

UNIVERSITY OF NORTH ALABAMA  
COLLEGE OF EDUCATION AND  
HUMAN SCIENCES

COURSE SYLLABUS

**Course Title:** IL 690 Development of Educational Human Resources

**Credit Hours:** 3 hours

**Required Text:**

**Textbooks/Printed Resources:**

LiveText membership (UNA Bookstore or online @ [www.LiveText.com](http://www.LiveText.com)  
Angel Learning System

**Instructor:**

Office:

Phone:

Email:

Office Hours:

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc... - may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.)

**Term:**

**Course Catalog Description:**

This course emphasizes the development of school personnel into learning communities designed to improve student achievement. Professional development is an integral tool for induction, mentoring and creating a culture for learning.

**Course Overview:**

Module 1- Personnel Selection and Retention

Module 2 – Personnel Development

Module 3 – Professional Development

Module 4 - Mentoring

Module 5 – Culture of Learning

Revised 9.27.13

### Course Objectives and Student Outcomes:

Conceptual Framework Ref.	Alabama Standard	Objective	Assignment	Method of Assessment
1	290-3-3-.48(2)(c)1.(i)	Set high expectations and standards for the performance of all teachers and staff.	Personnel Development Assignment 1 Classified Personnel Assignment 2 Personnel Evaluation	Personnel Development Rubric
2	290-3-3-.48(2)(c)1.(ii)	Use the accepted methods and principles of personnel evaluation.	Personnel Development Assignment 1 Classified Personnel Assignment 2 Personnel Evaluation	Personnel Development Assignment Rubric Personnel Evaluation Rubric
1	290-3-3-.48(2)(c)1.(iii)	Operate within the provisions of each contract as well as established enforcement and grievance procedures.	District Personnel Policy Review (Contracts, grievance procedures, fair dismissal)	District Personnel Policy Review Rubric
1	290-3-3-.48(2)(c)1.(iv)	Recruit, hire, and retain high-quality teachers and staff.	District Personnel Policy Review (Contracts, grievance procedures, fair dismissal)	District Personnel Policy Review Rubric
3	290-3-3-.48(2)(c)2.(ii)	Work collaboratively with teachers to plan for individual professional development	Professional Development: Assignment 1: NSDC Standards Assignment 2: Personal PD Plan	Professional Development Assignment 1 Rubric Personal PD Plan Rubric
1	290-3-3-.48(2)(c)2.(iv)	Apply adult learning strategies to professional development	Professional Development: Assignment 1: NSDC Standards Assignment 2: Personal PD Plan	Professional Development Assignment 1 Rubric Personal PD Plan Rubric
3	290-3-3-.48(2)(c)2.(v)	Establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	Design of Mentoring Program	Design of Mentoring Program Rubric
2	290-3-3-.48(290-3-	Manage, monitor and evaluate programs of continuous professional development tied	Professional Development: Assignment 1: NSDC Standards	Professional Development

	348(2)(c)2(vi)	to other school goals	Assignment 2: Personal PD Plan	Assignment 1 Rubric Personal PD Plan Rubric
3	290-3-3-.48 (2)(c)2(vii)	Provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	Professional Development: Assignment 1: NSDC Standards Assignment 2: Personal PD Plan	Professional Development Assignment 1 Rubric Personal PD Plan Rubric Rubric
3	(290-3-3-.48 (2)(c)2(ix)	Create a community of learners among faculty and staff.	Culture of Learning Assignment 1: Career Anchor Assignment 2: Learning Community	Culture of Learning Assignment 1 Rubric
1	290-3-3-.48 2)(c)2.(x)	Create a personal professional development plan for his/her own continuous improvement.	Professional Development: Assignment 1: NSDC Standards Assignment 2: Personal PD Plan	Professional Development Assignment 1 Rubric

### Course Requirements:

All students will be required to have a LiveText account. These can be purchased through the UNA Bookstore or online.

