ELPS 475: Human Resource Administration for the School District Leader
Spring 2015 – CPS Cohort 2 + WTC on-campus
Wednesdays 7 – 9:30 p.m.

Loyola University Chicago
School of Education
Professionalism in Service of Social Justice

ELPS 475: Human Resource Administration for the School District Leader
Spring 2015

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Course Description:
This course is designed for students whose goals are the principalship (CPS, suburban or private) and eventually a school district leadership position. 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, this course has been developed. 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.

Conpectual Framework:
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the 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; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

“Professionalism in Service of Social Justice” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, this course explores various facets of human resource administration in educational organizations at the district/macro level. Human resource leadership, as it specifically relates to promoting district vision and mission, will be researched and simulated to develop preferred professional practice that promotes integrity and social justice for the entire educational community.
LOYOLA UNIVERSITY CHICAGO’S SCHOOL OF EDUCATIONS’ CONCEPTUAL FRAMEWORK STANDARDS ASSESSED WITHIN THIS COURSE:

- Candidates demonstrate technological knowledge and skills which enhance education. (CF 5)
- Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others. (CF7)

Dispositions:
As a measure of candidates’ development towards Loyola University Chicago School of Education’s conceptual framework, the three school-wide dispositions will be assessed in this course. These dispositions are: 1) Professionalism, 2) Fairness, and, 3) the Belief that all students can learn. These dispositions will be directly assessed in this course and will comprise 22 out of the 100 points possible. The rubric for these dispositions can be found on pages 16-17 of this syllabus.

Outcomes:
Students will demonstrate an understanding of: The Education Reform Act -Senate Bill 7, Performance Evaluation Reform Act (PERA), strategic planning, human resources’ system auditing, supervision and evaluation of educational administrators, unions, and collective bargaining.

Instructor/Course Evaluation
The instructor and course will be evaluated at the end of the term by students through the use of an online evaluation instrument. Each evaluation will address the quality and relevance of course material and the quality of the instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these evaluations, each student should be mindful of the extent to which the course objectives have been met.

Essential IDEA online course assessment objectives:
- Learning to apply course material to improve thinking, problem solving, and decisions.
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.

CPS PRINCIPAL COMPETENCIES
Principal Practice Competencies
The following six competencies, with standards and elements, outlines the responsibilities and performance expectations of principals:

Competency A
Champions Teacher and Staff Excellence through a Focus on Continuous Improvement
1. Develops, implements and monitors the outcomes of the Continuous Improvement Work Plan and school wide student achievement data results to improve student achievement
   a.) Assesses the Current State of School Performance
   b.) Develops a Continuous Improvement Work Plan
   c.) Maintains a Focus on Results

2. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes
   a.) Implements Data Driven Decision Making
b.) Implements Data Driven Instruction  
c.) Establishes a system to collect and review data on attendance, lateness, discipline, and student referrals

3. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the Continuous Improvement Work Plan targets  
   a.) Allocates Resources to Support Student Learning  
   b.) Prioritizes Time

4. Utilizes current technologies to support leadership and management functions  
   a.) Employs Current Technologies

5.) Creates a Safe, Clean, and Orderly Learning Environment  
   a.) Builds, evaluates, and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly

**Competency B**  
Create Powerful Professional Learning Systems that Guarantee Learning for Students

1. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom  
   a.) Implements Curricular Scope and Sequence  
   b.) Reviews Instructional Practices

2. Implements student interventions that differentiate instruction based on student needs  
   a.) Uses Disaggregated Data

3. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning  
   a.) Selects and Assigns Effective Teachers  
   b.) Retains Effective Teachers

4. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system  
   a.) Observes Staff and Gives Feedback  
   b.) Evaluates Staff

5. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance  
   a.) Develops an Instructional Team

6. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose  
   a.) Implements Professional Learning

7. Advances Instructional Technology within the learning environment
Competency C
Builds a Culture Focused on College and Career Readiness
1. Builds a culture of high aspirations and achievement for every student
   a.) Links Aspiration to College and Career Opportunities
   b.) Develops a Student Goal Setting Process

2. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school’s vision and mission
   a.) Translates the School Values into Specific Behaviors
   b.) Develops a Code of Conduct

3. Leads a school culture and environment that successfully develops the full range of students' learning capacities - academic, creative, social-emotional, behavioral, and physical
   a.) Creates a Culture that Supports Social Emotional Learning
   b.) Creates a Culture that Supports Effective Effort

Competency D
Empowers and Motivates Families and the Communities to Become Engaged
1. Creates, develops, and sustains relationships that result in active student engagement in the learning process
   a.) Builds on-going Relationships
   b.) Develops strategic plan to communicate with key community leaders

2. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies
   a.) Includes Multiple Voices and Perspective

3. Proactively engages families and communities in supporting their child’s learning and the school’s learning goals
   a.) Engages Families

4. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively
   a.) Builds Capacity to Manage Change
   b.) Demonstrates Personal Resolve and Response to Challenges
   c.) Expands relationships with LSC and external partnerships to facilitate budget process

Competency E
Relentlessly Pursues Self-Disciplined Thinking Action
1. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff
   a.) Models Equity and Dignity

2. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff
   a.) Protects Rights and Confidentiality

3. Create and supports a climate that values, accepts, and understands diversity in culture and point of view
   a.) Recognizes the Strength of a Diverse Population
   b.) Creates a Culturally Responsiveness Climate
c.) Engages in Courageous Conversations about Diversity

4. Relentlessly pursues reflective behavior

**Competency F**

**Leads School Toward Achieving the Vision**

1. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners
   a.) Collaborates to Develop and Maintain a Shared Vision of High Expectations

2. Ensures that the school’s identity, vision, mission drive school decisions
   a.) Ensures vision and mission drive school decisions
   b.) Confronts Low Expectations

3. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results
   a.) Conducts Difficult Conversations to Improve Student Results

**ELCC STANDARDS (NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION – 2002)**

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

ELCC 1.2.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.

ELCC 1.3.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 3.1 c. 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 affect 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.

ISBE STANDARDS FOR THE SUPERINTENDENCY:

- Frame, analyze, and resolve problems using appropriate problem solving techniques and decision-making skills. (ISBE 4S)
- Initiate, manage, and evaluate the change process. (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 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 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 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. (ISBE 3G, 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 (ISBE 5S)
ISSLC STANDARDS

Standard 1
- An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2
- An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3
- An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4
- An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5
- An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6
- An education leader promotes the success of every student by understanding, responding to, and influencing the political, social economic, legal and cultural context.


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 leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Technology:
The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade.

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the
semester or term. The University policy on accommodations and participation in courses is available at:
http://www.luc.edu/sswd/

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
www.luc.edu/ethicsline

Harassment (Bias Reporting)
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Required Texts:
The following books are to be ordered online or purchased at the Loyola Lakeshore Bookstore. The web address is: www.whywaitforbooks.com. You are ordering books for ELPS 475 ISRAEL.


The following materials are also necessary for this class:
- A daily Human Resources on-line tutorial is also a requirement for this class. The cost for this on-line tutorial is $30 per person. This is a year-long subscription; however, you will only be accountable for this work through the class dates of 1/26/15 – 4/24/15. Please bring a check payable to Training Advisor Inc. to the 2nd class on 1/21/15. THIS ON-LINE TUTORIAL WILL COME TO YOUR LOYOLA EMAIL ACCOUNT.

- Additional readings will be posted on SAKAI. Please follow the syllabus calendar for a listing of these readings to be done BEFORE the assigned class session.

Things you need to find and bring to class:
- You will need a copy of or electronic access to, your school/district mission, teacher evaluation tool, principal evaluation tool, and the most recent teachers’ collective bargaining agreement.

- You will need to have access to, and be familiar with, SAKAI– Loyola University Chicago’s electronic classroom.

- Additional readings and class notes can be found on SAKAI. Please print, read, and bring these cases to the assigned class as indicated on the syllabus.

