



# HIRING COMMITTEE CONFIDENTIALITY AGREEMENT

*Please read the following and sign below:*

We, the undersigned, agree to keep confidential and not share with anyone not on the committee, all information used in this selection/recommendation process, including but not limited to, applicant file information, all names of the applicants and discussions about the applicants. We agree that all information shall be considered confidential unless otherwise indicated. Furthermore, we understand that the purpose of the site-based interviewing committee is to provide input in the selection process---the committee is not to make the final recommendation for hire.

**District Policy AC - Nondiscrimination/Equal Opportunity Notice**

Poudre School District is committed to the policy that no otherwise qualified person shall be denied access to, be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under, any District program or activity on the basis of race, color, religion, national origin, ancestry, sex, sexual orientation, marital status, veteran status, age or disability. The District does not unlawfully discriminate on the basis of race, color, religion, national origin, ancestry, sex, sexual orientation, marital status, age or disability in access or admission to, or treatment or employment in, its programs or activities.

Name

Position

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# HIRING PROCESS





# 7

# HIRE THE CANDIDATE

## Step 1: Reference Check

**Complete a minimum of one professional reference, ideally from a supervisor via telephone.**

*(Internal candidates - reference check from current supervisor required)*

- In applicant's blue folder, click on the "REFERENCE" tab and go to **References.**
- Click "Add Check" and the appropriate "Mandatory Telephone Reference Check" and "Complete Manually"
- If the reference is not listed, click on "New Reference", complete information, select save, and follow step above.

## Step 2: Request for Hiring Approval

### In Applicant Tracking:

- Click on "TASK" tab and "Add Task"
- Choose Action Status: "Hiring Approval Request"
- Click **X** to delete your name; add appropriate HR contact in "Assigned To" line, then "Save"
- You will receive an email, either "Approval Granted" or "Not Granted"
  - **Pay rates are now included for classified staff in notes!**
- If GRANTED, call candidate to offer; after accepted, call others you interviewed but did not hire

## Step 3: Recommend to Hire Process Begins

### Complete *Recommend to Hire* ASAP!

**\*this prompts applicant to be marked "hired"; takes them out of other pools, and alerts HR to send onboarding info**

- Click on "INTERVIEW" tab, scroll down to "Add Recommendation to Hire"
- Answer questions; record hiring committee names/roles
- Record all candidates interviewed and why not selected
- Submit form, HR will send emails:
  - To new hire, with instructions
  - To not hired, that position filled
- OM completed ER for new employee
- Upload interview materials to Sharepoint

## DEI Centered HR and Interview Best Practices

### PSD's DEI Bank of Questions

[Glossary of DEI terms for reference:](#)

### Interview Questions

1. What are some ways you have integrated equity and inclusion into your professional work? What metrics did you use and what was the result?
2. What was the last thing you did to challenge your own cultural self-awareness? Please share an example of something that you did.
3. Provide an example of how you address implicit biases of your own in your work or personal life?
4. What does anti-racism mean to you? How does that show up in your work?
5. Describe your understanding of equity vs. equality? Give us an example of how we would see equity in your work.
6. What is your philosophy for teaching and learning, especially in regards to Diversity, Equity, and Inclusion?
7. Describe a time you made a mistake that caused unintentional harm to someone. How did you repair the harm? What did you learn from this?
8. Tell about a time when someone at work said something that is either a microaggression or was discriminatory/biased . What did you do to address this?
9. Our mission at PSD is to educate **every** child, **every** day. What obstacles do you imagine exist to that being our current reality? How do you see your work moving us closer to that goal?
  - a. **Note:** This one is a great one to contextualize to your school or department:
    - i. E.g. for a McKinney Advocate:
      1. Within a district level McKinney program, what do you imagine might be the challenges to providing truly equitable services so that **all** students in the McKinney program can find success in their education? How do you see your work moving us closer to that goal of equity and inclusion in the McKinney department?

**Examples of Contextualized Equity Questions based on the job description:**

1. Classroom teacher
  - a. How do you build a safe, positive, and inclusive learning environment for a diverse group of students? Include how you account for the needs of multilingual learners, students on IEPs, and students that are gifted and talented. What routines do you build to ensure language learning, curiosity, fun, and student ownership?
  - b. How do you empower parents from diverse cultural and linguistic backgrounds to engage in the education of their children?
  - c. Scenario: Your school department has been tasked with preparing the first semester's "spirit week." You've heard that several students and families from historically underserved backgrounds have complained about how spirit weeks have felt "unwelcoming" and they are "perpetuating stereotypes." How would you plan for a spirit week that all students could find fun and inclusive?
2. Office Manager
  - a. The Office Manager sets the tone for the climate and culture of the entire school/department. In your opinion, what does a positive and collaborative work environment look and sound like? How do you foster that? Knowing that \_\_\_\_ has a very diverse staff, how do you apply your knowledge of Diversity, Equity, and Inclusion best practices to build a positive work environment?
3. Principal/AP:
  - a. From what you've researched about the (school/district/department), what barriers to equity and excellence for all might exist? What special instructional strategies or accommodations would staff need to thrive? How do you plan on supporting staff in meeting those needs and overcoming those barriers?
  - b. Scenario: A newcomer student arrives at your school. This student has just arrived from Guatemala, and the student is being defiant with teachers and the teachers are not communicating well with the student. The teacher calls you and asks you to come to her classroom to help. How would you handle this situation in the short and long-term?
  - c. Scenario: A parent calls you very upset complaining that another student called her child the "n" word. Her child reported this to the teacher but the teacher did nothing about this. How do you handle this situation?
  - d. Scenario: Some members of your community have complained that they have felt excluded and/or offended by how the school has celebrated

Halloween in the past. Your staff loves their Halloween tradition. How do you handle this as you prepare for the Halloween season?

- e. Scenario: Your meeting with student counsel to plan the first “spirit week.” You’ve heard that several students and families from historically underserved backgrounds have complained about how spirit weeks have felt “unwelcoming” and they are “perpetuating stereotypes.” How would you plan for a spirit week that all students could find fun and inclusive?
4. Transportation Supervisor/Manager
- a. A 5th grade elementary student was just given an updated gender support plan which includes needs and supports and on the bus. The student, Janet, wants to be called Janet and uses “they/them” pronouns. This is their third name change. Their deadname is John. In their plan, it specifies that Janet’s parents are not to be notified of the plan or the changes Janet is requesting. Janet’s plan includes sitting only with female classmates on the bus. They (Janet) have identified 6 females that they would be comfortable sitting with on the bus. They have reported bullying on the bus that the driver has not addressed. They also report that the driver still makes them sit with male classmates and that the driver refuses to call them anything but John or use the correct pronouns. The bus driver has said that this plan goes against the driver’s beliefs and that it is lying and deceitful to the parents. The driver sees the parents daily at the bus stop and tomorrow will let the parents know what the district is doing. The driver also says that if this plan is to move forward, the driver will quit and tell the parents regardless. How do you handle this situation?



Weak answer	Average answer	Exceptional answer
<ul style="list-style-type: none"> <li>● Shows unawareness of equity issues for students within the context he/she/they are applying for.</li> <li>● Has little to no vision for moving equity work forward.</li> <li>● Perhaps “blames the victim” (e.g. An obstacle is when certain students are lazy).</li> <li>● Shows prejudice or stereotypes and no indication that they are working on correcting that.</li> </ul>	<ul style="list-style-type: none"> <li>● Shows surface level understanding equity issues (might address basic needs being met, perhaps one component of critical identity (race, gender, etc.)</li> <li>● Does not blame the victim</li> <li>● Has a general but somewhat vague plan of how their work can help. Talks in one or two generalities (I’ll build relationships, I’ll honor culture and backgrounds) <ul style="list-style-type: none"> <li>○ Won’t supply great detail on how they will accomplish their vague plan</li> </ul> </li> <li>● May show a prejudice, stereotype or bias, but then shows evidence of self-correction and/or evidence that they are working on getting better.</li> </ul>	<ul style="list-style-type: none"> <li>● Shows deep understanding of equity issues and specifically mentioned multiple obstacles. Does so in a way that honors people’s backgrounds and cultures and uses strategies to avoid overgeneralization or stereotypes.</li> <li>● Uses human/student first language.</li> <li>● Elaborates with specifics on their plan that could potentially answer the obstacles mentioned.</li> <li>● Has multiple strategies within their plan that are relevant to the position they are applying for.</li> <li>● Might mention a book, article, data, or author relevant to their obstacle or plan.</li> <li>● Answer shows experience having actually implemented equity work in the past...or answer shows great introspection and self-awareness as evidence that they are ready to dive deeper into equity work.</li> </ul>

**Do you have questions regarding this document or need support in creating your DEI questions? Contact the DEI Exec Committee/HR:**

Dr. Insoon Olson, Erich WonSavage, David Autenreith, Liz Davis, Delhia Mahaney, Shayna Seitchek, John Passantino

HR: Deborah Meyer (or you primary HR contact)

# POUDRE SCHOOL DISTRICT

## RECRUITING & RETAINING A DIVERSE & TALENTED WORKFORCE

JANUARY 2023

Our **mission** is to strategically attract, grow, and retain high-quality team members with a human first lens through: building stakeholder partnerships to support an inclusive culture of belonging; consistently improving the recruiting and hiring processes; and continuously supporting the development of staff by creating pathways for growth.

Our **vision** is to cultivate a diverse workforce, reflecting the intersectional identities and needs of our students, where every employee feels valued for their individual contribution to educate every child, every day.

### Overall Employee Count by Group & Race (as of 01/09/2023)

	Licensed	Classified	Admin/Pro	Students	Fort Collins
White	91.41%	79.87%	90.76%	71.80%	84.50%
BIPOC	8.59%	20.13%	9.24%	28.20%	15.50%
Female	76.48%	73.20%	58.70%	49.00%	49.40%
Male	23.52%	26.80%	41.30%	41.53%	50.60%

### Retention Statistics

	FY 21 to 22	FY 20 to 21	FY 19 to 20	FY 18 to 19	FY 17 to 18
<b>Admin/Pro</b>	83.43%	91.12%	95.60%	92.86%	90.20%
<b>Classified</b>	75.67%	80.22%	77.07%	79.65%	79.97%
<b>Licensed</b>	88.05%	88.07%	91.64%	90.57%	90.79%



# S T R A T E G Y



## **PARTNER & INTENTIONALLY PLAN**

Collaborate with key stakeholders - internal and external - to create strategies, goals, and metrics that will optimize the recruitment and hiring experience.



## **EMPLOYER BRAND ENGAGEMENT**

Attract candidates by elevating awareness of PSD's work, culture and job opportunities through our website, social media outlets and other advertising platforms. Build credibility and convert viewers of content into applicants.



## **SOURCING**

Cultivate relationships with individuals and groups of talent through various sourcing channels - LinkedIn Recruiter, Indeed Resume, Handshake, etc. - who not only meet, but exceed job qualifications.



## **EVENTS**

Engage with high quality talent by attending job fairs that showcase all levels of talent from diverse backgrounds. Create targeted events that will facilitate opportunities for candidates and hiring managers to connect.



## **PIPELINE DEVELOPMENT**

Grow talent through clear pathways, including student teachers/interns/apprenticeships. Build inclusive programs that will support the career development of staff.

