
Status of Minority Classroom Teachers in Tennessee

The Background:

In 1987, the State Board of Education cited a shortage of minority teachers in Tennessee. In 1988, The Tennessee Task Force on the Supply of Minority Teachers issued several recommendations, most of which were implemented, to increase the number of minority teachers. In 1989, House Joint Resolution 36 also requested an annual report on the status of minority teachers be submitted to the Senate and House K-12 Education Sub-Committees of the Tennessee General Assembly. Legislation was adopted in 1993 urging each local board of education to establish reasonable, incremental goals for the recruitment, employment, and retention of African-American teachers in numbers which reflect the percentage of African-Americans within the community served by the local education agency.

The Master Plan Connection:

The item supports the State Board of Education's *Master Plan* by providing for effective teachers for all students.

The Recommendation:

For informational purposes only; no action required.

Report to the State Board of Education
on the
Status of Minority Classroom Teachers in
Tennessee

Compiled by the
Tennessee Department of Education

Kevin Huffman, Commissioner

Morgan E. Branch, Director
Minority Teacher Recruitment and Retention

January, 2012

Minority Teacher Recruitment and Retention in Tennessee

THE BACKGROUND

In 1987, the State Board of Education cited a shortage of minority teachers in Tennessee. In 1988, The Tennessee Task Force on the Supply of Minority Teachers issued several recommendations, most of which were implemented, to increase the number of minority teachers. In 1989, House Joint Resolution 36 also requested an annual report on the status of minority teachers be submitted to the Senate and House K-12 Education Sub-Committees of the Tennessee General Assembly. Legislation was adopted in 1993 urging each local board of education to establish reasonable, incremental goals for the recruitment, employment, and retention of African-American teachers in numbers which reflect the percentage of African-Americans within the community served by the local education agency.

DEFINITION OF CLASSROOM TEACHER

For the purposes of this document, a classroom teacher is defined as having one of the assignments listed in Appendix B.

THE NEED FOR MINORITY RECRUITMENT AND RETENTION

The student population of Tennessee schools during the 2010-11 school year was 992,345. An analysis of the racial composition of Tennessee public school students reveals that 24.27% were African-Americans. Table 1: Racial Composition of Tennessee Public School Students details a statistical history since 1992-93. The enrollment of African-American students varies from system to system. Three of the state's 136 school systems have an enrollment of African-American students greater than the state's African-American student population. These systems are reported in Table 2: Tennessee School Systems Whose African-American Student Enrollment Is Above The State's African-American Percentage%. All systems have African-American students. Table 3: Tennessee School Systems With No African-American Students. Twenty-nine school systems report no African-American classroom teachers.

Of the 66,766 classroom personnel, 8,290 identified themselves as African-American in the 2010-11 school year. Of the active classroom personnel 5.75% (3,824) reported race as unknown. The percentage of African-American teachers for the 1998-99 and 1999-00 school years was 9.9%. This year the percentage of African-American for 2010-11 was 12.42%.. Table 4: Tennessee Classroom Personnel is a statistical history of classroom personnel since 1984-85. Table 5: Tennessee School Systems With No

African-American Teachers shows the school systems where no teachers identified themselves as African-American.

Comparing the percentage of African-American students to the percentage of African-American educators, forty-eight school systems reflect an African-American student/teacher differential of greater than five percentage points. The percentage of the teacher work force compared to the student population in school systems in Tennessee with more than a 5% differential is reported in Table 6: Percent Of Teachers To Students In Tennessee With More Than 5% Differential.

Additionally, 5900 classroom teachers have 30 or more years of experience. Of that number 832 are African-American classroom educators. These teachers represent 12.72% of the total African-American classroom teachers. The total pool of classroom teacher with 30 or more years of teaching experience represents approximately 8.32% of the classroom teaching force. Table 7 Teachers with 30 or More Years Experience details the statistical history since 1984-85. As these educators retire, the efforts to achieve equitable employment levels will be further complicated. Table 8 Teachers with 30 or More Years of Experience by System gives the status of possible teacher retirement in each system.

TEACHER EDUCATION COMPLETERS

A person who has met all the requirements of an institution's state-approved teacher preparation program. Program completers may include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the State Office of Certification and Licensure for initial certification or licensure may not be used as a criterion for determining who is a program completer.

Source - State of TN Dept of Education "Plan for Reporting on the Quality of Teacher Preparation Programs" October 2000

In 1988, African-American teacher education graduates had reached an all-time low -- 45 out of a total of 1,543 (2.9%). African-American teacher education program graduates numbered 214 (9.95%) in the 2009-10 school year. The total number of completers (all demographic race categories) in 2009-10 was 4814 compared to 1,543 in 1988.

African-Americans accounted for 9.1% of the completers from public institutions in the 2009-10 school year. TABLE 9: Teacher Education Completers of Initial Licensure lists the year by year graduation numbers. The University of Memphis reported the largest number of African-American educators, 140 completers, with Tennessee State University following with 38 completers.

The percent of African-American completers attending private institutions was 11.3% in 2009-10. Of the private institutions, Freed-Hardeman University reported the largest

number of African-American completers 36. Union University followed with 29 completers. TABLE 10: Teacher Education Completers lists the completers of initial teacher licensure from each institution. Table 11: Completers of Initial Teacher Licensure: 2004-05 thru 2009-10 is a comparison of completers.