- You must register your LIVETEXT account. You must register with your Loyola University Chicago email address for this LIVETEXT account to work.

Supporting Reference Literature:
See list of references on last page.

Embedded Field Experiences (as an AP or Principal):
- Lead a faculty hiring team to conduct interviews and create hiring recommendations for necessary certified faculty.
- Induct and/or mentor a new teaching faculty
- Develops a data-based coaching plan for each teachers based on observations and student learning
- Schedule classroom and/or professional development activities in a way that provides meaningful time for school improvement activities
- 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
- Develop schedules that maximize student learning in meaningful ways with measurable success
- Lead the scheduling, developing and/or presenting of professional development activities to faculty that positively impact student achievement
- Analyze and communicate school progress and school achievement to faculty, parents and faculty
- Gather feedback regarding effectiveness of personal communication skills.

Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th edition style.
ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus.

**Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dispositions</td>
<td>22</td>
</tr>
<tr>
<td>Daily H.R. On-line tutorial</td>
<td>10</td>
</tr>
<tr>
<td>Human Capitalization Project (program core assessment)</td>
<td>36</td>
</tr>
<tr>
<td>Human Resources Audit (program core assessment)</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Grading Scale**

- A: 93 points and above
- A-: 90 – 92 points
- B+: 87 – 89 points
- B: 86 – 84 points
- B-: 83 – 80 points
- C: 70 – 79 points
- F: Below 70 points

**Dispositions**

Students will participate in discussions based on assigned readings and hand-outs as well as extemporaneous role play, debate, and simulations. It is expected that students will attend class every day. There will be either entrance or exit slips that will measure daily preparedness. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities.

**Daily On-line Human Resource Tutorial**

It is important for you to be involved daily with the content of Human Resources. In order to do this, part of this course’s requirement is a daily on-line Human Resource tutorial. As part of this class, you will register and receive daily (Monday through Friday) from, 1/26/15 – 4/24/15 a daily Human Resources question through your Loyola email account. The login site is [http://www.trainingadvisorinc.com/desktop](http://www.trainingadvisorinc.com/desktop). Your LOGIN NAME is comprised of the letters and numbers before the @luc.edu within your Loyola email address.

**Your password is “elps475” all small caps.** Your task is to read the question given for that day and any accompanying material that is emailed to you concerning the content pertinent to the daily question. You will then be asked to answer the daily multiple-choice question that comes with the email. Upon answering the question, you will be given immediate feedback on the correct answer. If your answer is wrong, additional material will be electronically generated so you understand the correct answer. Your grade for this IS NOT calculated on the number of answers completed correctly or incorrectly. Rather your grade is based on your daily participation. When you have gotten behind (5 missed days in a row) you will receive a different email prompt reminding you to catch-up. When you have missed more than 10 days in a row, a different email prompt will appear reminding you not only to catch-up but that your grade for this component of the class is in jeopardy of being negatively affected. I have pre-chosen the questions so that they compliment the content of the class. I also receive the H.R. question daily, as you do. Additionally, I have access to a “grade book” component to track your accountability as well as provide me with formative assessment to ensure that follow-up lectures and activities in class are meaningful.
Human Capitalization Project – Attaining quality personnel to further the school mission.

Core Assessment

Part 1: Due: 2/4/15
Part 2: Due: 2/18/15
Part 3: Due: 2/18/15

Final Copy Due in LIVETEXT and hard copy for class – 3/11/15 36 points

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 the school.

Part 1 – Description Grid of Employee Groups:
Due: 2/4/15

Construct a grid detailing each certified faculty member in your building (or if in high school focus on the under or upper classroom faculty) in which you work. Do not include outside contractual personnel, school social workers, O.T. PT. or any other person “assigned” by CPS network or central office. The grid will detail the individual (by pseudonym) the certificates and endorsements held, the number of years this person has worked within the district, race and gender. You should refer to form ISBE for 73-52(1/12) that can be found on www.isbe.net/certification for specific types of certification (ELCC 3.3 – Loyola CF 5)

Add and/or delete certificate types (such as social worker or counselor, etc.) as necessary to fit your situation. You should be able to obtain this information from the Human Talent Coordinator for your Network.

