## **Introduction to Implicit Bias in the Hiring and Selection Process Video Activity:**

**True or False: Myths and Misconceptions
About Teacher Diversity**

Directions: [Watch the video](https://portal.ct.gov/sde/talent_office/workforce-diversity/diversity-training-guide-for-hiring-recruiting-diverse-educators) and select True or False for the following statements about Educator Diversity.

1. **True or False: Educators of color are underrepresented in Connecticut but are well represented nationally.**
2. **True or False: Teachers of color can decrease the likelihood of suspension for the students of color they teach.**
3. **True or False: There is a shortage of educators of color in K-12 schools because people of color do not want to work in education.**
4. **True or False: Most urban and inner-city teachers and principals are people of color.**
5. **True or False: Students of color who learn from teachers of color are more likely to attend college.**

**Answer Key**

**Answer 1**: False. While Connecticut is particularly underrepresented at 10.6%, only 18% of teachers nationally are educators of color (Azar, Hines & Scheib, 2020).

For more information, visit: [https://nctresidencies.org/.](https://nctresidencies.org/resource/teacher-residencies-as-a-vehicle-to-recruit-teachers-of-color/)

**Answer 2:** True. Students of color may also experience some non-academic benefits from having teachers of color, such as fewer unexcused absences and lower likelihoods of chronic absenteeism and suspension (Lindsay & Hart, 2022; Holt & Gershenson, 2015; Pitts, 2007)

**Answer 3**: False. Graduate Students of color tend to study education at comparable rates to their white counterparts. For Example, in 2016 nearly one-quarter of all American Indian or Alaska Native (24.4 percent), White (23.6 percent), and Hispanic or Latino (23.5 percent) master’s degree recipients completed degrees in education. Furthermore, about 20 percent of Native Hawaiian/Pacific Islander graduate students completed degrees in education, and about 19 percent of Black or African American students completed degrees in education. The only student subgroup that studied education significantly less frequently than other racial/ethnic groups was Asian students, as about 10 percent of Asian students completed degrees in education.

For more information, visit: [https://www.equityinhighered.org](https://www.equityinhighered.org/indicators/graduate-school-completion/masters-degree-field-of-study-by-race-and-ethnicity/#:~:text=Nearly%20one%2Dquarter%20of%20all,recipients%20completed%20degrees%20in%20education).

**Answer 4:** False. According to 2003-2004 NCES data, about 90 percent of urban teachers and 88 percent of urban principals are white, as are 71 percent of inner-city teachers and 62 percent of inner-city principals.

For more information, visit: [https://www.tieonline.com.](https://www.tieonline.com/article/421/six-myths-and-two-facts-about-african-american-youth-and-educators)

**Answer 5:** True. Black students randomly assigned to at least one Black teacher in grades K-3 are 13% more likely to graduate high school and 19% more likely to enroll in college than same-race peers.

For more information, visit: [https://www.nber.org.](https://www.nber.org/papers/w25254)