



Learning New Opportunities: Planning for the Future of Hiring

March 24, 2021

Workshop Sessions

Energy Check!

ONE



TWO



THREE



Zoom Norms



- Keep yourself on mute unless you're speaking. We encourage you to share when you do have something to add!
- Keep your video on if that feature is enabled. We'd love to see you!
- Use the chat function to ask and answer questions.

Welcome!



Justin Toomer



Maggie Hodge

Framing Our Time Together

Pathway 1: Learning New Opportunities

Session 1: Virtual Job Fair Considerations and Planning and Leading Virtual Interviews

Session 2: Planning for the Future of Hiring

Pathway 2: Addressing Inequities - identifying barriers and solutions in the hiring process

Session 1: Addressing External Inequities in Hiring

Session 2: Addressing Internal Inequities in Hiring

Pathway 3: Talent Lifecycle - visualizing hiring within the bigger picture

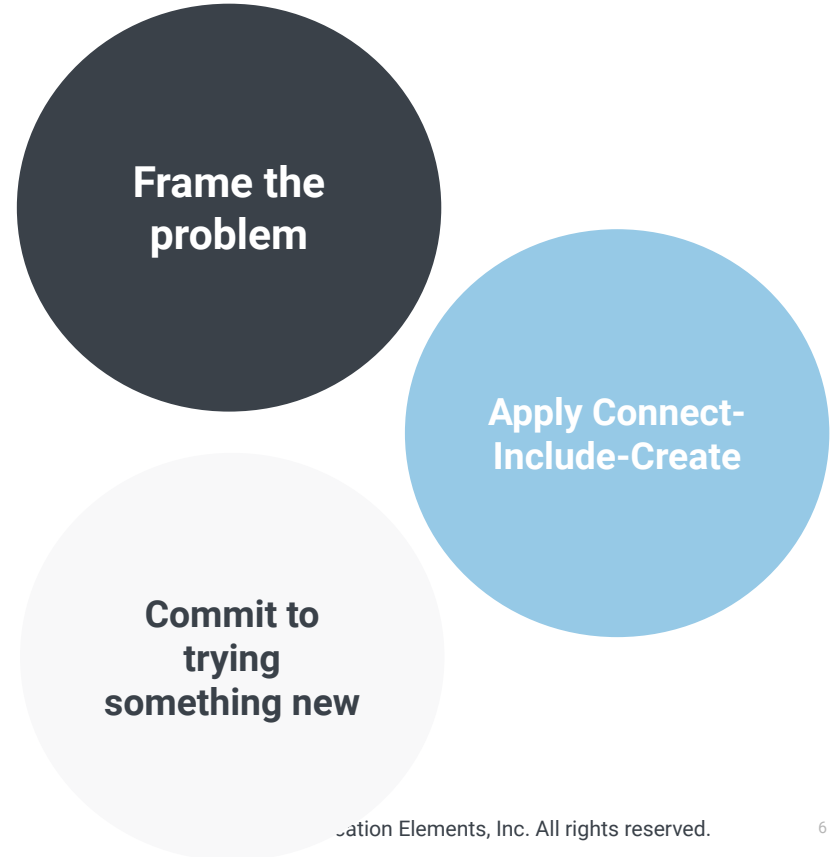
Session 1: Introduction to EVP and a Checklist of How to Assess / Get Started

Session 2: Using Personas to Visualize the Life Experience of Talent from Hire to Retire

Objectives

1. Understand the current reality surrounding teacher hiring practices and processes
2. Apply a design framework, *Connect, Include, Create*, to address teacher hiring
3. Consider your current context and reflect on ways in which you might design more equitable systems to meet your hiring needs

How we will get there



“Since we know that disturbance is required for change and there is no doubt that disturbance is happening as we speak, the question is, are we willing to use this opportunity to create the kind of educational system we want?”

- HUGH VASQUEZ, NATIONAL EQUITY PROJECT

Inequity is a product of design

Impact on Society

Inequitable policies and beliefs have created a society that is intentionally separated by race and class.



25% Native Americans
20% Black Americans
18% Latin/o/a/x Americans
10% White Americans



Unemployed

6.6% Native Americans
6.5% Black Americans
4.7% Latin/o/a/x Americans
3.1% White Americans



Have food insecurity

40% Live in Poverty
25% Black Americans
26% Latin/o/a/x Americans



72% White Americans
55% Latin/o/a/x Americans
43% Black Americans

Impact on Education

The foundation of these inequities create realities for families for kids that are racist, discriminatory, and unfortunately way too common and accepted.

