WORKING DRAFT

Working Title: "RECRUITNG, HIRING, RETAINING, AND & PROMOTING FOR EQUITY TO CREATE AN EQUITABLE AND INCLUSIVE ORGANIZATION"

GE – AR EQUITY POLICY

AA-AAA Equity Policy and Lens

PARKROSE SCHOOL DISTRICT

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INTRODUCTION

The Parkrose School District believes that racial, cultural and ethnic diversity is a strength for our community. We value equity as a top school district commitment. Equity ensures that all students have an opportunity to reach their fullest potential. It closes the achievement gap and supports our district vision:

"All students read and think critically at high levels, graduating college and career ready".

Parkrose School District Mission

The mission of Parkrose School District is to close the achievement gap by preparing all students for college readiness and success in a global society.

We believe that it is our moral obligation to empower the Parkrose Community by embracing, accepting and reflecting our diverse cultures, which includes hiring a work force that is as diverse as the students and families that live in Parkrose.

Finally, we believe that Parkrose School District has the obligation to use its power in order to change society as a whole beginning with the people that live and work in Parkrose. To that end, we will create, implement strategies & practices and hold the district accountable for hiring a work force that is as equally diverse as the students it serves.

Human Resources Mission

The most important resource for providing a premiere education for the students of Parkrose is the employees of the Parkrose School District.

The Goals of the Office of Human Resources are to:
- Successfully attract, employ and retain highly skilled employees,
- Promote a safe, respectful and professional environment,
- Provide high quality services to all employees, and
- Administer fair and consistent personnel practices in support of the District mission.

We accomplish our goals in a variety of ways but one strategy is to create an Inclusive and Multicultural organization.

Inclusive Workplace

An inclusive workplace is one that values the individual and group differences within the organization. It embraces the diversity of backgrounds and perspectives of the employees, which in turn increases their talent, innovation, creativity and contributions.

According to the Gallop organization, "the greatest sources of satisfaction in the workplace are internal and emotional." People want an organizational culture provides clear and consistent expectations, cares for them, values their unique qualities, and supports their growth and development (Fast Company, 2000)

A Multicultural Organization

Based on the pioneering work of Bailey Jackson and Rita Hardiman, a multicultural organization is one that….

1. Has a clear **commitment** to creating an inclusive organization
2. Seeks, develops, and values the **contributions and talents of all employees**
3. Includes **all members as active participants** in decisions that shape the organization
4. **Employs diverse social and cultural groups** throughout all levels of the organization, and **demonstrates the multicultural competencies** to serve the increasingly diverse populations
5. **Acts** on its commitment to **eliminate** all forms of **exclusion/discrimination** within the organization, including racism, sexism, heterosexism, ageism, classism, ableism, religious oppression, etc.
6. Follows through on **broader social and environmental responsibilities**

What is Diversity?

Diversity is the recognition and acknowledgement of individual differences such as education, age, gender, sexual orientation, ability or disability, religion, ethnicity, culture, language, or any other characteristic that shapes an individual's attitudes, behaviors, and perspective.

What is Employment Equity?

Employment equity is ensuring that the recruitment and selection process is fair and equitable so that the appropriate qualifications of each candidate are the only criteria upon which a hiring or promotion decision is made. Employment equity involves hiring the most qualified candidate for any open position while ensuring that the hiring process and the qualifications required for each position are fair and equitable for all persons. Moreover, employment equity means that candidates are not advantaged or disadvantaged whether an individual is from the dominant group or a marginalized group.

What is Racial Equity?

Fair and just distribution of resources and opportunities for individuals, culturally specific business and CBOs and economic and social systems that are sustainable and that sustain all people;

Meaningful engagement of communities of color in planning, decision making and evaluation that support shifts in perception, paradigm, and demonstrated values;

Authentically embodying racial equity and empowerment principles (including transformative and non-traumatizing practices) in planning, decision-making, implementation and evaluation; and

Bold and courageous long term commitment to unearthing racism's root causes and addressing barriers to racial equity in and between individuals, institutions, and systems.

