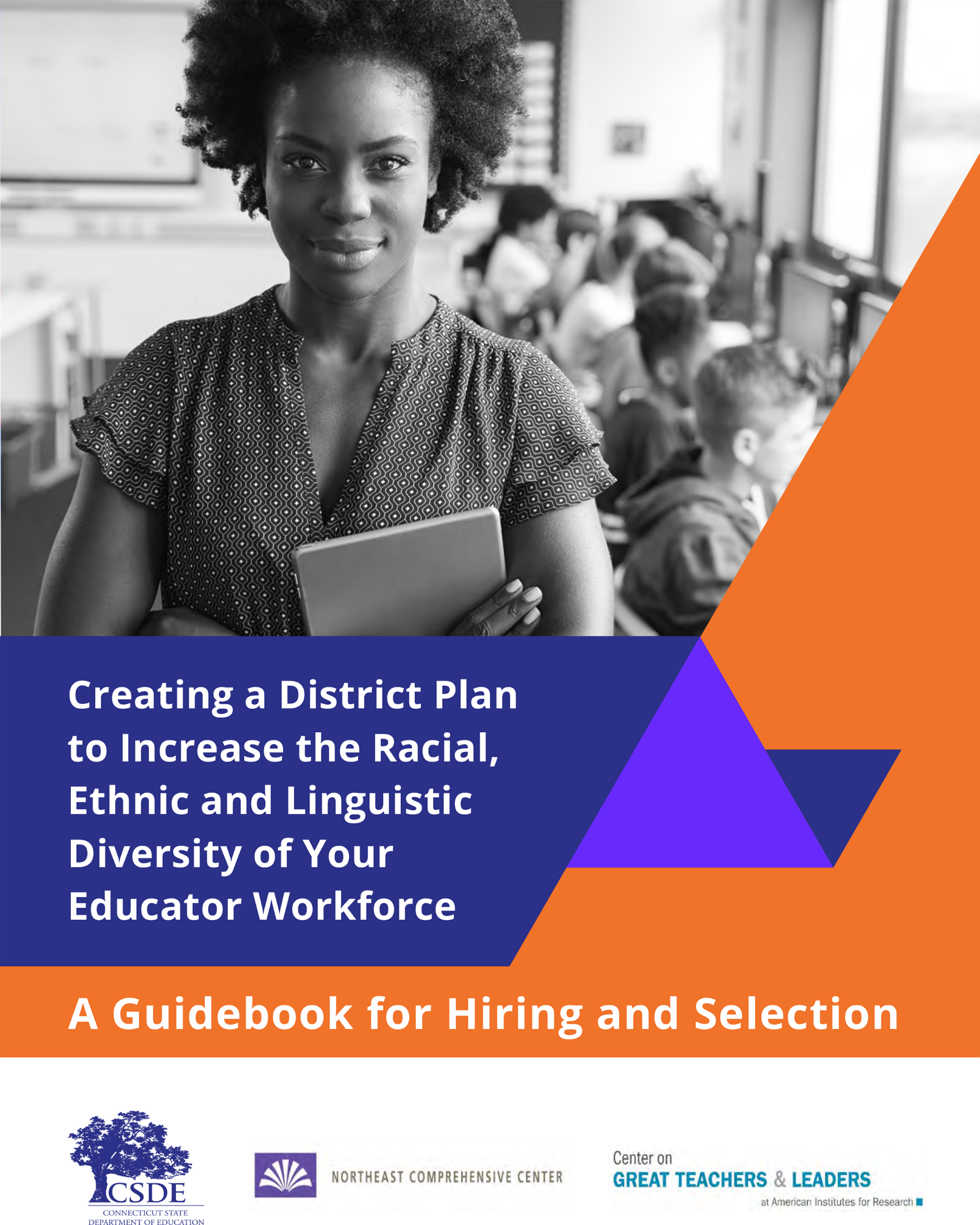
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**Appendixes 3-9**

