Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce

A Guidebook for Hiring and Selection

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

NORTHEAST COMPREHENSIVE CENTER

Center on
GREAT TEACHERS & LEADERS
at American Institutes for Research

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Part 1: Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection

Part 2: The Brookside Story: A Process Scenario

A. This scenario is designed to illustrate what district and school leaders in a fictitious district are thinking and doing to address the goal of a building a more diverse teacher and administrator workforce. It is provided to serve as a learning case study through which participants can make connections to their experience and how they think proactively about addressing potential barriers or challenges in this current endeavor. It describes how a multi-constituent team might use the guidebook and the resources in the appendixes to set a course and address hiring in their district, including an action plan.

B. The Brookside Story: A Jig-saw Process

This case study is a two-part activity with facilitator notes to engage hiring and selection teams in reading and reflecting upon the scenario and related key questions.

Part 3: Culturally Responsive Hiring Strategies Guidance Resource: A Companion to the Culturally Responsive Hiring Self-Assessment Tool

This valuable resource is organized according to six key programmatic domains: (1) Organizational Culture, (2) Talent Needs, (3) Attracting a Diverse Workforce, (4) Selecting and Hiring, (5) Supporting and Developing, and (6) Retaining and Extending. The tool integrates evidence gleaned from systematic research and practice-based evidence and details recommended strategies for informing culturally responsive hiring practices, together with a compilation of pertinent literature and resource materials.

Our Promise to Connecticut's Students

All students deserve great teachers and leaders.

- **We will work to build an educator workforce that reflects the diversity of our state.**

- **We will attract and retain effective teachers and school and district leaders of color, and offer challenging, rewarding, and enriching experiences at every stage of a teacher's and administrator's career.**

- **We will support culturally responsive educational practices that help all students engage in meaningful learning.**

"Great teachers and leaders collectively reflect the rich cultural diversity in Connecticut and are culturally responsive instructors."

Ensuring Equity and Excellence for All Connecticut Students:
The Connecticut State Board of Education's Five-year Comprehensive Plan, 2016–21

Increasing the Racial, Ethnic and Linguistic Diversity of the Connecticut Educator Workforce: Starting with the End in Mind

The commitment to increasing the racial, ethnic, and linguistic diversity of Connecticut's educator workforce is imperative. All students benefit from the talents of teachers from a variety of different backgrounds, races, and ethnic groups who have high expectations of them, treat them humanely and equitably, are culturally responsive, and are willing and able to view students and families as assets. Additionally, students of color benefit from having teachers from their own racial and ethnic group who can serve as successful role models, have the potential to possess a greater knowledge of their heritage and culture, and who tend to have higher academic expectations of them (Warner and Duncan, 2019). Yet, the diversity gap between teachers and students continues to exist. As we strive to close achievement gaps for students of color, ensuring access to effective teachers who reflect the diversity of our PK–12 students is a problem that we can and must solve—and solve together.

The continuum of educator talent development encompasses how educators are recruited, prepared, selected, hired, developed, supported and retained. All of the points along this continuum require thoughtful intention and attention. This guide serves to support the hiring and selection practices along that continuum.

All Connecticut school districts are required to comply with PA 18-34 (An Act Concerning Minority Teacher Recruitment and Retention) by developing and implementing a Minority Teacher Recruitment (MTR) plan. The development of these plans is a critical start, though not enough to achieve the changes we seek. It will also require new mindsets, skill sets, policies, and practices. The cultures and systems within which these plans are implemented will dictate whether or not the desired result of increasing the racial, ethnic, and linguistic diversity of the educator workforce is achieved. If we put committed people and successful practices into a flawed system, the system wins every time.

This guidebook and its companion documents have been designed to work in concert with one another. Together they support the technical aspects of plan development as well as address underlying racial, cultural, relational, and systems issues that must be addressed for successful implementation of any hiring and selection plan. When we put committed people and successful practices into a thriving and inclusive system, we will achieve the results we desire.

The following chart provides a brief overview of each document.

Hiring and Selection Guidance Documents	Key Components	By engaging with this resource, you will:
Part 1: **Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection**	• Call to Action • Overview of requirements • Critical underpinnings driving this work • How to use an evidence-based continuous improvement cycle to create your plan • Templates and tools to use in creating your plan	Understand and be able to apply an evidence-based continuous improvement cycle to develop a hiring and selection plan focused on increasing the racial, ethnic and linguistic diversity of your educator workforce.
Part 2: **The Brookside Story: A Scenario Illustrating the Development of a Hiring and Selection Plan**	• A scenario depicting a committee as it engages in an evidence-based continuous improvement cycle to develop a hiring and selection plan • A two-part activity with facilitator notes to engage hiring and selection teams in reading and reflecting upon the scenario and related key questions	Explore how key issues such as culture, implicit bias and micro aggressions can derail the intended results of a hiring and selection plan focused on increasing the racial, ethnic and linguistic diversity of your educator workforce.
Part 3: **Culturally Responsive Hiring Strategies Guidance Resource**	• List of key hiring and selection strategies • References and links to pertinent literature • References and links to tools, templates and resources	Learn about and have access to literature, strategies, tools, and templates to support successful implementation of your hiring and selection plan.

Part 1

Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection

A. Introduction

Call to action

Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection is intended to support districts and schools across Connecticut to increase the racial, ethnic and linguistic diversity of the teacher and leader workforce. Although the diversity of Connecticut's educators is on the rise (see Figure 1), it has not kept pace with the diversity of the student population. In 2008, 35.5% of the student population were students of color. Ten years later, the percentage of students of color has risen to 46%. The Connecticut State Department of Education (CSDE) has committed to addressing this inequity by setting an ambitious goal with a call to action for the CSDE, districts, and other education partners to strategically design and implement recruitment plans that will help to collectively achieve this goal. The importance of this work, which is undergirded by a growing body of research, cannot be overstated.

- In 2016 the U.S. Department of Education released *The State of Racial Diversity in the Educator Workforce*, which addressed the urgent need to increase educator diversity in schools across the country. According to projections, students of color will comprise 56% of the total student population in the U.S. by 2024. In contrast, currently only 18% of the nation's teachers are of color and the gap continues to widen.

- According to a recent George Mason University study, Black teachers made up 13% of the applicant pool but received 6% of job offers. Conversely, White teachers made up 70% of the applicant pool and received 77% of job offers. When equally qualified, White applicants were more likely to be hired than Black applicants. Black applicants who *were* hired were more likely to be placed in schools with large populations of children of color or children in poverty and were more likely to be hired by a Black principal. (D'Amico et.al, 2017)

- A 2018 report from the Learning Policy Institute shows that *all* students—those of color as well as White students—reported positive perceptions of their educators of color. Students felt emotionally nurtured and academically challenged; further, students of color felt their teachers of color were better able to motivate them. Teachers of color boost the academic performance of students of color, including improved reading and math test scores, improved graduation rates, and increases in aspirations to attend college. Greater diversity of teachers may mitigate feelings of isolation, frustration, and fatigue that can contribute to individual teachers of color leaving the profession when they feel they are alone.

- Research from the Institute of Labor Economics 2017 showed that students of color from low-income households are more likely to stay in school, graduate and go to college if they have even one teacher of color in elementary school. The study determined that students of color who had one teacher of color in third, fourth, or fifth grade were **29%** less likely to drop out of school; the number dropped to **39%** less likely for boys of color from very low-income households. The study determined this to be a "race match effect," also known as the "role model effect." Young Black boys who might never have imagined themselves educated beyond middle or high school but who saw someone who looked like them, standing before them day after day for an entire year in elementary school, experienced a dramatic change in vision for their future.

- Studies across the country have found that teachers of color are more likely to address issues of racism and bias in their classrooms, thus preparing all students to communicate on a global, diverse stage. Teachers of color are often role models and advocates for their students of color and are able to build relationships with them, so they feel more connected to their schools. Teachers and administrators of color are statistically less likely to suspend, expel or send students of color to

detention than White teachers and administrators (Gershenson, et al., 2017). Finally, teachers of color are more likely to broker established relationships with students of color to better maintain established expectations for classroom behavior (Egalite & Kisida, 2016).

Background

State and district leaders in Connecticut are fully committed to ensuring that our educator workforce reflects the rich racial and cultural diversity of our state. In 2016, the State Board of Education (SBE) created a five-year strategic plan entitled *Ensuring Equity and Excellence for all Connecticut Students*. The plan includes three broad goals:

1. Every student deserves to benefit from the promise of **high expectations** and standards for what he or she can learn and be able to do.
2. **Great schools** are safe, diverse, welcoming environments where students thrive and receive exceptional teaching and learning.
3. **Great teachers and leaders** are supported throughout their careers with quality professional learning that continues to grow and refine educator practice.

This five-year plan represents the SBE's commitment to support local public school districts' efforts to provide a great education in an outstanding school for every child in our state. In alignment with this vision is the strategic priority to increase the racial, ethnic, and linguistic diversity of the educator workforce.

> This guidebook is intended to help Local Education Agencies (LEAs) develop and implement plans to attract, recruit, select, and hire educators of color. It will be the first of at least two resources the Talent Office will produce to support districts and schools in developing policies and practices that will culturally enrich local school community environments and lead to the state's goal of increasing the racial, ethnic, and linguistic diversity of Connecticut educators from 8.3% in 2015 to 10% by 2021.

Figure 1: Educator Diversity on the Rise

Our goal: Eliminate the gap between the percentage of students of color and teachers of color.

GOAL:
1000 new educators of color in classrooms by 2021

2015–16	2016–17	2017–18	2018–19	2020–21
8.3	8.5	8.7	8.9	10

School Year
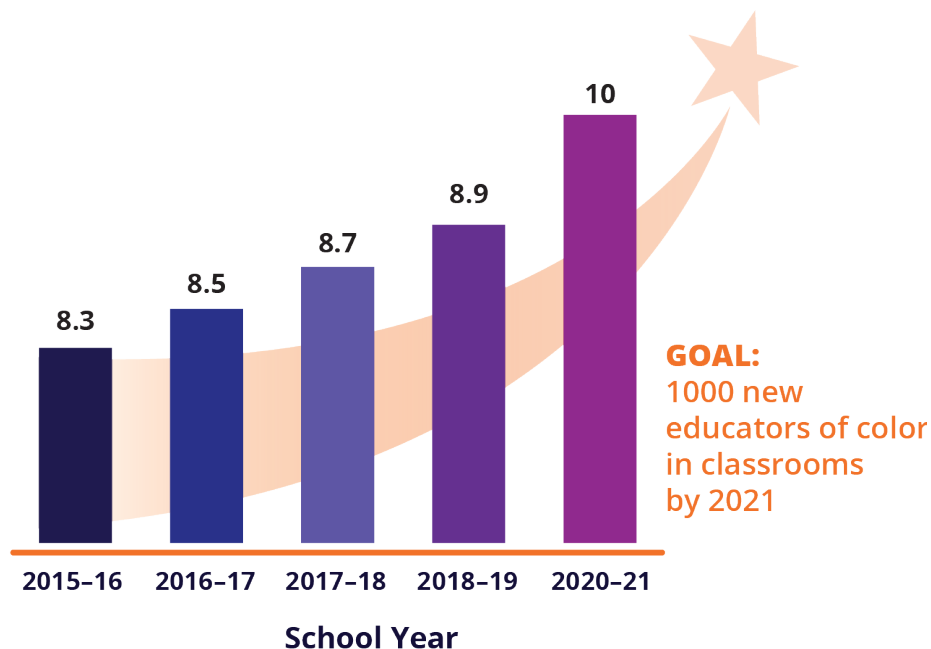
Legislation governing the work of the CSDE with impact on local school districts

The SBE's commitment to diverse teachers and leaders is also reflected in the following Connecticut General Statutes:

Public Act 18-34: An Act Concerning Minority Teacher Recruitment and Retention: Section 1.9 (A)" …on and after July 1, 2019, include a question regarding the demographic data of applicants for positions requiring educator certification in the department's annual hiring survey distributed to local and regional boards of education…"

Section 1.9 (B) "…not later than July 1, 2020, and annually thereafter, submit a report, in accordance with the provisions of section 11-4a of the general statutes, on the applicant demographic data collected pursuant to subparagraph (A) of this subdivision to the minority teacher recruitment task force, established pursuant to section 10-156aa of the general statutes, as amended by this act, and to the joint standing committee of the General Assembly having cognizance of matters relating to education. For purposes of this section, "minority" has the same meaning as provided in section 10-156bb of the general statutes."

Public Act 17-56: An Act Concerning the Legislative Commissioners' Recommendations for Technical Revisions to the Higher Education Statutes (specifically legislation requiring a Minority Teacher Recruitment Policy Oversight Council)

Public Act 16-41: An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force. Sec. 2. (Effective July 1, 2016) "…There is established a Minority Teacher Recruitment Policy Oversight Council within the Department of Education…" Sec. 6. (Effective July 1, 2016) "…Not later than July 1, 2017, and annually thereafter, the Department of Education shall submit a report using results-based accountability measures to assess the effectiveness of minority teacher recruitment programs in the state to the joint standing committees of the General Assembly having cognizance of matters relating to education and appropriations, in accordance with the provisions of section 11-4a of the general statutes…"

About this guidebook

This guidebook represents one of numerous efforts occurring across the state that echoes the belief that "teacher diversity is an educational civil right for students" (Bond et al., 2017). Connecticut is committed to increasing the racial, ethnic, and linguistic diversity of the state's educator workforce by exploring, interrupting, and ameliorating the potential for bias in the hiring and selection process. If we are to close the opportunity gap for students of color, it is imperative to have a learner-ready, diverse educator workforce who are ready and willing to examine and confront their biases to ensure that the intent and impact of educational policies and practices are bias-free.

The CSDE's goal to diversify Connecticut's educator workforce over the next several years is ambitious in scope, comprehensive and coherent, attuned to change and innovation in the field, and focused on high-leverage strategies. The CSDE continues to design and deliver resources across the educator continuum to provide districts with ongoing support.

B. Critical underpinnings

The language of this work

As leaders across Connecticut work to diversify and strengthen our educator workforce to ensure all students have access to teachers and leaders best suited to providing each with a high-quality education, there are two important facets of this work that are important to underscore. One is the *language* we use to communicate and make decisions about diversifying the workforce. The other is the need to recognize how unconscious *bias and privilege* may influence the chances of achieving goals of equity and diversity in our workforce and the need to mitigate this influence through explicit work on bias and privilege.

We are intentional in our use of the terms and language we are using to support this work in general and in this Guidebook specifically. We have deliberately chosen to use language that reflects an asset-based rather than deficit-based perspective. A deficit perspective situates individuals based on perceptions of their weakness rather than their strengths (Gorski, 2010). Within this perspective, language is commonly used in such a way that subtly reinforces assumptions about the "inferior" status of certain individuals and groups and blames them for their underrepresentation and restricted access to opportunities. We encourage all educators in Connecticut to reflect on the terms that are used in discussing, communicating, and making decisions related to diversity and equity.

Culturally responsive pedagogy is a student-centered approach to teaching that uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them (Gay, 2010).

Educators and students of color. Language is powerful. While the terms "minority" and "minorities" are used frequently in educational policy and in other documents, the CSDE, the Center for Great Teachers and Leaders, and the Northeast Comprehensive Center advocate instead for the use of terms such as teachers of color, students of color, and leaders of color. **As defined, the word "minority" refers to less than, subordinate to, smaller than, or different from the group**. If we are truly committed to comprehensive equity indicators, we must be aware of how our language either promotes or undermines these principles. We have not used the term minority in this document, with the exception of where it is stated in existing policy.

Equity indicators. Wesley Williams (2017) identifies six comprehensive equity indicators in education that "examine and include a wide range of essential indicators specific to the local district context; they include, but are not limited to:

- Family and Community Engagement;
- Culturally Relevant Leadership Practices;
- School Climate;
- Student-Centered Learning;
- Diverse Staff of Excellent Educators
- Equitable Student Access; and
- Fiscal Equity

Williams suggests school districts design equity plans using indicators to support the development and implementation of a comprehensive educator equity plan.

Equity mindset is a belief, a habit of mind that enables educators to provide whatever level of support is needed to whichever students require it. In the classroom, this means providing each and every student with what each individually needs to learn and succeed. Having an equity mindset is an operational commitment to ensuring that all students will have the opportunity and support to succeed (Singleton, 2015).

Evidence-based practice is a process that brings together the best available research, professional expertise, and input from educators, students, and families to identify and deliver services that have been demonstrated to achieve positive outcomes.

Hiring refers to the entire process, from determining vacant positions to making final decisions about who will fill them. It includes the narrowing of the candidate pool through the initial screening and interview phases and the final decision to make a job offer to the selected candidate.

Selection is a component of hiring that refers to the final choice of individuals to whom a district offers teaching positions after a fair, equity-focused, iterative process of narrowing down the applicant pool.

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them (Center for Assessment and Policy Development, 2019).

White privilege. There are many types of privilege, including one's nationality, ethnicity, religion, gender, sexual orientation, class, employment, physical ability, region, handedness, language, and families' languages of origin. Peggy McIntosh (*White Privilege: Unpacking the Invisible Knapsack,* 1988) notes, "As a white person, I realized I had been taught about racism as something that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage." Christine Emba (2016) defines white privilege as "the level of societal advantage that comes with being seen as the norm in America, automatically conferred irrespective of wealth, gender or other factors. It makes life smoother, but it's something you would barely notice unless it were suddenly taken away—or unless it had never applied to you in the first place."

Voices From Our District Partners

What realistic expectations do you have for where this work might go for your team in the next hiring season?

"For us, it's heading toward policy development and working with our board to incorporate the value of diversity into its vision."

"We want to formalize our hiring procedures. We want to create better lines of communication with our local universities, focus more on retention through new teacher support and the TEAM Program, and recruit paraeducators and interventionists currently in the system."

"Working with district and school level leadership to initiate conversations and plan for change in our hiring and selection practices is where we are headed next. We look forward to creating continuous professional learning opportunities for all staff on culturally responsive practices."

"To make impactful change, we need to focus on district policy. We think advocating for a diverse educator workforce via the contract negotiation process may be one avenue to pursue in collaboration with union leadership."

Understanding unconscious bias and privilege

Implicit/unconscious bias

Bias most often does not occur from intent nor is it happenstance. Because the implicit associations we hold arise outside of conscious awareness, implicit biases do not necessarily align with our explicit beliefs and stated intentions. This means that even individuals who profess egalitarian intentions and try to treat all individuals fairly can still unknowingly act in ways that reflect their implicit—rather than their explicit—biases. Thus, even well-intentioned individuals can act in ways that produce inequitable outcomes for different groups (Staats, C. 2015).

