

New Principal Connection

Insights from new principals, for new principals

In this year's first survey, NAESP requested feedback on **how the school year started**, along with thoughts on **what early career principals hope to accomplish** in 2018-19. These survey results reflect responses from pre-k-8 principals across the nation.

BACK TO SCHOOL



Who's on this year's panel?

Most panelists - **81%** - are in their second year of the principalship. The remaining **19%** are brand new to the role.

40% of panelists are ages 40-49, followed by the 30-39 age bracket at **37%**, the 50+ age bracket at **21%**, and under 30 at **2%**.

Almost **66%** of principals surveyed serve schools with pre-K, and nearly **76%** are leading Title I schools.



Are you up for the challenge?

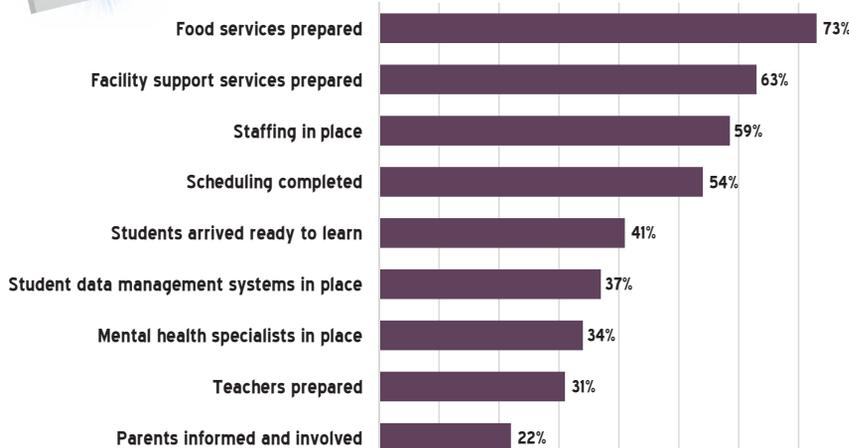
The majority of new principals ranked the **success of students** at the top of the list of challenges and priorities for the year:

- Student academic achievement (**61%**)
- Student wellness and mental health (**49%**)
- Closing the student achievement gap (**32%**)
- Student discipline and behavior (**29%**)
- Parent engagement (**29%**)

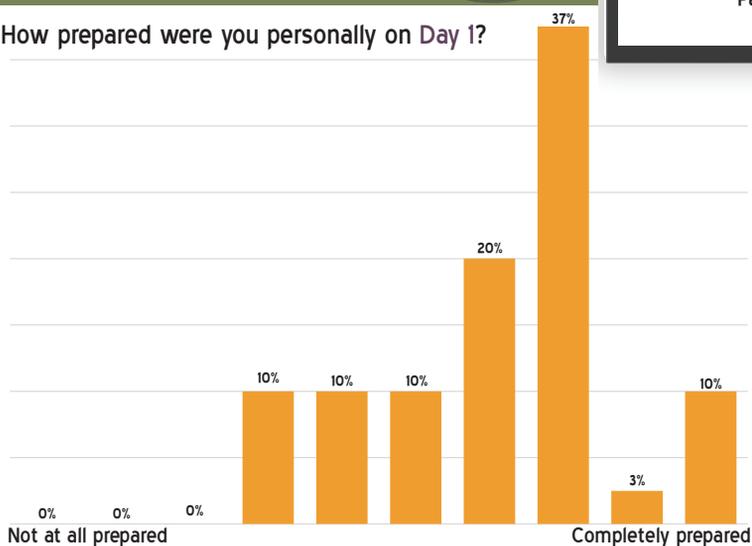


Snapshot of School Opening Stats

Percent of schools reported "very strong" in these areas:



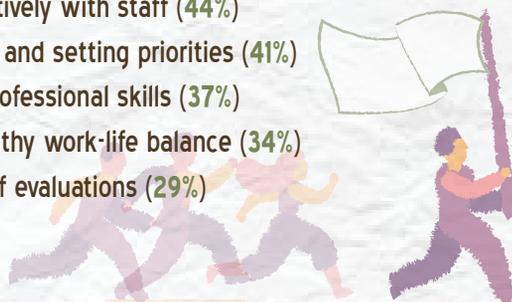
How prepared were you personally on Day 1?



Professionally, 73% - of new principals anticipate their greatest challenge this year as being an **effective instructional leader**.

Other areas of challenges were:

- Working productively with staff (**44%**)
- Managing time and setting priorities (**41%**)
- Growing [my] professional skills (**37%**)
- Achieving a healthy work-life balance (**34%**)
- Conducting staff evaluations (**29%**)



How did you get here?

63% of new principals assumed the principal role after working as an **assistant principal**. 20%, however, came directly from a **teaching** position.



How informed are you on ESSA and its impact on your school?

- Extremely informed 5%
- Well informed 32%
- Somewhat informed 49%
- Not well informed 15%



What about your school?

- Most of panelists (27%) have between 21-30 teachers on staff, followed closely by 11-20 teachers (24%) and 31-40 teachers (22%).
- 68% reported that **English-Language Learners (ELL)** make up less than 10% of the student population. That number drops to 27% of panelists with schools with between 10% and 49% ELL students, and 5% of panelists with schools with more than 50% ELL students.

How's the job so far?

These past few weeks, how _____ was your job?



