

Developing Effective Principals: What Kind of Learning Matters? **Technical Supplement**

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Introduction

This online technical supplement provides details on the survey methodology and results presented in the report *Developing Effective Principals: What Kind of Learning Matters?*¹ The main report shows that principals' access to high-quality learning opportunities varies across states and by school poverty level (see the section on "Access to High-Quality Learning Opportunities" in *Developing Effective Principals*). To draw these conclusions, we present findings from several related survey efforts through which we were able to compare principals' preparation and professional development experiences.

In this supplement, we first provide background information on the three survey efforts brought together in *Developing Effective Principals*. We then discuss the methodology and samples for each survey effort and present each survey's full results.

Survey Efforts

The three surveys described were conducted as part of larger research efforts, each with its own purpose and audience. However, common among them was the desire to understand the quality of principals' professional learning, during both their preparation and their professional development. All three surveys derived from a survey that was administered by Linda Darling-Hammond and colleagues and used in the school leadership study *Preparing Principals for a Changing World: Lessons From Effective School Leadership Programs*.² The original survey was designed to capture program participants' assessments of the features and quality of their programs, as well as their sense of preparedness, attitudes about and practices in the principalship, and student and organizational contexts in the schools where they work. It also asked about principals' participation in in-service professional development activities and their views of the utility of these opportunities. Survey items in the original survey were drawn heavily from the federal Schools and Staffing Survey (National Center for Education Statistics, 2006), Leithwood and Jantzi's (1999, 2000) studies of effective school leadership practices, and the Interstate School Leaders Licensure Consortium (ISSLC) standards.³

The California Principal Survey built on the original survey by adding items that focused on deeper learning and social and emotional learning. Similarly, the North Carolina Principal Survey and the National Principal Survey included new or changed items to address the research agenda they

¹ Darling-Hammond, L., Wechsler, M. E., Levin, S., Leung-Gagné, M., & Tozer, S. (2022). *Developing effective principals: What kind of learning matters?* Learning Policy Institute. <https://doi.org/10.54300/641.201>

² Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs*. Stanford University, Stanford Educational Leadership Institute. <https://www.wallacefoundation.org/knowledge-center/Documents/Preparing-School-Leaders.pdf>

³ Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs*. Stanford University, Stanford Educational Leadership Institute. Leithwood, K. & Jantzi, D. (1999). Transformational school leadership effects: A replication. *School Effectiveness and School Improvement*, 10(4), 451–479; Leithwood, K. & Jantzi, D. (2000). The effects of transformation leadership on student engagement with school, *Journal of Educational Administration*, 38(2), 112–129; National Center for Education Statistics. (2006). *Schools and Staffing Survey*. Washington, DC: U.S. Department of Education.

were serving. For all surveys, the Learning Policy Institute (LPI) conducted cognitive interviews to determine how well respondents were able to understand the items, retrieve and use information required for developing an answer, and select and report an answer.

California Principal Survey

In 2017, LPI [conducted a study](#) to understand the preparation and professional learning available to California principals and the learning opportunities they wanted more of.⁴ The research was part of a larger effort of 36 technical reports conducted for [Getting Down to Facts II](#), a coordinated effort of more than 100 researchers to understand the performance of California’s pre-k–12 school system and the opportunities for improvement. LPI and the Association of California School Administrators contracted with American Institutes for Research to administer the California Principals Survey.

North Carolina Principal Survey

Starting in 2018, LPI engaged in a series of [research projects in North Carolina](#), where the state supreme court established that the state has a constitutional responsibility to provide every student with an equal opportunity for a sound, basic education. To inform state efforts to comply with this ruling, LPI’s research identified key challenges and approaches to create access and opportunity for all students. One area of inquiry focused on [educator supply, demand, and quality](#) and included a principal survey similar to that conducted in California the prior year.⁵

National Principal Survey

In 2019, LPI, in partnership with the National Association of Secondary School Principals, engaged in a project to understand the causes and consequences of principal turnover and to develop policy recommendations to stem that turnover. This descriptive, mixed-methods study included a national survey of secondary school principals executed in cooperation with WestEd, based on the California and North Carolina surveys. In addition to questions about principals’ intentions to stay in the principalship and the extent to which they experienced conditions that other research has shown to be related to principal retention and turnover, the survey included a series of questions asking about the content, features, and effectiveness of their preparation and continued professional development. Findings from this research are covered in a [series of reports](#).⁶

⁴ Sutcher, L., Podolsky, A., Kini, T., & Shields, P. M. (2018). *Learning to lead: Understanding California’s learning system for school and district Leaders*. Policy Analysis for California Education.

⁵ Darling-Hammond, L., Bastian, K., Berry, B., Carver-Thomas, D., Kini, T., Levin, S., & McDiarmid, W. (2019). *Educator supply, demand, and quality in North Carolina: Current status and recommendations*. Learning Policy Institute.

⁶ See Levin, S., Scott, C., Yang, M., Leung, M., & Bradley, K. (2020). *Supporting a strong, stable principal workforce: What matters and what can be done*. Learning Policy Institute, National Association of Secondary School Principals.

In 2020, LPI partnered with the National Association of Elementary School Principals to collaborate on a related study that examined [elementary school principals' preparation and opportunities for professional learning](#).⁷ This study used the same survey instrument that was used in the secondary school principal study. We combined the data collected from these two studies to form a larger national sample that covered both elementary and secondary principals.

Overview of Technical Supplement

In the next section, we describe the technical aspects of each survey effort, including the sample size for each and whether or not we weighted the samples, content covered and how it differs across surveys, survey samples and response rates, analytic techniques employed, and limitations. The last section presents the questions and responses for all survey items used to inform *Developing Effective Principals: What Kind of Learning Matters?*

⁷ Levin, S., Leung, M., Edgerton, A. K., & Scott, C. (2020). *Elementary school principals' professional learning: Current status and future needs*. Learning Policy Institute.

Principal Survey Methodology

Surveys Conducted

To understand principals’ access to high-quality preparation and professional development, we analyzed survey data from representative national samples of principals affiliated with the National Association of Secondary School Principals (NASSP) and the National Association of Elementary School Principals (NAESP). As the surveys administered to both samples were identical, we combined the data collected from these two groups to form a larger national sample that covered both elementary and secondary principals. We also analyzed two statewide samples of public school principals surveyed for previous studies that included questions about professional learning experiences: one from California (2017) and one from North Carolina (2018).

The national survey, which we refer to in this report as the National Principal Survey, offers an overview of professional learning for principals across the country, while the California and North Carolina Principal Surveys shed light on how state policy may influence principals’ professional learning opportunities. Table 1 summarizes the data collected and the content covered by each survey.

Table 1
Overview of Data Collected in the National, California, and North Carolina Principal Surveys

Survey	National	California	North Carolina
Overview of Data			
Year of data collection	2019–20	2017	2018
Schools covered	Public	Public	Public
Sample size	836	461	847
Weighting	x	x	
Content Covered			
Obstacles to becoming principal	x		
Access to various important topics during principal preparation	x	x	
Access to various important topics during professional development	x	x	x
Access to authentic learning opportunities	x	x	
Principals’ internship experiences	x	x	
Access to mentors	x	x	x
Frequency of participation in professional development	x	x	
Obstacles to professional development	x	x	
Professional development topics principals want more of	x	x	x

Sources: NASSP/NAESP Principal Surveys (2019); California Principal Survey (2017); North Carolina Principal Survey (2018).

