INSPIRE Graduate Survey

Utah State University

Aggregate Report
August 2016

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	%
I agree to participate in this study.		33	89.2%
I do not wish to participate in this study.		4	10.8%
Total		37	100.0%

Please indicate your position

	Bar	Response	%
Practicing Principal/Asst. Principal		14	43.8%
Classroom teacher		11	34.4%
Other		7	21.9%
Total		32	100.0%

What are your current plans for becoming a school leader?

	Bar	Response	%
I have become a school leader since enrolling in the program		18	56.3%
I intend to go into school leadership as soon as possible		8	25.0%
I think I may go into school leadership someday		6	18.8%
I am undecided about going into school leadership			0.0%
I do not plan to go into school leadership			0.0%
Total		32	100.0%

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

	Bar	Response	%
No graduate degree (e.g., licensure, certificate, or endorsement only)		18	56.3%
Master's degree		11	34.4%
Specialist's degree (or certificate of advanced studies)		2	6.3%
Doctoral degree			0.0%
No degree, no license/certification		1	3.1%
Total		32	100.0%

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

	Bar	Response	%
No license or certificate			0.0%
School building leader/principal license or certificate		27	84.4%
District-level leadership/superintendent license or certificate		3	9.4%
Other K-12 administrative license (e.g., special education leader)		7	21.9%
Total		37	115.6%

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	13	3	11	5
Mean	8.42	3.77	1	2.56	0.53
Standard Deviation	5.05	4.22	0.93	3.87	1.36
Total Responses	31	22	24	18	15

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

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
3	23	11.53	5.25	37

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

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
0	22	7.44	6.02	37

How many years have you worked at your current school?

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
0	17	3.98	3.70	37

What is your gender?

	Bar	Response	%
Male		12	37.5%
Female		20	62.5%
Other			0.0%
Total		32	100.0%

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

	Bar	Response	%
American Indian or Alaska Native			0.0%
Asian		1	3.1%
Black or African American			0.0%
Hispanic or Latino/a			0.0%
Native Hawaiian or other Pacific Islander			0.0%
White		30	93.8%
Bi-racial/Multi-racial		1	3.1%
Other (Specify)			0.0%
Total		32	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
- Internship/Residency Design & Quality

Rigor & Relevance

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

Legend: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree
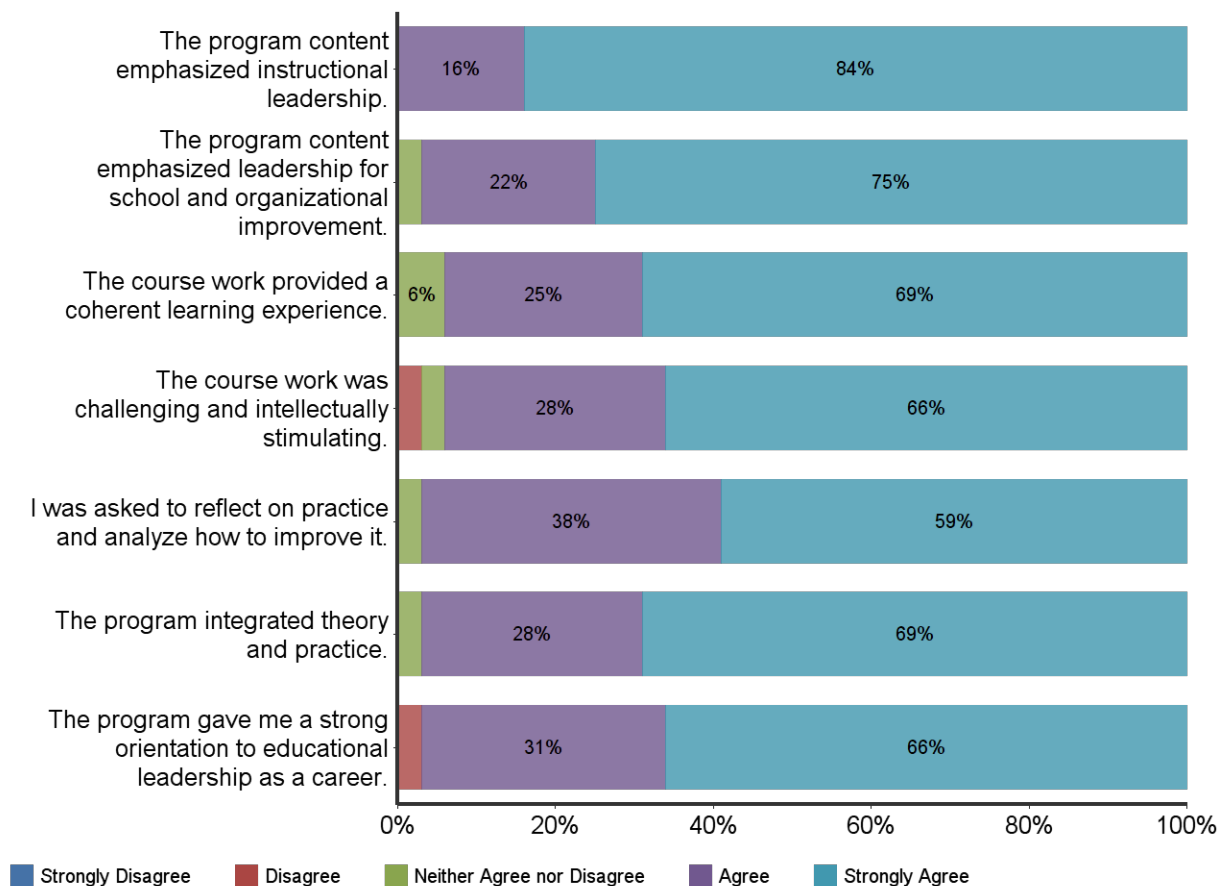
	Minimum	Maximum	Mean	Std. Dev.	Respondents
The program content emphasized instructional leadership.	4	5	4.84	0.37	32
The program content emphasized leadership for school and organizational improvement.	3	5	4.72	0.52	32
The course work provided a coherent learning experience.	3	5	4.63	0.61	32
The course work was challenging and intellectually stimulating.	2	5	4.56	0.72	32
I was asked to reflect on practice and analyze how to improve it.	3	5	4.56	0.56	32
The program integrated theory and practice.	3	5	4.66	0.55	32
The program gave me a strong orientation to educational leadership as a career.	2	5	4.59	0.67	32

