

Needs Assessment Person Analysis-

Conclusion- Needs More

As educators, we must be mindful of not just how we teach students, but how we approach them, how we talk to them, and how we convey our academic expectations for each of them. As we continue working with this training, we know that increasing awareness and understanding of unconscious bias is an ongoing process. Ignoring our implicit biases guarantees that we further impoverish the already poor or marginalized student.

Thus, it is concluded that task analysis plays a vital role in unconscious bias, diversity, and inclusion training for teachers in the public school system. As teacher's unintentional bias toward students is one of the rising concerns and leading factors for the reduced academic performance of the students. Therefore, the task analysis method is executed in order to determine the difference that it made in improving the behavior of the teachers towards their students and improving their confidence and academic knowledge. For completing the tasks analysis method effectively, the responsibilities of teachers are determined, after which feedback is collected from the students which reveals that most teachers discriminate against students due to their stereotyping thinking. From these results, a suitable training program is designed for the teachers after which the success of every single task is determined. Also, the comparison is made before and after training.

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Researchers believe that becoming more aware of our biases can help us improve our interactions with others, decrease our sense of unease in interracial contexts, and make better decisions. Supporting diversity and inclusion efforts is important in today's increasingly diverse education arena. According to Hanover Research, teachers are susceptible to implicit biases. In some cases, with teachers, these biases are unconscious beliefs that can affect their expectations of students and therefore influence how teachers teach these students (Hanover Research, 2019).

Biases can hinder student recruitment, engagement and success. Cultivate awareness of their biases, work to increase empathy and empathic communication, practice mindfulness and love kindness.

This assignment will examine the training on implicit biases and culturally proficiency training for instructional staff for a local middle school in a large school district. This training is design to increase the awareness and importance of implicit biases, how to improve them which in turn will improve the overall school climate and education of the students at the local middle school.

In the present day, diversity and its accompanying elements of inclusion, such as unconscious bias based on racial and religious differences and disabilities, have become an unavoidable and crucially important characteristic in the training of the members of different organizations to make them successful. Without the aspect of rivalry for the most extraordinary abilities in the marketplace and the activity of the individuals without any differences and bias, the institutions would become unmanageable. This effectively established the foundation for employment opportunities and treating people from different backgrounds (Whitford & Emerson, 2019). Inclusion of diversity and unconscious bias continues to play an essential role within various organizations, particularly educational institutes from the last few centuries. The diversity in the training of the teachers encompasses not just variances among employees but also the understanding and comprehension of such disparities in the pursuit of a common purpose. In public and private educational institutions, it is commonly seen that the teachers bias the students based on their disabilities, gender differences, and racial and religious appearances. As a result of such bias, the teachers are unable to give proper and equal knowledge and learning

to the students, which ultimately influences their academic performance (Bruneau et al., 2020).
Therefore, there is a strong need for the Unconscious bias, diversity, and inclusion training for
teachers in the public school system. This paper will reflect on the task analysis theories and
assessment of needs required to improve the concern of unconscious bias of the teachers towards
their students.

Definitions

Culture awareness- the differences between themselves and people from other countries or other backgrounds, especially differences in attitudes and values.

Diversity- Differences in cultures, abilities, ideas, philosophies, backgrounds, and histories that exist among individuals.

Equity- having access, opportunities, and a fair chance to succeed for all

Implicit biases- the assumptions that are made based on identifying labels such as gender, race, gender, sexual orientation, religion

Inclusion- embracing diversity in a way that clearly shows all individuals are valued, recognized, and accepted for who they truly are

Positive school climate – climate where all students feel comfortable, wanted, valued, accepted, and secure in an environment where they can interact with caring.

Task Analysis Theories

Task analysis is considered an essential aspect in determining the organization's progress.

