Orientation to and Overview of

INSPIRE LEADERSHIP SURVEY SUITE

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

A University Council for Educational Administration suite of surveys intended for educational leadership preparation program accountability and program improvement

INTRODUCTION

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

The INSPIRE Suite currently consists of four surveys, including:
1. *Preparation Program Features Survey (INSPIRE-PP)*: a descriptive survey of the preparation program's key features;
2. *Graduate Survey (INSPIRE-G)*: a survey of recent program graduates focusing on their perceptions of program quality and their own learning outcomes;
3. *Leaders in Practice Survey (INSPIRE-LP)*: a survey of graduates who are school leaders concerning their leadership behaviors;
4. *INSPIRE 360º Survey (INSPIRE-360)*: a 360 degree survey of school leaders' subordinates (teachers) and supervisor(s) concerning the leader's effectiveness in shaping healthy and productive school conditions known to enhance student learning outcomes.
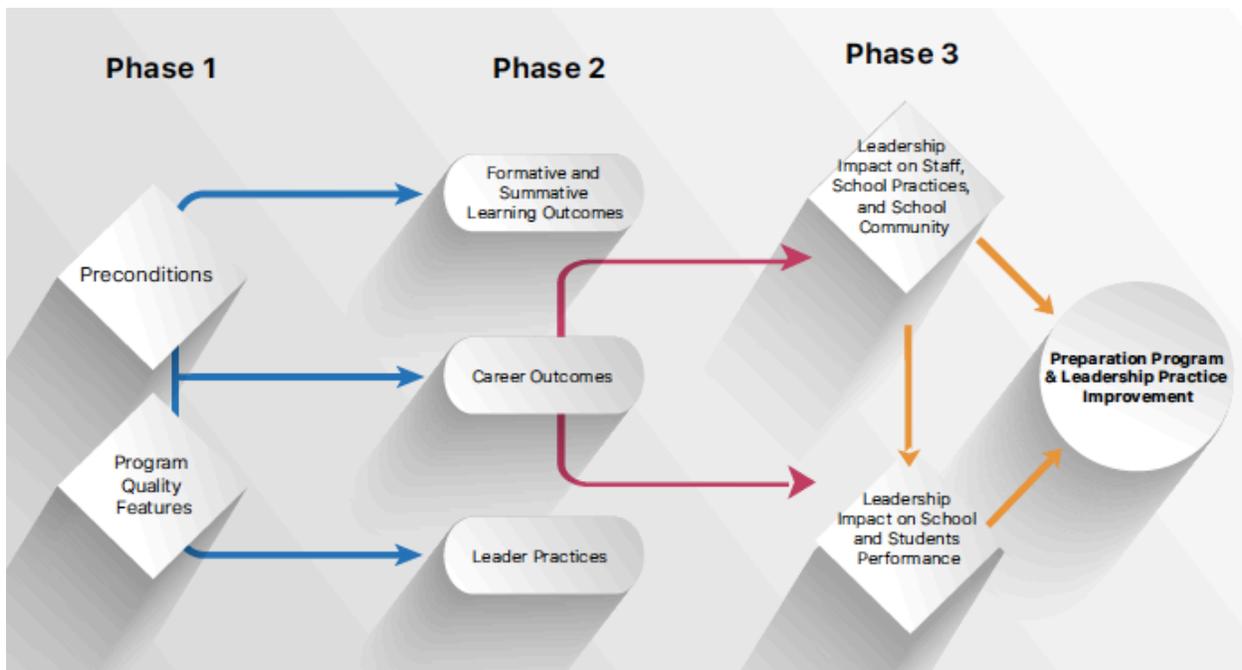
Guiding Conceptual Framework for *INSPIRE* Preparation Program Evaluation and Improvement

WHAT CAN *INSPIRE* DO FOR YOUR LEADER PREPARATION PROGRAM?
Participation in the INSPIRE Leadership Survey Suite can be beneficial to your program in many ways. The full set of INSPIRE Leadership Surveys provides tools for program evaluation or accountability 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 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

Quotes from Subscribers about the Value of INSPIRE Survey Data

Virginia Tech

This was the first alumni survey that we had conducted as a program. One of the biggest benefits was that it substantiated a lot of the quality that we knew was present in our programs, allowing us to celebrate our successes. The survey was easy to use, and the INSPIRE support staff was an extraordinary resource to us during the administration process. The results of our alumni survey were used as data to inform a faculty retreat focused on our UCEA application. During this retreat, we used a protocol with the survey results to inform a discussion of our learning goals, objectives, and long term plans as a program. The survey results were part of the evidence that we submitted along with our UCEA application.

