

ELPS Annual Report

Fall 2024 & Spring 2025

Mentor Evaluations & Capstone Assessment

Section 1: Program Overview

This report summarizes the final mentor evaluation results for ELPS interns during the Fall 2024 and Spring 2025 semesters. Fifteen evaluations were completed across 14 interns (one intern received evaluations from two site mentors). Ratings were provided across 8 ELPS standards and 29 individual performance indicators using a four-level scale: Highly Effective, Effective, Approaching Effective, and Not Observed. The Not Observed category reflects situations where an intern did not have the opportunity to demonstrate a particular competency — it does not indicate a performance concern.

Section 2: Mentor Evaluation Results

2.1 Overall Rating Distribution

The table below shows the aggregate distribution of all ratings across all 8 standards and 29 indicators.

Rating Category	Count	Percentage
Highly Effective	257	59.1%
Effective	148	34%
Approaching Effective	11	2.5%
Not Observed	19	4.4%
TOTAL / ALL RATINGS	435	100%

2.2 Results by Standard

The table below provides a standard-level comparison of rating distributions.

Standard	Highly Eff.	Effective	Approaching	Not Obs.	n
S1: Instructional Leadership	51.1%	40%	6.7%	2.2%	45
S2: School Climate	73.3%	25%	1.7%	0%	60
S3: Human Resources Leadership	46.7%	37.8%	0%	15.6%	45
S4: Organizational Management	50%	45%	1.7%	3.3%	60
S5: Communication and Community Relations	61.7%	36.7%	1.7%	0%	60

S6: Culturally Responsive Leadership	60%	28.3%	3.3%	8.3%	60
S7: Professionalism	78.3%	21.7%	0%	0%	60
S8: Student Academic Progress	42.2%	42.2%	6.7%	8.9%	45
OVERALL	59.1%	34%	2.5%	4.4%	435

Across all 435 ratings, interns performed strongly, with 93.1% rated at the Effective or Highly Effective level. Standard 7 (Professionalism) and Standard 2 (School Climate) were the highest-performing areas, with 78.3% and 73.3% of ratings at the Highly Effective level respectively. Standard 8 (Student Academic Progress) and Standard 1 (Instructional Leadership) showed the most room for continued development, each with a higher proportion of Effective ratings and a small number of Approaching Effective ratings. Standard 3 (Human Resources Leadership) had the highest Not Observed rate (15.6%), which is consistent with limited opportunity for interns to engage in formal personnel processes during a single-year internship.

Section 3: Detailed Results by Standard and Indicator

Each table below shows the overall standard rating distribution and the individual indicator breakdown. All percentages are calculated from rated responses only.

Indicator	Highly Eff.	Effective	Approaching	Not Obs.	n
Standard 1: Instructional Leadership — Overall	51.1%	40%	6.7%	2.2%	45
Is capable of effectively and collaboratively gathering, analyzing, and using data for decision-making.	60%	33.3%	6.7%	0%	15
Implements and supports instructional programs that enhance teaching and student achievement.	46.7%	46.7%	6.7%	0%	15
Contributes to, and supports professional development and instructional practices based on achievement data and result in increased student learning.	46.7%	40%	6.7%	6.7%	15

Indicator	Highly Eff.	Effective	Approaching	Not Obs.	n
Standard 2: School Climate — Overall	73.3%	25%	1.7%	0%	60
Implements effective discipline with social emotional learning supports to foster a safe and positive environment.	66.7%	26.7%	6.7%	0%	15
Utilizes collaboration to build relationships with all stakeholders and foster a safe, positive school climate.	80%	20%	0%	0%	15
Consistently models high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.	73.3%	26.7%	0%	0%	15

Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.	73.3%	26.7%	0%	0%	15
---	-------	-------	----	----	----

Indicator	Highly Eff.	Effective	Approaching	Not Obs.	n
Standard 3: Human Resources Leadership — Overall	46.7%	37.8%	0%	15.6%	45
Seeks out opportunities to support administrators in the support, evaluation, and retention of quality instructional personnel.	46.7%	33.3%	0%	20%	15
Actively supports a mentoring process for all new and targeted instructional personnel.	46.7%	40%	0%	13.3%	15
Builds on the strengths of teachers and staff — providing them with professional development opportunities.	46.7%	40%	0%	13.3%	15