The Office of Teacher Licensure began collecting data on teacher licensure in 1999. From July 1, 2009 to June 30, 2010, 13,311 non administrative licenses were issued with the “date of original issue” falling between the dates listed. Of those 13,311, 1,935 or 14.54% were issued to African-American educators. However, it must be noted that 1,577 (11.85%) of these licensees listed race as unknown or other. TABLE 12: Licenses with ‘Date of Original Issue’ Falling Between 07-01-2009 & 06-30-2010 shows the number issued by certificate type and race.

EFFORTS TO RECRUIT NEW TEACHERS

Scholarships and Grants

Increased minority enrollment at public and private institutions is due in part to the financial incentives of the Tennessee Student Assistance Corporation’s Minority Teaching Fellows Program, Tennessee Teaching Scholars Program and the Tennessee Higher Education Commission’s Minority Teaching Education Grant Program.

The Minority Teaching Fellows program presently funds 116 students, the maximum number of students it can serve. Approximately 25-30 students graduate from this program each year.

The Tennessee Teaching Scholars Program, managed by the Tennessee Student Assistance Corporation, is another program that focuses on recruitment of students into the teaching profession.

The Minority Teaching Education Grant Program focuses on the recruitment by the colleges and universities in partnership with local education agencies of non-teaching personnel, teacher-aides, substitute teachers, and persons changing careers into the teaching force.

Partnerships and Other Initiatives

Tennessee Student Assistance Corporation

The Tennessee Student Assistance Corporation conducts financial aid workshops across the state. Information concerning the teacher education scholarships is disseminated during these workshops along with other financial aid information.

Troops to Teachers

Troops to Teachers (TTT) was established in 1994 as a Department of Defense program. The National Defense Authorization Act of FY 2000 transferred the responsibility for program oversight and funding to the U.S. Department of Education but continued operation by the Department of Defense. TTT is managed by the Defense Activity for Non-Traditional Education Support (DANTES), Pensacola, Florida.

The purpose of TTT is to assist eligible military personnel to transition to a new career as public school teachers in “high-need” schools. A network of State TTT Offices has been established to provide participants with counseling and assistance regarding certification requirements, routes to state certification, and employment leads.

BASE-TN – Become A Special Educator in Tennessee

A program that provides financial support for persons who meet the eligibility criteria and desire to earn an initial Tennessee teaching license in special education or an endorsement in special education. This support involves a commitment to teach in a Tennessee public school two years for each academic year of financial support received, serving student with disabilities ages birth through twenty-one.

Teach Tennessee.

Teach Tennessee is a statewide initiative that challenges mid-career professionals, retirees and others to teach. It is designed for those who already have a bachelor’s degree, 24 college hours in some field and would like to teach in that same content area for grades 7-12. The Department of Education is seeking those who demonstrate high achievement in their careers and possess the character and motivation needed to be a quality teacher.

Qualified candidates attend an intensive institute to learn teaching methods, strategies, etc. accompanied by an intensive mentoring program. These potential educators are most needed in the hardest-to-staff districts and in high-need subject areas, such as math, science and foreign languages.

Governor’s Study partner Program (GSPP)

Established in 1987, the Governor's Study Partner Program matches the skills of academically successful students with those who are having difficulty in school. This opportunity gives students a chance to strengthen study skills as well as building more positive attitudes toward learning and enhancing self-esteem.

Tutoring is now available for grades 1-12. Training manuals are given to each tutor during training sessions conducted by the State Department of Education. Bell South serves as Corporate Sponsor of the program and prints all the manuals, allowing the program to be free to all participating schools. A study skills component added to the program has aided in the goal of independent learning. Components and manuals related to this program are not available on line for teachers who want to institute the program

This program also acts as an introduction to the teaching profession. In one school alone, three of the current teachers began as GSPP tutors in the fifth grade. Another aspect of this endeavor is the use of technology for Podcasting tutorial material to the advisors and the students. GSPP teacher advisors have also been trained on the use of Podcasting. The various area consultants from the department of education will assist in the preparation and evaluation of the materials used in the podcasts

LOCAL RECRUITMENT OF MINORITY EDUCATORS

Legislation passed in 1993 urges each Tennessee local board of education to establish reasonable, incremental goals for the recruitment, employment, and retention of African-American teachers in numbers that reflect the percentage of African-Americans within the community served by the local education agency and submit the plan to the Department of Education. Request for the plans will be sent in March of this year.

Local systems have identified the following as some of their strategies for recruitment and retention of minority teachers.

- Recruit from historically black colleges and universities in Tennessee and surrounding states. Many have also expanded their recruitment efforts from regional to nationwide.
- Attend job fairs on various college and university campuses.
- Invite candidates to visit the school system and community and pay their expenses.
- Offer qualified applicants all of their earned teaching experience as recognized by the Tennessee Department of Education.
- Use the Troops to Teachers program.
- Encourage high school graduates to enter education as a career.
- Establish or revitalize Future Teachers of American Chapters
- Provide support for minority teachers on permits to obtain teaching credentials.

