



Getting Started on Your IED Plan

P.A. 23-167 Sec. 10: Increasing Educator Diversity Plans

Connecticut State Department of Education | January 18, 2024

Welcome and Introductions

In the chat, please introduce yourself and include:

- Your name and title
- Your district or educational organization
- Indicate whether you have participated in the increasing educator diversity coaching series

Our Community Agreements

- 1) Be present and engaged
- 2) Listen and avoid judgment
- 3) Be open to new learning
- 4) Allow space for everyone to be heard
- 5) Ground the conversation in the work using the language of the work because equitable language facilitates equitable practices

Session Outcomes

Participants will:

- (1) Review the critical components of a root cause analysis;
- (2) Demo the resources and tools available to assist in conducting the root cause analysis;
- (3) Demo the action plan template using the Brookside Story – using data to determine root causes, and set goals

The importance and role of a Root Cause Analysis

- A root cause analysis can shed light on the specific factors that contribute to a lack of diversity in your educator workforce.
- A Root Cause Analysis:
 - considers multiple perspectives
 - is data driven, focused on the pipeline from recruitment to hiring and sustaining diverse educators
- Results of the Root Cause Analysis should inform your selection of strategies for increasing educator diversity

CSDE Resources – [Talent Office Home Page](#) (click on bullet #3)

District Resources

- [EDS](#)
- [EdSight](#)
- [Increasing Educator Diversity Plan](#)
- [Recognition and Excellence](#)
- [Workforce Diversity](#)



Root Cause Analysis Resources

- Analyze District Data - [Appendix 2-4](#) (pages 19-22)
- Self-Assessment - [Appendix 5](#) (page 24)
- Five Whys – [Appendix 6](#) (page 28)

Appendix 2: District Demographic Profile

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District Demographic Diversity Profile 2018-2019															Position Total	Educators of Color Total	No Race Data	
[NAME OF SCHOOL DISTRICT]																		
American Indian or Alaska native		Asian		Black or African American		Hispanic or Latino		Pacific Islander		Two or more		White		Non- White				Non- White Goal
Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	%	%			
District Level Administrators															District Level Administrators	0	0	0
Central Office Staff, Superintendent(s) and Department Chairs																		
School Level Administrators															School Level Administrators	0	0	0
Principals and Assistant Principals																		
General Education Teachers															General Education Teachers	0	0	0
Non-Central Office Curriculum Coaches																		
General Education Teachers															General Education Teachers (PK-3)	0	0	0
Teachers and Instructors (PK-5)																		
General Education Teachers															General Education Teachers (6-8)	0	0	0
Teachers and Instructors (6-8)																		
General Education Teachers															General Education Teachers (9-12)	0	0	0
Teachers and Instructors (9-12)																		
Non-Instructional Support Staff															Non-Instructional Support Staff	0	0	0
Counselors, Social Workers, Psychologists, and Speech and Language Pathologists																		
Non-Certified Staff															Non-Certified Staff	0	0	0
Paraprofessionals, custodians, cafeteria staff, secretarial staff, etc.																		

Strategic Plan Overview

In this section, LEAs with select one strategy focus to drive their diversity efforts.

Appendix 3: Worksheet for Mapping District Hiring Processes

Survey Question	Number	Percentage
How many candidates submitted applications for teaching vacancies across the district last year?		
Of that number, how many <i>candidates of color</i> submitted applications for teaching vacancies in the district last year?		
How many candidates who applied for teaching vacancies passed the school's/district's initial application screening?		
Of that number, how many <i>candidates of color</i> passed the school's/ district's initial application screening?		
How many teacher candidates participated in a school or district interview?		
Of that number, how many <i>candidates of color</i> participated in a school or district interview?		
How many teacher candidates were selected fill a teaching vacancy in the district?		
How many <i>candidates of color</i> were selected for a teaching vacancy in the district?		
How many teaching candidates accepted a formal offer of hire?		
How many <i>candidates of color</i> accepted a formal offer of hire?		

