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DLP 2

Assignment 2.3

Personal Reflection on Human Resource Leadership

 The purpose of education is to provide students with the skills necessary to be productive and successful citizens of the society within which they will reside. Each day in American schools, the single most impactful factor in children’s likelihood of success in school and in life is the teacher or teachers with which they interact. School executives are responsible for recruiting, retaining, growing, and nurturing the individuals who are the in the most important role in regards to student success. The principal cannot teach all the children, so the principal must foster the absolute best teachers. This truth encompasses the importance of Human Resource Leadership-Standard 4 in NC’s evaluation tool for school principals.

 The first element within this standard requires principals to ‘ensure the school is a professional learning community.’ As a teacher, I place high value on meaningful professional development because it helps me to improve my practice and remain informed of changing research. As a school executive, I believe my passion for learning and knowledge will aid in my ability to keep this element a focus. To move my skill level to the ‘Distinguished’ designation, I will need to be intentional and diligent in making sure my PLCs and professional development are ever-changing to fit the needs of my staff, my school improvement plan, and differentiated to suit the needs of each individual teacher. To accomplish this feat, I will need to keep abreast of my staff and their areas of improvement, research-based best practices, and interest areas.

The second element within this standard requires principals to recruit and retain highly effective teachers. As a teacher, I have witnessed many highly qualified teachers leave schools due to various reasons. I have also witnessed many ineffective teachers remain employed despite their negative impact on student outcomes. As a school leader, I will need to find a balance between providing coaching to teachers with improvement needs and finding the point at which the coaching has reached a cession point and the implications on student outcomes are too grave to continue to employ a teacher. I will also need to make it a large priority to recruit highly skilled individuals to curb the need for non-renewals of contracts—simply improving qualified teachers into irreplaceable teachers. Finally, the third element of this standard is the requirement of principals to provide fair and equitable evaluations to teachers. I already possess knowledge of the teacher evaluation tool based on my experience being evaluated using the tool and through class with Dr. Smith. To move my practice to the ‘Distinguished’ level of performance, I will need to not only perform evaluations in a fair and equitable manner, but also use the data derived from the evaluations to drive professional development efforts for my staff as a whole. It is one thing to administer the evaluation procedures, but to utilize the data to improve teacher practice while increasing the reach of student outcomes is the true goal of the evaluation tool.

 In summary, Standard 4: Human Resource Leadership is the “meat and potatoes” of the “People Standards” because it encompasses the heart of the principal’s focus: to recruit, retain, grow, and nurture teachers who directly impact student achievement and future success. This standard captures one of the driving reasons I chose to pursue an administrative position: to positively impact a larger number of students beyond the scope of my classroom. Honing the stills that contribute to this standard will ensure student success, a prospering school environment, and a more lucrative future for kids and society.