Similarities and Differences in Survey Content

The national, California, and North Carolina surveys were designed to assess principals' access to high-quality professional learning during principal preparation and professional development, as well as the professional development that principals wanted more of. Additionally, the surveys evaluated principals' access to one-on-one supports, such as on-the-job mentoring or coaching, their working conditions, and their plans to leave or stay in the profession.

The surveys differed in several ways. First, the national and California surveys had more questions addressing principals' preparation experiences. Specifically, they asked principals about the extent to which their preparation programs were problem based, field based, and cohort based—all features of authentic, job-embedded learning that the literature has consistently shown to be important to effectively equip principals for the job. They asked principals about whether they had to complete an internship, the length of the internship, and the duties they performed during the internship. They asked principals about their frequency of participation in professional development activities, such as university courses, workshops, and networking opportunities, and about the obstacles they faced when pursuing professional development. The national survey also asked principals about the challenges they had to overcome to become a principal. While the national survey did not differentiate the amount of access that principals had to various professional learning topics, the California and North Carolina surveys delved deeper and asked principals the extent to which certain topics were covered in their professional learning. The North Carolina survey also asked principals about new state policies regarding compensation and school improvement as well as teacher recruitment and retention.

Survey Samples and Response Rates

National Principal Survey. The full survey sample was drawn from two separate proprietary membership databases: one provided by the NASSP and one provided by the NAESP. The number of potential respondents for both surveys totaled 2,062. The project ultimately achieved a 40% response rate, with 836 total respondents (429 NASSP-affiliated respondents and 407 NAESP-affiliated respondents). Table 2 displays the characteristics of the survey respondents compared to the characteristics of the national principal population as reflected in the National Center for Education Statistics Common Core of Data. On average, the respondents worked in schools with lower proportions of non-white students and students in poverty than those in the full population of 90,479 U.S. schools.⁸ Accordingly, we weighted survey responses to better represent the full U.S. principal population.

California Principal Survey. The survey sample was drawn from the U.S. Department of Education's 2014–15 Common Core of Data and was augmented with additional information from the California Public School Directory provided by the California Department of Education. In total, 900 schools were sampled for the study. Principals at 462 schools provided sufficient data to be classified as responding principals, achieving a response rate of 51%. Table 3 compares the

⁸ For this project, school poverty level is represented by the percentage of students in the school who were eligible for federal free or reduced-price lunch (FRPL) programs in 2018–19, according to the National Center for Education Statistics Common Core of Data. For the schools without a FRPL value (8% of the respondent sample), we used the percentage of students eligible for federal lunch through direct certification (e.g., children in households that receive assistance from the Supplemental Nutrition Assistance Program or other programs) (with a multiplier of 1.6 applied to the number of direct certification students, as suggested by the U.S. Department of Agriculture).

characteristics of principals in the sampling frame to those who responded to the survey. The sampling frame was obtained by filtering principals from schools that were not closed; had students enrolled; were not homebound or hospital schools; were not detention centers, correctional centers, treatment centers, or other centers run by juvenile justice departments; and were site-based schools. As shown in Table 3, the distributions for school level, the percentage of enrolled students eligible for free or reduced-price lunch, the percentage of enrolled students of color, and size of school enrollment are similar between the selected sample and the responding sample, indicating that the respondents are reasonably representative of the population of interest. However, principals who were members of the Association of California School Administrators (ACSA) were more likely to respond than those who were not ($p < 0.05$), and principals of urban schools were less likely to respond than those of nonurban schools ($p < 0.10$). Accordingly, we weighted survey responses to better match the characteristics of the sample frame.

Table 2
Descriptive Characteristics (Percentages) by Group, National
Principal Survey

School Characteristics	U.S. Population (n=90,479)	Respondents, Unweighted (n=836)	Respondents, Weighted (n=836)
School Level			
Elementary	57.7	43.5	64.7
Secondary	42.3	56.3	35.3
Enrollment			
Fewer than 300	27.6	14.2	21.9
300 to 499	29.0	28.9	35.7
500 to 999	33.9	33.2	32.7
1,000 or more	9.5	23.8	9.7
Mean percentage of non-white students	48.5	38.2	47.1
Mean percentage of students in poverty	50.4	40.1	48.9
Locale			
City	27.2	19.6	21.8
Suburban	32.1	43.6	30.6
Town	13.0	14.1	13.4
Rural	27.7	22.7	34.3
Region			
Northeast	15.8	21.5	16.0
Midwest	34.9	27.9	38.2
South	25.8	30.5	26.1
West	24.6	20.1	19.7

Data sources: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics Common Core of Data, Public Elementary/Secondary School Universe Survey, 2018–19; NASSP/NAESP Principal Surveys (2019).

Table 3
Percentage of Schools by Stratifying and Sorting Variables for the Frame
and the Responding Sample, California Principal Survey

School Characteristics	Sampling Frame (8,648)	Responding Sample (n=462)		
		Unweighted	Weighted by Nonresponse Adjusted Weights	Weighted by Final Weights
ACSA membership				
Yes	41.8	62.6	41.8	41.8
No	58.2	37.4	58.2	58.2
School level				
Primary	66.2	65.6	65.0	64.7
Middle	15.9	15.6	15.9	16.0
High	14.7	16.7	16.4	16.7
Combined	3.2	2.2	2.7	2.7
Percentage of enrolled students eligible for free or reduced-price lunch^a				
Low	50.0	51.5	52.0	50.0
High	50.0	48.5	48.0	50.0
Percentage of white, non-Hispanic enrolled students				
Low	50.0	48.5	48.4	50.0
High	50.0	51.5	51.6	50.0
School enrollment				
Low	50.1	50.6	51.0	50.1
High	49.9	49.4	49.0	49.9
Locale^b				
City	40.6	36.1	40.3	40.6
Suburban	41.1	43.9	41.7	41.1
Town	7.3	8.7	6.8	7.3
Rural	11.0	11.3	11.1	11.0

Notes: Percentages may not sum to 100 because of rounding.

^a In the sampling frame, 0.1% of the schools were missing on this variable. Missing values were imputed by the neighboring value in the same cell of the design variables: ACSA membership; school level; percentage of enrolled students eligible for free or reduced-price lunch; percentage of white, non-Hispanic enrolled students; and school enrollment.

^b In the sampling frame, one school was missing this variable. The missing value was imputed by the neighboring value in the same cell of the design variables: ACSA membership; school level; percentage of enrolled students eligible for free or reduced-price lunch; percentage of white, non-Hispanic enrolled students; and school enrollment.

Data source: U.S. Department of Education, National Center for Education Statistics Common Core of Data, Public Elementary/Secondary School Universe Survey, 2014–15.

North Carolina Principal Survey. The target sample included all 2,657 North Carolina public and charter school principals. The total survey response rate was 31% (832 completed survey responses). Table 4 shows the descriptive characteristics of the North Carolina public school population compared with the schools of the survey’s respondents. As shown, high school principals are underrepresented among respondents, while secondary and other school principals are overrepresented. In addition, principals from schools in the highest and lowest quintiles of students eligible for free or reduced-price lunch are also underrepresented. In terms of locale, principals serving schools in cities are underrepresented by survey respondents, while rural principals are overrepresented. Survey responses were not weighted in our analyses.

