



Discovery
EDUCATION™

The logo for Discovery Education features a small globe icon to the left of the word "Discovery" in a large, bold, black sans-serif font. Below "Discovery" is the word "EDUCATION" in a smaller, all-caps, black sans-serif font. A small trademark symbol (TM) is located at the end of "EDUCATION".



VANDERBILT ASSESSMENT *of* LEADERSHIP *in* EDUCATION™

School principals are second only to classroom teachers as the most influential school factor in student achievement

Hallinger & Heck
1998



Leadership is key to improving teaching and learning

“Leadership is second only to classroom instruction among all school related factors that contribute to what students learn at school.”

— *How Leadership Influences Student Learning*, Kenneth Leithwood, et al,
University of Minnesota, University of Toronto, 2004

“Six years later we are even more confident about this claim.”

— *Learning from Leadership: Investigating the Links to Improved Student Learning*, Leithwood, et al, 2010



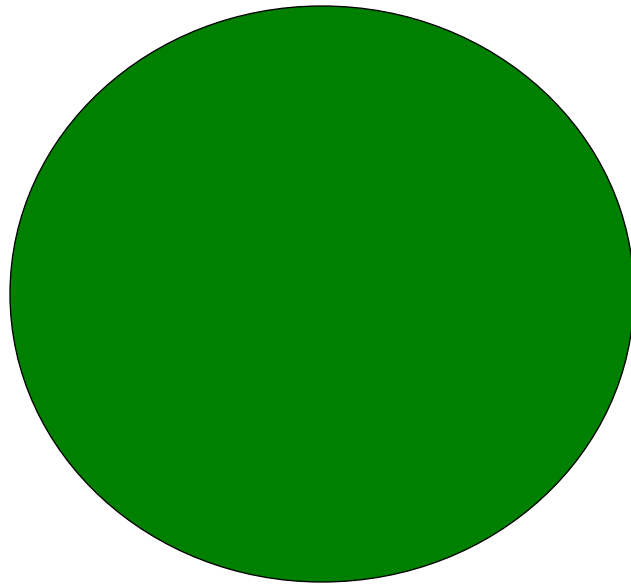
To retain good teachers:

- 8 percent listed Performance Pay
 - 45 percent said the same of higher salaries
- » 68 percent called supportive leadership "absolutely essential"

Principal
Effectiveness

Teacher
Effectiveness

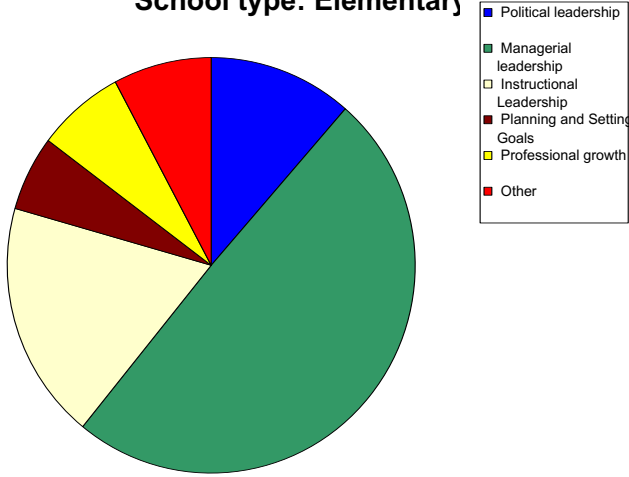
Student
Outcomes



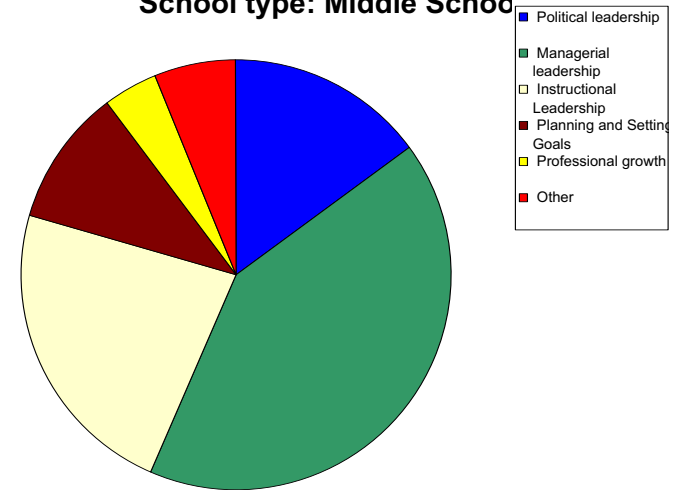
- Political Leadership (community)
- Managerial Leadership (building, finances, paperwork)
- Instructional Leadership
- Planning/setting goals
- Own professional development
- Other



