



VAL-ED FRAMEWORK

Vanderbilt Assessment of **Leadership in Education**

Distributed by Discovery Education



Introduction

The Vanderbilt Assessment of Leadership in Education (VAL-ED) principal survey is defined by the intersection of six core components of school performance and six key processes which together make up our conception of principal leadership.

VAL-ED Constructs of Core Components X Key Processes

	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						

The theory of action underlying our leadership assessment instrument focuses on two key dimensions of leadership behaviors: core components and key processes. Our framework states that school leadership assessment should include measures of the intersection of these dimensions. Does the leadership in the school support teachers to develop a culture of learning and professional behavior? Does the leadership implement programs to ensure there is a culture of learning and professional behavior? Does the leadership communicate effectively about the culture of learning?

The VAL-ED assesses the intersection of what principals must accomplish to improve academic and social learning for all students (the core components), and how they create those core components (the key processes). A substantial research base supports the constructs of the core components and key processes (See Knapp et al., 2003; Leithwood et al., 2004; Murphy et al., 200; Goldring et al., 2007 for recent reviews). Core components refer to characteristics of schools that support the learning of students and enhance the ability of teachers to teach (Marks & Printy, 2003; Sebring & Bryk, 2000). Key processes are leadership behaviors, most notably aspects of transformational leadership traditionally associated with processes of leadership that raise organizational members' levels of commitment and shape organizational culture (Burns, 1978; Conley & Goldman, 1994; Leithwood, 1994).



VAL-ED – High Standards for Student Learning

High Standards for Student Learning X Planning

- **High Standards for Student Learning** – There are individual, team, and school goals for rigorous student academic and social learning
- **Planning Verbs** – Plan, Develop, Articulate
- **Planning** – Articulate shared direction 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

Plans standards of performance using assessment data on student learning

Plans rigorous growth targets in learning for all students

Plans targets of faculty performance that emphasize improvement in student learning

Develops plans to use a variety of sources of data to set targets for students' learning

Develops a plan for collecting data to review student learning against high standards

High Standards for Student Learning X Implementing

- **High Standards for Student Learning** – There are individual, team, and school goals for rigorous student academic and social learning
- **Implementing Verbs** – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing** – Engage 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

Implements activities and procedures to meet high standards for student learning

Recruits highly qualified faculty to meet performance goals for both academic and social learning

Creates expectations that faculty maintain for high standards for student learning

Uses faculty input to create high standards for student learning

VAL-ED – High Standards for Student Learning

High Standards for Student Learning X Supporting

- **High Standards for Student Learning** – There are individual, team, and school goals for rigorous student academic and social learning
- **Supporting Verbs** – Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting** – Create enabling conditions; secure and use 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

Creates conditions that help faculty and students reach ambitious learning targets

Motivates faculty to be committed to high performance standards for students

Allocates school resources primarily toward reaching academic and social learning goals

Allocates time in ways that reflect a commitment to high standards of learning

Supports teachers in meeting school goals

Provides safety nets so all students can meet high standards of learning

Promotes recognition and rewards for students who achieve high standards of academic learning

High Standards for Student Learning X Advocating

- **High Standards for Student Learning** – There are individual, team, and school goals for rigorous student academic and social learning
- **Advocating Verbs** – Advocates, Represents, Challenges, Promotes
- **Advocating** – 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

Advocates for the diverse needs of students in all decisions concerning school social and academic learning goals

Challenges faculty to maintain high standards of learning for students with special needs

Challenges low expectations for students with special needs

Challenges low expectations for students at risk of failure

Advocates high standards for student learning when writing and implementing Individualized Education Plans (IEPs)



VAL-ED – High Standards for Student Learning

High Standards for Student Learning X Communicating

- **High Standards for Student Learning** – There are individual, team, and school goals for rigorous student academic and social learning
- **Communicating Verbs** – Communicates, Listens, Discusses
- **Communicating** – Develop, utilize, and maintain systems of exchange among members of the school and with its external communities

Communicates with families and the community about goals for rigorous student learning

