INSPIRE

Leadership Collaborative

INSPIRE Graduate Survey

Utah State University

October 2021

Contents

INSPIRE Program Overview

Initiative for Systemic Program Improvement through Research in Educational (INSPIRE) Leadership Collaborative

The INSPIRE Leadership Collaborative Program and Graduate Surveys provide a source of evidence on leadership program outcomes and offer a way to assess graduates' perceptions about their leadership preparation experiences. The INSPIRE Suite currently consists of four surveys, including one that addresses the preparation program features, a graduate edition, a leader in practice edition, and a 360 survey, which includes a teacher and supervisor edition.

This report presents results from the INSPIRE Graduate Edition (INSPIRE-G). The purpose of this survey is to gather feedback from graduates on their preparation experiences, learning outcomes, and career intentions. The survey includes three broad components, including (1) program quality and experiences, (2) learning outcomes and preparation for leadership practices and behaviors, and (3) beliefs about the principalship.

For questions about the administration of this survey or report, please contact INSPIRE Collaborative Support via Kristen Weissinger at 801-585-7787 or kristen.weissinger@utah.edu.

Participant Background & Demographics

The following section provides information about the professional background and demographics of the graduate respondents.

Consent

By taking this online survey, you are giving your consent to participate in the study.

Answer	Response	%
I agree to participate in this study.	36	92.3
I do not wish to participate in this study.	3	7.7
Total	39	100.0
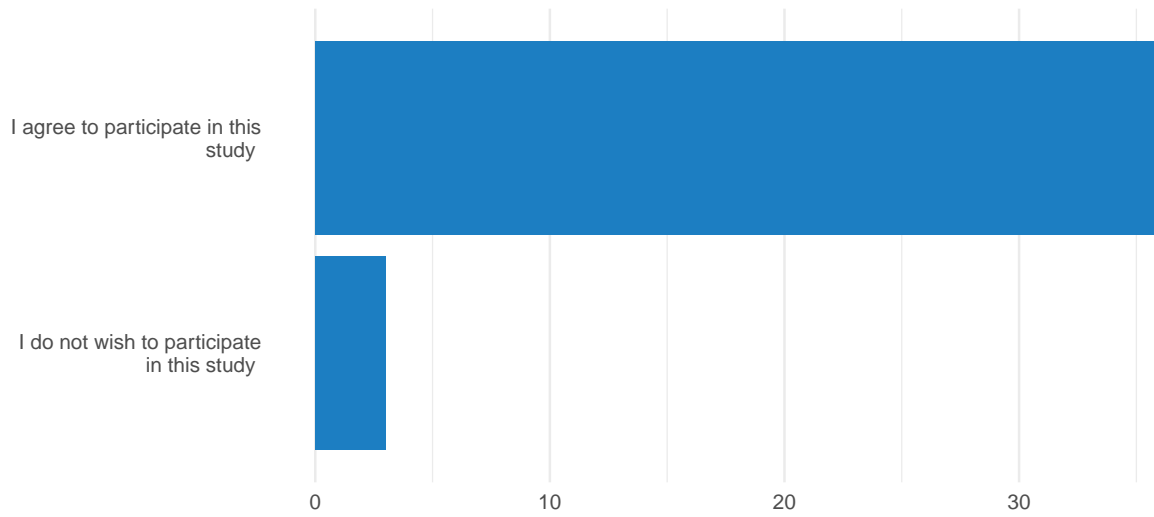
Position

Please indicate your position.

Answer	Response	%
School Principal	1	3.1
Assistant Principal	5	15.6
Teacher Leader (e.g. Dept Chair, Instructional Coach)	6	18.8
District Leader/Supervisor	1	3.1
Other Educational Leader Position	0	0.0
Teacher	15	46.9
Other	4	12.5
Total	32	100.0
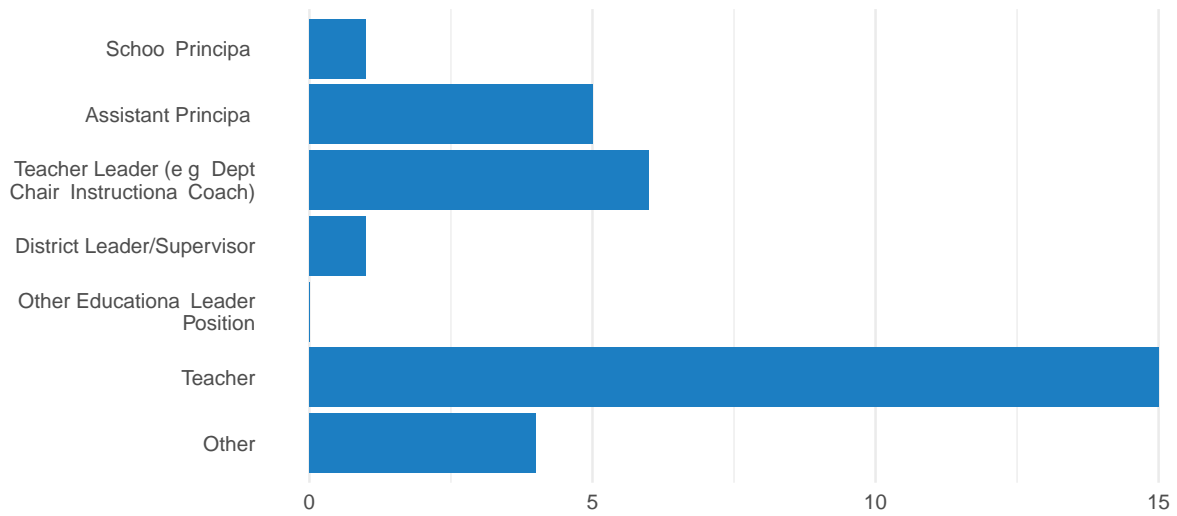
Years in Current Position

How many years have you worked at your current position?

Min Value	Max Value	Mean	Standard Deviation	Count
0.6	25	5.7	4.8	32

Program Begin and End

What year did you begin your leadership preparation program?

Min Value	Max Value	Mean	Standard Deviation	Count
2014	2019	2018.6	1.1	28

What year did you complete your leadership preparation program?

Min Value	Max Value	Mean	Standard Deviation	Count
2020	2021	2020.8	0.4	28

Plans

What are your current plans for becoming a school leader?

Answer	Response	%
I have become a school leader since enrolling in the program.	7	21.9
I intend to go into school leadership as soon as possible.	11	34.4
I think I may go into school leadership someday.	14	43.8
I am undecided about going into school leadership.	0	0.0
I do not plan to go into school leadership.	0	0.0
Total	32	100.0
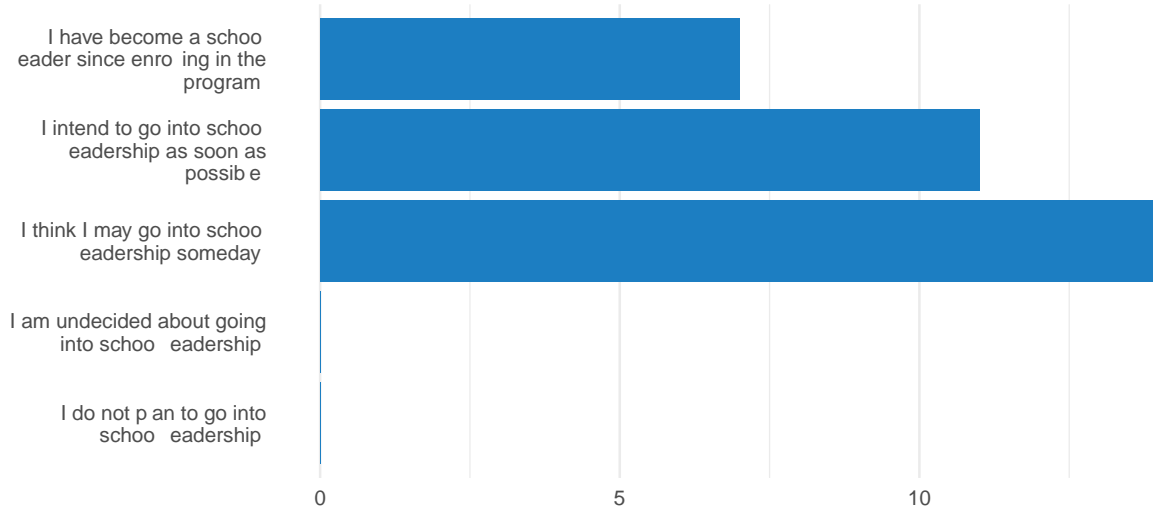
Degree

What degree will you or did you earn as a result of the completion of this program?

Answer	Response	%
No graduate degree (e.g., license, certificate, or endorsement only)	14	43.8
Master's degree	11	34.4
Specialist's degree (or certificate of advanced studies)	7	21.9
Doctoral degree	0	0.0
Total	32	100.0
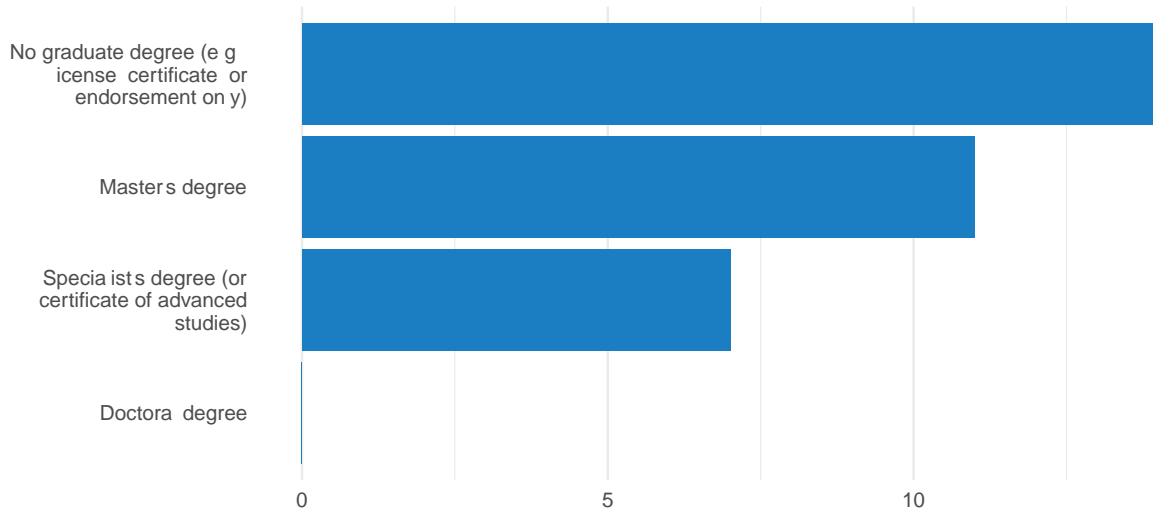
License

What administrative license or certificate will or do you hold as a result of completing this program?