Here is an example:

<table>
<thead>
<tr>
<th>Individual</th>
<th>Type 03 (Elementary)</th>
<th>Middle School Endorsements</th>
<th>ESL</th>
<th>Type 09</th>
<th>Type 10</th>
<th>LBS</th>
<th>Number of Years in District (not including provisional)</th>
<th>Race</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah</td>
<td>X</td>
<td>X (reading)</td>
<td>X</td>
<td></td>
<td></td>
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<td></td>
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<td>Female</td>
</tr>
<tr>
<td>John</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td>White</td>
<td>Male</td>
</tr>
<tr>
<td>Rebecca</td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
<td>6</td>
<td></td>
<td>Asian</td>
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<tr>
<td>Sam</td>
<td></td>
<td>X (math)</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>Indian</td>
<td>Male</td>
</tr>
<tr>
<td>Totals</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td>2 whites 1 Asian 1 Indian</td>
<td>2 Fe 2 Males</td>
</tr>
</tbody>
</table>
Part II: Interviewing Potential Candidates:
Due: 2/18/15
The Local School Council 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 creating an interview team comprised of administrators, teachers, parents and Local School Council members. Identify who these interview team members are (by position) and why these people should be included in the interview team. (ELCC 4.1 & 4.3)

You should indicate whether these questions are to be oral or written in nature. When evaluating your process, the Local School Council 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 Local School Council will expect that the process created is legal and ethical.

Part III: Recruitment Brochure:
Due: 2/18/15
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 school at job fairs and other networking opportunities. To create this brochure you will need to collect information from your district website, appropriate union contracts, your district human resource director, other building administrators, 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'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)

You will receive edits and comments on these sections and you should incorporate these suggestions for the Final Copy Due in LIVETEXT and hard copy for class on 3/11/15
Human Resources Audit:
Core Assessment
Part 1 Due: 3/25/15
Part 2 Due: 4/15/15
Part 3 Due: 4/15/15
Final Copy Due to misrael@luc.edu and in LIVETEXT by 4/24/15 32 points

Scenario
Assume you are the Principal of your school building. You report directly to the Network Chief and the Local School Council. The Network Chief has directed you, the principal, to perform an annual Human Resources Audit linked to the current CIWP. This will constitute a new annual policy and procedure for the school district. Therefore, your goal 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 doctoral student, you have learned how to conduct an HR audit and are therefore ready to tackle the assignment.

Assignment:
Obtain your annual CIWP. (If you are a high school district or a small elementary school district, this district plan may be one in the same as the school improvement plan.)

The area of study for your HR audit must address the goal that you have chosen from the CIWP. Choose one area of study for your HR audit from the following list of four:

1. Use of Substitute Teachers
2. Teaching Schedule by grades to provide common planning time
3. Use of Teacher Assistants
4. Current Staffing Arrangements:
   a. Split grades/no split grades
   b. Current assignment of teachers
   c. Use of coaches
5. Teacher Evaluations for a grade or division and commonalities for professional development resulting in improved performance
6. 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: Due: 3/25/15

1. Detail the specific CIWP 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)

2. 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)
3. 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; 4.2a)

Part 2 – Creating an Implementation Plan for Improved Student Outcomes based on the Human Resource Audit: Due 4/15/15

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 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 4/15/15

1) From this experience, create a policy for the Network Chief 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)

