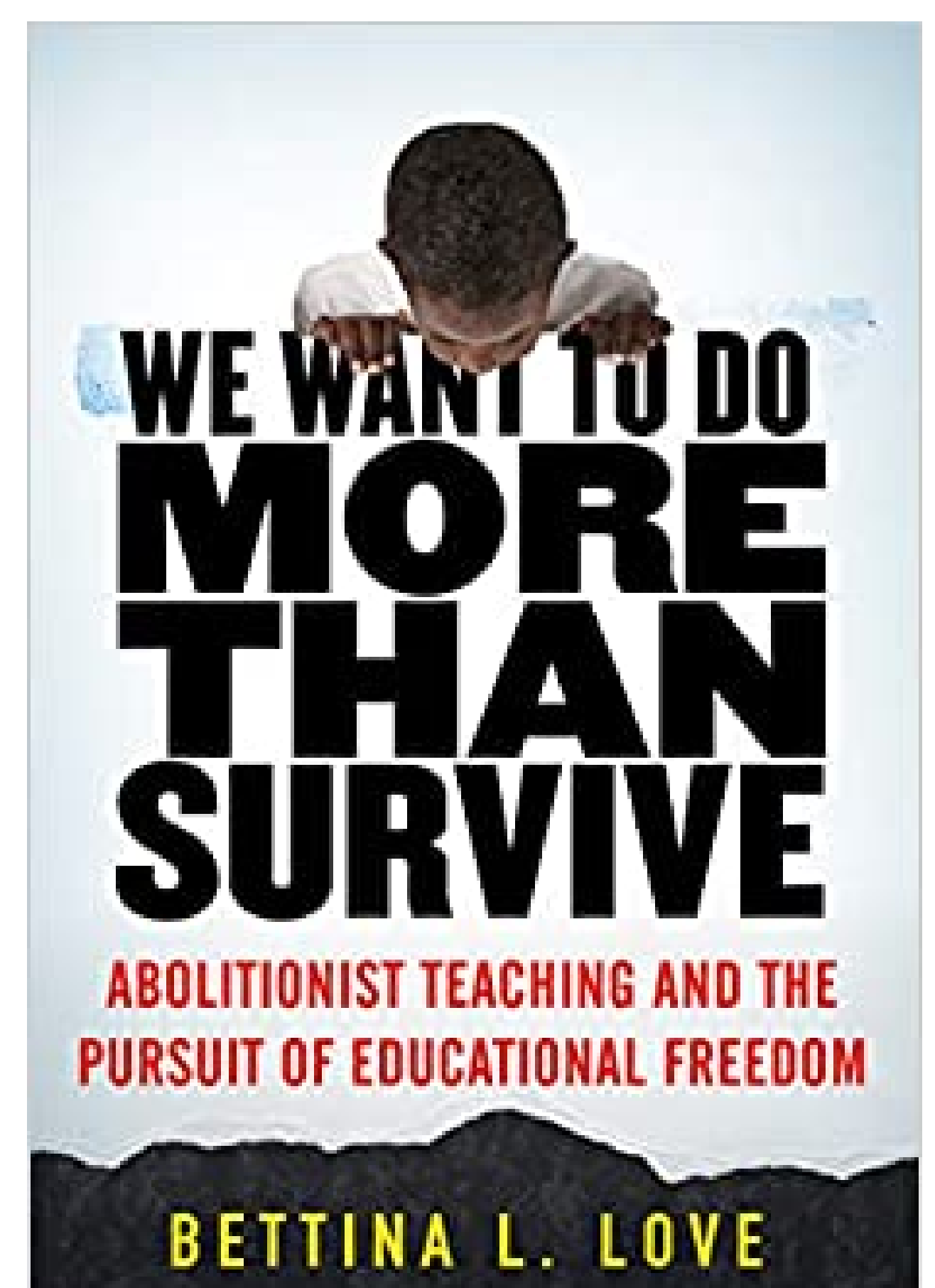
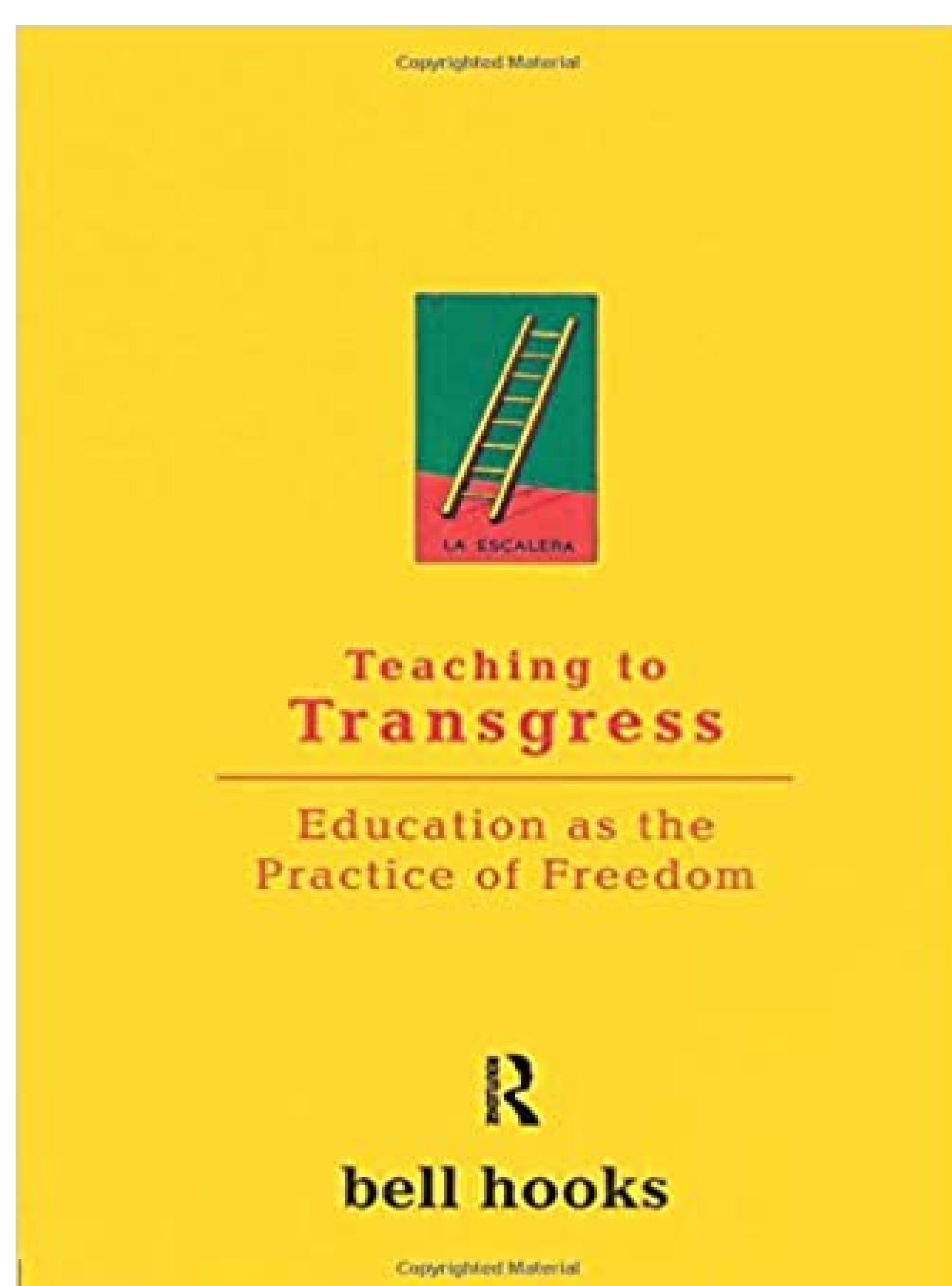
The Tennessee Educators of Color Fellowship is a year-long experience designed to inform and empower local professionals. The Fellowship provides new skills, networking opportunities, growth experiences, and community with other teachers of color through six-months of hands-on curriculum and four additional months of independent, guided study.

