University of Richmond
Educational Leadership and Policy Studies Program (ELPS)

CAEP Annual Report Data
Fall 2023 and Spring 2024 Completer Cohorts
N=15
April 2025

Fall 2023 & Spring 2024 Final ELPS Evaluation

In the academic year 2023-24, the EPP had 15 candidates complete the Leadership Internship component of the Educational Leadership and Policy Studies program at the University of Richmond. The following report includes data on the ELPS Final Evaluation Tool built on the Virginia Uniform Performance Standards for Principals (UPSP). Leadership Interns are evaluated by their site mentor, and data are collected through Box. Data are reported by each UPSP category.

ELPS Final Evaluation Table Criteria 2023-2024

Final Evaluation Item	Not Effective	Approaching Effective	Effective	Highly Effective	N
Standard 1: Instructional Leadership [Is capable of effectively and collaboratively gathering, analyzing, and using data for decision-making.]	0%	7%	20%	73%	15
Standard 1: Instructional Leadership [implements and supports instructional programs that enhance teaching and student achievement.]	0%	0%	43%	57%	14
Standard 1: Instructional Leadership [contributes to, and supports professional development and instructional practices based on achievement data and result in increased student learning.]	0%	7%	29%	64%	14
Standard 2: School Climate [implements effective discipline with social emotional learning supports to foster a safe and positive environment for students and staff.]	0%	0%	20%	80%	15
Standard 2: School Climate [Utilizes collaboration to build relationships with all stakeholders and foster a safe, positive school climate.]	0%	0%	20%	80%	15
Standard 2: School Climate [Consistently models high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.]	0%	0%	13%	87%	15
Standard 2: School Climate [Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.]	0%	0%	21%	79%	14
Standard 3: Human Resources Leadership [seeks out opportunities to support administrators in the support, evaluation, and retention of quality instructional and support personnel]	0%	7%	36%	57%	14
Standard 3: Human Resources Leadership [actively supports a mentoring process for all new and targeted instructional personnel]	0%	0%	57%	43%	14

Final Evaluation Item	Not Effective	Approaching Effective	Effective	Highly Effective	N
Standard 3: Human Resources Leadership [builds on the strengths of teachers and staff – providing them with professional development opportunities for student learning and professional growth.]	0%	0%	38%	62%	13
Standard 4: Organizational Management [effectively coordinates the daily operation of the assigned areas of responsibility.]	0%	0%	27%	73%	15
Standard 4: Organizational Management [is willing to support management of material, and financial resources to ensure student learning and to comply with legal mandates.]	0%	0%	47%	53%	15
Standard 4: Organizational Management [demonstrates effective organizational skills to achieve school, community, and division goals.]	0%	0%	20%	80%	15
Standard 4: Organizational Management [Identifies and analyzes organizational and operational problems using effective problem-solving techniques.]	0%	0%	33%	67%	15
Standard 5: Communication and Community Relations [promotes effective communication and interpersonal relations with students, staff, parents and the larger community.1]	0%	0%	33%	67%	15
Standard 5: Communication and Community Relations [works collaboratively with staff, families, and community members to secure resources and to support the success of all students.]	0%	0%	27%	73%	15
Standard 5: Communication and Community Relations [maintains visibility and accessibility to students, parents, staff, and other stakeholders.]	0%	0%	14%	86%	14
Standard 5: Communication and Community Relations [speaks and writes consistently in an explicit and professional manner using standard oral and written English to communicate with students, parents, staff, and other stakeholders.]	0%	0%	27%	73%	15

Final Evaluation Item	Not Effective	Approaching Effective	Effective	Highly Effective	N
Standard 6: Culturally Responsive and Equitable School Leadership [interprets and communicates student group disaggregated data (i.e. assessment, engagement, behavioral, and attendance) to identify and understand how and why inequities exist]	0%	7%	29%	64%	14
Standard 6: Culturally Responsive and Equitable School Leadership [Supports administration to recruit, develop, and retain culturally responsive staff and provide targeted coaching]	0%	0%	50%	50%	14
Standard 6: Culturally Responsive and Equitable School Leadership [Helps to implement a culturally responsive approach to school discipline and fosters an inclusive school environment.]	0%	0%	33%	67%	15
Standard 6: Culturally Responsive and Equitable School Leadership [Builds a positive relationship with all school stakeholders that creates an inclusive environment and fosters a sense of belonging for all.]	0%	0%	27%	73%	15
Standard 7: Professionalism [models professional, moral, and ethical standards as well as personal integrity in all interactions.]	0%	0%	7%	93%	15
Standard 7: Professionalism [works in a collegial and collaborative manner with other school personnel and the community to promote and support the mission and goals of the school division.]	0%	0%	13%	87%	15
Standard 7: Professionalism [maintains a professional appearance and demeanor.]	0%	0%	7%	93%	15
Standard 7: Professionalism [takes responsibility for and participates in a meaningful and continuous process of professional development.]	0%	0%	7%	93%	14

Final Evaluation Item	Not Effective	Approaching Effective	Effective	Highly Effective	N
Standard 8: Student Academic Progress [collaboratively develops and implements a school improvement plan that results in increased student learning.]	0%	0%	50%	50%	12
Standard 8: Student Academic Progress [collaborates with teachers and staff to monitor and improve multiple measures of student progress through the analysis of data, the application of educational research, and the implementation of appropriate intervention and enrichment strategies.]	0%	7%	43%	50%	14
Standard 8: Student Academic Progress [demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.]	0%	0%	43%	57%	14