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|-------------------------|--------------|----------------------------|-------------------|
| Survey ID: | 1026721 | Date of Report: | November 24, 2008 |
| School District: | District ABC | Date of Evaluation: | N/A |
| School: | ABC School | VAL-ED Form: | A |

Purpose of the Assessment

The Vanderbilt Assessment of Leadership in Education or VAL-ED is designed to provide a summary of effectiveness of a principal's learning-centered leadership behaviors during the current school year. A comprehensive picture has emerged and is reported with input from teachers, the principal's supervisor and his or her own self-report.

The VAL-ED focuses on leadership behaviors defined by six core components and six key processes known to influence student achievement:

Core Components

- High Standards for Student Learning
- Rigorous Curriculum
- Quality Instruction
- Culture of Learning & Professional Behavior
- Connections to External Communities
- Performance Accountability

Key Processes

- Planning
- Implementing
- Supporting
- Advocating
- Communicating
- Monitoring

Respondents to the VAL-ED were asked: How effective the principal is at ensuring the school carries out specific actions that affect core components of learning-centered leadership. The effectiveness ratings, based on evidence, range from 1 (ineffective) to 5 (outstandingly effective) for each of 72 leadership behaviors.

This VAL-ED report addresses the questions of:

- (1) who responded?
- (2) what evidence was used to evaluate the principal?
- (3) what do the results say about the principal's current leadership behaviors?

The results are interpreted against both norm-referenced and standards-referenced criteria that highlight areas of strengths and possible areas for improvement. A leadership development plan can be developed based on these results.

The VAL-ED provides technically sound scores when used as designed, however, it is recommended that it be used along with other information when making important evaluative decisions.

For more information about the VAL-ED please visit our website: <http://www.valed.com>.

Who Responded and What Evidence Did They Use?





| | Possible Respondents | Actual Respondents | Percent (%) Responding |
|-------------------|----------------------|--------------------|------------------------|
| Principal | 1 | 1 | 100 % |
| Teachers | 83 | 83 | 100 % |
| Supervisor | 1 | 1 | 100 % |

A response rate of greater than or equal to 75% is high, 50% to 74% is moderate, and below 50% is low. When response rates are low, resulting scores should be interpreted with caution.


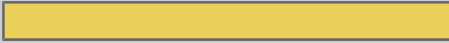




Sources of Evidence

Ratings of a principal's behaviors should be based on evidence that is recent, relevant and representative. Evidence comes in many forms (e.g., observations of behavior, review of documents that record leadership actions and communications with people who have directly observed the principal's behavior). After reflecting on a sample of evidence, respondents effectiveness ratings of leadership behaviors are behaviorally-anchored and more accurate. The graphs below summarize each type of evidence used as a basis for their effectiveness ratings of the leadership behaviors. The bars display the sources of evidence for each item used by the principal, all teacher and supervisor respondents in the school.


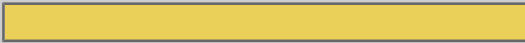




Evidence Sources Used by Principal

| | | |
|-------------------------------|---|---------|
| Reports from Others |  | 0.00% |
| Personal Observations |  | 100.00% |
| School Documents |  | 1.39% |
| School Projects or Activities |  | 0.00% |
| Other Sources |  | 0.00% |

Evidence Sources Used by Teachers

| | | |
|-------------------------------|--|--------|
| Reports from Others |  | 18.61% |
| Personal Observations |  | 58.50% |
| School Documents |  | 20.63% |
| School Projects or Activities |  | 8.80% |
| Other Sources |  | 4.94% |
| No Evidence |  | 15.19% |

Evidence Sources Used by Supervisor

| | | |
|-------------------------------|--|--------|
| Reports from Others |  | 16.67% |
| Personal Observations |  | 68.06% |
| School Documents |  | 15.28% |
| School Projects or Activities |  | 0.00% |
| Other Sources |  | 4.17% |
| No Evidence |  | 2.78% |

What are the Results of the Assessment?