## 2021-2022 Knox County Curriculum:

- Session 1: Leadership and Personal Development
- Session 2: Historical Underpinnings of Education Policy and Education Policy 101
- Session 3: Racial Identity Development and Inclusive Teaching
- Session 4: Parent & Family Engagement and The Intersection of Policy and Advocacy
- Session 5: Leadership Part II Thru the Equity and Inclusion Lens and Critical Self-Reflection and Purpose in Your Work
- Session 6: Logic Models

## Additional Activities:

- Book Discussions
- Case Study and Logic Model
- School Board Reflections



# Their Impact

**We asked Fellows to self-select mastery of several key areas.**

Fellows were asked to rank their feelings and experiences BEFORE the Fellowship on a scale from Never to Always. They were then asked if SINCE joining the Fellowship they felt more or less prepared in those same key areas.

	Before the Fellowship...	Since Joining...
Understand how education policy was made in your district?	Always or Often... 3	Most or All of the time... 12
Feel prepared to share your perspective and insights with key stakeholders?	Always or Often.... 3	Most or All of the time... 12
Feel prepared to engage in advocacy to inform education policy?	Always or Often... 2	Most or All of the time... 12
Written or plan to write a piece focused on an educational issue you care about?	Always or Often... 0	Most or All of the time... 12
Identify as an education leader?	Always or Often... 2	Most or All of the time... 12
Receive invitations to speak to or join decision-making groups?	Always or Often... 2	Most or All of the time... 12
Attend a school board meeting?	Always or Often... 1	Most or All of the time... 12

58

**% increase in Fellow comfort in  
accessing and using data and  
research to support and guide  
advocacy work and education  
priorities**

# 50

**% increase in Fellows using data and research to support and guide their advocacy work and education priorities**



# What Fellows had to say:



**Victoria Peña**

Networking has been beneficial of this fellowship  
The workshops have been great and I have learned so much from the speakers who have been so knowledgeable I have felt empowered to be a change maker.



**Nikki Baker**

Because of Dr. Misha Innis-Thompson's session, I was able to get my "Safe Space for Black Girls" group started. I've also partnered with our librarian who has ordered the books that I recommended that feature Black narratives.



**Kristin Lane**

To be honest I have taken away so much from every session that they all have been great. They also have given me different information that is extremely helpful. Dr. McIntyre's session helped me to understand policy and how public schooling actually works.



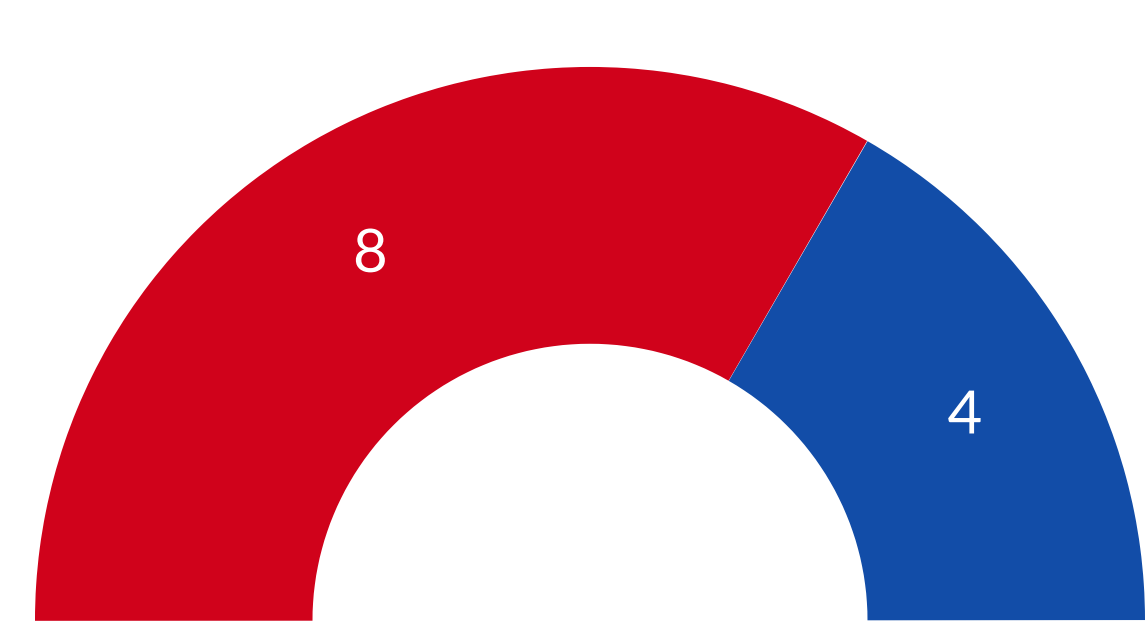
**Derek Griffin**

The most beneficial aspect has been connecting with other teachers of color around our district and recognizing the shared experiences we have and our connected experience of attempting to interact with and navigate the policies of the district. In that regard the sessions with knowledge about this district including the panel with Evetty Saterfield and the education policy and history session with Dr. McIntyre were very helpful.



