ELPS 475: HR Administration for the School District Leader

Summer I:

May 18 - One (1) Welcome three (3) Hour Synchronous Class Meeting

June 1, 8, 15, 22 at 5:30 p.m. – Synchronous Class Meeting

Weekly Virtual Office Hours: Monday 10:00 a.m.-11:00 a.m. (or by appointment)

Course Description: This course is designed for students whose goals are district-level school leadership positions. This course has been developed in light of the growing need for school district leaders to provide “Highly Qualified Personnel” within a financially stressful environment and an ever-growing litigious workforce - coupled with the legislation passed in December of 2006 (105 ILCS 5/24A-15: Sc. 24A-15), requiring that beginning in the 2006-2007 school year school building principals were to be evaluated annually. And just as recently as June, 2011, the Illinois Legislature signed into law Senate Bill 7 which requires that by September 1st of 2012 that all evaluations of certified faculty, principals and superintendents assess professional competencies and student growth. To provide future district leaders with the knowledge, skills, and dispositions to lead successfully within this intricate reality, we will begin to understand the diversity and complexity of district-level human resource administration within educational organizations. Most importantly, we will simulate and create opportunities to perform “best practices,” with respect to human resource administration at a macro-district level, regardless of the circumstances of the day.

Conceptual Framework: The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

The conceptual framework of Loyola’s School of Education is “Social Action through Education.” Our mission is social justice, but our responsibility is social action through education. The Loyola University Chicago School of Education embraces the diversity of our school community and that of the city of Chicago, the nation, and the world.

Course Objectives:

- Frame, analyze, and resolve district HR problems using appropriate problem solving techniques and decision-making skills. (ISBE 4S)
- Initiate, manage, and evaluate the change process on the district level. (ISBE 2O, 2S, 5L)
- Use qualitative and quantitative data to inform decisions, to plan and assess school programs, to design accountability systems, to plan for district and school improvement, and to develop and conduct research. (ISBE 1I)
- Apply effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff. (ISBE 3J)
- Identify and apply appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation and separation of district personnel, with attention to issues of equity and diversity. (ISBE 3B)
- Negotiate and manage effectively collective bargaining or written agreements. (ISBE 1F, 3M)
- Establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories. (ISBE 3A, 3H, 3Q)

- Apply a systems perspective viewing school districts and schools as interactive internal systems operating within external environments. (ISBE 21)
- Apply counseling and mentoring skills, and utilize stress management and conflict management techniques. (ISBE 3P)
- Apply and assess current technologies for school management and business procedures. (ISBE3G, 3V, 3W)
- Apply knowledge of common law and contractual requirements and procedures in an educational setting. (ISBE 5R)
- Define and relate the general characteristics of internal and external political systems as they apply to school settings. (ISBE 6D)

- Make decisions based on moral and ethical implications of policy options and political strategies in school districts (ISBE 5S)

**Professional Standards for Educational Leaders**  
(PSEL, 2015)


**Illinois State Board of Education (ISBE 2016)**

Standard 1: Vision

Standard 2: Curriculum, Instruction and Assessment

Standard 3: Management

Standard 4: Relationships

Standard 5: Ethical Leadership

Standard 6: Advocacy and Influence

**Educational Leadership Constituent Council (ELCC Standards 2011)**

ELCC 1.1. d Candidates demonstrate knowledge of ways to use a district’s vision to mobilize additional resources to support the vision.

ELCC1.2. b Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

ELCC1.3. b Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.
ELCC 1.4.a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.

ELCC 1.5.a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

ELCC 2.1a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

ELCC 2.2b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.

ELCC 2.3.c Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.

ELCC 2.4b. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.

ELCC 3.1c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.

ELCC 3.2a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.

ELCC 3.3a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. (CF5)

ELCC 4.1.b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive effect on student learning.

ELCC 4.2a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.

ELCC 4.3.b. Candidates demonstrate how to use district resources to the community to solve issues of joint concern. (CF7) ELCC 6.1a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations

Diversity: In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional district leadership and student achievement, it will be our challenge to create will and capacity within our districts and schools so that all educational stakeholders can fulfill the promise of education.

Required Texts:

Lanham: MD: Rowman & Littlefield. On Amazon

Labor Relations: Striking a Balance, 5th Edition, 2018, by John W. Budd. This text will present the basic framework of the collective bargaining system. On IASB for $17.00
Podcasts and other Resources:


https://www.npr.org/2014/01/27/267145552/the-middle-class-took-off-100-years-ago-thanks-to-henry-ford


https://aasa.org/SchoolAdministratorArticle.aspx?id=10062#

https://isminc.com/advisory/publications/the-source/five-steps-to-minimize-your-schools-hr-risk

**Embedded Field Experiences** – Select three (3) of the experiences from the list below. Write a one-page response and be prepared to discuss with classmates and/or present to the class.