Source: Office of Diversity and Equity for Multnomah County, Oregon

WHY IS IT IMPORTANT TO FOCUS ON EQUITY & INCLUSION?

It makes a difference for our kids, it lifts up and supports the community, and it helps shape an inclusive organization for our employees.

Benefits to Children

There is a variety of research spanning all of Education from K-12, to Community College, to Higher Education that illustrates and supports the value diversity brings to the learning environment.

The assignment of a student, particularly a student of color, to a demographically – similar teacher affects:

- student reports of personal effort,
- happiness in class,
- feeling cared for and motivated by their teacher,
- the quality of student-teacher communication, and
- college aspirations(Egalite & Kisida, 2017).

Evidence shows that learning in diverse environments improves critical thinking and leadership skills for all students. "By contrast, institutions that have a homogenous community and replicate the social life and expectations of their students' home communities are more likely to impede personal and intellectual development because students are not challenged in these ways" (Milem & Lising, 2005).

Third grade black and white students randomly assigned to racially similar teachers saw improved math and reading test scores by roughly two to four percentile points (Dee, 2004).

According to research published in the Institute for Labor Economics, "we show that assigning a black male to a black teacher in third, fourth, and fifth grades significantly reduces the probability by 39% that he drops out of high school, particularly among the most economically disadvantaged black males. Exposure to at least one black teacher in grades 3-5 also increased the likelihood that persistently low-income students of both sexes aspire to attend a four- year college" (Gershenson, Hart, Lindsay, & Papageorge, 2017).

At the community college level, faculty and staff diversity correlates with success of historically marginalized students (Williams, 2000)

The racial diversity of students in 31 of Oregon's school districts – ranges between 40 – 83 percent of the overall K-12 student body.

Conversely, the racial diversity of teachers in those same 31 districts ranges from zero to 28% with most less than 10%

At Parkrose, in 2016 – 2017, 66% are students of color with 11% of teachers of color.

Benefits for Employees

Diversity leads to increased innovation and creativity.

Diversity of thought has shown to breed creativity and drive innovation helping to solve problems.

Multiple voices, perspectives, and personalities bouncing off one another can give rise to out-of-the-box thinking. By offering a platform for the open exchange of ideas, organizations can reap the biggest benefits of diversity in the workplace.

Diverse teams perform better.

"Cognitively diverse teams solve problems faster than teams of cognitively similar people, according to 2017 research *Harvard Business Review*. The researchers noted that, while many organisations might already be cognitively diverse, "people like to fit in, so they are cautious about sticking their necks out. When we have a strong, homogeneous culture, we stifle the natural cognitive diversity in groups through the pressure to conform"(Lewis & Reynolds, 2017)

In addition, diverse teams have also been found to make decisions 60% faster than non-diverse teams(People Management, 2017)

There is more opportunity for personal and professional growth in diverse settings.

> "Fundamentally, an inclusive and culturally diverse business will attract talented, and globally minded professionals who will appreciate the opportunity for personal and professional growth.
>
> A diverse set of colleagues can be professionally enriching. Working across cultures can be a truly enriching experiencing, allowing others to learn about perspectives and traditions from around the world. Bonding over similarities and differences can help you to become a global citizen, abandoning prejudices or an ethnocentric world view—something that is increasingly valuable"(Hult Business School, 2017)

HOW DO WE DO THIS?

> *Truth is by nature self-evident. As soon as you remove the cobwebs of ignorance that surround it, it shines clear.* ~ Mahatma Ghandi

We infuse equity and inclusion principles into the entire life cycle of the employee.

Parkrose School District Employee Life Cycle

Recruitment	Selection	Retention	Promotion	Departure
Hiring for Equity	Resume Review	Employee Engagement	Succession Planning	Celebrations
Turnaround Teacher Competencies	Interview	Professional Development	Leadership Development	Exit Survey
Planning and Prep	Onboarding	Performance Management	Performance Management	
	Tools	Conflict Resolution Approach		

We use an equity lens in our day to day work.

