

# Questionnaire and Topline Results The Private School Teacher Skills Gap

April 9 to May 30, 2018

Total Sample = 477  
Teacher Sample = 281 (63%)  
Administrator Sample = 166 (37%)

EdChoice, Survey Sponsor and Developer  
Hanover Research, Survey Data Collection and Quality Control

## 1: Are you a...

*[only administrators responded to this item]*

|  | TOTAL (N=166) | ADMINISTRATOR<br>(N=166) | TEACHER (N=0) |
|--|---------------|--------------------------|---------------|
| Headmaster or Principal  | 33%           | 33%                      |               |
| Assistant Headmaster,<br>Assistant Principal, or<br>equivalent | 11%           | 11%                      |               |
| Director   | 10%           | 10%                      |               |
| Administrative Assistant                                       | 7%            | 7%                       |               |
| Administrator  | 5%            | 5%                       |               |
| Office Administrator   | 4%            | 4%                       |               |
| Director of Admissions   | 3%            | 3%                       |               |
| Head of School   | 3%            | 3%                       |               |
| Development Director   | 2%            | 2%                       |               |
| Chief Operating Officer  | 2%            | 2%                       |               |
| Head Administrator   | 1%            | 1%                       |               |
| President  | 1%            | 1%                       |               |
| Curriculum specialist  | 1%            | 1%                       |               |
| Executive Director   | 1%            | 1%                       |               |
| Superintendent   | 1%            | 1%                       |               |
| Other  | 16%           | 16%                      |               |

## 2: What grade(s) do you teach? Please select all that apply.

*[Only teachers responded to this item]*

|                  | TOTAL (N=281) | ADMINISTRATOR (N=0) | TEACHER (N=281) |
|------------------|---------------|---------------------|-----------------|
| Pre-Kindergarten | 11%           |                     | 11%             |
| Kindergarten     | 16%           |                     | 16%             |
| 1st Grade        | 17%           |                     | 17%             |
| 2nd Grade        | 16%           |                     | 16%             |
| 3rd Grade        | 20%           |                     | 20%             |
| 4th Grade        | 19%           |                     | 19%             |
| 5th Grade        | 24%           |                     | 24%             |

|            |     |  |     |
|------------|-----|--|-----|
| 6th Grade  | 27% |  | 27% |
| 7th Grade  | 30% |  | 30% |
| 8th Grade  | 30% |  | 30% |
| 9th Grade  | 30% |  | 30% |
| 10th Grade | 33% |  | 33% |
| 11th Grade | 36% |  | 36% |
| 12th Grade | 32% |  | 32% |

**3: Does your school participate in any of your state's private school choice programs?**

|     | TOTAL (N=333) | ADMINISTRATOR (N=160) | TEACHER (N=173) |
|-----|---------------|-----------------------|-----------------|
| Yes | 72%           | 69%                   | 75%             |
| No  | 28%           | 31%                   | 25%             |

**4: Does your school have any of the following distinctive features? Please select all that apply.**

|                                  | TOTAL (N=447) | ADMINISTRATOR (N=166) | TEACHER (N=281) |
|----------------------------------|---------------|-----------------------|-----------------|
| Religious school                 | 61%           | 58%                   | 62%             |
| Parochial school                 | 29%           | 22%                   | 33%             |
| Private special education school | 7%            | 12%                   | 4%              |
| Montessori school                | 5%            | 8%                    | 2%              |
| Boarding school                  | 3%            | 4%                    | 2%              |
| Virtual or Online school         | 3%            | 4%                    | 2%              |
| Language immersion school        | 2%            | 1%                    | 2%              |
| Waldorf school                   | 2%            | 1%                    | 2%              |
| Reggio Emilia school             | 0%            | 1%                    | 0%              |
| Other                            | 8%            | 12%                   | 5%              |
| None of the above                | 13%           | 11%                   | 14%             |

**5: With which religion is your school affiliated?**

*[Only respondents who reported that their school is a religious school received this item.]*

|            | TOTAL (N=271) | ADMINISTRATOR (N=96) | TEACHER (N=175) |
|------------|---------------|----------------------|-----------------|
| Catholic   | 43%           | 26%                  | 53%             |
| Protestant | 35%           | 47%                  | 29%             |
| Jewish     | 2%            | 1%                   | 2%              |
| Muslim     | 1%            | 2%                   | 0%              |
| Other      | 19%           | 24%                  | 16%             |

**6: What is the state in which your school is located?**

|                | TOTAL (N=446) | ADMINISTRATOR<br>(N=165) | TEACHER (N=281) |
|----------------|---------------|--------------------------|-----------------|
| Iowa           | 37%           | 26%                      | 43%             |
| Arizona        | 33%           | 39%                      | 30%             |
| South Carolina | 30%           | 35%                      | 26%             |

**7: What grades does your school serve? Please select all that apply.**

|                  | TOTAL (N=447) | ADMINISTRATOR<br>(N=166) | TEACHER (N=281) |
|------------------|---------------|--------------------------|-----------------|
| Pre-Kindergarten | 66%           | 76%                      | 59%             |
| Kindergarten     | 78%           | 84%                      | 74%             |
| 1st Grade        | 77%           | 81%                      | 75%             |
| 2nd Grade        | 77%           | 80%                      | 75%             |
| 3rd Grade        | 77%           | 80%                      | 76%             |
| 4th Grade        | 77%           | 78%                      | 76%             |
| 5th Grade        | 79%           | 78%                      | 79%             |
| 6th Grade        | 77%           | 78%                      | 77%             |
| 7th Grade        | 72%           | 73%                      | 72%             |
| 8th grade        | 72%           | 72%                      | 72%             |
| 9th Grade        | 58%           | 57%                      | 59%             |
| 10th Grade       | 58%           | 57%                      | 59%             |
| 11th Grade       | 58%           | 56%                      | 59%             |
| 12th Grade       | 58%           | 55%                      | 59%             |

**8: Do you teach any specific subjects? Please select all that apply.**

*[Only teachers responded to this item.]*

|  | TOTAL (N=281) | ADMINISTRATOR (N=0) | TEACHER (N=281) |
|--|---------------|---------------------|-----------------|
| English (e.g., grammar, literature, critical reading, English as a Second Language)    | 31%           |                     | 31%             |
| History & Social Sciences (e.g., political science, government, economics, psychology) | 27%           |                     | 27%             |
| Mathematics  | 25%           |                     | 25%             |
| Science  | 21%           |                     | 21%             |
| Arts (e.g., visual performing arts, sculpture)   | 20%           |                     | 20%             |
| Technology and Computer Science  | 10%           |                     | 10%             |
| World Languages (e.g., Spanish, French, American Sign Language)                        | 8%            |                     | 8%              |
| Career Technical Education (CTE) (e.g., Business, Accounting, Marketing)               | 1%            |                     | 1%              |

|                                    |     |  |     |
|------------------------------------|-----|--|-----|
| I teach all subjects for my grade. | 23% |  | 23% |
| Other                              | 25% |  | 25% |
| None of the Above                  | 1%  |  | 1%  |

**9: Which of the following do you believe are the most important skills to being a principal/teacher at a private school?**

|   | TOTAL (N=2-202) | ADMINISTRATOR (N=1-119) | TEACHER (N=2-159) |
|---|-----------------|-------------------------|-------------------|
| <b>Being innovative</b>   |                 |                         |                   |
| 1   | 16%             | 19%                     | 13%               |
| 2   | 11%             | 11%                     | 11%               |
| 3   | 21%             | 11%                     | 28%               |
| 4   | 28%             | 22%                     | 31%               |
| 5   | 24%             | 36%                     | 17%               |
| <b>Communication skills (written and oral) with parents and community members</b> |                 |                         |                   |
| 1   | 16%             | 18%                     | 14%               |
| 2   | 23%             | 29%                     | 14%               |
| 3   | 28%             | 28%                     | 28%               |
| 4   | 15%             | 15%                     | 16%               |
| 5   | 17%             | 10%                     | 28%               |
| <b>Critical thinking</b>  |                 |                         |                   |
| 1   | 12%             | 8%                      | 16%               |
| 2   | 15%             | 20%                     | 10%               |
| 3   | 17%             | 8%                      | 24%               |
| 4   | 31%             | 40%                     | 24%               |
| 5   | 25%             | 25%                     | 24%               |
| <b>Being entrepreneurial</b>  |                 |                         |                   |
| 1   | 0%              | 0%                      |                   |
| 2   | 20%             | 20%                     |                   |
| 3   | 20%             | 20%                     |                   |
| 4   | 20%             | 20%                     |                   |
| 5   | 40%             | 40%                     |                   |
| <b>Fluency in Spanish or other languages</b>                                      |                 |                         |                   |
| 1   | 0%              | 0%                      | 0%                |
| 2   | 0%              | 0%                      | 0%                |
| 3   | 20%             | 0%                      | 25%               |
| 4   | 20%             | 0%                      | 25%               |
| 5   | 60%             | 100%                    | 50%               |
| <b>Implementing curriculum</b>  |                 |                         |                   |
| 1   | 12%             | 12%                     |                   |
| 2   | 18%             | 18%                     |                   |
| 3   | 12%             | 12%                     |                   |
| 4   | 15%             | 15%                     |                   |
| 5   | 44%             | 44%                     |                   |
| <b>Leadership skills</b>  |                 |                         |                   |
| 1   | 35%             | 41%                     | 9%                |

|  |     |     |     |
|--|-----|-----|-----|
| 2  | 23% | 24% | 18% |
| 3  | 19% | 17% | 27% |
| 4  | 14% | 13% | 23% |
| 5  | 8%  | 5%  | 23% |
| Organization and planning skills                         |     |     |     |
| 1  | 3%  | 3%  |     |
| 2  | 13% | 13% |     |
| 3  | 28% | 28% |     |
| 4  | 29% | 29% |     |
| 5  | 27% | 27% |     |
| Planning school budget                                   |     |     |     |
| 1  | 10% | 10% |     |
| 2  | 10% | 10% |     |
| 3  | 3%  | 3%  |     |
| 4  | 43% | 43% |     |
| 5  | 33% | 33% |     |
| Public relations skills                                  |     |     |     |
| 1  | 26% | 26% |     |
| 2  | 7%  | 7%  |     |
| 3  | 30% | 30% |     |
| 4  | 22% | 22% |     |
| 5  | 15% | 15% |     |
| Setting academic goals and strategic vision              |     |     |     |
| 1  | 29% | 29% |     |
| 2  | 26% | 26% |     |
| 3  | 17% | 17% |     |
| 4  | 19% | 19% |     |
| 5  | 9%  | 9%  |     |
| Strong interpersonal and team building skills            |     |     |     |
| 1  | 21% | 21% |     |
| 2  | 27% | 27% |     |
| 3  | 20% | 20% |     |
| 4  | 18% | 18% |     |
| 5  | 15% | 15% |     |
| Successful administrative experience in a school setting |     |     |     |
| 1  | 41% | 41% |     |
| 2  | 9%  | 9%  |     |
| 3  | 23% | 23% |     |
| 4  | 14% | 14% |     |
| 5  | 14% | 14% |     |
| Teaching experience                                      |     |     |     |
| 1  | 9%  | 9%  |     |
| 2  | 11% | 11% |     |
| 3  | 27% | 27% |     |
| 4  | 13% | 13% |     |
| 5  | 40% | 40% |     |
| Understanding accounting and finances                    |     |     |     |
| 1  | 9%  | 9%  |     |

|                                    |     |     |     |
|------------------------------------|-----|-----|-----|
| 2                                  | 17% | 17% |     |
| 3                                  | 35% | 35% |     |
| 4                                  | 13% | 13% |     |
| 5                                  | 26% | 26% |     |
| Understanding legal compliance     |     |     |     |
| 1                                  | 7%  | 7%  |     |
| 2                                  | 7%  | 7%  |     |
| 3                                  | 7%  | 7%  |     |
| 4                                  | 27% | 27% |     |
| 5                                  | 53% | 53% |     |
| Understanding research             |     |     |     |
| 1                                  | 17% | 17% |     |
| 2                                  | 0%  | 0%  |     |
| 3                                  | 50% | 50% |     |
| 4                                  | 33% | 33% |     |
| 5                                  | 0%  | 0%  |     |
| Other                              |     |     |     |
| 1                                  | 46% | 63% | 20% |
| 2                                  | 8%  | 0%  | 20% |
| 3                                  | 23% | 25% | 20% |
| 4                                  | 8%  | 0%  | 20% |
| 5                                  | 15% | 13% | 20% |
| Navigating bureaucracy             |     |     |     |
| 1                                  | 0%  | 0%  |     |
| 2                                  | 33% | 33% |     |
| 3                                  | 0%  | 0%  |     |
| 4                                  | 33% | 33% |     |
| 5                                  | 33% | 33% |     |
| Ability to listen                  |     |     |     |
| 1                                  | 13% |     | 13% |
| 2                                  | 13% |     | 13% |
| 3                                  | 19% |     | 19% |
| 4                                  | 22% |     | 22% |
| 5                                  | 34% |     | 34% |
| Ability to teach multiple subjects |     |     |     |
| 1                                  | 3%  |     | 3%  |
| 2                                  | 23% |     | 23% |
| 3                                  | 0%  |     | 0%  |
| 4                                  | 42% |     | 42% |
| 5                                  | 32% |     | 32% |
| Being a role model                 |     |     |     |
| 1                                  | 13% |     | 13% |
| 2                                  | 39% |     | 39% |
| 3                                  | 15% |     | 15% |
| 4                                  | 22% |     | 22% |
| 5                                  | 10% |     | 10% |
| Being a team player                |     |     |     |
| 1                                  | 11% |     | 11% |

