



INSPIRE Graduate Survey

Utah State University

Aggregate Report
July - August 2015



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 Cori Groth at 801-792-1914 or cori.groth@utah.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.

#		Bar	Response	%
1	I agree to participate in this study.		35	100.0%
2	I do not wish to participate in this study.		0	0.0%
-	Total		35	100.0%





Please indicate your position

#		Bar	Response	%
1	Practicing Principal/Asst. Principal		19	55.9%
2	Classroom teacher		5	14.7%
3	Other		10	29.4%
-	Total		34	100.0%






What are your current plans for becoming a school leader?

#		Bar	Response	%
1	I have become a school leader since enrolling in the program		19	55.9%
2	I intend to go into school leadership as soon as possible		13	38.2%
3	I think I may go into school leadership someday		2	5.9%
4	I am undecided about going into school leadership		0	0.0%
5	I do not plan to go into school leadership		0	0.0%
-	Total		34	100.0%

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

#		Bar	Response	%
1	No graduate degree (e.g., licensure, certificate, or endorsement only)		20	58.8%
2	Master's degree		11	32.4%
3	Specialist's degree (or certificate of advanced studies)		3	8.8%
4	Doctoral degree		0	0.0%
5	No degree, no license/certification		0	0.0%
-	Total		34	100.0%

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

#		Bar	Response	%
1	No license or certificate		1	2.9%
2	School building leader/principal license or certificate		28	82.4%
3	District-level leadership/superintendent license or certificate		2	5.9%
4	Other K-12 administrative license (e.g., special education leader)		3	8.8%
-	Total		34	100.0%

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	22	14	7	16	2
Mean	11.2	4.96	1.04	2.75	0.24
Standard Deviation	4.75	3.38	1.54	4.56	0.66
Total Responses	32	24	26	20	17

How many total years of professional experience do you have all together?

Min Value	Max Value	Mean	Std. Dev.	Total Respondents
4	28	14.34	6.15	35




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

Min Value	Max Value	Mean	Std. Dev.	Total Respondents
0	30	7.26	7.72	35




How many years have you worked at your current school?

Min Value	Max Value	Mean	Std. Dev.	Total Respondents
0	25	4.23	5.61	35

What is your gender?

#		Bar	Response	%
1	Male		6	17.6%
2	Female		28	82.4%
3	Other		0	0.0%
-	Total		34	100.0%

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

#		Bar	Response	%
1	American Indian or Alaska Native		0	0.0%
2	Asian		0	0.0%
3	Black or African American		0	0.0%
4	Hispanic or Latino/a		0	0.0%
5	Native Hawaiian or other Pacific Islander		1	2.9%
6	White		33	97.1%
7	Bi-racial/Multi-racial		0	0.0%
8	Other (Specify)		0	0.0%
-	Total		34	100.0%

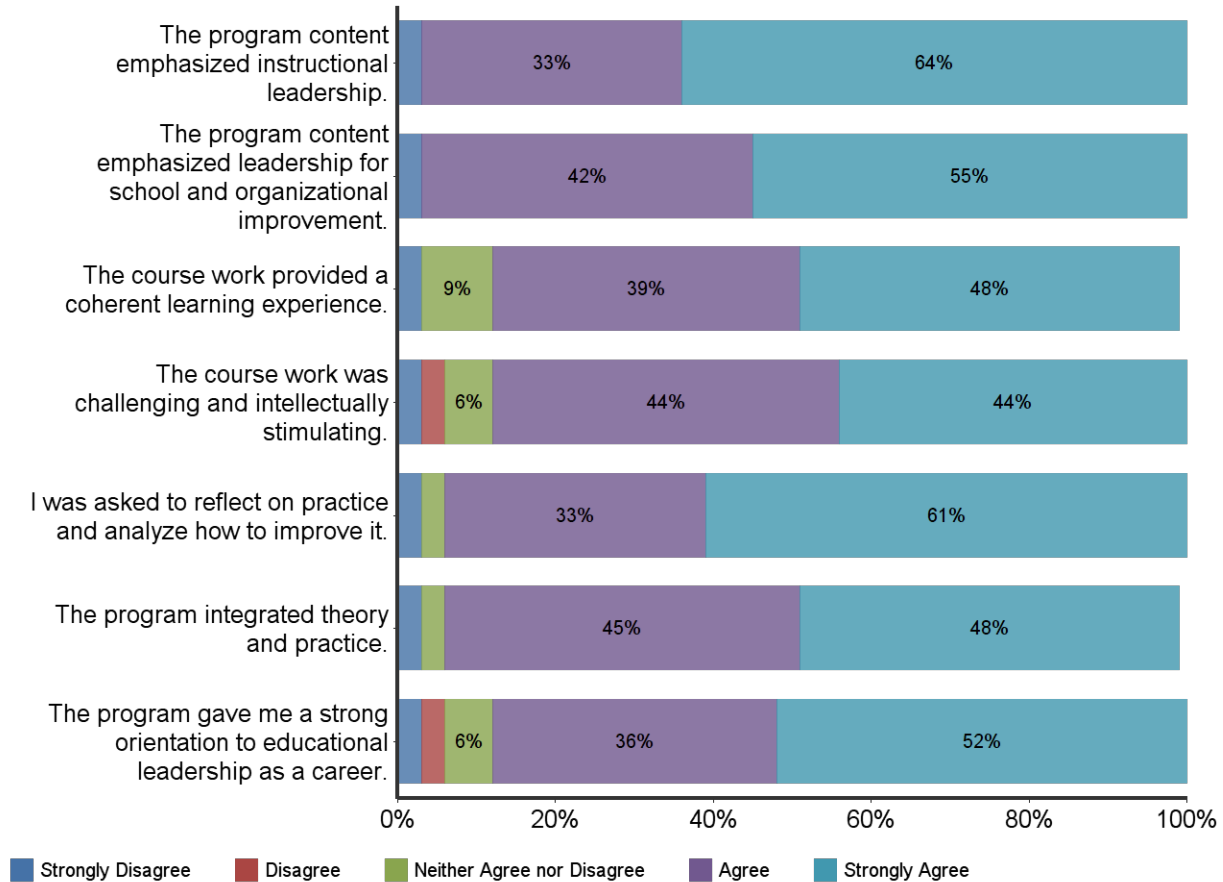
Program Quality

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

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

Rigor & Relevance

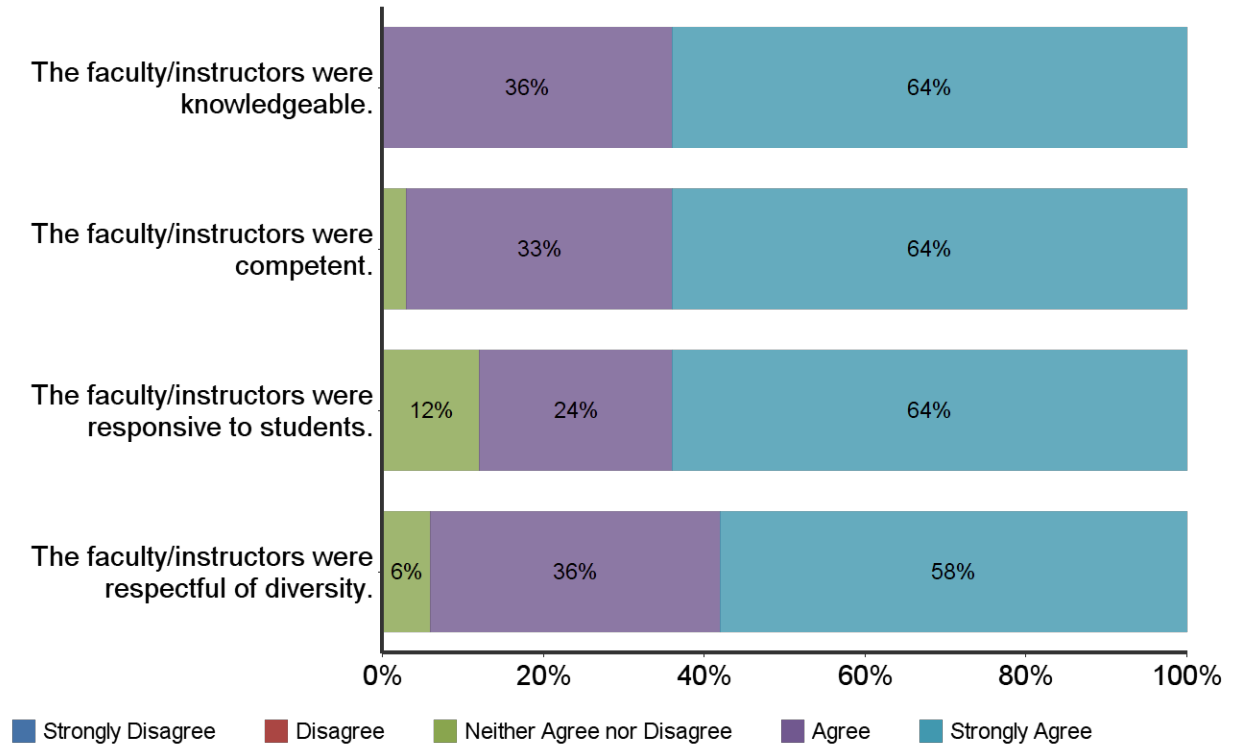
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?



