

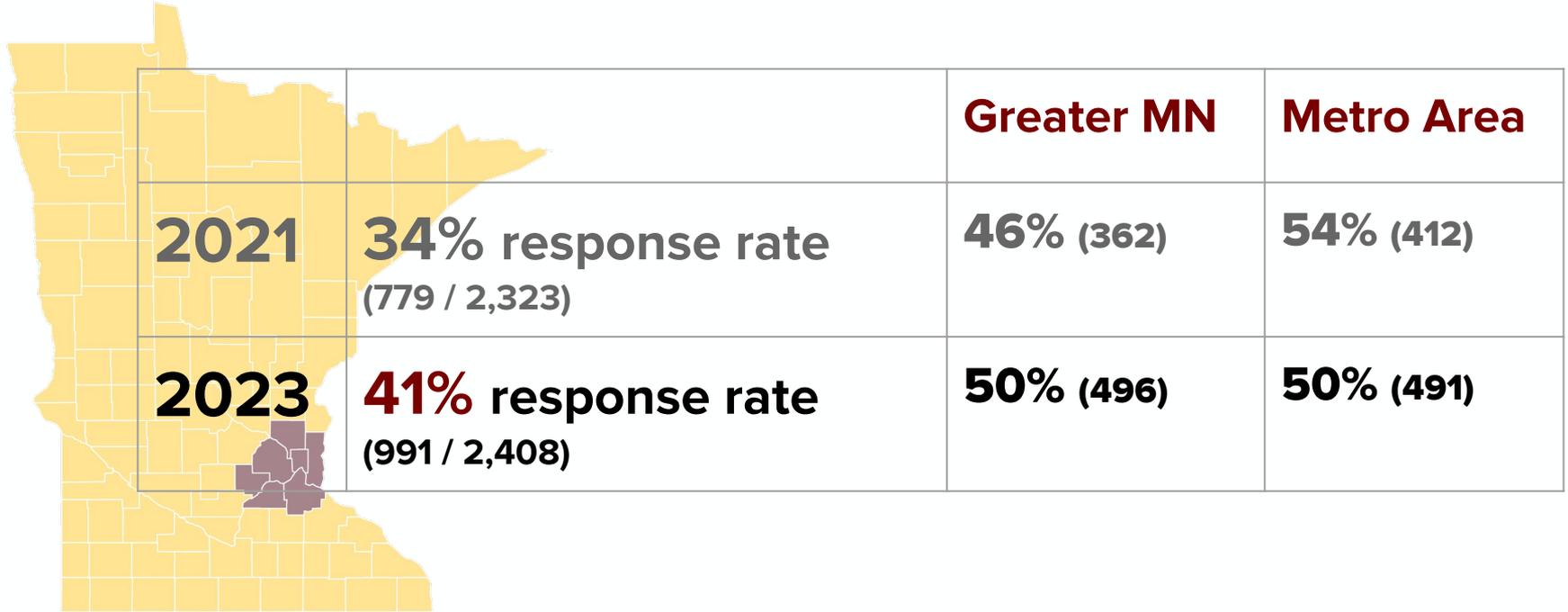
THE MINNESOTA PRINCIPALS SURVEY

Initial Findings from the 2023 Survey

January 2024

Katie Pekel, EdD
Sara Kemper, PhD

Who Responded





“Being an instructional leader is what I want to do and I am prepared for, yet, our roles have largely become managerial. We do not have the support and/or time to do what we should be doing. I wish that wasn't the case, but mental health needs, lack of staff, and initiative/mandate overload have watered down the principalship from instructional leaders to building managers.”

5 Key Takeaways

1. Lack of time
2. Loss of confidence
3. Challenges related to mental health
4. Frustration with mandates and lack of guidance
5. Dedication to the job



