



HUMAN RESOURCE
MANAGEMENT PLAN
PART II: BEST PRACTICES

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MISSION AND VISION

Mission:

A mission is about what someone does: promote and develop help drive a mission statement

Vision:

A vision statement is inspiring; seeing something futuristic; what you want to be or become or do in the future

RECRUITMENT

1. Recruit Widely: High-quality staff members
2. Recruit Efficiently: Funding (what do we have available and how will we use it?)
3. Recruit Legally: Fairness



RECRUITMENT PRACTICES

Lateral transfers

Letters

Internal recruiting

Newspapers

External recruiting

Professional journals

Placement services

Career fairs

Online

RECRUITERS MUST...

- ❖ Know what they are looking for in a potential candidate and how the future educator will add to students' success.
- ❖ Seek to represent diversity to include different viewpoints from different perspectives.
- ★ Seek candidates with content knowledge across grade levels.

SELECTION PROCESS

Screening: Identify which candidates will be a good fit for the school and the audience being addressed by looking at their resume and job history.

Interview: Select an interview panel that includes a heterogeneous group with mixture in age, gender, status, and attitudes various. Train the team prior to conducting the interview

Reference Checks: Ask open-ended questions to get a better sense of the person you are interviewing.

Hire: Submit a recommendation for hire to human resources.

MODEL 1

- ❖ Applicants complete application
- ❖ Principal reviews applications
- ❖ Principal selects applicants for interview
- ❖ Train the interviewers
- ❖ Selection team trained
- ❖ Recommendation to principal
- ❖ Principal interviews applicant
- ❖ Principal does reference check/site visits
- ❖ Principal recommends to Superintendent/HUman Resources
- ❖ School board offers contract

MODEL 2

- ❖ Applicants complete application
- ❖ Principal and selection team review applications
- ❖ Principal and the selection team cooperatively select applicants
- ❖ Selection team trained
- ❖ Selection team and the principal interview
- ❖ Recommendation to principal
- ❖ Principal/selection committee does reference check/site visits
- ❖ Principal recommends to Superintendent/Human Resources
- ❖ School board offers contract



INDUCTION/ORIENTATION

Induction:

includes information about payroll, health plans, insurance, regulations, district facilities and personnel, and the local community.

Orientation:

A system for new teachers to make connections to the community and school.

INDUCTION

- ❖ Professional growth and development
- ❖ Expectations/concern for the first days of school
- ❖ Classroom management Overview
- ❖ Parents as partners
- ❖ Professional ethics
- ❖ Instructional skills
- ❖ Wellness committee
- ❖ Special services
- ❖ District curriculum
- ❖ Employee benefits
- ❖ The mentor program
- ❖ Sexual harassment

ORIENTATION

- ❖ New Teacher Orientation
- ❖ Beginning Teacher program (3 years)
- ❖ Mentor Teacher
- ❖ Observe veteran teachers
- ❖ Instructional Support (Academic Resources)
- ❖ Summer Introductions (Grade level meet and greet)
- ❖ Professional Development
- ❖ Meet and greet (begin during the summer)
- ❖ School Tour
- ❖ Interview staff members
- ❖ Observe multiple school activities (lunch, recess, transitions, meetings, planning, etc.)

INDUCTION/ORIENTATION

- ❖ The Center for School Change states that at orientation/induction, new staff members should be provided:
 - “A copy of their position description and a staff handbook that contains board policies related to their employment”
 - “Orientation is a good time...to give new employees a copy of the annual evaluation tool that will be used”

<https://centerforschoolchange.org/publications/minnesota-charter-school-handbook/human-resources-management-staffing-your-school/>

STAFF DEVELOPMENT

- ❖ Training in curriculum development, alignment, and implementation
- ❖ Training in instructional strategies
- ❖ Climate Improvement
- ❖ Incentives
- ❖ Supervision
- ❖ Technology
- ❖ Mandatory District Trainings
- ❖ PLC training

SUPERVISION/EVALUATION

- ❖ Formal Observations
- ❖ Informal Observations
- ❖ Walkthrough Forms
- ❖ Data collection
- ❖ Peer Review
- ❖ Portfolios

ACTION PLANS

- ❖ Assist teacher with setting short-term goals
- ❖ Observation of successful teachers
- ❖ Examine the makeup of the class
- ❖ Provide help and support in the acquisition of teaching materials
- ❖ Assign a mentor teacher
- ❖ Provide assistance through the Employee Assistance Program (EAP)
- ❖ Provide a timeline

INSTRUCTIONAL TIME

The entire school community should work together to maximize instructional time for each of our students.

Grade level teams or departments should have common planning time and spend time also discussing student behaviors and data. This will all inform instructional planning.

While core academic learning is important, the opportunity for play/recess time is also essential, especially in elementary schools.

- ❖ “In 2017, the Centers for Disease Control and Prevention (CDC) recommended at least 20 minutes of recess a day at the elementary school level.”

<https://www.edutopia.org/article/time-play-more-state-laws-require-recess>

PORTIA'S SUMMARY

Every school has a human resource plan that is used to recruit and retain teachers. Some schools in need of teachers will hire a teacher to put in a classroom and not put forth the effort to build the learning community for effective teaching and learning. The teacher generally feels overwhelmed and unsupported. Any human resource plan implemented to fidelity provides a positive learning community that fosters student achievement. Plans that do not incorporate strategies for recruiting and introducing staff leaves room for a shortage of educators and a lack of student achievement. It is crucial to develop an effective plan for recruiting and retaining teachers, especially new and innovative teachers who are entering the education field.

