INSPIRE Graduate Survey

Utah State University

Aggregate Report
August 2017

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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.

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	Count	Percent
I agree to participate in this study.		18	94.7%
I do not wish to participate in this study.		1	5.3%
Total		19	100.0%

Please indicate your position

	Bar	Count	Percent
Practicing School Leader/Principal/Asst. Principal		8	47.1%
District Leader/Supervisor		1	5.9%
Teacher Leader (e.g., mentor teacher, department chair, coach)		3	17.6%
Classroom Teacher		2	11.8%
Other		3	17.6%
Total		17	100.0%

What are your current plans for becoming a school leader?

	Bar	Count	Percent
I have become a school leader since enrolling in the program.		9	52.9%
I intend to go into school leadership someday.		6	35.3%
I think I may go into school leadership someday.		1	5.9%
I am undecided about going into school leadership.		1	5.9%
I do not plan to go into school leadership.			0.0%
Total		17	100.0%

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

Min Value	Max Value	Average Value	Std. Dev.	Total Responses
2005	2017	2014	3	17

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

Min Value	Max Value	Average Value	Std. Dev.	Total Responses
2015	2017	2016	0	17

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

	Bar	Count	Percent
No graduate degree (e.g., licensure, certificate, or endorsement only)		11	64.7%
Master's degree		4	23.5%
Specialist's degree (or certificate of advanced studies)		2	11.8%
Doctoral degree			0.0%
Total		17	100.0%

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

	Bar	Count	Percent
Will not hold an administrative license or certificate			0.0%
School building leader/principal license or certificate		16	100.0%
District-level leadership/superintendent license or certificate		3	18.8%
Total		19	118.8%

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	25	20	4	30	7
Mean	12.14	5.46	1.38	8.33	2.14
Standard Deviation	8.09	6.1	1.33	10.22	3.08
Total Responses	14	13	13	9	7

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

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
5	38	15.47	9.23	19

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

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
1	15	7.35	4.47	19

How many years have you worked at your current school?

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
0	15	3.82	3.89	19

How many years have you worked at your current district?

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
0	24	10.00	6.93	19

What is your gender?

	Bar	Count	Percent
Male		7	41.2%
Female		10	58.8%
Other Gender Identity			0.0%
Total		17	100.0%

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

	Percent	Count	Percent
American Indian or Alaska Native			0.0%
Asian			0.0%
Black or African American			0.0%
Hispanic or Latino/a		1	5.9%
Native Hawaiian or Other Pacific Islander			0.0%
White		15	88.2%
Bi-racial/Multi-racial		1	5.9%
Other (Specify)			0.0%
Total		17	100.0%

What is your year of birth? (YYYY)

Min Value	Max Value	Average Value	Std. Dev.	Total Responses
1952	1988	1974	9	17

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

Rigor & Relevance

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?
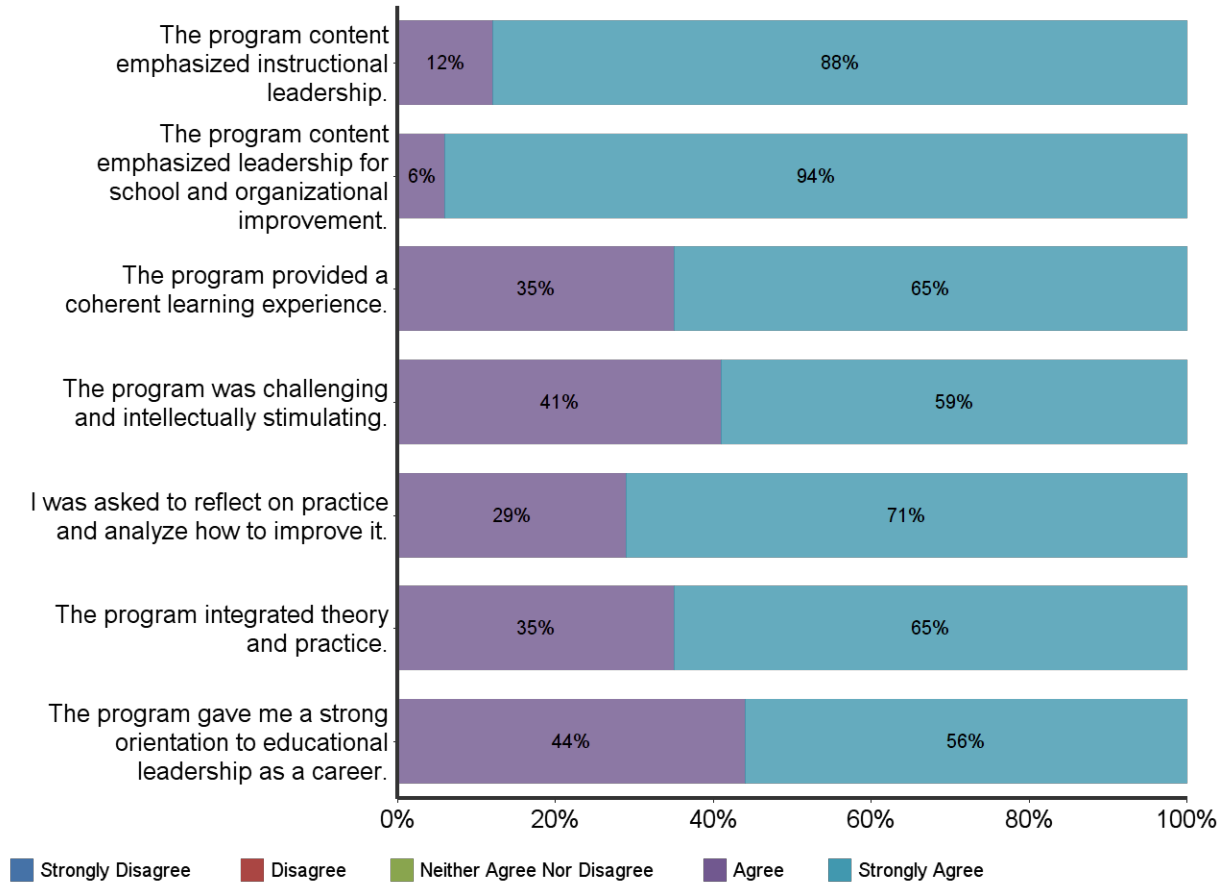
	Minimum	Maximum	Mean	Std. Dev.	Respondents
The program content emphasized instructional leadership.	4	5	4.88	0.33	17
The program content emphasized leadership for school and organizational improvement.	4	5	4.94	0.24	17
The program provided a coherent learning experience.	4	5	4.65	0.49	17
The program was challenging and intellectually stimulating.	4	5	4.59	0.51	17
I was asked to reflect on practice and analyze how to improve it.	4	5	4.71	0.47	17
The program integrated theory and practice.	4	5	4.65	0.49	17
The program gave me a strong orientation to educational leadership as a career.	4	5	4.56	0.51	16

