Human Resources Management Plan

Course: ELP 553: Organizational Management I - Human Resource Management

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DPI pre-service descriptors *(Examples listed below)*	Leadership Project Evidence *(What you did to meet each descriptor)*	Reviewers: Met/Not Met (P)
Standard 2: Instructional Leadership 2b1. Adheres to legal requirements for planning and instructional time	Conducted focus groups with teachers and administrators to ascertain scheduling processes and effectiveness in maximizing instructional time for improved student achievement. Interviewed staff members, administration, and selected Professional Learning Communities (PLCs) to determine level of staff input into scheduling and administrative support for staff input. Observed multiple school activities, e.g., lunch, class changes, teacher planning times, PLC meetings, athletic events, school starting and ending procedures, etc. to monitor and analyze scheduling effectiveness. Field Exp. Reviewed scheduling process for school identifying the boundaries like lunch, planning etc.	
Standard 4: Human Resource Leadership 4c1. Works with others to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice.	Reviewed the North Carolina Teacher Evaluation Instrument. Arranged to observe two colleagues outside my teaching area, scheduling pre-conference meetings, observations, and post-conference meetings. Videotaped at least one post-conference meeting. Utilized the McRel on-line evaluation tool when accessible. Field Exp. Completed an Observation Cycle including pre and post conferences	
Standard 4: Human Resource Leadership 4c2. Works with others to implement district and state evaluation policies in a fair and equitable manner.	Analyzed current staff evaluation processes against best practices to determine effective teacher improvement through professional development. Reviewed procedures for various teacher improvement plans, i.e., directed, monitored, and mandatory improvement plans. Discussed teacher dismissal as per GS 115C-325. Field Exp. Interviewed Special Ed Director for compliance concerns	

Part I

Willow Springs Elementary School

Profile. Willow Springs Elementary School, located in Willow Spring, N.C., sits between Fuquay-Varina and Johnston County. It is a more rural school, collecting students from neighboring areas. In recent years, it lost students to newly developed schools in the area and is bracing for another loss next year when South Lakes Elementary School opens. Camille Miller is the principal and for the past ten years served in this role. The school is more than 75 years old. Currently, there are around 900 students enrolled.

Mission. Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

Vision. Willow Springs Elementary will embrace the needs of every child, empowering them to reach their full potential.
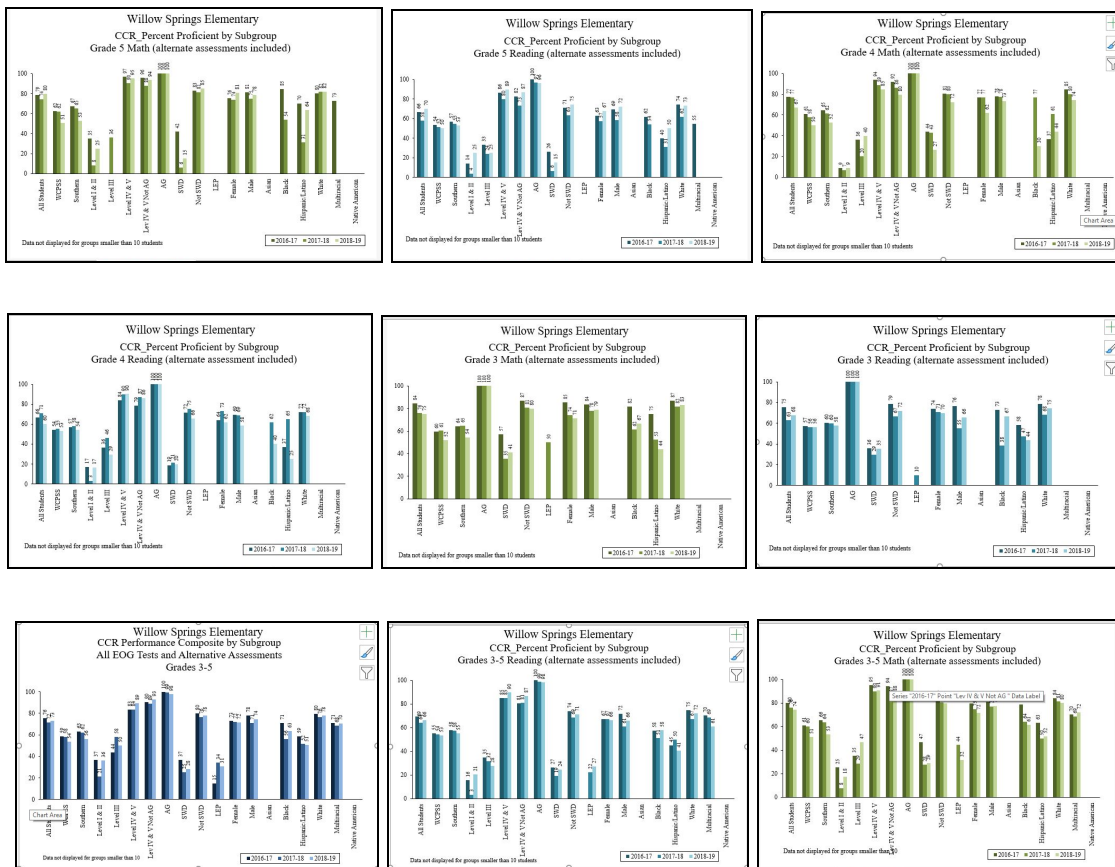
Demographics.

