



Addressing Inequalities: Preparing Your Organization for an Equitable Hiring Process

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!



Kim Stewart

Kim@edelements.com

@KS_edelements

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: Preparing your organization for an equitable hiring process

Session 2: Engaging Candidates in an Equitable Interview Process

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

Session Purpose and Objectives

- Identify where to start to begin moving toward an equitable process
- Understand how to intentionally build a hiring team
- Learn how to build a cohesive and reflective strategy

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

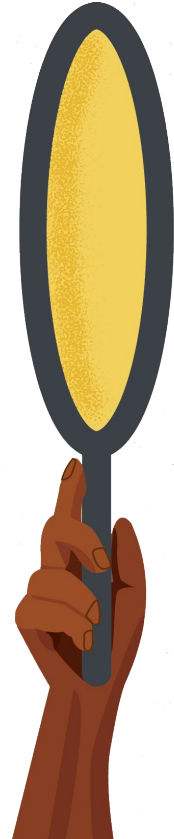


- Dissatisfaction with school administration;
- Dissatisfaction with test-based accountability systems;
- Lack of mentoring and support;
- Racial isolation; and
- Lack of autonomy and influence.

Start with Where You've Been

Start with a review of your current hiring practices.

- What has worked well for your district?
- What has not worked well?
- Some Considerations
 - Hiring team, recruitment network, hiring practices, accommodations in the process
 - What biases have been seen or experienced in your district?
- Don't make assumptions.
 - Do you have data? Can you get information from all current staff on their experience with your hiring process?



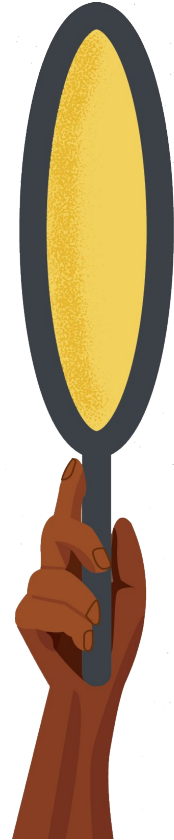
Sample Indicators from our Audits

- What are the demographics of hiring teams? What are the demographics of your community?
- What are the demographics of your current staff?
- What relationships do you have with community organizations and how do you engage them beyond recruitment efforts?
- What job boards do you use for advertising and how are they DEI oriented?
- What accommodations do you offer candidates? (e.g. Childcare reimbursement, travel stipend, virtual interview)
- How often do you revisit your hiring pipeline to identify opportunities to diversify your talent pool?

Start with Where You've Been - Tips

How might you reflect on your hiring process?

- Conduct an internal audit. This is best done by someone who is not directly involved in the hiring process. For example, EE conducts hiring audits with districts.
- Administer an anonymous survey or focus groups. It's important to give people space to share feedback frankly
- Review your recruitment data. Where are most of your candidates hired from? Do you have demographics on application and offer rates?



Discussion:

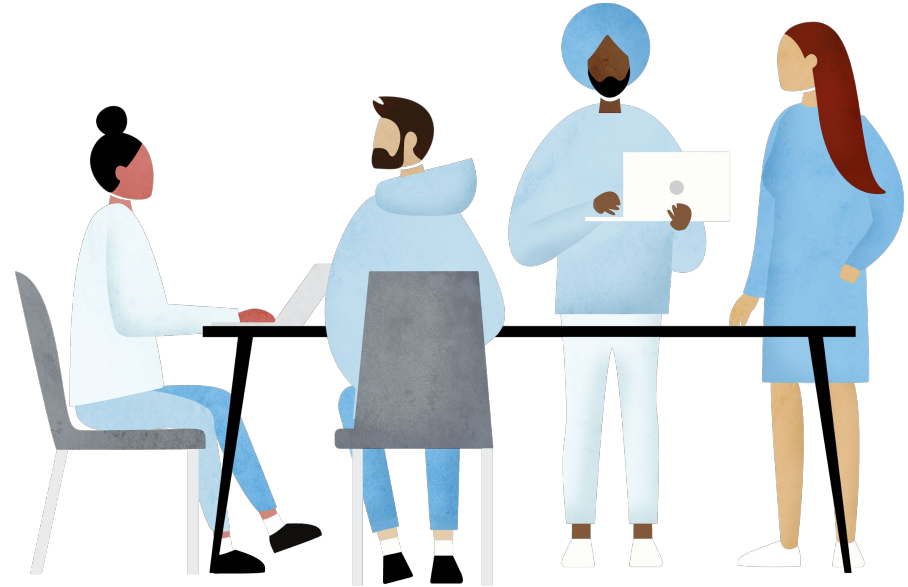
How have you begun reflecting on your current practices?

