

Fact Sheet #5 - Performance Standard 5: Human Resources Management

HUMAN RESOURCES MANAGEMENT

The leader fosters effective human resources management through selection, induction, support, and retention of quality instructional and support personnel.

What does *human resources management* mean?

In general terms, human resources management encompasses "selecting quality teachers and staff, inducting and supporting new teachers, mentoring novice teachers, providing professional growth opportunities, and retaining quality staff."¹

What does research say about human resources management?

Effective leaders understand that one of their most important responsibilities is the selection, induction, support, evaluation, and retention of quality instructional and staff personnel.² They also understand that supporting, affirming, and finding opportunities for teachers and staff to grow professionally affects the bottom line, student achievement.³ Targeting the right people to the right position is critical, and effective leaders take this responsibility seriously.⁴

As stated by Horng and Loeb, "school leaders can have a tremendous effect on student learning through the teachers they hire, how they assign those teachers to classrooms, how they retain teachers, and how they create opportunities for teachers to improve."⁵

A study by Beteille, Kalogrides, and Loeb found that:

- School leaders' organizational management practices - particularly in the area of personnel management - appear to play a critical role in improving schools.
- Effective schools retain higher-quality teachers and remove lower-quality teachers.

- Teachers who work in more effective schools improve more rapidly than do those in less effective ones.⁶

Selection. Taking the time to make careful personnel selection decisions pays dividends later on. The principal's impact on school effectiveness may be indirect, but selecting quality teachers has a direct effect on student outcomes. Equally important is the careful selection of support staff. Portin and colleagues note that principals in their study talked about the impact of support staff on the climate of the school.⁷

A study of 90/90/90 school principals is illustrative. These schools are composed of a student body of at least 90% minority, 90% receive free or reduced lunch, and the passing rate on standardized achievement tests is 90% or better. One of the factors cited in beating the odds is their "mindful allocation of staffing resources."⁸ Setting schools up for success means leaders staff their schools with quality instructional and staff personnel. Such is the case at these schools.

Additional findings from various research studies indicate:

- Leaders trained in research-based hiring practices are more likely to use those practices in teacher interviews and selection. Practices include: multiple interviewers, prepared questions, and scoring rubrics.⁹
- Effective leaders understand the school district's hiring system and use this

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knowledge to acquire the best qualified people for the positions they seek to fill.¹⁰

Induction and Support. Quality induction programs positively impact teacher retention.¹¹ “*Induction* is the process of systematically training and supporting new teachers, beginning before the first day of school and continuing through the first two or three years of teaching.”¹² Principals have an important role to play in fostering and sustaining these programs. With high teacher turnover rates showing no signs of abatement, the savvy principal provides as much systematic training and support to teachers as is needed throughout induction. Wong outlines overarching objectives of induction programs.¹³ These objectives include: (1) easing the transition into teaching, (2) improving classroom management and instruction, (3) promoting the district's culture, and (4) increasing teacher retention rate.

In a review of 15 research studies on induction programs, Ingersoll and Strong identified several interesting findings:¹⁴

- Beginning teachers who participate in induction have higher satisfaction, commitment, or retention than those who do not participate.
- Beginning teachers who participate in induction have more on-task students and viable lesson plans than those who do not participate.
- Beginning teachers who participate in induction are more likely to use effective student questioning practices and are more likely to adjust classroom activities to meet students' interests than those who do not participate.
- Beginning teachers who participate in induction are more likely to maintain a positive classroom atmosphere and demonstrate successful classroom

management than those who do not participate.

- Beginning teachers who participate in induction have students with higher test scores or demonstrate greater gains on academic achievement tests than those who do not participate.

There are practices that leaders can adopt that reduce new teacher turnover rates.¹⁵ Smith and Ingersoll culled data from the Schools and Staffing Survey (SASS), administered by the National Center for Education Statistics. The statistics included all beginning teachers in the United States during the 1999-2000 academic year. Several factors appeared to affect turnover and retention rates.

Researchers found that matching mentors and mentees by teaching specialty—subject or grade level—appeared to reduce turnover rate. Establishing a common planning time for collaboration was effective in reducing turnover. Finally, being part of an external network of teachers also reduced turnover. It behooves leaders to keep these ideas in mind as they work to induct and support new teachers. Providing a culture of support where new teachers are supported by all staff can reduce new teacher attrition.¹⁶

Evaluation. The research on this topic is addressed in the fact sheet titled, “Teacher/Staff Evaluation.”

Retention. Approximately one-third of new teachers leave teaching during their first three years of teaching.¹⁷ Within five years, one-half of new teachers leave the field. Providing an induction program and support for new teachers helps to reduce that rate and keeps new teachers in the classroom.¹⁸ Leaders can impact teacher loss in their schools. Supporting a systematic induction program is beneficial and a win-win strategy for all involved.

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Marshall and Klotz identify specific actions principals can take to support new teachers.¹⁹ The first three goals focus on the school and the district. Mentors, supported by leaders, help new teachers to: (1) become familiar with the school's culture, traditions, and rituals; (2) learn more about the community's goals for education; and (3) gain insight into district and school policies and procedures.

Instructionally, leaders support new teachers by: (1) assisting with instructional issues, such as helping new teachers learn to adjust delivery based on student need; (2) helping new teachers build more skill in challenging students to think on a higher level and providing higher-level learning experiences; and (3) assisting and supporting new teachers as they develop the necessary skills needed to collect, analyze, and apply data instructionally to increase student learning.