|   |     |  |     |
|---|-----|--|-----|
| 2   | 13% |  | 13% |
| 3   | 17% |  | 17% |
| 4   | 28% |  | 28% |
| 5   | 30% |  | 30% |
| Being flexible                                  |     |  |     |
| 1   | 16% |  | 16% |
| 2   | 18% |  | 18% |
| 3   | 27% |  | 27% |
| 4   | 20% |  | 20% |
| 5   | 19% |  | 19% |
| Being patient with students                     |     |  |     |
| 1   | 7%  |  | 7%  |
| 2   | 15% |  | 15% |
| 3   | 20% |  | 20% |
| 4   | 31% |  | 31% |
| 5   | 28% |  | 28% |
| Being tech-savvy                                |     |  |     |
| 1   | 0%  |  | 0%  |
| 2   | 40% |  | 40% |
| 3   | 20% |  | 20% |
| 4   | 20% |  | 20% |
| 5   | 20% |  | 20% |
| Creating a comfortable learning environment     |     |  |     |
| 1   | 17% |  | 17% |
| 2   | 28% |  | 28% |
| 3   | 18% |  | 18% |
| 4   | 17% |  | 17% |
| 5   | 20% |  | 20% |
| Good work ethic                                 |     |  |     |
| 1   | 13% |  | 13% |
| 2   | 25% |  | 25% |
| 3   | 25% |  | 25% |
| 4   | 19% |  | 19% |
| 5   | 19% |  | 19% |
| Having a degree in the field he/she is teaching |     |  |     |
| 1   | 33% |  | 33% |
| 2   | 10% |  | 10% |
| 3   | 26% |  | 26% |
| 4   | 10% |  | 10% |
| 5   | 21% |  | 21% |
| Having a degree in education                    |     |  |     |
| 1   | 31% |  | 31% |
| 2   | 28% |  | 28% |
| 3   | 17% |  | 17% |
| 4   | 14% |  | 14% |
| 5   | 10% |  | 10% |
| Having prior experience as a teacher            |     |  |     |
| 1   | 0%  |  | 0%  |

|  |     |  |     |
|--|-----|--|-----|
| 2  | 10% |  | 10% |
| 3  | 40% |  | 40% |
| 4  | 40% |  | 40% |
| 5  | 10% |  | 10% |
| Having teaching certifications               |     |  |     |
| 1  | 18% |  | 18% |
| 2  | 12% |  | 12% |
| 3  | 24% |  | 24% |
| 4  | 18% |  | 18% |
| 5  | 29% |  | 29% |
| Keeping organized                            |     |  |     |
| 1  | 8%  |  | 8%  |
| 2  | 12% |  | 12% |
| 3  | 20% |  | 20% |
| 4  | 24% |  | 24% |
| 5  | 36% |  | 36% |
| Learning "on-the-job"                        |     |  |     |
| 1  | 0%  |  | 0%  |
| 2  | 0%  |  | 0%  |
| 3  | 25% |  | 25% |
| 4  | 50% |  | 50% |
| 5  | 25% |  | 25% |
| Maintaining emotional control while teaching |     |  |     |
| 1  | 13% |  | 13% |
| 2  | 0%  |  | 0%  |
| 3  | 13% |  | 13% |
| 4  | 38% |  | 38% |
| 5  | 38% |  | 38% |
| Managing classrooms                          |     |  |     |
| 1  | 19% |  | 19% |
| 2  | 23% |  | 23% |
| 3  | 23% |  | 23% |
| 4  | 12% |  | 12% |
| 5  | 22% |  | 22% |
| Networking                                   |     |  |     |
| 1  | 0%  |  | 0%  |
| 2  | 50% |  | 50% |
| 3  | 50% |  | 50% |
| 4  | 0%  |  | 0%  |
| 5  | 0%  |  | 0%  |
| Passion for teaching                         |     |  |     |
| 1  | 36% |  | 36% |
| 2  | 23% |  | 23% |
| 3  | 16% |  | 16% |
| 4  | 17% |  | 17% |
| 5  | 8%  |  | 8%  |
| Positive attitude                            |     |  |     |
| 1  | 8%  |  | 8%  |



|                                     |     |  |     |
|-------------------------------------|-----|--|-----|
| 2                                   | 31% |  | 31% |
| 3                                   | 25% |  | 25% |
| 4                                   | 17% |  | 17% |
| 5                                   | 19% |  | 19% |
| Presentation skills                 |     |  |     |
| 1                                   | 0%  |  | 0%  |
| 2                                   | 20% |  | 20% |
| 3                                   | 20% |  | 20% |
| 4                                   | 40% |  | 40% |
| 5                                   | 20% |  | 20% |
| Time management                     |     |  |     |
| 1                                   | 5%  |  | 5%  |
| 2                                   | 27% |  | 27% |
| 3                                   | 9%  |  | 9%  |
| 4                                   | 14% |  | 14% |
| 5                                   | 45% |  | 45% |
| Understanding Common Core Standards |     |  |     |
| 1                                   | 5%  |  | 5%  |
| 2                                   | 32% |  | 32% |
| 3                                   | 32% |  | 32% |
| 4                                   | 26% |  | 26% |
| 5                                   | 5%  |  | 5%  |
| Modeling faith in action            |     |  |     |
| 1                                   | 49% |  | 49% |
| 2                                   | 17% |  | 17% |
| 3                                   | 14% |  | 14% |
| 4                                   | 13% |  | 13% |
| 5                                   | 7%  |  | 7%  |
| Religious instruction               |     |  |     |
| 1                                   | 30% |  | 30% |
| 2                                   | 30% |  | 30% |
| 3                                   | 13% |  | 13% |
| 4                                   | 20% |  | 20% |
| 5                                   | 7%  |  | 7%  |

**10: Which of these skills, if any, did you have to learn while being a leader/teacher at a private school? Please select all that apply.**

|  | TOTAL (N=431) | ADMINISTRATOR (N=166) | TEACHER (N=265) |
|--|---------------|-----------------------|-----------------|
| Communication skills (written and oral) with parents and community members | 23%           | 17%                   | 27%             |
| Planning school budget   | 20%           | 52%                   |                 |
| Being innovative   | 20%           | 22%                   | 18%             |
| Learning "on-the-job"  | 18%           |                       | 29%             |
| Managing classrooms  | 17%           |                       | 28%             |

|  |     |     |     |
|--|-----|-----|-----|
| Being flexible   | 16% |     | 25% |
| Being tech-savvy   | 16% |     | 25% |
| Modeling faith in action                                 | 15% |     | 25% |
| Understanding accounting and finances                    | 15% | 39% |     |
| Understanding legal compliance                           | 15% | 39% | 0%  |
| Leadership skills  | 15% | 21% | 11% |
| Navigating bureaucracy                                   | 14% | 36% |     |
| Religious instruction                                    | 14% |     | 23% |
| Understanding Common Core Standards                      | 13% |     | 21% |
| Being patient with students                              | 13% |     | 20% |
| Successful administrative experience in a school setting | 12% | 31% |     |
| Time management  | 12% |     | 19% |
| Public relations skills                                  | 12% | 30% |     |
| Keeping organized  | 11% |     | 18% |
| Creating a comfortable learning environment              | 10% |     | 17% |
| Setting academic goals and strategic vision              | 10% | 27% |     |
| Ability to teach multiple subjects                       | 10% |     | 17% |
| Being entrepreneurial                                    | 10% | 26% |     |
| Maintaining emotional control while teaching             | 10% |     | 16% |
| Having prior experience as a teacher                     | 10% |     | 16% |
| Strong interpersonal and team building skills            | 9%  | 24% |     |
| Being a team player                                      | 9%  |     | 14% |
| Being a role model                                       | 8%  |     | 12% |
| Fluency in Spanish or other languages                    | 7%  | 10% | 6%  |
| Networking   | 7%  |     | 12% |
| Critical thinking  | 7%  | 11% | 4%  |
| Passion for teaching                                     | 7%  |     | 11% |
| Implementing curriculum                                  | 7%  | 17% |     |
| Positive attitude  | 6%  |     | 10% |
| Good work ethic  | 6%  |     | 9%  |
| Organization and planning skills                         | 6%  | 14% |     |
| Ability to listen  | 5%  |     | 9%  |
| Understanding research                                   | 5%  | 13% |     |

|   |    |    |    |
|---|----|----|----|
| Having teaching certifications                  | 4% |    | 7% |
| Presentation skills                             | 4% |    | 7% |
| Having a degree in education                    | 3% |    | 5% |
| Teaching experience                             | 3% | 7% |    |
| Having a degree in the field he/she is teaching | 2% |    | 3% |
| Other   | 0% | 1% | 0% |
| None of the above                               | 7% | 4% | 8% |

**11: What steps have you taken to develop skills in which you were not formally trained, but have needed as a leader/teacher at a private school? Please select all that apply.**

|   | TOTAL (N=8-96) | ADMINISTRATOR (N=11-84) | TEACHER (N=8-73) |
|---|----------------|-------------------------|------------------|
| <b>Being entrepreneurial</b>  |                |                         |                  |
| Certificate in education leadership   | 7%             | 7%                      |                  |
| Associate's degree in education leadership  | 0%             | 0%                      |                  |
| Bachelor's degree in education leadership   | 0%             | 0%                      |                  |
| Master's degree in education leadership   | 7%             | 7%                      |                  |
| Remote professional development course (e.g., webinar)                            | 10%            | 10%                     |                  |
| In-person professional development courses  | 21%            | 21%                     |                  |
| I did not receive any training to develop this skill                              | 67%            | 67%                     |                  |
| <b>Being innovative</b>   |                |                         |                  |
| Certificate in education leadership   | 6%             | 8%                      | 4%               |
| Associate's degree in education leadership  | 1%             | 0%                      | 2%               |
| Bachelor's degree in education leadership   | 8%             | 8%                      | 9%               |
| Master's degree in education leadership   | 14%            | 19%                     | 11%              |
| Remote professional development course (e.g., webinar)                            | 19%            | 17%                     | 21%              |
| In-person professional development courses  | 33%            | 25%                     | 38%              |
| I did not receive any training to develop this skill                              | 37%            | 36%                     | 38%              |
| <b>Communication skills (written and oral) with parents and community members</b> |                |                         |                  |
| Certificate in education leadership   | 6%             | 7%                      | 6%               |
| Associate's degree in education leadership  | 0%             | 0%                      | 0%               |
| Bachelor's degree in education leadership   | 5%             | 0%                      | 7%               |
| Master's degree in education leadership   | 11%            | 32%                     | 3%               |
| Remote professional development course (e.g., webinar)                            | 11%            | 18%                     | 9%               |
| In-person professional development courses  | 24%            | 25%                     | 24%              |
| I did not receive any training to develop this skill                              | 55%            | 36%                     | 63%              |
| <b>Critical thinking</b>  |                |                         |                  |
| Certificate in education leadership   | 4%             | 5%                      | 0%               |
| Associate's degree in education leadership  | 0%             | 0%                      | 0%               |
| Bachelor's degree in education leadership   | 0%             | 0%                      | 0%               |
| Master's degree in education leadership   | 29%            | 26%                     | 33%              |
| Remote professional development course (e.g., webinar)                            | 18%            | 16%                     | 22%              |
| In-person professional development courses  | 29%            | 32%                     | 22%              |

|  |     |     |     |
|--|-----|-----|-----|
| I did not receive any training to develop this skill   | 36% | 32% | 44% |
| Fluency in Spanish or other languages                  |     |     |     |
| Certificate in education leadership                    | 0%  | 0%  | 0%  |
| Associate's degree in education leadership             | 0%  | 0%  | 0%  |
| Bachelor's degree in education leadership              | 0%  | 0%  | 0%  |
| Master's degree in education leadership                | 0%  | 0%  | 0%  |
| Remote professional development course (e.g., webinar) | 10% | 6%  | 13% |
| In-person professional development courses             | 16% | 13% | 20% |
| I did not receive any training to develop this skill   | 81% | 81% | 80% |
| Implementing curriculum                                |     |     |     |
| Certificate in education leadership                    | 4%  | 4%  |     |
| Associate's degree in education leadership             | 0%  | 0%  |     |
| Bachelor's degree in education leadership              | 4%  | 4%  |     |
| Master's degree in education leadership                | 21% | 21% |     |
| Remote professional development course (e.g., webinar) | 14% | 14% |     |
| In-person professional development courses             | 43% | 43% |     |
| I did not receive any training to develop this skill   | 29% | 29% |     |
| Leadership skills                                      |     |     |     |
| Certificate in education leadership                    | 5%  | 9%  | 0%  |
| Associate's degree in education leadership             | 0%  | 0%  | 0%  |
| Bachelor's degree in education leadership              | 5%  | 6%  | 4%  |
| Master's degree in education leadership                | 22% | 27% | 15% |
| Remote professional development course (e.g., webinar) | 19% | 24% | 12% |
| In-person professional development courses             | 24% | 24% | 23% |
| I did not receive any training to develop this skill   | 39% | 27% | 54% |
| Navigating bureaucracy                                 |     |     |     |
| Certificate in education leadership                    | 2%  | 2%  |     |
| Associate's degree in education leadership             | 0%  | 0%  |     |
| Bachelor's degree in education leadership              | 0%  | 0%  |     |
| Master's degree in education leadership                | 9%  | 9%  |     |
| Remote professional development course (e.g., webinar) | 9%  | 9%  |     |
| In-person professional development courses             | 21% | 21% |     |
| I did not receive any training to develop this skill   | 67% | 67% |     |
| Organization and planning skills                       |     |     |     |
| Certificate in education leadership                    | 9%  | 9%  |     |
| Associate's degree in education leadership             | 0%  | 0%  |     |
| Bachelor's degree in education leadership              | 0%  | 0%  |     |
| Master's degree in education leadership                | 26% | 26% |     |
| Remote professional development course (e.g., webinar) | 13% | 13% |     |
| In-person professional development courses             | 35% | 35% |     |
| I did not receive any training to develop this skill   | 35% | 35% |     |
| Planning school budget                                 |     |     |     |
| Certificate in education leadership                    | 6%  | 6%  |     |
| Associate's degree in education leadership             | 0%  | 0%  |     |
| Bachelor's degree in education leadership              | 0%  | 0%  |     |
| Master's degree in education leadership                | 14% | 14% |     |
| Remote professional development course (e.g., webinar) | 15% | 15% |     |
| In-person professional development courses             | 30% | 30% |     |