- Establish a committee of educators and community leaders to plan activities and strategies to assist in the recruitment of minority teachers.
- Offer system sponsored scholarships.
- Provide web-based recruitment in the form of
 - Posting vacant teaching positions on local, state, and national sites.
 - Posting vacant teaching positions to list servs.
 - Posting interactive online applications for positions.
- Establish a budget solely for the purpose of recruiting and retaining minority teachers.
- Establish a minority teacher recruiter position.

SPECIFIC LOCAL STRATEGIES FOR RETENTION ARE:

- Establish new teacher networks for mentoring new teachers.
- Provide enhanced staff development.
- Assign mentors to assist new teachers adjust to the district.
- Continuously assess the needs of the new teachers.
- Provide social support and community orientation.
- Assign a community volunteer to involve the new teacher in community activities.
- Provide support for minority teachers to obtain an advanced college degree including, limited cost assistance.

EFFORTS BY THE DEPARTMENT OF EDUCATION TO RECRUIT AND RETAIN MINORITY TEACHERS

A. The State Department of Education continues to assist systems in the recruitment and retention of minority teachers through the following:

1. Urging all school systems to submit a plan to the Department of Education concerning the recruitment and retention of African-American teachers;

2. Increasing efforts to assist school personnel, guidance counselors, and principals making all students more aware of the teaching profession and its benefits and rewards;
3. Providing of a website for job information. Teach in Tennessee is the State of Tennessee's web resource for posting and viewing employment vacancies in Tennessee PreK-12 public schools;
4. Continuing the Minority Teaching Education Grant Program;
5. Continuing Minority Teaching Fellows Scholarship Program;
6. Continuing Matching Grant Program;

B. Efforts should be made to increase the pool of minority teachers through:

1) Increasing funds for the grant/scholarship programs:

a) **Minority Teaching Education Grant Program.** Currently the program receives \$255,000, which is allocated to institutions of higher education with well-developed institutional support for minority candidates. All of the funds are used directly to support candidates. Efforts to expand the grant/scholarship programs should be continued, since they have clearly demonstrated the capacity provide quality teachers for the state of Tennessee.

b) **Minority Teaching Fellows Scholarship Program.** Currently 116 students are served by this four-year program, producing from 25-30 graduates each year. There are generally three eligible applicants for each available award.

2) Recruiting and licensing qualified individuals in the shortest amount of time.

3) Heightening overall institutional minority recruitment and retention efforts by having a specific person in charge on at least a part-time basis.

4) Providing resources for the students served by the grant programs.

5) Increasing the networking between Future Teachers of America chapters with higher education institutions

6) Developing a relationship with the Governor's School on Prospective Teachers and encouraging them to enter the teaching profession.

- 7) Improving communication among the Colleges of Education, Local Education Agencies, Tennessee Higher Education Commission, Tennessee Education Association, and the State Department of Education as to scholarships and other grants available to prospective minority teachers.

DATA ON OTHER MINORITIES

Hispanic

The Hispanic population of our state has and is increasing. During the 2009-10 school year the percent of Hispanic students in Tennessee schools was 6.24%. Hispanic teachers represent 0.60% of the total teaching force in Tennessee.

American Indian

American Indian students represent 0.27% of the student population of our schools.. The classroom teaching staff across the state is 0.11%.

Asian

Tennessee's teaching staff is composed of 0.29% Asian educators The Asian students in our schools represent 1.91% of students in Tennessee.

CONCLUSION

Tennessee school systems have become more aware that diversity in the teaching force is critical to student achievement and as such are hiring more minority teachers.

As our systems and state become more and more diverse, these efforts must increase. The number of classroom teachers with 30+ years of experience further emphasizes the accelerated need to establish and implement minority recruitment and retention strategies. The development, implementation, and evaluation of local recruitment and retention plans are needed in order to enhance placement efforts. We must also explore other methods of exposing our students to diversity when minority teachers are not available.

Finally, at the state level, we must continue to encourage, support, and provide assistance as systems explore traditional and new avenues of recruiting and retaining minority teachers in the classroom.

**SUPPLY OF MINORITY TEACHERS
STATISTICAL SUMMARY
TABLES**

Table 1
Racial Composition of Tennessee Public School Students

Year	African-American Students	Total Students	Percent African-American
1992-93	191,194	846,896	22.6%
1993-94	198,125	864,272	22.9%
1994-95	198,222	872,422	22.7%
1995-96	203,353	878,919	23.1%
1996-97	209,150	893,165	23.40%
1997-98	212,960	897,645	23.72%
1998-99	216,344	903,774	23.94%
1999-00	222,860	912,872	24.40%
2000-01	222,036	906,118	24.50%
2001-02	225,719	909,746	24.81%
2002-03	226,498	911,395	24.85%
2003-04	230,125	919,896	25.02%
2004-05	232,009	928,572	25.00%
2005-06	243,648	977,032	24.93%
2006-07	250,053	994,937	25.13%
2007-08	235,576	966,561	24.37%
2008-09	239,097	980,261	24.39%
2009-10	235,946	980,337	24.07%
2010-11	240,852	992,345	24.27%

Source: Fall Membership of Tennessee Public School Students
Tennessee Department of Education

Table 2
**Systems Whose African-American Student Enrollment Is Above
The State's Average of African-American Students**

