

## The VAL-ED and ISLLC Alignment

The learning-centered leadership conceptual framework and the corresponding Vanderbilt Assessment of Leadership in Education™ (VAL-ED) are anchored by and aligned with the *ISLLC 2008 Educational Leadership Policy Standards*.

### *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"> <li>• High standards for student learning</li> <li>• Systemic performance accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a plan for collecting data to review student learning against high standards.</li> <li>• Promotes recognition and rewards for students who achieve high standards of academic learning.</li> </ul>
2. Developing a school culture and instructional program conducive to student learning and staff professional growth	<ul style="list-style-type: none"> <li>• Rigorous curriculum (content)</li> <li>• Quality instruction (pedagogy)</li> <li>• Culture of learning &amp; professional behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Develops procedures for reviewing student work to assess the rigor of the curriculum.</li> <li>• Implements the use of research-based instructional strategies.</li> </ul>
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment	<ul style="list-style-type: none"> <li>• Culture of learning &amp; professional behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Uses faculty expertise and knowledge in making decisions.</li> <li>• Implements school-wide rules and consequences to manage student behavior.</li> </ul>
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources	<ul style="list-style-type: none"> <li>• Connections to external communities</li> </ul>	<ul style="list-style-type: none"> <li>• Plans with social service agencies for safety nets in support of student learning.</li> <li>• Creates opportunities for parents to work with teachers on their child’s instruction.</li> </ul>
5. Acting with integrity, fairness, and in an ethical manner	<ul style="list-style-type: none"> <li>• Culture of learning &amp; professional behavior</li> <li>• Systemic performance accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Plans data collection to hold school leaders accountable for student academic and social learning.</li> <li>• Listens to faculty feedback about its accountability programs.</li> </ul>
6. Understanding, responding to, and influencing the political, social, legal, and cultural context	<ul style="list-style-type: none"> <li>• High standards for student learning</li> <li>• Connections to external communities</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges parents to offer quality instructional experiences at home.</li> <li>• Advocates on behalf of families to express their opinions and needs.</li> </ul>

## *Alignment Illustration II – ISLLC in the VAL-ED Framework*

VAL-ED Key Processes	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
<b>VAL-ED Core Components</b>						
1. High Standards for Student Learning	1	1	1	1, 6	1	1
2. Rigorous Curriculum	2	2	2	2	2	2
3. Quality Instruction	2	2	2	2	2	2
4. Culture of Learning & Professional Behaviors	2, 3, 5	2, 3, 5	2, 3, 5	2, 3, 5	2,3, 5	2, 3, 5
5. Connections to External Communities	4	4	4	4, 6	4	4
6. Systemic Performance Accountability	1, 5	1, 5	1, 5	1, 5	1, 5	1, 5

Note: The numbers in the body of the figure refer to ISLLC standards.

### **The Vanderbilt Assessment of Leadership in Education™**

focuses on two dimensions of leadership behaviors: *core components* and *key processes*. It 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 create those core components (the 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

### **ISLLC 2008 Educational Leadership Policy Standards**

organize the functions that help define strong school leadership under six standards. These standards represent the broad, high-priority themes that education leaders must address in order to promote the success of every student. These six standards call for:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural context.