



INSPIRE Graduate Survey

University of Virginia

Aggregate Report
August 2016



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 Cori Groth at 801-792-1914 or cori.groth@utah.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	Response	Percent
I agree to participate in this study.		97	95.1%
I do not wish to participate in this study.		5	4.9%
Total		102	100.0%






Please indicate your position

	Bar	Response	%
Practicing Principal/Asst. Principal		39	42.9%
Classroom teacher		21	23.1%
Other		31	34.1%
Total		91	100.0%






What are your current plans for becoming a school leader?

	Bar	Response	%
I have become a school leader since enrolling in the program		54	61.4%
I intend to go into school leadership as soon as possible		6	6.8%
I think I may go into school leadership someday		17	19.3%
I am undecided about going into school leadership		5	5.7%
I do not plan to go into school leadership		6	6.8%
Total		88	100.0%

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

	Bar	Response	%
No graduate degree (e.g., licensure, certificate, or endorsement only)		14	15.7%
Master's degree		24	27.0%
Specialist's degree (or certificate of advanced studies)		26	29.2%
Doctoral degree		25	28.1%
No degree, no license/certification			0.0%
Total		89	100.0%

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

	Bar	Response	%
No license or certificate		11	12.4%
School building leader/principal license or certificate		72	80.9%
District-level leadership/superintendent license or certificate		9	10.1%
Other K-12 administrative license (e.g., special education leader)		5	5.6%
Total		97	109.0%

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	28	15	26	16	22
Mean	9.07	4.1	4.53	1.88	2.81
Standard Deviation	5.36	3.84	5.08	4.35	5.1
Total Responses	87	63	72	42	43

How many total years of professional experience do you have all together?

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
7	42	15.81	6.72	103





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

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
0	45	3.52	5.99	103







How many years have you worked at your current school?

Min Value	Max Value	Average Value	Std. Dev.	Total Respondents
0	28	5.26	5.20	103

What is your gender?

	Bar	Response	%
Male		35	39.3%
Female		53	59.6%
Other		1	1.1%
Total		89	100.0%

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

	Bar	Response	%
American Indian or Alaska Native			0.0%
Asian		2	2.3%
Black or African American		6	6.8%
Hispanic or Latino/a			0.0%
Native Hawaiian or other Pacific Islander			0.0%
White		77	87.5%
Bi-racial/Multi-racial		1	1.1%
Other (Specify)		2	2.3%
Total		88	100.0%

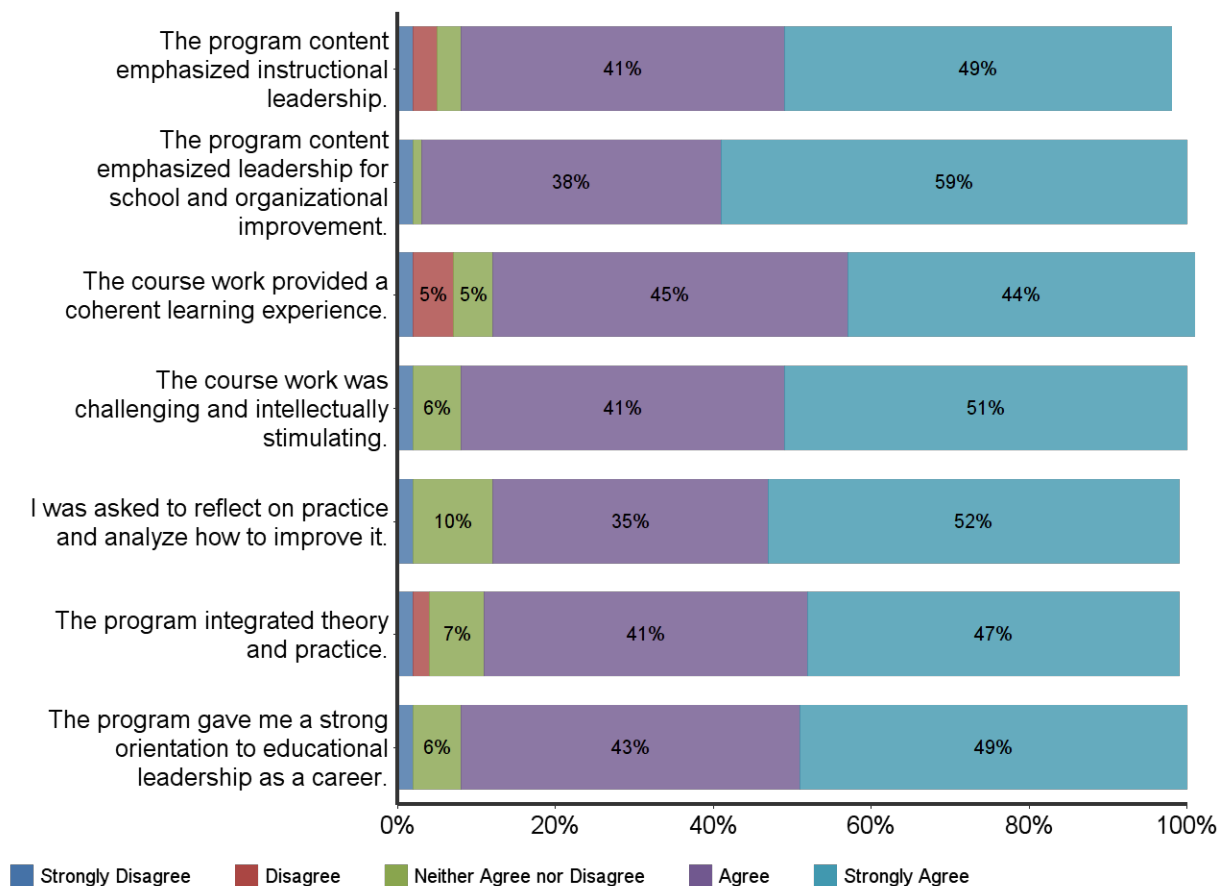
Program Quality

The following section includes graduates' responses about the quality of the leadership preparation program quality in the following categories:

- Rigor & Relevance
- Faculty Quality
- Peer Relationships
- Program Accessibility
- Internship/Residency Design & Quality

Rigor & Relevance

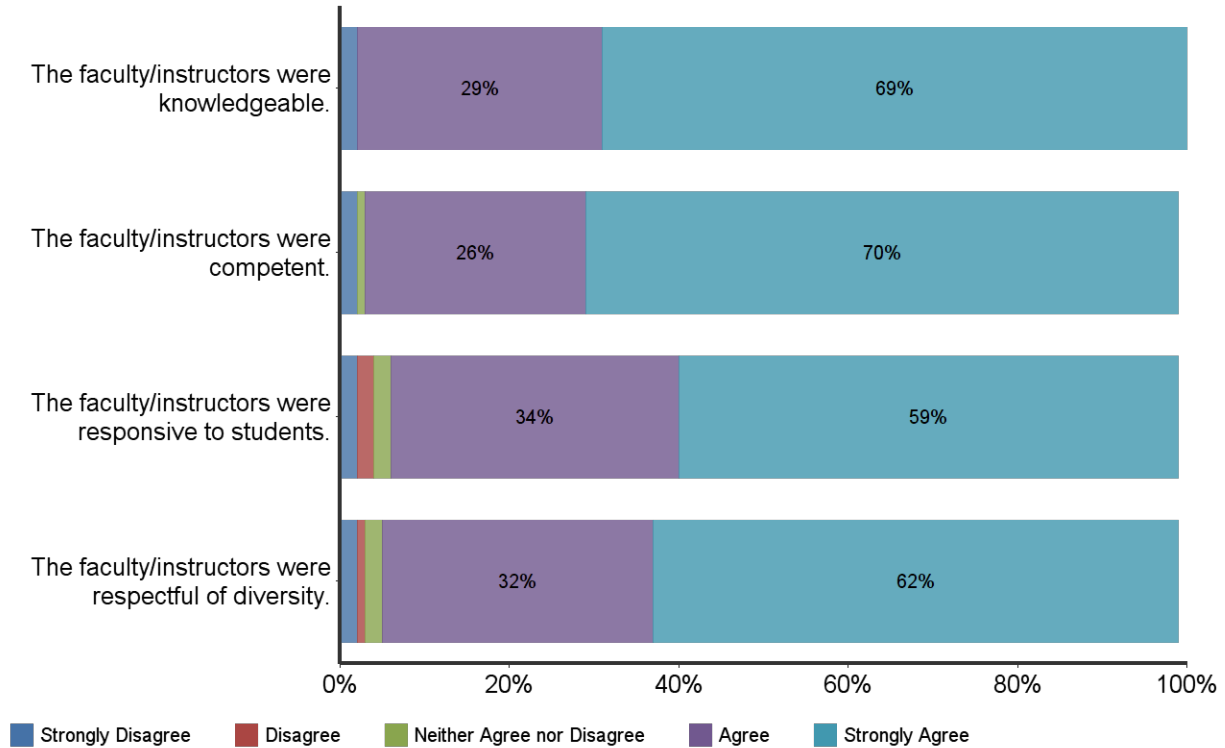
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?