**APPENDIX 3: Worksheet for Mapping District Hiring Processes**

Collecting candidate data throughout the entire application process—from posting teaching vacancies through the actual hiring—is essential to understanding what happens to applicants over the course of the hiring cycle. Equal Employment Opportunity (EEO) data sheets can be a good way to start mapping your school’s or district’s hiring process. One Connecticut district introduces its EEO page with an intentional statement letting applicants know how much the district values diversity (see below, as well as the Recruitment, Hiring and Selection Self-Assessment to Increase the Racial, Ethnic and Linguistic Diversity of the Educator Workforce, Section 3g: Develops job descriptions that attract racially, ethnically, and linguistically diverse candidates by incorporating the need to demonstrate understanding of culturally responsive pedagogy as a required qualification.

Using your district’s EEO form—whether through Frontline Education’s Applitrack.com system or other means—complete the table on the next page to collect data from your school’s or district’s most recent hiring cycle. This will help your team determine what occurs from the start of the application process to making an offer.

**Fields preceded by a red asterisk (\*) are required**

**EEO Voluntary Data Sheet**

“\_\_\_\_\_\_\_\_\_ Public Schools is committed to recruiting a diverse team of talented professionals, teachers, administrators, and staff who share similar backgrounds and experiences with our students, and are positioned to leave a lasting impression as prominent role models and bring an important perspective to our district that enhances cultural competency. We believe our children are best served by a team of individuals who work and live in our neighborhoods and are representative of the global community for which our students are being prepared. We strive to have the \_\_\_\_\_\_\_\_\_\_\_\_ Public Schools’ team reflect the different perspectives of our families and community so that we can work together to break down barriers, close the achievement gap, and prepare our students for success in college and beyond.

Providing this information is strictly voluntary. You will not be subject to adverse action or treatment if you choose not to provide this information.

\* Gender:

⚪ Male ⚪ Female ⚪ I choose not to respond

\* Ethnic Group:

⚪ Hispanic or Latino ⚪ Not Hispanic or Latino

⚪ I choose not to respond

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

\*Racial Group:

⚪ White/Caucasian ⚪ Asian

⚪ Black/African-American ⚪ Two or More Races

⚪ American Indian or Alaska Native ⚪ Native Hawaiian or other Pacific Islander

⚪ I choose not to respond

**THE INFORMATION PROVIDED ON THIS FORM WILL BE KEPT SEPARATE FROM YOUR APPLICATION FILE AND WILL NOT BE USED FOR ANY DECISIONS REGARDING THE TERMS AND/OR CONDITIONS OF YOUR EMPLOYMENT. THANK YOU.”**

The CSDE recognizes that districts may vary in who is involved in and who is responsible for various hiring tasks. It is likely that a district’s human resources office is the primary source of data; however, it is encouraged that districts involve other stakeholders in these processes.

**Statement Number Percentage**

|  |  |  |
| --- | --- | --- |
| How many candidates submitted applications for teaching vacancies across the district last year? |  |  |
| Of that number, how many *candidates of color* 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 *candidates of color* 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 *candidates of color* participated in a school or district interview? |  |  |
| How many teacher candidates were selected fill a teaching vacancy in the district? |  |  |
| How many *candidates of color* were selected for a teaching vacancy in the district? |  |  |
| How many teaching candidates accepted a formal offer of hire? |  |  |
| How many *candidates of color* accepted a formal offer of hire? |  |  |

**APPENDIX 4: Data Inquiry Tool**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **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.)? | | | |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **District Hiring Pipeline** | | | |
| **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 is transpiring from initial applicant pool to selection? | | | |
|  |  |  |  |
| Who is making it through to selection? | | | |
|  |  |  |  |
| What about the timeline and processes used? | | | |
|  |  |  |  |