	Minimum	Maximum	Mean	Std. Dev.	Respondents
The program content emphasized instructional leadership.	1	5	4.55	0.79	33
The program content emphasized leadership for school and organizational improvement.	1	5	4.45	0.79	33
The course work provided a coherent learning experience.	1	5	4.30	0.88	33
The course work was challenging and intellectually stimulating.	1	5	4.22	0.94	32
I was asked to reflect on practice and analyze how to improve it.	1	5	4.48	0.83	33
The program integrated theory and practice.	1	5	4.36	0.82	33
The program gave me a strong orientation to educational leadership as a career.	1	5	4.30	0.95	33

Faculty Quality

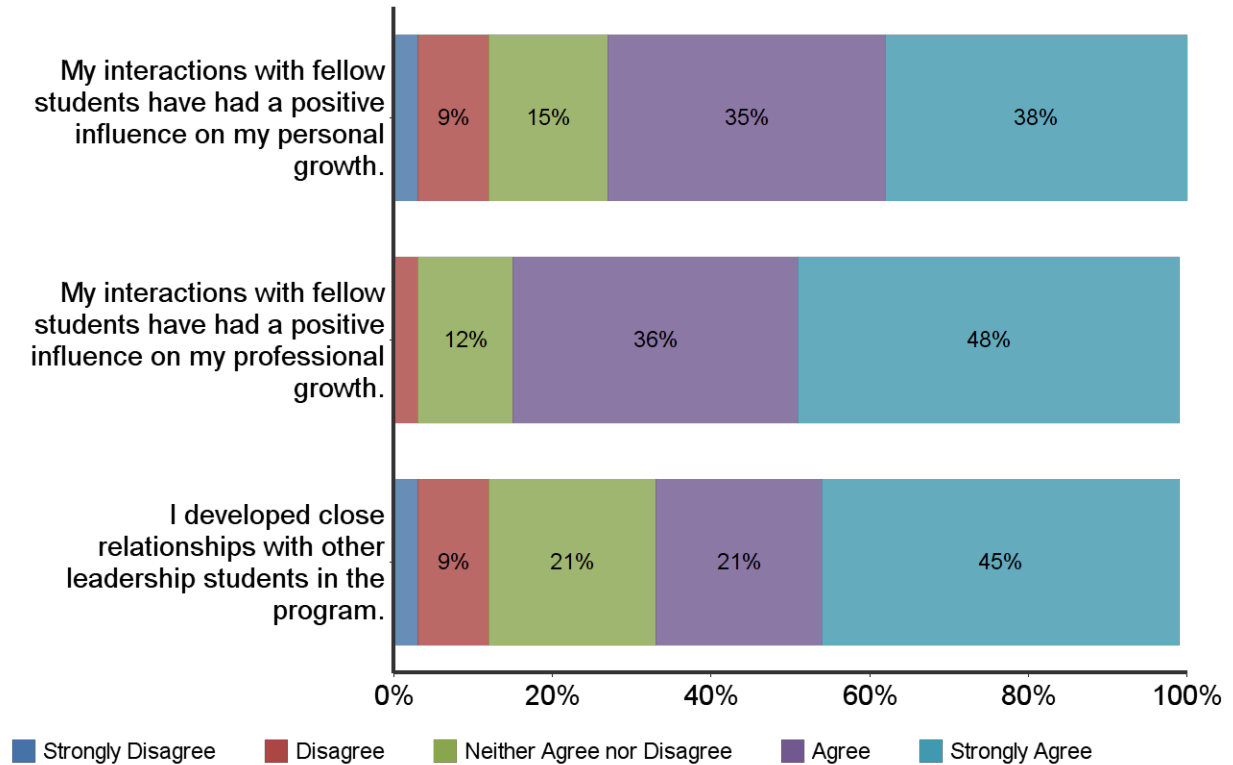
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?



	Minimum	Maximum	Mean	Std. Dev.	Respondents
The faculty/instructors were knowledgeable.	4	5	4.64	0.49	33
The faculty/instructors were competent.	3	5	4.61	0.56	33
The faculty/instructors were responsive to students.	3	5	4.52	0.71	33
The faculty/instructors were respectful of diversity.	3	5	4.52	0.62	33

Peer Relationships

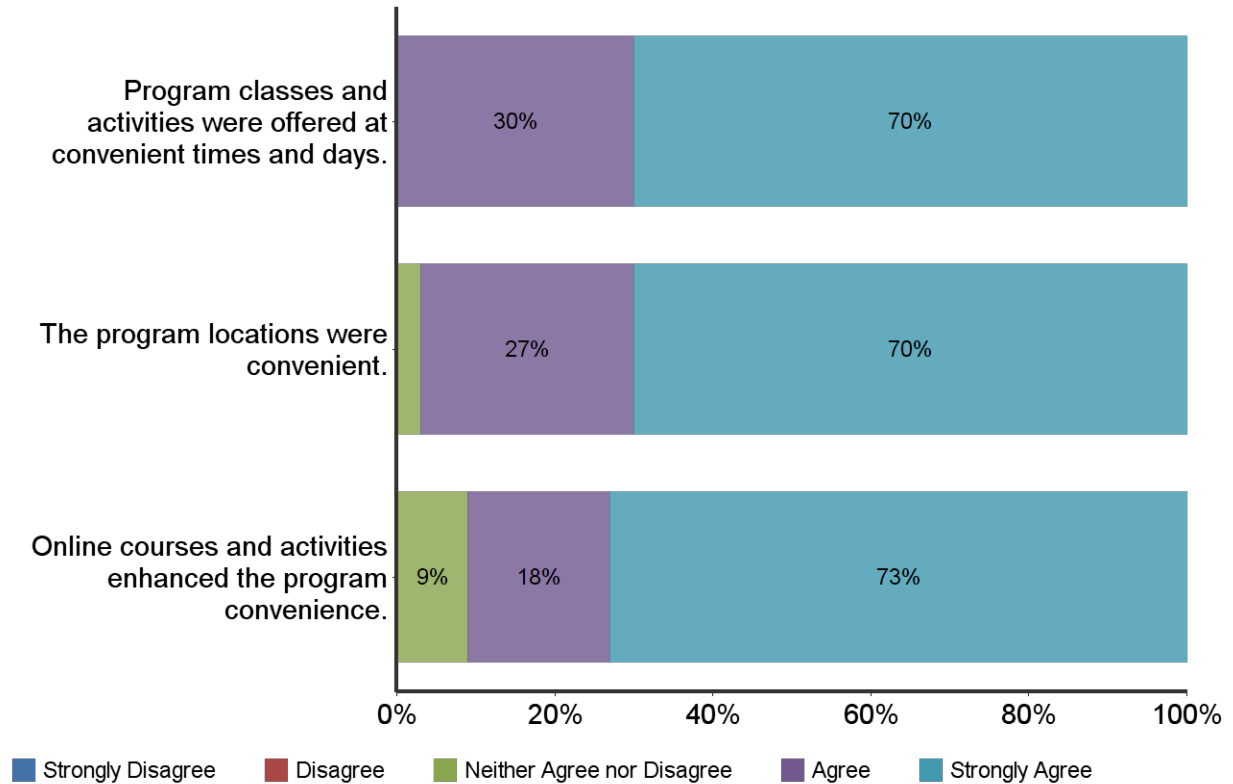
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?