Unconscious bias in hiring and selection, like all implicit/unconscious bias, starts with individual beliefs. Individual beliefs, usually unacknowledged, are at the core of bias and privilege in hiring and selection and must be examined before meaningful change can occur, as shown in **Figure 2** on the next page.

Research shows that White candidates are often preferred and seen as more qualified than candidates of color with similar qualifications. Studies have shown that "White-sounding" names are 50% more likely to get callbacks for interviews (Lavergne & Mullainathan, 2002). A Harvard meta-analysis on hiring (including 24 field experiments since 1990 and 55,842 applicants across 26,326 positions) shows that discrimination against candidates of color has remained virtually the same in the last two decades (the study also shows evidence of discrimination against Latinx[1] but statistical tests are inconclusive.) Explicit bias has declined over the years, but unconscious bias has had little change over time (Quillian et al., 2017).

The notion of a candidate being a good fit for a district or school can also be a source of unconscious bias. Districts often recognize that their teaching staff lacks diversity but have hiring processes that may inadvertently make "fit" (i.e., candidates who look like them, have similar looks, and ideas and/or experiences as those of current employees) a significant factor. Hiring for fit can greatly reduce the likelihood that new candidates will make the teaching staff more diverse.

Dr. Terrell Hill, Assistant Superintendent of Human Resources in Windsor, Connecticut, explains in his doctoral dissertation, *Get in Where You Fit In: Career Paths for White and Black Superintendents* (2018), "Fit is contingent on the intersection of two theories and a socio-political concept (Tooms et al., 2010):

1. Social constructivism: A sociological theory that explains how we construct and perceive reality through our interactions with others (Berger & Luckmann, 1966). For example, in selecting desired candidates, hiring committees inevitably select applicants who reflect the traits of that community, including race, ethnicity, gender, and age.

2. Identity theory: The examination of how we see ourselves and others based in psychology and sociology (Stryker & Burke, 2000). For example, a group's shared culture (including racial or ethnic groups), common cultures (rooting for a particular sports team), and roles and meanings in society.

3. Hegemony: A sociopolitical concept explaining how groups of people are subjugated by other groups of people through metamessages of what is normal (Gramsci, 1971). For example, the power to decide as a hiring committee, school board, or community who fits is hegemony."

"Fit should incorporate attention to best practices in hiring, which require applicants to demonstrate competency in content knowledge and pedagogy, while also considering the school demographics and specific needs" (Frontline Research and Learning Institute, 2018).

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1. Latinx is the gender-neutral alternative to Latino, Latina.

**Figure 2: Diversifying the Educator Workforce:
A Framework for Professional Learning and Action**

Systems — SEA, IHE, and LEA policy and practice support cultural competence across the talent pipeline

School Policy and Practice — Schools promote and adhere to equity-driven policy and practice

Educator Practice — Educators integrate diverse, meaningful, and affirming cultural perspectives into social and academic interaction

Beliefs — Educators examine and understand their own bias and privilege

2017 Northeast Comprehensive Center

State Education Agencies (SEAs), Institutes of Higher Education (IHEs) and Local Education Agencies (LEAs) need to model the behaviors they want to grow and replicate. They must intentionally seek and lead training/professional learning/development that provides the tools, resources and thought partners to support the creation and implementation of equitable access and educational policies and practices.

How can you counteract an implicit bias that you cannot consciously process? One way to start is by identifying your own implicit bias by taking Harvard University's Implicit Association Test (IAT) (Harvard University, 2017). Additional strategies to counteract unconscious and implicit bias in hiring include:

- providing unconscious/implicit bias and diversity training to personnel who serve on hiring committees;
- writing job descriptions that demonstrate awareness of racial, ethnic, and linguistic diversity;
- prioritizing cultural responsiveness as a factor in the hiring process;
- crafting applications to communicate that cultural responsiveness is important to your district;
- questioning comfort and "fit;"
- diversifying who is engaged in the hiring process at every phase;
- engaging in a collaborative process;
- monitoring outcomes at each point in the hiring process through a racial, ethnic, and linguistic equity lens;
- requiring hiring committees to write explanations for why they are or are not recommending each candidate for hire;

- tracking the number of new teachers hired from each recruitment medium (e.g., CT Reap, district website, social media, etc.) to determine the most successful methods;

- developing relationships between district human resource departments and Historically Black Colleges and University Educator Preparation Programs (HBCU EPPs) and Latinx/Hispanic Serving Colleges and Universities to create career pathways for students;

- marketing your district/school in ways that communicate your values and the impact of diversity on the district/school (e.g., through storytelling); and

- utilizing employee referral programs, being cautious to not drift back to inappropriate prioritizations of candidates based on fit with current staff.

Many districts and organizations across Connecticut are working to combat bias in our systems of education. There are several useful resources districts can use to support professional growth and understanding about bias and privilege that are essential to any meaningful and lasting change (see part 3, Culturally Responsive Hiring Practice Guidance Resource).

Developing a theory of action

Developing a theory of action based on your school and/or district needs is an important part of the planning process toward changing existing systems for hiring and selection. A theory of action serves to communicate what you intend to do, what changes will transpire as a result, and to what end. The CSDE Talent Office, together with GTL and NCC, developed the following theory of action:

If…

the CSDE increases the racial consciousness and cultural responsiveness of district staff in positions responsible for talent management and provides resources for professional learning and action…

Then…

districts will transform and implement the policies, structures, and practices that ensure equity and result in equitable hiring practices and increase access to diverse educators for all students…

And…

students will achieve academically and possess the qualities needed for success in an increasingly diverse world.

C. Making it happen

Using the guidebook

This guidebook is intended to help your district develop a plan pursuant to <u>Public Act 18-34: An Act Concerning Minority Teacher Recruitment and Retention</u>. It should be used by teams comprised of teachers and district and school leaders (including human resource professionals and teacher leaders) responsible for hiring and selection. It is intended to guide a district's ongoing development of talent management systems to ensure equitable access to racially, ethnically, and linguistically diverse educator candidates.

> **Public Act 18-34**: An Act Concerning Minority Teacher Recruitment and Retention*:* "Each local or regional board of education…shall develop and implement a written plan for minority [staff] <u>educator</u> recruitment for purposes of subdivision (3) of section 10-4a…" (The reference to Sec. 10-4a, Educational interests of state identified, is from Chapter 163 of the Connecticut General Assembly, regarding Title X: "…(3) in order to reduce racial, ethnic and economic isolation, each school district shall provide educational opportunities for its students to interact with students and teachers from other racial, ethnic, and economic backgrounds and may provide such opportunities with students from other communities.")

As you move through the guidebook, you will be prompted to think critically, reflect, engage, and respond with colleagues about processes and protocols.
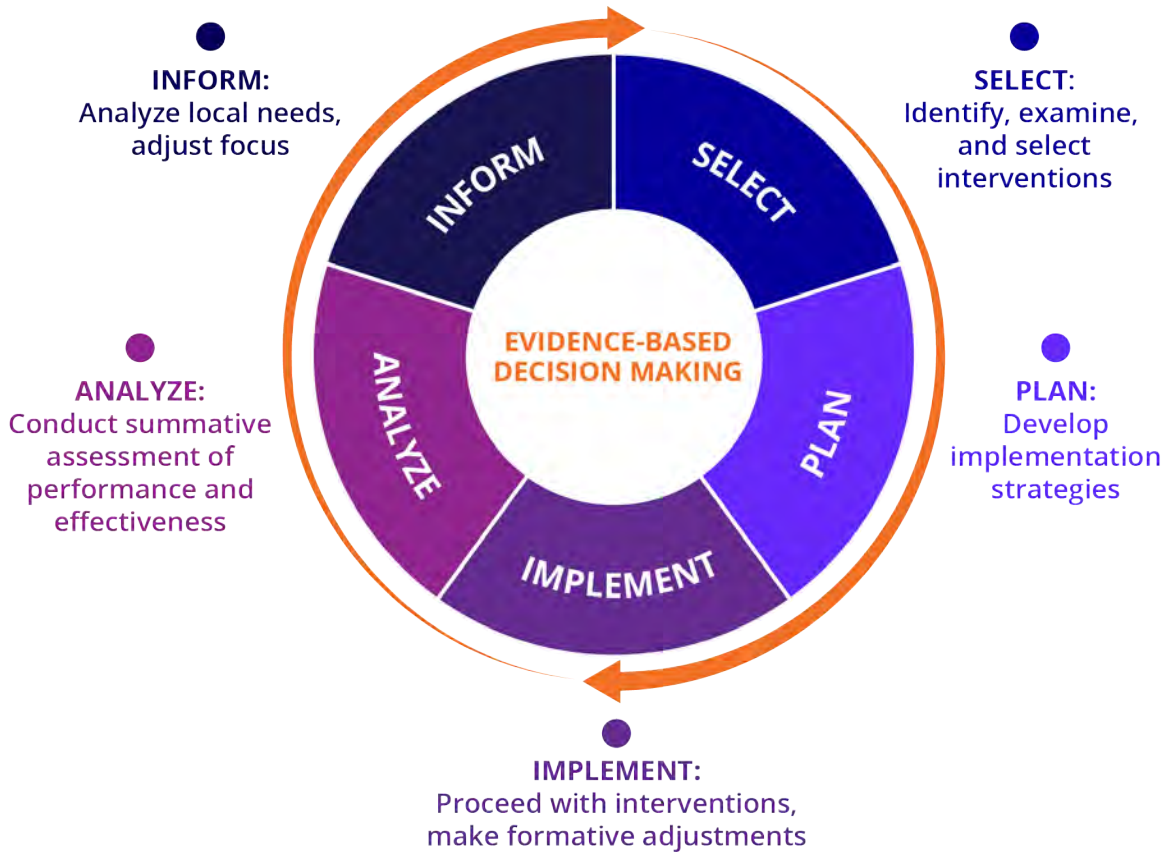
Continuous improvement

The conditions necessary for selecting and hiring a diverse educator workforce are both universal and contextually specific. Regardless of context, targeted data gathering/analysis, problem identification, needs assessment, goal setting and evaluation within an evidence-based cycle of continuous improvement is imperative. Unique to each school/district will be the degree to which certain conditions do or do not exist and the root causes for any gaps in the conditions necessary for successful selection and hiring of a diverse educator workforce. "A continuous improvement process starts with the problem, rather than the solution" (WestEd, 2017). Getting the problem right is essential to finding solutions that will achieve desired results. **Figure 3** illustrates a continuous cycle of evidence-based improvement.

What follows is a description of each phase in the Continuous Improvement Cycle for the purposes of identifying gaps in talent systems, assessing district strengths and needs, and identifying evidence-based strategies that address needs and are suited to district capacity and context. Once districts have identified strategies to address gaps, teams can use the resources provided for action planning, implementation, and ongoing assessment of progress.

<u>Appendix 1</u> provides an at-a-glance overview of the processes, their purposes, estimated time to implement the steps, and the resources in the Guidebook that teams can use or adapt to suit their needs.

Figure 3: The Continuous Improvement Cycle

INFORM:
Analyze local needs,
adjust focus

SELECT:
Identify, examine,
and select
interventions

INFORM

SELECT

EVIDENCE-BASED
DECISION MAKING

ANALYZE

PLAN

ANALYZE:
Conduct summative
assessment of
performance and
effectiveness

PLAN:
Develop
implementation
strategies

IMPLEMENT

IMPLEMENT:
Proceed with interventions,
make formative adjustments

● Inform

In the first phase, district stakeholders work together to:

1. Know your current talent pool.
2. Complete the recruitment, hiring and selection self-assessment.
3. Engage in root cause analysis.
4. Identify priority needs, considering how the district's philosophy, policies, structures, and practices are leveraged to support and address priority needs.

Going through these steps will ensure that there is a clear and shared understanding of the priority needs as well as a comprehensive assessment of district capacity needed to implement plans that will be sustainable.

Step 1: Know your current talent pool

Use the District Demographic Diversity Profile 2018-19 (Appendix 2) to input your school or district's data.

Guiding questions:

1. What (if any) hiring data does your district currently collect?
2. Do these data tell you what you need to know about the diversity of your educator workforce?
3. Do you know where most of your applicants come from?

4. Who participates in your hiring and selection process? Students and families should be given meaningful opportunities to be part of the process (e.g., in the identification of potential applicants, in the question/interview protocol development, and on interview panels). What (if any) protocols are currently used? Map your hiring process: who is involved, at what stage and how? How do potential candidates experience the process? What, in the process, is visible or not visible?

5. Is your hiring team aware of when and why teachers of color fall out of the hiring funnel? What additional data do you need? (See **Figure 4**)

Figure 4: The Hiring Funnel
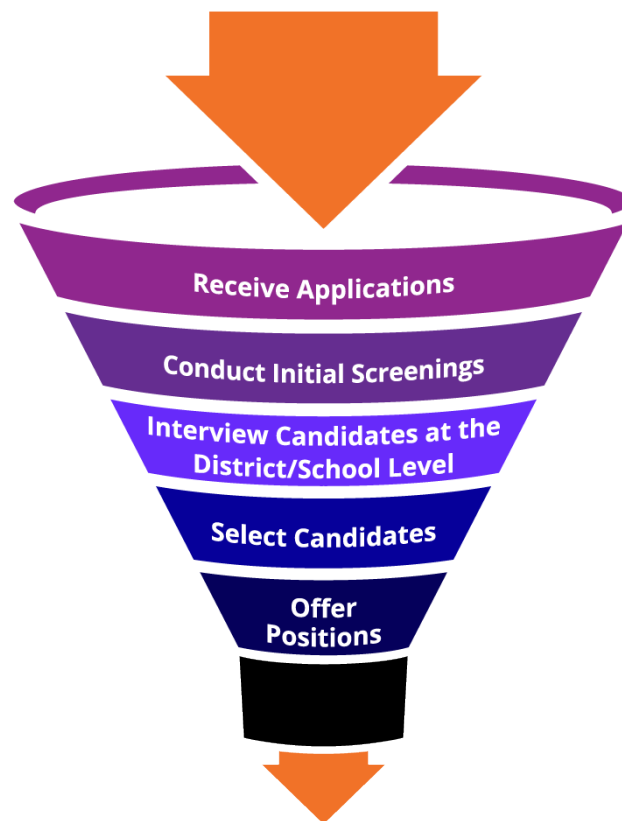
6. At what point or how early in the process do you recognize a successful candidate?

   a. Data collection: Collecting data about candidates from application to hiring is essential to understanding what happens to applicants over the course of the hiring cycle. Use the Worksheet for Mapping District Hiring Processes (Appendix 3) to collect data from a recent hiring cycle to map what occurs from the start of the application process to the actual hire.

   b. Data Inquiry: With the data collected, use the Data Inquiry Tool (Appendix 4) to help teams make statements/observations about the data. The template is organized into four categories:

      • individual observations (what do you see?);
      • team observations (what do we agree is most important?);
      • inferences (what does this tell us?); and
      • information needed (what else do we need to know?).

Step 2: Complete the Recruitment, Hiring, and Selection Self-Assessment

The Recruitment, Hiring and Selection to Increase to Increase Workforce Diversity: Self-Assessment Tool (adapted version), is a resource-based tool using a Likert scale to help districts examine the following four sections:

1. Organizational culture
2. Talent needs/identifying hiring goals
3. Attracting a diverse workforce
4. Hiring and selection

Identify Strengths and Gaps

Systems that promote and use culturally responsive hiring practices predictably address the intersection of race, class, gender, sexual orientation, age, religion, and other characteristics related to individual identity and social group membership. This self-assessment tool approaches culturally responsive hiring practices through a racial, ethnic, and linguistic equity lens. It is designed to assist leadership teams working within an educational setting by guiding their efforts to combat racial inequity and initiate or refine culturally responsive hiring practices and related policies. The tool is used by individuals independently and then together with their team to:

- consider existing organizational hiring practices related to policies and norms;
- clarify and/or challenge both organizational norms and individual nuances that either support or contradict those norms; and
- collaborate to develop a plan of action for initiating or refining culturally responsive organizational hiring practices.

Step 3: Engage in Root Cause Analysis

Using data gathered from the District Demographic Profile and the self-assessment, district teams conduct a root cause analysis using Getting the Problem Right: Five Whys Root Cause Analysis (Appendix 6) to determine the underlying causes of identified gaps and needs. Getting the problem right is a critical step in determining the focus of collaborative work. Prior to developing any course of action, it is important to understand why a gap exists. A commonly used process for getting to the root cause of problems is working through the **Five Whys protocol**. The *Five Whys* protocol is an iterative, interrogative technique used to explore the cause-and-effect relationships underlying a particular problem. The primary goal of the technique is to determine the root cause of a problem by repeating the question, "Why?"

Step 4: Identify Priority Needs

Set your talent goals. Use data and systems analysis to identify priority needs to be included in the district action plan. We recommend that teams consider and identify how a district can leverage, alter, or create new **philosophies, policies, structures and practices** to support the refinement of an education system that uses a coherent approach to build a diverse educator workforce. Investing time in considering how these four constructs must work together to support coherent action planning can point to areas that might warrant immediate attention and, therefore, provide greater focus to short-term action planning.

Philosophies. Your philosophy statement around hiring and selection practices can be your theory of action. For this purpose, it is important for your district team to briefly write down individual beliefs that originate from experiences, perspectives, dialogues, community partnerships, etc., relative to hiring and selection. Questioning and exploring beliefs is important, as it allows you to develop a statement reflective of shared beliefs. Ideally, policies, structures, and practices directly align to your philosophy statement.

Policies. Policy is most often defined as a collection of laws and rules that govern the operation of a system. From statewide legislation to local board of education policy development, decision making around the design and implementation of practices and procedures is impacted by policies in place. It is important to examine both state and local policies that must be considered when developing a districtwide plan to diversify the workforce. Human resource departments are well versed in local governing policy and are critical contributors to this discussion.

Structures. Thinking about existing structures or creating new structures whereby work can be more easily facilitated with purposeful planning and desired outcomes is important to consider when developing a theory of action that will lead to a comprehensive plan to diversify the educator workforce. Using existing district and school-based structures, e.g., professional development and evaluation committees (PDECs), professional learning communities (PLCs), and data teams is more likely to maximize capacity for facilitating the work, establishing outcomes and monitoring ongoing progress.

Practices. Practices are actions implemented for a defined purpose in alignment with desired goals and measurable outcomes. For example, one Connecticut district has developed a diversity value statement for inclusion on all applications for employment. Early analysis of impact on this relatively simple practice that embeds the district's philosophy/beliefs has invited a significant increase in applicants of color for posted vacancies.

Putting it All Together (Appendix 7) provides a process and tool to assist districts in documenting the process to determine gaps in coherence.

● Select

Use the Culturally Responsive Hiring Strategies Guidance Resource (Part 3), a comprehensive, research-based literature review, to identify and select evidence-based programs or practices that address identified priorities.