### Grading System

<u>Assignment</u>	<u>Points</u>
Class Participation	50
Module 1- Personnel Selection and Retention	50
Module 2 – Personnel Development	150
Module 3 – Professional Development	250
Module 4 - Mentoring	50
Module 5 – Culture of Learning	<u>150</u>
<b>Total</b>	<b><u>700</u></b>

A = 626 - 700  
 B = 550 - 625  
 C = 500 - 549  
 F = Below 500

All standards-based requirements of the course must be satisfactorily completed to receive credit for the course.

### Key Dates and Assignments

Revised 9.27.13

<b>Week</b>	<b>Date</b>	<b>Assignment</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>11</b>		
<b>12</b>		
<b>13</b>		
<b>14</b>		
<b>15</b>		
<b>16</b>		

**\*This is a tentative schedule. All changes in the schedule will be announced in class.**

### **UNA Policy for Students with Disabilities:**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

### **UNA Attendance Policy:**

Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Other absence policies stated in the official UNA Attendance Policy will be adhered to.

### **Reminders:**

1. All students are held responsible for active, supportive, and respectful participation during class sessions and contact time with students, teachers, parents, and other professionals and community members.
2. Demonstrate professionalism, which is defined as the conduct of qualities that characterize a profession and a professional person. Your actions, appearance, quality of work, and attitude should reflect a high level of professionalism.

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3. Keep copies of all your work on disk. Should any problems occur, you may be asked to provide a copy of the assignment. All work, unless otherwise stated, is to be completed independently and not taken from any other source, such as the Internet, textbooks, or other educators.

**UNIVERSITY OF NORTH ALABAMA  
COLLEGE OF EDUCATION AND HUMAN SCIENCES  
CONCEPTUAL FRAMEWORK**



***Learners,  
Inspiring Leaders,  
Transforming Lives***

The College of Education’s Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission:

*“Changing lives. Creating futures.”*

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

**“Knowledgeable Practicing Professionals”**

**who:**

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
- Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
- Use technology to support assessment, planning and instruction for promoting student learning;
- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn.

**Syllabus Contract:**

I have received a copy of the syllabus for IL 690. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Personal Information**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

E-mail address \_\_\_\_\_

Major \_\_\_\_\_

**University of North Alabama**  
**Instructional Leadership Course Rubric for Program Improvement**  
**IL 690 Development of Educational Human Resources**  
**Personnel Evaluation Rubric**

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Target	Acceptable	Unacceptable	Score
Demonstrates an advanced level of knowledge to set high expectations and standards for the performance of all teachers and staff.	Demonstrates an acceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff. 2(c)1.(i)	Demonstrates an unacceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff.	
Demonstrates an advanced level of knowledge to use the accepted methods and principles of personnel evaluation.	Demonstrates an acceptable level of knowledge to use the accepted methods and principles of personnel evaluation. 2(c)1.(ii)	Demonstrates an unacceptable level of knowledge to use the accepted methods and principles of personnel evaluation.	
Demonstrates an advanced level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	Demonstrates an acceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures. 2(c)1.(iii)	Demonstrates an unacceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	
Demonstrates an advanced level of knowledge to hire and retain high-quality teachers and staff.	Demonstrates an acceptable level of knowledge to hire and retain high-quality teachers and staff. 2(c)1.(iv)	Demonstrates an unacceptable level of knowledge to hire and retain high-quality teachers and staff.	
Demonstrates a high level of ability to work collaboratively with teachers to plan for individual professional development.	Demonstrates an acceptable level of ability to work collaboratively with teachers to plan for individual professional development 2(c)2(ii)	Demonstrates an unacceptable level of ability to work collaboratively with teachers to plan for individual professional development.	
Demonstrates a high level of ability to apply adult learning strategies to professional development.	Demonstrates ability to apply adult learning strategies to professional development. 2(c)2.(iv)	Demonstrates an unacceptable level of ability to apply adult learning strategies to professional development.	