Student Information

Total Number of Students	802
Free and Reduced	17%
504 Eligible	2%
IEP Eligible	11%
LEP	54%

Student Race

American Indian or Alaskan Native	.2%
Asian	.8%
Black	7%
Hispanic	14%
Multi-racial	4%
Native Hawaiian or Other Pacific Islander	.2%
White	74%

Student Achievement.

Teacher Working Conditions Survey.

School Summary Report NC TWC 2018

North Carolina 90.55% responded
Wake County Schools 92.29% responded
North Carolina Elementary Schools 93.45% responded
Willow Springs Elementary 94.67% responded

Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

	% Agree			
	North Carolina	Wake County Schools	North Carolina Elementary Schools	Willow Springs Elementary
a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	59.8%	54.0%	60.0%	88.7%
b. Teachers have time available to collaborate with colleagues.	75.1%	78.6%	73.9%	95.7%
c. Teachers are allowed to focus on educating students with minimal interruptions.	69.0%	70.9%	69.3%	99.6%
d. The non-instructional time provided for teachers in my school is sufficient.	65.3%	65.8%	59.1%	94.3%
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	66.8%	63.5%	62.6%	97.2%
f. Teachers have sufficient instructional time to meet the needs of all students.	71.2%	66.2%	67.2%	90.1%
g. Teachers are protected from duties that interfere with their essential role of educating students.	73.1%	73.3%	76.7%	98.6%

North Carolina 90.55% responded
Wake County Schools 92.29% responded
North Carolina Elementary Schools 93.45% responded
Willow Springs Elementary 94.67% responded

Managing Student Conduct

Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

	% Agree			
	North Carolina	Wake County Schools	North Carolina Elementary Schools	Willow Springs Elementary
a. Students at this school understand expectations for their conduct.	81.5%	78.0%	85.4%	98.6%
b. Students at this school follow rules of conduct.	65.1%	64.8%	70.3%	97.1%
c. Policies and procedures about student conduct are clearly understood by the faculty.	80.8%	74.8%	84.2%	97.1%
d. School administrators consistently enforce rules for student conduct.	68.8%	61.6%	73.4%	97.2%
e. School administrators support teachers' efforts to maintain discipline in the classroom.	78.8%	74.3%	80.3%	98.6%
f. Teachers consistently enforce rules for student conduct.	77.3%	72.9%	86.5%	94.3%
g. The faculty work in a school environment that is safe.	89.4%	89.1%	91.9%	100.0%

North Carolina 90.55% responded
Wake County Schools 92.29% responded
North Carolina Elementary Schools 93.45% responded
Willow Springs Elementary 94.67% responded

Teacher Leadership

Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

	% Agree			
	North Carolina	Wake County Schools	North Carolina Elementary Schools	Willow Springs Elementary
a. Teachers are recognized as educational experts.	84.3%	83.8%	85.2%	100.0%
b. Teachers are trusted to make sound professional decisions about instruction.	84.7%	83.0%	84.1%	100.0%
c. Teachers are relied upon to make decisions about educational issues.	83.1%	81.2%	83.7%	100.0%
d. Teachers are encouraged to participate in school leadership roles.	92.0%	92.9%	93.2%	100.0%
e. The faculty has an effective process for making group decisions to solve problems.	77.3%	73.6%	80.4%	97.1%
f. In this school we take steps to solve problems.	83.2%	80.9%	85.2%	98.5%
g. Teachers are effective leaders in this school.	87.5%	87.3%	89.6%	100.0%
Q6.5 Teachers have an appropriate level of influence on decision making in this school.	70.4%	69.3%	73.1%	84.1%

Teacher Information.

