

Hiring Toolkit: Teachers

How to Guide: Hiring Toolkit

This is a toolkit for schools to use during hiring season and when looking to fill vacant positions. This toolkit has two objectives:

1. To assist schools in **creating the necessary conditions for anti-bias and anti-racist (ABAR) educators to thrive** within their buildings (part 1), and
2. To assist schools in **identifying educators who exhibit characteristics of ABAR** in their personal and professional lives (part 2).

Audience

This toolkit is for **everyone**. At Beloved Community, we believe that *people change systems*, and [anti-Blackness](#) and [White Supremacy](#) affect all organizations, institutions, and people. Because of the pervasive and insidious nature of both phenomena, we recommend that despite demographics and identities, all leadership teams review and engage with Part 1: Conditions for ABAR hiring before using the rubric. All communities need to interrogate the ways anti-Blackness and White Supremacy show up in our practices, policies, and procedures-especially in hiring.

Part 1: Conditions for ABAR hiring:



A. Anti-racist organizations/Workplaces

Essential Question: How do we ensure our policies, practices, and procedures are in alignment with and support antiracism practices in the classroom? How do we ensure belongingness, shared voice and power, cultural relevance, and diversity, equity and inclusion are pillars of our culture and climate?

Action Steps:

- Research different meanings and operationalizing of anti-racist and anti-racism work in your context, and create a shareable definition
 - Here you can read about how Dr. Ibram X. Kendi defines [anti-racism](#)
 - Here you can read about how Dena Simmons [defines the characteristics of an antiracist educator](#)
 - Here you can listen (or read) about how Zaretta Hammond [defines culturally responsive teaching](#) a component of antiracist education
 - You can also think about how to define and operationalize words using the following prompt: **“In our organization when we say “_____” (insert word below) for our students it means students....(operational antiracist definition)”**
 - Example words you may want to define:
 - Success

- Achievement
- Culture and/or climate
- Community engagement
- Rework your schools core values and/or mission statement to explicitly state a commitment to antiracism and the action steps

FirstLine Example:

*At FirstLine we know that all identity markers (race, gender, orientation, able-bodiedness, differences in learning abilities, etc,) can have an effect on a child's access to opportunity. However we acknowledge the research that shows **race**, above all, is the strongest predictor of outcomes for academic and financial success above all other identity markers.*

We believe a racial equity lens is essential to actualizing FirstLine's mission and vision by developing staff who believe that equity begins with the high expectations we have for our students and the will and skill to provide our students with an educational experience that matches those expectations.

- Provide current stakeholders (e.g. staff, students, community members) with a survey to assess the school's current culture and climate
 - Example of a **student** surveys
 - [Equity and inclusion](#)
 - [General student survey](#)
 - Example of a **educator/staff** [survey](#)
 - Example of a **family/guardians** [survey](#)
- Host focus groups for different stakeholder groups to share data from surveys and start aligning action steps
 - Note: please equitably compensate stakeholders for their time and labor in giving you feedback. We suggest: stipends, giftcards, etc.
- Create an action plan to address areas of growth gleaned from survey results and based on best practices and strategies provided by stakeholder groups
 - **Panorama Education Toolkit:** [From Data to Action: Student Voice Data Exploration Guide](#)
 - **Panorama Education Case Study:** [Measuring and Improving Family Engagement](#)
 - **Fairfield City Schools (Ohio)** [Diversity Plan \(2019-2023\)](#)
 - **Iowa City Community School** [District Comprehensive DEI Plan \(2019-2022\)](#)
 - **Broward County Public Schools** [Equity & Diversity Department School Equity Action Plan \(2019-2020\)](#)

B. Components of Antiracist Job Description:

Essential Questions: How do we create job descriptions with a focus on antiracism? How do we debias our job descriptions and application requirements?

