



PERFORMANCE RUBRIC

Vanderbilt Assessment of **Leadership in Education**

Distributed by Discovery Education



The Vanderbilt Assessment of Leadership in Education™ (VAL-ED) focuses on two dimensions of leadership behaviors — core components and key processes. The instrument assesses the intersection of what principals or leadership teams must accomplish to improve academic and social learning for all students (the core components), and how they enact those core components (the key processes). The VAL-ED framework identifies those leadership behaviors that research has shown to be associated with improved teaching and increased student achievement.

No leadership evaluation model is able to capture all the subtleties of the principal's role and influence. There are aspects of the context within which leadership and schooling takes place that bear on leadership evaluation. Levels of experience, student body composition, staff composition, level of schooling, and geographic setting of the school can all have bearing on high-quality education leadership. Within all context however, effective learning-centered leadership occurs at the intersection of the core components and key processes.

Core Components of School Performance

1. High Standards for Student Learning
2. Rigorous Curriculum (content)
3. Quality Instruction (pedagogy)
4. Culture of Learning & Professional Behavior
5. Connections to External Communities
6. Performance Accountability

Key Processes of Leadership

1. Planning
2. Implementing
3. Supporting
4. Advocating
5. Communicating
6. Monitoring

The following rubric provides a sampling of indicators of effective school leadership related to school performance. Please refer to the full VAL-ED framework for a more detailed description of effective learning-centered leadership.

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Component – High Standards for Student Learning

Description: The school leader ensures there are individual, team, and school goals for rigorous student academic and social learning.

Ineffective 1	Minimally Effective 2	Satisfactorily Effective 3	Highly Effective 4	Outstandingly Effective 5
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Planning — The school leader articulates shared directions and coherent policies, practices, and procedures for realizing high standards of student performance.

- Plans for rigorous academic and social learning goals
- Develops a plan for high standards of student performance that are measurable

Implementing —The school leader engages people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

- Creates buy-in among faculty for actions required to promote high standards of learning
- Coordinates tasks and resources to meet high standards for student learning

Supporting —The school leader creates enabling conditions; secures and uses the financial, political, technological, and human resources necessary to promote academic and social learning.

- Encourages students to successfully achieve rigorous goals for student learning
- Supports faculty in helping students reach high standards of learning

Advocating —The school leader promotes the diverse needs of students within and beyond the school.

- Advocates for students with special needs when making decisions about high standards for student learning
- Challenges faculty to maintain high standards of learning for students with special needs

Communicating —The school leader develops, utilizes, and maintains systems of exchange among members of the school and external communities.

- Communicates with families and the community about goals for rigorous student learning
- Listens to faculty about how to achieve high standards of student learning

Monitoring —The school leader systematically collects and analyzes data to make judgments that guide decisions and actions.

- Uses data to guide actions for improving student learning
- Evaluates progress toward meeting student learning standards

Component – Rigorous Curriculum

Description: The school leader ensures ambitious academic content is provided to all students in core academic subjects.

Ineffective 1	Minimally Effective 2	Satisfactorily Effective 3	Highly Effective 4	Outstandingly Effective 5
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Planning —The school leader articulates shared directions and coherent policies, practices, and procedures for realizing high standards of student performance.

- Develops a rigorous curriculum for all students
- Plans challenging curricula for students at risk of failing

Implementing —The school leader engages people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

- Coordinates teacher collaboration to implement a rigorous curriculum
- Implements a rigorous curriculum in programs for students with special needs

Supporting —The school leader creates enabling conditions; secures and uses the financial, political, technological, and human resources necessary to promote academic and social learning.

- Supports participation in professional development that deepens teachers' understanding of a rigorous curriculum
- Provides opportunities for teachers to work together to deliver a rigorous curriculum

Advocating —The school leader promotes the diverse needs of students within and beyond the school.

- Advocates that all programs for students with special needs deliver a rigorous curriculum
- Advocates for families to learn about the curricular program

Communicating —The school leader develops, utilizes, and maintains systems of exchanges among members of the school and external communities.

- Listens to faculty about how to strengthen the curriculum
- Discusses state curriculum frameworks

Monitoring —The school leader systematically collects and analyzes data to make judgments that guide decisions and actions.

- Uses disaggregated student achievement data to monitor the rigor of all curriculum programs
- Monitors the curriculum through frequent visits to classes

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Component – Quality Instruction

Description: The school leader ensures effective instructional practices maximize student academic and social learning.

Ineffective 1	Minimally Effective 2	Satisfactorily Effective 3	Highly Effective 4	Outstandingly Effective 5
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Planning —The school leader articulates shared directions and coherent policies, practices, and procedures for realizing high standards of student performance.

- 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

Implementing —The school leader engages people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

- Implements procedures to protect instructional time
- Creates conditions that promote faculty reflection about instructional practices

Supporting —The school leader creates enabling conditions; secures and uses the financial, political, technological, and human resources necessary to promote academic and social learning.