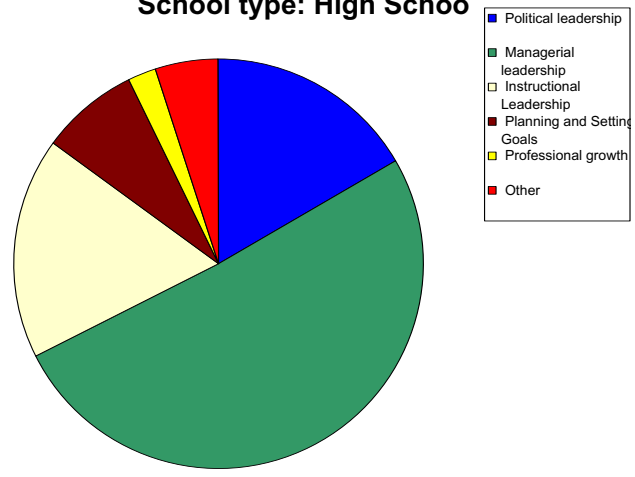
School type: Elementary



School type: Middle School



School type: High School



How principals report spending their time: Spring 2005. Based on 5 log reports



Consistently focused on learning, teaching, curriculum, and assessment

All other dimensions of schooling work in the service of improved student learning (e.g., administration, organization, finance)





- » Few based on how leaders improve student learning
- » Various levels of specificity
- » Wide spread of assessed areas
- » Limited depth
- » Mostly knowledge and skills, not behavior
- » Lack of consistent focus on school performance as measured by student achievement
- » Not validated for the intended uses
- » No psychometric development or reporting



- » The team – Porter, Murphy, Goldring & Elliott
- » Wallace Foundation \$1.5 million for 2005 to 2008.

- » Institute for Education Sciences currently funding psychometric studies for the period of 2008 to 2012
 - **Use of Evidence Study** – Does checking sources of evidence improve the quality of the principal effectiveness ratings?
 - **Known Group Study** – Does the VAL-ED reliably distinguish principals who are identified by others as more or less effective?
 - **Test/Retest Reliability**
 - **Consequences Study** – Study of How the VAL-ED Was Used and to What Effect
 - **Longitudinal Study** – Does effectiveness as measured by the VAL-ED predict future gains in student achievement?
 - **Convergent/Divergent Validity Study**



A leadership assessment system that has the following properties:

- » Construct valid
- » Reliable
- » Unbiased
- » Accurate and useful reporting of results
- » Summative and formative diagnostic profiles
- » Measure progress over time
- » Variety of settings and circumstances
- » Feasible for widespread use
- » Predict important outcomes

Alignment Illustration I – VAL-ED Components and Processes by ISLLC Standards

ISLLC Standards	VAL-ED Core Components	Examples of VAL-ED Items (not included in Form A or Form C)
1. Setting a widely shared vision for learning	<ul style="list-style-type: none"> • High standards for student learning • Systemic performance accountability 	<ul style="list-style-type: none"> • Develops a plan for collecting data to review student learning against high standards. • Promotes recognition and rewards for students who achieve high standards of academic learning.
2. Developing a school culture and instructional program conducive to student learning and staff professional growth	<ul style="list-style-type: none"> • Rigorous curriculum (content) • Quality instruction (pedagogy) • Culture of learning & professional behavior 	<ul style="list-style-type: none"> • Develops procedures for reviewing student work to assess the rigor of the curriculum. • Implements the use of research-based instructional strategies.
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment	<ul style="list-style-type: none"> • Culture of learning & professional behavior 	<ul style="list-style-type: none"> • Uses faculty expertise and knowledge in making decisions. • Implements school-wide rules and consequences to manage student behavior.
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources	<ul style="list-style-type: none"> • Connections to external communities 	<ul style="list-style-type: none"> • Plans with social service agencies for safety nets in support of student learning. • Creates opportunities for parents to work with teachers on their child's instruction.
5. Acting with integrity, fairness, and in an ethical manner	<ul style="list-style-type: none"> • Culture of learning & professional behavior • Systemic performance accountability 	<ul style="list-style-type: none"> • Plans data collection to hold school leaders accountable for student academic and social learning. • Listens to faculty feedback about its accountability programs.
6. Understanding, responding to, and influencing the political, social, legal, and cultural context	<ul style="list-style-type: none"> • High standards for student learning • Connections to external communities 	<ul style="list-style-type: none"> • Challenges parents to offer quality instructional experiences at home. • Advocates on behalf of families to express their opinions and needs.



ISSUE BRIEF

Measuring Principal Performance:
How Rigorous Are Publicly Available Principal
Performance Assessment Instruments?

Christopher Condon, Ph.D.
Matthew Clifford, Ph.D.

December 2009



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Review Backs New Tool for Principal-Evaluation

By Lesli A. Maxwell

An examination of how to size up the performance of principals has found that one evaluation method is best suited for judging the effectiveness of school leaders: the Vanderbilt Assessment of Leadership in Education.

Created in 2006 and just now widely available for districts to purchase, the assessment, called *val-en*, is the newest of the principal instruments in the review conducted by Matthew Clifford and Christopher Condon, researchers with Learning Point Associates, a nonprofit educational consulting firm based in suburban Chicago. (See *Education Week*, Jan. 16, 2008.)

Mr. Clifford said the impetus for the review was the growing recognition that principals, second only to classroom teachers, affect student learning. Districts need as much information as possible to make high-stakes decisions about whom they hire as principals, how or whether they should invest in their improvement, and how to compensate them, he noted.

"Districts face critical choices at three points in the principal's life with them: at hiring, at the point of evaluation, and at the point of deciding in some cases whether principals receive tenure or advanced certification," Mr. Clifford said. "They need the best information they can get for these purposes."

