

**Credential AREA: Illinois Director Credential (Level I)**  
**TOPIC: Human Resources Development Assessment**  
**Human Resources Policy & Practices Manual**

**I. Assessment Competency & Standard Alignment**

<b>Gateways Competencies Assessed</b>
<b>HRD1:</b> Develop written policies and procedures and implement best practices for hiring, onboarding, and mentoring new staff in accordance with legal mandates and professional standards
<b>HRD2:</b> Evaluate and implement best practices for developing, orienting, and supporting an active and engaged governing/advisory board
<b>HRD3:</b> Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement
<b>HRD4:</b> 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.

<b>Suggested Competency Cross-Alignments</b> (with a few edits to this assessment task, these additional competencies could also be assessed with this task)
<b>LFM1:</b> Develop policies and procedures and implement best practices in alignment with federal, state, and local mandates
<b>PPS3:</b> Implement reflective and intentional administrative practices

**II. Assessment Task Description/ Directions**

**Overview: In this assessment, you will...**

<p style="text-align: center;"><b>Option 1</b> (for those wanting to become leaders in the field)</p>	<p style="text-align: center;"><b>Option 2</b> (for those who are already leaders in the field at a licensed site)</p>
<ul style="list-style-type: none"> <li>● <b>Part 1: Manual Development Draft:</b> Develop a personnel policy and practice manual for the hiring, onboarding, and mentoring of new staff and board members for your hypothetical or target program/school/center. 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</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Part 1: Manual Review &amp; Revision Draft:</b> Review and revise the personnel policy and practice manual for hiring, onboarding, and mentoring of new staff and board members of your program/school/center. Your policy and practice manual should also include strategies your program will use to support optimal staff performance and engagement, as well as how professional staff interactions will be ensured</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Part 2: Reflective Supervision Simulation:</b> Practice a reflective supervision session with a classmate and write a reflection on your strengths and areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Part 2: Reflective Supervision Implementation:</b> Conduct a reflective supervision session with a staff member and write a reflection on your strengths and areas for improvement</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Part 3: Manual Peer Review &amp; Final Draft:</b> After drafting your manual and engaging in a simulation of its practices, you will conduct peer reviews of the HRD Manual and finalize edits to your Manual</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Part 3: Manual Review &amp; Final Draft:</b> After reviewing and revising your manual and engaging in a documented related practice, you will either conduct peer reviews of the HRD Manual and/or ask staff for feedback in order to finalize edits to your Manual</li> </ul>

## Specific Steps for Option 1

### Part 1: Manual Development

- Develop a personnel policy and practice manual for your hypothetical or target program/school/center. Details should include:
  - Plans for staff:
    - A description of interviewing and hiring practices
    - An orientation plan for new staff, inclusive of onboarding and overall developmental practices
    - A staff development plan that includes
      - professional learning experiences
      - opportunities based on the developmental needs of each individual staff member
      - opportunities for individualization
      - job-embedded professional development
      - reflective supervision
    - A staff development implementation plan that includes
      - 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 that include
      - 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
  - Plans for board members that include:
    - An overview of roles and responsibilities for board members
    - An orientation plan for board members, inclusive of onboarding and overall developmental practices
  - A collaborative expectations statement regarding collaborative expectations and how policies and practices are reflective of the current evidence base
  - Plans for how and when policies will be reviewed and revised and who would be included in the process

**Technology Option:**  
- Website options  
- Interactive options  
- Video/audio record options

## Part 2: Reflective Supervision Simulation (similar to that in the IDC Professional Development Plan Assessment)

In this phase of the assessment, you will practice one aspect of your human resources policy and practices manual. Using your knowledge of reflective supervision, take turns role-playing being a supervisor and supervisee in an audio-recorded five-minute reflective supervision session. You may use the following example scenario or come up with one of your own.