|   |     |     |  |
|---|-----|-----|--|
| I did not receive any training to develop this skill            | 46% | 46% |  |
| <b>Public relations skills</b>                                  |     |     |  |
| Certificate in education leadership                             | 4%  | 4%  |  |
| Associate's degree in education leadership                      | 0%  | 0%  |  |
| Bachelor's degree in education leadership                       | 2%  | 2%  |  |
| Master's degree in education leadership                         | 17% | 17% |  |
| Remote professional development course (e.g., webinar)          | 10% | 10% |  |
| In-person professional development courses                      | 33% | 33% |  |
| I did not receive any training to develop this skill            | 42% | 42% |  |
| <b>Setting academic goals and strategic vision</b>              |     |     |  |
| Certificate in education leadership                             | 10% | 10% |  |
| Associate's degree in education leadership                      | 0%  | 0%  |  |
| Bachelor's degree in education leadership                       | 2%  | 2%  |  |
| Master's degree in education leadership                         | 24% | 24% |  |
| Remote professional development course (e.g., webinar)          | 17% | 17% |  |
| In-person professional development courses                      | 31% | 31% |  |
| I did not receive any training to develop this skill            | 31% | 31% |  |
| <b>Strong interpersonal and team building skills</b>            |     |     |  |
| Certificate in education leadership                             | 8%  | 8%  |  |
| Associate's degree in education leadership                      | 0%  | 0%  |  |
| Bachelor's degree in education leadership                       | 3%  | 3%  |  |
| Master's degree in education leadership                         | 18% | 18% |  |
| Remote professional development course (e.g., webinar)          | 13% | 13% |  |
| In-person professional development courses                      | 34% | 34% |  |
| I did not receive any training to develop this skill            | 34% | 34% |  |
| <b>Successful administrative experience in a school setting</b> |     |     |  |
| Certificate in education leadership                             | 4%  | 4%  |  |
| Associate's degree in education leadership                      | 0%  | 0%  |  |
| Bachelor's degree in education leadership                       | 2%  | 2%  |  |
| Master's degree in education leadership                         | 12% | 12% |  |
| Remote professional development course (e.g., webinar)          | 18% | 18% |  |
| In-person professional development courses                      | 39% | 39% |  |
| I did not receive any training to develop this skill            | 43% | 43% |  |
| <b>Teaching experience</b>                                      |     |     |  |
| Certificate in education leadership                             | 0%  | 0%  |  |
| Associate's degree in education leadership                      | 0%  | 0%  |  |
| Bachelor's degree in education leadership                       | 0%  | 0%  |  |
| Master's degree in education leadership                         | 27% | 27% |  |
| Remote professional development course (e.g., webinar)          | 0%  | 0%  |  |
| In-person professional development courses                      | 36% | 36% |  |
| I did not receive any training to develop this skill            | 36% | 36% |  |
| <b>Understanding accounting and finances</b>                    |     |     |  |
| Certificate in education leadership                             | 5%  | 5%  |  |
| Associate's degree in education leadership                      | 2%  | 2%  |  |
| Bachelor's degree in education leadership                       | 0%  | 0%  |  |
| Master's degree in education leadership                         | 12% | 12% |  |
| Remote professional development course (e.g., webinar)          | 12% | 12% |  |
| In-person professional development courses                      | 27% | 27% |  |

|  |     |     |     |
|--|-----|-----|-----|
| I did not receive any training to develop this skill   | 52% | 52% |     |
| Understanding legal compliance                         |     |     |     |
| Certificate in education leadership                    | 5%  | 5%  |     |
| Associate's degree in education leadership             | 0%  | 0%  |     |
| Bachelor's degree in education leadership              | 0%  | 0%  |     |
| Master's degree in education leadership                | 14% | 14% |     |
| Remote professional development course (e.g., webinar) | 22% | 22% |     |
| In-person professional development courses             | 42% | 42% |     |
| I did not receive any training to develop this skill   | 30% | 30% |     |
| Understanding research                                 |     |     |     |
| Certificate in education leadership                    | 5%  | 5%  |     |
| Associate's degree in education leadership             | 0%  | 0%  |     |
| Bachelor's degree in education leadership              | 5%  | 5%  |     |
| Master's degree in education leadership                | 10% | 10% |     |
| Remote professional development course (e.g., webinar) | 19% | 19% |     |
| In-person professional development courses             | 38% | 38% |     |
| I did not receive any training to develop this skill   | 29% | 29% |     |
| Ability to listen                                      |     |     |     |
| Certificate in education                               | 0%  |     | 0%  |
| Associate's degree in education                        | 0%  |     | 0%  |
| Bachelor's degree in education                         | 5%  |     | 5%  |
| Master's degree in education                           | 0%  |     | 0%  |
| Remote professional development course (e.g., webinar) | 5%  |     | 5%  |
| In-person professional development courses             | 26% |     | 26% |
| I did not receive any training to develop this skill   | 63% |     | 63% |
| Ability to teach multiple subjects                     |     |     |     |
| Certificate in education                               | 0%  |     | 0%  |
| Associate's degree in education                        | 0%  |     | 0%  |
| Bachelor's degree in education                         | 19% |     | 19% |
| Master's degree in education                           | 7%  |     | 7%  |
| Remote professional development course (e.g., webinar) | 14% |     | 14% |
| In-person professional development courses             | 24% |     | 24% |
| I did not receive any training to develop this skill   | 48% |     | 48% |
| Being a role model                                     |     |     |     |
| Certificate in education                               | 3%  |     | 3%  |
| Associate's degree in education                        | 0%  |     | 0%  |
| Bachelor's degree in education                         | 7%  |     | 7%  |
| Master's degree in education                           | 3%  |     | 3%  |
| Remote professional development course (e.g., webinar) | 3%  |     | 3%  |
| In-person professional development courses             | 23% |     | 23% |
| I did not receive any training to develop this skill   | 70% |     | 70% |
| Being a team player                                    |     |     |     |
| Certificate in education                               | 0%  |     | 0%  |
| Associate's degree in education                        | 0%  |     | 0%  |
| Bachelor's degree in education                         | 9%  |     | 9%  |
| Master's degree in education                           | 6%  |     | 6%  |
| Remote professional development course (e.g., webinar) | 3%  |     | 3%  |
| In-person professional development courses             | 27% |     | 27% |

|  |     |  |     |
|--|-----|--|-----|
| I did not receive any training to develop this skill   | 64% |  | 64% |
| Being flexible   |     |  |     |
| Certificate in education                               | 2%  |  | 2%  |
| Associate's degree in education                        | 2%  |  | 2%  |
| Bachelor's degree in education                         | 6%  |  | 6%  |
| Master's degree in education                           | 3%  |  | 3%  |
| Remote professional development course (e.g., webinar) | 2%  |  | 2%  |
| In-person professional development courses             | 14% |  | 14% |
| I did not receive any training to develop this skill   | 73% |  | 73% |
| Being patient with students                            |     |  |     |
| Certificate in education                               | 2%  |  | 2%  |
| Associate's degree in education                        | 2%  |  | 2%  |
| Bachelor's degree in education                         | 6%  |  | 6%  |
| Master's degree in education                           | 0%  |  | 0%  |
| Remote professional development course (e.g., webinar) | 2%  |  | 2%  |
| In-person professional development courses             | 16% |  | 16% |
| I did not receive any training to develop this skill   | 76% |  | 76% |
| Being tech-savvy                                       |     |  |     |
| Certificate in education                               | 0%  |  | 0%  |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 8%  |  | 8%  |
| Master's degree in education                           | 6%  |  | 6%  |
| Remote professional development course (e.g., webinar) | 25% |  | 25% |
| In-person professional development courses             | 69% |  | 69% |
| I did not receive any training to develop this skill   | 14% |  | 14% |
| Creating a comfortable learning environment            |     |  |     |
| Certificate in education                               | 0%  |  | 0%  |
| Associate's degree in education                        | 2%  |  | 2%  |
| Bachelor's degree in education                         | 2%  |  | 2%  |
| Master's degree in education                           | 0%  |  | 0%  |
| Remote professional development course (e.g., webinar) | 12% |  | 12% |
| In-person professional development courses             | 39% |  | 39% |
| I did not receive any training to develop this skill   | 51% |  | 51% |
| Good work ethic  |     |  |     |
| Certificate in education                               | 0%  |  | 0%  |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 5%  |  | 5%  |
| Master's degree in education                           | 0%  |  | 0%  |
| Remote professional development course (e.g., webinar) | 0%  |  | 0%  |
| In-person professional development courses             | 18% |  | 18% |
| I did not receive any training to develop this skill   | 77% |  | 77% |
| Having a degree in the field he/she is teaching        |     |  |     |
| Certificate in education                               | 13% |  | 13% |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 25% |  | 25% |
| Master's degree in education                           | 13% |  | 13% |
| Remote professional development course (e.g., webinar) | 13% |  | 13% |
| In-person professional development courses             | 38% |  | 38% |

|  |     |  |     |
|--|-----|--|-----|
| I did not receive any training to develop this skill   | 13% |  | 13% |
| Having a degree in education                           |     |  |     |
| Certificate in education                               | 0%  |  | 0%  |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 8%  |  | 8%  |
| Master's degree in education                           | 25% |  | 25% |
| Remote professional development course (e.g., webinar) | 25% |  | 25% |
| In-person professional development courses             | 33% |  | 33% |
| I did not receive any training to develop this skill   | 42% |  | 42% |
| Having prior experience as a teacher                   |     |  |     |
| Certificate in education                               | 3%  |  | 3%  |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 19% |  | 19% |
| Master's degree in education                           | 3%  |  | 3%  |
| Remote professional development course (e.g., webinar) | 16% |  | 16% |
| In-person professional development courses             | 27% |  | 27% |
| I did not receive any training to develop this skill   | 57% |  | 57% |
| Having teaching certifications                         |     |  |     |
| Certificate in education                               | 19% |  | 19% |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 19% |  | 19% |
| Master's degree in education                           | 19% |  | 19% |
| Remote professional development course (e.g., webinar) | 25% |  | 25% |
| In-person professional development courses             | 31% |  | 31% |
| I did not receive any training to develop this skill   | 38% |  | 38% |
| Keeping organized                                      |     |  |     |
| Certificate in education                               | 0%  |  | 0%  |
| Associate's degree in education                        | 2%  |  | 2%  |
| Bachelor's degree in education                         | 11% |  | 11% |
| Master's degree in education                           | 2%  |  | 2%  |
| Remote professional development course (e.g., webinar) | 9%  |  | 9%  |
| In-person professional development courses             | 27% |  | 27% |
| I did not receive any training to develop this skill   | 56% |  | 56% |
| Learning "on-the-job"                                  |     |  |     |
| Certificate in education                               | 3%  |  | 3%  |
| Associate's degree in education                        | 1%  |  | 1%  |
| Bachelor's degree in education                         | 7%  |  | 7%  |
| Master's degree in education                           | 1%  |  | 1%  |
| Remote professional development course (e.g., webinar) | 5%  |  | 5%  |
| In-person professional development courses             | 30% |  | 30% |
| I did not receive any training to develop this skill   | 63% |  | 63% |
| Maintaining emotional control while teaching           |     |  |     |
| Certificate in education                               | 3%  |  | 3%  |
| Associate's degree in education                        | 3%  |  | 3%  |
| Bachelor's degree in education                         | 0%  |  | 0%  |
| Master's degree in education                           | 0%  |  | 0%  |
| Remote professional development course (e.g., webinar) | 8%  |  | 8%  |
| In-person professional development courses             | 18% |  | 18% |



|  |     |  |     |
|--|-----|--|-----|
| I did not receive any training to develop this skill   | 77% |  | 77% |
| <b>Managing classrooms</b>                             |     |  |     |
| Certificate in education                               | 3%  |  | 3%  |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 18% |  | 18% |
| Master's degree in education                           | 11% |  | 11% |
| Remote professional development course (e.g., webinar) | 19% |  | 19% |
| In-person professional development courses             | 42% |  | 42% |
| I did not receive any training to develop this skill   | 31% |  | 31% |
| <b>Networking</b>                                      |     |  |     |
| Certificate in education                               | 0%  |  | 0%  |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 4%  |  | 4%  |
| Master's degree in education                           | 0%  |  | 0%  |
| Remote professional development course (e.g., webinar) | 4%  |  | 4%  |
| In-person professional development courses             | 37% |  | 37% |
| I did not receive any training to develop this skill   | 56% |  | 56% |
| <b>Passion for teaching</b>                            |     |  |     |
| Certificate in education                               | 0%  |  | 0%  |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 4%  |  | 4%  |
| Master's degree in education                           | 7%  |  | 7%  |
| Remote professional development course (e.g., webinar) | 4%  |  | 4%  |
| In-person professional development courses             | 0%  |  | 0%  |
| I did not receive any training to develop this skill   | 89% |  | 89% |
| <b>Positive attitude</b>                               |     |  |     |
| Certificate in education                               | 4%  |  | 4%  |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 4%  |  | 4%  |
| Master's degree in education                           | 0%  |  | 0%  |
| Remote professional development course (e.g., webinar) | 0%  |  | 0%  |
| In-person professional development courses             | 13% |  | 13% |
| I did not receive any training to develop this skill   | 78% |  | 78% |
| <b>Presentation skills</b>                             |     |  |     |
| Certificate in education                               | 6%  |  | 6%  |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 19% |  | 19% |
| Master's degree in education                           | 0%  |  | 0%  |
| Remote professional development course (e.g., webinar) | 6%  |  | 6%  |
| In-person professional development courses             | 38% |  | 38% |
| I did not receive any training to develop this skill   | 38% |  | 38% |
| <b>Time management</b>                                 |     |  |     |
| Certificate in education                               | 0%  |  | 0%  |
| Associate's degree in education                        | 2%  |  | 2%  |
| Bachelor's degree in education                         | 19% |  | 19% |
| Master's degree in education                           | 6%  |  | 6%  |
| Remote professional development course (e.g., webinar) | 0%  |  | 0%  |
| In-person professional development courses             | 17% |  | 17% |