[Example Job Description:](#) Anti-Racism Leadership Team Member Position Description

Action Steps:

- **Explicitly include “anti-racism”** as a competency and how it relates to the core values and/or mission of the school
- **Create a task force** of students, current staff, and community partners who will review the questions, indicators, and performance task and who will provide feedback
 - The task force should have equitable representation of the diversity within the school community and/or region (whichever is more demographically diverse). Think race AND beyond race to the different identities (e.g. gender, sexuality, ability status, age, years of experience, etc.) that must be involved in the decision making process.
 - Note: please equitably compensate stakeholders this can include (but is not limited to)
 - **Accessibility (for community partners and families):** dinners, childcare, transportation
 - **Organizational Structures (for school staff/ employees):** reduction of workload when participating in selection committees and task force; exemption from other school-related duties (arrival and dismissal, lunch duty, after school care); build in metrics to evaluate participation on committees in performance management practices
 - **Monetary:** Gift cards, drawings
- **Reevaluate “typical” selection criteria.** Consider the following questions when thinking about non-negotiables:
 - Is a formal resume and cover letter necessary for the position?
 - What specific certifications does a candidate need to be successful? What barriers can you remove (e.g. cost)?
 - Will you consider alternatively certified educators?
 - How many years of teaching experiences is necessary for the position?
 - Read about the [tension created for candidates of color](#) due to pressure to operate in White Supremacy Culture
 - You can also read about this [here](#).
- **Include a performance task** that measures multiple forms of meaning making and mastery, and allows the candidate to insert culturally relevant context and ask questions
 - **See part 2 for examples**

C. Recruitment:

Essential Questions: Who is aware of the job posting? How can you expand your candidate pool?

Action Steps:

- **Alternative certification programs:** Partner with universities as much as possible, specifically if any Historically Black Colleges or Universities, HSIs, AANAPISI, and tribal colleges exist in the area, and partner with alternative certification programs. The [National Center for Teacher Residencies](#) lists all of its partners by location.
- **Redirect funds to recruit outside your city/state:** This may include funding for postings on national websites and recruitment platforms or social media pushes.

- **Note:** Be intentional about which recruitment platforms and websites you market your jobs. [Here is a list of job boards](#) and [here is a list of job boards](#) that focus on diversity in recruiting and intentionally push job postings to particular identity groups.
- **Create a database of networks/associations** that your current staff are involved in - often these associations have listservs that you can share openings on.
- **Employee Referrals:** Your teachers are your best recruiters and they usually have their ear to the ground in their friend and teacher circles. Note: please equitably compensate stakeholders.
 - **Example Compensation Programs/Guidance:**
 - [Gwinnett County Public Schools](#)
 - [SHRM](#) guidance on employee referral program procedures
- **Preparing Candidates:**
 - **Send questions ahead of time:** Sending questions ahead of time can reduce anxiety for participants who need processing time. This also alleviates the [false sense of urgency](#) that can exist for a candidate knowing there is a set list of questions they will be evaluated on.
 - **Frequently Asked Questions and Other Guiding Documents:** Provide candidates with an FAQ or other supporting documents that give them a general sense of the school culture. [Here is an example](#) of an FAQ document you can send to candidates beforehand.
 - **Clearly State the Salary range or band:** Transparency is key in hiring and important when thinking about challenging [paternalism and power hoarding](#). Candidates should be provided with complete information in order to make an informed decision if an offer is made.
- **A note on affirmative action in recruitment, application and selection processes**

Source: Dr. Beverly Tatum *Why are all the Black Kids Sitting Together in the Cafeteria?* (Ch. 7 pgs. 209-219)

There are **two frameworks** for recruitment and selection:

 1. **Process Oriented:**
 - Creates a “fair application process, assuming that a fair process will result in a fair outcome”
 - i. Presumed to be fair
 - ii. Advertised widely “and anyone who is interested has a chance to apply, and all applicants receive similar treatments” (ex: standard interview questions, same evaluation criteria, procedures)
 - “Process oriented programs seem consistent with the American ideal of the meritocracy”
 - i. “Best” candidate is chosen
 - “Research suggests that bias can enter into the selection process at the very start of a search process”
 2. **Goal oriented:**
 - “At each step of the process, the question is asked: is our pool of qualified candidates diverse and if not, have we cast our net wide enough?”