- Secures resources necessary to deliver high quality instruction
- Provides professional development so all faculty have knowledge and skills for quality instruction

Advocating —The school leader promotes the diverse needs of students within and beyond the school.

- 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

Communicating —The school leader develops, utilizes, and maintains systems of exchange among members of the school and external communities.

- Listens to faculty's ideas about quality instruction
- Discusses instructional practices during faculty meetings

Monitoring — The school leader systematically collects and analyzes data to make judgments that guide decisions and actions.

- Observes each teacher's instructional practices routinely to provide feedback
- Uses data to monitor the quality of instruction

Component – Culture of Learning and Professional Behavior

Description: The school leader ensures there are integrated communities of professional practice in the service of student academic and social learning — that is, a healthy school environment in which student learning is the central focus.

Ineffective 1	Minimally Effective 2	Satisfactorily Effective 3	Highly Effective 4	Outstandingly Effective 5
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Planning —The school leader articulates shared directions and coherent policies, practices, and procedures for realizing high standards of student performance.

- Plans procedures for treating all faculty fairly and with respect
- Plans for a positive environment in which student learning is the central focus

Implementing —The school leader engages people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

- Creates a culture of trust
- Implements programs and practices that encourage all students to be involved in school activities

Supporting —The school leader creates enabling conditions; secures and uses the financial, political, technological, and human resources necessary to promote academic and social learning.

- Encourages teachers to learn from their most effective colleagues
- Provides recognition of faculty contributions to a positive school culture

Advocating —The school leader promotes the diverse needs of students within and beyond the school.

- Recognizes the contributions of diverse students when developing school culture
- Encourages a culture of respect and fairness for students

Communicating —The school leader develops, utilizes, and maintains systems of exchange among members of the school and external communities.

- Listens to students when they suggest ways to create a culture of learning
- Communicates with teachers about the aspects of a positive school environment focused on student learning

Monitoring —The school leader systematically collects and analyzes data to make judgments that guide decisions and actions.

- Monitors the school culture
- Monitors disciplinary data to make determinations about school culture

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Component – Connections to External Communities

Description: The school leader ensures robust connections to the external community.

Ineffective 1	Minimally Effective 2	Satisfactorily Effective 3	Highly Effective 4	Outstandingly Effective 5
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Planning —The school leader articulates shared directions and coherent policies, practices, and procedures for realizing high standards of student performance.

- Plans with social service agencies for safety nets in support of student learning
- Develops a plan for school/community relations that revolves around the academic mission

Implementing —The school leader engages people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

- Builds business partnerships to support social and academic learning
- Creates opportunities for parents to work with teachers on their child's instruction

Supporting —The school leader creates enabling conditions; secures and uses the financial, political, technological, and human resources necessary to promote academic and social learning.

- Provides opportunities for teachers to develop skills to work with parents
- Secures additional resources through partnering with external agencies to enhance teaching and learning

Advocating —The school leader promotes the diverse needs of students within and beyond the school.

- Advocates for students in need of special services with the external community
- Promotes relationships with leaders in the community to support students

Communicating —The school leader develops, utilizes, and maintains systems of exchange among members of the school and external communities.

- Communicates with the media to publicize important events and accomplishments
- Discusses information on progress toward achieving school goals with families

Monitoring —The school leader systematically collects and analyzes data to make judgments that guide decisions and actions.

- Collects information about the needs and interests of parents
- Evaluates the effectiveness of its partnerships with the community in advancing academic and social learning

Component – Performance Accountability

Description: The school leader ensures individual and collective responsibility among the leadership, faculty, students, and the community for achieving the rigorous student academic and social learning goals.

Ineffective 1	Minimally Effective 2	Satisfactorily Effective 3	Highly Effective 4	Outstandingly Effective 5
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Planning —The school leader articulates shared directions and coherent policies, practices, and procedures for realizing high standards of student performance.

- Articulates plans identifying specific responsibilities for faculty so that students achieve high standards
- Develops a plan for individual and collective accountability among faculty for student learning

Implementing —The school leader engages people, ideas, and resources to put into practice the activities necessary to realize high standards for student 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

Supporting —The school leader creates enabling conditions; secures and uses the financial, political, technological, and human resources necessary to promote academic and social learning.

- Allocates time to evaluate faculty for student learning
- Provides expertise to make decisions about holding students accountable for their learning

Advocating —The school leader promotes the diverse needs of students within and beyond the school.

- Challenges faculty who do not hold all students accountable for achieving high levels of performance
- Advocates that all students are accountable for achieving high levels of performance in both academic and social learning

Communicating —The school leader develops, utilizes, and maintains systems of exchange among members of the school and external communities.

- Communicates to families how accountability results will be used for school improvement
- Discusses achievement test results with instructional teams and grade/departments

Monitoring —The school leader systematically collects and analyzes data to make judgments that guide decisions and actions.

- Monitors the accuracy and appropriateness of data used for student accountability
- Assesses the effectiveness of its procedures for gathering data on student performance



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