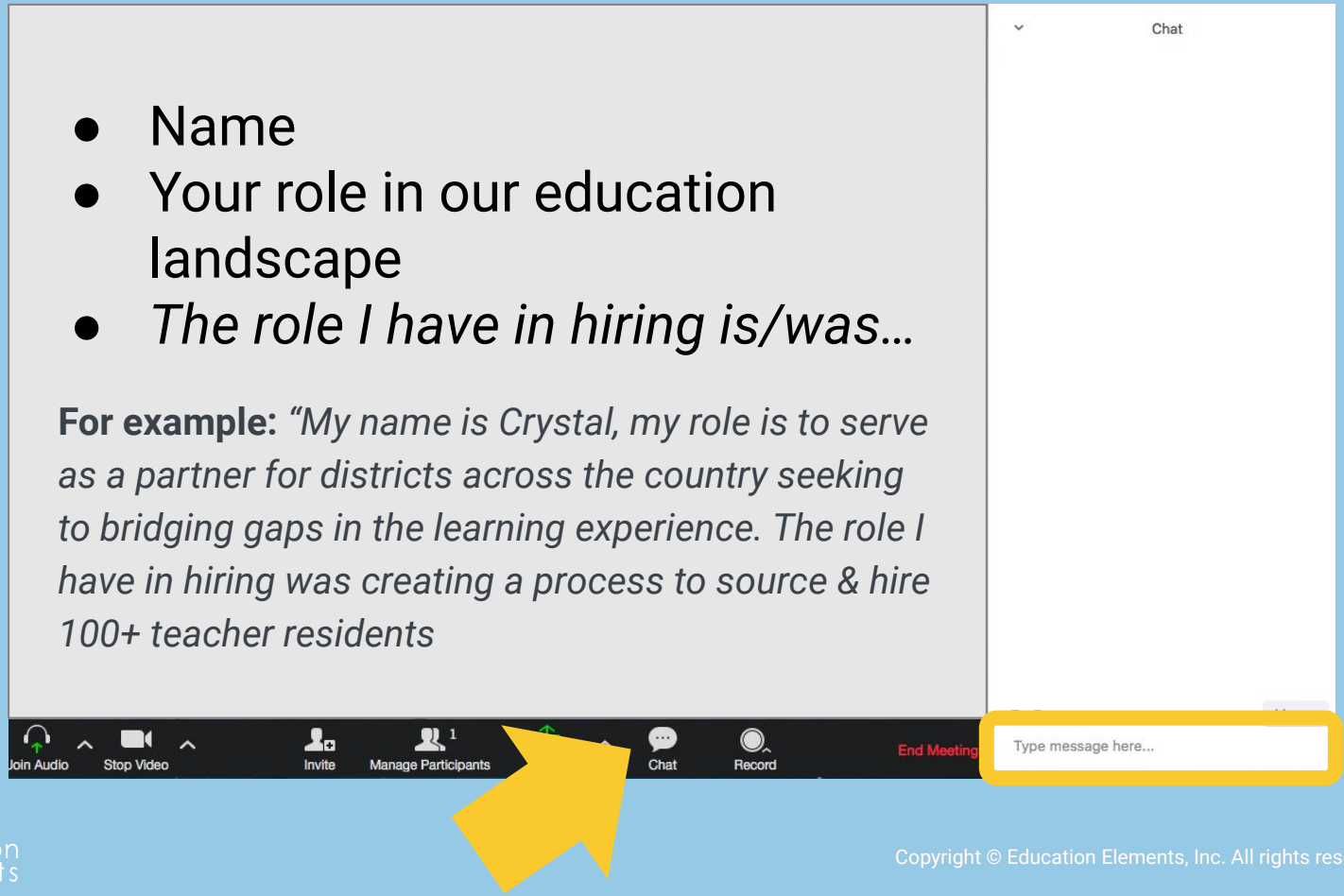
Education Elements

Creating Micro-Systems for Equitable Teacher Hiring

December 16, 2020

- Name
- Your role in our education landscape
- *The role I have in hiring is/was…*

For example: *"My name is Crystal, my role is to serve as a partner for districts across the country seeking to bridging gaps in the learning experience. The role I have in hiring was creating a process to source & hire 100+ teacher residents*



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Goals for our time together today

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Hi! We are Education Elements