Center for
Applied Research and
Educational Improvement

UNIVERSITY OF MINNESOTA
Driven to Discover®

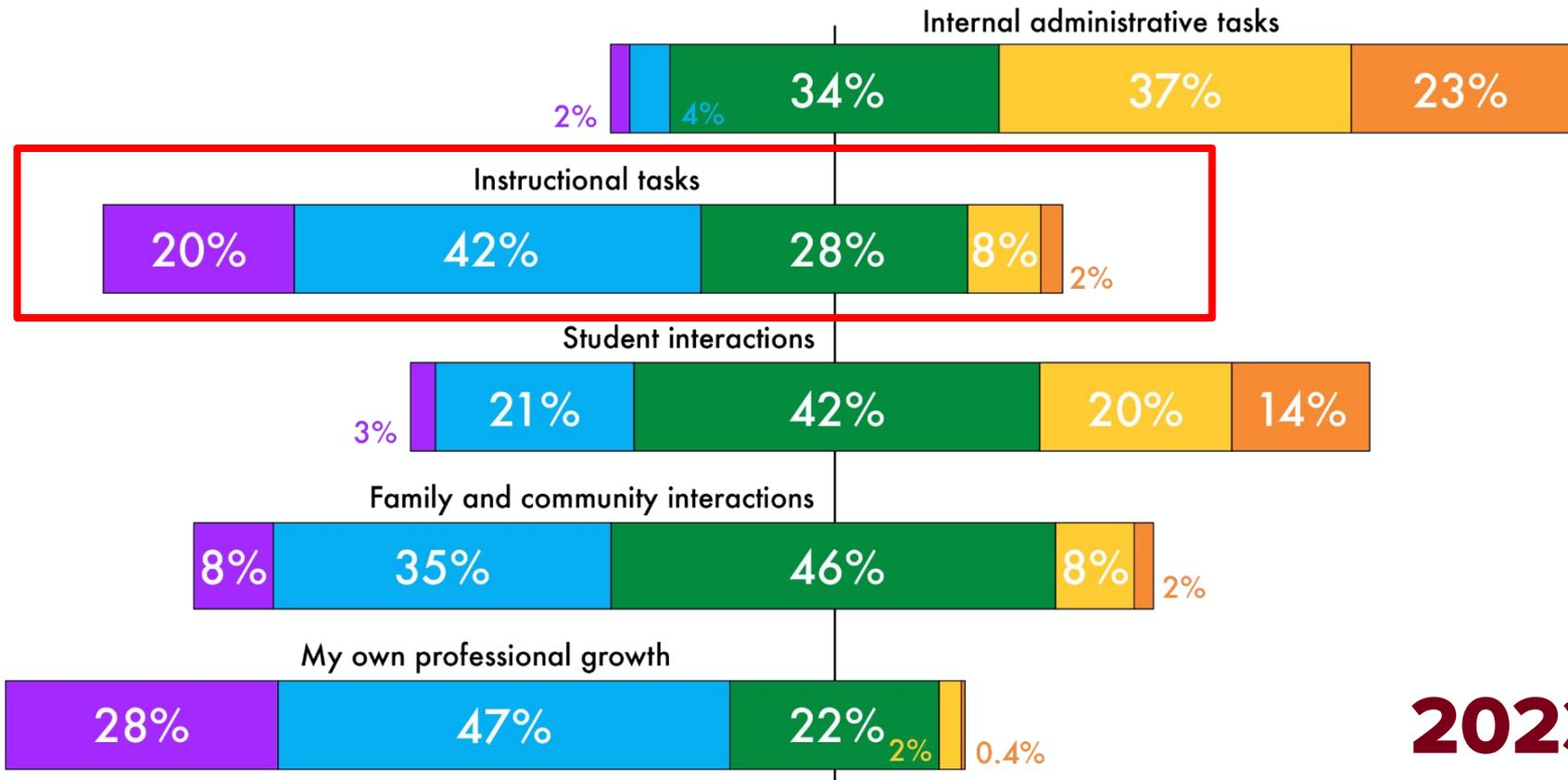
5 Key Takeaways

- 1. Lack of time**
2. Loss of confidence
3. Challenges related to mental health
4. Frustration with mandates and lack of guidance
5. Dedication to the job



