

Evaluation of Pedagogical Leadership through the Vanderbilt Assessment of Leadership in Education (VAL-ED) Adaptation to the Context of Higher Education in Spain : A Corresponding Response

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Abstract

This correspondence response is sent in response to the study "Evaluation of Pedagogical Leadership through the Vanderbilt Assessment of Leadership in Education (VAL-ED): Adaptation to the Context of Higher Education in Spain." The study carefully considers the opportunities and difficulties that arise when the VAL-ED tool—which was initially created for K–12 education—is modified to fit the particulars of higher education in Spain. The authors' commitment to thorough research is demonstrated by the successful adaptation of VAL-ED, which also makes a substantial contribution to the field of educational leadership in the Spanish setting.

Introduction

An essential component of improving instructional strategies and the overall quality of the academic experience at academic institutions is the evaluation of pedagogical leadership. Effective education is primarily shaped by the leadership in education, which shapes the culture and ethos of the overall learning environment in addition to the instructional tactics used. Since educational leaders are essential in creating an environment where learning is valued, it is necessary to assess their efficacy. The evaluation provides insightful information for improvement and development by strategically assessing the influence of leadership practices on teaching and learning outcomes. To put it briefly, a thorough evaluation of pedagogical leadership is essential to guaranteeing the ongoing development of educational establishments and coordinating leadership initiatives with the changing requirements and goals of teachers and students.

Glickman (2002) provides a foundational understanding of leadership's direct impact on learning. It underscores the importance of evaluating leadership practices to enhance teacher success, thereby creating a ripple effect on the quality of student learning experiences. An important role in the educational system, pedagogical leadership has a significant impact on the caliber of instruction and learning opportunities offered by organizations. It becomes clear that evaluating pedagogical leadership is essential since it provides important information about the effectiveness of leadership techniques and how they affect student learning. This evaluation helps to improve teaching strategies and the learning environment as a whole in addition to providing leaders with a reflective tool.

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In this article the author provides you the commendation correspondence response on the work of the author who provided an evaluation of pedagogical leadership using the Vanderbilt Assessment of Leadership in Higher Education.

Procedure

To further explain how the author came up with the study here is the processes it undertakes.

Step 1: Literature Review:

- a. Conducted a thorough literature review on pedagogical leadership, educational assessment tools, and cultural contextualization in educational research.
- b. Identified gaps in the existing literature related to the adaptation of leadership assessment tools to higher education contexts, particularly in Spain.

Step 2: Research Design:

- a. Formulated a research design that aimed to assess and adapt the Vanderbilt Assessment of Leadership in Education (VAL-ED) tool for application in higher education institutions in Spain.

Step 3. Instrument Adaptation:

- a. Modified the VAL-ED assessment tool to align with the specific nuances and requirements of the higher education environment in Spain.
- b. Considered cultural and contextual factors to ensure the instrument's relevance and effectiveness in the Spanish educational setting.

Step 4. Data Collection:

- a. Implemented a comprehensive validation procedure to ensure the reliability and validity of the adapted VAL-ED instrument.
- b. Administered surveys to collect data on pedagogical leadership in higher education institutions, capturing insights from administrators, faculty, and other stakeholders.

Step 4. Analysis of Difficulties and Chances:

- a. Conducted a detailed analysis of the challenges and opportunities encountered during the implementation of the adapted VAL-ED tool in the higher education context of Spain.

- b. Explored how the tool functioned in comparison to its original K–12 education focus and identified areas for improvement.

Step 5. Discussion of Effects:

- a. Analyzed and discussed the effects of VAL-ED use in the context of higher education in Spain.
- b. Demonstrated a commitment to the development of educational leadership by identifying areas for improvement and proposing actionable solutions.

Step 5. Methodological Rigor:

- a. Ensured methodological rigor through a transparent validation procedure and meticulous survey administration.
- b. Communicated openly about the adaptation process and acknowledged any constraints, thereby enhancing the credibility of the study.

With the above processes, the author came up with a comprehensive study, from literature review to methodological rigor and practical recommendations, underscores its significance in advancing the understanding of pedagogical leadership in the unique context of higher education in Spain.

Correspondence Response

Dear Palomino Fernández et al,

I hope this communication finds you in good health. I just had the chance to read your article, "Evaluation of Pedagogical Leadership through the Vanderbilt Assessment of Leadership in Education (VAL-ED): Adaptation to the Context of Higher Education in Spain," which was published in Cogent Social Sciences. I wanted to thank you for your astute effort in modifying the VAL-ED tool for the particulars of higher education in Spain.

Your study offers a thorough analysis of the difficulties and chances encountered while implementing a leadership assessment tool initially intended for K–12 education into the higher education environment. The VAL-ED instrument's successful adaption not only demonstrates your dedication to thorough research but also makes a significant contribution to the field of educational leadership in Spain.

The consideration you gave to cultural and contextual details was one component of your work that particularly caught my eye. As you correctly noted, Spain's educational environment, especially in higher education, has unique characteristics and expectations in comparison to the United States or other nations where the VAL-ED tool has been applied. You showed a thorough

awareness of the value of contextual relevance in assessment tools by carefully matching the instrument to the needs of higher education in Spain.

Additionally, your discussion of the effects of VAL-ED use in the context of higher education in Spanish is really insightful. A sincere commitment to developing educational leadership in the nation is demonstrated by identifying possible areas for improvement and offering solutions to deal with them. I like how you've offered helpful advice for administrators and researchers alike, emphasizing the doable measures required to guarantee the viability and success of the VAL-ED adaption.

Furthermore, the article's methodological rigor, which includes the validation procedure and survey administration, increases its credibility. Readers can better comprehend the study's scope and trustworthiness thanks to your openness about the adaption process and its constraints.

In conclusion, your work on adapting VAL-ED for higher education in Spain is an admirable effort that makes a substantial contribution to the growth of educational leadership assessment tools in our environment. I'm interested to observe how your research affects improving leadership practices in Spanish higher education institutions.

Thank you for your dedication to advancing educational leadership in Spain and for sharing your insights through this valuable article. I hope to see more research and collaborations in this area in the future.

Conclusion

To conclude, the adaptation of VAL-ED for use in Spanish higher education by the study is commendable and has made a substantial contribution to the development of educational leadership assessment instruments in the Spanish context. In this letter, there is promise for future study and collaborations in this exciting topic as it is expressed how the research will improve leadership practices in Spanish higher education institutions.