78% are white even though they make up **48%** of the student population
of school board members

80% are not people of color even though 52% of the student population is of color
of teachers

57% of color attend underperforming high schools
of students

Impact on Systems in Schools

The institutionalized systems and their corresponding policies directly impact how schools are run, attended, and staffed

Communication Systems

Community Engagement

School Operations

Human Resources/Talent

Organizational Structure

**Inequity is a
product of
design**

**It can be
redesigned**

Teachers are leaving the classroom...why?

28%

of teachers said the COVID-19 pandemic has made them more likely to retire early or leave the profession (Source: [NEA survey](#)).

“It kills me to leave, but I think it would kill me—literally—to stay”

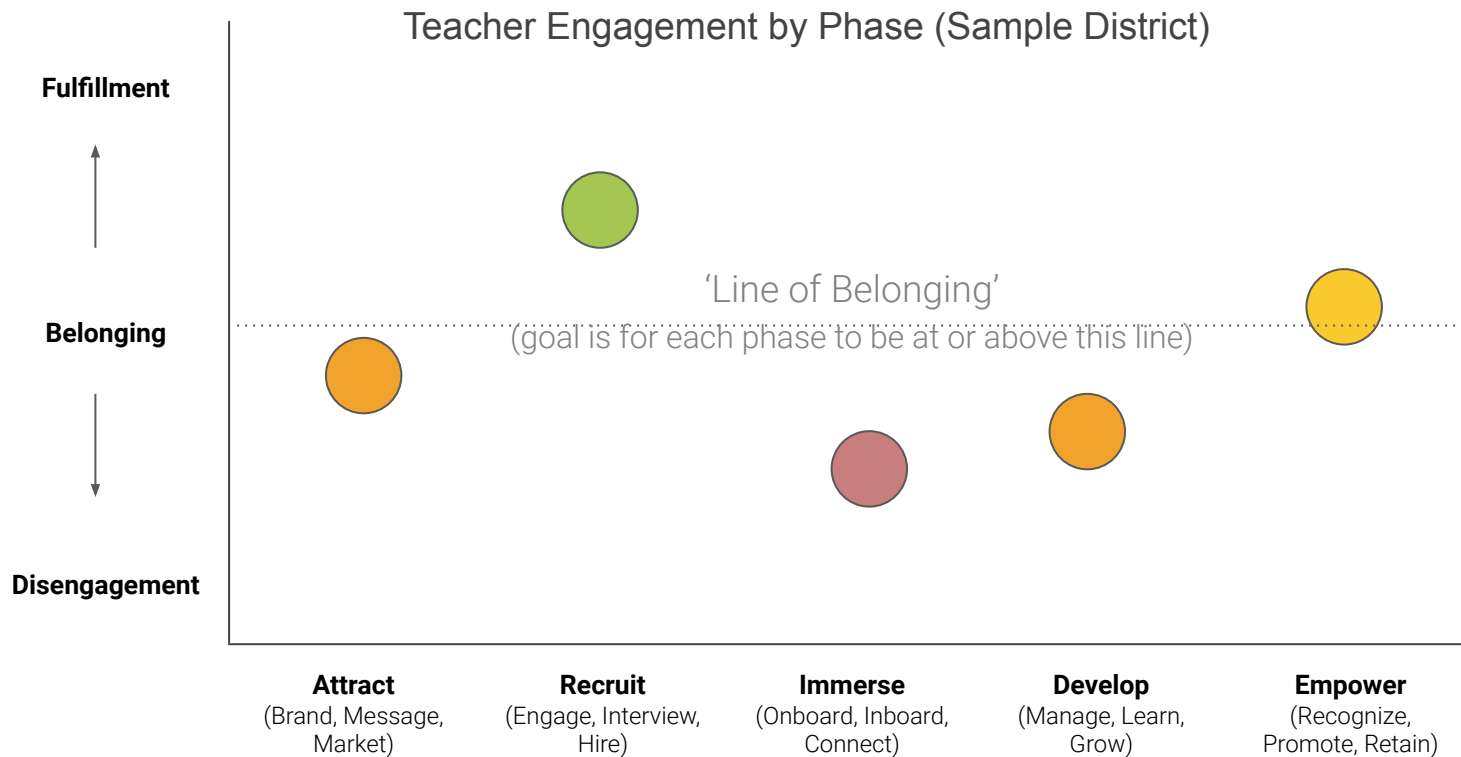
- Ariel Franchak, Reading Specialist

Teachers of color are leaving the profession at a higher rate than they are joining right now. Studies found the following main reasons...