Target	Acceptable	Unacceptable	Score
Demonstrates a high level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	Demonstrates ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff. 2(c)2.(v)	Demonstrates an unacceptable level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	
Demonstrates a high level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	Demonstrates an acceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals. 2(c)2(vi)	Demonstrates an unacceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	
Demonstrates a high level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	Demonstrates an acceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning. 2(c)2(vii)	Demonstrates an unacceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	
Demonstrates a high level of ability to create a community of learners among faculty and staff.	Demonstrates an acceptable level of ability to create a community of learners among faculty and staff. 2(c)2(ix)	Demonstrates an unacceptable level of ability to create a community of learners among faculty and staff.	
Demonstrates a high level of ability to create a personal professional development plan for his/her own continuous improvement.	Demonstrates ability to create a personal professional development plan for his/her own continuous improvement. 2(c)2.(x)	Demonstrates an unacceptable level of ability to create a personal professional development plan for his/her own continuous improvement.	

Each standard must be met at the Acceptable or Target level in order to receive a passing score for this course.

**University of North Alabama**  
**Instructional Leadership Course Rubric for Program Improvement**  
**IL 690 Development of Educational Human Resources**  
**Personnel Development Assignment Rubric**

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Score</b>
Demonstrates an advanced level of knowledge to set high expectations and standards for the performance of all teachers and staff.	Demonstrates an acceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff. 2(c)1.(i)	Demonstrates an unacceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff.	
Demonstrates an advanced level of knowledge to use the accepted methods and principles of personnel evaluation.	Demonstrates an acceptable level of knowledge to use the accepted methods and principles of personnel evaluation. 2(c)1.(ii)	Demonstrates an unacceptable level of knowledge to use the accepted methods and principles of personnel evaluation.	
Demonstrates an advanced level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	Demonstrates an acceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures. 2(c)1.(iii)	Demonstrates an unacceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	
Demonstrates an advanced level of knowledge to hire and retain high-quality teachers and staff.	Demonstrates an acceptable level of knowledge to hire and retain high-quality teachers and staff. 2(c)1.(iv)	Demonstrates an unacceptable level of knowledge to hire and retain high-quality teachers and staff.	
Demonstrates a high level of ability to work collaboratively with teachers to plan for individual professional development.	Demonstrates an acceptable level of ability to work collaboratively with teachers to plan for individual professional development 2(c)2(ii)	Demonstrates an unacceptable level of ability to work collaboratively with teachers to plan for individual professional development.	
Demonstrates a high level of ability to apply adult learning strategies to professional development.	Demonstrates ability to apply adult learning strategies to professional development. 2(c)2.(iv)	Demonstrates an unacceptable level of ability to apply adult learning strategies to professional development.	

Target	Acceptable	Unacceptable	Score
Demonstrates a high level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	Demonstrates ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff. 2(c)2.(v)	Demonstrates an unacceptable level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	
Demonstrates a high level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	Demonstrates an acceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals. 2(c)2(vi)	Demonstrates an unacceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	
Demonstrates a high level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	Demonstrates an acceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning. 2(c)2(vii)	Demonstrates an unacceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	
Demonstrates a high level of ability to create a community of learners among faculty and staff.	Demonstrates an acceptable level of ability to create a community of learners among faculty and staff. 2(c)2(ix)	Demonstrates an unacceptable level of ability to create a community of learners among faculty and staff.	
Demonstrates a high level of ability to create a personal professional development plan for his/her own continuous improvement.	Demonstrates ability to create a personal professional development plan for his/her own continuous improvement. 2(c)2.(x)	Demonstrates an unacceptable level of ability to create a personal professional development plan for his/her own continuous improvement.	

Each standard must be met at the Acceptable or Target level in order to receive a passing score for this course.

