

# INSPIRE



## Leadership Collaborative

INSPIRE Graduate Survey

Utah State University

2023-24 Cohorts

# Contents

<b>INSPIRE Program Overview</b>	<b>3</b>
Participant Background & Demographics . . . . .	4
Consent . . . . .	5
Position . . . . .	6
Years in Current Position . . . . .	6
Program Begin and End . . . . .	7
Plans . . . . .	8
Degree . . . . .	9
License . . . . .	10
Professional Experience . . . . .	11
Gender . . . . .	12
Race/Ethnicity . . . . .	13
Birth Year . . . . .	14
Program Quality . . . . .	15
Program Rigor & Relevance . . . . .	16
Faculty Quality . . . . .	17
Peer Relationships . . . . .	18
Program Accessibility . . . . .	19
Curriculum . . . . .	20
Candidate Assessment . . . . .	22
Internship/Residency Design . . . . .	24
Type of internship, residency, or field experience . . . . .	25
Internship/Residency Quality . . . . .	26
Intern Mentor . . . . .	28
Overall Internship Experience . . . . .	29
Learning Outcomes . . . . .	30
Ethics and Professional norms . . . . .	31
Strategic Leadership . . . . .	33
Operations and Management . . . . .	34
Instructional Leadership . . . . .	36
Professional and Organizational Culture . . . . .	38
Supportive and Equitable Learning Environment . . . . .	40
Family and Community Engagement . . . . .	41
Overall Quality of Preparation for School Leadership . . . . .	42
Additional Feedback . . . . .	43

## **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 Matt Doane at [matt.doane@utah.edu](mailto:matt.doane@utah.edu).

## Participant Background & Demographics

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

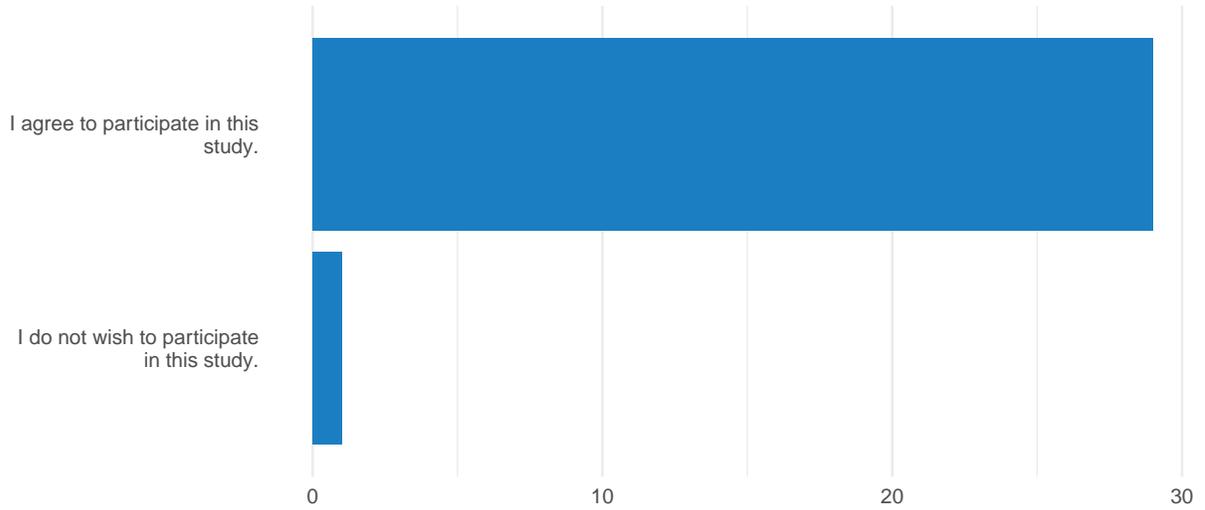
Number of Responses by Cohort

<b>cohort</b>	<b>n</b>
Fall 2023	9
Spring 2024	13
Summer 2024	8

## Consent

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

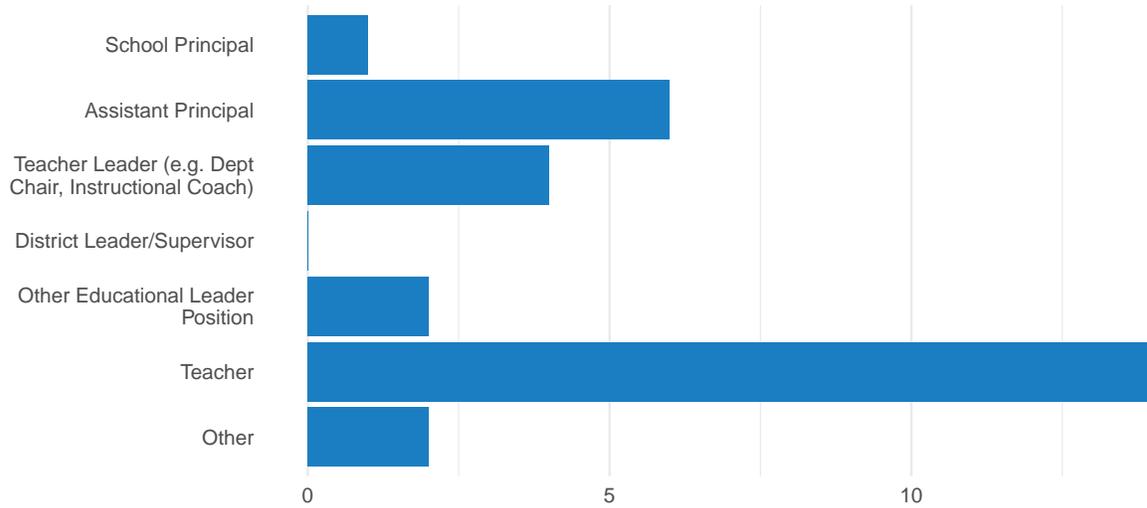
Answer	Response	%
I agree to participate in this study.	29	96.7
I do not wish to participate in this study.	1	3.3
Total	30	100.0



**Position**

Please indicate your position.

Answer	Response	%
School Principal	1	3.4
Assistant Principal	6	20.7
Teacher Leader (e.g. Dept Chair, Instructional Coach)	4	13.8
District Leader/Supervisor	0	0.0
Other Educational Leader Position	2	6.9
Teacher	14	48.3
Other	2	6.9
Total	29	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	21	6.4	5.7	29

## Program Begin and End

What year did you begin your leadership preparation program?

Min Value	Max Value	Mean	Standard Deviation	Count
2015	2023	2022	1.7	29

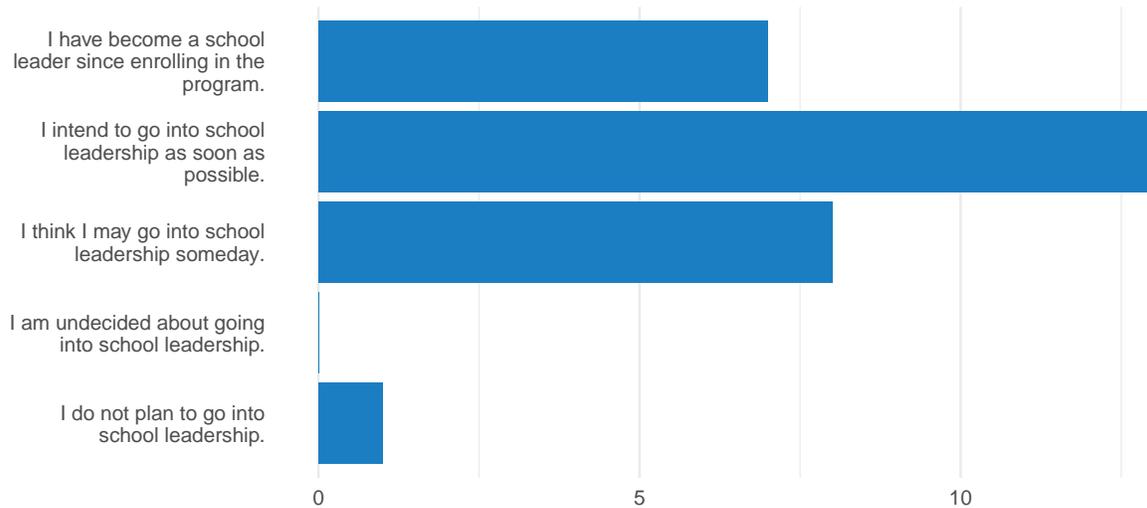
What year did you complete your leadership preparation program?

Min Value	Max Value	Mean	Standard Deviation	Count
2023	2024	2023.7	0.5	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	24.1
I intend to go into school leadership as soon as possible.	13	44.8
I think I may go into school leadership someday.	8	27.6
I am undecided about going into school leadership.	0	0.0
I do not plan to go into school leadership.	1	3.4
Total	29	99.9



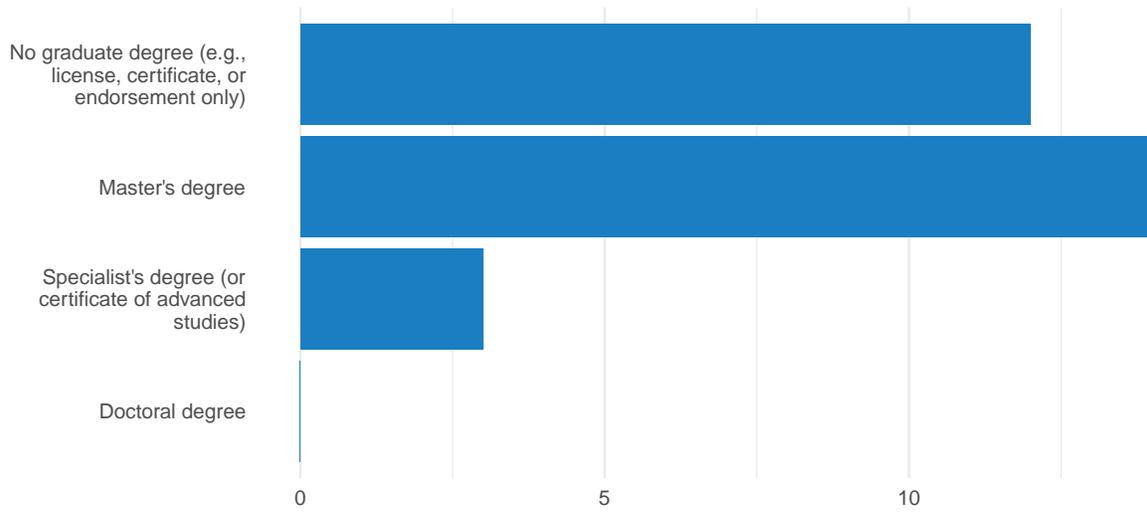
If you do not plan to go into school leadership, please explain why.

Way too demanding for the salary. I realized that our high school administrators work very long hours with many after school hours supervising athletics. While they do get a stipend, it's not worth much. This would completely destroy my family life (marriage/parenting, etc.). Also, the salary is a problem. I would take a pay DECREASE as an administrator. My current salary just below \$92,000 a year (this includes tssp money) for 181 days, which comes out to \$507 a day. As an assistant principal, I would make \$107,000 for 214 days (this includes stipends paid on top of base salary) for a total of \$498 a day. For more hours, more days during the year, more stress. No thank you.

