Orientation to and Overview of
INSPIRE <mark>DISTRICT LEADERSHIP</mark> SURVEY SUITE

Initiative for Systemic Program Improvement through Research in Educational (INSPIRE) District Leadership Survey Suite

INSPIRE: A suite of surveys intended for educational leadership preparation program accountability and program improvement

INTRODUCTION

This document is designed to introduce you to the *INSPIRE* District Leadership Survey Suite, that is, the *Initiative for Systemic Program Improvement through Research in Educational* (*INSPIRE*) District Leadership Survey Suite. This suite of surveys is intended to aid district-level educational leadership preparation programs in program accountability (e.g. program reviews and accreditation) and program improvement efforts. Additionally, cross-program data from the Suite may be used to learn more about effective district leadership preparation program features and strategies.

The *INSPIRE* Suite currently consists of four editions, including:
1. ***Preparation Program Features Edition (INSPIRE-PP)***: a descriptive survey of the preparation program's key features;
2. ***District Leadership Graduate Edition (INSPIRE-DL-G)***: a survey of recent district-level program graduates focusing on their perceptions of program quality and their own learning outcomes;
3. ***INSPIRE District Leader in Practice - 360º Edition (INSPIRE-DLP/360)***: a survey of district leaders and their relevant professional subordinates (district & school-level leaders) concerning the district leader's effectiveness in shaping healthy and productive educational conditions known to enhance district effectiveness and outcomes.
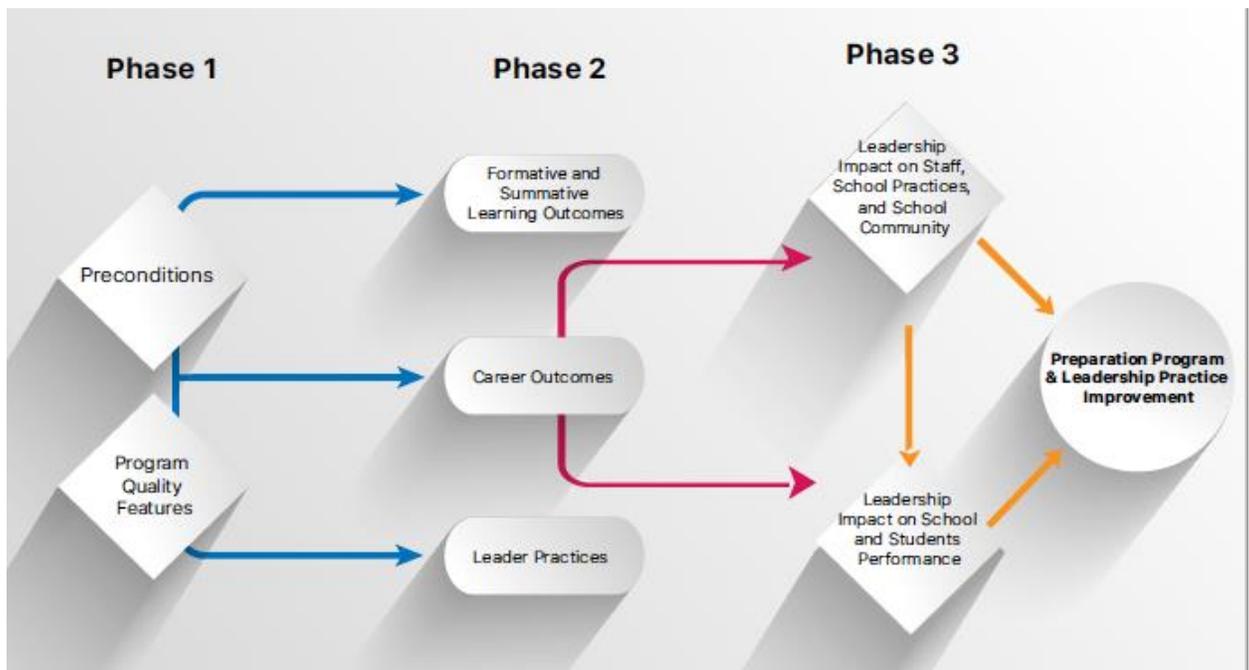
Guiding Conceptual Framework for *INSPIRE* Preparation Program Evaluation & Improvement

WHAT CAN *INSPIRE* DO FOR YOUR DISTRICT LEADER PREPARATION PROGRAM?