|  |     |  |     |
|--|-----|--|-----|
| I did not receive any training to develop this skill   | 60% |  | 60% |
| <b>Understanding Common Core Standards</b>             |     |  |     |
| Certificate in education                               | 4%  |  | 4%  |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 12% |  | 12% |
| Master's degree in education                           | 4%  |  | 4%  |
| Remote professional development course (e.g., webinar) | 21% |  | 21% |
| In-person professional development courses             | 62% |  | 62% |
| I did not receive any training to develop this skill   | 29% |  | 29% |
| <b>Modeling faith in action</b>                        |     |  |     |
| Certificate in education                               | 2%  |  | 2%  |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 6%  |  | 6%  |
| Master's degree in education                           | 3%  |  | 3%  |
| Remote professional development course (e.g., webinar) | 6%  |  | 6%  |
| In-person professional development courses             | 45% |  | 45% |
| I did not receive any training to develop this skill   | 47% |  | 47% |
| <b>Religious instruction</b>                           |     |  |     |
| Certificate in education                               | 4%  |  | 4%  |
| Associate's degree in education                        | 0%  |  | 0%  |
| Bachelor's degree in education                         | 5%  |  | 5%  |
| Master's degree in education                           | 4%  |  | 4%  |
| Remote professional development course (e.g., webinar) | 13% |  | 13% |
| In-person professional development courses             | 63% |  | 63% |
| I did not receive any training to develop this skill   | 29% |  | 29% |

**12: Did you receive any formal teacher training prior to becoming a principal/teacher?**

|  | TOTAL (N=404) | ADMINISTRATOR (N=151) | TEACHER (N=253) |
|--|---------------|-----------------------|-----------------|
| Yes, through a School of Education                             | 48%           | 0%                    | 76%             |
| Yes, through a School of Education at a college or university. | 22%           | 60%                   | 0%              |
| Yes, but I did not go through a traditional education route.   | 12%           | 14%                   | 11%             |
| No, I did not receive any formal teacher training.             | 18%           | 26%                   | 13%             |

**13: Which of the following training have you received at a School of Education? Please select all that apply.**

|                                 | TOTAL (N=282) | ADMINISTRATOR (N=90) | TEACHER (N=192) |
|---------------------------------|---------------|----------------------|-----------------|
| Certificate in education        | 26%           | 29%                  | 25%             |
| Associate's degree in education | 4%            | 7%                   | 3%              |
| Bachelor's degree in education  | 68%           | 53%                  | 75%             |
| Master's degree in education    | 45%           | 67%                  | 35%             |
| Other                           | 10%           | 13%                  | 8%              |

**14: How helpful were the following programs in preparing you to lead a private school?**

|                                 | TOTAL (N=12-192) | ADMINISTRATOR (N=6-60) | TEACHER (N=6-144) |
|---------------------------------|------------------|------------------------|-------------------|
| Certificate in education        |                  |                        |                   |
| Not at All Helpful              | 5%               | 0%                     | 8%                |
| Slightly Helpful                | 5%               | 12%                    | 2%                |
| Moderately Helpful              | 24%              | 31%                    | 21%               |
| Very Helpful                    | 28%              | 23%                    | 31%               |
| Extremely Helpful               | 36%              | 35%                    | 38%               |
| <i>Top 2</i>                    | 65%              | 58%                    | 69%               |
| Associate's degree in education |                  |                        |                   |
| Not at All Helpful              | 0%               | 0%                     | 0%                |
| Slightly Helpful                | 17%              | 33%                    | 0%                |
| Moderately Helpful              | 25%              | 17%                    | 33%               |
| Very Helpful                    | 33%              | 50%                    | 17%               |
| Extremely Helpful               | 25%              | 0%                     | 50%               |
| <i>Top 2</i>                    | 58%              | 50%                    | 67%               |
| Bachelor's degree in education  |                  |                        |                   |
| Not at All Helpful              | 2%               | 0%                     | 2%                |
| Slightly Helpful                | 4%               | 8%                     | 2%                |
| Moderately Helpful              | 14%              | 33%                    | 8%                |
| Very Helpful                    | 36%              | 35%                    | 37%               |
| Extremely Helpful               | 44%              | 23%                    | 51%               |
| <i>Top 2</i>                    | 81%              | 58%                    | 88%               |
| Master's degree in education    |                  |                        |                   |
| Not at All Helpful              | 2%               | 2%                     | 1%                |
| Slightly Helpful                | 5%               | 5%                     | 4%                |
| Moderately Helpful              | 18%              | 23%                    | 13%               |
| Very Helpful                    | 34%              | 32%                    | 35%               |
| Extremely Helpful               | 42%              | 38%                    | 46%               |
| <i>Top 2</i>                    | 76%              | 70%                    | 81%               |
| Other                           |                  |                        |                   |
| Not at All Helpful              | 0%               | 0%                     | 0%                |
| Slightly Helpful                | 4%               | 0%                     | 7%                |
| Moderately Helpful              | 19%              | 25%                    | 13%               |
| Very Helpful                    | 26%              | 33%                    | 20%               |
| Extremely Helpful               | 52%              | 42%                    | 60%               |
| <i>Top 2</i>                    | 78%              | 75%                    | 80%               |

**15: Have you ever taught or led in a public school context?**

|     | TOTAL (N=409) | ADMINISTRATOR (N=155) | TEACHER (N=254) |
|-----|---------------|-----------------------|-----------------|
| Yes | 56%           | 47%                   | 62%             |
| No  | 44%           | 53%                   | 38%             |

**16: For how many years did you teach or lead in a public school context? Please enter a whole number.**

*[Only respondents who reported that they have taught or led in a public school context received this item.]*

|      | TOTAL (N=72) | ADMINISTRATOR (N=72) | TEACHER (N=0) |
|------|--------------|----------------------|---------------|
| Mean | 9.39         | 9.39                 |               |

**17: In your opinion, how do the following skills compare in importance when leading/teaching in a public or private school?**

*[Only respondents who reported that they have taught or led in a public school context received this item.]*

|   | TOTAL (N=70-228) | ADMINISTRATOR (N=54-71) | TEACHER (N=122-157) |
|---|------------------|-------------------------|---------------------|
| <b>Being entrepreneurial</b>  |                  |                         |                     |
| Much more Important in a Public School  | 0%               | 0%                      |                     |
| Somewhat more Important in a Public School  | 3%               | 3%                      |                     |
| Equally Important in both School Settings   | 21%              | 21%                     |                     |
| Somewhat more Important in a Private School                                       | 30%              | 30%                     |                     |
| Much more Important in a Private School   | 46%              | 46%                     |                     |
| <i>Top 2</i>  | 76%              | 76%                     |                     |
| <b>Being innovative</b>   |                  |                         |                     |
| Much more Important in a Public School  | 1%               | 0%                      | 2%                  |
| Somewhat more Important in a Public School  | 2%               | 1%                      | 2%                  |
| Equally Important in both School Settings   | 70%              | 51%                     | 79%                 |
| Somewhat more Important in a Private School                                       | 18%              | 27%                     | 14%                 |
| Much more Important in a Private School   | 9%               | 21%                     | 3%                  |
| <i>Top 2</i>  | 27%              | 48%                     | 17%                 |
| <b>Communication skills (written and oral) with parents and community members</b> |                  |                         |                     |
| Much more Important in a Public School  | 0%               | 0%                      | 1%                  |
| Somewhat more Important in a Public School  | 3%               | 1%                      | 3%                  |
| Equally Important in both School Settings   | 73%              | 66%                     | 76%                 |
| Somewhat more Important in a Private School                                       | 13%              | 19%                     | 10%                 |
| Much more Important in a Private School   | 11%              | 14%                     | 10%                 |
| <i>Top 2</i>  | 24%              | 33%                     | 20%                 |
| <b>Critical thinking</b>  |                  |                         |                     |
| Much more Important in a Public School  | 0%               | 0%                      | 0%                  |
| Somewhat more Important in a Public School  | 3%               | 1%                      | 4%                  |
| Equally Important in both School Settings   | 86%              | 80%                     | 88%                 |
| Somewhat more Important in a Private School                                       | 7%               | 10%                     | 6%                  |
| Much more Important in a Private School   | 4%               | 8%                      | 3%                  |
| <i>Top 2</i>  | 11%              | 18%                     | 8%                  |
| <b>Fluency in Spanish or other languages</b>                                      |                  |                         |                     |
| Much more Important in a Public School  | 13%              | 9%                      | 14%                 |

|   |     |     |     |
|---|-----|-----|-----|
| Somewhat more Important in a Public School  | 30% | 28% | 31% |
| Equally Important in both School Settings   | 54% | 59% | 52% |
| Somewhat more Important in a Private School | 2%  | 0%  | 3%  |
| Much more Important in a Private School     | 1%  | 4%  | 0%  |
| <i>Top 2</i>                                | 3%  | 4%  | 3%  |
| Implementing curriculum                     |     |     |     |
| Much more Important in a Public School      | 1%  | 1%  |     |
| Somewhat more Important in a Public School  | 1%  | 1%  |     |
| Equally Important in both School Settings   | 82% | 82% |     |
| Somewhat more Important in a Private School | 6%  | 6%  |     |
| Much more Important in a Private School     | 10% | 10% |     |
| <i>Top 2</i>                                | 15% | 15% |     |
| Leadership skills                           |     |     |     |
| Much more Important in a Public School      | 1%  | 0%  | 1%  |
| Somewhat more Important in a Public School  | 2%  | 0%  | 3%  |
| Equally Important in both School Settings   | 80% | 79% | 81% |
| Somewhat more Important in a Private School | 10% | 7%  | 11% |
| Much more Important in a Private School     | 7%  | 14% | 4%  |
| <i>Top 2</i>                                | 17% | 21% | 15% |
| Navigating bureaucracy                      |     |     |     |
| Much more Important in a Public School      | 17% | 17% |     |
| Somewhat more Important in a Public School  | 29% | 29% |     |
| Equally Important in both School Settings   | 27% | 27% |     |
| Somewhat more Important in a Private School | 11% | 11% |     |
| Much more Important in a Private School     | 16% | 16% |     |
| <i>Top 2</i>                                | 27% | 27% |     |
| Organization and planning skills            |     |     |     |
| Much more Important in a Public School      | 0%  | 0%  |     |
| Somewhat more Important in a Public School  | 1%  | 1%  |     |
| Equally Important in both School Settings   | 90% | 90% |     |
| Somewhat more Important in a Private School | 6%  | 6%  |     |
| Much more Important in a Private School     | 3%  | 3%  |     |
| <i>Top 2</i>                                | 8%  | 8%  |     |
| Planning school budget                      |     |     |     |
| Much more Important in a Public School      | 0%  | 0%  |     |
| Somewhat more Important in a Public School  | 1%  | 1%  |     |
| Equally Important in both School Settings   | 46% | 46% |     |
| Somewhat more Important in a Private School | 27% | 27% |     |
| Much more Important in a Private School     | 26% | 26% |     |
| <i>Top 2</i>                                | 53% | 53% |     |
| Public relations skills                     |     |     |     |
| Much more Important in a Public School      | 1%  | 1%  |     |
| Somewhat more Important in a Public School  | 3%  | 3%  |     |
| Equally Important in both School Settings   | 46% | 46% |     |
| Somewhat more Important in a Private School | 20% | 20% |     |
| Much more Important in a Private School     | 30% | 30% |     |
| <i>Top 2</i>                                | 49% | 49% |     |
| Setting academic goals and strategic vision |     |     |     |
| Much more Important in a Public School      | 0%  | 0%  |     |