## Degree

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

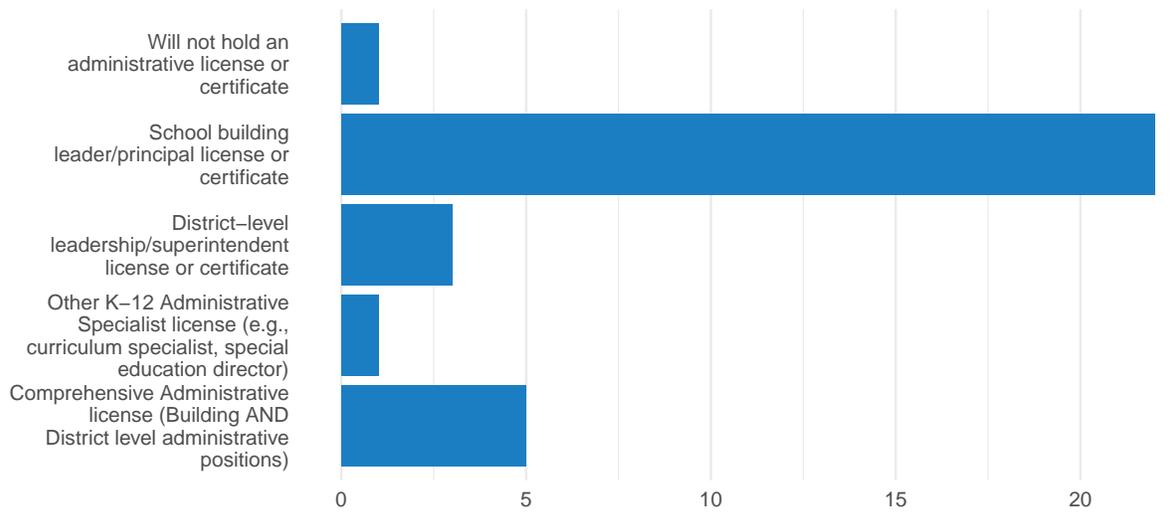
Answer	Response	%
No graduate degree (e.g., license, certificate, or endorsement only)	12	41.4
Master's degree	14	48.3
Specialist's degree (or certificate of advanced studies)	3	10.3
Doctoral degree	0	0.0
Total	29	100.0



## 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	3.1
School building leader/principal license or certificate	22	68.8
District-level leadership/superintendent license or certificate	3	9.4
Other K-12 Administrative Specialist license (e.g., curriculum specialist, special education director)	1	3.1
Comprehensive Administrative license (Building AND District level administrative positions)	5	15.6
Total	32	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	1	25	10.3	6.0	26
K-12 Teacher Leader (e.g., teacher leader, department chair, instructional coach)	0	20	4.1	5.0	23
K-12 Administrator (e.g., principal, assistant principal, central office administrator)	0	3	0.4	0.9	17
Other K-12 Professional Educator (e.g., school counselor, psychologist, librarian, district level employee)	0	13	1.8	3.7	19
Job in another type of educational agency	0	8	1.6	2.8	16

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

Min Value	Max Value	Mean	Standard Deviation	Count
5	27	12.3	5.8	29

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

Min Value	Max Value	Mean	Standard Deviation	Count
0	25	7.4	7	29

How many years have you worked at your current school?

Min Value	Max Value	Mean	Standard Deviation	Count
0	27	5.8	5.9	29

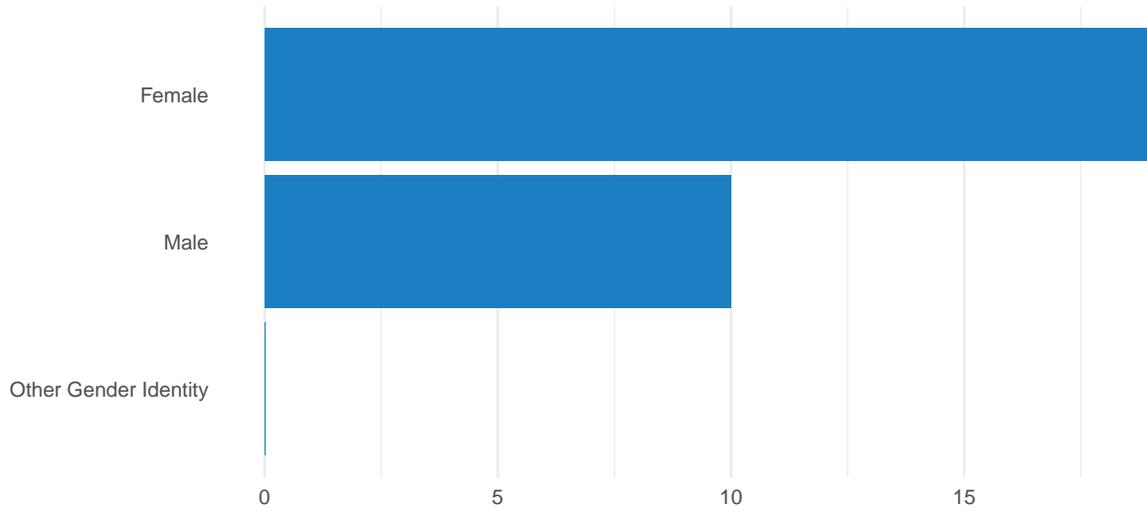
How many years have you worked at your current district?

Min Value	Max Value	Mean	Standard Deviation	Count
2	27	9.5	6.4	29

## Gender

What is your gender?

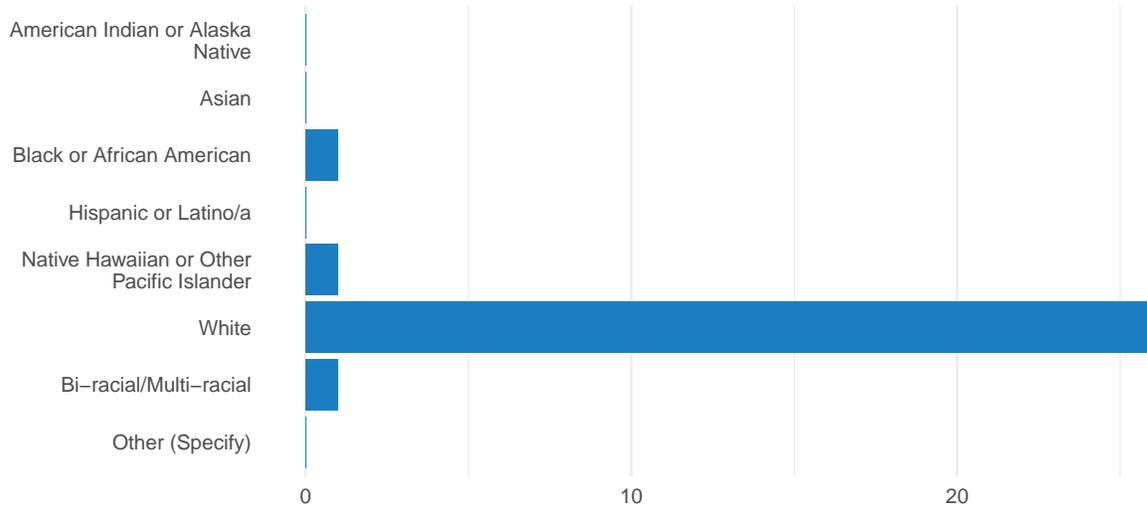
Answer	Response	%
Female	19	65.5
Male	10	34.5
Other Gender Identity	0	0.0
Total	29	100.0



## 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	1	3.4
Hispanic or Latino/a	0	0.0
Native Hawaiian or Other Pacific Islander	1	3.4
White	26	89.7
Bi-racial/Multi-racial	1	3.4
Other (Specify)	0	0.0
Total	29	99.9



## Birth Year

What is your year of birth?

Min Value	Max Value	Mean	Standard Deviation	Count
1971	1995	1984	7	27

## **Program Quality**

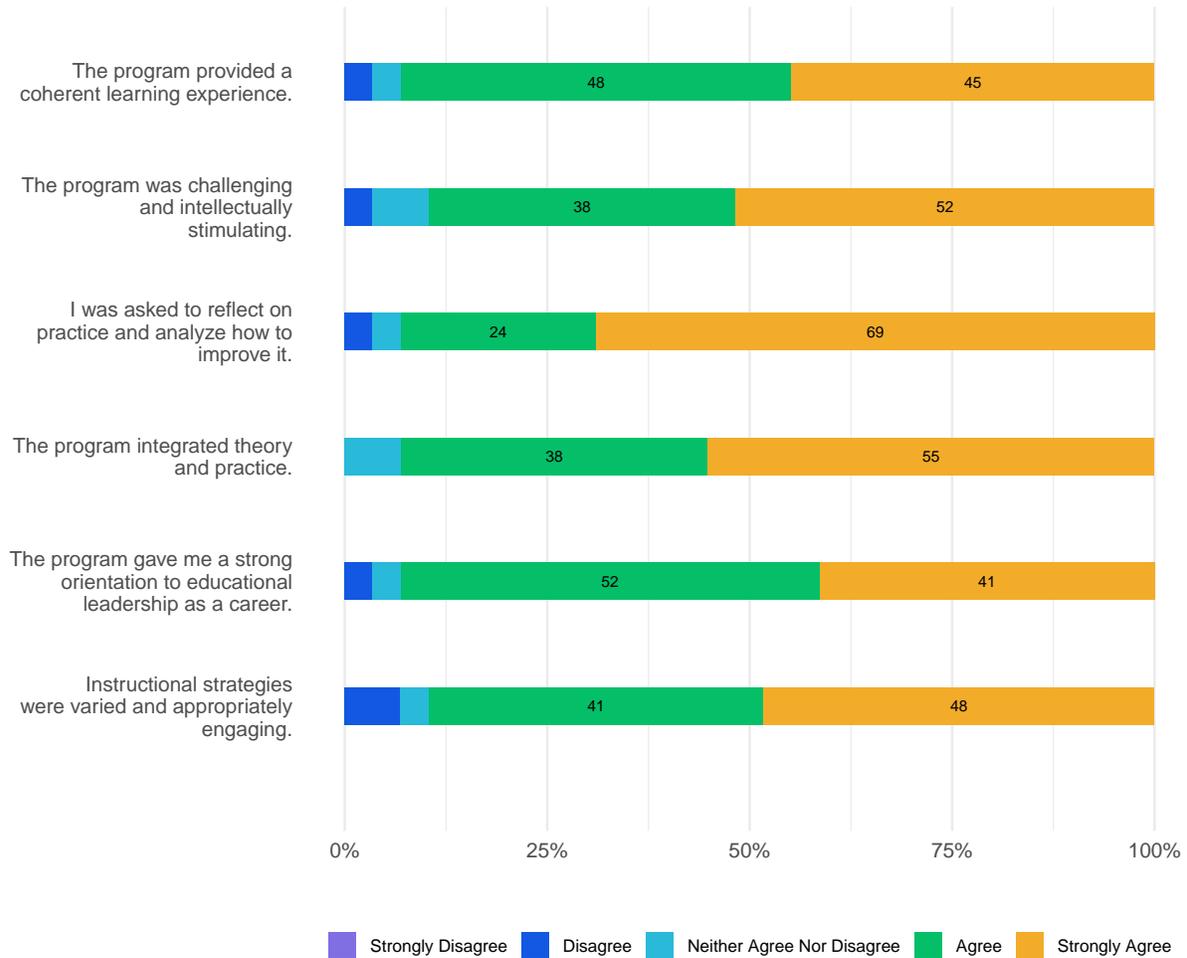
The following section includes graduates' responses about the quality of the leadership preparation program in the following categories:

- 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?