A racial equity lens is a set of questions we ask ourselves to ensure equitable outcomes

We use it when we are planning, developing, implementing or evaluating a policy, program or decision. For example:

> Hiring,
> Budgeting,
> Curriculum Adoption,
> SUN offerings,
> Athletic fees,
> Classroom practices,
> Contracting,
> Course offerings,
> Discipline practices,
> Event planning,
> Extracurricular,
> Instructional strategies,
> Time resources,
> Community partnerships,
> Outreach to families and community

For any policy, program, practice or decision, consider the following questions:

- **PEOPLE**-How are people affected positively or negatively in terms of barriers they experience?

- **PLACE**-What kind of positive or negative environment are we creating?

- **POWER**-How is the power of decision-making shared with those it affects?

- **PROCESS**-Does the policy, program or decision improve, worsen or make no change to existing disparities?

- **PLAN**-How will you reduce the negative impacts and address the barriers?

We display actions that illustrate equity and inclusion at all levels – the organizational level, Human Resources level, the school level, and the employee level.

Organizational Level [insert org commitments – TBD]

Human Resources Level [insert HR commitments – TBD]

School Level [insert School commitments – TBD]

Employee Level [insert Employee commitments – TBD]

We evaluate annually.

The Hiring Process

There are 10 steps in the hiring process. Each step has a variety of activities and in some cases tools to use as you engage in the hiring process. There are two stages in the hiring process – the Recruitment stage and the Selection Stage.

This guide is designed to walk you through the hiring process to ensure we conduct a high quality, fair, equitable, and legal employee search each time.

As with all parts of our work, we will use an equity lens when hiring new employees.

Prepare to Hire

    Assemble Hiring Team

        Post position

            Review Application

                Interview Candidates

                    Conduct Site Visit

                        Select Candidate

                            Check References

                                Offer to Candidate

                                  Onboard Candidate

Prepare to Hire

Identify the school or department's needs, goals, and personnel gaps

Appoint a diverse hiring team. Don't forget classified staff and parents to diversity your team.

Determine selection criteria based on the position's expectations. Ask your self "What qualities do the students/staff need?"
Draft and post the position.

Create content/position questions
Determine evaluation formats for the criteria sought

Turnaround Competencies

Assemble the Hiring Team

Multiple Teams – one to screen and one to interview

Or the same team for both steps.

Post Position

Application Review

1. Create rubric to screen each applicant [*See Template – Application Screening Rubric*]

   Redact the names of the applicants
   Application screening team should have more than one person rating the applicants

2. Using the rubric, discuss and rate each applicant

3. Identify candidates for interview

4. Check for diversity

   Human Resources [or Hiring Administrator/Supervisor] reviews list to ensure the pool is diverse. The team may be asked to review a certain applicant before finalizing the list

5. Finalize candidates for interview

Interview

The purpose of the interview is for Parkrose to get to know the candidate but it is also for the candidate to get to know Parkrose.

Steps in the Interview Process

1. Design the interview questions based upon the selection criteria.

2. Instruct your interview team ahead that all information is confidential. You often interview your peers. Nothing leaves the interview room. You may discuss with the team but no comments are to be made to other staff, parents or students on how well an interview went with anyone.

3. Use a rubric for selection criteria based on expected and ideal answers and go over this with hiring and interview team. [*See Template – Interview Screening Rubric*]

4. Conduct interviews (turn off cell phones & other distractions) and other assessment events.

5. Schedule performance task. All final candidates ==must== have a performance based task that is observed and reviewed by the interview team.

Design Interview Questions

Use interviews with a structured format as these provide the same type of information on all the candidates and are less susceptible to the personal biases of the interviewer. The purpose of interview questions is to discern the extent to which candidates meet the criteria that are necessary for successful performance in the position. We want to use interview questions that help determine key predictors of success on the job.