Answer	Response	%
Will not hold an administrative license or certificate	1	2.5
School building leader/principal license or certificate	25	62.5
District-level leadership/superintendent license or certificate	2	5.0
Other K-12 Administrative Specialist license (e.g., curriculum specialist, special education director)	2	5.0
Comprehensive Administrative license (Building AND District level administrative positions)	10	25.0
Total	40	100.0
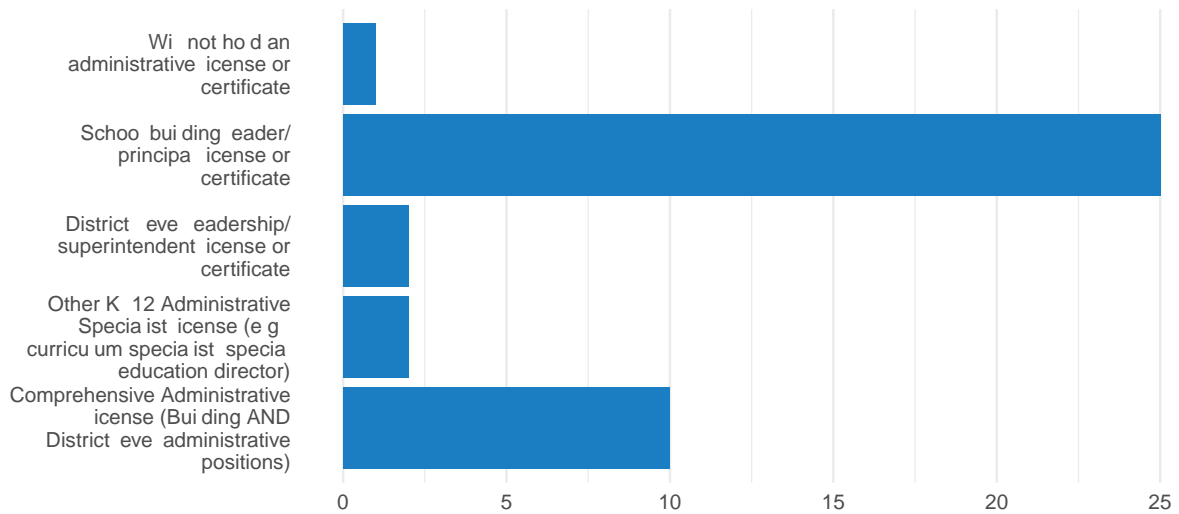
Professional Experience

How many years of experience do you have in the following positions?

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
K-12 Teacher	0	25	7.2	5.3	32
K-12 Teacher Leader (e.g., teacher leader, department chair, instructional coach)	0	20	3.7	4.2	26
K-12 Administrator (e.g., principal, assistant principal, central office administrator)	0	8	0.9	1.9	24
Other K-12 Professional Educator (e.g., school counselor, psychologist, librarian, district level employee)	0	8	1.5	2.7	22
Job in another type of educational agency	0	21	2.3	6.0	16

In total, how many years of professional educational experience do you have altogether?

Min Value	Max Value	Mean	Standard Deviation	Count
0	31	10.5	6.8	32

How many years of experience do you have in jobs outside of education?

Min Value	Max Value	Mean	Standard Deviation	Count
0	23	8.2	6.6	32

How many years have you worked at your current school?

Min Value	Max Value	Mean	Standard Deviation	Count
1	24	4.8	4.4	32

How many years have you worked at your current district?

Min Value	Max Value	Mean	Standard Deviation	Count
1	24	7.1	5.2	32

Gender

What is your gender?

Answer	Response	%
Female	15	46.9
Male	17	53.1
Other Gender Identity	0	0.0
Total	32	100.0
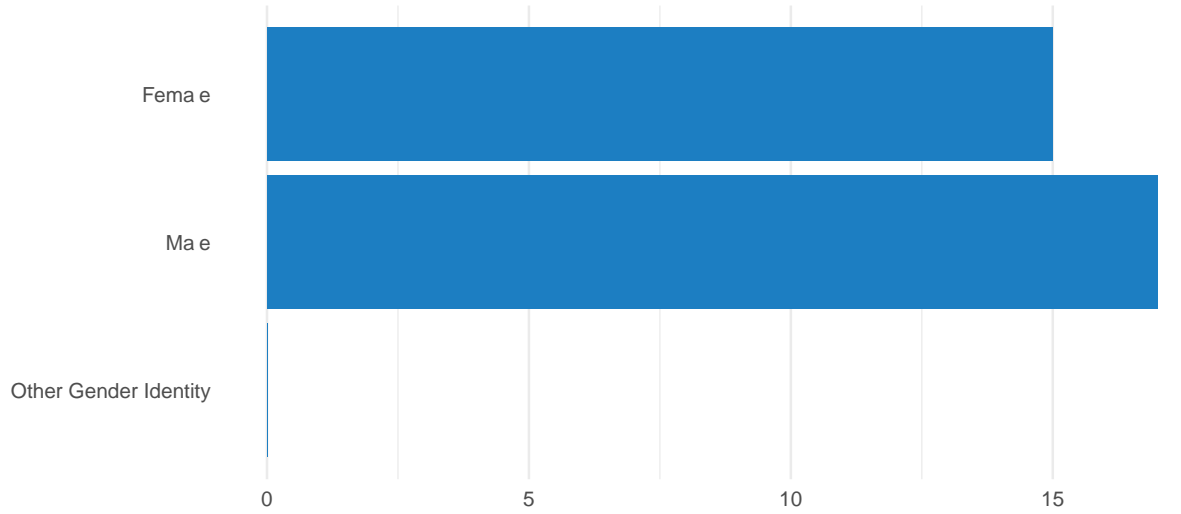
Race/Ethnicity

How do you identify yourself in terms of race/ethnicity?

Answer	Response	%
American Indian or Alaska Native	0	0.0
Asian	0	0.0
Black or African American	0	0.0
Hispanic or Latino/a	1	3.1
Native Hawaiian or Other Pacific Islander	1	3.1
White	29	90.6
Bi-racial/Multi-racial	0	0.0
Other (Specify)	1	3.1
Total	32	99.9
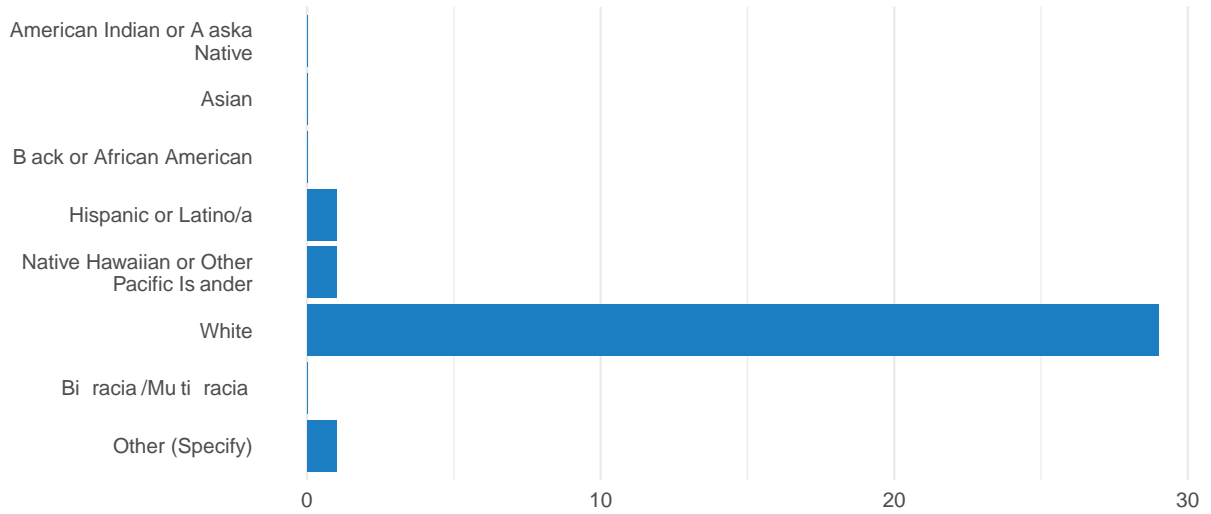
Birth Year

What is your year of birth?

