

INSPIRE Leadership Graduate Survey – *Discussion Guide*



This document is designed to provide guidance for reviewing findings from the INSPIRE Leadership Graduate Survey. Several discussion protocols, worksheets and planning templates are included to help turn survey results into action for ongoing program improvement and planning.

Audience

Department chairs, faculty and other program staff who will be reviewing survey results and facilitating discussions with teachers and school teams.

Objectives

After using this discussion guide to review your program’s survey data, you should

1. Understand the survey content,
2. Understand the survey report and how it is organized, and
3. Develop an understanding about graduate perceptions concerning your leadership preparation program strengths and opportunities for growth.

Survey Overview

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 (leader, supervisor, and teacher) edition.

This discussion guide is designed for 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.

Program Quality

- Program quality is assessed with 5 subscales, including 28 items
- The subscale items are assessed on 5-point scales (1 = strongly disagree; 2 – disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree).
- The stem for these items is, “To what degree do you agree or disagree with the following statements about your educational leadership preparation program?”

Subscales	# Items	Sample Item(s)
Rigor & Relevance	7	“The program content emphasized instructional leadership.”
Faculty Quality	4	“The faculty/instructors were knowledgeable.”
Peer Relationships	3	“My interactions with fellow students have had a positive influence on my professional growth.”
Program Accessibility	3	“Program classes and activities were offered at convenient times and days.”
Program Attractiveness	3	“Costs incurred by me were affordable (e.g. tuition, fees, books, or other).”
Internship Design and Quality	7	“My internship experience was an excellent learning experience for becoming an educational leader.”

Learning Outcomes: Preparation for Leadership Practices & Behaviors

- Preparation for leadership practices is assessed with 5 subscales, including 28 items
- The subscale items are assessed on 5-point scales (1 = strongly disagree; 2 – disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree).
- The stem for these items is, “Please rate your agreement about how well your leadership program prepared you to do the following?”

Subscales	# Items	Sample Item(s)
Ethical & Professional Norms	4	“Act in an open and transparent manner.”
Strategic Leadership	5	“Design the school’s organization to enhance teaching and learning.”
Management & Operations	5	“Design the school’s organization to enhance teaching and learning”
Instructional Leadership	9	“Provide constructive feedback for teachers to improve instruction.”
Organizational Culture	9	“Build a collaborative environment.”
Supportive Learning Environment	5	“Create an environment to promote the academic, social, emotional support for students.”
Family & Community Relations	4	“Build and sustain positive relationships with families and caregivers.”

Beliefs about the Principalship

- This scale is assessed on a 5-point scale (1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree).
- The stem for these items is, "I believe being a principal..."

Scale	# Items	Sample Item(s)
Beliefs about the Principalship	3	"Can make a difference in the lives of students and staff."

Guiding Principles for Reviewing Survey Results and Steps for Facilitating Conversations about Results

In order to review survey results in the spirit of inquiry and improvement, please keep the following guiding principles in mind:

- Survey results provide one data source and do not tell the whole story for your program.
- All survey respondents (graduates of your program) have valid perspectives (e.g., our reality is our perception).
- While not all feedback may be positive, it is important to use the information for productive reflection and discussions about possibilities for growth.
- Survey results can provide a starting point for developing common goals and vision for program improvement efforts.

We recommend providing structured time to reflect and discuss the findings with your whole faculty and other key individuals to build ownership and commitment to growth and improvement.

The following pages describe four steps that may be used to facilitate this structured reflection time. The four steps include

1. Making predictions about the data
2. Reviewing the data
3. Explaining the data and drawing inferences and implications from the data (e.g., Going deeper into "why")
4. Prioritizing and action planning

Data Driven Discussions¹

We suggest reviewing your school-level data, first privately as the school leader and then with your teachers or school teams, using the four steps in this guide:

1. Predictions (10 minutes)

Before you look at your survey results, take a few minutes to anticipate and make predictions about what the data might reveal. The Predictions and Data Review Worksheet (pages 8 and 9 of this document) will help you complete this step.

Group Facilitation

We suggest that before you dialogue with others that you reflect privately, using the worksheet to record your thoughts and predictions. You will then be prepared to guide your faculty through this process.

¹ These activities were adapted from the Data Driven Dialogue Protocol and the ATLAS Protocol provided by the National School Reform Faculty, available at http://www.nsrffharmony.org/protocol/doc/data_driven_dialogue.pdf.

2. Data Review (15 minutes)

It is now time to engage with the survey results and note only the facts from the report (reflect on the data and enter your observations in the worksheet).