• Questions should be matched to the position criteria, job description, and are subject to demonstrations of validity.

• Questions not answered to your satisfaction should be rephrased; probe firmly but with discretion.

• Know the range of answers expected as well as the ideal answer; this gives a better parameter for scoring.

Questions to Ask

Competencies, or habitual patterns of behaving and thinking, are key predictors of how someone will perform at work. Two teachers may have the same content knowledge, but achieve very different student learning outcomes. Why is this? Research suggests that competencies make the difference. Acting with initiative and persistence is an example of a competency, as are planning ahead, flexibility and self-confidence. People who have previously exhibited high levels of the competencies that determine teacher success in a turnaround are more likely to succeed as future turnaround teachers. **Unfortunately, research indicates that traditional interview techniques rarely uncover competencies that predict future performance**

differences. Too often, job candidates speak in generalities about what they think they should or would do, not about what they actually do at work. Fortunately, it is possible to learn what people actually do through a specialized interview technique – the Behavior Event Interview (BEI). In a BEI, candidates are asked to describe their detailed actions and thinking in past work events. And knowing what candidates have done to achieve success at work is a strong predictor of how they will seek success at work in the future (School Turnaround Teachers – Chicago Public Education fund, 2008).

Behavior Based Questions

Behavior-based questions that ask the candidates to show they have the knowledge and skills required and how well they have used them generally are the **most predictive** of future behavior and of success.

Instead of asking *"What do you think is a good evaluation system?"* a behavior-based question would ask, *"Please describe the evaluation system you used in the most recent course you taught?"* Such questions usually start with: *"Describe a situation in which…. Tell me about a time when…. What was the toughest…most exciting…most difficult…most interesting….How have you assisted in…What roles have you played in the organization which… Give me an example of…"*

Speculative Questions

Speculative Questions such as "*what would you do…*" also has value in finding out how candidates would apply their skills in a particular situation and in understanding their knowledge, philosophy or vision, and relationship with others. These questions can be useful when the candidate is new to teaching and is unable to cite past performances.

> Caution: Don't ask leading questions that telegraph the answer you want ("*We have a team approach here…how do you feel about that?*")

<u>Recommended Questions for Multicultural Competency:</u>

1. Have you worked with communities of color?
2. What experience do you have living, working and socializing in diverse communities?
3. What experience do you have working with organizations that advocate for social justice or marginalized populations?
4. How are you going to impact your students?
5. What experience do you bring to enrich our district?
6. What is the impact of racism on student achievement?

<u>Recommended Questions for Critical Competencies:</u>

These questions were selected to cover competencies that:
- are likely to be most predictive of success for turnaround teachers or leaders,
- require use of other critical teacher competencies (and so will help you assess multiple competencies), and/or
- distinguish candidates who would perform well in a turnaround effort versus other school situations.

Critical Competency	Question
Achievement	Think about a time when you felt very successful or proud of something you accomplished at work, and tell me the story.
Impact and Influence	Think about a time when you influenced another person or people in a way that was satisfying to you, and tell me the story.
Initiative and Persistence	Think about a time when you accomplished something satisfying at work despite one or more obstacles. Tell me the story.
Teamwork	Think about a time when you participated in a group or team of people to accomplish work

	that was satisfying to you, and tell me the story.
Belief in Learning Potential	Tell me about a time when you helped another person, someone whom others were not sure could improve, to achieve or succeed at a higher level.
Interpersonal Understanding	Think about a time when someone else's feelings or emotions affected their work and you dealt with the situation to your satisfaction. Tell me the story.
Self Confidence	Think about a time when another person or people stood in your way to get something done and you addressed the situation to your satisfaction. Tell me the story.
Cultural Responsive Teaching Practices	[Insert Q]

1 The competencies provided here are derived from the following, which are recommended as companion guides: The School Recruitment Handbook, A Guide to Attracting, Selecting and Keeping Outstanding Teachers, Hobby, Crabtree and Ibbetson
(2004); Star Teachers of Children in Poverty, Haberman (1995); Competence at Work, Spencer and Spencer (1993).

