



Elizabethtown Independent Schools

Site Visit Form: _____

(Name of School)

Date of Site Visit: _____

Evaluator: _____

Principal: _____

Date of Site Visit Conference: _____

Evaluator's Signature _____ Principal's Signature _____

*(Signature denotes receipt of the site visit and conference documentation,
not necessarily agreement with the contents of the form.)*

(A copy of the completed form will be provided to the principal. The evaluator will keep the original copy of the form.)

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

****Consult the KY PSEL Guidance for Growth and Evaluation***

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator’s Feedback:

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

****Consult the KY PSEL Guidance for Growth and Evaluation***

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school’s learning environment with the cultures and languages of the school’s community

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Evaluator’s Feedback:

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

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Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator’s Feedback:

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENT

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- g) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- h) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- i) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- j) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- k) Cultivate and reinforce student engagement in school and positive student conduct.
- l) Infuse the school’s learning environment with the cultures and languages of the school’s community

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Evaluator’s Feedback:

STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

Effective leaders:

- a) Recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty.
- b) Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develops teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.
- f) Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develops the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promotes the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tends to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

****Consult the KY PSEL Guidance for Growth and Evaluation***

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator’s Feedback:

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

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Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective Leaders:

- a) Is approachable, accessible, and welcoming to families and members of the community.
- b) Creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engages in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintains a presence in the community to understand its strengths and needs, develops productive relationships, and engages its resources for the school.
- e) Creates means for the school community to partner with families to support student learning in and out of school.
- f) Understands, values, and employs the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develops and provides the school as a resource for families and the community.
- h) Advocates for the school and district and for the importance of education and student needs and priorities to families and the community.
- i) Advocates publicly for the needs and priorities of students, families, and the community.
- j) Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning

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Evaluator's Feedback:

PERFORMANCE STANDARD 9: OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

Effective leaders:

- a) Institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.
- c) Seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Is a responsible, ethical, and accountable steward of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protects teachers’ and other staff members’ work and learning from disruption.
- f) Employs technology to improve the quality and efficiency of operations and management.
- g) Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.
- h) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develops and manages productive relationships with the central office and the school board.
- k) Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manages governance processes and internal and external politics toward achieving the school’s mission and vision.

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Evaluator’s Feedback:

STANDARD 10: SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

Effective leaders:

- a) Seeks to make school more effective for each student, teachers and staff, families, and the community.
- b) Uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepares the school and the community for improvement by developing strategies to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills, and motivation to succeed in improvement.
- d) Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employs situationally- appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assesses and develops the capacity of staff to assess the value and apply appropriate emerging educational trends and the findings of research for the school and its improvement.
- g) Develops technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manages uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

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Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator’s Feedback:

Review of Additional Data Impacting the Principal's Evaluation

- **Review data from the administration of Working Conditions Survey, if available or applicable.**
Comments:

- **Review progress on Professional Growth Plan:**
Comments:

- **Additional Comments (Optional):**