- Create a Plan to Induct and/or mentor a new teaching faculty in your district
- Create district level guidelines for classroom and/or professional development activities in a way that provides meaningful time for school improvement activities
- Identify district goals for your principals to schedule time to provide struggling students with the opportunity for extra support (i.e. individual tutoring, small group instruction, extended-block time so that they may have the opportunity to learn mastery
- Create a plan to lead the scheduling, developing and/or presenting of professional development activities to faculty and district that positively impact student achievement (yearly calendar by month)
- Create a plan to analyze and communicate district and school progress and school achievement to faculty, parents and faculty

**Evaluations**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Class Participation, Dispositions and Readings</td>
</tr>
<tr>
<td>10</td>
<td>Field Experience One (1) page response</td>
</tr>
<tr>
<td>36</td>
<td>Human Capitalization Project (program core assessment)</td>
</tr>
<tr>
<td>32</td>
<td>Human Resources Audit (program core assessment)</td>
</tr>
</tbody>
</table>

**100 PTS**

**Grading Scale**

- **A** 93% and above
- **A-** 90-92%
- **B+** 87-89%
- **B** 86-84%
- **B-** 83-80%
- **C** 70-79%
- **F** Below 70%
**Class Participation, Dispositions and Readings**  
22 points

Students are offered the opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry, and Social Justice. Attendance, class preparation, and participation in class discussions are imperative. Communication and interaction among class members provide invaluable knowledge and understanding of a complex topic as we learn from each other. In order to fully contribute to class discussions, and reflections, students are expected to complete the assigned readings for each online class session. Your participation score will be based on your contributions to class discussions and activities.

**Field Experience One Page Response**  
10 points

Please see course calendar for DUE Dates.
Core Assessment Human Capitalization Project – Attaining quality personnel to further a school or district mission.

Part 1 Due: May 26, 2020

Part 2 Due: June 1, 2020

Part 3 Due: June 8, 2020

Final Copy Due in LIVETEXT and hard copy for class – June 8, 2020

36 points

ASSESSMENT DESCRIPTION:

In this course, the focus is on developing and practicing the knowledge, skills, dispositions, and techniques of effective district level instructional leadership and supervision. The assignment provides candidates an opportunity to manage the human capital on the district level. This core assessment will ask you to collect and analyze personnel data on both district and school levels. From these data, you will then create the documents necessary to hire the best person for a needed function within a district and a school.

ALIGNMENT OF ASSESSMENT WITH STANDARDS

To ensure that the candidate fully understands and appreciates the purpose and multiple components of the observation and evaluation cycle, the candidate must complete a series of activities to demonstrate competency in evaluating and developing staff. These activities are aligned with the following ELCC Standards (2011): 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2, and 6.3.

State Assessment for ELPS 475 – Human Capitalization Project – Attaining quality personnel to further the district mission.

As part of Senate Bill 7, seniority is no longer the ONLY criteria for a reduction in force (RIF). A RIF sequence may now be based on performance and job qualifications. These job qualifications, summarized within established job descriptions (created prior to May 10 of the school year of the RIF) become critical documents in creating categorizations by position and the subsequent four group ratings within each position. This is an important process in implementing a district mission of excellence in teaching and learning through the management of human capital. The people you hire and retain will directly impact the lives and outcomes of students. This core assessment will ask you to collect and analyze personnel data. From these data, you will then create the documents necessary to hire and retain the best person for a needed category within your district.

As a district level leader, one way to implement a district mission of excellence in teaching and learning is through the management of human capital. The people you hire will directly impact the lives and outcomes of students. This core assessment will ask you to collect and analyze personnel data. From these data, you will then create the documents necessary to hire the best person for a needed function within the school.

Part 1 – Description Grid of Employee Groups:

Construct a grid detailing all employee groups within the school district in which you work. The grid will detail the group, general roles and responsibilities, approximate number of employees, and when available and appropriate, the race and gender of the employees within the group. The grid will contain both certified and non-certified staff, central office and school personnel, and union and non-union members. The grid must be all-inclusive. Every paid employee working within the school district must be included. However, volunteer staff and contractual consulting staff need not be included. (ELCC 3.3)
Here is an example for a fictional K-8 suburban school district. Please remember the categories in this example are not exhaustive. Your grid should detail your situation. This example is not all-inclusive. Your school district may have additional categories of employees. Your grid should include the entire district.

<table>
<thead>
<tr>
<th>Group</th>
<th>Certified</th>
<th>Responsibilities</th>
<th>Number of Employees</th>
<th>Union/Association</th>
<th>Gender</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Yes</td>
<td>CEO</td>
<td>1</td>
<td>No</td>
<td>Female</td>
<td>white</td>
</tr>
<tr>
<td>Asst. Superintendents</td>
<td>Yes</td>
<td>Curriculum and Pupil Services</td>
<td>3</td>
<td>No</td>
<td>2 Female</td>
<td>2 black</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 Male</td>
<td>1 white</td>
</tr>
<tr>
<td>Principals</td>
<td>Yes</td>
<td>Management of individual school buildings</td>
<td>10</td>
<td>Yes</td>
<td>6 Male</td>
<td>5 black</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 Female</td>
<td>4 white</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 Asian</td>
<td></td>
</tr>
<tr>
<td>Central Office</td>
<td></td>
<td>Staff</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teachers</td>
<td></td>
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<tr>
<td>Clerical</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Para-professionals</td>
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<tr>
<td>Psychologists</td>
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</tbody>
</table>

Add and/or delete groups and categories as necessary to fit your situation. You should be able to obtain this information from your Director for Human Resources or your district office.

**Part II: Interviewing Potential Candidates**

The Board of Education has hired you to create a streamline system for recruiting, interviewing and selecting quality candidates. Based upon data collected in part 1 and the knowledge gained in class, choose one position within your school district that needs to be filled. For this position, create the following:

1. a full job description with articulated requirements, responsibilities and reporting functions, (ELCC 5.1 & 6.1)

2. eight to ten behaviorally oriented interview questions for this position, (ELCC 5.2 & 6.2)

3. a rubric for each interview question (oral and written) to evaluate the candidate’s responses, and, (ELCC 5.3)

4. a plan for recruiting a diverse mix families and other community members in the subsequent candidate selection process that also details the training these stakeholders will require (ELCC 4.1 & 4.3)

You should indicate whether these questions are to be oral or written in nature. When evaluating your process, the Board of Education will be looking for alignment between the job description, the questions asked and the design of the rubric to ensure that the process maximizes the chance for obtaining a quality candidate that can fulfill the school’s mission. The Board of Education will expect that the process created is legal and ethical.
Part III: Recruitment Brochure or Infographic

Now that you have created a streamlined process for recruiting, interviewing and selecting quality candidates, you need to create a recruitment brochure to promote your district at job fairs and other networking opportunities. To create this brochure/infographic you will need to collect information from your district website, appropriate union contracts, your district human resource director, your building administrator, and/or your union representative. You will attach this brochure to the core assessment as well as upload the brochure into LIVETEXT.

