Name: Erin Pevey Babin

Previous Degrees: Bachelor’s Degree, Louisiana State University, 1993, Elementary Education; Master’s degree, Louisiana State University, 1998, Curriculum and Instruction

Date of Current Degree: December 2017

Institution: Southeastern Louisiana University

Major Field: Educational Leadership

Major Professor: Evan Mense, Ph.D.

Title of Study: EXAMINING RATINGS ON THE VAL-ED EVALUATION INSTRUMENT OF PRINCIPALS TO IMPROVE INSTRUCTIONAL LEADERSHIP PRACTICES

Pages in Study: 135

Candidate for Degree of Doctor of Education

The biggest challenge facing American public schools today is increasing student achievement and this depends on the educational systems ability to improve the quality of instruction. Principals play a key role in improving the quality of instruction on their campus through the instructional leadership practices they engage in on a daily basis. If the quality of instruction across the nation is going to increase, principals will be one of the key factors to making this a reality.

Evaluation systems for principals serve two purposes. They rate or measure effectiveness, but perhaps more importantly they provide feedback and support in order to improve practice. In light of a new nationwide focus on accountability, school districts across the nation are revamping their vague and outdated principal evaluation systems in
order to incorporate more accurate tools aligned to the current empirical research in the field of principal effectiveness. The Vanderbilt Assessment of Leadership in Education (VAL-ED) is one such tool that has been recently developed and holds potential to help with transforming existing nondescript principal evaluations into evidence-based meaningful interactions.

The researcher used quantitative methods to analyze respondent ratings of principal practices on the VAL-ED assessment in order to determine what those ratings said about the difference between effective and ineffective principals in regard to the core components and key processes included within effective principal practices. Findings revealed that respondents do not always share the same perspective of the effectiveness of the principal and the results provide data helpful to principals aimed at improving their own practice. This study could serve as a model for using input from the VAL-ED assessment of principals to more precisely focus efforts and resources to improve instructional leadership of principals.

Key words: instructional leadership, VAL-ED, principal effectiveness, principal evaluation.