VAL-ED provides a total score across all respondents as well as separately by respondent group. The scores from the teachers are all based on the average across all teacher respondents. The total score, core component, and key process effectiveness ratings are interpreted against a national representative sample that included principals, supervisors, and teachers, providing a **percentile rank**. The results are also interpreted against a set of performance standards ranging from **Below Basic** to **Distinguished**. The scores associated with performance levels were determined by a national panel of principals, supervisors and teachers.

| Below Basic | Basic | Proficient | Distinguished |
|---|--|--|--|
| A leader at the <u>below basic</u> level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable value-added to student achievement and social learning for students. | A leader at the <u>basic</u> level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and that result in acceptable value-added to student achievement and social learning for some sub-groups of students, but not all. | A <u>proficient</u> leader exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and result in acceptable value-added to student achievement and social learning for all students. | A <u>distinguished</u> leader exhibits learning-centered leadership behaviors at levels of effectiveness that are virtually certain to influence teachers positively and result in strong value-added to student achievement and social learning for all students. |

Overview of Assessment Results

The Principal's Overall Total Effectiveness score based on the averaged ratings of all respondents is 3.61. Remember, this score is based on a 5-point effectiveness scale where 1=Ineffective; 2=Minimally Effective; 3=Satisfactorily Effective; 4=Highly Effective; 5=Outstandingly Effective. The Performance Level and national Percentile Rank for this score are documented in the table below.

| Overall Effectiveness Score | | |
|--|-------------------|-----------------|
| Mean Score | Performance Level | Percentile Rank |
| 3.61 | Proficient | 52.4 |
| The standard error of measurement is .05 | | |

| Summary of Core Components Scores | | | |
|---|------|-------------------|-----------------|
| | Mean | Performance Level | Percentile Rank |
| High Standards for Student Learning | 3.62 | Proficient | 42.4 |
| Rigorous Curriculum | 3.54 | Basic | 45.6 |
| Quality Instruction | 3.55 | Basic | 35.1 |
| Culture of Learning & Professional Behavior | 3.65 | Proficient | 38.3 |
| Connections to External Communities | 3.66 | Proficient | 70.2 |
| Performance Accountability | 3.60 | Proficient | 64.7 |

| Summary of Key Processes Scores | | | |
|---------------------------------|------|-------------------|-----------------|
| | Mean | Performance Level | Percentile Rank |
| Planning | 3.51 | Basic | 44.7 |
| Implementing | 3.65 | Proficient | 57.0 |
| Supporting | 3.68 | Proficient | 44.2 |
| Advocating | 3.60 | Proficient | 54.7 |
| Communicating | 3.64 | Proficient | 50.6 |
| Monitoring | 3.58 | Basic | 53.3 |