Communicates rigorous goals for student learning to faculty

Listens to faculty about how to achieve high standards of student learning

Discusses school goals for student learning with faculty

Communicates with faculty about the extent to which learning standards are met

Discusses information with faculty on progress toward achieving school goals and student learning targets

High Standards for Student Learning X Monitoring

- **High Standards for Student Learning** – There are individual, team, and school goals for rigorous student academic and social learning
- **Monitoring Verbs** – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement

Uses data to guide actions for improving student learning

Evaluates progress toward meeting student learning standards

Uses data from multiple sources to monitor student learning

Monitors student learning against high standards of achievement

Uses data from student assessments in its improvement efforts

Uses data to evaluate students' behavior

Monitors disaggregated test results

VAL-ED – Rigorous Curriculum

Rigorous Curriculum X Planning

- **Rigorous Curriculum** – There is ambitious academic content provided to all students in core academic subjects
- **Planning Verbs** – Plan, Develop, Articulate
- **Planning** – Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance

Plans curriculum to maximize student opportunity to learn essential knowledge and skills

Develops a rigorous curriculum for all students

Plans the schedule to support a rigorous curriculum for all students

Plans curricula based on state standards/curricular frameworks

Develops a rigorous curriculum for students with special needs

Develops instructional goals for students with special needs that enhance access to rigorous curriculum

Develops procedures for reviewing student work to assess the rigor of the curriculum

Plans challenging curricula for students at risk of failing

Plans access to rigorous curricula for students with special needs

Rigorous Curriculum X Implementing

- **Rigorous Curriculum** – There is ambitious academic content provided to all students in core academic subjects
- **Implementing Verbs** – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing** – Engage people, ideas and resources to put into practice the activities necessary to realize high standards for student performance

Creates rigorous sequences of learning experiences/courses

Implements a rigorous curriculum in all classes

Implements a rigorous curriculum in programs for students with special needs

Coordinates teacher collaboration to implement a rigorous curriculum

Builds schedules so that students with special needs do not miss core academic work in regular classes

Hires teachers with the expertise to implement a rigorous curriculum

Coordinates a rigorous curriculum across grade levels



VAL-ED – Rigorous Curriculum

Rigorous Curriculum X Supporting

- **Rigorous Curriculum** – There is ambitious academic content provided to all students in core academic subjects
- **Supporting Verbs** – Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting** – Create enabling conditions; secure and use 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

Secures the teaching materials necessary for a rigorous curriculum

Provides teachers with time to work on developing and strengthening the curricular program

Secures extra resources for students at risk to be successful in a rigorous curriculum

Provides opportunities for teachers to work together to deliver a rigorous curriculum

Supports teachers to teach a curriculum consistent with state and national content standards

Rigorous Curriculum X Advocating

- **Rigorous Curriculum** – There is ambitious academic content provided to all students in core academic subjects
- **Advocating Verbs** – Advocates, Represents, Challenges, Promotes
- **Advocating** – Promotes the diverse needs of students within and beyond the school

Challenges all students to complete a rigorous, academically focused program of study

Challenges faculty to teach a rigorous curriculum to students at risk of failure

Advocates that all programs for students with special needs deliver a rigorous curriculum

Advocates rigorous curriculum that honors the diversity of students and their families

Promotes the importance of a rigorous curriculum to students of all ability levels

Advocates for families to learn about the curricular program

VAL-ED – Rigorous Curriculum

Rigorous Curriculum X Communicating

- **Rigorous Curriculum** – There is ambitious academic content provided to all students in core academic subjects
- **Communicating Verbs** – Communicate, Listens, Discusses, Talks
- **Communicating** – Develop, utilize, and maintain systems of exchange among members of the school and with its external communities

Communicates regularly with teachers about a rigorous curriculum

Communicates the importance of rigorous coursework to students and their families

Listens to faculty about how to strengthen the curriculum

Discusses state curriculum frameworks

Discusses during faculty meetings, how to improve the rigor of the curriculum

Discusses the importance of addressing the same academic content in special and regular programs

