

# Update on the NC Principal Working Conditions (NC PWC) Pilot Survey



**NC State Board of Education Planning and Work Session**

May 2026

# The Origin of the NC PWC

---

As the NC Teacher Working Conditions Survey was revised, North Carolina principals and assistant principals **asked for a survey focused on their unique roles and experiences.**



# Developed Through Cross-Sector Collaboration

---

---

The NC Principal Advisory Committee brought together school, district, state, and higher education partners to shape the survey's purpose and priorities.

## State Government and NCDPI

Elena Ashburn — Office of the Governor; 2021 POY

Kelly Batts — NC Department of Public Instruction

Abby Pearce — NC Department of Public Instruction

## Higher Education and Research

Jeni Corn — NC Collaboratory, UNC–Chapel Hill

Tim Drake — College of Education, NC State University

## District Leadership

Wesley Johnson — Superintendent, Clinton City Schools

Don Phipps — Caldwell County Schools; 2023 SOY

## School Leadership

Donna Bledsoe — Surry County Schools; 2023 POY

Patrick Greene — Greene County Schools; 2022 POY

Beckie Spears — Wilkes County Schools; 2024 POY

Tabari Wallace — Wayne County Schools; 2018 POY



# Working Group Responsibilities

---

---

- **Guide development** of the NC Principal Working Conditions Survey.
- **Gather input** from school and district leaders to co-design the survey.
- Build from the **revised NC TWC Survey** and existing school leader surveys.
- Protect respondent **anonymity and confidentiality**.
- **Recommend** how data should be reported and used across audiences.