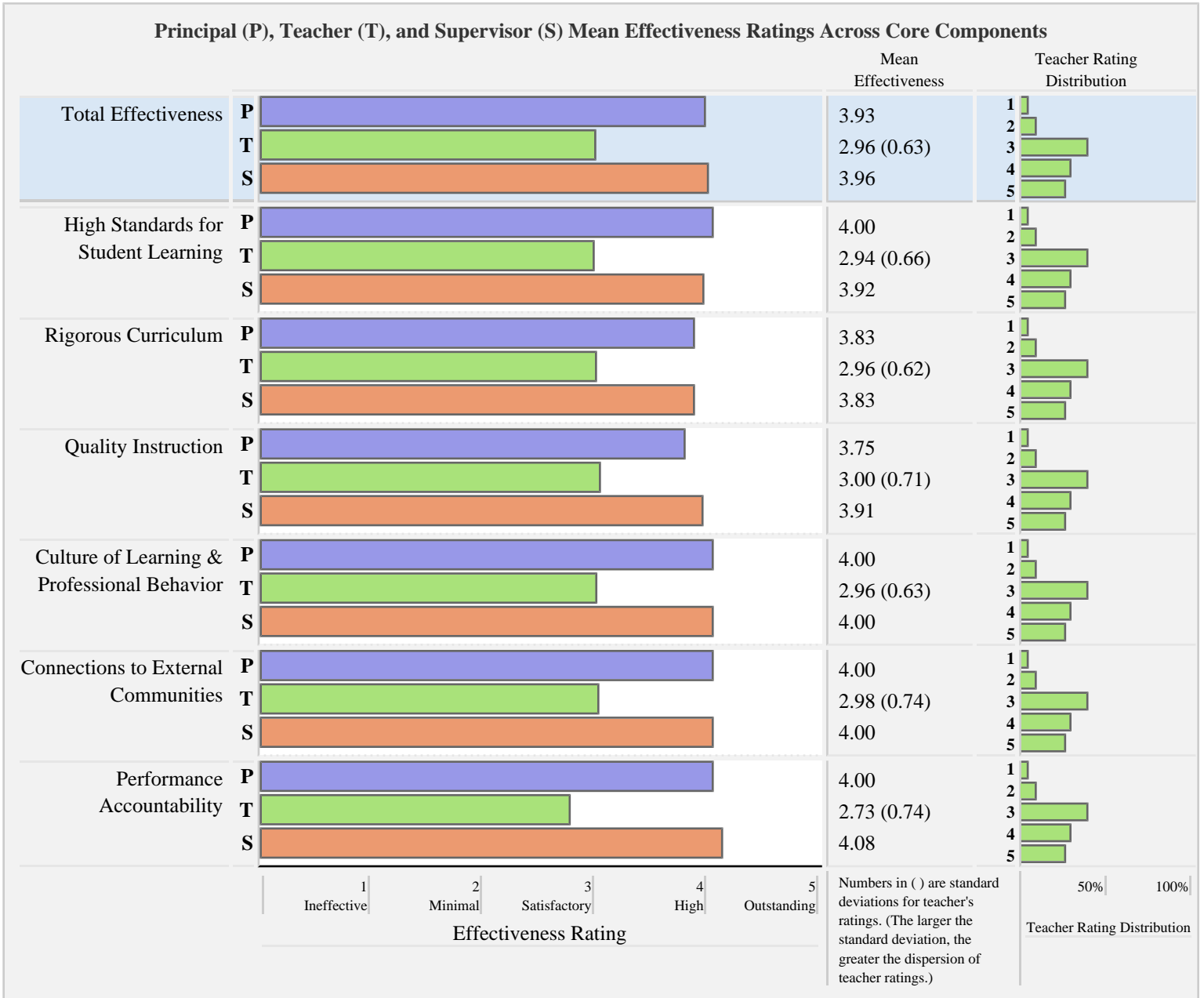
An examination of the principal's Core Components mean item ratings ranged from a low of 3.54 for Rigorous Curriculum to a high of 3.66 for Connections to External Communities. Similarly the principal's Key Processes mean item ratings indicates they ranged from a low of 3.51 for Planning to a high of 3.68 for Supporting.

Assessment Profile and Respondent Comparisons

The principal's relative strengths and areas for development can be determined by comparing scores for each of the 6 Core Components and 6 Key Processes across different respondent groups. The next two graphs present an integrated visual summary of the results. They show the **Mean Effectiveness** associated with each Core Component and Key Process.

First, examine the profiles as recorded by each of the three respondent groups. These scores can be interpreted by