- “In a goal-oriented process, once the qualified pool of applicants has been identified, those in the pool who move the organization closer to its diversity hiring goals are likely to be favored.”
- “Quotas, defined here as fixed numerical allocations, are illegal” but “goals, on the other hand, are essential. Goals are not fixed allocation meant to limit (as quotas did in the past)...[they] provide a necessary target for which to aim.
- **Misconception about affirmative action:** Affirmative action does not position less qualified candidates into roles because they are BIPOC. However, it does assert that there are high quality BIPOC candidates AND high quality White candidates and that companies should set meaningful and intentional goals around hiring for inclusion.

D. Preparing the Selection Committee:


Essential Question: How do we prepare the selection committee? How do we check for bias as we interview candidates?

Action Steps:

- **Engage in personal and group reflection** on how bias shows up around recruitment and hiring
 - How did you learn what you know about recruitment and hiring, and where did this belief system come from?
 - Are the rules written or unwritten?
 - Do you expect candidates to behave a certain way, and are you less likely to hire candidates for a position if they operate outside of your expectations?
 - How does [in-group favoritism](#) affect hiring decisions?
 - Resources
 - [Yale Study](#): class bias in the hiring process
 - [USDN](#): Equity, Diversity and Inclusion in Recruitment, Hiring and Retention
- **Participate in professional development** that allows each committee member to understand their identities and where bias shows up in their professional and personal lives
 - As an alternative to PD (time sensitive hiring), take various [Harvard Implicit Association Tests](#)
- **Set norms for holding one another accountable** for biases that may creep in during interview debriefs
 - **Example Norms:**
 - “We will all name biases that may have crept up on us during an interview before we start discussing a candidate.”
- [Keep the Characteristics of White Supremacy Culture on hand](#) as a resource while interviewing, debriefing, and scoring candidates

Part 2: The Hiring Rubric

The rubric was created using research, strategies and best practices from [Zaretta Hammond](#), [Dr. Beverly Daniel Tatum](#), [Dr. Ibram X. Kendi](#), and Beloved Community’s own [equity tool suite](#). The rubric was evaluated against Tema Okun’s [Characteristics of White Supremacy Culture](#).

Value Alignment	What is your teaching philosophy? <input type="checkbox"/> Teaching philosophy in alignment with antiracism? Teaching philosophy in alignment with our school's core values and mission?				
Indicator	Interview Question Bank				
		Emerging: Example measures	Developing: Example measures	Proficient: Example measures	Extending: Example measures
Teacher Moves (Pedagogy)	<ol style="list-style-type: none"> 1. What opportunities do students have to activate knowledge and connect to the curriculum? 2. How do you differentiate learning and processing in the classroom so that students are invited to engage on their terms? 3. How do you interweave explicit and implicit opportunities for students to learn about identity, culture, race and antiracism in your curriculum throughout the year? 4. What actions do you take to ensure students are becoming independent learners? 5. How do you ensure your academic materials don't uphold whiteness or other identities as the norm? 6. How do the learning tasks relate to your students' lives 	<p>Lesson plans are teacher focused</p> <p>Students are not given opportunities to make connections to the learning materials</p> <p>Students are receptacles for information and teacher is expert</p> <p>Lacks differentiation and scaffolding</p> <p>Students are dependent learners</p>	<p>Provides 1-2 opportunities for students to connect with one another (examples: small groups, turn and talks)</p> <p>Students are not given meaningful opportunities to connect to the curriculum</p> <p>Students are represented in the curriculum in surface ways (examples: multicultural books)</p> <p>Provides opportunities for</p>	<p>Lesson plans are clearly marked with CRT strategies (examples: Call-and-response; movement; use of own experiences; multiple perspectives/values/beliefs encouraged? Funds of knowledge? Dimensions of culture? Choice?)</p> <p>Students and teacher are co-learners in the classroom</p> <p>Student experiences and</p>	<p>Recognizes students' cultural displays of learning and meaning making and responds positively with teaching moves that use cultural knowledge as a scaffold to promote effective information processing. Student voice is centered</p> <p>Students are independent learners who guide their own knowledge acquisition</p> <p>Curriculum is differentiated based</p>