Indicator	Highly Eff.	Effective	Approaching	Not Obs.	n
Standard 4: Organizational Management — Overall	50%	45%	1.7%	3.3%	60
Effectively coordinates the daily operation of the assigned areas of responsibility.	60%	33.3%	0%	6.7%	15
Is willing to support management of material, and financial resources to ensure student learning.	40%	53.3%	0%	6.7%	15
Demonstrates effective organizational skills to achieve school, community, and division goals.	53.3%	40%	6.7%	0%	15
Identifies and analyzes organizational and operational problems using effective problem-solving techniques.	46.7%	53.3%	0%	0%	15

Indicator	Highly Eff.	Effective	Approaching	Not Obs.	n
Standard 5: Communication and Community Relations — Overall	61.7%	36.7%	1.7%	0%	60
Promotes effective communication and interpersonal relations with students, staff, parents and the larger community.	60%	33.3%	6.7%	0%	15
Works collaboratively with staff, families, and community members to secure resources and support student success.	60%	40%	0%	0%	15
Maintains visibility and accessibility to students, parents, staff, and other stakeholders.	66.7%	33.3%	0%	0%	15
Speaks and writes consistently in an explicit and professional manner.	60%	40%	0%	0%	15

Indicator	Highly Eff.	Effective	Approaching	Not Obs.	n
Standard 6: Culturally Responsive and Equitable School Leadership — Overall	60%	28.3%	3.3%	8.3%	60
Interprets and communicates student group disaggregated data to identify and understand inequities.	53.3%	26.7%	6.7%	13.3%	15
Supports administration to recruit, develop, and retain culturally responsive staff.	53.3%	26.7%	6.7%	13.3%	15
Helps to implement a culturally responsive approach to school discipline and fosters an inclusive environment.	60%	33.3%	0%	6.7%	15
Builds a positive relationship with all stakeholders that creates an inclusive environment and fosters belonging.	73.3%	26.7%	0%	0%	15

Indicator	Highly Eff.	Effective	Approaching	Not Obs.	n
Standard 7: Professionalism — Overall	78.3%	21.7%	0%	0%	60
Models professional, moral, and ethical standards as well as personal integrity in all interactions.	80%	20%	0%	0%	15
Works in a collegial and collaborative manner with school personnel and the community.	80%	20%	0%	0%	15
Maintains a professional appearance and demeanor.	80%	20%	0%	0%	15
Takes responsibility for and participates in a meaningful and continuous process of professional development.	73.3%	26.7%	0%	0%	15

Indicator	Highly Eff.	Effective	Approaching	Not Obs.	n
Standard 8: Student Academic Progress — Overall	42.2%	42.2%	6.7%	8.9%	45
Collaboratively develops and implements a school improvement plan that results in increased student learning.	40%	40%	6.7%	13.3%	15
Collaborates with teachers and staff to monitor and improve multiple measures of student progress.	46.7%	40%	6.7%	6.7%	15
Demonstrates responsibility for school academic achievement through proactive interactions with faculty/staff, students, and other stakeholders.	40%	46.7%	6.7%	6.7%	15

Section 4: Holistic Summary of Mentor Feedback

The following summaries synthesize narrative feedback provided by site mentors in the summative sections of the evaluation form. All identifying information has been removed; themes represent patterns observed across the full cohort of 15 evaluations.

Progress Toward Internship Plan Goals

Site mentors overwhelmingly affirmed that interns made appropriate progress toward their internship plan goals. Mentors described interns as intentional learners who actively sought out experiences across multiple standard areas. Several noted interns demonstrating initiative by identifying school needs and positioning themselves to contribute, particularly in areas such as instructional observation, data analysis, and student support programming. A few mentors noted that time constraints limited the scope of some experiences, while recognizing the strong intent and growth demonstrated by interns throughout the placement.

