MAEC | Center for Education Equity

MAEC/CEE Supports for NAESP's Center for Diversity Leadership Podcast and Community of Practice

Topic: Debiasing Your Talent Practices

==Note: Be sure to consider the unique context of each school community.==

- **Debiasing Your Talent Practices**
  - Debiasing talent practices creates a fair and equitable workplace where individuals are evaluated and promoted based on their skills, qualifications, and potential rather than unconscious biases related to factors such as race, gender, age, religion, or other personal characteristics.

Resources and Research

Marshall E-Learning. (2017). **Hiring bias - Diversity and inclusion drama e-learning video examples in recruitment and HR** [Video]. YouTube.
This video features a recruitment scenario that highlights hiring bias and the tendency for recruiters to hire those who are similar to themselves. A narrator points out the elements of bias that are present.

Mid-Atlantic Equity Consortium, Inc - Center for Education Equity. (2019). **Racial diversity in the teacher workforce**. Bethesda, MD.
There is a national problem of underrepresentation in education. Quite often, the teachers tasked with educating the next generation do not look like or represent the students in their classrooms. Diversity is not a buzz word nor a pipe dream. It is a necessity for the next generation of Americans to be adequately educated. From active, targeted recruiting to various pipeline programs, increasing the number of ethnically and linguistically diverse educators is priority #1 for school districts. In this podcast, MAEC staff addresses issues and barriers faced in recruiting and retaining teachers of color. Collaborators provide their insight and how they have worked to remove those barriers.

Mid-Atlantic Equity Consortium, Inc - Center for Education Equity. (2019). **Racial Parity: The need for a diverse teacher workforce**. Bethesda, MD. (Exploring Equity - Teacher Pipeline Part I)
Part of the Center for Education Equity's Exploring Equity Issues series, this paper raises the question, "What's the likelihood that a student of color will have the opportunity to learn from a teacher of color?" Currently, teachers of color make up approximately 18% of the United States' total teaching force. Students of color make up 54% of the total student population. The author describes the state of teacher diversity in public schools and gives strategies on how to recruit a diverse workforce.

Mid-Atlantic Equity Consortium, Inc. (2019). **Recruiting and retaining millennial teachers of color in our classrooms: Challenges and efforts to foster improvement**. Bethesda, MD. (Exploring Equity - Teacher Pipeline Part II)
Part of the Center for Education Equity's Exploring Equity Issues series, this paper identifies how some school working conditions may be driving teachers of color to leave the profession. The author highlights the idea that our public school populations will eventually become majority minority. As a result, it is critical that classrooms have effective teachers that reflect the spectrum of diversity that exists in our world. Continuing the discussion raised in Part I, the author includes what has been done to address this on the legislative level and gives suggestions on how districts can reverse this trend.

Thompson, R. (2022). **Inclusive hiring: Removing bias in teacher hiring**. Teach Away. Dover, DE.
This article emphasizes the critical importance of a school's hiring process, highlighting its profound impact on various aspects of the school community, culture, and student outcomes. It calls for an examination of hiring practices, acknowledging the potential presence of implicit biases that can inadvertently influence decision-making. The author introduces and explains common types of implicit biases and suggests strategies for avoiding or mitigating them. Overall, the author encourages educators to reflect on their hiring practices, engage in open dialogue with peers, and take proactive steps to create more inclusive and unbiased hiring processes within schools.