	<p>outside of school?</p> <p>7. What information do you anticipate learning about/with your students while engaging in this lesson?</p>		<p>students to engage with “windows and mirrors”</p>	<p>current events drive learning and are meaningfully connected to the curriculum</p> <p>Centers the stories, experiences, and voices of BIPOC and other marginalized folks</p>	<p>on student context</p>
<p>Teacher Moves (Classroom Management)</p>	<ol style="list-style-type: none"> Describe your classroom management style. Describe a time you had to enforce a rule in your classroom. What was the rule and how did you enforce it? What is your foundational and/or operational knowledge for restorative practices? How have you implemented or would you like to implement restorative practices in your classroom? 	<p>Definition of classroom management /management style is outdated</p> <p>Discipline is top-down instead of restorative</p> <p>No distinction made between discipline and punishment</p> <p>No mention of logical consequences</p>	<p>Prioritizes building relationships with students on personal level (ex: surface level, observable connections: music, food, stories, games)</p> <p>Names discipline strategies that lean punitive</p> <p>Educator discusses pre-made norms with students as a part of relationship building</p>	<p>Students and teachers co-create agreements and norms together</p> <p>Builds relationships with students reaching into shallow and deep culture (ex: understands students’ triggers, understands students’ notions of self/family, understands students’ perceptions of fairness)</p> <p>Models how students should engage with one</p>	<p>Uses restorative practices proactively</p> <p>Logical consequences for culture breaches</p> <p>High expectations for all students</p> <p>Build bridges between home and school</p> <p>Teacher and student can talk about learning partnership-teacher role in issues</p> <p>Students hold one another accountable for culture breaches</p>

				another	
				Tracks disaggregated discipline data by race, ethnicity, and gender	
Interpersonal Communication	<ol style="list-style-type: none"> 1. What strategies do you use to address culture breaches? In the classroom and with colleagues? 2. What is your process for engaging colleagues in conversations centered on D, E, and I topics? 3. Tell us about a time when you responded to a co-worker or student who made an insensitive remark. Describe the situation, the actions you took, and the outcome. 4. What will you do to overcome biases that may be present in any of the teaching materials, student ideas, etc.? 5. How will you help students understand their own cultural biases? 	<p>Does not confront colleagues when there is a culture breach</p> <p>Does not see the importance of talking about DEI topics in the classroom or with colleagues</p> <p>Does not see the connection between DEI topics and learning standards</p>	<p>Willing to have conversations with colleagues they have personal relationships with</p> <p>Willingness to engage in discourse that goes beyond the single story to a more multifaceted and nuanced perspective of students, families, and co-workers</p>	<p>Willing to have conversations with colleagues and students across lines of difference .</p> <p>Demonstrates willingness and oriented toward action in initiating conversations with students, parents, and staff members of all backgrounds.</p> <p>Takes interest and knows students' families, backgrounds, and engages in welcoming communications.</p> <p>Is able to address differences with curiosity and welcomes inquiry</p>	<p>Demonstrates ability to have deep critical conversations about DEI topics with students, colleagues and community partners across lines of difference</p> <p>Names specific strategies for how to interrupt culture breaches and follow up with stakeholder groups</p> <p>Is open to feedback and learning from other colleagues</p>

				about policies and practices..	
Vigilant Self-Awareness	<ol style="list-style-type: none"> 1. How does your identity provide or prevent access to necessary resources? 2. How does your power and privilege show up in your work with students, take up space, or silence others? 3. What single narratives are you telling yourself about students, and how does that affect grading, behavior management, and other interactions? <ol style="list-style-type: none"> a. Note: candidates can watch the Danger of a Single Story video as a part of a performance task or as “pre-work” for their interview to prepare for this question. 4. Tell us about which identities are most salient for you in the classroom?/How do your identities show up in the classroom? 5. What self-work have you engaged in around race and ethnicity identity markers specifically? 6. Describe a time you realized 	<p>Demonstrates Colorblindness</p> <p>Does not know the difference between equity and equality</p> <p>Primarily focuses on one identity marker, and may focus more on similarities with others because focusing on differences makes the candidate feel uncomfortable (ELM).</p>	<p>Understands the different between equality and equity</p> <p>Sees students as individuals</p> <p>Engaged in mandated professional development on DEI topics</p> <p>You are keenly aware of how your identities impact your perceptions and experiences (ELM).</p>	<p>Demonstrates cultural humility when interacting with students and colleagues across lines of difference</p> <p>Constantly interrogates positionality and unconscious biases</p> <p>Seeks out self-guided learning and intentional professional development on DEI topics</p> <p>Can distinguish between privilege and marginalized identities</p>	<p>Demonstrates a commitment to deepening their critical consciousness.</p> <p>Has experience leading training and professional development on DEI</p> <p>Knows how to leverage privileged identities for positive change in the workplace</p>