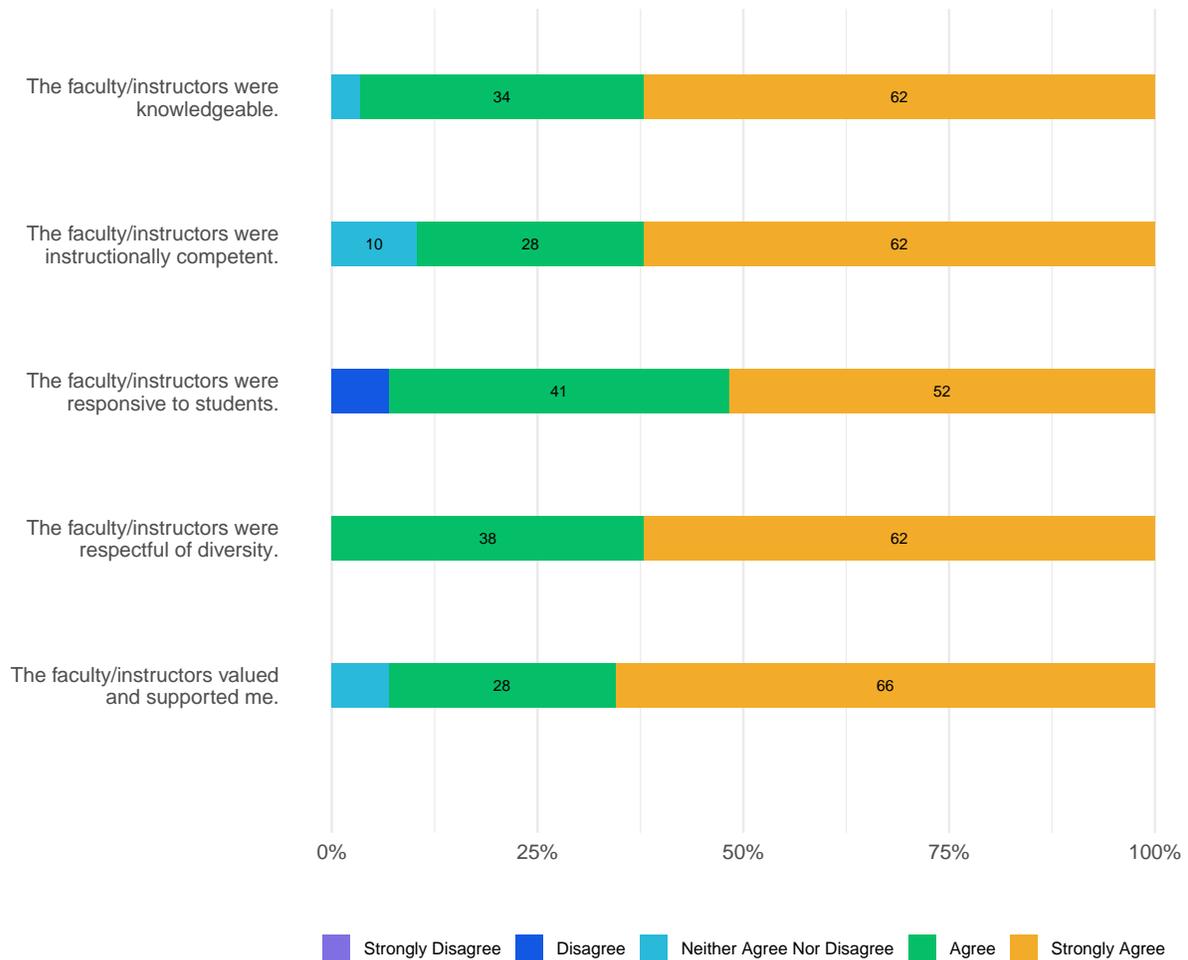
Answer	Min Value	Max Value	Mean	Standard Deviation	Count
The program provided a coherent learning experience.	2	5	4.3	0.7	29
The program was challenging and intellectually stimulating.	2	5	4.4	0.8	29
I was asked to reflect on practice and analyze how to improve it.	2	5	4.6	0.7	29
The program integrated theory and practice.	3	5	4.5	0.6	29
The program gave me a strong orientation to educational leadership as a career.	2	5	4.3	0.7	29
Instructional strategies were varied and appropriately engaging.	2	5	4.3	0.8	29



## Faculty Quality

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

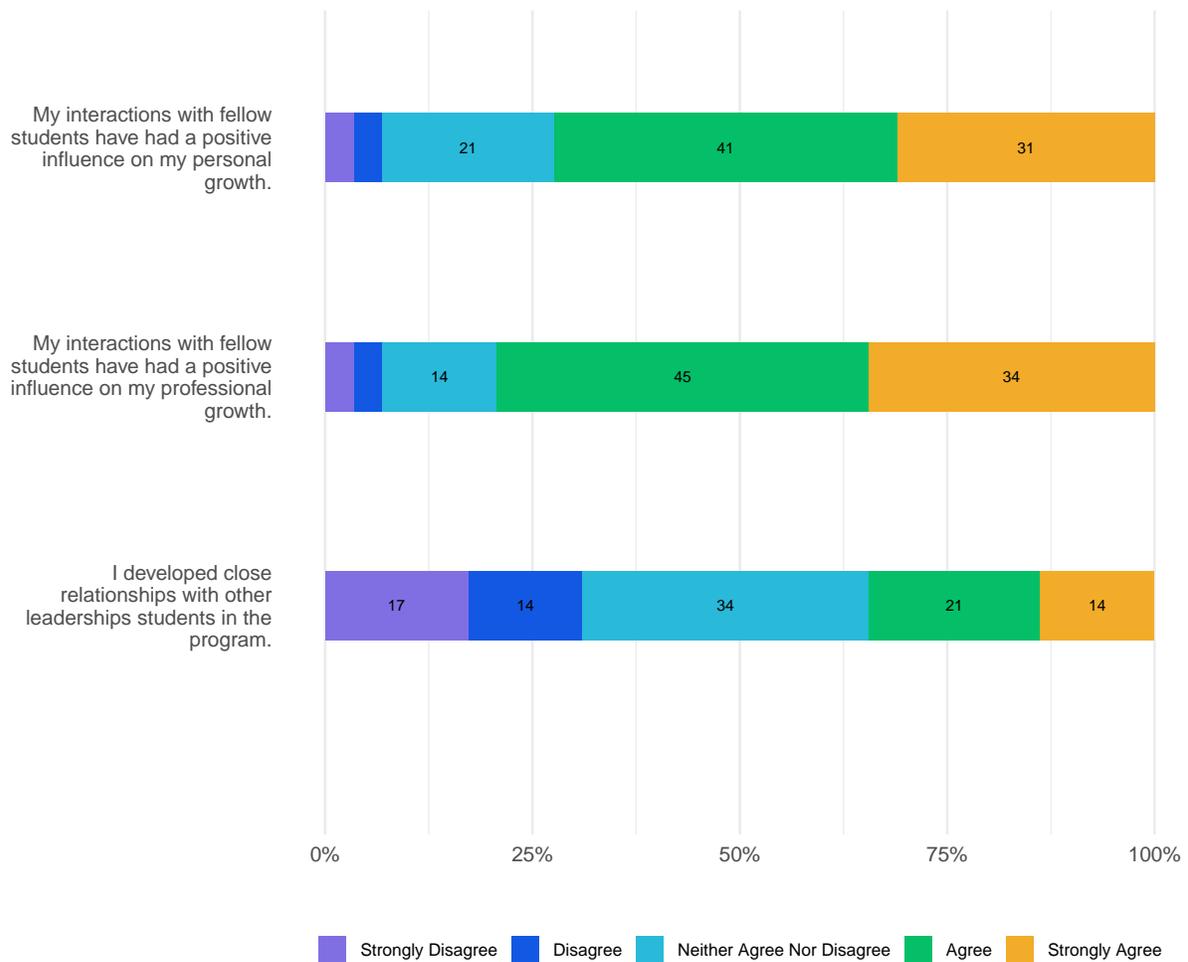
Answer	Min Value	Max Value	Mean	Standard Deviation	Count
The faculty/instructors were knowledgeable.	3	5	4.6	0.6	29
The faculty/instructors were instructionally competent.	3	5	4.5	0.7	29
The faculty/instructors were responsive to students.	2	5	4.4	0.8	29
The faculty/instructors were respectful of diversity.	4	5	4.6	0.5	29
The faculty/instructors valued and supported me.	3	5	4.6	0.6	29



## Peer Relationships

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

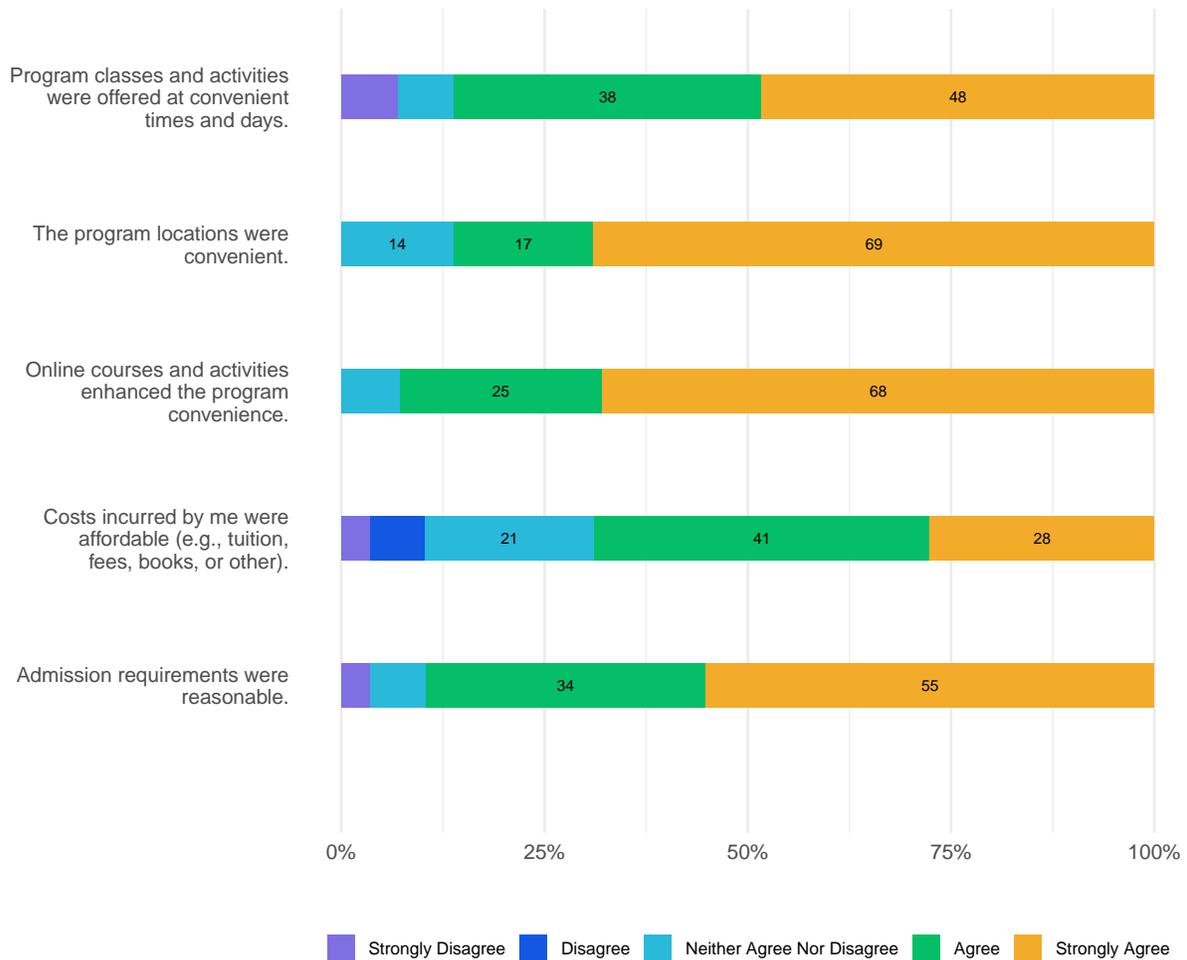
Answer	Min Value	Max Value	Mean	Standard Deviation	Count
My interactions with fellow students have had a positive influence on my personal growth.	1	5	3.9	1.0	29
My interactions with fellow students have had a positive influence on my professional growth.	1	5	4.0	1.0	29
I developed close relationships with other leaderships students in the program.	1	5	3.0	1.3	29



## 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.	1	5	4.2	1.1	29
The program locations were convenient.	3	5	4.6	0.7	29
Online courses and activities enhanced the program convenience.	3	5	4.6	0.6	28
Costs incurred by me were affordable (e.g., tuition, fees, books, or other).	1	5	3.8	1.0	29
Admission requirements were reasonable.	1	5	4.4	0.9	29