Faculty Quality

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?
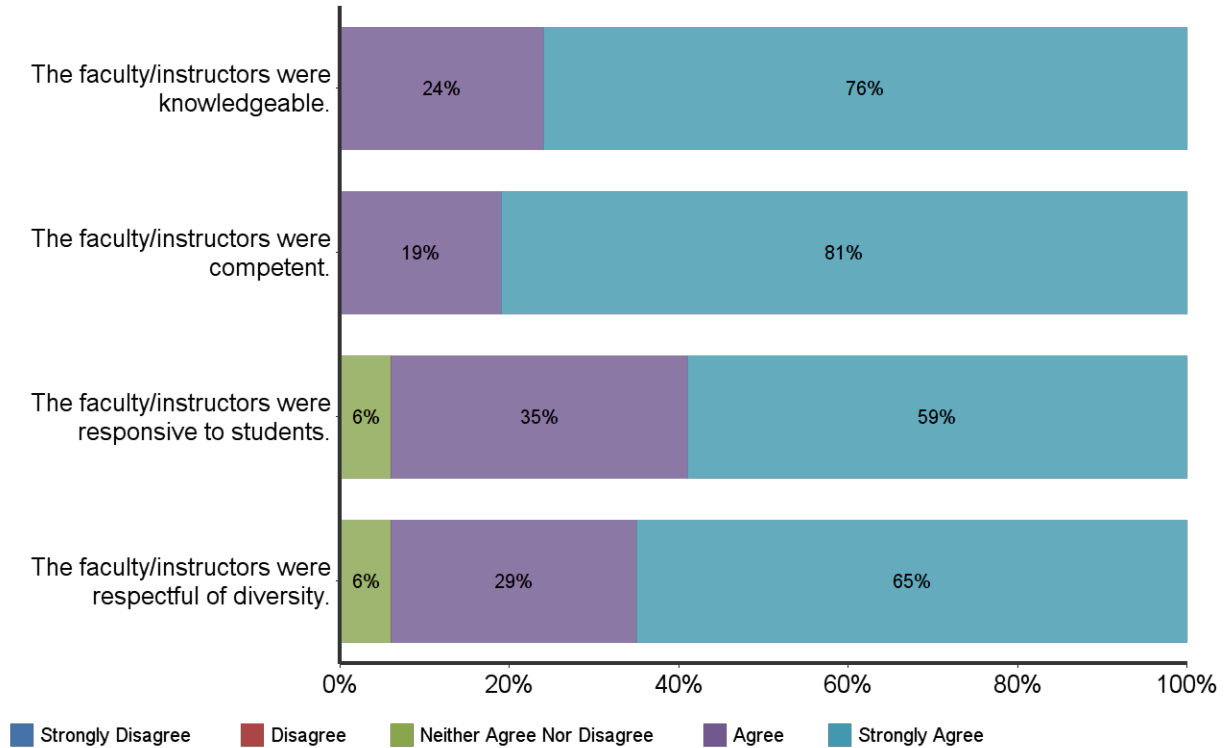
	Minimum	Maximum	Mean	Std. Dev.	Respondents
The faculty/instructors were knowledgeable.	4	5	4.76	0.44	17
The faculty/instructors were competent.	4	5	4.81	0.40	16
The faculty/instructors were responsive to students.	3	5	4.53	0.62	17
The faculty/instructors were respectful of diversity.	3	5	4.59	0.62	17

Peer Relationships

To what extent do you agree or disagree with the following statements about your educational leadership preparation program?
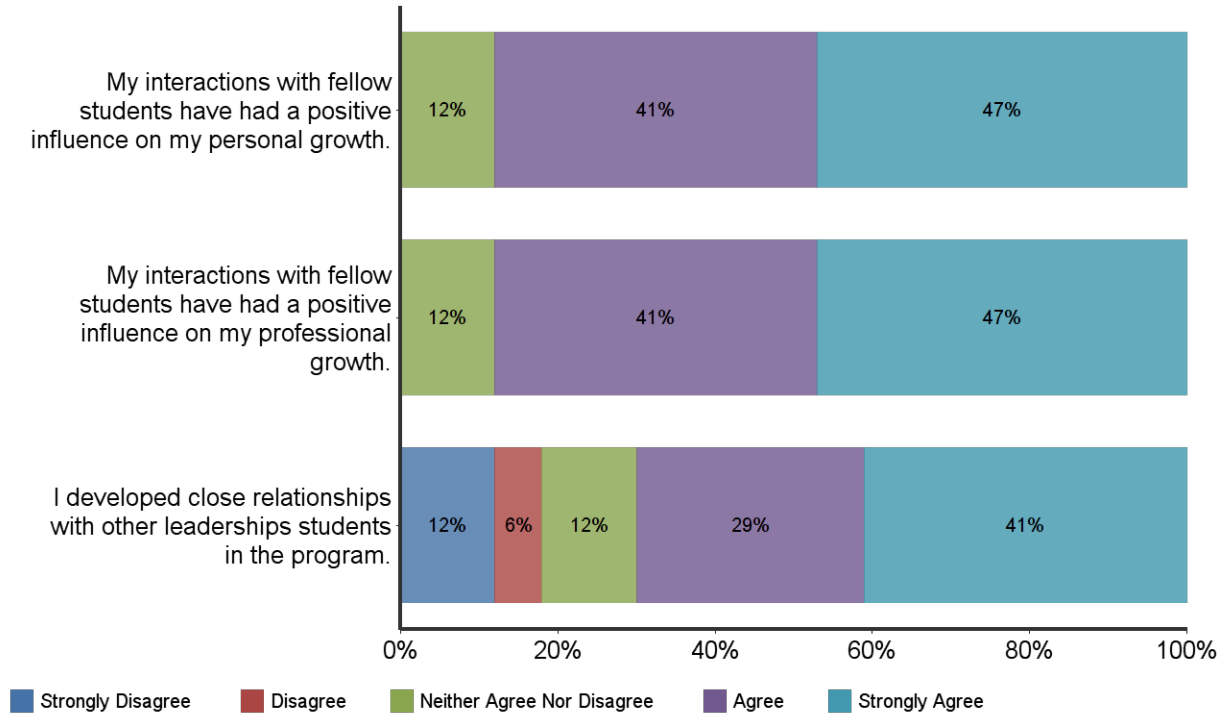
	Minimum	Maximum	Mean	Std. Dev.	Respondents
My interactions with fellow students have had a positive influence on my personal growth.	3	5	4	0.70	17
My interactions with fellow students have had a positive influence on my professional growth.	3	5	4.35	0.70	17
I developed close relationships with other leaderships students in the program.	1	5	3.82	1.38	17