Rigorous Curriculum X Monitoring

- **Rigorous Curriculum** – There is ambitious academic content provided to all students in core academic subjects
- **Monitoring Verbs** – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement

Monitors the curriculum through frequent visits to classes

Evaluates the rigor of the curriculum

Evaluates the extent to which all students complete a rigorous curricular program

Evaluates the degree to which classroom work focuses on rigorous academic content

Uses disaggregated student achievement data to monitor the rigor of all curriculum programs

Monitors student work products to assess the rigor of the curriculum



VAL-ED – Quality Instruction

Quality Instruction X Planning

- **Quality Instruction** – There are effective instructional practices that maximize student academic and social learning
- **Planning Verbs** – Plan, Develop, Articulate
- **Planning** – Articulate shared direction 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.

Develops plans to improve instruction in all classes

Plans opportunities for teachers to improve their instruction through professional development

Plans a schedule that enables quality instruction

Plans high quality instruction that focuses specifically on student learning

Plans instructional services for students with special needs using assessment data

VAL-ED – Quality Instruction

Quality Instruction X Implementing

- **Quality Instruction** – There are effective instructional practices that maximize student academic and social learning
- **Implementing Verbs** – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing** – Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance

Implements a mentoring program for new teachers focused on effective instructional practices

Coordinates efforts to improve instruction in all classes

Implements the use of research-based instructional strategies

Implements procedures to protect instructional time

Creates job-embedded opportunities for teachers to learn and apply effective instructional practices

Uses the most effective teachers to instruct students at risk of failure

Implements instructional strategies that maximize student engagement

Recruits teachers with the expertise to deliver instruction that maximizes student learning

Assigns teachers to instructional responsibilities on the basis of student needs

Creates conditions that promote faculty reflection about instructional practices



VAL-ED – Quality Instruction

Quality Instruction X Supporting

- **Quality Instruction** – There are effective instructional practices that maximize student academic and social learning
- **Supporting Verbs** – Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting** – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning

Supports teachers in protecting instructional time in their classes

Supports teachers' opportunities to improve their instructional practices

Secures resources necessary to deliver high quality instruction

Allocates instructional resources to maximize the quality of instruction

Provides professional development so all faculty have knowledge and skills for quality instruction

Provides data to teachers to design instructional units

Supports collaboration among faculty to improve instruction that maximizes student learning

Quality Instruction X Advocating

- **Quality Instruction** – There are effective instructional practices that maximize student academic and social learning
- **Advocating Verbs** – Advocates, Represents, Challenges, Promotes
- **Advocating** – Promotes the diverse needs of students within and beyond the school

Advocates opportunities for high quality instruction beyond the regular school day and school year

Challenges faculty to commit to high quality instruction for each student

Advocates additional instructional opportunities for students most in need

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

Challenges the community to provide additional instructional resources

Advocates for all students to regularly experience effective instruction

Challenges parents to offer quality instructional experiences at home

VAL-ED – Quality Instruction

Quality Instruction X Communicating

- **Quality Instruction** – There are effective instructional practices that maximize student academic and social learning
- **Communicating Verbs** – Communicate, Listens, Discusses, Talks
- **Communicating** – Develop, utilize, and maintain systems of exchange among members of the school and with its external communities

Discusses instructional practices during faculty meetings

Listens to faculty's ideas about quality instruction

Discusses instructional practices with faculty

Communicates with faculty about removing barriers that prevent students from experiencing quality instruction

Communicates with individual teachers about the quality of their instruction

Communicates feedback to teachers about their instruction

Quality Instruction X Monitoring

- **Quality Instruction** – There are effective instructional practices that maximize student academic and social learning
- **Monitoring Verbs** – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement

Observes each teacher's instructional practices routinely to provide feedback

Analyzes student achievement data to determine the quality of instruction

Evaluates how instructional time is used

Uses data to monitor the quality of instruction

Evaluates teachers' instructional practices

Monitors the instruction of students with special needs to ensure high quality

Monitors the instruction of students at risk of failure to ensure high quality



VAL-ED – Culture of Learning & Professional Behavior

Culture of Learning & Professional Behavior X Planning

- **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.
- **Planning Verbs** – Plan, Develop, Articulate
- **Planning** – Articulate shared direction and coherent policies, practices, and procedures for realizing high standards of student performance