Interview Question Bank – *coming soon*

For a list of potential interview questions by position, see Interview Question bank.

INTERVIEW QUESTIONS "NOT TO ASK"

Age – The Age Discrimination in Employment Act (ADEA) protects people over the age of 40, who work in companies with more than 20 employees, from employment discrimination. You may ask:

- Are you the minimum age required to perform this job?
- Are you 18 or older?

Alcohol – Per the ADA, you may not as a candidate if they are an alcoholic. You may ask:

- "Can you perform the basic functions of this position with or without accommodation?"

Appearance - Do not ask height or weight. You may ask:

- Are you able to reach items on a shelf that is five feet tall?
- Are you able to lift boxes weighing up to 50 pounds?

Arrests – You may not ask "have you ever been arrested?" – A person is innocent until proven guilty; therefore, it is illegal for an interviewer to ask if the candidate has been arrested.

Bankruptcy – You may not ask questions about a candidate's financial status.

Child-care – You may not ask what kind of child-care arrangements a candidate has planned. You may not ask what you will do if your children get sick.

Commute – You may not ask "how far is your commute or how do you get to work?" You may ask:

- Are you able to start work promptly at 8:00 a.m.?

Date of Birth – *see Age*

Disability – Under Title I of the Americans with Disabilities Act (ADA), an employer may not discriminate against a qualified candidate who is disabled, and must make "reasonable accommodations" for physically or mentally impaired employees.

Drugs – Per the ADA, you may not ask if a candidate has ever been treated for drug abuse. You may ask:

- "Can you perform the basic functions of this position with or without accommodation?"

Family Questions – You may not comment on an apparent pregnancy, nor ask if the candidate plans on having a family. You may ask:

- Do you have other responsibilities that may interfere with your ability to meet the requirements of the job – such as overtime or travel?

Finances – You may not ask if the candidate has any debts.

Gender – You may not ask "what is your gender?" There is no alternative question. You may not make this inquiry. Questions about gender violate the Civil Rights Act.

High School – You may not ask when a candidate graduated from high school. You may ask:

Do you have a high school diploma?

Housing - You may not ask a candidate "How long have you lived here? You may ask:

What is your current address and phone number?

If you have no phone, how can we contact you or how can we reach you?

Are you willing to relocate?

Language – If another language is relevant to the performance of the job, you may not ask "what is your native language?" nor "Is English your first language?" You may ask:

This job requires someone who speaks more than one language. What languages do you speak or write fluently?

Marital Status – Cannot discriminate on marital status – do not ask how a candidate likes to be addressed such as Miss, Mrs. or Ms. This violates the Civil Rights Act

National Origin/Citizenship – You may not ask if they are a U.S. citizen, where they were born, or remark upon their accent.

Maiden Name – Can't discriminate against on basis of gender or marital status.

Military – You may not ask "what type of military discharge did a candidate receive?" You may ask:

- What skills and education did you obtain while in the military?

National Guard – You may not ask a candidate if they are a member of the National Guard or Reserves. You may ask:

- Do you have any upcoming events that would require extensive time away from work?

Organizations – It is inappropriate for an interviewer to ask whether a candidate is affiliated with or a member of any political, social or religious groups – including unions. You may ask:

- Is a candidate a member of a professional organization?

Religion – You may not ask about a candidate's religion, what church they attend or what holidays they observe. There is no alternative question. You may not make this inquiry.

Sexual Orientation – You never ask a candidate their sexual orientation. There is no alternative question. You may not make this inquiry.

Sick Time – The ADA says you cannot ask "how many days were you sick last year?"

Retire? – You may not ask a candidate "how much longer do you plan to work before you retire?" You may ask:

- What are your long-term career goals?
- Where do you see yourself in five years?

Work Years – You may not ask a candidate "how long have you been working?" – It allows employers to guess a candidate's age. You may ask:

- How long a candidate has been working in a certain industry or field?