Faculty Quality

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?
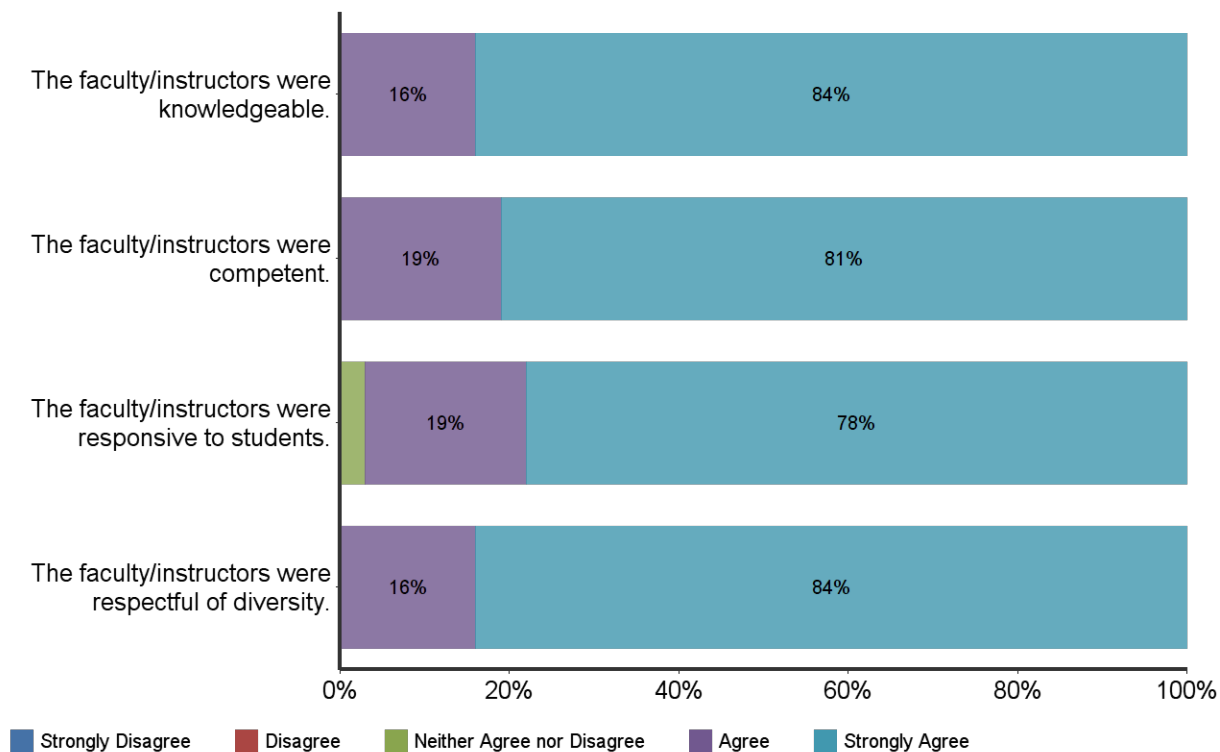
	Minimum	Maximum	Mean	Std. Dev.	Respondents
The faculty/instructors were knowledgeable.	4	5	4.84	0.37	32
The faculty/instructors were competent.	4	5	4.81	0.40	32
The faculty/instructors were responsive to students.	3	5	4.75	0.51	32
The faculty/instructors were respectful of diversity.	4	5	4.84	0.37	32

Peer Relationships

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?
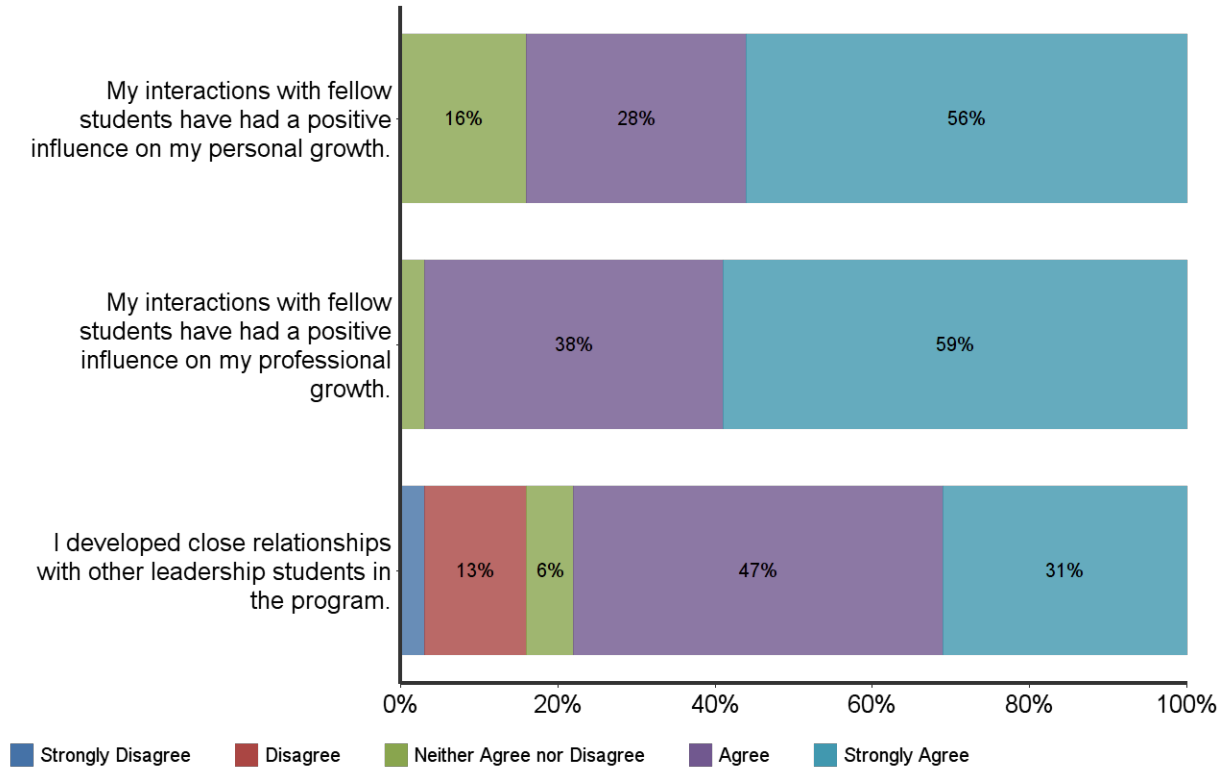
	Minimum	Maximum	Mean	Std. Dev.	Respondents
My interactions with fellow students have had a positive influence on my personal growth.	3	5	4.41	0.76	32
My interactions with fellow students have had a positive influence on my professional growth.	3	5	4.56	0.56	32
I developed close relationships with other leadership students in the program.	1	5	3.91	1.09	32