# We're trying to have an impact on Educator Retention:

Before the Fellowship, were you considering leaving your job or the profession of teaching?



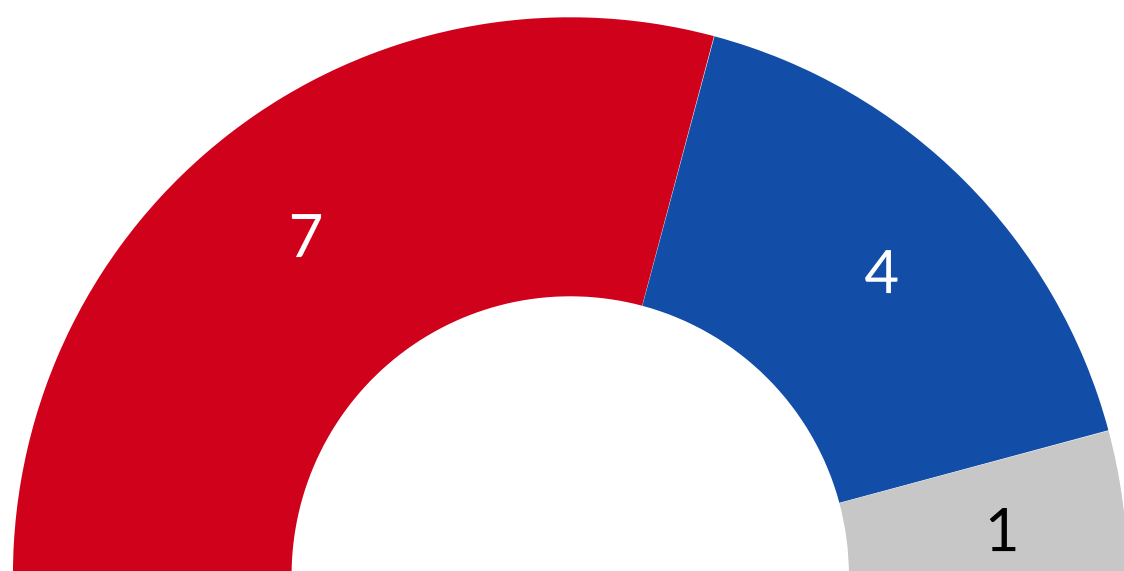
Yes (66.67%) No (33.33%)



## Why?

- Pursue better hours
- Mental health
- Better wages
- Pursue alternative field/profession
- Other including:
  - Opportunities for professional growth
  - Pursue Higher Education

Since participating in the TECA Fellowship, how likely are you to return to the profession next year?