Min Value	Max Value	Mean	Standard Deviation	Count
1965	1994	1982.8	7.1	32

Program Quality

The following section includes graduates' responses about the quality of the leadership preparation program in the following categories:

- Rigor & Relevance
- Faculty Quality
- Peer Relationships
- Program Accessibility
- Internship/Residency Design & Quality
- Internship

Program Rigor & Relevance

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
The program provided a coherent learning experience.	3	5	4.3	0.6	32
The program was challenging and intellectually stimulating.	3	5	4.2	0.5	32
I was asked to reflect on practice and analyze how to improve it.	3	5	4.3	0.5	32
The program integrated theory and practice.	3	5	4.2	0.6	32
The program gave me a strong orientation to educational leadership as a career.	3	5	4.1	0.6	32
Instructional strategies were varied and appropriately engaging.	2	5	4.0	0.7	32
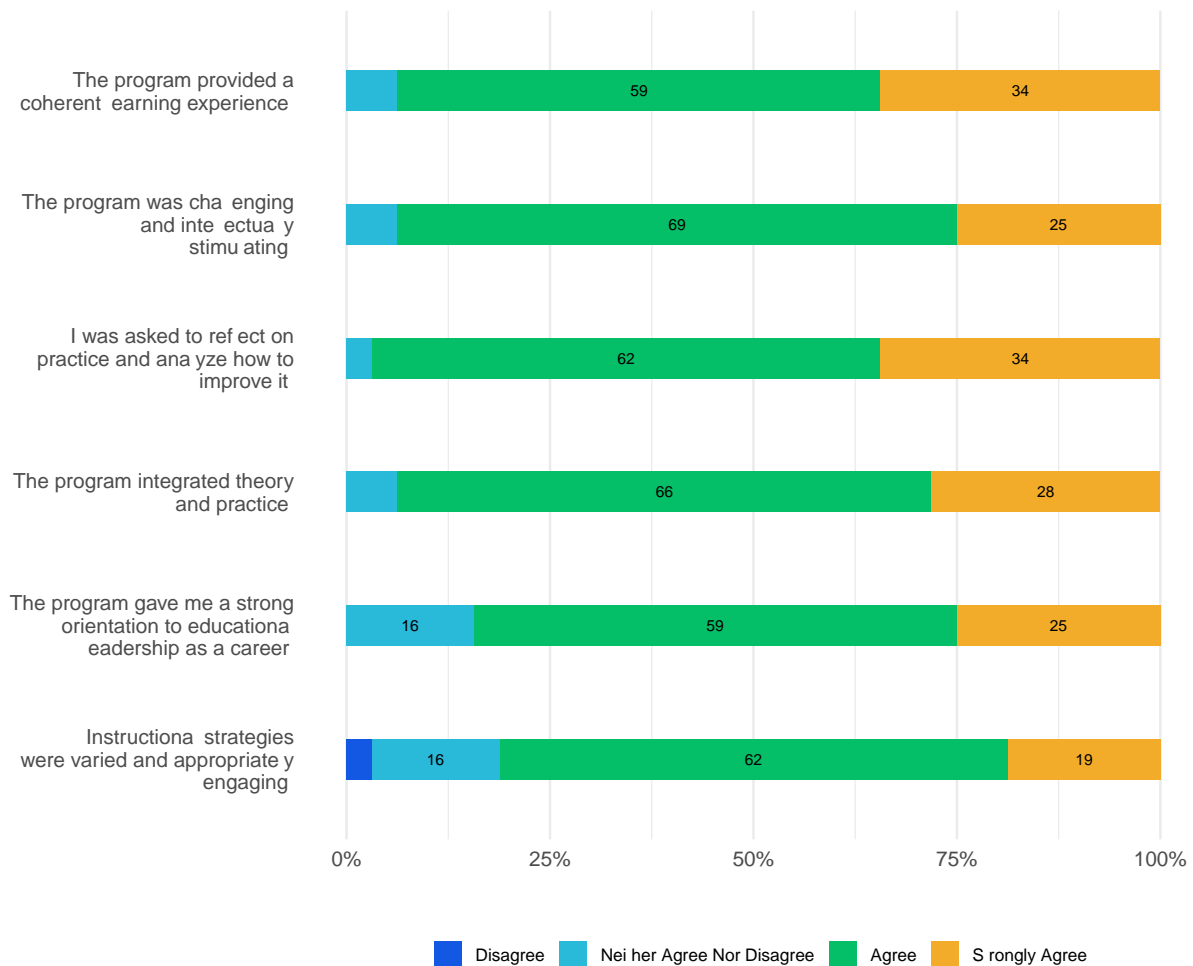
Faculty Quality

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
The faculty/instructors were knowledgeable.	2	5	4.2	0.7	32
The faculty/instructors were instructionally competent.	3	5	4.3	0.6	32
The faculty/instructors were responsive to students.	2	5	4.2	0.8	32
The faculty/instructors were respectful of diversity.	3	5	4.3	0.5	32
The faculty/instructors valued and supported me.	2	5	4.3	0.6	32
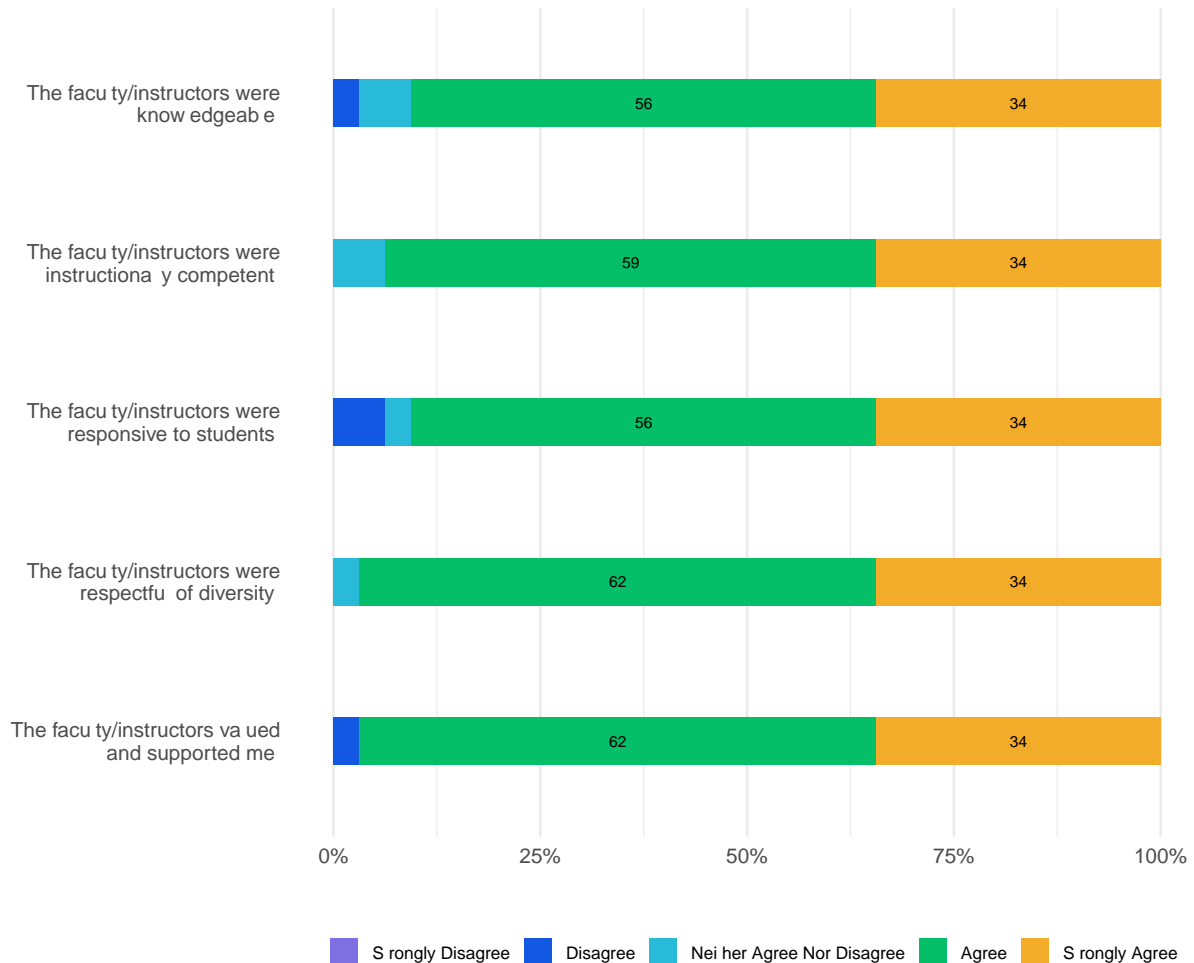
Peer Relationships

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
My interactions with fellow students have had a positive influence on my personal growth.	3	5	3.8	0.7	32
My interactions with fellow students have had a positive influence on my professional growth.	3	5	3.8	0.8	32
I developed close relationships with other leaderships students in the program.	1	5	2.7	1.2	32
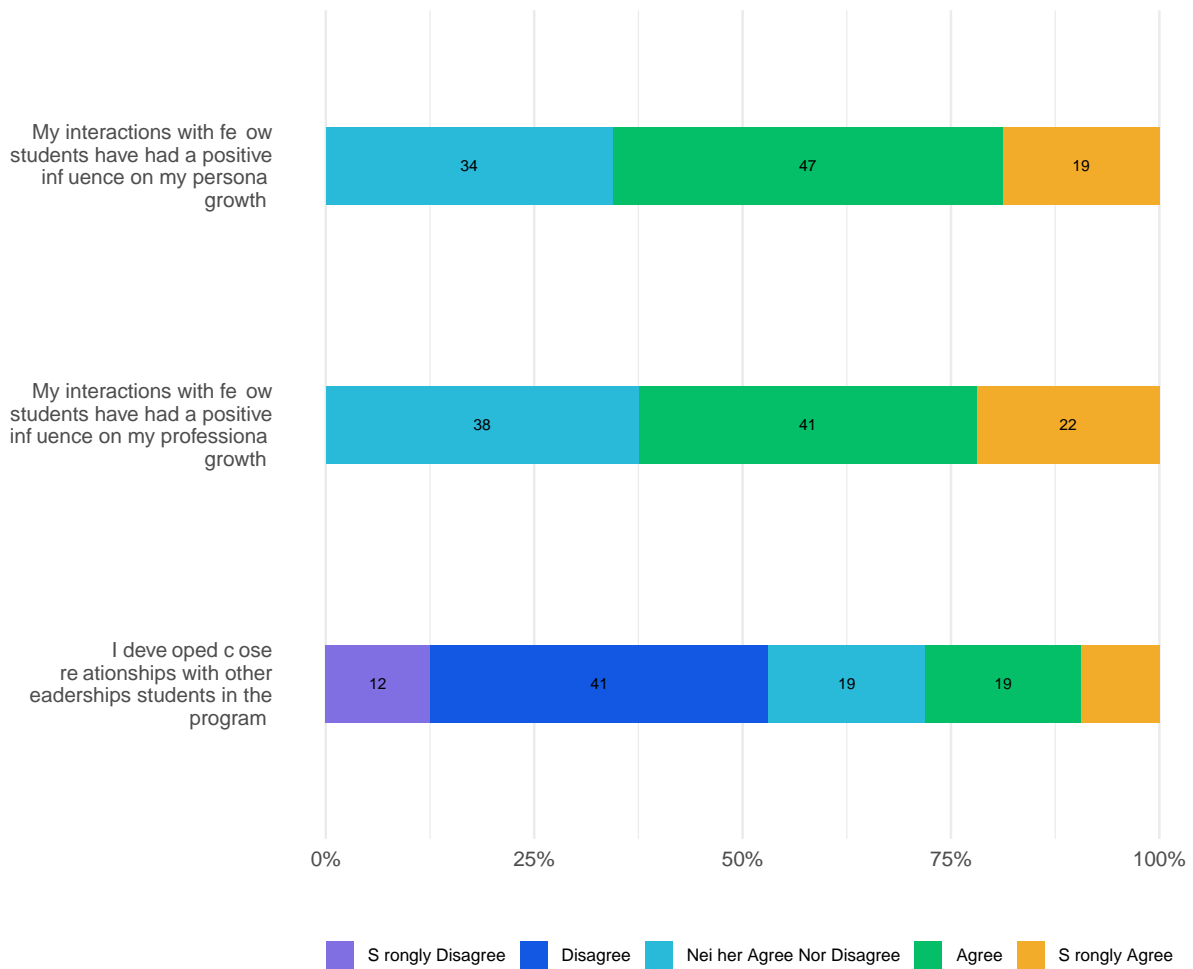
Program Accessibility