Program Accessibility

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

Statement	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Program classes and activities were offered at convenient times and days.		6%		29%	65%
The program locations were convenient.		12%	24%	24%	41%
Online courses and activities enhanced the program convenience.		6%		29%	65%
Costs incurred by me were affordable (e.g., tuition, fees, books, or other).		24%		41%	35%
Admission requirements were reasonable.				59%	41%

Legend: Strongly Disagree, Disagree, Neither Agree Nor Disagree, Agree, Strongly Agree
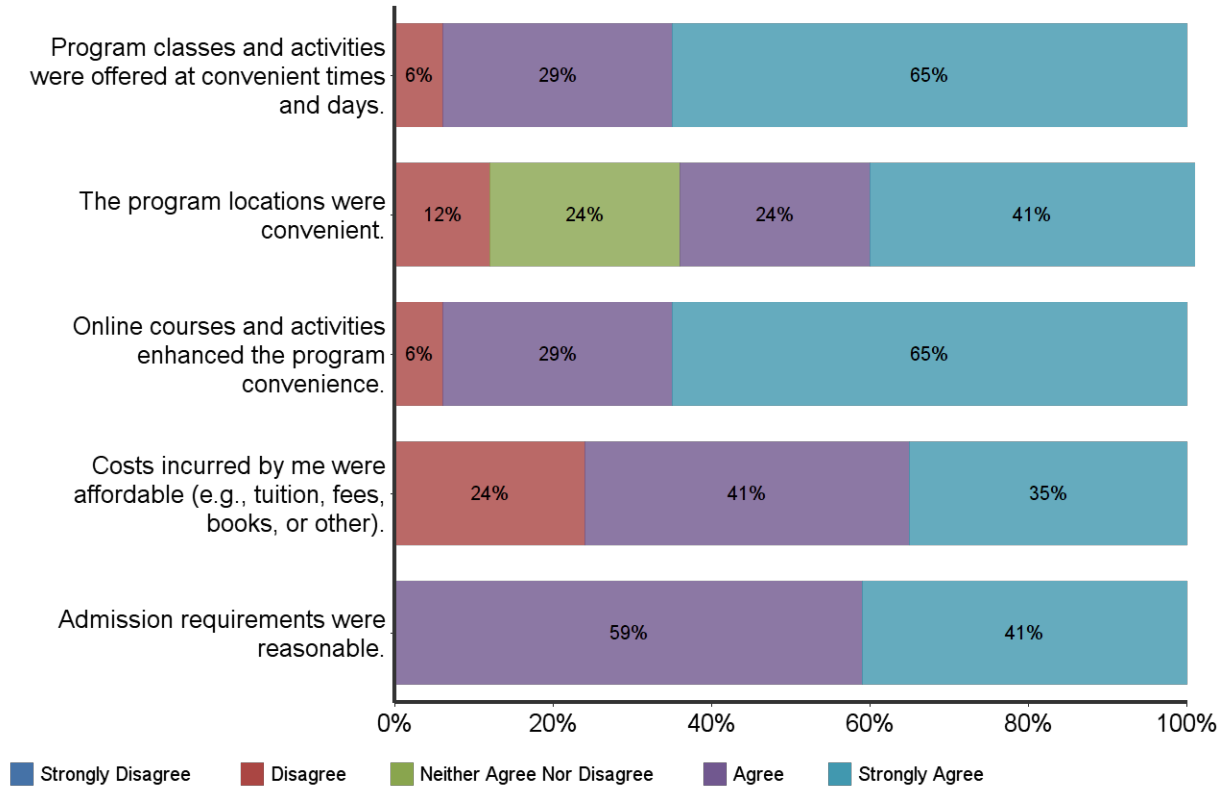
	Minimum	Maximum	Mean	Std. Dev.	Respondents
Program classes and activities were offered at convenient times and days.	2	5	4.53	0.80	17
The program locations were convenient.	2	5	3.94	1.09	17
Online courses and activities enhanced the program convenience.	2	5	4.53	0.80	17
Costs incurred by me were affordable (e.g., tuition, fees, books, or other).	2	5	3.88	1.17	17
Admission requirements were reasonable.	4	5	4.41	0.51	17

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	Count	Percent
Yes		13	76.5%
No		4	23.5%
Total		17	100.0%

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

	Bar	Count	Percent
Paid full-time internship		3	17.6%
Unpaid full-time internship		2	11.8%
Part-time internship		8	47.1%
Course embedded clinical work/internship		11	64.7%
Internship follows completion of coursework		5	29.4%
Clinical placements in multiple sites		5	29.4%
Clinical placement in a single site			0.0%
Other (Specify)		1	5.9%
Total		35	205.9%