Program Accessibility

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

| Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
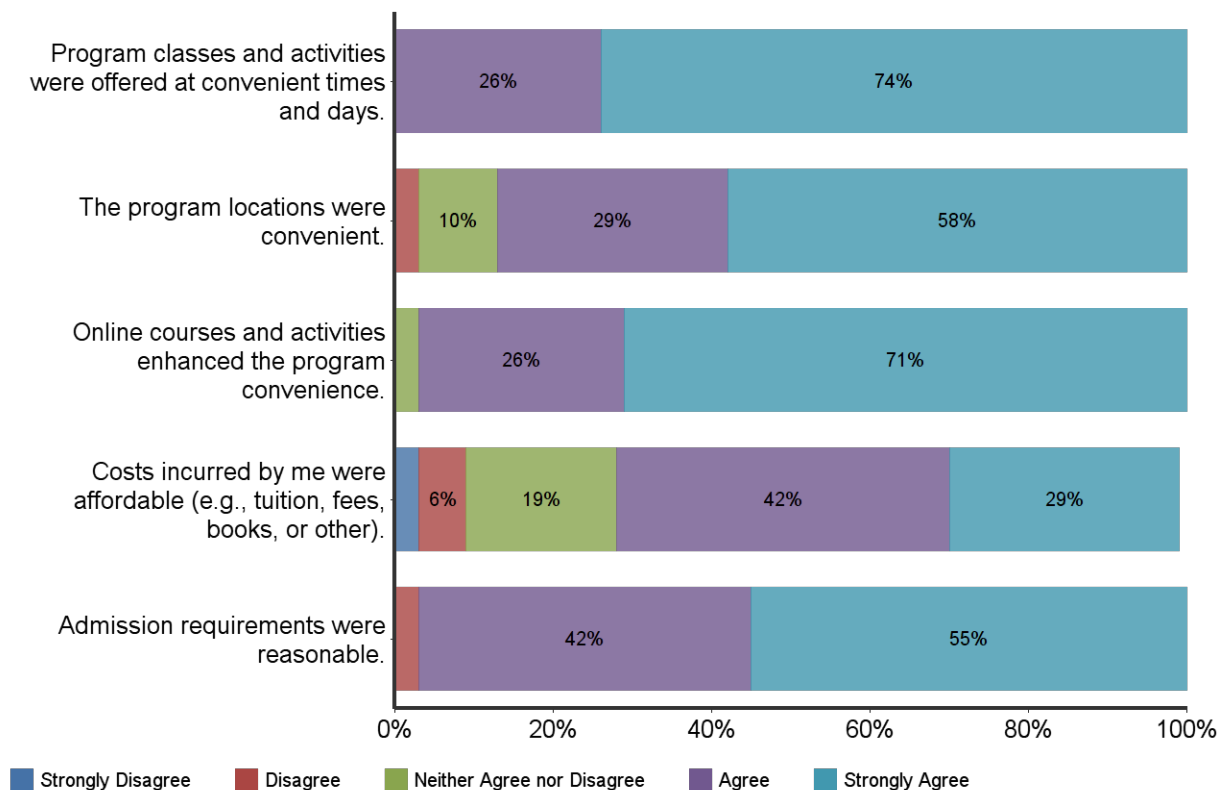
	Minimum	Maximum	Mean	Std. Dev.	Respondents
Program classes and activities were offered at convenient times and days.	4	5	4.74	0.44	31
The program locations were convenient.	2	5	4.42	0.81	31
Online courses and activities enhanced the program convenience.	3	5	4.68	0.54	31
Costs incurred by me were affordable (e.g., tuition, fees, books, or other).	1	5	3.87	1.02	31
Admission requirements were reasonable.	2	5	4.48	0.68	31

Internship/Residency 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	%
Yes		26	83.9%
No		5	16.1%
Total		31	100.0%

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

	Bar	Response	%
Paid full-time internship		3	11.5%
Unpaid full-time internship		3	11.5%
Part-time internship		10	38.5%
Course embedded field work/internship		14	53.8%
Internship follows completion of coursework		4	15.4%
Field placements in multiple sites		14	53.8%
Field placement in a single site			0.0%
Other (specify)		1	3.8%
Total		49	188.5%

To what extent do you agree or disagree with the following statements about your internship experience?
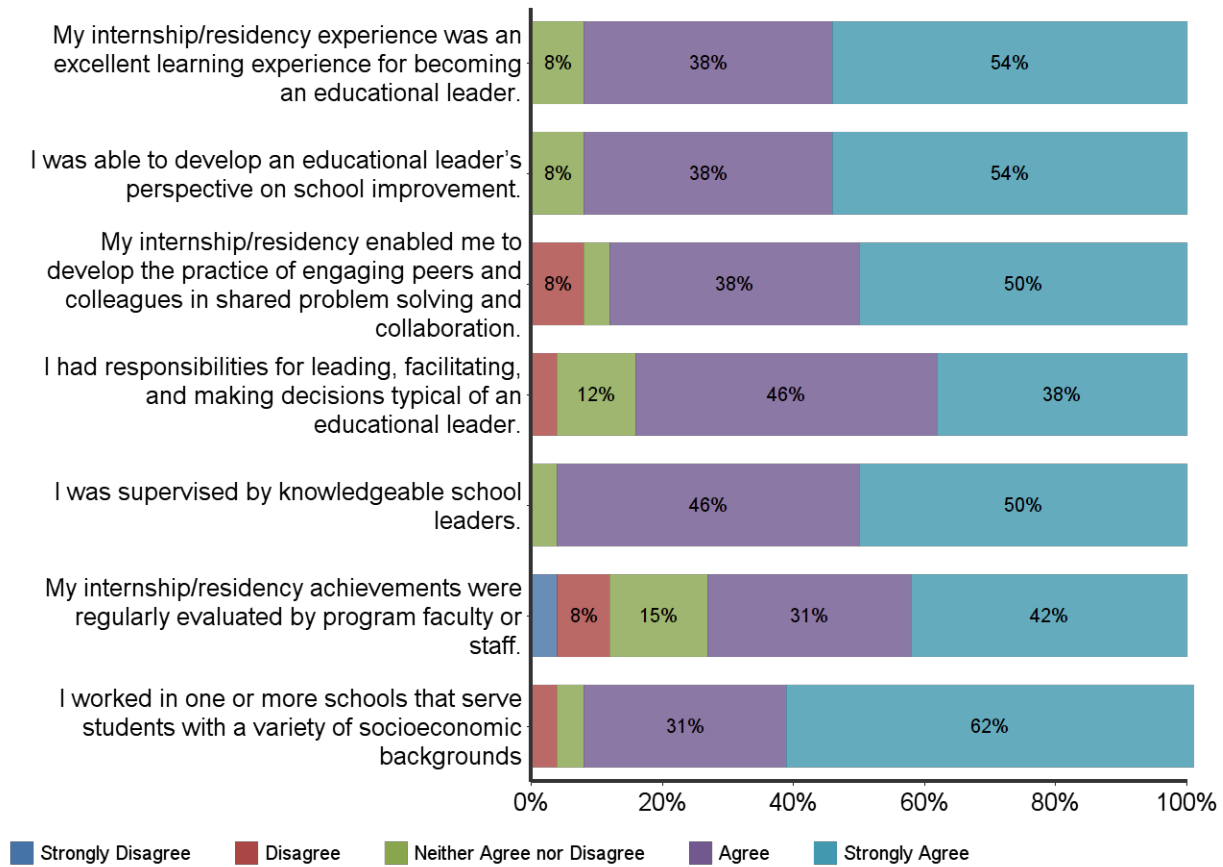
	Minimum	Maximum	Mean	Std. Dev.	Respondents
My internship/residency experience was an excellent learning experience for becoming an educational leader.	3	5	4.46	0.65	26
I was able to develop an educational leader's perspective on school improvement.	3	5	4.46	0.65	26
My internship/residency enabled me to develop the practice of engaging peers and colleagues in shared problem solving and collaboration.	2	5	4.31	0.88	26
I had responsibilities for leading, facilitating, and making decisions typical of an educational leader.	2	5	4.19	0.80	26
I was supervised by knowledgeable school leaders.	3	5	4.46	0.58	26
My internship/residency achievements were regularly evaluated by program faculty or staff.	1	5	4	1.13	26
I worked in one or more schools that serve students with a variety of socioeconomic backgrounds	2	5	4.5	0.76	26