	Minimum	Maximum	Mean	Std. Dev.	Respondents
The program content emphasized instructional leadership.	1	5	4.32	0.88	87
The program content emphasized leadership for school and organizational improvement.	1	5	4.51	0.75	87
The course work provided a coherent learning experience.	1	5	4.23	0.91	87
The course work was challenging and intellectually stimulating.	1	5	4.38	0.80	87
I was asked to reflect on practice and analyze how to improve it.	1	5	4.35	0.85	86
The program integrated theory and practice.	1	5	4.29	0.87	87
The program gave me a strong orientation to educational leadership as a career.	1	5	4.37	0.79	87

Faculty Quality

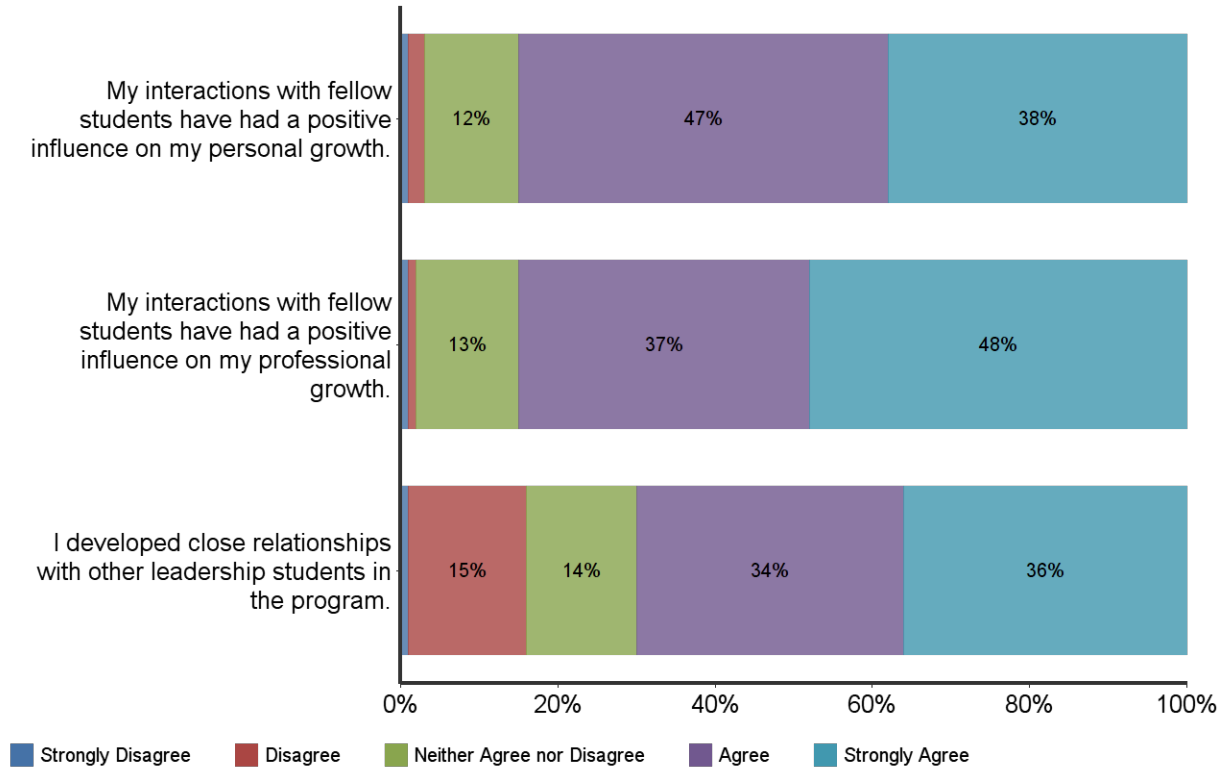
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?



	Minimum	Maximum	Mean	Std. Dev.	Respondents
The faculty/instructors were knowledgeable.	1	5	4.62	0.72	87
The faculty/instructors were competent.	1	5	4.62	0.74	87
The faculty/instructors were responsive to students.	1	5	4.45	0.85	87
The faculty/instructors were respectful of diversity.	1	5	4.51	0.81	87

Peer Relationships

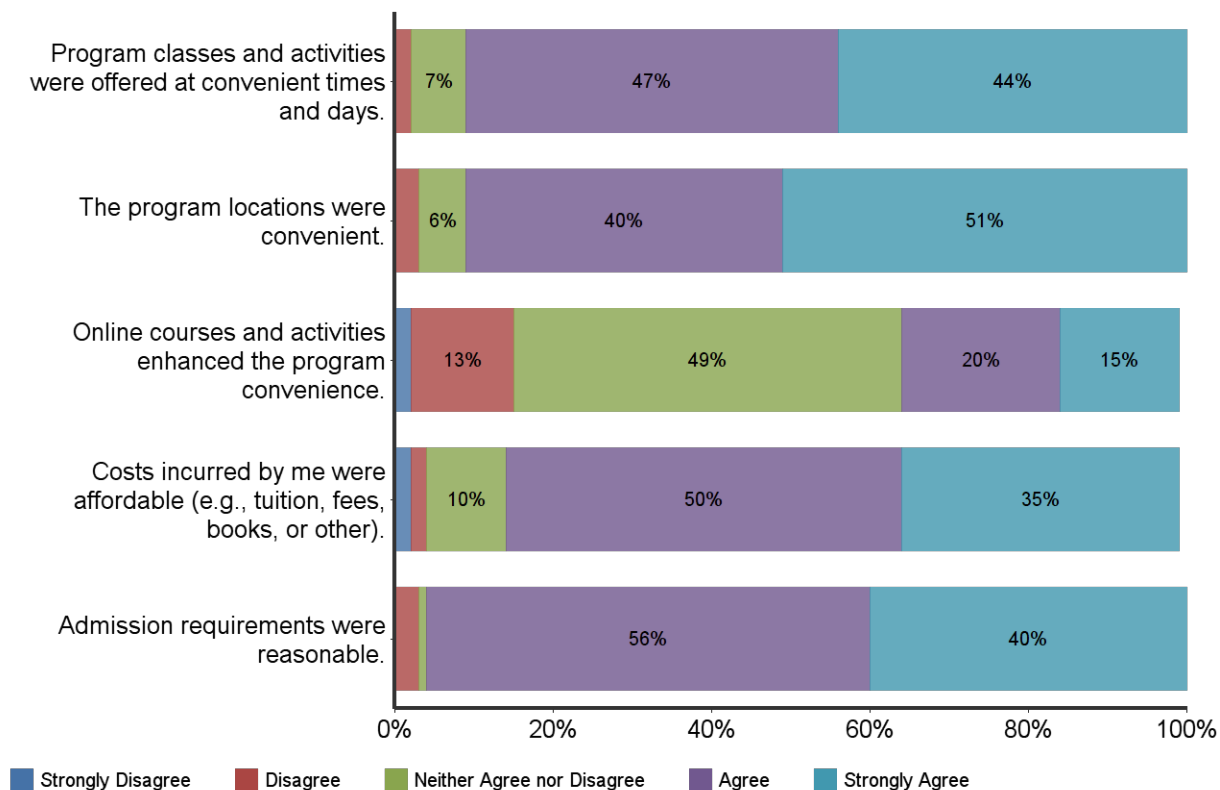
To what extent do you agree or disagree with the following statements about your educational leadership preparation program?