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Program classes and activities were offered at convenient times and days.	4	5	4.3	0.5	32
The program locations were convenient.	3	5	4.3	0.5	32
Online courses and activities enhanced the program convenience.	2	5	4.1	0.8	32
Costs incurred by me were affordable (e.g., tuition, fees, books, or other).	1	5	3.0	1.1	32
Admission requirements were reasonable.	3	5	4.2	0.6	32
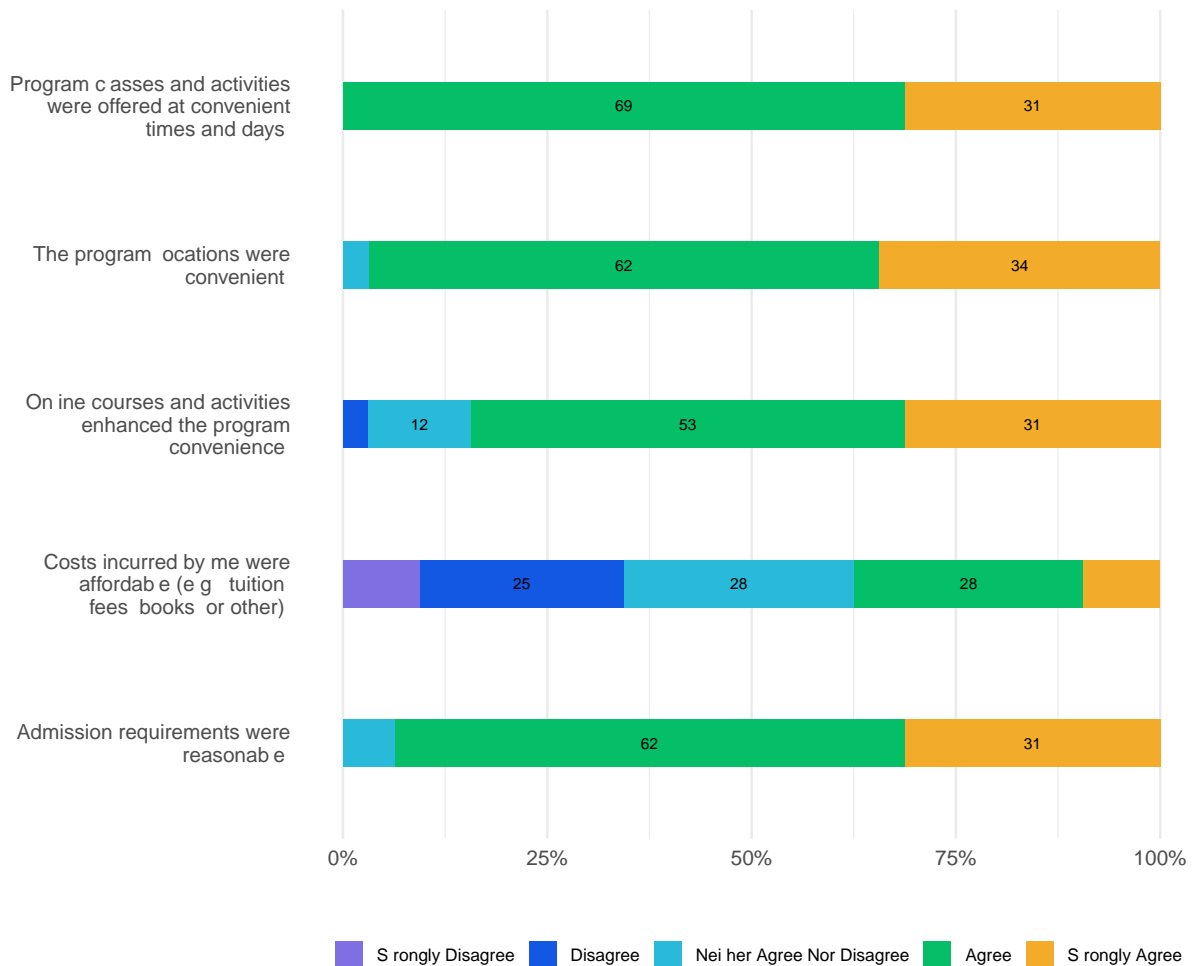
Curriculum

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

"The program prepared me well in the following areas. . .

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Organizational Culture (e.g. building a collaborative environment, facilitate shared leadership, promote a learning environment that supports all students)	3	5	4.2	0.6	32
Instructional Leadership (e.g. support differentiated instruction, promote instructional quality)	2	5	4.0	0.8	32
School Improvement (e.g. use data to measure and promote school progress, promote college and career readiness for students)	1	5	4.2	0.8	31
Management (e.g. manage school resources, recruit, hire, and retain high quality personnel)	2	5	4.0	0.8	32
Family and Community Relations (e.g. build and sustain positive family and community relationships, authentically engage family and community in supporting student learning)	2	5	3.8	0.9	32
Technologies Relevant to Future Administrative Work (e.g. spreadsheets or database software, student data management systems, on-line research databases, presentation software, interactive SMART Boards, laptops or tablets, video equipment, social networking technology)	1	5	3.3	1.3	32

Chart: Horizontal stacked bar chart (100%) showing survey responses.

Category	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Organizational Culture (e.g. building a collaborative environment, facilitate shared leadership, promote a learning environment that supports all students)				62	28
Instructional Leadership (e.g. support differentiated instruction, promote instructional quality)				59	25
School Improvement (e.g. use data to measure and promote school progress, promote college and career readiness for students)				58	32
Management (e.g. manage school resources, recruit, hire, and retain high quality personnel)			12	56	25
Family and Community Relations (e.g. build and sustain positive family and community relationships, authentically engage family and community in supporting student learning)		12	12	56	19
Technologies Relevant to Future Administrative Work (e.g. spreadsheets or database software, student data management systems, online research databases, presentation software, interactive SMART Boards, laptops or tablets, video equipment, social networking technology)		28		41	19

Legend: Strongly Disagree · Disagree · Neither Agree Nor Disagree · Agree · Strongly Agree

Candidate Assessment

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

"The following strategies were effective for reviewing and making decisions about my knowledge and/or skill development throughout the program...

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Within course or other routine formative assessments offered relevant feedback to enhance my learning.	2	5	4.1	0.8	32
Mid-program review offered an opportunity to provide performance feedback and to evaluate my learning and development in the program.	1	5	3.6	1.1	32
A final summative assessment (e.g. portfolio review, capstone project, final comprehensive exam, thesis/research paper, or state/national assessment) was an effective assessment to make a fair decision about my program completion (e.g. degree and/or license recommendation).	2	5	4.0	0.9	32
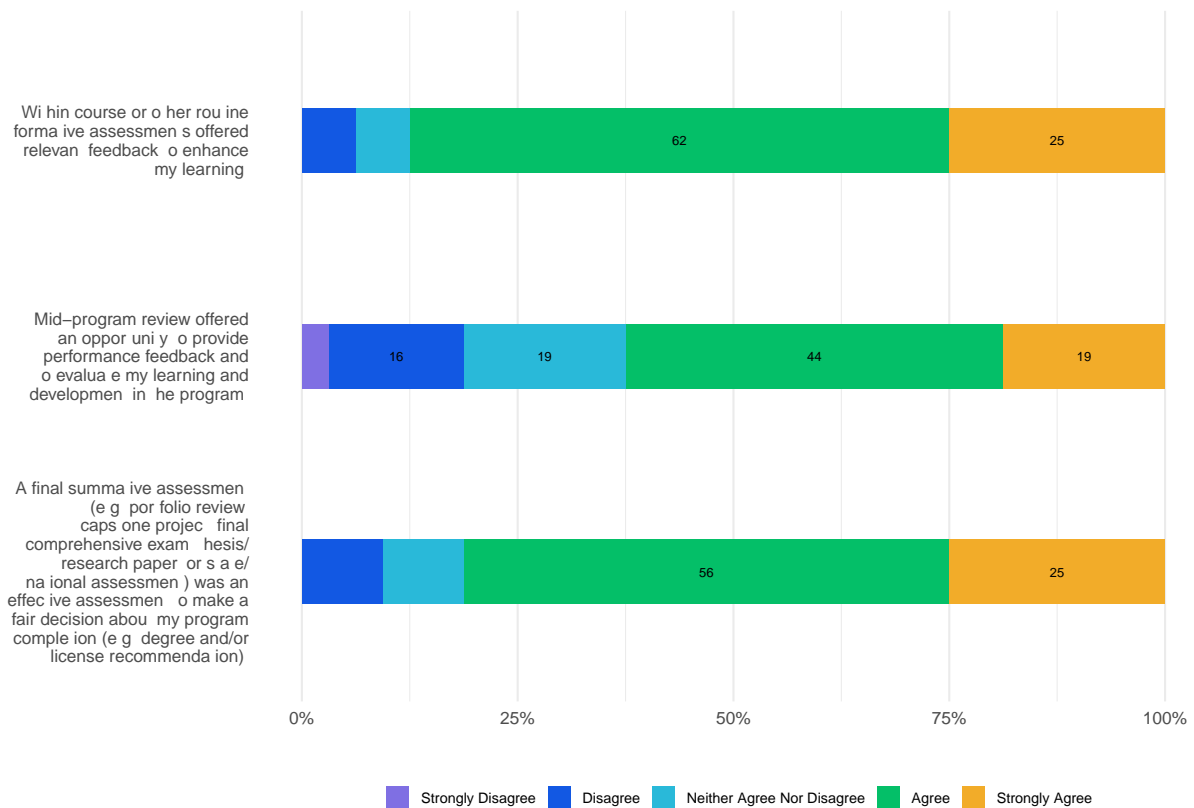
Internship/Residency Design

Did you have a program-sponsored internship (e.g., internship, residency, or other clinical experiences) working directly with a school or district leader on administrative tasks?