Table 4
Descriptive Characteristics (Percentages) by Group, North Carolina Principal Survey

School Characteristics	North Carolina Population (n=2,644)	Survey Respondents ^a (n=847)
School Level		
Primary	55.6	55.7
Middle	18.7	17.8
High	21.6	16.4
Secondary	0.7	2.8
Other	3.4	7.4
Percentage of Enrolled Students Eligible for Free or Reduced-Price Lunch		
Low (0%–24%)	13.2	7.7
High (80%–100%)	35.4	27.1
Locale		
City	26.8	18.2
Suburban	19.5	20.1
Town	12.6	-
Rural	41.1	61.8

Notes: Percentages may not sum to 100 because of rounding.

^a Demographic characteristics were self-reported by survey respondents.

Data sources: U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics Common Core of Data, Public Elementary/Secondary School Universe Survey, 2017–18; North Carolina Principal Survey (2018).

Analysis

In our analysis of the three surveys, we disaggregated principals by school characteristics, including the following:

- **Poverty level of students:** We categorized schools in the highest quartile of the proportion of students eligible for free or reduced-priced lunch as high-poverty schools and categorized schools in the lowest quartile as low-poverty schools.
- **Proportion of students of color:** We categorized schools in the highest quartile of the proportion of non-white students as schools with high enrollment of students of color and categorized schools in the lowest quartile as schools with low enrollment of students of color.
- **Locale:** We include city, suburban, town, and rural schools.
- **Region:** We include the Northeast, South, Midwest, and West regions.

We also explored differences based on when principals were certified, which could reflect changes in the nature and quality of preparation programs over time. The data for the national and California surveys were weighted to better represent the U.S. and California public school populations, respectively. The data for the North Carolina survey was not weighted.

Limitations

The three surveys are some of the few data sets that offer an overview of principals' access to high-quality professional learning at the national and state levels. However, several limitations should be noted when interpreting the survey results. Specifically, we note the following:

- Given the samples and response rates, the survey data may not be fully representative of the target principal population, which could impact the generalizability of the results.
- Several of the survey questions that ask about principals' professional learning experiences over the past 2 years are subject to retrieval error, as respondents may be unable to clearly recall their participation in professional learning activities.
- While the survey data show principals' exposure to high-quality professional learning, important details related to access or the depth of content covered may be missing.
- All the survey data were self-reported by principals and reflect only their perceptions of their professional learning experiences, which could impact the reliability of the results.

To address these limitations, we weighted the results from the national and California surveys to be more representative of the U.S. school population in terms of a few key demographic variables. We also tested the surveys with small focus groups of principals to ensure that principals would have an accurate understanding of the survey items.

Full Results From the National Principal Survey (2019), Weighted

Principal Preparation Program

General characteristics of principal preparation

Please indicate the extent to which the following statements about your leadership preparation program are true.

	Not at all true	True to a minimal extent	Somewhat true	True to a moderate extent	True to a great extent	n
The program used problem-based learning approaches, such as action research or inquiry projects, in which you gathered and analyzed data to help solve a problem.	5%	13%	22%	37%	23%	811
The program used field-based projects in which you applied ideas from your coursework to your experience in the field.	5%	14%	24%	35%	23%	808
The program organized principal candidates into student cohorts, that is, defined groups of individuals who began the program together and stayed together throughout their courses.	16%	13%	14%	18%	39%	809

During your preparation program, how helpful were professional learning opportunities in the following areas?

	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful	NA, didn't have this opportunity	n
Instructional leadership							
Leading instruction that focuses on how to develop students' higher order thinking skills.	11%	16%	30%	19%	7%	17%	754
Leading instruction that focuses on raising schoolwide achievement on standardized tests.	14%	22%	26%	16%	6%	17%	755
Selecting effective curriculum strategies and materials.	18%	19%	30%	11%	4%	18%	752

During your preparation program, how helpful were professional learning opportunities in the following areas?

	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful	NA, didn't have this opportunity	n
Leading instruction that supports implementation of new state standards.	16%	18%	24%	15%	5%	22%	754
Leading school improvement							
Using student and school data to inform continuous school improvement.	11%	20%	27%	24%	8%	10%	745
Leading a schoolwide change process to improve student achievement.	12%	17%	26%	20%	8%	17%	747
Engaging in self-improvement and your own continuous learning.	11%	12%	25%	26%	14%	12%	746
Shaping teaching and learning conditions							
Creating collegial and collaborative work environments.	8%	16%	26%	25%	9%	16%	718
Working with various school/community stakeholders, including parents, educators, and other partners.	9%	21%	30%	19%	9%	12%	716
Leading schools that support students from diverse ethnic, racial, linguistic, and cultural backgrounds.	9%	20%	31%	16%	6%	18%	716
Leading schools that support students' social and emotional development.	14%	23%	22%	12%	4%	25%	712
Developing systems that support children's development in terms of physical and mental health.	13%	22%	25%	8%	4%	28%	711

During your preparation program, how helpful were professional learning opportunities in the following areas?

	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful	NA, didn't have this opportunity	n
Creating a school environment that develops personally and socially responsible young people.	11%	21%	24%	14%	5%	24%	709
Creating a school environment that uses discipline for restorative purposes.	18%	18%	20%	8%	3%	33%	707
Redesigning the school's organization and structure to support deeper learning for teachers and students.	10%	22%	22%	11%	7%	28%	710
Developing people							
Designing professional learning opportunities for teachers and other staff.	14%	23%	22%	12%	6%	23%	711
Helping teachers improve through cycles of observation and feedback.	10%	26%	25%	14%	10%	14%	711
Recruiting and retaining teachers and other staff.	21%	18%	22%	7%	3%	29%	712
Managing school operations efficiently.	8%	25%	34%	17%	8%	9%	713
Knowing how to invest resources to support improvements in school performance.	13%	26%	26%	9%	3%	24%	710
Meeting the needs of all learners							
Meeting the needs of English learners.	22%	21%	15%	8%	3%	32%	717
Meeting the needs of students with disabilities.	10%	23%	27%	25%	6%	9%	716
Equitably serving all children.	9%	20%	28%	23%	6%	13%	712

Internship

In your leadership preparation program, did you have a supervised internship or field experience working directly with a principal and engaging in administrative tasks under supervision?

Yes	77%
No	23%
n	812

How long was your supervised internship or field experience?

Less than 1 month	4%
1-3 months	26%
4-6 months	31%
7-9 months	11%
10-12 months	21%
More than 12 months	8%
n	637

To what extent did your internship or field experience(s) reflect the following attributes?

	Not at all true	True to a minimal extent	Somewhat true	True to a moderate extent	True to a great extent	n
I had responsibilities for leading, facilitating, and making decisions typical of an educational leader.	5%	17%	26%	33%	18%	638
I was able to develop an educational leader's perspective on fostering the success and well-being of each student and adult in the learning community.	3%	12%	28%	37%	20%	635
My internship/field experience adequately prepared me for my first year as a principal.	6%	18%	30%	31%	15%	636
My internship/field experience was tightly aligned with theory and coursework.	7%	14%	33%	30%	17%	637

As part of your leadership preparation program, did you engage in any of the following other types of internships or field experiences?

	Percent principals who selected this option	n
I served in an administrative capacity, but without direct coaching from a mentor or program supervisor.	26%	802
I completed a project in my school requiring that I work with other staff to accomplish a goal.	59%	802
I completed a project in another school requiring that I work with staff to accomplish a goal.	17%	802
I completed a project requiring that I collect data, analyze a situation, and propose a course of action.	53%	802
I completed another type of project.	8%	802
No.	10%	802

Professional Development

General characteristics of professional development

During your in-service professional development, how helpful were professional development opportunities in the following areas?