System	African-American Students	African-American Teachers
SHELBY CO.	37.02%	18.53%
Memphis	83.04%	59.61%
TIPTON CO.	24.30%	11.01%

Source: ¹2010-11 Fall Membership of Tennessee Public School Students
² 2010-11 End of Year Distribution Files - Active Classroom Personnel
Tennessee Department of Education

Table 3
Tennessee School Systems
With No African-American Students

None

Source: 2010-11 Fall Membership of Tennessee Public School Students

Table 4
Tennessee Classroom Personnel

Year	African-American Teachers	Total Teachers	Percent African-American
1984-85	4,457	39,871	11.2%
1992-93	5,188	46,361	11.2%
1993-94	5,646	50,645	11.1%
1994-95	5,360	48,793	11.0%
1995-96	5,340	48,994	10.7%
1996-97	5,226	49,568	10.5%
1997-98	5,252	52,013	10.1%
1998-99	5,323	53,688	9.9%
1999-00	5,442	55,173	9.9%
2000-01	5,623	56,027	10.0%
2001-02	5,891	57,164	10.31%
2002-03	6,091	57,807	10.54%
2003-04	6,180	58,366	10.59%
2004-05	6,540	61,971	10.55%
2005-06	7,106	60,698	11.93
2006-07	7,668	61,970	12.37
2007-08	8,212	64,578	12.72
2008-09	8,622	65,803	13.10
2009-10	8,171	65,748	12.43
2010-11	8,288	66,766	12.41

Source: End of Year Distribution Files -Active Classroom Personnel

Table 5
Tennessee School Systems
With No African-American Teachers

System	African-American Student	African-American Teachers
Clinton	4.40%	0.00%
BLEDSON CO.	1.32%	0.00%
CARROLL CO.	1.78%	0.00%
CLAY CO.	2.16%	0.00%
Newport	7.76%	0.00%
Alamo	11.31%	0.00%
DEKALB CO.	1.42%	0.00%
FENTRESS CO.	0.29%	0.00%
Bradford	6.97%	0.00%
GRAINGER CO.	0.61%	0.00%
GRUNDY CO.	0.22%	0.00%
HANCOCK CO.	0.93%	0.00%
Rogersville	3.04%	0.00%
HOUSTON CO.	3.86%	0.00%
JACKSON CO.	0.63%	0.00%
JOHNSON CO.	0.80%	0.00%
Lenoir City	1.94%	0.00%
Etowah	4.76%	0.00%
Richard City	3.21%	0.00%
MEIGS CO.	1.62%	0.00%
MORGAN CO.	0.47%	0.00%
PICKETT CO.	0.54%	0.00%
POLK CO.	0.52%	0.00%
Dayton	5.89%	0.00%
SCOTT CO.	0.25%	0.00%

Source: 2010-11 End of Year Distribution Files - Active Classroom Personnel
 Tennessee Department of Education

TABLE 6
SCHOOL SYSTEMS WHOSE PERCENT OF TEACHERS TO STUDENTS
IN TENNESSEE HAS MORE THAN 5% DIFFERENTIAL

System	African-American Teachers	African-American Students	Student Teacher Difference
Alamo	0.00%	11.31%	11.31%
Alcoa	8.55%	21.83%	13.29%
Athens	3.45%	14.66%	11.21%

System	African-American Teachers	African-American Students	Student Teacher Difference
BEDFORD CO	3.35%	10.37%	7.03%
Bells	3.57%	17.35%	13.78%
Bradford	0.00%	6.97%	6.97%
CHESTER CO.	4.29%	13.83%	9.54%
Cleveland	5.14%	14.33%	9.19%
CROCKETT CO.	7.81%	14.08%	6.26%
DAVIDSON CO.	25.57%	45.84%	20.27%
Dayton	0.00%	5.89%	5.89%
DYER CO.	2.21%	7.40%	5.18%
Dyersburg	7.41%	39.18%	31.78%
FAYETTE CO.	47.35%	55.67%	8.32%
Fayetteville	4.76%	25.54%	20.78%
Gibson Co.Sp.	0.81%	7.96%	7.15%
GILES CO.	3.63%	15.73%	12.10%
Greeneville	1.84%	7.66%	5.81%
HAMILTON CO.	10.78%	31.06%	20.28%
HARDEMAN CO.	18.88%	52.62%	33.74%
HAYWOOD CO.	29.07%	62.94%	33.87%
HENRY CO.	2.16%	7.18%	5.02%
Humboldt	31.52%	74.34%	42.82%
Huntingdon	3.09%	17.71%	14.62%
JACKSON-MADISON CO.	26.31%	58.19%	31.88%
Kingsport	2.85%	9.07%	6.22%
KNOX CO.	4.86%	14.77%	9.91%
LAKE CO.	7.06%	29.46%	22.40%
LAUDERDALE CO.	10.62%	41.55%	30.93%
Lexington	7.23%	24.52%	17.29%
MAURY CO.	5.56%	19.07%	13.52%
McKenzie	2.20%	14.17%	11.97%
MCNAIRY CO.	2.87%	8.23%	5.36%
Memphis	59.61%	83.04%	23.43%
Milan	5.49%	21.75%	16.26%
MONTGOMERY CO.	7.07%	27.60%	20.53%
Murfreesboro City	10.45%	24.65%	14.20%
Newport	0.00%	7.76%	7.76%
Oak Ridge	4.90%	16.04%	11.14%
Paris	3.48%	21.55%	18.07%
ROBERTSON CO	3.38%	10.53%	7.15%
RUTHERFORD CO.	5.66%	17.21%	11.55%
SHELBY CO.	18.53%	37.02%	18.49%
SUMNER CO.	2.37%	9.69%	7.32%
TIPTON CO.	11.01%	24.30%	13.29%