|  |     |     |    |
|--|-----|-----|----|
| Somewhat more Important in a Public School               | 4%  | 4%  |    |
| Equally Important in both School Settings                | 75% | 75% |    |
| Somewhat more Important in a Private School              | 13% | 13% |    |
| Much more Important in a Private School                  | 8%  | 8%  |    |
| <i>Top 2</i>   | 21% | 21% |    |
| Strong interpersonal and team building skills            |     |     |    |
| Much more Important in a Public School                   | 0%  | 0%  |    |
| Somewhat more Important in a Public School               | 0%  | 0%  |    |
| Equally Important in both School Settings                | 85% | 85% |    |
| Somewhat more Important in a Private School              | 6%  | 6%  |    |
| Much more Important in a Private School                  | 10% | 10% |    |
| <i>Top 2</i>   | 15% | 15% |    |
| Successful administrative experience in a school setting |     |     |    |
| Much more Important in a Public School                   | 0%  | 0%  |    |
| Somewhat more Important in a Public School               | 10% | 10% |    |
| Equally Important in both School Settings                | 79% | 79% |    |
| Somewhat more Important in a Private School              | 3%  | 3%  |    |
| Much more Important in a Private School                  | 8%  | 8%  |    |
| <i>Top 2</i>   | 11% | 11% |    |
| Teaching experience                                      |     |     |    |
| Much more Important in a Public School                   | 1%  | 1%  |    |
| Somewhat more Important in a Public School               | 3%  | 3%  |    |
| Equally Important in both School Settings                | 87% | 87% |    |
| Somewhat more Important in a Private School              | 4%  | 4%  |    |
| Much more Important in a Private School                  | 4%  | 4%  |    |
| <i>Top 2</i>   | 9%  | 9%  |    |
| Understanding accounting and finances                    |     |     |    |
| Much more Important in a Public School                   | 0%  | 0%  |    |
| Somewhat more Important in a Public School               | 4%  | 4%  |    |
| Equally Important in both School Settings                | 42% | 42% |    |
| Somewhat more Important in a Private School              | 20% | 20% |    |
| Much more Important in a Private School                  | 34% | 34% |    |
| <i>Top 2</i>   | 54% | 54% |    |
| Understanding legal compliance                           |     |     |    |
| Much more Important in a Public School                   | 7%  | 7%  |    |
| Somewhat more Important in a Public School               | 8%  | 8%  |    |
| Equally Important in both School Settings                | 56% | 56% |    |
| Somewhat more Important in a Private School              | 14% | 14% |    |
| Much more Important in a Private School                  | 14% | 14% |    |
| <i>Top 2</i>   | 28% | 28% |    |
| Understanding research                                   |     |     |    |
| Much more Important in a Public School                   | 1%  | 1%  |    |
| Somewhat more Important in a Public School               | 10% | 10% |    |
| Equally Important in both School Settings                | 80% | 80% |    |
| Somewhat more Important in a Private School              | 4%  | 4%  |    |
| Much more Important in a Private School                  | 4%  | 4%  |    |
| <i>Top 2</i>   | 8%  | 8%  |    |
| Ability to listen  |     |     |    |
| Much more Important in a Public School                   | 0%  |     | 0% |

|   |     |  |     |
|---|-----|--|-----|
| Somewhat more Important in a Public School  | 2%  |  | 2%  |
| Equally Important in both School Settings   | 91% |  | 91% |
| Somewhat more Important in a Private School | 4%  |  | 4%  |
| Much more Important in a Private School     | 3%  |  | 3%  |
| <i>Top 2</i>                                | 7%  |  | 7%  |
| Ability to teach multiple subjects          |     |  |     |
| Much more Important in a Public School      | 1%  |  | 1%  |
| Somewhat more Important in a Public School  | 3%  |  | 3%  |
| Equally Important in both School Settings   | 52% |  | 52% |
| Somewhat more Important in a Private School | 27% |  | 27% |
| Much more Important in a Private School     | 16% |  | 16% |
| <i>Top 2</i>                                | 43% |  | 43% |
| Being a role model                          |     |  |     |
| Much more Important in a Public School      | 1%  |  | 1%  |
| Somewhat more Important in a Public School  | 1%  |  | 1%  |
| Equally Important in both School Settings   | 83% |  | 83% |
| Somewhat more Important in a Private School | 9%  |  | 9%  |
| Much more Important in a Private School     | 7%  |  | 7%  |
| <i>Top 2</i>                                | 16% |  | 16% |
| Being a team player                         |     |  |     |
| Much more Important in a Public School      | 3%  |  | 3%  |
| Somewhat more Important in a Public School  | 2%  |  | 2%  |
| Equally Important in both School Settings   | 78% |  | 78% |
| Somewhat more Important in a Private School | 14% |  | 14% |
| Much more Important in a Private School     | 4%  |  | 4%  |
| <i>Top 2</i>                                | 18% |  | 18% |
| Being flexible                              |     |  |     |
| Much more Important in a Public School      | 1%  |  | 1%  |
| Somewhat more Important in a Public School  | 4%  |  | 4%  |
| Equally Important in both School Settings   | 73% |  | 73% |
| Somewhat more Important in a Private School | 14% |  | 14% |
| Much more Important in a Private School     | 8%  |  | 8%  |
| <i>Top 2</i>                                | 22% |  | 22% |
| Being patient with students                 |     |  |     |
| Much more Important in a Public School      | 2%  |  | 2%  |
| Somewhat more Important in a Public School  | 4%  |  | 4%  |
| Equally Important in both School Settings   | 88% |  | 88% |
| Somewhat more Important in a Private School | 4%  |  | 4%  |
| Much more Important in a Private School     | 2%  |  | 2%  |
| <i>Top 2</i>                                | 6%  |  | 6%  |
| Being tech-savvy                            |     |  |     |
| Much more Important in a Public School      | 3%  |  | 3%  |
| Somewhat more Important in a Public School  | 6%  |  | 6%  |
| Equally Important in both School Settings   | 82% |  | 82% |
| Somewhat more Important in a Private School | 4%  |  | 4%  |
| Much more Important in a Private School     | 6%  |  | 6%  |
| <i>Top 2</i>                                | 10% |  | 10% |
| Creating a comfortable learning environment |     |  |     |
| Much more Important in a Public School      | 3%  |  | 3%  |

|   |     |  |     |
|---|-----|--|-----|
| Somewhat more Important in a Public School      | 4%  |  | 4%  |
| Equally Important in both School Settings       | 87% |  | 87% |
| Somewhat more Important in a Private School     | 4%  |  | 4%  |
| Much more Important in a Private School         | 3%  |  | 3%  |
| <i>Top 2</i>                                    | 6%  |  | 6%  |
| Good work ethic                                 |     |  |     |
| Much more Important in a Public School          | 1%  |  | 1%  |
| Somewhat more Important in a Public School      | 1%  |  | 1%  |
| Equally Important in both School Settings       | 87% |  | 87% |
| Somewhat more Important in a Private School     | 8%  |  | 8%  |
| Much more Important in a Private School         | 4%  |  | 4%  |
| <i>Top 2</i>                                    | 12% |  | 12% |
| Having a degree in the field he/she is teaching |     |  |     |
| Much more Important in a Public School          | 12% |  | 12% |
| Somewhat more Important in a Public School      | 12% |  | 12% |
| Equally Important in both School Settings       | 73% |  | 73% |
| Somewhat more Important in a Private School     | 3%  |  | 3%  |
| Much more Important in a Private School         | 1%  |  | 1%  |
| <i>Top 2</i>                                    | 3%  |  | 3%  |
| Having a degree in education                    |     |  |     |
| Much more Important in a Public School          | 8%  |  | 8%  |
| Somewhat more Important in a Public School      | 16% |  | 16% |
| Equally Important in both School Settings       | 74% |  | 74% |
| Somewhat more Important in a Private School     | 1%  |  | 1%  |
| Much more Important in a Private School         | 1%  |  | 1%  |
| <i>Top 2</i>                                    | 2%  |  | 2%  |
| Having prior experience as a teacher            |     |  |     |
| Much more Important in a Public School          | 6%  |  | 6%  |
| Somewhat more Important in a Public School      | 7%  |  | 7%  |
| Equally Important in both School Settings       | 80% |  | 80% |
| Somewhat more Important in a Private School     | 5%  |  | 5%  |
| Much more Important in a Private School         | 3%  |  | 3%  |
| <i>Top 2</i>                                    | 8%  |  | 8%  |
| Having teaching certifications                  |     |  |     |
| Much more Important in a Public School          | 13% |  | 13% |
| Somewhat more Important in a Public School      | 14% |  | 14% |
| Equally Important in both School Settings       | 72% |  | 72% |
| Somewhat more Important in a Private School     | 1%  |  | 1%  |
| Much more Important in a Private School         | 0%  |  | 0%  |
| <i>Top 2</i>                                    | 1%  |  | 1%  |
| Keeping organized                               |     |  |     |
| Much more Important in a Public School          | 1%  |  | 1%  |
| Somewhat more Important in a Public School      | 2%  |  | 2%  |
| Equally Important in both School Settings       | 93% |  | 93% |
| Somewhat more Important in a Private School     | 3%  |  | 3%  |
| Much more Important in a Private School         | 1%  |  | 1%  |
| <i>Top 2</i>                                    | 4%  |  | 4%  |
| Learning "on-the-job"                           |     |  |     |
| Much more Important in a Public School          | 2%  |  | 2%  |



|  |     |  |     |
|--|-----|--|-----|
| Somewhat more Important in a Public School   | 3%  |  | 3%  |
| Equally Important in both School Settings    | 86% |  | 86% |
| Somewhat more Important in a Private School  | 6%  |  | 6%  |
| Much more Important in a Private School      | 3%  |  | 3%  |
| <i>Top 2</i>                                 | 10% |  | 10% |
| Maintaining emotional control while teaching |     |  |     |
| Much more Important in a Public School       | 4%  |  | 4%  |
| Somewhat more Important in a Public School   | 4%  |  | 4%  |
| Equally Important in both School Settings    | 90% |  | 90% |
| Somewhat more Important in a Private School  | 1%  |  | 1%  |
| Much more Important in a Private School      | 1%  |  | 1%  |
| <i>Top 2</i>                                 | 3%  |  | 3%  |
| Managing classrooms                          |     |  |     |
| Much more Important in a Public School       | 3%  |  | 3%  |
| Somewhat more Important in a Public School   | 15% |  | 15% |
| Equally Important in both School Settings    | 77% |  | 77% |
| Somewhat more Important in a Private School  | 2%  |  | 2%  |
| Much more Important in a Private School      | 3%  |  | 3%  |
| <i>Top 2</i>                                 | 4%  |  | 4%  |
| Networking                                   |     |  |     |
| Much more Important in a Public School       | 3%  |  | 3%  |
| Somewhat more Important in a Public School   | 9%  |  | 9%  |
| Equally Important in both School Settings    | 71% |  | 71% |
| Somewhat more Important in a Private School  | 13% |  | 13% |
| Much more Important in a Private School      | 3%  |  | 3%  |
| <i>Top 2</i>                                 | 17% |  | 17% |
| Passion for teaching                         |     |  |     |
| Much more Important in a Public School       | 1%  |  | 1%  |
| Somewhat more Important in a Public School   | 1%  |  | 1%  |
| Equally Important in both School Settings    | 90% |  | 90% |
| Somewhat more Important in a Private School  | 3%  |  | 3%  |
| Much more Important in a Private School      | 4%  |  | 4%  |
| <i>Top 2</i>                                 | 8%  |  | 8%  |
| Positive attitude                            |     |  |     |
| Much more Important in a Public School       | 1%  |  | 1%  |
| Somewhat more Important in a Public School   | 0%  |  | 0%  |
| Equally Important in both School Settings    | 90% |  | 90% |
| Somewhat more Important in a Private School  | 4%  |  | 4%  |
| Much more Important in a Private School      | 4%  |  | 4%  |
| <i>Top 2</i>                                 | 9%  |  | 9%  |
| Presentation skills                          |     |  |     |
| Much more Important in a Public School       | 2%  |  | 2%  |
| Somewhat more Important in a Public School   | 3%  |  | 3%  |
| Equally Important in both School Settings    | 89% |  | 89% |
| Somewhat more Important in a Private School  | 5%  |  | 5%  |
| Much more Important in a Private School      | 1%  |  | 1%  |
| <i>Top 2</i>                                 | 6%  |  | 6%  |
| Time management                              |     |  |     |
| Much more Important in a Public School       | 1%  |  | 1%  |

|   |     |  |     |
|---|-----|--|-----|
| Somewhat more Important in a Public School  | 3%  |  | 3%  |
| Equally Important in both School Settings   | 89% |  | 89% |
| Somewhat more Important in a Private School | 4%  |  | 4%  |
| Much more Important in a Private School     | 2%  |  | 2%  |
| <i>Top 2</i>                                | 6%  |  | 6%  |
| Understanding Common Core Standards         |     |  |     |
| Much more Important in a Public School      | 29% |  | 29% |
| Somewhat more Important in a Public School  | 22% |  | 22% |
| Equally Important in both School Settings   | 49% |  | 49% |
| Somewhat more Important in a Private School | 0%  |  | 0%  |
| Much more Important in a Private School     | 0%  |  | 0%  |
| <i>Top 2</i>                                | 0%  |  | 0%  |
| Modeling faith in action                    |     |  |     |
| Much more Important in a Public School      | 1%  |  | 1%  |
| Somewhat more Important in a Public School  | 1%  |  | 1%  |
| Equally Important in both School Settings   | 29% |  | 29% |
| Somewhat more Important in a Private School | 17% |  | 17% |
| Much more Important in a Private School     | 50% |  | 50% |
| <i>Top 2</i>                                | 68% |  | 68% |
| Religious instruction                       |     |  |     |
| Much more Important in a Public School      | 2%  |  | 2%  |
| Somewhat more Important in a Public School  | 0%  |  | 0%  |
| Equally Important in both School Settings   | 10% |  | 10% |
| Somewhat more Important in a Private School | 14% |  | 14% |
| Much more Important in a Private School     | 74% |  | 74% |
| <i>Top 2</i>                                | 89% |  | 89% |

**18: To what extent do the following responsibilities of principals/teachers differ in a private school compared to a public school setting?**