In order to be open to the data and to explore as many possibilities as possible, we suggest that conjectures, explanations, conclusions, and inferences are off-limits at this stage. At this stage, simply reflect on and write down what you observe in the data. For example, identify quantities and/or numerical relationships or identify patterns. Avoid judgments about quality and avoid making interpretations at this stage. It may be helpful to identify where the observation is being made (e.g., “On page 4, second item . . .”).

Group Facilitation

If you are facilitating a group discussion, have the group make predictions and then check to see how closely predictions aligned with the data. Next, have participants share fact based observations about the data with the group. We recommend you keep track of observations from this review on a large post-it or some kind of white board as the group is sharing out.

Facilitation Hint: Just the facts! If you catch yourself (or group members) using..., “Because...” “Therefore...” “It seems...” “However...” then stop and refocus on the facts, there is time for conjectures and explanations at the next step.

Use the following prompts to help your group make observations about the survey results:

- What do you see?
- What do you notice?
- Are there any patterns?
- I observe that...
- Some patterns/trends that I notice...
- I can count...

3. Data Explanations, Inferences and Implications (20 minutes-1 hour as time allows)

In this stage, generate multiple explanations about what you saw in the data. Use the Strengths and Opportunities Worksheet (pages 10 and 11 of this document) to brainstorm about why you might be seeing what you are seeing in your data, and what the results might mean. As you think about different interpretations or explanations, evaluate your ideas against the evidence. Now is the time to read the comments from the graduates, to help you interpret results and evaluate your own explanations. You may want to identify additional data that would help you confirm/contradict your explanations.

Group Facilitation

Again, we recommend that the school leader keep track of observations on a large post-it or some kind of white board as their faculty is sharing out. We additionally recommend that before beginning to dialogue as a faculty you have your teachers jot down their explanations, inferences, and implications on their own.

Discussion starters:

- I believe the data suggests... because...
- What implication do these data have for program improvement priorities?
- Which areas of strength can we infer from these results?
- Additional data that would help me verify/confirm my explanations is...
- I'm surprised that I see...

4. Prioritizing and Action Planning (15 minutes)

At this stage it is helpful to develop specific action steps and propose solutions based on your explanations about the survey data. This is also the time to identify data needed to monitor implementation of your action steps or solutions.

Use the Action Steps Worksheet (page 12 and 13 of this document) to indicate areas you have identified as areas to celebrate success or areas in need of improvement.

Based on survey results, which are the areas do you feel should be addressed or further explored?

- What steps could be taken next?
- What strategies might be most effective?
- What does this conversation make you think about in terms of your own practice?
About the program in general?
- What are the implications for equity?
- I think the following are appropriate action steps or solutions that address the needs implied in the data...
- Additional data that would help guide implementation of the solutions or action steps and determine if they are working...

Predictions and Data Review Worksheet

Program Quality

Topic	Predictions	Observations from Data Review (What do you see? What do you notice? Patterns?)
Rigor & Relevance		
Faculty Quality		
Peer Relationships		
Program Accessibility		
Program Attractiveness		
Internship Design and Quality		
Overall Rating		

Learning Outcomes

Topic	Predictions	Observations from Data Review (What do you see? What do you notice? Patterns?)
Ethical & Professional Norms		
Strategic Leadership		
Management & Operations		
Instructional Leadership		
Organizational Culture		
Supportive Learning Environment		
Family & Community Relations		

Strengths and Opportunities Worksheet

Program Quality

Topic	Strengths	Areas for Growth
Rigor & Relevance		
Faculty Quality		
Peer Relationships		
Program Accessibility		
Program Attractiveness		
Internship Design and Quality		
Overall Rating		

Learning Outcomes

Topic	Strengths	Areas for Growth
Ethical & Professional Norms		
Strategic Leadership		
Management & Operations		
Instructional Leadership		
Organizational Culture		
Supportive Learning Environment		
Family & Community Relations		

Action Planning Worksheet

Program Quality

Topic	Possible Action Steps	Priority (High, Med, Low)
Rigor & Relevance		
Faculty Quality		
Peer Relationships		
Program Accessibility		
Program Attractiveness		
Internship Design and Quality		
Overall Rating		

Learning Outcomes

Topic	Possible Action Steps	Priority (High, Med, Low)
Ethical & Professional Norms		
Strategic Leadership		
Management & Operations		
Instructional Leadership		
Organizational Culture		
Supportive Learning Environment		
Family & Community Relations		