Participation in the *INSPIRE* District Leadership Survey Suite can be beneficial to your program in many ways. The full set of *INSPIRE* District Leadership Surveys provides tools for program evaluation or accountability and program improvement by understanding graduate student experiences and their practice once they assume district leadership roles. Using the *INSPIRE* District Leadership Surveys, programs can unpack the elements of program delivery, curriculum, and learning experiences that contribute to the strong leadership development of students in their individual programs through mutual self-study of program features and program outcomes. Moreover, faculty members and programs can learn from one another about optimal program design and innovative practices that improve the field as a whole.

Program Improvement	Program Accountability
Accreditation Review	Research on Program Processes and Outcomes

Uses for Program Evaluation Data

BACKGROUND

In 2013, the *INSPIRE* Leadership Survey Suite was launched to assist educational leadership preparation programs with program accountability and program improvement responsibilities. The *INSPIRE* Leadership survey development work was initiated by the University Council for Educational Administration (UCEA) and the Learning and Teaching in Educational Leadership Special Interest Group (LTEL Sig), which began in 2000. The subsequent survey and evaluation work of the Center for the Evaluation of Educational Leadership Preparation and Practice began in 2008. In 2011, the Center refocused its efforts on creating a valid and reliable survey suite with reduced ease of administration and reduced administration time. From this development work, the INSPIRE Leadership Survey Suite emerged.

Subsequent to the implementation of the *INSPIRE* Leadership Survey Suite, a number of district-level preparation programs requested surveys specifically designed to assess district-level leadership preparation programs and their outcomes. As a result, the Center developed the *INSPIRE* District Leadership Survey Suite described below. Surveys are aligned to relevant national district leadership standards and district-level leadership and organizational research. However, because field-testing has not yet been completed, psychometric properties of the surveys are not yet available.

SURVEY CONTENT

Preparation Program Features Survey (*INSPIRE*-PP)
The *INSPIRE* Preparation Program Features (*INSPIRE*-PP) Survey is designed to describe core features of educational leadership preparation programs – whether preparing school-level or district-level leaders. These descriptive data may be used for multiple purposes including program description, improvement, program approval or accreditation. These data may also be used as part of a larger multi-institutional state or national database that could capture trends in educational leadership preparation.

The Program Features survey includes questions concerning candidate selection practices, program design, core content, instructional delivery approaches, candidate assessment practices, program improvement, and accreditation (see more details below). Completing the survey enables a program to document program design and delivery at one point in time, and if repeated can establish a longitudinal program history. The Program Features survey is to be completed by program directors or coordinators, department chairs, or persons most familiar with the design and details of the educational leadership program. One program survey should be completed for each leadership preparation program in a Department or organizational unit.

All institutions that intend to utilize or administer any of the other *INSPIRE* Leadership surveys (i.e., District Leadership Graduate Edition, District Leaders in Practice Edition, and District Leadership 360 Edition) are strongly encouraged to complete the Program Features Edition. The data from the Program Features Survey can be linked to graduates' perceptions of program quality elements as well as other leadership preparation outcomes assessed in the *INSPIRE* District Leadership suite of surveys.