# Survey Purpose

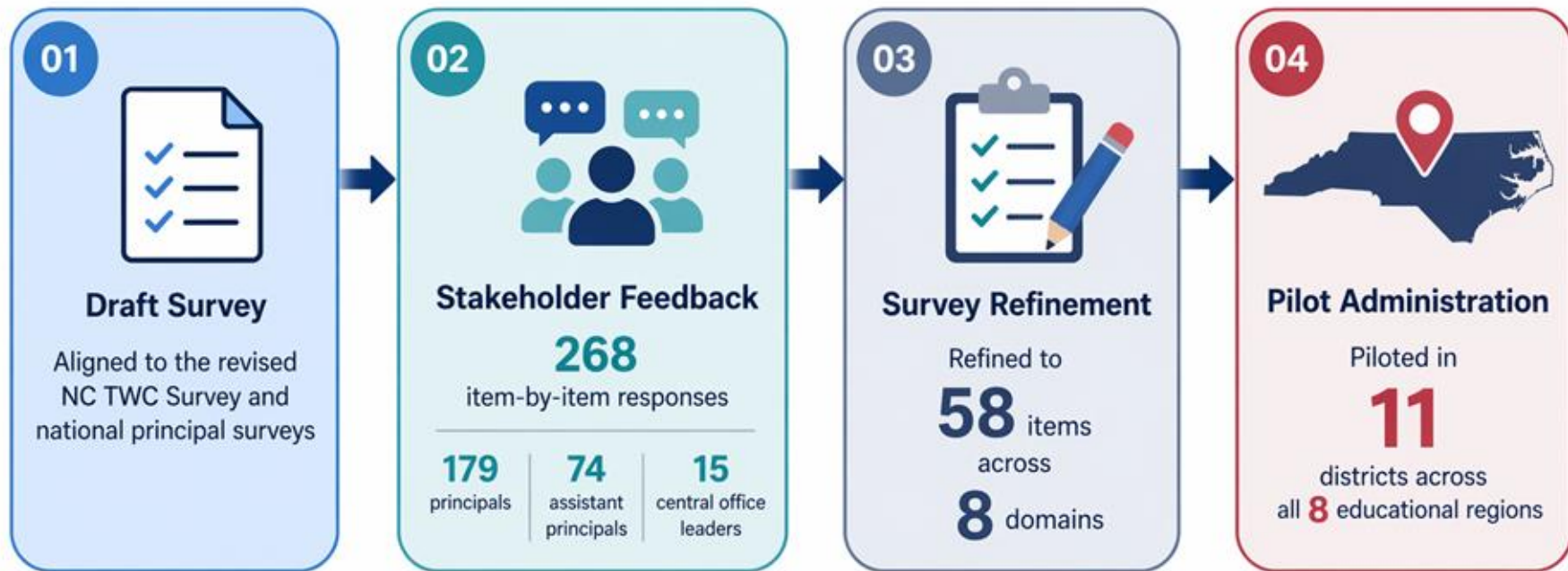
---

---



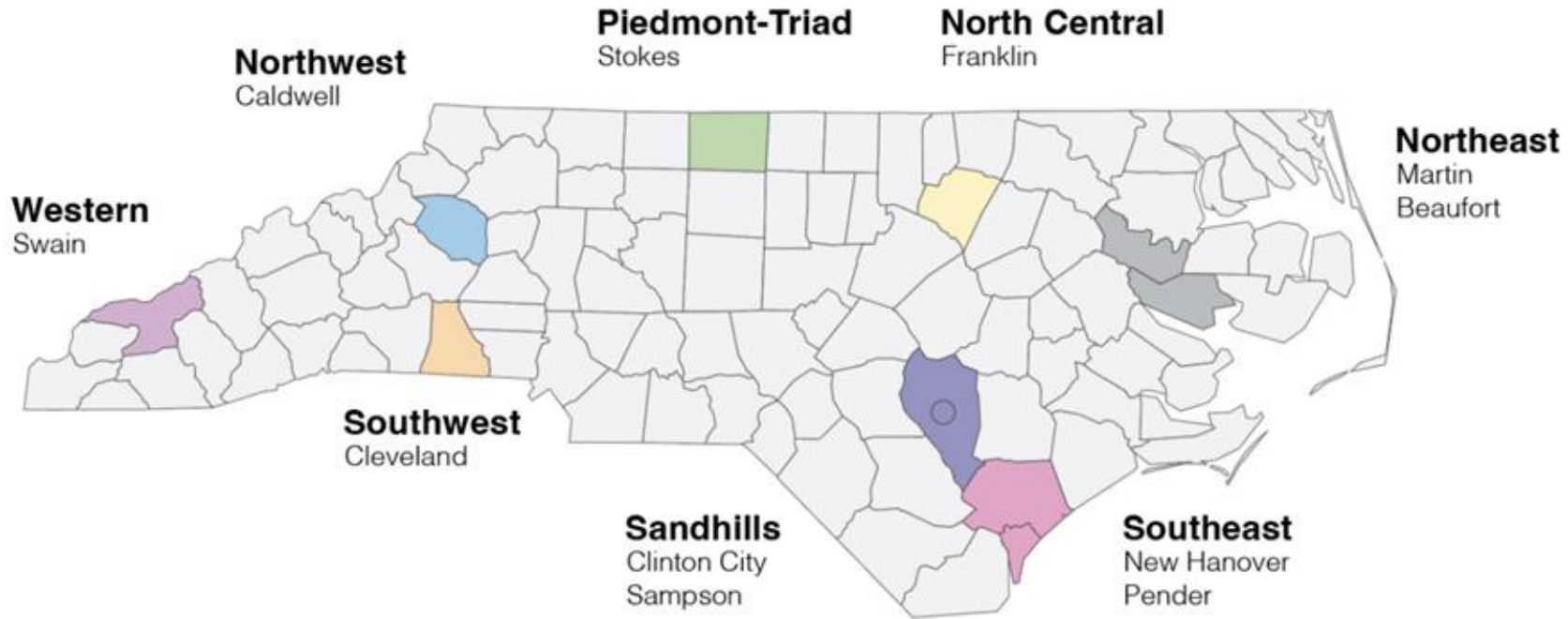
- **Identify issues** critical to recruiting and retaining strong school leaders.
- Elevate **principal** and **assistant principal voice**.
- Understand school and district culture and climate from the **school leader perspective**.
- **Clarify the executive functions** of school leadership in North Carolina.
- Collect **consistent statewide data**.
- **Inform state policy** and **support priorities**.

# How the NC PWC Survey Was Developed



# NC Principal Working Conditions Survey 2025

## Pilot Districts, by Education District



# NC PWC Survey: Response Rates

---

---

## Districts

Beaufort County Schools

Caldwell County Schools

Cleveland County Schools

Clinton City Schools

Franklin County Schools

Martin County Schools

New Hanover County Schools

Pender County Schools

Sampson County Schools

Stokes County Schools

Swain County Schools



The high participation shows **school leaders are eager for their perspectives to be heard and acted upon.**

---

**Total – 381/419 (90.9%)**

# SURVEY RESULTS



## SURVEY BRIEF



[bit.ly/ncpwc-brief](https://bit.ly/ncpwc-brief)

---

## FULL PILOT REPORT



[bit.ly/ncpwc-report](https://bit.ly/ncpwc-report)

# My District is a Good Place to Work and Learn



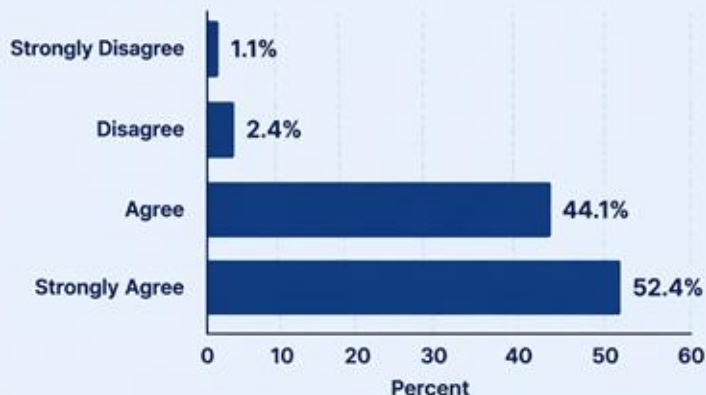
## KEY TAKEAWAY

A strong majority of school leaders feel their district is a good place to work and learn.