What challenges have you identified?

What topics are you curious to know more about?

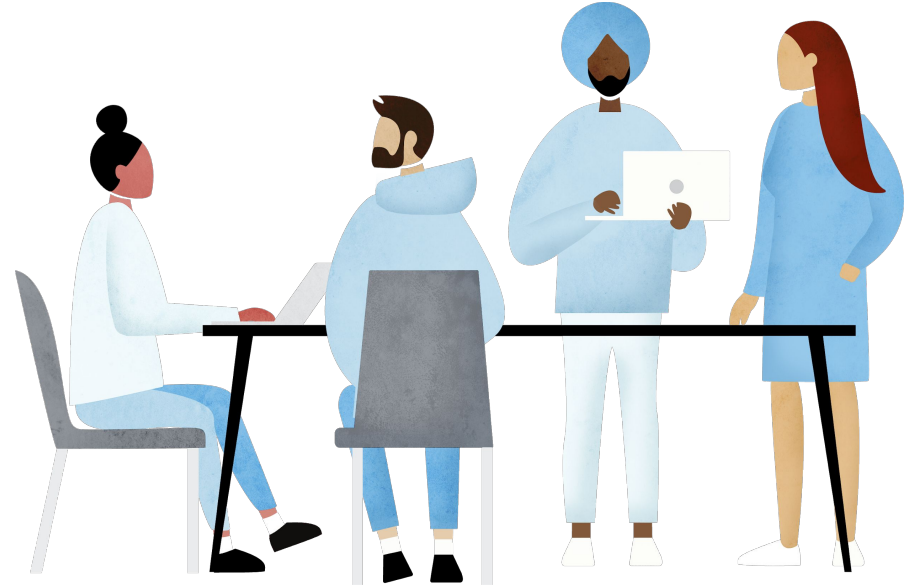
Build Your Hiring Team With Equity At The Forefront

- Invite diverse voices to participate to represent your community.
 - Do **NOT** tokenize.
 - **DO** reflect on voices that have historically been underrepresented in the hiring process.
 - Consider who the new hire will interact with regularly and invite them to participate.
 - Set internal goals (e.g. how representative your hiring team will be)
- Decide on roles
 - This helps add structure so that everyone has an active voice.
 - Who will lead certain parts of the interview? Who will be the primary contact person?
- Ensure everyone is trained in anti-racism and unconscious bias
 - Note that this is just a first step to combatting discriminatory practices; deep organizational reflection and culture shifting is required to have a real impact.
 - Identify partners and resources to effectively lead training



Build Your Hiring Team With Equity At The Forefront - Tips

- Reflect on who has typically been involved and who has been left out.
- Hiring teams should amplify diverse voices and reflect your community.
- Align with your hiring team on equity-oriented objectives (e.g. everyone will complete anti-racism training, all members are given specific opportunities to speak/engage)
- Sample roles might include primary applicant liaisons, rubric developer, team discussion/debrief leader, coordinator



Discussion:

What are some ways you've worked to create an equitable hiring team? What roles exist in your organization for hiring?