**APPENDIX 5: Recruitment, Hiring, and Selection Self-Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Recruitment, Hiring and Selection Self-Assessment to Increase the Racial, Ethnic, and Linguistic Diversity of the Educator Workforce** | |  |  |  |  |
| DRAFT | Not at all | Very little | Some-  what | To a great extent | Evidence |
|  | 1 | 2 | 3 | 4 |  |
| **Section 1: Organizational Culture  Our district/school:** |  |  |  |  |  |
| 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: \_\_\_\_\_\_\_\_\_** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section 2: Talent Needs - (Identifying Hiring Goals)  Our district/school professional staff:** |  |  |  |  |  |
| 2a. Reflects the racial, ethnic, and linguistic diversity of students served. |  |  |  |  | **Sample evidence:** ratio of students of color to teachers/administrators/central office staff of color; percentage of teachers/administrators/central office personnel who live in town compared with out of town; number of languages spoken by professional staff |
| 2b. Collects and monitors the racial, ethnic, and linguistic diversity data of teachers and leaders by district and by school. |  |  |  |  | **Sample evidence:** EdSight data |
| 2c. Compares the racial, ethnic, and linguistic diversity data of teachers and leaders with personnel holding other positions, e.g., custodial staff, support staff, paraprofessionals, etc. |  |  |  |  | **Sample evidence:** equity audit results |
| Total each section to determine a score. |  |  |  |  | **Section 2 Score: \_\_\_\_\_\_\_\_\_** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section 3: Attracting and Recruiting a Diverse Workforce**  **Our district/school:** |  |  |  |  |  |
| 3a. Has a visible profile that articulates goals for increasing the racial, ethnic, and linguistic diversity of the workforce. |  |  |  |  | **Sample evidence:** specific short- and long-term goals for hiring and selecting a diverse educator workforce; data showing hiring funnel and percentage of diverse applicants who apply, interview and are hired vs. non-White applicants |
| 3b. Partners with, and recruits from, educator preparation programs (EPPs) with a proven record of preparing and certifying racially diverse educators. |  |  |  |  | **Sample evidence:** recruitment fairs at HBCUs and CSUs |
| 3c. Offers incentives (e.g., gift cards, one-time stipends) for referrals of racially, ethnically, and linguistically diverse candidates leading to a successful hire. |  |  |  |  | **Sample evidence:** faculty handbook outlining incentives for referral programs |
| 3d. Offers incentives (e.g., pay increases, stipends, housing assistance, affinity groups) likely to attract racially, ethnically, and linguistically diverse candidates to seek employment in the district. |  |  |  |  | **Sample evidence:** Grow Your Own initiatives; cultural affinity groups |
| 3e. Implements initiatives aimed at attracting racially, ethnically, and linguistically diverse students to pursue careers in education. |  |  |  |  | **Sample evidence:** mission and vision statement; school/district improvement plans; application materials/interviews; professional development sessions; professional learning plans/recommendations; teacher mentorship; descriptions of initiatives |
| 3f. Implements programs aimed at attracting racially, ethnically, and linguistically diverse paraeducators to pursue careers in education. |  |  |  |  | **Sample evidence:** literature promoting Grow Your Own programs, employee referral programs, partnering with teacher residency programs, EPP pathways |
| 3g. Develops job descriptions that attract racially, ethnically, and linguistically diverse candidates by incorporating the need to demonstrate understanding of culturally responsive pedagogy as a required qualification. |  |  |  |  | **Sample evidence:** past job descriptions for teacher vacancies |
| Total each section to determine a score. |  |  |  |  | **Section 3 Score: \_\_\_\_\_\_\_\_\_** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section 4: Selecting and Hiring**  **Our district/school:** |  |  |  |  |  |
| 4a. Utilizes resume and interview procedures, checklists, and/or protocols that assess cultural responsiveness, and promote an equity mindset. |  |  |  |  | **Sample evidence:** standardized resume review checklist; district-wide interview protocols; interview questions |
| 4b. Has a human resource team that prepares staff to engage in culturally responsive recruitment, selection, and hiring practices for all hires. |  |  |  |  | **Sample evidence:** best practicesprofessional development sessions offered by HR to school-based hiring teams |
| 4c. Adopts policies and procedures that ensure hiring practices prioritize candidates who demonstrate high levels of cultural responsiveness. |  |  |  |  | **Sample evidence:** mission and vision statement; school/district improvement plans; educator effectiveness /accountability system; faculty/staff handbooks |
| 4d. Creates a racially, ethnically, and linguistically diverse hiring committee that oversees and monitors the recruitment, selection and hiring process. |  |  |  |  | **Sample evidence:** data from past hiring committees with statistical information for each member (# of males/females, # of White/non-White, # of languages mastered by candidates/hires; position held, etc.) |
| Total each section to determine a score. |  |  |  |  | **Section 4 Score: \_\_\_\_\_\_\_\_\_** |
| This assessment was adapted from the Center on Great Teachers & Leaders at American Institute for Research, Examining Culturally Competent Hiring Practices through a Lens of Racial Equity: Self-Assessment Tool | | | | | |