System	African-American Teachers	African-American Students	Student Teacher Difference
Trenton	7.69%	28.05%	20.36%
Tullahoma	1.28%	10.84%	9.56%
Union City	6.78%	39.79%	33.01%
West Carroll	6.17%	11.66%	5.49%
Alamo	0.00%	11.31%	11.31%
Alcoa	8.55%	21.83%	13.29%
Athens	3.45%	14.66%	11.21%
BEDFORD CO	3.35%	10.37%	7.03%
Bells	3.57%	17.35%	13.78%
Bradford	0.00%	6.97%	6.97%
CHESTER CO.	4.29%	13.83%	9.54%

Source: 2004-05 End of Year Distribution Files - Active Classroom Personnel
Tennessee Department of Education

Table 7
Teachers With More Than 30 Years Experience

Year	African-American Teachers 30+ Years	Total Teachers 30+ Years	Percent African-Americans of total 30+ Years	30+ Percent Total African-American Teachers	Percent Total Teaching Force with 30+ years
1984-85	555	2,001	27.5%	12.45%	5.01%
1992-93	524	1,923	27.2%	10.10%	4.15%
1993-94	657	2,349	28.0%	11.64%	4.64%
1994-95	766	3,113	24.6%	14.29%	6.34%
1995-96	768	3,143	24.43%	14.38%	6.42%
1996-97	672	2,593	25.92%	12.86%	5.23%
1997-98	592	2,626	22.54%	11.27%	5.05%
1998-99	672	3,338	25.95%	12.68%	6.22%
1999-00	703	4,104	17.43%	12.9%	7.44%
2000-01	647	3,830	16.89%	11.51%	6.84%
2001-02	706	4,274	16.52%	11.98%	7.48%
2002-03	739	4,699	15.73%	12.13%	8.13%
2003-04	747	5,159	14.48%	12.09%	8.84%
2004-05	832	5,900	14.10%	12.72%	9.52%
2005-06	1,507	11,351	13.28%	21.21%	18.70%
2006-07	1,390	10,843	13.25%	18.13%	16.92%
2007-08	1,255	9,436	13.30%	15.28%	14.57%
2008-09	1,125	8,392	13.73%	13.36%	12.75%

Year	African-American Teachers 30+ Years	Total Teachers 30+ Years	Percent African-Americans of total 30+ Years	30+ Percent Total African-American Teachers	Percent Total Teaching Force with 30+ years
2009-10	987	7,473	13.21%	12.08%	11.37%
2010-11	864	64,09	13.48%	10.42%	9.60%

Source: End of Year Distribution Files - Active Classroom Personnel
Tennessee Department of Education

Table 8
Teachers with 30 or More Years of Experience by System

District By Name/Race	Am_Ind	Asian	Black	Hisp	Other	White	Sum
Alamo						2	2
Alcoa			1			11	12
Anderson County						60	60
Athens			1			17	18
Bedford County			4			49	53
Bells						1	1
Benton County					1	25	26
Bledsoe County						10	10
Blount County			1			48	49
Bradford						3	3
Bradley County					2	63	65
Bristol			1			33	34
Campbell County						67	67
Cannon County						14	14
Carroll County						1	1
Carter County			1			48	49
Cheatham County			1			33	34
Chester County						18	18
Claiborne County					1	38	39
Clay County						11	11
Cleveland			4		1	41	46
Clinton						6	6
Cocke County				1		61	62
Coffee County						30	30
Crockett County			1			7	8
Cumberland County				1		64	65
Davidson County	1		112		8	273	394
Dayton						6	6
DeKalb County						16	16

District By Name/Race	Am_Ind	Asian	Black	Hisp	Other	White	Sum
Decatur County					1	16	17
Dickson County			1		2	56	59
Dyer County			4			26	30
Dyersburg			4		1	24	29
Elizabethton						14	14
Etowah						3	3
Fayette County			18		3	6	27
Fayetteville			1			12	13
Fentress County						21	21
Franklin County					1	55	56
Franklin SSD			3		2	42	47
Gibson Co Sp Dist			1			9	10
Giles County			2		1	37	40
Grainger County						22	22
Greene County						47	47
Greeneville			2			22	24
Grundy County						17	17
H Rock Bruceton			1			6	7
Hamblen County			5			57	62
Hamilton County		1	36		9	192	238
Hancock County						10	10
Hardeman County			12			19	31
Hardin County			5		1	50	56
Hawkins County						52	52
Haywood County			8		3	10	21
Henderson County						16	16
Henry County			2		1	26	29
Hickman County			1			28	29
Houston County						11	11
Humboldt			5			10	15
Humphreys County			1			21	22
Huntingdon			3			18	21
Jackson County					1	16	17
Jefferson County			1			45	46
Johnson City			4		2	61	67
Johnson County						15	15
Kingsport	1		3		2	41	47
Knox County	1		20		8	288	317
Lake County			2			8	10
Lauderdale County			6		2	18	26
Lawrence County					2	58	60
Lebanon			1			13	14