The Culturally Responsive Hiring Strategies Guidance Resource is a companion to the Culturally Responsive Hiring Self-Assessment Tool (Center on Great Teachers and Leaders, 2017). The resource integrates evidence gleaned from systematic research and practice-based evidence and details recommended strategies for informing culturally responsive hiring practices, together with a compilation of pertinent literature and resource materials. The resource includes the four domains addressed in the adapted Self-Assessment: Recruitment, Hiring and Selection to Increase the Racial, Ethnic, and Linguistic Diversity of the Educator Workforce. The strategy guidance tool also addresses two additional elements (Supporting and Developing and Retaining and Extending) that will be included in the next volume of the self-assessment. The domains illuminated in the resource provide a framework for exploration of the historical, political, and demographic backdrop for hiring practices. The framework, which is linked to the promotion and utilization of culturally responsive hiring practices, is aimed at increasing racial and ethnic diversity in the educator workforce.

The six domains (and related elements or sub-domain areas) and related strategies, literature, and resource materials are organized to allow for ease of use. Thus, you are not expected to progress sequentially from domain to domain. Instead, you are encouraged to consider key programmatic domains that likely influence hiring practices. After examining the full document, identify domains aligned with hiring priorities noted during the self-assessment. Next, review the recommended strategies and related literature to garner a deeper understanding of the domains and practice-based evidence associated with the noted domains. Following this, you may wish to select and review items from the provided resource materials to guide refinements of the programmatic elements noted. Steps should be repeated until all hiring-related priority needs have been addressed and content needed to inform an action plan has been identified.

● Plan

Use the Action Planning Template (Appendix 8) to outline strategies and specify who will implement each strategy, when, and with what support. Work with your team to determine what core features are needed to implement with fidelity, and what adaptations may be needed. Also, work with planning teams to develop the necessary materials and contract for the provision of technical assistance and professional development for the actual implementation. Next, draft plans for analysis and/or evaluation and collect data to monitor progress.

Step 1: Identify Short/Mid/Long-Term Outcomes

Identify future data-based outcomes to be achieved in one, three, and five years. For your five-year outcome, describe the changes you strive for in your educator workforce. Use the demographic profile to describe the vision you hope to see in a profile five years from now, then identify changes that need to be accomplished. Backward map from your five-year vision and develop annual goals and objectives. Finally, and with greater specificity, consider what you hope to accomplish over the next year. Creating a detailed one-year action plan is the catalyst for action and change.

Step 2. Create a Detailed One Year Action Plan

Use or adapt the Action Planning Template (Appendix 8) to identify three to five high leverage strategies for which you will create detailed action plans.

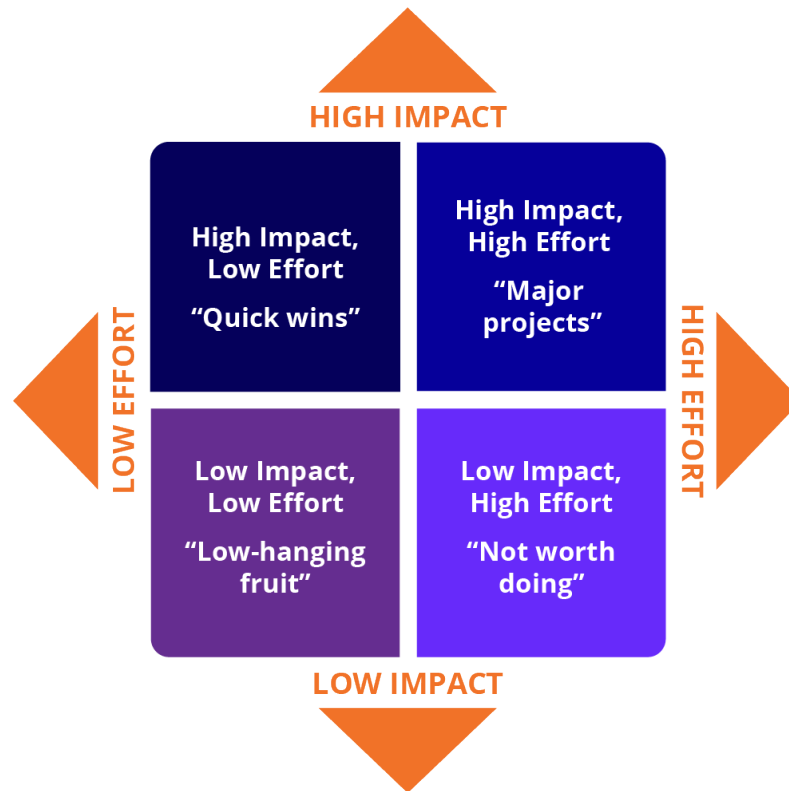To identify high leverage strategies, teams should consider the following:

- How will this strategy give us our best chance at achieving our goals and outcomes?
- To what extent does our philosophy, policy, structure, and practice work in support of our goals and outcomes?
- To what extent are the changes needed feasible? Do we have the influence, authority, and capacity needed?

In order to set priorities on what actions to take first, you can use a simple tool called an "impact feasibility grid" (**Figure 5**) that can help you facilitate a group discussion of options that have the highest benefit or impact for the least effort or cost—in terms of both time and expense. It is similar to a cost-benefit analysis that helps you prioritize, match actions to your capacity, and stay realistic about timing.

● Analyze and evaluate progress

Use the Monitoring Progress tool (Appendix 9) on an ongoing basis to inform improvement. Implementation is continually assessed in this step, through an iterative process, until the intervention is stabilized.

Figure 5: Impact Feasibility Grid

HIGH IMPACT

LOW EFFORT

HIGH EFFORT

High Impact, Low Effort

"Quick wins"

High Impact, High Effort

"Major projects"

Low Impact, Low Effort

"Low-hanging fruit"

Low Impact, High Effort

"Not worth doing"

LOW IMPACT

● Implement

In this phase, data gathered through progress monitoring is analyzed and evaluated to determine changes necessary in order to achieve desired results. Data are collected about longer-term changes in primary outcomes. If there is progress toward the goals (i.e., we achieved our long-term outcomes), the plan can be continued and expanded when appropriate. If not, a new or additional strategy may be needed. Or, if the strategy has been fully adopted by the district and is stable enough, a rigorous evaluation of impact may be appropriate. Finally, the findings from this step should be communicated outward; therefore, the entire community can benefit.

Beyond compliance

To fulfill the bold promises outlined at the start of this guidebook and to ensure that each and every student has access to great teachers and leaders who reflect the rich cultural diversity of our state, educators and community partners must engage in a sustained, robust effort to meet this equity challenge beyond acts of compliance.

While we are making progress, leading for equity requires that we collectively renew and prioritize our commitment.

We have the will. We have the tools. We have the talent.

Appendix 1: Selecting and Hiring a Diverse Educator Workforce: At-A-Glance

Evidence- Based Continuous Improvement	Minimum Team Time Required	Steps	Purposes	Key Resources
Your Theory of Action **(2 hours)**	1. Create draft (approx. 1 hour) (Seek feedback from stakeholders) 2. Revise (approx. 1 hour)	1. Identify the desired outcomes for/impact on students. 2. Identify what those responsible for selection and hiring need to know, do and be like. 3. Identify what the school district needs to do to increase the diversity of the educator workforce through the selection and hiring process.	To develop a rationale, clarify understandings and expectations, focus on long-term goals, and move from abstract ideas to a concrete concept that will inform action planning.	• *Creating a Theory of Action for Teaching and Learning* (2014). University of Washington, College of Education • *Create a Theory of Action?* (2018) Harvard Graduate School of Education's Project Zero (http://www.pz.harvard.edu/resources/create-a-theory-of-action)
Inform *Analyze local needs and adjust focus* **(approx. 10 hours)**	1. Identify data needed (approx. 1 hour) (Collect data in-between meetings) 2. Analyze data (approx. 2 hours) 3. Self-Assessment (approx. 4 hours — 2 sessions of 2 hours each) 4. Root cause analysis (1 hour) 5. Identify related philosophy, policy, structures, practices (approx. 2 hours)	1. Identify talent needs by collecting and analyzing relevant data. 2. Engage in recruitment, hiring, and selection self-assessment. 3. Conduct root cause analysis. 4. Consider implications for philosophy, policy, structures, and practices.	To conduct a comprehensive analysis of data and an assessment of current systems, policies, and practices in hiring and selection to identify the needs, assets, and gaps that will inform plans to diversify the educator workforce.	• Appendix 2: CSDE Demographic District Profile • Appendix 3: Mapping District Hiring Processes • Appendix 4: Data Inquiry Tool • Appendix 5: Recruitment, Hiring, and Selection Self-Assessment • Appendix 6: Five Whys Root Cause Analysis • Appendix 7: Putting It All Together Aligning Philosophy, Policy, Structures and Practices
Select *Identify, examine and select interventions* **(approx. 5 hours)**	1. Review evidence-based resources in practice guide related to your needs. (approx. 2 hours) 2. Research those you identify as most promising (approx. 1 hour per team member in between meetings) 3. Select strategies, practices you will plan to implement (approx. 2 hours)	1. Clarify priority intervention(s) based on identified root causes. 2. Examine the data to select possible strategies for addressing needs. 3. Research strategies 4. Share findings and select strategies best suited to addressing needs.	To identify strategic and context-specific interventions that will lead to an increase in the diversity of the educator workforce	Part 3: Culturally Responsive Hiring Strategies Guidance Tool

Evidence-Based Continuous Improvement	Minimum Team Time Required	Steps	Purposes	Key Resources
Plan *Develop implementation strategies* **(approx. 5 hours)**	1. Identify short-, mid-, and long-term outcomes 2. Develop detailed one-year action plan (approx. 3.5 hours)	1. Identify short-, mid- and long-term outcomes. 2. Create detailed one-year action plan. 3. Assign roles and responsibilities to implement the action plan.	To create a one-year action plan based on desired short-, mid- and long-term goals, including how interventions will be assessed and forma-tive and summative data will be gathered.	Appendix 8: One-Year Action Plan Template
Implement *Proceed with interventions, make formative adjustments* **(Ongoing)**	Team meets regularly to review progress and make adjustments based on results and/or emerging needs. Communicate with stakeholders periodically	1. Gather and analyze formative assessment data. 2. Adjust interventions based on data analyses. 3. Communicate to stakeholders peri-odically.	To implement changes in philosophy, policy, structures, and or practices used in the selection and hiring process that will lead to increasing the di-versity of the educator workforce.	Appendix 9: Monitoring Progress Template
Analyze *Conduct summative assessment of performance and effectiveness* **(Annually)**	Team reports to stakeholders about the results and plans for future.	Gather and analyze summative performance data to determine effectiveness of targeted interventions and revise plans based on results.	To engage in a cycle of continuous improvement through adjustments to interventions based on data analysis.	Appendix 9: Monitoring Progress Template

Appendix 2: District Demographic Profile

District Demographic Diversity Profile 2018-2019

[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			Position Total	Educators of Color Total	No Race Data
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	%	%					
District Level Administrators Central Office Staff, Superintendent(s) and Department Chairs																	District Level Administrators		0	0	0
School Level Administrators Principals and Assistant Principals																	School Level Administrators		0	0	0
General Education Teachers Non-Central Office Curriculum Coaches																	General Education Teachers		0	0	0
General Education Teachers Teachers and Instructors (PK-5)																	General Education Teachers (PK-5)		0	0	0
General Education Teachers Teachers and Instructors (6-8)																	General Education Teachers (6-8)		0	0	0
General Education Teachers Teachers and Instructors (9-12)																	General Education Teachers (9-12)		0	0	0
Non-Instructional Support Staff Counselors, Social Workers, Psychologists, and Speech and Language Pathologists																	Non-Instructional Support Staff		0	0	0
Non-Certified Staff Paraeducators, custodians, cafeteria staff, secretarial staff, etc.																	Non-Certified Staff		0	0	0

Strategic Plan Overview
In this section, LEAs with select one strategy focus to drive their diveristy efforts.

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 or district's hiring process. As referenced earlier in the guidebook, 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 organize data from your school 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.

EEO Voluntary Data Sheet

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

_____ 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   ☐ Two or More Races

☐ Black/African-American   ☐ Native Hawaiian or other Pacific Islander

☐ American Indian or Alaska Native   ☐ I choose not to respond

☐ Asian

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, districts are encouraged to involve other stakeholders in these processes.

Survey Question	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

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.)?			

B. 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 else do we need to know?
What is transpiring from initial applicant pool to selection?			
Who is making it through to selection?			
What questions or comments do we have about the timeline and processes used?			

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					
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					
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:** _____

Section 2: Talent Needs (Identifying Hiring Goals)	Not at all	Very little	Some-what	To a great extent	Evidence
Our district/school professional staff:	1	2	3	4	
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:	Not at all 1	Very little 2	Some-what 3	To a great extent 4	Evidence
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:	Not at all	Very little	Some-what	To a great extent	Evidence
	1	2	3	4	
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 practices professional 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 Responsive Hiring Practices through a Lens of Racial Equity: Self-Assessment Tool

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.	

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?	**Responsi-bilities** Who Will Do It?	**Timeline** By When? (Day/ Month)	**Resources** Resources Available Resources Needed (financial, human, political & other)	**Potential Barriers** What individuals or organizations might resist? How?	**Communica-tions 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? How will progress be measured? Numerical progress—simply having more people of color or student impact/outcomes as a result of the changes to hiring and selection? Is your updated hiring and selection process attracting White educators who are culturally responsive or willing to become so as well as reflective practitioners in order to reduce or eliminate their biases? If these things are not also considered then educators of color are not likely to remain in a culture and climate that is unwelcoming because the relationships to support retention cannot be cultivated. What are your benchmarks?**

- **How will you determine that your goal has been reached? What are your measures?**

<table>
<tr><td colspan="4">Goal: (from action plan)</td></tr>
<tr><td colspan="4">Outcomes: (from action plan)</td></tr>
<tr>
<td>Progress Indicator(s)

What will tell us that we are on track to achieve our goal?</td>
<td>Evidence

What evidence will we collect of our progress toward each indicator?</td>
<td>Frequency

How often will our team monitor progress toward each indicator and make needed adjustments?</td>
<td>Responsibilities

Who will be responsible for data collection/ analysis?</td>
</tr>
<tr><td>Indicator 1:</td><td></td><td></td><td></td></tr>
<tr><td>Indicator 2:</td><td></td><td></td><td></td></tr>
<tr><td>Indicator 3:</td><td></td><td></td><td></td></tr>
<tr><td colspan="4">What are our interim benchmarks? What will tell us that we are on track?</td></tr>
<tr><td>Dates:</td><td>Indicator 1:</td><td>Indicator 2:</td><td>Indicator 3:</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
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Part 2

The Brookside Story

Introduction

In her third year as superintendent of the Brookside School District, Nia Mitchell began to question whether she could truly influence the culture of the district in ways that would lead to increasing the racial, ethnic, and linguistic diversity of Brookside's educator workforce. As a Black woman, she knew all too well the sting of implicit bias and the indelible scars brought on by the challenges of having to continually navigate a dominant culture that was not her own. In spite of it all, here she was—the leader of a school district ripe for reaching new levels in ensuring equitable access to highly effective teachers for all students.

Nia pondered the definition of teaching effectiveness. As her reflections came into clearer focus, she wrote – "teaching effectiveness includes consistent, high-quality instruction as well as building teacher-student relationships where all teachers have an understanding of and compassion for students' backgrounds and where the number of teachers who have culturally similar experiences to students are proportional to the student population."

Of the 10,726 students in the Brookside School District, 23% are Black, 54% are Hispanic, 2% are Asian and 21% are White. Conversely, 84% of the teachers are White, 10% are Black, and 6% are Hispanic. Increasing the racial diversity of Brookside's educator workforce is imperative. The awareness of this need and commitment to achieving the goal of increasing the racial, ethnic, and linguistic diversity of Brookside's educator workforce has grown such that parents, board members, principals, teachers and leaders within the business community are all on board. Yet, several questions loomed large for Nia:

- 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?

Chris Andrews, the high school principal, called Nia to confirm today's 3:00 p.m. meeting of the Hiring and Selection Committee. Nia responded affirmatively and thanked Chris for agreeing to serve as the committee chair. Chris's message reminded Nia to check in with the IT team to make sure that the data she had requested would be available for today's meeting. Good news. All data are ready to go.

Let's join the Brookside Hiring and Selection Committee as they begin to work through an Evidence-based Continuous Improvement Cycle to develop their plan.

Developing a Theory of Action

As president of the Brookside Teachers' Union, Juanita Ochala was encouraged by the district's commitment to identifying practices in the hiring and selection process that would lead to an increase in the number of teachers of color hired. At the same time, she was equally discouraged by the disproportionate rates at which teachers of color who were hired have left the district in recent years. As a Hispanic woman, she was all too aware of how many Hispanic teachers had left their jobs. Equipped with copies of a synthesis of three-years of exit interview data gathered from teachers who had left, she pondered the question, "How can our hiring and selection practices increase the number of teachers of color hired and, at the same time, contribute to the retention of these same teachers?"

Feedback from the first meeting of the committee was mixed. Several committee members had sent texts or emails expressing disappointment and frustration about the few members who had dominated the conversation. At all high school faculty meetings, Chris included a reminder about meeting norms he developed with the faculty:

- Honor the agreed upon start and end times.
- Respect all points of view.
- Share air time.
- Seek to understand before seeking to be understood.
- Maintain confidentiality.

Establishing and using agreed upon meeting norms had made for much more productive meetings, reminding Chris to do the same with this group.

When the meeting started, Chris addressed the group. "Welcome. Thank you for being here on time. We will end promptly at five o'clock. Let's start with a quick review of the agenda and a review of some meeting norms that I have found helpful in supporting efficient and effective meetings." Several members nodded in agreement as the five meeting norms were shared. Following this description, all members concurred with a thumbs up with nothing more to add, as Nia distributed folders containing the hiring data requested by the committee. Glancing at Juanita she smiled, noting the copies of the exit interview data. As the meeting started, Nia read through the Draft Theory of Action posted on the wall, wondering if this was an accurate representation of the perspectives of all members.

Chris shared the major tasks for the meeting:

- Review and finalize our Theory of Action.
- Analyze our hiring data, including the CSDE District Demographic Diversity Profile from Appendix 2 in the CSDE Hiring and Selection Guide and the completed Mapping District Hiring Processes template from Appendix 3 of the CSDE Hiring and Selection Guide.
- Identify and assess Brookside's talent system based on indicators necessary for the hiring and selection of a racially diverse educator workforce.
- Identify strengths and gaps based on data review and assessment of the hiring and selection process.

Chris distributed an 8.5 x 11 copy of the Draft Theory of Action that was posted on the wall.

