



# Discovery Education Assessment

## VAL-ED

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### Measure the effectiveness of your schools' leaders

VAL-ED (Vanderbilt Assessment of Leadership in Education) is a researched-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal's perceived performance. Aligned to the widely used Interstate School Licensure Consortium standards, VAL-ED assesses principals in six areas related to student learning, including rigorous curriculum, quality instruction, and high standards for learning. Six additional evaluation areas measure leadership skills.

VAL-ED can be administered printed or online, consists of 72 questions, and can be completed in only 25 minutes. Each respondent is asked to evaluate the principal's performance on 72 behaviors, and respondent's rate performance on a scale from 1 for "ineffective" to 5 for "outstandingly effective." It is also a 360 assessment, intended to be taken by not only the principal, but by teachers and the principal's supervisor, ensuring that the very best feedback is given to principals, feedback that encompasses the entire professional school environment.

#### The Core Components of School Performance are:

- **High standards for student learning:** There are individual, team, and school goals for rigorous student academic and social learning.
- **Rigorous curriculum:** There is ambitious academic content provided to all students in core academic subjects.
- **Quality instruction:** There are effective instructional practices that maximize student academic and social learning.
- **Culture of learning and professional behavior:** There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Connections to external communities:** There are linkages to family and/or other people and institutions in the community that advance academic and social learning.
- **Performance accountability:** Leadership holds itself and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the professional staff and students.

#### The Key Processes of Leadership are:

- **Planning:** Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.
- **Implementing:** Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.
- **Supporting:** Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.
- **Advocating:** Promotes the diverse needs of students within and beyond the school.
- **Communicating:** Develop, utilize, and maintain systems of exchange among members of the school and with its external communities.
- **Monitoring:** Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement.



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### Ease of Use

The VAL-ED instrument is easy for your school to adopt. Completing the VAL-ED, a 72-item inventory of behaviors, requires just 20-25 minutes per respondent. This can be done very easily online at a faculty meeting. Or, the assessment login information can be handed out to teachers and completed on their own time; all that is needed is a faculty representative willing to coordinate distribution of login information. Because the teacher surveys are completely anonymous (no names required), there is no need to worry about loss of confidentiality. Additionally, the VAL-ED can be taken on paper, for an additional fee.

### 360 Assessment

The VAL-ED is a 360° assessment. It is intended to be taken by the principal, the principal's supervisor, and all teachers in the school. 360° assessments provide the best feedback to principals because they incorporate the input of all members of the school's professional community. All respondents will respond to the same items about principal leadership behaviors. When the principal receives a report with the results of the assessment, the report will allow the principal to compare his or her own ratings on each of the core components/key processes against the ratings given by teachers and supervisors. In this way, the principal can get informative feedback about the leadership behaviors in which he or she is excelling and the behaviors on which more work is needed.

### About the Assessment

The VAL-ED instrument consists of 72 items that comprise 6 core component subscales and 6 process subscales. There are two parallel forms (A and C) of the assessment to facilitate measuring growth over time. In this 360 degree evidenced-based assessment of leadership behaviors, each respondent rates the principal's effectiveness on a five point scale after having first indicated the sources of evidence on which the effectiveness is rated. The principal does not need to have performed the leadership behavior directly, but may have ensured that the behavior was done by others. The reference period is the current school year.

The VAL-ED can be used as part of a comprehensive assessment of the effectiveness of a leader's behaviors by providing a detailed "picture" of perceived performance. When used appropriately, it yields valuable norm-referenced and criterion-reference scores for evaluating learning-centered leadership. It can be used annually or more frequently to measure performance growth, guide professional development, and facilitate a data-based performance evaluation.

### Psychometrics

The VAL-Ed is designed, developed and tested by Vanderbilt University faculty to be both reliable (i.e. provide accurate measurement) and valid (i.e. measure leadership behaviors that lead to improved student achievement). To accomplish these goals, the authors followed a multi-stage development process that involved cognitive labs, pilot tests, and field tests. At each stage of the design and development process, the properties of the instrument were investigated through empirical study and expert review. The process was guided by the American Educational Research Association's 1999 Standards for Educational and Psychological Testing.