Answer	Response	%
Yes	7	87.5
No	1	12.5
Total	8	100.0
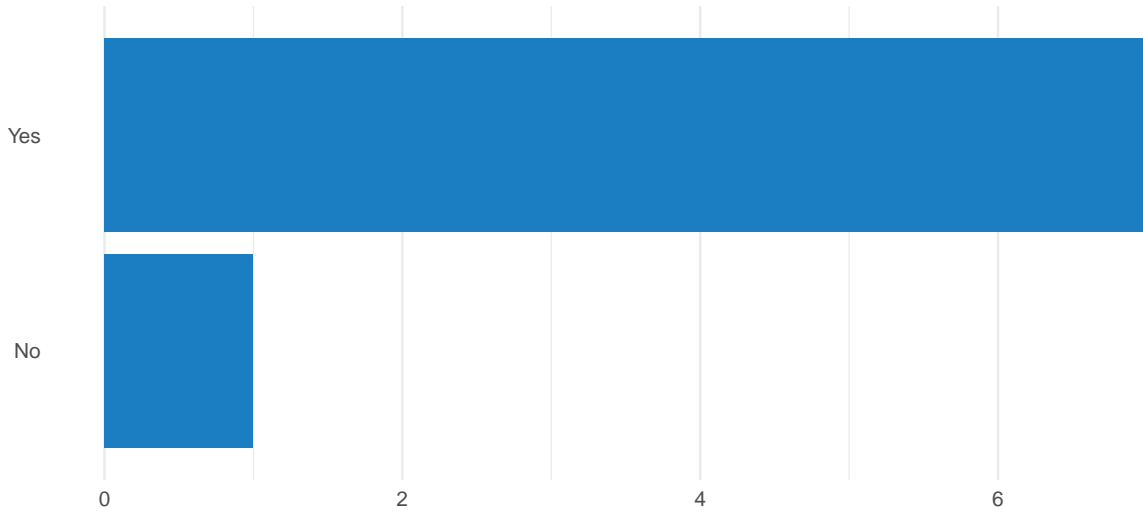
Type of internship, residency, or field experience

In what type of internship, residency, or field experience did you participate? (mark all that apply)

Answer	Response	%
Paid full-time internship	1	8.3
Unpaid full-time internship	1	8.3
Part-time internship	1	8.3
Course embedded clinical work/internship	5	41.7
Internship follows completion of coursework	2	16.7
Clinical placements in multiple sites	2	16.7
Clinical placement in a single site	0	0.0
Other (Specify)	0	0.0
Total	12	100.0
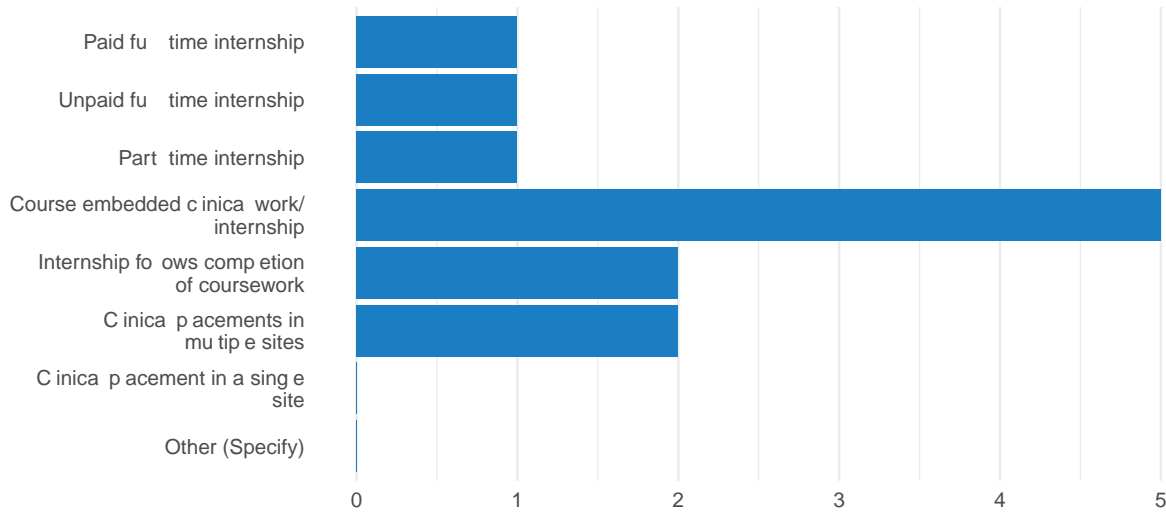
Internship/Residency Quality

To what extent do you agree or disagree with the following statements about your internship experience?

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
My internship experience was an excellent learning experience for becoming an educational leader.	3	5	4.5	0.8	8
I was able to develop an educational leader's perspective on school improvement.	4	5	4.5	0.5	8
My internship enabled me to develop the practice of engaging peers and colleagues in shared problem solving and collaboration.	2	5	4.2	1.2	8
I had responsibilities for leading, facilitating, and making decisions typical of an educational leader.	2	5	4.0	1.1	8
I was supervised by knowledgeable school leaders.	3	5	4.5	0.8	8
My internship achievements were regularly evaluated by program faculty or staff.	1	5	3.4	1.5	8
My internship experience gave me the opportunity to synthesize and apply program content knowledge.	4	5	4.4	0.5	8
I worked in one or more schools that serve students with a variety of socio-economic backgrounds.	4	5	4.5	0.5	8

My in ernship experience was an excellen learning experience for becoming an educa ional leader — 12 | 25 | 62

was able o develop an educa ional leader s perspec ive on school improvemen — 50 | 50

My in ernship enabled me o develop he prac ice of engaging peers and colleagues in shared problem solving and collabora ion — 12 | 12 | 12 | 62

had responsibili ies for leading facili a ing and making decisions ypical of an educa ional leader — 12 | 12 | 38 | 38

was supervised by knowledgeable school leaders — 12 | 25 | 62

My in ernship achievemen s were regularly evalua ed by program facul y or s aff — 12 | 12 | 38 | 38

My in ernship experience gave me he oppor uni y o syn hesize and apply program con en knowledge — 62 | 38

worked in one or more schools ha serve s uden s wi h a varie y of socio–economic backgrounds — 50 | 50

0%   25%   50%   75%   100%

Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree

Intern Mentor

To what extent do you agree or disagree with the following statements about your internship mentor.

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
My mentor(s) had demonstrated successful experience as a current or former educational leader.	4	5	4.4	0.5	8
My mentor's expertise was well-matched to my learning needs.	4	5	4.5	0.5	8
My mentor(s) effectively supervised my internship experience.	3	5	4.4	0.7	8
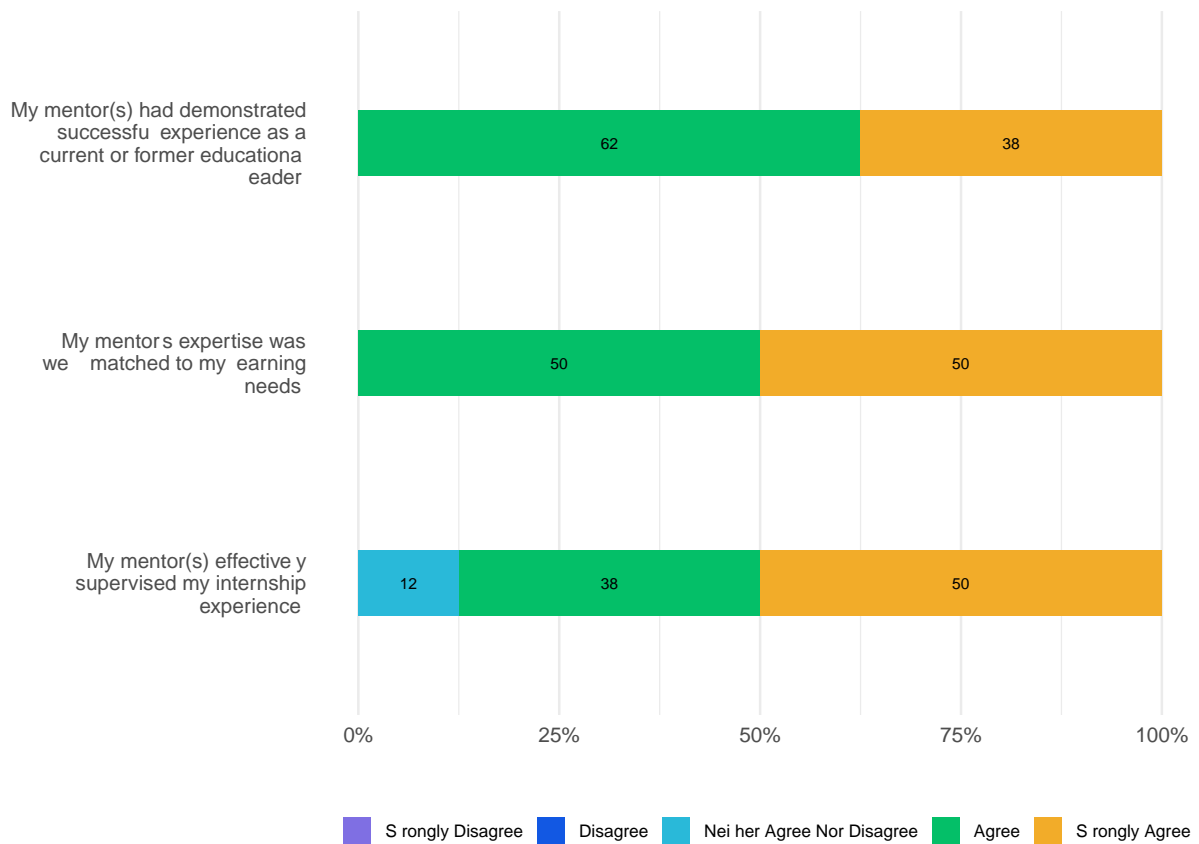
Overall Internship Experience

Please rate the overall quality of your internship/residency/clinical experience.