You will receive edits and comments on these sections and you should incorporate these suggestions for the Final Copy Due in LIVETEXT and email a copy to misrael@luc.edu by midnight on – April 24, 2015
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING TO BE DONE IN ADVANCE</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
</table>
| Class 1    | 1/14/15                                                               | • Orientation to class  
• Review of syllabus and assignments  
• Overview of 10 functions of human resources                                                  | • Candidate information document  
• Short write reflecting on today                                                                                   |
| Class 2    | 1/21/15                                                               | • Ethics and Human Resources  
• A review of leadership theory  
• The role of the Local School Council, and other major stakeholders, within human resources | Bring $30 check for the on-line tutoring program                                                                                            |
| Monday     | 1/26/15                                                               | H.R. On-line interview tutorial                                                                 | Check your Loyola email for H.R. on-line                                                                                         |
| Class 3    | 1/28/15                                                               | • SB7 and PERA – an overview  
• Applying SB7 and PERA – implications for staffing now and in the future | Fields: Chpt. 2  
Odden: Chpt. 11 & 12  
Tomal Chpt. 8                                                                                                        |
| Class 4    | 2/4/15                                                                | • SB7 and Creating Specific Job Descriptions                                                                                       | Part 1 –capitalization project                                                                                                  |
| Class 5    | 2/11/15                                                               | • Components for a Search  
• Recruitment and Selection                                                                                                          | Fields: Chpt. 3  
Odden: Chpt. 7                                                                                                           |
| Class 6    | 2/18/15                                                               | • Components for a Search  
• Interviewing and Selection                                                                                                           | Fields: Chpt. 4 & 5                                                                                                           |
| Class 7    | 2/25/15                                                               | • Strategic Planning: Induction and Continuing PD  
• Conducting a Human Resources Audit                                                                                             | Odden: Chpt. 6  
Tomal : Chpt. 3                                                                                                          |
| 3/4/15     | NO CLASS                                                              | LOYOLA SPRING BREAK                                                                                                                   | /**********************************************************************************/                                                                 |
| Class 8    | 3/11/15                                                               | • Evaluations, remediation and termination (a refresher)  
• Policy Audit  
• Leveraging Diversity                                                                                                 | Upload Full Capitalization project into LIVETEXT and Hard copy for class                                                      |
| Class 9    | 3/18/15                                                               | • Supervision and evaluation of educational administrators                                                                                           | Fields: Chpt. 8  
Tomal: Chpt 5                                                                                                           |
| Class 10   | 3/25/15                                                               | • Supervision and evaluation of educational administrators  
• Break into management/labor groups                                                                                           | Odden: Chpt. 9  
Booth-entire book                                                                                                          |
| Class 11 4/1/15 | - Unionism in the United States and in its educational institutions  
- Begin CB simulation | Booth – entire book  
Uetricht – entire book |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>4/8/15</td>
<td>- NO CLASS</td>
<td>CPS SPRING BREAK</td>
</tr>
</tbody>
</table>
| Class 12 4/15/15| - Returning to the H.R. audit  
- The collective bargaining process and compensation analysis  
- Continue CB simulation | Odden: Chpt. 8 & 10  
Tomal: Chpt. 6  
Fields: Chpt. 9 |
| Class 13 4/22/15| - Returning to the H.R. audit  
- Collective bargaining simulation supporting the mission of the school district  
- Finish CB simulation | Tomal: Chpt. 7  
Fields: Chpt. 10 & 11 |
| 4/24/15         | H.R. on-line ends                                | H.R. Audit Final project is due in LIVETEXT and emailed to misrael@luc.edu |