Internship/Residency Quality

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

| | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree |
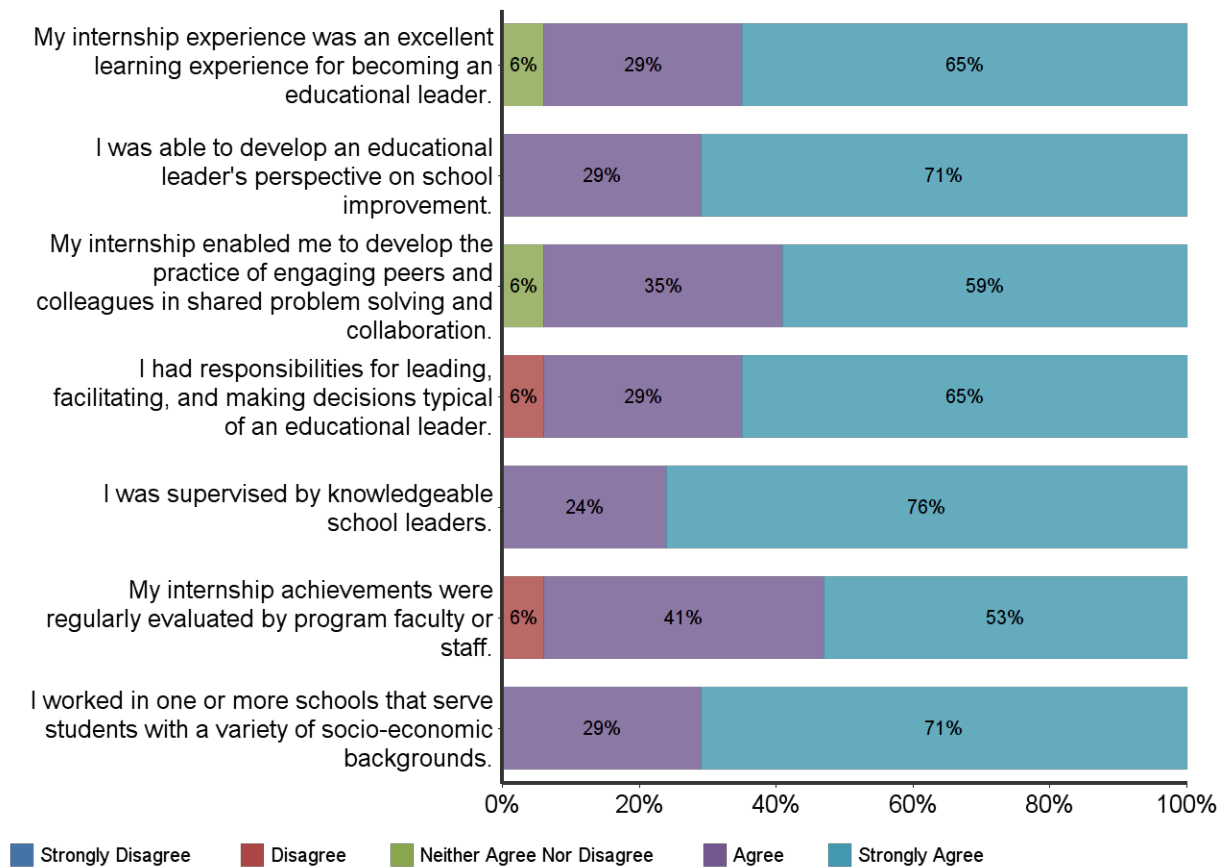
	Minimum	Maximum	Mean	Std. Dev.	Respondents
My internship experience was an excellent learning experience for becoming an educational leader.	3	5	4.59	0.62	17
I was able to develop an educational leader's perspective on school improvement.	4	5	4.71	0.47	17
My internship enabled me to develop the practice of engaging peers and colleagues in shared problem solving and collaboration.	3	5	4.53	0.62	17
I had responsibilities for leading, facilitating, and making decisions typical of an educational leader.	2	5	4.53	0.80	17
I was supervised by knowledgeable school leaders.	4	5	4.76	0.44	17
My internship achievements were regularly evaluated by program faculty or staff.	2	5	4.41	0.80	17
I worked in one or more schools that serve students with a variety of socio-economic backgrounds.	4	5	4.71	0.47	17

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:

Legend: Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree
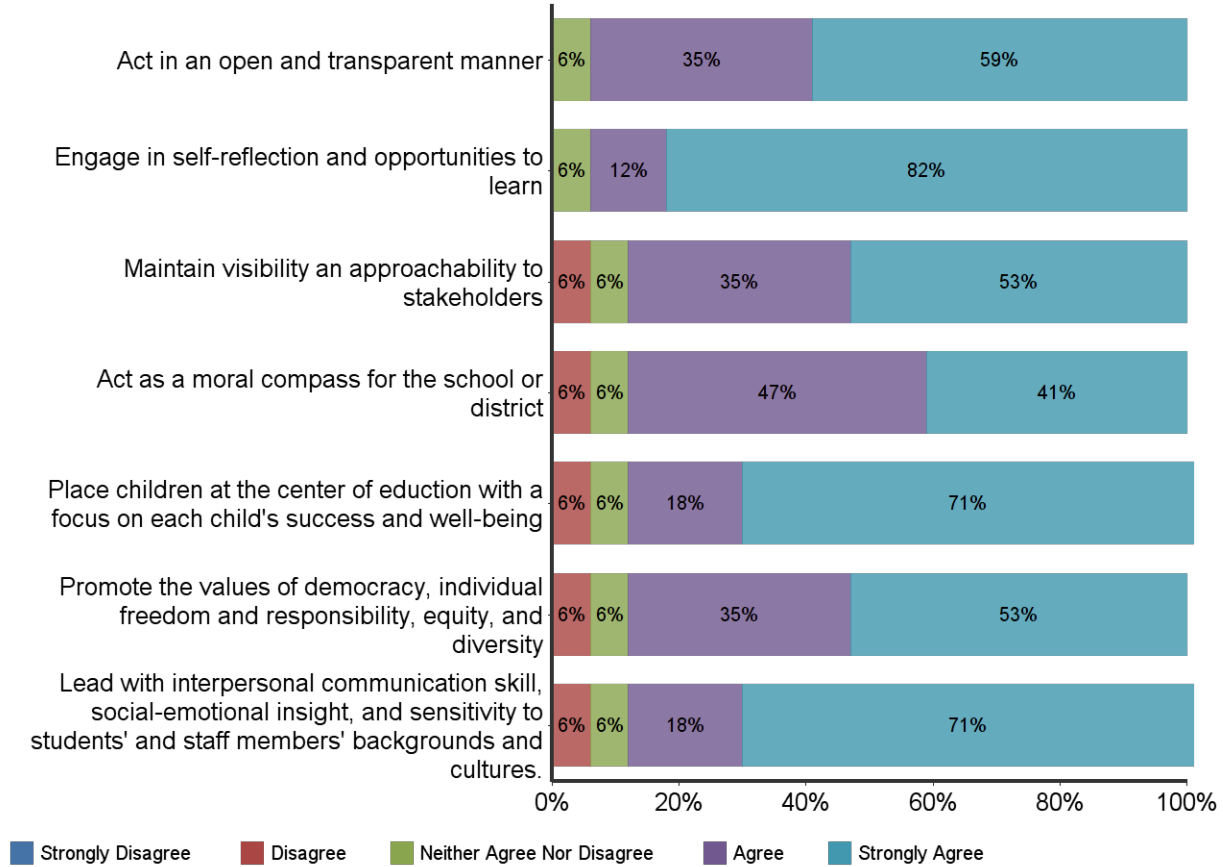
	Minimum	Maximum	Mean	Std. Dev.	Respondents
Act in an open and transparent manner	3	5	4.53	0.62	17
Engage in self-reflection and opportunities to learn	3	5	4.76	0.56	17
Maintain visibility an approachability to stakeholders	2	5	4.35	0.86	17
Act as a moral compass for the school or district	2	5	4.24	0.83	17
Place children at the center of eduction with a focus on each child's success and well-being	2	5	4.53	0.87	17
Promote the values of democracy, individual freedom and responsibility, equity, and diversity	2	5	4.35	0.86	17
Lead with interpersonal communication skill, social-emotional insight, and sensitivity to students' and staff members' backgrounds and cultures.	2	5	4.53	0.87	17