> *If the Brookside School District establishes and implements equitable hiring and selection practices,*
>
> *Then, we will increase the number of teachers of color hired, resulting in a more diverse educator workforce.*

Chris continued, "During the last meeting, we developed an initial draft and today I invite each of you to put your signature on it so that we can finalize our Theory of Action. We will work in small groups to allow each person's ideas to be included while also working toward consensus as a whole group."

With a slight roll of his eyes, Pat Bellingham (math department head at the high school) said, "This sounds like a lot of fluff to me. Let's just tackle this as a whole group. In fact, I think that the Theory of Action looks fine as we have it now." In quick response, Anushka Nadiv, principal of the elementary school, countered, "Sometimes a whole group approach is the best choice. In this case Pat, I think it is important that we all own and buy into the Theory of Action as a foundational piece in support of our charge." Reinforcing Anushka's reasoning, Chris added, "Exactly. We all need to own this and, frankly, when this current draft was developed at the last meeting, there were only four or five people who actually contributed." Pat agreed to the process, waved his hand dismissively and said, "OK. Let's just get going."

Forty-five minutes later, the group stared at the revised Theory of Action, now including various insertions and deletions.

> *If the Brookside School District establishes equitable hiring and selection practices and provides professional learning support to increase racial and cultural awareness of staff responsible for the hiring and selection of new educators,*
>
> *Then, we will increase the number of teachers of color hired, resulting in a more diverse educator workforce,*
>
> *And, students will be the ultimate benefactors.*

"Well, what do folks think? Can we agree on this as the final version of our Theory of Action?" asked Chris. Juanita was the first to respond, "You have a resounding yes from me! And at some point, we must address the issue of teacher retention. We are losing the teachers of color that we do hire at rates disproportionate to their White counterparts." In strong affirmation, Nia responded, "Absolutely right Juanita and, for now, let's put this on our 'priority/next in the queue list." Juanita agreed. Coming back to the task at hand, Chris repeated the question, "Can we agree on this as the final version of our Theory of Action?" The group unanimously agreed, and Chris added, "Terrific. Let's move on and take a look at our data."

Mary Boswell (third-grade teacher), Mateo Velasquez (middle school guidance counselor), and Rhonda Jackson (high school physical education teacher) had been tasked with organizing the data review process for today's meeting. Rhonda distributed copies of the completed Brookside District Demographic Diversity Profile from Appendix 2 of the CSDE Hiring and Selection Guidebook, the Mapping District Hiring Processes template from Appendix 3, **and the** Data Inquiry Tool from Appendix 4 of the CSDE Hiring and Selection Guide.

Mary described each document, reviewed the Evidence-based Continuous Improvement Cycle, and reminded the committee that they were about to engage in **Step 1: Know Your Current Talent Pool of the Inform Phase** of the cycle as she pointed to the graphic of the cycle that was posted on the wall.

Inform — Step 1: Know Your Current Talent Pool

Mateo described the process. "The Data Inquiry Process will allow us to examine relevant hiring and demographic data while making observations and identifying inferences about our district demographics and hiring pipeline." As committee members deliberated over their observations and inferences, Nia remembered her first year as superintendent at Brookside. There were five educators of color within the entire district – two administrators (including herself), one guidance counselor and two special education teachers at the high school. Though still woefully inadequate, within three years the number of educators of color had tripled. Sadly, of that 15, five had announced that they would be leaving Brookside.

Mateo framed the next task, "Let's identify our key takeaways from this discussion. Specifically, please identify a team observation and the inference about that observation. Rhonda will record our responses on chart paper. "Who would like to start?"

"I'll start," signaled Grace Walker. Grace, a first-grade teacher, is currently the only teacher of color in the elementary school. "The most glaring observation for our group is the fact that the percentage of educators of color in our applicant pool is disproportionate to the number of educators of color who make it through the screening process. Last year alone there were 31 educators of color in the applicant pool for the positions that were posted. Of those 31, less than half made it through the initial screening process. At the same time, there were 64 White applicants, of which 41 made it through the initial screening process. Our inference is that there may be issues of implicit and/or explicit bias at play in terms of how decisions are made in moving applicants through the hiring pipeline. Often, we look for people who are more like us rather than for people who differ from us racially, ethnically and linguistically. It is through our differences that we further complement what we have to offer our students."

Grace's comments claimed Pat Bellingham's attention. "So, Grace, do all teachers of color feel this way?" Grace's eyes cast downward. Her glance at the table quickly rebounded to an upwards stare out of the window. With an all too familiar feeling she thought to herself, "Here we go again."

There was a deafening silence in the room, lifted only when Rhonda Jackson turned toward Pat, who was sitting immediately to her left, and said, "Pat, the idea that all teachers of color might be feeling the same way about this issue is an interesting one to explore. This conversation reminds me of the Courageous Conversations diversity training that I participated in last summer. As a middle-aged White woman, I learned so much about unearned White privilege, the pervasive nature of White dominant culture and the assumptions that are made through the dominant culture lens. A lesson learned for me is that people of color are often asked to respond as if they represent their entire race or ethnic group. Deepening cultural responsiveness across and about race is essential for all of us."

Pat apologetically turned to Grace, "Grace, I know I can be a steam roller in meetings. I meant no disrespect." Grace replied, "Pat, I know that you are only coming from a good place given that you are serving on this committee. I admit when you first asked me that question it triggered age-old experiences that provoked frustration at best and anger at worst. However, when I took a minute to think about what I know of your intentions, I was able to lower my blood boil to a simmer. We are all working to be more culturally responsive. We need to be patient with and supportive of one another." Chris suggested that the group take a 10-minute break. First out of the room, Pat wandered outside and thought, "I am a White male with two bi-racial grandkids. I love them so much. Am I biased in ways I am not aware?"

Inform — Step 2: Complete Recruitment, Hiring, and Selection Self-Assessment:

Returning from the break and recognizing that there were only 45 minutes remaining, Chris organized four groups of three, assigning each group with one of the four sections of the Recruitment, Hiring, and Selection Self-Assessment from Appendix 5 of the CSDE Hiring and Selection Guide:

- Group 1: Organizational Culture
- Group 2: Talent Needs
- Group 3: Attracting and Recruiting a Diverse Workforce
- Group 4: Hiring and Selecting

"Each group will identify the extent to which these indicators exist within the district and find examples of evidence to support these claims. We will take 20 minutes for this task, after which we will examine the ratings and evidence across all four of the assessment sections and begin to look for strengths and gaps within the Brookside School District."

As promised, the meeting ended precisely at 5 p.m. Hustling to her car so that she would not be late for the finance committee meeting, Nia's mind was focused on the exchange that had just occurred between Grace, Pat and Rhonda. She thought to herself, "This work is not straightforward. It is highly complex and fraught with both invisible and obvious biases that we all have and struggle to overcome. We need to build our cultural responsiveness and start with those who are responsible for the hiring and selection of staff." It was clear to her that increasing cultural responsiveness was a priority around which resources must be brought to bear. As she addressed the Finance Committee members, Nia asserted, "I have a proposal for how we should spend our discretionary funds and it's called cultural responsiveness."

Inform — Step 3: Engage in Root Cause Analysis

It had been two and a half weeks since the last Hiring and Selection Committee meeting. Nia and Chris had met a few times to review the meeting notes and prepare for how they would co-facilitate a root cause analysis. Nia reflected on the last time she had facilitated this process and shared lessons learned with Chris. "In a district that I was in several years ago, I served as an elementary school principal. We needed to tackle the problem of an increasing number of discipline referrals at our school. Some of the reasons teachers gave for these referrals included, acting out, aggressive behaviors, difficulty concentrating, not following directions, or not being able to work in a group. When this topic was discussed at faculty meetings, many staff believed that more comprehensive and integrated discipline strategies were needed."

Chris smiled with a familiar knowing. "So, people were quick to jump to solutions without considering the underlying cause." Nia nodded in affirmation. Chris added, "It is so easy to go down that rabbit hole. There have been times where I have been lulled into agreeing with a solution known to be successful in other circumstances or contexts. The problem, of course, was that information had not been examined beyond observations and anecdotal data. Basically, it turned out that we were applying an otherwise successful solution to the wrong problem. What did you do in your case?"

Nia continued, "That could easily have been my response to the discipline issue. However, at that time, I was in year-two of a three-year principal leadership academy. I was matched with Dorinda Corey, a Black woman and experienced principal, who served as my coach throughout the entire academy experience. Dorinda happened to be on-site that day and was observing the faculty meeting, which she did often. As was our routine, following the meeting we met in my office to debrief. It was in that debrief that Dorinda helped me to unpack the problem a bit further. As a new principal, having a coach was my life line. We went through a process much like what we are doing now with the Hiring and Selection Committee analyzing data, engaging in root cause analyses, and identifying common pitfalls to avoid. What we learned about the real issue forever changed how the entire staff engages with students. We discovered that the

majority of our frequent discipline referrals were for students who had experienced some kind of trauma. Some students were homeless, some from families where one or both parents were drug and/or alcohol addicted, and some from families where at least one parent was incarcerated. The students' disruptive behaviors were a function of the trauma these kids were experiencing or had experienced.

"As we worked in a more cohesive way with Health and Human Services, the justice system, and other community service agencies, we uncovered so much about the myriad of trauma in their lives. We created student data walls, first, for the students with frequent discipline referrals and then for every student in every classroom. As a result of that work, we hired trauma intervention specialists and coaches and initiated a Trauma Informed Program for Pre-K through grade 3 eventually expanding to include grades 4-6. We tracked our results for four years. In each of those years, we saw a dramatic decrease in discipline referrals. Most important is that these same students became more academically and socially engaged and successful. This went so right when it could have easily gone so wrong."

Chris reflected, "Nia you really need to lead the root cause analysis at the next meeting of our committee and, of course, I will help in ways that you think will make the most sense. Getting the problem right is non-negotiable. A premature identification of the underlying causes is a mistake we cannot afford."

"I am happy to take the lead in framing the process," replied Nia "and explain Getting the Problem Right: Five Whys Root Cause Analysis Protocol from Appendix 6 of the CSDE Hiring and Selection Guide. "At the same time, Chris, race matters. I also think that it is important for the two of us – you as a White male and me as a Black woman—to present as a team in support of this work. So, how about after my framing and explanation, you take the lead on facilitating the Five Whys Protocol. I can record the responses on chart paper and, of course, will chime in if we get to a sticky place. What do you think?" With a nod and gentle fist bump, Chris agreed.

Two-days after the planning session between Nia and Chris, the committee met at its usual time jumping right into the Root Cause Analysis. The Five Whys Process had gone well, though not without the need to navigate a few hurdles. As Chris and Nia had anticipated, some committee members were eager to identify possible root causes without engaging in the entire protocol. Nia and Chris artfully redirected members who had arrived at any premature conclusions. The problem was clear. There were significant inequities in the hiring and selection process that thwarted the goal of increasing the racial, ethnic, and linguistic diversity of Brookside's educator workforce. A set of primary root causes were identified and are described in table 1.

Table 1: Brookside School District Recruitment, Hiring, and Selection: *A Root Cause Analysis*

	Analysis	Root Causes
Recruitment	Our recruitment strategies include hosting or going to job fairs at community colleges and four-year colleges/universities, including historically Black colleges/universities. We also participate in community job fairs in racially and ethnically diverse communities. All job postings are listed on current online job sites. Following completion of these recruitment strategies, our projection of the number of candidates of color who will submit applications is much higher than the actual number of applications received. When we probed a bit further as to why that is the case, we learned that every prospective candidate we meet through our recruitment efforts is encouraged to tour the Brookside website. In examining our site, we 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.	Brookside's recruitment efforts fall short of the intended desire to increase the diversity of our educator workforce due to: • Incongruence between our purported beliefs, values, policies and practices regarding the goal of increasing the diversity of our educator workforce.
Selection	In the screening of our applications, we do not intentionally review applications, resumes, etc., for the purpose of identifying those that might be or are from teacher candidates of color. We tend to favor candidates from institutions with which we are familiar versus researching institutions with which we have little or no familiarity. While this is not the only lens with which we can analyze an application, it is a start. Similarly, we require each job applicant to write an essay describing their own school experiences (including both positive and negative experiences) and how those experiences influenced their decision to become a teacher. We believe that we could do a better job in how we analyze those responses.	The selection process of job candidates in our district is not yet intentional enough in identifying qualified candidates of color due to: • An application form and selection process that does not invite and adequately support candidates of color through the hiring process. • A selection committee that is not representative of the diversity we seek in our new hires. • Limited cultural responsiveness of those staff responsible for the selection and hiring of educators in our district.
Hiring	The way in which job offers are currently made in our district is by way of a phone call from either the superintendent or building principal. We do not currently invite a candidate who has been offered a position to meet with a group of teachers with whom that person will be working. Nor do we connect candidates of color with other teachers of color within the school district prior to their decision to accept or reject the job offer. In exit interviews with teachers of color who leave Brookside, most commented on the way they were brought into the district. While other factors have been identified as to why teachers leave, resoundingly teachers mention that their experiences immediately following the job offer did not feel welcoming.	The hiring process in our district is limited and limiting in the ways in which teachers of color who are offered positions are immediately included and supported by the school and community within which we are asking them to work. This is due to: • Limited cultural responsiveness of the staff responsible for the hiring of educators in our district. • Incongruence in the ways in which we operationalize our beliefs, values, policies, and practices regarding the goal of increasing the diversity of our educator workforce. • Limited diversity of those who welcome potential or actual new hires of color into the district. • Hiring processes that lack objective criteria as well as opportunities for candidates to demonstrate their qualifications through real experience (e.g., Behavioral Event Interview)

Chris and Nia poured over the results of the root cause analyses. "We've made a great start in identifying what we need to address based on the underlying causes," reflected Chris. "I totally agree," added Nia. "Before we determine which strategies or interventions we will implement, let's take a look at our existing philosophy, policies, structures and practices. I want to make sure that we are thinking systemically about creating a racially, ethnically, and linguistically diverse educator workforce. It will be important that we identify what can be leveraged within what currently exists and what, if anything, will need to be altered or created anew. We can think about this more when we meet tomorrow to plan the next meeting. In order to reach the desired result, there is a process that must be followed for which there are no shortcuts."

Inform — Step 4: Identify Priority Needs

A large matrix had been drawn on the white board in Nia's office mirroring the example from Appendix 7 — Putting it All Together: Aligning Philosophy, Policies, Structures, and Practices from the CSDE Hiring and Selection Guide. Some cells were filled in while most remained empty. Nia was listing relevant policies, structures, and practices related to the Brookside hiring and selection process on chart paper when Chris arrived.

Haunted by a situation she encountered in her former position as assistant superintendent, Nia shared her experience with Chris. "As you know, prior to coming to Brookside, I served as assistant superintendent in a district that was high-poverty, high-need, and low-performing. The majority of our students were second language learners coming from families where both parents worked or where there was a single parent in the home. I worked with the elementary staff for over a year and concluded that engaging and including parents in their children's academic progress was essential in supporting an increase in student reading proficiency. Given the specific learning needs of second language learners, we all realized that involving parents who could reinforce basic concepts at home was essential. We did our due diligence — gathering and analyzing data, conducting root cause analyses, identifying priority strategies, and research-ing evidence-based practices. What we failed to see, however, was that the current philosophy, policies, structures, and practices were not aligned with the identified priority actions. We were too eager to fix the problem without taking that last step. We didn't go slow to go fast. Essentially, we inserted promising new practices inside of a flawed system. When you put committed people and successful interventions into a flawed system, the system wins every time. This will not happen again on my watch. I am very intentional about getting it right this time." Smiling, Chris replied, "There are no shortcuts."

Chris stood to leave and commented, "It was good for the two of us to take a look at what currently exists, which areas we can leverage, and where there are gaps. The biggest takeaway is that we can pre-populate some of these cells. Yet, in order for this to stick, the committee members need to engage in the process themselves." Nia agreed, "Exactly. Everyone needs to dig into this. We're getting there, my friend."

At four o'clock sharp, Chris welcomed the committee and framed the task ahead of them. "For the next two hours, we are going to examine our current philosophy, policies, structures, and practices to deter-mine how they do or do not align with our goal of increasing the racial, ethnic, and linguistic diversity of Brookside's educator workforce." Chris gestured toward a large poster displayed on the wall. "In preparing for today's meeting, Nia and I identified some examples of what we might address in the areas of phi-losophy, policies, structures, and practices. We hope these examples will be helpful in getting us started. Equipped with a multitude of documents, the committee tackled the task before them. The result of their work is described in table 2.

As the meeting came to a close, the group reviewed the large poster now adorned with an array of pastel post-it notes. "Initially, I really didn't think it was necessary to go through this task," remarked Pat Bell-ingham as he admired the group's accomplishment. "I thought the root cause analysis got us to our goal of identifying what we need to do next. This process highlighted the fact that what we say we do is not always

what we do." Juanita Ochala nodded in agreement and asked, "Where do we go from here?" Chris turned to Nia who responded, "Our next step is to select the strategies that will best respond to the issues we have uncovered. Part 3 of the CSDE Hiring and Selection Guidebook: Culturally Responsive Hiring Strategies Guidance Resource will be very helpful to us." With tool in hand, she added, "This is an incredible resource and there is a lot to sort through. I suggest that a subcommittee take the first pass at reviewing the information in this tool and come back to the full committee with a set of recommendations and rationale." Juanita, Rhonda, Mateo and Chris agreed to serve on the subcommittee. Chris wrapped up the meeting saying, "Let's meet as a full committee in three weeks at our usual time so that we can review the subcommittee recommendations and begin to develop our action plan."

"Rhonda, could you wait up a minute?" asked Pat as Rhonda was about to walk out of room. "Sure Pat, what's up?" Quietly Pat continued, "Well, I have been thinking a lot about our conversation a few meetings ago when I asked Grace if all people of color felt a particular way. It has been on my mind and bothering me ever since. Do you have some information about the Courageous Conversations workshop that you were talking about?" "Of course," Rhonda replied. "I'll stop by your room tomorrow and drop off a few things for you to look at."

Select, Plan, Implement and Analyze

The recommendations from the sub-committee were met with unanimous approval. (See table 2.) As spokesperson for the sub-committee, Juanita Ochala explained that the Culturally Responsive Hiring Strategies Guidance Resource extended beyond the selection and hiring process and included supporting, developing, and retaining a diverse educator workforce. "For our purposes, we only focused on strategies, resources, and tools that related to hiring and selection. As you all know, I am committed to both increasing the number of teachers of color that we hire, as well as retaining them." With a strong affirmation, Nia added, "That will be our next challenge once we are well on our way to implementing our hiring and selection strategies. The recommendations that have been suggested align perfectly with the challenges and gaps in practice we identified (see table 3).

