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	• High standards for student learning • Systemic performance accountability	• 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	• Rigorous curriculum (content) • Quality instruction (pedagogy) • Culture of learning & professional behavior	• 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	• Culture of learning & professional behavior	• 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	• Connections to external communities	• 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	• Culture of learning & professional behavior • Systemic performance accountability	• 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	• High standards for student learning • Connections to external communities	• Challenges parents to offer quality instructional experiences at home. • Advocates on behalf of families to express their opinions and needs.

Alignment Illustration II – ISLLC in the VAL-ED Framework

VAL-ED Key Processes / VAL-ED Core Components	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
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

Vanderbilt Assessment for leadership in Education™: www.valed.com

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.

Published by the Council of Chief State School Officers, Washington, DC, 2008: www.ccsso.org