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	2	5	4.53	0.80	17
Design the school's organization to enhance teaching and learning	2	5	4.53	0.80	17
Establish high expectations for student learning	2	5	4.41	0.87	17
Use school or district data to promote school improvement	2	5	4.41	0.87	17
Modify actions to reflect vision and mission of school	2	5	4.41	0.87	17

Management & Operations

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 |

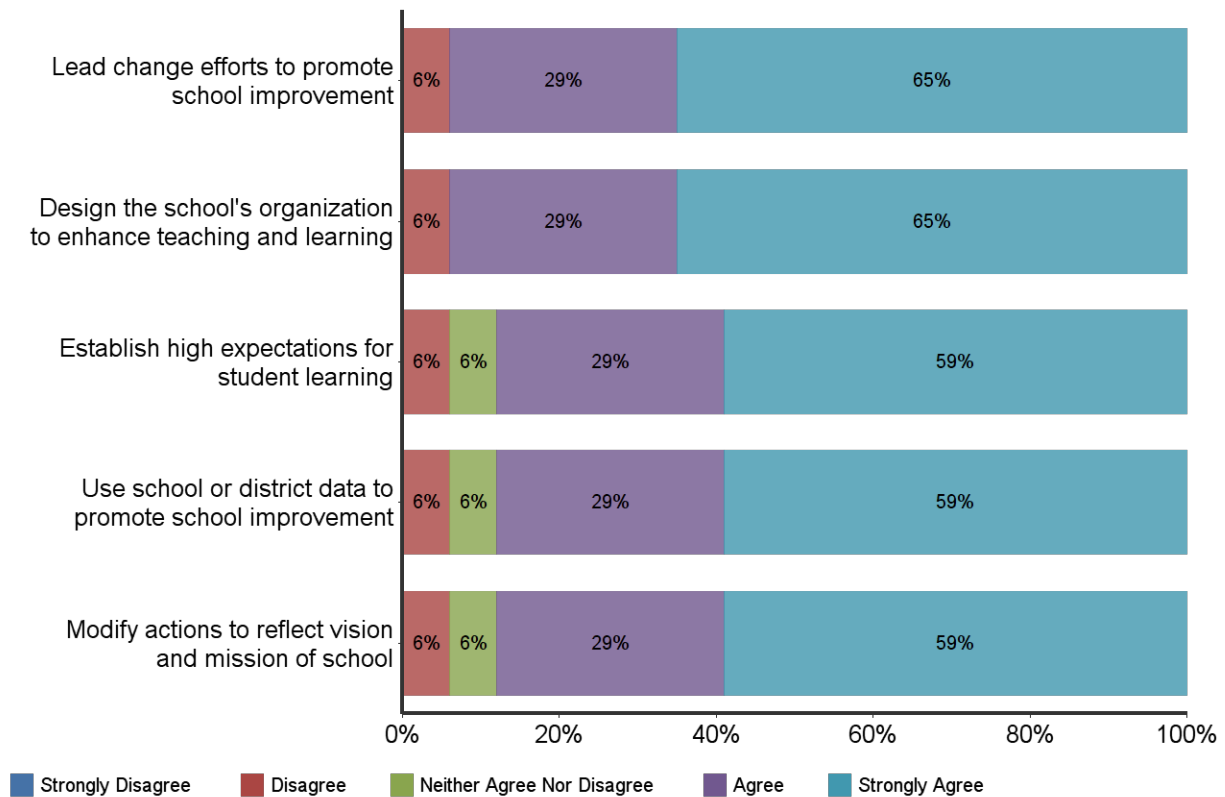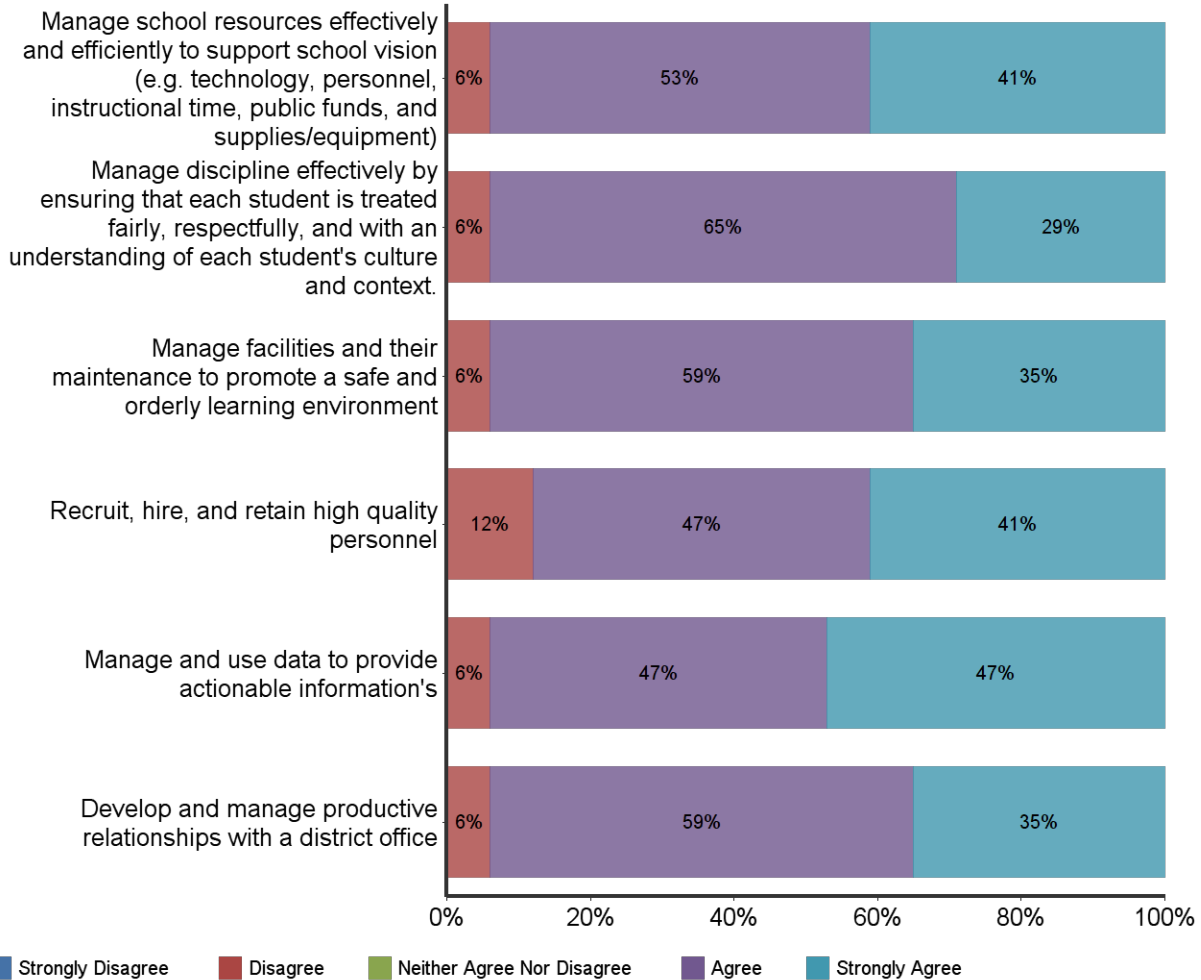|	Minimum	Maximum	Mean	Std. Dev.	Respondents
Manage school resources effectively and efficiently to support school vision (e.g. technology, personnel, instructional time, public funds, and supplies/equipment)	2	5	4.29	0.77	17
Manage discipline effectively by ensuring that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	2	5	4.18	0.73	17
Manage facilities and their maintenance to promote a safe and orderly learning environment	2	5	4.24	0.75	17
Recruit, hire, and retain high quality personnel	2	5	4.18	0.95	17
Manage and use data to provide actionable information's	2	5	4.35	0.79	17
Develop and manage productive relationships with a district office	2	5	4.24	0.75	17

