

INSPIRE Graduate Edition - Survey Overview



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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 edition.

This document provides an overview of 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 (3) beliefs about the principalship. Data collected also include candidate demographics and candidate professional background and aspirations.

An exploratory factor analysis was conducted to examine the underlying factor structures and to establish construct validity. The respondent data set utilized for this exploratory factor analysis included over 300 responses from graduates of ten national programs that completed the INSPIRE Graduate Edition. The resulting variable scales include items with strong factor loadings and strong internal consistency. Most scale reliabilities were strong, ranging from .85 to .96, with only "Program Accessibility" having a more moderate reliability. Below is a summary of the major survey components and associated subscales.

Program Quality

- Program quality is assessed with 5 subscales, including 26 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	5	"Program classes and activities were offered at convenient times and days."
Internship Design and Quality	7	"My internship experience was an excellent learning experience for becoming an educational leader."

Learning Outcomes: Preparation for Leadership Practices

- Preparation for leadership practices is assessed with 7 subscales, including 42 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.”
Operations & Management	5	“Manage school resources effectively and efficiently to support school vision (e.g. technology, personnel, instructional time, public funds, and supplies/equipment).”
Instructional Leadership	9	“Provide constructive feedback for teachers to improve instruction.”
Professional & Organizational Culture	9	“Build a collaborative environment.”
Supportive & Equitable Learning Environment	4	“Create an environment to promote the academic, social, emotional support for students.”
Family & Community Relations	6	“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.”