

Findings from the 2019 Teach For America National Principal Survey

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September 2019

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Executive Summary

Introduction

Teach For America (TFA) is one of the largest educational leadership development organizations in the U.S. and is committed to “ensuring an equitable and excellent education for all children, regardless of zip code.” Founded in 1990, TFA recruits outstanding and diverse leaders to become TFA “corps members.” Corps members commit to teaching for 2 years in a low-income community, where they are employed by local schools and are expected to go beyond traditional expectations to advance students’ academic and personal growth. After 2 years, they become part of the TFA alumni network, with many continuing to teach. Others pursue leadership roles in schools and school systems or launch careers in other fields that shape educational access and opportunity.

TFA regularly conducts, sponsors, or supports independent research efforts to assess its impact and inform the continuous development of its programming. TFA’s National Principal Survey serves as one source of evidence about the impact of TFA and provides an important lens on the practices of its corps members and alumni. Principals provide a unique and important perspective on teachers’ preparation, performance, and overall contributions to the schools in which they work. Therefore, the National Principal Survey helps TFA assess principals’ perceptions of corps members’ skills, instructional practices, and effectiveness, as well as the training and support that TFA provides to its corps members. Specifically, the results are used by TFA’s national and regional leadership to plan its corps member and alumni activities and programming and to reflect on its approaches with regard to recruiting, training, and supporting corps members and alumni. For over 20 years, TFA has hired external researchers to administer its National Principal Survey. The survey is conducted biennially, with the prior survey conducted in 2017. The 2019 survey was administered by Westat.

Methods

For the 2019 survey, TFA asked Westat to redesign the principal survey instrument to collect the information required to meet TFA’s goals of aligning the survey with its Foundations and Theory of Leadership. TFA recently began an effort to bring a systems-change orientation to how it recruits and prepares corps members to become effective teachers and leaders. TFA’s new Foundations and Theory of Leadership were developed to lay out the individual and collective mindsets and actions needed to promote systems-level changes, particularly a more equitable educational system. A key part of the

redesign included the involvement of the National Principal Survey Steering Committee, which was made up of TFA staff members from regional and national teams. They were invited to share their perspective on questions such as which items from the 2017 survey should be included or excluded from the 2019 survey and what types of new items they would recommend adding, based on their experiences working with corps members, alumni, and principals.

The survey was administered beginning in late March 2019 through June 2019. Using TFA administrative data, 436 school districts were identified for the 2019 survey. A total of 2,061 principals were identified as having corps members in their school building and thus were included in the 2019 survey. Of the 2,061 principals, 1,253 responded to the survey, for an overall response rate of 61 percent. This represents an increase over the 2017 and 2015 surveys, in which the response rates were 43 and 54 percent, respectively.

Findings

Overall, principals were satisfied with TFA corps members. Nearly 9 out of 10 principals reported that they were satisfied with the corps members in their school, while similar proportions reported that they would hire another corps member to fill a vacancy and would recommend hiring a corps member to other school leaders. In addition, more than 80 percent of principals agreed that corps members demonstrated high levels of content knowledge, were effective at delivering instruction, and maintained positive learning environments in their classrooms.

Principals cited several important contributions made by TFA corps members in their school beyond the classroom. Nine out of 10 principals overall agreed that corps members contributed to a positive, collaborative culture in the school, while three-quarters of respondents agreed that corps members demonstrated leadership, formal or informal, in their school. Similarly, many principals reported that corps members worked to build relationships with students, parents, their teaching colleagues, and administrators, with a majority of principals reporting that corps members worked “to a great extent” to build relationships with each of these groups.

Many principals reported that TFA corps members were better than other novice teachers at making impacts on students and other aspects of teaching. Principals were asked in the survey to make direct comparisons between corps members and other novice teachers (i.e., those with less than 2 years of experience) in their building with regard to their impact on students’ academic growth and other related areas. While a majority of principals found no difference between the two groups, more than one-

third of principals felt that corps members were better than other novice teachers at making impacts on students' academic growth and students' personal growth (e.g., socio-emotional development, growth mindset). More than a third of principals also felt that corps members were better than other novice teachers in three key aspects of teaching—continuously learning and improving their practice; contributing to a positive, collaborative culture in the school; and demonstrating leadership in the school.