Determine Your Approach To Outreach

- What community organizations or universities do you have relationships with? How can you connect with more diverse organizations?
 - Reminder - you should **NOT** tokenize organizations. Recruitment should be part of a broader effort to build relationships in your community.
- Where will you post jobs and what information are you communicating?
 - Identify where and how you will market.
 - Include language on job postings to make your stance on DEI clear.
 - Share your value proposition - what are you bringing to the table? What makes your district a great place to work?



Determine Your Approach To Outreach - Tips

- Begin building long-term relationships so that you are not reaching out to HBCU's or HSIs only when you have an 'ask'
- Identify any DEI-oriented professional organizations that you want to connect with.
- Workshop your value proposition. For example, EE has worked with districts to help them clarify the EVP of their individual schools to help potential new hires understand context.
- Some places to consider advertising: professional organizations with DEI focus, community centers or job fairs, diversity-oriented job boards



Discussion:

Where do you primarily source candidates?
What are some new sources you might leverage?

Build a Cohesive Recruitment Strategy

- Process to prevent barriers
 - How are you screening resumes and cover letters? What clear and objective measures are you evaluating?
- Determine your timeline
 - How and when are you engaging candidates?
 - How are you keeping them informed of your decisions and updates?
- Ensure there are opportunities to connect informally
 - Create inclusive spaces for candidates to engage with your team informally. This should **NOT** be evaluative but rather an opportunity for candidates to get to know more about your district.



Plan For A Retrospective

- Learn from Candidates
 - How can you continue to learn from candidate experiences?
 - Invite feedback from all candidates - hired, not hired, chose not to continue
 - Utilize follow up surveys, interviews, recruiting websites
- Learn from your team
 - How can you learn from internal members of hiring teams?
 - Did everyone feel their voice was heard?
- Plan for change
 - What are you going to do to take action on the barriers that you've identified?
 - Identify changes that need to take place (e.g. now, new, next)
 - Prioritize (prioritization matrix)
 - Make a timeline
 - Define accountabilities



Discussion:

What step are you ready to take?

Thank you!



- **What's Next? Session 2**
Stay put for workshop session 2 -
Addressing Inequities:
Engaging Candidates in an Equitable Interview
Process
- **Before we begin, take a break!**
The next session will begin at
12:50 feel free to turn off video and
take care of your needs until then!



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Baltazar Benavides
Baltazar@edelements.com

@baltobenavides

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Session Purpose and Objectives

- Discuss interview structures and their related threat of bias
- Understand an approach for building structured interview questions
- Evaluate bias risks and design to mitigate them



*How might we be
introducing bias to
the process?*

What are the major components of selection interviews?



Decide what **competencies** are desired in the role

Gather data on applicant's competencies and qualifications

Judge applicant on competency dimensions

Make selection **decisions**

Evaluate interview process on performance in selecting applicants

Ways to Navigate this Process

Unstructured Interviews

A flexible approach to interviewing with no predetermined structure for questions asked to candidates. The conversation can flow naturally and offers the interviewer a chance to steer the conversation in directions as they see fit.

The open format of unstructured interviews makes them adaptive, allowing the interviewer to probe for deeper understanding and seek clarification.

Structured Interviews

A systematic approach to interviewing where you ask the same predetermined questions to all candidates in the same order and you rate them with a standardized scoring system.

Structured interviews are easy to quantify and replicate which makes them well suited to test for reliability. They are also easier to train interviewers with and faster to conduct.

Unstructured Interviews

Personal beliefs of the interviewer

Unstandardized information driven by impressions

Evaluate based on general traits

Noncompensatory and intuitive judgment of general fit

Subjective, casual observation of hiree performance

Process Components

Decide what **competencies** are desired in the role

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Structured Interviews

Formal job analysis identifying KSAOs

Standardized search for information measuring for KSAOs

Quantitatively evaluate separate KSAOs

Choice based on rational consideration of costs & benefits

Empirical validation of hiring decisions against job performance

Structured interviews are twice as effective as unstructured interviews.

