

About the Minnesota Principals Survey:

- Survey collaboratively developed with large group of stakeholders to elevate principal voice
- First administered in Fall 2021
 - Report published spring 2022
 - Focus groups Fall 2022
 - Practice & Policy Briefs published Spring 2023
- Second administration of survey: Fall 2023
 - 41% response rate: 991 / 2401 principals, assistant principals, charter school directors (increase from 2021's 34% response rate)
 - Fairly representative of principals serving in MN relative to geography, level, gender, and race.
 - Report to be published March 2024

What types of questions can data from the Minnesota Principals Survey answer?

- What do MN principals view as their greatest challenges?
- How do the perceptions of charter leaders compare to those leading district schools?
- How do MN principals from different regions of the state perceive state accountability measures?
- How do the experiences of school leaders of color differ from those of white leaders?
- What are the most frequent barriers to principal professional development?
- How are principals' work demands changing over time?
- What barriers do school leaders identify to influencing state policy?
- What do school leaders need to implement new legislation?
- What do school leaders view as the root causes of student mental health challenges?

Selected Outcomes of 2021 MnPS:

- Influenced principal prep programs.
 - One prep program provider indicated that they added experiences cited in the survey after the results came out. They now require internship experiences to include coaching teachers, Leading Equity conversations, building schedules, safety concerns (like active shooter protocol), and there is more emphasis on instructional leadership.
- Informed MASSP and MESPA work.
- Informed PD offerings for principals at MDE.
- Drove development of an MDE pilot program to develop culturally responsive school leaders.
- Prompted a partnership between the U of M and two school districts to redesign the principal role.
- Supported U of M researchers in understanding the landscape of mental health needs across the state.
- Findings anchored over 15 presentations across the state.
- Led to creation of five key Policy and Practice Briefs.

"We cannot have legislation without support for implementation."

"I mostly need those that are making the recommendations to understand what it's like to be an elementary principal on a Tuesday. Some of the changes feel unrealistic at times, and the recommendations given thus far are so broad and vague that it's more frustrating than helpful."

"I need MDE to finish the enormous task of interpreting the legislative changes and sharing it with schools."

"I live and raised my family in the community for which I am a principal. I am actively involved in school and community groups. The last legislative session was the first in my 32 years in education where I do not feel represented. I am very disappointed. The follow up from the legislation from MDE was very disappointing. Obviously principals play a key role leading our schools and community. Our state legislature can do a better job of listening to principals in the field."

My biggest concern is the direction of state-level politics and our perspective and realities being ignored or unheard. Minnesota is a drastically different state when you compare our rural and urban districts. We need to be respected as such."

"Legislative leaders need to actually listen to principals instead of making their own agenda. MDE and the state legislature make it harder and harder to want to be in a school leadership position or public education in general and to keep my own kids in public education."