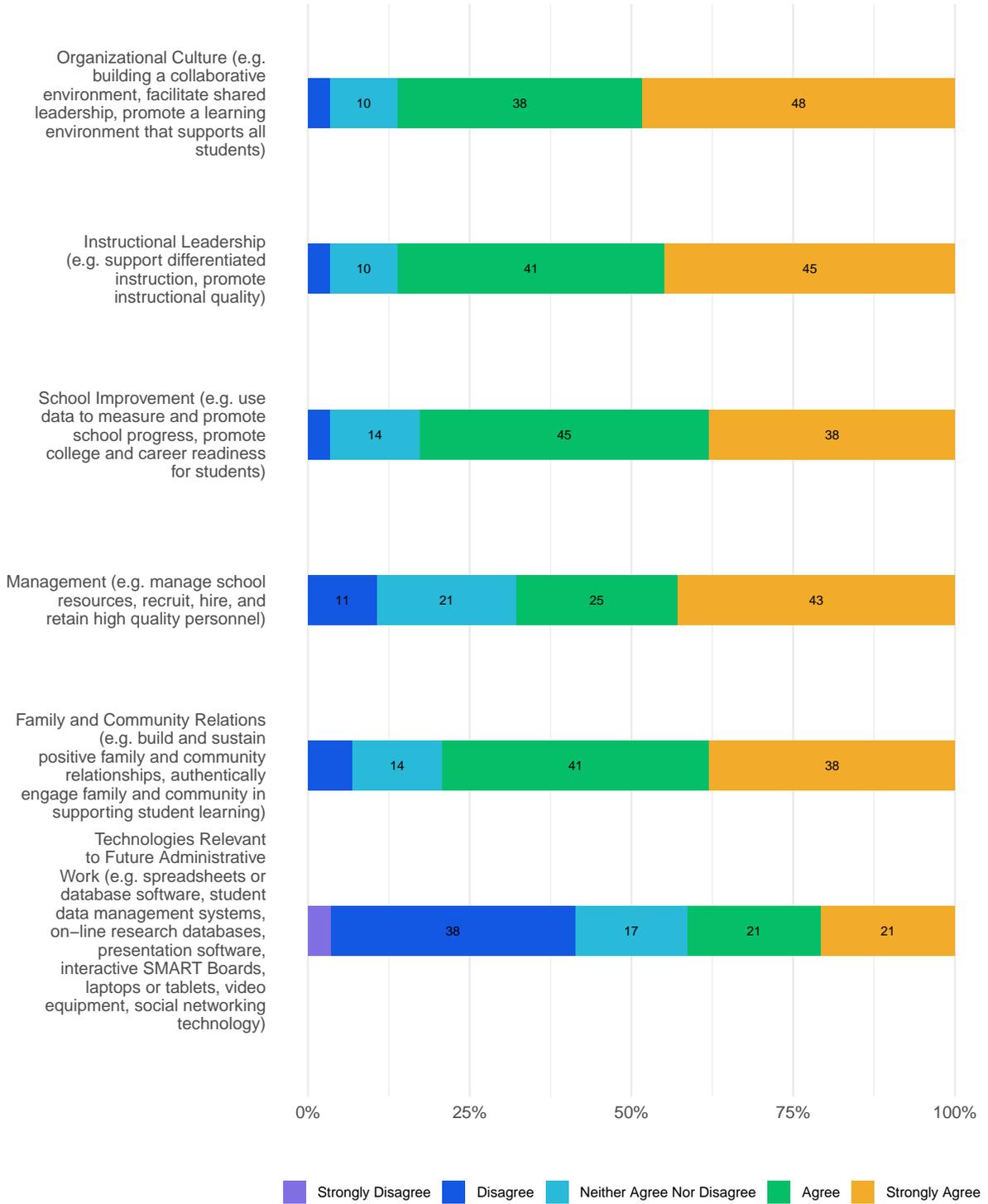


## Curriculum

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)	2	5	4.3	0.8	29
Instructional Leadership (e.g. support differentiated instruction, promote instructional quality)	2	5	4.3	0.8	29
School Improvement (e.g. use data to measure and promote school progress, promote college and career readiness for students)	2	5	4.2	0.8	29
Management (e.g. manage school resources, recruit, hire, and retain high quality personnel)	2	5	4.0	1.1	28
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	4.1	0.9	29
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	3.2	1.3	29

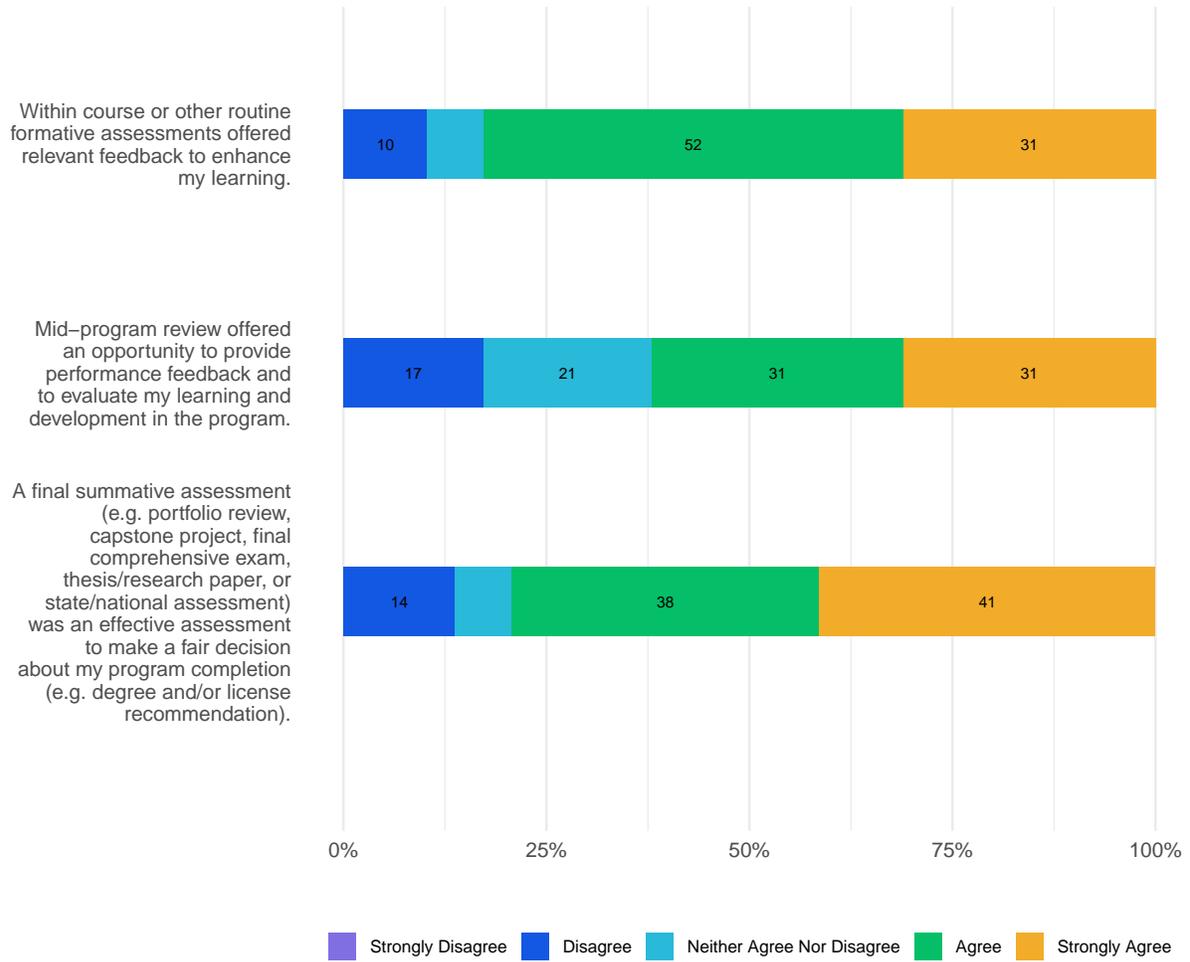


## Candidate Assessment

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..."

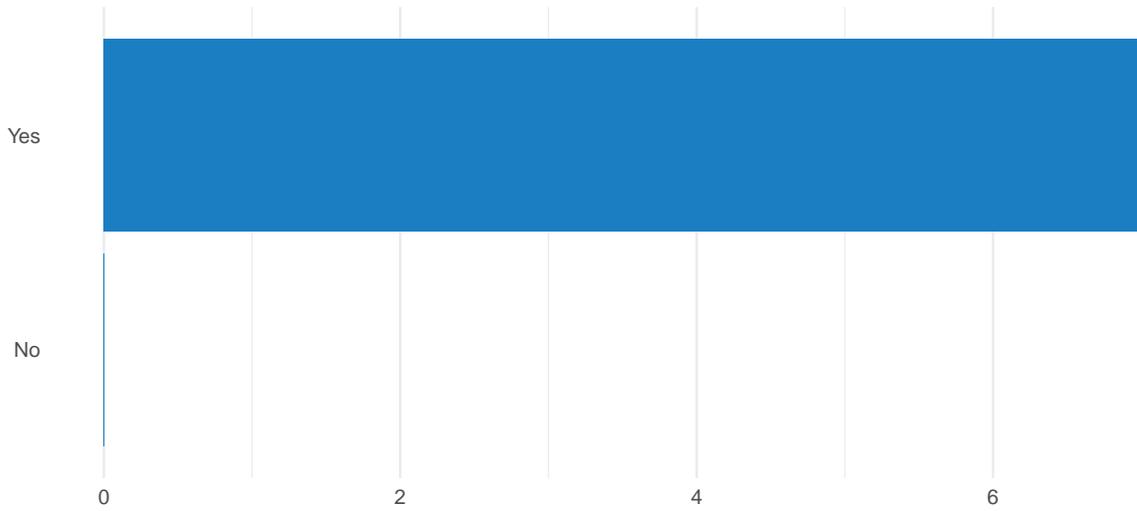
Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Within course or other routine formative assessments offered relevant feedback to enhance my learning.	2	5	4.0	0.9	29
Mid-program review offered an opportunity to provide performance feedback and to evaluate my learning and development in the program.	2	5	3.8	1.1	29
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	4.1	1.0	29



### 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?

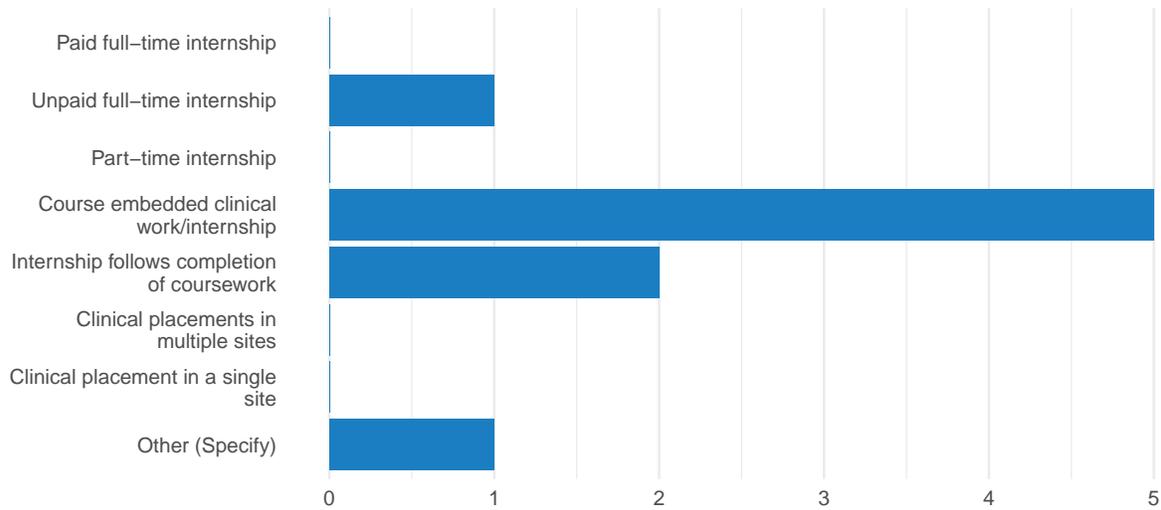
Answer	Response	%
Yes	7	100
No	0	0
Total	7	100