- Allow for greater **objectivity**
- The more structured the more **job-related**, only evaluate competencies that align to and predict job performance
- Friendlier to **equal opportunity** since all candidates face the same questions in the same order
- Work well in **team hiring environments** and group interviews where individual biases are less likely to interfere
- Organizations that use structured interviews can **defend** themselves better in court

**Where might there be threats for bias
in your current interview structure?**

Design Consideration

Many **variables** inform whether interview processes are designed by districts, by individual schools, or shared.

The process you operate your interviews with has **large-scale implications** for recruitment and retention, teacher and otherwise.

Effective hiring systems design interview processes with those who identify distinctions and share decision-making power.

Building Your Structured Interview

Role Competencies



Interview Questions



- Aligned Question 1
- Aligned Question 2
- Aligned Question 3

Question Assessment

- Aligned Question 1
- ✓ Possible Evidence A
- ✓ Possible Evidence B
- ✓ Possible Evidence C

1 ↔ 5

Identifying + Defining Competencies

Competencies are sets of skills, knowledge, abilities and attributes—characteristics—that enable people to successfully perform jobs. (Carol Spicer, [SHRM](#))

Teachers are members of learning communities (National Board Proposition)

Anecdotal priority shared by current teacher + member of hiring design team

“Co-planning is a constant among effective teachers.”

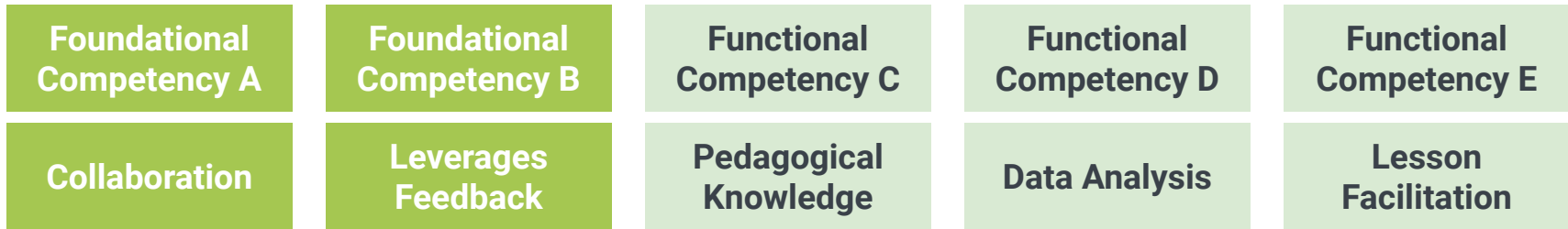
Collaboration

Displays cooperative spirit and mutual respect, contributes to shared growth and success, leverages teammates to design + adapt effective instruction

- Review [national](#), state, and local standards
- Leverage personal experiences in the role on your design team
- Survey stakeholders for input (Teachers, School Leaders, etc.)
 - What skills and attributes to classroom teachers need?
 - What skills and attributes do our strongest teachers possess?
 - What skills or attributes do we want to specifically deepen or add to our team?
- It is critical to define these competencies once they are identified

Organizing your Competencies for Hiring

Core Organizational Competencies	Essential aspects of your district/school purpose, function, and strategy, These should align to your organizational core values Ex: student-centered decision making, continuous improvement, etc.
Foundational Competencies	Skills, knowledge, abilities, and other attributes that contribute to effective district/school performance, regardless of role Ex. teamwork, initiative, communication, etc.
Functional Competencies	Specific abilities or skill areas that contribute to successful performance in the identified role. Ex. lesson planning, instructional coaching, etc.



Competency-Aligned Questions

- Flare then focus
- Build within each competency
- Phrase your questions to be open-ended
- Draft your own + draw inspiration from question banks

Interview Question Bank from Workable

HR TOOLKIT | HR TEMPLATES

Ask the right interview questions, hire the right candidates

A good candidate experience has pace as well as precision. Move swiftly from sifting to evaluating with our suite of 390+ sample interview questions. Rich, researched and ready to go when you are, they'll keep momentum and your team approach consistent, fast and fair.