	Minimum	Maximum	Mean	Std. Dev.	Respondents
My interactions with fellow students have had a positive influence on my personal growth.	1	5	4.19	0.82	86
My interactions with fellow students have had a positive influence on my professional growth.	1	5	4.29	0.82	86
I developed close relationships with other leadership students in the program.	1	5	3.88	1.10	86

Program Accessibility




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












	Minimum	Maximum	Mean	Std. Dev.	Respondents
Program classes and activities were offered at convenient times and days.	2	5	4.33	0.71	86
The program locations were convenient.	2	5	4.38	0.75	86
Online courses and activities enhanced the program convenience.	1	5	3.33	0.97	85
Costs incurred by me were affordable (e.g., tuition, fees, books, or other).	1	5	4.13	0.86	86
Admission requirements were reasonable.	2	5	4.31	0.67	86

Internship/Residency Design & Quality

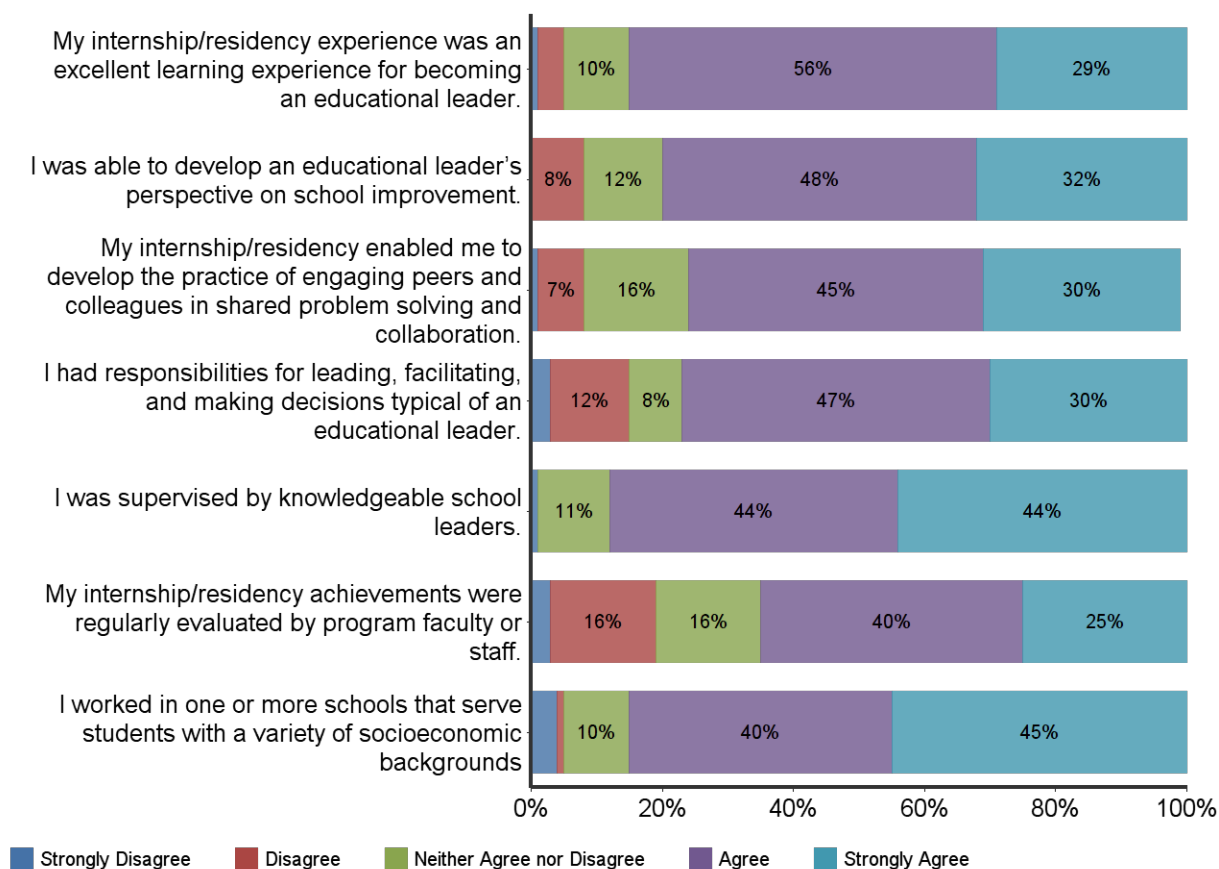
Did you have a program-sponsored clinical experience (e.g. internship, residency, or other field experiences) working directly with a school or district leader on administrative tasks?

	Bar	Response	Percent
Yes		73	83.9%
No		14	16.1%
Total		87	100.0%

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

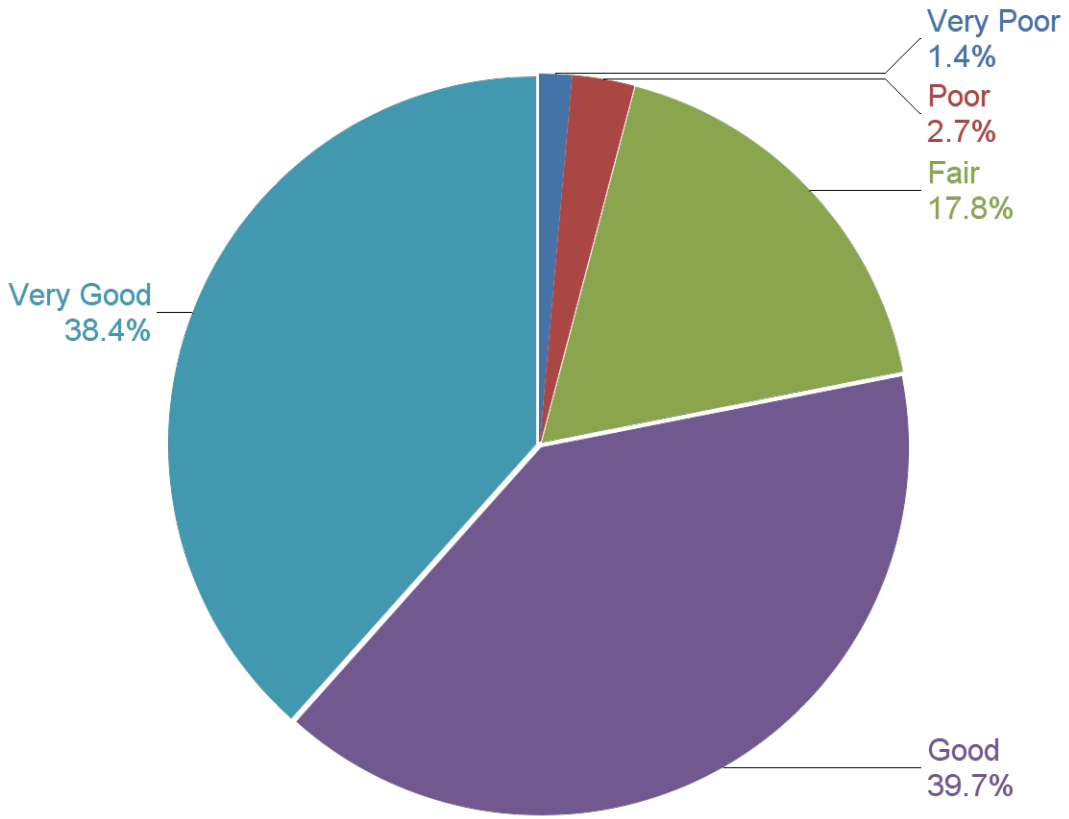
	Bar	Response	%
Paid full-time internship		6	8.2%
Unpaid full-time internship		12	16.4%
Part-time internship		24	32.9%
Course embedded field work/internship		38	52.1%
Internship follows completion of coursework		14	19.2%
Field placements in multiple sites		25	34.2%
Field placement in a single site		11	15.1%
Other (specify)		3	4.1%
Total		133	182.2%

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



	Minimum	Maximum	Mean	Std. Dev.	Respondents
My internship/residency experience was an excellent learning experience for becoming an educational leader.	1	5	4.07	0.83	72
I was able to develop an educational leader's perspective on school improvement.	2	5	4.03	0.88	73
My internship/residency enabled me to develop the practice of engaging peers and colleagues in shared problem solving and collaboration.	1	5	3.96	0.93	73
I had responsibilities for leading, facilitating, and making decisions typical of an educational leader.	1	5	3.89	1.06	73
I was supervised by knowledgeable school leaders.	1	5	4.29	0.77	73
My internship/residency achievements were regularly evaluated by program faculty or staff.	1	5	3.67	1.11	73
I worked in one or more schools that serve students with a variety of socioeconomic backgrounds	1	5	4.21	0.97	73

Please rate the overall quality of your residency site.



