

## **Personnel Responsibilities of the Superintendent:**

1. To recognize that effective human resources in the district depend largely on the superintendent's leadership.
2. To make certain that the human resources point of view is fully considered in reaching important program decisions.
3. To establish a human resources unit in the district staffed by qualified personnel.
4. To maintain effective communication among and between the various school units relative to human resource activities, problems, and research findings.
5. To set the example by demonstrating the vital importance of the human resource function in meeting the goals of the district.

## **The Human Resources Tasks/Competencies of the Superintendent**

*Task: To provide for the recruitment, orientation, development, utilization, evaluation, separation, and compensation of district personnel.*

- A. Understand modern practice related to the task
- B. Determine needs of personnel for growth and professional development
- C. Recognize and utilize individual differences among personnel
- D. Demonstrate knowledge and understanding of the concepts of human motivation and utilize this ability to gain optimal employee satisfaction and performance
- E. Use data acquired from appropriate and related assessments
- F. facilitate personnel development by providing opportunities for personal and professional growth
- G. Understand the immediate and long-range implications of labor relations and professional negotiations
- H. work effectively in a multicultural setting

*Task: To provide for supervision and evaluation of personnel.*

- A. Organize and administer an effective program of personnel supervision
- B. Establish an effective personnel performance appraisal system
- C. Delegate responsibilities related to the task and hold these personnel accountable
- D. Demonstrate knowledge of the legal aspects of employment

*Task: To provide an atmosphere conducive to discussion of human resources issues, problems, and recommendations.*

A. Maintain an open attitude through the effective involvement of students, parents, teachers, and others in meaningful discussion of the district's programs, goals, and objectives

*Task: To maintain effective communication and professional relationships with employees.*

A. provide two-way communication and utilize, when appropriate, information and recommendations of the central personnel unit and of district personnel

B. communicate with individuals when they are not meeting job requirements

*Task: To provide for a system of compensation and benefits for personnel.*

A. develop and analyze job descriptions, current labor practices, salaries, and agreements

B. supervise the implementation of the payroll system for the district

*Task: To establish a personal plan and demonstrate a commitment to a program or personal professional development.*

A. make critical self-assessment of the areas needed for personal and professional growth

B. develop a plan for personal professional development.

*The Curriculum Planning and Development Tasks of the Superintendent*

*Task: The superintendent promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.*

A. Apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective district curricular decisions

B. Implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning

- C. Implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the district*
- D. Develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment*
- E. Evaluate and provide direction for improving district curriculum in ways that are based upon sound, research-based practices*
- F. Facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students*
- G. Facilitate the use of creative, critical thinking, and problem-solving tools by staff and other district stakeholders*
- H. Facilitate the effective coordination of district and campus curricular and extracurricular programs*

### *The Instructional Leadership and Management Tasks of the Superintendent*

*Task: The superintendent promotes the success of all students by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth .*

- A. Apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the district's vision*
- B. Facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning*
- C. Facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice*
- D. Facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives*
- E. Plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs*
- F. Institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results*
- G. Apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services*

- H. Analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning*
- I. Develop, implement, and evaluate change processes to improve student and adult learning, and the climate for learning*
- J. Create an environment in which all students can learn*

## **Guidelines for the Assessment of District Personnel Policies**

Personnel policies are designed to answer specific questions in specific areas. Use the questions below to assess the appropriateness of your district's personnel policies.

### Teacher recruitment and selection

What kind of teacher does the district need to implement its instructional program?

What are the descriptors of "good teaching" and who are the "good teachers?"

### Induction and assignment

How can the district increase the probability of retaining new teachers or reward senior teachers?

### Supervision and evaluation

How is teaching competence defined?

Who is responsible for the supervision and evaluation of teachers?

What types of data are required for evaluation of teaching?

How often should teachers be monitored?

### Teacher assistance and discipline

How far should a school district be prepared to go to assist a deficient teacher before pressing for dismissal?

### Rewards and incentives

How is teacher accomplishment to be recognized?

What types of rewards and incentives are appropriate?

Teacher empowerment

Are policies promoting teacher empowerment likely to enhance the quality of instruction and student achievement?

### **Criteria for Evaluating District Employment Practices.**

1. Are hiring restrictions based on gender, national origin, age, or religion bona fide occupational qualifications?
2. Are prerequisites to employment valid indicators of success in the specific jobs for which they are used?
3. Is there a legitimate business necessity for any policy that adversely affects certain classes of employees?
4. Are questions used in the job interview directly related to the candidate's ability to perform the job?
5. Are hiring, promotion, compensation, and job-assignment decisions based on considerations that relate to qualifications, merit, and performance rather than to stereotypic assumptions?
6. Is pregnancy treated like any other temporary disability in terms of sick leave, seniority, and disability benefits?
7. Have reasonable accommodations been made to enable qualified handicapped employees to perform adequately?
8. Have reasonable accommodations been made to the religious beliefs of employees?
9. Have precautions been taken to ensure that current practices do not perpetuate the effects of past discrimination?
10. Are employment policies and internal grievance procedures well publicized to all employees?