Name	Title of Role	Current Assignment	Certifications	Years of Experience	Years at WSES	Ethnicity	Gender
Alala, C.	Regular Education	Kindergarten	ESL, Elementary grades k-6	22	8	White	Female
Asher, J.	Regular Education	First	Elementary grades k-6, Reading	18	10	White	Female
Beard, S.	Regular Education	Fourth	Elementary grades k-6	29	10	White	Female
Carlson, C.	Regular Education	First	Elementary grades k-6, Reading	24	3	White	Female
Cash, J.	LEP	ESL	ESL, Spanish	20	3	White	Female
Chapman, S.	Counselor	Counselor	Counselor	19	4	White	Female
Chartier, S.	Regular Education	Fourth Grade	Elementary grades k-6	9	4	White	Female
Cole, S.	Regular Education	Kindergarten	Elementary grades k-6, Birth - kindergarten	8	3	White	Female
Crotty, K.	Regular Education	Fifth Grade	Elementary grades k-6	15	5	White	Female
Curley, K.	Special Programs	K-5	Cross Categorical, Elementary grades k-6	16	6	White	Female
Dickerson, T.	Regular Education	Kindergarten	Birth-kindergarten, Elementary grades k-6	17	9	White	Female
Eaton, J.	Regular Education	Fourth Grade	Elementary grades k-6	13	9	White	Female

Name	Title of Role	Current Assignment	Certifications	Years of Experience	Years at WSES	Ethnicity	Gender
Giles, L.	Special Programs	K-5	Special Education: General Curriculum, Elementary grades k-6	3	1	White	Female
Glaser, C.	Regular Education	Second Grade	Elementary grades k-6	12	5	White	Female
Gower, E.	Regular Education	First Grade	Elementary grades k-6, Reading	15	10	White	Female
Green, T.	Regular Education	Second Grade	Elementary grades k-6, Reading	21	10	White	Female
Guin, M.	Regular Education	Third Grade	Elementary grades k-6	9	5	White	Female
Haley, C.	Regular Education	First Grade	Elementary grades k-6	16	3	White	Female
Hettich, L.	Counselor	Counselor	Counselor	18	7	White	Female
Hollers, L.	Program Enhancement	K-5	Music	7	4	White	Female
Jenkins, J.	School Library Media Coordinator	K-5	SS 6-9, ELA 6-9, Media Coordinator, English 9-12	21	8	White	Male
Johnson, J.	Reading Intervention	K-5	Elementary grades k-6, Reading	22	12	White	Female
Johnson, C.	Regular Education	Third Grade	Elementary grades k-6, Early Childhood grades k-4	25	10	White	Female
Johnson, S.	AG	K-5	Elementary grades k-6, PreK-K, Academically Gifted	16	6	White	Female

Name	Title of Role	Current Assignment	Certifications	Years of Experience	Years at WSES	Ethnicity	Gender
Killough, R.	Regular Education	Kindergarten	Elementary grades k-6, Birth-kindergarten	18	8	White	Female
Landmark, K.	Regular Education	First Grade	Elementary grades k-6	16	5	White	Female
Lewis, M.	Regular Education	First Grade	Elementary grades k-6	24	15	White	Female
Lindauer, B.	Regular Education	Fifth Grade	Elementary grades k-6, Science 6-9	15	8	White	Female
Linderman, J.	Regular Education	Fifth Grade	Elementary grades k-6	14	7	White	Female
Lockwitz, H.	Regular Education	Second Grade	Elementary grades k-6, Birth-kindergarten, Prek-K	13	6	White	Female
MacLellan, L.	Regular Education	Second Grade	Elementary grades k-6, Mathematics 6-9, Special Education: General Curriculum	6	6	White	Female
McCown, K.	Regular Education	Second Grade	Elementary grades k-6, Special Education: General Curriculum	7	7	White	Female
McManus, M.	Regular Education	Second Grade	Special Education: General Curriculum, Behaviorally/Emotionally Disabled, Cross Categorical, Elementary grades k-6	17	5	White	Female

