

## Illinois Director Credential (IDC) Human Resources Development Assessment (Levels I-II)

<b>IDC Competencies</b>	HRD1: Develop and implement written policies in accordance with best practice for hiring, onboarding, and mentoring staff in accordance with legal mandates and professional standards. HRD2: Evaluate, select, and implement best practices for developing, orienting, supporting, and documenting an active and engaged governing/advisory board. HRD3: Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement. HRD4: Implement, evaluate, and adapt teaching team application of evidence-based practice using reflective supervision designed to enhance professional staff interactions, promote individualized staff development, and facilitate collaboration within the context of unique roles.
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### Assessment Guidelines

For this Assessment, you will develop a policy and practice manual for the hiring of new staff, as well as the onboarding and mentoring of new staff and board members. Your policy and practice manual will also include strategies your program will use to support optimal staff performance and engagement, as well as how professional staff interactions will be ensured.

Required components of your Personnel Policy and Practice Manual include the following:

#### **Staff**

##### **Interviewing, Hiring, and Onboarding**

- A description of interviewing and hiring practices
- An orientation plan for new staff, inclusive of onboarding and overall developmental practices
- A staff development plan, inclusive of professional learning experiences, opportunities based on the developmental needs of each individual staff member, opportunities for individualization, job embedded professional development, and reflective supervision

##### **Staff Development**

- A description of training strategies that are responsive to adult development and learning style
- An overview of processes pertaining to staff meetings and performance appraisals
- Policies regarding confidentiality

##### **Staffing Plans and Expectations**

- A description of staffing plans and planning time
- Program staffing patterns, including a description of how these patterns are informed by accreditation standards and program policy

##### **Board Members**

- An overview of role and responsibilities for board members
- An orientation plan for board members, inclusive of onboarding and overall developmental practices

Include in your manual a statement regarding collaborative expectations and how policies and practices are reflective of the current evidence base.

**IDC Human Resources Development Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>HRD1: Develop and implement written policies in accordance with best practice for hiring, onboarding, and mentoring staff in accordance with legal mandates and professional standards.</p>	<p>Written policies developed provide extensive support via the evidence-based and promote staff development opportunities based on individual staff needs.</p>	<p>Holistic, evidence-based policies and processes for interviewing and hiring staff are developed and or implemented.</p> <p>An evidence-based phased orientation plan for new staff inclusive of onboarding and development of program knowledge is developed and/or implemented.</p> <p>An evidence-based plan for ongoing staff development inclusive of developmental professional learning experiences and opportunities for mentoring is developed and/or implemented.</p>	<p>Policies and processes for interviewing and hiring staff are developed and/or implemented.</p> <p>A phased orientation plan for new staff inclusive of onboarding and development of program knowledge is developed and/or implemented.</p> <p>A plan for ongoing staff development inclusive of developmental professional learning experiences and opportunities for mentoring is developed and/or implemented.</p>	<p>Policies and processes for interviewing and hiring staff are incomplete, inappropriate, or absent.</p> <p>An orientation plan for new staff inclusive of onboarding and development of program knowledge is incomplete, inappropriate, or absent.</p> <p>A plan for ongoing staff development inclusive of developmental professional learning experiences and opportunities for mentoring is incomplete, inappropriate, or absent.</p>	
<p>HRD2: Evaluate, select, and implement best practices for developing, orienting, supporting, and documenting an active and engaged governing/advisory board.</p>	<p>Development, orientation, support, and documentation practices identified are inclusive of the evidence-base and responsive to the specific needs of individual board members.</p>	<p>Appropriate roles and responsibilities of administration and board members are clearly identified.</p> <p>An orientation plan for board members including information on program practices, policies, and procedures is clearly outlined.</p>	<p>Roles and responsibilities of administration and board members are partially identified.</p> <p>An orientation plan for board members including information on program practices, policies, and procedures is partially outlined.</p>	<p>Roles and responsibilities of administration and board members are inaccurately or incompletely identified.</p> <p>An orientation plan for board members does not include information on program practices, policies, and procedures is partially outlined.</p>	
<p>HRD3: Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement.</p>	<p>Creates and logistically sustains written policies and procedures and implement evidence-based practices supportive of optimal professional performance, professional staff interactions and ongoing staff</p>	<p>Identifies effective training strategies responsive to adult development and learning style.</p> <p>Develops and implements staff meetings and performance appraisals that support active</p>	<p>Identifies training strategies responsive to adult development.</p> <p>Develops and implements staff meetings and performance appraisals.</p> <p>Develops program policies,</p>	<p>Identifies training strategies</p> <p>Develops staff meetings and performance appraisals that do not support engagement.</p> <p>Develops program policies, including staffing plans, that</p>	

**IDC Human Resources Development Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	development and engagement.	<p>engagement of staff and shared decision-making.</p> <p>Develops effective program policies including staffing plans inclusive of protected planning time and policies supportive of positive communication.</p> <p>Develops and disseminates policies and procedures supportive of confidentiality.</p>	<p>including staffing plans, that are inclusive of protected planning time and policies supportive of positive communication.</p> <p>Develops policies and procedures supportive of confidentiality.</p>	<p>do not include protected planning time and policies supportive of positive communication.</p> <p>Develops policies and procedures that fail to support confidentiality.</p>	
<p>HRD4: Implement, evaluate, and adapt teaching team application of evidence-based practice using reflective supervision designed to enhance professional staff interactions, promote individualized staff development, and facilitate collaboration within the context of unique roles.</p>	<p>Models and promotes written policies and procedures, implements best practices, and provides reflective supervision that enhances professional staff interactions and promotes individualized staff development and collaboration within the context of unique roles.</p>	<p>Staffing patterns developed are based on accreditation standards, the current evidence-base, and program policy.</p> <p>Staff development strategies include opportunities for individualization, job embedded professional development, motivation, and reflective supervision.</p> <p>Supervisory and group facilitation strategies are collaborative and based on individual and team needs.</p>	<p>Staffing patterns developed are based on program policy.</p> <p>Staff development strategies include either opportunities for individualization, job embedded professional development, motivation, and reflective supervision.</p> <p>Supervisory and group facilitation strategies are collaborative.</p>	<p>Staffing patterns developed do not incorporate program policy.</p> <p>Staff development strategies do not include opportunities for individualization, job embedded professional development, motivation, and reflective supervision.</p> <p>Supervisory and group facilitation strategies do not support collaboration.</p>	

Level I—Beige

Level II—Blue