Appendix 4: Data Inquiry Tool

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A. District Demographics			
Individual Observations At first glance, what do you see?	Team Observations What do we agree are the most important observations?	Inferences What does this tell us?	Information Needed What else do we need to know?
What are your teacher and leader race/ethnicity percentages overall?			
What are your teacher and leader race/ethnicity percentages by school?			
How do your race/ethnicity percentages for teachers compare to other positions (e.g., administration, paraprofessionals, etc.)?			

Appendix 5: Self- Assessment Tool

Appendix 5:

Recruitment, Hiring and Selection to Increase Workforce Diversity: Self-Assessment Tool (adapted version)

Recruitment, Hiring and Selection to Increase Workforce Diversity: Self-Assessment Tool					
<i>This assessment was adapted from the Center on Great Teachers & Leaders at American Institute for Research, Examining Culturally Responsive Hiring Practices through a Lens of Racial Equity: Self-Assessment Tool</i>					
Section 1: Organizational Culture Our district/school:	Not at all	Very little	Some-what	To a great extent	Evidence
	1	2	3	4	
1a. Prioritizes a continuous improvement process that values and advances racial, ethnic, and linguistic diversity of educators.					Sample evidence: school/district improvement plans; boards of education practices, policies, procedures and organizational plans that prioritize a continuous improvement process; employee/student handbooks; contract language
1b. Connects the value of racially, ethnically, and linguistically diverse educators for all students to the mission and vision.					Sample evidence: school/district mission and vision statement; school/district diversity statement; practices, procedures, and plans that value perspectives and celebrate individual differences
1c. Articulates talent-related priorities that reflect an urgency to diversify the educator workforce.					Sample evidence: school/district improvement plans; a call to action commitment; school/district initiatives; application materials and interview data; professional development opportunities; teacher retention data; professional learning plans; professional learning surveys or feedback; teacher mentorship or peer support programming; practices, procedures, and organizational systems/plans that address inequity in student outcomes
1d. Incorporates evidence-based practices into policies and procedures that guide the selection and hiring of a diverse educator workforce.					Sample evidence: book studies; tuning protocols; stakeholder engagement in need sensing, root cause analysis, and goal setting; prioritized commitment to culturally responsive teaching through teacher expectations and student achievement
1e. Promotes a culture and climate that welcomes and nurtures racial, ethnic, and linguistic diversity, including diverse perspectives, voices, ways of interacting, patterns of behavior, and norms.					Sample evidence: communications (social media, website, newsletters, public appearances, etc.); feedback from National School Climate Survey; community/affinity groups; family resource center/outreach programs; discipline data; student surveys; anecdotal observations of students and behaviors
1f. Solicits input to examine and ensure employees' beliefs and assumptions align with the district mission and vision and reflect an equity mindset.					Sample evidence: implicit bias professional development; faculty/staff handbooks; choral concerts; district/school celebrations; rituals and routines
Total each section to determine a score.					Section 1 Score: _____

Appendix 6

Appendix 6: Getting the Problem Right: Five Whys Root Cause Analysis

Getting the problem right is a first and critical step in determining the focus of collaborative work. Once a unifying purpose or need has been identified as the catalyst for collaborative action, partners come together using data and work to identify the underlying problems. A commonly used process for getting to the root cause of problems is working through the Five Whys:

1. Define the problem.
2. Ask the first "Why." Ask your team why the problem is occurring. Asking "why?" sounds simple, but answering it requires thought and intelligent application. Search for answers that are grounded in fact. Answers must be accounts of things that have actually happened—not guesses at what might have happened.
3. Proceed to ask why after each underlying reason is identified. There could be many reasons generated for each of the "Whys." Groups may choose to elaborate on one reason based on one of the "Whys" and then return to the original "Why" and generate other responses in order to complete that branch of answers.
4. When you have exhausted contributing factors, identify those that a) can be addressed through a collaborative effort, and b) if addressed successfully would help solve the problem.