Plans for a positive environment in which student learning is the central focus

Plans for a culture of learning that serves all students

Plans for a culture that promotes continuing professional growth

Plans for a culture in which high standards of professional behavior are expected

Plans programs and policies that promote discipline and order

Plans strategies to develop shared beliefs about professional practice

Plans procedures for treating all faculty fairly and with respect

Plans for a culture of shared responsibility for the social and academic learning of students

Plans programs targeted at preventing students from falling through the cracks

Plans procedures for treating all students fairly and with respect

VAL-ED – Culture of Learning & Professional Behavior

Culture of Learning & Professional Behavior X Implementing

- **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.
- **Implementing Verbs** – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing** – Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance

Implements a learning environment in which all students are known and cared for

Builds a culture that honors academic achievement

Builds a culture of continuous improvement

Builds a culture committed to diversity

Uses faculty expertise and knowledge in making decisions

Creates a culture of trust

Implements school-wide rules and consequences to manage student behavior

Builds opportunities for teachers to work together on shared goals and values

Implements programs and practices that encourage all students to be involved in school activities

Builds a school environment that is safe and orderly for all students

Creates a culture that encourages students to attend regularly and not drop out

Implements practices to reduce student tardiness and absenteeism



VAL-ED – Culture of Learning & Professional Behavior

Culture of Learning & Professional Behavior X Supporting

- **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.
- **Supporting Verbs** – Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting** – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning

Supports a culture that values life-long learning for all students

Supports a culture where all faculty members are treated with respect

Allocates resources to build a culture focused on student learning

Supports collaborative teams to improve instruction

Provides for the needs of all students when building a school culture

Encourages teachers to learn from their most effective colleagues

Encourages collaboration among faculty that creates a culture of learning

Provides a positive environment in which student learning is the central focus

Provides recognition of faculty contributions to a positive school culture

VAL-ED – Culture of Learning & Professional Behavior

Culture of Learning & Professional Behavior X Advocating

- **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.
- **Advocating Verbs** – Advocates, Represents, Challenges, Promotes
- **Advocating** – Promotes the diverse needs of students within and beyond the school

Advocates a culture of learning that respects diversity of students

Advocates on behalf of all students during discussions of the school culture

Promotes teacher behavior that is respectful of the diverse backgrounds of students

Advocates for active participation by under-represented students in all school activities and programs

Recognizes the contributions of diverse students when developing school culture

Advocates rules and consequences for behavior that are fair to all students

Encourages a culture of respect and fairness for students

Advocates for students to be involved in the school community



VAL-ED – Culture of Learning & Professional Behavior

Culture of Learning & Professional Behavior X Communicating

- **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.
- **Communicating Verbs** – Communicates, Listens, Discusses, Talks
- **Communicating** – Develop, utilize, and maintain systems of exchange among members of the school and with its external communities

Communicates with teachers about the aspects of a positive school environment focused on student learning

Communicates with parents about the aspects of a positive school culture

Listens to students when they suggest ways to create a culture of learning

Listens to faculty when they suggest ways to create a culture of learning

Discusses standards of professional behavior with faculty

Communicates with students about the aspects of a positive culture focused on learning

Provides feedback to faculty on professional behavior

Culture of Learning & Professional Behavior X Monitoring

- **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.
- **Monitoring Verbs** – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement

Evaluates teachers' behaviors when monitoring the culture of learning

Evaluates students' behaviors when monitoring the learning environment

Monitors disciplinary data to make determinations about school culture

Monitors the school culture

Monitors the participation of every student in social and academic activities

Assesses the culture of the school from students' perspectives

Analyzes data regarding a safe and orderly school environment

VAL-ED – Connections to External Communities

Connections to External Communities X Planning

- **Connections to External Communities** – There are linkages to family and/or other people and institutions in the community that advance academic and social learning
- **Planning Verbs** – Plan, Develop, Articulate
- **Planning** – Articulate shared direction 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