## RESPONSES

Overall District Climate: District is a good place to work and learn



# 96.5%

Agree or  
Strongly Agree

Overall District Climate: District is a good place to work and learn	Count	Percent	Cumulative Percent
Strongly Disagree	4	1.1%	1.1%
Disagree	9	2.4%	3.5%
Agree	165	44.1%	47.6%
Strongly Agree	196	52.4%	100.0%
<b>Total</b>	<b>374</b>	<b>100.0%</b>	

# Domain Ratings



## KEY TAKEAWAY

Average ratings across all six domains are **above the midpoint of 2.5**, suggesting generally positive perceptions of working conditions

**School Executive Standards** and **Climate** received the highest ratings, while **Professional Learning** and **Facilities and Resources** were rated lowest



## AVERAGE RATINGS



All 6 domains are above 2.8

# Professional Development Needs

Please select three (3) areas of professional development that would most improve your school leadership practice.



## KEY TAKEAWAY



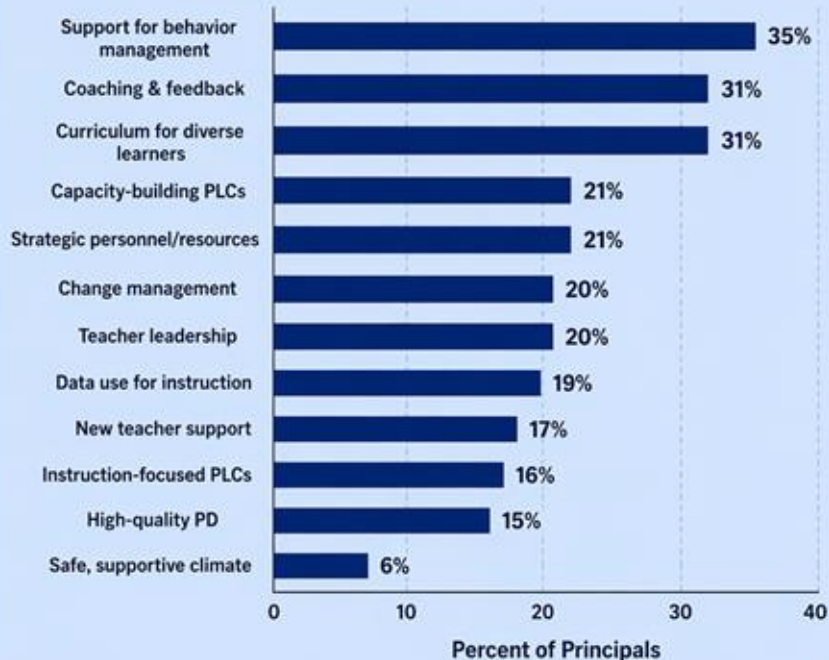
Respondents most often identified support for behavior management (35%), coaching & feedback (31%), and curriculum for diverse learners (31%) as professional development priorities.



Needs center on student behavior, instructional support, and serving diverse learners.



## PD NEEDS



## HIGHLIGHT



Top 3 needs focus on behavior, instructional support, and diverse learners.



Highest: Support for behavior management (35%)



2 of the top 3 priorities relate directly to classroom instruction and support.

# Time Use: How Principals Spend Their Week

Balancing the School Day and Everything Beyond



## TOTAL SCHOOL-RELATED HOURS PER WEEK

In an average week, how many hours do you spend on school-related activities?



**76%** spend 51 or more hours per week on school-related activities.



## HOURS OUTSIDE THE REGULAR SCHOOL DAY

In an average week, how many hours do you spend on school-related activities outside of the regular school day (before or after school, and/or on weekends)?



**83.5%** spend 4 or more hours per week working outside the regular school day.



## HOW PRINCIPALS SPEND THEIR TIME

Average time spent on key activities (1 = 0 hours, 6 = more than 10 hours)

	MEAN
Safety and student conduct	4.25
Observing, coaching, and evaluating teachers	3.72
Instructional planning and professional development	3.36
Working directly with students	3.33
Administrative tasks	3.29
Communicating with families and community	3.28
Management tasks	3.19
Communication or meetings with central office	2.54

1 2 3 4 5 6  
0 Hours More Than 10 Hours



## KEY TAKEAWAYS

**1** Principals work long hours – **over three-quarters** spend **51+ hours per week** on school-related work.



**More than 80%** spend **4 or more hours each week** working outside the regular school day.



The most time is devoted to **safety and student conduct**, while communication with the central office takes the least time.

# Next Steps

---

- Who implements the survey moving forward?
- How can we use the data?

## Superintendent perspective



Dr. Wesley Johnson:  
*Superintendent, Clinton City Schools*



Questions?

THANK  
YOU!



“Principals really matter.”

- The Wallace Foundation, *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research* (2021)