Name	Title of Role	Current Assignment	Certifications	Years of Experience	Years at WSES	Ethnicity	Gender
Minihan, J.	Speech Pathologist	K-5	Speech-Language Pathologist	7	7	White	Female
Nelson, E.	Special Programs	K-5	School Administrator-Principal, Special Education: General Curriculum, Mentally Disabled	16	10	White	Female
Page, K.	Regular Education	Fourth Grade	Elementary grades k-6	8	8	White	Female
Pasnak, M.	Regular Education	Second Grade	Elementary grades k-6	17	9	White	Female
Pendergrass, T.	Regular Education	Third Grade	Elementary grades k-6	15	10	White	Female
Prairie, A.	Regular Education	Instructional Facilitator	Elementary grades, k-6	25	15	White	Female
Prue, E.	Regular Education	Four C's	School Administrator-Principal, Reading, Prek-k, Elementary grades k-6	5	5	White	Female
Rasey, N.	Regular Education	Fourth Grade	Elementary grades k-6	19	10	White	Female
Reynolds, K.	Program Enhancement	Art	Art	4	4	White	Female
Roberson, A.	Program Enhancement	Physical Education	Physical Education, Health Specialist	27	17	White	Female
Rochford, C.	Regular Education	Third Grade	Elementary grades k-6, Reading	13	11	White	Female

Name	Title of Role	Current Assignment	Certifications	Years of Experience	Years at WSES	Ethnicity	Gender
Romines, A.	Regular Education	Kindergarten	Elementary grades k-6	13	10	White	Female
Southerland, E.	Regular Education	Third Grade	Elementary grades k-6	15	10	White	Female
Tillery, K.	Regular Education	Fourth Grade	Elementary grades k-6	17	8	White	Female
Vamos, J.	Regular Education	Kindergarten	Elementary grades k-6, Special Education: General Curriculum	11	4	White	Female
VanKerckhove, A.	Regular Education	Fifth Grade	Elementary grades k-6	16	8	White	Female
Velazquez, A.	Regular Education	Third Grade	Elementary grades k-6	20	10	White	Female
Vondervor, K.	Regular Education	Fifth Grade	Elementary grades k-6, Reading, Mathematics k-6	7	7	White	Female
Weeks, S.	Regular Education	Third Grade	Elementary grades k-6	16	7	White	Female
Williams, A.	Regular Education	First Grade	Reading, Academically Gifted, Elementary Grades k-6	11	5	White	Female
Wood, J.	Regular Education	Second Grade	Elementary grades k-6	4	4	White	Female

Human Resources Practices

Recruitment. Other than attending job fairs and word of mouth, our administration does not recruit from other areas. Additionally, the principal has not had to do a lot of hiring over the past ten years. Maybe one person has left on their own since she has become principal. Usually, there are a lot of candidates to choose from. Only in special education do schools find it hard to find someone right for the job. In a conversation with my principal, she did mention that she struggles to recruit diversity in her school. Currently, every teacher is white and only one teacher is a male. The school is relatively unknown and tucked away that no one really thinks to come out this way. Most teachers who graduate from the surrounding colleges look at Raleigh first. To combat this, our principal reached out to Shaw University and asked for two of their top interns to student teach at our school. So, we currently have two student teachers of color, which is a step in the right direction.

Selection. As far as selection goes, the administration chooses people who are qualified and fit in with the culture of our school. Our administration feels that someone can be taught policy more than they can be taught how to work with elementary school students. There is a vibe and feeling to this school that is reflected in the Teacher Working Conditions survey that shows the administration works hard to build a certain culture – and it is true. The culture at this school is amazing and the atmosphere is welcoming and encouraging.