# POUDRE SCHOOL DISTRICT TOP PARTNERS

We partner with over 160 universities/colleges nationwide to advertise our jobs, attend events, and build a pipeline. We actively seek and build partnerships with existing and emerging Minority Serving Institutions (MSIs) - *Alaska Native and Native Hawaiian Serving Institutions (AANH)*, *Asian American and Native American Pacific Islander Serving Institutions (AANAPISI)*, *Hispanic Serving Institutions (HSI)*, *Native American-Serving Nontribal Institutions (NASNTI)*, *Predominantly Black Institutions (PBI)*, *Historically Black Colleges and Universities (HBCU)*, *Tribal Colleges and Universities (TCU)*. Below are some of our top partners (MSIs are **bolded**):

**Adams State University**

**Aims Community College**

**Arizona State University**

Arkansas State University

Augustana University

Business Talent Advisory Council (BTAC)

**California State University (system)**

Capella University

Chadron State College

**City University of New York (system)**

Colorado Christian University

**Colorado State University (Fort Collins,  
Global, Pueblo)**

**Community College of Aurora/Denver**

**Concordia College**

Division of Vocational Rehab - CDLE

**Emily Griffith Technical College**

**Fort Lewis College**

Florida State University

**Front Range Community College**

Grand Canyon University

**Johnson & Wales**

Kansas State University

Larimer County Community College

Larimer County Workforce Development

**Louisiana State University**

Luther College

**Metropolitan State University of Denver**

Minnesota State University Moorhead

Missouri State University

Moreland University

**New Mexico State University (system)**

**Northern Arizona University**

Northern Michigan University

**Nova Southeastern University**

**Pikes Peak Community College**

PIMA Medical Institute

**Red Rocks Community College**

**Regis University**

SoCo Trades

SummitStone Health Partners

**Texas A&M**

**University of Arizona**

**University of Colorado Anschutz Medical,  
Boulder, Colorado Springs**

University of Denver

**University of Illinois Chicago**

University of Kansas

**University of Minnesota**

University of Montana

**University of Nevada**

**University of New Mexico**

**University of Northern Colorado**

University of Phoenix

University of Wisconsin-Platteville

University of Wyoming

Walden University

**Western Colorado University**

Western Governors University

William Penn University



## EMPLOYER BRAND ENGAGEMENT & SOURCING

**Chalkbeat** is a non-profit news organization that covers education in several communities. Over 35,000 job seekers visit their job board annually.

**Circa (diversityjobs.com)** is the leader for diversity recruitment and OFCCP compliance. All of our jobs are posted to 600+ diversity-focused sites. This platform allows us to outreach to over 15,500+ local community organizations that represent job seekers from traditionally underrepresented populations including Historically Black Colleges and Universities and Hispanic-Serving Institutions. Over 169 million candidates are curated from over 8500+ diversity-focused industry organizations; 55%+ of their job seekers are BIPOC.

**Colorado Association of School Executives (CASE)** is primarily used to advertise executive/administrator-level positions. Established in 1960, CASE serves as the dynamic voice for public school administrators for all of Colorado's school districts.

**Connecting Colorado** is the job posting platform through Colorado's Workforce Centers and the Department of Labor and Employment.

**DiversityInEd** includes a job board, print magazine, and recruitment fairs to connect teachers of color, culture and diverse backgrounds with schools, institutions and organizations committed to recruiting and hiring a diverse workforce.

**EdWeek (topschooolsjobs.com)** is an independent news organization that has covered K-12 education since 1981. They are a top destination for individuals exploring education careers from college graduates to retired educators.

**Glassdoor** is the go-to destination for quality candidates. Since Indeed now owns Glassdoor, the partnership makes sense since Indeed is one of the top places our candidates hear about positions.

**Handshake** is the #1 university job posting platform. It is ideal for capturing early-career talent. We post our positions to over 160 universities and community colleges nationwide.

**Indeed** is the most popular job site in the world and the #1 way applicants stated hearing about our positions, next to our website and hearing from a current employee.

**LinkedIn** is a professional networking and career development program with over 750+ million users. It is most ideal for professional/executive level jobs.

**SchoolSpring** is a product from Unified Talent/PowerSchools, which is connected to our Applicant Tracking System (ATS). It is listed as a top site on the Colorado Department of Education's website for educators looking for a job in Colorado.



## 2022-2023 RECRUITMENT EVENTS

- 10/11/2022:** Colorado State University RAM Life (for athletes)
- 10/25/2022:** Wyoming & Colorado Regional Job Fair
- 10/27/2022:** University of Northern Colorado Educator Employment Day
- 11/09/2022:** Colorado Universities Partnered Virtual Fair
- 11/10/2022:** Online Hiring Event with Larimer County Economic Workforce Development\*\*\*
- 12/1/2022:** Metropolitan State University of Denver Networking & Mock Interview Event
- 12/7/2022:** DiversityInEd K12 Virtual Teacher Recruitment Fair
- 01/23/2023:** Colorado Association of Latino/a Administrators 9th Annual Job Fair
- 02/07/2023:** University of Colorado Colorado Springs College of Education Partnership Breakfast
- 02/07-02/10/2023:** National Association of School Psychologist Conference Expo
- 02/15/2023:** Colorado State University All Campus Career Fair
- 02/15/2023:** University of Denver School District Fair
- 02/21/2023:** University of Colorado Denver Internship & Job Fair
- 02/22/2023:** Hispanic Serving Institutions Career Collaborative Virtual Career Expo
- 02/23/2023:** Integrated Services Licensed Hiring Event \*\*\*
- 02/28/2023:** South Dakota Consortium Teacher Career Fair
- 03/01/2023:** University of Northern Iowa Virtual Teacher Fair
- 03/04/2023:** Colorado Education Recruitment Fair (CERF)
- 03/06/2023:** Licensed Virtual Networking Event \*\*\*
- 03/09/2023:** University of Wyoming
- 03/22/2023:** Pennsylvania Education Recruitment Consortium (PERC)
- 03/23/2023:** University of Northern Colorado Educator Employment Day
- 03/23/2023:** PSD Senior Only Hiring Fair
- 03/30/2023:** Minnesota Education Job Fair
- 03/31/2023:** Bowling Green State University Virtual Teacher Job Fair
- 04/05/2023:** Texas State University – San Marcos Teacher Job Fair
- 04/11/2023:** Oregon Professional Educator Fair
- 04/24/2023:** New Mexico State University Educators' Job Fair
- 04/26/2023:** University of New Mexico Educators' Job Fair

And more...

*\*\*\*indicates internal hiring event*

**View all upcoming job fairs and events: <https://www.psdschools.org/jobfairs>**

# RESOURCES

**2022 List of Minority Serving Institutions:** <https://cmsi.gse.rutgers.edu/sites/default/files/2022%20MSI%20List.pdf>

**Diversifying the Educator Workforce: Disrupting Inequities (House Bill 21-1010):** [https://highered.colorado.gov/Publications/Reports/teachereducation/2022/2022\\_Diversifying\\_the\\_Workforce\\_FINAL.pdf](https://highered.colorado.gov/Publications/Reports/teachereducation/2022/2022_Diversifying_the_Workforce_FINAL.pdf)

**Poudre School District -**

**Careers Page:** <https://www.psdschools.org/careers>

**Job Postings:** <https://psdschools.tedk12.com/hire/index.aspx>

**Recruiting and Retaining Teachers of Color: Why It Matters, Ways to Do It:** <https://www.edweek.org/leadership/recruiting-and-retaining-teachers-of-color-why-it-matters-ways-to-do-it/2020/06#:~:text=A%20report%20by%20the%20Learning,more%20likely%20to%20attend%20college>

**Teachers of Color: In High Demand and Short Supply:** <https://learningpolicyinstitute.org/press-release/teachers-color-high-demand-and-short-supply>

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## Contact Information

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Deborah Meyer | Director of Talent Acquisition & Retention  
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Talent Team | [talent@psdschools.org](mailto:talent@psdschools.org)



# Recruiting and Retaining a Diverse and Talented Workforce

Poudre School District | Talent Team

Board of Education Meeting - January 24, 2023



# Agenda

- Case for diversification in our workforce
- Where are we currently?
- Challenges and goals
- What are we currently doing?
- Potential future strategies
- Q&A





# Glossary of Terms

- **Admin/Pro** – employment classification for staff that are typically in a leadership role (i.e. principals, directors, managers, coordinators, etc.)
- **BIPOC** – black, indigenous, people of color
- **CDE** – Colorado Department of Education
- **Classified** – employment classification for staff that do not require a CDE license (i.e., child nutrition, custodial, finance, instructional support/paras, IT, HR, operations/maintenance, transportation, clerical, etc.)
- **Licensed** – employment classification for staff that require a CDE license (i.e., teachers, special service providers, etc.)
- **LGBTQIA+** - lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual
- **Minority Serving Institutions (MSIs)** – institutions of higher education that serve minority populations through their missions and day-to-day operations (i.e., *Alaska Native and Native Hawaiian Serving Institutions (AANH)*, *Asian American and Native American Pacific Islander Serving Institutions (AANAPISI)*, *Hispanic Serving Institutions (HSI)*, *Native American-Serving Nontribal Institutions (NASNTI)*, *Predominantly Black Institutions (PBI)*, *Historically Black Colleges and Universities (HBCU)*, *Tribal Colleges and Universities (TCU)*)

# Why Diversification is Important in PSD

## Learning Policy Institute's Research – Students of color who are taught by teachers of color:

- Improved academic outcomes
- Higher graduation rates
- Fewer unexcused absences
- More likely to attend college



# Why Diversification is Important in PSD

## Learning Policy Institute's Research – White students had positive perceptions of teachers of color:

- Help break down negative stereotypes
- Help students understand and confront racism
- Prepare all students to live a multicultural society and workforce



# Why Diversification is Important & Challenges around this Goal

- The Alpha generation (born in 2010 or after)
  - Our students are the most diverse generation to-date, especially in race and ethnicity
- Gen Z (born between 1996-2009)
  - Currently the most diverse generation in the workplace

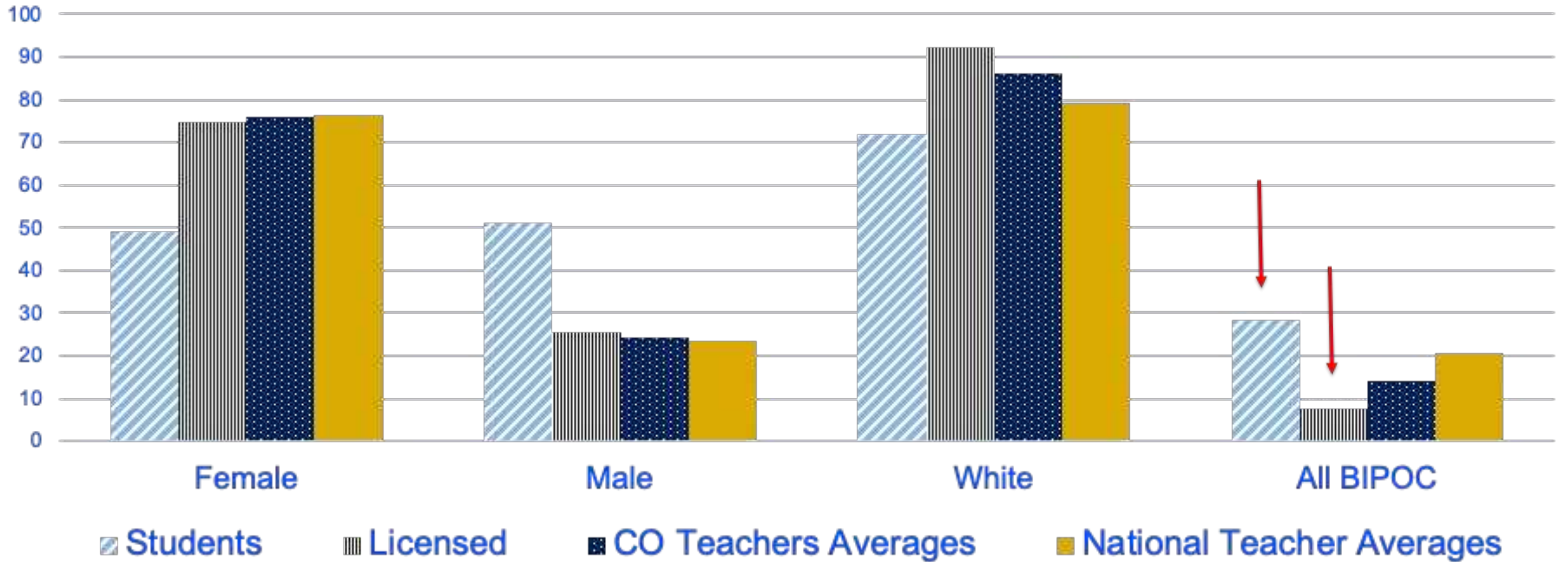


Where are we currently and what are  
our goals?