Create this brochure to include the following:

1. The school district’s mission

2. A description of the community and its needs (ELCC 4.2)

3. Financial and health benefits, (ELCC 3.1)

4. Professional benefits including induction, mentoring, and professional development growth (ELCC 3.2)

5. Remember, presentation does matter. (ELCC 6.3)
**Core Assessment Human Resources Audit**  

Part 1 Due: June 15, 2020

Part 2 Due: June 19, 2020

Part 3 Due: June 26, 2020

Final Copy Due in LIVETEXT Due: June 26, 2020

**Scenario:**

Assume you are a district leader supporting instructional leadership and student achievement in schools. You have been given the task of performing an HR Personnel Audit linked to the District Improvement Plan. You will evaluate personnel as it is linked to a district goal in your District Improvement Plan. You are also tasked with creating a NEW HR policy and procedure for the district. Develop a new policy and procedure for the school district that will audit personnel as it relates to your chosen District Improvement goal. Therefore, your assignment will not only be to conduct a Human Resources audit for this school year connected to the current CIWP; but you must also create the policies and procedures for an annual audit to occur each year thereafter. As a Loyola student, you have learned how to conduct an HR audit and are therefore ready to tackle the assignment.

**Assignment:**

Obtain your annual Continuous Improvement Work Plan (CIWP). Please use the district improvement plan.

Identify one area of study for your HR audit from the following list (or if you have an alternative idea for area of study contact Dr. Whittaker):

1. Use of Substitute Teachers
2. Teaching Schedule by grades to provide common planning time
3. Use of Teacher Assistants
4. Current Staffing Arrangements:
   * Split grades/no split grades
   * Current assignment of teachers
   * Use of coaches
5. Access and Review Teacher Evaluations for a grade or division and commonalities for professional development resulting in improved performance
6. Access and Review Principal Evaluations for a district and commonalities for professional development resulting in improved performance

Using the data gathering methods of individual interviews, group interviews, surveys, work products, review of records, and/or observations, conduct an HR audit for your chosen area of study. Using these data, and the knowledge gained from your ELPS 475 course, produce a final report that can be shared with the superintendent and school board.
Your final report will have three distinct parts:

**Part 1 – Conducting the Human Resource Audit:**

Detail the specific SIP goal in the plan that you have chosen and explain how the HR audit’s area of study addresses this specific goal. You must also be able to articulate how this goal will positively impact student outcomes. (ELCC 1.1; 2.3)

1. Conduct the Human Resource Audit:
   - Outline the step-by-step procedures you used for conducting an HR audit within your chosen area of study. In outlining these procedures, detail everything you did to collect data from the multiple stakeholders. (ELCC 1.3; 3.2)
   - Display the quantitative and qualitative data from the HR audit in a user-friendly format. You should use multiple data sources. These data sources should represent multiple stakeholders (i.e. faculty, parents, students, business leaders, etc.) (ELCC 4.1b; 4.2)

**Part 2 – Creating an Implementation Plan for Improved Student Outcomes based on the HR Audit:**

Due 6/19

1. Provide a specific implementation plan or suggested intervention, based upon the data from the HR audit, to address the CIWP goal. (ELCC 1.2; 2.2; 3.3) (Loyola CF 5)
2. Within your implementation plan, create measurable outcomes that will indicate progress towards improved student incomes. (ELCC 1.4)
3. Within your implementation plan, detail how community resources will/might be used to address the issue of concern. In particular, discuss how district and community resources could be used together in order to maximize resources and avoid duplication of services. (ELCC 4.3) (Loyola CF 7)
4. Detail realistic timelines for implementation of the plan. (ELCC 3.1c)
5. Detail the professional development necessary for district leaders or faculty to implement the plan. (ELCC 2.4)
6. Through the use of technology, include ways to provide two-way communication between district-level administration and relevant stakeholders. (ELCC 1.5a)

