

TECA

TENNESSEE EDUCATORS of COLOR ALLIANCE

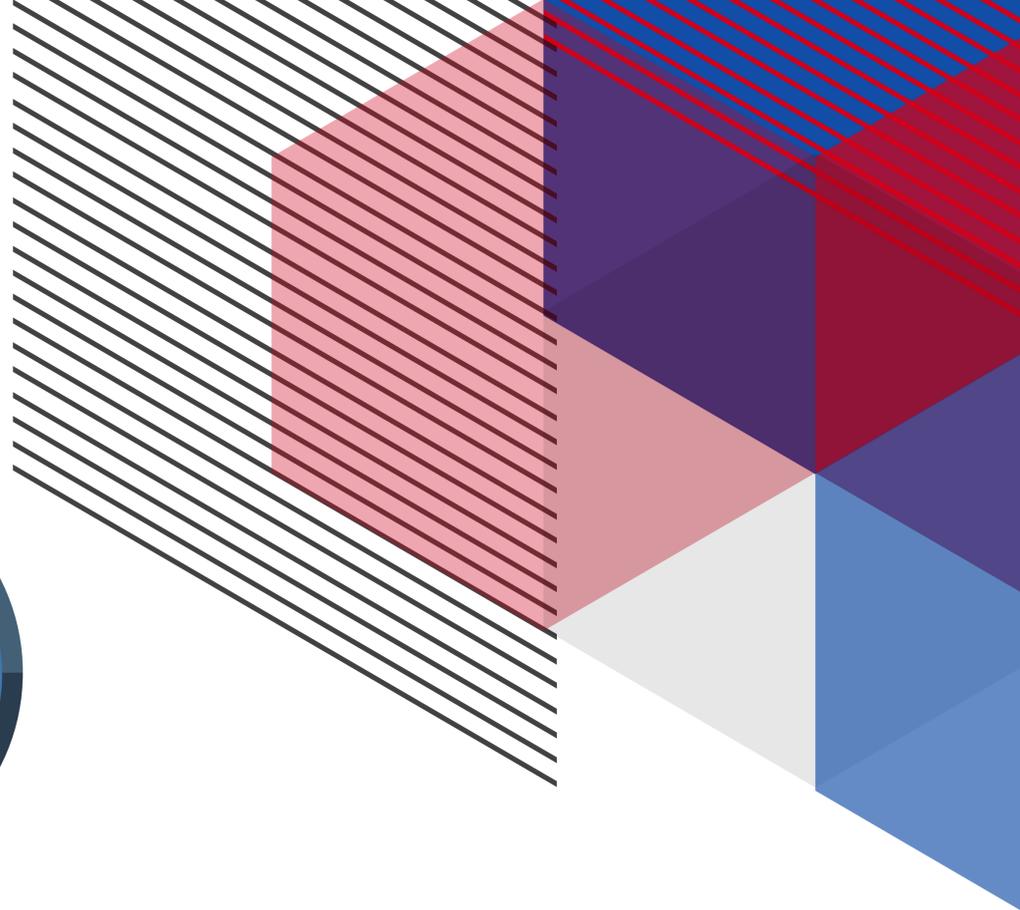
Fellowship Impact Report

Knox County

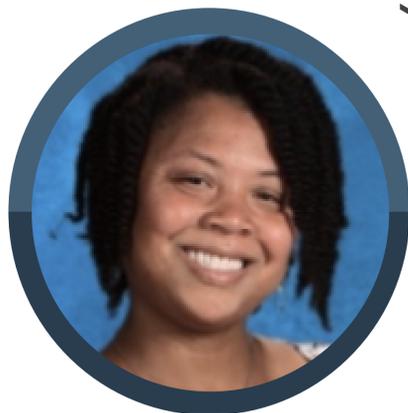
20
22

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

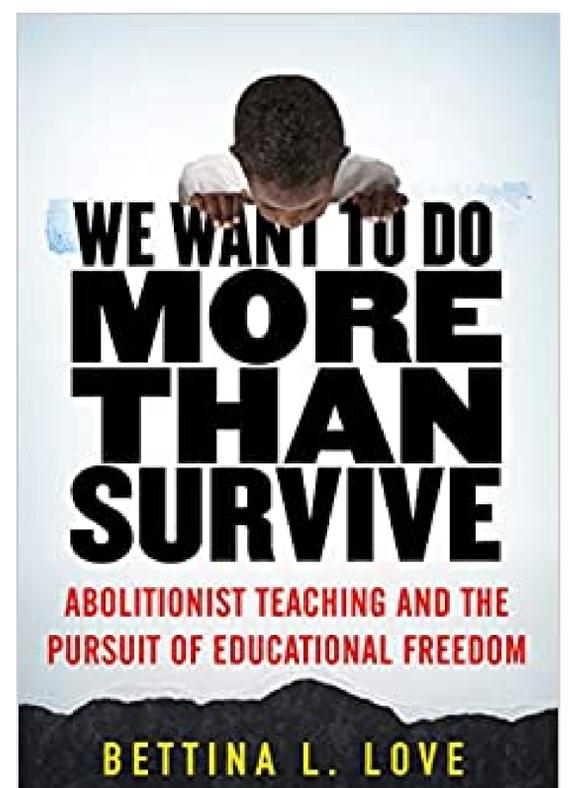
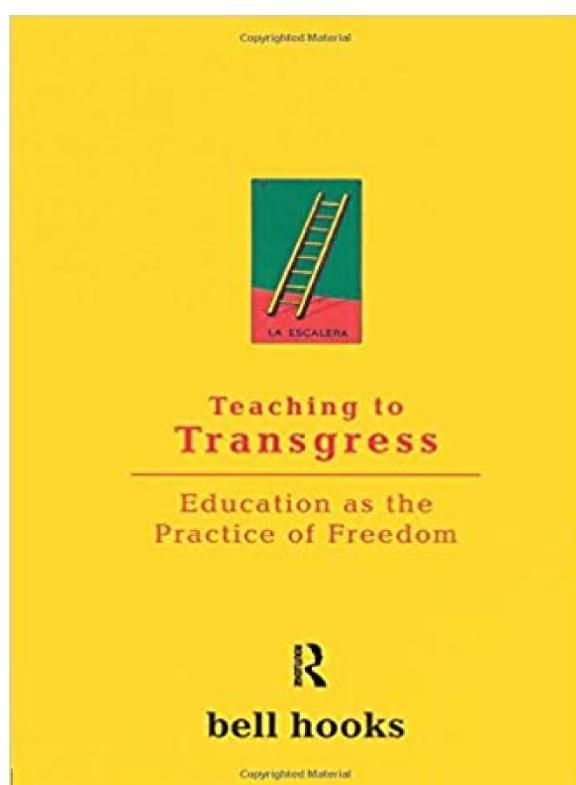
The Tennessee Educators of Color Fellowship is a year-long experience designed to inform and empower local professionals. The Fellowship provides new skills, networking opportunities, growth experiences, and community with other teachers of color through six-months of hands-on curriculum and four additional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