This theory determines the teachers' performance in their tasks and responsibilities, and the first
thing that is needed to assess the role of teachers is to collect data. Once the data is collected, it
can be defined which areas the teachers need improvement. For instance, if it is determined from
the collected data that the teachers are unconsciously discriminating against the students, as a
result of which, it would be easy to implement the strategies and take the measures that lead to

decreasing the bias and discrimination by giving proper training to the teachers on the aspect of LGBTQ, racial and religious differences (Francis et al., 2019). Furthermore, the task analysis theory assists in comprehending in what ways the training programs of teachers can be implemented in which they prove to be efficient and productive.

In a different research, it is reported that after completing task analysis, the teachers can be trained efficiently without facing any difficulty. However, it is a fact that a skill cannot be inculcated in all the teaching staff at once; therefore, task analysis would help solve this issue (Carter et al., 2020). Moreover, the task analysis of training the teachers comprise different steps such as identification of the target capabilities of teacher, their tasks and responsibilities within the school, limitations of teachers that require their training, aspects in which training can lead to positive impacts, and implementing the appropriate measures and approaches.

For this essay, the aspect of the training of teachers has been selected as it is observed that teachers are the ones responsible for giving knowledge to their students. If the teachers bias or discriminate against them intentionally or unintentionally, it will affect the self-esteem and personality of the students. Furthermore, such students cannot correctly show their talents and capabilities before the teachers because they assume that they will constantly be degraded for their performance (Quinn, 2020). This indicates that the teachers need training to be informed about the factors that affect their ways of educating the children. For example, if the teacher encounters a physically disabled student in class, he unintentionally discriminates against him because of his appearance.

Similarly, the teacher would discriminate against such students who wear Hijab and believe in a different religion from her. As a result of such religious differences, the teachers cannot educate her like how she teaches other students as she believes that such students would

have different beliefs. Such discrimination and biases would automatically influence her academic status (Starck et al., 2020). Therefore, to resolve this unintentional bias and promote diversity within the educational institutes, the teachers need a training program for which task analysis is considered to be one of the effective strategies. In the case of training teachers, the first step in the task analysis method includes determining teachers' tasks. Once their tasks and responsibilities are defined, the most effective method, i.e., the feedback method, will determine how the teachers are trained and what aspects they need training. In the next step, the elements will be shortlisted for which the training program needs to be developed. In the last step, the success of the desired tasks will be determined by whether we can accomplish the task and what challenges have been encountered during the execution of tasks.

Needs Assessment- Task Analysis

Job Description- Instructional Staff (Teachers)

According to Miami Dade County Public Schools, a teacher is a professional position responsible for the instruction of one or more subjects to K-12 school students.

Tasks and Responsibilities

- Instructs students, using various teaching methods, including lectures and demonstrations.
- Prepares course objectives and outline for course of study following curriculum guidelines.
- Assigns lessons; assesses student's progress including homework assignments; and hears presentations.
- Prepares and administers tests to evaluate pupil progress, records results, issues report to inform parents of progress and assigns final grades.
- Maintains attendance and grade records as required by school.
- Counsel pupils when adjustment and academic problems arise.
- Maintains discipline in the classroom.
- Meets with parents to discuss pupils' academic, social and behavioral progress.

- Participates in faculty and professional meetings, educational conferences and in-service classes.
- Performs related work as required or as assigned by the supervising administrator or his/her designee.

(Miami Dade County Public Schools, 2022).

KSAOs Needed to Perform the Job

Education and Requirements:

- College Degree
- State Certification
 - Demonstrate of subject area knowledge
 - Demonstrate of mastery of general knowledge
 - Demonstrate of professional preparation and education competence
 - Fingerprints/Background Checks
- Light work which requires the following physical activities: mobility, reaching, sitting, finger dexterity, lifting, grasping, repetitive motions, talking, hearing and visual acuity.
- Yearly Professional Development
- Extensive Professional Development for State Renewal every 5 years

To implement the task analysis methods, the first and foremost method is to demonstrate the responsibilities and tasks of teachers. Teachers play an essential role in communicating and passing on their knowledge to the students, who are considered the intellectuals and scientists of the upcoming future. Their essential tasks and responsibilities include assuring that every student is acquiring quality and standard education, increasing self-esteem in students by giving them knowledge, and preparing curriculum and learning plans for the students (Robinson et al., 2020).