	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful	NA, didn't have this opportunity	n
Instructional leadership							
Leading instruction that focuses on how to develop students' higher order thinking skills.	4%	15%	29%	32%	13%	7%	736
Leading instruction that focuses on raising schoolwide achievement on standardized tests.	6%	11%	36%	29%	11%	7%	735
Selecting effective curriculum strategies and materials.	7%	16%	32%	21%	10%	14%	733
Leading instruction that supports implementation of new state standards.	5%	16%	32%	29%	10%	7%	735
Leading school improvement							
Using student and school data to inform continuous school improvement.	2%	8%	26%	40%	22%	1%	730

During your in-service professional development, how helpful were professional development opportunities in the following areas?

	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful	NA, didn't have this opportunity	n
Leading a schoolwide change process to improve student achievement.	5%	11%	28%	34%	16%	6%	729
Engaging in self-improvement and your own continuous learning.	3%	10%	29%	32%	20%	5%	728
Shaping teaching and learning conditions							
Creating collegial and collaborative work environments.	5%	10%	31%	30%	18%	6%	701
Working with various school/community stakeholders, including parents, educators, and other partners.	8%	14%	33%	26%	11%	9%	700
Leading schools that support students from diverse ethnic, racial, linguistic, and cultural backgrounds.	4%	13%	33%	25%	14%	11%	703
Leading schools that support students' social and emotional development.	3%	12%	29%	31%	18%	7%	703
Developing systems that support children's development in terms of physical and mental health.	6%	17%	27%	27%	11%	12%	702
Creating a school environment that develops personally and socially responsible young people.	5%	16%	30%	27%	11%	11%	699
Creating a school environment that uses discipline for restorative purposes.	5%	17%	29%	23%	13%	13%	697

During your in-service professional development, how helpful were professional development opportunities in the following areas?

	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful	NA, didn't have this opportunity	n
Redesigning the school's organization and structure to support deeper learning for teachers and students.	5%	14%	29%	23%	11%	17%	696
Developing people							
Designing professional learning opportunities for teachers and other staff.	8%	14%	29%	26%	15%	8%	693
Helping teachers improve through cycles of observation and feedback.	5%	8%	28%	32%	23%	3%	697
Recruiting and retaining teachers and other staff.	13%	16%	28%	17%	11%	16%	691
Managing school operations efficiently.	8%	18%	25%	23%	11%	15%	691
Knowing how to invest resources to support improvements in school performance.	11%	17%	29%	17%	9%	17%	688
Meeting the needs of all learners							
Meeting the needs of English learners.	8%	20%	22%	20%	14%	16%	701
Meeting the needs of students with disabilities.	5%	13%	29%	30%	17%	5%	700
Equitably serving all children.	4%	10%	32%	30%	15%	9%	696

Frequency of participation

Not counting the training you may have received through your leadership preparation program, how many times have you participated in professional development workshops, conferences, and courses during the past two years? (Please select “None” if you have not participated in that activity.)

	None	1 time	2 times	3 times	4 times	5 times	6 times	7 times	8 times or more	n
University course(s) related to your role as principal	65%	7%	12%	3%	3%	2%	1%	0%	8%	750
Workshops, conferences or training in which you were a presenter	65%	7%	12%	3%	3%	2%	1%	0%	8%	775
Workshops, conferences, or training in which you were not a presenter	3%	4%	13%	11%	12%	7%	7%	2%	39%	794
Workshops provided by a professional association, like NASSP/NAESP or a state principals' association	28%	17%	24%	9%	10%	2%	3%	0%	6%	785
Workshops provided by the state Department of Education	38%	17%	19%	7%	9%	2%	2%	1%	6%	776
Workshops provided by a regional education agency	28%	18%	21%	6%	7%	5%	4%	0%	11%	774
Workshops provided by a school district	12%	6%	13%	10%	10%	5%	4%	1%	39%	790

Not counting the training you may have received through your leadership preparation program, how often have you participated in the following types of professional development activities during the past two years?

	Not at all	Once or twice	Three or more times	n
Individual or collaborative research on a topic of interest to you professionally	39%	41%	20%	796
Peer observation/coaching in which you have an opportunity to visit with other principals for sharing practice	34%	33%	33%	798
Participating in a principal network (e.g., a group of principals organized by your district, an outside agency, or online)	16%	29%	54%	797
Reading professional books or articles	2%	30%	68%	798
Online learning (e.g., courses or workshops)	33%	40%	27%	795

Additional professional development wanted

Would you like additional professional development in this area?

	Percent principals who indicated yes	n
Instructional leadership		
Leading instruction that focuses on how to develop students' higher order thinking skills.	75%	685
Leading instruction that focuses on raising schoolwide achievement on standardized tests.	73%	687
Selecting effective curriculum strategies and materials.	66%	679
Leading instruction that supports implementation of new state standards.	68%	680
Leading school improvement		
Using student and school data to inform continuous school improvement.	77%	654
Leading a schoolwide change process to improve student achievement.	78%	652
Engaging in self-improvement and your own continuous learning.	73%	650
Shaping teaching and learning conditions		
Creating collegial and collaborative work environments.	65%	621
Working with various school/community stakeholders, including parents, educators, and other partners.	62%	616
Leading schools that support students from diverse ethnic, racial, linguistic, and cultural backgrounds.	71%	623
Leading schools that support students' social and emotional development.	84%	627
Developing systems that support children's development in terms of physical and mental health.	81%	619
Creating a school environment that develops personally and socially responsible young people.	77%	620
Creating a school environment that uses discipline for restorative purposes.	76%	622
Redesigning the school's organization and structure to support deeper learning for teachers and students.	78%	623
Developing people		
Designing professional learning opportunities for teachers and other staff.	68%	613
Helping teachers improve through cycles of observation and feedback.	66%	616
Recruiting and retaining teachers and other staff.	60%	615
Managing school operations efficiently.	56%	606
Knowing how to invest resources to support improvements in school performance.	66%	611
Meeting the needs of all learners		
Meeting the needs of English learners.	68%	612
Meeting the needs of students with disabilities.	72%	611
Equitably serving all children.	70%	611

Obstacles to professional development

In the school district in which you served during the 2018/19 school year, which (if any) of the following obstacles did you experience in pursuing more professional development for yourself as a school leader? (Please select all that apply.)

	Percent principals who selected this option	n
I lacked enough time.	66%	756
I lacked enough money to cover the expense of professional development.	45%	756
The topics of current professional development programs were not relevant to my work.	12%	756
I did not know where to find information about current professional development opportunities.	9%	756
I did not have sufficient coverage for when I left the building for professional learning.	36%	756
I cannot travel outside of the district for professional learning.	7%	756
Other	6%	756
I did not experience any obstacles in pursuing professional development.	15%	756

Mentorship

For principals who responded that they had a mentor or supervisor:

	Not at all	A little	Some	A lot	n
To what extent did your on-the-job coach or mentor contribute to your success as a leader?	1%	11%	46%	41%	168
To what extent did your principal supervisor contribute to your success as a leader?	11%	23%	29%	37%	313

Full Results From the California Principal Survey (2017), Weighted

Principal Preparation Program

General characteristics of principal preparation

To what extent were the following program characteristics true of your leadership preparation program?