### Type of internship, residency, or field experience

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

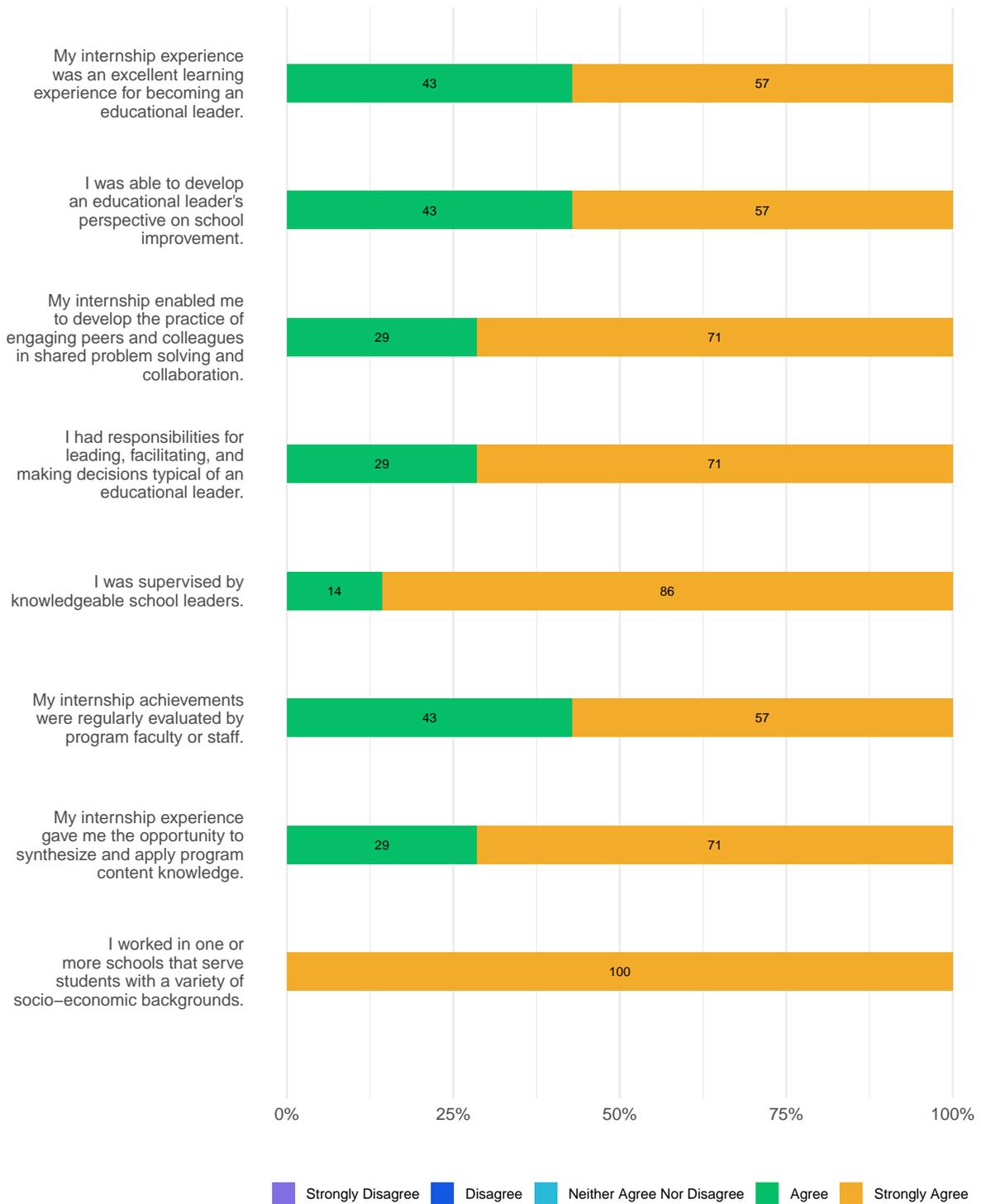
Answer	Response	%
Paid full-time internship	0	0.0
Unpaid full-time internship	1	11.1
Part-time internship	0	0.0
Course embedded clinical work/internship	5	55.6
Internship follows completion of coursework	2	22.2
Clinical placements in multiple sites	0	0.0
Clinical placement in a single site	0	0.0
Other (Specify)	1	11.1
Total	9	100.0



## Internship/Residency Quality

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

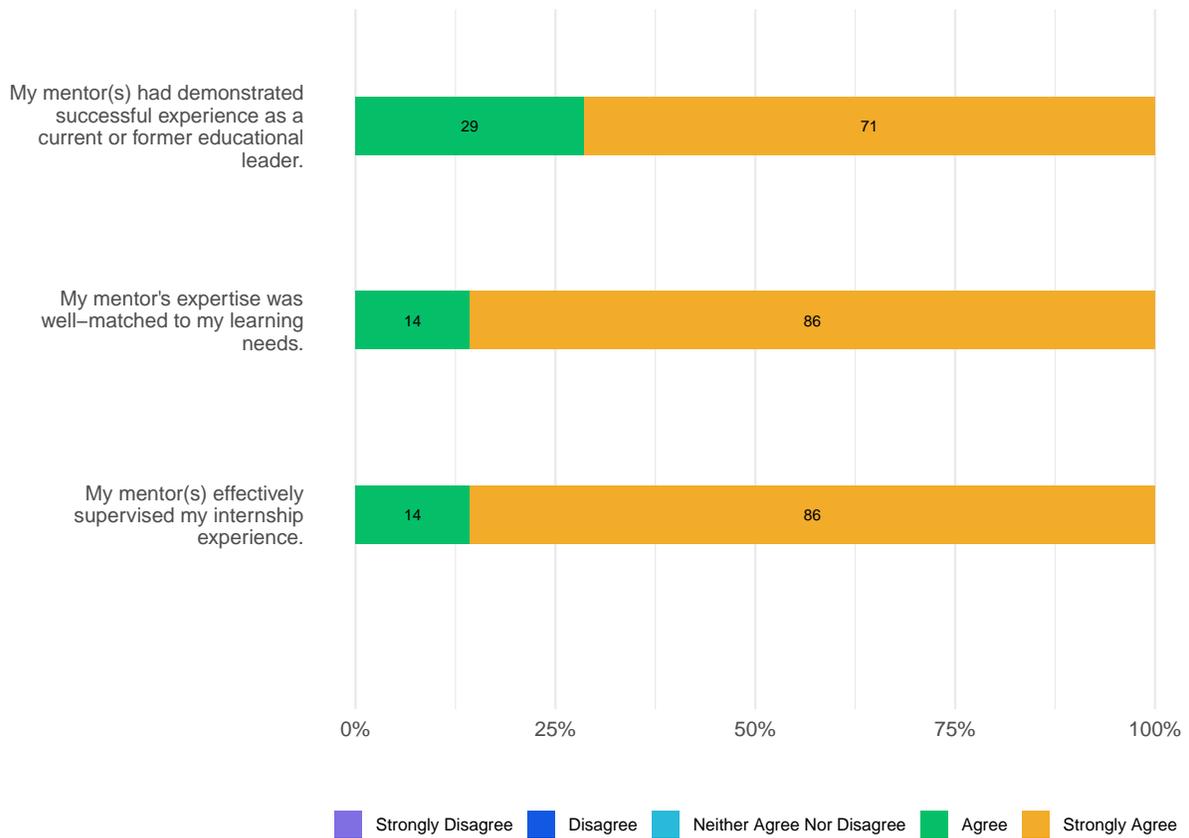
Answer	Min Value	Max Value	Mean	Standard Deviation	Count
My internship experience was an excellent learning experience for becoming an educational leader.	4	5	4.6	0.5	7
I was able to develop an educational leader's perspective on school improvement.	4	5	4.6	0.5	7
My internship enabled me to develop the practice of engaging peers and colleagues in shared problem solving and collaboration.	4	5	4.7	0.5	7
I had responsibilities for leading, facilitating, and making decisions typical of an educational leader.	4	5	4.7	0.5	7
I was supervised by knowledgeable school leaders.	4	5	4.9	0.4	7
My internship achievements were regularly evaluated by program faculty or staff.	4	5	4.6	0.5	7
My internship experience gave me the opportunity to synthesize and apply program content knowledge.	4	5	4.7	0.5	7
I worked in one or more schools that serve students with a variety of socio-economic backgrounds.	5	5	5.0	0.0	7



## Intern Mentor

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

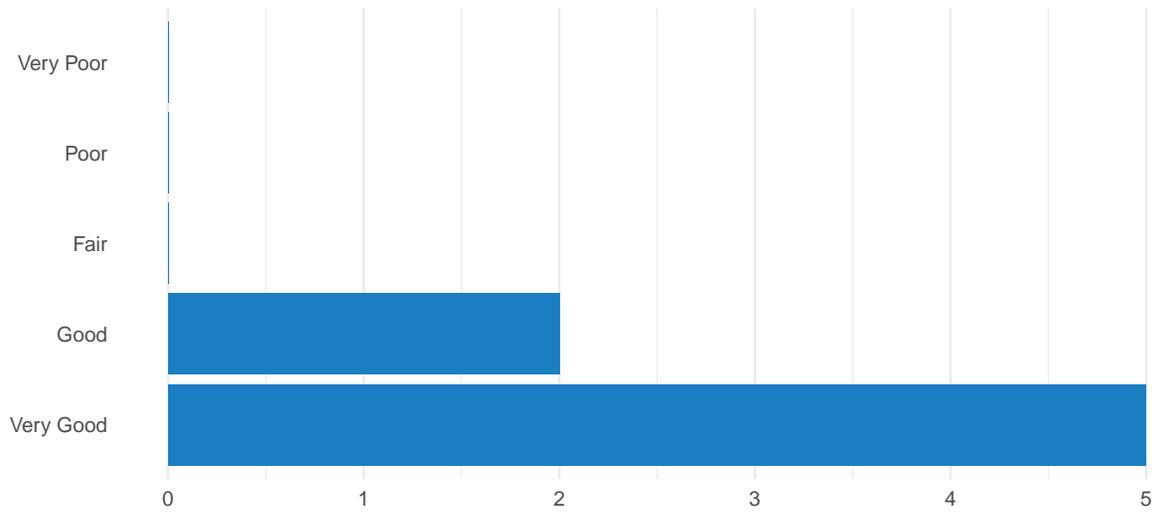
Answer	Min Value	Max Value	Mean	Standard Deviation	Count
My mentor(s) had demonstrated successful experience as a current or former educational leader.	4	5	4.7	0.5	7
My mentor's expertise was well-matched to my learning needs.	4	5	4.9	0.4	7
My mentor(s) effectively supervised my internship experience.	4	5	4.9	0.4	7