Preparation Program Survey Descriptive Questions include:
- Program identifying information such as program name, department and institution name and type, location, academic year(s) for which information is provided
- Degree, licensure, standards, and accreditation information associated with the program described
- Program focus (e.g. school leadership, district leadership, teacher leadership, higher education leadership, and/or other leadership focii)
- Admission and program selectivity information
- Credit hour requirements and program duration
- Program design elements – e.g. cohort model, class scheduling arrangements, course offering locations, course delivery methods, partnership characteristics
- Program content focus and priorities
- Candidate learning experiences – e.g. instructional strategies, clinical experiences
- Candidate assessment and evaluation information
- Program staffing
- Graduates' post-program support and tracking
- Program enrollment and completion data

District Leadership Graduate Survey (*INSPIRE*-DL-G)

The *INSPIRE* District Leadership Graduate Edition (*INSPIRE*-DL-G) is intended to gather feedback from recent graduates on their district-level preparation program experiences, learning outcomes, and career intentions. The survey includes two broad components, including (1) program quality and experiences and (2) learning outcomes and preparation for district leadership practices. Data collected also include candidate demographics, candidate professional backgrounds, and professional/career aspirations or intentions.

The Learning Outcome variable scales on the District Leadership Graduate survey are closely aligned with the National Educational Leadership Preparation Standards (NELP) for district-level leadership. Below is a summary of the major survey components, associated subscales, and a sample item for each.

Program Quality
- Program quality is assessed with 9 subscales, including 38 items
- The stem for these items is, "To what degree do you agree or disagree with the following statements about your educational leadership preparation program?"
- The subscale items are largely assessed on 5-point scales (1 = strongly disagree; 2 – disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree).

Subscales	# Items	Sample Item(s)
Program Accessibility	6	*Program classes and activities were offered at convenient times and days.*
Peer Relationships	3	*My interactions with fellow students have had a positive influence on my professional growth.*
Faculty Quality	4	*The faculty/instructors were knowledgeable.*
Program Rigor & Relevance	6	*The course work was challenging and intellectually stimulating.*
Curriculum	7	*The program prepared me well in the following areas….* (i.e. the specific content areas aligned with NELP standards)….
Candidate Assessment	3	*The following strategies were effective for reviewing my knowledge and/or skill development throughout the program and for making decisions about program completion….(i.e. within course assessments, mid-program formative assessment, final program summative assessment(s)….*

Capstone Experience	1	*Which of the following capstone experiences were included in your district leadership program (check all that apply): 1. Internship/Residency, 2.Portfolio Review, 3.Comprehensive Exam, 4. Capstone Project, 5. Thesis/Dissertation, 6.State/national test, 7. Other*
Internship/Residency Quality (If applicable)	6	*My internship/residency experience was an excellent learning experience for becoming a district educational leader.*
Overall Program Quality	2	*My district leadership preparation program prepared me well for the duties and responsibilities of a district leader.*

Learning Outcomes: Preparation for District Leadership Practices

The Learning Outcome variable scales on the District Leadership Graduate survey are closely aligned with the National Educational Leadership Preparation Standards for District Leaders (NELP) – see below.

- Preparation for leadership practices is assessed with 7 subscales, including 35 items.
- The stem for these items is, "Please rate how well your leadership program prepared you to do the following?"
- The subscale items are largely assessed on 5-point scales (1 = very poorly; 2 =poorly; 3 = adequately; 4 =well; 5 = very well).

DISTRICT LEADERSHIP LEARNING OUTCOMES	NELP STANDARDS ALIGNMENT	SAMPLE ITEM(s)
Mission, Vision, & Improvement (4 items)	NELP Standard 1 (1.1 & 1.2)	*Lead a shared district mission and vision focused on the success and well-being of students and personnel.*
Ethics & Professional Norms (5 items)	NELP Standard 2 (2.1, 2.2, 2.3)	*Facilitate a culture of integrity and fairness.*
Equity, Inclusiveness, & Cultural Responsiveness (4 items)	NELP Standard 3 (3.1, 3.2, 3.3)	*Ensures that each student has equitable access to safe and nurturing schools.*
Learning & Instruction (5 items)	NELP Standard 4 (4.1, 4.2, 4.3, 4.4)	*Implement & evaluate appropriate instructional systems to promote desired student learning and well-being outcomes (e.g. curriculum, instruction, assessment, & student services).*
Community & External Leadership (6 items)	NELP Standard 5 (5.1, 5.2, 5.3	*Interact effectively with families, community, and district constituents to achieve the district's mission and vision.*