Professional Obligations to Site

All responding mentors affirmed that interns met their professional obligations to the school or organization. Many noted that interns went above and beyond expectations, attending school events, participating in leadership meetings, supporting staff, and balancing multiple professional and academic commitments with professionalism and reliability. Several mentors highlighted interns' strong time management and follow-through as distinguishing characteristics of their performance.

Significant Contributions

Interns made meaningful contributions across a wide range of school initiatives. Common areas of impact included support for school discipline and student behavior systems (including PBIS leadership), participation in student support and special education team processes, implementation of professional development for staff, instructional coaching and peer observation support, data disaggregation and use for student intervention, attendance improvement efforts, and community and family engagement. Several interns took on formal leadership roles during their internship, including serving as Dean of Students and leading school improvement plan goals.

Identified Strengths

Mentors identified a consistent set of strengths across the intern cohort. Relationship-building with students, families, and staff was the most frequently cited strength, reflecting interns' capacity to foster trust and collaboration. Strong communication skills — both verbal and written — were also widely noted. Additional strengths included organizational skills, professionalism, collaborative orientation, a self-starter work ethic, and a genuine commitment to student success. Several mentors highlighted interns' ability to balance competing professional demands while maintaining a positive and proactive approach.

Areas for Continued Development

Mentors identified several consistent themes for continued professional development. Instructional leadership — specifically the ability to provide meaningful observation feedback, lead PLCs, and connect professional development to student achievement data — was the most common area cited for growth. Data literacy at a systemic level (moving from individual data points to identifying school-wide trends over time) was another recurring theme. Additional areas included gaining experience with formal human resources processes (hiring, evaluation, and induction), taking on greater ownership of full-cycle leadership initiatives, and expanding exposure to diverse school environments and grade levels. Mentors expressed these not as deficiencies but as natural next steps in the interns' leadership development trajectories.

Overall Mentor Impressions

Overall mentor sentiment was highly positive. Mentors expressed genuine appreciation for their interns' contributions and enthusiasm about their leadership potential. Several commented that interns had become trusted members of the school leadership team during their placement. Mentors also offered forward-looking encouragement by recommending that interns continue to seek diverse experiences, take on formal leadership roles in future positions, and invest in professional learning related to instructional leadership and school improvement. The consensus among mentors is that this cohort of interns is well-positioned for success in school administration.

Section 5: Capstone Assignment Results

The ELPS Capstone Assignment was completed by 15 candidates enrolled in EDUC 611U in the 2024–2025 academic year. Data are reported by first score on the assessment. Final scores are denoted post Q&A session upon faculty deliberation. The first-read inter-rater agreement is reported and provides variation between Approaching Criteria and Meets Criteria.

5.1 Prompt 1: Problem of Practice

Item	Does Not Meet Criteria	Approaching Criteria	Meets Criteria	N	Inter-rater Agreement
Criteria #1.1: Identify a Relevant and Appropriate Problem of Practice in a School Setting	-	-	100%	15	100%
Criteria #1.2: Select Appropriate Data	-	7%	93%	15	93%
Criteria #1.3: Analysis and Interpretation of Data	-	7%	93%	15	93%
Criteria #1.4: Action to Improve	-	14%	86%	15	93%
Criteria #1.5: Presentation and Stakeholder Involvement	-	14%	86%	15	93%
Criteria #1.6: Response Quality	-	14%	86%	15	100%

5.2 Prompt 2: Current Issue in Education

Item	Does Not Meet Criteria	Approaching Criteria	Meets Criteria	N	Inter-rater Agreement
Criteria #2.1: Ability to Identify a Current Issue Related to Education	-	-	100%	15	100%
Criteria #2.2: Analysis of Social, Political, Legal, and/or Ethical Implications	-	7%	93%	15	93%
Criteria #2.3: Conclusion & Connections	-	14%	86%	15	86%
Criteria #2.4: Response Quality	-	7%	93%	15	93%

5.3 Oral Presentation

Item	Does Not Meet Criteria	Meets Criteria
Criteria #3.1: Communication on Capstone	-	100%
Criteria #3.2: Collegiality & Engagement	-	100%

All 15 candidates met criteria on both oral presentation rubric items — Communication on Capstone and Collegiality & Engagement — reflecting strong professional readiness across the cohort.