**Part 3 – Creating Board Policy from the Human Resource Audit Experience:**

Due 6/26

Review w Instructor during Virtual Office HRS or Due: 6/19

1. From this experience, create a policy for the district to consider to ensure that timely, annual Human Resource audits occur within the network that are linked to the CIWP process. (ELCC 2.1)
2. Ensure that your policy suggests a process for using current research, best practices and data-based decision making when conducting any Human Resource Audit. (ELCC 6.1)
<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topics</th>
<th>Readings/Resources</th>
<th>Outcomes</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 SYNCHRONOUS MON – May 18th 5:30</td>
<td>Welcome; Review of syllabus; course calendar and assignments</td>
<td>Review Resources; Review Audit Resources; Review District Audits; Review Board Policies as exemplars for Part III of assessment</td>
<td>Class prefers to meet in person on Monday evenings at 5:30, syllabus reworked based on this request.</td>
<td>Submit topic choices for 3 field experiences by 5/22.</td>
</tr>
<tr>
<td>Lesson 1 Week 1 5/18-5/24</td>
<td>Human Resource Planning: District and School Audits</td>
<td>Tomal and Schilling: CH 1</td>
<td>Reflection: What has been your personal experience with Strategic Planning processes?</td>
<td>Begin 1st 1 page field experience, begin Parts 1 (Due 5/26) &amp; 2 (Due 6/1) of HC Project</td>
</tr>
<tr>
<td>Lesson 2 Week 2 5/25-5/29 No Monday virtual meeting – Memorial Day!</td>
<td>Recruitment and Selection</td>
<td>Tomal and Schilling: CH 2</td>
<td>Complete HC Project Parts 1 &amp; 2</td>
<td>Prepare for discussion of Field Experience on June 1</td>
</tr>
<tr>
<td>Lesson 3 Week 3 6/1-6/7 Synchronous Class June 1 @ 5:30 p.m.</td>
<td>Mentoring, Prof Development and Performance Evaluations</td>
<td>Tomal and Schilling: CH 3</td>
<td>Reflection: Have you been mentored? Or been a mentor? How did you benefit from the experience?</td>
<td>HC Project Due June 8. Begin 2nd 1 page field experience.</td>
</tr>
<tr>
<td>Lesson 4 Week 4 6/8-6/14 Synchronous Class June 8 @ 5:30 p.m.</td>
<td>Leading and Motivating Employees</td>
<td>-Tomal and Schilling: CH 4 and 5 -View Asynchronous presentation on School Climate</td>
<td>Reflection: How do you keep motivation high amongst staff?</td>
<td>-Complete Field Experience #2 -Begin Project #2 – HR Audit Part 1 Due 6/15</td>
</tr>
<tr>
<td>Lesson 5 Week 5 6/15-6/21 Synchronous Class June 15 @ 5:30 p.m</td>
<td>Collective Bargaining Trends</td>
<td>-View Asynchronous presentation on Collective Bargaining Budd Book – Chapters TBD</td>
<td>Reflection: When is your District’s contract due to be bargained? How can you be involved in the process?</td>
<td>-HR Audit Part 2 Due 6/19 -Begin Field Experience #3 - Begin HR Audit Part 3</td>
</tr>
</tbody>
</table>
Lesson 6  
Week 6  
6/22-6/26  
Synchronous Class  
June 22 @ 5:30 p.m

<table>
<thead>
<tr>
<th>Benefits and Compensation</th>
<th>Tomal and Schilling: CH 6 and 7</th>
<th>Reflection: Review the teachers union contract in your district. Identify three items you would change.</th>
<th>-Complete Field Experience 3 -Complete HR Audit</th>
</tr>
</thead>
</table>

Final Submissions to LIVETEXT – Due June 26  
Project 1 – HC Project  
Project 2 – HR Audit  
Final projects submitted in LIVETEXT

**Other Topics to be covered throughout the semester w podcasts, articles or short instructor videos:**
Employee Rights; Employer and Union Rights and obligations; Summary of Major Laws of the Department of Labor; Law Enforced by Equal Employment Opportunity Commission; Prohibited Employment Practices; IL and Collective Bargaining; School Board Relations

**Class Engagement and Six Mandatory Weekly Discussions**

**Introduction:** The purpose of the introduction is for you to get acquainted with your colleagues and create an online community of learners. Your introduction may include personal and professional information, your current role and educational setting (school, district), background, interests, family etc. You may also want to include a picture of yourself. Finally, discuss how you expect the knowledge you gain from this course will benefit your career. Post your response in the discussion thread-introduction and greet at least one of your peers by replying to their posts. This introduction is ungraded, but important as core to an online community. The Introduction is due by Tuesday (11:59 PM) of Week 1.

**Six Weekly Discussions:** Your professor will create six (6) different prompts to guide your learning and comprehension of key understandings that are core to the course objectives. Discussions require a response specific prompts that result in collaborative conversations and construction of knowledge that builds and expands learning within the course.

Your initial response is to be a minimum of 350 words in length, substantive and scholarly in nature.  
• Paragraph one of the initial post should answer the prompt with specific connections to course resources with evidence.  
• Paragraph two should connect the prompt, course resources and personal experience.

You are required to provide a minimum of one reply to peers and/or instructor throughout the window of posting (monitored, responsive, engaged participant Thursday through Sunday) to ensure online dialogue.

Substantiate your weekly discussion response with citations from text, articles, videos or other resources and be sure to provide references.

Reply to peers plus instructor should do the following:  
• Suggest why you might see things differently.  
• Ask a probing or clarifying question to provoke thought.
• Share your reflection from having read the colleague's post.
• Offer and support an opinion with substantiation.
• Validate an idea with your own experience.
• Make a suggestion with an explanation of why you feel this would make a difference.
• Expand on the colleague's post, or ask a question to expand it.
• Ask for evidence that supports the post.
• Always be respectful and collegial.
• Be sure to respond to any comments by the instructor in your post thread.

Initial post due by Wednesday (11:59pm CST) with minimum of one reply to peer and/or instructor by Sunday (11:59pm CST). Or Initial Post Due Thursday by 11:59 pm CST • Reply to Peers (2) Saturday by 11:59 pm CST

Discussion Board Questions

Learning Lesson 1: Describe the link between human resources and both the business and instructional functions of a school district. What roles do each of these play in planning staffing needs?

Learning Lesson 2: Discuss the interrelatedness of the recruitment, selection, performance and termination processes. Provide examples from your own experience. What are the major elements of a model recruitment and orientation process?