Instructional Leadership

Please rate your agreement about how well your leadership program prepared you to do the following:
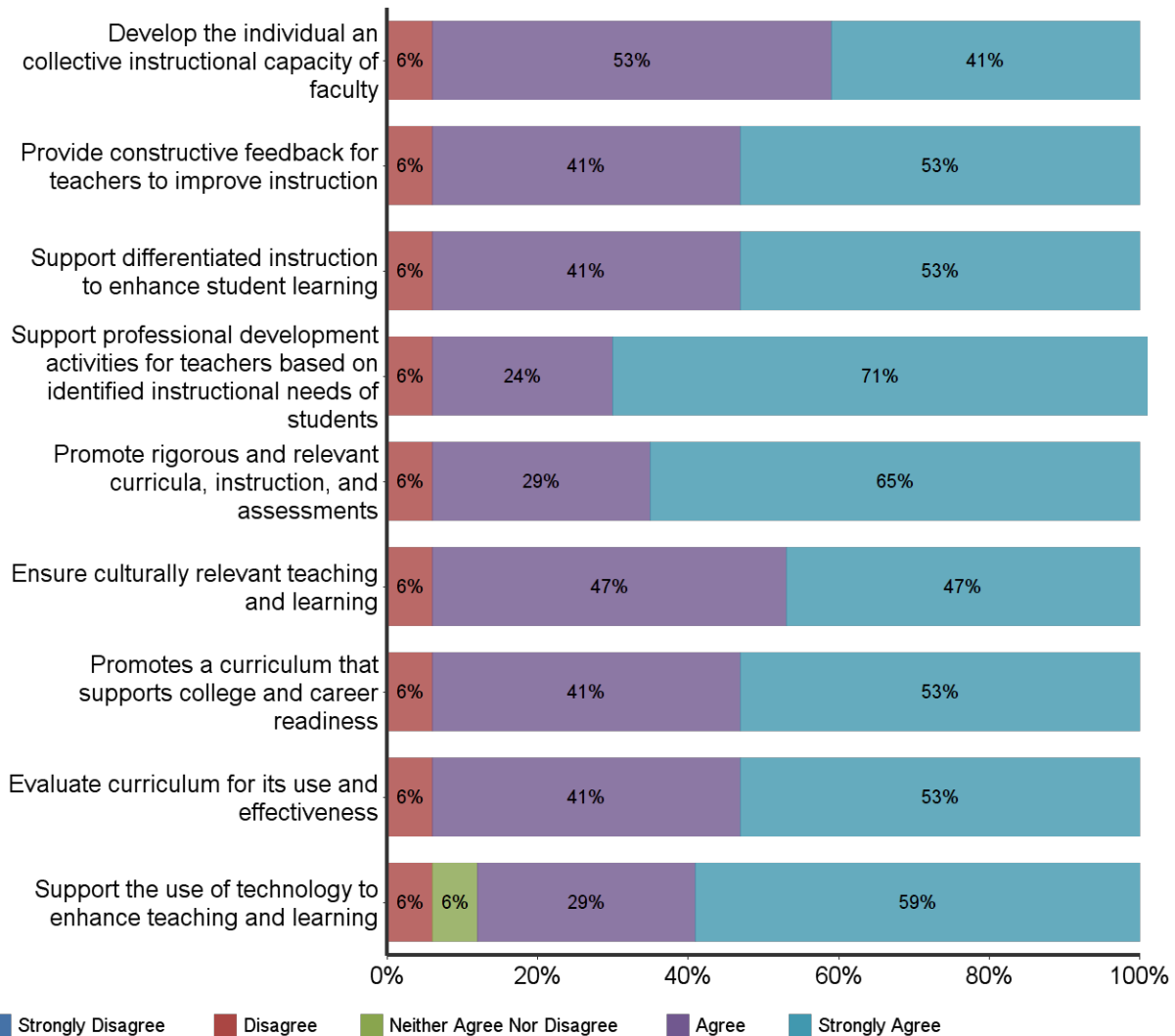
	Minimum	Maximum	Mean	Std. Dev.	Respondents
Develop the individual an collective instructional capacity of faculty	2	5	4.29	0.77	17
Provide constructive feedback for teachers to improve instruction	2	5	4.41	0.80	17
Support differentiated instruction to enhance student learning	2	5	4.41	0.80	17
Support professional development activities for teachers based on identified instructional needs of students	2	5	4.59	0.80	17
Promote rigorous and relevant curricula, instruction, and assessments	2	5	4.53	0.80	17
Ensure culturally relevant teaching and learning	2	5	4.35	0.79	17
Promotes a curriculum that supports college and career readiness	2	5	4.41	0.80	17
Evaluate curriculum for its use and effectiveness	2	5	4.41	0.80	17
Support the use of technology to enhance teaching and learning	2	5	4.41	0.87	17