Induction/Orientation. There is a new staff orientation at the beginning of the school year. However, because people are not hired here often, there is not a lot of emphasis on what that should look like. For example, this year the only two new staff members were me and another teacher. Neither of us were new to education or Wake County, so there was not a lot of

information we had to go over. Since the new teacher was a special education teacher but not a

beginning teacher, the administration asked me to make sure she was doing well and did not

need anything. New staff members are welcomed and introduced at the beginning of the year.

Staff Development. Staff development is difficult due to the nature of Wake County. We often

have teacher workdays, but they are taken up by the county or allowed for our own use (which

means the school cannot mandate anything). It used to be that we used early release days for

staff development but those have been removed as well. The other option for staff development

is to sign up for what you feel you need from the county. In the traditional calendar this means

taking a day of instruction. In the year-round calendar, it can be on one of the workdays

provided but since everyone goes to different sessions, it is hard to meet as a school. Our

principal this year has asked that at least two days be spent at school working with PLTs.

Supervision/Evaluation/Action Plans. At the beginning of the school year, the

administration provides the staff with information regarding which administration member is

responsible for what. Additionally, the PLTs are split between the administration as well.

Teachers also know which administrator evaluates them and works with them on their PDP.

According to my principal, none of the staff members are on an action plan.

Instructional Time. When it comes to time, Willow Springs Elementary School scored

in the 90s. Ninety percent of teachers feel that they have sufficient instructional time. This is

higher than the county (73%), the state (71%), and other elementary schools in North Carolina

(67%). The majority feels that the instructional time also has minimal interruptions (98%) as

compared to the county (71%), the state (69%), and North Carolina elementary schools (69%).

Teachers also feel that they are protected from duties that would keep them from instructional

time (98%). This is also higher than the county (73%), the state (73%), and elementary schools across the state (77%). This data indicates that the principal puts into place policies and creates a culture that provides as much teacher autonomy as possible. She successfully keeps teachers in the classroom and has very little turnover.

Personal Analysis and Summary. The Teacher Working Conditions Survey indicates that the principal, Camille, is successful in teacher retention. There has not been a need for teacher recruitment in the past few years at least. Her selection is based on the culture of the school. She has in the past let a teacher go who had outstanding scores because she did not fit in with the culture of the school. Student achievement has not suffered because of this. In fact, it could possibly be the reason that the school is so resilient and came back from a small performance dip a couple of years ago. The culture that she builds also lends to her lack of teachers on an action plan. While she understands their purpose, she does not believe in putting a teacher on an action plan with haste. In fact, she believes in working with them or finding a place where they will be more successful. To her, an action plan sends the wrong message. The actions of Camille are what is right for this school. I am learning that all school leaders make different decisions based on what is best for their school and depending on the culture they want to create. While it can be overwhelming to hear the different ways and reasons school leaders create and enforce school policy, it is also comforting since one day I will need to make my own decisions as well and will do so based on the school I am at and what they need.

Part II

Best Human Resources Practices

  Recruitment. Recruitment is an effective method for finding and hiring the best

educators. The goal of recruiting is not to have an excessive amount of applicants, but to narrow

down to a select number of highly qualified candidates (Smith, 2009). Wake County holds

hiring fairs at critical times, usually at the end of the year. In the past, the county has held

recruitment fairs targeting specialized positions such as special education teachers. Usually the

county holds these due to a lack of applicants and an excess of open positions. If a school leader

chooses to recruit beyond what the county offers, it is pertinent to use best practices. Doing so

will increase your likelihood of hiring effective educators.

  Kopoulos (n.d.) indicates clarifying with applicants your mission, vision, and core values.

Doing so will ensure whoever is applying understands the world they are about to enter. The

culture of a school is very fragile. It takes time to build it up and a leader should work every day

to keep up a healthy culture. School leaders should look for candidates who will harmonize with

the existing school culture ("Best HR Practices, 2017). Unfortunately, it is easy and does not

take time to undo a healthy culture and create an atmosphere of mistrust. In recruiting and

hiring, culture is a tool for weeding out ineffective staff (Kopoulos, n.d.). At times, recruitment

can seem unnecessary in the education world.

  There are vacancies in almost every school. This leads to a decline in student

achievement and can also cost the county if the turnover rate is high (Smith, 2009).

Additionally, it seems people are less interested in becoming a teacher every year. However,

even if there is a small pool of applicants to choose from, engaging in effective recruitment practices to hire staff will pay back tenfold.