	Minimum	Maximum	Mean	Std. Dev.	Respondents
My interactions with fellow students have had a positive influence on my personal growth.	1	5	3.97	1.09	34
My interactions with fellow students have had a positive influence on my professional growth.	2	5	4.30	0.81	33
I developed close relationships with other leadership students in the program.	1	5	3.97	1.16	33

Program Accessibility

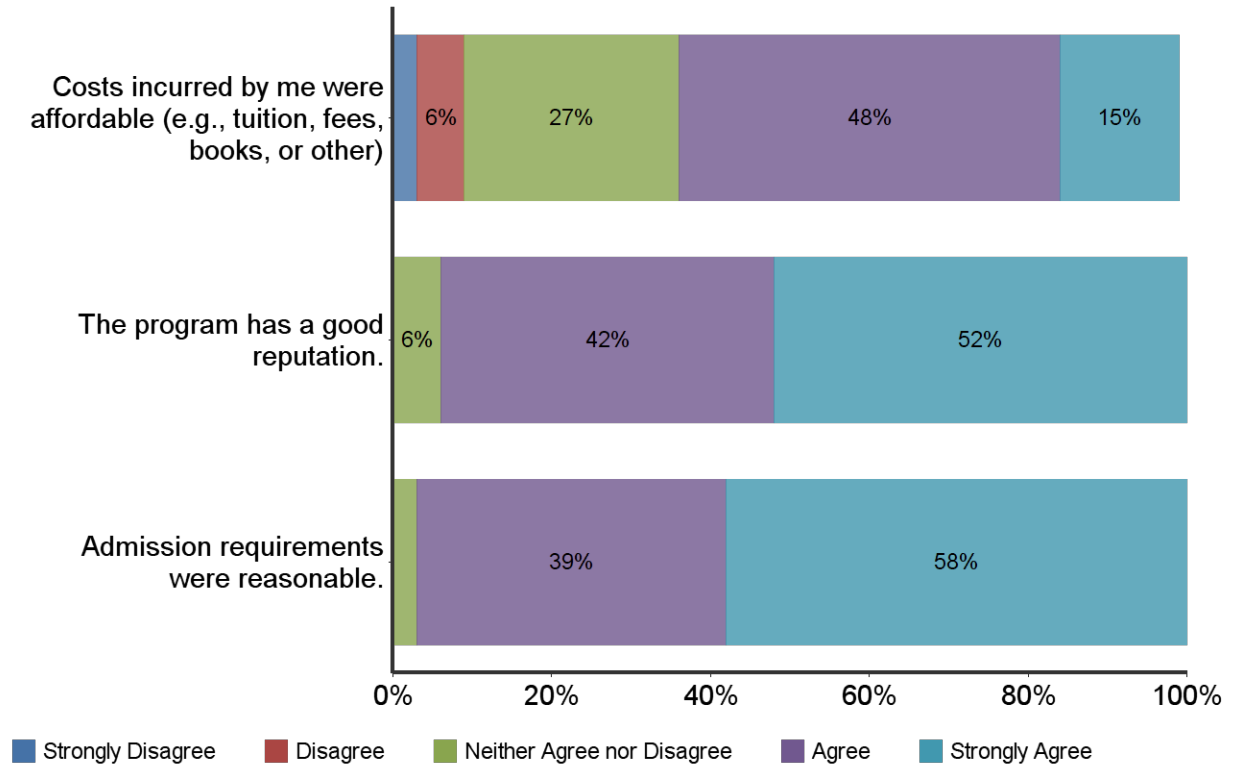
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Program classes and activities were offered at convenient times and days.	4	5	4.70	0.47	33
The program locations were convenient.	3	5	4.67	0.54	33
Online courses and activities enhanced the program convenience.	3	5	4.64	0.65	33

Program Attractiveness




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










	Minimum	Maximum	Mean	Std. Dev.	Respondents
Costs incurred by me were affordable (e.g., tuition, fees, books, or other)	1	5	3.67	0.92	33
The program has a good reputation.	3	5	4.45	0.62	33
Admission requirements were reasonable.	3	5	4.55	0.56	33

Internship Design & Quality

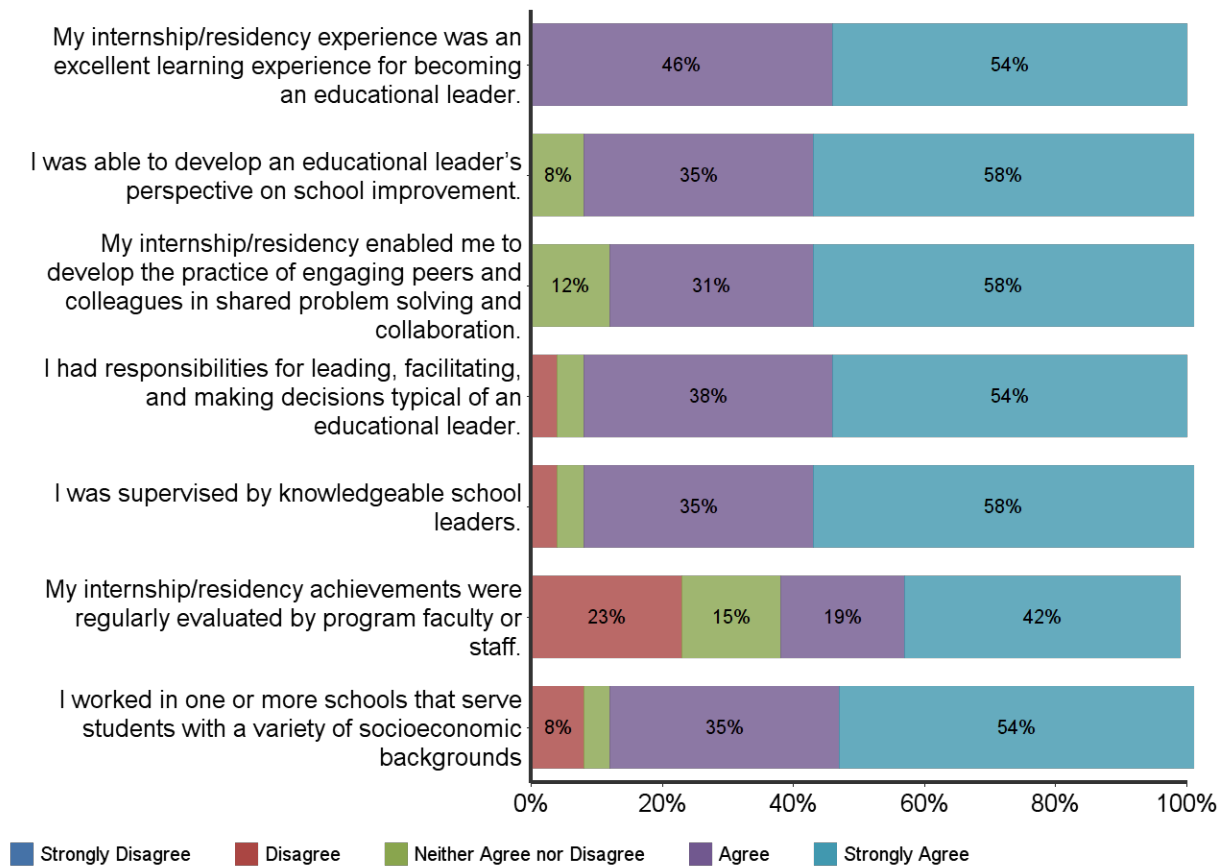
Did you have a program-sponsored clinical experience (e.g. internship, residency, or other field experiences) working directly with a school or district leader on administrative tasks?