# Licensed Employees & Student Comparison by Race (2021-2022)





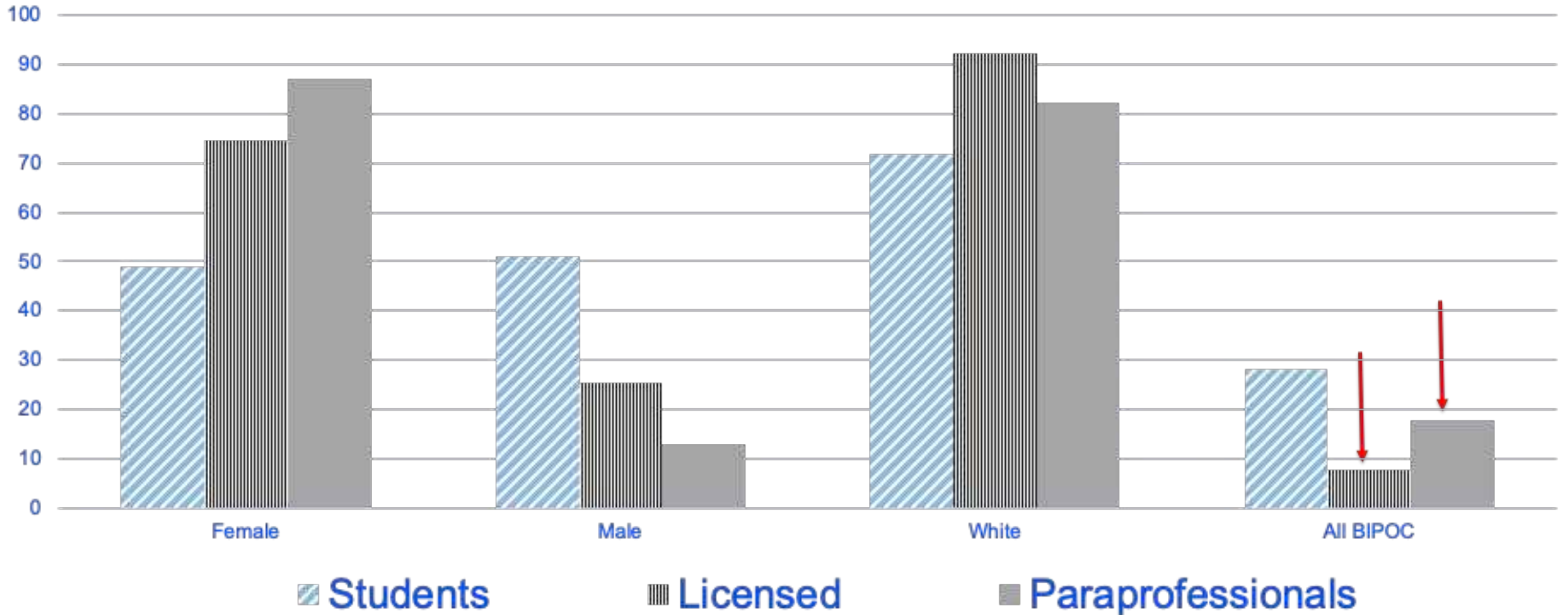
## Licensed Employees & Student Comparison by Race (2021-2022)

Population	Students	Licensed	Colorado Teachers Average	National Teachers Average
American Indian or Alaskan Native	0.5%	0.4%	0.4%	-
Asian & Native Hawaiian or Other Pacific Islander	2.7%	0.9%	1.5%	-
Black or African American	1.3%	0.2%	1.6%	-
Hispanic or Latino	19.5%	5.8%	9.3%	-
Two or More Races	4.1%	0.4%	1.2%	-
<b>White</b>	<b>71.8%</b>	<b>92.3%</b>	<b>86.0%</b>	<b>79.3%</b>
<b>Total BIPOC</b>	<b>28.2%</b>	<b>7.7%</b>	<b>14.0%</b>	<b>20.7%</b>





# Paraprofessional Comparison by Race (2021-2022)



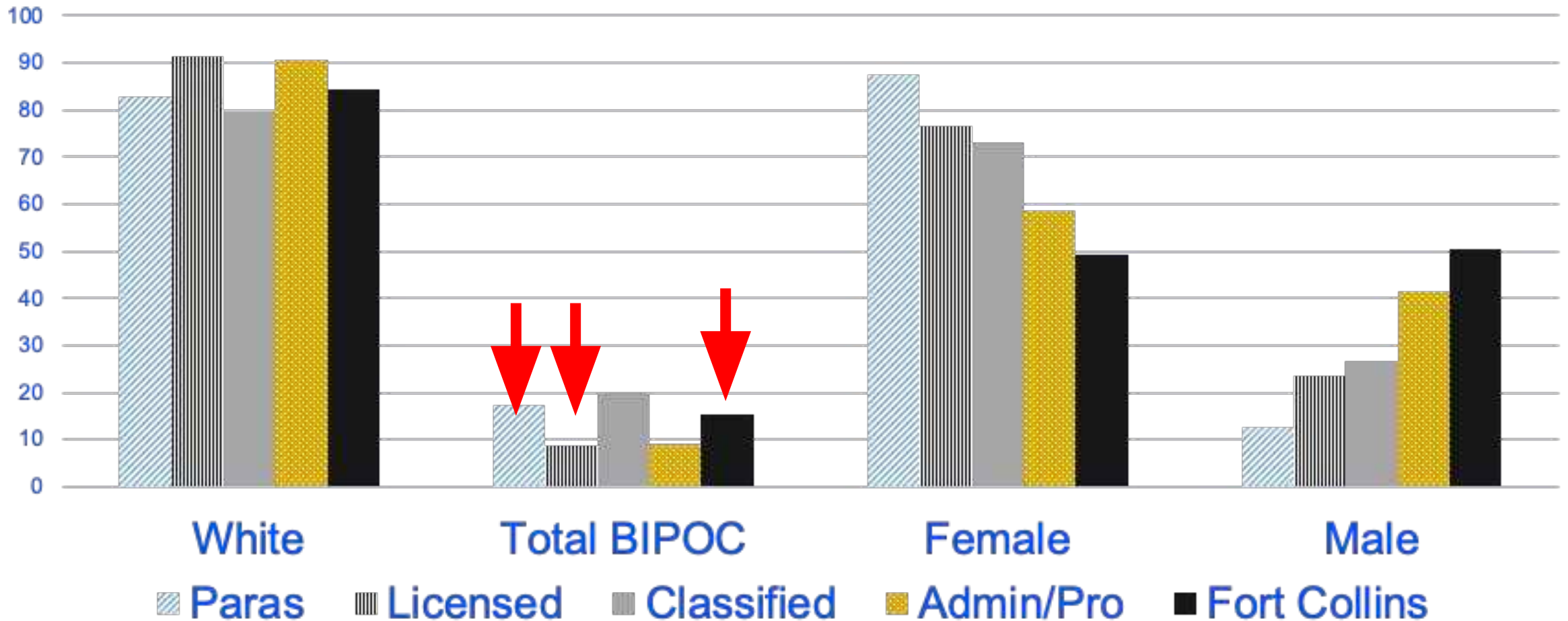


## Paraprofessional Comparison by Race (2021-2022)

Population	Students	Licensed	Paraprofessionals
American Indian or Alaskan Native	0.5%	0.4%	0.7%
Asian & Native Hawaiian or Other Pacific Islander	2.7%	0.9%	2.8%
Black or African American	1.3%	0.2%	0.9%
Hispanic or Latino	19.5%	5.8%	13.0%
Two or More Races	4.1%	0.4%	0.4%
<b>White</b>	<b>71.8%</b>	<b>92.3%</b>	<b>82.2%</b>
<b>Total BIPOC</b>	<b>28.2%</b>	<b>7.7%</b>	<b>17.8%</b>



# Overall Employee Comparison by Race & Gender as of 01/09/2023





## Overall Employee Comparison by Race & Gender as of 01/09/2023

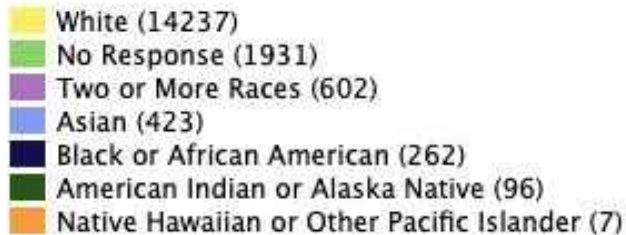
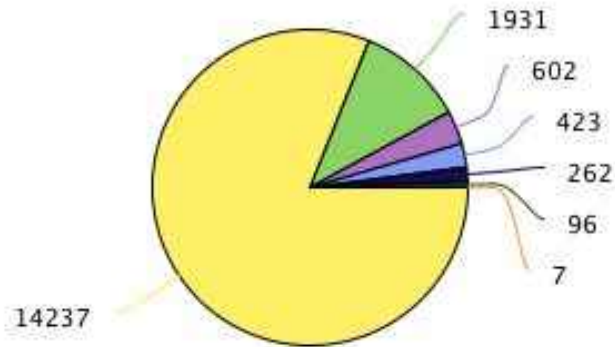
Population	Paras	Licensed	Classified	Admin/Pro	Fort Collins
American Indian or Alaskan Native	0.6%	0.5%	1.2%	1.6%	0.9%
Asian & Native Hawaiian or Other Pacific Islander	2.6%	0.8%	2.3%	1.1%	3.3%
Black or African American	0.8%	0.4%	0.7%	0.5%	1.5%
Hispanic or Latino	12.8%	6.5%	15.3%	4.9%	12.6%
Two or More Races	0.5%	0.4%	0.6%	1.1%	7.8%*
<b>White</b>	<b>82.7%</b>	<b>91.4%</b>	<b>79.9%</b>	<b>90.8%</b>	<b>84.5%</b>
<b>Total BIPOC</b>	<b>17.3%</b>	<b>8.6%</b>	<b>20.1%</b>	<b>9.2%</b>	<b>15.5%</b>



# Applicant Data Versus Hires (August 2021-August 2022)

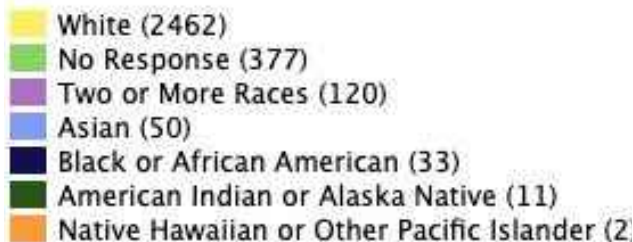
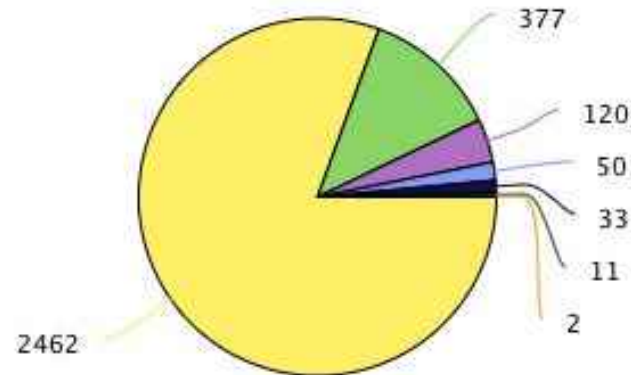
## Applications

Race



## Hires

Race



- From August 2021 to August 2022, 1,390 (7.92%) applicants were BIPOC out of 17,558 of applicants
- In comparison, 216 (7.07%) hires were BIPOC out of 3,055 hires

# Our Goals

- Attract, grow and retain a diverse, inclusive and talented workforce
- Support a workplace culture that cultivates belonging
- Build collaborative partnerships with underrepresented communities based on culturally responsive practices



What are we currently doing?