District By Name/Race	Am_Ind	Asian	Black	Hisp	Other	White	Sum
Lenoir City						15	15
Lewis County			1			17	18
Lexington						3	3
Lincoln County			1			45	46
Loudon County			1		1	31	33
Macon County	1					22	23
Madison County			40		8	71	119
Manchester						8	8
Marion County			2		2	41	45
Marshall County					1	46	47
Maryville						39	39
Maury County			10		1	63	74
McKenzie		1				5	6
McMinn County					1	45	46
McNairy County			4		2	42	48
Meigs County						5	5
Memphis			401		45	274	720
Milan			1			8	9
Monroe County			2		1	23	26
Montgomery County			6		1	113	120
Moore County						18	18
Morgan County					1	24	25
Murfreesboro			5			18	23
Newport						7	7
Oak Ridge			4	1		49	54
Obion County						36	36
Oneida					1	9	10
Overton County						29	29
Paris			1			11	12
Perry County			1			16	17
Pickett County						11	11
Polk County						16	16
Putnam County					1	64	65
Rhea County						37	37
Richard City						5	5
Roane County			1			64	65
Robertson County		1	6		1	70	78
Rogersville						8	8
Rutherford County			13		4	146	163
Scott County						17	17
Sequatchie County						16	16
Sevier County					2	122	124

District By Name/Race	Am_Ind	Asian	Black	Hisp	Other	White	Sum
Shelby County			41		10	170	221
Smith County						31	31
South Carroll						2	2
Stewart County						15	15
Sullivan County						116	116
Sumner County			5		5	140	150
Sweetwater						15	15
Tipton County			13		4	37	54
Trenton			4			11	15
Trousdale County			1			13	14
Tullahoma			2			32	34
Unicoi County				1		20	21
Union City			2			14	16
Union County					1	23	24
Van Buren County						2	2
Warren County					1	54	55
Washington County			1			69	70
Wayne County			1			25	26
Weakley County			1			42	43
West Carroll Sp Dist			3			9	12
White County			1			22	23
Williamson County		1	5		5	153	164
Wilson County			5		1	80	86
Sum	4	4	864	4	155	5,378	6,409

Source: 2010-11 End of Year Distribution Files - Active Classroom Personnel
Tennessee Department of Education

**TABLE 9: Teacher Education Completers
Of Initial Licensure**

YEAR	PUBLIC			PRIVATE			COMBINED		
	African-American		Total	African-American		Total	African-American		Total
1988	33	3.3%	1,012	12	2.3%	531	45	2.9%	1,543
1992	79	4.1%	1,948	41	4.5%	914	120	4.2%	2,862
1993	110	5.6%	1,952	26	3.0%	877	136	4.8%	2,829
1994	115	6.4%	1,803	39	5.0%	775	154	6.0%	2,578
1995	110	6.4%	1,714	54	6.1%	882	164	6.3%	2,596
1996	183	9.1%	2,013	51	5.3%	967	234	7.9%	2,980
1997	146	8.0%	1,817	63	5.8%	1,094	209	7.2%	2,911
1998	159	8.3%	1,906	65	5.4%	1,212	224	7.8%	3,118
1999	247	12.5%	1,971	74	6.4%	1,162	321	10.2%	3,133
2000	365	12.8%	2,847	132	10.4%	1,271	497	12.1%	4,118

YEAR	PUBLIC			PRIVATE			COMBINED		
	African-American	Total		African-American	Total		African-American	Total	
2001	166	8.23%	2,017	140	11.6%	1,203	306	9.5%	3,220
2002	255	11.8%	2,161	123	11.2%	1,103	378	11.6%	3,264
2003	259	11.5%	2,247	116	10.3%	1,125	375	11.1%	3,372
2004	280	13.3%	2,109	115	9.1%	1,258	397	11.8%	3,367
2005	240	11.5%	2,135	146	10.6%	1,374	386	11.0%	3,509
2006	187	8.1%	2,307	118	8.2%	1,439	305	8.1%	3746
2007-09	Data not available								
2010	265	9.1%	2,569	214	11.3	1,888	479	9.9%	4814

Source: 2010 Initial Licensure Completion Data, Tennessee Higher Education Commission

