

VAL ED Survey

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

Core Components	Key Processes					
	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning	3.97	3.61	3.73	3.74	3.70	3.63
Rigorous Curriculum	3.68	3.37	3.53	3.57	3.76	3.87
Quality Instruction	3.92	4.26	3.87	3.59	3.18	3.85
Culture of Learning & Professional Behavior	3.85	3.57	3.92	3.90	3.83	3.70
Connections to External Communities	3.32	3.67	3.91	3.53	3.92	3.29
Performance Accountability	3.77	3.44	3.24	3.30	3.54	3.42

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