Answer	Response	%
Very Poor	0	0.0
Poor	0	0.0
Fair	1	12.5
Good	2	25.0
Very Good	5	62.5
Total	8	100.0
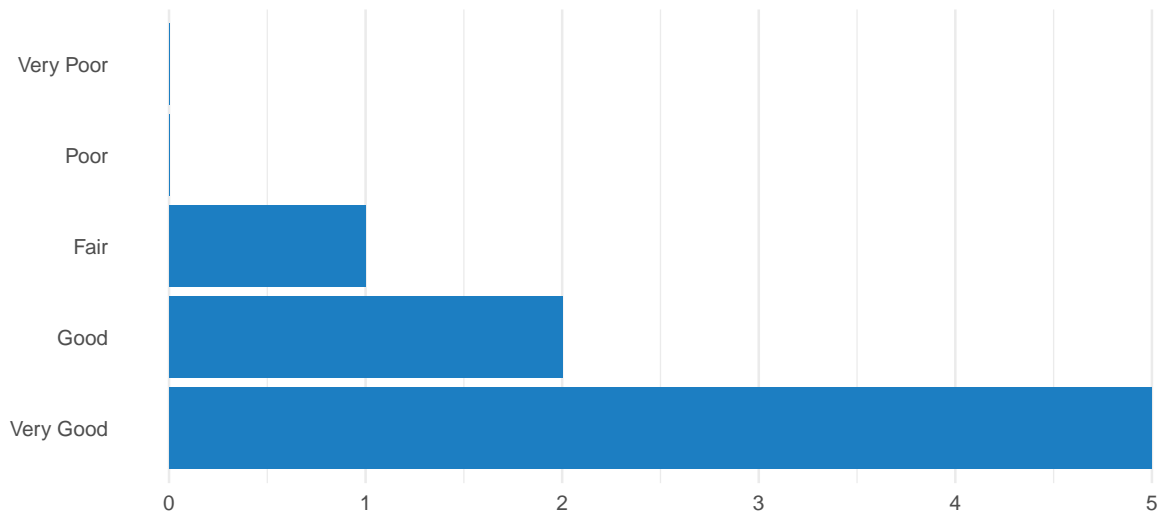
Learning Outcomes

Preparation for Leadership Practices & Behaviors

The following section includes graduates' responses about their leadership practices in the following categories:

- Ethical & Professional Norms
- Strategic Leadership
- Management & Operations
- Instructional Leadership
- Organizational Culture
- Supportive Learning Environment
- Family & Community Relations

Ethics and Professional norms

Please rate how well your leadership program prepared you to do the following.

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Act in an open and transparent manner	3	5	4.2	0.8	32
Engage in self-reflection and opportunities to learn	3	5	4.4	0.6	32
Maintain visibility and approachability to stakeholders	3	5	4.2	0.7	32
Act as a moral compass for the school or district	3	5	4.2	0.7	31
Place children at the center of education with a focus on each child's success and well-being	3	5	4.4	0.7	32
Promote the values of democracy, individual freedom and responsibility, equity, and diversity	2	5	4.1	0.9	32
Lead with interpersonal communication skill, social-emotional insight, and sensitivity to students' and staff members' backgrounds and cultures.	1	5	4.1	1.0	32

	Adequately	Well	Very Well
Act in an open and transparent manner	22	38	41
Engage in self reflection and opportunities to learn		50	44
Maintain visibility and approachability to stakeholders	16	47	38
Act as a moral compass for the school or district	19	42	39
Place children at the center of education with a focus on each child's success and well being		44	47
Promote the values of democracy individual freedom and responsibility equity and diversity	12	47	34
Lead with interpersonal communication skill social emotional insight and sensitivity to students and staff members backgrounds and cultures	22	34	41

Legend: Very Poorly · Poorly · Adequately · Well · Very Well

Strategic Leadership

Please rate your agreement about how well your leadership program prepared you to do the following.

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Lead change efforts to promote school improvement	2	5	3.9	0.9	32
Design the school's organization to enhance teaching and learning	2	5	3.9	0.9	32
Establish high expectations for student learning	3	5	4.2	0.8	32
Use school or district data to promote school improvement	1	5	4.0	1.1	31
Modify actions to reflect vision and mission of school	2	5	4.1	0.9	32
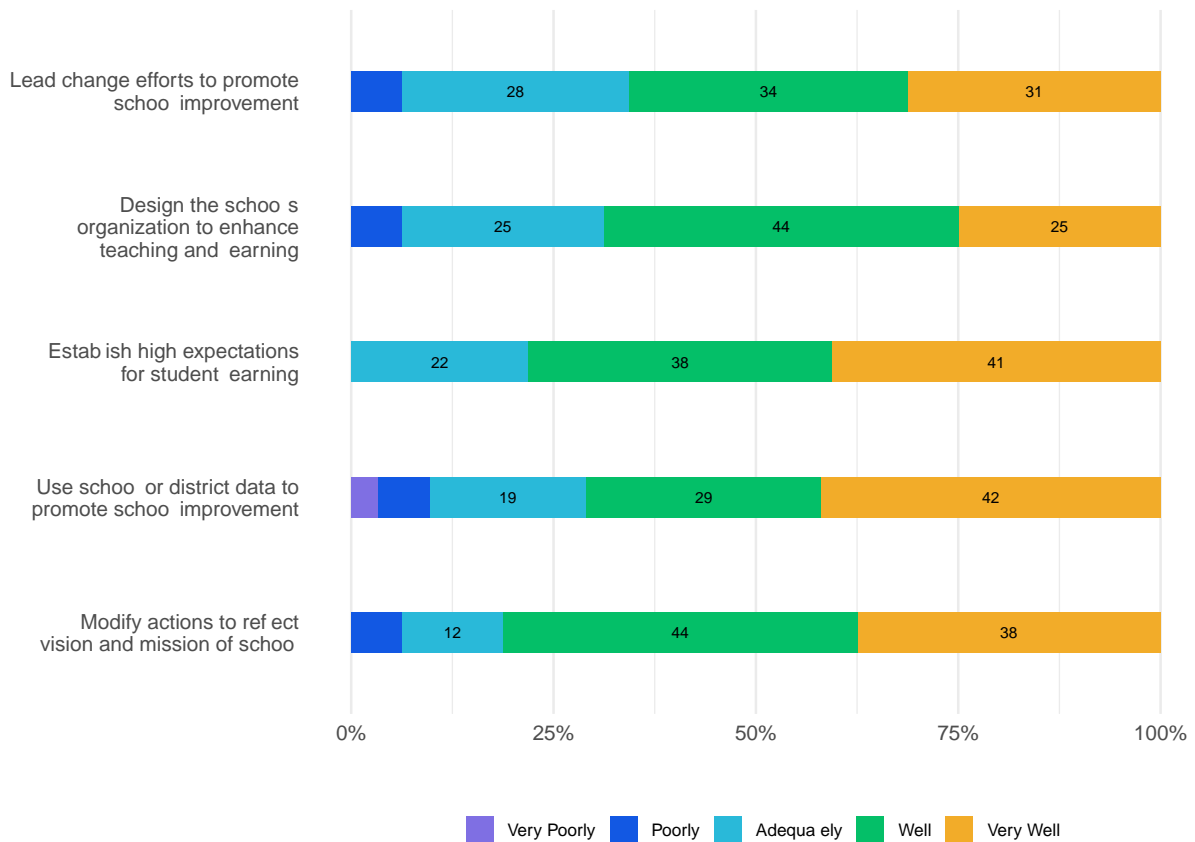
Operations and Management

Please rate your agreement about how well your leadership program prepared you to do the following.

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Manage school resources effectively and efficiently to support school vision (e.g. technology, personnel, instructional time, public funds, and supplies/equipment)	2	5	3.8	0.9	32
Manage discipline effectively by ensuring that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	2	5	3.9	1.0	32
Manage facilities and their maintenance to promote a safe and orderly learning environment	2	5	3.8	1.0	32
Recruit, hire, and retain high quality personnel	2	5	3.8	1.0	31
Manage and use data to provide actionable information	1	5	3.9	1.2	32
Develop and manage productive relationships with the district office	1	5	3.8	1.1	32

Manage schoo resources effective y and efficient y to support schoo vision (e g techno ogy personne instructiona time pub ic funds and supp ies/equipment)

Poorly	Adequa ely	Well	Very Well
	31	34	28

Manage discip ine effective y by ensuring that each student is treated fair y respectfu y and with an understanding of each student s cu ture and context

Poorly	Adequa ely	Well	Very Well
	22	38	31

Manage faci ities and their maintenance to promote a safe and order y earning environment

Poorly	Adequa ely	Well	Very Well
12	22	41	25

Recruit hire and retain high qua ity personne

Poorly	Adequa ely	Well	Very Well
	26	35	29

Manage and use data to provide actionab e information

Very Poorly/Poorly	Adequa ely	Well	Very Well
	16	34	38

Deve op and manage productive re ationships with the district office

Very Poorly/Poorly	Adequa ely	Well	Very Well
	28	28	31

0%   25%   50%   75%   100%

Legend: Very Poorly · Poorly · Adequa ely · Well · Very Well

Instructional Leadership

Please rate your agreement about how well your leadership program prepared you to do the following.