**TABLE 10: Teacher Education Completers
At Public And Private Institutions**

Tennessee Higher Education Commission 2009-10 Completers of Initial Teacher Licensure Programs by Race										
	Asian/ Pacific Islander	Alaskan Native	Black	Hispanic	White	Unclassified	Am Indian	Total	% Black	% Minority
Austin Peay State University	5	0	6	5	146	4	2	168	3.6%	10.7%
East Tennessee State University	1	0	6	4	263	4	0	278	2.2%	4.0%
Middle Tennessee State University	23	0	14	10	556	0	0	608	2.3%	7.7%
Tennessee State University	2	0	38	1	54	0	1	96	39.6%	43.8%
Tennessee Technological University	2	0	6	4	598	0	1	611	1.0%	2.1%
University of Memphis	1	0	140	5	285	5	0	436	32.1%	33.5%
Total TBR Universities	34	0	210	29	1902	13	4	2197	9.6%	12.6%
University of Tennessee, Chattanooga	1	0	16	0	192	0	1	210	7.6%	8.6%
University of Tennessee, Knoxville	1	0	15	0	240	0	0	256	5.9%	6.3%
University of Tennessee, Martin	1	0	24	3	235	0	0	263	9.1%	10.6%
Total UT Universities	3	0	55	3	667	0	1	729	7.5%	8.5%
Total Public Universities	37	0	265	32	2569	13	5	2926	9.1%	11.6%
Aquinas College	0	0	0	0	5	0	0	5	0.0%	0.0%
Belmont University	2	0	8	0	46	1	2	59	13.6%	20.3%
Bethel College	0	0	0	0	18	1	0	19	0.0%	0.0%
Bryan College	0	0	0	0	19	0	0	19	0.0%	0.0%
Carson-Newman College	0	0	4	1	102	1	0	108	3.7%	4.6%
Christian Brothers University	1	0	17	4	55	0	0	77	22.1%	28.6%
Victory University (formerly Crichton College)	1	0	23	0	17	0	0	41	56.1%	58.5%
Cumberland University	0	0	5	0	84	0	0	89	5.6%	5.6%
Fisk University	0	0	6	0	0	0	0	6	100.0%	100.0%
Free Will Baptist Bible College	0	0	0	0	11	0	0	11	0.0%	0.0%
Freed-Hardeman University	1	0	36	0	92	0	0	129	27.9%	28.7%
Johnson University	0	0	0	1	20	0	0	21	0.0%	4.8%

Tennessee Higher Education Commission

2009-10 Completers of Initial Teacher Licensure Programs by Race

	Asian/ Pacific Islander	Alaskan Native	Black	Hispanic	White	Unclassified	Am Indian	Total	% Black	% Minority
(formerly Johnson Bible College)										
King College	0	0	0	0	23	0	1	24	0.0%	4.2%
Lane College	0	0	1	0	0	0	0	1	100.0%	100.0%
Lee University	0	0	7	2	173	0	7	173	4.0%	9.2%
Lemoyne-Owen College	1	0	14	0	0	0	0	15	93.3%	100.0%
Lincoln Memorial University	0	0	2	0	129	0	0	131	1.5%	1.5%
Lipscomb University	0	0	24	0	144	3	0	171	14.0%	14.0%
Martin Methodist College	0	0	1	0	13	0	0	14	7.1%	7.1%
Maryville College	0	0	0	2	26	0	0	28	0.0%	7.1%
Memphis College of Art	1	0	7	1	30	2	0	41	17.1%	22.0%
Milligan College	0	0	1	3	87	0	0	91	1.1%	4.4%
South College	0	0	0	0	60	0	0	60	0.0%	0.0%
Southern Adventist University	0	0	0	3	23	0	0	26	0.0%	11.5%
Tennessee Wesleyan College	0	0	0	1	34	0	0	35	0.0%	2.9%
Trevecca Nazarene University	3	0	21	1	120	7	1	153	13.7%	17.0%
Tusculum College	0	0	1	2	114	0	0	117	0.9%	2.6%
Union University	3	1	29	2	81	0	0	116	25.0%	30.2%
Vanderbilt University	4	0	7	1	96	0	0	108	6.5%	11.1%
Total Independent Colleges & Univs.	17	1	214	24	1,622	15	11	1888	11.3%	14.1%
Grand Total	54	1	479	56	4,191	28	16	4814	9.95%	13%

Source: 2010-11 Initial Completers Data, Tennessee Higher Education Commission

TABLE 11
Completers of Initial Teacher Licensure: 2003-04 Thru 2009-10

Tennessee Higher Education Commission								
Completers of Initial Teacher Licensure Programs								
	2003-04	2004-05	2005-06	2006-07	2007-08*	1-year % Change	2009- 2010	2-year % change
Austin Peay State University	117	127	147	157	162	3%	168	3.7%
East Tennessee State University	214	251	305	254	292	15%	278	-4.8%
Middle Tennessee State University	241	247	333	414	338	-18%	608	79.9%
Tennessee State University	117	148	119	93	94	1%	96	2.1%
Tennessee Technological University	266	276	312	326	374	15%	611	63.4%
University of Memphis	455	439	486	496	420	-15%	436	3.8%
Total TBR Universities	1,410	1,488	1,702	1,740	1,680	-3%	2197	30.8%
University of Tennessee, Chattanooga	189	202	185	186	215	16%	210	-2.3%