WILL'S SUMMARY

Intentionality is key in best practices for human resource management. From recruitment to induction and orientation, school leaders must intentionally and purposely plan every step of the way. If one step is done poorly, it may adversely affect an employee's job performance.

When school and district leaders are **intentional** with human resource practices, new faculty and staff members are much more likely to succeed in their jobs, leading to more success and growth for students.

Human Resource Management Plan: Part 3

Will Lamb

Mission

We strive to build authentic relationships, to empower, and to set high expectations for each individual and to promote integrity and equity as core values. Our goal is to provide each individual the opportunities to grow and pursue their goals, passions, hope and dreams.

Vision

We will create a safe, grace-filled space where each person is loved, valued, listened to, and empowered to grow. We will lead people, not things, to love first, to pursue equity in all things, to provide opportunities for joy and for growth, and to establish high expectations for all.

Recruitment

- In order to effectively recruit teachers and other staff members, we will use:
 - District and college job fairs for educators
 - Visits to local colleges and universities with teacher preparation programs (UNC, NC State, NC Central, etc.)
 - Current and former student teachers for the district/school
 - Recommendations from current teachers and staff members
 - Partnerships with Duke University Medical Center and UNC Hospitals to recruit spouses/partners of incoming medical students, residents, etc.

Selection Process

- We will use the following processes for selection of teaching and other staff position candidates:
 - A short phone conversation (or in-person, if possible) after reading through resume and other documents to determine if the candidate may be a good fit
 - In-person interview with a team of staff members (school administrators, teaching staff, instructional assistant, clerical staff, etc., along with a parent and student representative, if possible)
 - Team will ask pre-planned questions to candidate
 - Candidate will have the opportunity to ask team questions

Selection Process (continued)

- Candidate will return to teach model lesson in a classroom
 - Several members of the interview team will observe
 - Team will meet with candidate after classroom lesson to provide feedback
 - Candidate will teach the same lesson (after feedback) in another same-grade level classroom
- Interview team will meet to discuss candidate performance in classroom lesson
- If team chooses to recommend candidate, then candidate will be recommended to district HR team for next steps:
 - Background check

Induction/ Orientation

- **School district office will conduct induction, where staff member will complete HR paperwork, choose benefits, be informed about salary, etc.**
 - **New staff member should also be given a copy of their job description and a copy of the NCEES evaluation tool**
- **School administration will take new staff member(s) on a tour of the school, allow staff member to ask questions about the physical space**
- **During tour, administration will introduce new staff member(s) to other faculty/staff, focusing on these with whom he/she will work directly**
- **Orientation (with other new staff members) will include an in-depth look at the school handbooks, as well as the opportunity for questions to be asked**

Staff Development

- Multi-tiered systems of support (MTSS) and how to implement interventions in the regular education classroom
- Classroom management, specifically targeted to the needs of the school and staff members
- Multiple tracks for professional development, where staff members can choose their “track” for the year based on their needs (e.g., technology, classroom management, literacy, math)
- Communication with families (how to conduct parent conferences, when and how to contact parents via phone/text/email, etc.)
- Professional Learning Communities (PLC) training (how to begin, how to be productive and efficient, etc.)

Supervision

- **Formal/Informal Observations**

- Will follow the district/state guidelines, according to a particular staff member's licensure cycle (comprehensive, standard, abbreviated)
- Some will be announced and include pre-conferences, while others will be unannounced
- Will include a follow-up meeting/post-conference within 10 days

- **Walkthrough Forms**

- Informal and short (5-10 minute) observations, at least once per week
- Feedback will be emailed to staff members (at least one positive piece of feedback and one opportunity for growth)

- **Data collection**

- Which students are/are not being called on?
- Which students are called out for behaviors?

Action Plans

- School administration and instructional coaches will work closely with teachers on their individual needs before implementing an action plan:
 - If an action plan is needed, district HR policies will be followed, and all data/meetings will be documented in writing
 - Action plans will be based on teacher performance, observations, and walkthrough and a clear timeline will be established for a teacher to meet the desired steps

Instructional Time

The master schedule will be set by the school improvement team (SIT). On this team are representatives from each of the departments/grade levels.

- It is essential that resource schedules (EC, ESL, AIG) are taken into account when building the master schedule for the school
- The SIT team will follow the recommended instructional time for each subject from the district

Types of schedules:

- 2-hour and 3-hour delay schedules
- Early release schedule
- Resource (EC, ESL, AIG) schedules
- Assembly schedules

Reflection

Intentionality is key in best practices for human resource management. From recruitment to induction and orientation, school leaders must intentionally and purposely plan every step of the way. If one step is done poorly, it may adversely affect an employee's job performance.

When school and district leaders are **intentional** with human resource practices, new faculty and staff members are much more likely to succeed in their jobs, leading to more success and growth for students.

All of the aforementioned HR practices are **intentional**. My desire (based on research of best practices as well as my personal experiences) is to do my best to set up my teachers and other staff members for success even before their first day on the job. Staff performance and preparedness will have a direct impact on student learning, success, and growth.