Rubrics for Assignments

<table>
<thead>
<tr>
<th>Dispositions = 22 points</th>
<th>Target (2)</th>
<th>Acceptable (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONALISM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate meets all deadlines</td>
<td>Candidate meets all deadlines consistently.</td>
<td>Candidate meets deadlines with a few exceptions.</td>
<td>Candidate frequently does not meet deadlines.</td>
</tr>
<tr>
<td>Candidate is able to work with peers on assignments</td>
<td>Candidate consistently works with peers in a positive manner.</td>
<td>Candidate works with peers in a positive manner most of the time.</td>
<td>Candidate is unable to work with peers on assignments causing disruption to the group process.</td>
</tr>
<tr>
<td>Candidate attends class and is punctual to class</td>
<td>Candidate consistently attends class and is always punctual.</td>
<td>Candidate attends class and is punctual with a few exceptions.</td>
<td>Candidate frequently misses class and/or is often tardy.</td>
</tr>
<tr>
<td>Candidate honestly and accurately cites other’s work</td>
<td>Candidate honestly and accurately cites other’s work in a consistent manner.</td>
<td>Candidate honestly cites other’s work but at times is not accurate with the exact citation.</td>
<td>Candidate misrepresents other’s work as his/her own.</td>
</tr>
<tr>
<td>Candidate communicates promptly with faculty</td>
<td>Candidate consistently communicates in a prompt manner (either by email or phone) with faculty.</td>
<td>Candidate usually communicates with faculty in a prompt manner (either by email or phone).</td>
<td>Candidate does not communicate with faculty in a prompt manner causing much disruption to the implementation of the candidate’s program.</td>
</tr>
<tr>
<td>Candidate uses technology in the</td>
<td>Candidate consistently uses technology in the</td>
<td>Candidate uses technology in the</td>
<td>Candidate uses technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom only for academic purposes</td>
<td>classroom only for academic purposes.</td>
<td>classroom for academic purposes with a few exceptions.</td>
<td>inappropriately often checking personal email and/or surfing the web in the classroom.</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
<td>------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
<td>Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.</td>
<td></td>
</tr>
</tbody>
</table>

**FAIRNESS**

| Candidate is able to reflect and respect other points of view within the university setting | Candidate consistently reflects and respects other points of view within the university setting. | Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the university setting. | Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the university setting. |

**ALL STUDENTS CAN LEARN**

| Candidate demonstrates a belief that all students can learn within the university setting | Candidate consistently demonstrates a belief that all students can learn within the university setting. | Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions. | Candidate does not demonstrate a belief that all students can learn within the university setting. |
| Candidate demonstrates respect for cultural differences within the university setting | Candidate consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence. | Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence. | Candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence. |
| Candidate demonstrates social justice within the university setting | The candidate advocates strongly for social justice within the university setting in both word and deed. | The candidate supports social justice within the university setting in both word and deed. | The candidate’s words and deeds within the university setting do not support the principles of social justice. |

<table>
<thead>
<tr>
<th>Score</th>
<th>Score Point Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>H.R. tutorial is completed daily with no missed sessions.</td>
</tr>
<tr>
<td>5</td>
<td>H.R. tutorial generates one late letter (5 in a row missed).</td>
</tr>
<tr>
<td>1</td>
<td>H.R. tutorial generates two late letters equaling 10 in a row missed.</td>
</tr>
</tbody>
</table>

**H.R. On-line Tutorial = 10 points**
### Human Capitalization Project – Attaining quality personnel to further the school mission.