Tennessee Higher Education Commission								
Completers of Initial Teacher Licensure Programs								
	2003-04	2004-05	2005-06	2006-07	2007-08*	1-year % Change	2009- 2010	2-year % change
University of Tennessee, Knoxville	392	305	303	233	177	-24%	256	44.6%
University of Tennessee, Martin	118	140	117	201	167	-17%	263	57.5%
Total UT Universities	699	647	605	620	559	-10%	729	30.4%
Total Public Universities	2,109	2,135	2,307	2,360	2,239	-5%	2926	30.7%
Aquinas College	16	24	16	12	15	25%	5	-66.7%
Belmont University	53	37	55	51	53	4%	59	11.3%
Bethel College	11	23	26	16	15	-6%	19	26.7%
Bryan College	24	19	19	9	15	67%	19	26.7%
Carson-Newman College	120	78	96	69	75	9%	108	44.0%
Christian Brothers University	93	112	56	60	116	93%	77	-33.6%
Victory University (formerly Crichton College)	25	51	26	27	23	-15%	41	78.3%
Cumberland University	34	27	30	24	29	21%	89	206.9%
Fisk University	6	7	14	9	6	-33%	6	0.0%
Free Will Baptist Bible College	9	13	11	13	10	-23%	11	10.0%
Freed-Hardeman University	56	61	70	68	67	-1%	129	92.5%
Johnson University (formerly Johnson Bible College)	9	20	17	20	26	30%	21	-19.2%
King College	18	14	10	14	17	21%	24	41.2%
Lambuth University	14	18	19	15	10	-33%	0	-100.0%
Lane College	0	1	1	3	2	-33%	1	-50.0%
Lee University	149	177	184	192	130	-32%	173	33.1%
Lemoyne-Owen College	4	5	14	6	3	-50%	15	400.0%
Lincoln Memorial University	84	105	127	158	148	-6%	131	-11.5%
Lipscomb University	54	53	51	56	76	36%	171	125.0%
Martin Methodist College	11	22	19	14	15	7%	14	-6.7%
Maryville College	39	32	25	50	45	-10%	28	-37.8%
Memphis College of Art							41	
Milligan College	42	54	52	60	44	-27%	91	106.8%
Rhodes College**	2	3	1	3	0	-100%	0	
South College***	0	0	37	33	41	24%	60	46.3%
Southern Adventist College	43	41	33	26	32	23%	26	-18.8%
Tennessee Wesleyan College	30	29	39	32	35	9%	35	0.0%
Trevecca Nazarene University	41	52	104	121	65	-46%	153	135.4%
Tusculum College	58	45	70	151	155	3%	117	-24.5%
Union University	102	113	87	30	43	43%	116	169.8%
University of the South	8	2	1	3	1	-67%	0	-100.0%
Vanderbilt University	103	136	129	117	111	-5%	108	-2.7%
Total Independent Colleges & Univs.	1,258	1,374	1,439	1,462	1,423	-3%	1888	32.7%

Tennessee Higher Education Commission								
Completers of Initial Teacher Licensure Programs								
	2003-04	2004-05	2005-06	2006-07	2007-08*	1-year % Change	2009- 2010	2-year % change
Grand Total	3,367	3,509	3746	3,822	3,662	-4%	4814	31.5%
* Represents preliminary data.								
** Rhodes College phased-out the program with the last graduates in 2006-07.								
*** South College's first year with eligible completers was 2005-06.								

Source: Initial Completers Data, Tennessee Higher Education Commission

TABLE 12
Licenses with 'Date of Original Issue' Falling Between 07-01-2009
And 06-30-2010

Licensure/Race	Unknown	American Indian Total	African-American Total	Asian Total	Hispanic Total	White Total	Other Total	Grand Total
Alternative A	750	0	50	3	2	164	1	970
Alternative C	124	0	3	0	0	11	0	138
Alternative E	358	0	24	0	1	30	0	413
Apprentice Occupational Educ	13	0	23	0	1	155	0	192
Apprentice Special Group	20	0	33	2	1	210	1	267
Apprentice Teacher	384	3	253	10	17	1810	2	2479
Emergency Teaching Credential	6	0	49	0	1	45	0	101
Interim Tch-D Intern	304	0	1	0	1	21	0	327
Interim Teacher B	151	0	72	1	3	133	0	360
International Exchange Credential	1	0	0	0	0	7	0	8
Out Of State Teacher	81	1	78	2	5	570	0	737
Permit	212	0	15	0	0	5	0	232
Professional	289	3	527	5	29	2507	0	3360
Professional Occupational Educ	11	0	2	1	0	41	0	55
Grand Total	2,704	7	1,130	24	61	5,709	4	10,026

Source: Tennessee Department of Education

Appendix A

Classroom Teacher Assignments

Assignment	Description
01	Elem Teacher
02	Hi Sch Teacher
27	Music Tch (Elem)
36	Art Tchr (Elem)
37	Phys Ed Tch (El)
60	Voc Tchr
61	*voc Tchr (Tsc)
64	Voc Tchr (Elem)
68	Sp Ed Tch (Elem)
69	Sp Ed Tch (Sec)
70	Sp Ed Opt 7,8,9
71	Home/Hosp Instr
79	Pre-K Tch
80	Kindergarten
81	Grade 1 Teacher
82	Grade 2 Teacher
83	Grade 3 Teacher
84	Grade 4 Teacher
85	Grade 5 Teacher
86	Grade 6 Teacher
87	Grade 7 Teacher
88	Grade 8 Teacher
89	Gr 9-12 Teacher
90	Chap 1 Tchr Elem
91	Chap 1 Tchr Sec
00	Kindergarten