	Not at all true	True to a minimal extent	Somewhat true	True to a moderate extent	True to a great extent	n
The program used problem-based learning approaches, such as action research or inquiry projects	4%	11%	17%	35%	34%	396
The program used field-based projects in which you applied ideas from your coursework to your experience in the field	3%	8%	13%	34%	41%	397
You were in a student cohort—a defined group of individuals who began the program together and stayed together throughout their courses	11%	6%	9%	14%	60%	396

To what extent did your leadership preparation program emphasize the following areas?

	Not at all	To a minimal extent	Somewhat	To a moderate extent	To a great extent	n
Instructional leadership						
The program emphasized instructional leadership focused on how to develop students' higher-order thinking skills	7%	14%	24%	33%	21%	391
The program emphasized instructional leadership focused on raising schoolwide achievement on standardized tests	7%	13%	24%	34%	22%	392
The program emphasized how to select effective curriculum strategies and materials	9%	14%	27%	32%	17%	393
The program emphasized how to lead instruction that supports implementation of new California state standards	19%	13%	22%	27%	19%	392

To what extent did your leadership preparation program emphasize the following areas?

	Not at all	To a minimal extent	Somewhat	To a moderate extent	To a great extent	n
Leading and managing school improvement						
The program emphasized how to use student and school data to inform continuous school improvement	5%	10%	22%	36%	28%	394
The program emphasized how to lead a schoolwide change process to improve student achievement	3%	10%	18%	36%	33%	394
The program emphasized how to engage in self-improvement and your own continuous learning	2%	7%	20%	38%	33%	393
Shaping teaching and learning conditions						
The program emphasized how to create collegial and collaborative work environments	1%	6%	23%	40%	31%	389
The program emphasized how to work with the school community, parents, educators, and other stakeholders	1%	5%	22%	42%	31%	388
The program emphasized how to lead schools that support students from diverse ethnic, racial, linguistic, and cultural backgrounds	1%	5%	24%	36%	34%	388
The program emphasized how to lead schools that support students' social and emotional development	5%	12%	31%	33%	19%	380
The program emphasized how to develop systems that meet children's needs and support their development in terms of physical and mental health	5%	15%	32%	34%	13%	387
The program emphasized how to create a school environment that develops personally and socially responsible young people and uses discipline for restorative purposes	8%	17%	27%	33%	15%	387

To what extent did your leadership preparation program emphasize the following areas?

	Not at all	To a minimal extent	Somewhat	To a moderate extent	To a great extent	n
The program emphasized how to redesign a school's organization and structure to support deeper learning for teachers and students	4%	10%	23%	41%	21%	384
Developing people						
The program emphasized how to design professional learning opportunities for teachers and other staff	4%	9%	30%	41%	16%	383
The program emphasized how to help teachers improve through a cycle of observation and feedback	4%	8%	23%	39%	25%	382
The program emphasized how to recruit and retain teachers and other staff	10%	19%	34%	27%	10%	381
The program emphasized how to manage school operations efficiently	2%	11%	24%	40%	23%	381
The program emphasized how to invest resources to support improvements in school performance	5%	15%	29%	37%	14%	382
Meeting the needs of all learners						
The program emphasized how to meet the needs of English learners	3%	15%	29%	39%	15%	383
The program emphasized how to meet the needs of students with disabilities	2%	15%	29%	40%	14%	383
The program emphasized how to equitably serve all children	2%	13%	23%	37%	25%	383

How well did your leadership preparation program prepare you in the following areas?

	Very poorly	Poorly	Adequately	Well	Very well	n
Instructional leadership						
Lead instruction that focuses on how to develop students' higher-order thinking skills	3%	16%	39%	32%	10%	365
Lead instruction that focuses on raising schoolwide achievement on standardized tests	2%	17%	37%	31%	13%	364
Select effective curriculum strategies and materials	3%	17%	38%	29%	13%	364
Lead instruction that supports implementation of new California state standards	9%	17%	32%	30%	12%	358
Leading and managing school improvement						
Use student and school data to inform continuous school improvement	3%	10%	33%	36%	18%	370
Lead a schoolwide change process to improve student achievement	3%	12%	27%	41%	18%	369
Engage in self-improvement and your own continuous learning	2%	5%	28%	39%	26%	368
Shaping teaching and learning conditions						
Create collegial and collaborative work environments	0%	5%	35%	37%	23%	366
Work with the school community, parents, educators, and other stakeholders	0%	8%	32%	41%	19%	365
Lead schools that support students from diverse ethnic, racial, linguistic, and cultural backgrounds	2%	9%	31%	39%	19%	364
Lead schools that support students' social and emotional development	2%	19%	35%	32%	12%	365
Develop systems that meet children's needs and support their development in terms of physical and mental health	2%	20%	40%	30%	9%	365

How well did your leadership preparation program prepare you in the following areas?

	Very poorly	Poorly	Adequately	Well	Very well	n
Create a school environment that develops personally and socially responsible young people and uses discipline for restorative purposes	5%	19%	33%	30%	14%	364
Redesign the school's organization and structure to support deeper learning for teachers and students	2%	13%	34%	37%	14%	365
Developing people						
Design professional learning opportunities for teachers and other staff	2%	14%	37%	34%	12%	365
Help teachers improve through a cycle of observation and feedback	1%	13%	33%	37%	16%	366
Recruit and retain teachers and other staff	4%	24%	40%	23%	9%	365
Manage school operations efficiently	1%	11%	33%	38%	17%	366
Knowing how to invest resources to support improvements in school performance	1%	18%	37%	32%	11%	365
Meeting the needs of all learners						
Meet the needs of English learners	2%	17%	40%	31%	10%	364
Meet the needs of students with disabilities	3%	18%	39%	30%	10%	365
Equitably serve all children	2%	12%	35%	36%	16%	365

Mentorship during preparation

As part of your leadership preparation program, did you have a supervised internship or field experience working directly with a principal and engaging in administrative tasks under supervision?

Principals who selected this option (n=395)	
Yes	68%
No	32%

Did you have a mentor or supervisor who coached you at your internship or field site(s)?

Principals who selected this option (n=254)	
Yes, the principal served as my mentor or coach	54%
Yes, someone from my preparation program served as my mentor or coach	42%
Yes, someone from the district (other than the principal) served as my mentor or coach	20%
No, I did not have a mentor or supervisor who coached me at my internship site	4%

How often did your mentor or supervisor work with you regularly, offering advice, modeling, and feedback?

Principals who selected this option (n=245)	
Never	1%
Less Than Once Per Month	19%
Once or Twice Per Month	41%
At Least Once Per Week	27%
Daily	13%

Internship

Was your internship full-time or part-time? If you had more than one internship or field experience as part of your leadership preparation program, select the response that best describes your longest internship or field experience.

Principals who selected this option (n=241)	
Full-Time	43%
Part-Time	57%

How long was your internship or field experience? If you had more than one internship or field experience as part of your leadership preparation program, combine the total number of weeks from each experience.

Principals who selected this option (n=242)	
Fewer than 4 weeks	15%
4-10 weeks	21%
11-20 weeks	23%
21-30 weeks	10%
More than 30 weeks	31%

Was your longest internship or field experience in the same school where you were working as a teacher or other staff member (e.g., instructional coach or curriculum coordinator)?