Operations & Management (6 items)	NELP Standard 6 (6.1, 6.2, 6.3)	*Organize and manage the district's governance and operations systems to promote the mission and vision of the district.*
Policy, Governance, & Advocacy (5 items)	NELP Standard 7 (7.1, 7.2, 7.3, 7.4)	*Develop, implement, and evaluate district policies and procedures to promote cohesiveness and effective practices.*
Internship & Clinical Practice	NELP Standard 8	Internship items appear in the Program Quality section of the Graduate Survey (see above).

District Leader in Practice / 360º Survey(s) (*INSPIRE*-DLP/360)

The *INSPIRE–DLP/360* is intended to collect data from practicing district leaders and their relevant subordinate (and/or peer) professionals about their leadership performance and effectiveness. The survey is intended to gather performance and effectiveness data on program graduates who are practicing superintendents, assistant/associate superintendents, district curriculum specialists, and other district leaders. The survey is largely focused on (1) district leadership practices (as aligned with national leadership standards), and (2) district effectiveness (as articulated in district research).

District Leadership Practices

The District Leadership Practices variable scales and items are the same as the District Leadership Learning Outcomes scales and items identified in the table above – with only a slight variation in the item stems. The scales and items are closely aligned with the National Educational Leadership Preparation (NELP) Standards for District Leadership.

- Execution of leadership practices is assessed with 7 subscales, including 35 items
- The stem for items completed by district leaders is, "Please rate how well you facilitate the following…"
- The stem for items completed by district leader subordinates and co-workers is, "Please rate how well the district leader facilitates the following…"
- The subscale items are largely assessed on 5-point scales (1 = very poorly; 2=poorly; 3 = adequately; 4 = well; 5 = very well).
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DISTRICT LEADERSHIP PRACTICES	NELP STANDARDS ALIGNMENT	SAMPLE ITEM(s)
Mission, Vision, & Improvement (4 items)	NELP Standard 1 (1.1 & 1.2)	*Lead a shared district mission and vision focused on the success and well-being of students and personnel.*
Ethics & Professional Norms (5 items)	NELP Standard 2 (2.1, 2.2, 2.3)	*Facilitate a culture of integrity and fairness.*
Equity, Inclusiveness, & Cultural Responsiveness (4 items)	NELP Standard 3 (3.1, 3.2, 3.3)	*Ensures that each student has equitable access to safe and nurturing schools.*

Learning & Instruction (5 items)	NELP Standard 4 (4.1, 4.2, 4.3, 4.4)	*Implement & evaluate appropriate instructional systems to promote desired student learning and well-being outcomes (e.g. curriculum, instruction, assessment, & student services).*
Community & External Leadership (6 items)	NELP Standard 5 (5.1, 5.2, 5.3	*Interact effectively with families, community, and district constituents to achieve the district's mission and vision.*
Operations & Management (6 items)	NELP Standard 6 (6.1, 6.2, 6.3)	*Organize and manage the district's governance and operations systems to promote the mission and vision of the district.*
Policy, Governance, & Advocacy (5 items)	NELP Standard 7 (7.1, 7.2, 7.3, 7.4)	*Develop, implement, and evaluate district policies and procedures to promote cohesiveness and effective practices.*

District Effectiveness

The District Effectiveness variable scale is grounded in research on school district effectiveness (Honig, 2012; 2014; Rorrer, Skrla, and Scheurich, 2008; Young and Anderson, 2014).

- District effectiveness is assessed with a 13 item variable scale.
- The stem for these items is, "Please rate your agreement with the presence of the following district conditions."
- This scale is assessed on a 5-point scale (1 = strongly disagree; 2 – disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree).

Variable Scale	# Items	Sample Item(s)
District Effectiveness	13	*The District has a focus on student achievement.*
		The District uses data and evidence for educational planning, implementation, and accountability purposes.
		The District's culture is typified by good communication and healthy working relationships.
		The District engages strategically with state and federal change agendas.
		The District has an appropriate capacity for improvement.