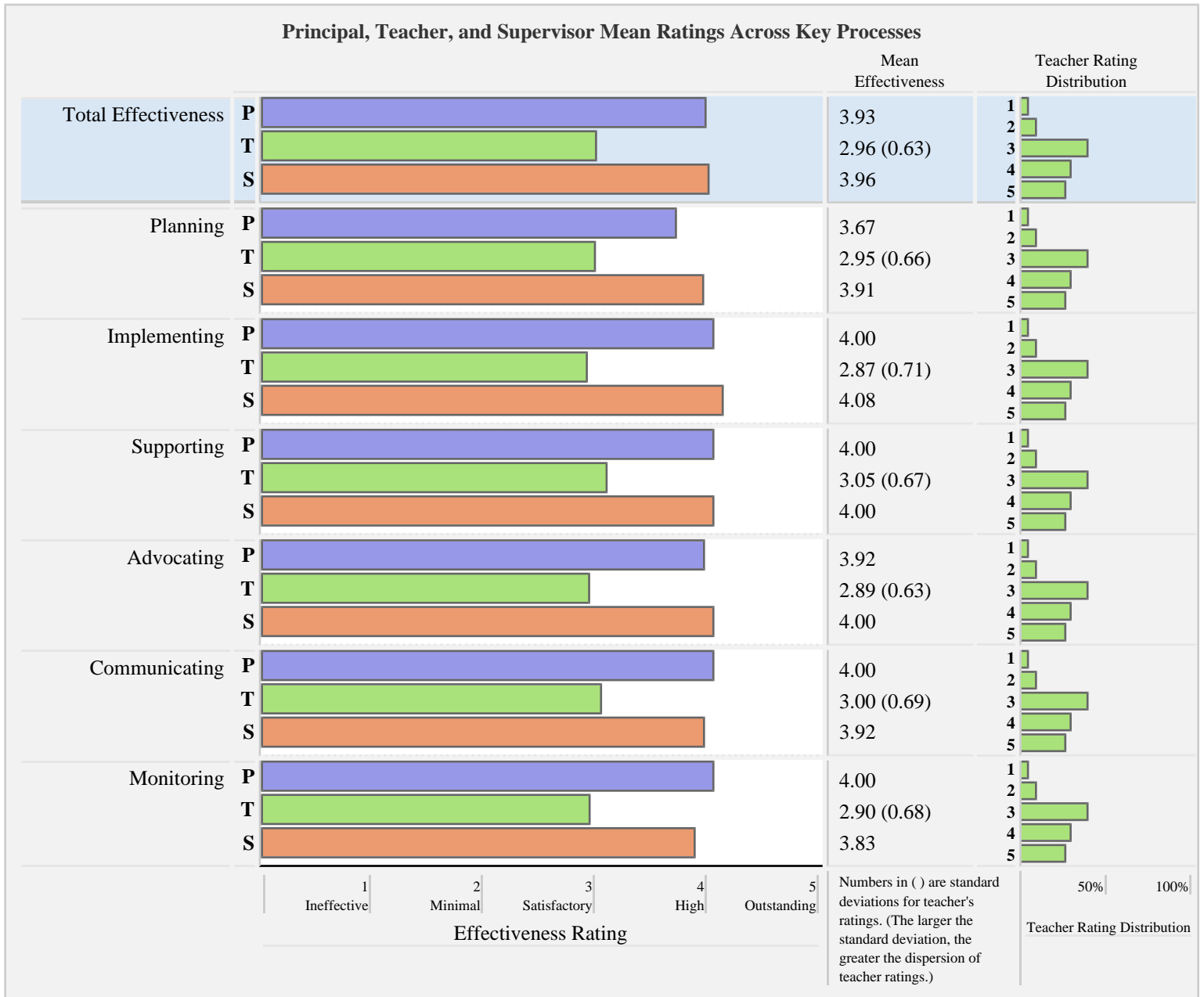
- (a) Comparisons among Core Components and Key Processes
- (b) Examination of scores among respondent groups
- (c) Comparisons to the mean effectiveness scale
- (d) Distribution of ratings among teachers



For each of the six Core Components in the graph, examine the effectiveness ratings. The ratings on 12 items focus on a given Core Component. The higher the ratings, the more effective the leadership behaviors of the principal. When there are large differences between respondent groups, the focus should be on the results for each respondent group rather than the overall effectiveness score.

Assessment Profile and Respondent Comparisons (Cont'd.)

The ratings of the six Key Processes are based on 12 items that focus on a given Key Process. Again, the higher the score, the more effective the leadership behaviors of the principal. For more details about the technical aspects of the VAL-ED scores and tips on interpreting scores, visit the VAL-ED website <http://www.valed.com>.



Using Results to Plan for Professional Growth

The matrix below provides an integrated summary of the principal's relative strengths and areas for growth based on the mean item scores for the intersection of Core Components by Key Processes across the three respondent groups.

- Cells that are green represent areas of behavior that are 'proficient' or 'distinguished' (**P**).
- Cells that are yellow represent areas of behavior that are 'basic' (**B**).
- Cells that are red represent areas of behavior that are 'below basic' (**BB**).

| Core Components | Key Processes | | | | | |
|---|---------------|--------------|------------|------------|---------------|------------|
| | Planning | Implementing | Supporting | Advocating | Communicating | Monitoring |
| High Standards for Student Learning | P | P | P | B | P | B |
| Rigorous Curriculum | BB | P | P | B | B | B |
| Quality Instruction | B | P | P | B | B | P |
| Culture of Learning & Professional Behavior | P | P | P | P | P | B |
| Connections to External Communities | P | P | P | B | P | P |
| Performance Accountability | B | B | B | P | P | P |

Leadership Behaviors for Possible Improvement

The leadership behaviors listed in each cluster on the following pages are representative of the lowest rated core component by key process areas of behavior. If no behavior clusters are provided it indicates the principal's current learning-centered leadership behaviors are considered acceptable.