Eight Instruments

In reviewing eight principal-performance instruments being used by school districts, the researchers concluded that *val-en* comes closest to measuring the leadership attributes and behaviors that research finds to be associated with how well students perform. *val-en* also was rated the best among the instruments for validity and reliability, meaning that the assessment measures what it is supposed to measure and yields consistent results.

Only one other instrument the researchers reviewed was developed in this decade. The remaining six date back as far as 1985.

The researchers liked the "360-degree" approach of *val-en*, which gives principals feedback about their performance from all the teachers in their school and from the principals' supervisors. Only one other instrument in the review used a similar approach for providing multiple sources of input into an evaluation.

"What I think our findings suggest is that we need to invest more in ensuring that these assessments measure what is considered important for school leaders now," said Mr. Clifford, who is a senior research and policy associate at Learning Point. "The demands of the job have changed a lot."

Joseph F. Murphy, a developer of *val-en* and an education professor at Vanderbilt University in Nashville, Tenn., said the instrument was designed because no existing evaluation system was effectively measuring what had become the most important role for principals: instructional leadership.

"The profession for 150 years was grounded in management, organization, government, politics, and finance," Mr. Murphy said. "These things are important, but they are secondary to learning and teaching."

Even though the expectations for the job have shifted and broad agreement exists in the field on the principal's most important role, most school leaders are still being evaluated on two things, Mr. Murphy said: controlling conflict and running smooth operations.

"That's the reality," he said. "Until principals know they are going to

be evaluated on things like poking their nose into a teacher's business, most of them aren't going to do it. What we've argued is that once a principal is on the job, the strongest leverage point you have to shape their behavior is in the evaluation."

Val-en is now a product sold by the Nashville-based company Discovery Education, a division of Discovery Communications. It became available for widespread commercial use for the current school year, Mr. Murphy said. He does not know how many districts have implemented the system so far, but said school districts in states such as Alabama, Louisiana, and Mississippi are adopting it on a fairly broad scale.

"Most districts are still using some sort of homegrown evaluation tool for principals," he said.

Many Approaches

Indeed, there are probably hundreds, if not thousands, of evaluation approaches at work in schools, said Mr. Clifford. To decide which ones should be included, he and Mr. Condon limited their review to those instruments that were expressly intended for assessment purposes, were publicly available for purchase, and had been psychometrically tested for validity and reliability. The researchers did not collect data to determine how widespread the use of each instrument is.

The researchers found promising features in each of the eight approaches, Mr. Clifford said.

For example, the Performance Review Analysis and Improvement System for Education, or *praise*, which dates to 1988, helps each leader "get a profile of himself or herself and helps chart the next steps in professional development," said Mr. Clifford. It's also practical, in that it takes only 15 to 20 minutes to answer the 81-item assessment.

"The content could be dated at this point, but we think it has potential," he said.

Based on their findings, however, Mr. Clifford said *val-en* is probably the best evaluation tool available. Still, he cautioned that the quality of an assessment on paper has little bearing on how effective it is in practice.

"If it's a poorly administered assessment, then the data coming back won't be good," he said. "The practice of evaluation is as critical as the design."

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- » The VAL-ED reports principal performance through
 - Norm-referenced scores and
 - Criterion-reference scores

- » VAL-ED can be used annually or more frequently to:
 - Facilitate a data-based performance evaluation,
 - Measure performance growth, and
 - Guide professional development

- » The VAL-ED is a key component of a comprehensive leadership evaluation system.