**Core Assessment = 36 points**

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
</table>
| **ELCC 3.1. Manage the Organization**  
ISBE 3E | Within Part 3, the recruitment brochure, the candidate describes accurately the financial and health benefits associated with the posted position. | Within Part 3, the recruitment brochure, the candidate accurately describes only one of the benefit packages- financial or health benefits associated with the position. | Within Part 3, the recruitment brochure, the candidate does not accurately describe the financial or the health benefits associated with the posted position. |
| **ELCC 3.2 Manage the Operations**  
ISBE 3G, 3O | Within Part 3, the recruitment brochure, the candidate describes completely 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. | Within Part 3, the recruitment brochure, the candidate describes the professional benefits that include induction, mentoring and professional growth associated with the position. However, the description does not articulate the full range of professional development within the school district. | Within Part 3, the recruitment brochure, the candidate describes only a part of the professional benefits that are provided. The candidate does not articulate the full range of professional development within the school district. |
| **ELCC 3.3. Manage the Resources**  
ISBE 3H,1I  
Loyola CF 5 | The candidate gathers all pertinent personnel data detailing all certifications, years worked, gender and race. | The candidate gathers pertinent personnel data detailing some certifications, years worked, gender and race. | The candidate does not gather pertinent personnel data, in one or more categories. |
| **ELCC 4.1 Collaborate with Families and Other Community Members**  
ISBE 4A | Within Part 2, the candidate has the candidate creates a plan for training families and other community members on how to be part of the interview process. This training plan takes into consideration diverse interests and languages of the families and community members. | Within Part 2, the candidate has the candidate creates a plan for training families and other community members on how to be part of the interview process. This training plan does not take into consideration diverse interests and languages of the families and community members. | Within Part 2, the candidate does not create a plan for training families and other community members on how to be part of the interview process. |
| **ELCC 4.2 Respond to Community Interests and Needs**  
ISBE 4B | Within Part 3, the recruitment brochure, the candidate has provided a full description of the community and its needs. | Within Part 3, the recruitment brochure, the candidate has provided a description of the community. However, the candidate | Within Part 3, the recruitment brochure, the candidate has not provided a description of the community nor it’s needs. |
| ELCC 4.3 Mobilize Community Resources | 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. | 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. | Within Part 2, the candidate does not create a plan for identifying or recruiting families and members of the community for the interview process of the potential candidate. |
| ELCC 5.1 Acts with Integrity | Within Part 2, the candidate creates a full job description that details accurately all of the responsibilities and duties of the position. The candidate describes the certification necessary and the minimum and maximum requirements necessary for obtaining the position. Finally, the candidate accurately details the reporting responsibilities (both superior and subordinate) for the position. | Within Part 2, the candidate creates a full job description that details accurately all of the responsibilities and duties of the position. The candidate describes the certification necessary and the minimum and maximum requirements necessary for obtaining the position. However, the candidate does not accurately detail the reporting responsibilities (both superior and subordinate) for the position. | Within Part 2, the candidate creates a job description that details the responsibilities and duties of the position. The candidate describes the certification necessary but does not describe the minimum and maximum requirements necessary for obtaining the position. Additionally, the candidate does not accurately detail the reporting responsibilities (both superior and subordinate) for the position. |
| ELCC 5.2 Acts with Fairly | The candidate creates 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. | The candidate creates behaviorally oriented interview questions that are aligned with the job description duties. However, the questions are not written in a manner that elicits information that describes past behavior as an indicator for future behavior in the position. | The candidate does not create behaviorally oriented interview questions. The interview questions are general in nature and do not elicit information that describes past behaviors. |
| ELCC 5.3 Acts Ethically | The candidate creates a rubric for each interview question (both oral and written) that demarcates | The candidate creates a rubric for the oral interview questions that demarcate the different | The candidate creates rubrics for either the oral or the written questions. However, the rubrics do |
different levels of proficiency in order to choose the best person for the position.

levels of proficiency in order to choose the best person for the position. However, the candidate does not create rubrics for the written questions.

not demarcate the different levels of proficiency in order to choose the best person for the position. The rubrics are underdeveloped.

ELCC 6.1 Understand the Larger Educational Context
ISBE 4D, 4J

The candidate creates a job description that articulates the uniqueness of the school, the school mission, and the diversity of the school context.

The candidate creates a job description that articulates the uniqueness of the school and the school mission. However, the job description does not reflect the diversity of the school context.

The candidate creates a job description aligned to the school mission. However, the job description does not articulate the uniqueness of the school.

Additionally, the job description does not reflect the diversity of the school context.

ELCC 6.2 Respond to the Larger Educational Context
ISBE 6N

The candidate creates behaviorally oriented interview questions that are legal and are sensitive to the diversity of the potential interviewees.

The candidate creates behaviorally oriented interview questions that are legal. However, the interview questions are not sensitive to the diversity of the potential interviewees.

The candidate creates behaviorally oriented interview questions. However, the questions are not legal.

ELCC 6.3 Influence the Larger Educational Context
ISBE 5G, 5H

Within Part 3, 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.

Within Part 3, the recruitment brochure, the candidate creates an accurate brochure. However, the brochure is not attractive and therefore is not an exemplar for other schools to use.

Within Part 3, the recruitment brochure, the candidate’s brochure is inaccurate and contains grammatical and/or spelling errors.