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Please rate the overall quality of your residency site.
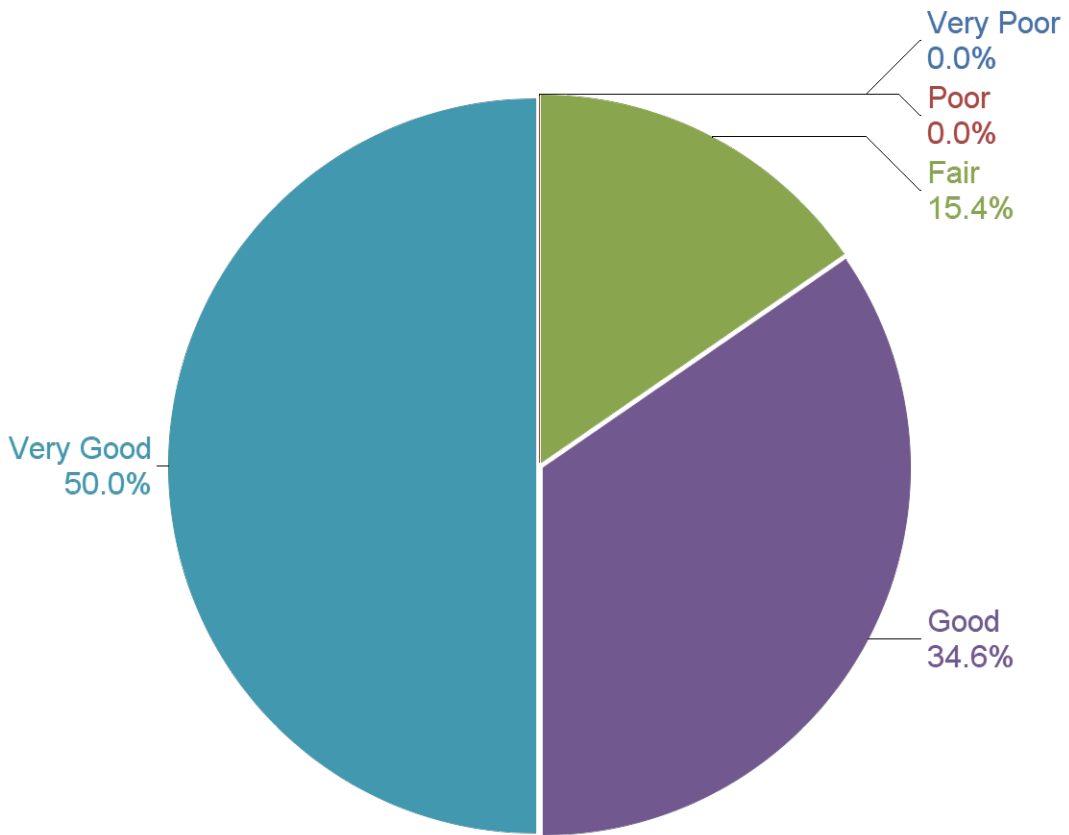
	Bar	Response	%
Very Poor			0.0%
Poor			0.0%
Fair		4	15.4%
Good		9	34.6%
Very Good		13	50.0%
Total		26	100.0%

Learning Outcomes:
Preparation for Leadership Practicies & 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:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
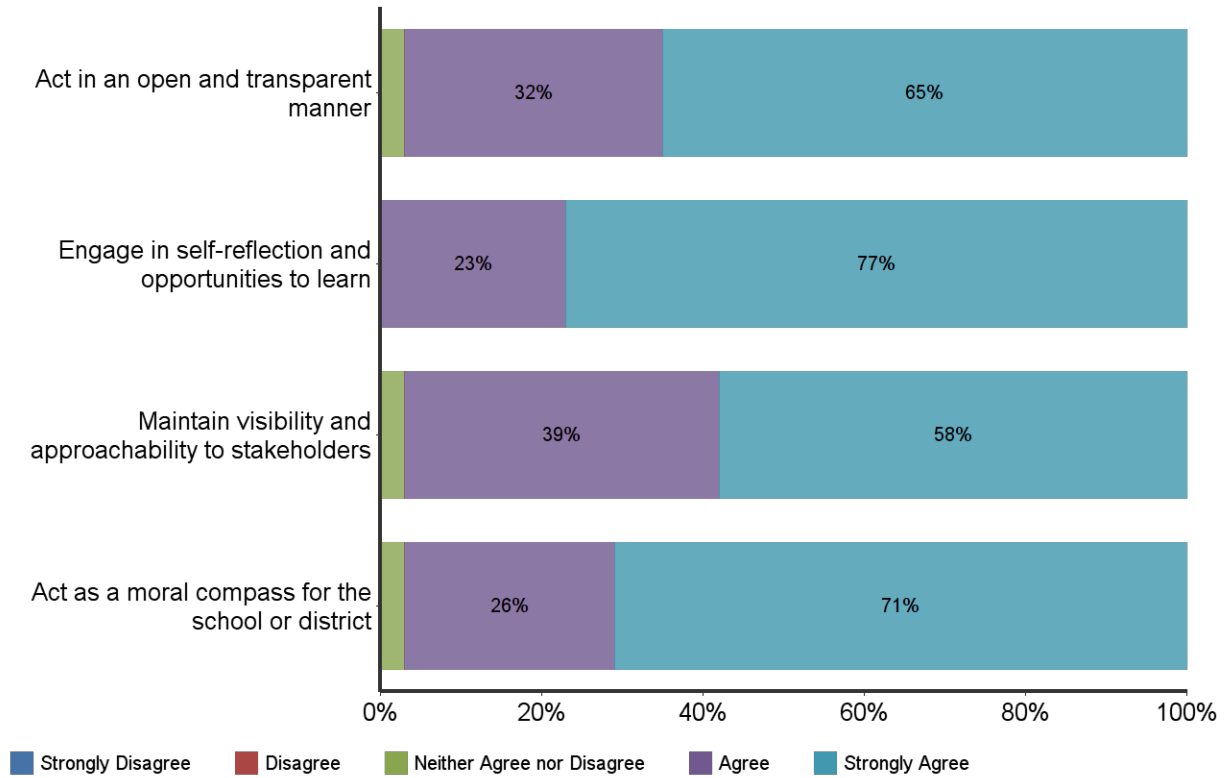
	Minimum	Maximum	Mean	Std. Dev.	Respondents
Act in an open and transparent manner	3	5	4.61	0.56	31
Engage in self-reflection and opportunities to learn	4	5	4.77	0.43	31
Maintain visibility and approachability to stakeholders	3	5	4.55	0.57	31
Act as a moral compass for the school or district	3	5	4.68	0.54	31