Center for
Applied Research and
Educational Improvement

UNIVERSITY OF MINNESOTA
Driven to Discover®



2023

About the right amount of time

Much less / Somewhat less time than I would ideally spend

Somewhat more / Much more time than I would ideally spend

5 Key Takeaways

1. Lack of time

2. Loss of confidence

3. Challenges related to mental health

4. Frustration with mandates and lack of guidance

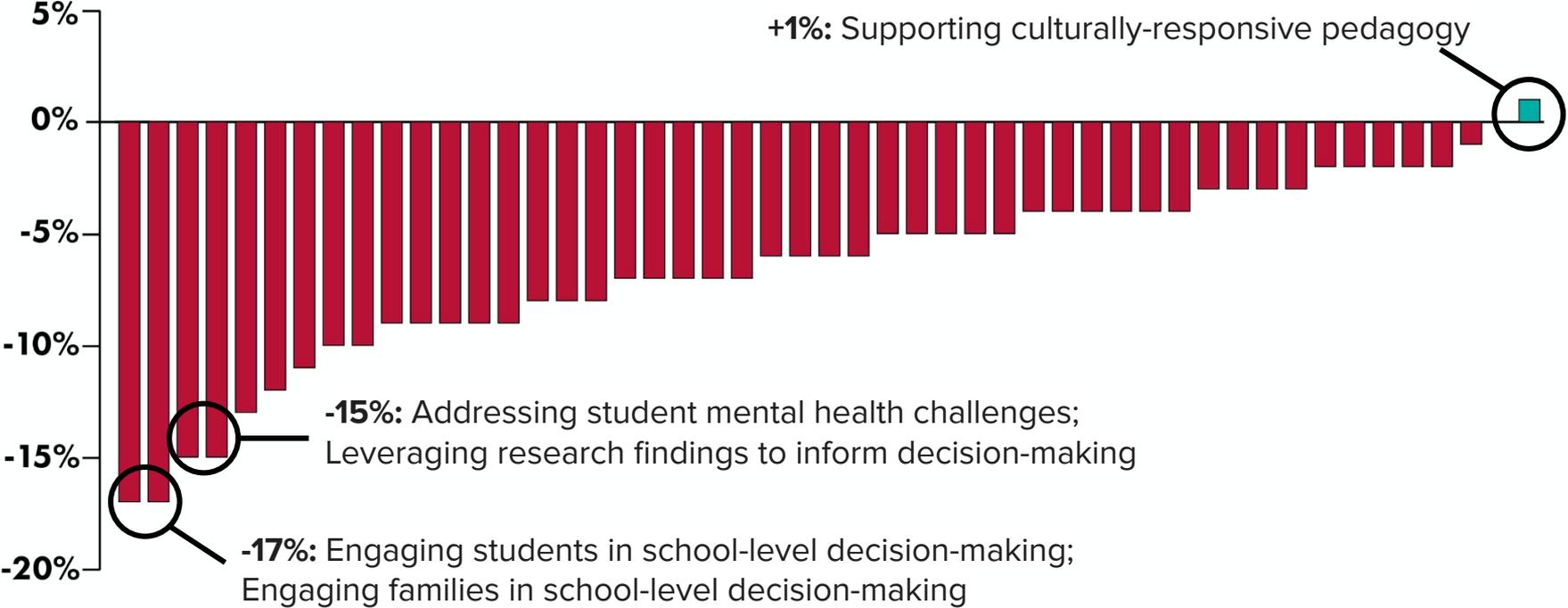
5. Dedication to the job



Center for
Applied Research and
Educational Improvement

UNIVERSITY OF MINNESOTA
Driven to Discover®

% Change in Self-Efficacy Across 49 Leadership Activities, 2021 to 2023



Barriers to Participating in Professional Development

2023

1. Feeling obligated to be in the school building: 73%
2. Limited time: 69%
3. Limited staff coverage: 54%
4. Budget constraints: 23%
5. Geographic distance from opportunities: 18%

5 Key Takeaways

1. Lack of time
2. Loss of confidence
- 3. Challenges related to mental health**
4. Frustration with mandates and lack of guidance
5. Dedication to the job



Center for
Applied Research and
Educational Improvement

UNIVERSITY OF MINNESOTA
Driven to Discover®

Mental Health

Student mental health (#1 of 49) among the most identified “greatest challenges”

Student mental health challenges represent a major barrier to student learning at my school.	94%
My school or district is able to provide adequate support for students experiencing mental health challenges.	45%