# Attract & Grow: Current Recruitment Strategies

## Partnerships & Pipeline Development

Collaborate with key stakeholders – internal and external – to attract applicants from diverse backgrounds

## Employer Brand

Build credibility and convert viewers of content into applicants through our website, promotional materials, digital campaigns and social media

## Advertising & Sourcing

Through various sourcing channels, cultivate relationships with individuals and groups of talent, who not only meet but exceed job qualifications

## Events

Engage with high-quality talent by attending and hosting hiring events that showcase all levels of talent from diverse backgrounds





**We partner with over 160 universities/colleges nationwide to advertise our jobs, attend events, and build a pipeline. We actively seek and build partnerships with existing and emerging Minority Serving Institutions (MSIs) - *Alaska Native and Native Hawaiian Serving Institutions (AANH), Asian American and Native American Pacific Islander Serving Institutions (AANAPISI), Hispanic Serving Institutions (HSI), Native American-Serving Nontribal Institutions (NASNTI), Predominantly Black Institutions (PBI), Historically Black Colleges and Universities (HBCU), Tribal Colleges and Universities (TCU).*** Some of our top partners from MSIs include:

- Adams State University, Aims Community College, Arizona State University, California State University (system), City University of New York (system), Colorado State University- Fort Collins, Global & Pueblo, Community College of Aurora/Denver, Concordia College, Emily Griffith Technical College, Fort Lewis College, Front Range Community College, Johnson & Wales, Metropolitan State University of Denver, Nova Southeastern University, New Mexico State University (system), Pikes Peak Community College, Red Rocks Community College, Texas A&M, Regis University, University of New Mexico, University of Arizona, University of Colorado – Colorado Springs, Denver, Anschutz Medical, Boulder, University of Illinois Chicago, University of Minnesota, University of Northern Colorado, University of Nevada, Western Colorado University ... and many more ...



**Partnerships & Pipeline Development**

# Partnerships & Pipeline Development

- ✓ This year (2022-2023), we have 148 **student teachers/interns** (26 or 18% are BIPOC).
- ✓ Partner with organizations like the Department of Labor and Employment, workforce centers, and Division of Vocational Rehabilitation to provide **paid work experiences (PWEs), apprenticeships, and internships**, especially to individuals with disabilities
- ✓ Expand **off-campus work study program** with Colorado State University and Front Range Community College (Pell-grant eligible, exceptional financial need, first-generation, historically marginalized identities)
- ✓ **J-1 Teacher Cultural Exchange Program** – will host 10 teachers from the Philippines, Colombia, Jamaica in 2023-24



## The top way applicants hear about our jobs is through the PSD website. All job postings currently include this statement:

- Poudre School District is dedicated to affirming respect, compassion, and acceptance for all, and we celebrate diversity with regard to all backgrounds and identities. We believe that equity, diversity, and inclusion drive our success, and we encourage candidates from all identities, backgrounds, and abilities to apply. We are an equal opportunity employer committed to building inclusive work environments with employees who reflect our students and enthusiastically serve them. Therefore, in all aspects of the employment process, we provide employment opportunities to all qualified applicants without regard to race, color, religion, sex, disability, age, sexual orientation, gender identity or expression, pregnancy, medical condition related to pregnancy, creed, ancestry, national origin, marital status, genetic information, or military status, or any other protected status in accordance with applicable law. PSD is committed to finding the best candidate for the job, and that candidate may be one who comes from a less traditional background. We encourage you to apply!*



## Employer Brand Engagement



# Advertising & Sourcing

**Beginning December 2022, all PSD jobs are posted to diversityjobs.com (Circa), which includes over 600+ diversity-focused job boards, including but not limited to:**

- African American & Black Jobs, Asian American & Pacific Islanders Jobs, Disability Jobs, Indigenous & Native Jobs, OverFifty Jobs, Hispanic & Latinx Jobs, LGBTQIA+ Jobs, WeHire Women, Veteran Jobs, and many other niche boards

We can actively source from over 169 million candidates who represent historically marginalized populations from over 8,500+ diversity-focused organizations.



We attend hiring events that offer the best education preparation programs and support a diverse student pool. Some events we are attending/have attended this year include:

- **12/1/2022: Metropolitan State University Networking Event**
- **12/7/2022: DiversityinEd K12 Virtual Teacher Recruitment Fair**
- **01/23/2023: Colorado Association of Latino/a Administrators 9th Annual Job Fair**
- 02/07/2023: University of Colorado Colorado Springs College of Education Partnership Breakfast
- 02/15/2023: Colorado State University All Campus Career Fair
- 02/15/2023: University of Denver School District Fair
- 02/21/2023: University of Colorado Denver Internship & Job Fair
- **02/22/2023: Hispanic Serving Institutions Career Collaborative Virtual Career Expo**
- 02/28/2023: South Dakota Consortium Teacher Career Fair
- **03/04/2023: Colorado Education Recruitment Fair (CERF)**
- 03/22/2023: Pennsylvania Education Recruitment Consortium (PERC)
- 03/23/2023: University of Northern Colorado Educator Employment Day
- 04/05/2023: Texas State University – San Marcos Teacher Job Fair
- 04/11/2023: Oregon Professional Educator Fair

*And many more... visit <https://www.psdschools.org/jobfairs> for more info*



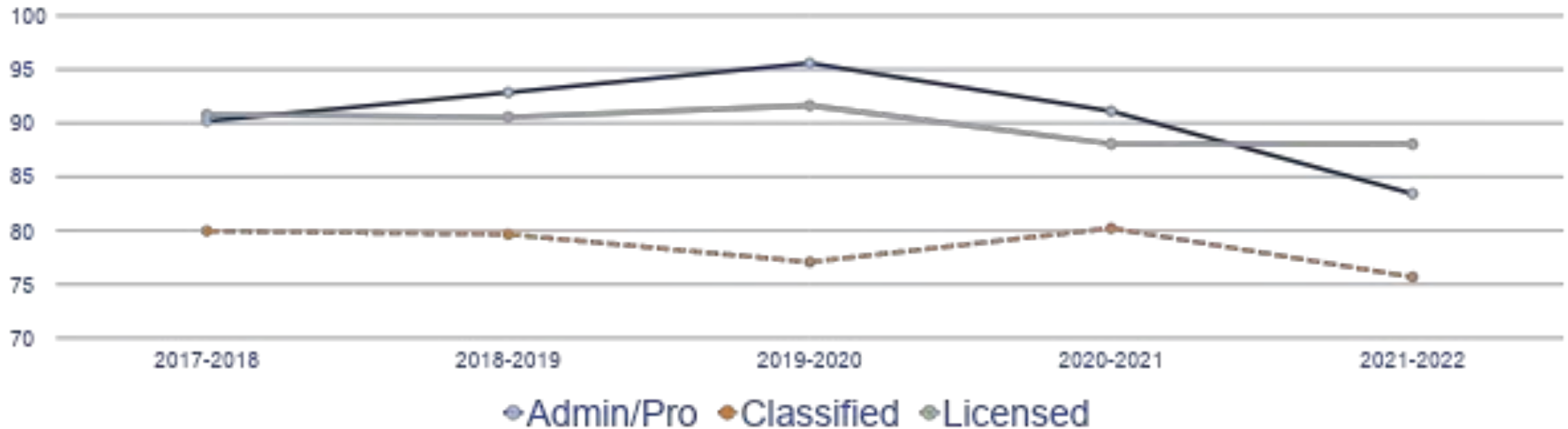
## Recruiting Events

# Plugging the "Leaky Bucket"





# Retention Statistics



	FY 21 to 22	FY 20 to 21	FY 19 to 20	FY 18 to 19	FY 17 to 18
<b>Admin/Pro</b>	83.43%	91.12%	95.60%	92.86%	90.20%
<b>Classified</b>	75.67%	80.22%	77.07%	79.65%	79.97%
<b>Licensed</b>	88.05%	88.07%	91.64%	90.57%	90.79%

# Retain: Current Retention Strategies

## Mentoring & Induction

- 1:1 mentors provided to new licensed and classified staff
- Group coaching
- In-person/virtual orientations starting in February 2023

## Employee Affinity Groups (EAGs) & Staff Equity Coalition (SEC)

- Employee-led and facilitated groups formed around interests, backgrounds, identities, and common bonds
- Current groups: Black, Indigenous and People of Color (BIPOC) & Pride (LGBTQIA+)
- HR working group - SEC

## Job Exploration & Application Support

- Grow talent through clear pathways and build inclusive programs that will support the career development of staff
- Resume/interview guidance, licensing, and career-growth exploration

## New Hire & Employee Engagement Surveys

- Gather feedback from new hires to improve recruitment and hiring processes
- Hear from current employees to improve working conditions and job satisfaction





# Potential Future Strategies





# Review Selection Process to Reduce Implicit Bias



REVIEW  
INTERVIEW  
QUESTIONS  
FOR IMPLICIT  
BIAS &  
PROVIDE BANK  
OF DEI  
QUESTIONS



STRUCTURED  
INTERVIEW  
AND  
SCORECARD



USE PANEL  
INCLUDING  
PEERS FROM  
DIVERSE  
BACKGROUNDS  
TO REDUCE BIAS  
IN PROCESS



SCORECARDS  
COMPLETED  
BEFORE  
DISCUSSION



HIRING  
SUPERVISOR  
SPEAKS LAST



- Expand **alternative teaching licensing pathways**
- Improve applicant and hiring manager experience by reviewing **website and application for accessibility**
- **Grow-Your-Own** programs (i.e. paraprofessional-to-teacher) – internal sourcing from applicants and staff
- **Career One Stop** – detail "how to get ahead," what resources are available
- Partnering with internal stakeholders for **hiring teams training**, including implicit bias and microaggressions
- **Expand partnerships** with more **MSIs** and other organizations that support pipeline development for individuals who come from historically marginalized populations
- Improve **exit interview process** and add **stay interviews**

Are these strategies in line with our values in  
Poudre School District?





# Recruitment, Retention & Employee Well-Being

**Deborah Meyer**

Director of Talent Acquisition & Retention

**Barb Fisher**

Employee Assistance Services Manager

# Talent Team (est. 2022)

## Mission

Our mission is to strategically attract, grow, and retain high-quality team members with a human-first lens by building stakeholder partnerships to support an inclusive culture of belonging, consistently improving the recruiting and hiring processes, and continuously supporting the development of staff by creating pathways for growth.

- **Attract:** recruit and hire high-quality team members who represent our students and families
- **Grow:** provide clear and equitable pathways for the growth and development of all team members
- **Retain:** build an inclusive culture of belonging where team members feel seen, valued, and appreciated

## Vision

Our vision is to cultivate a diverse workforce, reflecting the intersectional identities and needs of our students, where every employee feels valued for their individual contribution to educate every child, every day.



# Attract & Grow: Current Recruitment Strategies



# Employer Branding

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- Recruitment is marketing! Our employer brand is not what we say it is, it's what others say it is.
- Our goal through our website, promotional materials, and social media is for future, current, and past employees to see themselves in PSD. We aspire to build credibility and convert viewers of content into applications.
- The #1 way our applicants hear about our jobs is through our PSD website (*\*website re-vamp anticipated summer 2024*)



ID: Two individuals hugging each other on the red carpet at PSD's Educator Welcome





# Employer Branding

5.0 ★★★★★

'GLASSDOOR'

Aug 16, 2023 ...

## Great job with the right support

 Anonymous Employee

Current Employee

 Fort Collins, CO

Recommend  CEO Approval  Business Outlook

### Pros

Loved the students, my administration, and the PD opportunities available.