- Dissatisfaction with school administration;
- Dissatisfaction with test-based accountability systems;
- Lack of mentoring and support;
- Racial isolation; and
- Lack of autonomy and influence.



Line of Belonging



Case Study: Denver Public Schools

TAKE
The Opportunity



CREATE
The Life You Love



MAKE
Your Mark

A GREAT CITY A GREAT JOB

BECOME
A Denver Teacher



MakeYourMarkDenver.com

Connect, Include, Create



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

Connect, Include, Create

STEP 1: Connect

Unpack the challenge by understanding the experience by those most deeply impacted

Figure 6.1. Percentage distribution of public school students enrolled in prekindergarten through 12th grade, by race/ethnicity: Fall 2000, fall 2015, and fall 2027

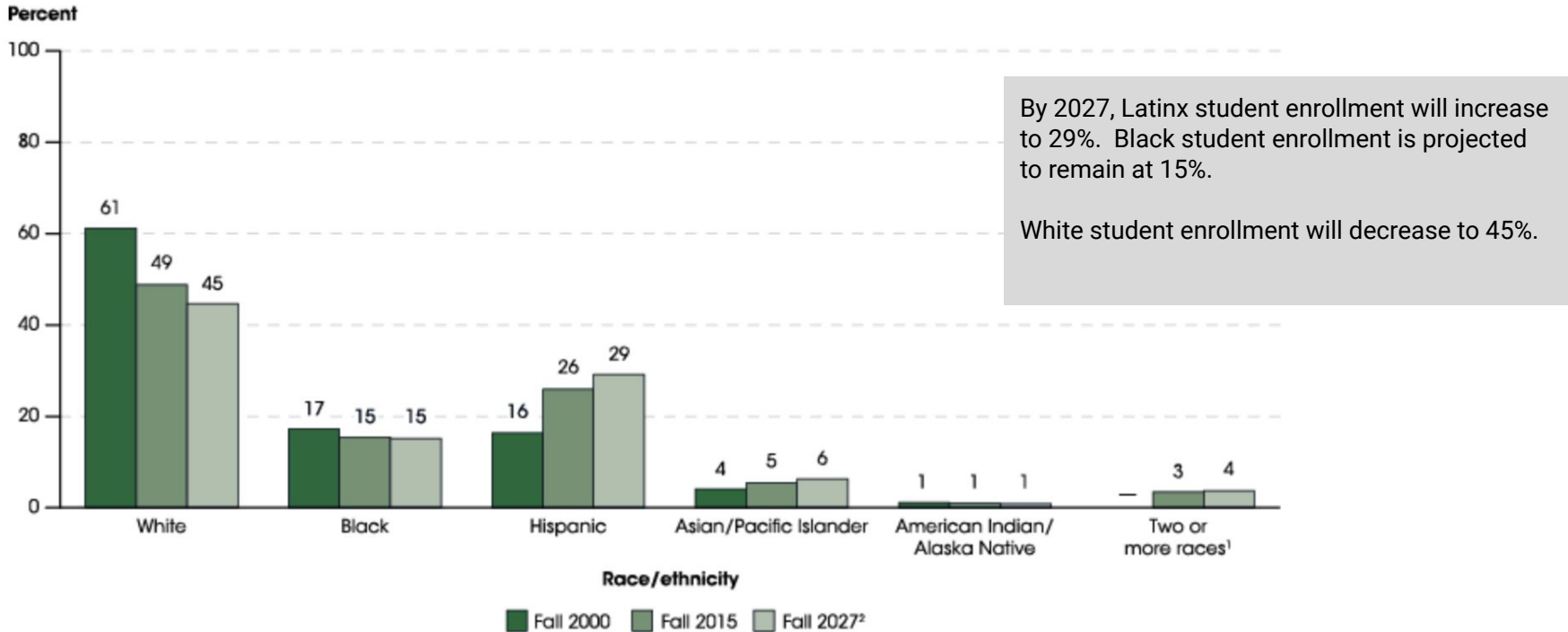
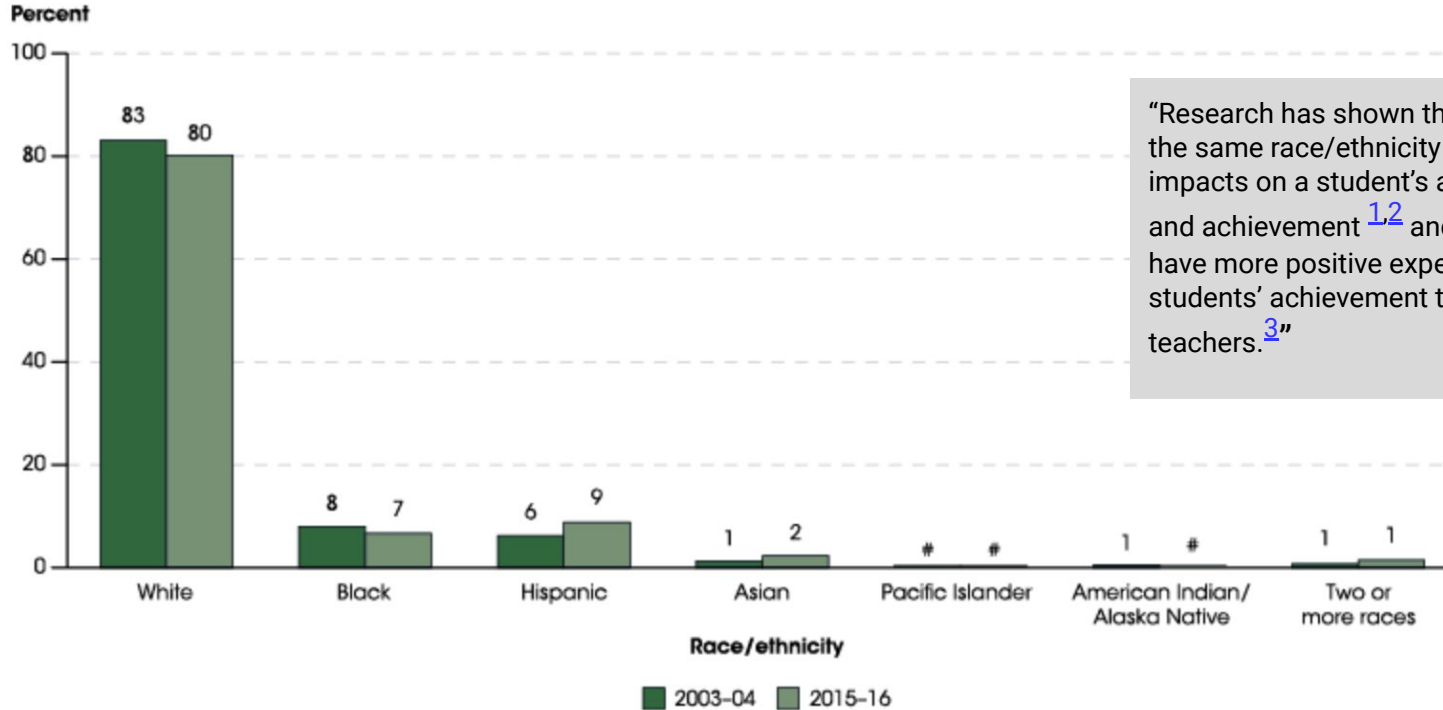


Figure A.1. Percentage distribution of teachers in public elementary and secondary schools, by race/ethnicity: School years 2003–04 and 2015–16



“Research has shown that having a teacher of the same race/ethnicity can have positive impacts on a student’s attitudes, motivation, and achievement ^{1,2} and minority teachers may have more positive expectations for minority students’ achievement than non-minority teachers. ³”

“You can pull a student out of a classroom – and I’ve not encountered the student – but as soon as they step out and see my face, as opposed to the other teacher or instructor, they feel comfortable enough to share some things that they might not have with the teacher of a different ethnicity.”

