**What is working/not working?**

 **ITEM TO EXAMINE POSITIVE FACTORS EFFECT ON SCHOOL/MY TEACHING MOVING FORWARD**

Provide a specific budget or spending amount so teachers can prioritize their spending.

Teachers have necessary supplies for instruction.

Each department creates a list of items needed for instruction.

Have SIT members survey their department for ideas on spending.

Principal has a sense of the bigger picture to assess and prioritize spending.

Collaborative input creates sense of empowerment among SIT members.

School Improvement Team makes decisions regarding budget.

The Principal is fully aware of revenue/expenditures.

Principal could share his “why” in budgetary decisions.

Provide a specific budget or spending amount so teachers can prioritize spending.

Teachers either request below their needs or request in excess.

Departments are not given a set amount that they can spend.

Complete needs assessment survey with input from all staff.

Limited instructional supplies, resources, professional development, etc. Principal is forced to make tough decisions.

Limited funding.

Complete needs assessment. Create rotation schedule by department for larger expenditures.

Some departments have a greater need for resources and/or their desired spending is more expensive. Principal has final say.

Needs greatly vary from department to department.

DLP #2 Assignment

**6.2f. Providing input on how the school budget will be spent.**

 **CHALLENGING FACTORS EFFECT ON SCHOOL/MY TEACHING MOVING FORWARD**

**Assignment 2.2: NC Teacher Working Conditions Survey Drill Down**

[Detailed Results](http://www.ncteachingconditions.org/results/report/150/62899)

[Summary Results](http://www.ncteachingconditions.org/results/report/151/62899/pdf)

Summary Comparison Results

**Assignment 2.3 Personal Reflection on Human Resource Leadership**

Human Resource Leadership is vitally important to improving learning and teaching. The summary of this standard, as written by the North Carolina Department of Public Instruction best illustrates by stating:

School executives will ensure that the school is a professional learning community. School executives will ensure that processes and systems are in place that results in the recruitment, induction, support, evaluation, development and retention of a high performing staff. The school executive must engage and empower accomplished teachers in a distributive leadership manner, including support of teachers in day-to-day decisions such as discipline, communication with parents, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluation of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

The founder of Henderson Collegiate recently emphasized the importance of hiring the right people. He stated that consistent good leads to great results. He was specifically referring to making sure you have good teachers throughout the building. His approach to recruitment is to find educators that are “humble, hungry, and smart.” He also stated that the most impactful initiative at their schools is their instructional coaching model. The academic proficiency data and A+ rating at Henderson Collegiate provides evidence that his approach works. Henderson Collegiate provides a model that I will look to as a school executive.

My background as an athletic coach has shaped my approach to Human Resources Leadership. I consider my role to be the principal teacher or instructional leader in the building. It is my role to select the right players for the team, to build their capacity to perform to meet the objectives of the team, and to implement the right tactics/strategies to successfully reach our goals. Choosing the right players may be the most essential step in the process. I believe you must recruit and retain people with growth mindsets that are called to serve children and that desire to improve their practice. Secondly, it is my responsibility to create a culture that promotes collaboration, professional development, and leadership development. Finally, I must use data to implement most effective practices and the use of appropriate resources that will improve working conditions for teachers and the quality of education that all students receive.