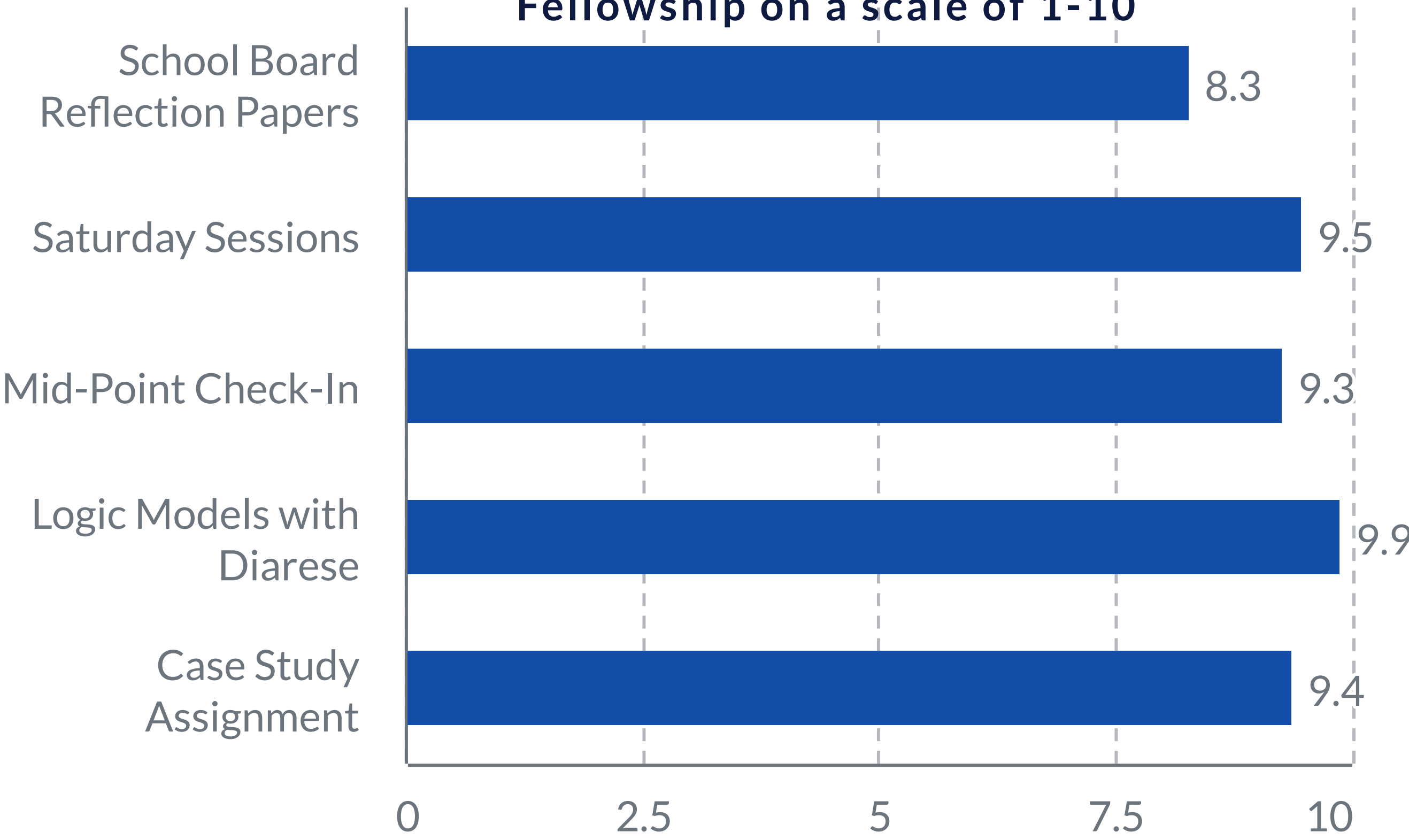


Somewhat Likely (58.33%)  
Extremely Likely (33.33%)  
Neither Likely or Unlikely (8.33%)

# We aim to provide valuable experiences to local educators:

“Many of the speakers helped to make me feel empowered and able to continue this journey as an educator.”

We asked Fellows to value components of the Fellowship on a scale of 1-10



# We pair each Fellow with a Mentor based on their interests:

8 or more Fellows strongly agree their mentor:

- Provided timely feedback and communicated effectively
- Connected them to others in their network and shared relevant materials
- Was knowledgeable of their Case Study
- Provided valuable personal and professional expertise



# What Fellows are working on:

Fellows are asked to identify an issue of focus, called their Case Study, and work on this project for the duration of their experience.

## Recruitment and Retention

- Exploring the lack of, and creating new school leadership opportunities for educators of color
- Difficulties in hiring and retaining high-quality, culturally responsive, and trauma informed educators
- Professional development on equity, cultural competence, and biases
- Improving intentionality in hiring, support, and retention of Black teachers and using research and data to understand the experiences of Educators of Color
- Re-imagining the emerging educator - refining ed preparation to attract culturally responsible, anti-racist educators

## Early Childhood Education

- Access to high-quality early childhood education for Black and Brown children
- Creating equity in access to resources in early childhood education among immigrant families

## Addressing Achievement Gaps

- Declining enrollment of minority students in magnet programs and at magnet schools
- Equality of investments in resources, thought-partnerships, support of all teachers across schools
- Closing the achievement gap by building strong relationships and creating safe environments
- Access to high-quality resources for all students
- Connecting ESL students to STEAM opportunities



**Looking Ahead, a message from Director of Leadership  
Development, René Dillard**

We are overwhelmed by the positive feedback we received from the first TEC Fellowship cohort from Knox County. Fellows gained new knowledge and implemented that knowledge into their classrooms and school communities. We are excited to continue to watch the things they - and those that come after them - will accomplish.