**Table 2: Putting it All Together: Aligning Philosophy, Policies, Structures, and Practices
DRAFT Developed by the Brookside Hiring and Selection Committee**

Problem Statement: The Brookside School District is committed to increasing the racial, ethnic, and linguistic diversity of our educator workforce. However, there are several barriers to achieving this goal. Root causes to these barriers include:

- Incongruence in the ways in which we operationalize our beliefs, values, policies, and practices regarding the goal of increasing the diversity of our educator workforce.
- Limited cultural responsiveness of the staff responsible for the hiring of educators in our district.
- Limited diversity of the staff who welcome potential or actual new hires of color into the district.

	Existing *What, if anything, could be leveraged and how?*	**Change** *What will need to be altered?*	**Need to Develop** *What will need to be created?*
Philosophies	**Brookside Vision:** Equity, inclusivity, and achievement for all within a diverse community of learners. **Brookside Mission:** Within a caring, respectful, multicultural environment, the Brookside School District is committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges. Our district community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills, and dispositions to become college and/or career ready, personally fulfilled, interdependent, and socially responsible adults within a global society. **Theory of Action for Hiring and Selection:** **If** the Brookside School District establishes equitable selection and hiring practices and provides professional learning support to increase racial and cultural awareness of staff responsible for hiring and selection of new educators, **Then,** we will increase the number of teachers of color hired, resulting in a more diverse educator workforce, **And,** students will be the ultimate benefactors.	• The vision and mission statements, as well as the Theory of Action align with our desired results — to increase the racial, ethnic, and linguistic diversity of the Brookside educator workforce. • These foundational pieces can be leveraged to ensure that policies, structures, and practices are also aligned with our desired results.	• Nothing at this time.

	Existing *What, if anything, could be leveraged and how?*	**Change** *What will need to be altered?*	**Need to Develop** *What will need to be created?*
Policies	**Public Act 18-34: An Act Concerning Minority Teacher Recruitment and Retention**	• On several occasions, the Brookside Hiring and Selection Committee has noted a recommendation for a language change in P.A. 18-34. Specifically, the committee recommends deleting the term "minority teachers" and replacing it with" racially, ethnically, and linguistically diverse educators."	• Opportunity for districts to meet with CSDE.
	Brookside Requirements for Membership on District Committees as Ratified by the Collective Bargaining Agreement (CBA): Currently, the CBA stipulates that district committee membership opportunities (all of which include paid stipends) are offered to staff based on seniority, with no one staff member serving on more than two district committees simultaneously. Additionally, the make-up of any given committee is typically skewed toward a majority of members who are not educators of color.	• Policies need to be altered to increase the racial, ethnic, and linguistic diversity of district committees. The current make-up of the Selection and Hiring Committee is a good example, though not typical, of other district committees.	
	Brookside Teaching Assignment Policy as Ratified by the Collective Bargaining Agreement: Currently, teaching assignments are based on seniority. For example, at the secondary level fewer preps given to those with most seniority and more preps are given to the newest hires.	• Our newest hires need to be given a balanced schedule so that they have adequate time to prepare their classes and meet with their mentor.	• Review current agreement and negotiate changes to support new hires.
	Onboarding Policy for New Staff Members: When new staff are hired, there are several standard meetings that occur: with the principal, selected school level staff members, and with district office staff. There are not any provisions for staff of color to connect with staff of color.	• Expand onboarding opportunities for all new hires, including opportunities for new hires of color to meet with staff and community members of color.	• Create a racially, ethnically, and linguistically diverse community outreach group to include staff, parents, business partners, and other community members. Ensure that this outreach group meets with all new hires.

	Existing *What, if anything, could be leveraged and how?*	**Change** *What will need to be altered?*	**Need to Develop** *What will need to be created?*
Structures	**Scheduling:** Our current hiring and selection process includes scheduling one interview per candidate. **Hiring and Selection Committee:** Currently, this committee is not racially diverse nor does the committee use processes that are effective in hiring and selecting candidates of color.	• Create interview schedules to include first and second interviews. First interview follows required process and add a second interview with top three selected go to second step using Behavior Event Interview and a constructed response to a classroom video.	• Schedule and processes for first and second interviews.
Practices	**Recruitment Communication and Outreach:** The primary ways in which job postings are communicated are through the district website or through a variety of online job search sites, which includes a link directly to the Brookside website. We also participate in a variety of job fairs at colleges and universities in Connecticut and throughout New England. Additionally, we participate in job fairs at historically Black colleges and universities. **Interview Process and Protocol for New Hires:** Our current interview process and protocol is idiosyncratic to the interview team. **Demonstrated Cultural Competency:** We currently do not assess the cultural competency of staff, including the selection and hiring team, nor have we identified specific competencies. **Professional Learning around Cultural Competency:** Less than 10 percent of our staff have participated in Courageous Conversations Diversity training.	• Expand communication and outreach. • Revise the Brookside website to reflect commitment to increasing the racial, ethnic, and linguistic diversity of our educator workforce. • Develop consistent interview processes and protocols that address the cultural competency of all candidates. • Research professional learning opportunities focused on cultural competency.	• Develop partnerships with Institutions of Higher Education for the purpose of recruiting a more racially, ethnically, and linguistically diverse pool of candidates. • Create a long-term professional learning initiative for all staff, focused on cultural competency so that 100% of staff will have participated in the training within the next three years.

Table 3: Brookside Identification of Strategies and Related Resources

Root Cause Challenges	Strategy for Consideration	Resource Material for Practical Application
Incongruence between our purported beliefs, values, policies, and practices regarding the goal of increasing the diversity of our educator workforce.	Examine and refine our organization's policies, practices, plans, traditions, and outward-facing artifacts to ensure they are conducive to furthering diversity, inclusion, and equity.	University of Washington's Recruitment Toolkit

Burlington School District Examples |
| **An application form and selection process that does not invite or adequately support candidates of color through the hiring process.** | Rework our Recruitment, Hiring, and Selection processes to mitigate bias and to attract and encourage candidates of color. | Harvard's Project Implicit

Kimberly Papillon (Google Talk): Papillion draws on neuroscience to clarify how implicit bias and microaggressions influence decision making.

Harvard Business Review's 7 Practical Ways to Reduce Bias in Your Hiring Process |
| **Limited cultural responsiveness of the staff responsible for the selection and hiring of educators in our district.** | Ensure that foundational assumptions dispel the myth that recruiting diverse candidates is inconsistent with recruiting high-quality candidates.

Provide professional learning opportunities for educators to encourage continual self-reflection regarding how their race, class, gender, and/or religion shapes their educational practices. Provide what they need to know about culture, power, and difference, and how to be more critically conscious.

Recognize and leverage school leaders' culturally responsive hiring practices to diversify the educator workforce. | CCSSO Diverse Learner-Ready Teacher Initiative

Dorinda Carter Andrews TEDX on The Consciousness Gap in Education— An Equity Imperative

Beyond Diversity Website

Resource from University of Iowa on Enrolling Diverse Cohorts

Are School Leaders the Gamechangers? Using School Leaders to Build a Diverse Teacher Workforce (July 2018) |
| **Hiring processes that lack objective criteria as well as opportunities for candidates to demonstrate their qualifications through real experience (e.g., Behavioral Event Interview).** | Use interview practices, protocols, and resources that minimize the chance for bias on the part of interviewers, e.g., the blind resume review. | Teacher interview protocols from the American Association of School Personnel Administrators (AASPA)

Interview Scorecards

Sample Behavior Event Interview (BEI) Questions |

Chris distributed a one-page handout with dates and times for the last four scheduled committee meetings, as well as two planning tools. "We are in the home stretch. Our last tasks are to develop a short- and long-term implementation action plan and monitoring plan. We will use the tools that you now have in front of you to complete these tasks — **Appendix 8** *Action Planning Template* and **Appendix 9** *Monitoring Progress* **from the CSDE Hiring and Selection Guide."**

Six weeks later…

Arriving early at her office, Nia reflected on the past several months, basking in the accomplishments of the Hiring and Selection Committee. Everyone was jubilant at the final meeting, proud of their work and surprisingly appreciative of the laminated card Nia had given them. Nia read the excerpt again.

Anything We Love Can Be Saved — Alice Walker

"All we own, at least for the short time we have it, is our life… I have learned other things. One is the futility of expecting anyone, including oneself, to be perfect. People who go about seeking to change the world, to diminish suffering, to demonstrate any kind of enlightenment, are often as flawed as anybody else. Sometimes more so. But it is the awareness of having faults that links us to everyone on earth, that opens us to courage and compassion. It occurs to me often that many of those I deeply love are flawed. They might have done some of the mean things I've felt, heard, read about, or feared. But it is their struggle with the flaw, surprisingly endearing, and the going on anyhow, that is part of what I cherish in them."

Nia's laptop announced an incoming email message from Chris. The message was brief. "Good Morning. Nia, let's pick a date to review the implementation data and start talking about gearing up for the next phase — development and retention." Nia smiled at Chris's enthusiasm and recalled an insight from months back, "In order to reach the desired result, there is a process that must be followed for which there are no shortcuts."

Activity 1 — The Brookside Story: *A Jigsaw Process*

The purposes of this activity are to:

- Examine how implicit and explicit bias can affect the development and implementation of a selection and hiring process.

- Learn about an evidence-based improvement cycle and related tools and resources to use in developing a selection and hiring process that will increase the racial, ethnic, and linguistic diversity of the educator workforce.

Materials Needed:

- Copy of *The Brookside Story* for each participant

- Easel and chart paper

- Markers (preferably Mr. Sketch type as others are toxic and may cause an allergic reaction in some people)

- Copy of Handout 1: *Focus Questions for Discussion of The Brookside Story*

Facilitator Notes:

The Brookside Story is a scenario that provides the reader an opportunity to examine several underlying issues related to the conditions that must be present when developing and implementing a hiring and selection plan focused on increasing the diversity of the educator workforce. Additionally, the reader is provided with several examples of what committees will produce by working through the evidence-based continuous improvement cycle using the various templates included in the appendices of the guidebook.

The hiring and selection committee depicted in the scenario is racially and ethnically diverse. There are a few points in the story where implicit bias is intentionally made explicit and individuals are left to reflect upon and come to terms with biases of which they were unaware. One of the main points within this scenario is that race matters as educators work to develop a hiring and selection plan aimed to increase the racial, ethnic, and linguistic diversity of their educator workforce.

As a facilitator, it will be helpful to note the sections of the scenario that raise some of these key issues so that you are best prepared to facilitate the conversations following the jigsaw reading. Some of those issues include:

- Collaborative leadership and decision-making

- Implicit bias and explicit bias

- Racially diverse facilitation partners

- Strategies implemented in ways that increase ownership and buy-in

- Structures and tools that make for efficient and effective meetings

- Alignment of systems and resources to ensure success, e.g., when the superintendent makes the decision to earmark discretionary funds to provide professional learning on cultural responsiveness for those who are involved with the hiring and selection process

A caution here: The Brookside Story is not a "how to" guide for working through an evidence-based continuous improvement cycle. While the scenario explicitly depicts and describes what it looks like as teams work through the process described in the guidebook (Part 1), its primary purpose is to unearth the underlying conditions necessary to increase the diversity of the educator workforce.

Process/Steps:

1. Review the purpose of a jigsaw activity—to provide a structured opportunity for people to read, think, and talk about topics that have been selected, in this case, *The Brookside Story.* **Allow 5 minutes to explain steps 1–3.**

2. Share the questions on Handout 1, Focus Questions for Discussion of *The Brookside Story* to provide participants a focus for reading.

3. Have participants form "home" groups of four. Then, invite two members from each "home" group to choose one of the following two readings from *The Brookside Story*. Remind participants to take notes during their reading using the Focus Questions for Discussion Handout.

   Reading 1: **Introduction; Developing a Theory of Action, Inform — Steps 1, 2, and 3**
   — *page 38 to the top of page 45*

   Reading 2: **Introduction, Inform Step 4; Select, Plan Implement, and Analyze;**
   — *page 38 and the top of page 45 to page 51*

   Allow 20 minutes for home group members to silently read their sections.

4. After home group members have read their sections, invite those who read the same section to gather in "expert groups" with members from other groups in the room to discuss and identify:

   - major themes of their excerpt from *The Brookside Story;*

   - implications of these themes in developing a hiring and selection plan that will lead to increasing the racial, ethnic, and linguistic diversity of the educator workforce; and

   - any key insights they will take back and immediately use in their work.

   Note: If you are conducting this activity with larger groups, you may need to create multiple "expert" groups for each reading. Ideally, "expert" groups should be no larger than 6–8 members. Alternatively, a modified jigsaw process could be used whereby pairs within each "home" group who read the same section would discuss their reading with one another.

5. Allow 20 minutes for "expert group" discussions and remind participants that the using the strategy of one group recorder will not be effective as each person is responsible for going back to his/her "home group" and to share the learnings of the "expert group" with other "home group" members.

6. Ask participants to return to their home groups where each reading group pair will share the major themes and implications of their reading with other "home group" members. Allow 10 minutes for this sharing so that each pair will have 5 minutes for their report out.

7. Upon completion of the jig-saw reading and discussions, invite the whole group to share their reflections and implications for developing a hiring and selection plan. Allow 10 minutes.

8. As a wrap-up, invite participants to pair up with one other person in the room not from their current table group to engage in a structured, reflective dialogue entitled, *Now That You Mention It.*

   Refer to Activity 2: Now That You Mention It for directions. NOTE: This is a 6-minute, structured dialogue and the directions appear on pages 5 and 6 of this handout.

9. Following the *Now That You Mention It* activity (and while participants are still standing in pairs) invite participants to share some of the key insights/ideas/questions discussed in the paired conversations. **Allow 5 minutes for this whole group discussion.**

Time Required: 75–90 minutes

Handout 1: Focus Questions for The Brookside Story

1. What are the major messages of your reading?

2. What are some implications for developing a hiring and selection process to increase the racial, ethnic, and linguistic diversity of the educator workforce?

3. Identify any insights or affirmations you are "taking away" as a result of your reading.

Activity 2: Now That You Mention It

The purpose of this activity is:

To provide a structure for participants to speak with each other about their recollections, impressions, and ideas about their learning experiences during a professional development session.

Materials Needed:

Equipment

- Chimes or another instrument for providing an audible signal (optional)

Facilitator Notes:

This is a process for promoting reflection and synthesis of material through paired conversations. A benefit of this process is that participants build on what they hear and learn from their conversation partners and are not merely taking turns saying whatever is on their minds.

It is important for participants to understand that each turn in the process is meant to be entirely for one person to speak. The listener may encourage the speaker through nonverbal communication, but it is not a time for probing or paraphrasing what the speaker is saying. While the skills of probing or paraphrasing are important, this particular activity works best when there is only one speaker for each of the allotted times.

When facilitating this activity, acknowledge that this kind of structured conversation may not have a "natural" feel or flow as one might experience in an unstructured, casual conversation. Nonetheless, encourage participants to resist the possible temptation to do this activity in their own way and try the process as described in order to determine how they value the process and/or might use it in their own settings.

Process/Steps:

1. Explain that the purpose of this activity is to reflect on new learnings, insights, and/or questions that participants have identified up to this point in the professional learning session.

2. Provide an overview of the process, letting participants know that, at designated times, they will take turns as the speaker or listener. There will be three rounds of speaking and listening. Each partner will be the speaker and then the listener (or vice versa) during each round.

3. Have participants find a partner with whom they haven't previously spoken.

4. Ask them to designate speaker A and speaker B. Once they have done this, announce that speaker A goes first.

5. Explain the timing of each of the rounds as follows:

	Speaker A	Speaker B
Round 1	Talks for 90 seconds. Listens to speaker B for 90 seconds.	Listens to speaker A for 90 seconds. Talks for 90 seconds.
Round 2	Talks for 60 seconds. Listens to speaker B for 60 seconds.	Listens to speaker A for 60 seconds. Talks for 60 seconds.
Round 3	Talks for 30 seconds. Listens to speaker B for 30 seconds.	Listens to speaker A for 30 seconds. Talks for 30 seconds.

Time required: 10 minutes

Source: Dunne, Kathy and Villani, Susan. (2007). *Mentoring New Teachers Through Collaborative Coaching: Linking Teacher and Student Learning. San Francisco: WestEd.*

Part 3

Culturally Responsive Hiring Strategies Guidance Resource

Examining Culturally Responsive Hiring Practices Through a Lens of Racial Equity: Self-Assessment Tool

Introduction

The **Examining Culturally Responsive Hiring Practices Through a Lens of Racial Equity Self-Assessment** is a 38-item Likert-scale tool. This self-assessment tool is designed for use as a reflection and planning tool. It is not a validated instrument and is not intended to be evaluative.

The tool consists of six domains: Organizational Culture, Talent Needs, Attracting a Diverse Workforce, Selecting and Hiring, Supporting and Developing Workforce Diversity, and Retaining and Extending the Reach of Diverse Educators. Systems that promote and use culturally responsive hiring practices predictably address the intersection of race, class, gender, sexual orientation, age, religion, and other characteristics related to individual identity and social-group membership. This self-assessment tool approaches culturally responsive hiring practices through a racial equity lens in response to the stubborn and pervasive presence of racial bias in hiring practices. It is designed to assist leaders and leadership teams working within an educational context (such as a school, local education agency, state education agency, institution of higher education, or nonprofit organization) by guiding their efforts to combat racial inequity and initiate or refine culturally responsive hiring practices and related policies through a self-assessment cycle.

The self-assessment cycle consists of five key steps that enable participants to reflect on and assess their organizations' readiness to implement culturally responsive hiring practices and to use their findings to initiate action toward refining existing hiring practices. Reflection prompts are based on the best available research on improving cultural competency in hiring. Additional resources to support this reflection and planning process can be found in the **Culturally Responsive Hiring Strategies Guidance Resource.** The five self-assessment steps include the following:

1. Independent Self-Assessment: Individual leadership team members rate survey items independently, providing examples of policy or practice that serve as evidence to support their ratings.

2. Team Self-Assessment: Leadership team members convene to complete the survey together—reading each item aloud, collectively rating each item, and providing evidence, when possible, to substantiate the rating.

3. Independent Reflection: Leadership team members engage in an independent, reflective self-assessment in which they privately compare their individual ratings and evidence with the team's collective ratings and evidence and write short reflections about the discrepancies noted (Note: The 10 questions that should be used to guide the reflection are provided in instructions below).

4. Team Reflective Debriefing: Team members reconvene to voluntarily share takeaways from their private reflections and from the collaborative team rating experience.

5. Collaborative Action Planning: Team members work together to document their collective findings and outline a plan for action informed by their findings.

