

| J. Human Resource Management by: | | | |
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| Code | Explores | Implements | Designs, Evaluates, Improves |
| 1.J.1 | Exploring methods of effective personnel recruitment, selection, and retention. | Understanding effective personnel recruitment, selection, and retention. | Evaluating processes and effectiveness of personnel recruitment, selection, and retention. |
| Q: | <i>What is your role and responsibilities in personnel recruitment, selection, and retention? What are some effective methods of personnel recruitment, selection, and retention? What are your program/district procedures for personnel recruitment, selection, and retention? How do you evaluate processes and determine effectiveness?</i> | | |
| S-A or Goals | | | |
| 1.J.2 | Recognizing the role of staff development to improve the performance of all staff members. | Demonstrating an understanding of staff development to improve the performance of all staff members. | Utilizing staff development to improve the performance of all staff members, including orientation of new staff members and volunteers. |
| Q: | <i>What is your role in providing staff development? How does staff development improve the performance of all staff members? How do you design and implement staff development? What is the process for staff receiving staff development from other sources (inside and outside the program/district)? How do you determine the need, value, and effectiveness of staff development opportunities?</i> | | |
| S-A or Goals | | | |
| 1.J.3 | Investigating models for supervision and evaluation. | Demonstrating the ability to select and apply appropriate models for supervision and evaluation. | Demonstrating the practice of evaluating one's model for supervision and evaluation, and engaging in continuous improvement. |
| Q: | <i>What models of supervision and staff evaluation have you investigated? What are program/district procedures for supervision and evaluation? What is your role in supervision and evaluation? How do you evaluate this process to ensure your continuous improvement?</i> | | |
| S-A or Goals | | | |
| 1.J.4 | Learning about district procedures and the legal requirements for personnel selection, development, retention, and dismissal. | Describing and demonstrating the ability to apply the legal requirements for personnel selection, development, retention, and dismissal. | Evaluating and ensuring compliance with the legal requirements for personnel selection, development, retention, and dismissal. |
| Q: | <i>What is your role and responsibilities in personnel selection, development, retention, and dismissal? What are the legal requirements for personnel selection, development, retention, and dismissal? How do you evaluate and ensure compliance?</i> | | |
| S-A or Goals | | | |

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| 1.J.5 | Learning about district policies and procedures regarding management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management. | Demonstrating an understanding of management responsibilities to act in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management. | Evaluating management responsibilities to ensure actions are in accordance with federal and state constitutional provisions, statutory and case law, regulatory applications toward education, local rules, procedures, and directives governing human resource management. |
| Q: | <i>What is your role and responsibilities in human resource management? What district policies and procedures must you know with regard to human resource management? What laws and regulations must you be aware of? Who do you rely on in your district for human resource management?</i> | | |
| S-A or Goals | | | |
| 1.J.6 | Learning about labor relations and collective bargaining. | Demonstrating an understanding of labor relations and collective bargaining. | Engaging in aspects of labor relations and collective bargaining. |
| Q: | <i>What is your role in labor relations and collective bargaining? What must you know about labor relations and collective bargaining?</i> | | |
| S-A or Goals | | | |
| 1.J.7 | Learning about the administration of employee contracts, benefits, and financial accounts. | Demonstrating an understanding of the administration of employee contracts, benefits, and financial accounts. | Engaging in the administration of employee contracts, benefits, and financial accounts. |
| Q: | <i>What is your role and responsibilities in administering employee contracts, benefits, and financial accounts? What must you understand about employee contracts, benefits, and financial accounts?</i> | | |
| S-A or Goals | | | |
| 1.J.8 | Learning about policies and procedures for the supervision and development of student teachers and volunteers. | Understanding policies and procedures for the supervision and development of student teachers and volunteers. | Implementing and evaluating policies and procedures for the supervision and development of student teachers and volunteers. |
| Q: | <i>What is your role in supervising and developing student teachers and volunteers? What are district policies and procedures for supervising and developing student teachers and volunteers? How do you implement and evaluate processes for supervising and developing student teachers and volunteers?</i> | | |
| S-A or Goals | | | |

Professional Standards for Educational Leaders 2015

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other mprofessional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Goals, Resources