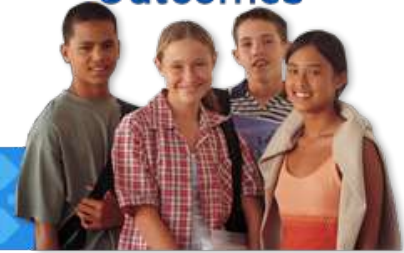
Principal



School
Performance
Activities

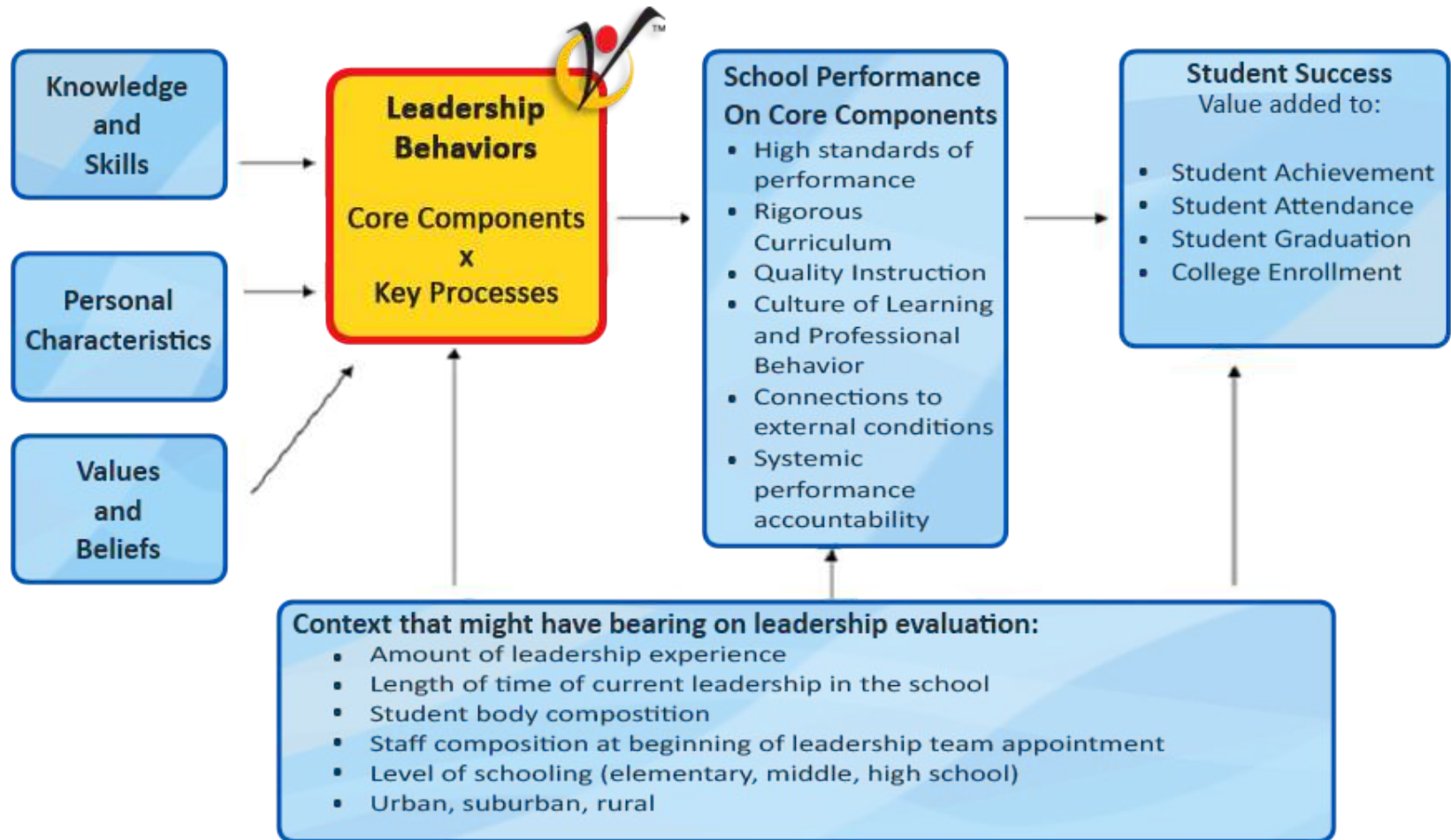


Student
Learning
Outcomes



**Principal
Behaviors
& Actions**







- » ***High Standards for Student Learning*** —There are individual, team, and school goals for rigorous student academic and social learning.
- » ***Rigorous Curriculum (content)*** —There is ambitious academic content provided to all students in core academic subjects.
- » ***Quality Instruction (pedagogy)*** —There are effective instructional practices that maximize student academic and social learning.
- » ***Culture of Learning & 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.



- » **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.



Key Processes						
Core Components	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning						
Rigorous Curriculum (content)						
Quality Instruction (pedagogy)						
Culture of Learning & Professional Behavior						
Connections to External Communities						
Performance Accountability						



- » 72 items for principal and supervisor(s) respondents. 36 questions for teachers
- » Effectiveness scale
 - 1=Ineffective to 5=Outstandingly effective
- » Confidentiality for all respondents
- » Two parallel forms
- » Online administration & immediate reports
- » Raw data in excel format



Leadership Behaviors	Sources of Evidence Check Key Sources of Evidence						Effectiveness Rating Circle One Number to Indicate How Effective or Check DK					
	Reports from Others	Personal Observations	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective	Don't Know
How effective is the principal at ensuring the school ...												
1. plans for a culture of learning that serves all students.		✓		✓			1	2	3	4	5	
2. evaluates the rigor of the curriculum.			✓				1	2	3	4	5	

- For Item #1, which states “How effective is the principal at ensuring the school plans for a culture of learning that serves all students,” the respondent checked two sources of evidence for the basis of her evaluation of effectiveness and then circled a rating of 1 to indicate she perceived the principal as being *ineffective* regarding this leadership behavior.
- For Item #2, which states “How effective is the principal at ensuring the school evaluates the rigor of the curriculum,” the respondent checked one source of evidence for the basis of her evaluation and then circled a rating of 3 to indicate she perceived the principal as being *satisfactorily effective* regarding this leadership behavior.