## 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	0	0.0
Good	2	28.6
Very Good	5	71.4
Total	7	100.0



## **Learning Outcomes**

Preparation for Leadership Practices & Behaviors

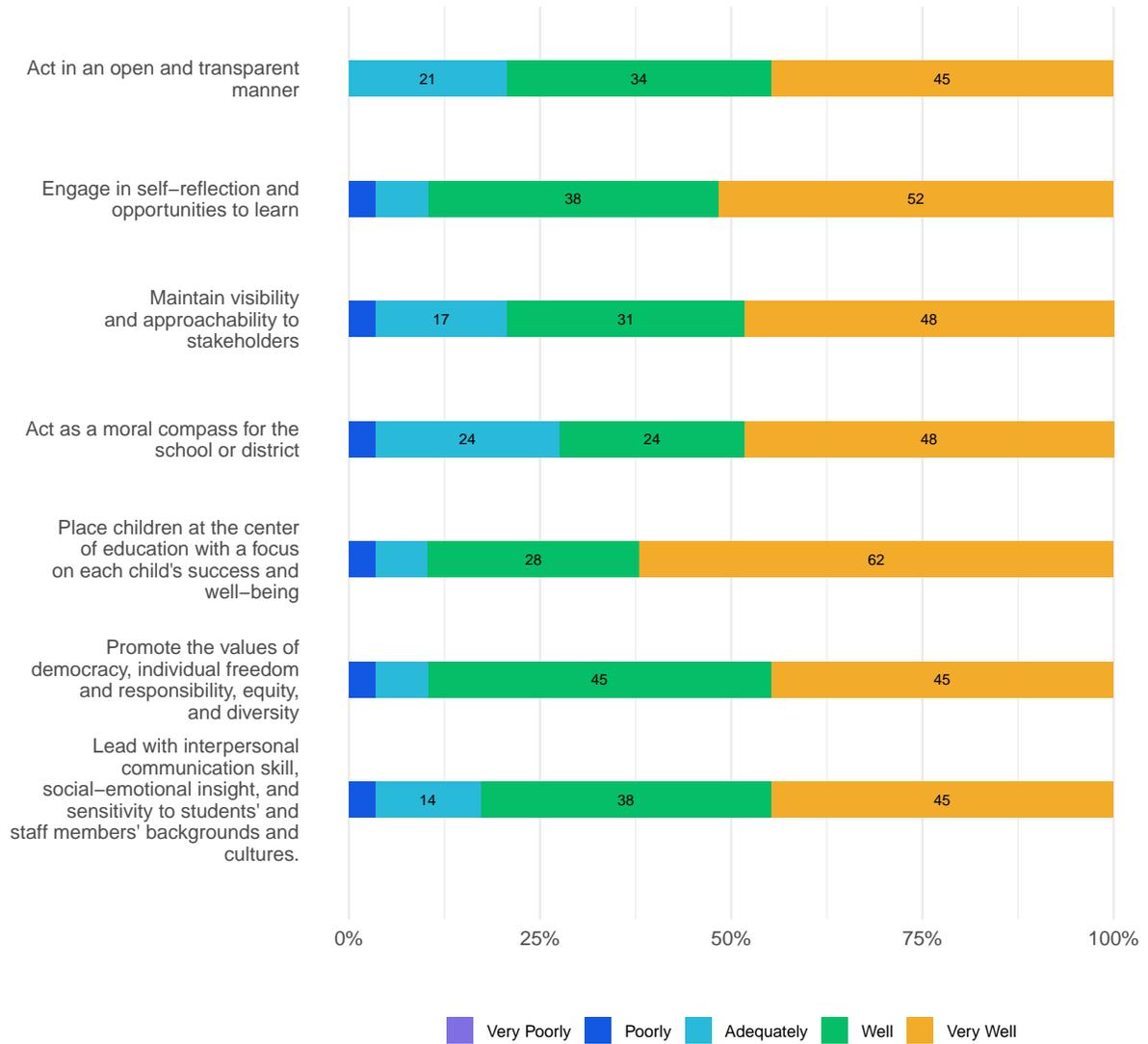
The following section includes graduates' responses about their leadership practices in the following categories:

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

## Ethics and Professional norms

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

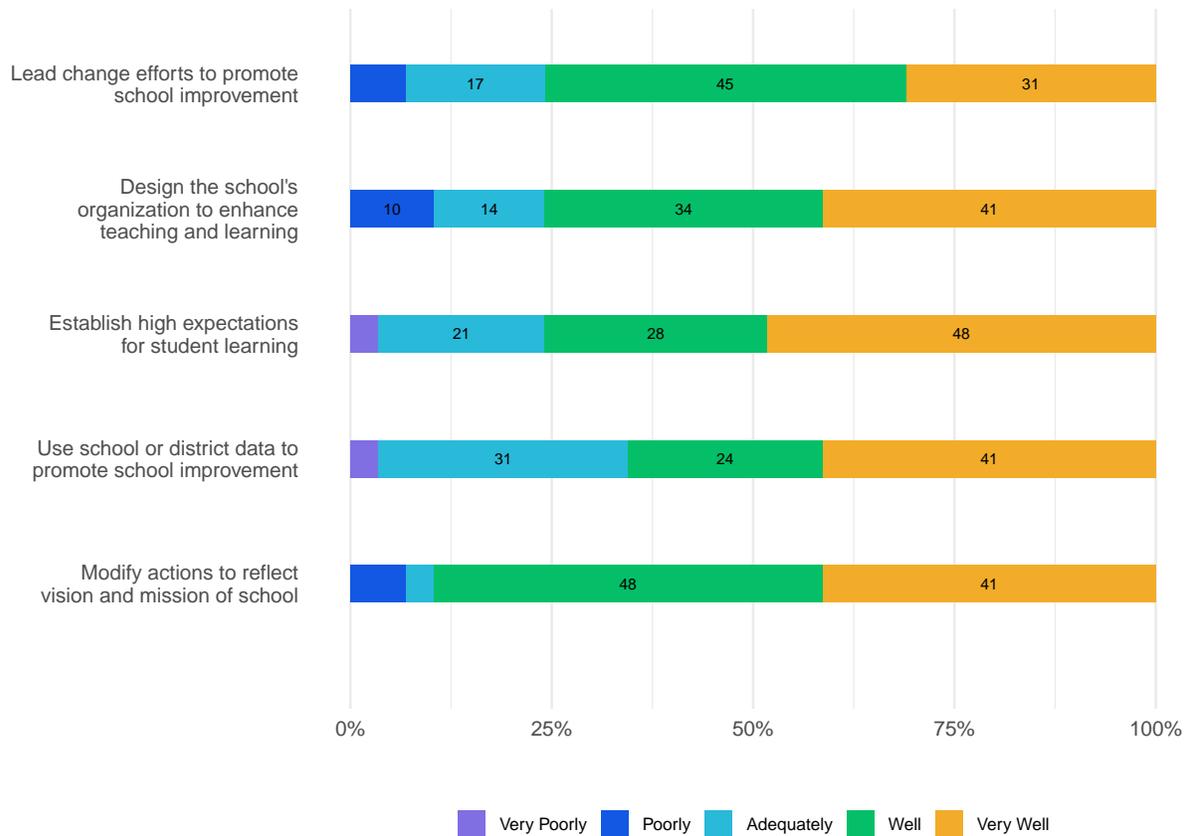
Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Act in an open and transparent manner	3	5	4.2	0.8	29
Engage in self-reflection and opportunities to learn	2	5	4.4	0.8	29
Maintain visibility and approachability to stakeholders	2	5	4.2	0.9	29
Act as a moral compass for the school or district	2	5	4.2	0.9	29
Place children at the center of education with a focus on each child's success and well-being	2	5	4.5	0.8	29
Promote the values of democracy, individual freedom and responsibility, equity, and diversity	2	5	4.3	0.8	29
Lead with interpersonal communication skill, social-emotional insight, and sensitivity to students' and staff members' backgrounds and cultures.	2	5	4.2	0.8	29



## Strategic Leadership

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

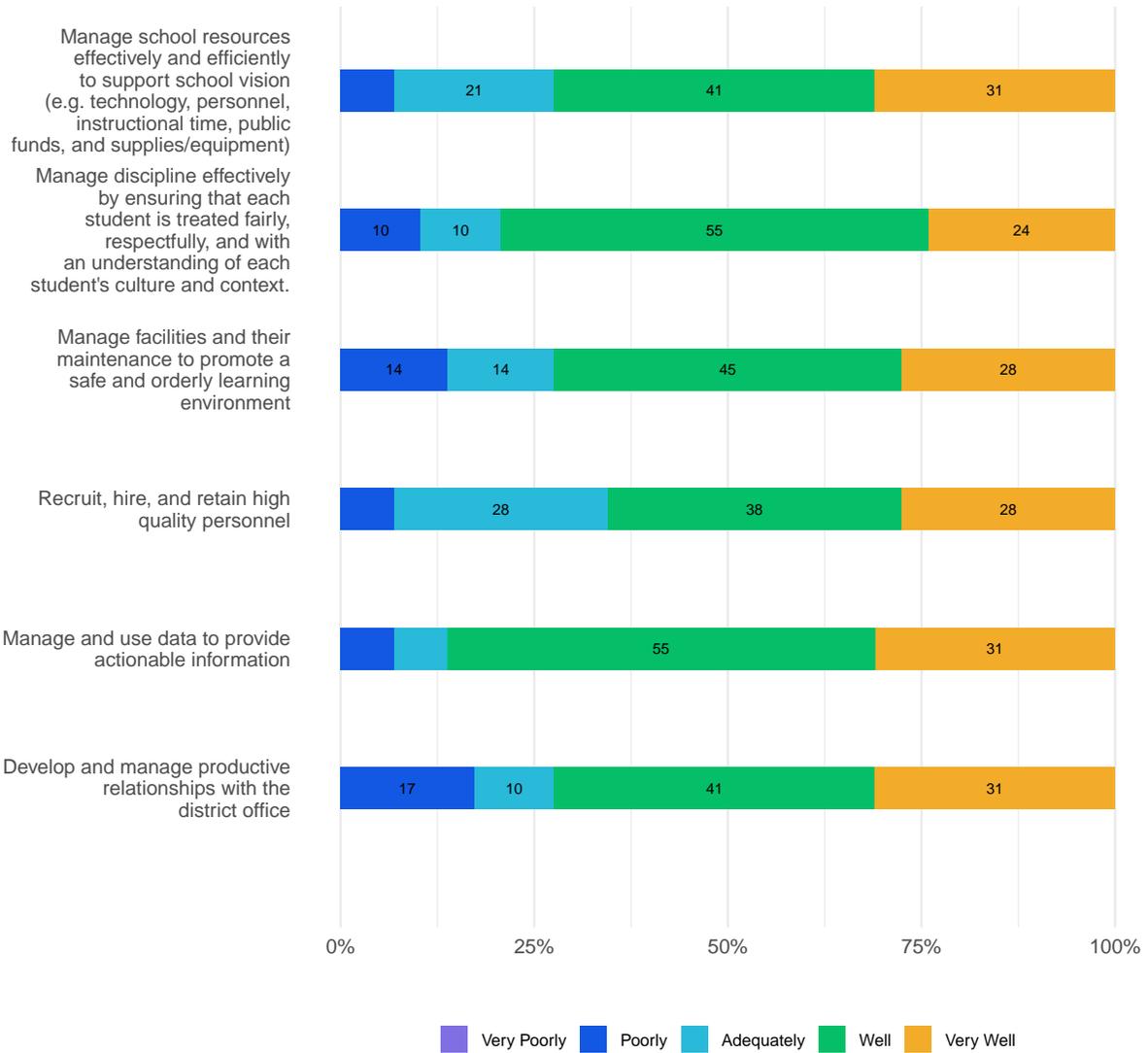
Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Lead change efforts to promote school improvement	2	5	4.0	0.9	29
Design the school's organization to enhance teaching and learning	2	5	4.1	1.0	29
Establish high expectations for student learning	1	5	4.2	1.0	29
Use school or district data to promote school improvement	1	5	4.0	1.0	29
Modify actions to reflect vision and mission of school	2	5	4.2	0.8	29