By independently and collaboratively rating the extent to which cultural responsiveness is integrated into existing hiring practices, participants can discover, examine, and confront individual and shared beliefs, assumptions, and policies that inform hiring practices within an organization. Thus, the tool is to be used by leaders independently and then together with their leadership peers, preferably within a leadership team context, to:

- Consider existing organizational hiring practices, related policies, and norms.
- Clarify both organizational norms and individual nuances that either support or contradict those norms.

Therefore, a leader's independent ratings, coupled with evidence that justifies those ratings, should precede the rating of items by an identified team of leaders representing one organization.

To monitor shifts in organizational norms or to verify organizational change and growth in the area of culturally responsive hiring practices, the self-assessment may be repeated following the completion of the assessment cycle and the implementation of plans for initiating or refining culturally responsive practices and policies.

Instructions

It is strongly recommended that leaders using this tool plan to engage a leadership team in the self-assessment process. Individuals should complete the self-assessment independently before engaging in group conversations with leadership team members regarding their independent rating of items, their justifications for the ratings, and the evidence they have cited pertinent to each item. Evidence may include examples of organizational policies; for example, hiring-related practices such as screening committee composition, blind review of application packets, and structured interview questions with relevant criteria and a rubric for evaluating answers.

First, leadership team members are to rate survey items independently, providing examples of policies or practices that serve as evidence to support their ratings.

Next, leadership team members are to complete the survey together—reading each item aloud, rating each item, and providing evidence, when possible, to substantiate the rating.

Following this, leadership team members are to engage in an independent, reflective self-assessment in which they compare their independent ratings and evidence to the team's ratings and evidence and write a short reflection about any discrepancies noted. The 10 questions below should be used to guide the participant's independent reflection:

1.   Are any of my ratings of items different from those of the team?

2.   If so, why are my ratings of these items different from the team's ratings?

3.   Is the evidence I provided consistent with the team's evidence on these items?

4.   If not, what evidence have I provided that is different from the evidence noted by the team?

5.   What did I learn about my organization's norms from the team self-assessment exercise?

6.   In reflecting upon my team's makeup, its process for completing the assessment, and the resulting outcomes, what did I learn about team members with regard to culturally responsive hiring practices?

7.   What does this suggest about how various team members view or have experienced culturally responsive hiring practices?

8.   Did I participate actively, including sharing points and evidence that were inconsistent with those shared by team members?

9.   Did my participation in the team rating exercise influence the rating outcomes? How and why?

10. Based on my participation as a team member, what did I learn about myself?

Next, team members should reconvene to voluntarily share takeaways from their private reflections and from the collaborative team rating experience. Based on the team's findings, members should collaborate to develop a plan of action for initiating or refining culturally responsive organizational hiring practices.

Examining Culturally Responsive Hiring Practices Through a Lens of Racial Equity: Self Assessment Tool

Domain I: Organizational Culture[1]	Not at all	Very little	Some-what	To a great extent	Evidence (Feel free to support your responses with practice or policy examples.)
	1	2	3	4	
1. To what extent do my organization's vision, mission, and theory of action set the expectation for a transformative change process that values and advances racial equity?					
2. To what extent does my organization's mission use a racial equity focus to speak to inequities experienced by students from communities of color?					
3. To what extent do my organization's vision and mission address the elimination of racial inequities in student outcomes?					
4. To what extent do my organization's practices, procedures, and organizational plans guard against bias and privilege?					
5. To what extent is my organization's theory of action linked to closing opportunity and achievement gaps for educators of color and students of color?					
6. To what extent do my organization's key talent-related priorities and preferences align to reflect a commitment to diversifying the educator workforce?					
7. To what extent have my organization's preferences and traditions been informed by evidence?					
8. To what extent has my organization examined employees' personal beliefs and assumptions linked to deficit thinking to ensure that they do not further bias or negatively influence organizational preferences and traditions?					

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Examining Culturally Responsive Hiring Practices Through a Lens of Racial Equity: Self Assessment Tool

Domain II: Talent Needs[2]	Not at all	Very little	Some-what	To a great extent	Evidence (Feel free to support your responses with practice or policy examples.)
	1	2	3	4	
1. To what extent does my organization's leadership reflect racial diversity and cultural responsiveness?					
2. To what extent do my organization's teachers and leaders reflect the racial and demographic (e.g., socio-economic status, religion, language, ethnicity, family education, location, etc.) makeup of the students served?					
3. To what extent do my colleagues and the leadership demonstrate cultural responsiveness in their professional practice and daily interactions with students and adults in the larger school community?					
4. To what extent do I demonstrate cultural responsiveness in my professional practice and daily interactions with students and adults in the larger school community?					
5. To what extent does my organization prepare its leadership and staff to engage in culturally responsive recruitment, selection, and hiring practices?					
6. To what extent does my organization advance, recognize, and reward cultural responsiveness in pedagogical and classroom management practices?					
7. To what extent does my organization monitor gaps in the talent pipeline to inform recruitment and hiring efforts?					

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Examining Culturally Responsive Hiring Practices Through a Lens of Racial Equity: Self Assessment Tool					
Domain III: Attracting a Diverse Workforce[3]	**Not at all**	**Very little**	**Some-what**	**To a great extent**	**Evidence** (Feel free to support your responses with practice or policy examples.)
	1	**2**	**3**	**4**	
1. How attractive is my organization in terms of its reputation for hiring and supporting the advancement of racially diverse leaders and professional educators?					
2. To what extent does my organization partner with or recruit from educator preparation programs (EPPs) that prepare and graduate large numbers of racially diverse educators?					
3. To what extent does my organization's culture and climate welcome and nurture racial diversity, including diverse perspectives, voices, and ways of being (i.e., ways of interacting, patterns of behavior, norms)?					
4. To what extent does my organization offer incentives likely to further the diversification of the educator workforce?					
5. To what extent does my organization attract high-quality educators through initiatives aimed at preparing and/or recruiting high-performing high school and college students of color?					

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Survey—Frontline Research & Learning Institute. (2018). Repairing the leak: How "cultural fit" rusts the teacher pipeline. Retrieved from https://www.frontlineinstitute.com/uploads/2018/12/Repairing-the-Leak-Cultural-Fit-Rusts-the-Teacher-Pipeline-Frontline-Research-Learning-Institute.pdf

Examining Culturally Responsive Hiring Practices Through a Lens of Racial Equity: Self Assessment Tool

Domain IV: Selecting and Hiring[4]	Not at all	Very little	Some-what	To a great extent	Evidence (Feel free to support your responses with practice or policy examples.)
	1	2	3	4	
1. To what extent is my organization transparent about its focus on the diversification of the educator workforce as a priority that informs its selection and hiring practices?					
2. To what extent does my organization construct position descriptions that appeal to culturally responsive applicants by incorporating inclusion-related knowledge, skills, or experiences (e.g., experiences with creating inclusive environments or promoting the academic achievement of all students) as required qualifications?					
3. To what extent has my organization adopted and adhered to résumé review and interview procedures, checklists, and protocols to promote equity and discourage stereotyping?					
4. To what extent has my organization adopted and adhered to résumé review and interview procedures, checklists, and protocols to promote equity and discourage a deficit orientation, or the use of deficit-based assumptions, decisions, or justifications throughout the selection and hiring process?					
5. To what extent is my organization's focus on diversifying the educator workforce grounded in the knowledge that educator quality and educator diversity are not mutually exclusive?					
6. To what extent has my organization adopted policies and procedures to ensure culturally responsive selection and hiring practices for selecting and hiring candidates who demonstrate the highest levels of effectiveness at supporting the achievement of all students?					
7. To what extent does my organization ensure that selection and hiring committees are diverse in composition?					
8. To what extent does my organization train selection and hiring committee members and interview panelists on implicit bias and discriminatory practices to emphasize the importance of culturally responsive practices, procedures, and protocols?					

4. Report—Ahmad, F. Z., & Boser, U. (2014). *America's leaky pipeline for teachers of color: Getting more teachers of color into the classroom.* Washington, DC: Center for American Progress. Retrieved from https://eric.ed.gov/?id=ED561065

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Paper—Bireda, S., & Chait, R. (2011). Increasing teacher diversity: Strategies to improve the teacher workforce. Washington, DC: Center for American Progress. Retrieved from https://cdn.americanprogress.org/wp-content/uploads/issues/2011/11/pdf/chait_diversity.pdf

Examining Culturally Responsive Hiring Practices Through a Lens of Racial Equity: Self Assessment Tool

Domain V: Supporting and Developing Workforce Diversity[5]	Not at all	Very little	Some-what	To a great extent	Evidence (Feel free to support your responses with practice or policy examples.)
	1	2	3	4	
1. To what extent does my organization offer leaders of color and other educators of color opportunities to develop professionally and to advance within the organization?					
2. To what extent does my organization provide professional learning opportunities for all educators to develop cultural responsiveness and use it in their professional practice?					
3. To what extent are leaders and other educators of color likely to have access to mentoring, induction, or other forms of career development experiences?					
4. To what extent are experienced educators of color offered funding or other incentives to extend their reach or to assume leadership roles within the organization?					
5. To what extent are educators recognized and rewarded for their success with employing cultural responsiveness practices or with impacting outcomes in educational contexts that are traditionally under-resourced?					

5. Dissertation—Bristol, T. J. (2014). *Black men of the classroom: An exploration of how the organizational conditions, characteristics, and dynamics in schools affect black male teachers' pathways into the profession, experiences, and retention.* Retrieved from https://academiccommons.columbia.edu/doi/10.7916/D85T3HM8

Paper—Bireda, S., & Chait, R. (2011). *Increasing teacher diversity: Strategies to improve the teacher workforce.* Retrieved from https://eric.ed.gov/?id=ED535654

Research Review—Ingersoll, R., & Strong, M. (2011, June). *The impact of induction and mentoring programs for beginning teachers: A critical review of the research. Review of Education Research, 81(2), 201–233.* Retrieved from https://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gse_pubs

Examining Culturally Responsive Hiring Practices Through a Lens of Racial Equity: Self Assessment Tool

Domain VI: Retaining and Extending the Reach of Diverse Educators[6]	Not at all	Very little	Some-what	To a great extent	Evidence (Feel free to support your responses with practice or policy examples.)
	1	2	3	4	
1. To what extent has my organization implemented policies and procedures to monitor and address issues related to educator satisfaction and retention?					
2. To what extent has my organization implemented policies and procedures to monitor and address issues related to the satisfaction and retention of educators of color?					
3. To what extent does my organization tap the institutional memory and wisdom of experienced teachers and leaders to guide its improvement efforts for addressing racial disparities related to academic achievement and opportunity?					
4. To what extent does my organization offer opportunities for experienced educators to extend their reach by working to advance grow-your-own efforts to diversify the educator workforce?					
5. To what extent does my organization maintain an organizational climate and culture that inspire novice and experienced educators alike to infuse cultural responsiveness into their pedagogies and professional dispositions?					

6. Report—Ingersoll, R., May, H., & Collins, G. (2017). *Minority teacher recruitment, employment, and retention: 1987 to 2013.* Palo Alto, CA: Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/product/minority-teacher-recruitment-report

Mixed Methods Study—Achinstein, B., Ogawa, R., & Speiglman, A. (2004). Are we creating separate and unequal tracks of teachers? The impact of state policy, local conditions, and teacher background on new teacher socialization. *American Educational Research Journal, 41*(3), 557–603.

Opinion Paper—King, J. (2016, May 15). The invisible tax on teachers of color (webpage). *The Washington Post.* Retrieved from https://www.washingtonpost.com/opinions/the-invisible-tax-on-black-teachers/2016/05/15/6b7bea06-16f7-11e6-aa55-670cabef46e0_story.html?utm_term=.540cd628e3e7

Brief—Carver-Thomas, D. (2018, April). *Diversifying the teaching profession through high-retention pathways. Retrieved from* https://learningpolicyinstitute.org/product/diversifying-teaching-profession-brief

Report—Partee, G. L. (2014). *Retaining teachers of color in our public schools: A critical need for action. Washington, DC: Center for American Progress. Retrieved from* https://files.eric.ed.gov/fulltext/ED561078.pdf

Research Report—Ingersoll, R. M., & May, H. (2011). *Recruitment, retention and the minority teacher shortage (CPRE Research Report RR-69). Philadelphia, PA: Consortium for Policy Research in Education. Retrieved from* https://eric.ed.gov/?id=ED526355

Literature Review—Carver-Thomas, D. (2017, November). *Diversifying the field: Barriers to recruiting and retaining teachers of color and how to overcome them. San Antonio, TX: Equity Assistance Center Region II, Intercultural Development Research Association. Retrieved from* https://files.eric.ed.gov/fulltext/ED582730.pdf

Chapter—Carver-Thomas, D., & Darling-Hammond, L. (2017). Why black women teachers leave and what can be done about it. In A. Farinde-Wu, A. Allen-Handy, & C. W. Lewis (Eds.), *Black female teachers: Diversifying the United States' teacher workforce (Advances in Race and Ethnicity in Education, Volume 6), (pp. 159–184). Bingley, UK: Emerald Publishing. Retrieved from* https://learningpolicyinstitute.org/sites/default/files/product-files/Why_Black_Women_Teachers_Leave_CHAPTER.pdf

Paper—Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2009). *The socialization and retention of new teachers of color: Promises and challenges.* Paper presented at the American Educational Research Association Symposium, San Diego, CA.

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

Recruitment, Hiring and Selection to Increase Worforce Diversity: Self-Assessment Tool					
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:** _____

Recruitment, Hiring and Selection to Increase Worforce Diversity: Self-Assessment Tool					
Section 2: Talent Needs (Identifying Hiring Goals)	**Not at all**	**Very little**	**Some-what**	**To a great extent**	**Evidence**
Our district/school professional staff:	**1**	**2**	**3**	**4**	
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:** _____

Recruitment, Hiring and Selection to Increase Worforce Diversity: Self-Assessment Tool

Section 3: Attracting and Recruiting a Diverse Workforce Our district/school:	Not at all 1	Very little 2	Some-what 3	To a great extent 4	Evidence
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:** _____

Recruitment, Hiring and Selection to Increase Worforce Diversity: Self-Assessment Tool					
Section 4: Selecting and Hiring **Our district/school:**	**Not at all**	**Very little**	**Some-what**	**To a great extent**	**Evidence**
	1	**2**	**3**	**4**	
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 inter-view 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 practices professional 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 infor-mation 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 Responsive Hiring Practices Through a Lens of Racial Equity: Self-Assessment Tool

Culturally Responsive Hiring Strategies Guidance Resource

Introduction

Hiring practices, including processes for recruitment, selection, placement, retention, and support, are reliable predictors of workplace diversification. The struggle to diversify the educator workforce is a challenge in nearly every region in our nation. Systems that promote and use culturally responsive hiring practices address the intersection of race, class, gender, sexual orientation, age, religion, and other characteristics related to individual identity and social group membership. This *Culturally Responsive Hiring Strategies Guidance Resource* approaches culturally responsive hiring practices through a racial equity lens in response to the stubborn and pervasive presence of racial bias in hiring practices. It is designed to assist leaders and leadership teams working within an educational context (e.g., a school, local education agency, state education agency, institution of higher education, or nonprofit organization) by supporting their efforts to combat racial inequity and to initiate or refine culturally responsive hiring practices and related policies.

Culturally Responsive Hiring Strategies Guidance Resource

The *Culturally Responsive Hiring Strategies Guidance Resource* is a supplement to the [Examining Culturally Responsive Hiring Practices Through a Lens of Racial Equity Self-Assessment](#) (Center on Great Teacher and Leaders, 2019). It is organized according to six key programmatic domains: (1) Organizational Culture, (2) Talent Needs, (3) Attracting a Diverse Workforce, (4) Selecting and Hiring, (5) Supporting and Developing, and (6) Retaining and Extending. These domains provide a framework for exploration of the historical, political, and demographic backdrop for hiring practices. The framework, which is linked to the promotion and use of culturally responsive hiring practices, is aimed at increasing racial and ethnic diversity in the educator workforce. The tool integrates evidence gleaned from systematic research and practice-based evidence and details recommended strategies for informing culturally responsive hiring practices, together with a compilation of pertinent literature and resource materials.

How to Use the Tool

The six domains or topical areas and related strategies, literature, and resource materials are organized to allow for ease of use. Thus, users are not expected to progress sequentially from domain to domain. Instead users are encouraged to consider key programmatic elements that probably influence hiring practices. After perusing the full document, users are encouraged to identify domains aligned with priorities noted during the organization's self-assessment linked to hiring. Next, users should review the recommended strategies and related literature to garner a deeper understanding of the domains and practice-based evidence associated with the noted elements. Following this, users may wish to select and review items from the provided resource materials to guide organizational refinements of the programmatic elements noted.