**University of North Alabama**  
**Instructional Leadership Course Rubric for Program Improvement**  
**IL 690 Development of Educational Human Resources**  
**District Personnel Policy Review Rubric**

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Target	Acceptable	Unacceptable	Score
Demonstrates an advanced level of knowledge to set high expectations and standards for the performance of all teachers and staff.	Demonstrates an acceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff. 2(c)1.(i)	Demonstrates an unacceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff.	
Demonstrates an advanced level of knowledge to use the accepted methods and principles of personnel evaluation.	Demonstrates an acceptable level of knowledge to use the accepted methods and principles of personnel evaluation. 2(c)1.(ii)	Demonstrates an unacceptable level of knowledge to use the accepted methods and principles of personnel evaluation.	
Demonstrates an advanced level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	Demonstrates an acceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures. 2(c)1.(iii)	Demonstrates an unacceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	
Demonstrates an advanced level of knowledge to hire and retain high-quality teachers and staff.	Demonstrates an acceptable level of knowledge to hire and retain high-quality teachers and staff. 2(c)1.(iv)	Demonstrates an unacceptable level of knowledge to hire and retain high-quality teachers and staff.	
Demonstrates a high level of ability to work collaboratively with teachers to plan for individual professional development.	Demonstrates an acceptable level of ability to work collaboratively with teachers to plan for individual professional development 2(c)2(ii)	Demonstrates an unacceptable level of ability to work collaboratively with teachers to plan for individual professional development.	
Demonstrates a high level of ability to apply adult learning strategies to professional development.	Demonstrates ability to apply adult learning strategies to professional development. 2(c)2.(iv)	Demonstrates an unacceptable level of ability to apply adult learning strategies to professional development.	

Target	Acceptable	Unacceptable	Score
Demonstrates a high level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	Demonstrates ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff. 2(c)2.(v)	Demonstrates an unacceptable level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	
Demonstrates a high level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	Demonstrates an acceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals. 2(c)2(vi)	Demonstrates an unacceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	
Demonstrates a high level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	Demonstrates an acceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning. 2(c)2(vii)	Demonstrates an unacceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	
Demonstrates a high level of ability to create a community of learners among faculty and staff.	Demonstrates an acceptable level of ability to create a community of learners among faculty and staff. 2(c)2(ix)	Demonstrates an unacceptable level of ability to create a community of learners among faculty and staff.	
Demonstrates a high level of ability to create a personal professional development plan for his/her own continuous improvement.	Demonstrates ability to create a personal professional development plan for his/her own continuous improvement. 2(c)2.(x)	Demonstrates an unacceptable level of ability to create a personal professional development plan for his/her own continuous improvement.	

Each standard must be met at the Acceptable or Target level in order to receive a passing score for this course.

**University of North Alabama**  
**Instructional Leadership Course Rubric for Program Improvement**  
**IL 690 Development of Educational Human Resources**  
**Professional Development Assignment Rubric**

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Score</b>
Demonstrates an advanced level of knowledge to set high expectations and standards for the performance of all teachers and staff.	Demonstrates an acceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff. 2(c)1.(i)	Demonstrates an unacceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff.	
Demonstrates an advanced level of knowledge to use the accepted methods and principles of personnel evaluation.	Demonstrates an acceptable level of knowledge to use the accepted methods and principles of personnel evaluation. 2(c)1.(ii)	Demonstrates an unacceptable level of knowledge to use the accepted methods and principles of personnel evaluation.	
Demonstrates an advanced level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	Demonstrates an acceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures. 2(c)1.(iii)	Demonstrates an unacceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	
Demonstrates an advanced level of knowledge to hire and retain high-quality teachers and staff.	Demonstrates an acceptable level of knowledge to hire and retain high-quality teachers and staff. 2(c)1.(iv)	Demonstrates an unacceptable level of knowledge to hire and retain high-quality teachers and staff.	
Demonstrates a high level of ability to work collaboratively with teachers to plan for individual professional development.	Demonstrates an acceptable level of ability to work collaboratively with teachers to plan for individual professional development 2(c)2(ii)	Demonstrates an unacceptable level of ability to work collaboratively with teachers to plan for individual professional development.	
Demonstrates a high level of ability to apply adult learning strategies to professional development.	Demonstrates ability to apply adult learning strategies to professional development. 2(c)2.(iv)	Demonstrates an unacceptable level of ability to apply adult learning strategies to professional development.	