WE ARE AN EDUCATION CONSULTANCY, THAT HELPS TRANSFORM SCHOOLS AND DISTRICTS

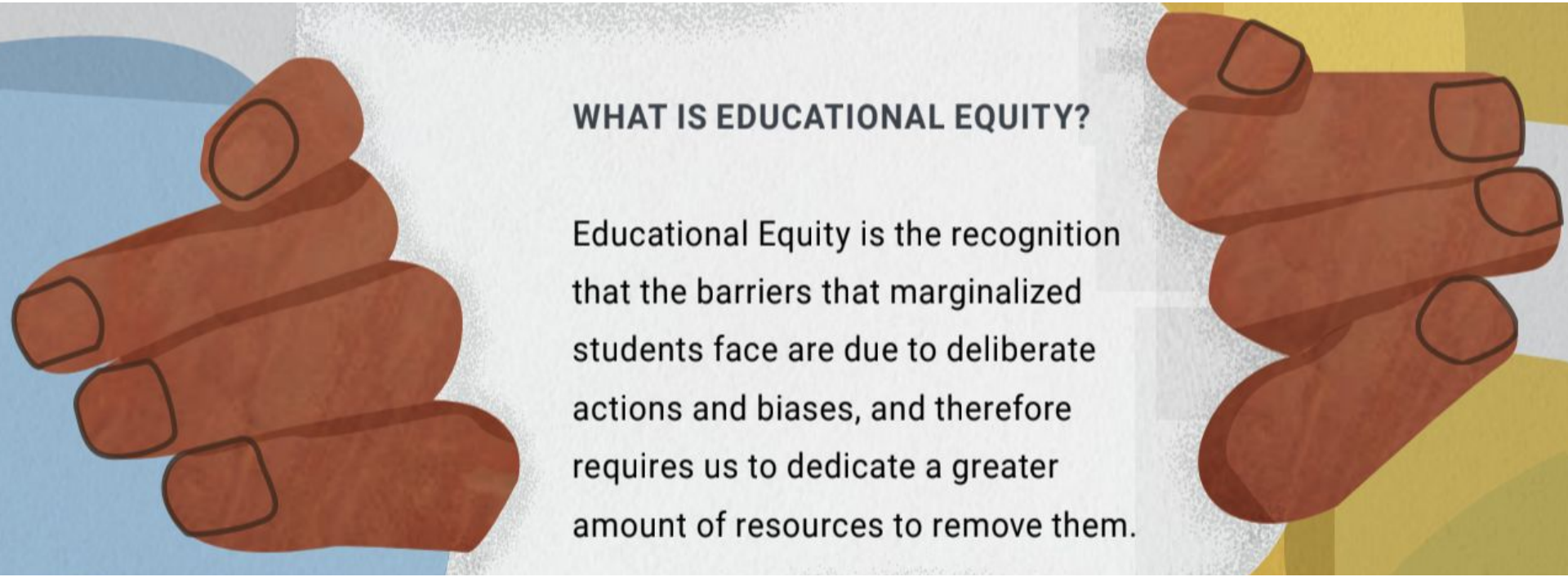
10
Years of Experience

1000+
Schools and Districts

90%
of our business comes from repeat clients

of attendees find our workshops excellent or very good

Educational Equity



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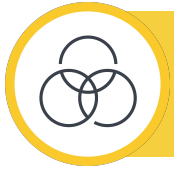
The SEEM User Journey

STEP 0: System Inventory
Identify how power and privilege impacts decisions

YOU ARE HERE

STEP 1: Connect
Unpack the challenge by understanding the experience by those most deeply impacted



STEP 2: Include
Include and elevate the voices of stakeholders at the margins

STEP 3: Create
Design prototypes that create equitable outcomes for ALL students

STEP 4: Action
Implementation of redesigned system and/or equity plan

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Provides the Mirror

… and the Magnifying Glass

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Top Question:

How might we attract and hire more diverse talents to reflect our student population?

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WHAT WE SEE, FEEL, HEAR
Engagement Line
WHAT *SOME* MAY SEE, FEEL, HEAR
BUT NOT THE COLLECTIVE

EQUITABLE TEACHER HIRING

Overt
(Socially Unacceptable)

Tip of the Iceberg

Racial Profiling

Enrollment Discriminaiton

Hate Speech

Racial Slurs

Racists Jokes

Racial Bullying

Within Education

No critical pedagogy

Gap in student achievement based on race, wealth, gender, etc

Perceiving Black and Brown boys as threatening

Deficit labels for students

Token one-off "weeks" or activities

Student of color disciplined more harshly

Race demographics of lowest performing schools

"Other people's children" (delpit) vs authentic caring relationships

Not understand the cultural strengths of POC

Omission of history from curriculum

Under-resourcing of POC-driven options

Accusation of separatism

Allowing racists jokes to go unchallenged

No challenge to White definitions and structures

Claiming neutrality

Denial of racism

"Culturally responsive as end point"

Equity as the holy grail

Notion of mainstream

Racial Microaggressions

Cultural Appropriation

Eurocentric context/ context

Parent-blaming

Assimilationist policies and practices

Academic hegemony

Doing nothing is acceptable default

Poverty

Subject hierarchy

We are all one people

Timetabling

Promotion discrimination

Hiring discrimination

Myth of Meritocracy

Savor Complex

Negative Stereotyping

White driven notion of success

Discriminatory policies

White Fragility (DiAngelo)