Principals who selected this option (n=243)	
Yes, at least one internship was in the school where I was working	79%
No, my internship(s) occurred in a different school	11%
No, I was not working in a school as a teacher or other staff member during my leadership preparation program	9%

How did you manage the time needed for your internship or field experience?

Principals who selected this option (n=243)	
My full-time position was my internship; I did not teach or hold another job at the same time	40%
I had some release time from my teaching or other position to carry out my internship/fieldwork responsibilities	11%
I carried a full workload and did my fieldwork during non-teaching time / non-work time during the school year	41%
I did my internship work during the summer and was not teaching or otherwise working at the time	3%
Other	6%

To what extent did your internship or field experience(s) reflect the following attributes?

	Not at all	To a minimal extent	Somewhat	To a moderate extent	To a great extent	n
I had responsibilities for leading, facilitating, and making decisions typical of an educational leader	2%	7%	18%	35%	39%	240
I was able to develop an educational leader's perspective on school improvement	2%	5%	17%	40%	37%	241
My internship / field experience was an excellent learning experience for becoming a principal	2%	7%	17%	29%	44%	241
My internship / field experience was tightly aligned with theory and coursework	2%	10%	24%	37%	27%	241

Did you have another kind of internship or field experience?

Principals who selected this option (n=135)	
Yes, I served in an administrative capacity, but without direct coaching from a mentor or program supervisor	29%
Yes, I completed a project in my school requiring that I work with other staff to accomplish a goal	23%
Yes, I completed a project in another school requiring that I work with staff to accomplish a goal	1%
Yes, I completed a project requiring that I collect data, analyze a situation, and propose a course of action	19%
Yes, I completed another type of project (please specify and briefly describe)	6%
No	22%

Professional Development

General characteristics of professional development

How helpful was each professional development activity in improving your practice?

	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful	n
University course(s) related to your role as principal	4%	2%	21%	42%	30%	122
Workshops, conferences or training in which you were a presenter	0%	5%	31%	48%	15%	213
Workshops, conferences, or training in which you were not a presenter	1%	2%	23%	54%	20%	383
Workshop provided by a professional association, like ACSA	0%	3%	20%	48%	29%	307
Individual or collaborative research on a topic of interest to you professionally	0%	3%	21%	50%	27%	307
Mentoring or coaching by an experienced principal, as part of a formal arrangement that is supported by the school or district	0%	5%	17%	40%	38%	219
Peer observation / coaching in which you have an opportunity to visit with other principals for sharing practice	1%	2%	17%	48%	32%	278

How helpful was each professional development activity in improving your practice?

	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful	n
Participating in a principal network (e.g., a group of principals organized by your district, an outside agency, or online)	1%	3%	17%	41%	39%	338
Reading professional books or articles	0%	3%	24%	44%	28%	385

Since August 2015 to what extent have the following topics been covered in the professional development that you have participated in?

	Not at all	To a minimal extent	Somewhat	To a moderate extent	To a great extent	n
Instructional leadership						
Lead instruction that focuses on how to develop students' higher-order thinking skills	4%	7%	21%	44%	25%	396
Lead instruction that focuses on raising schoolwide achievement on standardized tests	2%	10%	18%	44%	26%	396
Select effective curriculum strategies and materials	4%	13%	24%	37%	22%	397
Lead instruction that supports implementation of new California state standards	1%	8%	14%	42%	35%	395
Leading and managing school improvement						
Use student and school data to inform continuous school improvement	1%	5%	19%	44%	31%	396
Lead a schoolwide change process to improve student achievement	2%	4%	22%	43%	28%	396
Engage in self-improvement and your own continuous learning	3%	9%	19%	42%	28%	396
Shaping teaching and learning conditions						
Create collegial and collaborative work environments	4%	10%	28%	34%	23%	393
Work with the school community, parents, educators, and other stakeholders	3%	14%	31%	32%	20%	394

Since August 2015 to what extent have the following topics been covered in the professional development that you have participated in?

	Not at all	To a minimal extent	Somewhat	To a moderate extent	To a great extent	n
Lead schools that support students from diverse ethnic, racial, linguistic, and cultural backgrounds	3%	11%	25%	38%	24%	394
Lead schools that support students' social and emotional development	2%	10%	27%	36%	25%	393
Develop systems that meet children's needs and support their development in terms of physical and mental health	4%	14%	32%	32%	19%	392
Create a school environment that develops personally and socially responsible young people and uses discipline for restorative purposes	2%	11%	30%	36%	21%	394
Redesign the school's organization and structure to support deeper learning for teachers and students	5%	12%	29%	37%	17%	393
Developing people						
Design professional learning opportunities for teachers and other staff	7%	14%	30%	30%	19%	393
Help teachers improve through a cycle of observation and feedback	6%	12%	27%	34%	22%	392
Recruit and retain teachers and other staff	18%	25%	26%	23%	8%	392
Manage school operations efficiently	13%	18%	27%	29%	12%	392
Knowing how to invest resources to support improvements in school performance	13%	21%	29%	27%	10%	400
Meeting the needs of all learners						
Meet the needs of English learners	2%	9%	22%	35%	32%	392
Meet the needs of students with disabilities	3%	12%	29%	37%	19%	393
Equitably serve all children	2%	8%	21%	43%	25%	393

Since August 2015, how well did your professional development activities prepare you in the following areas?

	Very poorly	Poorly	Adequately	Well	Very well	n
Instructional leadership						
Lead instruction that focuses on how to develop students' higher-order thinking skills	2%	11%	43%	32%	13%	390
Lead instruction that focuses on raising schoolwide achievement on standardized tests	2%	12%	41%	34%	11%	390
Select effective curriculum strategies and materials	4%	14%	39%	31%	12%	390
Lead instruction that supports implementation of new California state standards	1%	12%	33%	40%	14%	389
Leading and managing school improvement						
Use student and school data to inform continuous school improvement	1%	9%	35%	38%	17%	389
Lead a schoolwide change process to improve student achievement	1%	11%	35%	37%	16%	386
Engage in self-improvement and your own continuous learning	2%	9%	35%	36%	18%	387
Shaping teaching and learning conditions						
Create collegial and collaborative work environments	1%	7%	37%	39%	16%	388
Work with the school community, parents, educators, and other stakeholders	1%	9%	40%	38%	13%	387
Lead schools that support students from diverse ethnic, racial, linguistic, and cultural backgrounds	1%	9%	39%	38%	14%	390
Lead schools that support students' social and emotional development	1%	11%	43%	30%	14%	388
Develop systems that meet children's needs and support their development in terms of physical and mental health	1%	17%	42%	29%	11%	388
Create a school environment that develops personally and socially responsible young people and uses discipline for restorative purposes	2%	13%	40%	32%	13%	388
Redesign the school's organization and structure to support deeper learning for teachers and students	1%	15%	40%	31%	12%	386

Since August 2015, how well did your professional development activities prepare you in the following areas?

	Very poorly	Poorly	Adequately	Well	Very well	n
Developing people						
Design professional learning opportunities for teachers and other staff	2%	14%	42%	30%	12%	388
Help teachers improve through a cycle of observation and feedback	2%	14%	38%	31%	15%	389
Recruit and retain teachers and other staff	6%	25%	39%	22%	8%	387
Manage school operations efficiently	4%	15%	42%	29%	10%	387
Knowing how to invest resources to support improvements in school performance	4%	21%	39%	27%	9%	388
Meeting the needs of all learners						
Meet the needs of English learners	1%	11%	40%	31%	16%	389
Meet the needs of students with disabilities	2%	15%	41%	30%	11%	388
Equitably serve all children	1%	9%	40%	34%	16%	385

Frequency of participation

Not counting the training you may have received in a leadership preparation program, how often have you participated in professional development workshops, conferences, and courses since August 2015?