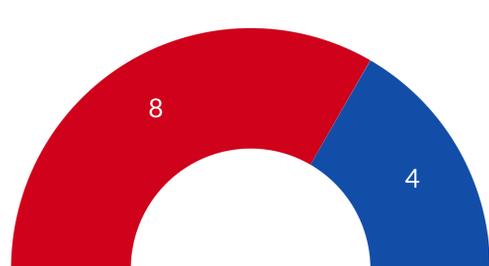
**Derek
Griffin**

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?

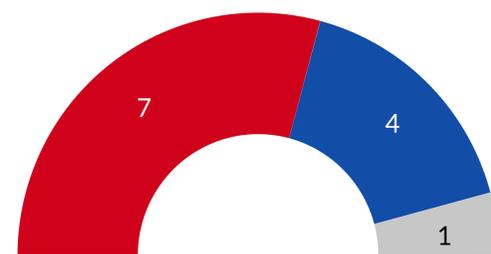
Since participating in the TECA Fellowship, how likely are you to return to the profession next year?



Why?

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

■ Yes (66.67%) ■ No (33.33%)

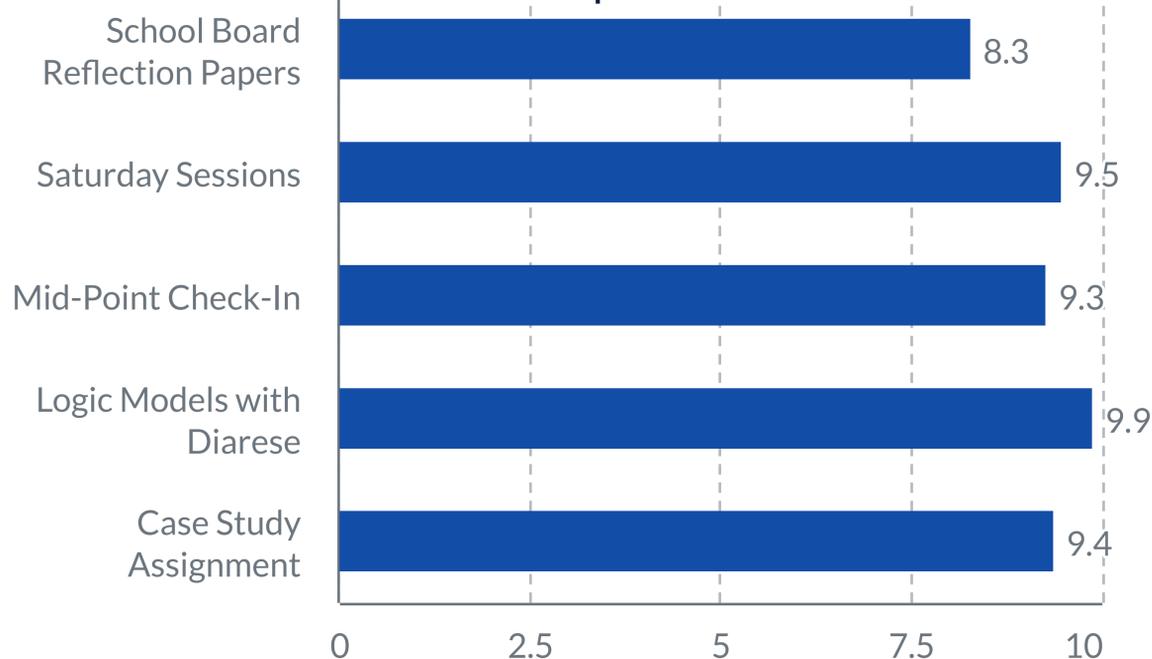


■ Somewhat Likely (58.33%)
 ■ Extremely Likely (33.33%)
 ■ Neither Likely or Unlikely (8.33%)

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

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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.