- » **Descriptive Analysis**
 - Total Score
 - Core Components Subscale Scores
 - Key Process Subscale Scores
- » **Norm-Referenced Profiles**
 - Principal
 - Teacher
 - Supervisor
 - Total respondent composite
- » **Criterion-Referenced Profiles**
 - Distinguished
 - Proficient
 - Basic
 - Below basic



Various Uses of the VAL-ED Instrument:

- » **Evaluation purposes**
- » **Professional development**
- » **Performance based compensation systems**
- » **Gauge in determining the effectiveness of principal professional development initiatives**
- » **Succession planning & aspiring principal programs**
- » **Use in turnaround schools to track progress with culture shifts and faculty engagement**
- » **Program evaluations**
- » **Combinations of these uses**



Year	Total Licenses (Schools)	Total Districts
July 2009 – June 2010	1,556	159
July 2010 – June 2011	1,757	208
Total	3,313	367

*Total number of individual districts utilizing VAL-ED
between July 2009 – June 2011 = 284 districts*



State-wide Purchases: Alabama, Louisiana & Mississippi

District Use: Long Beach (CA), Hartford (CT), Hillsborough, Polk & Broward (FL), Gwinnett & Cobb (GA), Elmhurst (IL), Bullitt (KY), Helena (MT), Charlotte-Mecklenburg (NC) South Orange (NJ), Albuquerque (NM), Horry (SC), Memphis & Williamson (TN), Austin & Dallas (TX) & HI

Organization Use: School Leader Network, SREB, The TAP Initiative, Edison Learning, WestEd, IL State University, Western Michigan University



Designing an Evaluation System: 7 Steps

1. Anchor the System
2. Select Components
3. Value the Components
4. Clearly Define Performance Levels
5. Set Parameters for Components and Performance Levels
6. Assign Scores
7. Determine Use and Consequences

Provide considerations of Context and Professional Judgment



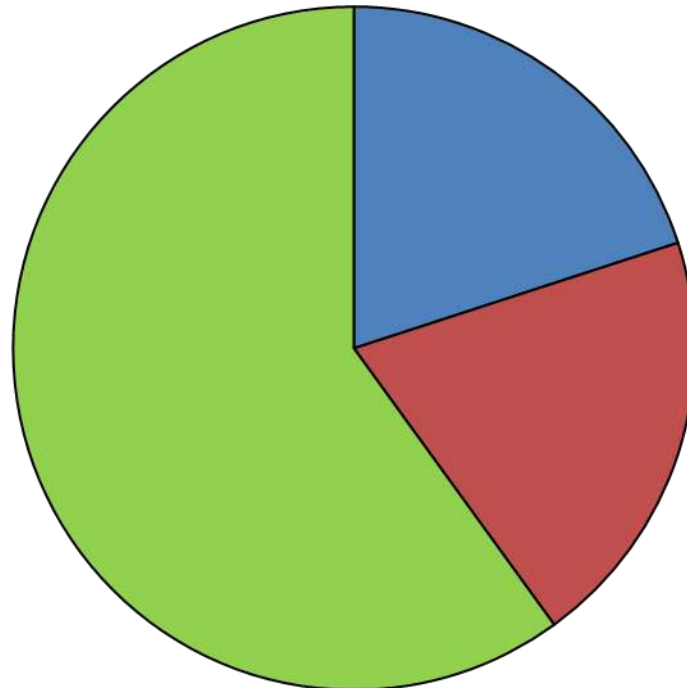
Evaluation Components

Components	LEA			
	Ex 1	Ex 2	Ex 3	Ex 4
Professional Goals	X	X	X	X
School Improvement		X		
Student Achievement	X	X	X	X
360° Assessment	X	X	X	X
ISLLC Domain			X	
Satisfaction	X			
Professional Growth			X	X



New York State – Annual Professional Performance Review (APPR)

60% Other Measures (up to 40% must include observations)
VAL-ED is an approved rubric



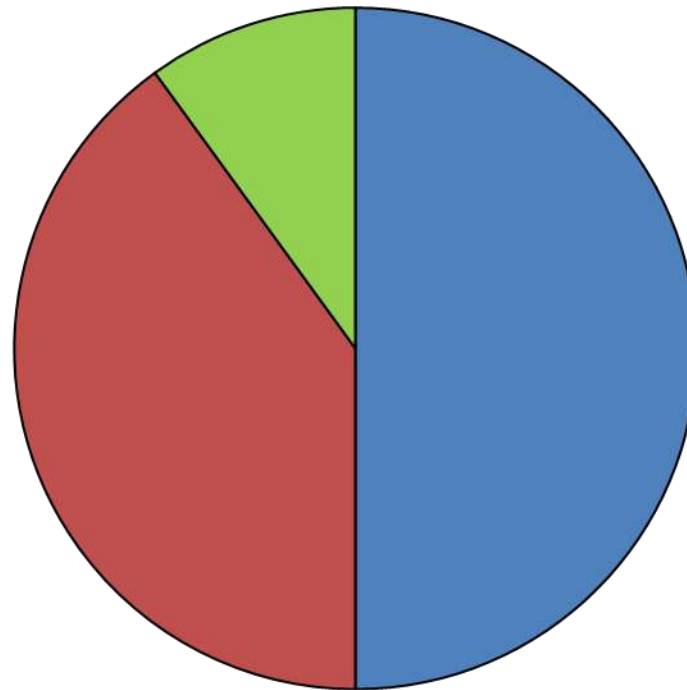
15% - 20% Results of Student Growth on State Assessments

20% - 25% Value Added Scores



NEW JERSEY

10% differential retention of effective teachers (hiring and retaining effective teachers)



50% Measures of Student Achievement

(35% student achievement aggregate performance on assessment / 15% school specific goals)