	Not at all	Once or twice	Three or more times	n
University course(s) related to your role as principal	68%	13%	20%	377
Workshops, conferences or training in which you were a presenter	43%	34%	22%	377
Workshops, conferences, or training in which you were not a presenter	1%	18%	80%	392
Workshop provided by a professional association, like ACSA	24%	44%	32%	388
Individual or collaborative research on a topic of interest to you professionally	21%	39%	40%	398
Mentoring or coaching by an experienced principal, as part of a formal arrangement that is supported by the school or district	43%	20%	37%	396
Peer observation / coaching in which you have an opportunity to visit with other principals for sharing practice	29%	28%	43%	396
Participating in a principal network (e.g., a group of principals organized by your district, an outside agency, or online)	14%	23%	64%	396
Reading professional books or articles	2%	18%	80%	395

Since August 2015, how often have you participated in professional development activities provided by the district or another organization that focused on schoolwide improvement with teachers from your school?

Principals who selected this option (n=400)	
Never	5%
Once or twice	23%
Three to five times	37%
Six or more times	35%

Additional professional development wanted

Would you like to receive more professional development related to the following areas?

	Percent principals who would like to receive more professional development	n
Instructional leadership		
Leading instruction that focuses on how to develop students' higher order thinking skills.	88%	392
Leading instruction that focuses on raising schoolwide achievement on standardized tests.	75%	393
Selecting effective curriculum strategies and materials.	75%	394
Leading instruction that supports implementation of new state standards.	79%	393
Leading school improvement		
Using student and school data to inform continuous school improvement.	88%	392
Leading a schoolwide change process to improve student achievement.	88%	393
Engaging in self-improvement and your own continuous learning.	81%	391
Shaping teaching and learning conditions		
Creating collegial and collaborative work environments.	81%	400
Working with various school/community stakeholders, including parents, educators, and other partners.	77%	399
Leading schools that support students from diverse ethnic, racial, linguistic, and cultural backgrounds.	80%	398
Leading schools that support students' social and emotional development.	89%	399
Developing systems that support children's development in terms of physical and mental health.	88%	398
Creating a school environment that develops personally and socially responsible young people and uses discipline for restorative purposes.	91%	398
Redesigning the school's organization and structure to support deeper learning for teachers and students.	90%	397

Would you like to receive more professional development related to the following areas?

	Percent principals who would like to receive more professional development	n
Developing people		
Designing professional learning opportunities for teachers and other staff.	87%	400
Helping teachers improve through cycles of observation and feedback.	84%	398
Recruiting and retaining teachers and other staff.	65%	398
Managing school operations efficiently.	75%	400
Knowing how to invest resources to support improvements in school performance.	81%	400
Meeting the needs of all learners		
Meeting the needs of English learners.	82%	399
Meeting the needs of students with disabilities.	84%	399
Equitably serving all children.	86%	400

Obstacles to professional development

In your current school district what obstacles do you experience in pursuing more professional development?

Principals who selected this option (n=393)	
I don't have enough time	67%
I don't have enough money to cover the expense of professional development	47%
The topics of current professional development programs are not relevant to my work	8%
I don't know where I can find information about current professional development opportunities	6%
I do not experience any obstacles in pursuing professional development	19%
Other	1%

Mentorship

Have you had a formal on-the-job mentor or coach (other than the mentor or coach in your leadership preparation program) since August 2015?

Principals who selected this option (n=408)	
Yes	37%
No	63%

During the time period in which you were receiving mentoring, how often did your mentor work with you?

Principals who selected this option (n=144)	
Less than once a month	23%
Once or twice a month	66%
At least once a week	10%
Daily	1%

Full Results From the North Carolina Principal Survey (2018), Unweighted

Principal Preparation Program

General characteristics of principal preparation

What kind of training did you receive for your certification to be a principal? Check all that apply. (n=755)

	In-State	Out-of-State
University-based	84%	15%
District or charter management organization-based	18%	3%
Other	27%	2%

Indicate your agreement with the following statement:

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	n
I felt well prepared as a result of my certification training	1%	7%	54%	38%	758

How well did your leadership program prepare you in the following areas?

	Very poorly	Poorly	Adequately	Well	Very well	n
Instructional leadership						
Lead instruction that focuses on how to develop students' higher-order thinking skills	4%	18%	44%	22%	11%	614
Lead instruction that focuses on raising schoolwide achievement on standardized tests	4%	17%	46%	23%	10%	613
Select effective curriculum strategies and materials	4%	18%	46%	22%	10%	613
Lead instruction that supports implementation of new state standards	5%	22%	44%	21%	8%	613
Leading and managing school improvement						
Use student and school data to inform continuous school improvement	2%	12%	43%	29%	14%	613
Lead a schoolwide change process to improve student achievement	2%	12%	42%	32%	12%	614
Engage in self-improvement and your own continuous learning	2%	10%	43%	29%	15%	614

How well did your leadership program prepare you in the following areas?

	Very poorly	Poorly	Adequately	Well	Very well	n
Shaping teaching and learning conditions						
Create collegial and collaborative work environments	1%	7%	47%	31%	14%	610
Work with the school community, parents, educators, and other stakeholders	2%	13%	47%	27%	11%	608
Lead schools that support students from diverse ethnic, racial, linguistic, and cultural backgrounds	2%	19%	43%	25%	10%	610
Lead schools that support students' social and emotional development	5%	27%	38%	22%	8%	610
Develop systems that meet children's needs and support their development in terms of physical and mental health	6%	28%	38%	19%	8%	608
Create a school environment that develops personally and socially responsible young people and uses discipline for restorative purposes	5%	27%	38%	21%	8%	609
Redesign the school's organization and structure to support deeper learning for teachers and students	3%	18%	46%	24%	8%	610
Developing people						
Design professional learning opportunities for teachers and other staff	3%	15%	44%	28%	10%	608
Help teachers improve through a cycle of observation and feedback	2%	11%	43%	32%	13%	608
Recruit and retain teachers and other staff	2%	15%	48%	26%	9%	608
Manage school operations efficiently	3%	8%	48%	30%	12%	607
Knowing how to invest resources to support improvements in school performance	3%	17%	45%	26%	8%	607
Meeting the needs of all learners						
Meet the needs of English learners	12%	34%	38%	11%	5%	604
Meet the needs of students with disabilities	8%	27%	42%	18%	6%	607
Equitably serve all children	3%	18%	46%	24%	9%	605

Professional Development

General characteristics of professional development

Since August 2015, to what extent have you had opportunities to learn about the following topics in professional development that you have participated in?