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Strategic Leadership

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

Legend: Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree

- Lead change efforts to promote school improvement: 39% Agree, 58% Strongly Agree
- Design the school's organization to enhance teaching and learning: 32% Agree, 65% Strongly Agree
- Establish high expectations for student learning: 32% Agree, 68% Strongly Agree
- Use school or district data to promote school improvement: 26% Agree, 74% Strongly Agree
- Modify actions to reflect vision and mission of school: 35% Agree, 65% Strongly Agree

	Minimum	Maximum	Mean	Std. Dev.	Respondents
Lead change efforts to promote school improvement	3	5	4.55	0.57	31
Design the school's organization to enhance teaching and learning	3	5	4.61	0.56	31
Establish high expectations for student learning	4	5	4.68	0.48	31
Use school or district data to promote school improvement	4	5	4.74	0.44	31
Modify actions to reflect vision and mission of school	4	5	4.65	0.49	31

Management & Operations

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

Legend: Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree
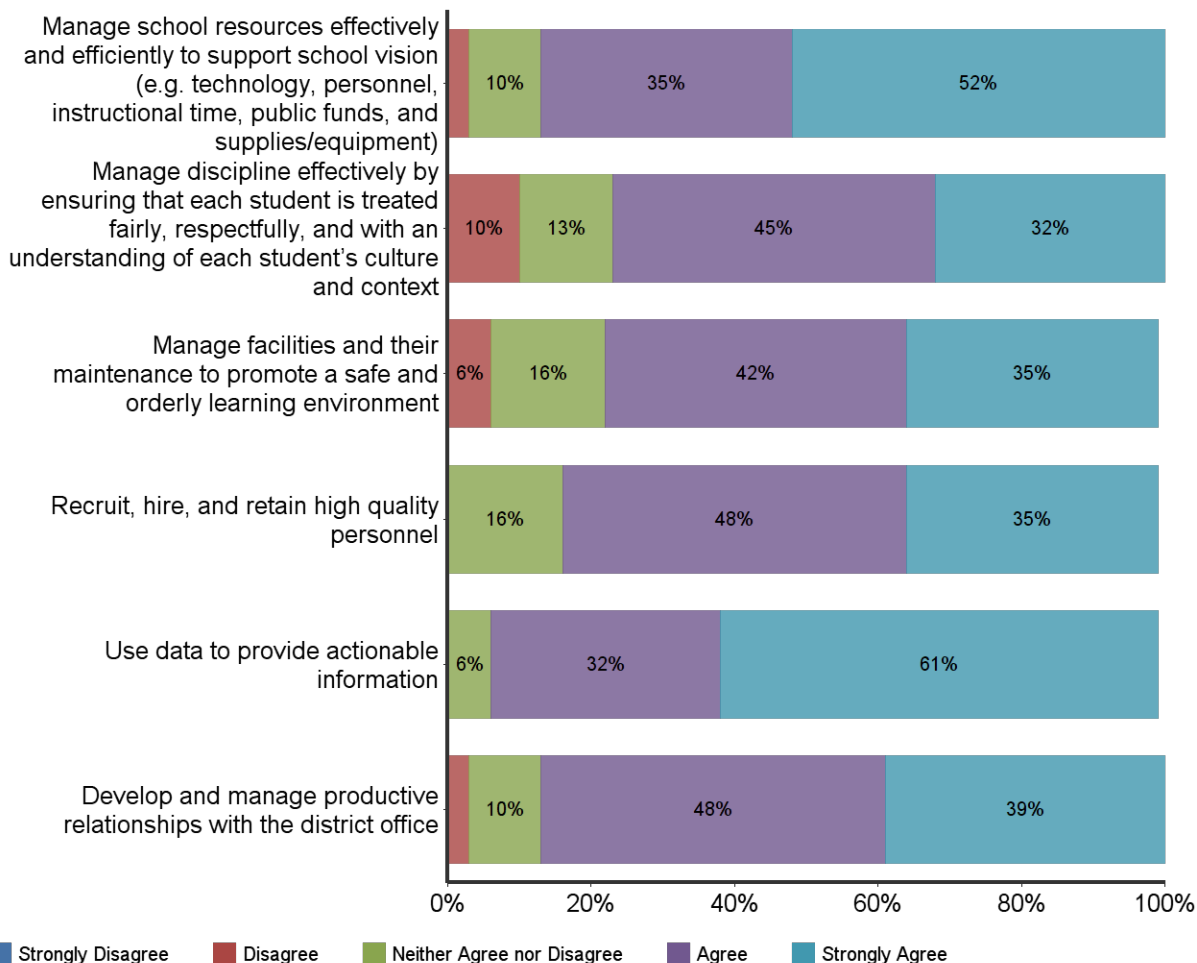
	Minimum	Maximum	Mean	Std. Dev.	Respondents
Manage school resources effectively and efficiently to support school vision (e.g. technology, personnel, instructional time, public funds, and supplies/equipment)	2	5	4.35	0.80	31
Manage discipline effectively by ensuring that each student is treated fairly, respectfully, and with an understanding of each student's culture and context	2	5	4	0.93	31
Manage facilities and their maintenance to promote a safe and orderly learning environment	2	5	4.06	0.89	31
Recruit, hire, and retain high quality personnel	3	5	4.19	0.70	31
Use data to provide actionable information	3	5	4.55	0.62	31
Develop and manage productive relationships with the district office	2	5	4.23	0.76	31

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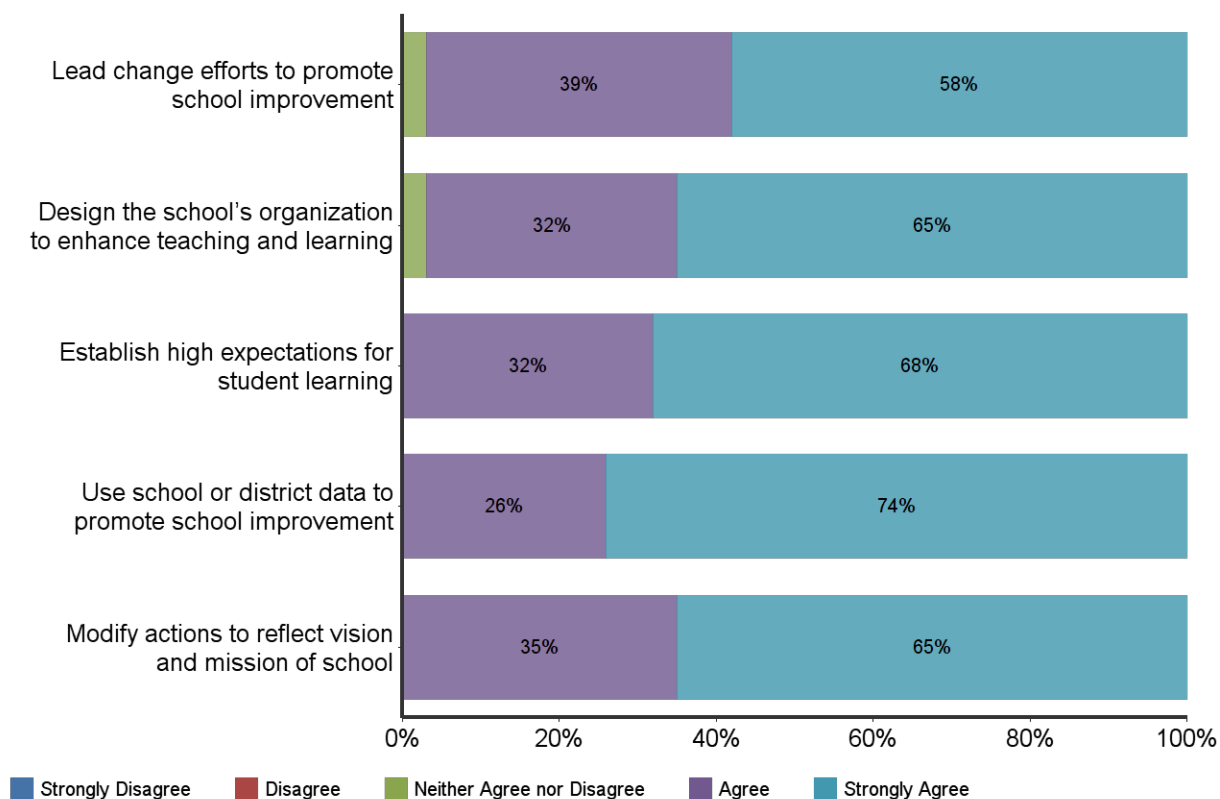# Instructional Leadership