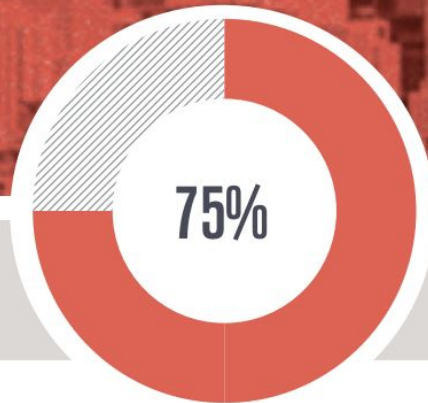
- A teacher commenting on connecting with students

DENVER STUDENTS NEED YOU

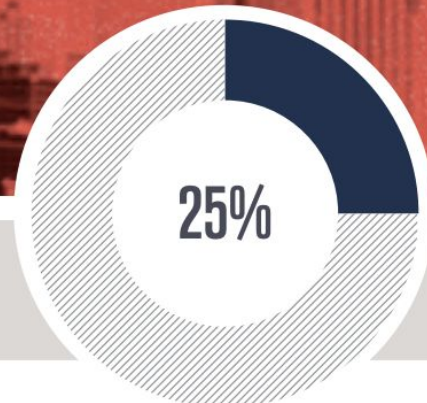
Denver students need **more** teachers and school leaders of color.

JOIN US IN DENVER AND

MAKE YOUR MARK



**MORE THAN
75 PERCENT**
of students in Denver are
students of color.



**YET JUST
25 PERCENT**
of our teachers are
teachers of color.

What You Can Do: Review teacher attrition data

Is teacher turnover higher in certain schools than others?



Is there a difference in teacher attrition by racial group?



Is this data being collected and analyzed each year? Each quarter?



What You Can Do: Review teacher recruitment & placement data

Are you tracking applications, interviews and placement of teachers of color?



In what schools are teachers of color being placed?



Are teachers of color isolated or in clusters of schools?



What You Can Do: Form problem statements, based on initial data



Only 10% of candidates who express interest in employment are Black, even though 50% of our community is Black

80% of our teachers of color are being placed at the same 3 schools, leaving other teachers isolated from peers who share the same race or ethnicity

Survey data shows participation in and quality of our new teacher mentoring program varies greatly by campus

50% of our teachers of color leave before their 5th year

What You Can Do: Dig deeper through interviews & focus groups

Why did you join?

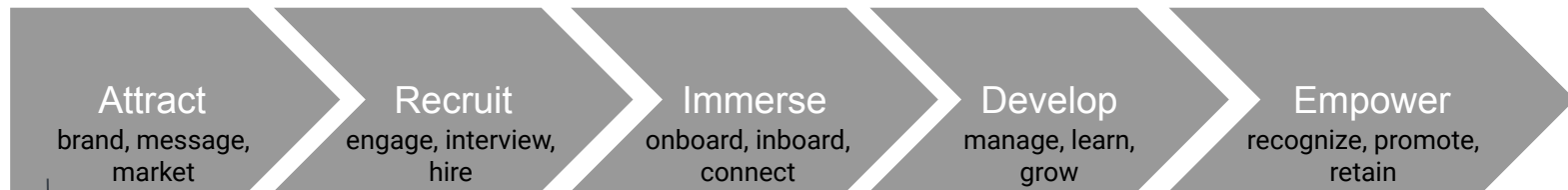
Why do you stay?

Why might you leave?

What makes you feel included in your school community? Excluded?

Describe your day to day experience. What do you enjoy? What is most challenging?

What You Can Do: Reframe the problem statements



Only 10% of candidates who express interest in employment are Black, even though 50% of our community is Black

Initial framing

“The teachers and leaders on the website don’t really look like me.”

“I have some significant student loans, other employers in the area have programs to help me with these.”

“Teaching feels kind of isolating to me. You are in your classroom all day, not really working with others. I want to help the students, but I need a team to work with.”

Insights from interviews

“How might our recruiting materials communicate the current diversity of our teachers and benefits our district offers?”

Reframing



In the chat:

What is one challenge your organization is currently unpacking/needs to unpack?

STEP 2: Include

Include and elevate the voices of stakeholders at the margins

STEP 2: Include

- Bring voices to the table
- Empathize with the marginalized group
- Outline the success criteria for truly changing the system for equity

Whose voices have been traditionally excluded from the conversation?

Who are my users at the margins?

Who has the system or challenge failed to serve?

STEP 2: Include



*“The campaign is a collaboration between DPS teachers and school leaders, Denver-based charter management organizations teachers and leaders, the Denver Mayor’s Office, and local foundations to accelerate efforts to **substantially increase the number of teachers and leaders of color** hired and retained in Denver’s schools.”*

What You Can Do: Recruitment Website

Questions

- Whose voices have been traditionally excluded from the conversation?
- Who are my users at the margins?
- Who has the system or challenge failed to serve?
- What has worked for you about our recruiting process? What has been challenging?
- If you had a magic wand, what would you want our website to look like?
- What would successful change in a new recruiting website?