## Operations and Management

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

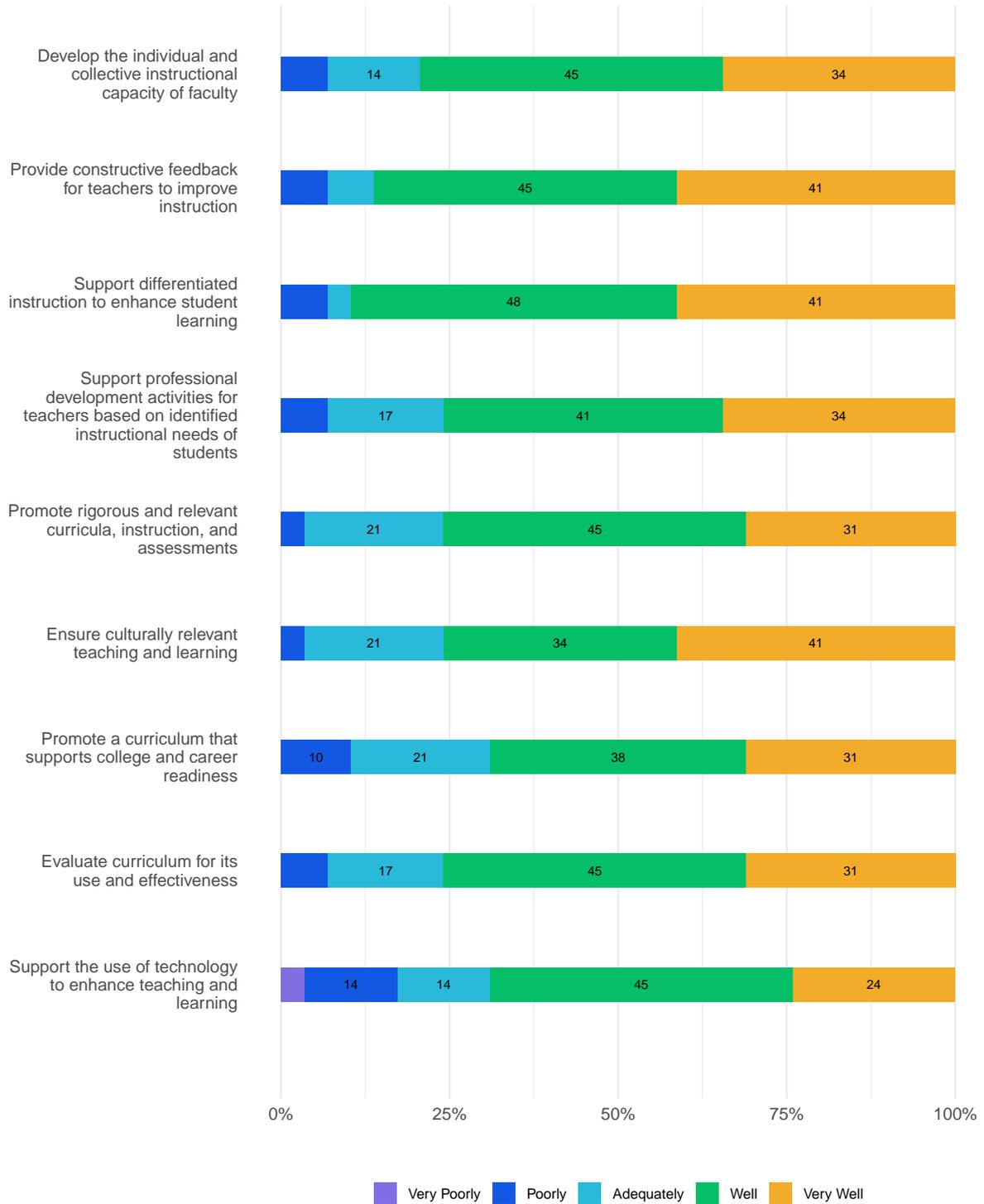
Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Manage school resources effectively and efficiently to support school vision (e.g. technology, personnel, instructional time, public funds, and supplies/equipment)	2	5	4.0	0.9	29
Manage discipline effectively by ensuring that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	2	5	3.9	0.9	29
Manage facilities and their maintenance to promote a safe and orderly learning environment	2	5	3.9	1.0	29
Recruit, hire, and retain high quality personnel	2	5	3.9	0.9	29
Manage and use data to provide actionable information	2	5	4.1	0.8	29
Develop and manage productive relationships with the district office	2	5	3.9	1.1	29



## Instructional Leadership

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

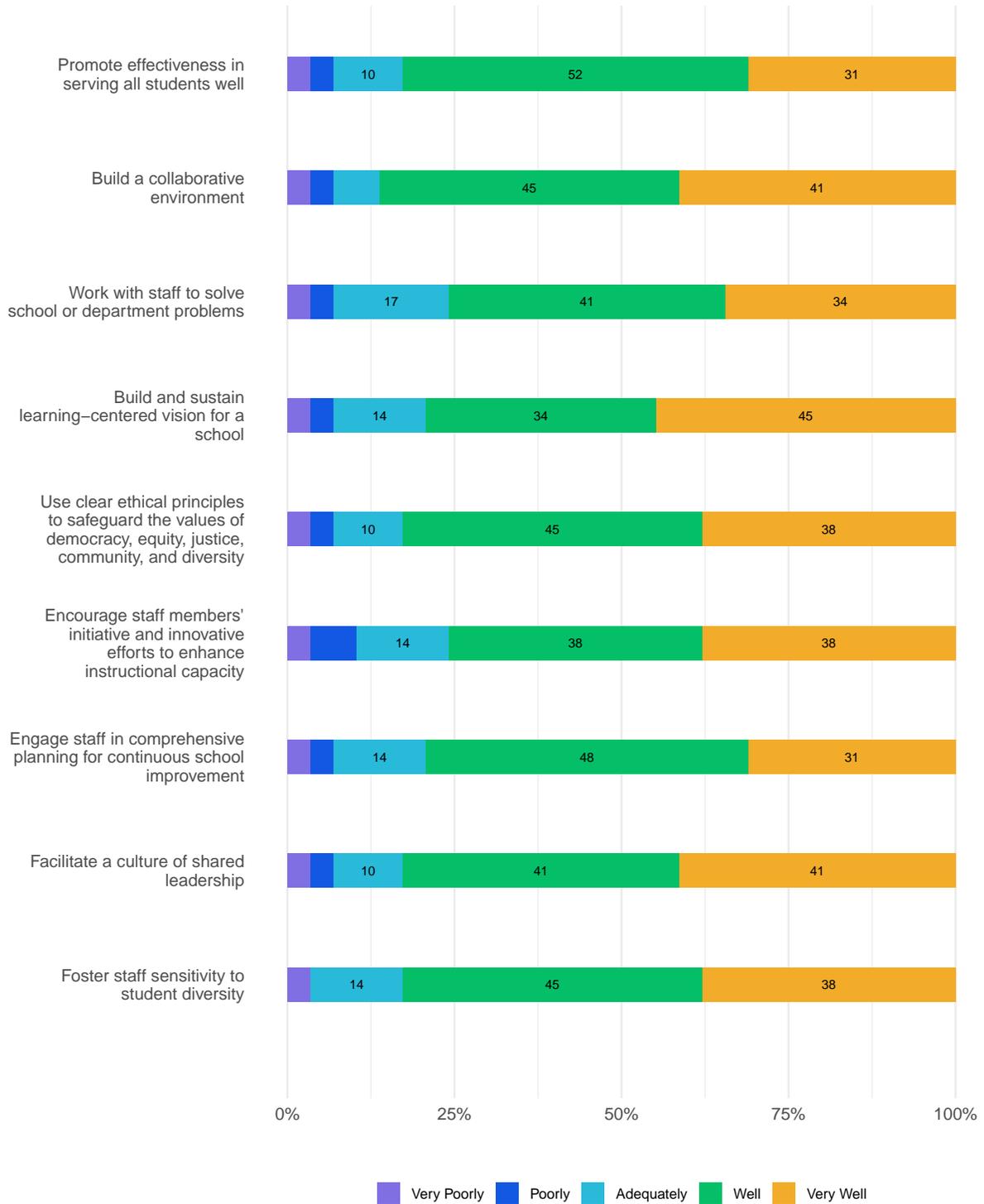
Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Develop the individual and collective instructional capacity of faculty	2	5	4.1	0.9	29
Provide constructive feedback for teachers to improve instruction	2	5	4.2	0.9	29
Support differentiated instruction to enhance student learning	2	5	4.2	0.8	29
Support professional development activities for teachers based on identified instructional needs of students	2	5	4.0	0.9	29
Promote rigorous and relevant curricula, instruction, and assessments	2	5	4.0	0.8	29
Ensure culturally relevant teaching and learning	2	5	4.1	0.9	29
Promote a curriculum that supports college and career readiness	2	5	3.9	1.0	29
Evaluate curriculum for its use and effectiveness	2	5	4.0	0.9	29
Support the use of technology to enhance teaching and learning	1	5	3.7	1.1	29



## Professional and Organizational Culture

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

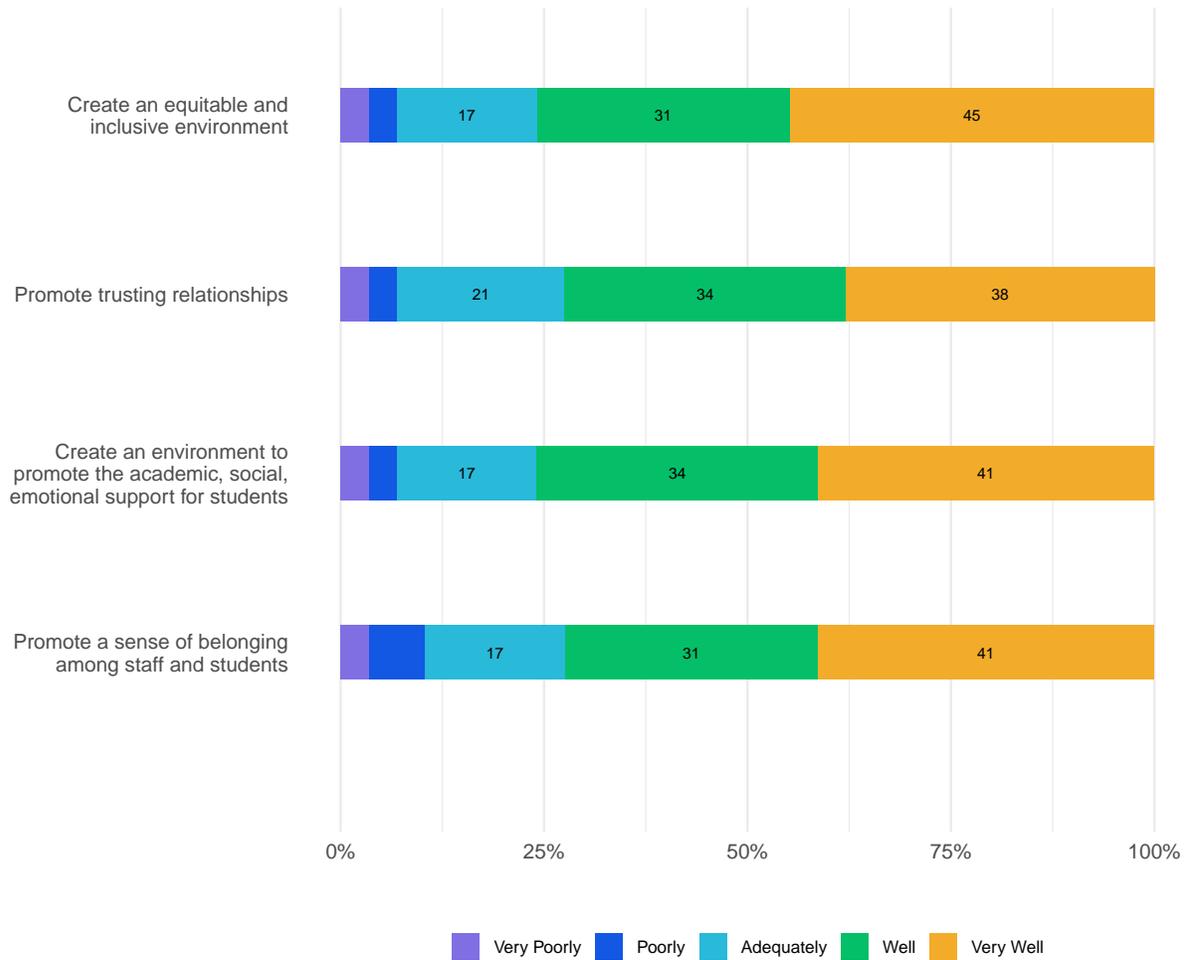
Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Promote effectiveness in serving all students well	1	5	4.0	0.9	29
Build a collaborative environment	1	5	4.2	1.0	29
Work with staff to solve school or department problems	1	5	4.0	1.0	29
Build and sustain learning-centered vision for a school	1	5	4.1	1.0	29
Use clear ethical principles to safeguard the values of democracy, equity, justice, community, and diversity	1	5	4.1	1.0	29
Encourage staff members' initiative and innovative efforts to enhance instructional capacity	1	5	4.0	1.1	29
Engage staff in comprehensive planning for continuous school improvement	1	5	4.0	1.0	29
Facilitate a culture of shared leadership	1	5	4.1	1.0	29
Foster staff sensitivity to student diversity	1	5	4.1	0.9	29