Organizational Culture

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 |
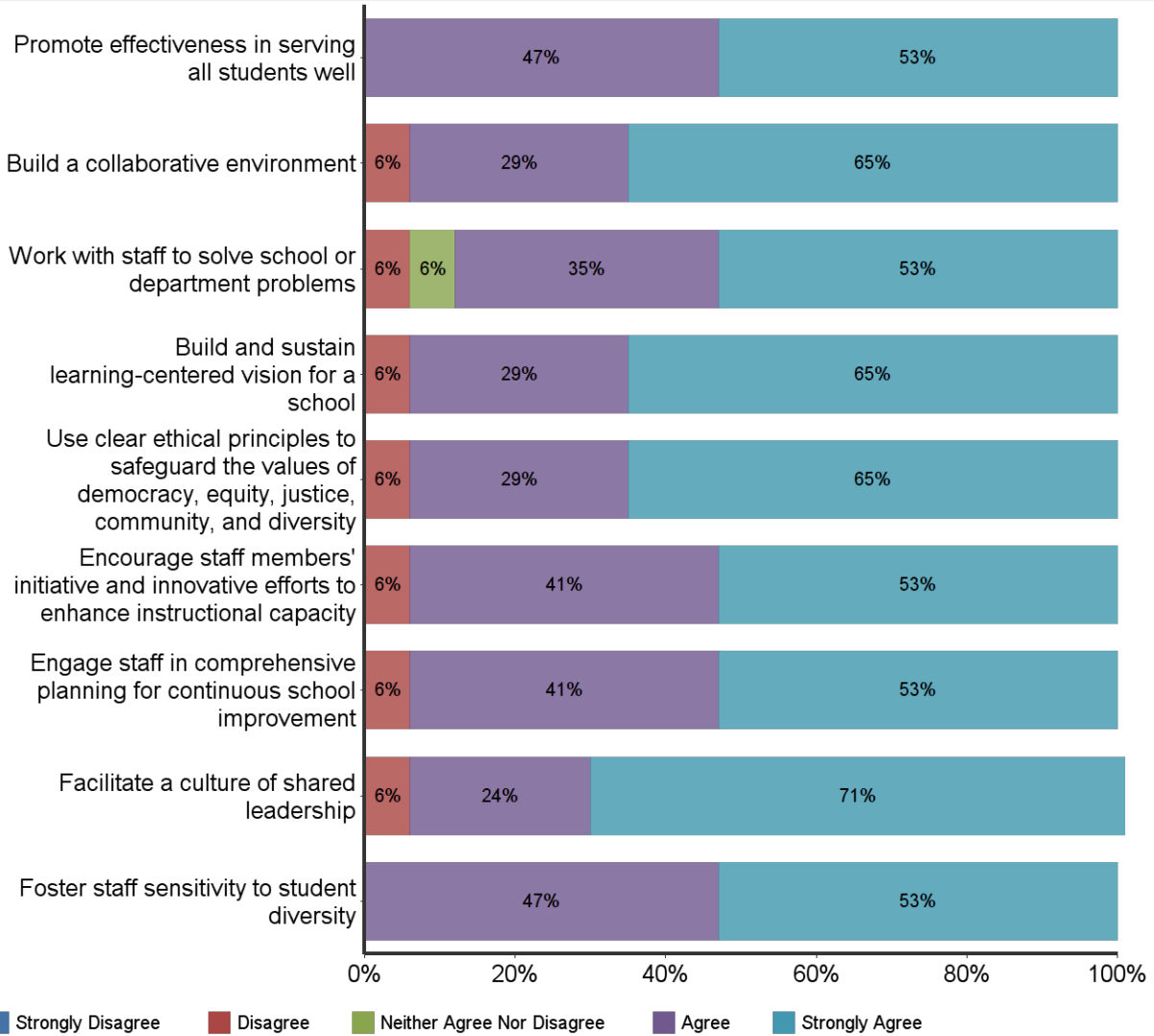
	Minimum	Maximum	Mean	Std. Dev.	Respondents
Promote effectiveness in serving all students well	4	5	4.53	0.51	17
Build a collaborative environment	2	5	4.53	0.80	17
Work with staff to solve school or department problems	2	5	4.35	0.86	17
Build and sustain learning-centered vision for a school	2	5	4.53	0.80	17
Use clear ethical principles to safeguard the values of democracy, equity, justice, community, and diversity	2	5	4.53	0.80	17
Encourage staff members' initiative and innovative efforts to enhance instructional capacity	2	5	4.41	0.80	17
Engage staff in comprehensive planning for continuous school improvement	2	5	4.41	0.80	17
Facilitate a culture of shared leadership	2	5	4.59	0.80	17
Foster staff sensitivity to student diversity	4	5	4.53	0.51	17

Supportive Learning Environment

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

Create an equitable and inclusive environment — 6% | 35% | 59%

Promote trusting relationships — 35% | 65%

Create an environment to promote the academic, social, emotional support for students — 35% | 65%