Potential Learnings

- We are marginalizing potential candidates of color, before they even apply
- Our benefits are not being prioritized and communicated clearly
- There are barriers to applying and learning more about open teaching positions (e.g., time of interviews, transportation)



In the chat:

Who are stakeholders at the margins that are currently not a part of your decision making?

STEP 3: Create

Design prototypes that create equitable outcomes for ALL students

What You Can Do: Consider Magnitude of Change

Example Challenge: How might we create a virtual master schedule to ensure success in engaging students with highest failure rates?

- **Small Tweaks** - Provide students with highest failure rates with additional synchronous check-ins with teachers and staff
- **Big Shifts** - Provide students with the highest failure rates options to engage in pace, path, place and point of contact. Consider offering students a choice about which teachers they connect with in virtual class or office hours and when.
- **Aspirational Changes** - Master schedules are created to alter the pace, path, place, and point of contact based on individual student needs to match learning styles with learning venues

(Small) Define your EVP

How might our recruiting materials communicate the current diversity of our teachers and benefits our district offers?





- Consider how early stages of the candidate experience embody values of diversity, equity and inclusion
- Tailor your messaging to better communicate value to marginalized candidates

	Traditional Employee Value	Equity-Driven Employee Value
Social	Is it a fun place to work, with talented people and a great culture?	Is it an inclusive place to work, that has built space for folks with different identities?
Interest	Is it an interesting place to work, with challenging but achievable goals?	How do we bring multiple and garner different perspectives around challenges and potential solutions?
Development	Are there opportunities to grow and advance professionally?	Are there pathways for teachers of color to advance and lead?
Leadership	Are leaders good, honest people, who inspire, trust, protect, enable and respect employees?	Are our leaders equity-driven? Do they model, propose, design/implement equitable policies and practices to promote diversity and inclusion?
Application	Is the work meaningful and does it invite the application of knowledge and skills?	How do value the different knowledge and skills that people bring to your school site?
Work/Life Balance	Are work arrangements flexible enough to achieve success on and off the job?	How do you set people up for success in and out of the workplace?

(Big) Mentoring and Intentional Professional Development

How might we provide more individualized and differentiated professional supports to new team members?

- Develop individualized onboarding and professional development pathways
- 1:1 mentors, clear support support roles, and structured professional development pathways
- Create opportunities for choice, interest, and mastery-based PD

Mentor Jill Thompson	First Week Buddy Justin Toomer	Office Manager Pam Nichols	DI Caretaker Monica Shah
Ensure new hires have a successful first 90 days with <i>EE Mentor Check-In</i>	This person will check in with you on your first day in the office (or first day working remotely.) They will continue to check in that week and beyond as fit.	Supports with all new hire paperwork, setting up accounts, and all things EE.	Serves as <u>communications</u> link for D&I team and keeps a pulse on team needs.
			

Onboarding Experiences Tracker | Onboarding 2019 ☆ 📄 🏠

File Edit View Insert Format Data Tools Add-ons Help Accessibility Last edit was made on March 2 by Kelly Freiholtz

100% \$ % 🔍 123 - Roboto 9 - B I U A ☺ ☹ ☰ ☱ ☲ ☳ ☴ ☵ ☶ ☷ ☸ ☹ ☺ ☻ ☼ ☽ ☿ ♀ ♂ ♁ ♃ ♅ ♇ ♈ ♉ ♊ ♋ ♌ ♍ ♎ ♏ ♐ ♑ ♒ ♓ ♁ ♃ ♅ ♇ ♈ ♉ ♊ ♋ ♌ ♍ ♎ ♏ ♐ ♑ ♒ ♓