University of Washington

We frequently connect with our graduates in the field through their work as principals and assistant principals. These leaders frequently shared how well they felt prepared by the UTAPP program but we lacked a systematic way to tap into our graduates' perceptions. The INSPIRE survey data were particularly powerful and allowed us to compare perceptions by cohort. The comparison data from other institutions reinforced the strength of some of our program components and most importantly helped us to identify curriculum areas that required further refinement and development.

U of Denver

We had been struggling with moving forward with changing some of our assessments. When the INSPIRE Graduate Survey revealed that graduate perceptions of preparedness across the learning outcomes varied, we were able to select two areas of focus and create a game plan. Without these type of data, I'm afraid we would still be trying to decide where to focus.

New Leaders

The INSPIRE survey results were shared with our city and national program teams to use for conversations around what went well during the program year, and to inform program improvements. We also used the survey data to determine if we met our program goals around participant satisfaction and program delivery. Finally, survey data was used to speak to some of the metrics laid out in our grant agreements, and to market the program to potential new funders.
We shared the data with RAND who wrote up a summary of the results, looking for trends by program city. A summary of the results, with potential additional cuts of data and analyses will be used in the end of year report that RAND is writing up for us.

Moving forward we plan to compare annual results to the survey to explore program implementation across time, and to measure improvement in our growth areas. We hope to incorporate further cuts into our analysis of the survey results in the future to better understand how our program is being receive by out participants. For example, we might explore trends by school level or school type.

The fact that the survey aligned so closely with our program's theory of action was extremely helpful because it allowed us to measure those components of the program that we felt were most important to understand. The flexibility of the INSPIRE team to incorporate our program specific language into the survey and to work on our timelines (which sometimes required very quick turnaround) was very much appreciated!

Viterbo University
The INSPIRE survey results were shared with our faculty and with our Advisory Committee. Based on the results, recommendations were made for program improvements. Further, we had a renewal review site visit in May, 2014 and these data were shared. The specific program indicators and areas were helpful in identifying needs for improvement and to be able to "brag" about strengths. The survey was very easy to use and complete and the report data were compiled in a very user-friendly format.

BACKGROUND
In 2013, UCEA launched the INSPIRE-Leadership Survey Suite 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 UCEA Center for the Evaluation of Educational Leadership Preparation and Practice began in 2008. In 2011, UCEA 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.

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. 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., Graduate Edition, Practicing Principal Edition, and Teacher Edition) are required 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 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

Graduate Survey (INSPIRE-G)
The INSPIRE Graduate Edition (INSPIRE-G) is intended to gather feedback from recent graduates on their preparation program 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, candidate professional background, and professional/career aspirations.

The Learning Outcome variable scales on the Graduate survey are closely aligned with the national Professional Standards for Educational Leadership (PSEL). Additionally, the most recent testing of the graduate survey yielded strong construct validity and strong reliability (internal consistency) of the instrument's variable scales. The respondent data set utilized to assess the instrument's psychometric properties included over 300 responses from graduates of ten national programs that completed the INSPIRE Graduate Edition. The resulting variable scales include items with strong construct validity as evidenced by the factor loadings. Most scale reliabilities were quite strong, with Cronbach's alpha ranging from .85 to .96; only "Program Accessibility" yielded 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

The Learning Outcome variable scales on the Graduate survey are closely aligned with the national Professional Standards for Educational Leadership (PSEL) – see below.

- 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?"