Blinked focus on literacy/ numeracy

Post-racial

Covert
(Socially Acceptable)
Passive Acceptance- Too Hard

Low Expectations

Inclusion that is no different from assimilation

70% White teaching force

Fear of white parent or wealthy parent backlash

Assessment against white middle class norms

No authentic consultation with POC community

Deficit thinking

Mispronunciation of names

Blaming children for poor results

Internalized acceptance of low outcomes

inequitable suspensions, exclusions and etc

Pedagogy of Poverty

EVERYTHING THAT DRIVES THE SYSTEM
(CONDITIONS = INVISIBLE)

Have we been attempting to ***resculpt the iceberg*** as a way to address inequities?

Have we been attempting to ***go around the iceberg*** as a way to address inequities?

Have we been attempting to ***melt the iceberg by changing conditions*** as a way to address inequities?

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Challenge: Equity support ends with theory and harder to take into practice because of 1) skills gap 2) financial and long-term commitment and 3) jumping to action too quickly (misalignment of action)

Challenge: Audits are largely self-reflective (susceptible to a high degree of bias and awareness gaps), therefore only reveal surface level needs

Challenge: Equity work takes longer to show impact therefore, people rush to create solutions that don't show actual changes or discount the unmeasurable impact

Challenge: Outcomes are never the same and largely dependent not just on the system but the degree of awareness and readiness of leaders within the system

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Our Equity & Teacher Hiring Inventory Components

- MARKETING
- INTAKE
- PROCESS
- FINANCIALS
- COMMUNICATION

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Continue to Connect

Which component of the teacher hiring inventory are you curious abou for your system? Help us learn with you. Continue the conversation on Twitter

#HirewithEquity @edelements

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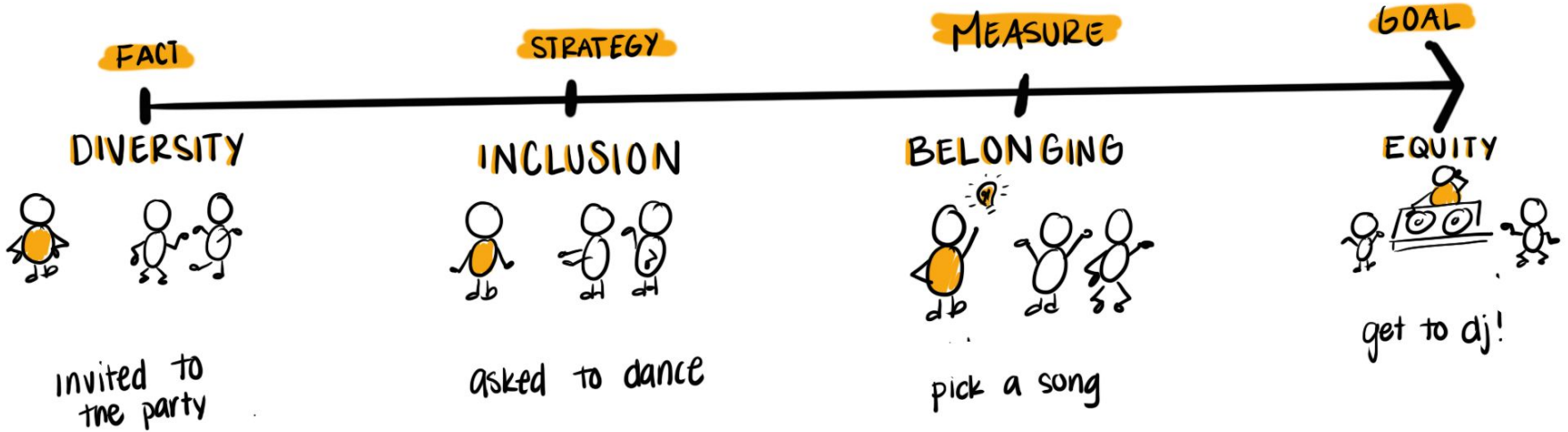
Diversity as a Means Towards Equity



"**Diversity** is a fact, **inclusion** is a strategy, **belonging** is a measure, and **equity** is the goal."

-Dereca Blackmon

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Marketing

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How do you communicate & demonstrate your commitment to diverse communities in your current avenues of promotion?

