



<b>Principal:</b>	Velma Mayert	<b>Date of Report:</b>	08/15/2012
<b>School District:</b>	Nam Consequatur	<b>Date of Evaluation:</b>	07/31/2012
<b>Survey ID:</b>	abc12316	<b>VAL-ED Form:</b>	A
<b>School</b>	Corrupti Perferendis Fuga Libero		

## 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 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.

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
<b>Principal</b>	<b>1</b>	<b>1</b>	<b>100%</b>
<b>Teachers</b>	<b>10</b>	<b>10</b>	<b>100%</b>
<b>Supervisor</b>	<b>2</b>	<b>2</b>	<b>100%</b>

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.

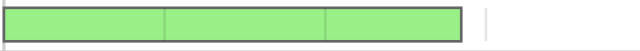

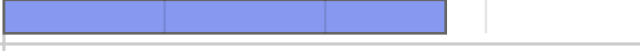



### Sources of Evidence

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 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.

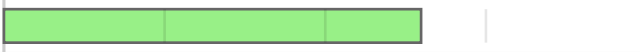





#### Evidence Sources Used by Principal

Reports From Others		47.22%
Personal Observation		51.39%
School Documents		50.00%
School Projects or Activities		59.72%
Other Sources		48.61%

#### Evidence Sources Used by Teacher

Reports From Others		71.16%
Personal Observation		71.85%
School Documents		68.74%
School Projects or Activities		71.16%
Other Sources		65.63%
No Evidence		8.12%

#### Evidence Sources Used by Supervisor

Reports From Others		64.91%
Personal Observation		73.68%
School Documents		72.81%
School Projects or Activities		78.07%
Other Sources		76.32%
No Evidence		6.14%

## 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 based on the averaged ratings of all respondents is 4.12. 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	
2.97	Below Basic	4	
The standard error of measurement is .05			

Summary of Core Components Scores				Summary of Key Processes Scores			
	Mean	Performance Level	Percentile Rank		Mean	Performance Level	Percentile Rank
High Standards for Student Learning	2.76	Below Basic	1	Planning	2.82	Below Basic	2
Rigorous Curriculum	3.15	Below Basic	11	Implementing	2.94	Below Basic	6
Quality Instruction	3.12	Below Basic	6	Supporting	2.78	Below Basic	0
Culture of Learning & Professional Behavior	2.83	Below Basic	1	Advocating	3.24	Below Basic	19
Connections to External Communities	3.09	Below Basic	18	Communicating	3.04	Below Basic	6
Performance Accountability	2.90	Below Basic	6	Monitoring	2.99	Below Basic	7

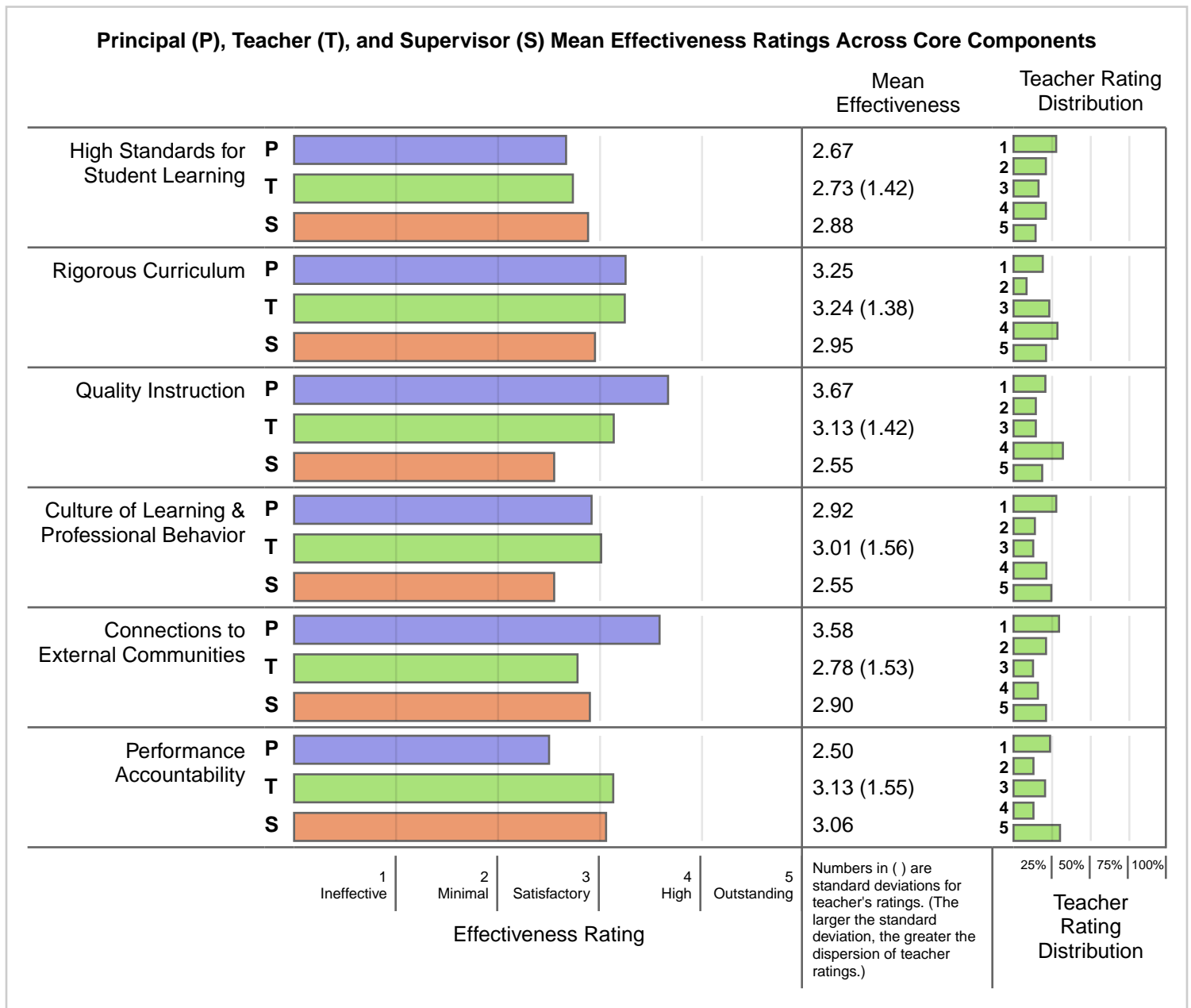
An examination of the principal's mean Core Components ranged from a low of 2.76 for High Standards for Student Learning to a high of 3.15 for Rigorous Curriculum. Similarly the principal's mean Key Processes ranged from a low of 2.78 for Supporting to a high of 3.24 for Advocating.