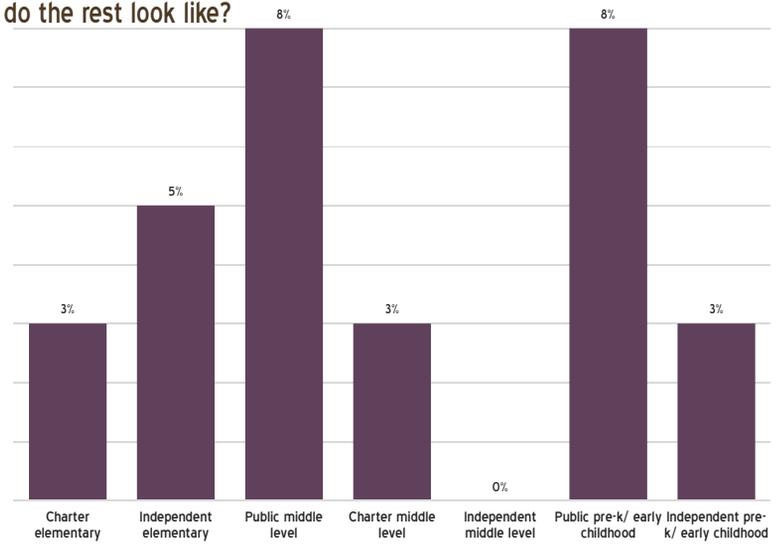
How many hours per week did you work?



Even with the long hours, new principals find their jobs satisfying and plan on staying in the principalship for at least another 5-10 years (61%).

What types of schools are you leading?

79% of new principals are leading public elementary schools, but what do the rest look like?



What is the single most important district-level initiative or directive that you will be working on this year?

- Curriculum
- Accreditation
- Healthy PLCs
- Readers as Leaders
- School Safety
- Community involvement
- Creating a Strategic District Plan
- Developing strong collective teacher efficacy
- Restructuring our Special Education program
- Our district is working on digital convergence
- Using Jumpprobe as a new reporting tool
- Working toward implementing our PLC model
- We are working on PLCs district-wide this year
- Positive Behavior Intervention Systems - PBIS
- Strengthening the instruction in each classroom
- Closing the achievement gap in literacy and writing
- Working on helping the students with special needs
- Decreasing the number of below grade level readers
- Microcredentials to differentiate professional development
- Closing achievement gap among Native American students
- Ensuring equity for all students across several schools & aligning curriculum, expectations, and resources throughout a large district
 - Implementation of standards based report card will be huge district initiative that we will ensure is smoothly in place this year
 - Completing regular one on ones with teachers, especially new ones, to make sure they are equipped for success
- The single most important district-level initiative or directive that I will be working on this year is MTSS/PBIS
 - Educating staff on research-based teaching/learning strategies, how to implement them and track progress
 - We are moving from a traditional grading scale (A, B, C, D, F) to a standards-aligned reporting system
 - Implementing a growth mindset for all staff and students, using 10 Mindful Minutes book study to help
 - Turnaround Plan - State Systems of Support involvement due to successive years of not meeting goals
 - We are implementing GVC: guaranteed and viable curriculum to align our teaching to standards
 - Unpacking standards and bridging it to our state teacher evaluation system is important to increase student engagement and instructional practices that are scaffolded without losing rigor
 - We are working on improving reading instruction in the building, specifically guided reading practice
- Implementing our district's mandatory ELL trainings and follow up instructional rounds
 - Collective Commitments to curriculum development and student engagement
 - Working on increase enrollment. As a charter, enrollment drives the budget
 - Social supports for students, mental health concerns for students
 - Evaluating curriculum resources to be more culturally responsive
 - Creating and implementing an effective safety and security plan
 - Read by Third Grade, Native Culture Inclusion, CTE instruction
 - Supporting students socially, emotionally, and academically

Post the resources
you've found most helpful
as a new principal!

- 5 Smart Tips for Principals for Growing Teacher Confidence and Independence - Principal Insights (NAESP)
- A Simple Strategy for Developing Humble Teams - LeadershipFreak.blog
- Culture and Climate - Crucial Conversations
- Disrupting Poverty: Five Powerful Classroom Practices - Kathleen Budge & William Parrett
- Feedback to Teachers - Principal Center
- Growth Mindset - Carol Dewick
- How Do Principals Influence Student Achievement? - University of Chicago Consortium
- How Can My Kids Be Honor Roll Students and Still Not Read at Grade Level? - TNT Blog
- Integrating Technology into Classroom Instruction - Edutopia
- Lead Like a Pirate - Beth Houf & Shelley Burgess
- Parenting Cue Cards - GreatSchools.org
- Professional Learning Communities (PLCs) - All Things PLC website
- Prioritizing Leadership Goals and Supports - Leverage Leadership
- The Issue of Positive School Climate and Culture - Principal (NAESP)
- Trauma Informed Practices - Edutopia
- Now We're Talking: 21 Days to High-Performance Instructional Leadership - Justin Baeder
- QBQ! The Question Behind the Question - John Miller
- Various NAESP newsletters
- NAESP summer conference

Reminder



NPNP has rolling enrollment, so invite any new principals you know to join at newprincipal.org

About the Panel

NAESP's National Panel of New Principals is the first and only national program dedicated to gathering and sharing the experiences of new and early career principals in rural, urban, and suburban schools across the country.

Learn more at newprincipal.org.

About NAESP

The mission of the National Association of Elementary School Principals (NAESP) is to lead in the advocacy and support for elementary and middle level principals and other education leaders in their commitment to all children.

Learn more at naesp.org.