Honig, M.I. (2012). District central office leadership as teaching: How central office administrators support principals' development as instructional leaders. *Educational Administration Quarterly*, 48(4), 733-744.

Honig, M. I. (2014). Beyond the policy memo: Designing to strengthen the practice of district central office leadership for instructional improvement at scale. In B. J. Fishman, W. R. Penuel, A.-R. Allen, & B. H. Cheng (Eds). *Design-based implementation research. National Society for the Study of Education Yearbook*, 112(1).

Rorrer, A. K., Skrla, L., & Scheurich, J. J. (2008). Districts as institutional actors in educational reform. *Educational Administration Quarterly*, <u>44</u>(3), 307-357.

Anderson, E. & Young, M.D. (August 2014). If they knew then what we know now, Why haven't things changed? Paper presented at the annual meeting of the National Council Professors of Educational Administration Conference. Channel Islands, CA

REPORTING

After survey data analysis is conducted by the Program Evaluation Center personnel, a report of findings is sent to the program representative(s), along with aggregate comparison data from other programs where appropriate.

ANNUAL PRICING INFORMATION – Please inquire about potential pricing revisions.

INSPIRE Survey Editions	UCEA Member Institutions	Non Member Institutions
INSPIRE – **District Preparation Program Features**	**Free with Membership**	**Included with Administration of Other Surveys**
INSPIRE – **District Graduate**	**Free with Membership**	**$1500**/administration
INSPIRE – **District Leader in Practice / 360**	**$1,500** /administration plus $75 per practicing district leader	**$3000** /administration plus $75 per practicing district leader
Report of Basic Item Descriptives	**Included**	**Included**

FREQUENTLY ASKED QUESTIONS (FAQ's)

1.   Why does UCEA offer the INSPIRE-Leadership Survey Suite?
A core mission of UCEA is to advance the quality of leadership preparation programs through a variety of activities. The *INSPIRE*-Leadership Survey Suite provides relevant information for preparation program improvement and leveraging policies and practices to support high quality leadership preparation. UCEA is committed to advancing the preparation and practice of educational leaders by:

- Promoting, sponsoring, and disseminating research on the essential problems of schooling and leadership practice;
- Improving the preparation and professional development of educational leaders and professors; and,
- Positively influencing local, state, and national educational policy.

The *INSPIRE*-Leadership Survey Suite provides a common set of tools for the UCEA community of scholars to collect data on their programs' effectiveness for the purposes of exploring and improving the quality of program preparation. With a sufficient body of evidence, the field of educational leadership preparation will be able to better design high-impact programs that develop more effective leaders and share our findings more broadly to inform policy decisions about leadership program preparation.

2.   How can UCEA's INSPIRE-Leadership Survey Suite benefit leadership preparation programs?
The full set of *INSPIRE* Leadership Surveys (http://www.ucea.org/resource/inspire-leadership-survey-suite/) provides tools for program evaluation and program improvement by understanding graduate student experiences and their practice once they assume leadership roles. Using the *INSPIRE* Leadership Surveys, programs can unpack the elements of program delivery, curriculum, and experiences that contribute to the strong leadership development of students in their individual programs through mutual self-study of program features and program outcomes. Moreover, faculty members and programs can learn from one another about optimal program design and innovative practices that improve the field as a whole.

The *INSPIRE* Leadership Preparation Program Survey is available to UCEA member institutions at no cost and in an easy-to-administer format. This survey will provide information to your program relative to other UCEA and non-UCEA institutions, and it provides general information for UCEA to continue to address the status of the educational leadership field.