Learning Lesson 3: The literature states that staff input is important in hiring new teachers and administrators. However, one of the major problems with interviewing committees is the lack of consistency and training of the interviewers and the committee. Discuss the pros and cons of interview committees for new teacher and administrator hiring. Use outside sources and professional examples.

Learning Lesson 4: What are the similarities and differences between instructional supervision, performance evaluation and staff development? In an attachment use a Venn Diagram to illustrate the answer. What is the role of the Human Resource Department in personnel evaluation?

Learning Lesson 5: Outsourcing is a controversial and emotional topic for school administrators and board members. What are the pros and cons of outsourcing custodial services, food service and transportation?

Learning Lesson 6: Review the teachers union contract in your district (or another district). If you were representing the Board, what three things would you change? If you were representing the Union, what three things would you change? Overall, who does the contract favor and why?

Dispositions

In addition to the incorporation of the conceptual framework, all courses in the SOE assess student dispositions. Specifically, you will be assessed for your demonstrations of your disposition toward
**Professionalism, Inquiry, and Social Justice.** In particular your professionalism is assessed via your attendance and comportment in class sessions, particularly discussion, presentations, and “Problems of Practice” sessions. Your disposition toward Inquiry is assessed in your comportment in class discussions, e.g. how open you are to exploring new opportunities for yourself to learn about a difficult subject, namely giving and receiving feedback. Additionally, your disposition toward Inquiry is assessed in your work on your Research Analysis. Finally, your disposition toward Social Justice is assessed in terms of your comportment in class discussions, e.g. your orientation toward solutions to injustice. Furthermore, your disposition toward Social Justice is likewise assessed in terms of solutions proposed and/or considered in your mid-term reflection, your final essay, and your Problem of Practice session.

**Syllabus Addendum Link** - [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs you to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read

**Rubric for One Page Responses**

Students are expected to do graduate academic work. That means students are expected to follow APA writing guidelines, meet page requirements (note: page requirement and provide the appropriate number of sources as designated in the assignment rubric.

<table>
<thead>
<tr>
<th>1st 1-Paper</th>
<th><strong>Does not meet</strong> Section is missing or incomplete.</th>
<th><strong>Approaching</strong> Does not answer all the parts to the question and/or does not provide at least 2 different sources and examples.</th>
<th><strong>Meets</strong> Answers all parts of the question and provides at least four different sources. Provides multiple examples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd 1-Pager</td>
<td>Section is missing or incomplete.</td>
<td>Does not answer all the parts to the question and/or does not provide at least 2 different sources and examples.</td>
<td>Answers all parts of the question and provides at least four different sources. Provides multiple examples.</td>
</tr>
<tr>
<td>3rd 1-Pager</td>
<td>Section is missing or incomplete.</td>
<td>Does not answer all the parts to the question and/or does not provide at least 2 different sources and examples.</td>
<td>Answers all parts of the question and provides at least four different sources. Provides multiple examples.</td>
</tr>
<tr>
<td>4th 1-Pager</td>
<td>Section is missing or incomplete.</td>
<td>Does not answer all the parts to the question</td>
<td>Answers all parts of the question and</td>
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</tbody>
</table>
### Rubric for Discussion Board

**Discussion Boards** are an opportunity to share your thoughts, ideas, and professional experiences as they relate to the reading assignments. For each Discussion Board you are required not only to post a response, but also to reply to at least one of your colleagues’ posts. Discussion Board participation is an important aspect of broadening your thinking and deepening your understanding of a topic. As such, they are a significant learning resource. Your initial post to the Discussion Board must be a thoughtful response to each question. Your second and third posts (or more) are thoughtful replies to other students’ posts. All posts and replies must be written in complete sentences. Contributions such as “I agree” or “nice post” are not considered thoughtful replies and will not be counted toward your participation grade.