*[Only respondents who reported that they have taught or led in a public school setting received this item.]*

|   | TOTAL (N=53-219) | ADMINISTRATOR (N=53-68) | TEACHER (N=138-152) |
|---|------------------|-------------------------|---------------------|
| Develop professional development opportunities for teachers |                  |                         |                     |
| Not at All Different to a Public School                     | 38%              | 38%                     |                     |
| Slightly Different to a Public School                       | 21%              | 21%                     |                     |
| Moderately Different to a Public School                     | 22%              | 22%                     |                     |
| Very Different to a Public School                           | 12%              | 12%                     |                     |
| Completely Different to a Public School                     | 7%               | 7%                      |                     |
| <i>Top 2</i>  | 19%              | 19%                     |                     |
| Attract students to enroll                                  |                  |                         |                     |
| Not at All Different to a Public School                     | 0%               | 0%                      |                     |
| Slightly Different to a Public School                       | 7%               | 7%                      |                     |
| Moderately Different to a Public School                     | 4%               | 4%                      |                     |
| Very Different to a Public School                           | 19%              | 19%                     |                     |
| Completely Different to a Public School                     | 69%              | 69%                     |                     |

|   |     |     |     |
|---|-----|-----|-----|
| <i>Top 2</i>  | 88% | 88% |     |
| Bring in endowments, grants, or charitable donations        |     |     |     |
| Not at All Different to a Public School                     | 6%  | 6%  |     |
| Slightly Different to a Public School                       | 3%  | 3%  |     |
| Moderately Different to a Public School                     | 9%  | 9%  |     |
| Very Different to a Public School                           | 26% | 26% |     |
| Completely Different to a Public School                     | 56% | 56% |     |
| <i>Top 2</i>  | 82% | 82% |     |
| Collect, analysis, and use data to support student learning |     |     |     |
| Not at All Different to a Public School                     | 46% | 46% |     |
| Slightly Different to a Public School                       | 18% | 18% |     |
| Moderately Different to a Public School                     | 13% | 13% |     |
| Very Different to a Public School                           | 13% | 13% |     |
| Completely Different to a Public School                     | 10% | 10% |     |
| <i>Top 2</i>  | 24% | 24% |     |
| Comply with laws and regulations                            |     |     |     |
| Not at All Different to a Public School                     | 49% | 49% |     |
| Slightly Different to a Public School                       | 13% | 13% |     |
| Moderately Different to a Public School                     | 18% | 18% |     |
| Very Different to a Public School                           | 7%  | 7%  |     |
| Completely Different to a Public School                     | 12% | 12% |     |
| <i>Top 2</i>  | 19% | 19% |     |
| Create a comfortable learning environment                   |     |     |     |
| Not at All Different to a Public School                     | 53% | 53% |     |
| Slightly Different to a Public School                       | 18% | 18% |     |
| Moderately Different to a Public School                     | 9%  | 9%  |     |
| Very Different to a Public School                           | 13% | 13% |     |
| Completely Different to a Public School                     | 7%  | 7%  |     |
| <i>Top 2</i>  | 21% | 21% |     |
| Create reports (e.g., on budget, test scores)               |     |     |     |
| Not at All Different to a Public School                     | 34% | 34% |     |
| Slightly Different to a Public School                       | 21% | 21% |     |
| Moderately Different to a Public School                     | 21% | 21% |     |
| Very Different to a Public School                           | 7%  | 7%  |     |
| Completely Different to a Public School                     | 18% | 18% |     |
| <i>Top 2</i>  | 25% | 25% |     |
| Create sense of community at school                         |     |     |     |
| Not at All Different to a Public School                     | 38% | 35% | 40% |
| Slightly Different to a Public School                       | 16% | 21% | 14% |
| Moderately Different to a Public School                     | 14% | 10% | 16% |
| Very Different to a Public School                           | 18% | 13% | 20% |
| Completely Different to a Public School                     | 14% | 21% | 11% |
| <i>Top 2</i>  | 32% | 34% | 30% |
| Deal with conflicts among teachers or students              |     |     |     |
| Not at All Different to a Public School                     | 46% | 46% |     |
| Slightly Different to a Public School                       | 15% | 15% |     |
| Moderately Different to a Public School                     | 16% | 16% |     |
| Very Different to a Public School                           | 13% | 13% |     |

|   |     |     |     |
|---|-----|-----|-----|
| Completely Different to a Public School                                   | 10% | 10% |     |
| <i>Top 2</i>  | 24% | 24% |     |
| Delegate responsibilities   |     |     |     |
| Not at All Different to a Public School                                   | 42% | 42% |     |
| Slightly Different to a Public School                                     | 18% | 18% |     |
| Moderately Different to a Public School                                   | 16% | 16% |     |
| Very Different to a Public School   | 10% | 10% |     |
| Completely Different to a Public School                                   | 13% | 13% |     |
| <i>Top 2</i>  | 24% | 24% |     |
| Design learning improvement agenda (to improve academic success)          |     |     |     |
| Not at All Different to a Public School                                   | 40% | 40% |     |
| Slightly Different to a Public School                                     | 16% | 16% |     |
| Moderately Different to a Public School                                   | 22% | 22% |     |
| Very Different to a Public School   | 12% | 12% |     |
| Completely Different to a Public School                                   | 9%  | 9%  |     |
| <i>Top 2</i>  | 21% | 21% |     |
| Develop organization structures (i.e., manage people, data and processes) |     |     |     |
| Not at All Different to a Public School                                   | 47% | 47% |     |
| Slightly Different to a Public School                                     | 9%  | 9%  |     |
| Moderately Different to a Public School                                   | 18% | 18% |     |
| Very Different to a Public School   | 11% | 11% |     |
| Completely Different to a Public School                                   | 15% | 15% |     |
| <i>Top 2</i>  | 26% | 26% |     |
| Discipline students   |     |     |     |
| Not at All Different to a Public School                                   | 25% | 25% | 25% |
| Slightly Different to a Public School                                     | 18% | 19% | 18% |
| Moderately Different to a Public School                                   | 25% | 19% | 27% |
| Very Different to a Public School   | 17% | 19% | 16% |
| Completely Different to a Public School                                   | 16% | 18% | 15% |
| <i>Top 2</i>  | 32% | 37% | 30% |
| Encourage collaboration among staff                                       |     |     |     |
| Not at All Different to a Public School                                   | 51% | 51% |     |
| Slightly Different to a Public School                                     | 19% | 19% |     |
| Moderately Different to a Public School                                   | 13% | 13% |     |
| Very Different to a Public School   | 10% | 10% |     |
| Completely Different to a Public School                                   | 6%  | 6%  |     |
| <i>Top 2</i>  | 16% | 16% |     |
| Ensure suitable working conditions  |     |     |     |
| Not at All Different to a Public School                                   | 56% | 56% |     |
| Slightly Different to a Public School                                     | 10% | 10% |     |
| Moderately Different to a Public School                                   | 18% | 18% |     |
| Very Different to a Public School   | 7%  | 7%  |     |
| Completely Different to a Public School                                   | 9%  | 9%  |     |
| <i>Top 2</i>  | 16% | 16% |     |
| Ensure that parents pay tuition   |     |     |     |
| Not at All Different to a Public School                                   | 1%  | 1%  |     |
| Slightly Different to a Public School                                     | 4%  | 4%  |     |
| Moderately Different to a Public School                                   | 3%  | 3%  |     |

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| Very Different to a Public School                                  | 4%  | 4%  |     |
| Completely Different to a Public School                            | 87% | 87% |     |
| <i>Top 2</i>   | 91% | 91% |     |
| Establish admission requirements for students                      |     |     |     |
| Not at All Different to a Public School                            | 12% | 12% |     |
| Slightly Different to a Public School                              | 7%  | 7%  |     |
| Moderately Different to a Public School                            | 10% | 10% |     |
| Very Different to a Public School                                  | 19% | 19% |     |
| Completely Different to a Public School                            | 51% | 51% |     |
| <i>Top 2</i>   | 70% | 70% |     |
| Establish and design curriculum                                    |     |     |     |
| Not at All Different to a Public School                            | 32% | 32% | 32% |
| Slightly Different to a Public School                              | 16% | 18% | 14% |
| Moderately Different to a Public School                            | 21% | 20% | 22% |
| Very Different to a Public School                                  | 17% | 17% | 18% |
| Completely Different to a Public School                            | 14% | 14% | 14% |
| <i>Top 2</i>   | 31% | 30% | 32% |
| Establish graduation requirements for students                     |     |     |     |
| Not at All Different to a Public School                            | 34% | 34% |     |
| Slightly Different to a Public School                              | 26% | 26% |     |
| Moderately Different to a Public School                            | 12% | 12% |     |
| Very Different to a Public School                                  | 9%  | 9%  |     |
| Completely Different to a Public School                            | 19% | 19% |     |
| <i>Top 2</i>   | 28% | 28% |     |
| Handle teacher attrition   |     |     |     |
| Not at All Different to a Public School                            | 40% | 40% |     |
| Slightly Different to a Public School                              | 16% | 16% |     |
| Moderately Different to a Public School                            | 19% | 19% |     |
| Very Different to a Public School                                  | 7%  | 7%  |     |
| Completely Different to a Public School                            | 18% | 18% |     |
| <i>Top 2</i>   | 25% | 25% |     |
| Inform parents about student performance, behavior, and attendance |     |     |     |
| Not at All Different to a Public School                            | 46% | 46% | 46% |
| Slightly Different to a Public School                              | 18% | 16% | 19% |
| Moderately Different to a Public School                            | 16% | 18% | 15% |
| Very Different to a Public School                                  | 12% | 9%  | 13% |
| Completely Different to a Public School                            | 8%  | 10% | 7%  |
| <i>Top 2</i>   | 20% | 19% | 20% |
| Involve parents to volunteer at school                             |     |     |     |
| Not at All Different to a Public School                            | 25% | 19% | 28% |
| Slightly Different to a Public School                              | 16% | 15% | 17% |
| Moderately Different to a Public School                            | 19% | 25% | 17% |
| Very Different to a Public School                                  | 21% | 16% | 23% |
| Completely Different to a Public School                            | 18% | 25% | 15% |
| <i>Top 2</i>   | 39% | 41% | 38% |
| Issue press releases and advertising                               |     |     |     |
| Not at All Different to a Public School                            | 9%  | 9%  |     |
| Slightly Different to a Public School                              | 11% | 11% |     |

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| Moderately Different to a Public School                                  | 18% | 18% |  |
| Very Different to a Public School  | 26% | 26% |  |
| Completely Different to a Public School                                  | 36% | 36% |  |
| <i>Top 2</i>   | 62% | 62% |  |
| Maintain school safety   |     |     |  |
| Not at All Different to a Public School                                  | 62% | 62% |  |
| Slightly Different to a Public School                                    | 12% | 12% |  |
| Moderately Different to a Public School                                  | 10% | 10% |  |
| Very Different to a Public School  | 9%  | 9%  |  |
| Completely Different to a Public School                                  | 7%  | 7%  |  |
| <i>Top 2</i>   | 16% | 16% |  |
| Manage class sizes   |     |     |  |
| Not at All Different to a Public School                                  | 24% | 24% |  |
| Slightly Different to a Public School                                    | 12% | 12% |  |
| Moderately Different to a Public School                                  | 19% | 19% |  |
| Very Different to a Public School  | 22% | 22% |  |
| Completely Different to a Public School                                  | 22% | 22% |  |
| <i>Top 2</i>   | 45% | 45% |  |
| Manage school budget   |     |     |  |
| Not at All Different to a Public School                                  | 16% | 16% |  |
| Slightly Different to a Public School                                    | 22% | 22% |  |
| Moderately Different to a Public School                                  | 16% | 16% |  |
| Very Different to a Public School  | 15% | 15% |  |
| Completely Different to a Public School                                  | 30% | 30% |  |
| <i>Top 2</i>   | 45% | 45% |  |
| Manage school support services (e.g., ESL, disability, library, medical) |     |     |  |
| Not at All Different to a Public School                                  | 9%  | 9%  |  |
| Slightly Different to a Public School                                    | 28% | 28% |  |
| Moderately Different to a Public School                                  | 22% | 22% |  |
| Very Different to a Public School  | 16% | 16% |  |
| Completely Different to a Public School                                  | 24% | 24% |  |
| <i>Top 2</i>   | 40% | 40% |  |
| Provide academic and instructional guidance                              |     |     |  |
| Not at All Different to a Public School                                  | 59% | 59% |  |
| Slightly Different to a Public School                                    | 16% | 16% |  |
| Moderately Different to a Public School                                  | 10% | 10% |  |
| Very Different to a Public School  | 9%  | 9%  |  |
| Completely Different to a Public School                                  | 6%  | 6%  |  |
| <i>Top 2</i>   | 15% | 15% |  |
| Provide career advancement opportunities to teachers                     |     |     |  |
| Not at All Different to a Public School                                  | 36% | 36% |  |
| Slightly Different to a Public School                                    | 23% | 23% |  |
| Moderately Different to a Public School                                  | 14% | 14% |  |
| Very Different to a Public School  | 11% | 11% |  |
| Completely Different to a Public School                                  | 17% | 17% |  |
| <i>Top 2</i>   | 27% | 27% |  |
| Provide feedback to teachers on performance                              |     |     |  |
| Not at All Different to a Public School                                  | 54% | 54% |  |