### Cons

Education is generally a tough field right now, especially around community and compensation. The key for me was having a great administration.

# Advertising & Sourcing

- All jobs are automatically posted to: **Indeed** (2<sup>nd</sup> top way talent hears about our jobs), **Glassdoor**, **LinkedIn**, **TopSchoolJobs** (EdWeek), **Circa** by Mitratach - diversityjobs.com (600+ diversity-focused sites), **DiversityInEd**, **SchoolSpring** (licensed), **ZipRecruiter**
- Other sites often include: Colorado Association of School Executives (**CASE**), **Connecting Colorado** (Workforce Center), **Handshake** (college/university job platform), **Social Media** (Facebook, X (Twitter), LinkedIn, Instagram), and **many more!**
- **Sourcing** is the proactive searching for qualified job candidates for current or planned open positions; it is not the reactive function of reviewing resumes and applications sent to the company in response to a job posting or pre-screening candidates. Sourcing can identify either candidates who are not actively looking for job opportunities (passive job seekers) or candidates who are actively searching for jobs (active job seekers). (SHRM)



# Events

We engage with high-quality talent by attending and hosting hiring events that showcase all levels of talent. Our team typically attends around 40-50 external recruiting events and host an average of 10-20 internal hiring events per year.

## Fall 2023 Recruitment Calendar ([www.psdschools.org/jobfairs](http://www.psdschools.org/jobfairs))

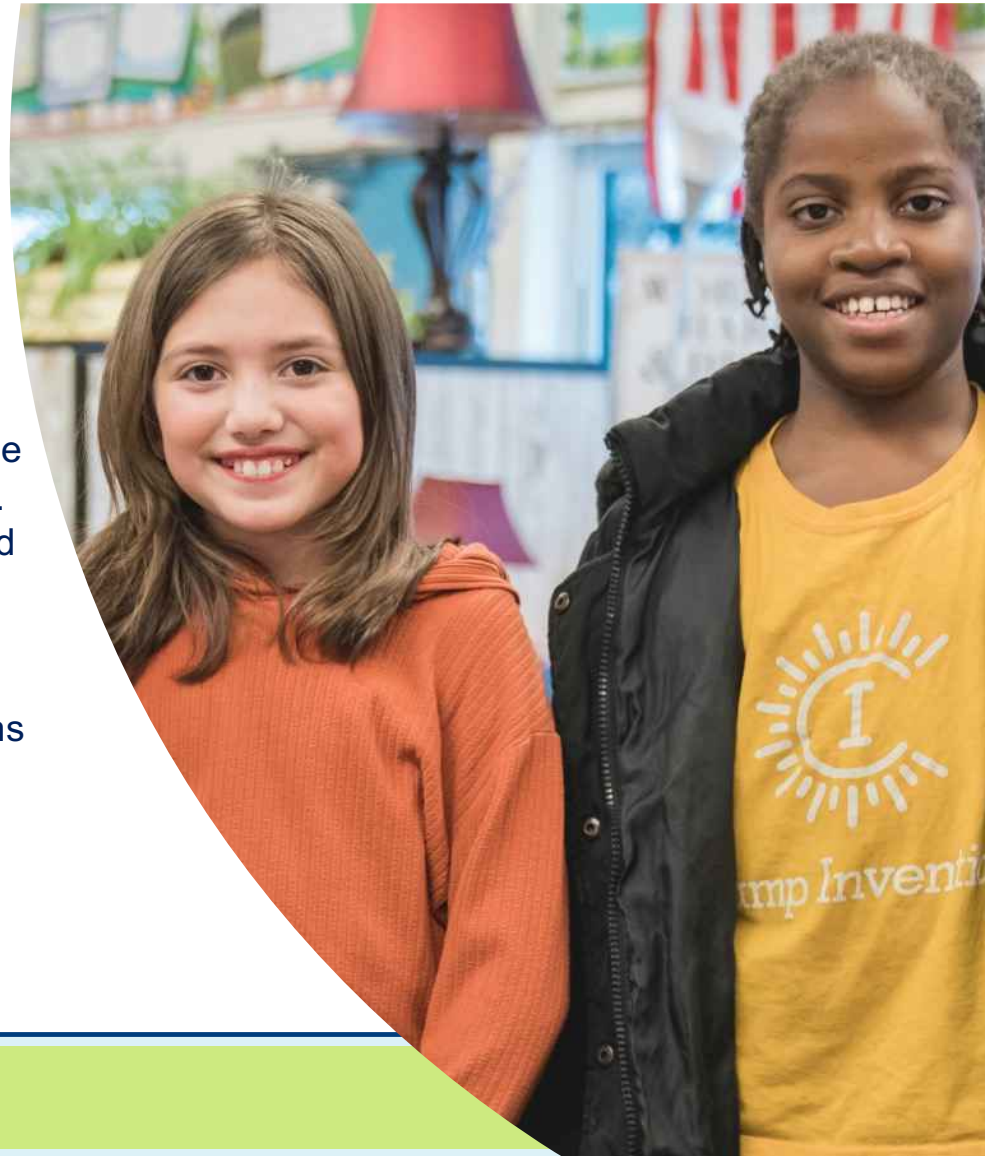
- 8/28/2023: Front Range Community College Work Study Job Fair
- 9/12/2023: Colorado State University All Campus Career Fair
- 9/27/2023: PSD Bus Operator Hiring Event
- 10/9/2023: University of Nebraska Lincoln Education Career Day
- 10/10/2023: Wyoming & Colorado Regional Job Fair (Weld County & Virtual)
- 10/23/2023: American Association for Employment in Education Education Career Expo
- 11/1/2023: PSD Child Nutrition Hiring Event
- 11/2/2023: University of Northern Colorado K-12 Educator Employment Day
- 11/9/2023: University of Colorado Colorado Springs All Major Job and Internship Virtual Career Fair\*
- 11/30/2023: PSD Virtual Paraprofessional Hiring Event
- 11/30/2023: Metropolitan State University of Denver Mock Interview Event
- 12/2/2023: DiversityInEd K12 Virtual Teacher Recruitment Fair



# Partnerships & Pipeline Development

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- We partner with over 160 universities/colleges nationwide to advertise our jobs, attend events, and build a pipeline. We actively seek and build partnerships with existing and emerging Minority Serving Institutions (MSIs)
- **Field Experience & Internships:**
  - Last year, we supported 148 student teachers/interns in traditional ed prep programs
  - Partner with organizations our workforce center, the Division of Vocational Rehabilitation to provide paid work experiences (PWEs), apprenticeships, and internships, especially to individuals with disabilities



ID: Two students in a classroom smiling at the camera



# Partnerships & Pipeline Development

- **Off-Campus Work Study Program** with Colorado State University and Front Range Community College
- **J-1 Cultural Teacher Exchange Program** – host experienced teachers from across the world, especially in hard-to-fill areas (STEM, World Languages, Special Education, etc.)
- **Become a Teacher Program** with the University of Northern Colorado – launching a cohort of approximately 20 PSD employees to become licensed special education teachers starting in January 2024

# Retention Data

A “good” employee retention rate is typically considered at 90% or above; however, many organizations average around 70-80%.

	FY 22 to 23	FY 21 to 22	FY 20 to 21	FY 19 to 20	FY 18 to 19	FY 17 to 18
<b>Admin/Pro</b>	85.33%	83.43%	91.12%	95.60%	92.86%	90.20%
<b>Classified</b>	77.40%	75.67%	80.22%	77.07%	79.65%	79.97%
<b>Licensed</b>	90.82%	88.05%	88.07%	91.64%	90.57%	90.79%



# Retention Strategies

- 1. Build employee engagement and a culture of belonging**
  - Engagement & Exit Surveys
  - Negotiations
  - Principles of Community
  - Employee Affinity Groups (EAGs) & Staff Equity Coalition (SEC) – employee-led groups formed around interests, backgrounds, identities, and common bonds
- 2. Employee recognition & rewards**
  - PSD Celebrates – Annual Staff Awards Night – April 2024
- 3. Create an exceptional onboarding experience**
  - District **orientations** for all staff
- 4. Support employee professional development**
  - Mentoring & Induction – 1:1 mentorship, group coaching
  - Job Exploration & Career Development – resume/interview support, licensing, and career-growth exploration
- 5. Promote employee health and wellness to prevent burnout...**



# Poudre School District

## Integrated Employee Health & Wellness Program



Employee  
Health & Wellness  
Program



**EMPOWERING YOU  
TO TAKE CARE**



**Health & Wellness**

## **PSD Employee Health & Wellness Goals**

**Support**

- Support positive health practices for all employees

**Prevent**

- Prevent chronic health issues

**Assist**

- Assist those at risk with support to become well

**Improve**

- Improve health practices for people with chronic health concerns

# Key Components



# EAS

## Employee Assistance Services is...

- Mental health/substance use counseling and support
- Free of cost to all employees *and* their eligible household family members
- Located off-site for confidentiality
- Easy to use (scheduling and accessibility)
- Staffed by experienced, licensed psychotherapists



# EAS

Employee Assistance Services

Counseling,  
Recommendation,  
and  
Pre-Certification  
Services

---

EAS provides an assessment, treatment plan, and a recommendation to a network mental health specialist best suited for employee issue(s) and goals.

Other functions:

- Benefits Utilization and Provider Recommendations
- Crisis Response and Support 24/7
- Site Based Services
- Medically Certified Absence and Short-Term Disability Management
- Case Management of MH/SA hospitalizations to ensure appropriate level of care and discharge planning

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Manage Network of Mental Health providers and facilities

# Employee Health Clinic

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- State of the art facility
- Free for benefited employees (& dependents) and employees w/set contract percentage or scheduled hours/week
- Can see patients 1 year of age and older
- Appointments and walk-ins, in-person and virtual appointments
- Treat common ailments
- Most 30-day generic prescriptions available for free



# Lifestyle Health Program

- The PSD Lifestyle Health Program is available to assist *benefited employees and dependents* who are at risk for a chronic illness & those who wish to avoid one. The medical services provided through the Lifestyle Health program are *completely voluntary and confidential*.
- Staffed by UC Health:
  - Exercise Physiologist
  - Registered Dietician
  - Registered Nurse



# Lifestyle Health Program

Everyone's journey to health is unique. That is why we have created a team of healthcare professionals dedicated to helping you live your best life.