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

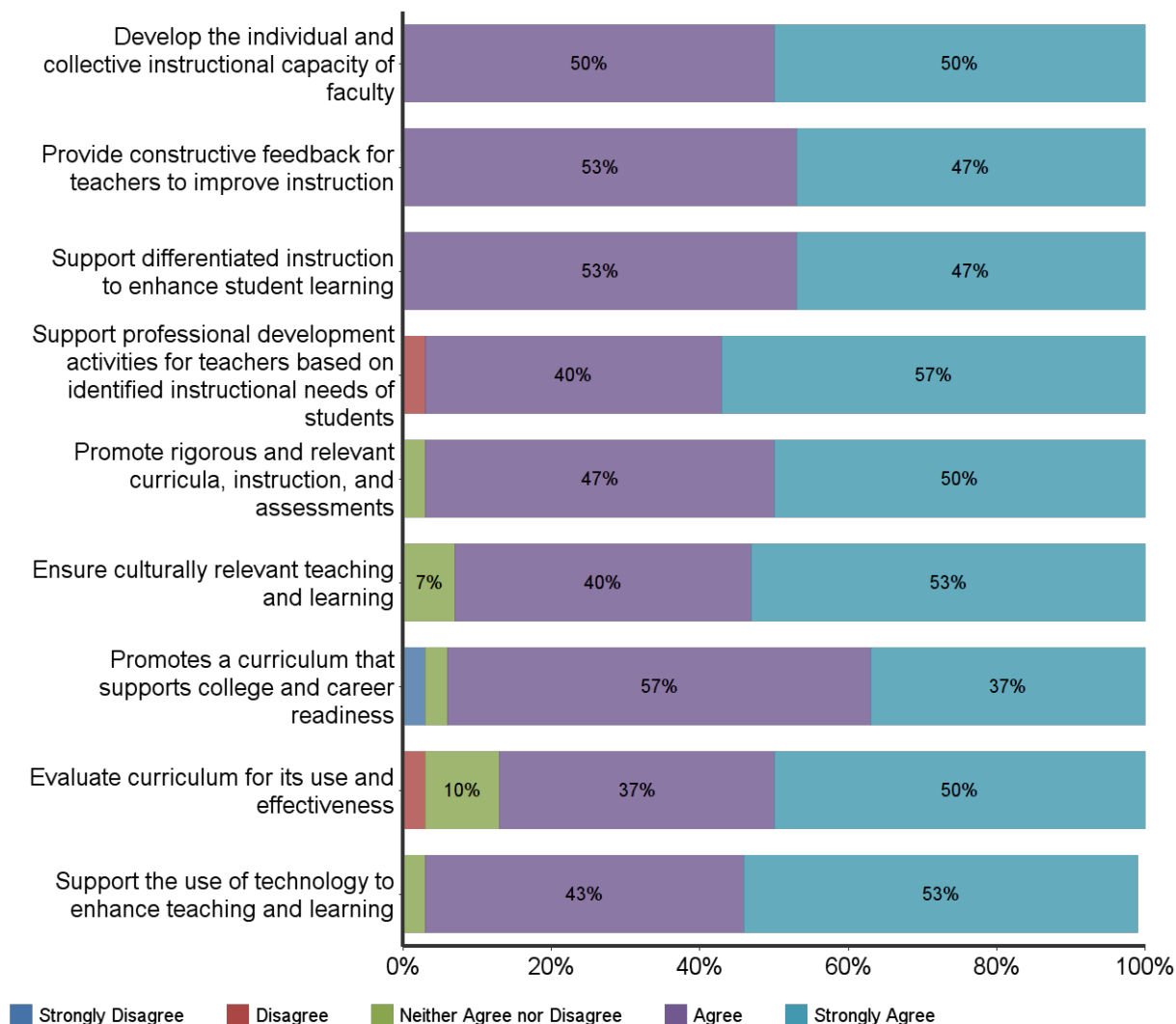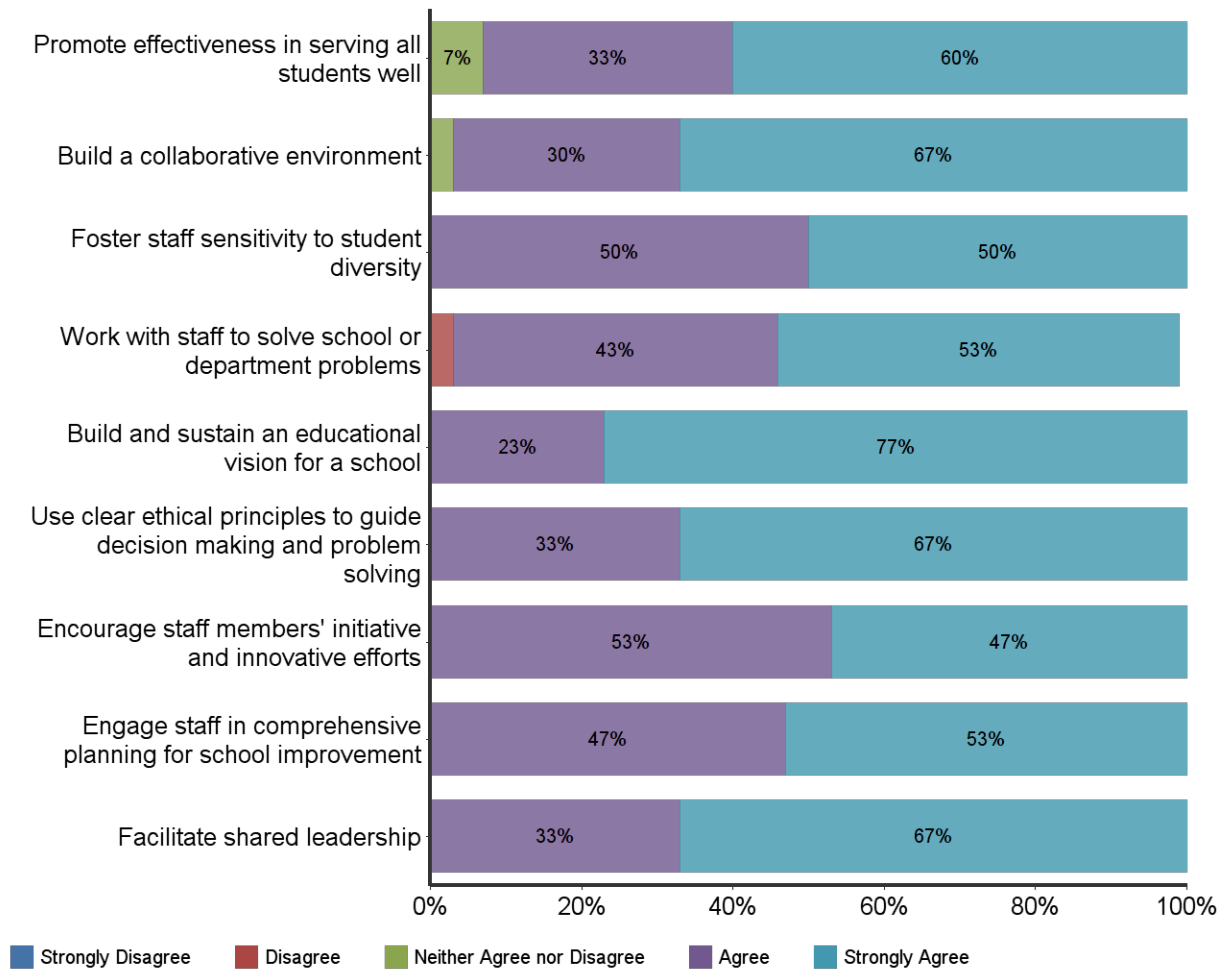|	Minimum	Maximum	Mean	Std. Dev.	Respondents
Develop the individual and collective instructional capacity of faculty	4	5	4.5	0.51	30
Provide constructive feedback for teachers to improve instruction	4	5	4.47	0.51	30
Support differentiated instruction to enhance student learning	4	5	4.47	0.51	30
Support professional development activities for teachers based on identified instructional needs of students	2	5	4.5	0.68	30
Promote rigorous and relevant curricula, instruction, and assessments	3	5	4.47	0.57	30
Ensure culturally relevant teaching and learning	3	5	4.47	0.63	30
Promotes a curriculum that supports college and career readiness	1	5	4.23	0.82	30
Evaluate curriculum for its use and effectiveness	2	5	4.33	0.80	30
Support the use of technology to enhance teaching and learning	3	5	4.5	0.57	30