Also, teachers have a significant role in the administrative part.

Feedback Method

The second step in the task analysis method is gaining feedback from the students. A particular individual would be selected for this purpose who will take input from the students on how their teachers educate them, their time of teaching, and their behavior in class with all the

students. By collecting feedback from different students, it can be determined whether the teachers bias the students, mainly if the student appears religiously diverse and have some kind of disability.

Aspects requiring training

Once the feedback method is completed, all the areas and aspects of teachers which require training are shortlisted. For instance, in the case of teachers, we have determined that different factors such as stereotype threat, psychological thinking, and negative beliefs towards the people of other religions and backgrounds are considered to be the underlying reasons for the unconscious bias of teachers toward their students. Furthermore, after analyzing the feedback collected from students, it is determined that the students feel discouraged and are failed to give good grades due to such discrimination. Thus, such analysis depicts that teachers need training on diversity and unconscious bias to fulfill their responsibility of providing quality education to every student within the school.

Execution of training program

After determining the areas that need to be reformed, the training program is executed. Every teacher is informed that every individual has their own beliefs and faith. Additionally, disability is not in the hands of the individual; therefore, students must not be discriminated against or biased by these factors. Also, they are trained that they should promote diversity within the educational institutes, which helps the students and teachers comprehend the cultures, religions, and traditions of one another. As a result of such variety, a peaceful and productive environment will be created in schools, which will motivate the students to acquire knowledge without feeling low and inferior. The training program will be conducted so that every week, the

teachers learn new aspects during their training session on how they can overcome their stereotypical thoughts and focus on providing equal education to every student. The last step includes analyzing whether the implemented tasks are being accomplished or not. For this purpose, the duration in which the job has been completed is determined and also assesses the impact of the teacher's training program on promoting diversity and decreasing unconscious bias.

Identification of areas that can most benefit from training and HRD

It is important that effective training helps teachers understand that unconscious biases exist and helps them take steps to reduce the likelihood that such biases will impact their decisions and interactions with students.

Training Objectives will include the following:

- Defines the concept of unconscious bias
- Depicts different types of unconscious biases
- Demonstrates how biases can influence workplace decisions and interactions
- Explains how to recognize personal biases and make more informed decisions
- Explores the relationship between unconscious bias, diversity and inclusion and preventing discrimination

Through this training we should review the following three major areas:

Understanding Biases- There are conscious and unconscious. These are hidden biases that can interfere with decisions at work and life in general.

Recognizing Biases- Biases such as: affinity bias, height bias, attribution bias, beauty bias, gender bias, ageism, the halo effect and many others.

Addressing Biases- Biases are natural but can be managed to reduce their negative impact.

Prioritize Training Needs

When training staff, facilitators should remember the following:

1. Training should not preach to staff. The training should foster conversations and allow employees to confront their own biases.
2. Training should not blame staff and imply that their biases are intentionally.
3. Training should explain that staff can be a victim and perpetrator of bias.
4. Teach staff the tangible steps they can take to make workplace more inclusive.
5. Lead participants in examine their own beliefs and implicit biases, that can impact their ability to engage in beneficial conversations.

It is this group's goal to ensure that we have meaningful training with extensive outcomes and measurable methods. Research states that during training, focus should be geared to focusing on creating self-awareness rather than eliminating biases. Training should also be administered over time, (not having training in one single session but ongoing sessions) in person (rather online), and by appropriate facilitators (highly qualified staff) (Osborn, C. 2018).

Possible evaluation instruments and observations could be the usage of pre-post designs and the Implicit Association Test (IAT). The IAT will be given before and after to gauge how the training impact and measures implicit biases. Throughout the practices, the district can adapt methods for measuring the impact of equity or cultural competency training more broadly.