- Voluntary and confidential
- Focused on YOUR health goals
- Open to all employees
- FREE for benefited employees & dependents
- Low-cost monthly option for non-benefited employees





## The Lifestyle Health Program Includes:

Health assessments

Individualized care plans

Nutrition, health, and exercise coaching

Connection to and/or coordination with primary care physician and EAS

Yoga, Intro to Fitness, and Nutrition classes

Maternity Management Program





POUDRE SCHOOL DISTRICT

## Wellness

- Biometric Screenings
- Discounted medical premium
- Discounts to local gyms, massage studios, and more
- Headspace meditation app
- Onsite Flu Shots
- Raintree Athletic Club
- Wellbeats fitness app
- Wellworks Points Portal

[psdschools.org/staff/employeewellness](https://psdschools.org/staff/employeewellness)

Employee  
Health & Wellness  
Program



- Comprehensive support for employee health and wellness
- Innovative
- Integrated – system components work together
- Free and easily accessible
- Provides timely services





**Questions?**

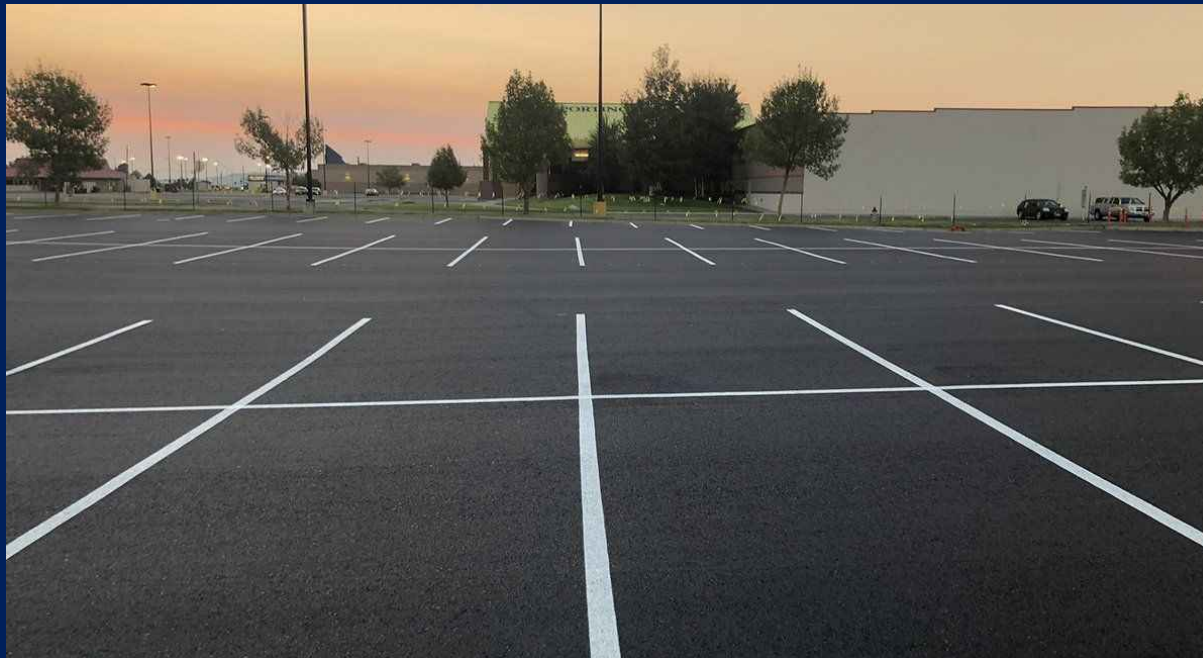


## *DEI in Hiring Process*

Poudre School District | January 2024

Professional Learning Days

# Welcome!



# The Why

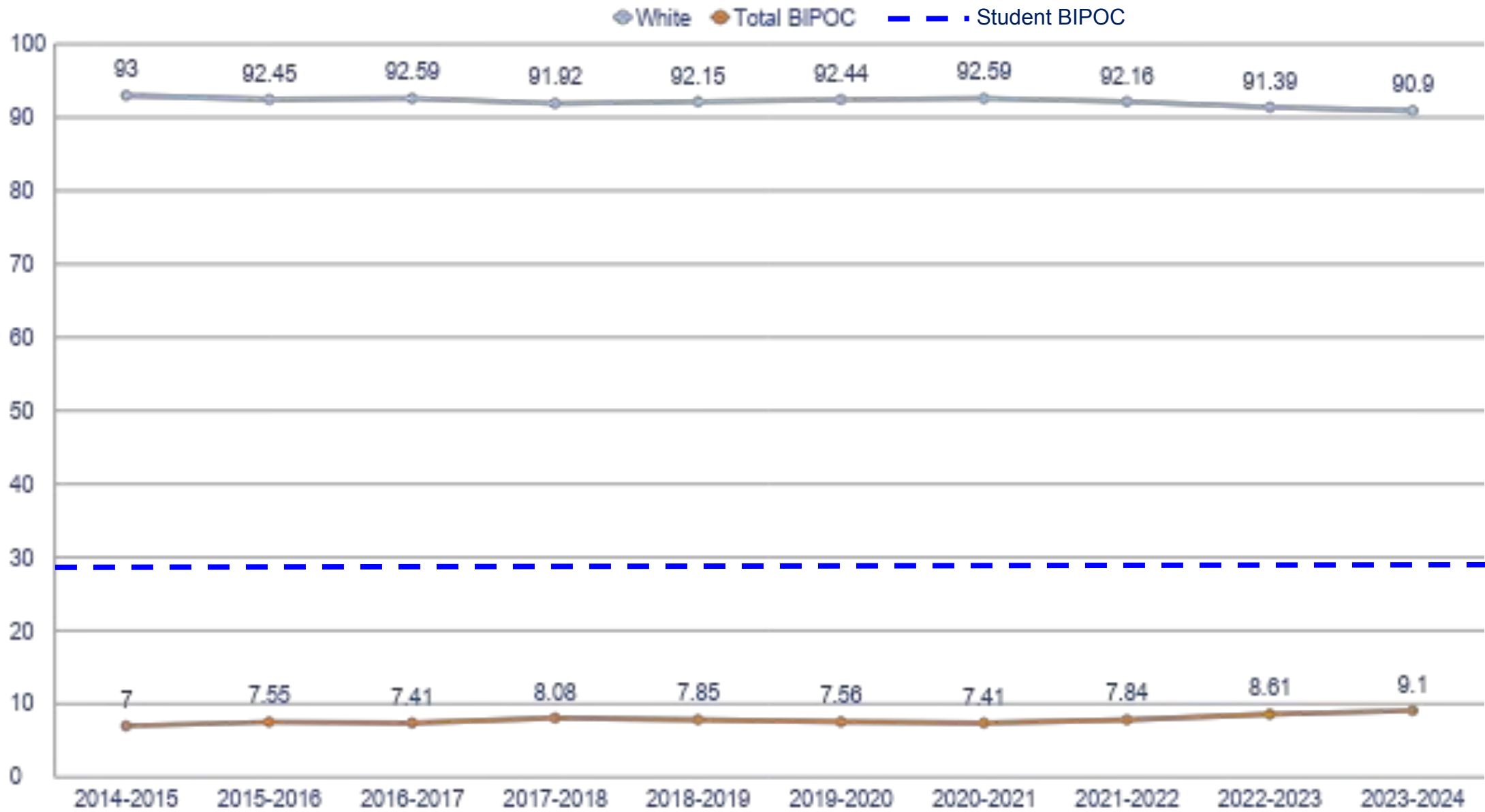


# 2022-2023 Staff Data

Population	Students	Licensed	Classified	Admin/Pro
American Indian or Alaskan Native	0.4%	0.5%	1.2%	2.1%
Asian & Native Hawaiian or Other Pacific Islander	2.7%	0.8%	2.4%	1.0%
Black or African American	1.3%	0.4%	0.9%	n/a
Hispanic or Latino	19.5%	6.6%	15.9%	4.7%
Two or More Races	4.6%	0.4%	0.5%	1.1%
<b>White</b>	<b>71.4%</b>	<b>91.3%</b>	<b>79.1%</b>	<b>91.1%</b>
<b>Total BIPOC</b>	<b>28.5%</b>	<b>8.7%</b>	<b>20.9%</b>	<b>8.9%</b>



# Licensed Demographics





# Activating Prior Knowledge--A Game



# Posting Process



**Culture Fit** involves selecting candidates whose values, beliefs, and behaviors align closely with the existing organizational culture. The goal is to ensure that new hires seamlessly integrate into the current work environment and share common cultural traits with the team.

**Culture Add** focuses on bringing in individuals who not only align with the core values of the organization but also bring diverse perspectives, skills, and experiences that enrich and enhance the existing culture. The emphasis is on expanding and evolving the culture rather than strict alignment.



# Job Postings

## General Info

- Refer to contact sheet for who to contact

## Posting Duration

- All positions shall be posted for a minimum of **10 weekdays** (*\*special consideration for 5 day postings - approved by HR Director only*)
- Internal-only positions may be posted for a minimum of 3 days
- Positions can only be posted as open until filled after the initial posting period expires

## Job Requisition

- To get started, office managers should submit a job requisition in Recruit & Hire

## Approval to Post

- The requisition will be sent to the appropriate department/HR Director for approval
- HR strives to approve and post jobs within 1 business day of the submitted requisition





# Job Opportunity Advertising

## **All positions are automatically posted to:**

- Circa by Mitrastech (diversityjobs.com)
- DiversityInEd
- Glassdoor
- Indeed
- LinkedIn
- SchoolSpring

## **Most positions are also posted to:**

- CASE (administrators)
- Connecting Colorado (workforce center)
- Handshake (colleges/universities)
- Social Media

## **Some positions are also posted to:**

- Chalkbeat
- Sponsored posts
- Specialized job boards



## Sourcing & Pre-Screening

**Our goal as a talent team is to recruit and fill positions as quickly as possible with high-quality candidates. Part of this process includes sourcing and pre-screening candidates.**

Deborah Meyer  
Director

- Administrative /Professional
- Temporary/Varied Hour

Matt Leland  
Manager

- Licensed
- Student Teachers/Interns

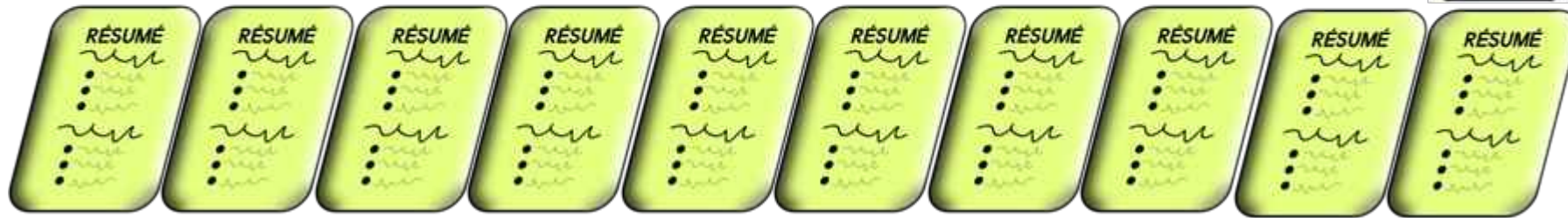
Sahira Mendoza  
Specialist

- Classified

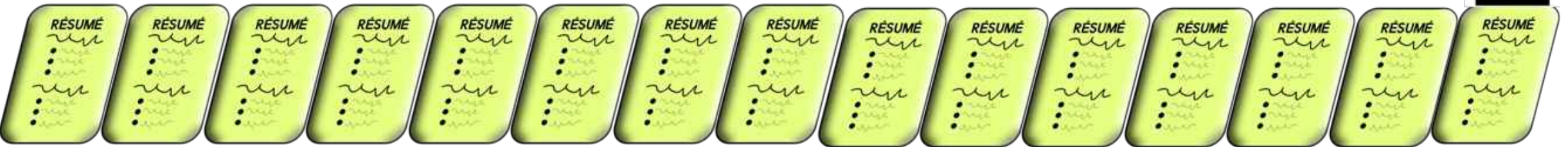


## Is Anne More Employable than Lakeysha?

○ Applicant: Brendon, Greg, Emily, Anne



○ Applicant: Tamika, Aisha, Rasheed, Tyrone





## Results of MIT Study - Unconscious Bias

- Not likely that the reviewer of these resumes were sitting around saying it's because they refuse to hire someone named Aisha.
- But, the results are likely about impressions about what Black/African-Americans are like.
- And, while we don't know it consciously, it causes us to make certain decisions.





# Selecting Candidates to Interview: Screening Guidelines

To view HR screening recommendations, log into TalentEd and go to the “Application Manager” section

The screenshot displays the TalentEd Applicant Tracking System interface. At the top, there is a blue header with the 'Unified Talent Applicant Tracking' logo on the left and 'Welcome to TalentEd Hire Sign Out' on the right. Below the header is a navigation bar with icons and labels for TOOLS, APPLICATION MANAGER, DASHBOARD, REPORTS, ANALYTICS, CONFIGURE, and SUPPORT. The main content area is titled 'APPLICATION MANAGER' and features a search bar with a dropdown menu for saved searches and a 'NEW SEARCH' button. Below the search bar is a search input field with the placeholder text 'Search' and a note 'Start typing to search on First Name, Last Name or Position Title.' To the right of the search bar is a 'VIEW:' dropdown menu currently set to 'HR Screening Recommendation'. Below the search bar is a row of colored buttons for filtering: ACTIVE, DEACTIVATED, ALL, and several colored buttons (yellow, pink, light blue, green, purple, orange, teal, light orange). At the bottom right of the search area, it says 'Results 1-20 of 2186'. Below this is a table header with columns: Last Name, First Name, Posting ID, Position Title, Teacher EPI, Application .., Applicant Sc., Applicant Sc., and Applicant Sc..