<table>
<thead>
<tr>
<th>Initial Post</th>
<th>Does not meet expectations</th>
<th>Approaching Expectations</th>
<th>Meets Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial post is less than 100 words and/or missed posting deadline.</td>
<td>Response is between 100-200 words; Response was posted by deadline.</td>
<td>Response is between 200-250 words; Response was posted on or before the deadline</td>
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<tr>
<td>ELPS 475 CPS Human Capitalization Project Rubric</td>
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<td>-----------------------------------------------</td>
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<tr>
<td><strong>Within Part 3, the recruitment brochure, the candidate describes the financial and health benefits associated with the posted position ELCC:</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Exceeds Standard (4 pts)</strong></td>
<td><strong>Meets Standard (3 pts)</strong></td>
<td><strong>Partially Meets Standard (2 pts)</strong></td>
<td><strong>Does Not Meet Standard (1 pt)</strong></td>
</tr>
<tr>
<td>Candidates demonstrate a thorough understanding of district management and operational systems by fully and accurately describing the financial and health benefits</td>
<td>Candidates demonstrate their understanding of district management and operational systems by accurately describing the financial and health benefits</td>
<td>Candidates demonstrate their developing understanding of district management and operational systems by partially describing the financial and health benefits</td>
<td>Candidates demonstrate their developing understanding of district management and operational systems with incomplete and/or inaccurate description of the</td>
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</tr>
<tr>
<td>2011.BL.3.1 IL-ISBE-PRIN.3E</td>
<td>health benefits associated with the posted position in the brochure.</td>
<td>health benefits associated with the posted position in the brochure.</td>
<td>health benefits associated with the posted position in the brochure.</td>
</tr>
<tr>
<td><strong>Within Part 3, the recruitment brochure, the candidate describes the professional benefits in the position articulating the professional development within the school district.</strong> ELCC-2011.BL.3.2 IL-ISBE-PRIN.3G IL-ISBE-PRIN.3O</td>
<td>Candidates demonstrate a thorough understanding of efficient use of human, fiscal, and technological resources to manage school operations by accurately describing the professional benefits that include induction, mentoring and professional growth associated with the position articulating the full range of professional development within the school district.</td>
<td>Candidates demonstrate developing understanding of efficient use of human, fiscal, and technological resources to manage school operations by partially describing the professional benefits that include two or more of: induction, mentoring and professional growth associated with the position.</td>
<td>Candidates demonstrate limited understanding of efficient use of human, fiscal, and technological resources to manage school operations by partially describing professional benefits with limited details on induction, mentoring and professional growth associated with the position.</td>
</tr>
<tr>
<td>The candidate gathers all pertinent personnel data. ELCC-2011.BL.3.3 IL-ISBE-PRIN.11 IL-ISBE-PRIN.3H IL-LUC-CF.5</td>
<td>Candidates demonstrate ability to promote school-based policies and procedures by efficiently gathering all pertinent personnel data detailing all certifications, years worked, gender and race.</td>
<td>Candidates demonstrate developing ability to promote school-based policies and procedures by gathering majority of pertinent personnel data detailing certification, years worked, gender and race.</td>
<td>Candidates demonstrate limited ability to promote school-based policies and procedures by gathering some of the pertinent personnel data required.</td>
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<tr>
<td>Within Part 3, the recruitment brochure, the candidate provides a full description of the community and its needs. ELCC-2011.BL.4.1 IL-ISBE-PRIN.4A</td>
<td>Candidates demonstrate ability to collaborate with faculty and community members by creating an inclusive plan for training diverse families and other community members on how to be part of the interview process.</td>
<td>Candidates demonstrate partial ability to collaborate with faculty and community members by creating a partially detailed plan for training families and other community members on how to be part of the interview process.</td>
<td>Candidates demonstrate limited ability to collaborate with faculty and community members by creating a minimally detailed plan for training families and other community members on how to be part of the interview process.</td>
</tr>
<tr>
<td>Within Part 3, the recruitment brochure, the candidate provides a full description of the community and its needs. ELCC-2011.BL.4.2 IL-ISBE-PRIN.4B</td>
<td>Candidates' brochure is creative in reflecting a thorough description of the community and its needs promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources.</td>
<td>Candidates' brochure reflects a full description of the community and its needs promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources.</td>
<td>Candidates' brochure reflects a limited description of the community and its needs.</td>
</tr>
<tr>
<td>Within Part 2, the candidate creates a plan for identifying and recruiting families and members of the community to be part of the interview process of the potential candidate. ELCC-</td>
<td>Candidates demonstrate an advanced ability to respond to community interests by creating an inclusive plan for identifying and recruiting families and members of the community to be part of the interview process.</td>
<td>Candidates demonstrate a developing ability to respond to community interests by creating a partially complete plan for identifying and recruiting families and members of the community to be part of the interview process.</td>
<td>Candidates demonstrate limited ability to respond to community interests. The plan for identifying and recruiting families and members of the community to be part of the interview process...</td>
</tr>
<tr>
<td>2011.BL.4.3 IL-ISBE-PRIN.4D IL-ISBE-PRIN.4J</td>
<td><strong>Exceeds Standard (4 pts)</strong></td>
<td><strong>Meets Standard (3 pts)</strong></td>
<td><strong>Partially Meets Standard (2 pts)</strong></td>
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<tr>
<td>Within Part 2, the candidate creates a full job description that details accurately all of the responsibilities, duties, and requirements of the position. ELCC-2011.BL.5.1 IL-ISBE-PRIN.5B IL-ISBE-PRIN.5D</td>
<td>Candidates demonstrates integrity and fairness to ensure a school system of accountability by creating a full job description that details accurately and thoroughly all of the responsibilities and duties of the position. Description includes the certification necessary and the minimum and maximum requirements necessary for obtaining the position. Description accurately details the reporting responsibilities of both superior and subordinate.</td>
<td>Candidates demonstrates integrity and fairness to ensure a school system of accountability by creating a full job description that details accurately all of the responsibilities and duties of the position. Description includes the certification necessary and the minimum and maximum requirements necessary for obtaining the position. Description accurately details the reporting responsibilities of both superior and subordinate.</td>
<td>Candidates demonstrates integrity and fairness to ensure a school system of accountability by creating a full job description that details most of the responsibilities and duties of the position. Description includes the certification necessary and the minimum and maximum requirements necessary for obtaining the position. Description accurately details the reporting responsibilities of both superior and subordinate.</td>
</tr>
<tr>
<td>The candidate creates behaviorally oriented interview questions that are aligned with the</td>
<td>Candidates model principles of self-awareness, reflective practice, and transparency by creating</td>
<td>Candidates demonstrate understanding of principles of self-awareness, reflective practice, and transparency by creating</td>
<td>Candidates demonstrate a developing understanding of principles of self-awareness, reflective practice, and transparency by creating</td>
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<tr>
<td>Job description duties. ELCC-2011.BL.5.2 IL-ISBE-PRIN.5B IL-ISBE-PRIN.5D</td>
<td>behaviorally oriented interview questions that are aligned with the job description duties. The questions are written to elicit information that describes past behavior as an indicator for future behavior in the position.</td>
<td>and transparency by creating behaviorally oriented interview questions that are aligned with the job description duties. The questions are written to elicit information that describes past behavior as an indicator for future behavior in the position.</td>
<td>reflective practice, and transparency by creating behaviorally oriented interview questions that are fairly aligned with the job description duties. Some of the questions are written to elicit information that describes past behavior as an indicator for future behavior in the position.</td>
</tr>
<tr>
<td>The candidate creates a rubric for each interview question that demarcates different levels of proficiency. ELCC-2011.BL.5.3 IL-ISBE-PRIN.5B IL-ISBE-PRIN.5D IL-ISBE-PRIN.6P</td>
<td>Candidates demonstrate an advanced understanding for safeguarding the values of democracy, equity, and diversity through creating a detailed rubric for each interview question (both oral and written) that demarcates different levels of proficiency in order to choose the best person for the position.</td>
<td>Candidates demonstrate partial understanding for safeguarding the values of democracy, equity, and diversity. Rubric is has some details needed to demarcate different levels of proficiency in order to choose the best person for the position.</td>
<td>limited understanding for safeguarding the values of democracy, equity, and diversity. Rubric is lacking details needed to demarcate different levels of proficiency in order to choose the best person for the position.</td>
</tr>
<tr>
<td>The candidate creates a job description that articulates the uniqueness of the school, the school mission, and the</td>
<td>Candidates demonstrate ability to advocate for school students, families through creating a job description</td>
<td>Candidates demonstrate ability to advocate for school students, families through creating a job description</td>
<td>Candidates demonstrate limited ability to advocate for school students, families through creating a job</td>
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<tr>
<td>diversity of the school context. ELCC-2011.BL.6.1 IL-ISBE-PRIN.4D IL-ISBE-PRIN.4J</td>
<td>that creatively articulates the uniqueness of the school, the school mission, and the diversity of the school context.</td>
<td>that articulates the uniqueness of the school, the school mission, and the diversity of the school context.</td>
<td>description that attempts to articulate the uniqueness of the school, the school mission, but is lacking in conveying the diversity of the school context.</td>
</tr>
<tr>
<td>The candidate creates behaviorally oriented interview questions that are legal and are sensitive to the diversity of the potential interviewees. ELCC-2011.BL.6.2 IL-ISBE-PRIN.6N</td>
<td>Candidates demonstrate ability to serve as a respectful spokesperson for students and families within the school by creating behaviorally oriented interview questions that are legal and thoroughly sensitive to the diversity of the potential interviewees.</td>
<td>Candidates demonstrate partial ability to serve as a respectful spokesperson for students and families within the school. Behaviorally oriented interview questions created are limited in design and reflect some consideration of diversity among potential interviewees.</td>
<td>Candidates demonstrate limited ability to serve as a respectful spokesperson for students and families within the school. Behaviorally oriented interview questions created are vague and limited in consideration of diversity among potential interviewees.</td>
</tr>
<tr>
<td>Within Part 3, the recruitment brochure, the candidate creates a brochure that is an exemplar for other schools to use in their recruitment of potential new employees. ELCC-2011.BL.6.3 IL-ISBE-PRIN.5G</td>
<td>The recruitment brochure, the candidate creates an accurate, attractive brochure that is an exemplar for other schools to use in their recruitment of potential new employees. The brochure includes details about the position, the</td>
<td>The candidate creates an attractive brochure. However, the brochure fails to provide information about the position, the district OR the community.</td>
<td>The candidate’s brochure provides inaccurate information and contains grammatical and/or spelling errors.</td>
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<tr>
<td>district and the community.</td>
<td>The Human Resources audit specifically addresses the district’s vision for improvement.</td>
<td>The Human Resources audit specifically addresses the district’s vision, but does not sufficiently</td>
<td>The Human Resources audit does not address the district’s vision for improvement.</td>
</tr>
</tbody>
</table>