#		Bar	Response	%
1	Yes		27	79.4%
2	No		7	20.6%
-	Total		34	100.0%

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

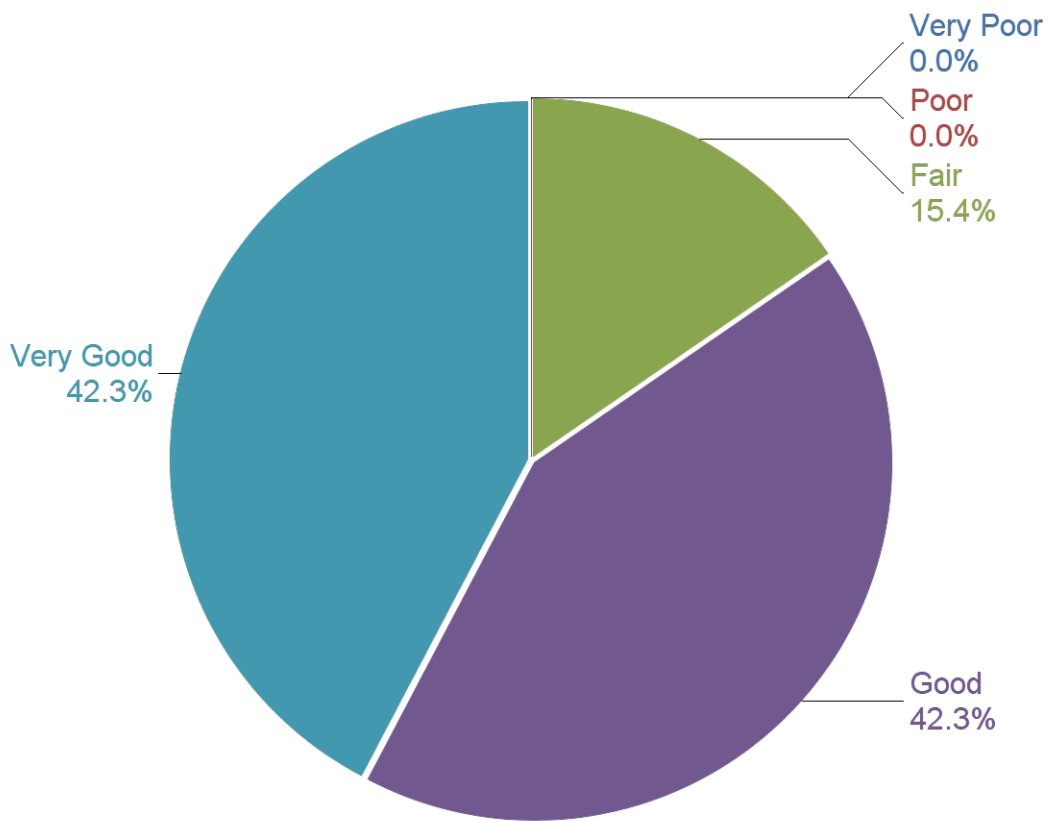
#		Bar	Response	%
1	Paid full-time internship		3	12.0%
2	Unpaid full-time internship		2	8.0%
3	Part-time internship		10	40.0%
4	Course embedded field work/internship		12	48.0%
5	Internship follows completion of coursework		2	8.0%
6	Field placements in multiple sites		12	48.0%
7	Field placement in a single site		0	0.0%
8	Other (specify)		0	0.0%
-	Total		41	164.0%





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



	Minimum	Maximum	Mean	Std. Dev.	Respondents
My internship/residency experience was an excellent learning experience for becoming an educational leader.	4	5	4.54	0.51	26
I was able to develop an educational leader's perspective on school improvement.	3	5	4.5	0.65	26
My internship/residency enabled me to develop the practice of engaging peers and colleagues in shared problem solving and collaboration.	3	5	4.46	0.71	26
I had responsibilities for leading, facilitating, and making decisions typical of an educational leader.	2	5	4.42	0.76	26
I was supervised by knowledgeable school leaders.	2	5	4.46	0.76	26
My internship/residency achievements were regularly evaluated by program faculty or staff.	2	5	3.81	1.23	26
I worked in one or more schools that serve students with a variety of socioeconomic backgrounds	2	5	4.35	0.89	26

Please rate the overall quality of your residency site.



#		Bar	Response	%
1	Very Poor		0	0.0%
2	Poor		0	0.0%
3	Fair		4	15.4%
4	Good		11	42.3%
5	Very Good		11	42.3%
-	Total		26	100.0%

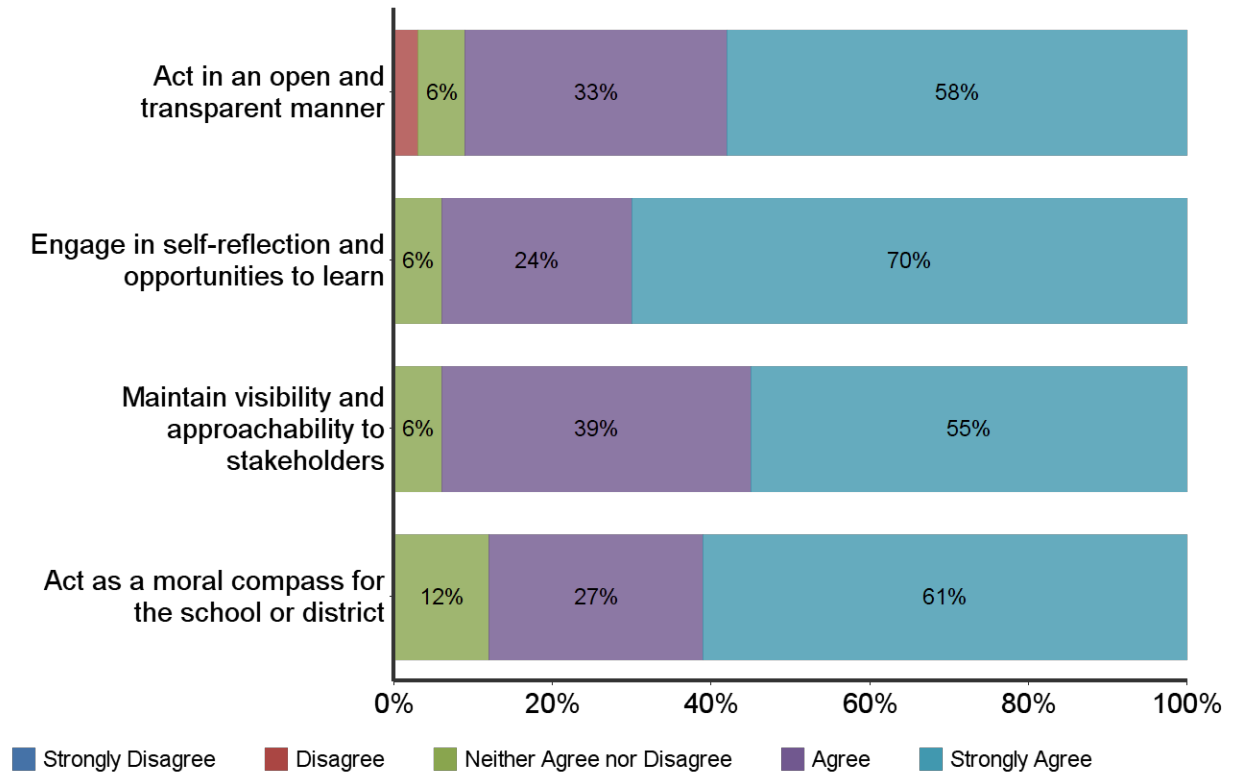
Learning Outcomes: Preparation for Leadership Practices & Behaviors