To determine whether equity-related trainings are producing the intended outcomes, districts could use the following to measure teachers' attitudes, knowledge and skills as indicated in Figure 1.

Figure 1: Examples of Equitable Practices in K-12 School Staff

ATTITUDES AND AWARENESS

- Teachers/staff value diversity and find teaching a culturally diverse group to be rewarding.
- Teachers/staff believe that they can learn a great deal from students with culturally different backgrounds.
- Teachers/staff believe that they have the responsibility to be aware of their students' cultural backgrounds.
- Teachers/staff accept and respect different cultural backgrounds and customs, different ways of communicating, and different traditions and values.
- Teachers/staff believe that teaching methods need to be adapted to meet the needs of diverse students.
- Teachers/staff believe that multicultural awareness and cultural competence training can help them work more effectively with diverse student populations.
- Teachers/staff are aware of their beliefs, attitudes, and expectations related to students' gender, culture, race, ethnicity, national origin, religion, language status, and mental or physical ability.

KNOWLEDGE

- Teachers/staff understand that their own cultures (experiences, background knowledge, skills, beliefs, values, and interests) shape their sense of who they are, where they fit into their family, school, community, and society, and how they interact with students.
- Teachers/staff know that there are many factors that can affect interactions across cultures, including historical cultural experiences and relationships between cultures in a local community.
- Teachers/staff know what can go wrong in cross-cultural communication and know how to respond.
- Teachers/staff have a base knowledge of their students' culture and understand student behaviors in their proper cultural context.
- Teachers/staff have a clear understanding of culturally responsive pedagogy.
- Teachers are knowledgeable about instructional strategies that affirm students' racial/ethnic identities.
- Teachers/staff are aware of services for supporting English Learners.

SKILLS AND BEHAVIOR

- Teachers examine the instructional materials they use in the classroom for racial and ethnic bias.
- Teachers often include examples of the experiences and perspectives of racial and ethnic groups during classroom lessons.
- Teachers/staff establish strong, supportive relationships with racial and ethnic minority parents.
- Teachers/staff examine policies and practices for overt and unintentional discrimination.
- Teachers/staff teach students the appropriate language for asking questions about other people's cultures and telling other people about theirs.
- Teachers/staff collaborate with peers who are knowledgeable about students' languages and cultures.
- Teachers/staff intervene when bullying, teasing, or use of slurs or stereotypes occur.
- Leaders hold staff accountable for cultural proficiency and equity.

Source: Gursoy, National Education Association, Nuri Robins et al., Farr et al., and Spanierman et al.

Methods for measuring the impact of implicit bias training should include the following:

- District should conduct direct rather than self-report measure to evaluate teachers, practices.
- Districts can incorporate equity-standards into their teacher evaluation instruments.
- Districts can evaluate teachers' equity practice by examining student achievement and outcomes data.

Figure 2 shows a sample method measuring the effectiveness of Professional Development.

Figure 2: Measurement Methods for Evaluating Professional Development

METHOD	OUTCOME AREA				
	PARTICIPANT FEEDBACK	PARTICIPANT LEARNING	ORGANIZATIONAL CONTEXT	APPLICATION OF LEARNING	STUDENT OUTCOMES
Surveys/questionnaires	✓		✓	✓	✓
Interviews or focus groups	✓		✓	✓	✓
Competency tests (e.g., knowledge/skill tests, demonstrations, simulations, or analysis of participant portfolios)		✓			
Participant self-evaluation (including written or oral reflections)		✓		✓	
Analysis of school/program records related to PD implementation (e.g., meeting minutes, participant logs, spending records)			✓		
Observations				✓	
Student evaluations of teachers/staff				✓	
Analysis of school/student records related to student outcomes (e.g., student work, grades, test scores, behavioral outcomes, etc.)					✓

Source: Phi Delta Kappan

Person Analysis Theories-