



# INSPIRE Graduate Survey

*Utah State University*

Aggregate Report  
May 2019

## **INSPIRE Leadership**

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

The INSPIRE Leadership Survey Suite is designed to assess graduates' perceptions about their leadership preparation experiences, and provide a source of evidence on leadership program outcomes. 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 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 Marcy Reedy at 434-297-7896 or [mar5q@virginia.edu](mailto:mar5q@virginia.edu).








## Participant Background & Demographics

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

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

Answer	Bar	Response	%
I agree to participate in this study.		29	100%
I do not wish to participate in this study.		0	0%
Total		29	100%




**Please indicate your position**

Answer	Bar	Response	%
School Principal		1	4%
Assistant Principal		6	21%
Teacher Leader (e.g. Dept Chair, Instructional Coach)		8	29%
District Leader/Supervisor		2	7%
Other Educational Leader Position		2	7%
Teacher		7	25%
Other		2	7%
Total		28	100%

**How many years have you worked at your current district?**

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
1	16	5.74	4.48	29

**What are your current plans for becoming a school leader?**

Answer	Bar	Response	%
I have become a school leader since enrolling in the program.		10	37%
I intend to go into school leadership as soon as possible.		12	44%
I think I may go into school leadership someday.		5	19%
I am undecided about going into school leadership.		0	0%
I do not plan to go into school leadership.		0	0%
Total		27	100%




**What year did you begin your leadership preparation program? (YYYY)**

Min Value	Max Value	Average Value	Standard Deviation	Total Respondents
2015	2018	2017	1	28





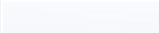
**What year did you complete your leadership preparation program? (YYYY)**

Min Value	Max Value	Average Value	Standard Deviation	Total Respondents
2017	2019	2018	1	28

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

Answer	Bar	Response	%
No graduate degree (e.g., license, certificate, or endorsement only)		17	61%
Master's degree		10	36%
Specialist's degree (or certificate of advanced studies)		1	4%
Doctoral degree		0	0%
Total		28	100%

**What administrative license or certification will or do you hold as a result of completing this program? (Select all that apply.)**

Answer	Bar	Response	%
Will not hold an administrative license or certificate		1	4%
School building leader/principal license or certificate		20	71%
District-level leadership/superintendent license or certificate		2	7%
Other K-12 Administrative Specialist license (e.g., curriculum specialist, special education director)		3	11%
Comprehensive Administrative license (Building AND District level administrative positions)		9	32%
Total		35	100%

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

	K-12 Teacher	K-12 Teacher Leader (e.g., teacher leader, department chair, instructional coach)	K-12 Administrator (e.g., principal, assistant principal, central office administrator)	Other K-12 Professional Educator (e.g., school counselor, psychologist, librarian, district level employee)	Job in another type of educational agency
Min Value	0	0	0	0	0
Max Value	19	8	14	13	4
Mean	8.85	3.67	1.67	2.08	1.08
Standard Deviation	4.76	2.06	3.36	4.07	1.5
Total Responses	26	21	18	13	13

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

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
3	24	12.04	5.60	29

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

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
0	30	6.85	7.76	29

**How many years have you worked at your current school?**

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
1	21	5.44	4.79	29

**How many years have you worked at your current district?**

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
0	21	7.71	5.16	29

**What is your gender?**

Answer	Bar	Response	%
Male		9	32%
Female		19	68%
Other Gender Identity		0	0%
Total		28	100%

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

Answer	Bar	Response	%
American Indian or Alaska Native		0	0%
Asian		0	0%
Black or African American		0	0%
Hispanic or Latino/a		1	4%
Native Hawaiian or Other Pacific Islander		0	0%
White		27	96%
Bi-racial/Multi-racial		0	0%
Other (Specify)		0	0%
Total		28	100%

**What is your year of birth? (YYYY)**

Min Value	Max Value	Average Value	Standard Deviation	Total Responses
1962	1992	1978	9	27

## Program Quality

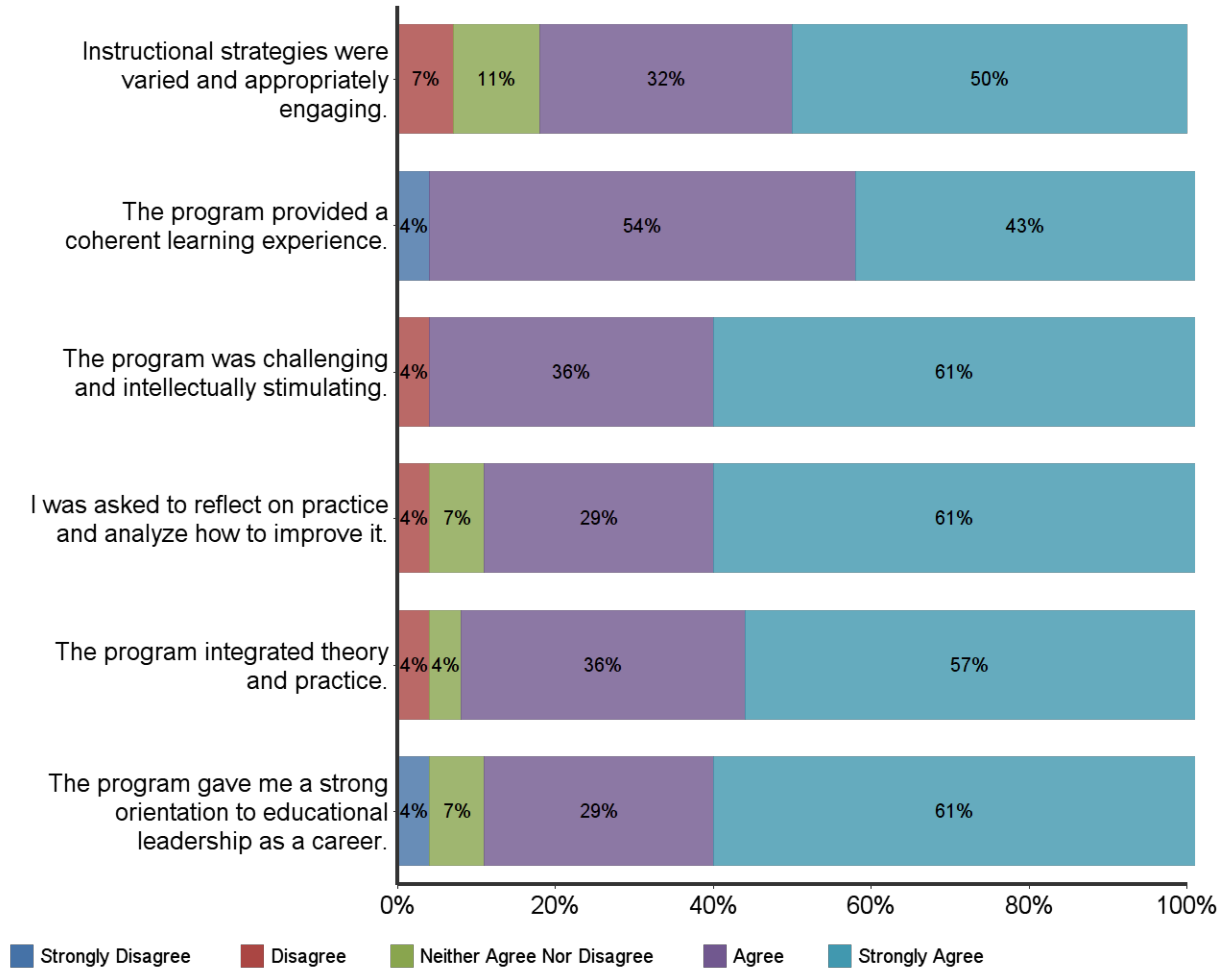
The following section includes graduates' responses about the quality of the leadership preparation program in the following categories:

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



## Program Rigor & Relevance

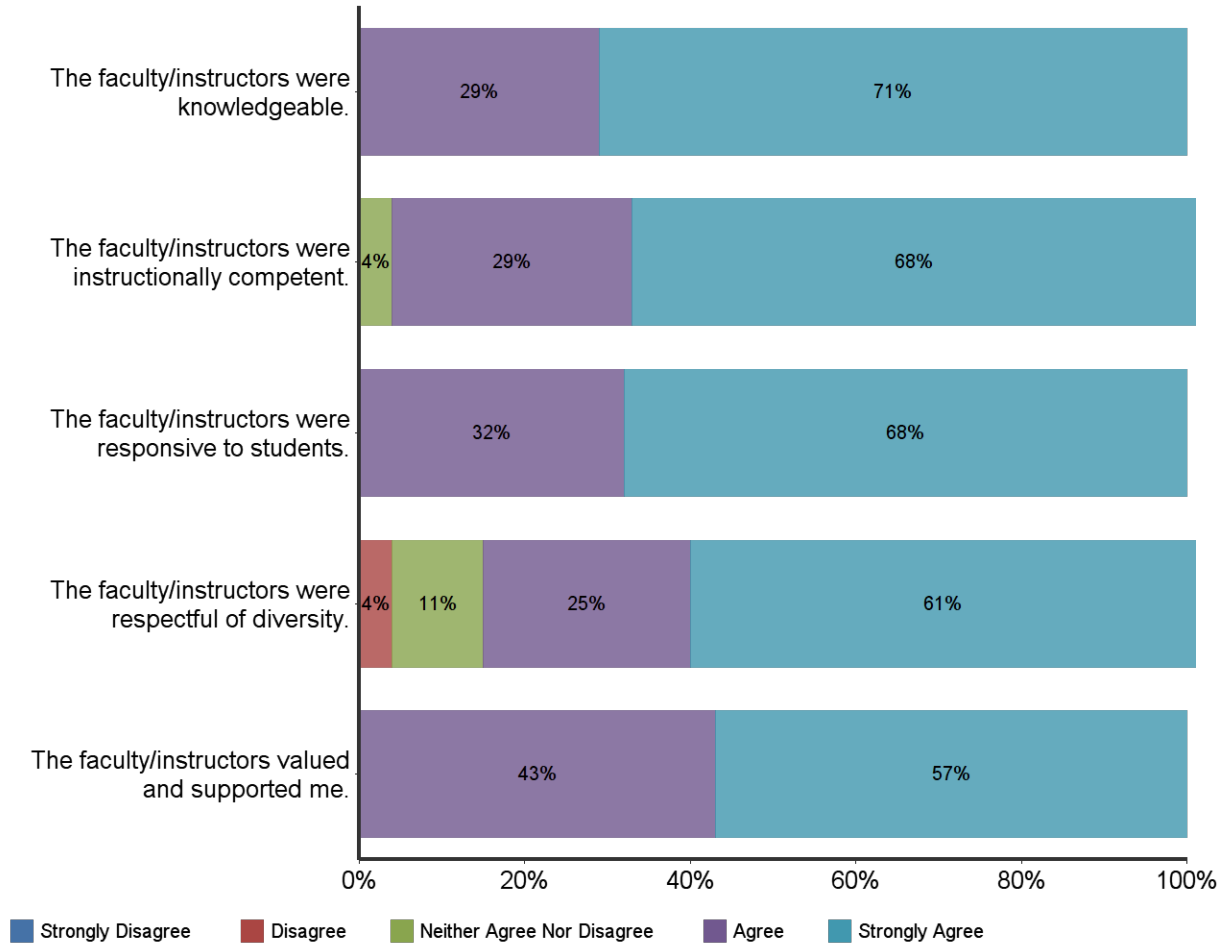
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?



Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Instructional strategies were varied and appropriately engaging.	2	5	4.25	0.93	28
The program provided a coherent learning experience.	1	5	4.32	0.82	28
The program was challenging and intellectually stimulating.	2	5	4.54	0.69	28
I was asked to reflect on practice and analyze how to improve it.	2	5	4.46	0.79	28
The program integrated theory and practice.	2	5	4.46	0.74	28
The program gave me a strong orientation to educational leadership as a career.	1	5	4.43	0.92	28

## Faculty Quality

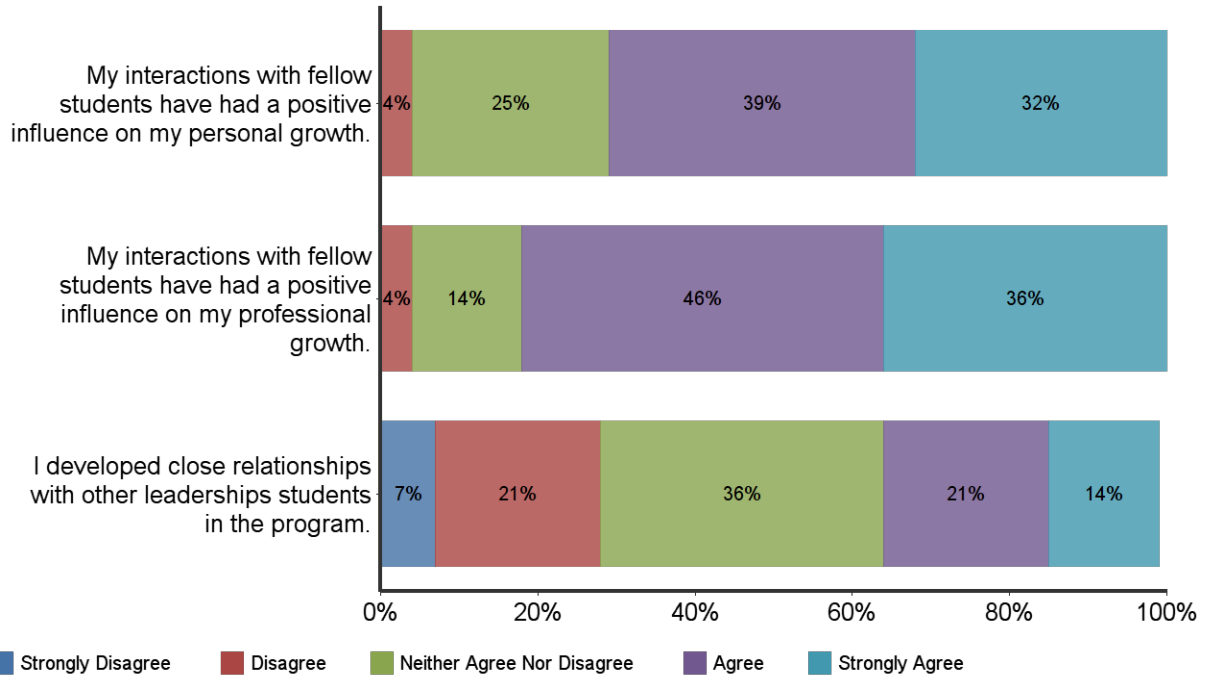
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?



Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
The faculty/instructors were knowledgeable.	4	5	4.71	0.46	28
The faculty/instructors were instructionally competent.	3	5	4.64	0.56	28
The faculty/instructors were responsive to students.	4	5	4.68	0.48	28
The faculty/instructors were respectful of diversity.	2	5	4.43	0.84	28
The faculty/instructors valued and supported me.	4	5	4.57	0.5	28

## Peer Relationships

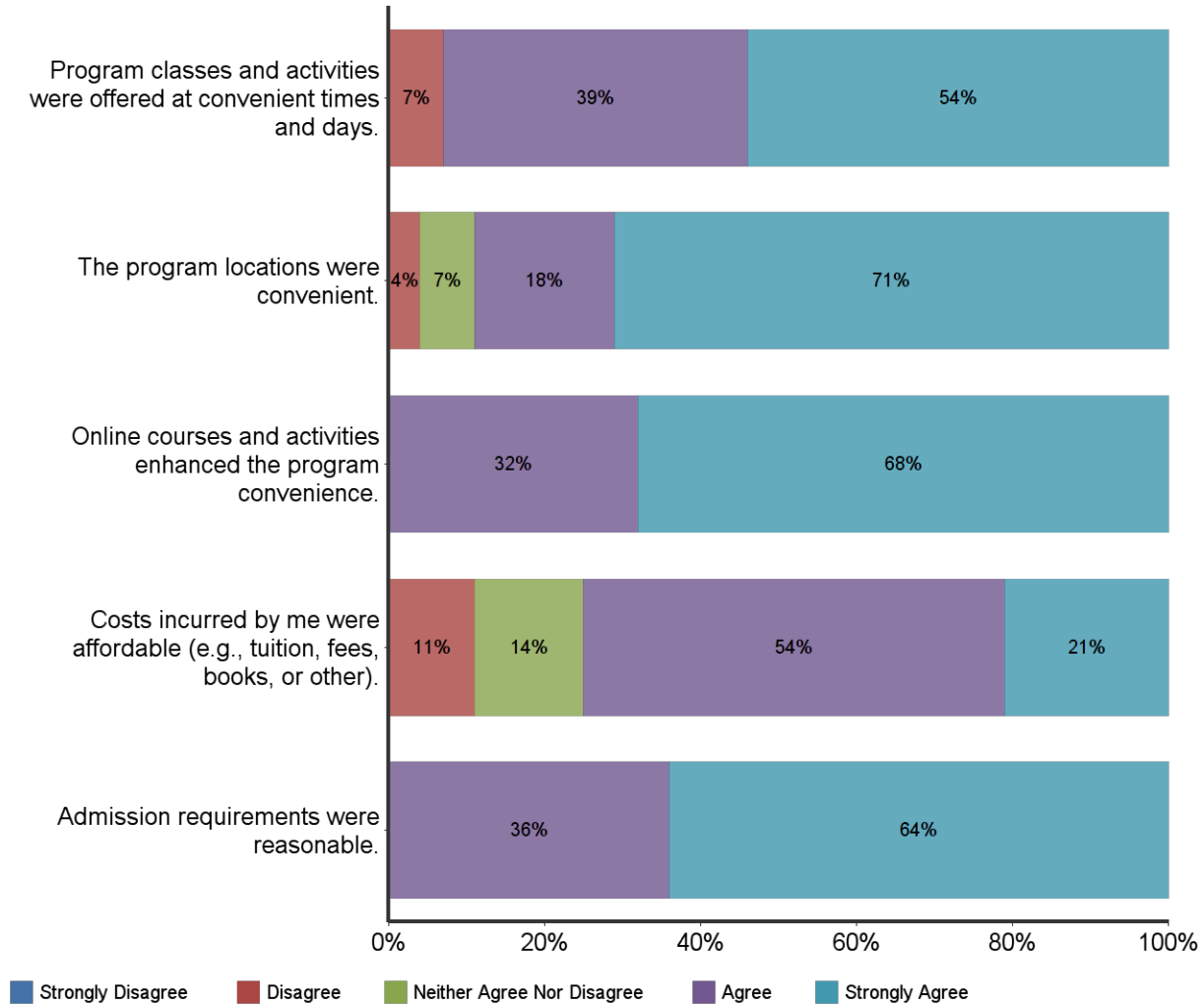
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?



Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
My interactions with fellow students have had a positive influence on my personal growth.	2	5	4	0.86	28
My interactions with fellow students have had a positive influence on my professional growth.	2	5	4.14	0.8	28
I developed close relationships with other leadership students in the program.	1	5	3.14	1.15	28

## Program Accessibility

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

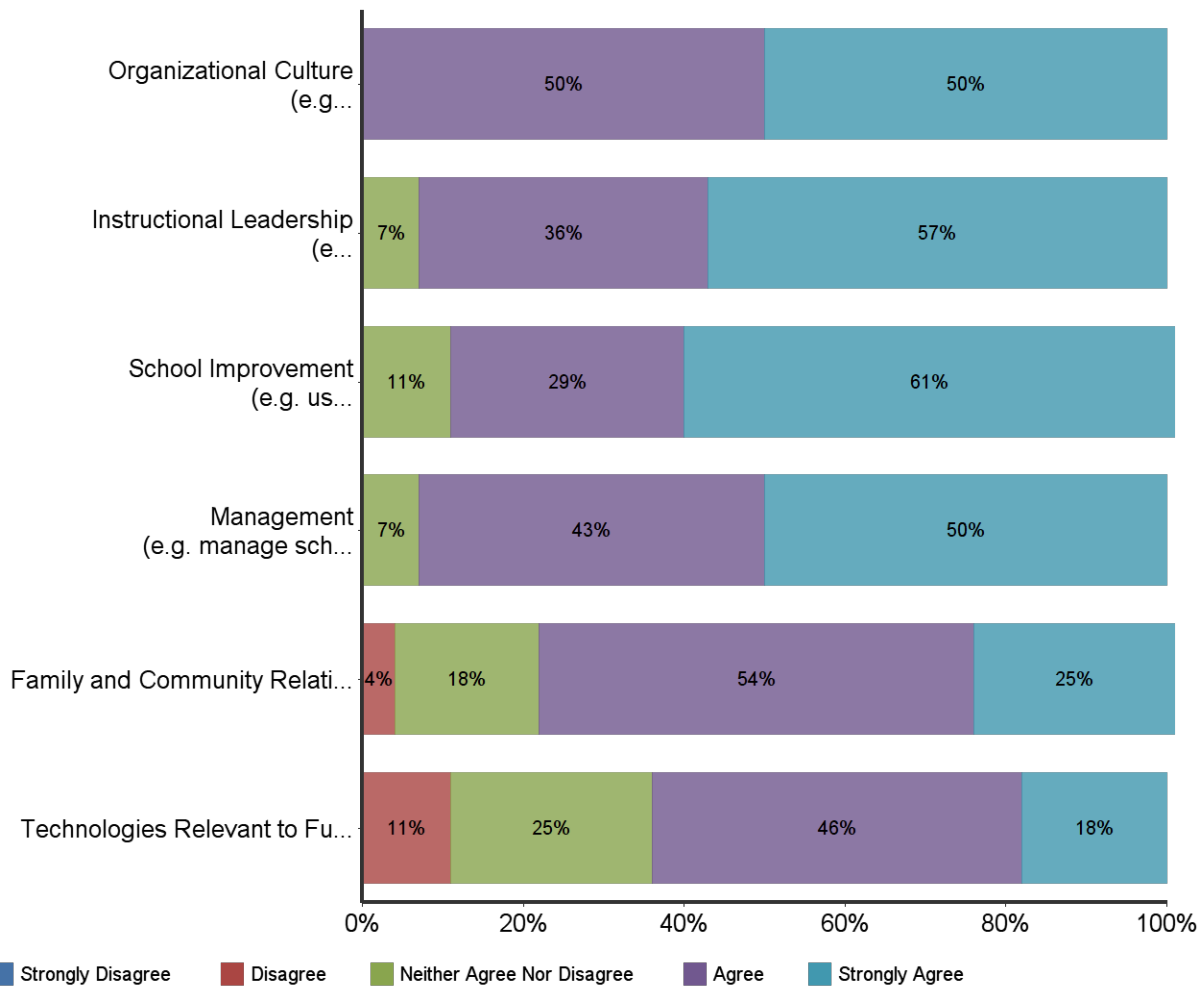


Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Program classes and activities were offered at convenient times and days.	2	5	4.39	0.83	28
The program locations were convenient.	2	5	4.57	0.79	28
Online courses and activities enhanced the program convenience.	4	5	4.68	0.48	28
Costs incurred by me were affordable (e.g., tuition, fees, books, or other).	2	5	3.86	0.89	28
Admission requirements were reasonable.	4	5	4.64	0.49	28