Problem Statement (one sentence description of the problem):		
Five Whys	Reasons	How do we know? Observable, data-based
Why →		
Why →		
Why →		
Why →		
Why →		
Root Cause(s): To validate root causes, ask the following: If you removed this root cause, could this event or problem be prevented?	1. 2. 3.	

CSDE Resources

- [EdSight](#)
- [Educator Diversity Dashboard](#)



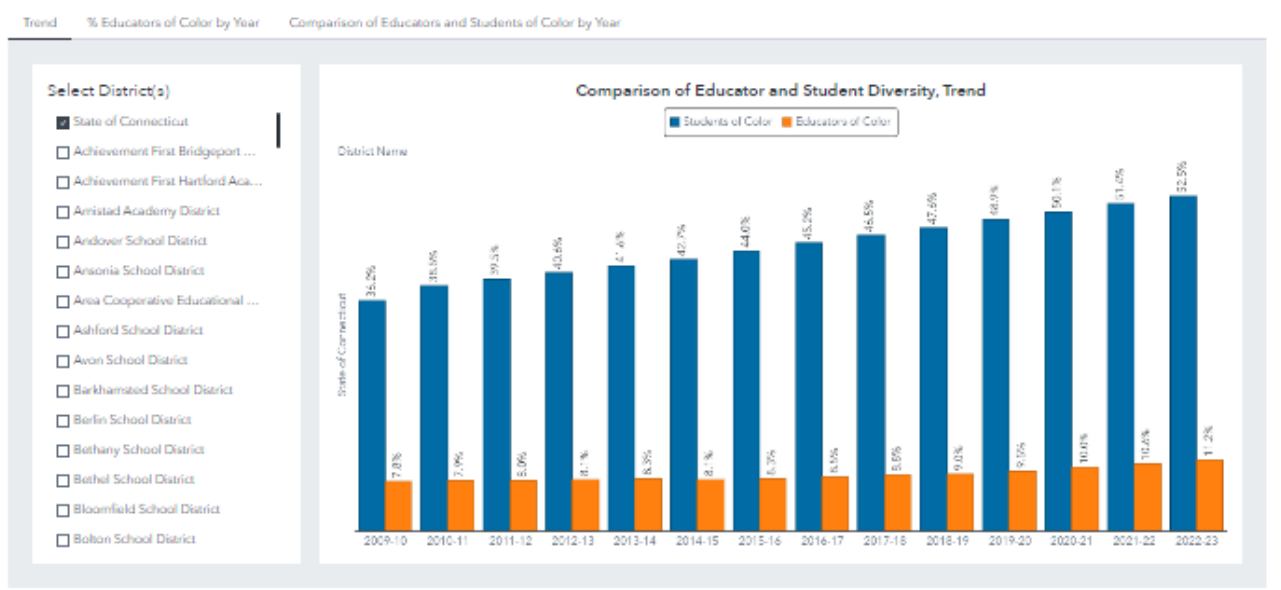
EdSight > Educator Diversity

Educator Diversity Dashboard

Additional Reports: [Educator Race/Ethnicity](#)

See [related links](#).

[VIEW DATA](#)



Related Links

[Diversifying the Educator Workforce](#) | [EdKnowledge - A Collection of Strategies and Resources for Building a Diverse Educator Workforce](#) | [Teach Connecticut Report Notes](#)

Transition to Case Study – Brookside Story

- Brookside School District
 - 10,726 students in the Brookside School District,
 - 23% are Black,
 - 54% are Hispanic
 - 2% are Asian
 - 21% are White
 - Staff data:
 - 84% of the teachers are White,
 - 10% are Black
 - 6% are Hispanic
- Problem of Practice for Brookside:
 - What are the conditions necessary to ensure the hiring and selection of a racially, ethnically, and linguistically diverse educator workforce?
 - How can we shift mindsets and skill sets alike to sustain these conditions?
 - What hiring and selection practices will most likely lead to increasing this diversity?
 - What professional learning supports will be necessary for all of those involved in the hiring and selection process?