Target	Acceptable	Unacceptable	Score
Demonstrates a high level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	Demonstrates ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff. 2(c)2.(v)	Demonstrates an unacceptable level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	
Demonstrates a high level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	Demonstrates an acceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals. 2(c)2(vi)	Demonstrates an unacceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	
Demonstrates a high level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	Demonstrates an acceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning. 2(c)2(vii)	Demonstrates an unacceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	
Demonstrates a high level of ability to create a community of learners among faculty and staff.	Demonstrates an acceptable level of ability to create a community of learners among faculty and staff. 2(c)2(ix)	Demonstrates an unacceptable level of ability to create a community of learners among faculty and staff.	
Demonstrates a high level of ability to create a personal professional development plan for his/her own continuous improvement.	Demonstrates ability to create a personal professional development plan for his/her own continuous improvement. 2(c)2.(x)	Demonstrates an unacceptable level of ability to create a personal professional development plan for his/her own continuous improvement.	

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**University of North Alabama**  
**Instructional Leadership Course Rubric for Program Improvement**  
**IL 690 Development of Educational Human Resources**  
**Personal PD Plan Rubric**

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Score</b>
Demonstrates an advanced level of knowledge to set high expectations and standards for the performance of all teachers and staff.	Demonstrates an acceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff. 2(c)1.(i)	Demonstrates an unacceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff.	
Demonstrates an advanced level of knowledge to use the accepted methods and principles of personnel evaluation.	Demonstrates an acceptable level of knowledge to use the accepted methods and principles of personnel evaluation. 2(c)1.(ii)	Demonstrates an unacceptable level of knowledge to use the accepted methods and principles of personnel evaluation.	
Demonstrates an advanced level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	Demonstrates an acceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures. 2(c)1.(iii)	Demonstrates an unacceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	
Demonstrates an advanced level of knowledge to hire and retain high-quality teachers and staff.	Demonstrates an acceptable level of knowledge to hire and retain high-quality teachers and staff. 2(c)1.(iv)	Demonstrates an unacceptable level of knowledge to hire and retain high-quality teachers and staff.	
Demonstrates a high level of ability to work collaboratively with teachers to plan for individual professional development.	Demonstrates an acceptable level of ability to work collaboratively with teachers to plan for individual professional development 2(c)2(ii)	Demonstrates an unacceptable level of ability to work collaboratively with teachers to plan for individual professional development.	

Target	Acceptable	Unacceptable	Score
Demonstrates a high level of ability to apply adult learning strategies to professional development.	Demonstrates ability to apply adult learning strategies to professional development. 2(c)2.(iv)	Demonstrates an unacceptable level of ability to apply adult learning strategies to professional development.	
Demonstrates a high level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	Demonstrates ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff. 2(c)2.(v)	Demonstrates an unacceptable level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	
Demonstrates a high level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	Demonstrates an acceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals. 2(c)2(vi)	Demonstrates an unacceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	
Demonstrates a high level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	Demonstrates an acceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning. 2(c)2(vii)	Demonstrates an unacceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	
Demonstrates a high level of ability to create a community of learners among faculty and staff.	Demonstrates an acceptable level of ability to create a community of learners among faculty and staff. 2(c)2(ix)	Demonstrates an unacceptable level of ability to create a community of learners among faculty and staff.	
Demonstrates a high level of ability to create a personal professional development plan for his/her own continuous improvement.	Demonstrates ability to create a personal professional development plan for his/her own continuous improvement. 2(c)2.(x)	Demonstrates an unacceptable level of ability to create a personal professional development plan for his/her own continuous improvement.	

Each standard must be met at the Acceptable or Target level in order to receive a passing score for this course.