Six Domains for Culturally Responsive Hiring Strategies At A Glance

- **Domain 1: Organizational Culture**
    - * Element 1: Appeal
    - * Element 2: Evidence-Based Planning and Decision Making
    - * Element 3: Transparency

- **Domain 2: Talent Needs**
    - * Element 1: Understanding the Current Context
    - * Element 2: Working to Overcome Implicit Bias and Privilege
    - * Element 3: Data-Based Decision Making
    - * Element 4: Benefits Associated with Workforce Diversification
    - * Element 5: Cultural and Linguistic Competence

- **Domain 3: Attracting a Diverse Workforce**
    - * Element 1: Appreciating the Challenge
    - * Element 2: Informing Human Capital Systems

- **Domain 4: Selecting and Hiring**

- **Domain 5 Supporting and Developing**

- **Domain 6: Retaining and Extending**

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 1: Organizational Culture	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 1: **Appeal**	• Examine and refine your organization's policies, practices, plans, traditions, and outward-facing artifacts to ensure they are conducive to furthering diversity, inclusion, and equity. • Review and revise key plans to reflect a clear commitment to diversity, inclusion, and equity. • Display an effective diversity statement on your website and infuse it into key outward-facing documents.	**Report** Finster, M. (2015, September). *Diagnosing causes of teacher retention, mobility and turnover, and matching to interventions: Guidelines for TIF grantees.* Retrieved from https://eric.ed.gov/?id=ED577277 **Article** Rogers-Ard, R., Knaus, C. B., Epstein, K. K., & Mayfield, K. (2013). Racial diversity sounds nice; Systems transformation? Not so much: Developing urban teachers of color. *Urban Education, 48*(3), 451–479. Retrieved from https://eric.ed.gov/?id=EJ1006480	University of Washington. Staff Diversity Hiring Toolkit. Retrieved from https://www.washington.edu/diversity/staffdiv/hiring-toolkit/ The GTL Center, Culturally Responsive Hiring Practices: Self-Assessment Tool The GTL Center, Equitable Access Toolkit. Retrieved from https://gtlcenter.org/learning-hub/equitable-access-toolkit How to write an effective diversity statement. Retrieved from https://www.insidehighered.com/advice/2016/06/10/how-write-effective-diversity-statement-essay
	• Review and revise your organization's vision, mission, and theory of action to foster racial equity and cultural responsiveness.		Nebraska Department of Education, Vision and Mission Statement Example. Example 1. Retrieved from https://www.education.ne.gov/ciptoolkit/equity-and-diversity/appendices/appendix-i-vision-and-mission-statement-example/ Example 2. Retrieved from https://www.education.ne.gov/ciptoolkit/equity-and-diversity/appendices/appendix-d-statements-to-include-in-an-equity-audit/ Burlington School District, examples. Retrieved from http://www.bsdvt.org/wp-content/uploads/2017/07/BSD-Diversity-Plan-2014-2017.pdf

Culturally Responsive Hiring Strategies Guidance Tool

DOMAIN 1: Organizational Culture	Strategy for Consideration	Selected Relevant Literature	Resource Material for Practical Application
Element 2: **Evidence-Based Planning and Decision Making**	• Examine your organization's talent data (particularly all data related to recruitment, application, screening, interviewing, selection, hiring and placement). • Review your organization's strategic plan (see also your organization's equity plan and ESSA plan) to ensure that talent priorities are informed by talent data. • Revisit and refine your organization's data collection plan to ensure that talent data are collected and analyzed regularly. • Inform your organization's recruitment plan with talent data. • Monitor the success of your plans (recruitment plan, strategic plan, equity plan, ESSA plan, and data collection plan) and make necessary adjustments, with particular attention to communication, appropriateness of strategy, strategy drift, sufficiency of training and support, and unintended consequences.	**Post** Hansen, M., & Quintero, D. (2017). Four ways to measure diversity among public school teachers. *Brookings Series: Teacher Diversity in America*. Retrieved from https://www.brookings.edu/blog/brown-center-chalkboard/2017/11/17/four-ways-to-measure-diversity-among-public-school-teachers/	The GTL Center, Data Review Tool. Retrieved from https://gtlcenter.org/sites/default/files/GTL_DataReviewTool-ed-fmt.pdf The GTL Center, Root Cause Analysis Workbook. Retrieved from https://gtlcenter.org/learning-hub/equitable-access-toolkit/root-cause-analysis-workbook The GTL Center, Implementation Toolkit. Retrieved from https://gtlcenter.org/learning-hub/equitable-access-supports/implementation-playbook Council of Chief State School Officers. (2018, September). *What's in the data? Using an equity lens to collect racial workforce data.* Retrieved from https://ccsso.org/whats-data-using-equity-lens-collect-racial-workforce-data ***Note:*** A CCSSO Diverse and Learner-Ready Teachers Initiative best practices webinar. The GTL Center, *The Equitable Access Implementation Playbook: Monitoring Tool*. Retrieved from https://gtlcenter.org/sites/default/files/Monitoring_Tool.pdf

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 1: **Organizational Culture**	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 3: **Transparency**	• Ensure that your organization practices transparency relative to educator diversity, representation, and quality inclusion (e.g., engage in open and honest discussions, include the voices and perspectives of all stakeholders in needs sensing and decision-making, convene meetings at times and locations that are made public). • Make educator and student demographic data available to education shareholders, including the external public. Current and potential employees should not need to speculate about your organization's standing relative to diversification.	**Survey** DiCarlo, M., & Cervantes, K. (2018, September). The collection and availability of teacher diversity data: A survey of 51 state education agencies. Retrieved from http://www.shankerinstitute.org/sites/shanker/files/teacherracedataFINAL.pdf?_ga=2.44086688.589018297.1550194179-1629934042.1537536148 **Article** Johnson, D. (September 2014). Power up! Using technology for transparency. Motivation Matters. Educational Leadership, 71(1), 80–81. Retrieved from http://www.ascd.org/publications/educational-leadership/sept14/vol72/num01/Using-Technology-for-Transparency.aspx	The GTL Center, Diversifying the Educator Workforce: Data tool for Practitioners. Retrieved from https://gtlcenter.org/state-collaborations/equitable-access

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 2: Talent Needs	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 1: **Understanding the Current Context**	• Revisit assumptions associated with your organization's recruitment plan. • Ensure that foundational assumptions dispel the myth that recruiting diverse candidates is inconsistent with recruiting high-quality candidates. • Provide professional learning opportunities for educators to embed continual self-reflection regarding how their social locations (i.e., race, economic class, gender, religion) shape their educational practices; what they need to know about culture, power, and difference; and how they can be more critically conscious. • Examine the extent to which your organization's teacher and leadership workforce reflect the racial and demographic makeup of the students served. • Ensure that all educators have a clear understanding of the organization's current demographic context and its rationale for building a more diverse workforce.	**Report** Council of Chief State School Officers (CCSSO) (2019, January). *A vision and guidance for a diverse and learner-ready teacher workforce.* Retrieved from https://ccsso.org/resource-library/vision-and-guidance-diverse-and-learner-ready-teacher-workforce **Report** U.S. Department of Education (2016). *The state of racial diversity in the educator workforce.* Retrieved from https://www.nyu.edu/about/news-publications/news/2016/october/students-of-all-races-prefer-teachers-of-color--finds-nyu-steinh.html **Article** Anderson, M. D. (2015, August). *Why schools need more teachers of color—For white students.* Retrieved from https://www.theatlantic.com/education/archive/2015/08/teachers-of-color-white-students/400553/ **Paper** Kohli, R. (2018, March). Behind school doors: The impact of hostile racial climates on urban teachers of color. *Urban Education, 53*(3), 307–333. Retrieved from https://eric.ed.gov/?id=EJ1168642 **Report** TNTP. (2012). *The irreplaceables: Understanding the real retention crisis in America's urban schools.* Retrieved from https://tntp.org/publications/view/the-irreplaceables-understanding-the-real-retention-crisis **Meta-analysis** Quillian, L., Pager, D., Hexel, O., & Midtboen, A. H. (2017, October 10). Meta-analysis of field experiments shows no change in racial discrimination in hiring over time. *Proceedings of the National Academy of Sciences of the United States of America, 114*(41), 10870–10875. Retrieved from http://www.pnas.org/content/114/41/10870.full	CCSSO Diverse and Learner-Ready Teachers Initiative. Retrieved from https://ccsso.org/blog/ccsso-launches-effort-foster-diverse-and-culturally-responsive-teaching-workforce Andrews, D. C. (n.d.). *The consciousness gap in education—An equity imperative.* Retrieved from https://video.search.yahoo.com/yhs/search?fr=yhs-pty-pty_weather&hsimp=yhs-pty_weather&hspart=pty&p=dorinda+carter+-consciousness+gap#id=1&vid=07d-dab12c9ad51489d39ace-48be2e05f&action=click Beyond Diversity website. Retrieved from http://pacificeducationalgroup.org

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 2 Talent Needs	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 1: **Understanding the Current Context**		**Report** The Wallace Foundation. (2013, February). *Districts matter: Cultivating the principals urban schools need.* Retrieved from https://www.wallacefoundation.org/knowledge-center/Documents/Districts-Matter-Cultivating-the-Principals-Urban-Schools-Need.pdf **Report** Partelow, L., Spong, A., Brown, C., & Johnson, S. (2017, September). America needs more teachers of color and a more selective teaching profession. *Center for American Progress.* Retrieved from https://www.americanprogress.org/issues/education-k-12/reports/2017/09/14/437667/america-needs-teachers-color-selective-teaching-profession/ **Editorial** Jackson, T. O., & Kohli, R. (2016). *The state of teachers of color. Guest editors' introduction.* Retrieved from https://www.academia.edu/23916955/Jackson_T._and_Kohli_R._Eds._2016_._Guest_Editors_Introduction_The_State_of_Teachers_of_Color._Equity_and_Excellence_in_Education._49_1_1-8 **Book** Fergus, E. (2017). *Solving disproportionality and achieving equity: A leader's guide to using data to change hearts and minds.* Thousand Oaks, CA: Corwin.	National Policy Board for Educational Administration, *Professional Standards for Educational Leaders.* Retrieved from http://npbea.org/psel/ District of Columbia, Office of the State Superintendent of Education, *Model DC School Leadership Standards.* Retrieved from https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE%20DC%20Model%20Standards.pdf

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 2: Talent Needs	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 2: **Working to Overcome Implicit Bias and Privilege**	• Make educators aware of the research on implicit bias and the substantial role bias plays in the education enterprise, particularly in the selection and hiring process. • Provide antibias training for organizational personnel, particularly those on the hiring committee. • Rework your recruitment, selection, and hiring processes to ensure bias reduction. • Provide opportunities for personnel to work collectively and individually to understand the notion of privilege and to examine unearned benefits, why they accrue, and how they are best used to advance educational equity.	**Research Review Excerpted from Larger Report** Bond, B. (2015, October 9). *The role of teacher diversity in reducing implicit bias.* Retrieved from http://www.shankerinstitute.org/blog/role-teacher-diversity-reducing-implicit-bias **Working Paper** Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *The American Economic Association, 94*(4), 991–1013. Retrieved from https://www.jstor.org/stable/3592802?seq=1#page_scan_tab_contents **Paper** McIntosh, P. (1988). *White privilege: Unpacking the invisible knapsack.* Retrieved from https://www.deanza.edu/faculty/lewisjulie/WhitePrivilege.pdf	Staats, C. (2015). *Understanding implicit bias: What educators should know*. Retrieved from https://www.aft.org/ae/winter2015-2016/staats Kirwin Institute for the Study of Race and Ethnicity. (2016). *State of the science: Implicit bias review*. Retrieved from http://kirwaninstitute.osu.edu/wp-content/uploads/2016/07/implicit-bias-2016.pdf Project Implicit. Retrieved from https://implicit.harvard.edu/implicit/takeatest.html Papillon, K. (n.d.). *Implicit bias and microaggressions* (video presentation). Retrieved from https://youtu.be/lxsQRQAlFfU?t=11m56s *Note:* Papillion draws on neuroscience to clarify how implicit bias and microaggressions influence decision making. Harvard Business Review. *7 practical ways to reduce bias in your hiring process*. Retrieved from https://hbr.org/2017/06/7-practical-ways-to-reduce-bias-in-your-hiring-process Hutcherson, L. L. (2016, July 23). *What I said when my White friend asked for my Black opinion on White privilege.* Retrieved from https://onbeing.org/blog/what-i-said-when-my-white-friend-asked-for-my-black-opinion-on-white-privilege/

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 2: Talent Needs	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 3: **Data-Based Decision Making**	• Use talent data to inform recruitment and selection decisions. • Use data to examine the extent to which the educator workforce is diverse and reflective of student population.	**Research Review Report** Albert Shanker Institute. (2015). *The state of teacher diversity in American education*. Retrieved from http://www.shankerinstitute.org/sites/shanker/files/The%20State%20of%20Teacher%20Diversity%20%283%29_0.pdf **Blog** Hansen, M., & Quintero, D. (2018, August). *Teachers in the US are even more segregated than students* (Teacher Diversity in America Series). Retrieved from https://www.brookings.edu/blog/brown-center-chalkboard/2018/08/15/teachers-in-the-us-are-even-more-segregated-than-students/?utm_campaign=Brown%20Center%20on%20Education%20Policy&utm_source=hs_email&utm_medium=email&utm_content=65348137	Albert Shanker Institute. *The teacher diversity data landscape* (blog posts). Retrieved from http://www.shankerinstitute.org/blog/teacher-diversity-data-landscape#.W6Tj8Og6hMF.mailto Council of Chief State School Officers (CCSSO). (2018, August). *Fixing the leaky pipeline: High-retention pathways towards racial diversity*. Retrieved from https://ccsso.org/fixing-leaky-pipeline-high-retention-pathways-towards-racial-diversity *Note:* A CCSSO Diverse and Learner-Ready Teachers Initiative best practices webinar.

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 2: Talent Needs	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 4 **Benefits Associated With Workforce Diversification**	• Assist education administrators (particularly human resources, district, and school administrators) to realize the potential benefits students accrue from a diverse educator workforce. ***Note:*** This has implications for selection and hiring policies and outcomes. • Recognize and leverage school leaders' culturally responsive hiring practices to diversify the educator workforce.	**Report** Carver-Thomas, D. (2018, April). *Diversifying the teaching profession: How to recruit and retain teachers of color.* Retrieved from https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying_Teaching_Profession_REPORT_0.pdf **News Release** Johns Hopkins University. (2017, April 5). *With just one Black teacher, Black students more likely to graduate.* Retrieved from https://releases.jhu.edu/2017/04/05/with-just-one-black-teacher-black-students-more-likely-to-graduate/ **Website** Ingersoll, R. (2018, October). *The teacher workforce is transforming: Here's what it means for schools and students.* Retrieved from https://www.gse.upenn.edu/news/teacher-workforce **Study** Grissom, J. A., & Redding, C. (2015). Discretion and disproportionality: Explaining the underrepresentation of high-achieving students of color in gifted programs. *AERA Open, 2*(1), 1–25. Retrieved from https://news.vanderbilt.edu/files/Grissom_AERAOpen_GiftedStudents1.pdf **Article Drawn from a Longitudinal Study** Lindsay, C. A., & Hart, C. M. D. (2017, Winter). Teacher race and school discipline. *Education Next, 17*(1), 72–78. Retrieved from http://educationnext.org/files/ednext_xvii_1_lindsay_hart.pdf **Impact Study** Gershenson, S., Hart, C. M. D., Hyman, J., Lindsay, C. A., & Papageorge, N. W. (2018, November). *The long-run impacts of same-race teachers* (NBER Working Paper 25254). Cambridge, MA: National Bureau of Economic Research. Retrieved from http://ftp.iza.org/dp10630.pdf	University of Iowa. (n.d.). *Diversity at Iowa: Building community—The selection process.* Retrieved from https://diversity.uiowa.edu/selection-process Council of Chief State School Officers (CCSSO). (2018, July). *Are school leaders the gamechangers? Using school leaders to build a diverse teacher workforce.* Retrieved from https://ccsso.org/using-school-leaders-build-diverse-teacher-workforce. ***Note:*** A CCSSO Diverse and Learner-Ready Teachers Initiative best practices webinar.

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 2 Talent Needs	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 4: **Benefits Associated With Workforce Diversification**		**Working Paper** Gershenson, S., Holt, S. B., & Papageorge, N. W. (2015). *Who believes in me? The effect of student-teacher demographic match on teacher expectations* (Upjohn Institute Working Paper 15-231). Kalamazoo, MI: W. E. Upjohn Institute for Employment Research. Retrieved from https://research.upjohn.org/cgi/viewcontent.cgi?article=1248&context=up_workingpapers **News Release** Johns Hopkins University. (2017, April 5). *With just one Black teacher, Black students more likely to graduate.* Retrieved from https://releases.jhu.edu/2017/04/05/with-just-one-black-teacher-black-students-more-likely-to-graduate/ Easton-Brooks, D. (2019). *Ethnic matching: Academic success of students of color.* Lanham, MD: Rowman & Littlefield. Retrieved from https://www.amazon.com/Ethnic-Matching-Academic-Success-Students/dp/1475839650 **Journal Article** Goings, R. B., Walker, L. J., & Cotingola-Pickens, H. (2018). School and district leaders' role in diversifying the teacher workforce. *Educational Planning, 25*(3), 7–17. Retrieved from https://www.loyola.edu/-/media/school-education/images/blog/2018/goings%20and%20walker%20-%20school%20and%20district%20leaders%20role%20in%20diversifying%20teacher%20workforce.ashx?la=en	Goings, R. (n.d.). *What is the state of diversity in our country's classrooms* (video presentation)? Retrieved from https://www.youtube.com/watch?v=B8nAGSzX400

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 2: Talent Needs	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 5: **Cultural and Linguistic Competence**	• Create an education climate that is culturally and linguistically responsive. • Provide professional learning opportunities to develop dispositions that engender equity and support students in meeting their highest potential. • Help educators learn about behaviors and practices that reflect cultural and linguistic competence and those that do not. *Note:* Growing a workforce that is both diverse and culturally and linguistically competent hinges on high quality opportunities for educators' professional learning and personal self-examination around issues of bias, privilege, and cultural responsiveness.	**Book Talk based on Sue's Book, Racial Microaggressions in Everyday Life** Sue, D. W. (2015, February 20). *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race.* New York, NY: Teachers College of Columbia University. Retrieved from https://www.youtube.com/watch?v=XQuhE6Wlv5I **Blog** Holeywell, R. (2015, June). *New study shows benefits of two-way, dual-language education* (Blog). Retrieved from https://kinder.rice.edu/2015/06/03/new-study-shows-benefits-of-two-way-dual-language-education **Book** Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice.* New York, NY: Teachers College Press. Retrieved from https://eric.ed.gov/?id=ED581130 **Article** Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice, 344*(3), 159–165. Retrieved from https://theavarnagroup.com/wp-content/uploads/2015/11/But-thats-just-good-teaching.pdf	McPhail C., & Costner (2004). *Seven principles for training culturally responsive teachers*. Phoenix AZ. Retrieved from http://www.monroe-ecc.edu/ArchAnnou.nsf/4348e1f-dc948aa3085256b8a005a8e8b/c63b5f83aa83817b85256f-80006d0a05/$FILE/SEVEN%20PRINCIPLES%20FOR%20TRAINING%20A%20CULTURALLY%20RESPONSIVE%20FACULTY.doc Connecticut State Department of Education. (2018). *Professional learning—Cultural competence*. Retrieved from http://portal.ct.gov/SDE/Evaluation-and-Support/Professional-Learning---Cultural-Competence Virginia cultural competence guidance manual Stith-Williams, V., Haynes, P. L. M. (2007). A resource manual for developing cultural competence. Retrieved from http://www.doe.virginia.gov/special_ed/tech_asst_prof_dev/self_assessment/disproportionality/cultural_competence_manual.pdf La Crosse Medical Health Science Consortium's Culturally Competency Self-Assessment Resources for exploring your awareness, knowledge and skills in your interactions with others.