Organizational Culture

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

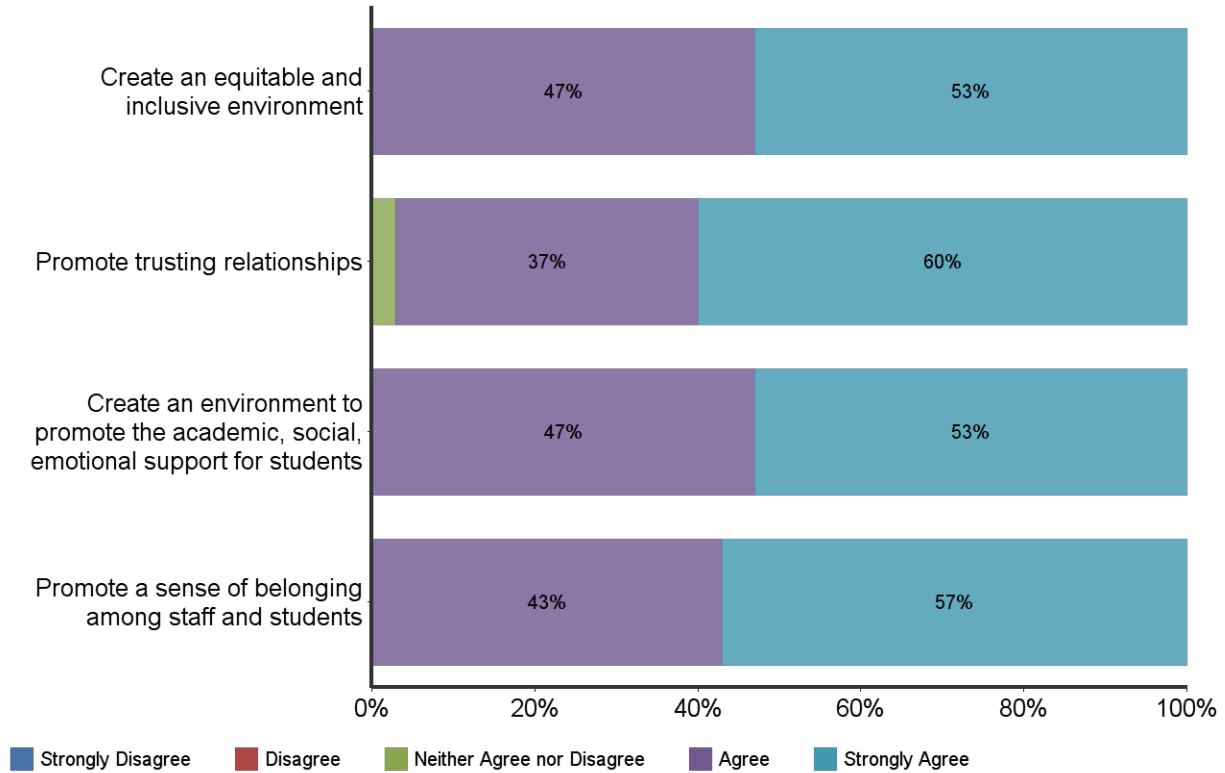|	Minimum	Maximum	Mean	Std. Dev.	Respondents
Promote effectiveness in serving all students well	3	5	4.53	0.63	30
Build a collaborative environment	3	5	4.63	0.56	30
Foster staff sensitivity to student diversity	4	5	4.5	0.51	30
Work with staff to solve school or department problems	2	5	4.47	0.68	30
Build and sustain an educational vision for a school	4	5	4.77	0.43	30
Use clear ethical principles to guide decision making and problem solving	4	5	4.67	0.48	30
Encourage staff members' initiative and innovative efforts	4	5	4.47	0.51	30
Engage staff in comprehensive planning for school improvement	4	5	4.53	0.51	30
Facilitate shared leadership	4	5	4.67	0.48	30

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 equitable and inclusive environment	4	5	4.53	0.51	30
Promote trusting relationships	3	5	4.57	0.57	30
Create an environment to promote the academic, social, emotional support for students	4	5	4.53	0.51	30
Promote a sense of belonging among staff and students	4	5	4.57	0.50	30