## 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..."

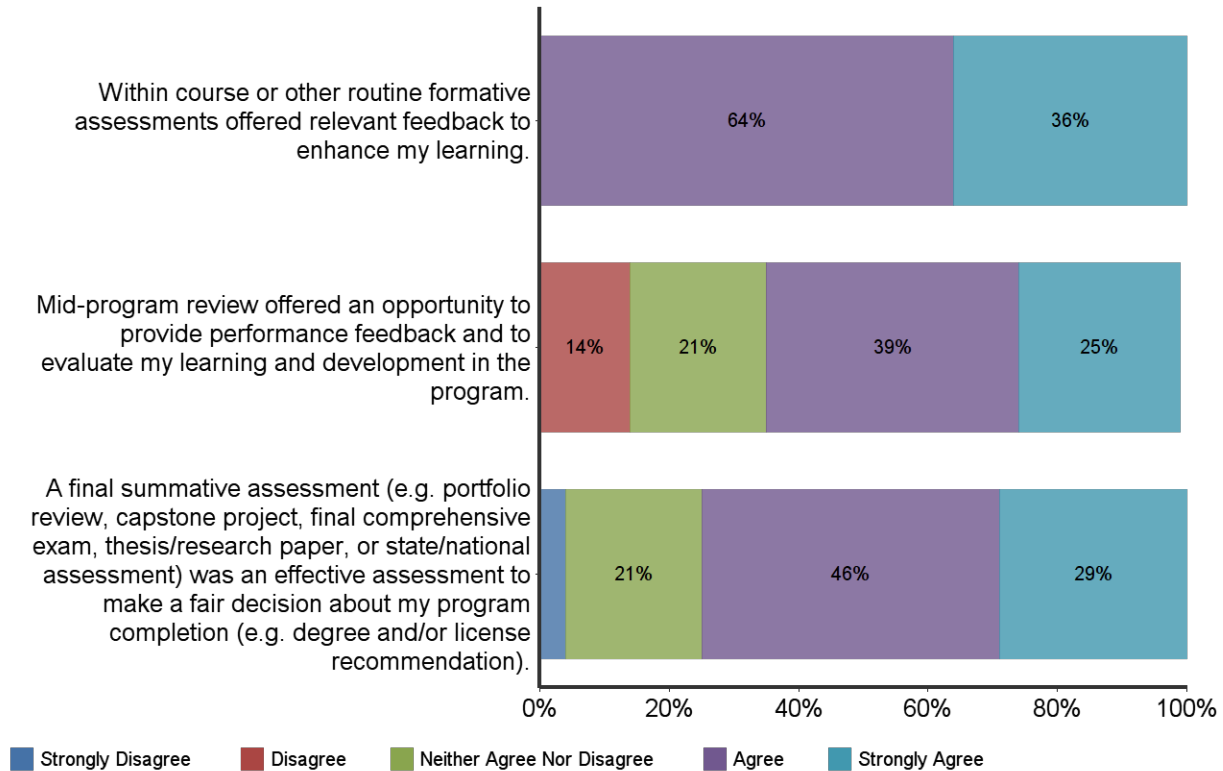


Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Organizational Culture (e.g. building a collaborative environment, facilitate shared leadership, promote a learning environment that supports all students)	4	5	4.5	0.51	28
Instructional Leadership (e.g. support differentiated instruction, promote instructional quality)	3	5	4.5	0.64	28
School Improvement (e.g. use data to measure and promote school progress, promote college and career readiness for students)	3	5	4.5	0.69	28
Management (e.g. manage school resources, recruit, hire, and retain high quality personnel)	3	5	4.43	0.63	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	0.77	28
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)	2	5	3.71	0.9	28

## 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..."



Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Within course or other routine formative assessments offered relevant feedback to enhance my learning.	4	5	4.36	0.49	28
Mid-program review offered an opportunity to provide performance feedback and to evaluate my learning and development in the program.	2	5	3.75	1	28
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).	1	5	3.96	0.92	28

## **Internship/Residency Design**

For this section, there was an insufficient number of responses for reporting purposes.

## Learning Outcomes: Preparation for Leadership Practices & Behaviors

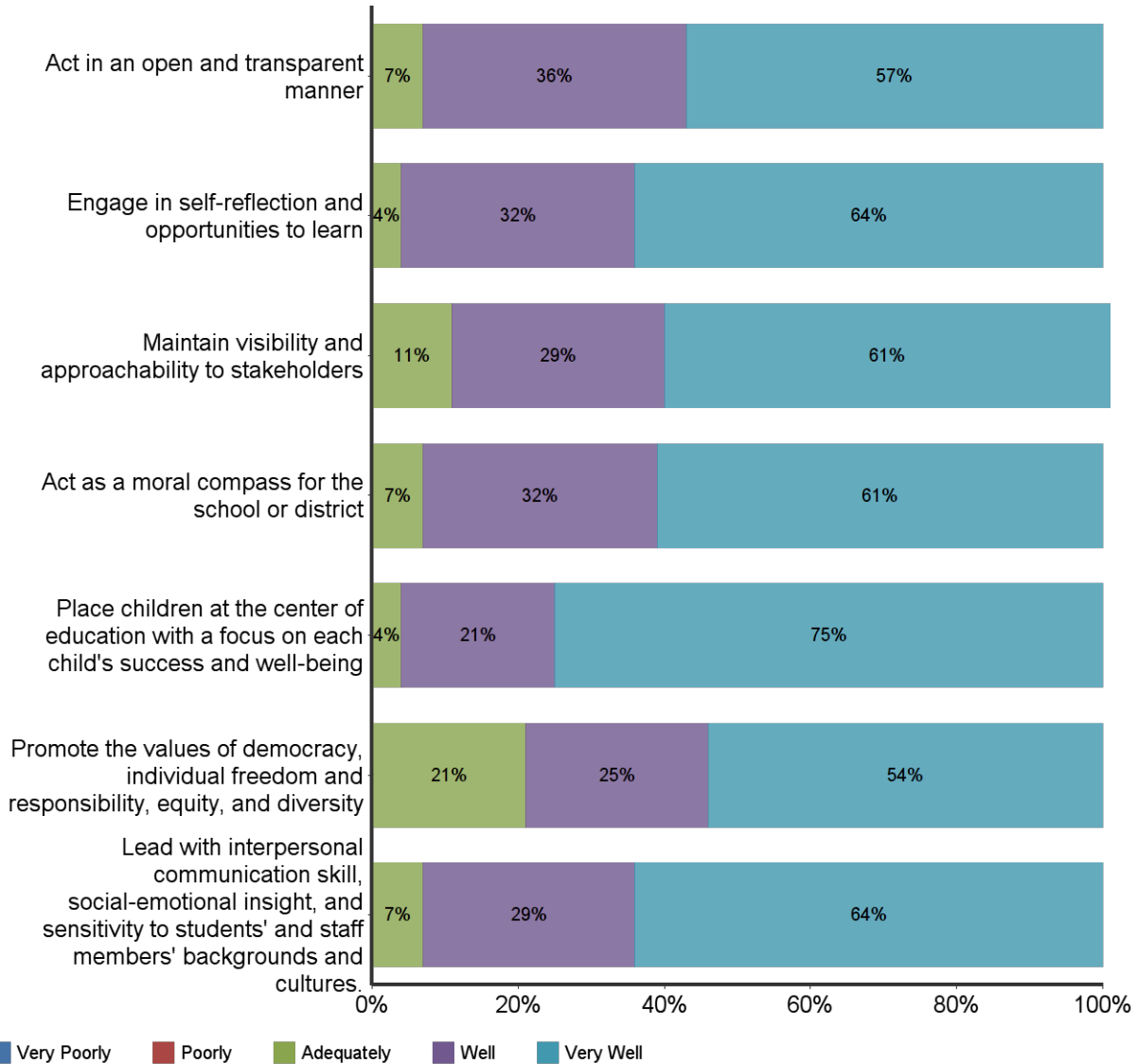
The following section includes graduates' responses about their leadership practices in the following categories:

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



## Ethics & Professional Norms

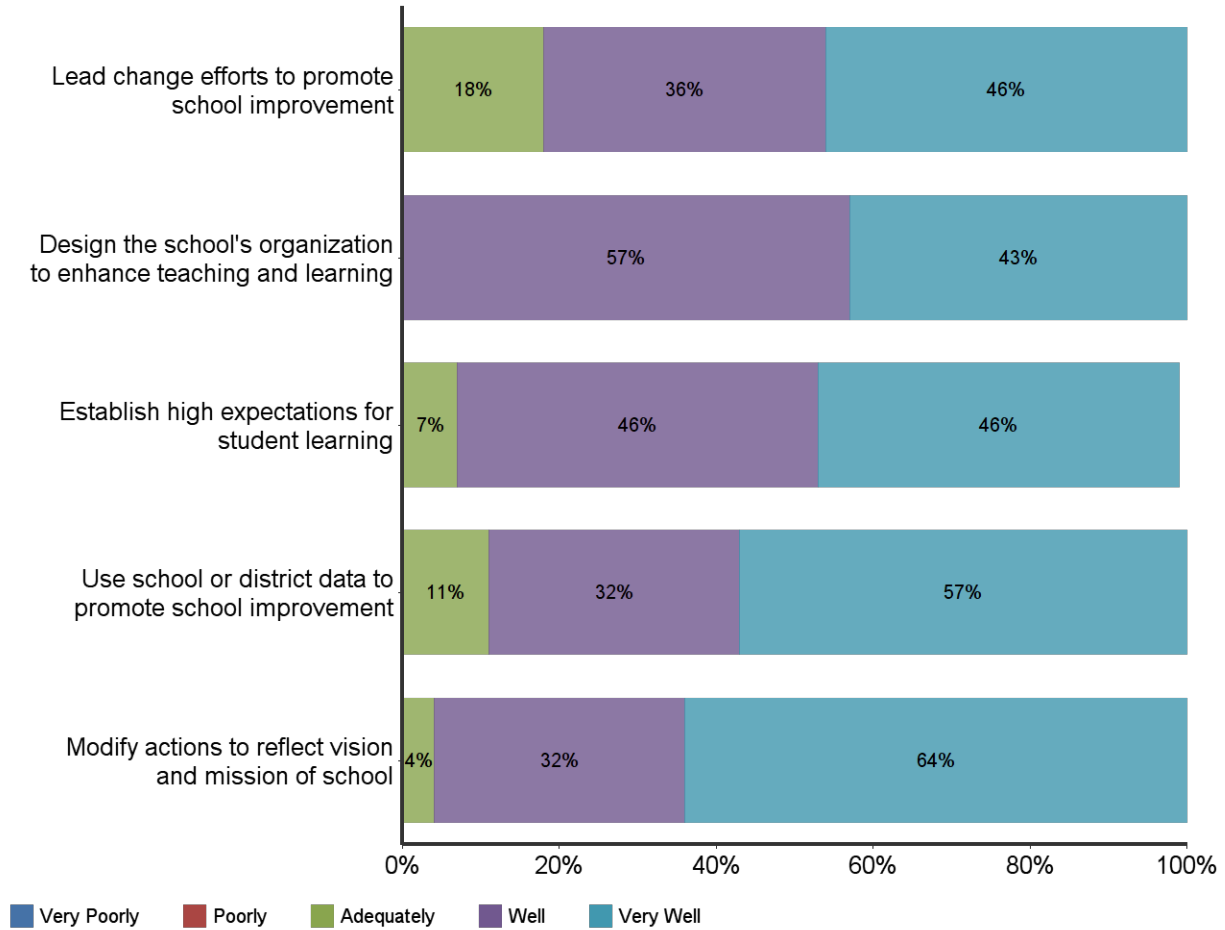
Please rate your agreement about how well your leadership program prepared you to do the following.



Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Act in an open and transparent manner	3	5	4.5	0.64	28
Engage in self-reflection and opportunities to learn	3	5	4.61	0.57	28
Maintain visibility and approachability to stakeholders	3	5	4.5	0.69	28
Act as a moral compass for the school or district	3	5	4.54	0.64	28
Place children at the center of education with a focus on each child's success and well-being	3	5	4.71	0.53	28
Promote the values of democracy, individual freedom and responsibility, equity, and diversity	3	5	4.32	0.82	28
Lead with interpersonal communication skill, social-emotional insight, and sensitivity to students' and staff members' backgrounds and cultures.	3	5	4.57	0.63	28

## Strategic Leadership

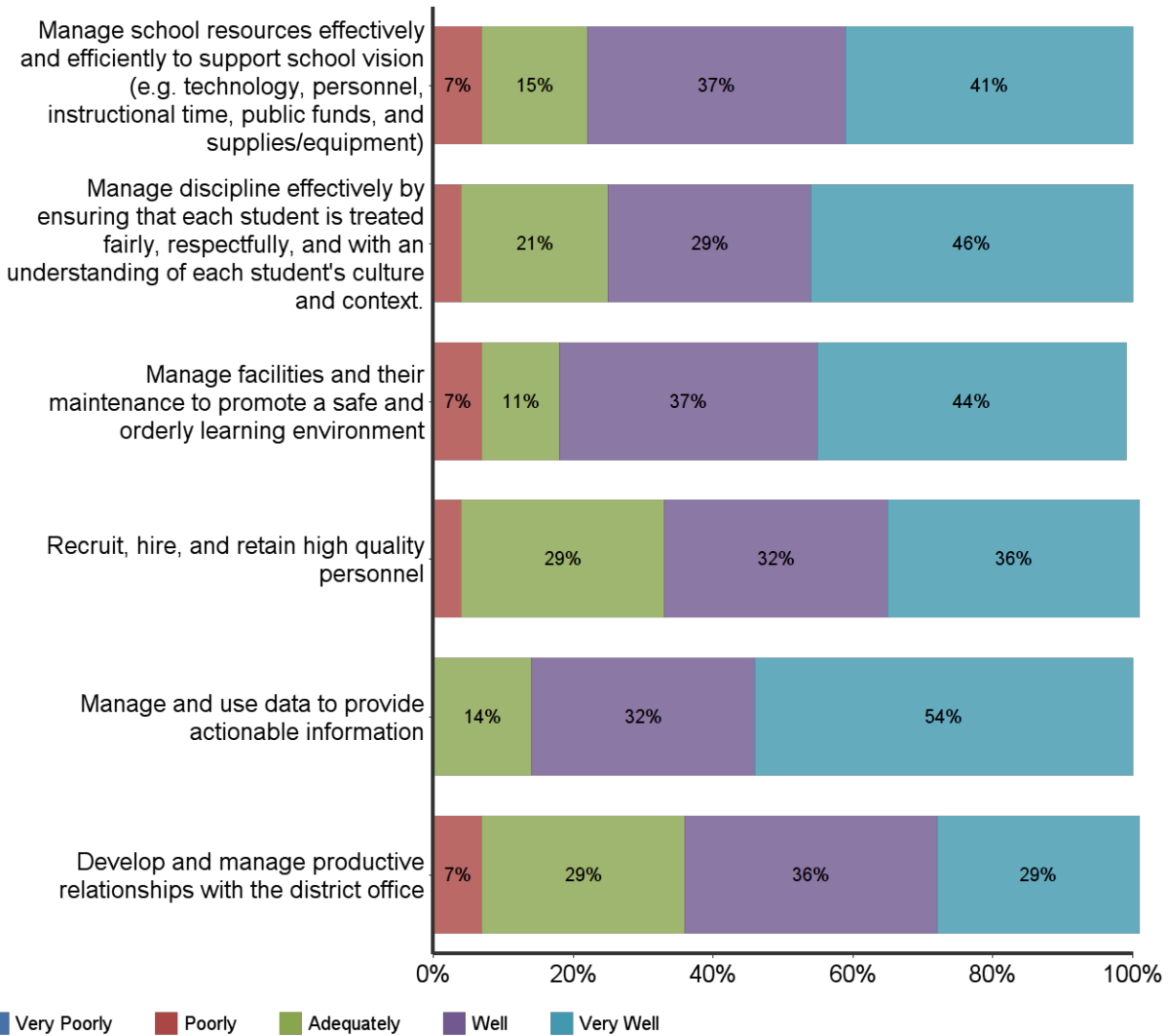
Please rate your agreement about how well your leadership program prepared you to do the following.



Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Lead change efforts to promote school improvement	3	5	4.29	0.76	28
Design the school's organization to enhance teaching and learning	4	5	4.43	0.5	28
Establish high expectations for student learning	3	5	4.39	0.63	28
Use school or district data to promote school improvement	3	5	4.46	0.69	28
Modify actions to reflect vision and mission of school	3	5	4.61	0.57	28

## Operations and Management

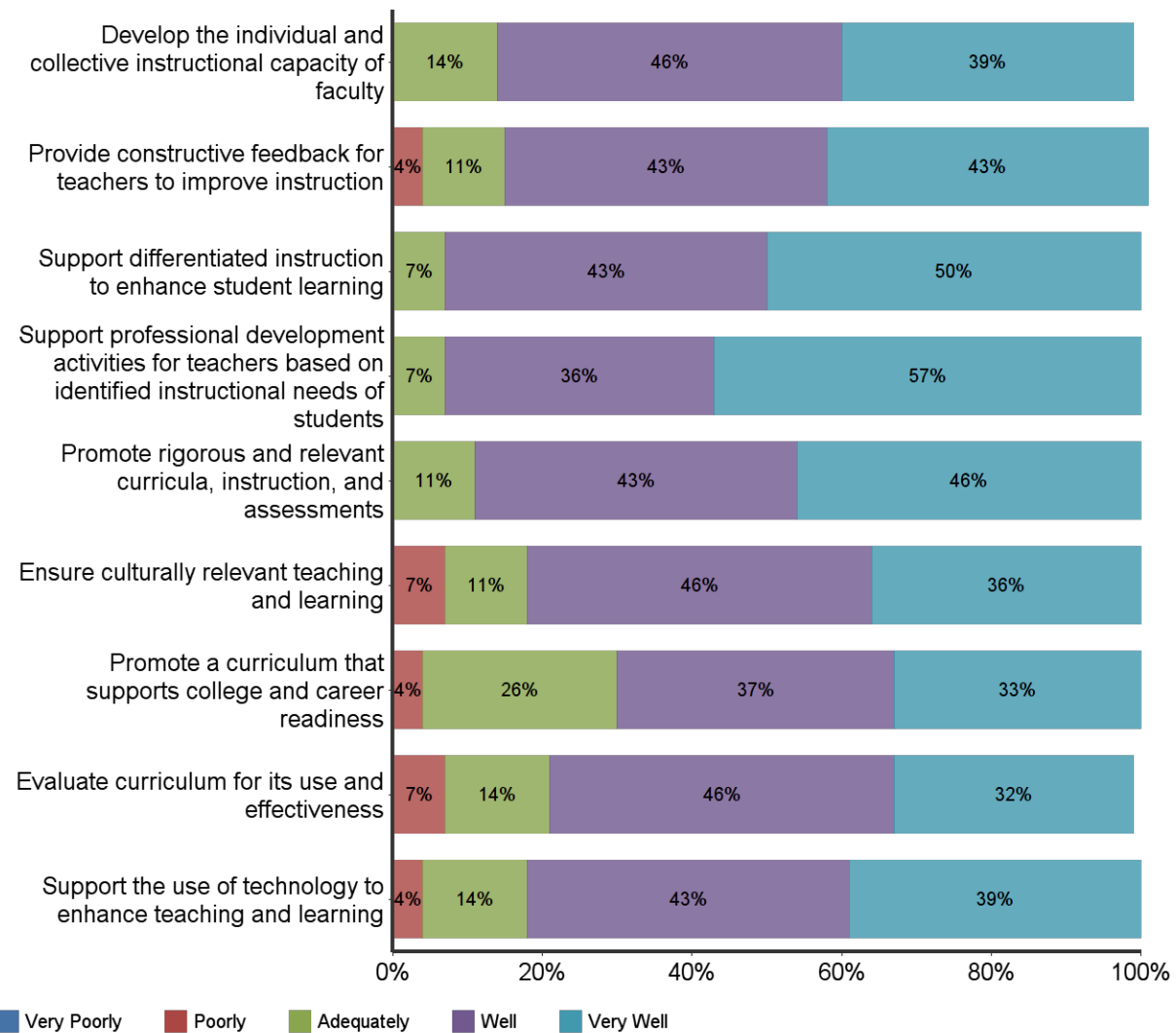
Please rate your agreement about how well your leadership program prepared you to do the following.



Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Manage school resources effectively and efficiently to support school vision (e.g. technology, personnel, instructional time, public funds, and supplies/equipment)	2	5	4.11	0.93	27
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	4.18	0.9	28
Manage facilities and their maintenance to promote a safe and orderly learning environment	2	5	4.19	0.92	27
Recruit, hire, and retain high quality personnel	2	5	4	0.9	28
Manage and use data to provide actionable information	3	5	4.39	0.74	28
Develop and manage productive relationships with the district office	2	5	3.86	0.93	28