Skills-based interview questions

Adaptability interview questions	Analytical interview questions	Attention to detail interview questions
Change management interview questions	Coding interview questions	Communication interview questions
Competency-based interview questions	Confidentiality interview questions	Conflict management interview questions
Critical-thinking interview questions	Decision-making interview questions	HTML interview questions
Leadership interview questions	Management interview questions	Presentation interview questions
Prioritization interview questions	Problem-solving interview questions	Programming interview questions
Sales interview questions	Soft skills interview questions	Strategic-thinking interview questions
Stress management interview questions	Team player interview questions	Technical interview questions

Choosing Your Questions

- Filter questions for bias
 - **Relevance:** Is the answer to the question related to job duties? YES
 - **Accessibility:** Can the question apply to all candidates, regardless of experience? YES
 - **Subjectivity:** Can the quality of the answer be evaluated objectively? YES
 - **Inclusion:** Does the question introduce risk for cultural bias? NO
- Choose high impact questions + sort them into interview stages
 - Balance competency questions across interview stages - skew for more functional competencies early
 - **Simulate** interviews to determine if you need to make adjustments for time
- Determine criteria for responses (possible evidence)
 - What evidence demonstrates each possible score
 - Can take many forms: [rubric](#), interview scorecard or [evaluation form](#)
 - This is a common step teams leave out of their process and it is critical for **reliability**
- You have to have all these pieces to be ready to use them in the structured interview process
 - Train your team

Effective and equitable interview questions are like high-quality research. They are valid and reliable in evaluating all candidates.

- Interviewing is a **research process**
- Before researching people to fill a role, it is important to identify the **competencies** necessary for success in it
- **Valid** questions objectively measure the functions needed in the role and are accessible to all candidates
- **Reliable** questions measure for the same predetermined evidence to allow for comparisons between candidates

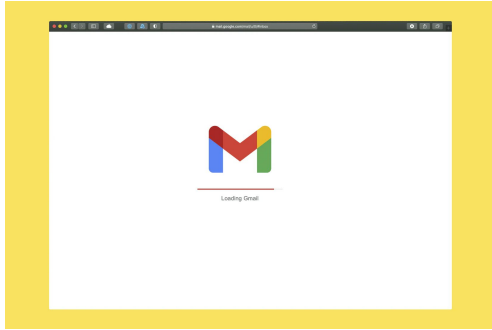
How do you design your interview questions?

How valid/reliable are they?

An iceberg floating in a blue ocean. The tip of the iceberg is above the water line, and the much larger base is submerged below. The text is overlaid on the iceberg.

WHAT WE SEE, FEEL, HEAR

EVERYTHING THAT DRIVES THE WHAT



Unconscious (Implicit) Bias

unconscious bias.

A social stereotype about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing.

- **More prevalent than conscious prejudice** and often incompatible with one's conscious values
 - “Not us though” | Harvard's [Project Implicit Test](#)
- Certain **scenarios can activate** unconscious attitudes and beliefs
 - Biases may be more prevalent when multitasking or working under time pressure (hiring scenarios)
- Unconscious bias **may be impossible to eliminate** from an individual's thinking
 - Much can be done to mitigate its impact on managers & supervisors employment-related decision-making

Knowns

- 1 We can design **equitable** interview processes
- 2 Unconscious bias **exists** (always)
- 3 Unconscious bias **exists within** our equitable interview processes
- 4 Unconscious bias is a **system-wide threat** requiring consistent **system-wide response**

Commons Forms of Bias in Hiring

Conformity Bias

If an individual feels the majority of the group are leaning towards/away from a certain choice, they will tend to go along with the group, rather than voice their own opinions.

Halo or Horn Bias

We globalize 1 positive or negative characteristic resulting in an artificial overall positive or negative evaluation regardless of actual skills/abilities.

Confirmation Bias

When we make a judgement about a person, we look for evidence to back up our opinions because we want to believe we're right and that we've made the right assessment.