Plans family education programs consistent with instructional goals

Plans for the use of external community resources to promote academic and social learning goals

Develops a plan for community outreach programs consistent with instructional goals

Plans activities with volunteers to advance social and academic goals

Plans activities to engage families in student learning

Develops a plan for school/community relations that revolves around the academic mission



VAL-ED – Connections to External Communities

Connection to External Communities X Implementing

- **Connections to External Communities** – There are linkages to family and/or other people and institutions in the community that advance academic and social learning
- **Implementing Verbs** – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing** – Engage 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

Implements programs to involve families in the educational mission

Implements programs to help address community needs

Creates procedures so that information from families receives appropriate consideration

Builds a positive, open relationship with the community

Coordinates access to social service agencies to support students

Implements programs to help parents assist their children to be successful in school

Coordinates the contributions of individuals and groups in the community in the service of student learning

Builds relationships with key people in the district in support of student learning

Creates opportunities for parents to work with teachers on their child's instruction

VAL-ED – Connections to External Communities

Connections to External Communities X Supporting

- **Connections to External Communities** – There are linkages to family and/or other people and institutions in the community that advance academic and social learning
- **Supporting Verbs** – Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting** – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning

Supports teachers to involve parents in their children's learning

Supports teachers to work with community agencies on behalf of students

Secures additional resources through partnering with external agencies to enhance teaching and learning

Secures technology from the district and/or the community to enhance teaching and learning

Secures resources to support school-community relationships

Provides opportunities for teachers to develop skills to work with parents

Allocates resources that build family and community partnerships to advance student learning

Motivates teachers to be responsive to all families



VAL-ED – Connections to External Communities

Connections to External Communities X Advocating

- **Connections to External Communities** – There are linkages to family and/or other people and institutions in the community that advance academic and social learning
- **Advocating Verbs** – Advocates, Represents, Challenges, Promotes
- **Advocating** – Promotes the diverse needs of students within and beyond the school

Challenges the community to meet the needs of children at risk

Advocates for social services needed by students and families

Advocates for students in need of special services with the external community

Challenges teachers to work with community agencies to support students with low achievement

Challenges barriers from outside the school that can inhibit learning

Advocates to district decision makers to promote the needs of all students

Advocates on behalf of families to express their opinions and needs

Promotes mechanisms for reaching families who are least comfortable at school

Promotes relationships with leaders in the community to support students

VAL-ED – Connections to External Communities

Connections to External Communities X Communicating

- **Connections to External Communities** – There are linkages to families and/or other people and institutions in the community that advance academic and social learning
- **Communicating Verbs** – Communicate, Listens, Discusses, Talks
- **Communicating** – Develop, utilize, and maintain systems of exchange among members of the school and with its external communities

Discusses the results of student achievement tests with parents

Communicates goals, needs, and accomplishments with community groups

Communicates with the media to publicize important events and accomplishments

Communicates with parents about the educational program

Listens to the diverse opinions and needs of all families

Communicates with community agencies

Listens to families regarding the social and academic learning of their children

Discusses information on progress toward achieving school goals with families

Listens to feedback from the community

Connections to External Communities X Monitoring

- **Connections to External Communities** – There are linkages to families and/or other people and institutions in the community that advance academic and social learning
- **Monitoring Verbs** – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement

Analyzes data about parental involvement

Uses data to make decisions about community engagement

Monitors the effectiveness of community–school connections

Evaluates the effectiveness of its partnerships with the community in advancing academic and social learning

Collects information about the needs and interests of parents

Collects information to learn about resources and assets in the community



VAL-ED – Performance Accountability

Performance Accountability X Planning

- **Performance Accountability** – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Planning verbs** – Plan, Develop, Articulate
- **Planning** – Articulate shared direction and coherent policies, practices and procedures for realizing high standards of student performance

Develops a plan to hold teachers accountable for student academic and social learning

Develops a plan to hold students accountable for their academic and social learning

Develops a plan that holds teachers accountable for having positive relationships with students

