



# Hiring for Equity and Pathway Programs

Mary Bradbury Jones  
November 23, 2020

- Short-Term versus Long-Term Plan
- Accomplished this spring
- Hiring For Equity Report to 2020-2021

# What we have done

## Revise the job description:

- Add Multicultural Competency to Skills section.
- Add "experience working with diverse students preferred" to requirements section.
- Add position statement to job posting that illustrates we are focused on diverse candidates.
- Add Bilingual preferred to all job postings.

**Be more intentional with the make up of hiring committees - Requiring a diverse mix.**

**Add Essay questions to the application where the candidates discuss their experience working with diverse populations.**

**Revise Interview questions that address ones multicultural competency and that has them discuss their experience teaching children of color, challenging racism, etc.**



# Parkrose Pathway Programs

*Grow Your Own*

# Topics Covered

- Purpose
- Variables Necessary for Success
- How

# Purpose

- To increase teachers and administrators of color.
- To prepare for hard to fill positions.
- To prepare for teacher shortages.
- To support current employees with the goal of becoming a teacher.

# Benefits

- A more diverse teaching staff.
- Reduce the amount of time Principals spend hiring – allowing you to put more time into filling positions outside the pathway process.
- Results in stronger teachers from the onset – onboarding accelerated; less “management”

# Variables Necessary for Success

- Candidate engagement
- Open positions when candidate completes
- Involvement of Principals, Teachers, Specialists and Unions
- Flexibility with employee moves [or temporary hires]
- Flexibility if schedules are change and/or are interrupted
- Hosting Student Teachers – especially from PSU
- Identifying people for programs; recommending employees
- Funding for tuition assistance, technology, student teaching
- Options for “income” - event managing, coaching, tutoring, etc.
- Variety of Educational options



# How

- Tracks
- Funding
- Rigorous Process
  - Requirements to meet
    - Current Education status
    - Experience with kids
    - Good standing in current position [and throughout the program]
  - Application
  - Supervisor approval for certain ones
  - Essay
  - Interview
  - Letters of recommendation
- Advisory Committee

# Tracks

1. "Residency Teacher Pathway Program" - District initiated, Emergency License, Teach/Program – 1 year.
2. "Teacher Candidate program" – employee initiated, multiple "spaces"
3. "Diverse Pathway Program" - employee or district initiated – rigorous process, limited spaces
4. Teacher Cadet Program - HS to Teaching License - Phase 2
5. Administrator Pathway - Phase 2

# Teacher Candidate Program

Apply, accepted and if hired by the district, placed at Step 2 or 3 on the salary table - perhaps depending on level achieved. Unlimited spots.

Level 1 = X number of points. Step 2 on salary table  
Level 2 = X number of points. Step 3 on salary table

Service to district - X numbers of volunteer hours - Avid Tutors, Volunteer Coach, Chaperone Activities

Length of program - if engaged in an one year accelerated program - X number of points....

Development Units - X number by engaging in the following:

- Come to Inservice week if possible (non employees) and introduce at Opening Ceremony
- Team teach a class
- Attend a school PD event
- Attend a board meeting
- Safe Schools modules
- Shadow an administrator
- Rotation to learn about the various areas - SPED, Counseling, ELL,
- Attend topic focused events - RTI, Avid, PBIS, etc.
- Meet with Mentor regularly

# Financial Supports

- Student Investment Account
- Meyer Memorial Trust
- MESD Grant Application

# Next Steps

- Meet with other stakeholders – seek feedback to inform the final plan
- Finalize the details/process
- Finalize the forms
- Present plan to Administration
- Hold first orientation

# Questions/Feedback

- What questions do you have?
- What is positive about it? Good about it?
- What is negative about it? Concerns?  
What could go wrong?