Similarity Bias

We surround ourselves with people we feel are similar to us. In terms of recruitment that may mean that we are more open to hiring individuals we see parts of ourselves in.

Surfacing and Addressing Bias

- The first step to minimize the impact of unconscious bias is to **be conscious of it**. It's not a matter of eliminating all bias; **it's a matter of interrupting bias** when it sneaks into our hiring and promotion practices and other actions. - Liani Reeves

Start with Ourselves

- Notice your preferences and develop awareness of historical associations
- Visually capture this and return to it regularly throughout the process

Checkpoints

- Start with raising individual + team bias among your interview team in safe environments
- Pre-Post Engagement surfacing for interviewers

Protocol your Processes

- Question creation filter
- Criteria for responses
- Rubric or Interview scorecard
- Objective (non-advocating) hiring decision facilitator

- Design **beyond mitigating bias** and toward **diversifying your teacher workforce**
 - Research shows increasing the diversity of the teaching force is a crucial component of a comprehensive strategy for addressing the opportunity gap

Intentional Interview Design

- The pandemic accelerated innovation in **creating more flexible interviews**
 - Virtual interviews deter additional costs (such as child-care and transportation)
 - If your process requires candidates to be in-person, consider subsidizing these
 - Educator roles flexed quickly - look internally (support staff, etc.) for teacher candidates
 - Even as we continue to transition back to working in-person, these adjustments should be leveraged to help make the interview process more equitable moving forward

- The impact of connecting candidates with **representative teams**
 - Offering at the outset to all candidates: would you like to connect with folks informally
 - Provide settings with teams and ensure shared understanding that it is non-evaluative
 - Avoid the temptation to use informal time to evaluate candidates (unstructured)
 - Inform their decision - connect candidates informally with others they may work with
 - Use this time to offer them a clearer picture of what it's like to be a part of our school



Embrace bias
as a part of
your process
and keep it
close. Design
beyond it.

- Everyone holds **unconscious beliefs** about various social and identity groups
- There are **many forms** of bias that threaten the reliability of our interview process
- Starting with ourselves, embedding bias checkpoints, protocoling our processes are **ways to mitigate** bias
- Design for a **diverse** teacher workforce
- Leverage **innovative practices** and seek to best **inform candidates' decisions**

How do you mitigate bias in your interview process?

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 - edelements.com/hiring-closing
- **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

Hiring Decision-Making

- Measure candidate assessment across competencies
- Protocol groups discussions with an assigned objective facilitator
 - Objective means objective
 - Active bias checking with a safe process
 - Rotate sharing order to avoid anchoring power
 - Note talk time when possible
 - Propose decisions
- Legal Guidelines
 - It is illegal for an employer to discriminate against a job applicant because of his or her race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, age (40 or older), disability or genetic information
- Impact of Process Design
 - Status quo of your hiring outcomes, perceived fairness, support for diversity policies, and prejudice

Three Sources of Data in the Interview Process

- Commit to analyzing and reacting to the data within a given timeline, before the process starts
 - Balance what you can change in the short + long term

Candidate Assessment	<ul style="list-style-type: none">● Are there competency trends among your hired candidates?● Extend your involvement to include early and sustained success in the role (measure the effectiveness of your process)
Candidate Feedback	<ul style="list-style-type: none">● What can candidates help you learn about your process?● Name this outreach and it's expected timing for feedback to all candidates at the beginning of the process to increase response rate and validity● Survey candidates after all hiring decisions have been made
Interviewer Feedback	<p>Specific abilities or skill areas that contribute to successful performance in the identified role. Ex. lesson planning, instructional coaching, etc.</p>

“Data + Decision Making”

There are many ways to start solving for the challenges we discussed today.

What approaches are your team taking?

Impact of Hiring Policies

- Your district likely has many goals when it comes to recruiting teachers, all directly or indirectly supporting better outcomes for students
 - Improving outcomes for underrepresented groups
 - Reducing prejudice and stereotyping
 - Increasing support for diversity policies
 - Fostering strong intergroup relationships