**APPENDIX 6: Getting the Problem Right: 5 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 **5 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.
4. When you have exhausted contributing factors, identify those that a) a collaborative effort is best suited to address and b) if addressed successfully would help solve the problem.

|  |  |  |
| --- | --- | --- |
| Problem Statement: (one sentence description of the problem) | | |
| ***5 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. |  |

**APPENDIX 7: Putting it All Together: Aligning Philosophy, Policy, Structures, and Practices**

|  |  |  |  |
| --- | --- | --- | --- |
| **Problem Statement:** | | | |
|  | **Existing**  **What could be leveraged and how?** | **Change**  **What will need to be altered?** | **Need to develop**  **What will need to be created?** |
| **Philosophy** |  |  |  |
| **Policies** |  |  |  |
| **Structures** |  |  |  |
| **Practices** |  |  |  |

**APPENDIX 8: Action Planning Template**

**Creating a One Year Plan (including a Minority Teacher Recruitment Plan as required in C.G.S. PA 18-34)**

**Goal:** It is always best to consider goals that are Strategic, Measurable, Attainable, Results Oriented, and Timebound (S.M.A.R.T).

**Outcomes:** Statements that describe the observable, measurable changes that will be achieved as the result of this work.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SMART GOAL:** | | | | | | |
| **OUTCOMES:** | | | | | | |
| **Action Steps**  *What Will Be Done?* | **Responsibilities**  *Who Will Do It?* | **Timeline**  *By When? (Day/Month)* | **Resources**   1. *Resources Available* 2. *Resources Needed (financial, human, political & other)* | **Potential Barriers**   1. *What individuals or organizations might resist?* 2. *How?* | **Communications Plan**  *Who needs to know what?*  *By what methods?*  *How often?* |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**APPENDIX 9: Monitoring Progress**

Once plans for implementing hiring and selection practices that will mitigate bias and lead to increased diversity and effectiveness in your educator workforce are in place, ongoing work is needed to determine if your goal is being reached and to make changes as needed to address barriers and challenges. Two key questions drive this process:

* *How will you know that you are making progress? What are your benchmarks*?
* *How will you determine that your goal has been reached? What are your measures?*

|  |  |  |  |
| --- | --- | --- | --- |
| Goal: (from action plan) | | | |
| Outcomes: (from action plan) | | | |
| Progress Indicator(s)  *What will tell you that you are on track to achieve your goal?* | Evidence  *What evidence will we collect of our progress toward each indicator*? | Frequency  *How often will our team monitor progress toward each indicator and make needed adjustments?* | Responsibilities  *Who will be responsible for data collection / analysis?* |
| Indicator 1: |  |  |  |
| Indicator 2: |  |  |  |
| Indicator 3: |  |  |  |
| What are our interim benchmarks? *What will tell us that we are on track* | | | |
| DATES: | Indicator 1: | Indicator 2: | Indicator 3: |
|  |  |  |  |