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

Ethical & Professional Norms

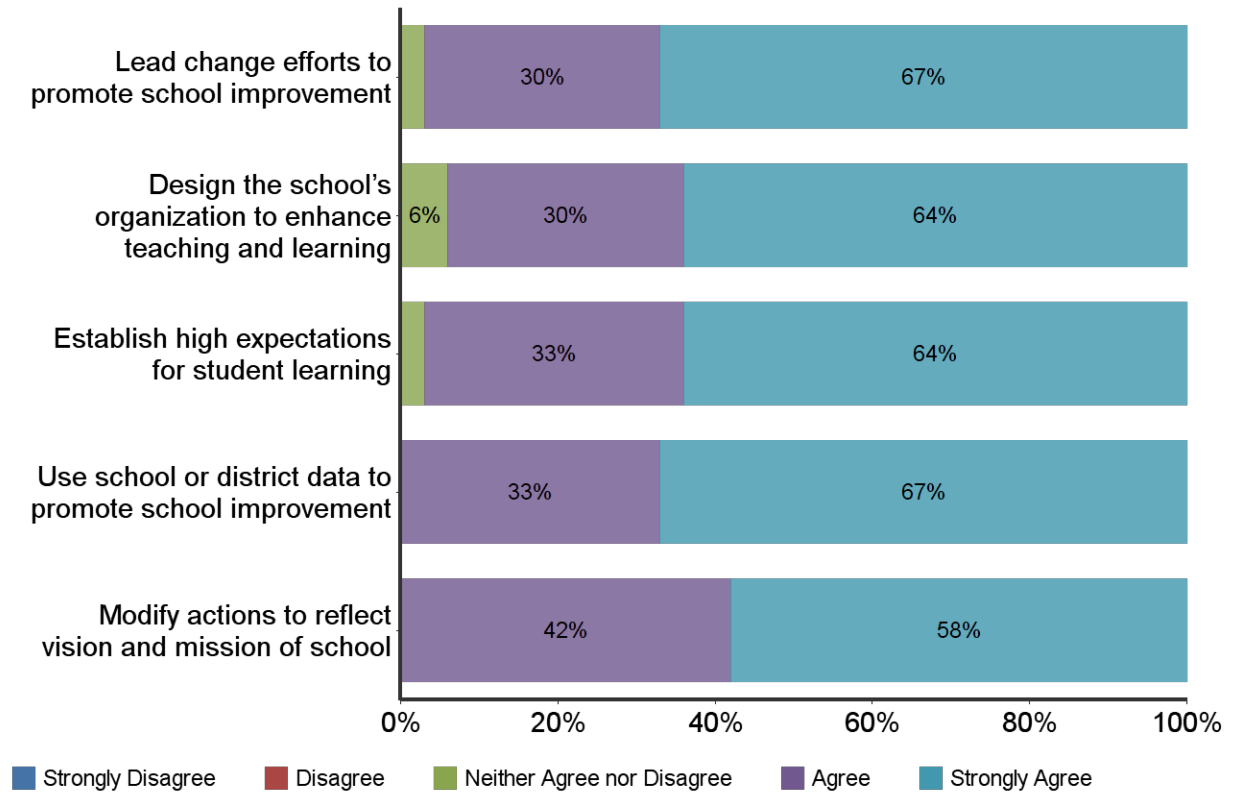
Please rate your agreement about how well your leadership program prepared you to do the following:



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Act in an open and transparent manner	2	5	4.45	0.75	33
Engage in self-reflection and opportunities to learn	3	5	4.64	0.60	33
Maintain visibility and approachability to stakeholders	3	5	4.48	0.62	33
Act as a moral compass for the school or district	3	5	4.48	0.71	33

Strategic Leadership

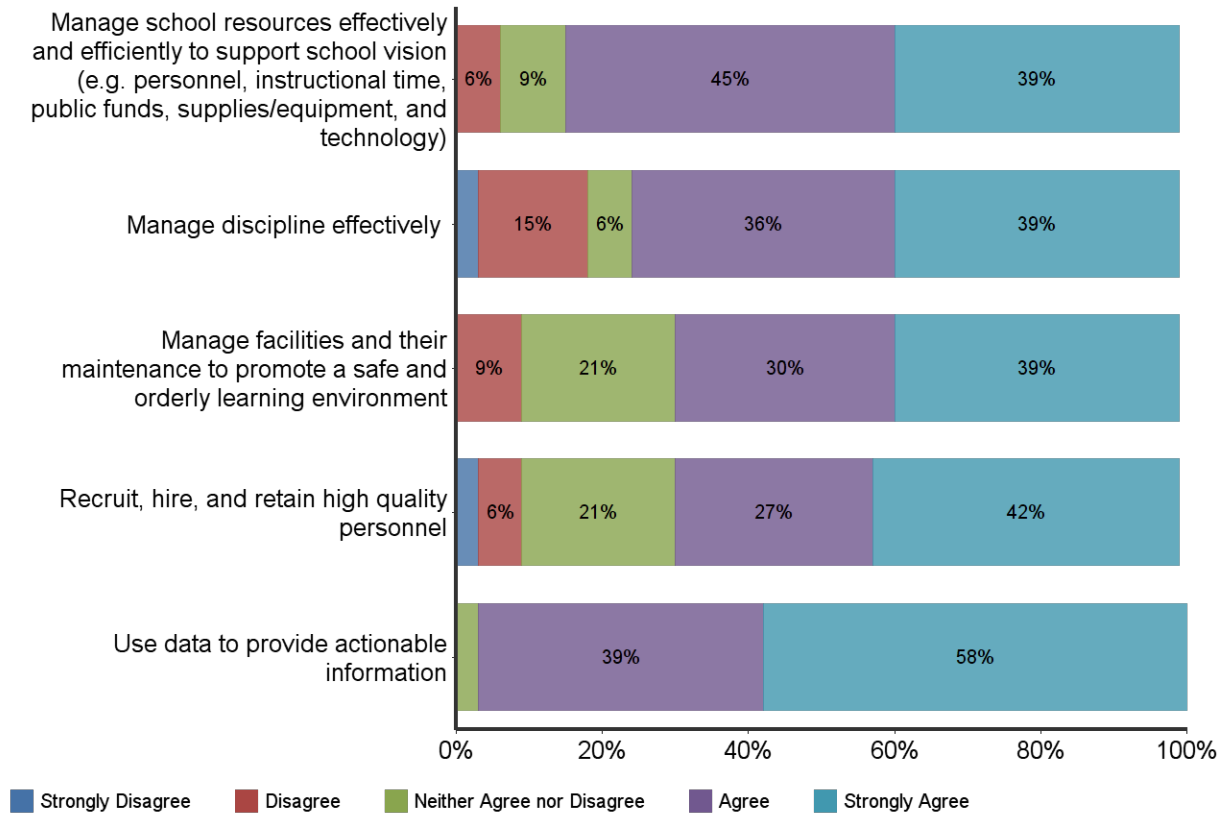
Please rate your agreement about how well your leadership program prepared you to do the following:



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Lead change efforts to promote school improvement	3	5	4.64	0.55	33
Design the school's organization to enhance teaching and learning	3	5	4.58	0.61	33
Establish high expectations for student learning	3	5	4.61	0.56	33
Use school or district data to promote school improvement	4	5	4.67	0.48	33
Modify actions to reflect vision and mission of school	4	5	4.58	0.50	33