Group Activity:

For each scenario:

- Review the analysis and root cause determinations.
- On the jamboard, document:
 - What goal may you want to set?
 - How would you measure success?

Root Cause Analysis –Brookside Story (Scenario 1)

Current Recruitment Activities include:

- Hosting/attending job fairs at community colleges, four year colleges, including historically black colleges
- Attend community job fairs in racially and ethnically diverse communities
- All postings are listed on current online job sites
- As part of recruitment efforts, candidates are encouraged to tour the district website.
 - In review of the website, the team noted that images of our staff do not represent the diversity that we seek.
 - Additionally, we do not communicate anywhere on our site our desire to increase the diversity of Brookside's educator workforce.

The Root Cause Analysis finds that candidates of color are unsure of the district's efforts around DEI, and question the district's efforts around building accessible, inclusive, and affirming environments where everyone belongs.

Root Cause Analysis –Brookside Story (Scenario 2)

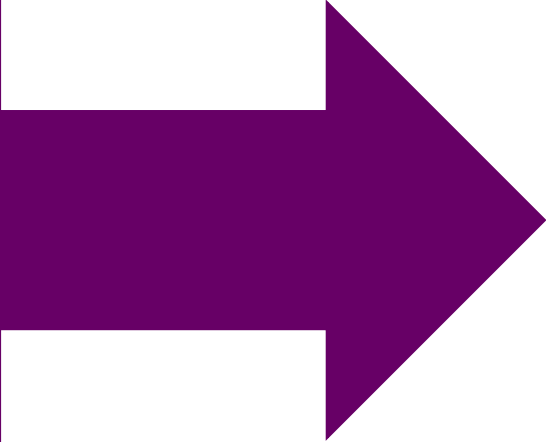
- In reviewing the data we collect, there is no mechanism of collecting racial identity from interested candidates.
- In our hiring and selection process, members tend to favor candidates from institutions with which they are familiar versus researching institutions with which we have little or no familiarity.
- In review of essay samples of candidates, it is clear that there is no rubric for scoring, or consistent expectations of what we hope to see in the answer, that is free from bias.

The Root Cause Analysis finds that the current selection and hiring process is not intentional enough in identifying qualified candidates of color due to:

- Antiquated application form and system
- Lack of diversity on hiring committees
- Lack of training of hiring committee

Root Cause Analysis –Brookside Story (Scenario 3)

- In reviewing our current data on candidates of color, we recognize that many do not sustain in district.
- We do not offer any additional training, support, or affinity spaces, specifically for staff of color.
- There is no explicit pathway for development for staff, so many are unsure of opportunities that may exist.
- The district provides mandated training and coaching, on topics that align to the district’s strategic academic goals.



The Root Cause Analysis finds that once candidates of color are hired, there is limited ways the district ensures they are supported, and grow.

Increasing Educator Diversity Plan Template



Theory of Action: _____

	Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/Engagement Efforts (Who needs to be consulted/engaged? What needs to be communicated? To whom?)
			What?	Who Owns This?	By When?				
Recruitment									
Hiring & Selection									
Retention									

Direct Links to Other CSDE Resources

[Resources for Increasing Educator Diversity Plan Creation and Implementation](#)

[EdSight Home Page \(ct.gov\)](#) and [Educator Diversity Dashboard](#)

[Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection \("Guidebook"\)](#)

[Creating an Action Plan and Sustaining efforts to Increase Educator Diversity: A Toolkit for District and School Leaders \("Toolkit"\)](#)

Next Session

- Selecting strategies that will impact your goals
- Feasibility

For Questions



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