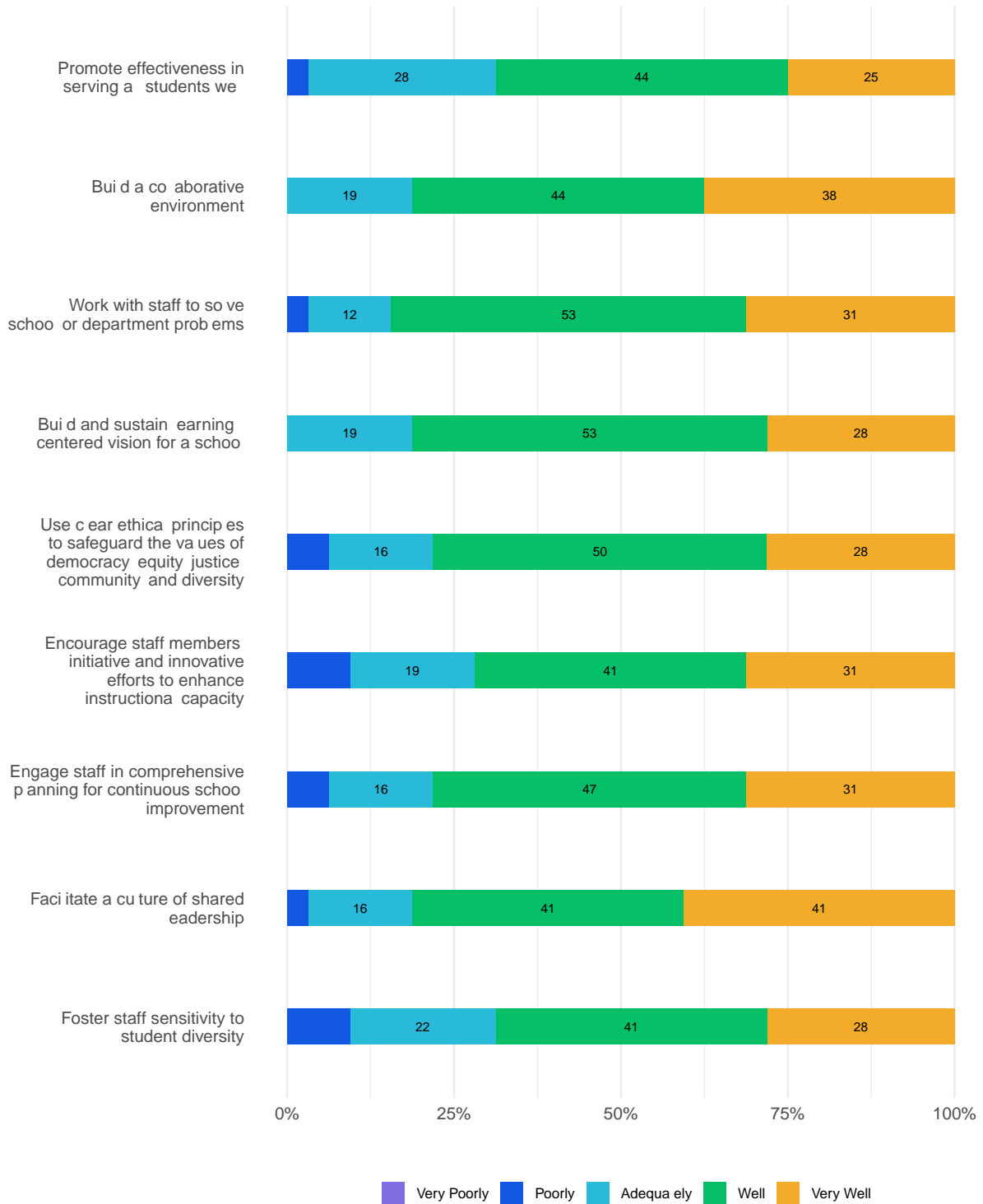| Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Develop the individual and collective instructional capacity of faculty	2	5	3.7	1.0	32
Provide constructive feedback for teachers to improve instruction	2	5	3.9	0.9	32
Support differentiated instruction to enhance student learning	2	5	3.8	1.0	32
Support professional development activities for teachers based on identified instructional needs of students	2	5	3.9	0.9	32
Promote rigorous and relevant curricula, instruction, and assessments	1	5	3.9	1.1	32
Ensure culturally relevant teaching and learning	1	5	3.9	1.1	32
Promote a curriculum that supports college and career readiness	1	5	3.8	1.1	32
Evaluate curriculum for its use and effectiveness	2	5	3.8	1.0	32
Support the use of technology to enhance teaching and learning	1	5	3.8	1.2	31

	Very Poorly	Poorly	Adequately	Well	Very Well
Develop the individual and collective instructional capacity of faculty			34	31	25
Provide constructive feedback for teachers to improve instruction			28	34	31
Support differentiated instruction to enhance student learning			34	25	31
Support professional development activities for teachers based on identified instructional needs of students			22	44	28
Promote rigorous and relevant curricula, instruction, and assessments			25	31	34
Ensure culturally relevant teaching and learning			16	41	31
Promote a curriculum that supports college and career readiness		12	22	31	31
Evaluate curriculum for its use and effectiveness		12	31	25	31
Support the use of technology to enhance teaching and learning		13	19	26	39

Professional and Organizational Culture

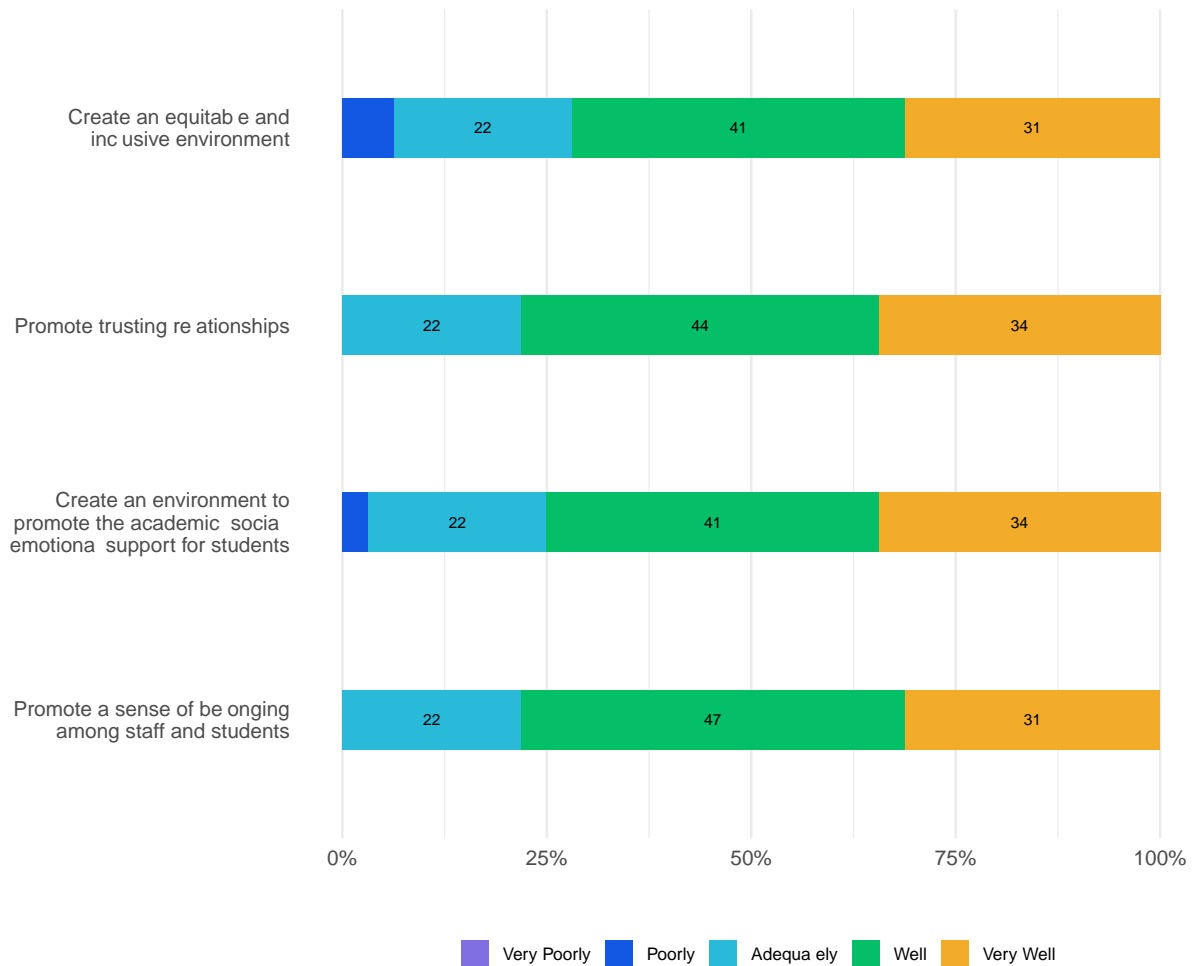Please rate your agreement about how well your leadership program prepared you to do the following.

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Promote effectiveness in serving all students well	2	5	3.9	0.8	32
Build a collaborative environment	3	5	4.2	0.7	32
Work with staff to solve school or department problems	2	5	4.1	0.8	32
Build and sustain learning-centered vision for a school	3	5	4.1	0.7	32
Use clear ethical principles to safeguard the values of democracy, equity, justice, community, and diversity	2	5	4.0	0.8	32
Encourage staff members' initiative and innovative efforts to enhance instructional capacity	2	5	3.9	0.9	32
Engage staff in comprehensive planning for continuous school improvement	2	5	4.0	0.9	32
Facilitate a culture of shared leadership	2	5	4.2	0.8	32
Foster staff sensitivity to student diversity	2	5	3.9	0.9	32

	Very Poorly	Poorly	Adequately	Well	Very Well

Promote effectiveness in serving all students well: 28, 44, 25

Build a collaborative environment: 19, 44, 38

Work with staff to solve school or department problems: 12, 53, 31

Build and sustain learning centered vision for a school: 19, 53, 28

Use clear ethical principles to safeguard the values of democracy, equity, justice, community, and diversity: 16, 50, 28

Encourage staff members initiative and innovative efforts to enhance instructional capacity: 19, 41, 31

Engage staff in comprehensive planning for continuous school improvement: 16, 47, 31

Facilitate a culture of shared leadership: 16, 41, 41

Foster staff sensitivity to student diversity: 22, 41, 28

Supportive and Equitable Learning Environment

Please rate your agreement about how well your leadership program prepared you to do the following.

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Create an equitable and inclusive environment	2	5	4.0	0.9	32
Promote trusting relationships	3	5	4.1	0.8	32
Create an environment to promote the academic, social, emotional support for students	2	5	4.1	0.8	32
Promote a sense of belonging among staff and students	3	5	4.1	0.7	32

Family and Community Engagement

Please rate your agreement about how well your leadership program prepared you to do the following.