Management & Operations

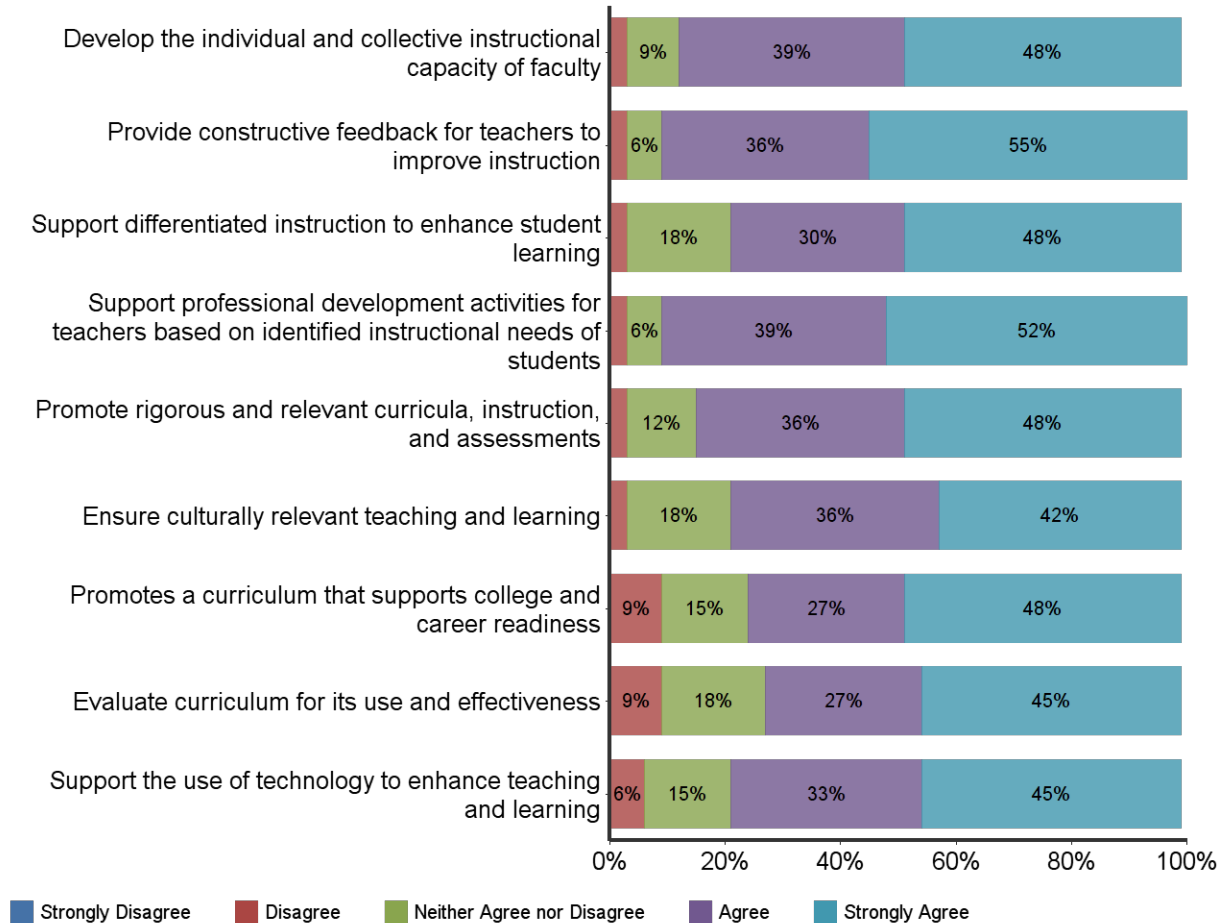
Please rate your agreement about how well your leadership program prepared you to do the following:



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Manage school resources effectively and efficiently to support school vision (e.g. personnel, instructional time, public funds, supplies/equipment, and technology)	2	5	4.18	0.85	33
Manage discipline effectively	1	5	3.94	1.17	33
Manage facilities and their maintenance to promote a safe and orderly learning environment	2	5	4	1	33
Recruit, hire, and retain high quality personnel	1	5	4	1.09	33
Use data to provide actionable information	3	5	4.55	0.56	33

Instructional Leadership

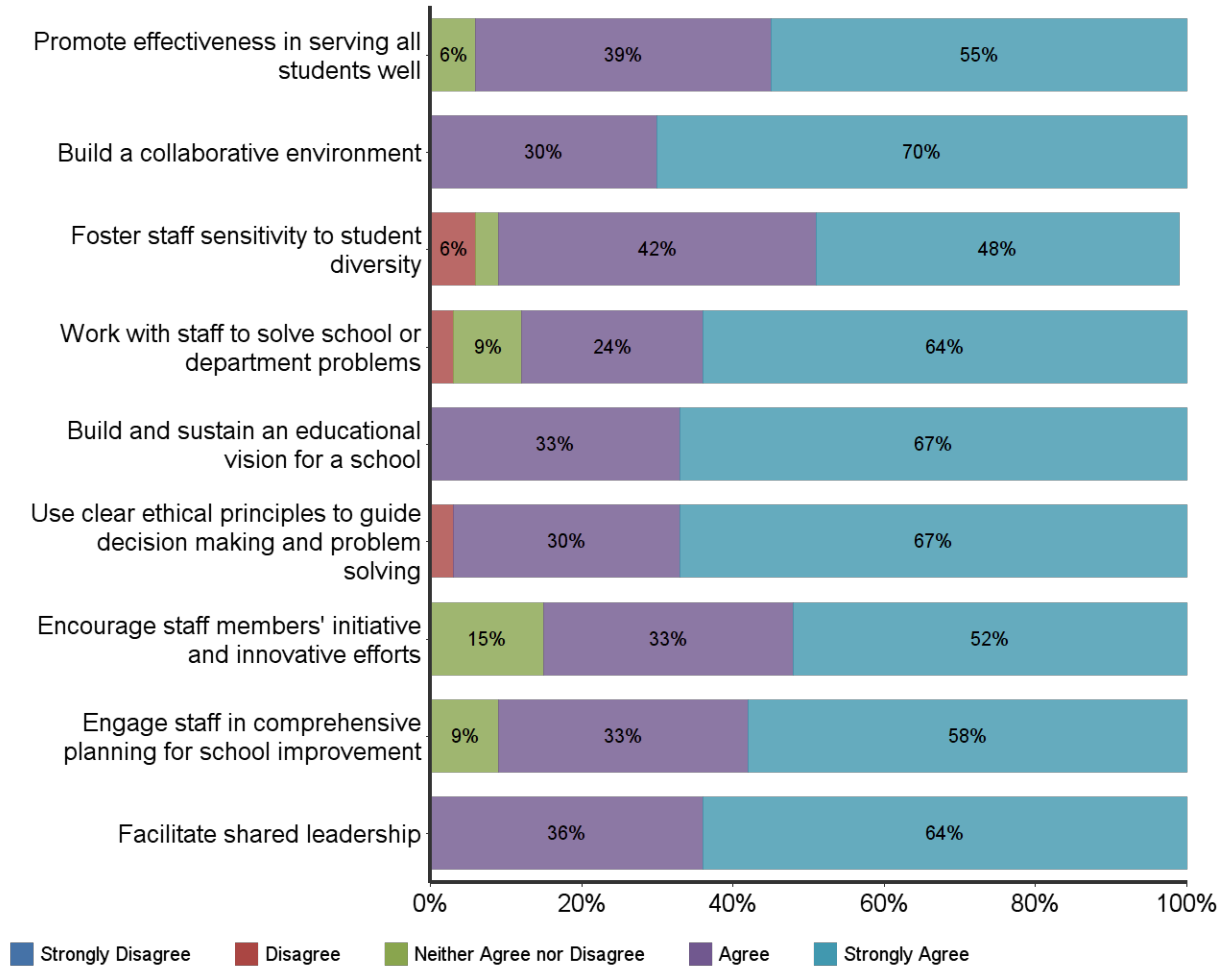
Please rate your agreement about how well your leadership program prepared you to do the following:



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Develop the individual and collective instructional capacity of faculty	2	5	4.33	0.78	33
Provide constructive feedback for teachers to improve instruction	2	5	4.42	0.75	33
Support differentiated instruction to enhance student learning	2	5	4.24	0.87	33
Support professional development activities for teachers based on identified instructional needs of students	2	5	4.39	0.75	33
Promote rigorous and relevant curricula, instruction, and assessments	2	5	4.30	0.81	33
Ensure culturally relevant teaching and learning	2	5	4.18	0.85	33
Promotes a curriculum that supports college and career readiness	2	5	4.15	1.00	33
Evaluate curriculum for its use and effectiveness	2	5	4.09	1.01	33
Support the use of technology to enhance teaching and learning	2	5	4.18	0.92	33