**University of North Alabama**  
**Instructional Leadership Course Rubric for Program Improvement**  
**IL 690 Development of Educational Human Resources**  
**Design of Mentoring Program Rubric**

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Target	Acceptable	Unacceptable	Score
Demonstrates an advanced level of knowledge to set high expectations and standards for the performance of all teachers and staff.	Demonstrates an acceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff. 2(c)1.(i)	Demonstrates an unacceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff.	
Demonstrates an advanced level of knowledge to use the accepted methods and principles of personnel evaluation.	Demonstrates an acceptable level of knowledge to use the accepted methods and principles of personnel evaluation. 2(c)1.(ii)	Demonstrates an unacceptable level of knowledge to use the accepted methods and principles of personnel evaluation.	
Demonstrates an advanced level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	Demonstrates an acceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures. 2(c)1.(iii)	Demonstrates an unacceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	
Demonstrates an advanced level of knowledge to hire and retain high-quality teachers and staff.	Demonstrates an acceptable level of knowledge to hire and retain high-quality teachers and staff. 2(c)1.(iv)	Demonstrates an unacceptable level of knowledge to hire and retain high-quality teachers and staff.	
Demonstrates a high level of ability to work collaboratively with teachers to plan for individual professional development.	Demonstrates an acceptable level of ability to work collaboratively with teachers to plan for individual professional development 2(c)2(ii)	Demonstrates an unacceptable level of ability to work collaboratively with teachers to plan for individual professional development.	

Target	Acceptable	Unacceptable	Score
Demonstrates a high level of ability to apply adult learning strategies to professional development.	Demonstrates ability to apply adult learning strategies to professional development. 2(c)2.(iv)	Demonstrates an unacceptable level of ability to apply adult learning strategies to professional development.	
Demonstrates a high level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	Demonstrates ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff. 2(c)2.(v)	Demonstrates an unacceptable level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	
Demonstrates a high level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	Demonstrates an acceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals. 2(c)2.(vi)	Demonstrates an unacceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	
Demonstrates a high level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	Demonstrates an acceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning. 2(c)2.(vii)	Demonstrates an unacceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	
Demonstrates a high level of ability to create a community of learners among faculty and staff.	Demonstrates an acceptable level of ability to create a community of learners among faculty and staff. 2(c)2.(ix)	Demonstrates an unacceptable level of ability to create a community of learners among faculty and staff.	
Demonstrates a high level of ability to create a personal professional development plan for his/her own continuous improvement.	Demonstrates ability to create a personal professional development plan for his/her own continuous improvement. 2(c)2.(x)	Demonstrates an unacceptable level of ability to create a personal professional development plan for his/her own continuous improvement.	

Each standard must be met at the Acceptable or Target level in order to receive a passing score for this course.

**University of North Alabama**  
**Instructional Leadership Course Rubric for Program Improvement**  
**IL 690 Development of Educational Human Resources**  
**Culture of Learning Assignment I Rubric**

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Score</b>
Demonstrates an advanced level of knowledge to set high expectations and standards for the performance of all teachers and staff.	Demonstrates an acceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff. 2(c)1.(i)	Demonstrates an unacceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff.	
Demonstrates an advanced level of knowledge to use the accepted methods and principles of personnel evaluation.	Demonstrates an acceptable level of knowledge to use the accepted methods and principles of personnel evaluation. 2(c)1.(ii)	Demonstrates an unacceptable level of knowledge to use the accepted methods and principles of personnel evaluation.	
Demonstrates an advanced level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	Demonstrates an acceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures. 2(c)1.(iii)	Demonstrates an unacceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	
Demonstrates an advanced level of knowledge to hire and retain high-quality teachers and staff.	Demonstrates an acceptable level of knowledge to hire and retain high-quality teachers and staff. 2(c)1.(iv)	Demonstrates an unacceptable level of knowledge to hire and retain high-quality teachers and staff.	
Demonstrates a high level of ability to work collaboratively with teachers to plan for individual professional development.	Demonstrates an acceptable level of ability to work collaboratively with teachers to plan for individual professional development 2(c)2(ii)	Demonstrates an unacceptable level of ability to work collaboratively with teachers to plan for individual professional development.	
Demonstrates a high level of ability to apply adult learning strategies to professional development.	Demonstrates ability to apply adult learning strategies to professional development. 2(c)2.(iv)	Demonstrates an unacceptable level of ability to apply adult learning strategies to professional development.	