## Updated Screening Scores

### 4- Highly Recommended

- Candidate exceeds the minimum and preferred qualifications.
- Has prior industry-related and/or K-12 knowledge.
- May represent a district priority as a high-need or hard-to-fill area.

### 3- Recommended

- Candidate meets minimum qualifications and most/many of preferred qualifications, including education and experience.

### 2- Consider with Reservations

- Candidate meets minimum qualifications but is lacking several preferred qualifications
- Candidate has an issue with previous references.
- Has unrelated experience/lacks current experience in relation to the position applied.

### 1- Not Recommended

- Candidate meets minimum qualifications but is lacking the majority or all preferred qualifications.

### 9 – Missing Qualifications/ATL

- Candidate does not meet minimum qualifications for the role.
- Does not currently hold (or will not hold by the start of position) valid credentials/license required by the role.
- \*Includes “alternative” license types such as Emergency, TEE, ATL, etc.

# Preparing for the Interview





## Standardized & Structured Interviews

- **Prepare and use the same questions for each candidate** - recommended to reserve approximately 2 minutes per question with time for an introduction and next steps/follow-up. ~10 interview questions for a 30-minute interview is ideal. All questions prepared shall be asked to each candidate, if time permits.
- **Include a minimum of 2 (two) DEI questions** either from the DEI Question Bank or develop questions specific to the position you are interviewing for (NOTE: DEI Executive Committee is happy to review them before use, if you would like).
- **It is recommended to collect follow-up questions from panelists and submit those to the hiring manager for a follow-up conversation/interview.** However, panelists could follow up on any question with the candidate. Hiring managers should listen to questions and interrupt any potentially illegal questions (protected classes include race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, and genetic information).
- **Time management** is part of the interview process - inform the candidate how much time they have and how many questions they will be asked to answer in that timeframe.

- **Candidate Prompts** - not every candidate will be as familiar with DEI as you are. If the candidate isn't familiar with DEI vocabulary and is missing the question, you should simply prompt them by providing them with the definition they may need to understand the question.
- **Culture Fit** – is when a candidate aligns with the current leader's or hiring manager's or organization's normative values. Risk is that we only hire candidates with the same perspective and never get new or different experiences/perspectives.
- **Culture Add**-- when interviewing a candidate for Culture Add, be aware of how they align with the norms of your organization and also where they don't align, because a lot of their value could lie in the gap.
- **Interview for the Culture Add** - identify the norms, values, experiences, and approaches to things of the candidate that are different and pause to consider what value that may bring to the organization, your team, etc. How can you challenge your idea of an ideal candidate?





## Example DEI Centered Interview Questions (NEW!)

1. What are some ways you have integrated equity and inclusion into your professional work? What metrics did you use and what was the result?
2. What was the last thing you did to challenge your own cultural self-awareness? Please share an example of something that you did.
3. Provide an example of how you address implicit biases of your own in your work or personal life?
4. What does anti-racism mean to you? How does that show up in your work?
5. Describe your understanding of equity vs. equality? Give us an example of how we would see equity in your work.
6. What is your philosophy for teaching and learning, especially in regards to Diversity, Equity, and Inclusion?
7. Describe a time you made a mistake that caused unintentional harm to someone. How did you repair the harm? What did you learn from this?
8. Tell about a time when someone at work said something that is either a microaggression or was discriminatory/biased . What did you do to address this?



## Rubric (NEW!)

### Weak

- Shows unawareness of equity issues for students within the context he/she/they are applying for.
- Has little to no vision for moving equity work forward.
- Perhaps “blames the victim” (e.g. An obstacle is when certain students are lazy).
- Shows prejudice or stereotypes and no indication that they are working on correcting that.

### Average

- Shows surface level understanding equity issues (might address basic needs being met, perhaps one component of critical identity (race, gender, etc.)
- Does not blame the victim
- Has a general but somewhat vague plan of how their work can help. Talks in one or two generalities (I’ll build relationships, I’ll honor culture and backgrounds)
  - Won’t supply great detail on how they will accomplish their vague plan
- May show a prejudice, stereotype or bias, but then shows evidence of self-correction and/or evidence that they are working on getting better.

### Exceptional

- Shows deep understanding of equity issues and specifically mentioned multiple obstacles. Does so in a way that honors people’s backgrounds and cultures and uses strategies to avoid overgeneralization or stereotypes.
- Uses human/student first language.
- Elaborates with specifics on their plan that could potentially answer the obstacles mentioned.
- Has multiple strategies within their plan that are relevant to the position they are applying for.
- Might mention a book, article, data, or author relevant to their obstacle or plan.
- Answer shows experience having actually implemented equity work in the past...or answer shows great introspection and self-awareness as evidence that they are ready to dive deeper into equity work.

# Activity

In small groups, talk about which questions you like and how you might formulate your own DEI content/context embedded questions.





# Conducting the Interview



# Designing & Running an Interview Panel to Reduce Bias





## Setting the Stage: Build a panel to include diverse voices

- Awareness of identity fatigue - “The loneliness of oneliness”
- First, try to pick interview committee members from your site or who works directly with this position. It’s ok if they are not in the same role you are interviewing for. *Ask a wide range of positions/roles who may work with this position directly.*
- Alternatively, you may invite members of the **DEI Executive Committee** or HR Dept if you do not have someone from your site. (Committee: Dehlia, Shayna, David, Liz, Erich, John P, Insoon)
- If you do not have a diverse representation of identities on the panel (I.e. gender/sex, race/ethnicity, experience, education, etc.), then be aware of this missing voice when debriefing about the candidates



## Conducting the Interview

- **Prepare** - **provide list of common biases that arise in an interview to the panel in advance**. Ask them to familiarize themselves with these prior to the interview. It is recommended to not share questions in advance with candidates.
- **Confidentiality** - have all panelists sign the confidentiality agreement. State to the panelists that they are not to talk about the candidates other than on this panel. Review the interview questions after the confidentiality agreement has been signed and assign who will ask which question.
- **Engage all panel voices** - it's preferable that each person on the panel, using their voice, ask questions. Assign them if you need to for efficiency.
- **Set Intentions** - before you bring the candidate into the room/online room. **Remind the panel that we all have biases and that as we experience the candidate and their answers to be aware of how our biases may influence our experience, perceptions, and judgments about the candidate.**
- **Introductions** - a quick round of introductions of who is in the room before you start asking interview questions.



## Debriefing the Candidates

- **Feedback**– have all panelists write down their pros/deltas and responses of candidates to each question individually prior to discussion. During the debrief, the hiring manager should collect feedback from the panelists (strengths/deltas).
- **DO NOT have panelists rank or score the candidates** - panelists' role should be to provide hiring manager feedback to consider. The hiring manager makes the final decision. Be mindful that all interview notes become subject to open records.
- **Discussion - the hiring manager should share their feedback last.** Be sure to check in with all panelists taking turns for each to speak. Prior to the hiring manager speaking, they should ask the panel for any additional feedback they would like you to consider.
- **Decision** – the hiring manager does not have to make a decision at the moment. Better to deliberate and consider the feedback from the pre-screen, interview, and reference phase, prior to making a decision in the moment.

# Transforming Judgment into Inquiry



# Hiring Process





# How to Hire a New Employee in Applicant Tracking

## Step 1: Reference Check

**Complete a minimum of one professional reference, ideally from a supervisor via telephone.**

*(Internal candidates - reference check from current supervisor required)*

- In applicant's blue folder, click on the "REFERENCE" tab and go to **References**.
- Click "Add Check" and the appropriate "Mandatory Telephone Reference Check" and "Complete Manually"
- If the reference is not listed, click on "New Reference", complete information, select save, and follow step above.

## Step 2: Request for Hiring Approval

**In Applicant Tracking:**

- Click on "TASK" tab and "Add Task"
- Choose Action Status: "Hiring Approval Request"
- Click **X** to delete your name; add appropriate HR contact in "Assigned To" line, then "Save"
- You will receive an email, either "Approval Granted" or "Not Granted"
  - **Pay rates are now included for classified staff in notes!**
- If GRANTED, call candidate to offer; after accepted, call others you interviewed but did not hire

## Step 3: Recommend to Hire Process Begins

**Complete *Recommend to Hire* ASAP!**

*\*this prompts applicant to be marked "hired"; takes them out of other pools, and alerts HR to send onboarding info*

- Click on "INTERVIEW" tab, scroll down to "Add Recommendation to Hire"
- Answer questions; record hiring committee names/roles
- Record all candidates interviewed and why not selected
- Submit form, HR will send emails:
  - To new hire, with instructions
  - To not hired, that position filled
- OM completed ER for new employee
- Upload interview materials to Sharepoint





## Example Conditional Offer Language

### **For positions you are hiring for now (2023-2024):**

We are very excited to offer you the \_\_\_\_\_ position at [location]. This offer is contingent upon receiving your CDE licensure and passing the background check. Please let me know as soon as possible if you accept the offer and when you are able to start your new position.\*

### **For positions you are hiring for next year (2024-2025):**

We are very excited to offer you the \_\_\_\_\_ position at [location]. This offer is contingent upon receiving your CDE licensure and passing the background check prior to your first day of school. If you have questions or need assistance, please reach out to [hrspecialists@psdschools.org](mailto:hrspecialists@psdschools.org).

***\*Please check in with HR for a clear to start date***



# Recording Interview Information

- APP
- DOCS
- INTERVIEW**
- REFERENCE
- BACKGROUND
- HQ
- TASK
- SCREENING
- CONTACT
- NOTES

## SCHEDULING

<input type="checkbox"/>	Schedule Status	Date	Type	Job Title	Interviewer(s)	Results Count
No Interviews						
0 Selected	<a href="#">Select All</a>	<a href="#">Clear</a>	<a href="#">Delete</a>			0-0 of 0

SCHEDULE INTERVIEW

## RESULTS

<input type="checkbox"/>	Date	Type	Job Title	Result By	Result Date	Rating	Recommendation
No Interview Results							
0 Selected	<a href="#">Select All</a>	<a href="#">Clear</a>	<a href="#">Delete</a>				0-0 of 0

ADD INTERVIEW RESULT



## Resources

- A copy of this presentation and other hiring resources will be updated and added to Applicant Tracking's and HR Sharepoint's Document Libraries by end of day tomorrow.
- We will be implementing some of these system changes today/tomorrow!
- If you would like this presentation conducted at your site/department, reach out to Deborah Meyer to schedule (will coordinate with appropriate HR staff/DEI exec team) member

# Exit Ticket

<https://bit.ly/PSDDEIHiring>



## PERSONAL INFORMATION

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### **Contact Information**

First Name

Middle Name

Last Name

Email

Have you worked here before?

Social Security Number

Primary Phone

Alternate Phone

Maiden/Former Name

### **Present Address**

Street

City

State

Zip Code/Postal Code

### **Permanent Address**

(If different from Present Address)

Street

City

State

Zip Code/Postal Code

Telephone

### **Work Authorization**

Are you legally able to work in the U.S.?

### **Equal Opportunity Information**

Providing this information is strictly voluntary. You will not be subject to adverse action or treatment if you choose not to provide this information. This section of the application will not be viewed by hiring managers and is used for Human Resources reporting purposes only. If you choose not to provide this information, please select 'Decline to Identify.' Instructions: answer the ethnicity question first, followed by the question regarding race. Mark one or more races to indicate what you consider yourself to be.