Learning Outcome Subscales	PSEL Standards Alignment (10 standards)	NELP Standards Alignment (8 standards)	Sample Item(s)
Ethical & Professional Norms (4 items)	-Mission, Vision & Core Values (1) -Ethics & Professional Norms (2)	-Ethics & Professional Norms (2) -Mission, Vision, & Improvement (1)	"Act in an open and transparent manner."
Strategic Leadership (5 items)	-School Improvement (10) -Mission, Vision, & Core Values (1)	- Mission, Vision, & Improvement (1) - Learning and Instruction (4)	"Design the school's organization to enhance teaching and learning."
Operations & Management (5 items)	-Operations & Management (9)	-Operations & Management (6) -Building Professional Capacity (7)	"Manage school resources effectively and efficiently to support school vision (e.g. technology, personnel, instructional time, public funds, and supplies/equipment)."
Instructional Leadership (9 items)	-Curriculum, Instruction, & Assessment (4) -Professional Capacity of Personnel (6) -Professional Community of Teachers & Staff (7)	-Learning & Instruction (4) -Building Professional Capacity (7) -Equity, Inclusiveness & Cultural Responsiveness (3)	"Provide constructive feedback for teachers to improve instruction."
Professional & Organizational Culture (9 items)	-Professional Capacity of Personnel (6) -Professional Community of Teachers & Staff (7) -School Improvement (10)	-Building Professional Capacity (7) - Ethics & Professional Norms (2) -Equity, Inclusiveness & Cultural Responsiveness (3)	"Build a collaborative environment."
Supportive & Equitable Learning Environment (4 items)	-Equity & Cultural Responsiveness (3) -Community of Care & Support for Students (5)	- -Equity, Inclusiveness & Cultural Responsiveness (3) - Learning & Instruction (4) - Building Professional Capacity (7)	"Create an environment to promote the academic, social, emotional support for students."
Family &	-Meaningful	Community & External	"Build and sustain positive

| Community Relations (6 items) | Engagement of Families & Community (8) | Leadership (5) | relationships with families and caregivers." |

Leader in Practice and 360° Survey(s) (INSPIRE-LP and INSPIRE-360)

The INSPIRE Leader in Practice (INSPIRE-LP) and INSPIRE–360 are intended to be used together to assess perceptions of graduates currently serving as principals or school leaders. The INSPIRE – LP is intended to gather the perceptions of program graduates who are practicing principals/school leaders. The INSPIRE – 360 is intended to gather perceptions of teachers and supervisors about program graduates serving as principals/school leaders. Both surveys include the same three broad components, including (1) professional background, (2) school leadership practices, and (3) school conditions. The constructs are aligned with those in INSPIRE – PP and INSPIRE – G to examine the relationship between program features, graduate outcomes and leadership practices, and school conditions.

An exploratory factor analysis was conducted on INSPIRE 360 to examine the underlying factor structures. The respondent data set utilized for this exploratory factor analysis included 135 teachers. The resulting variable scales represent strong construct validity based on the factor loadings, and strong reliability based on Cronbach's alpha measure of internal consistency. Scale reliabilities ranged from .78 to .93. Below is a summary of the three survey components and associated subscales.

Professional Background and School Context
- The INSPIRE - PP includes questions to document the year graduates completed the program and their career path after graduation
- The INSPIRE – LP includes questions about the context and demographic of the school in addition to questions about the year of program completion and career path after graduation
- The INSPIRE – 360 includes questions about teacher years of experience (cumulative and present school) and career aspirations.

School Leadership Practices (INSPIRE – LP and INSPIRE – 360)
- The School Leadership practices variable scales are closely aligned with the national Professional Standards for Educational Leadership (PSEL) – see above.
- Execution of leadership practices is assessed with 7 subscales, including 43 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 on INSPIRE – LP is, "Please rate your agreement about how well you facilitate the following"
- The stem for these items on INSPIRE – 360 is, "Please rate your agreement about how well the principal/school leader facilitates the following"