3. How does the INSPIRE-Leadership Survey align with UCEA's efforts to evaluate leadership preparation and program improvement?
The *INSPIRE*-Leadership Survey Suite provides a common set of tools for the UCEA community of scholars to collect data on their programs' effectiveness for the purposes of exploring and improving the quality of program preparation. *INSPIRE* Survey data can be used to identify areas for programmatic and individual course improvement, compare programs regionally and nationally, and examine the relationship between program features, graduate outcomes, and school improvement work. With a sufficient body of evidence, the field of educational leadership preparation will be able to more effectively design high-impact programs

that produce successful leaders while also sharing our findings more broadly to inform policy decisions about leadership program preparation.

4. *What types of data and/or feedback will my program receive from the administration of the UCEA INPIRE Leadership Surveys?*

The answer to this question differs depending on the number of surveys within the suite your institution uses. For example if you only use the *INPIRE* Leadership Program Survey, you will receive a snapshot of where you are relative to other UCEA institutions, If you use this over time, longitudinal data will also be available. If you use the *INSPIRE* Graduate Survey, these data allow you to understand the perceived impact of your program by graduates. Each program that participates in the UCEA INPIRE Graduate Survey receives a survey report followed by aggregate report of graduate/alumni responses for each administration of the survey.

5. *How can the UCEA INSPIRE Leadership Surveys be used for my accreditation requirements?*

The UCEA *INSPIRE* Leadership Surveys are aligned to recommended standards and evaluation outcomes from programs seeking national accreditation through state, regional, and/ or national accrediting bodies. For each accreditation review, preparation programs are required to provide valid and reliable evidence outcomes such as program quality, graduate experiences, and graduate student performance. UCEA *INSPIRE* Leadership Surveys provide this information.

6. *Is the UCEA INSPIRE-Leadership Survey valid and reliable?*

Piloting of the *INSPIRE* District Leadership Survey Suite is not yet complete, so psychometric information is not yet available. However, the *INSPIRE* Leadership Survey Suite for school-level leaders has been field tested in leadership preparation programs across the country and demonstrates strong construct validity confirmed by factor analyses. Additionally, scale reliabilities are quite high (as reported elsewhere). The strongest predictors of overall quality include: program rigor and relevance, internship experience, and learning focused on instructional leadership and organizational culture building. Again, the UCEA *INSPIRE* Leadership Surveys are aligned with national leadership preparation and content standards.

7. *Who should take the UCEA INPIRE-Leadership Survey?*

INSPIRE –Leadership	Who takes the Survey?
Preparation Program Survey	Heads or Coordinators of Departments or entities that prepare education leaders
District Leadership Graduate Survey	Recent graduates or alumni of district leadership preparation programs
District Leaders in Practice / 360° Survey	Practicing district leaders and their school leader subordinates and district leader co-workers.

8. *How long does it take to complete the survey?*

The UCEA *INSPIRE* District Leadership Surveys take approximately 20 minutes for the graduate and district leaders in practice/ 360 survey and 30 minutes for the program features survey. The program features is available to print prior to completion to facilitate discussion with colleagues and data collection.

9. *How does the UCEA Center for the Evaluation of Educational Leadership Preparation and Practice provide the UCEA INSPIRE Leadership Survey Suite and other evaluation resources?*

The UCEA Preparation Program Evaluation Center:
- provides a process for the collection and analysis of survey evaluation research data for program benchmarking and in-depth multi-program analysis of program features and graduate career and leadership practices outcomes.
- has created of a systematic process for collecting and analyzing state data on degrees and certification by institution, and career advancement and school progress by graduates and institutions.
- provides evaluation training, technical assistance and support for leadership preparation programs, and has the potential to establish regional train-the-trainer opportunities to increase evaluation technical assistance capacity locally.
- has designed a sustainable system for on-going evaluation research to support the improvement of leadership preparation programs.

10. *How do I enroll my preparation program in the UCEA INSPIRE-District Leadership Survey?*

To administer the UCEA *INPIRE* District Leadership Surveys, please contact Marcy Reedy at mar5q@eservices.virginia.edu. For the purposes of the graduate survey, you will need to provide directory contact information for your survey participants in an Excel file (First name, last name, and email), as indicated in a template provided by UCEA office.

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