Leaders also support new teachers by: (1) encouraging and helping them to integrate new technologies to enhance instruction; (2) supporting and encouraging ongoing collaborative efforts within and among grade levels and subject areas; and (3) educating and supporting new teachers so that their instruction is aligned with state and national standards thereby ensuring students are taught what will be tested.

Sample Performance Indicators for the Professional Knowledge of Leaders

- Screens, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.
- Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- Provides a mentoring process for all new and relevant instructional personnel and cultivates leadership potential through personal mentoring.
- Manages the supervision and evaluation of

staff in accordance with local, state, and federal requirements.

- Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-qualified personnel.
- Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high performing faculty.

¹ Stronge, J. H., Richard, H. B., & Catano, N. (2008). *Qualities of Effective Principals*. Alexandria, VA: ASCD, p. 26.

² Hallinger, P., & Heck, R. H. (February, 1996). Reassessing the principal's role in school effectiveness: A review of empirical research. *Educational Administration Quarterly*, 32(1), 5–44.

³ Sanders, W. L., & Horn, S. P. (1998). Research findings from the Tennessee value-added assessment system (TVAAS) database: Implications for educational evaluation and research. *Journal of Personnel Evaluation in Education*, 12(3), 247-56; Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.

⁴ Portin, B., Schneider, P., DeArmond, M., & Gundlach, L. (2003, September). *Making sense of leading schools: A study of the school principalship*. Seattle, WA: Center on Reinventing Public Education.

⁵ Horng, E., Klasik, D., & Loeb, S. (2010). Principal's time use and school effectiveness. *American Journal of Education*, 116(4), 491-523. Retrieved from EBSCOhost.

⁶ Beteille, T., Kalogrides, D., Loeb, S., & Urban Institute (2009). Effective schools: Managing the recruitment, development, and retention of high-quality teachers. Working Paper 37. *National Center for Analysis of Longitudinal Data in Education Research*, Retrieved from EBSCOhost.

⁷ Portin et al., 2003.

⁸ Kearney, W., & Herrington, D. (2010). High performing principals in historically low-performing minority-serving schools: A glimpse into the success of 90/90/90 Schools in South Central Texas. *National Forum of Applied Educational Research Journal*, 24(1/2), 63-72. Retrieved from EBSCOhost.

⁹ Hindman, J. L. (2004). The connection between qualities of effective teachers and selection interviews: The development of a teacher selection interview protocol. The College of William and Mary: Williamsburg, VA. *Dissertation Abstracts International* (UMI No. 3118184).

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¹⁰ Peterson, K. D. (2002). *Effective teacher hiring: A guide to getting the best*. Alexandria, VA: Association for Supervision and Curriculum Development.

Portin, 2003.

¹¹ Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research, 81*(2), 201-233. doi:10.3102/0034654311403323.

¹² Wong, H. (2001). Mentoring can't do it all. *Education Week* (August 8, 2001). Retrieved from <http://www.edweek.org/ew/articles/2001/08/08/43wong.h20.html>

¹³ Wong, 2001.

¹⁴ Ingersoll, & Strong, 2011.

¹⁵ Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal, 41*(3), 681-714. Retrieved from EBSCOhost.

¹⁶ Ingersoll, R.M., & Kralik, J.M. (2004). *The impact of mentoring on teacher retention: What the research says*. Denver, CO: Education Commission of the States. Retrieved <http://www.ecs.org/clearinghouse/50/36/5036.htm>;

Sweeny, B. W. (2001). *Leading the teacher induction and mentoring program*. Arlington Heights, IL: Skylight Professional Development;

Watkins, P. (2005). The Principal's Role in Attracting, Retaining, and Developing New Teachers. *Clearing House, 79*(2), 83-87. Retrieved from EBSCOhost.

¹⁷ Ingersoll, R.M. (2002). The teacher shortage: A case of wrong diagnosis and wrong prescription. *NASSP Bulletin, 86*(6), 16-31; Luekens, M. T., Lyter, D. M., & Fox, E. E. (2004). Teacher attrition and mobility: Results from the teacher follow-up survey, 2000-01. *Education Statistics Quarterly, 6*(3), Retrieved from http://nces.ed.gov/programs/quarterly/vol_6/6_3/3_5.asp.

¹⁸ Ingersoll & Strong, 2011; Marshak, J., & Klotz, J. (2002). *To mentor or to induct: That is the question*. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, Chattanooga, TN.

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**Leader Self-Assessment Checklist
Performance Standard 5: Human Resources Management**

Quality		Level IV	Level III	Level II	Level I
Selection	Understands the school district’s hiring plans and uses them to the school’s advantage.				
	Selects competent and capable teachers/support staff.				
	Uses research-based hiring practices to include: multiple interviewers, prepared questions, and scoring rubrics.				
Induction and Support	Fosters and sustains the induction program.				
	Matches mentors and mentees by teaching specialty – subject or grade level – where practical.				
	Identifies new teachers’ strengths and weaknesses.				
	Provides systematic training and support to teachers throughout induction.				
	Provides a culture of support where new teachers are supported by all staff.				
Retention	Supports innovation and risk-taking.				
	Works to retain quality staff.				
	Ensures working conditions are positive.				
	Supports and encourages ongoing collaborative efforts.				