      Hiring. Sticking to an effective hiring process can be difficult. In my experience with hiring, sometimes you interview so many people that you feel by the end of it, you are phoning it in instead of using an interview protocol with fidelity. Of course, if a school leader uses effective recruitment practices, it can cut down on the number of applicants they need to interview.

      When interviewing, it is important not to drag out the process. Ensuring the questions and tasks will provide the right information to assist in making hiring decisions is key. A lengthy hiring process may deter outstanding candidates but not asking enough (or the right) questions could mean a school leader hires the wrong person (Kopoulos, n.d.). Without discriminating, questions should assess how a candidate behaves and reacts in different situations ("Best HR Practices", 2017). Effective hiring processes go beyond the interview questions. Smith (2009) indicates that creating and employing an interview team yields the best results in hiring effective staff. The hiring team depends on the position that you are filling. Some examples of who could be on the team are an administrator, department chair or member, parent, student, and classified staff member (Smith, 2009). Smith (2009) also strongly suggests that the school leader trains the interview team for the hiring process.

      Finding the right balance in a hiring process is important, and individualizing questions to the position is key. Doing so will create a more productive system for obtaining highly qualified educators and staff members.

Part III

My Perfect School

      Introduction: mission and vision. At my school, we gathered information from all stakeholders (parents, teachers, community members, staff, and students) to create the vision statement: "To ensure the needs of all students are met through a whole child approach from all stakeholders". It is simple and short, but comprehensive. It sends the message that at our school we not only cater to the educational needs of our students but also realize they may have needs beyond education but can negatively affect their learning. As a community, we take on this responsibility to nurture the whole child. The word "community" is intentional since not only do our teachers work for the benefit of our students, but all staff members, parents, students, and those who work and live in our community. If we are to be successful in creating adults who are ready to be productive members of society, we have to understand we all take on this challenge.

      Our mission statement is the one handed to us by the county: "Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers". This mission connects us as a school system and sends the message that while we are all different schools, we all work together for the students as a system.

      Recruitment. As a school leader, I often go beyond the job fairs that Wake County offers to obtain high quality staff members. My top two ways to recruit are by word of mouth and social media.

I trust my effective teachers to pass on names of people they know who are looking for jobs and are highly qualified. When I receive a name, I call them in for an interview. My own staff members are my best resource for finding outstanding teachers who fit into the culture of our school.

I also encourage staff members to put word out on social media, especially twitter. Postings can be easily shared and retweeted reaching more people than if I put something in writing or on a website. On a website, it is up to someone to go searching for the posting. If it is shared online, it will reach people by showing up in their newsfeed. The information will find the applicant.

Since I am less familiar with the applicants who find out about job postings through social media or means other than my staff members, I have a selection process to narrow down the pool of people to interview. Before I grant an interview, the applicant needs to understand the culture of our school and feel that they are the right fit for us. In order to do this, I provide a questionnaire and invite the applicant to visit our school. The questionnaire has questions that let me know the type of person they are and how they would interact with others. I invite them to visit the school since I think it is only fair that they know what they are getting themselves into just as much as I do. I do not want to be in a position where I hire someone who is then unhappy because they did not know how we operate.

Selection. Once I have a pool of applicants to interview, I assemble a team. The team is created depending on what position I am hiring for. I am sure to include the department chair, a student, a community member, and a classified staff member. The set up for the interview is one where we all sit in a "U" shape facing the applicant instead of boardroom style where everyone

sits on one side of a table. The team is knowledgeable on how to conduct an interview and the questions are predetermined depending on the position. After the interview, all stakeholders discuss and rate the applicants. Even though I have the final say for recommending someone for a position, I take everyone's thoughts and opinions into consideration. Some of them will be working more closely with the applicant than myself. I ensure that the person I hire jives well with their department.

       Summary. Recruiting and selecting staff members is an involved but important process. Every person hired at a school contributes to student success. I drive that home with my staff so they know that we are all a team and each one of us plays an important role. My strategies for recruiting and hiring send the message that everyone is considered a stakeholder. Additionally, the staff know that their comfort and the culture of our school will remain intact since they have input on who I hire at the school. Ensuring that staff feel heard and validated is what leads to a positive working environment and teacher retention.

References

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