% agreeing or somewhat agreeing

5 Key Takeaways

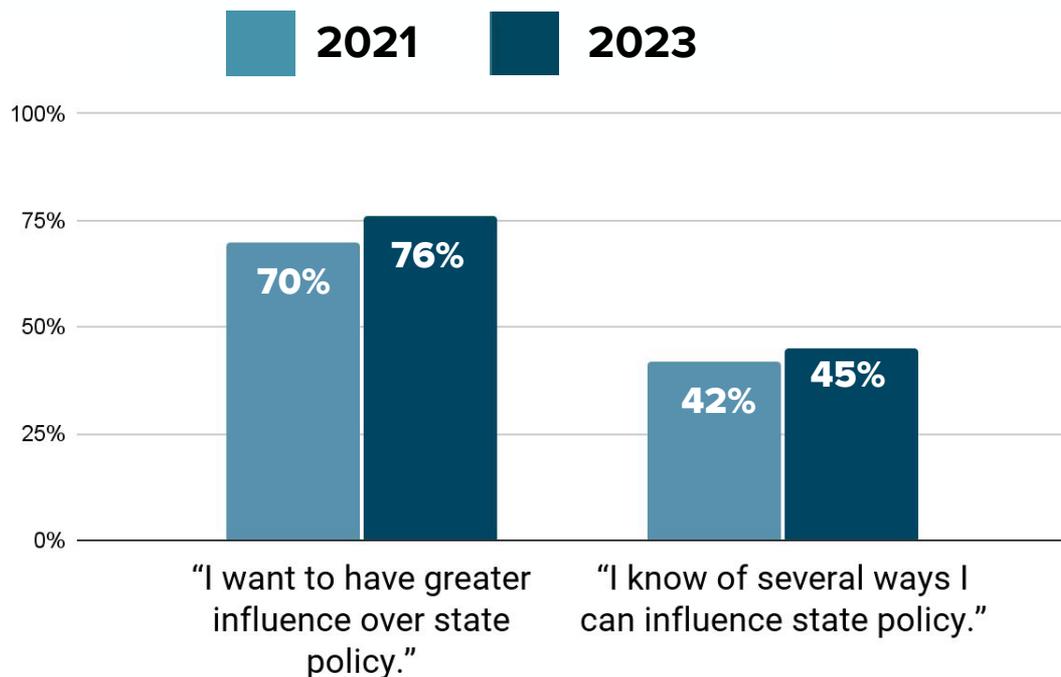
1. Lack of time
2. Loss of confidence
3. Challenges related to mental health
- 4. Frustration with mandates and lack of guidance**
5. Dedication to the job



Center for
Applied Research and
Educational Improvement

UNIVERSITY OF MINNESOTA
Driven to Discover®

Policy Influence



Top two barriers to state policy influence:

- Lack of time (70% selected)
- Feeling my voice will not be heard (41% selected)



“The K-3 suspension [policy] is difficult without additional funding for staff. I completely agree that suspensions actually make the situation worse. However, a change like this should have been connected to an increase in funds for mental health professionals in schools to help proactively support students.”

5 Key Takeaways

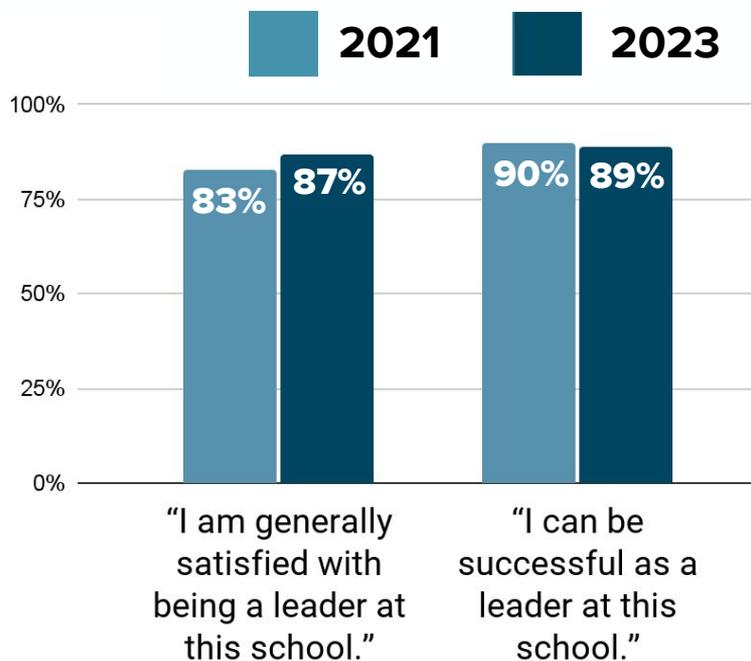
1. Lack of time
2. Loss of confidence
3. Challenges related to mental health
4. Frustration with mandates and lack of guidance
- 5. Dedication to the job**



Center for
Applied Research and
Educational Improvement

UNIVERSITY OF MINNESOTA
Driven to Discover®

Working Conditions



“It’s a REALLY DIFFICULT job, that I wouldn’t trade for anything.”

“

“Thank you for asking about our perspective. We want to do this work and do it well for the students, families and staff we serve. However, as education is currently, I don't know how we can continue to retain high-quality individuals without some change.”



COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA
Driven to Discover®