	Not at all	To a minimal extent	Somewhat	To a moderate extent	To a great extent	n
Instructional leadership						
Lead instruction that focuses on how to develop students' higher-order thinking skills	4%	13%	28%	36%	18%	682
Lead instruction that focuses on raising schoolwide achievement on standardized tests	3%	13%	28%	35%	20%	682
Select effective curriculum strategies and materials	7%	17%	32%	29%	15%	679
Lead instruction that supports implementation of new state standards	5%	12%	31%	37%	15%	681
Leading and managing school improvement						
Use student and school data to inform continuous school improvement	1%	7%	21%	37%	34%	681
Lead a schoolwide change process to improve student achievement	3%	12%	26%	37%	21%	681
Engage in self-improvement and your own continuous learning	4%	12%	26%	34%	24%	681
Shaping teaching and learning conditions						
Create collegial and collaborative work environments	5%	13%	28%	32%	22%	681
Work with the school community, parents, educators, and other stakeholders	7%	19%	32%	30%	13%	680
Lead schools that support students from diverse ethnic, racial, linguistic, and cultural backgrounds	9%	22%	29%	25%	14%	680
Lead schools that support students' social and emotional development	6%	20%	29%	31%	14%	678
Develop systems that meet children's needs and support their development in terms of physical and mental health	8%	25%	30%	27%	10%	680
Create a school environment that develops personally and socially responsible young people and uses discipline for restorative purposes	9%	23%	29%	26%	13%	679

Since August 2015, to what extent have you had opportunities to learn about the following topics in professional development that you have participated in?

	Not at all	To a minimal extent	Somewhat	To a moderate extent	To a great extent	n
Redesign the school's organization and structure to support deeper learning for teachers and students	8%	22%	31%	28%	12%	681
Developing people						
Design professional learning opportunities for teachers and other staff	8%	16%	28%	32%	16%	680
Help teachers improve through a cycle of observation and feedback	3%	11%	28%	37%	21%	680
Recruit and retain teachers and other staff	11%	19%	32%	27%	11%	675
Manage school operations efficiently	9%	21%	29%	27%	13%	677
Knowing how to invest resources to support improvements in school performance	13%	19%	33%	25%	10%	679
Meeting the needs of all learners						
Meet the needs of English learners	16%	26%	31%	20%	6%	679
Meet the needs of students with disabilities	8%	21%	32%	28%	11%	676
Equitably serve all children	7%	16%	32%	30%	16%	675

How helpful was each professional development activity in improving your practice?

	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful	n
Instructional leadership						
Lead instruction that focuses on how to develop students' higher-order thinking skills	2%	10%	44%	34%	10%	624
Lead instruction that focuses on raising schoolwide achievement on standardized tests	2%	15%	38%	34%	10%	631
Select effective curriculum strategies and materials	4%	13%	43%	33%	7%	606
Lead instruction that supports implementation of new state standards	3%	13%	43%	33%	8%	612

How helpful was each professional development activity in improving your practice?

	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful	n
Leading and managing school improvement						
Use student and school data to inform continuous school improvement	1%	9%	28%	42%	19%	643
Lead a schoolwide change process to improve student achievement	2%	11%	36%	38%	13%	626
Engage in self-improvement and your own continuous learning	2%	12%	36%	35%	15%	620
Shaping teaching and learning conditions						
Create collegial and collaborative work environments	1%	10%	38%	35%	15%	613
Work with the school community, parents, educators, and other stakeholders	4%	16%	43%	28%	9%	606
Lead schools that support students from diverse ethnic, racial, linguistic, and cultural backgrounds	4%	18%	42%	28%	9%	587
Lead schools that support students' social and emotional development	2%	16%	40%	30%	11%	608
Develop systems that meet children's needs and support their development in terms of physical and mental health	4%	17%	42%	29%	9%	598
Create a school environment that develops personally and socially responsible young people and uses discipline for restorative purposes	3%	16%	41%	32%	9%	587
Redesign the school's organization and structure to support deeper learning for teachers and students	4%	13%	43%	30%	10%	596
Developing people						
Design professional learning opportunities for teachers and other staff	3%	10%	40%	37%	10%	594
Help teachers improve through a cycle of observation and feedback	3%	11%	37%	37%	13%	624
Recruit and retain teachers and other staff	4%	14%	44%	30%	8%	579
Manage school operations efficiently	4%	17%	41%	31%	7%	589

How helpful was each professional development activity in improving your practice?

	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful	n
Knowing how to invest resources to support improvements in school performance	4%	15%	45%	30%	7%	561
Meeting the needs of all learners						
Meet the needs of English learners	6%	22%	41%	25%	6%	543
Meet the needs of students with disabilities	3%	18%	39%	31%	9%	600
Equitably serve all children	2%	14%	42%	31%	11%	604

How helpful was each professional development activity in improving your practice?

	Not at all helpful	Slightly helpful	Somewhat helpful	Very helpful	Extremely helpful	n
Individual or collaborative research on a topic of interest to you professionally	4%	9%	40%	37%	11%	602
Mentoring or coaching by an experienced principal, as part of a formal arrangement that is supported by the school or district	8%	12%	31%	37%	12%	590
Peer observation/coaching in which you have an opportunity to visit with other principals for sharing practice	7%	10%	33%	39%	11%	596
Participating in a principal network (e.g., a group of principals organized by your district, an outside agency, or online)	4%	6%	29%	39%	21%	601
Reading professional books or articles	3%	14%	35%	36%	13%	592

Frequency of participation

Not counting the training you may have received in a leadership preparation program, how often have you participated in the following since August 2015?

	Not at all	Once or twice	Three or more times	n
Professional development workshops, conferences, and courses	1%	14%	85%	609
Other types of professional development activities	2%	16%	82%	608

Additional professional development wanted

In which of the following areas would you like to receive more professional development?

	Percent principals who want more professional development	n
Instructional leadership		
Leading instruction that focuses on how to develop students' higher order thinking skills.	56%	614
Leading instruction that focuses on raising schoolwide achievement on standardized tests.	61%	613
Selecting effective curriculum strategies and materials.	47%	613
Leading instruction that supports implementation of new state standards.	39%	613
Leading school improvement		
Using student and school data to inform continuous school improvement.	55%	613
Leading a schoolwide change process to improve student achievement.	61%	614
Engaging in self-improvement and your own continuous learning.	38%	614
Shaping teaching and learning conditions		
Creating collegial and collaborative work environments.	27%	610
Working with various school/community stakeholders, including parents, educators, and other partners.	38%	608
Leading schools that support students from diverse ethnic, racial, linguistic, and cultural backgrounds.	37%	610
Leading schools that support students' social and emotional development.	49%	610
Developing systems that support children's development in terms of physical and mental health.	55%	608
Creating a school environment that develops personally and socially responsible young people and uses discipline for restorative purposes.	49%	609
Redesigning the school's organization and structure to support deeper learning for teachers and students.	43%	610
Developing people		
Designing professional learning opportunities for teachers and other staff.	43%	608
Helping teachers improve through cycles of observation and feedback.	36%	608
Recruiting and retaining teachers and other staff.	30%	608
Managing school operations efficiently.	26%	607
Knowing how to invest resources to support improvements in school performance.	47%	607

In which of the following areas would you like to receive more professional development?

	Percent principals who want more professional development	n
Meeting the needs of all learners		
Meeting the needs of English learners.	48%	604
Meeting the needs of students with disabilities.	57%	607
Equitably serving all children.	52%	605

Mentorship

Have you had a formal on-the-job mentor or coach (other than the mentor or coach in your leadership preparation program) since August 2015?

Principals who selected this option (n=602)	
Yes	35%
No	65%

To what extent did your on-the-job mentor or coach contribute to your success as a leader?

Principals who selected this option (n=523)	
Not at all	42%
A little	14%
Some	24%
A lot	19%



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