The behaviors on each page that are **boldface** type are those that were actually assessed in the evaluation. The other behaviors represent the entire pool of VAL-ED behaviors for each core component by key process. All of these behaviors are relevant targets for improvement.

For a list of all the leadership behaviors associated with each core component area, consult the VAL-ED Users' Guide.

Leadership Behaviors for Possible Improvement

Rigorous Curriculum X Planning

- Plans curriculum to maximize student opportunity to learn essential knowledge and skills.
- **Develops a rigorous curriculum for all students.**
- Develops a rigorous curriculum for students with special needs.
- Develops instructional goals for students with special needs that enhance access to rigorous curriculum
- Plans challenging curricula for students at risk of failing.
- **Plans access to rigorous curricula for students with special needs.**

Quality Instruction X Planning

- Plans opportunities for teachers to improve their instruction through observing each others instructional practices.
- Plans faculty hiring policies with a focus on effective instructional practices.
- Develops plans to improve instruction in all classes.
- Plans opportunities for teachers to improve their instruction through professional development.
- **Plans a schedule that enables quality instruction.**
- **Plans instructional services for students with special needs using assessment data.**

Culture of Learning & Professional Behavior X Monitoring

- Evaluates teachers behaviors when monitoring the culture of learning.
- Evaluates students behaviors when monitoring the learning environment.
- Monitors the school culture.
- **Monitors the participation of every student in social and academic activities.**
- **Assesses the culture of the school from students perspectives.**
- Analyzes data regarding a safe and orderly school environment.

Leadership Behaviors for Possible Improvement

Quality Instruction X Advocating

- **Advocates opportunities for high quality instruction beyond the regular school day and school year.**
- Advocates additional instructional opportunities for students most in need.
- Challenges faculty to develop the knowledge and skills necessary to provide quality instruction to English language learners.
- Advocates for extending learning opportunities beyond the school day and school year.
- Challenges the community to provide additional instructional resources.
- **Advocates for all students to regularly experience effective instruction.**

Performance Accountability X Implementing

- Implements programs and practices to hold faculty accountable to reach the highest levels of performance.
- Implements programs and practices that hold the school accountable to families for the learning of their children.
- Builds behavioral and academic accountability measures with input from faculty.
- Implements practices that hold leaders accountable for student learning.
- **Implements social and academic accountability equitably for all students.**
- **Uses faculty input to create methods to hold faculty accountable.**

Rigorous Curriculum X Communicating

- Communicates regularly with teachers about a rigorous curriculum.
- Communicates the importance of rigorous coursework to students and their families.
- Listens to faculty about how to strengthen the curriculum.
- **Discusses state curriculum frameworks.**
- Discusses during faculty meetings how to improve the rigor of the curriculum.
- **Discusses the importance of addressing the same academic content in special and regular programs.**



About the VAL-ED

The Vanderbilt Assessment of Leadership in Education (VAL-ED) is conceptually and theoretically grounded and its resulting scores are reliable and valid for purposes of evaluating learning-centered leadership.

The VAL-ED uses 360 degree feedback from teachers, principals, and supervisors.

Content focuses on learning-centered leadership behaviors that influence teachers and staff, and in turn are related to increases in student achievement.

Assessment is of leadership behaviors, not knowledge, dispositions, or personal characteristics of leadership.

The VAL-ED requires respondents to identify evidence on which they are basing their assessment of principal behaviors.

The psychometric properties of the VAL-ED are clearly documented. Information on norms, standards, and uses are available through a comprehensive technical manual.

"Leadership is a central ingredient - often the keystone element in school and district success as defined in terms of student achievement."

- **Joseph Murphy**
Vanderbilt University

"Assessments that provide ongoing performance feedback to school leaders about their learning-centered leadership behaviors can substantially help school leaders develop effective leadership for school improvement."

- **Ellen Goldring**
Vanderbilt University

Visit

<http://www.valed.com>

For more information and periodic updates on research and related articles on the use of VAL-ED.

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