



About the VAL-ED

The Vanderbilt Assessment of Leadership in Education (VALED) 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. The content focuses on learning centered leadership behaviors that influence teachers and staff, and in turn are related to increases in student achievement.

The VAL-ED 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 is available through a comprehensive technical manual.

Purpose of the Assessment

The Vanderbilt Assessment of Leadership in Education is designed to provide a summary of effectiveness of a principal's learning-centered leadership behaviors during the current school year. A comprehensive picture of the principal includes 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 the 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 strength 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.

Who Responded and What Evidence Did They Use?

Response Rates

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 summarize each type of evidence used as a basis for effectiveness ratings of the leadership behaviors. The bars display the sources of evidence for each item used by the principal and all teacher and supervisor respondents in the school. Percentages are based on number of items for which a source of evidence was checked; these percentages need not sum to 100 across sources.

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 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 (1.00 - 3.28)	Basic (3.29 - 3.59)	Proficient (3.60 - 3.99)	Distinguished (4.00 - 5.00)
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 is based on the averaged ratings of all respondents. 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.

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 graphs present a 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

The ratings for a core component are based on twelve items. 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.

The ratings of the six Key Processes are based on twelve items that focus on a given Key Process. Again, the higher the score, the more effective the leadership behaviors of the principal.

Using Results to Plan for Professional Growth

The Matrix Report 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' (3.60 - 3.99) or 'distinguished' (4.00 - 5.00).

Cells that are yellow represent areas of behavior that are 'basic' (3.29 - 3.59).

Cells that are red represent areas of behavior that are 'below basic' (1.00 - 3.28).