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| Slightly Different to a Public School                             | 21% | 21% |  |
| Moderately Different to a Public School                           | 9%  | 9%  |  |
| Very Different to a Public School                                 | 10% | 10% |  |
| Completely Different to a Public School                           | 6%  | 6%  |  |
| <i>Top 2</i>  | 16% | 16% |  |
| Provide fellowships or internships to qualified college graduates |     |     |  |
| Not at All Different to a Public School                           | 38% | 38% |  |
| Slightly Different to a Public School                             | 21% | 21% |  |
| Moderately Different to a Public School                           | 11% | 11% |  |
| Very Different to a Public School                                 | 6%  | 6%  |  |
| Completely Different to a Public School                           | 25% | 25% |  |
| <i>Top 2</i>  | 30% | 30% |  |
| Recognize staff for good work                                     |     |     |  |
| Not at All Different to a Public School                           | 63% | 63% |  |
| Slightly Different to a Public School                             | 12% | 12% |  |
| Moderately Different to a Public School                           | 13% | 13% |  |
| Very Different to a Public School                                 | 4%  | 4%  |  |
| Completely Different to a Public School                           | 7%  | 7%  |  |
| <i>Top 2</i>  | 12% | 12% |  |
| Recruit well-qualified teachers with subject expertise            |     |     |  |
| Not at All Different to a Public School                           | 38% | 38% |  |
| Slightly Different to a Public School                             | 13% | 13% |  |
| Moderately Different to a Public School                           | 12% | 12% |  |
| Very Different to a Public School                                 | 18% | 18% |  |
| Completely Different to a Public School                           | 19% | 19% |  |
| <i>Top 2</i>  | 37% | 37% |  |
| Represent the school/Meet with community members                  |     |     |  |
| Not at All Different to a Public School                           | 19% | 19% |  |
| Slightly Different to a Public School                             | 22% | 22% |  |
| Moderately Different to a Public School                           | 15% | 15% |  |
| Very Different to a Public School                                 | 26% | 26% |  |
| Completely Different to a Public School                           | 18% | 18% |  |
| <i>Top 2</i>  | 44% | 44% |  |
| Set goals, beliefs, and expectation for the school                |     |     |  |
| Not at All Different to a Public School                           | 41% | 41% |  |
| Slightly Different to a Public School                             | 10% | 10% |  |
| Moderately Different to a Public School                           | 16% | 16% |  |
| Very Different to a Public School                                 | 15% | 15% |  |
| Completely Different to a Public School                           | 18% | 18% |  |
| <i>Top 2</i>  | 32% | 32% |  |
| Shape a vision of academic success                                |     |     |  |
| Not at All Different to a Public School                           | 42% | 42% |  |
| Slightly Different to a Public School                             | 19% | 19% |  |
| Moderately Different to a Public School                           | 12% | 12% |  |
| Very Different to a Public School                                 | 9%  | 9%  |  |
| Completely Different to a Public School                           | 18% | 18% |  |
| <i>Top 2</i>  | 27% | 27% |  |
| Supervise teachers and staff                                      |     |     |  |

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| Not at All Different to a Public School     | 51% | 51% |     |
| Slightly Different to a Public School       | 26% | 26% |     |
| Moderately Different to a Public School     | 9%  | 9%  |     |
| Very Different to a Public School           | 7%  | 7%  |     |
| Completely Different to a Public School     | 6%  | 6%  |     |
| <i>Top 2</i>                                | 13% | 13% |     |
| Visit classrooms to ensure teaching quality |     |     |     |
| Not at All Different to a Public School     | 63% | 63% |     |
| Slightly Different to a Public School       | 16% | 16% |     |
| Moderately Different to a Public School     | 10% | 10% |     |
| Very Different to a Public School           | 4%  | 4%  |     |
| Completely Different to a Public School     | 6%  | 6%  |     |
| <i>Top 2</i>                                | 10% | 10% |     |
| Act as a faith leader                       |     |     |     |
| Not at All Different to a Public School     | 2%  | 2%  |     |
| Slightly Different to a Public School       | 0%  | 0%  |     |
| Moderately Different to a Public School     | 5%  | 5%  |     |
| Very Different to a Public School           | 13% | 13% |     |
| Completely Different to a Public School     | 80% | 80% |     |
| <i>Top 2</i>                                | 93% | 93% |     |
| Address needs of at-risk students           |     |     |     |
| Not at All Different to a Public School     | 36% |     | 36% |
| Slightly Different to a Public School       | 14% |     | 14% |
| Moderately Different to a Public School     | 18% |     | 18% |
| Very Different to a Public School           | 17% |     | 17% |
| Completely Different to a Public School     | 15% |     | 15% |
| <i>Top 2</i>                                | 32% |     | 32% |
| Contribute to extra-curricular activities   |     |     |     |
| Not at All Different to a Public School     | 36% |     | 36% |
| Slightly Different to a Public School       | 15% |     | 15% |
| Moderately Different to a Public School     | 22% |     | 22% |
| Very Different to a Public School           | 13% |     | 13% |
| Completely Different to a Public School     | 14% |     | 14% |
| <i>Top 2</i>                                | 27% |     | 27% |
| Contribute to student support services      |     |     |     |
| Not at All Different to a Public School     | 38% |     | 38% |
| Slightly Different to a Public School       | 14% |     | 14% |
| Moderately Different to a Public School     | 24% |     | 24% |
| Very Different to a Public School           | 16% |     | 16% |
| Completely Different to a Public School     | 8%  |     | 8%  |
| <i>Top 2</i>                                | 23% |     | 23% |
| Counsel students                            |     |     |     |
| Not at All Different to a Public School     | 35% |     | 35% |
| Slightly Different to a Public School       | 14% |     | 14% |
| Moderately Different to a Public School     | 21% |     | 21% |
| Very Different to a Public School           | 19% |     | 19% |
| Completely Different to a Public School     | 11% |     | 11% |
| <i>Top 2</i>                                | 30% |     | 30% |



| Create exams, class work, assignments, and homework  |     |  |     |
|--|-----|--|-----|
| Not at All Different to a Public School              | 56% |  | 56% |
| Slightly Different to a Public School                | 12% |  | 12% |
| Moderately Different to a Public School              | 15% |  | 15% |
| Very Different to a Public School                    | 10% |  | 10% |
| Completely Different to a Public School              | 7%  |  | 7%  |
| <i>Top 2</i>   | 17% |  | 17% |
| Deal with issues among colleagues                    |     |  |     |
| Not at All Different to a Public School              | 52% |  | 52% |
| Slightly Different to a Public School                | 17% |  | 17% |
| Moderately Different to a Public School              | 13% |  | 13% |
| Very Different to a Public School                    | 11% |  | 11% |
| Completely Different to a Public School              | 7%  |  | 7%  |
| <i>Top 2</i>   | 18% |  | 18% |
| Encourage parent and community involvement           |     |  |     |
| Not at All Different to a Public School              | 33% |  | 33% |
| Slightly Different to a Public School                | 17% |  | 17% |
| Moderately Different to a Public School              | 19% |  | 19% |
| Very Different to a Public School                    | 23% |  | 23% |
| Completely Different to a Public School              | 9%  |  | 9%  |
| <i>Top 2</i>   | 32% |  | 32% |
| Establish and communicate academic objectives        |     |  |     |
| Not at All Different to a Public School              | 59% |  | 59% |
| Slightly Different to a Public School                | 14% |  | 14% |
| Moderately Different to a Public School              | 13% |  | 13% |
| Very Different to a Public School                    | 9%  |  | 9%  |
| Completely Different to a Public School              | 5%  |  | 5%  |
| <i>Top 2</i>   | 14% |  | 14% |
| Evaluate and grade students                          |     |  |     |
| Not at All Different to a Public School              | 57% |  | 57% |
| Slightly Different to a Public School                | 14% |  | 14% |
| Moderately Different to a Public School              | 15% |  | 15% |
| Very Different to a Public School                    | 9%  |  | 9%  |
| Completely Different to a Public School              | 5%  |  | 5%  |
| <i>Top 2</i>   | 14% |  | 14% |
| Handle student bullying                              |     |  |     |
| Not at All Different to a Public School              | 39% |  | 39% |
| Slightly Different to a Public School                | 21% |  | 21% |
| Moderately Different to a Public School              | 21% |  | 21% |
| Very Different to a Public School                    | 13% |  | 13% |
| Completely Different to a Public School              | 6%  |  | 6%  |
| <i>Top 2</i>   | 19% |  | 19% |
| Inform parents on how to help students with homework |     |  |     |
| Not at All Different to a Public School              | 51% |  | 51% |
| Slightly Different to a Public School                | 15% |  | 15% |
| Moderately Different to a Public School              | 18% |  | 18% |
| Very Different to a Public School                    | 11% |  | 11% |

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| Completely Different to a Public School                | 5%  |  | 5%  |
| <i>Top 2</i>   | 17% |  | 17% |
| Maintain records of student's progress and development |     |  |     |
| Not at All Different to a Public School                | 57% |  | 57% |
| Slightly Different to a Public School                  | 15% |  | 15% |
| Moderately Different to a Public School                | 15% |  | 15% |
| Very Different to a Public School                      | 10% |  | 10% |
| Completely Different to a Public School                | 3%  |  | 3%  |
| <i>Top 2</i>   | 14% |  | 14% |
| Participate in department and school meetings          |     |  |     |
| Not at All Different to a Public School                | 56% |  | 56% |
| Slightly Different to a Public School                  | 14% |  | 14% |
| Moderately Different to a Public School                | 11% |  | 11% |
| Very Different to a Public School                      | 11% |  | 11% |
| Completely Different to a Public School                | 7%  |  | 7%  |
| <i>Top 2</i>   | 19% |  | 19% |
| Participate in professional development                |     |  |     |
| Not at All Different to a Public School                | 44% |  | 44% |
| Slightly Different to a Public School                  | 18% |  | 18% |
| Moderately Different to a Public School                | 21% |  | 21% |
| Very Different to a Public School                      | 11% |  | 11% |
| Completely Different to a Public School                | 7%  |  | 7%  |
| <i>Top 2</i>   | 17% |  | 17% |
| Plan lessons   |     |  |     |
| Not at All Different to a Public School                | 56% |  | 56% |
| Slightly Different to a Public School                  | 16% |  | 16% |
| Moderately Different to a Public School                | 15% |  | 15% |
| Very Different to a Public School                      | 10% |  | 10% |
| Completely Different to a Public School                | 3%  |  | 3%  |
| <i>Top 2</i>   | 13% |  | 13% |
| Provide a variety of learning materials                |     |  |     |
| Not at All Different to a Public School                | 53% |  | 53% |
| Slightly Different to a Public School                  | 15% |  | 15% |
| Moderately Different to a Public School                | 18% |  | 18% |
| Very Different to a Public School                      | 10% |  | 10% |
| Completely Different to a Public School                | 3%  |  | 3%  |
| <i>Top 2</i>   | 13% |  | 13% |
| Provide feedback to students                           |     |  |     |
| Not at All Different to a Public School                | 65% |  | 65% |
| Slightly Different to a Public School                  | 11% |  | 11% |
| Moderately Different to a Public School                | 16% |  | 16% |
| Very Different to a Public School                      | 5%  |  | 5%  |
| Completely Different to a Public School                | 3%  |  | 3%  |
| <i>Top 2</i>   | 8%  |  | 8%  |
| Provide training to other teachers                     |     |  |     |
| Not at All Different to a Public School                | 50% |  | 50% |
| Slightly Different to a Public School                  | 15% |  | 15% |
| Moderately Different to a Public School                | 15% |  | 15% |

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| Very Different to a Public School           | 13% |  | 13% |
| Completely Different to a Public School     | 6%  |  | 6%  |
| <i>Top 2</i>                                | 20% |  | 20% |
| Select content, topics, skills to be taught |     |  |     |
| Not at All Different to a Public School     | 41% |  | 41% |
| Slightly Different to a Public School       | 14% |  | 14% |
| Moderately Different to a Public School     | 22% |  | 22% |
| Very Different to a Public School           | 14% |  | 14% |
| Completely Different to a Public School     | 9%  |  | 9%  |
| <i>Top 2</i>                                | 23% |  | 23% |
| Select teaching techniques                  |     |  |     |
| Not at All Different to a Public School     | 51% |  | 51% |
| Slightly Different to a Public School       | 20% |  | 20% |
| Moderately Different to a Public School     | 10% |  | 10% |
| Very Different to a Public School           | 13% |  | 13% |
| Completely Different to a Public School     | 6%  |  | 6%  |
| <i>Top 2</i>                                | 19% |  | 19% |
| Select textbooks and other materials        |     |  |     |
| Not at All Different to a Public School     | 30% |  | 30% |
| Slightly Different to a Public School       | 16% |  | 16% |
| Moderately Different to a Public School     | 24% |  | 24% |
| Very Different to a Public School           | 17% |  | 17% |
| Completely Different to a Public School     | 14% |  | 14% |
| <i>Top 2</i>                                | 30% |  | 30% |
| Serve ESL students                          |     |  |     |
| Not at All Different to a Public School     | 27% |  | 27% |
| Slightly Different to a Public School       | 11% |  | 11% |
| Moderately Different to a Public School     | 22% |  | 22% |
| Very Different to a Public School           | 22% |  | 22% |
| Completely Different to a Public School     | 19% |  | 19% |
| <i>Top 2</i>                                | 41% |  | 41% |
| Setting expectations and goals              |     |  |     |
| Not at All Different to a Public School     | 58% |  | 58% |
| Slightly Different to a Public School       | 15% |  | 15% |
| Moderately Different to a Public School     | 17% |  | 17% |
| Very Different to a Public School           | 6%  |  | 6%  |
| Completely Different to a Public School     | 5%  |  | 5%  |
| <i>Top 2</i>                                | 11% |  | 11% |
| Solve conflicts among students              |     |  |     |
| Not at All Different to a Public School     | 41% |  | 41% |
| Slightly Different to a Public School       | 18% |  | 18% |
| Moderately Different to a Public School     | 17% |  | 17% |
| Very Different to a Public School           | 15% |  | 15% |
| Completely Different to a Public School     | 9%  |  | 9%  |
| <i>Top 2</i>                                | 24% |  | 24% |
| Supervise students                          |     |  |     |
| Not at All Different to a Public School     | 48% |  | 48% |
| Slightly Different to a Public School       | 19% |  | 19% |

|  |     |  |     |
|--|-----|--|-----|
| Moderately Different to a Public School                          | 16% |  | 16% |
| Very Different to a Public School                                | 11% |  | 11% |
| Completely Different to a Public School                          | 6%  |  | 6%  |
| <i>Top 2</i>   | 17% |  | 17% |
| Update records to comply with regulations and policies           |     |  |     |
| Not at All Different to a Public School                          | 55% |  | 55% |
| Slightly Different to a Public School                            | 16% |  | 16% |
| Moderately Different to a Public School                          | 15% |  | 15% |
| Very Different to a Public School                                | 9%  |  | 9%  |
| Completely Different to a Public School                          | 5%  |  | 5%  |
| <i>Top 2</i>   | 14% |  | 14% |
| Work with students from diverse cultural and economic background |     |  |     |
| Not at All Different to a Public School                          | 34% |  | 34% |
| Slightly Different to a Public School                            | 17% |  | 17% |
| Moderately Different to a Public School                          | 24% |  | 24% |
| Very Different to a Public School                                | 14% |  | 14% |
| Completely Different to a Public School                          | 11% |  | 11% |
| <i>Top 2</i>   | 25% |  | 25% |
| Write reports (e.g., on test scores, student progress)           |     |  |     |
| Not at All Different to a Public School                          | 45% |  | 45% |
| Slightly Different to a Public School                            | 18% |  | 18% |
| Moderately Different to a Public School                          | 18% |  | 18% |
| Very Different to a Public School                                | 11% |  | 11% |
| Completely Different to a Public School                          | 7%  |  | 7%  |
| <i>Top 2</i>   | 19% |  | 19% |
| Teach religious values   |     |  |     |
| Not at All Different to a Public School                          | 4%  |  | 4%  |
| Slightly Different to a Public School                            | 1%  |  | 1%  |
| Moderately Different to a Public School                          | 4%  |  | 4%  |
| Very Different to a Public School                                | 27% |  | 27% |
| Completely Different to a Public School                          | 64% |  | 64% |
| <i>Top 2</i>   | 91% |  | 91% |