**ELPS 475 Human Resources Audit Rubric**
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>gathering methods. ELCC-2011.BL.1.1 IL-ISBE-SUP.2I</td>
<td>The Human Resources audit comprehensively details the links between the data collected and the recommendations made to create a strategic plan for district level improvement.</td>
<td>The Human Resources audit sufficiently details the links between the data collected and the recommendations made to create a strategic plan for district level improvement.</td>
<td>The Human Resources audit inadequately details the links between the data collected and the recommendations made to create a strategic plan for district level improvement.</td>
</tr>
<tr>
<td>Within Part1, candidate will detail the specific DIP goal in the plan that you have chosen and explain how the HR audit’s area of study addresses this specific goal ELCC-2011.BL.1.2 IL-ISBE-SUP.4S</td>
<td>Procedures for conducting the human resource audit fully encompass the research-based processes to effectively implement a district vision throughout an entire school district and community.</td>
<td>Procedures for conducting the human resource audit partially encompass the research-based processes to effectively implement a district vision throughout an entire school district and community.</td>
<td>Procedures for conducting the human resource audit do not encompass the research-based processes to effectively implement a district vision throughout an entire school district and community.</td>
</tr>
<tr>
<td>Candidate will conduct research using multiple data sources which allow collection of data from multiple stakeholders. ELCC-2011.BL.1.3 IL-ISBE-SUP.1I</td>
<td>The implementation plan that derives from the Human Resources Audit articulates a thorough ability to articulate a partial ability to align</td>
<td>The implementation plan that derives from the Human Resources Audit articulates a limited ability to articulate a partial ability to align</td>
<td>The implementation plan that derives from the Human Resources Audit do not articulate an ability to align</td>
</tr>
<tr>
<td>Standard Level</td>
<td>Description</td>
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<td>----------------</td>
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<tr>
<td>Exceeds Standard (4 pts)</td>
<td>The formal policy recommendation detailing how and why to conduct an annual human resource audits creates a rationale and complete approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Standard (3 pts)</td>
<td>The Human Resource Audit effectively displays qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-term vision.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partially Meets Standard (2 pts)</td>
<td>The Human Resource Audit partially displays qualitative and quantitative data, appropriate research methods, technology, and information systems to develop an approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partially Meets Standard (1 pt)</td>
<td>The Human Resource Audit partially displays qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a vague and inadequate approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.</td>
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</tbody>
</table>