Organizational Culture

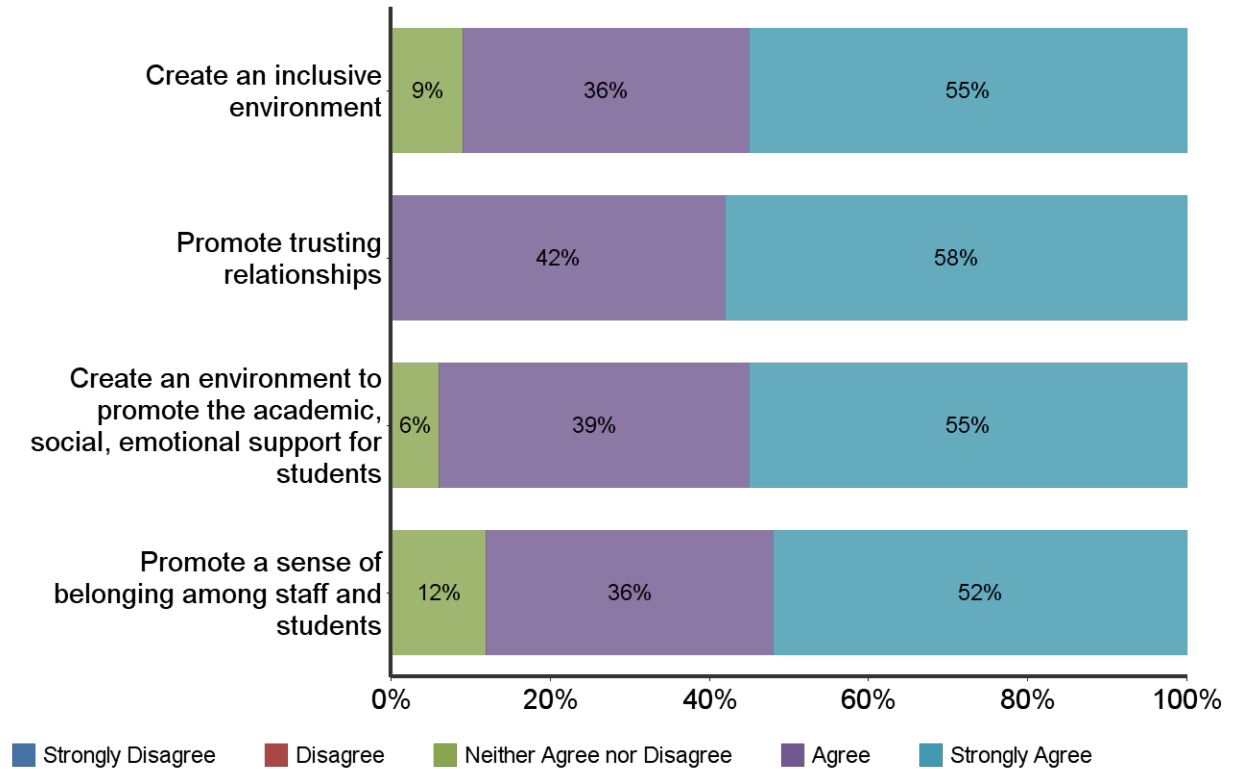
Please rate your agreement about how well your leadership program prepared you to do the following:



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Promote effectiveness in serving all students well	3	5	4.48	0.62	33
Build a collaborative environment	4	5	4.70	0.47	33
Foster staff sensitivity to student diversity	2	5	4.33	0.82	33
Work with staff to solve school or department problems	2	5	4.48	0.80	33
Build and sustain an educational vision for a school	4	5	4.67	0.48	33
Use clear ethical principles to guide decision making and problem solving	2	5	4.61	0.66	33
Encourage staff members' initiative and innovative efforts	3	5	4.36	0.74	33
Engage staff in comprehensive planning for school improvement	3	5	4.48	0.67	33
Facilitate shared leadership	4	5	4.64	0.49	33

Supportive Learning Environment

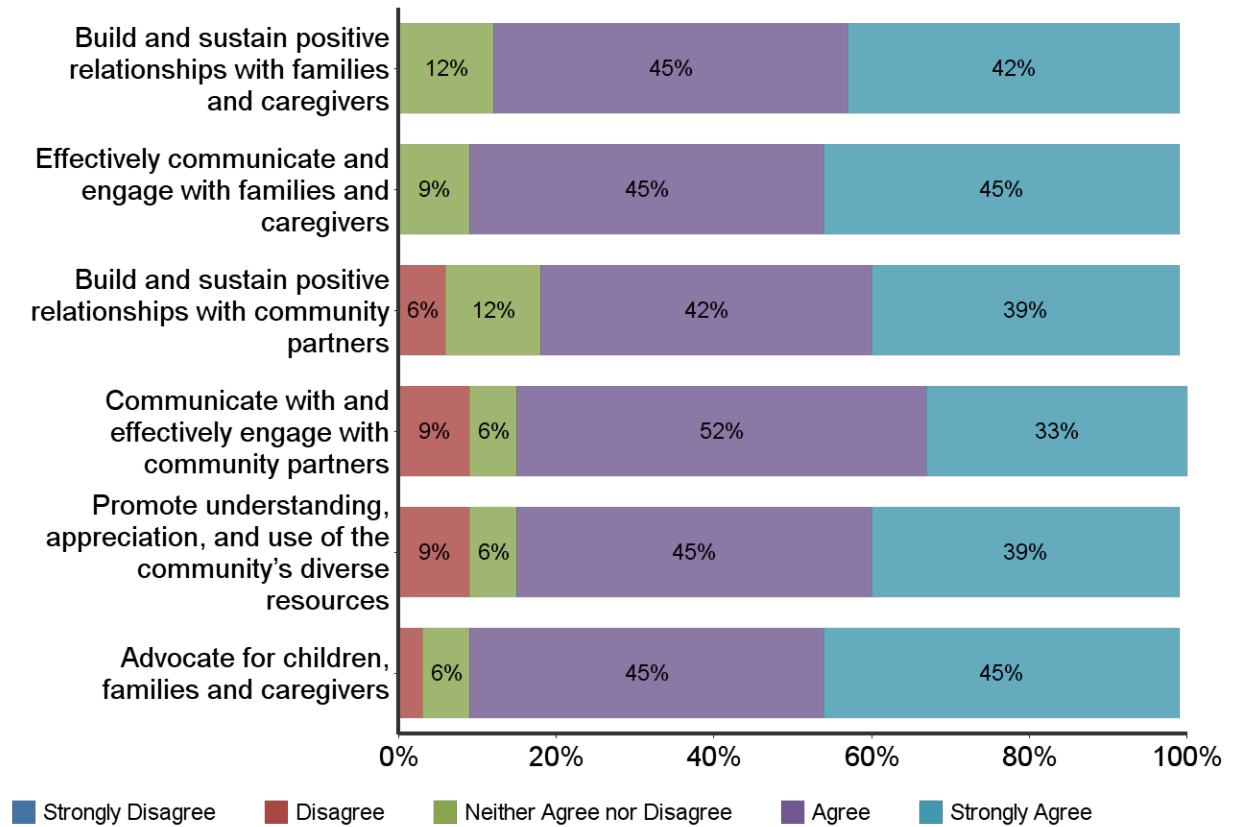
Please rate your agreement about how well your leadership program prepared you to do the following:



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Create an inclusive environment	3	5	4.45	0.67	33
Promote trusting relationships	4	5	4.58	0.50	33
Create an environment to promote the academic, social, emotional support for students	3	5	4.48	0.62	33
Promote a sense of belonging among staff and students	3	5	4.39	0.70	33

Family & Community Relations

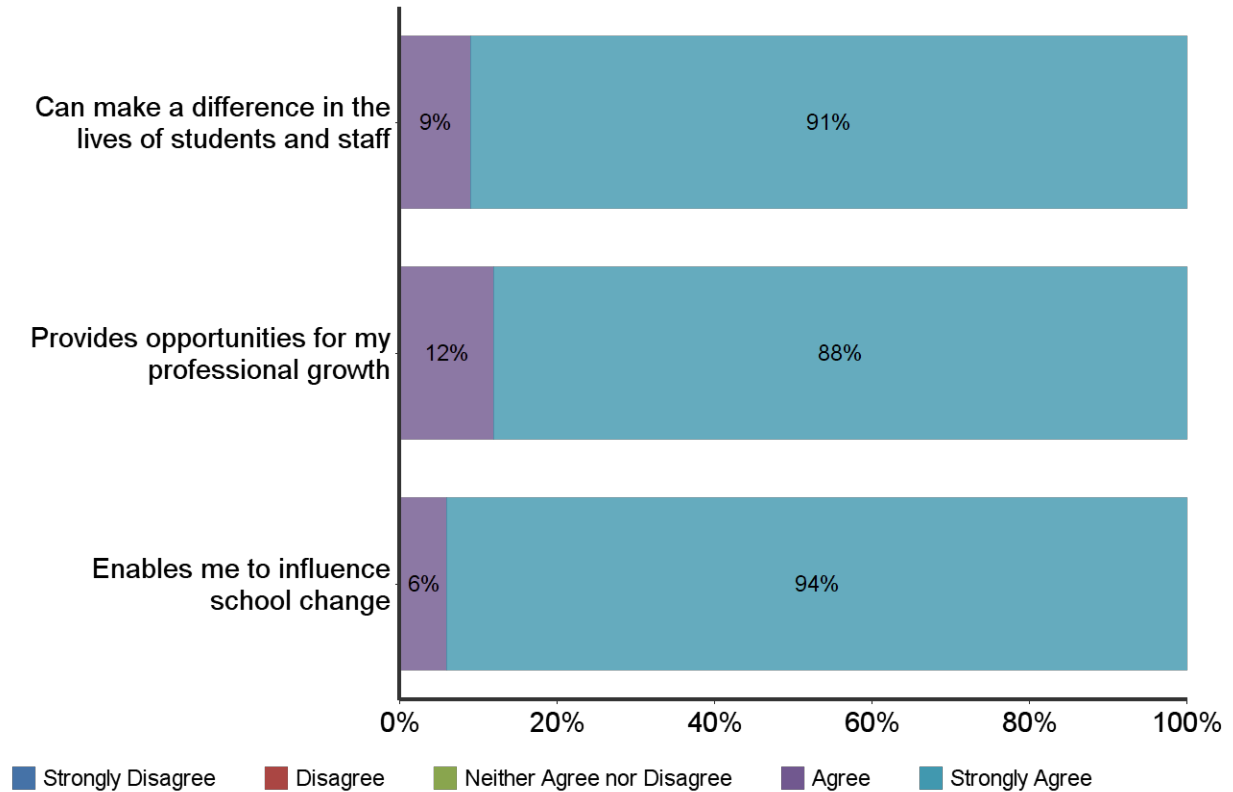
Please rate your agreement about how well your leadership program prepared you to do the following:



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Build and sustain positive relationships with families and caregivers	3	5	4.30	0.68	33
Effectively communicate and engage with families and caregivers	3	5	4.36	0.65	33
Build and sustain positive relationships with community partners	2	5	4.15	0.87	33
Communicate with and effectively engage with community partners	2	5	4.09	0.88	33
Promote understanding, appreciation, and use of the community's diverse resources	2	5	4.15	0.91	33
Advocate for children, families and caregivers	2	5	4.33	0.74	33

Beliefs About the Principalship

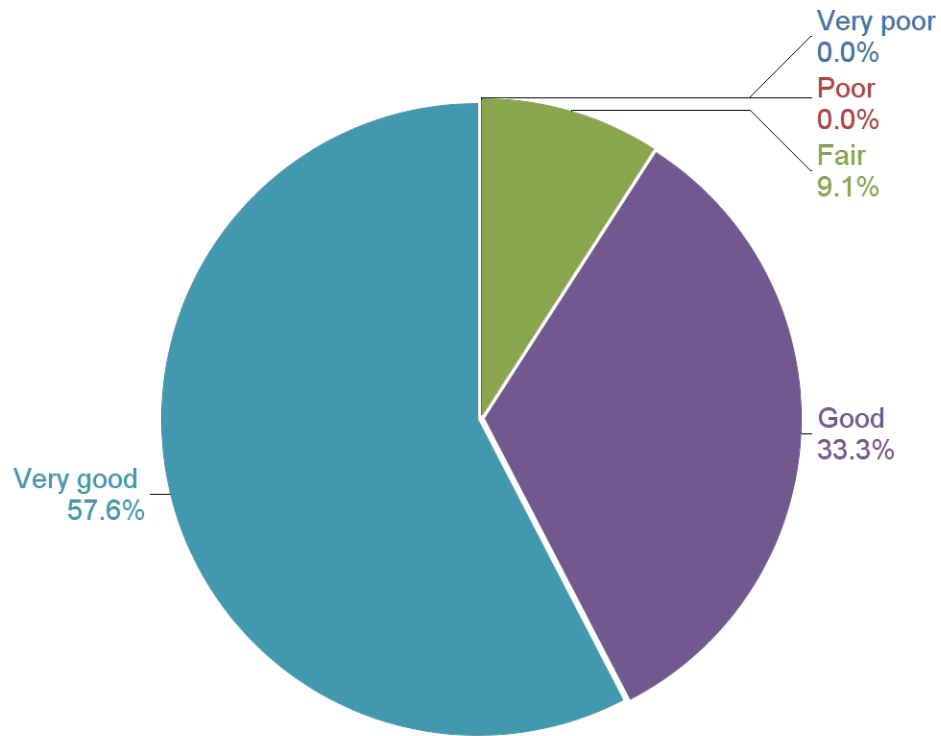
I believe being a principal...



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Can make a difference in the lives of students and staff	4	5	4.91	0.29	33
Provides opportunities for my professional growth	4	5	4.88	0.33	33
Enables me to influence school change	4	5	4.94	0.24	33

Overall Quality

Please rate the overall quality of this program.



#		Bar	Response	%
1	Very poor		0	0.0%
2	Poor		0	0.0%
3	Fair	<div style="width: 10%; height: 10px; background-color: #4a7ebb;"></div>	3	9.1%
4	Good	<div style="width: 33.3%; height: 10px; background-color: #4a7ebb;"></div>	11	33.3%
5	Very good	<div style="width: 57.6%; height: 10px; background-color: #4a7ebb;"></div>	19	57.6%
-	Total	<div style="width: 100%; height: 10px; background-color: #4a7ebb;"></div>	33	100.0%

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

N = 13

Text Entry

I completed the program as a supplement to my doctoral program in special education. I appreciated the flexibility of the program advisor in accepting some of my PhD coursework in place of some of the "required" admin classes. This made it possible for me to complete the program and avoid redundancy in my training. The internship hours in the school were critical, and helped keep me grounded as I was conducting research separate from my admin program requirements.

USU is one of the best in education. A degree from them holds more weight than from the others in Utah. Wonderful education program and leadership program. More rigorous and extensive than others I have heard of.

Utah State's program was applicable to the current issues and needs of current school administration.

My program focused on PLCs and data driven instruction. I felt that my internship hours pushed me to a much greater extent than the program. I chose to work with innovative and determined mentors during my internship which is what really furtheted my learning. I feel that if a student doesn't work with the right principals in their internship then they will not really understand or put into practice new learning!

My graduate learning was exceptional. My instructors had high expectations for my coursework which I appreciated. Dr. Matthews, Dr. Stewart, and Dr. Turner were exceptional. Their courses were rigorous, engaging, and pertinent. I have applied, and continue to implement learning that was acquired through their tutelage. As an intern, and now assistant principal, I have the tools to be successful. I am grateful.

I thought the program prepared me well to face the challenges that come with educational leadership. Each faculty member was well informed, had high expectations, and was supportive except one. I found that one had a tendency to put off correspondence and didn't seem to appreciate differing viewpoints. Being an on-line class made this difficult. I loved the on-line option, enjoyed the class interaction and assignments that brought us together to work as students.

I felt that I received a comprehensive education that effectively prepared me to get a job as an administrator and apply the things I learned in my coursework. I appreciate several of the instructors that I had that provided me with support and knowledge to help me be a better school leader. It was a great program!

I enjoyed the program very much for two main reasons. First was the quality and experience of the instructors and second, the content was applicable and relevant. I do wish there was more support in job placement. I applied to 57 jobs and interviewed in four different places before being hired as an assistant principal. I applied from January to May and it was a tough process. I did not feel prepared for the closed mindedness of the majority of school districts to which I applied. I feel most school districts know who they want for the job and only post the job to meet some requirement, but do not truly look at outside applicants. The worst is probably Cache County School District. I am very fortunate to have been hired by an open-minded school district who is willing to give an outsider a chance.

I was hired immediately and have been told by multiple people that multiple schools in the district requested me. I feel that I was prepared to be an instructional leader and lead PLCs. The program helped me develop a strong vision for student learning which I believe is my strength as an administrator. I do not feel that I was well prepared in the area of student discipline or working with problems. I received few opportunities to do this through my internship and it was not discussed in classes. I can learn this on the job, but I had to develop my own philosophy in order to answer those questions in interviews.

I think that every leadership situation is so different that it is hard to prepare for what will happen in real life.

My program was in a state of flux and transition throughout my experience. And communication about te changes and expectatatuons of those involved in the program were not explained nor communicated well. That was frustrating. However, the changes they were making were very positive.

Some of the coursework was "busy work" and its relevance was not explained. Overall, a good program.

All professors were proficient in their areas of expertise and were available for questions and feedback. The program, overall, was a great experience.