Technology Option:  
← Embedded

- **Example Scenario:** *A toddler teacher has approached you about an ongoing issue in her classroom. One of the children is frequently biting other children without any apparent antecedent behaviors. She is seeking guidance to address the biting behavior in the classroom, as well as how to communicate these incidents with the child's caregiver.*

After completing the session, listen to the recording and write a reflection on your strengths and areas for improvement as a reflective supervisor. Use an evidence-based reflective practice tool, such as Gibbs' Reflective Learning Cycle (1988), to guide your reflection:

**Description:** What happened?

**Feelings:** What were you thinking and feeling?

**Evaluation:** What was good and bad about the experience?

**Analysis:** What sense can you make of the situation?

**Conclusion:** What else could you have done?

**Action:** What will you do differently next time?

## Part 3: Manual Peer Review & Final Draft

Read another classmate's Human Resources Policy & Practices Manual and complete a written peer review and evaluation of the plan that addresses the following:

- Plans for staff including a description of interviewing and hiring practices, especially those related to onboarding and overall developmental practices
- The staff development plan and whether it supports professional learning experiences, opportunities based on the developmental needs of each individual staff member, opportunities for individualization, job-embedded professional development, and opportunities for reflective supervision
- Implementation strategies that are specific, responsive to adult development and learning styles, inclusive of policies regarding confidentiality, as well as detailed and included process processes pertaining to staff meetings and performance appraisals

Technology Option:  
- Collaboration options

- Staffing plans and planning time, as well as program staffing patterns
- Board member plans including an overview of board member roles and responsibilities, as well as plans for orientation, inclusive of onboarding and overall developmental practices
- Plans for the HRD review and revision process
- Whether collaborative expectations are outlined
- Whether policies and practices are reflective of the current evidence base

Overall, outline:

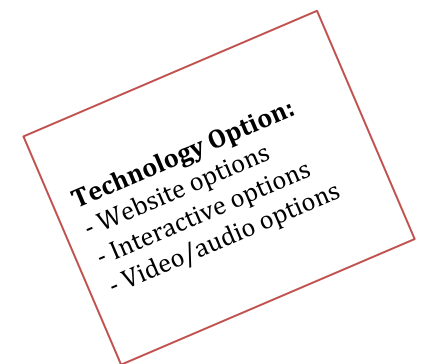
- Strengths and areas for growth in the HRD manual
- Provide suggestions for improvements

Once your manual has been reviewed, synthesize the feedback, and revise for an overall strengthened Human Resources & Development Manual of Policies and Practices.

## **Specific Steps for Option 2**

### **Part 1: Manual Review & Revision**

- Review, describe, and revise (if needed) your program’s current personnel policy and practice manual. Including suggestions for additions or changes, details should include:
  - Plans for staff:
    - Interviewing and hiring practices
    - Current and/or improved orientation plans for new staff, inclusive of onboarding and overall developmental practices
    - Current and/or improved staff development procedures, including-
      - professional learning experiences
      - opportunities based on the developmental needs of each individual staff member
      - opportunities for individualization
      - job-embedded professional development
      - reflective practice
    - Current and/or improved implementation plans related to:
      - Training strategies that are responsive to adult development and learning style
      - Processes pertaining to staff meetings and performance appraisals



- Policies regarding confidentiality
- Current and/or improved staffing plans and expectations that include:
  - Staffing plans and planning time
  - Program staffing patterns, including a description of how these patterns are informed by accreditation standards and program policy
- Plans for board members that include:
  - An overview of roles and responsibilities for board members
  - An orientation plan for board members, inclusive of onboarding and overall developmental practices
- A collaborative expectations statement regarding collaborative expectations and how policies and practices are reflective of the current evidence base
- Plans for how and when policies will be reviewed and revised and who would be included in the process

## **Part 2: Reflective Supervision Simulation (similar to that in the IDC Professional Development Plan Assessment)**

In this part of the assessment, you will practice one aspect of your human resources policy and practices manual. Using your knowledge of reflective supervision, identify a co-worker willing to allow you to record a reflective supervision session. Obtain written consent from this coworker to audio record five minutes of the session. After conducting the session, listen to the recording and write a reflection on your strengths and areas for improvement as a reflective supervisor. Use an evidence-based reflective practice tool, such as Gibbs' Reflective Learning Cycle (1988), to guide your reflection:

**Description:** What happened?

**Feelings:** What were you thinking and feeling?

**Evaluation:** What was good and bad about the experience?

**Analysis:** What sense can you make of the situation?

**Conclusion:** What else could you have done?

**Action:** What will you do differently next time?

## **Part 3: Manual Peer Review & Final Draft**

Either read another classmate's Human Resources Policy & Practices Manual and/or ask members of your staff to provide feedback for your manual. If asking staff for feedback, develop a protocol for feedback that prompts staff members to identify strengths, areas of murkiness/wishes, and suggestions for revision that will guide you in revising this manual. If reviewing a classmate's manual, complete a written peer review and evaluation of the plan that addresses the following:

- Plans for staff including a description of interviewing and hiring practices, especially those related to onboarding and overall developmental practices
- The staff development plan and whether it supports professional learning experiences, opportunities based on the developmental needs of each individual staff member, opportunities for individualization, job-embedded professional development, and opportunities for reflective supervision
- Implementation strategies that are specific, responsive to adult development and learning styles, inclusive of policies regarding confidentiality, as well as detailed and included process processes pertaining to staff meetings and performance appraisals
- Staffing plans and planning time, as well as program staffing patterns
- Board member plans including an overview of board member roles and responsibilities, as well as plans for orientation, inclusive of onboarding and overall developmental practices
- Plans for the HRD review and revision process
- Whether collaborative expectations are outlined
- Whether policies and practices are reflective of the current evidence base

**Technology Option:**  
- Collaboration options

Overall, outline:

- Strengths and areas for growth in the HRD manual
- Provide suggestions for improvements

Regardless of which option you have selected, once your manual has been reviewed, synthesize all forms of feedback, and revise for an overall strengthened Human Resources & Development Manual of Policies and Practices.

### III. Assessment Rubric

IDC Human Resources Development Master Rubric					
Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
<b>HRD1:</b> Develop written policies and procedures and implement best practices for hiring, onboarding, and mentoring new staff in	Creates and logistically sustains written policies and procedures and implement best practices for hiring, onboarding, and mentoring new staff	Creates written policies and procedures and implement best practices for hiring and mentoring new staff in accordance with legal mandates	Creates some written policies and procedures for hiring, onboarding, and mentoring new staff	Neglects written policies and procedures for hiring, onboarding, and mentoring new staff, ignores legal mandates	

accordance with legal mandates and professional standards	in accordance with legal mandates and professional standards			and professional standards	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>HRD2:</b> Evaluate and implement best practices for developing, orienting, and supporting an active and engaged governing/advisory board	Institutes and shares replicable written policies and procedures that model best practices for developing, orienting, evaluating and supporting an active and engaged governing/advisory board	Institutes written policies and procedures for developing, orienting, evaluating and supporting a governing/advisory board	Attempts to create written policies and procedures for developing, orienting, and supporting governing/advisory boards	Promotes chaotic and/or confusing procedures that hinder the effectiveness of governing/advisory boards	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>HRD3:</b> Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement	Creates and logistically sustains written policies and procedures and implement best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement	Implements and evaluates best practices supportive of professional performance and professional staff interactions	Creates some written policies and procedures supportive of professional performance and professional staff interactions	Neglects written policies and procedures supportive of professional performance and professional staff interactions	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>HRD4:</b> Implement, evaluate, and adapt teaching team application of evidence-based practice using reflective	Models and promotes written policies and procedures, implements best practices, and provides reflective	Establishes written policies and procedures and implements best practices, that enhances professional staff	Tries to establish written policies and procedures and implement best practices, that enhance professional staff	Ignores best practices or written policies and practices that enhance professional staff interactions. Neglects	



supervision designed to enhance professional staff interactions, promote individualized staff development, and facilitate collaboration within the context of unique roles	supervision that enhances professional staff interactions and promotes individualized staff development and collaboration within the context of unique roles	interactions and promotes individualized staff development	interactions and promotes individualized staff development	individualized staff development	
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Level I—Beige

Level II—Blue

#### IV. Data Collection & Analysis Tool

Competency & Standards Alignment	Cumulative Assessment Data				
	Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory
<b>HRD1:</b> Develop written policies and procedures and implement best practices for hiring, onboarding, and mentoring new staff in accordance with legal mandates and professional standards					
<b>HRD2:</b> Evaluate and implement best practices for developing, orienting, and supporting an active and engaged governing/advisory board					
<b>HRD3:</b> Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement					
<b>HRD4:</b> 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					