40% Measures of Effective Practice



Probationary Principal

Year 1	Year 2	
Self-Assessment based on leader continuum	Self-Assessment based on leader continuum	} During first nine weeks
Dialogue with evaluator	Dialogue with evaluator	
PLP	PLP	} Prepared with evaluator during the first semester
2 evaluator observations	2 evaluator observations	
Evidence	Evidence	} During second semester

Principal – 3 Year Contract

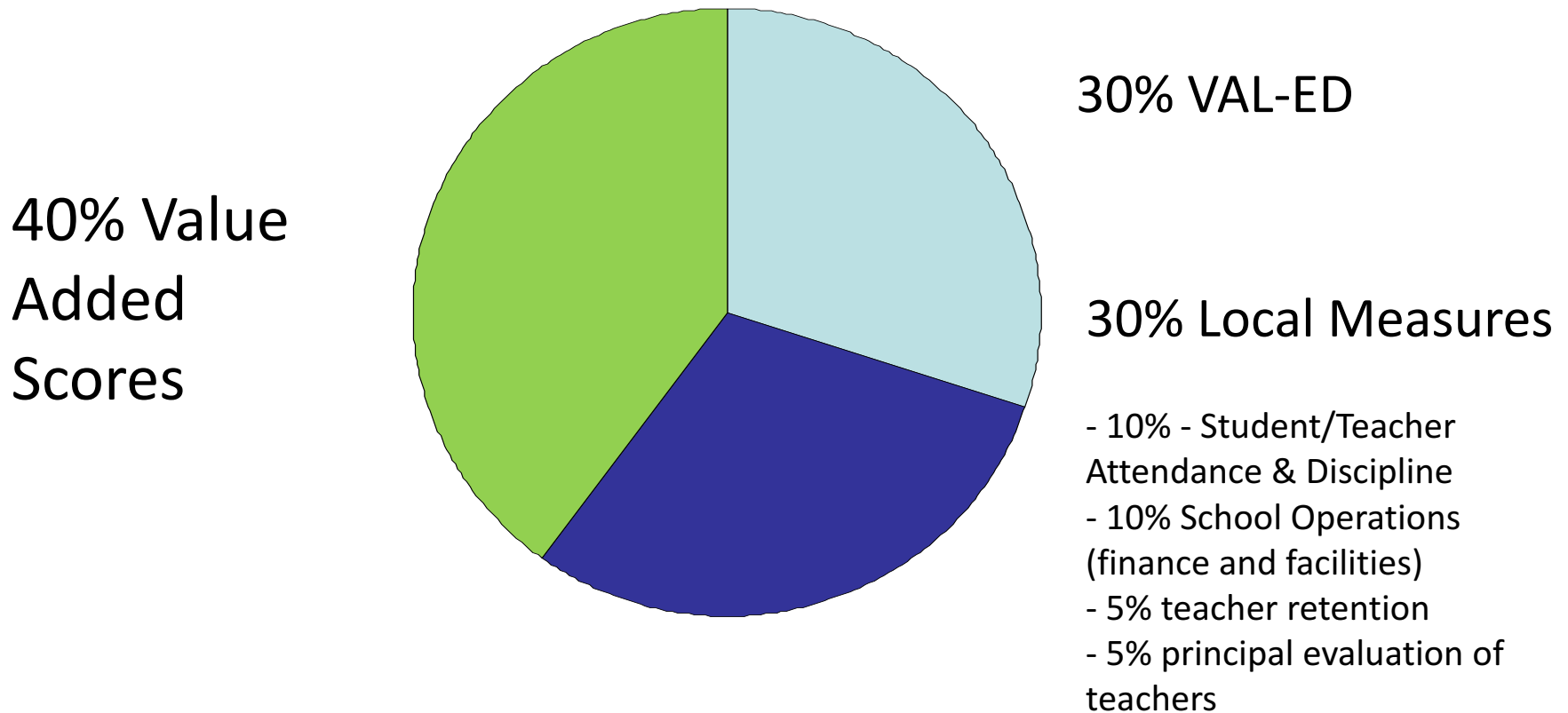
Year 1	Year 2	Year 3
Self-Assessment based on leader continuum	Self-Assessment based on leader continuum	Self-Assessment based on leader continuum
Dialogue with evaluator	Dialogue with evaluator	Dialogue with evaluator
PLP	PLP	PLP



Once a contract as part of LEADAlabama	Once During 3 Year Cycle: VAL-ED in lieu of EDUCATEAlabama
2 evaluator observations	
Evidence (evaluator's notes)	