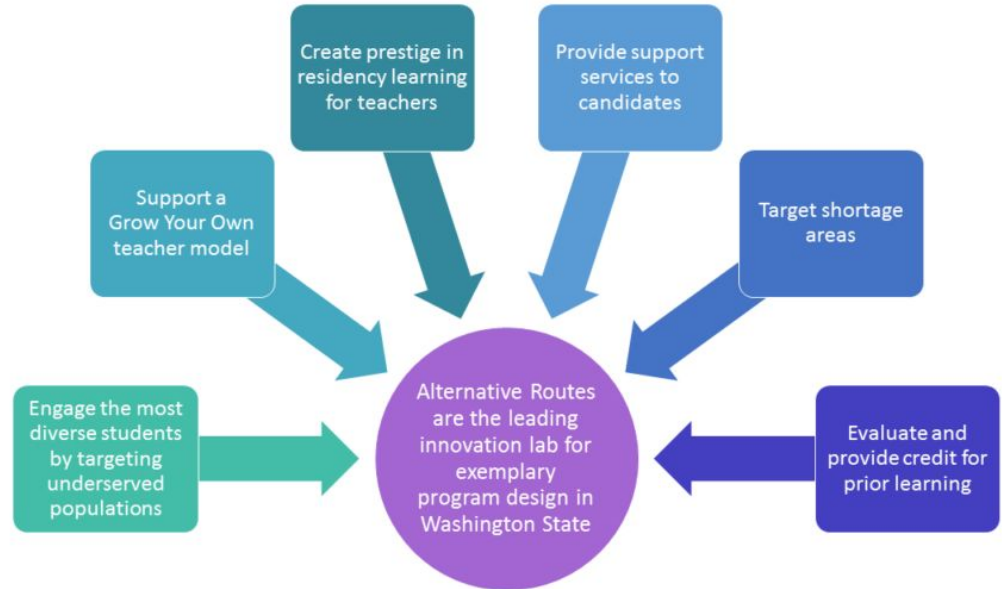
		Crystal Xu								Drew Schantz					
	PLAYLIST/MODULE	ONSITE				ONLINE				ONLINE			ONLINE		
		Build Knowledge	Learning Session 1st	Implement Learning	Onsite Status	Observed	Supported	Co-Lead	Lead	Build Knowledge	Learning Session 1st	Implement Learning	Onsite Status	Observed	Supported
P L A N & A L I G N	Create Project Plan or Calendar	☑	☑	☑	Scheduled	☐	☑	☑	☑	☑	☑	☑	-	☐	☐
	Project Kickoff Calls	☑	☑	☑	Scheduled	-	☑	☐	☐	☑	☑	☑	-	☐	☑
	Project Kickoff Meeting (in-person)	☑	☑	☑	Scheduled	☐	☐	☑	☑	☑	☑	☐	-	☐	☐
	Feedback to Math Team Plan & Align													-	
F O U N	Readiness Assessment Visits	☑	☑	☑	Scheduled	-	☑	☐	☑	☑	☑	☐	Need to Prioritize	-	☐
	Readiness Assessment Readout	☑	☑	☑	Scheduled	-	☑	☐	☑	☑	☑	☐	-	☐	☐
	All Hands: Foundations Workshop	☑	☑	☑	Scheduled	-	☐	☑	☑	☑	☑	☐	-	☐	☐
	District PL Council I (initial strategy)	☑	☑	☑	Scheduled	-	☐	☑	☐	☑	☑	☑	-	☐	☑
Feedback to Math Team: Foundations													-		
D E S I G N L A	PLA.I. Design	☑	☑	☑	Scheduled	-	☐	☑	☐	☑	☑	☑	-	☐	☑
	District PL Council II: Design + Launch	☐	☑	☑	Scheduled	-	☐	☑	☐	☑	☑	☑	-	☐	☑
	Design Review Call - District	☑	☐	☐	ed to Priorit	-	☐	☐	☑	☑	☑	☐	-	☐	☐
	Design Review Call - Schools	☑	☐	☐	ed to Priorit	-	☐	☐	☑	☑	☑	☐	-	☐	☐

(Aspirational) Build your local talent and pipeline

How might develop a workforce that better represents our local community?

“Grow Your Own” Initiatives

- Attract teachers from previously untapped sources within their local communities.
- [Develop quality teacher-career pathways](#) through local partnerships and community-based programs
- Provide incentives like college loan forgiveness for aspiring and current teachers seeking to serve in or earn certification in areas of high need.





In the chat:

What is one way your organization can prepare for the future of hiring by redesigning its recruitment and/or retention efforts?

Thank you!



- **What's Next? Small Group Discussions!**
Come join us as we discuss common problems of practice that are top of mind for you - ZOOM LINK
- **Can't stay? We'll miss you! But before you go...**
Please complete the closing survey:
edelements.com/hiring-closing
- **There's more to come!**
Be on the lookout for a follow up email with links to resources