Family & Community Relations

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

Build and sustain positive relationships with families and caregivers		60%		37%
Effectively communicate and engage with families and caregivers	7%	50%		43%
Build and sustain positive relationships with community partners		47%		50%
Communicate with and effectively engage with community partners		63%		37%
Promote understanding, appreciation, and use of the community's diverse resources		60%		40%
Advocate for children, families and caregivers	7%	47%		43%

Legend: ■ Strongly Disagree ■ Disagree ■ Neither Agree nor Disagree ■ Agree ■ Strongly Agree

	Minimum	Maximum	Mean	Std. Dev.	Respondents
Build and sustain positive relationships with families and caregivers	3	5	4.33	0.55	30
Effectively communicate and engage with families and caregivers	3	5	4.37	0.61	30
Build and sustain positive relationships with community partners	3	5	4.47	0.57	30
Communicate with and effectively engage with community partners	4	5	4.37	0.49	30
Promote understanding, appreciation, and use of the community's diverse resources	4	5	4.4	0.50	30
Advocate for children, families and caregivers	2	5	4.3	0.75	30

## Beliefs About the Principalship

I believe being a principal...

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
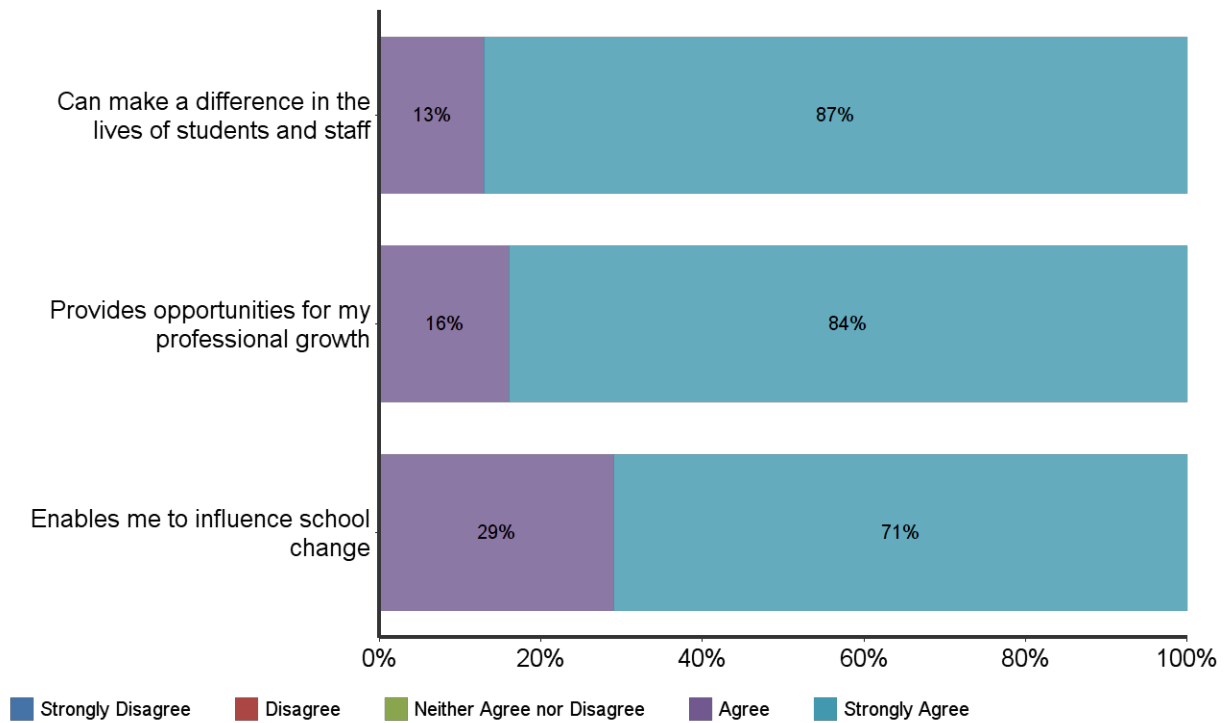
	Minimum	Maximum	Mean	Std. Dev.	Respondents
Can make a difference in the lives of students and staff	4	5	4.87	0.34	31
Provides opportunities for my professional growth	4	5	4.84	0.37	31
Enables me to influence school change	4	5	4.71	0.46	31

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Overall Quality

Please rate the overall quality of this program.

Very poor
0.0%

Poor
0.0%

Fair
0.0%

Good
10.7%
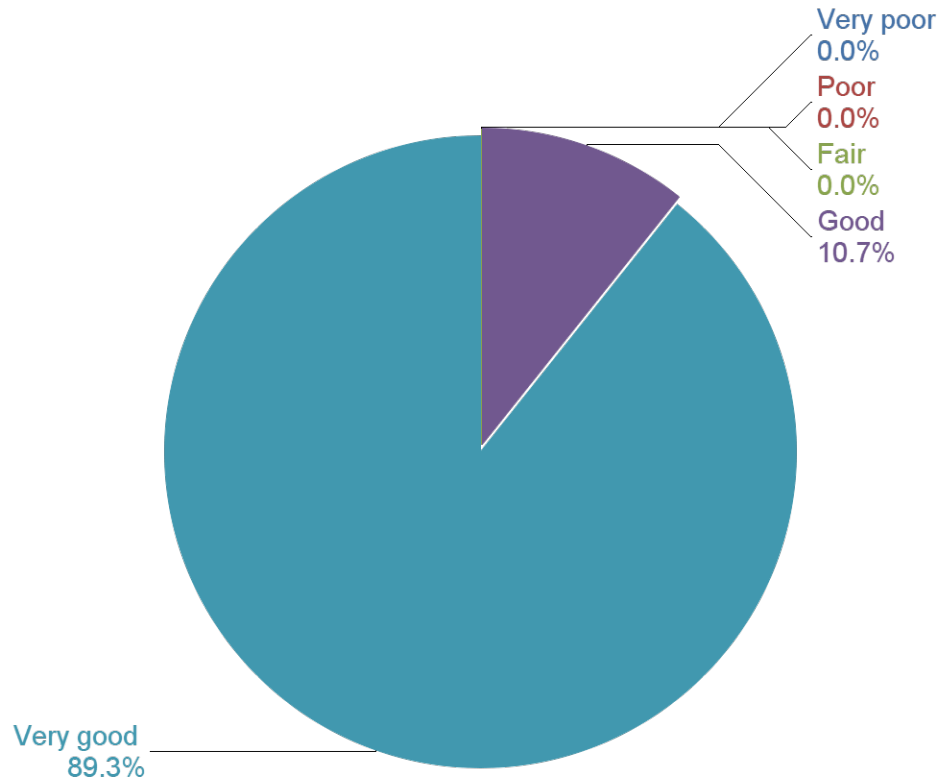
Very good
89.3%

	Bar	Response	%
Very poor			0.0%
Poor			0.0%
Fair			0.0%
Good		3	10.7%
Very good		25	89.3%
Total		28	100.0%

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

N = 9
There was an insufficient number of responses for reporting purposes.