Target	Acceptable	Unacceptable	Score
Demonstrates a high level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	Demonstrates ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff. 2(c)2.(v)	Demonstrates an unacceptable level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	
Demonstrates a high level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	Demonstrates an acceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals. 2(c)2.(vi)	Demonstrates an unacceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	
Demonstrates a high level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	Demonstrates an acceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning. 2(c)2.(vii)	Demonstrates an unacceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	
Demonstrates a high level of ability to create a community of learners among faculty and staff.	Demonstrates an acceptable level of ability to create a community of learners among faculty and staff. 2(c)2.(ix)	Demonstrates an unacceptable level of ability to create a community of learners among faculty and staff.	
Demonstrates a high level of ability to create a personal professional development plan for his/her own continuous improvement.	Demonstrates ability to create a personal professional development plan for his/her own continuous improvement. 2(c)2.(x)	Demonstrates an unacceptable level of ability to create a personal professional development plan for his/her own continuous improvement.	

Each standard must be met at the Acceptable or Target level in order to receive a passing score for this course.

**University of North Alabama**  
**Instructional Leadership Course Rubric for Program Improvement**  
**IL 690 Development of Educational Human Resources**  
**Culture of Learning Assignment II Rubric**

Name of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Score</b>
Demonstrates an advanced level of knowledge to set high expectations and standards for the performance of all teachers and staff.	Demonstrates an acceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff. 2(c)1.(i)	Demonstrates an unacceptable level of knowledge to set high expectations and standards for the performance of all teachers and staff.	
Demonstrates an advanced level of knowledge to use the accepted methods and principles of personnel evaluation.	Demonstrates an acceptable level of knowledge to use the accepted methods and principles of personnel evaluation. 2(c)1.(ii)	Demonstrates an unacceptable level of knowledge to use the accepted methods and principles of personnel evaluation.	
Demonstrates an advanced level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	Demonstrates an acceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures. 2(c)1.(iii)	Demonstrates an unacceptable level of knowledge to operate within the provisions of each contract as well as established enforcement and grievance procedures.	
Demonstrates an advanced level of knowledge to hire and retain high-quality teachers and staff.	Demonstrates an acceptable level of knowledge to hire and retain high-quality teachers and staff. 2(c)1.(iv)	Demonstrates an unacceptable level of knowledge to hire and retain high-quality teachers and staff.	
Demonstrates a high level of ability to work collaboratively with teachers to plan for individual professional development.	Demonstrates an acceptable level of ability to work collaboratively with teachers to plan for individual professional development 2(c)2(ii)	Demonstrates an unacceptable level of ability to work collaboratively with teachers to plan for individual professional development.	
Demonstrates a high level of ability to apply adult learning strategies to professional development.	Demonstrates ability to apply adult learning strategies to professional development. 2(c)2.(iv)	Demonstrates an unacceptable level of ability to apply adult learning strategies to professional development.	

Target	Acceptable	Unacceptable	Score
Demonstrates a high level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	Demonstrates ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff. 2(c)2.(v)	Demonstrates an unacceptable level of ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff.	
Demonstrates a high level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	Demonstrates an acceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals. 2(c)2(vi)	Demonstrates an unacceptable level of ability to manage, monitor and evaluate programs of continuous professional development tied to other school goals.	
Demonstrates a high level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	Demonstrates an acceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning. 2(c)2(vii)	Demonstrates an unacceptable level of ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning.	
Demonstrates a high level of ability to create a community of learners among faculty and staff.	Demonstrates an acceptable level of ability to create a community of learners among faculty and staff. 2(c)2(ix)	Demonstrates an unacceptable level of ability to create a community of learners among faculty and staff.	
Demonstrates a high level of ability to create a personal professional development plan for his/her own continuous improvement.	Demonstrates ability to create a personal professional development plan for his/her own continuous improvement. 2(c)2.(x)	Demonstrates an unacceptable level of ability to create a personal professional development plan for his/her own continuous improvement.	

Each standard must be met at the Acceptable or Target level in order to receive a passing score for this course.