Gender

Ethnicity

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

## WORK ELIGIBILITY

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### **Work Eligibility**

Are you 14 years of age or older? (Must be 16 years of age or older for Early Childhood position)

Can you perform all the essential job functions of the position(s) for which you are applying, with or without reasonable accommodation?

## SPONSORSHIP ELIGIBILITY

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### **Sponsorship Eligibility**

Will you now or in the future require sponsorship to work

within the United States?  
If yes, please explain.

## REFERRAL SOURCE

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### **Referral Source**

How did you hear about this position?

Name of district employee:

## LANGUAGE FLUENCY

---

### **Language Fluency**

Do you know any language other than English? If no, please skip to the next section and do not answer these questions. If yes, you may self-report based on the descriptors on this website: <https://tracktest.eu/english-levels-cefr/>

Second/Other Language

Oral Skills (Listening and Speaking)

Written Skills (Reading and Writing)

Third/Other Language

Oral Skills (Listening and Speaking)

Written Skills (Reading and Writing)

## EDUCATION

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Please tell us about your educational background.

### **Undergraduate Institution #1**

Type of School

Name of School

City

State

Graduation Date (mm/yyyy)

Degree

Subject

Name While Attending

Country

### **Undergraduate Institution #2**

Type of School

Name of School

City

State

Graduation Date (mm/yyyy)

Degree

Subject

Name While Attending

Country

### **Graduate Institution #1**

Name of School

City/State

Graduation Date (mm/yyyy)

Degree

Degree Subject

Name While Attending

Country

**Graduate Institution #2**

<i>Name of School</i>	<i>City/State</i>
<i>Graduation Date (mm/yyyy)</i>	<i>Degree</i>
<i>Degree Subject</i>	<i>Name While Attending</i>
<i>Country</i>	

**Student Teaching #1**

Teachers, counselors, social workers, or psychologists with three years of experience or fewer, please list your student teaching or internship experience(s).

<i>Name of School</i>	<i>Subject</i>
<i>Grade</i>	<i>Semester</i>
<i>Year</i>	<i>Cooperating Teacher Name</i>

**Student Teaching #2**

<i>Name of School</i>	<i>Subject</i>
<i>Grade</i>	<i>Semester</i>
<i>Year</i>	<i>Cooperating Teacher Name</i>

**EMPLOYMENT HISTORY**

Please list relevant work experience beginning with your current or most recent. If you have additional relevant work experience that does not fit on this application, please include on your resumé.

**Current or Most Recent Position**

<i>Assignment</i>	<i>Employer Name</i>
<i>School/Complete Address</i>	
<i>Employer City</i>	<i>Employer State</i>
<i>Employer Country</i>	<i>From (mm/yyyy)</i>
<i>To (mm/yyyy)</i>	<i>Reason For Leaving</i>
<i>Supervisor Name</i>	<i>Supervisor Phone Number</i>
<i>Supervisor Email</i>	
<i>Duties and Responsibilities</i>	
<i>May we Contact this Employer</i>	

**Previous Position Held**

<i>From (mm/yyyy)</i>	<i>To (mm/yyyy)</i>
<i>Assignment</i>	<i>Employer Name</i>
<i>Employer City</i>	<i>Employer State</i>
<i>Employer Country</i>	<i>Reason For Leaving</i>
<i>Supervisor Name</i>	<i>Supervisor Phone Number</i>
<i>Supervisor Email</i>	
<i>Duties and Responsibilities</i>	
<i>May we Contact this Employer</i>	

**Previous Position Held**

*From (mm/yyyy)  
Assignment  
Employer City  
Employer Country  
Supervisor Name  
  
Supervisor Email  
Duties and  
Responsibilities  
May we Contact this  
Employer*

*To (mm/yyyy)  
Employer Name  
Employer State  
Reason For Leaving  
Supervisor Phone  
Number*

**Previous Position Held**

*From (mm/yyyy)  
Assignment  
Employer City  
Employer Country  
Supervisor Name  
  
Supervisor Email  
Duties and  
Responsibilities  
May we Contact this  
Employer*

*To (mm/yyyy)  
Employer Name  
Employer State  
Reason For Leaving  
Supervisor Phone  
Number*

**Experience Summary**

*Years of teaching  
experience*

**EDUCATOR LICENSES**

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**Educator Licenses**

*Do you hold a  
Colorado Educator  
License?  
Endorsement 1  
Endorsement 3  
Second Colorado  
Educator License  
type, if applicable:  
Endorsement 1  
Endorsement 3*

*If yes, what type?  
  
Endorsement 2  
  
Endorsement 2  
If no, have you  
applied for a  
Colorado License?*

*If no, how do you  
plan to obtain a  
Colorado Educator  
License?*

*List the date you  
have applied for  
licensure.  
Have you passed an  
approved State of*



Colorado Content Exam?

If yes, please provide the information on any State Content Tests you have passed. Note: you will be required to upload a copy of your official exam results/score report for each State Content Test you have passed later in the application process.

Do you hold National Board for Professional Teaching Standards Certifications?

## **ADDITIONAL QUALIFICATIONS**

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### **Additional Qualifications**

List any other valid licenses (other than driver's) or certifications that may be applicable to the position(s) for which you are applying.

List any additional information which will help in determining your professional qualifications for the position(s) for which you are applying.

## **SUPPLEMENTARY LICENSED APPLICATION QUESTIONS~**

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### **Supplementary Licensed Application Questions~**

#### **Contract Status**

Are you currently under contract?

If yes, which district?

If yes, when does the contract period expire?

If you are a licensed teacher who maintains non-probationary status in another Colorado public school district, you may request to transfer your non-probationary status to Poudre School District. This opportunity provided under Colorado law applies only to licensed teachers who have gained non-probationary status in another Colorado public school district. Portability does not apply if you are seeking a position which requires a special services license such as nurse, social worker, counselor, speech language pathologist, psychologist, audiologist, occupational therapist and physical therapist. If you are seeking a position which requires a special services license or are a PSD teacher with non-probationary status, please choose "N/A" on question regarding transfer of portability below.

Do you currently have non-probationary contract status as a teacher in a Colorado school district other than Poudre School District?

If yes, where?

If yes, are you requesting to transfer your teacher non-probationary status to the Poudre School District?

If yes, you must, as a part of this application, attach:

(1) Two years of effective evaluations as well as each elements evaluation ratings from a Colorado public school for the two school years immediately preceding your application.

(2) Two years of student data that meets or exceeds growth for the two school years immediately preceding your application.

(3) A letter from your current employer (Colorado public school district) which states your current non-probationary status on district letterhead.

Once the District has received all pertinent documentation, the District will begin its review to assess whether sufficient evidence for portability exists. Poudre School District standards for approving portability status requires that ALL performance and student growth standards (including ALL elements) must be at a level of effectiveness or better in order for portability of non-probationary status to be granted. Please note that the portability law does not guarantee an interview and/or a position within the hiring district. Teachers seeking to transfer non-probationary status must successfully complete the hiring process.

Have you ever had two consecutive performance evaluations with "partially effective" or "ineffective" (or equivalent) ratings?

Have you ever had a teaching or administrative license or certificate revoked or suspended?

If yes, explain:

## **BACKGROUND CHECK QUESTIONS**

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### **Background Check Questions**

Please note: Applicants are not obligated to disclose sealed or expunged records. Answering "Yes" to any of the following questions will not necessarily preclude your application from being considered.

When answering the following questions, please consider that upon employment, Poudre School District conducts a thorough background check consisting of Colorado Bureau of Investigation (CBI) and Federal Bureau of Investigation (FBI) reports that can include arrest and conviction information on one's record beyond seven years.

Have you ever been convicted of, pled guilty to, or entered a plea of *nolo contendere* to a crime other than a minor traffic violation? Note: convictions for driving under the influence of drugs or alcohol or vehicular homicide are not considered "minor" violations.

If yes, list offense, type (misdemeanor or felony), date, and court.

Are there any felony or misdemeanor charges (other than minor traffic violations) currently pending against you?

If yes, explain.

Are you currently serving under probation?

If yes, explain.

Have you ever been charged with any offense involving the sexual molestation, physical or sexual abuse, or abduction of a child?

If yes, explain.

Have you ever been dismissed or have you resigned from any position as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior?

If yes, explain.

Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or been terminated from employment?

If yes, explain.

## **REFERENCES**

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Provide contact information for at least 3 references. Note, these individuals will be contacted via email to complete an electronic reference.

Title	Relationship
Address	City
State	Zip
Email	Phone
From	To

## **ATTACHMENTS**

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Please upload documents related to the position for which you are applying. Please note: you will be able to submit a specific cover letter for the individual vacancy in the next section.

## **Attachments**

If you have more than one document for a specific category such as reference letters, you must combine those documents into one multi-page document.

*Resume*

*Cover Letter*

*Educator License*

*Reference Letter(s)*

*Portability  
documents*

*Other documents*

## **JOB VACANCY COVER LETTER**

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Please copy and paste your specific cover letter for this position.

### **Cover Letter**

*Cover Letter*

# DISCLAIMERS AND AFFIRMATION

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## *District Policy*

**Poudre School District is an Equal Opportunity Employer. Poudre School District is committed to the policy that no otherwise qualified person shall be denied access to, be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under, any District program or activity on the basis of race, color, religion, national origin, ancestry, sex, sexual orientation, marital status, veteran status, age or disability. The District does not unlawfully discriminate on the basis of race, color, religion, national origin, ancestry, sex, sexual orientation, marital status, veteran status, age or disability in access or admission to, or treatment or employment in, its programs or activities. Poudre School District has a policy of active recruitment of qualified minority teachers and non-licensed employees. Any individual needing assistance in making application for any opening should contact the Department of Human Resources. District compliance with this policy shall be the responsibility of, and complaints of discrimination based on these protected classifications should be directed to the Executive Director of Human Resources, 2407 LaPorte Avenue, Fort Collins, Colorado, 80521, (970) 490-3620.**

## *Application Confirmation Statement*

**By checking the 'I agree' box below, I certify that all statements on this application are true and complete, and that I agree to each of the following terms:**

- **Any false information or omission may disqualify me from further consideration for employment and, if I am hired, may result in my dismissal if discovered at a later date.**
- **Poudre School District is authorized to investigate any or all statements made as part of this application and to secure any necessary information from all prior employers, references, academic institutions, law enforcement agencies, other persons and entities, and public records. I hereby release all such persons, entities, employers, references, institutions, agencies, and Poudre School District from any and all liability arising from their giving or receiving information about my employment history, academic credentials, qualifications, reputation, driving record and criminal record. A copy of this release can be used for all purposes.**
- **I certify that I have read the job announcement for all positions that I apply for and that I meet all job requirements stated on the announcement, except as I have explained within.**
- **As a condition of employment, any job offer I receive may be conditioned upon my satisfactory completion of a criminal background check and physical exam and/or drug testing and/or completion of a health questionnaire to certify that I can perform the physical requirements of the job, with or without reasonable accommodation.**
- **All documents submitted with this application will not be returned and will become property of Poudre School District.**

**Licensed teacher applicants only: I certify my understanding and agreement that:**

**(a) the positions for which I am applying are for licensed probationary teachers;**

**(b) if I assert that I have non-probationary status as a teacher in another Colorado school district on my application and I intend to assert portability of non-probationary status, I must provide in this application:**

**(1) Two years of effective evaluations as well as each element evaluation ratings from a Colorado public school for the two school years immediately preceding your application.**

**(2) Two years of student data that meets or exceeds growth for the two school years immediately preceding your application.**

**(3) A letter from your current employer (Colorado public school district) which states your current non-probationary status on district letterhead.**

**(c) failure to provide the required documentation and/or declare my intent to assert portability with this application will be deemed by Poudre School District to be a waiver of the portability right and any resulting offer of employment extended by Poudre School District to me for these positions is conditioned on my signing a probationary teacher employment contract.**