## Supportive and Equitable Learning Environment

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

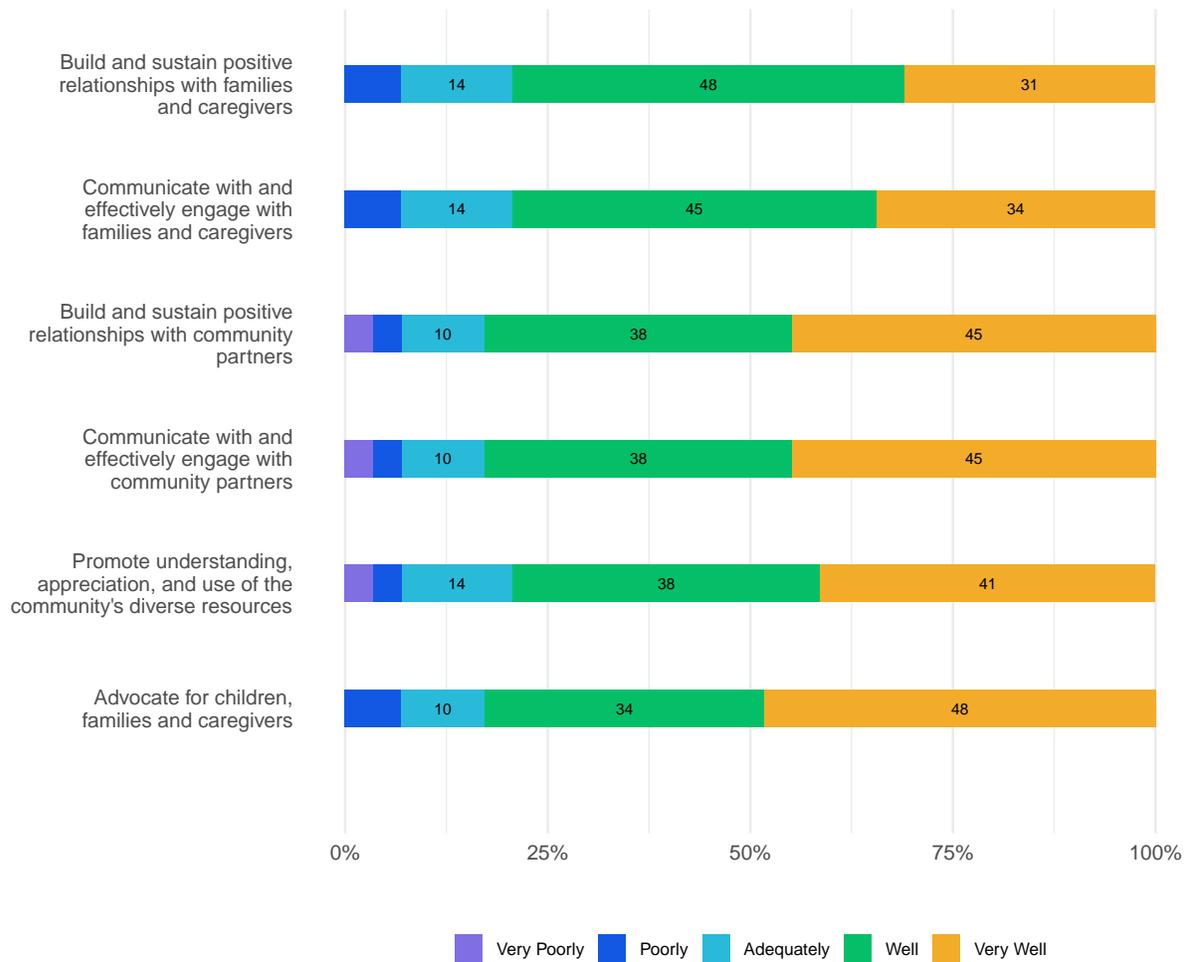
Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Create an equitable and inclusive environment	1	5	4.1	1.0	29
Promote trusting relationships	1	5	4.0	1.0	29
Create an environment to promote the academic, social, emotional support for students	1	5	4.1	1.0	29
Promote a sense of belonging among staff and students	1	5	4.0	1.1	29



## Family and Community Engagement

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

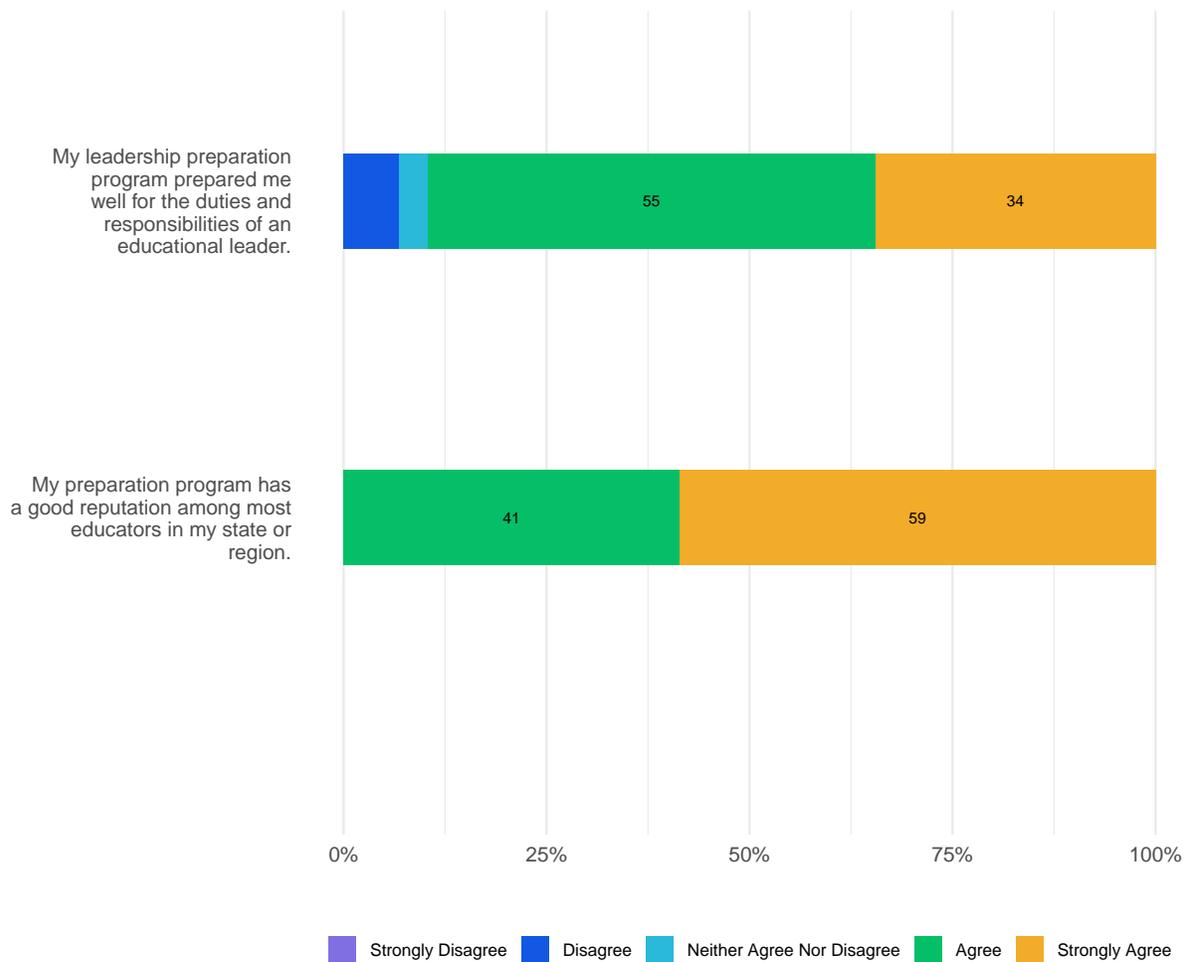
Answer	Min Value	Max Value	Mean	Standard Deviation	Count
Build and sustain positive relationships with families and caregivers	2	5	4.0	0.9	29
Communicate with and effectively engage with families and caregivers	2	5	4.1	0.9	29
Build and sustain positive relationships with community partners	1	5	4.2	1.0	29
Communicate with and effectively engage with community partners	1	5	4.2	1.0	29
Promote understanding, appreciation, and use of the community's diverse resources	1	5	4.1	1.0	29
Advocate for children, families and caregivers	2	5	4.2	0.9	29



## 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.	2	5	4.2	0.8	29
My preparation program has a good reputation among most educators in my state or region.	4	5	4.6	0.5	29



## Additional Feedback

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

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Course Schedules and work load were easy to access and complete. The program was informative, but I felt could have been more application as opposed to readings and responding to the readings with discussions and opinions. I had expected stronger application pieces throughout the program. One of the biggest challenges was delay in feedback/grading. While professional grace was mentioned in quite a few classes and appreciated, I felt that if due dates were provided, feedback/grades should be provided within a respectable period rather than nearly the end of the semester. Knowledge of current information is extremely relevant as well. Knowledge of the PRAXIS, knowledge of current trends in educational leadership, and expectations now as well. I learned a great deal in the program, but the first and last class were not cost effective to have to pay for 2 courses that essential are designed to turn in the competencies with no actual course work or support, I feel as if this could be an advisory check in rather than incurring the cost of 6 credits. I can say that I feel the program prepared me to understand the broad overview of the job requirements. I know what it entails and will ask of me for the most part; however, I don't feel adequately prepared to handle things like the budget, faculty issues, how to deal with teachers that aren't a good fit for the school or the profession, student discipline issues, etc. There is a basic understanding for most of these areas, but when interning I've discovered that I don't know how to handle a lot of situations that I thought I had been prepared for. I understand that the program doesn't have the time to cover every aspect in depth, but student discipline, faculty issues, and the budget are things that I would have liked more courses on.

Class times were often a struggle for me. 4:30 was way too early to start class. I often finished with meetings at my school around 4:15ish. I still had to go and pick up my kids before getting online. I'd wager the majority of this program's students are actively involved in various committees in their respective schools, and would have later in the afternoon meetings/responsibilities. I was also a bit surprised to see that other professors didn't communicate about the days or times of their classes. I had the problem more than once that two different professors were holding classes at the same time. I felt my professors were effective and responsive. I did not feel that Utah State was always the same. I had to request information from the department on finishing the certification program several times. I also did not feel that my internship mentor was very proactive in reaching out to me. I fortunately did not need him and I know I could have reached out to him, but he only contacted me one time during my four semesters, and not at all during my last class, which was the class I needed to turn in my internship report.

I thought the program was intensive and thorough. I had an issue with a couple of professors providing feedback on only 20% of assignments. One was because she got in an accident at the beginning of the semester, but never communicated that. She just didn't grade anything. For the final, I never saw feedback as the course was unpublished. I was not paying for the title of Masters, I already have a Masters degree. I wanted the expertise and feedback to grow.

Overall, I feel the that the courses were appropriate and helpful to prepare the students for future positions. I really enjoyed my theories of organizational leadership, theories of instructional supervision, and school law classes. The organization of the program was great for students who are trying to balance working full time and juggling life (being a parent or caregiver).

I wish the internship experiences were more integrated with the classes we took so that as we filled out experiences we ALSO completed assignments. This way, we had regular applications of what we were learning in each and every class we took. Not to mention, the assignments that were separate (chiefly discussion posts) were some of the most mind-numbing I've ever done.

USU provides an excellent instructional leadership program. I am thrilled with my experience as well as the mentors with whom I worked in completing this program. I would highly recommend the USU M.Ed. program to anyone seeking instructional leadership licensure.

The schedule of classes was well designed and made it possible to finish in a timely manner in a way that was not cumbersome to the rest of my schedule. I really enjoyed the internship experience as well.

Most classes and activities did not seem practical or address the reality of what school leadership and the principalship looks like on a day-to-day basis.

I truly enjoyed my time in this program. It was well balanced. I was able to complete a full time course load while also working full time.

The program was very well set-up and helped me learn about the leader I wish to be.

I enjoyed the thoughtful program requirements for the administrative licensure.

I really enjoyed the program and am excited to become an instructional leader.

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