Worker's Comp - The ADA says you cannot ask "have you ever filed for worker's compensation?"

Prep Hiring Team

Conduct Interview

In listening to the answers, listen for: a **situation**/task (what was the situation), an **action** (what did the candidate do), or a **result** (what happened). When answers are vague, ask for a specific example.

Behavior Event Interview Process

In a BEI, the interviewer's goal is to understand in detail how candidates perform various aspects of their work. To do this, the interviewer(s) asks candidates to recall past events when they have felt successful or have dealt with specific situations at work. (e.g., a time when he or she influenced another person, participated in a group activity). The expectation is that the candidate will spend 15 minutes or more describing the incident.

- The interviewer asks first for a brief (e.g., 1 minute) summary of what led up to each situation and the critical milestones or "headlines" in the story that the person is about to tell, such as key conversations or meetings, key actions, turning points and how the situation ended.
- Then the interviewers ask the candidate to walk through the story step by step, recounting exactly what the candidates did, said, thought and felt at the time and how others who were involved responded.
- The interviewer must interrupt the candidate to probe for detail needed to understand exactly what the person was doing and thinking at the time.
- Only responses about what the person was doing, saying, feeling or thinking at that past time are valid. Current thoughts about the event and hypotheses about what the person would do next time are not as accurate at predicting what a person would do on the job.

http://publicimpact.com/web/wp-content/uploads/2009/09/Turnaround_Teacher_Selection_Toolkit.pdf

BEWARE OF COMMON RATER BIASES

Many interview rating errors result from perceptual biases or individual preferences. The following are the most common rating errors you should keep in mind.

1) First impression error is the tendency to make snap judgments based only on responses made in the first part of the interview and then attending only to those behaviors that confirm this initial judgment. The direction of this bias can be positive or negative.

2) Personal biases can prevent objective ratings if the rater allows his/her own non job-related prejudices and attitudes about cultural stereotypes, lifestyles, appearances, and other perceptions to affect the ratings. The direction of this bias can be positive or negative.

3) Contrast effect is the tendency to rate a candidate relative to the person who was interviewed immediately before them. The direction of this bias can be positive or negative.

4) Leniency effect is the tendency to rate all candidates high.

Conduct Site Visit

[TBD]

Rubrics

Application Review Rubric

Interview Rubric

Select Candidate

Assess results, discuss and select Candidate for the position

The challenge for the Committee is to keep biases, stereotypes, and assumptions from interfering with the assessment of a person's competence for the position. Focus on the 'bona fide requirements' of the position. Assess the value of diversity—is there a commitment under the Faculty's equity plan and the unit's hiring goals to close the gaps in representation of the designated groups? To arrive at an objective and fair decision:

o   Focus on how well candidates measured against the position-related criteria tested in each of the evaluation formats. All evaluators' comments on a candidate's suitability should be in writing.

o   Ensure references have been checked and educational qualifications verified.

o   Use the Parkrose School District Equity Lens

o   Openly and thoroughly review all the documented evaluation input and scores collected to determine the best match for person to position. Discuss the strengths and weaknesses. Keep notes of the discussion.

o   Summarize results on one page to facilitate the final selection decision.

Check References

Make the Offer

Onboarding

Relates to both selection and retention.

Inclusive onboarding practices that increase retention.

Inclusive Practices

HIRING PROCESS MATERIALS FOR HIRING ADMINISTRATOR OR SUPERVISOR

In this section are all the handouts, forms, and rubrics for the Recruitment and Selection stage.

Diversity and Equity Hiring Rubric [Lithbridge doc]

Confidentiality Statement

Application Review Template

Interview Rubric

Selection Rubric

RETENTION

PROMOTION

Succession Planning – Grow Your Own

    Educational Assistants

    Teachers

    Administrators

DEPARTURE

Retirement versus Resignation

Celebrations

Exit Survey – meet with each individual to learn about their experience in Parkrose and why they are leaving.

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