Promote a sense of belonging among staff and students — 35% | 65%

Legend: Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree
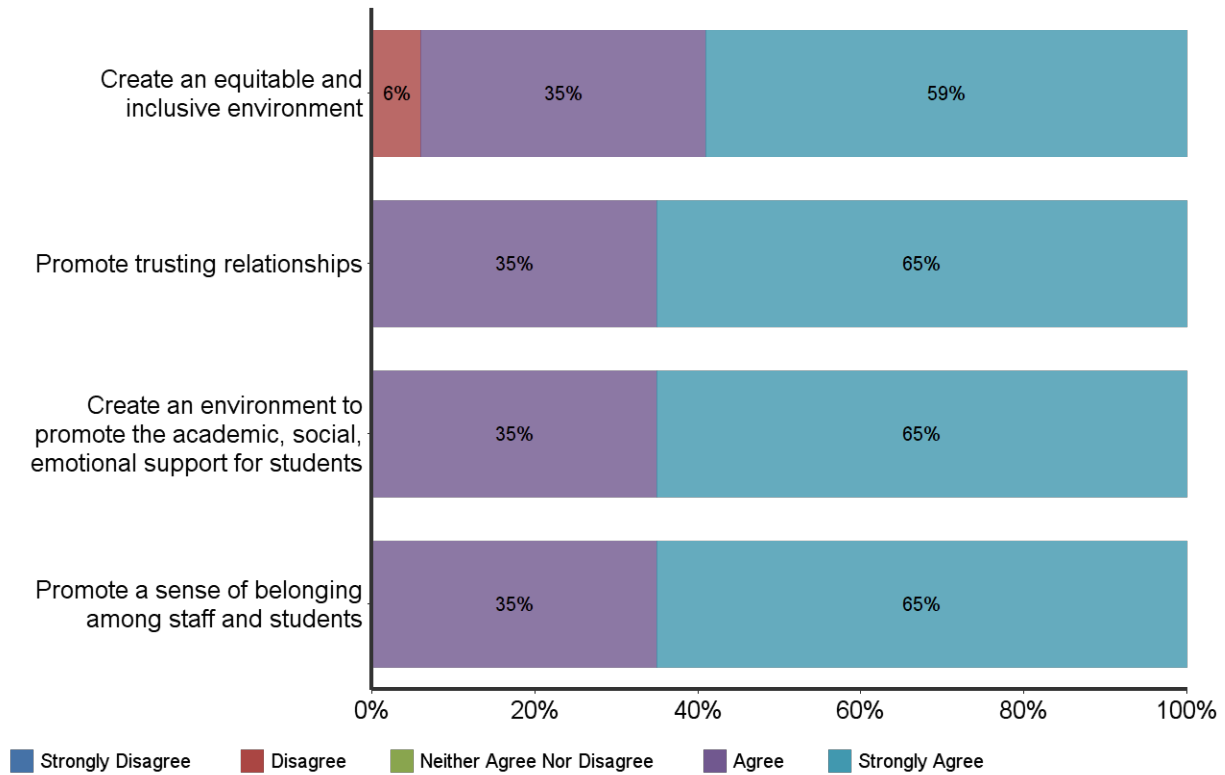
	Minimum	Maximum	Mean	Std. Dev.	Respondents
Create an equitable and inclusive environment	2	5	4.47	0.80	17
Promote trusting relationships	4	5	4.65	0.49	17
Create an environment to promote the academic, social, emotional support for students	4	5	4.65	0.49	17
Promote a sense of belonging among staff and students	4	5	4.65	0.49	17

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: 6% Neither Agree Nor Disagree, 47% Agree, 47% Strongly Agree

communicate with and effectively engage with families and caregivers: 59% Agree, 41% Strongly Agree

Build and sustain positive relationships with community partners: 6% Disagree, 6% Neither Agree Nor Disagree, 35% Agree, 53% Strongly Agree

Communicate with and effectively engage with community partners: 6% Disagree, 53% Agree, 41% Strongly Agree

Promote understanding, appreciation, and use of the community's diverse resources: 6% Disagree, 6% Neither Agree Nor Disagree, 47% Agree, 41% Strongly Agree

Advocate for children, families and caregivers: 35% Agree, 65% Strongly Agree

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	4.41	0.62	17
communicate with and effectively engage with families and caregivers	4	5	4.41	0.51	17
Build and sustain positive relationships with community partners	2	5	4.35	0.86	17
Communicate with and effectively engage with community partners	2	5	4.29	0.77	17
Promote understanding, appreciation, and use of the community's diverse resources	2	5	4.24	0.83	17
Advocate for children, families and caregivers	4	5	4.65	0.49	17

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?

Legend: Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree
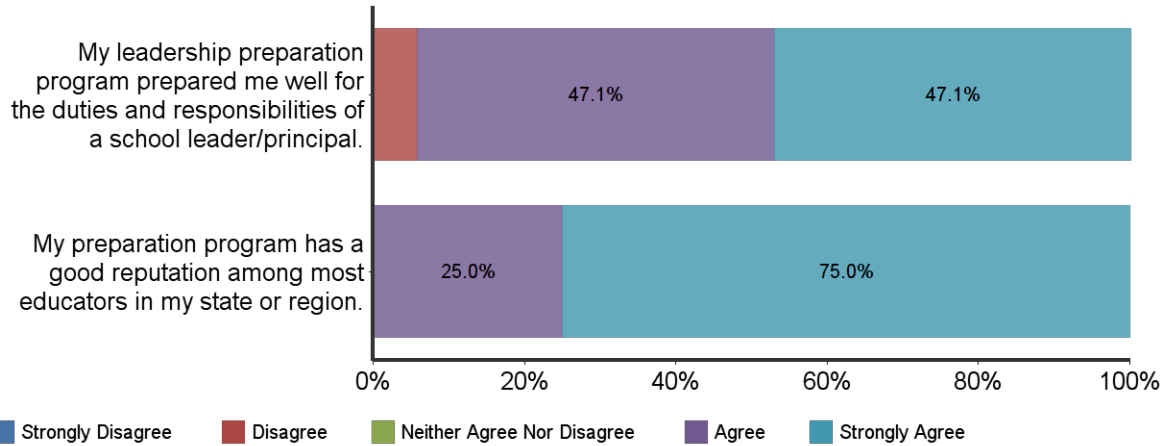
	Minimum	Maximum	Mean	Std. Dev.	Respondents
My leadership preparation program prepared me well for the duties and responsibilities of a school leader/principal.	2	5	4.35	0.79	17
My preparation program has a good reputation among most educators in my state or region.	4	5	4.75	0.45	16

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

The summer classes where we had the chance to interact with both the instructors and fellow students were invaluable. I appreciated the convenience of the the online setting but felt the in-person summer sessions added tremendous value as well as opportunities to network with other students and better understand the professors. I appreciated the mix rather than just strictly online. I also valued the professors I was lucky enough to have, they had a wealth of both knowledge and experience to share.

The courses and faculty were of high quality and provided more depth of understanding on various leadership topics. I would have preferred some type of orientation when I began the program about University logistics. For example, I received most of the registration information via email and when I had a question, I had to email or call. It would have been helpful to go to a web page with all information from enrollment to getting the official certificate. Perhaps this page exists? In that case, a link to this page that is intuitive to the user.

I wish the program did more for job placement after graduation.

I enjoyed the program but a lot of the older courses are not relevant to modern education and need updating. Also the internship is really where the value is and more emphasis in that and what comes from that is what is needed. Also I would have loved to have discussions with my peers about their experiences in internships. that was never a class. Just a discussion class, like a protocol that I have this problem, how would you have solved it. That would be an excellent course.

I completed an online program, and I was very pleased with the curriculum and the instruction. However, I did not make the networking connections that are made through most non-online programs, and that has been a disadvantage. If I were to do this again I would do at least two or three classes over the course of the program in person, not just the orientation and final class.

From talking with colleagues I feel that Utah State University's program exceeded in rigor and relevancy other programs in the state and those offered online. I am pleased with USU.