	Bar	Response	%
Very Poor		1	1.4%
Poor		2	2.7%
Fair		13	17.8%
Good		29	39.7%
Very Good		28	38.4%
Total		73	100.0%

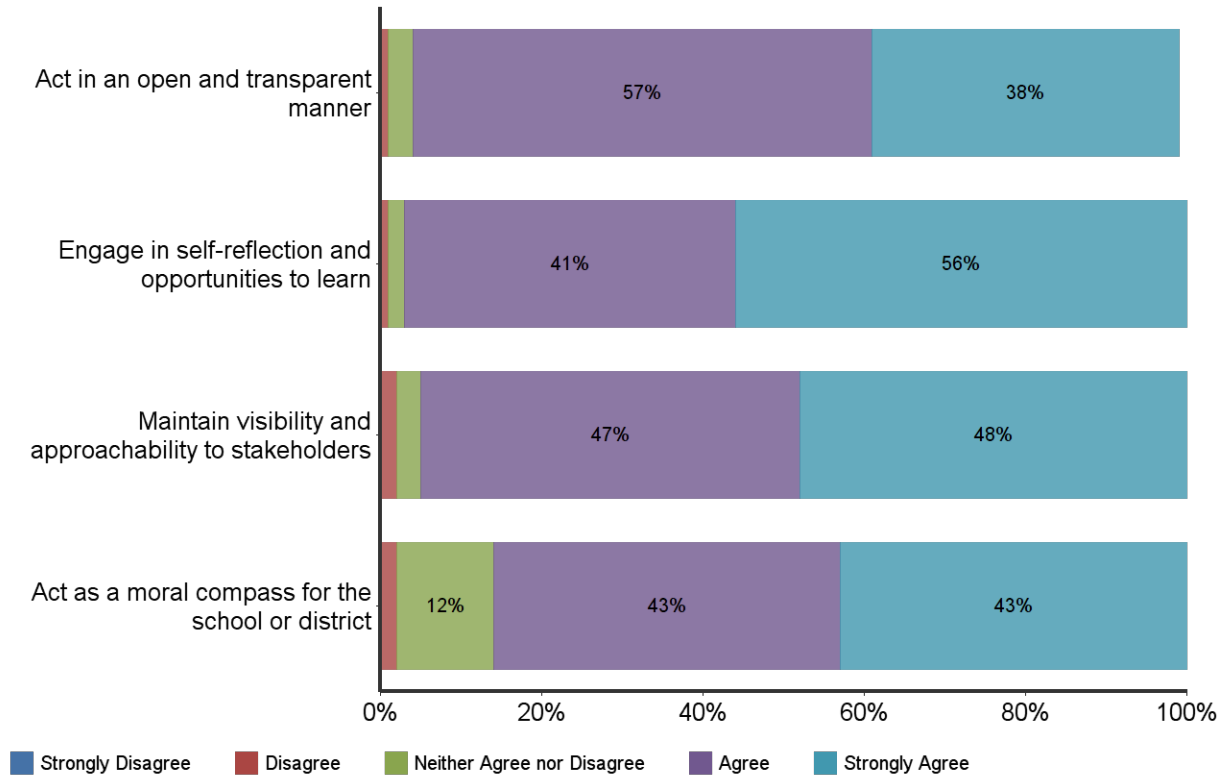
Learning Outcomes: Preparation for Leadership Practices & Behaviors

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

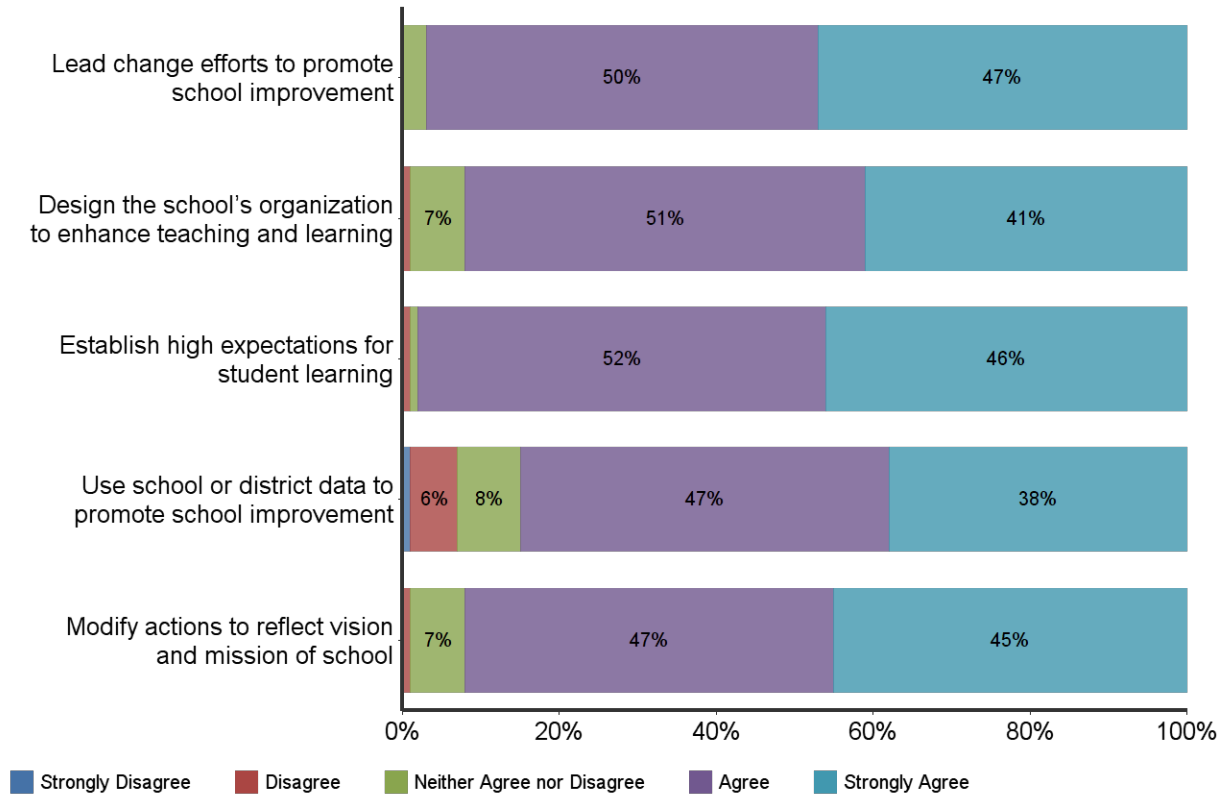
Please rate your agreement about how well your leadership program prepared you to do the following:



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Act in an open and transparent manner	2	5	4.33	0.60	86
Engage in self-reflection and opportunities to learn	2	5	4.51	0.61	86
Maintain visibility and approachability to stakeholders	2	5	4.40	0.67	86
Act as a moral compass for the school or district	2	5	4.27	0.76	86

Strategic Leadership

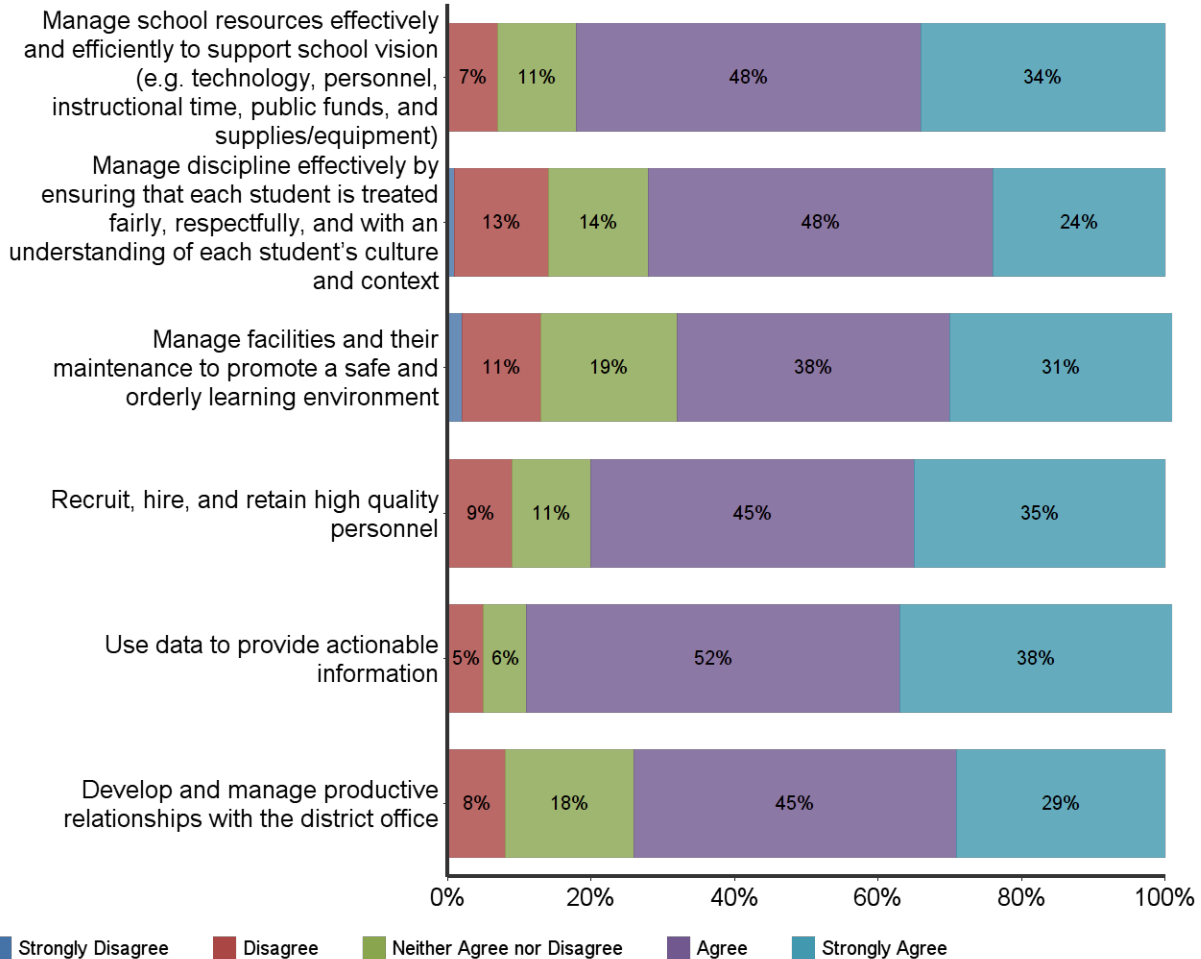
Please rate your agreement about how well your leadership program prepared you to do the following:



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Lead change efforts to promote school improvement	3	5	4.43	0.56	86
Design the school's organization to enhance teaching and learning	2	5	4.31	0.66	86
Establish high expectations for student learning	2	5	4.42	0.59	85
Use school or district data to promote school improvement	1	5	4.15	0.89	86
Modify actions to reflect vision and mission of school	2	5	4.36	0.67	86

Management & Operations

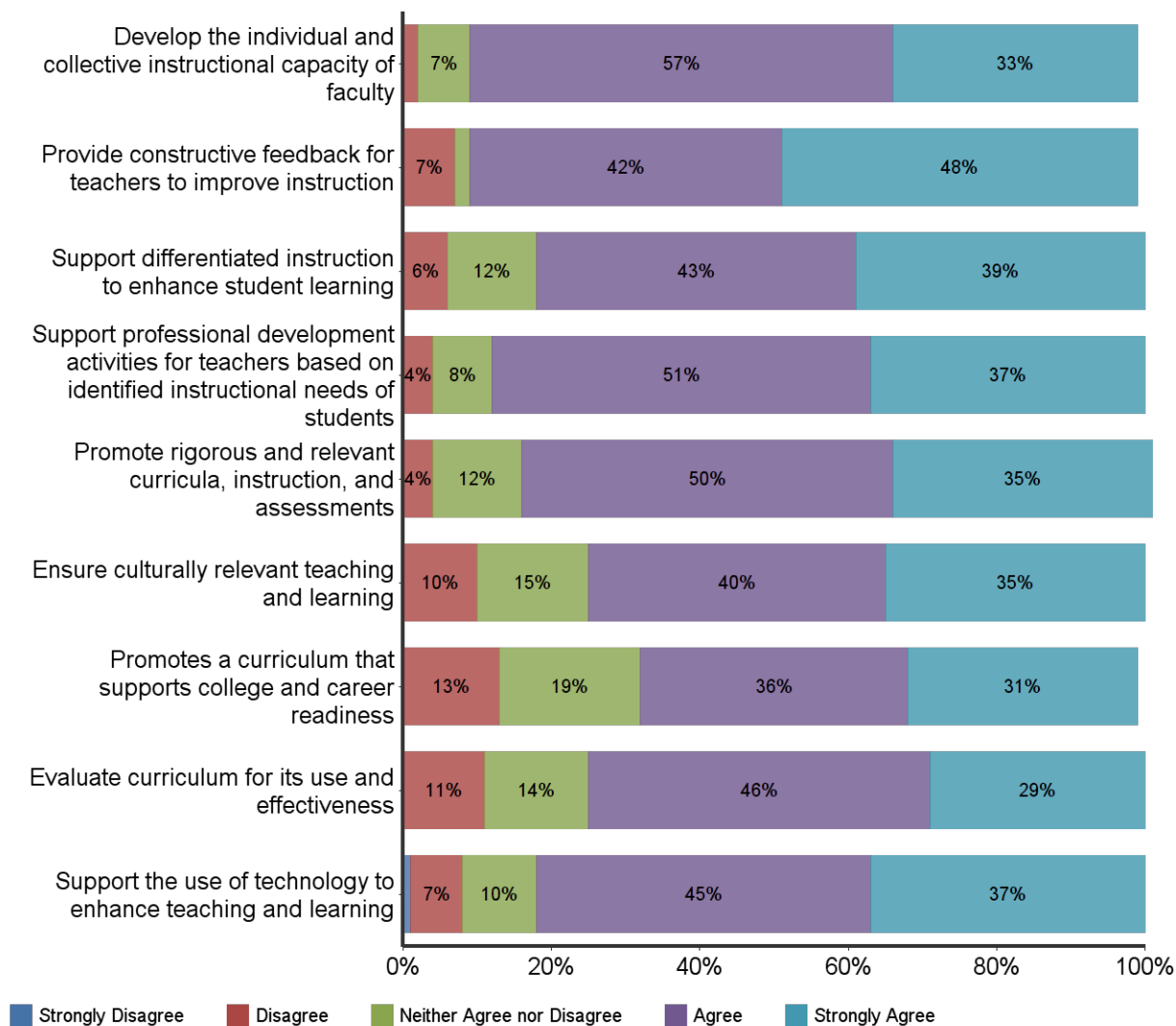
Please rate your agreement about how well your leadership program prepared you to do the following:



	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	4.09	0.85	85
Manage discipline effectively by ensuring that each student is treated fairly, respectfully, and with an understanding of each student's culture and context	1	5	3.8	0.99	85
Manage facilities and their maintenance to promote a safe and orderly learning environment	1	5	3.84	1.06	85
Recruit, hire, and retain high quality personnel	2	5	4.06	0.92	85
Use data to provide actionable information	2	5	4.22	0.76	85
Develop and manage productive relationships with the district office	2	5	3.95	0.90	85

Instructional Leadership

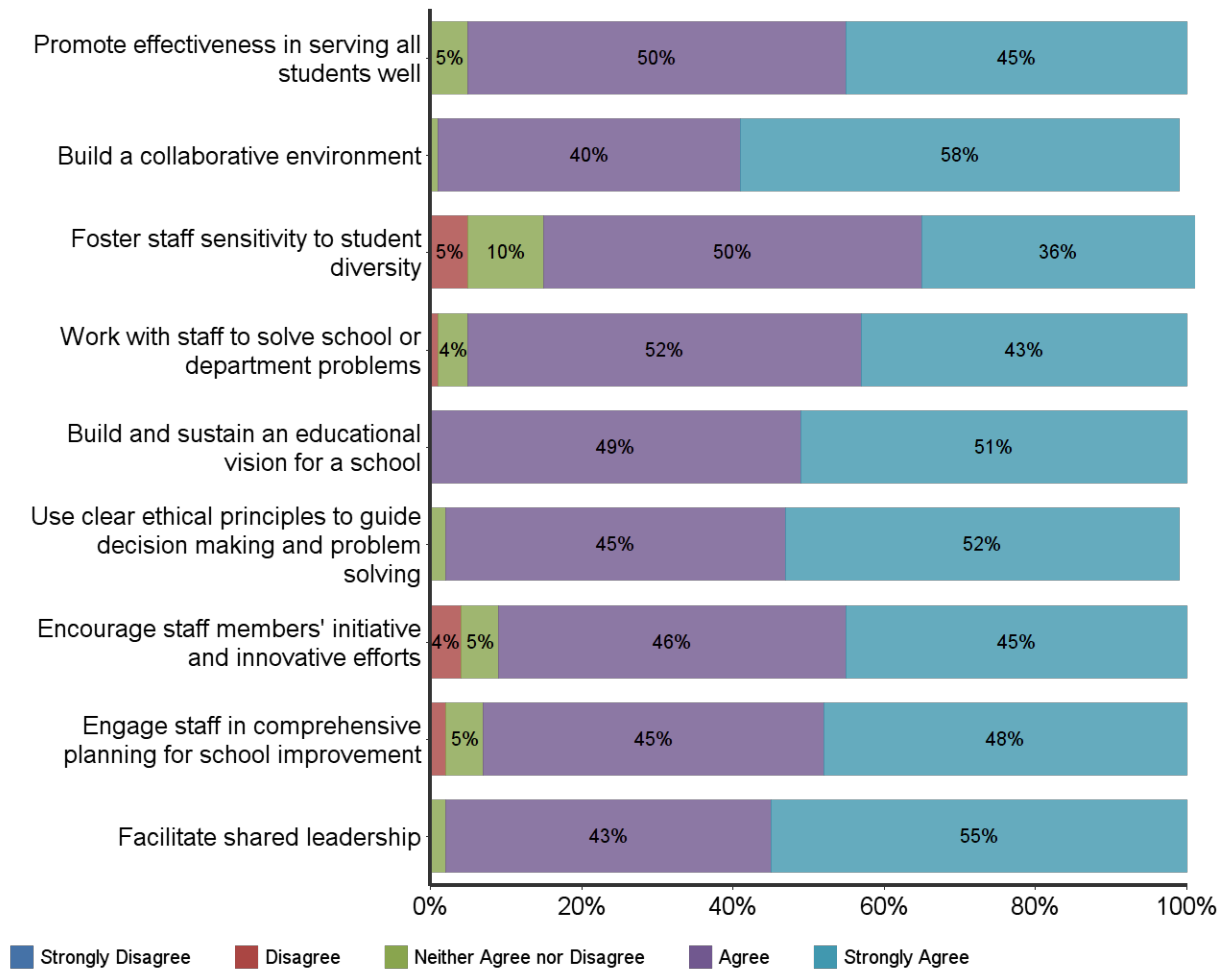
Please rate your agreement about how well your leadership program prepared you to do the following:



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Develop the individual and collective instructional capacity of faculty	2	5	4.21	0.68	84
Provide constructive feedback for teachers to improve instruction	2	5	4.31	0.84	83
Support differentiated instruction to enhance student learning	2	5	4.15	0.86	84
Support professional development activities for teachers based on identified instructional needs of students	2	5	4.21	0.75	84
Promote rigorous and relevant curricula, instruction, and assessments	2	5	4.15	0.77	84
Ensure culturally relevant teaching and learning	2	5	4	0.94	84
Promotes a curriculum that supports college and career readiness	2	5	3.86	1.01	83
Evaluate curriculum for its use and effectiveness	2	5	3.93	0.93	84
Support the use of technology to enhance teaching and learning	1	5	4.10	0.93	84

Organizational Culture

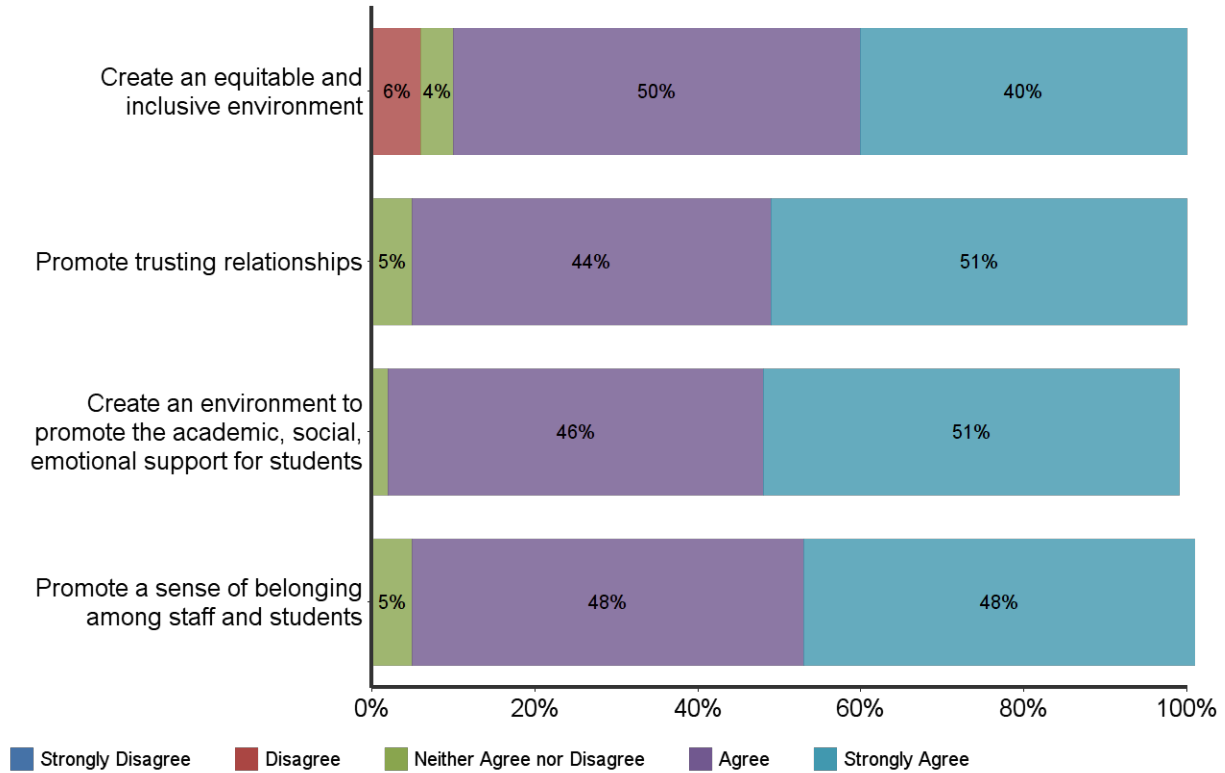
Please rate your agreement about how well your leadership program prepared you to do the following:



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Promote effectiveness in serving all students well	3	5	4.40	0.58	84
Build a collaborative environment	3	5	4.57	0.52	84
Foster staff sensitivity to student diversity	2	5	4.17	0.79	84
Work with staff to solve school or department problems	2	5	4.37	0.62	84
Build and sustain an educational vision for a school	4	5	4.51	0.50	84
Use clear ethical principles to guide decision making and problem solving	3	5	4.5	0.55	84
Encourage staff members' initiative and innovative efforts	2	5	4.33	0.73	84
Engage staff in comprehensive planning for school improvement	2	5	4.38	0.69	84
Facilitate shared leadership	3	5	4.52	0.55	84

Supportive Learning Environment

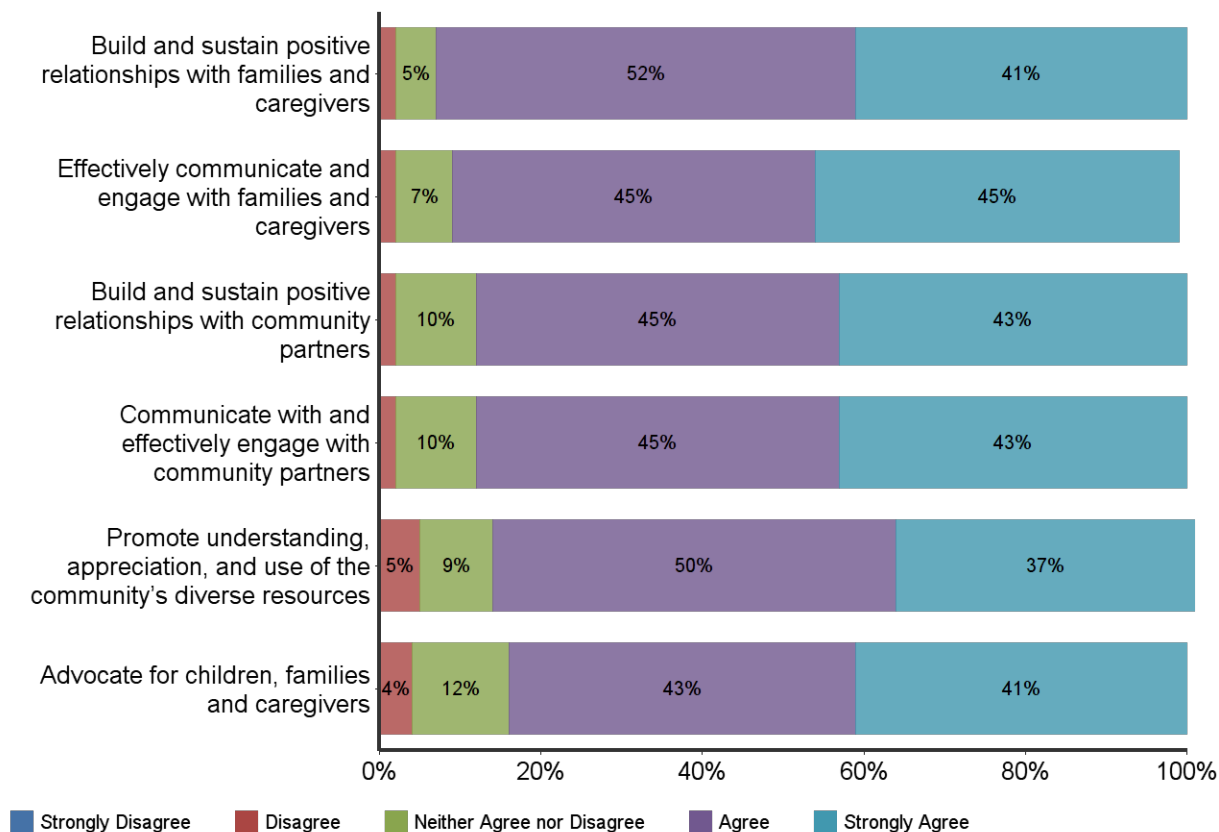
Please rate your agreement about how well your leadership program prepared you to do the following:



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Create an equitable and inclusive environment	2	5	4.25	0.79	84
Promote trusting relationships	3	5	4.46	0.59	84
Create an environment to promote the academic, social, emotional support for students	3	5	4.49	0.55	84
Promote a sense of belonging among staff and students	3	5	4.43	0.59	84

Family & Community Relations

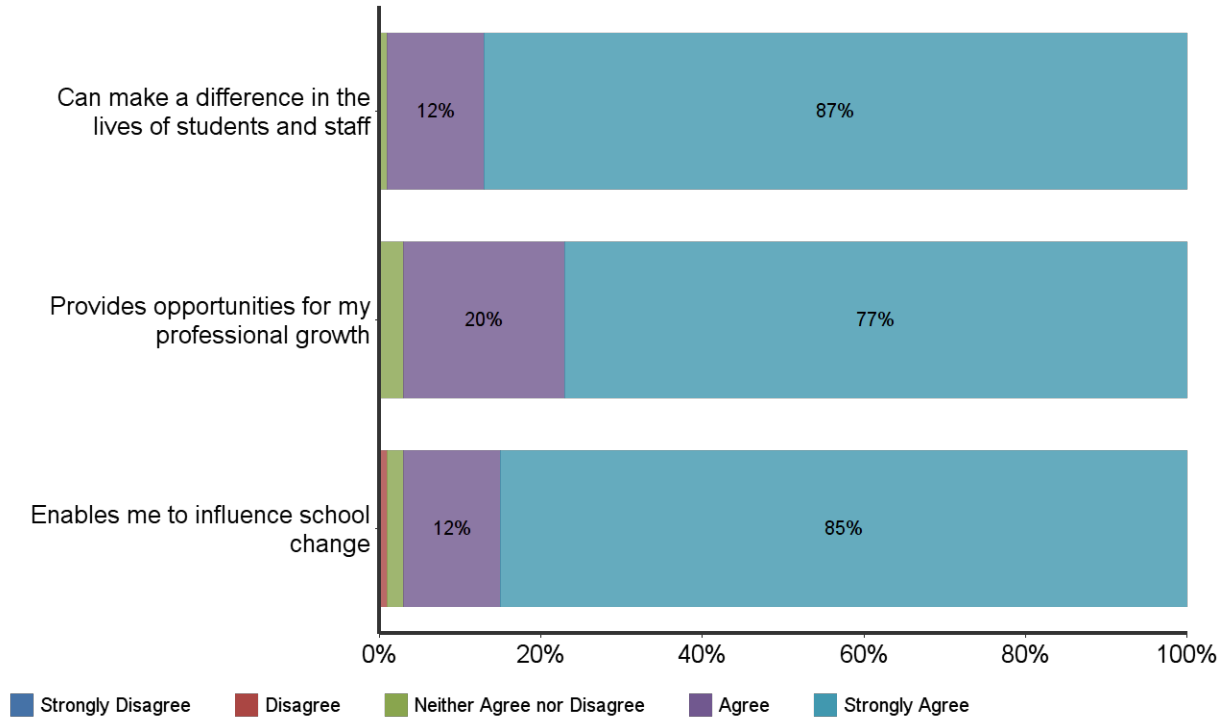
Please rate your agreement about how well your leadership program prepared you to do the following:



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Build and sustain positive relationships with families and caregivers	2	5	4.31	0.68	81
Effectively communicate and engage with families and caregivers	2	5	4.33	0.72	82
Build and sustain positive relationships with community partners	2	5	4.28	0.74	82
Communicate with and effectively engage with community partners	2	5	4.28	0.74	82
Promote understanding, appreciation, and use of the community's diverse resources	2	5	4.18	0.79	82
Advocate for children, families and caregivers	2	5	4.22	0.80	82

Beliefs About the Principalship

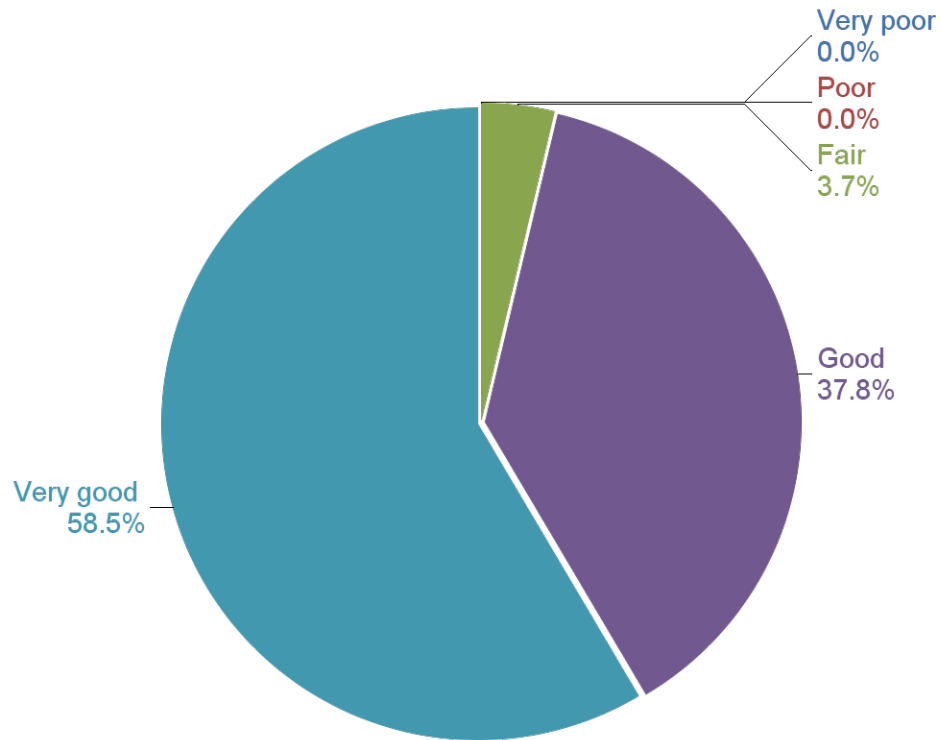
I believe being a principal...



	Minimum	Maximum	Mean	Std. Dev.	Respondents
Can make a difference in the lives of students and staff	3	5	4.86	0.38	86
Provides opportunities for my professional growth	3	5	4.73	0.52	86
Enables me to influence school change	2	5	4.80	0.53	86

Overall Quality

Please rate the overall quality of this program.



	Bar	Response	%
Very poor			0.0%
Poor			0.0%
Fair	<div style="width: 3.7%;"></div>	3	3.7%
Good	<div style="width: 37.8%;"></div>	31	37.8%
Very good	<div style="width: 58.5%;"></div>	48	58.5%
Total	<div style="width: 100%;"></div>	82	100.0%

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

N = 25

UVA faculty did an amazing job in preparing me for my career as a school level leader and a division level leader.

The qualifications for the EdD degree and the accessibility of classes/instructors changed while I was enrolled, making it extremely difficult to finish. I opted to accept a EdS degree rather than completely be dropped from the program because my time ran out.

The program was not terribly strong when I entered, but under Dr. Tucker's leadership it improved greatly.

The program was excellent; however, they did not take into consideration that the program was intended for full-time working professionals. The amount of time to complete outside assignments at times was overwhelming.

The overall program was good, but I felt it dealt more with theory and less with actual hands on practice.

The leadership program is deservedly well respected and I had a much more robust experience than those in my district who went through the VCU program.

The University has an excellent leadership preparation program!!!

Staff that worked with my cohort were very supportive and took their role seriously. I would definitely recommended the program that Radford brought to the higher ed center in Abingdon.

My experience from class to class was inconsistent. Some of the professors were amazing, and others were not. Most professors provided rigorous coursework and timely feedback. I also felt that there should have been a course of planning professional learning, rather than a course on technology. Technology is constantly changing but embedded in everything we do on a daily basis so it seemed unnecessary (although Leithwood was incredibly valuable). Professional development and student discipline where two areas that were lightly touched upon but areas that could have been expounded upon.