## Instructional leadership

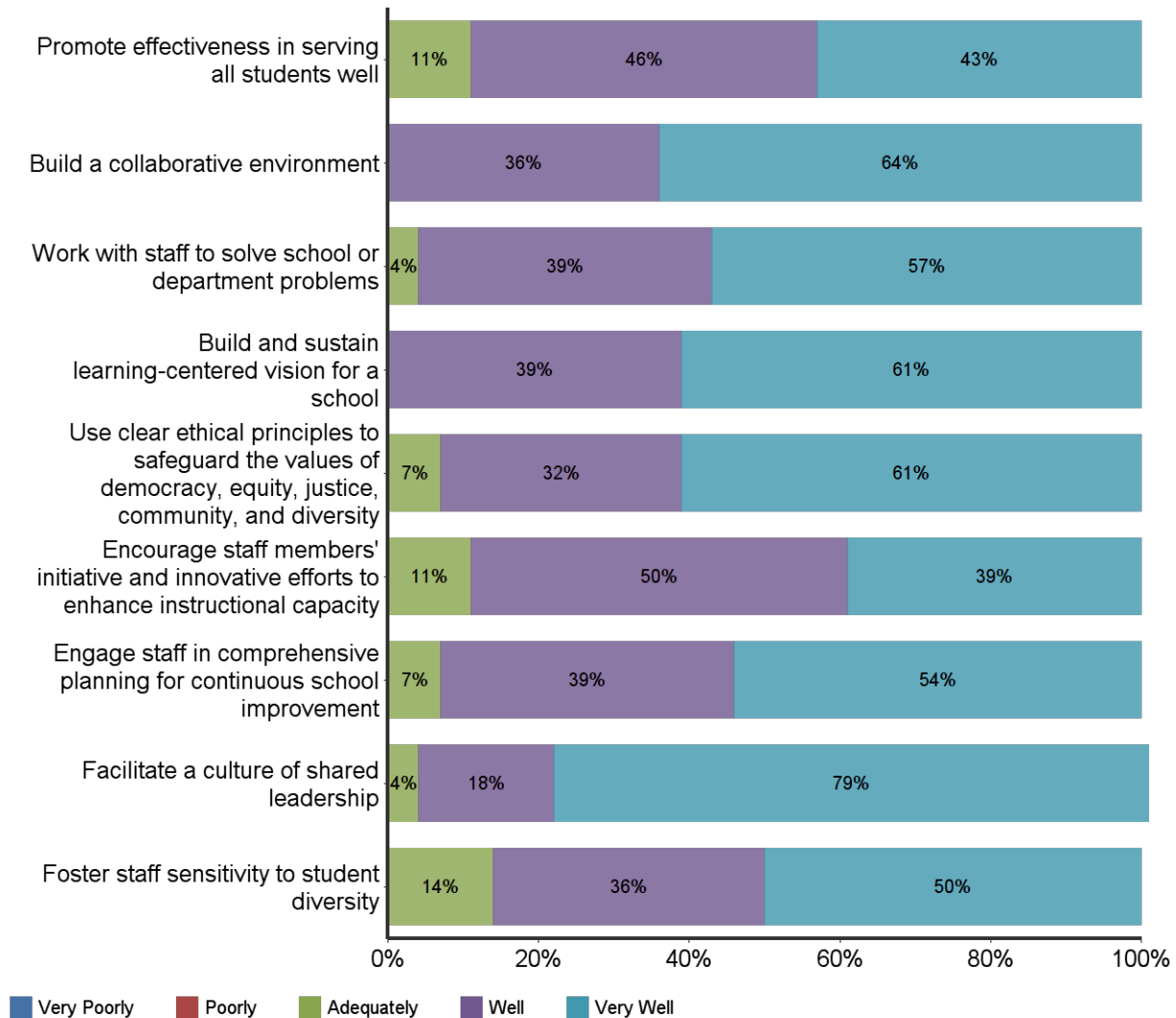
Please rate your agreement about how well your leadership program prepared you to do the following.



Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Develop the individual and collective instructional capacity of faculty	3	5	4.25	0.7	28
Provide constructive feedback for teachers to improve instruction	2	5	4.25	0.8	28
Support differentiated instruction to enhance student learning	3	5	4.43	0.63	28
Support professional development activities for teachers based on identified instructional needs of students	3	5	4.5	0.64	28
Promote rigorous and relevant curricula, instruction, and assessments	3	5	4.36	0.68	28
Ensure culturally relevant teaching and learning	2	5	4.11	0.88	28
Promote a curriculum that supports college and career readiness	2	5	4	0.88	27
Evaluate curriculum for its use and effectiveness	2	5	4.04	0.88	28
Support the use of technology to enhance teaching and learning	2	5	4.18	0.82	28

## Professional and Organizational Culture

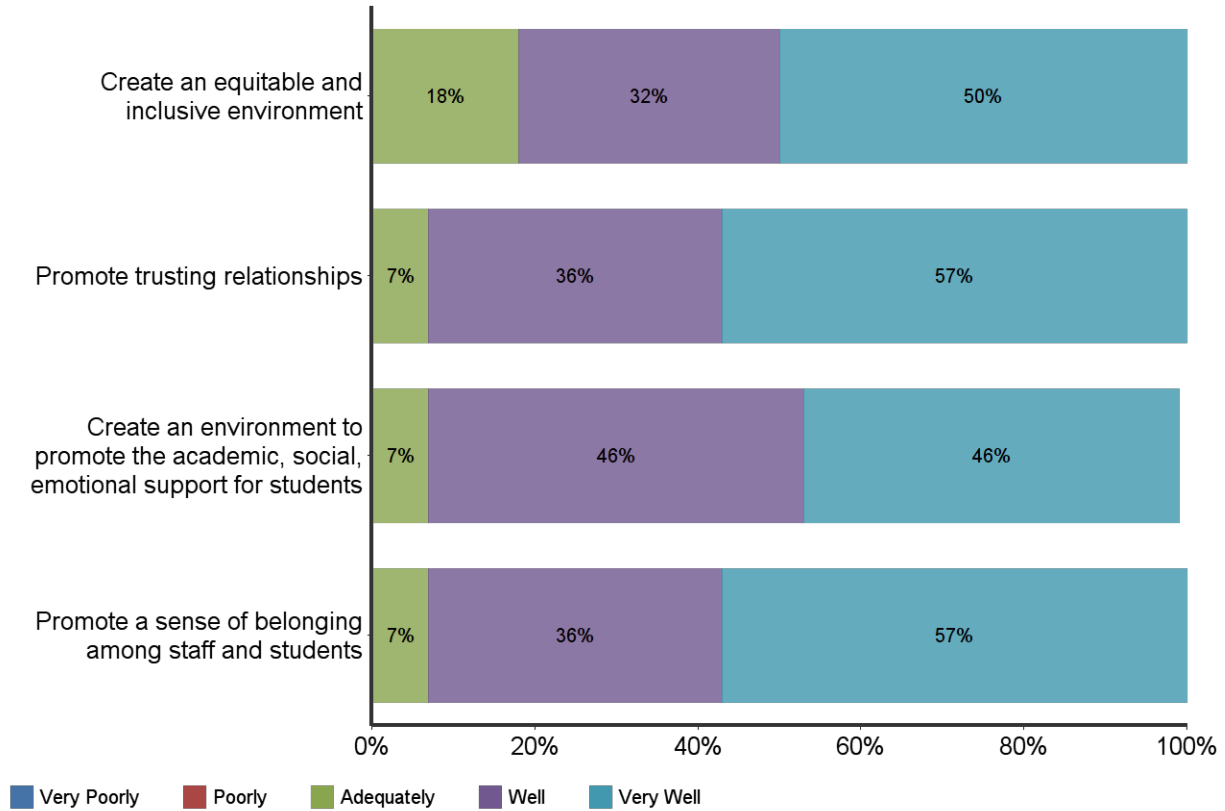
Please rate your agreement about how well your leadership program prepared you to do the following.



Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Promote effectiveness in serving all students well	3	5	4.32	0.67	28
Build a collaborative environment	4	5	4.64	0.49	28
Work with staff to solve school or department problems	3	5	4.54	0.58	28
Build and sustain learning-centered vision for a school	4	5	4.61	0.5	28
Use clear ethical principles to safeguard the values of democracy, equity, justice, community, and diversity	3	5	4.54	0.64	28
Encourage staff members' initiative and innovative efforts to enhance instructional capacity	3	5	4.29	0.66	28
Engage staff in comprehensive planning for continuous school improvement	3	5	4.46	0.64	28
Facilitate a culture of shared leadership	3	5	4.75	0.52	28
Foster staff sensitivity to student diversity	3	5	4.36	0.73	28

## Supportive and Equitable Learning Environment

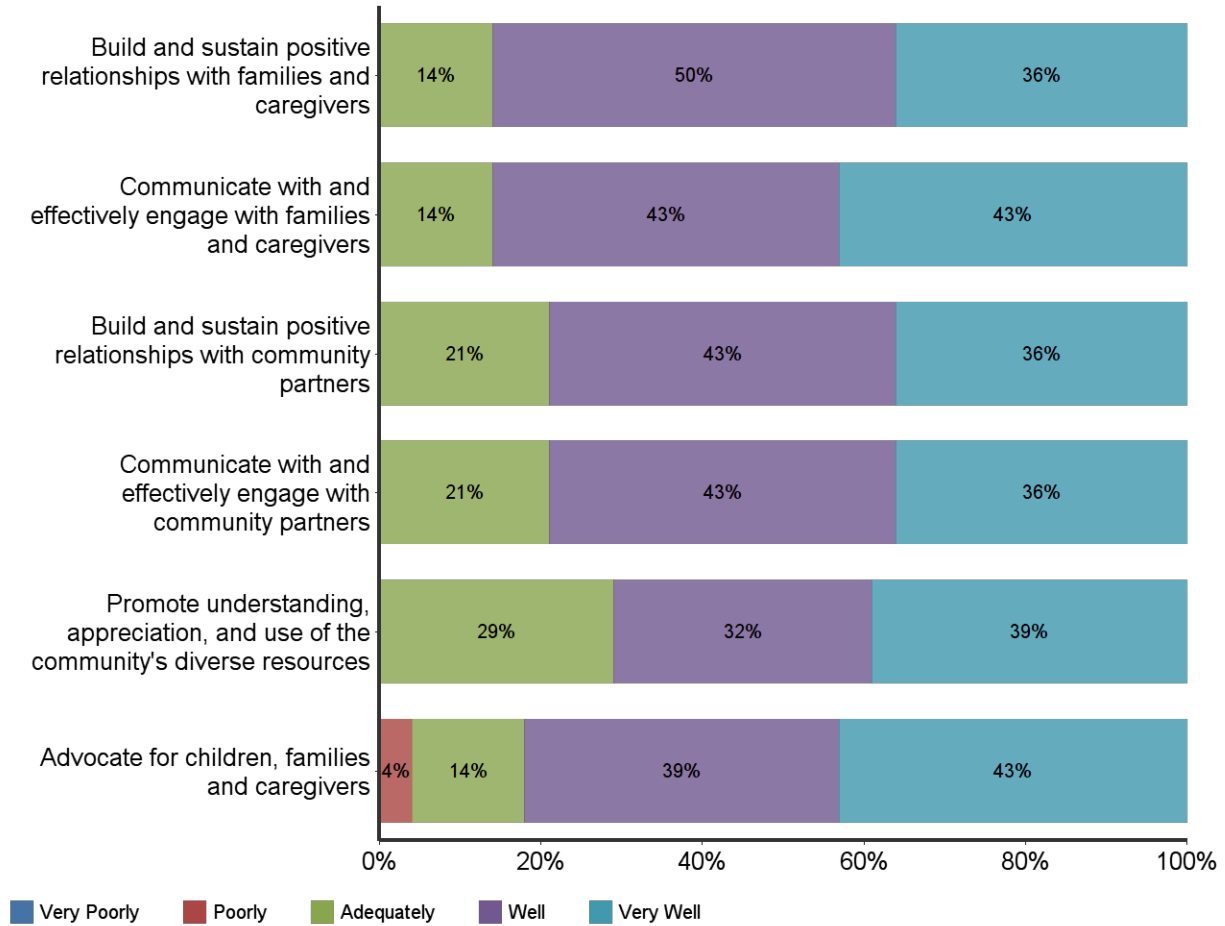
Please rate your agreement about how well your leadership program prepared you to do the following.



Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Create an equitable and inclusive environment	3	5	4.32	0.77	28
Promote trusting relationships	3	5	4.5	0.64	28
Create an environment to promote the academic, social, emotional support for students	3	5	4.39	0.63	28
Promote a sense of belonging among staff and students	3	5	4.5	0.64	28

## Family and Community Engagement

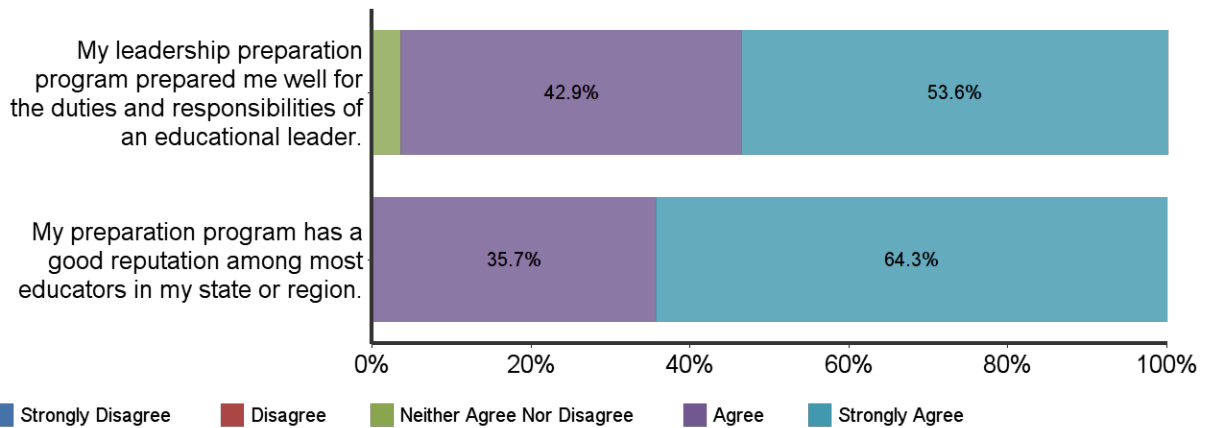
Please rate your agreement about how well your leadership program prepared you to do the following.



Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
Build and sustain positive relationships with families and caregivers	3	5	4.21	0.69	28
Communicate with and effectively engage with families and caregivers	3	5	4.29	0.71	28
Build and sustain positive relationships with community partners	3	5	4.14	0.76	28
Communicate with and effectively engage with community partners	3	5	4.14	0.76	28
Promote understanding, appreciation, and use of the community's diverse resources	3	5	4.11	0.83	28
Advocate for children, families and caregivers	2	5	4.21	0.83	28

## 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?



Statistic	Min Value	Max Value	Mean	Standard Deviation	Total Respondents
My leadership preparation program prepared me well for the duties and responsibilities of an educational leader.	3	5	4.5	0.58	28
My preparation program has a good reputation among most educators in my state or region.	4	5	4.64	0.49	28

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

I absolutely feel like the reason that my program so greatly prepared me to become an administrator was because of the quality of instructors. The instructors had a strong balance of theoretical and practical experience. This balance helped me to feel prepared for both sides of the job. The instructor's experience was invaluable for me.

I loved my graduate program - Instructional Leadership with an emphasis in Student Affairs. The professors were awesome and I felt the students were equally awesome. It helped me better network in my profession as a lot of fellow University staff members were doing the same program. I felt that the program prepared me for advancement within the University setting.

I appreciated the knowledge from all the professors. They offered a wide variety of instructional strategies and practices. I enjoyed the real world application of every class and the assignments/projects were applicable for the topic.

Dr. Stewart was an incredible instructor and mentor!

Overall a very strong program with high quality educators with relevant coursework

I loved the program. It was challenging and all classes seemed to be super useful for my career.

Fantastic experience, wonderful professors.

I felt the program was extremely relevant and I found myself being able to apply what I was learning in very immediate ways. It helped me gain confidence in understanding the qualities of an administrative professional and to step by step grow into that role.