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Target (2)</th>
<th>Acceptable (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCC 1.1.d</td>
<td>Candidates demonstrate knowledge of ways to use a district’s vision to mobilize additional resources to support the vision. (ISBE 2.1)</td>
<td>The Human Resources audit specifically addresses the district’s vision for improvement.</td>
<td>The Human Resources audit adequately addresses the district’s vision for improvement.</td>
</tr>
<tr>
<td>ELCC 1.2.b</td>
<td>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.</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</td>
</tr>
<tr>
<td>ELCC 1.3.b</td>
<td>Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community. (ISBE 1I)</td>
<td>Procedures for the 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 the 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>
</tr>
<tr>
<td>ELCC 1.4.a.</td>
<td>Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision. (ISBE 3A, 3H, Q)</td>
<td>The implementation plan that derives from the Human Resources Audit articulate a thorough ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.</td>
<td>The implementation plan that derives from the Human Resources Audit articulate a partial ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.</td>
</tr>
<tr>
<td>ELCC 1.5.a.</td>
<td>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. (ISBE 3B)</td>
<td>The implementation plan that derives from the Human Resources Audit articulate systematic strategies to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.</td>
<td>The implementation plan that derives from the Human Resources Audit articulate limited strategies to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.</td>
</tr>
<tr>
<td>ELCC 2.1a.</td>
<td>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. (ISBE 3J)</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</td>
<td>The formal policy recommendation detailing how and why to conduct an annual human resource audits creates a rationale and adequate approach to improve and maintain a positive district</td>
</tr>
<tr>
<td>ELCC 2.2b.</td>
<td>The Human Resource Audit effectively displays 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELCC 2.3.c</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>
<td></td>
<td></td>
</tr>
<tr>
<td>ELCC 2.4b.</td>
<td>The candidate fully executed 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 personnel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELCC 3.1 c.</td>
<td>Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement. (ISBE 2O, 2S, 5L)</td>
<td>The implementation plan that is derived from the Human Resources audit clearly articulates a process that will manage time effectively and deploy financial and human resources in a way that promotes student achievement.</td>
<td>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.</td>
</tr>
<tr>
<td>ELCC 3.2a.</td>
<td>Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability. (ISBE 1F, 3M)</td>
<td>The candidate fully 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.</td>
<td>The candidate partially 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.</td>
</tr>
<tr>
<td>ELCC 3.3a.</td>
<td>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. (Loyola CF5) (ISBE 5R)</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.</td>
<td>The implementation plan that is derived from the Human Resources audit partially 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.</td>
</tr>
<tr>
<td>ELCC 4.1.b.</td>
<td>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 affect on student learning.</td>
<td>The human resource audit displays data comprehensively indicating that the candidate used public information and research-based knowledge of issues and trends to collaborate with</td>
<td>The human resource audit displays data partially indicating that the candidate used public information and research-based knowledge of issues and trends to</td>
</tr>
<tr>
<td>(ISBE 6D)</td>
<td>community members and community organizations to have a positive affect on student learning.</td>
<td>collaborate with community members and community organizations to have a positive affect on student learning.</td>
<td>and trends to collaborate with community members and community organizations to have a positive affect on student learning.</td>
</tr>
<tr>
<td>ELCC 4.2a.</td>
<td>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. (ISBE 1I)</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>ELCC 4.3.b.</td>
<td>Candidates demonstrate how to use district resources to the community to solve issues of joint concern. (Loyola CF7) (ISBE 5S)</td>
<td>The implementation plan that derives from the Human Resources Audit articulates in a clear and comprehensive manner how to use district resources to the community to solve issues of joint concern.</td>
<td>The implementation plan that derives from the Human Resources Audit articulates partially how to use district resources to the community to solve issues of joint concern.</td>
</tr>
<tr>
<td>ELCC 6.1a.</td>
<td>Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations. (ISBE 4S)</td>
<td>The formal policy recommendation detailing how and why to conduct annual human resource audit clearly 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 partially expresses the ability to use appropriate research methods, theories, and concepts to improve district operations.</td>
</tr>
</tbody>
</table>
Selected References