My advisor was hard to meet with since he was in Charlottesville and the program was in northern Virginia. However, the rest of the faculty were excellent, especially the current practitioners. My internship was valuable but I was on my own to arrange it. There was no program support for internship placements.

My Ed.D. program at the University of Virginia was an excellent program. I developed a number of tools and competencies that have enabled me to lead school improvement efforts. The program was rigorous and demanding, but the results were very much worth the effort. Great professors!

Many of my professors (especially Tucker and Duke) were excellent mentors who had a lasting impact on me as a leader. An issue with the program was timing of classes and limited offerings each semester making it hard to complete.

Lack of cohort-based program did not facilitate strong relationships with other students. Technology and learning emphasis was weak, albeit appears to have improved since my graduation. Number of graduate courses available in the calendar was misleading in that many of the courses listed had not been taught in years. Professors were caring, professional, and highly competent. Overall a very positive experience.

It would be helpful if some of the courses focused more on practical skills instead of leadership theories. While this program was definitely more useful than teacher-preparation programs, you really never learn what it is like to be a school administrator until you are actually doing the job.

I was only in a cohort model for part of my leadership program. It would have been very helpful if I had had a cohort during the doctorate portion.

I was not part of. Obey so classes were occasionally not taken n a fashion that showed the interconnectedness. That has been addressed more recently but stil needs to be addressed. The silo mentality is not helpful to effective leadership modeling.

I understand the program has evolved into something more substantive and aligned than when I was attending. I valued the professor's input, specifically the input of Dr. Tucker, Dr. Esposito, and Dr. Dexter. However, there was limited practical application opportunities to apply ideas. Instruction, response to discipline, and a true portrayal of a school functioning were limited. The program was most successful when former or current superintendents taught courses or shared their knowledge.

I no longer work in the area of educational leadership, yet I find the skills I learned in my program are highly transferable to the business world. I regularly use the theoretical underpinnings of leadership taught in my program everyday at work.

I loved the program at UVA. I think because we were at a satellite campus---many of the professors, while certainly incredible, came from the same school district. I think a more diverse staff selection would be better. I also feel like a few courses (Intro, Tech) could have been combined to learn more about SPED or ELL populations. Overall---very great experience.

I learned more in this leadership preparation program than I ever imagined that I could. I had great professors, felt challenged by the workload, and could tell that I was growing as a professional as a result of what I was learning in the program. My experience was excellent in every way from the start until the end of the program. Even though it is unlikely to further my career based on my current plans, I have contemplated going back to UVA to pursue an Ed. D. if I can fit it into my busy schedule because the experience was so great in the M. Ed. program!

I learned a lot from the adjunct professors and not as much from the university professors. Most of them have been in k-12educatuon for so long that they were lacking relevant considerations it seemed. Their perspective was very narrow and their ability to connect with the students (me) was limited.

For the most part, I had an excellent experience. However, it's important for professors to support students all the way through their doctoral program and "do whatever it takes" to get them through. Unfortunately, my program didn't always do that for me or with other colleagues/students. Sometimes we were left to our own devices to make things happen on our own behalf. Professors in other departments helped me more than my own professors at times. It was sad and frustrating. It would be helpful if the professors in my area would reflect and "practice what they preach" so to say.

Denny Berry, Internship advisor was terrible. She didn't know how to put our questions on Blackboard yet required us to log in and answer questions that never materialized and never notified any of us. Didn't help find internship opportunities, wasn't supportive of providing meaningful activities, didn't serve as an advocate. She also kept all of our coursework binders and materials including the personal reflections of everyone in my class instead of returning them as she promised. She is the worst factor of the UVA program- the professors were good quality. Dr. Berry is a liability to UVA and its students. She is neither objective and doesn't promote a quality internship experience. I hope you find someone else to fill her place that represents the students' interests of a quality internship experience. Thank you for taking this matter seriously.

Coursework should focus more on instructional leadership, with an emphasis during the internship.

University of Virginia Program Specific Questions

The following section includes graduates' responses about their experiences in the University of Virginia program.

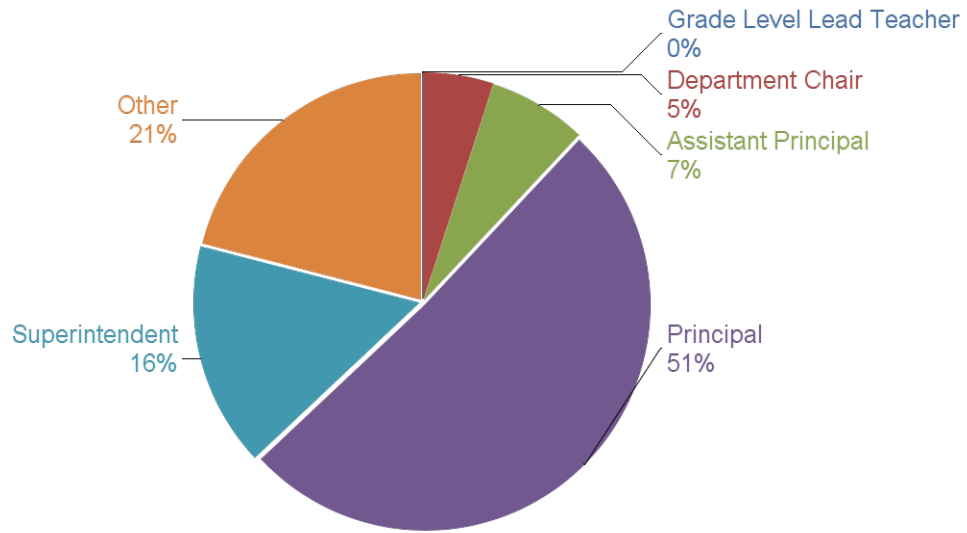
What is the name of your immediate supervisor?

jesse mazur	Michelle Young	Jill Dahl	Daniel Keever
Ty Harris	Matt Mathison	KIm Olsen	Cory Hawks
Toni Jones	Mary Randolph	Cory Hawks	Carter Reilly
Tim McClung	Kenneth Butta	Carol Fenn	Carol Fenn
Teya Green	Keisha Boggan	Shelia Johnson	Carol Fenn
Susan Campbell	Katie Brunelle	N/A	Bridget Loft
Shelia Johnson	KIm Olsen	jesse mazur	Bergeron
Scott Simmons	Jon Crutchfield	Carol Fenn	Ann Greene
Robbie Mason	John McNaught	Bergeron	Amy Hunley
Rick Vrhovac	John Clendaniel	Dr. Pamela Tucker	Amber Dortch
Pam Tucker	Jill Stewart	Carter Reilly	Alex Case
Nancy Teel	Jill Dahl	John Clendaniel	
N/A	James Garst	Dr. Robert Grant	
N/A	James Esposito	Michelle Young	

What is his/her email?

vloving@richmond.k12.va.us	jon.crutchfield@frco.k12.va.us	cfenn@rockingham.k12.va.us
tmccclung@bcps.k12.va.us	john_clendaniel@orangecharter.com	bridget.loft@apsva.us
tharris@fccps.org	jgarst@salem.k12.va.us	blah@blah.com
ssimmons@bedford.k12.va.us	jesse.mazur@acps.k12.va.us	ahunley@campbell.k12.va.us
scampbell@culpeperschools.org	hrobinson@dcps.k12.va.us	abcase@fcps.edu
pd8n@virginia.edu	gregg.robertson@apsva.us	TJones@fccps.org
nteel@k12albemarle.org	grantb@fuma.org	Shelia.Johnson@cpschools.com
notnecessary@comcast.net	ejmanns@fcps.edu	Rvrhovac@k12albemarle.org
mdy8n@virginia.edu	dtaleric@k12.wv.us	Pdt8n@virginia.edu
mcataldo@nps.k12.va.us	douglas.tyson@fcps.edu	Ken_butta@ccpsnet.net
marandolph@fcps.edu	dewilson@fcps.edu	JDStewart1@fcps.edu
kgo@episcopalhighschool.org	dahlj1@charlottesvilleschools.org	Ginger.Gossman@theeb.state.tx.us
keisha.boggan@apsva.us	csreilly@henrico.k12.va.us	Dbonham@k12albemarle.org
kbrunelle@greencountyschools.com	chawks@rcps.info	Daniel.Keever@vbschools.com
judtih_marco@ccpsnet.net	cfenn@rockingham.k12.va.us	Amber.Dortch@cpschools.com

What is his/her position?



If you haven't been hired for an administrative position, please indicate the reason(s). (Please select all that apply.)