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 2: Talent Needs	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 5: **Cultural and Linguistic Competence**			*Good Black News* provides a glimpse into the African American experience from an assets-based perspective. Retrieved from https://goodblacknews. org/category/education/ fellowshipsprograms/ Maryland State Department of Education. (2014, July). *Preparing educators for high poverty/culturally and linguistically diverse schools: A manual for teacher educators, teachers, and principals*. Retrieved from http://www. marylandpublicschools.org/about/ Documents/DEE/PreparingEducator-sHighPovertyCulturallyLinguistical-lyDiverseSchools070914.pdf
	• Develop and disseminate guide-lines for professional practice and professional development that prioritize cultural and linguistic competence.		Washington State Department of Early Learning. (n.d.). *Culturally responsive guidelines for professional development.* Retrieved from https://del-public-files. s3-us-west-2.amazonaws.com/PD%20 Leg%20Report.pdf

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 3: Attracting a Diverse Workforce	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 1: **Appreciating the Challenge**	• Examine the historical and contemporary factors that inform the recruitment and retention of teachers of color.	**Editorial** Carter Andrews, D. J.; Castro, E., Cho, C. L., Petchauer, E., Richmond, G., & Floden, R. (2019). Changing the narrative on diversifying the teaching workforce: A look at historical and contemporary factors that inform recruitment and retention of teachers of color. *Journal of Teacher Education, 70*(1), 6–12. Retrieved from https://www.researchgate.net/publication/329422376_Changing_the_Narrative_on_Diversifying_the_Teaching_Workforce_A_Look_at_Historical_and_Contemporary_Factors_That_Inform_Recruitment_and_Retention_of_Teachers_of_Color https://www.academia.edu/38017819/Changing_the_narrative_on_diversifying_the_teaching_workforce_A_look_at_historical_and_contemporary_factors_that_inform_recruitment_and_retention_of_Teachers_of_Color **Podcast** Gladwell, M., & Panoply Media. (2018). *Ms. Buchanan's period of adjustment* (Podcast). Retrieved from http://revisionisthistory.com/episodes/13-miss-buchanans-period-of-adjustment	Kerby, S., & Burns, C. (2012, July 12). *The top 10 economic facts of diversity in the workplace.* Washington, DC: Center for American Progress. Retrieved from https://www.americanprogress.org/issues/economy/news/2012/07/12/11900/the-top-10-economic-facts-of-diversity-in-the-workplace/

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 3: Attracting a Diverse Workforce	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 2: **Informing Human Capital Systems**	• Set diversity goals. • Adopt and implement practices that guard against hiring biases and racially exclusionary notions of cultural fit. • Partner with district human resources departments and education preparation programs or higher education institutions, particularly historically Black colleges and universities and Hispanic-serving institutions, to attract diverse candidates to the profession. • Examine human capital systems in higher education and other areas to learn about their mechanisms for supporting workforce diversification. Options may include teacher residencies and other clinically-based preparation models. • To ensure candidate quality is measured against a consistent standard, invest in a rubric that details qualification criteria and delineates expectations for performance related to criteria. • Develop an application that is structured to recognize applicants' leadership experiences with diverse groups.	**Report** Konoske-Graf, A., Partelow, L., & Benner, M. (2016, December). *To attract great teachers, school districts must improve their human capital systems.* Retrieved from https://www.americanprogress.org/issues/education-k-12/reports/2016/12/22/295574/to-attract-great-teachers-school-districts-must-improve-their-human-capital-systems/ **Journal Article** D'Amico, D., Pawlewicz, R.J., Earley, P., & McGeehan, A.P. (2017). Where are all the Black teachers? Discrimination in the teacher labor market. Harvard Educational Review, 87(1), 26–49. Retrieved from http://cmepr.gmu.edu/wp-content/uploads/2017/07/Where-Are-All-the-Black-Teachers.pdf **Report** National Center for Teacher Residencies (2017, July). Recommendations for state support for effective teacher residencies. Retrieved from https://nctresidencies.org/wp-content/uploads/2017/06/Recommendations-for-State-Support-of-Effective-Teacher-Residencies.pdf **Survey** Frontline Research & Learning Institute. (2018). Repairing the leak: How "cultural fit" rusts the teacher pipeline. Retrieved from https://www.frontlineinstitute.com/uploads/2018/12/Repairing-the-Leak-Cultural-Fit-Rusts-the-Teacher-Pipeline-Frontline-Research-Learning-Institute.pdf	Combs, E., & Silverman, S. (2018). *A leak in the pipeline: How hiring bias might be compounding the teacher shortage*. Retrieved from https://www.frontlineinstitute.com/uploads/2018/01/How_Hiring_Bias_Might_Be_Compounding_the_Teacher_Shortage_-_Frontline_Research_Learning_Institute.pdf ***Note:*** See pp. 21–22, "Proposed Tool: How to Evaluate Your District's Hiring." Haxton, C., & O'Day, J. (2015, October 8). Improving equity and access in Fresno: Lessons from a K12–higher education partnership. Washington, DC: American Institutes for Research. Retrieved from https://www.air.org/resource/improving-equity-and-access-fresno-lessons-k12-higher-education-partnership University of Washington, faculty recruitment toolkit. Retrieved from https://www.washington.edu/wp-content/blogs.dir/48/files/2013/05/Faculty_Recruitment_Toolkit_August_2008.doc. University of Iowa. (n.d.). Diversity at Iowa: Building community—The selection process. Retrieved from https://diversity.uiowa.edu/selection-process

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 3: Attracting a Diverse Workforce	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 2: **Informing Human Capital Systems**	• Require applicants to compose diversity statements as part of the application process.		University of California at Santa Cruz, applicant diversity state-ments. Retrieved from https://apo.ucsc.edu/employment/ApplicantDiversityStatements.html
	• Articulate and publish your organization's stance on diversity in the form of diversity and inclusion, vision, and mission statements, coupled with strategic objectives to attract a more diverse workforce.		Corporate-sector examples of diversity and inclusion, vision and mission statements, and strategic objectives. Retrieved from http://www.northropgrumman.com/CorporateResponsibility/Diversity/Pages/DiversityVisionAndMission.aspx Mission and vision statements—examples. Retrieved from http://www.oprfhs.org/documents/MissionVisionExamplesForJan12Re-treat.pdf

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 3: Attracting a Diverse Workforce	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 2: **Informing Human Capital Systems**	• Diversify the workforce by initiating grow-your-own efforts. • Provide professional learning experiences to help pre-service and in-service educators develop an equity lens to guide their professional practices.	**Literature Review** Valenzuela, A. (2017, November). Grow your own educator programs: A review of the literature with an emphasis on equity-based approaches. Retrieved from https://files.eric.ed.gov/fulltext/ED582731.pdf	Zuber, T., & Berg-Jackson, A. (2017, March 14). Diversifying the teacher workforce through Grow Your Own: A snapshot of three programs (blog). Retrieved from https://gtlcenter.org/blog/diversifying-teacher-workforce-through-grow-your-own-snapshot-three-programs Society for Human Resource Management resources and tools on implicit bias. Retrieved from https://www.shrm.org/hr-today/news/hr-news/Pages/What-Is-Implicit-Bias.aspx Connections video of South Dakota's new teachers pathway program. (July 2018). Growing our own teachers in South Dakota. Retrieved from https://www.milkeneducatorawards.org/connections/articles/view/gina-benz-south-dakota-teacher-pathway

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 3: Attracting a Diverse Workforce	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
Element 2: **Informing Human Capital Systems**	• Make potential candidates aware of financial incentives and support opportunities. • Consider integrating typical incentives (e.g., pay-for-performance initiatives, signing bonuses, student loan forgiveness, funds to assist with relocation expenses, finder's fees) into your organization's existing recruitment plan • Offer incentives to existing district staff for referring new teacher hires.	**Post** Hansen, M., Quintero, D., & Feng, L. (2018, March). Can money attract more minorities into the teaching profession? (Teacher Diversity in America Series). Retrieved from https://www.brookings.edu/blog/brown-center-chalkboard/2018/03/20/can-money-attract-more-minorities-into-the-teaching-profession/	Mathmatica's website on Pay-for-performance: Evaluating the Teacher Incentive Fund. Retrieved from https://www.mathematica-mpr.com/our-publications-and-findings/projects/teacher-incentive-fund
	• Incentivize culturally responsive practices and professional development through business development.	**Report** Aragon, S. (2016, May). Mitigating teacher shortages: Financial incentives. Denver, CO: Education Commission of the States. Retrieved from https://www.ecs.org/wp-content/uploads/Mitigating-Teacher-Shortages-Financial-incentives.pdf	Culturally responsive pedagogy and practices grants funded in Oregon. Retrieved from http://www.ode.state.or.us/news/announcements/announcement.aspx?=9745
	• Recognize culturally responsive practices through certification, endorsements, or other forms of credentialing.		South Dakota Workplace Intercultural Competence Certificate. Retrieved from https://www.sdstate.edu/continuing-distance-education/workplace-intercultural-competence-certificate

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 4: Selecting and Hiring	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
	• Partner with education preparation programs or higher education institutions to inform efforts to attract, recruit, select, and hire racially and ethnically diverse candidates. • Ensure that selection and interview committees are diverse in makeup and have had anti-bias training.	**Report** Ahmad, F. Z., & Boser, U. (2014). *America's leaky pipeline for teachers of color: Getting more teachers of color into the classroom.* Washington, DC: Center for American Progress. Retrieved from https://eric.ed.gov/?id=ED561065	Haxton, C., & O'Day, J. (2015, October 8). *Improving equity and access in Fresno: Lessons from a K12–higher education partnership.* Washington, DC: American Institutes for Research. Retrieved from https://www.air.org/resource/improving-equity-and-access-fresno-lessons-k12-higher-education-partnership ADP article on addressing interview bias. Retrieved from https://www.adp.com/spark/articles/2017/03/could-interview-bias-be-interfering-with-your-diversity-initiatives.aspx
	• Apply a collaborative hiring process.	**Research Report** Griffin, A., & Takie, H. (2016, November). *Through our eyes: Perspectives and reflections from Black teachers.* Washington, DC: The Education Trust. Retrieved from https://edtrust.org/wp-content/uploads/2014/09/ThroughOurEyes.pdf	Griffin, A., & Takie, H. (2016, November). *Through our eyes: Perspectives and reflections from Black teachers* (video presentation). Washington, DC: The Education Trust. Retrieved from https://edtrust.org/resource/eyes-perspectives-reflections-black-teachers/

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 4: Selecting and Hiring	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
	• Know the position and how to identify a successful candidate. • Identify and employ interview practices, protocols, and resources that minimize the chance for bias on the part of interviewers. (e.g., blind résumé review).	**Article** Bohnet, I. (2016, April 18). How to take the bias out of interviews. Retrieved from https://hbr.org/2016/04/how-to-take-the-bias-out-of-interviews **Working Paper** DuBois, C., & Schanzenbach, D. W. (2017). *The effect of court-ordered hiring guidelines on teacher composition and student achievement* (NBER Working Papers 24111). Cambridge, MA: National Bureau of Economic Research. Retrieved from https://www.nber.org/papers/w24111.pdf **Research Report** Combs, E., & Silverman, S. (2018). *A leak in the pipeline: How hiring bias might be compounding the teacher shortage.* Retrieved from https://www.frontlineinstitute.com/uploads/2018/01/How_Hiring_Bias_Might_Be_Compounding_the_Teacher_Shortage_-_Frontline_Research_Learning_Institute.pdf.	Behrstock, E., & Coggshall, J. G. (2009, December). *Key issue: Teacher hiring, placement, and assignment practices.* Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from https://eric.ed.gov/?id=ED543675 Teacher interview protocols from the American Association of School Personnel Administrators. Retrieved from https://aaspa.org/teacher-interview-questions/ Bika, N. (n.d.). *The pros and cons of interview scorecards.* Retrieved from https://resources.workable.com/tutorial/interview-scorecards *Sample Behavioral Event Interview Questions*. Retrieved from http://qtslp.com/documents/BehavioralEventInterviewQuestions.pdf

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 4: Selecting and Hiring	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
			The New Teacher Project. (2019). *Hiring system overview: Select candidates using competencies and a rigorous hiring process.* Retrieved from https://tntp.org/teacher-talent-toolbox/explore/hiring
	• Examine your existing hiring time-line to determine whether you are missing opportunities to capture educator talent. • Hire early. Implement an efficient, streamlined hiring process to guard against delays. • Set early vacancy notification deadlines so that your organization and interested candidates know about employment options well in advance of vacancies. • Develop a system of educator placement and assignment that leverages the perspectives of human resources professionals as well as state, district, and school site administrators.	**Report** Levin, J., & Quinn, M. (2003). *Missed opportunities: How we keep high-quality teachers out of urban classrooms.* New York, NY: The New Teacher Project. Retrieved from https://tntp.org/assets/documents/MissedOpportunities.pdf	TNTP Teacher Talent Toolbox: Recruitment and Retention: Hiring. https://tntp.org/teacher-talent-toolbox/explore/hiring School Turnaround Teachers: Selection Toolkit (Public Impact, 2008, 2016)

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 5: Supporting and Developing	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
	• Create an organizational climate that embraces diversity and offers opportunities for ongoing, job-embedded professional learning. • Provide mentoring and induction opportunities that are culturally responsive and that enable the development of teacher leaders. • Offer funding and other incentives to encourage the assumption of leadership roles. • Recognize and reward educators for employing culturally responsive practices.	**Dissertation** Bristol, T. J. (2014). *Black men of the classroom: An exploration of how the organizational conditions, characteristics, and dynamics in schools affect black male teachers' pathways into the profession, experiences, and retention.* Unpublished manuscript, Columbia University. **Paper** Bireda, S., & Chait, R. (2011). *Increasing teacher diversity: Strategies to improve the teacher workforce.* Washington, DC: Center for American Progress. Retrieved from https://www.americanprogress.org/issues/education-k-12/reports/2011/11/09/10636/increasing-teacher-diversity/ **Research Review** Ingersoll, R., & Strong, M. (2011, June). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. R*eview of Education Research, 81*(2), 201–233. Retrieved from https://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gse_pubs	Montgomery County Public Schools. (n.d.). *Office of school support* (webpage). Retrieved from https://www.montgomeryschoolsmd.org/departments/clusteradmin/equity/ ***Note:*** The Montgomery County Public Schools (Maryland) Equity Initiatives Unit offers a range of supports, including training modules, study circles, and the Excellence in Equity Certificate Program. Center on Great Teachers and Leaders. (2019). *Mentoring & induction toolkit 2.0: Supporting teachers in high-need contexts.* Retrieved from https://gtlcenter.org/technical-assistance/toolkits/mi-toolkit New Teacher Center. (2016). *High quality mentoring & induction practices* (webpage). Retrieved from https://newteachercenter.org/wp-content/uploads/high-quality-mentoring_induction-resource.pdf

Culturally Responsive Hiring Strategies Guidance Tool			
DOMAIN 6: Retaining and Extending	**Strategy for Consideration**	**Selected Relevant Literature**	**Resource Material for Practical Application**
	• Advance opportunities for teacher leadership. • Address racial disparities and academic underachievement by tapping the wisdom of experienced educators and leaders.	**Report** Ingersoll, R., May, H., & Collins, G. (2017). Minority teacher recruitment, employment, and retention: 1987 to 2013. Palo Alto, CA: Learning Policy Institute.	Teach Plus. (n.d.). *The decade-plus teaching career: How to retain effective teachers through teacher leadership.* Boston, MA: Author. Retrieved from http://teachplus.org/sites/default/files/publication/pdf/decade-plus_final.pdf
	• Develop career ladders that include leadership and specialization opportunities for teachers. • Examine organizational practices, policies, characteristics and conditions to ensure that they support teacher retention and growth. • Monitor and address issues linked to educator satisfaction and retention. • Create organizational conditions to ensure that diverse staff are no more likely than others to be placed in hard-to-staff schools or required to operate with limited autonomy in the classroom and/or limited opportunities to provide input into school decisions.	**Mixed Methods Study** Achinstein, B., Ogawa, R., & Speiglman, A. (2004). Are we creating separate and unequal tracks of teachers? The impact of state policy, local conditions, and teacher background on new teacher socialization. American Educational Research Journal, 41(3), 557–603. **Opinion Paper** King, J. (2016, May 15). The invisible tax on teachers of color (webpage). *The Washington Post.* Retrieved from https://www.washingtonpost.com/opinions/the-invisible-tax-on-black-teachers/2016/05/15/6b7bea06-16f7-11e6-aa55-670cabef46e0_story.html?utm_term=.540cd628e3e7	Harvard University Graduate School of Education. (n.d.). A user's guide to peer assistance and review (PAR) (webpage). Cambridge, MA: Author. Retrieved from https://www.gse.harvard.edu/~ngt/par/resources/users_guide_to_par.pdf ***Note:*** PAR is a career ladder option available through the Harvard University Graduate School of Education's Project on the Next Generation of Teachers.

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	• Partner with organizations (e.g., teachers' unions, National Board for Professional Teaching Standards, educator preparation programs) to grow teacher leadership. • Structure staffing and scheduling to allow for teacher impact beyond the classroom (e.g., differentiated teaching responsibilities, use of mentors and tutors).	**Brief** Carver-Thomas, D. (2018, April). Diversifying the teaching profession through high-retention pathways. Retrieved from https://learningpolicyinstitute.org/product/diversifying-teaching-profession-brief **Report** Partee, G. L. (2014, June). *Retaining teachers of color in our public schools: A critical need for action.* Washington, DC: Center for American Progress. Retrieved from https://files.eric.ed.gov/fulltext/ED561078.pdf	National Board for Professional Teaching Standards. (n.d.). *National Board certification* (webpage). Retrieved from https://www.nbpts.org/national-board-certification/ ***Note:*** Page provides information on opportunities and procedures relative to National Board certification Public Impact. (2019). *Opportunity Culture: An initiative of Public Impact* (webpage). Retrieved from http://www.opportunityculture.org/
		Research Report Ingersoll, R. M., & May, H. (2011). *Recruitment, retention and the minority teacher shortage* (CPRE Research Report RR-69). Philadelphia, PA: Consortium for Policy Research in Education. Retrieved from https://eric.ed.gov/?id=ED526355	TNTP Teacher Talent Toolbox https://tntp.org/teacher-talent-toolbox

Culturally Responsive Hiring Strategies Guidance Tool

DOMAIN 6: Retaining and Extending	Strategy for Consideration	Selected Relevant Literature	Resource Material for Practical Application
		Literature Review Carver-Thomas, D. (2017, November). *Diversifying the field: Barriers to recruiting and retaining teachers of color and how to overcome them.* San Antonio, TX: Equity Assistance Center Region II, Intercultural Development Research Association. Retrieved from https://files.eric.ed.gov/fulltext/ED582730.pdf **Chapter** Carver-Thomas, D., & Darling-Hammond, L. (2017). Why black women teachers leave and what can be done about it. In A. Farinde-Wu, A. Allen-Handy, & C. W. Lewis (Eds.), *Black female teachers: Diversifying the United States' teacher workforce (Advances in Race and Ethnicity in Education, Volume 6),* (pp. 159–184). Bingley, UK: Emerald Publishing. Retrieved from https://learningpolicyinstitute.org/sites/default/files/product-files/Why_Black_Women_Teachers_Leave_CHAPTER.pdf **Paper** Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2009). *The socialization and retention of new teachers of color: Promises and challenges.* Paper presented at the American Educational Research Association Symposium, San Diego, CA. Retrieved from https://journals.sagepub.com/doi/abs/10.3102/0034654309355994	

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