**19: What training opportunities are typically provided for a newly hired principal/teacher at your school? Please select all that apply.**

|  | TOTAL (N=396) | ADMINISTRATOR (N=147) | TEACHER (N=249) |
|--|---------------|-----------------------|-----------------|
| Professional Development Workshops or events   | 69%           | 69%                   | 69%             |
| School-subsidized training (the school provides money for teachers to seek training elsewhere such as at a university) | 27%           | 31%                   | 24%             |
| Continued education (school has partnered with a college or university to provide credits to the teacher's education)  | 26%           | 33%                   | 21%             |

|   |     |     |     |
|---|-----|-----|-----|
| Training period where they observe and assist other teachers for a few months before teaching | 15% | 19% | 12% |
| Other in-school training  | 46% | 41% | 49% |
| Other   | 10% | 9%  | 11% |
| None  | 11% | 12% | 10% |

**20: What type of professional development opportunities do you think would be useful for a principal/teacher that is newly hired? Please select all that apply.**

|   | TOTAL (N=391) | ADMINISTRATOR (N=144) | TEACHER (N=247) |
|---|---------------|-----------------------|-----------------|
| Parental engagement   | 59%           | 69%                   | 52%             |
| Classroom management  | 57%           | 25%                   | 76%             |
| Team-building techniques  | 51%           | 71%                   | 40%             |
| Leadership skills   | 49%           | 77%                   | 33%             |
| Student-centered learning   | 44%           | 35%                   | 49%             |
| Subject area development (e.g., English development, Mathematics development) | 38%           | 20%                   | 48%             |
| Marketing   | 22%           | 59%                   |                 |
| Legal compliance  | 21%           | 57%                   |                 |
| Religious education   | 12%           | 33%                   |                 |
| Other   | 5%            | 5%                    | 6%              |
| I don't know  | 3%            | 1%                    | 4%              |

**21: How long do you expect the training period to be for a newly hired principal/teacher?**

|                    | TOTAL (N=354) | ADMINISTRATOR (N=130) | TEACHER (N=224) |
|--------------------|---------------|-----------------------|-----------------|
| Less than 3 months | 23%           | 18%                   | 26%             |
| 3-6 months         | 17%           | 22%                   | 14%             |
| 6 months to a year | 44%           | 40%                   | 46%             |
| More than a year   | 16%           | 20%                   | 13%             |

**22: In which of the following skill areas would you like to receive further training to become a better leader/teacher at your private school? Please select all that apply.**

|                     | TOTAL (N=389) | ADMINISTRATOR (N=143) | TEACHER (N=246) |
|---------------------|---------------|-----------------------|-----------------|
| Being tech-savvy    | 21%           |                       | 34%             |
| Being innovative    | 20%           | 17%                   | 22%             |
| Managing classrooms | 15%           |                       | 23%             |
| Leadership skills   | 14%           | 20%                   | 11%             |

|  |     |     |     |
|--|-----|-----|-----|
| Setting academic goals and strategic vision                                | 13% | 34% |     |
| Fluency in Spanish or other languages                                      | 12% | 12% | 12% |
| Planning school budget   | 12% | 33% |     |
| Understanding legal compliance   | 12% | 33% |     |
| Communication skills (written and oral) with parents and community members | 12% | 15% | 10% |
| Navigating bureaucracy   | 9%  | 24% |     |
| Time management  | 9%  | 0%  | 14% |
| Critical thinking  | 8%  | 8%  | 9%  |
| Implementing curriculum  | 8%  | 23% |     |
| Public relations skills  | 8%  | 22% |     |
| Being entrepreneurial  | 8%  | 21% |     |
| Understanding Common Core Standards  | 8%  |     | 12% |
| Understanding accounting and finances                                      | 7%  | 20% |     |
| Keeping organized  | 7%  |     | 11% |
| Modeling faith in action   | 6%  |     | 10% |
| Creating a comfortable learning environment                                | 6%  |     | 9%  |
| Strong interpersonal and team building skills                              | 6%  | 15% |     |
| Networking   | 5%  |     | 9%  |
| Organization and planning skills   | 5%  | 13% |     |
| Presentation skills  | 5%  |     | 7%  |
| Ability to teach multiple subjects   | 4%  |     | 7%  |
| Successful administrative experience in a school setting                   | 4%  | 10% |     |
| Being patient with students  | 4%  |     | 6%  |
| Understanding research   | 3%  | 9%  |     |
| Having a degree in the field he/she is teaching                            | 2%  |     | 4%  |
| Having teaching certifications   | 2%  |     | 4%  |
| Maintaining emotional control while teaching                               | 2%  |     | 3%  |
| Ability to listen  | 2%  |     | 3%  |
| Being a role model   | 2%  |     | 3%  |

|                                      |     |    |     |
|--------------------------------------|-----|----|-----|
| Having a degree in education         | 2%  |    | 2%  |
| Teaching experience                  | 1%  | 3% |     |
| Being a team player                  | 1%  |    | 2%  |
| Good work ethic                      | 1%  |    | 2%  |
| Learning "on-the-job"                | 1%  |    | 2%  |
| Positive attitude                    | 1%  |    | 2%  |
| Having prior experience as a teacher | 1%  |    | 2%  |
| Being flexible                       | 1%  |    | 1%  |
| Passion for teaching                 | 1%  |    | 1%  |
| Other                                | 4%  | 2% | 4%  |
| None of the above                    | 12% | 8% | 14% |

**23: In what ways would you like to receive further training to become a better leader/teacher at your private school? Please select all that apply.**

|   | TOTAL (N=343) | ADMINISTRATOR (N=131) | TEACHER (N=212) |
|---|---------------|-----------------------|-----------------|
| Professional development workshops or events  | 78%           | 82%                   | 75%             |
| Online courses (e.g., webinars)   | 54%           | 69%                   | 45%             |
| Continuing Education (school partners with a college or university to provide formal credit hours)      | 50%           | 51%                   | 49%             |
| School-subsidized training (the school provides money to seek training elsewhere, such as a university) | 47%           | 40%                   | 50%             |
| Other types of in-school training (e.g., coaching)  | 35%           | 34%                   | 35%             |
| Other   | 1%            | 0%                    | 1%              |
| I have no preference  | 5%            | 5%                    | 6%              |

**24: Where do the majority of teachers at your school typically receive their teacher training?**

*[Only administrators responded to this item.]*

|   | TOTAL (N=140) | ADMINISTRATOR (N=140) | TEACHER (N=0) |
|---|---------------|-----------------------|---------------|
| They major or minor in education while an undergraduate at college. | 74%           | 74%                   |               |

|   |     |     |  |
|---|-----|-----|--|
| They do not go through a traditional education route for teacher training.    | 14% | 14% |  |
| They are trained in a graduate program at a university's School of Education. | 10% | 10% |  |
| They do not receive any formal teacher training.                              | 2%  | 2%  |  |

**25: What is your school's primary source when recruiting teachers?**

*[Only administrators responded to this item.]*

|                            | TOTAL (N=130) | ADMINISTRATOR (N=130) | TEACHER (N=0) |
|----------------------------|---------------|-----------------------|---------------|
| Recent college graduates   | 33%           | 33%                   |               |
| Other private schools      | 21%           | 21%                   |               |
| Traditional public schools | 12%           | 12%                   |               |
| Charter schools            | 1%            | 1%                    |               |
| Other                      | 34%           | 34%                   |               |

**26: How accurately does having an education degree predict a teachers' positive job performance?**

*[Only administrators responded to this item.]*

|                       | TOTAL (N=115) | ADMINISTRATOR (N=115) | TEACHER (N=0) |
|-----------------------|---------------|-----------------------|---------------|
| Not at All Accurately | 5%            | 5%                    |               |
| Slightly Accurately   | 13%           | 13%                   |               |
| Moderately Accurately | 37%           | 37%                   |               |
| Very Accurately       | 29%           | 29%                   |               |
| Extremely Accurately  | 16%           | 16%                   |               |
| <i>Top 2</i>          | 44%           | 44%                   |               |

**27: When recruiting teachers, how many years of experience teaching their subject do you prefer teachers to have?**

*[Only administrators responded to this item.]*

|                   | TOTAL (N=141) | ADMINISTRATOR (N=141) | TEACHER (N=0) |
|-------------------|---------------|-----------------------|---------------|
| Less than 1 year  | 6%            | 6%                    |               |
| 1-3 years         | 56%           | 56%                   |               |
| 4-6 years         | 31%           | 31%                   |               |
| More than 6 years | 6%            | 6%                    |               |



**28: What is the estimated cost of training newly hired teachers?**

*[Only administrators responded to this item.]*

|                                | TOTAL (N=103) | ADMINISTRATOR (N=103) | TEACHER (N=0) |
|--------------------------------|---------------|-----------------------|---------------|
| Less than \$500 per teacher    | 30%           | 30%                   |               |
| \$500 to \$999 per teacher     | 42%           | 42%                   |               |
| \$1,000 to \$1,499 per teacher | 14%           | 14%                   |               |
| \$1,500 to \$1,999 per teacher | 6%            | 6%                    |               |
| \$2,000 to \$2,499 per teacher | 2%            | 2%                    |               |
| \$2,500 per teacher or more    | 7%            | 7%                    |               |

**29: How important is a degree in education to being an effective private school teacher?**

*[Only teachers responded to this item.]*

|                      | TOTAL (N=252) | ADMINISTRATOR (N=0) | TEACHER (N=252) |
|----------------------|---------------|---------------------|-----------------|
| Not at All Important | 6%            |                     | 6%              |
| Slightly Important   | 7%            |                     | 7%              |
| Moderately Important | 21%           |                     | 21%             |
| Very Important       | 21%           |                     | 21%             |
| Extremely Important  | 46%           |                     | 46%             |
| <i>Top 2</i>         | 67%           |                     | 67%             |

**30: What is your gender identity?**

|                      | TOTAL (N=387) | ADMINISTRATOR (N=140) | TEACHER (N=247) |
|----------------------|---------------|-----------------------|-----------------|
| Female               | 73%           | 69%                   | 76%             |
| Male                 | 25%           | 31%                   | 22%             |
| Non-Binary           | 0%            | 0%                    | 0%              |
| Prefer not to answer | 1%            | 0%                    | 2%              |

**31: What is your age?**

|                        | TOTAL (N=388) | ADMINISTRATOR (N=141) | TEACHER (N=247) |
|------------------------|---------------|-----------------------|-----------------|
| 18 - 24                | 3%            | 0%                    | 5%              |
| 25 - 34                | 15%           | 6%                    | 21%             |
| 35 - 44                | 21%           | 23%                   | 19%             |
| 45 - 54                | 31%           | 35%                   | 29%             |
| 55 - 64                | 21%           | 26%                   | 19%             |
| 65+                    | 6%            | 10%                   | 4%              |
| Prefer not to disclose | 2%            | 1%                    | 2%              |

**32: What is the highest degree you have earned?**

|                      | TOTAL (N=387) | ADMINISTRATOR (N=141) | TEACHER (N=246) |
|----------------------|---------------|-----------------------|-----------------|
| Some college         | 2%            | 2%                    | 2%              |
| 2 year degree        | 3%            | 4%                    | 2%              |
| 4 year degree        | 43%           | 26%                   | 53%             |
| Master's degree      | 41%           | 50%                   | 36%             |
| Professional degree  | 3%            | 5%                    | 2%              |
| Doctorate            | 7%            | 11%                   | 4%              |
| Prefer not to answer | 1%            | 2%                    | 1%              |

**33: What is your race/ethnicity?**

|                                  | TOTAL (N=388) | ADMINISTRATOR (N=141) | TEACHER (N=247) |
|----------------------------------|---------------|-----------------------|-----------------|
| White                            | 91%           | 92%                   | 91%             |
| Asian                            | 1%            | 1%                    | 1%              |
| Black or African American        | 1%            | 1%                    | 1%              |
| American Indian or Alaska Native | 0%            | 0%                    | 0%              |
| Other                            | 3%            | 3%                    | 3%              |
| Prefer not to answer             | 4%            | 4%                    | 4%              |

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