## 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



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.

## Assessment Profile and Respondent Comparisons (Continued)

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>.

Principal (P), Teacher (T), and Supervisor (S) Mean Effectiveness Ratings Across Core Components			Mean Effectiveness	Teacher Rating Distribution
Planning	P		2.67	1 
	T		2.85 (1.52)	2 
	S		2.95	3 
Implementing	P		3.08	4 
	T		2.95 (1.53)	5 
	S		2.78	1 
Supporting	P		2.50	2 
	T		3.06 (1.52)	3 
	S		2.79	4 
Advocating	P		3.67	5 
	T		3.01 (1.55)	1 
	S		3.06	2 
Communicating	P		3.42	3 
	T		2.97 (1.37)	4 
	S		2.74	5 
Monitoring	P		3.25	1 
	T		3.15 (1.44)	2 
	S		2.57	3 

1 Ineffective | 2 Minimal | 3 Satisfactory | 4 High | 5 Outstanding

Effectiveness Rating

Numbers in ( ) are standard deviations for teacher's ratings. (The larger the standard deviation, the greater the dispersion of teacher ratings.)

25% | 50% | 75% | 100%

Teacher Rating Distribution

## 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' (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).

Core Components	Key Processes					
	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning	2.67	2.33	2.62	3.08	3.09	2.67
Rigorous Curriculum	3.05	3.62	2.73	3.45	3.14	3.24
Quality Instruction	3.38	3.05	3.36	2.60	3.05	3.08
Culture of Learning & Professional Behavior	2.81	2.89	3.33	2.65	2.77	3.14
Connections to External Communities	2.40	2.55	3.13	3.15	2.85	3.14
Performance Accountability	2.74	3.29	2.58	3.67	2.95	3.19

### 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 fewer than six core component by key process areas of behavior are listed, that is because the principal had fewer than six that were below distinguished. 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 Handbook.

# Leadership Behaviors for Possible Improvement

## High Standards for Student Learning X Implementing

- Uses faculty input to create high standards for student learning.
- **Creates expectations that faculty maintain high standards for student learning.**
- Recruits highly qualified faculty to meet performance goals for both academic and social learning.
- Implements activities and procedures to meet high standards for student learning.
- Coordinates tasks and resources to meet high standards for student learning.
- **Creates buy-in among faculty for actions required to promote high standards of learning.**

## Connections to External Communities X Planning

- **Develops a plan for school/community relations that revolves around the academic mission.**
- Plans activities to engage families in student learning.
- Plans activities with volunteers to advance social and academic goals.
- **Develops a plan for community outreach programs consistent with instructional goals.**
- Plans for the use of external community resources to promote academic and social learning goals.
- Plans family education programs consistent with instructional goals.

## Connections to External Communities X Implementing

- Implements programs to help parents assist their children to be successful in school.
- Coordinates access to social service agencies to support students.
- Builds a positive, open relationship with the community.
- **Implements programs to help address community needs.**
- Implements programs to involve families in the educational mission.
- **Builds business partnerships to support social and academic learning.**

# Leadership Behaviors for Possible Improvement

## Performance Accountability X Supporting

- Provides expertise to make decisions about holding students accountable for their learning.
- **Allocates time to evaluate student learning.**
- Provides expertise to evaluate faculty for student learning.
- **Allocates time to evaluate faculty for student learning.**
- Provides procedures that hold students accountable for their learning.
- Provides procedures to evaluate faculty for student learning.

## Quality Instruction X Advocating

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

## High Standards for Student Learning X Supporting

- **Supports teachers in meeting school goals.**
- Allocates school resources primarily toward reaching academic and social learning goals.
- Motivates faculty to be committed to high performance standards for students.
- Creates conditions that help faculty and students reach ambitious learning targets.
- Supports faculty in helping students reach high standards of learning.
- **Encourages students to successfully achieve rigorous goals for student learning.**





## 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 is 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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