

IDC Human Resources Development Master Rubric

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

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

Level I – Beige Level II—Blue