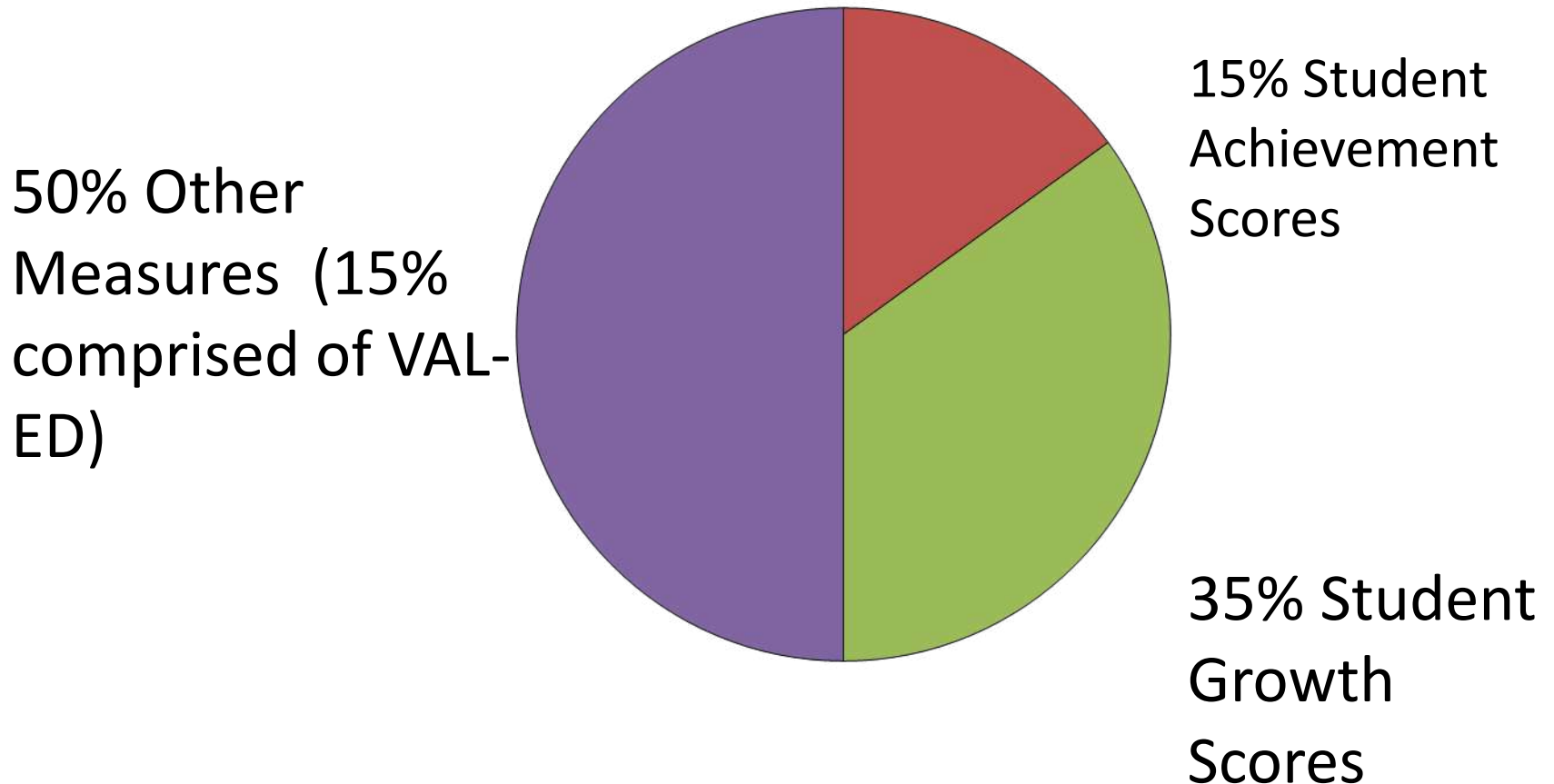


Hillsborough County, Florida



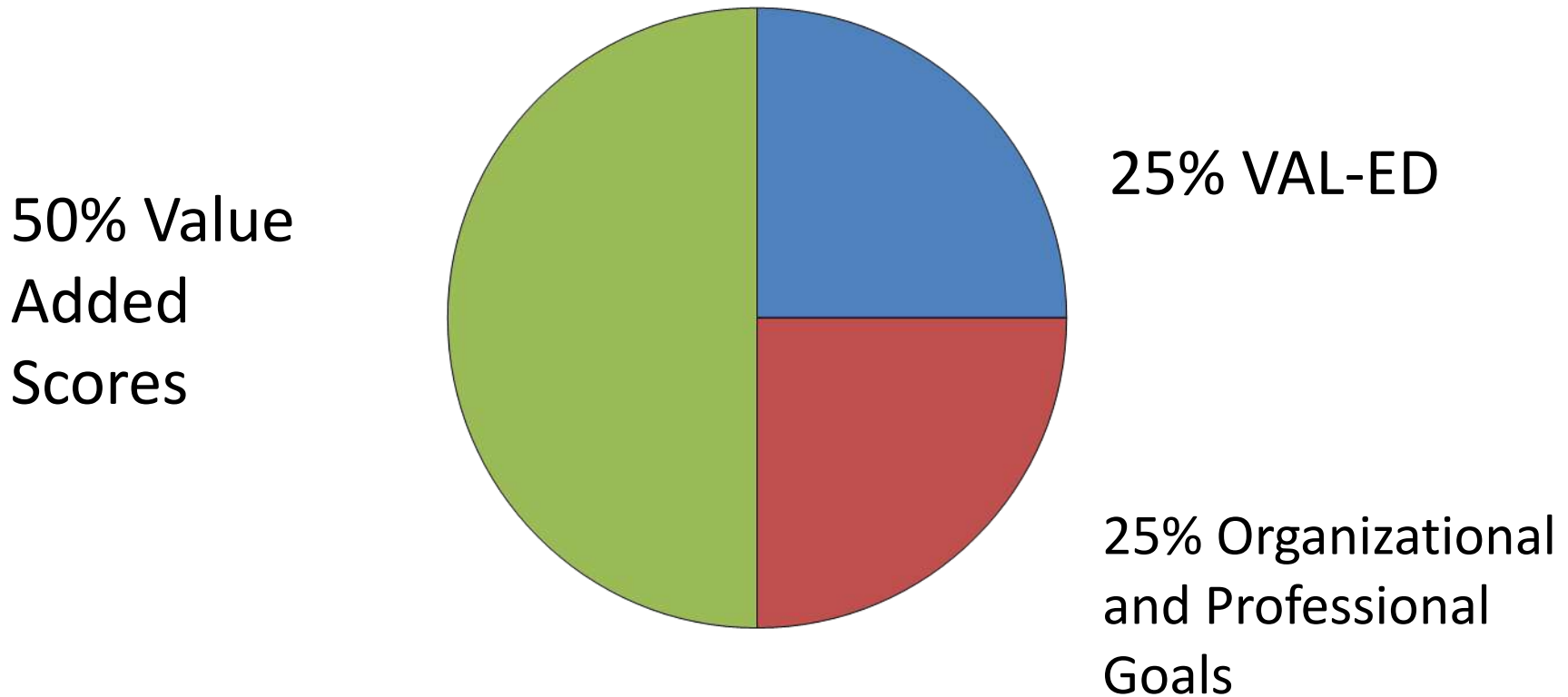


Memphis City Schools, Tennessee



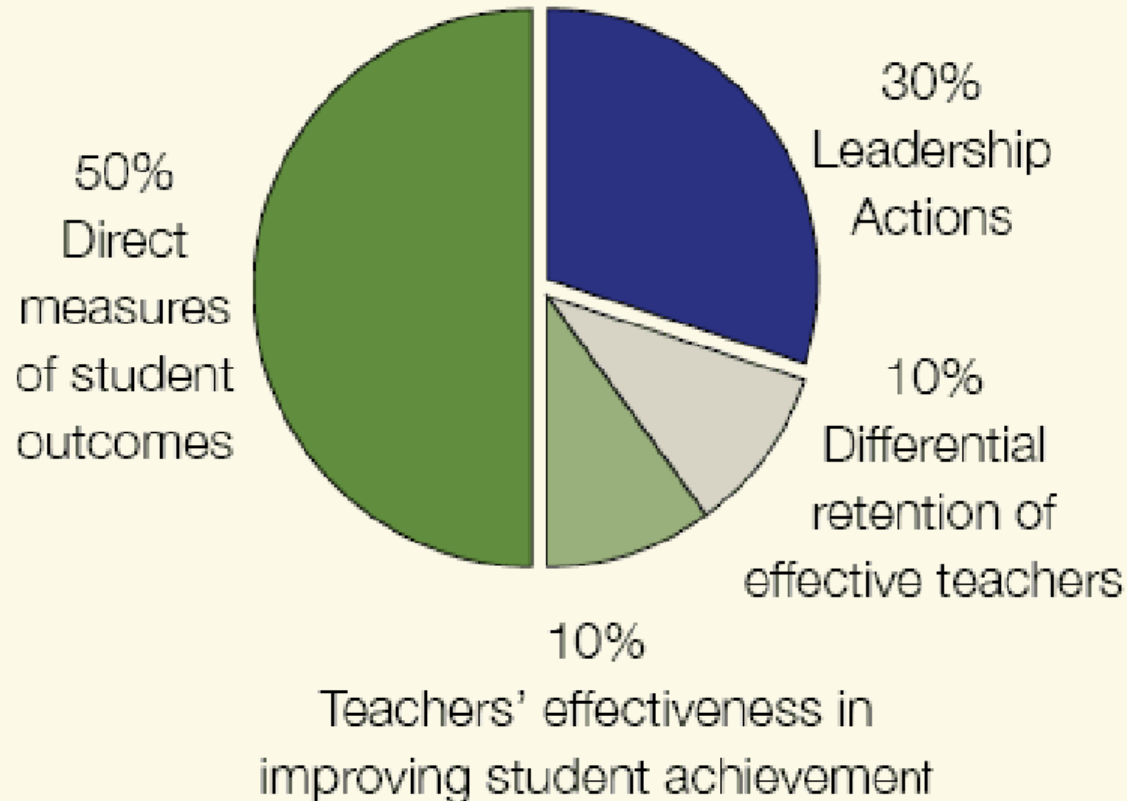


Governors State University, Illinois (Partnership with IL districts)





Components of Principal Evaluation: Detail





The VAL-ED annual license fee of \$360 includes:

- » Two survey administrations between July 1 and June 30 (Form A and Form C)
- » Each license allows as many teacher respondents, supervisor respondents and one self-evaluation
- » Individual principal report
- » Aggregate district report
- » District data report in excel format for data segmentations
- » Customer and technical support available during business hours
- » VAL-ED User Handbook for each license
- » Access to private website that includes videos tutorials and other helpful resources



VAL-ED Implementation Training

\$ 2,500 per day for in-person training

\$ 250 per Webinar



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Distinguished 4.014%

Proficient 3.636%

Basic 3.2933%

Below Basic < 3.2917%

50% identified as Proficient or Advanced