What It Is Not

Stock photos of diverse communities

Empty statements without systemic changes & ongoing initiatives

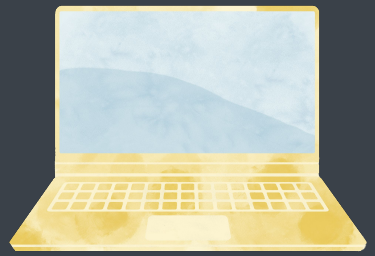
Legal statement about your diversity commitment

What It Is

Authentic representation of your engagement with diverse communities

Communicating any and all intentional practices, initiatives and supports

Genuine and personal messaging that speaks to your commitment to supporting diverse members of the community



Website

Social Media

Boards

2 Intake

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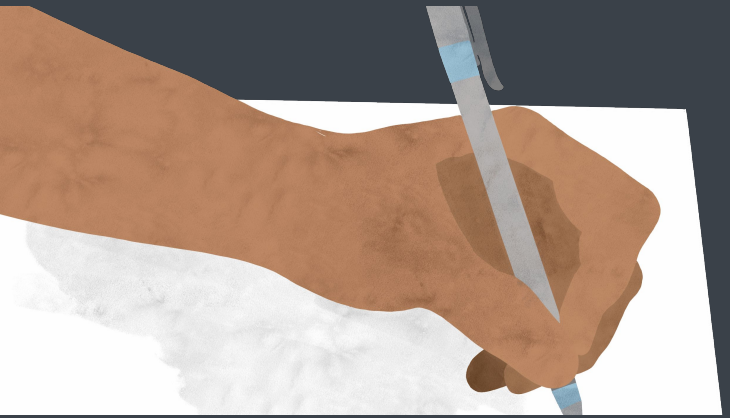
What data insights do you have into your approach to sourcing and interviewing candidates



What It Is Not

Viewing HBCUs as the sole source and answer

Using generalized data to tell the journey of talents of color through your intake process

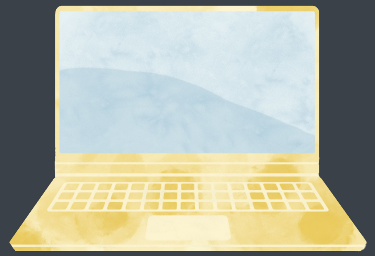
Wait for talents to come mentality

What It Is

Wide enough reach: ensuring your source of talents are not skewed based on referrals, time of year, etc.

Creating an intake process that celebrates cultural strengths, emphasizes inclusion, creates connections, and balances urgency

Examine time, people, process, policies, product



Specific Data

Unchecked Structure

Communities

Process

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What is your approach to creating a hiring process that promotes diversity, creates inclusion, and opportunities for potential equitable recruitment of talents?

What It Is Not

Solely having rubrics and anti-bias trainings

Allowing “fit” to be discussed without data and clear metrics

Process that is designed for all and used for the underrepresented

What It Is

Reflecting and designing changes to the duration and touchpoints

Examining the notion of what it means to be a successful staff member. Are those norms promoting assimilation?

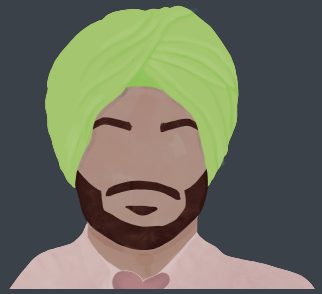
A process that checks and rejects all forms of bias and assumptions. Elevates blindspots of the designers

Policies

referral process
or job description

Practices

Interview Debrief Process



People

Selection of interviewers

4 Financial

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What are the monetary inputs of the district to attract talent, cost to the talent for accepting a job, financial barriers preventing talents from accepting a job?

What It Is Not

"Not my problem" mentality or "can't change this"

Valuing quantity vs quality for impact

Creating solutions for all and elevating equal as equitable

What It Is

Policy to address wealth gaps of prospective talents and how it may hinder decision-making

Acknowledging and then addressing the SEL or whole-adult perspective experience

Collaboration with stakeholders outside of the district such as certifying agencies and etc.

Partnerships

Programs

Providers

5 Communication

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How do you communicate your commitment to supporting diverse employees throughout the hiring experience?

What It Is Not

Waiting for candidates to ask about supports

Sharing blanket information about support provided to all employees

One-time touch-point

What It Is

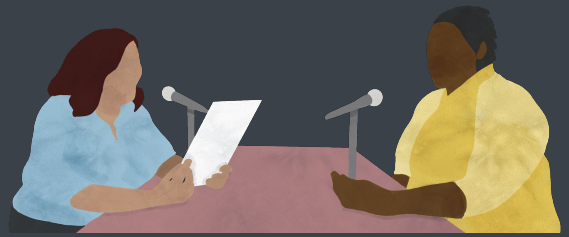
Taking initiative to communicate support offerings

Affinity-specific supports and experiences that candidates can relate to

Multiple touch points with underrepresented applicants

Affinity Groups

Mentorship Programs



Informational Interviews

What are we working on now?

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Join us for our next webinar for the release of our **INCLUDE GUIDE** in **January 2021**

5 TRUTHS
ABOUT
RECRUITING
BLACK TEACHERS
Tea Time
With Jess