| Leaders in | PSEL Standards | NELP Standards | Sample Item(s) |

Practice Subscales	Alignment (10 standards)	Alignment (8 standards)	
Ethical & Professional Norms (4 items)	-Mission, Vision & Core Values (1) -Ethics & Professional Norms (2)	-Ethics & Professional Norms (2) -Mission, Vision, & Improvement (1)	"Act in an open and transparent manner."
Strategic Leadership (5 items)	-School Improvement (10) -Mission, Vision, & Core Values (1)	- Mission, Vision, & Improvement (1) - Learning and Instruction (4)	"Design the school's organization to enhance teaching and learning."
Operations & Management (5 items)	-Operations & Management (9)	-Operations & Management (6) -Building Professional Capacity (7)	"Manage school resources effectively and efficiently to support school vision (e.g. technology, personnel, instructional time, public funds, and supplies/equipment)."
Instructional Leadership (9 items)	-Curriculum, Instruction, & Assessment (4) -Professional Capacity of Personnel (6) -Professional Community of Teachers & Staff (7)	-Learning & Instruction (4) -Building Professional Capacity (7) -Equity, Inclusiveness & Cultural Responsiveness (3)	"Provide constructive feedback for teachers to improve instruction."
Professional & Organizational Culture (9 items)	-Professional Capacity of Personnel (6) -Professional Community of Teachers & Staff (7) -School Improvement (10)	-Building Professional Capacity (7) - Ethics & Professional Norms (2) -Equity, Inclusiveness & Cultural Responsiveness (3)	"Build a collaborative environment."
Supportive & Equitable Learning Environment (4 items)	-Equity & Cultural Responsiveness (3) -Community of Care & Support for Students (5)	- -Equity, Inclusiveness & Cultural Responsiveness (3) - Learning & Instruction (4) - Building Professional Capacity (7)	"Create an environment to promote the academic, social, emotional support for students."
Family & Community Relations (6 items)	-Meaningful Engagement of Families & Community (8)	Community & External Leadership (5)	"Build and sustain positive relationships with families and caregivers."

School Conditions (INSPIRE – LP and INSPIRE – 360)
- Identification of school conditions is assessed with 7 subscales, including 32 items
- 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 on is, "Please rate your agreement to the presence of the following school conditions."

Subscales	# Items	Sample Item(s)
School Improvement	6	"The school has well-developed process for facilitating ongoing school-wide improvement & long-range planning."
Student Engagement	4	"Students are academically engaged in their course work."
Family Engagement	4	"Families take an active role in their child's education."
Teacher Collaboration	5	"Teachers share and discuss student work with other teachers.
Shared Problem-Solving	3	"Build a collaborative environment."
Collective Professional Efficacy	6	"Staff give open and honest feedback to each other."
District Support	4	"The district encourages school leaders to take risks in order to make change…"

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. See sample report(s) below.

See Sample Report for Preparation Program Survey
https://uepc.co1.qualtrics.com/WRReport/?RPID=RP2_05v2nuiT9IVcABe&P=CP

See Sample Report for Graduate Survey
https://uepc.co1.qualtrics.com/WRReport/?RPID=RP2_2T2hdQiocOfsBnV&P=CP

OTHER REFERENCE INFORMATION

See Graduate Survey Discussion Guide
http://3fl71l2qoj4l3y6ep2tqpwra.wpengine.netdna-cdn.com/wp-content/uploads/2015/08/INSPIRE-Graduate-Survey-Discussion-Guide.pdf

ANNUAL PRICING INFORMATION

INSPIRE Survey Editions	UCEA Member Institutions	Non Member Institutions
INSPIRE - Program Features	**Free with Membership**	**Included with Administration of**

		Other Surveys
INSPIRE - Graduate	**Free with Membership**	**$1500**/administration
INSPIRE - Leaders in Practice	**$1,500** /administration up to 75 participants, $25 per additional participant	**$2500** /administration up to 75 participants, $25 per additional participant
INSPIRE - 360	**$1,500** /administration plus $75 per practicing principal	**$3000** /administration plus $75 per practicing principal
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 produce 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 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 for 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 address the "state of the 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 program 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 better design high-impact programs that produce more effective leaders and share 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 administration of the UCEA INPIRE Leadership Surveys?*

The answer to this question differs depending on the number of surveys within the suite that your institution uses. For example if you only use the INPIRE Leadership Program Survey, you will receive a snap shot 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 impact of your program as perceived by program graduates. Each program that participates in the UCEA INPIRE Graduate Survey receives a survey report followed by aggregate report of graduate/alumini repsonses 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?*

Yes, the INSPIRE Leadership Survey Suite 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 above). 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?
Program Survey	Heads or Coordinators of Departments or entities that prepare education leaders
Graduate Survey	Recent graduates or alumni of leadership preparation departments or entities
Leadership in Practice Survey	Practicing leaders who work in schools as principals or assistant principals
Leadership in Practice 360° Survey	Practicing leaders who work in schools as principals or assistant principals, teachers from schools in which practicing leaders work as principals, supervisors of practicing principals

8. *How long does it take to complete the survey?*
The UCEA INPIRE Leadership Surveys take around 20 minutes for the graduate and practicing leader 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-Leadership Survey?*
To administer the UCEA INPIRE 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).

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