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Build and sustain positive relationships with families and caregivers	2	5	3.9	0.9	32
Communicate with and effectively engage with families and caregivers	2	5	4.0	0.9	32
Build and sustain positive relationships with community partners	2	5	3.9	0.9	32
Communicate with and effectively engage with community partners	1	5	3.8	1.0	32
Promote understanding, appreciation, and use of the community's diverse resources	2	5	3.9	1.0	32
Advocate for children, families and caregivers	2	5	4.1	0.8	32
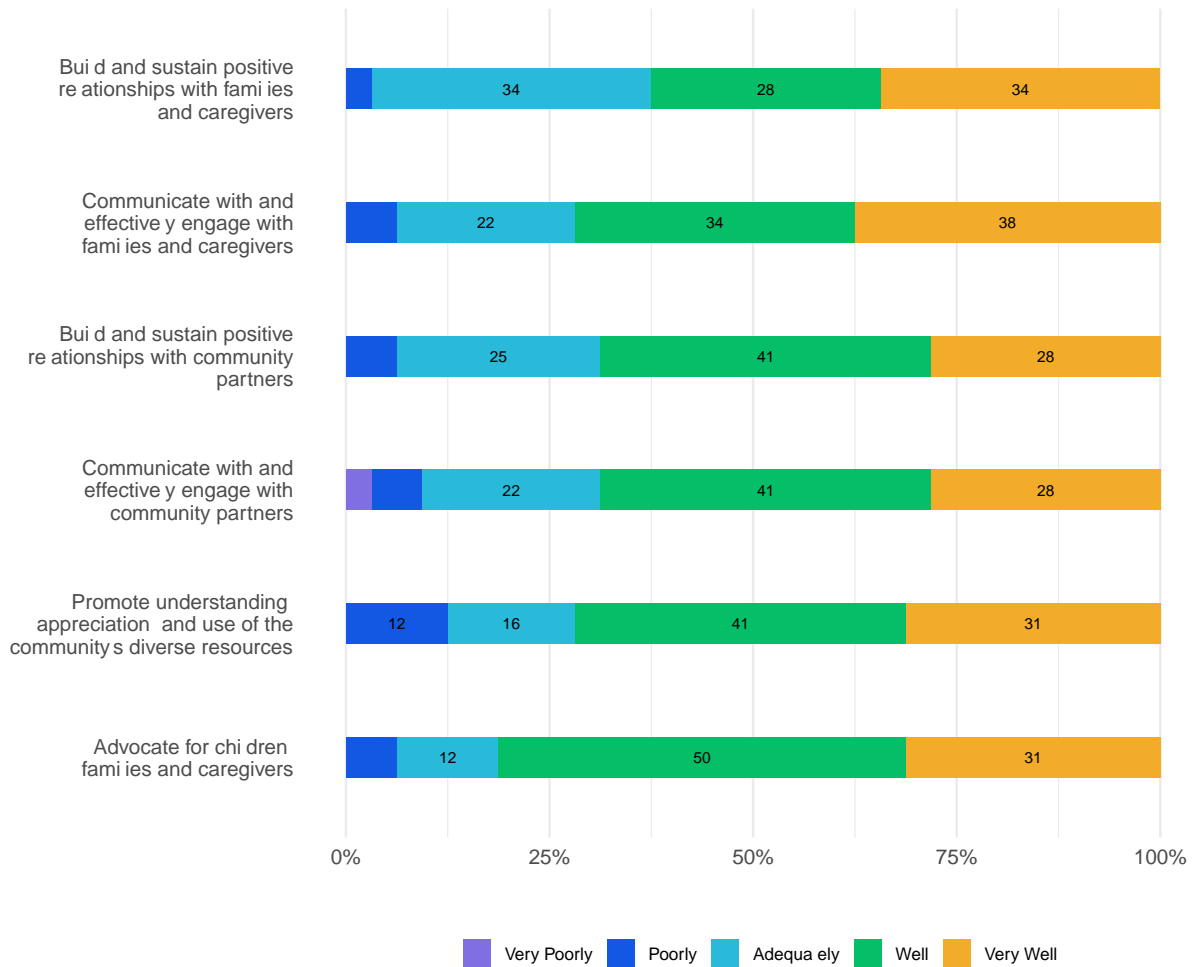
Overall Quality of Preparation for School Leadership

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?

Answer	Min Value	Max Value	Mean	Standard Deviation	Count
My leadership preparation program prepared me well for the duties and responsibilities of an educational leader.	3	5	4.1	0.6	32
My preparation program has a good reputation among most educators in my state or region.	3	5	4.3	0.6	32
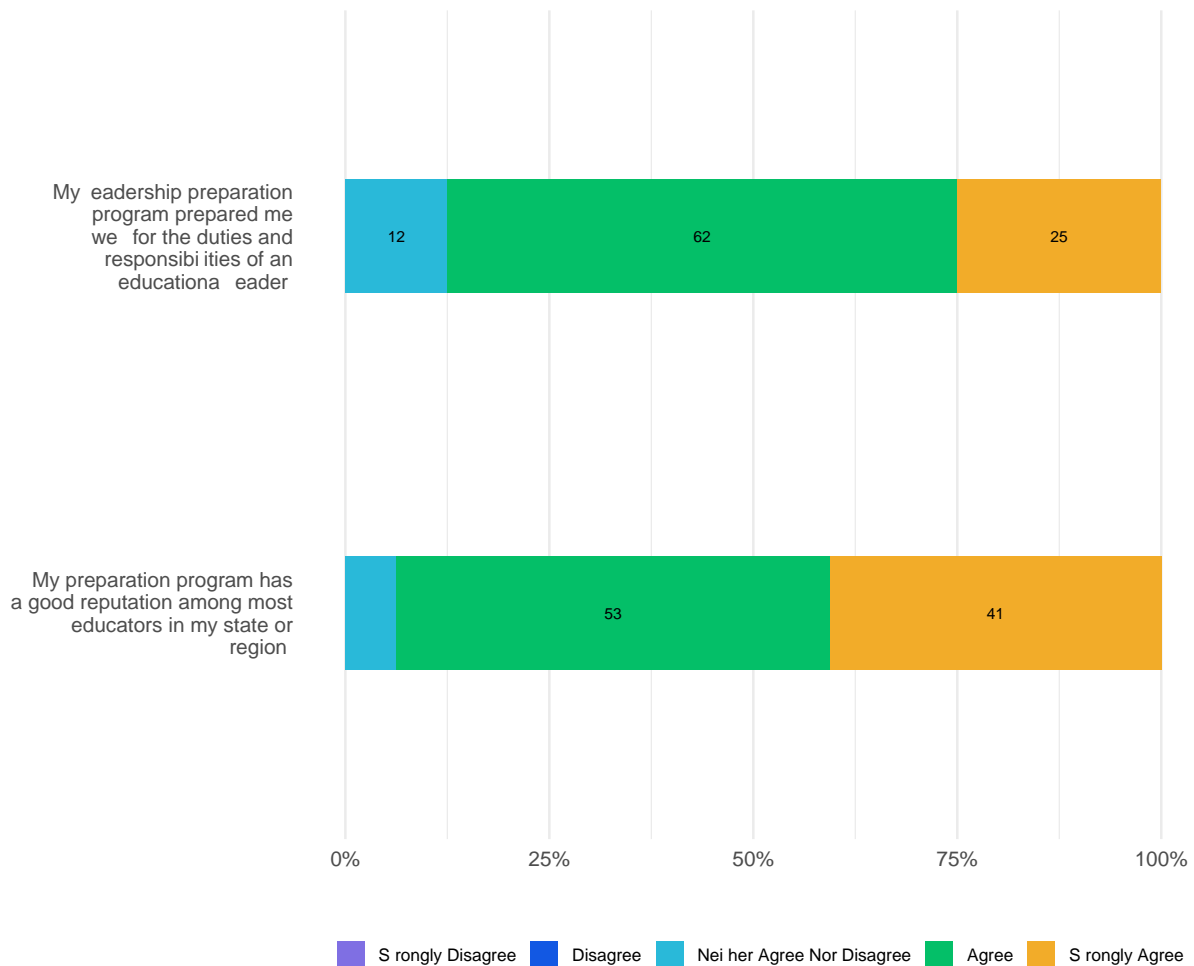
Additional Feedback

Please use the space below to provide any additional feedback you may have about the quality of your leadership preparation program.

Most of the professors were wonderful and most of the classes were useful. TEAL ██████ ███████ was awful. The content of the course was unrelated to anything that I will do as an administrator. It was supposed to be about data-based decision making for school leaders but instead focused on doing educational research. It would have been more useful to engage with case studies examining test results and data from real schools and discussing, <U+0093>How would you help this school move forward?<U+0094> The class content was not helpful. ███████ was also very disconnected and uninvolved. On more than one occasion, there was a scheduled class for which students got online and he did not show up. On multiple occasions, there were projects with multiple parts. We needed feedback on the previous portion, but he didn<U+0092>t provide the feedback before the next step was due. He took weeks and weeks to grade things. Feedback was not timely or helpful. He seemed distracted and overwhelmed by his other job as Superintendent █ ████████████████████. For all I know, he may be a fine superintendent, but he was, far and away, the worst professor I have ever had. Lest anyone think I am angry at him about a grade, I got an <U+0093>A<U+0094> in that class, I just didn<U+0092>t learn anything useful and spent several weeks being frustrated. All of my other professors were great!
This was a great program for any person that wants to become a school leader.
The program through Utah State was excellent. Every instructor I had helped prepare me for leadership positions and they were all very good to work with. I would recommend this program to anyone seeking education in school leadership.
I loved it. I'm glad it's coming to an end though.
It was unfortunate to see the direction the program is going. The professors who were previously superintendents and administrators in the state of Utah kept the course content extremely relevant to what to expect in Utah and their assignments truly applied to an administrator in Utah. The classes offered now by career professors were much more theory based and did not feel beneficial other than to fulfill coursework. Being able to experience half and half as well as after talking to previous students in the program I felt disappointed that the direction is moving from real applicable and beneficial material and activities to basic college review of theoretical textbooks.
I wish I would have learned how to use spreadsheets, formulas and how to interpret data.
I really like and appreciate the way this program was structured through USU. I took the online options for a reason, and I feel that they (USU) respected that and kept the meetings to a reasonable level. The work assigned was relevant to the content, and of a level congruent with the difficulty of the content.
Sometimes it seemed that administrators were busy and happy to sign off on something that was somewhat similar to the required task. I didn't want to feel like a bother.
Unfortunately, there were a lot of new instructors and their unfamiliarity with the tools, pacing, and workload demand were apparent. However, the seasoned instructors were excellent.