Candidate's tasks:
- Based upon the data from the HR audit, to address the CIWP or DIP goal.
- Candidate will create a policy for the Network Chief / Superintendent to consider to ensure that timely, annual Human Resource audits occur within the network that are linked to the CIWP or DIP process.
- Candidate will display the quantitative and qualitative data from the HR audit in a user-friendly format.
<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Standard (4 pts)</td>
<td>The candidate will identify instructional practices and strategies to incorporate in the district which will meet the needs of all students especially diverse learners.</td>
</tr>
<tr>
<td>Meets Standard (3 pts)</td>
<td>In specifically connecting to the District Improvement Plan, the Human Resource Audit encompasses human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</td>
</tr>
<tr>
<td>Partially Meets Standard (2 pts)</td>
<td>The Human Resource Audit connects to the District Improvement Plan; however, it does not address human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.</td>
</tr>
<tr>
<td>Partially Meets Standard (1 pt)</td>
<td>The candidate will detail the professional development necessary for faculty to implement the plan.</td>
</tr>
</tbody>
</table>

2011.BL.2.2 IL-ISBE-SUP.3G IL-ISBE-SUP.3V IL-ISBE-SUP.3W

2011.BL.2.3 IL-ISBE-SUP.3P

ELCC-2011.BL.2.4 IL-ISBE-SUP.1F IL-ISBE-SUP.3M

The candidate fully explains the procedures within the Human Resources Audit that demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school.
Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement. ELCC-2011.BL.3.1 IL-ISBE-SUP.2O IL-ISBE-SUP.2S IL-ISBE-SUP.5L

The implementation plan that is derived from the Human Resources Audit articulates a process that will manage time effectively and deploy financial and human resources in a way that promotes student achievement.

The candidate fully explains the procedures within the Human Resources Audit that demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.

The candidate partially explains the procedures within the Human Resources Audit that demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.

The candidate insufficiently executed the procedures within the Human Resources Audit that demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.

The implementation plan that is derived from the Human Resources Audit partially articulates a process that will manage time effectively and deploy financial and human resources in a way that promotes student achievement.

The implementation plan that is derived from the Human Resources Audit articulates an incomplete process that will manage time effectively and deploy financial and human resources in a way that promotes student achievement.

The implementation plan that is derived from the Human Resources Audit does not articulate a process that will manage time effectively and deploy financial and human resources in a way that promotes student achievement.
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<tbody>
<tr>
<td>student achievement. ELCC-2011.BL.3.2 IL-ISBE-SUP.1F IL-ISBE-SUP.3M</td>
<td>The candidate will provide a specific implementation plan or suggested intervention, based upon the data from the Human Resources audit.</td>
<td>The implementation plan that is derived from the Human Resources audit fully explains the problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. This implementation plan is based on best-practice and is cited accordingly.</td>
<td>The implementation plan that is derived from the Human Resources audit provides limited explanations about the problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. This implementation plan is based on best-practice and is usually cited accordingly.</td>
</tr>
<tr>
<td>The human resource audit displays data</td>
<td>The human resource audit displays data</td>
<td>The human resource audit does not display</td>
<td>The human resource audit does not display</td>
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<td>The human resource audit displays data</td>
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<tr>
<td>data indicating that the candidate used public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.</td>
<td>adequately display data indicating that the candidate used public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.</td>
<td>partially indicating that the candidate used public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.</td>
<td>comprehensively indicating that the candidate used public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.</td>
</tr>
</tbody>
</table>

The candidate will detail everything done to collect data from the multiple stakeholders.

ELCC-2011.BL.4.1

The human resource audit displays data in a user-friendly manner reflecting an ability to inform district decision-making by collecting and organizing formal and informal information from all relevant stakeholders.

The human resource audit displays data in an adequate manner reflecting an ability to inform district decision-making by collecting and organizing formal and informal information from most of the relevant stakeholders.

The human resource audit displays data in a consistent manner reflecting an ability to inform district decision-making by collecting and organizing formal and informal information from only some of the relevant stakeholders.

The human resource audit displays data in a haphazard manner reflecting an inability to inform district decision-making by collecting and organizing formal and informal information from only some of the relevant stakeholders.

Within the implementation plan, detail how community resources will/might be used to address the issue of

ELCC-2011.BL.4.2 IL-ISBE-SUP.1l IL-LUC-CFS.CFS4

The implementation plan that derives from the Human Resources Audit articulates in a clear and comprehensive manner how to use district resources.

The implementation plan that derives from the Human Resources Audit articulates partially how to use district resources.

The implementation plan that derives from the Human Resources Audit insufficiently articulate how to use district resources.

The implementation plan that derives from the Human Resources Audit does not articulate how to use district resources to the
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<tbody>
<tr>
<td>Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.</td>
<td>The formal policy recommendation detailing how and why to conduct annual human resource audit partially expresses the ability to use appropriate research methods, theories, and concepts to improve district operations.</td>
<td>The formal policy recommendation detailing how and why to conduct annual human resource audit vaguely expresses the ability to use appropriate research methods, theories, and concepts to improve district operations.</td>
<td>The formal policy recommendation detailing how and why to conduct annual human resource audit vaguely expresses the ability to use appropriate research methods, theories, and concepts to improve district operations.</td>
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</tbody>
</table>