	you had a bias, how you interrupted that bias and how you continue to check that bias.				
Knowledge of institutional oppression	<ol style="list-style-type: none"> 1. What policies, practices, and/or procedures exist in the school building that may promote oppression? 2. What organization-wide strategies would you uplift in order to address issues with oppression? 3. How do systems of oppression and privilege show up in your work? 	Lacks foundational understanding of the role of bias and oppression in schools	High level understanding of school's role in perpetuating systems of oppression (example: school to prison pipeline)	Actively aligns themselves with marginalized identities and advocates on their behalf	<p>Interrogates policies, practices and procedures and can make recommendations for how to interrupt oppression</p> <p>Has working knowledge of white supremacy culture and/or is willing to commit to eliminating WSC from the school culture</p>
School-specific Indicator					

Performance Task: shows another form of mastery

Example 1: Ask candidates to create a culturally responsive lesson plan including specific criteria

- Activating background knowledge
- Including meaning making (gamify)
- Group Work
- Candidates should be able to name the target community and grade level that the lesson is for. (i.e. Predominantly White, 3rd grade class)

Example 2: Provide candidates with a series of scenarios and role play how they would react to each situation

- **Scenario example:** *Your students are reading about the Holocaust and are engaging in difficult dialogue about human rights. One of your students comments and says she saw an instagram post comparing border camps to concentration camps. Another student comments, "They should have stayed in their own countries if they didn't want to be in prison."*
- **Note:** Give candidate time to read each scenario, process the scenario, and ask contextual questions before role play

Appendix

References:

- [Anti-racist intersectional Frame at CSSP](#)
- [Crossroads Ministry](#): Continuum on Becoming an Anti-racist Multicultural Institution
- [University of Southern Florida](#): Culturally responsive questionnaire
- [ASCD](#): How to Be an Antiracist Educator-Dena Simmons
- [Learning for justice](#) What Anti-racism Really Means for Educators
- [Reimagining classroom management](#) (webinar): Dr. Richard Milner
- [Columbia Center for Teaching and learning](#): Anti-racist pedagogy in Action: First Steps
- Tema Okun [Characteristics of White Supremacy Culture](#)
- Dr. Beverly Daniel Tatum [Why are all the Black Kids Sitting Together in the Cafeteria?](#)
- Zaretta Hammond [Culturally Responsive Teaching and the Brain](#)
Hammond, Z. (2015) *Culturally Responsive Teaching and The Brain*. SAGE Publications.
- [Moving Beyond Business as Usual: Antiracist Recruitment and Hiring Practices](#) Trisa Kern
- [Example Job Description](#): Anti-Racism Leadership Team Member Position Description
- EdSurge: [How to Be an Antiracist Educator: An Interview With Ibram X. Kendi](#)
- [Scaffolded Anti-racism resources](#)


Beloved Community Specific Resources

- [Glossary of Terms](#)
- [Community Engagement Spectrum](#)

Additional Resources to Check Out:

- [A Rubric for Evaluating Team Members' Contributions to an Inclusive Culture](#)

Blank Rubric:

Value Alignment	What is your teaching philosophy? <input type="checkbox"/> Teaching philosophy in alignment with antiracism? Teaching philosophy in alignment with our school's core values and mission?				
Indicator	Interview Questions				
		Emerging:	Developing:	Proficient:	Extending:
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Teacher Moves (Classroom Management)					
Interpersonal Communication					
Vigilant Self Awareness					
Knowledge of institutional oppression					
School Specific Indicator					
Performance Task					