Develops a plan emphasizing accountability to stakeholders for student academic and social learning

Articulates plans identifying specific responsibilities for faculty so that students achieve high standards

Plans data collection to hold school leaders accountable for student academic and social learning

Develops a plan for individual and collective accountability among faculty for student learning

Plans data collection to hold students accountable for academic and social learning

Performance Accountability X Implementing

- **Performance Accountability** – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Implementing Verbs** – Assigns, Builds, Coordinates, Implements, Uses, Recruits, Creates, Adjusts, Hires
- **Implementing** – Engage people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance

Implements programs and practices to hold faculty accountable to reach the highest levels of performance

Implements programs and practices that hold teachers responsible for student academic and social learning

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

Implements practices that hold leaders accountable for student learning

Implements social and academic accountability equitably for all students

Uses faculty input to create methods to hold faculty accountable

VAL-ED – Performance Accountability

Performance Accountability X Supporting

- **Performance Accountability** – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students
- **Supporting Verbs** – Supports, Encourages, Secures, Motivates, Provides, Allocates
- **Supporting** – Create enabling conditions; secure and use the financial, political, technological, and human resources necessary to promote academic and social learning

Provides procedures to evaluate faculty for student learning

Provides procedures that hold students accountable for their learning

Allocates time to evaluate faculty for student learning

Provides expertise to evaluate faculty for student learning

Allocates time to evaluate student learning

Provides expertise to make decisions about holding students accountable for their learning

Provides recognition of faculty whose students achieve high standards of academic performance

Performance Accountability X Advocating

- **Performance Accountability** – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Advocating Verbs** – Advocates, Represents, Challenges, Promotes
- **Advocating** – Promotes the diverse needs of students within and beyond the school

Advocates that leaders are accountable for meeting the needs of diverse students

Advocates that all students are accountable for achieving high levels of performance in both academic and social learning

Advocates that the faculty is accountable for meeting the needs of diverse students

Promotes an accountability system that represents the diverse views of families and the community

Challenges faculty who do not hold all students accountable for achieving high levels of performance

Challenges faculty who attribute student failure to others

Advocates for shared accountability by faculty for student academic and social learning



VAL-ED – Performance Accountability

Performance Accountability X Communicating

- **Performance Accountability** – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Communicating Verbs** – Communicate, Listens, Discusses, Talks
- **Communicating** – Develop, utilize, and maintain systems of exchange among members of the school and with its external communities

Communicates with faculty about their accountability for student learning

Listens to faculty feedback about its accountability programs

Communicates to families the purpose and nature of its accountability programs

Communicates to families the results of its accountability programs

Communicates to families how accountability results will be used for school improvement

Communicates with faculty the purpose and nature of its accountability programs

Communicates to faculty how accountability results will be used for school improvement

Communicates student achievement results to faculty

Discusses with teachers on an individual basis their students' achievement test results

Discusses achievement test results with instructional teams and grade/departments

Discusses progress toward meeting school goals with parents

VAL-ED – Performance Accountability

Performance Accountability X Monitoring

- **Performance Accountability** – Leaders holds self and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the faculty and students.
- **Monitoring Verbs** – Uses data, Evaluates, Analyzes, Monitors, Collects, Assesses, Provides, Observes
- **Monitoring** – Systematically collect and analyze data to make judgments that guide decisions and actions for continuous improvement

Monitors the accuracy and appropriateness of data used for faculty accountability

Monitors the accuracy and appropriateness of data used for student accountability

Monitors the impact of faculty evaluations on instructional practices

Analyzes the influence of faculty evaluations on the rigor of the curriculum

Monitors the impact of faculty evaluations on the faculty's communication with families

Monitors the impact of faculty evaluations on professional behavior

Analyzes the influence of faculty evaluations on student learning

Analyzes the influence of student accountability on achieving high standards of academic learning

Uses student achievement data to determine faculty accountability for student learning

Monitors teachers' procedures for keeping track of student learning

Assesses the effectiveness of its procedures for gathering data on student performance

Uses data on student progress to recognize faculty

Uses data to recognize students who meet achievement goals



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