Generally speaking, principals were familiar with and expressed satisfaction with the training and support provided by TFA to its corps members. When asked about their familiarity with the various aspects of training and support provided to corps members, about two-thirds of principals overall were either very familiar or somewhat familiar with each aspect of training and support. Principals were most familiar with coaching and institute (the other aspects addressed included group professional development sessions, access to a university partner, and access to the broader TFA network in the community). Nearly all principals expressed at least some degree of satisfaction with the training and support provided to corps members, with nearly two-thirds reporting they were satisfied or very satisfied, while 31 percent were somewhat satisfied and 9 percent were not satisfied.

Principals who had TFA alumni in their school had very favorable perceptions of their impacts on students and their contributions to the school. Ninety-four percent of principals reported that they were satisfied overall with the TFA alumni in their school. More than 95 percent agreed that alumni demonstrated high levels of content knowledge, were effective at delivering instruction, and maintained positive learning environments in their classrooms. The two areas in which principals felt TFA alumni had the greatest impact were students' academic growth and students' personal growth (e.g., socio-emotional development, growth mindset), which were the same two areas cited by principals for corps members. With regard to broader contributions made by TFA alumni, over half of principals strongly agreed that alumni contributed to a positive, collaborative culture in the school, that they demonstrated leadership in the school, and that they worked to build strong relationships with the school community (with approximately 95 percent either agreeing or strongly agreeing with each statement).

Overall, the results from the 2019 National Principal Survey were very consistent with those from the 2017 survey. Across all of the survey items that were included in the survey in both years, the results were very consistent, with principals expressing high levels of satisfaction with both TFA corps members and alumni. The higher response rate on the survey this year (61 percent in 2019 versus 43 percent in 2017) suggests that the highly favorable perceptions that were expressed by principals in 2017 are shared by a much broader set of principals across the country who partner with TFA.

1. Introduction

This report presents results from the 2019 Teach For America (TFA) National Principal Survey. For over 20 years, TFA has administered a survey to all principals who supervise corps members. The survey is conducted biennially, with the prior survey conducted in 2017. The purpose of the present survey, conducted in 2019 by Westat, is to hear directly from the principals with whom TFA partners about their experiences with TFA corps members and alumni. The survey results are used by TFA’s national and regional leadership to plan its corps member and alumni activities and programming and to reflect on its approaches with regard to recruiting, training, and supporting corps members and alumni.

Background

TFA is one of the largest educational leadership development organizations in the U.S. and is committed to “ensuring an equitable and excellent education for all children across the U.S., regardless of zip code.” Founded in 1990, TFA recruits outstanding and diverse leaders to become TFA “corps members.” Corps members commit to teaching for 2 years in a low-income community, where they are employed by local schools and are expected to go beyond traditional expectations to advance students’ academic and personal growth. After 2 years, they become part of the TFA alumni network, with many continuing to teach. Others pursue leadership roles in schools and school systems or launch careers in other fields that shape educational access and opportunity.

TFA’s approach to teacher leadership development includes four key components:¹

- **Finding Promising Leaders.** TFA recruits outstanding and diverse leaders early in their careers and asks them to make a commitment that begins with 2 years of teaching in a public school, partnering with children and families most impacted by educational inequity. TFA seeks people who have the values and experience necessary to expand opportunity and access for children. Among the leadership traits TFA looks for are a deep belief in the potential of every child, a strong record of achievement, and perseverance in the face of challenges. Since 1990, more than 60,000 leaders have joined TFA. Today, nearly half come from low-income backgrounds, and more than 1,000 corps members and alumni were themselves taught by a TFA corps member when they were students.
- **Supporting Educators in Classrooms.** TFA aims to develop teachers who go beyond traditional expectations to advance students’ academic and personal growth while helping to strengthen their schools. In partnership with schools, local universities, other organizations, and businesses in the communities where TFA works, corps members are provided with initial training, ongoing

¹ This description of TFA’s approach was adapted from its website at <https://www.teachforamerica.org/>.

professional development, and access to a support network and other resources. Today, more than 6,700 corps members reach more than 400,000 students in 2,500 schools in 51 regions throughout the U.S. They teach all grade levels and subject areas. TFA is among the largest and most diverse sources of educators serving schools in low-income communities. Nearly half of new corps members identify as people of color. In addition, TFA is among the largest sources of teachers in science, technology, engineering, and mathematics (STEM).

- **Developing Systems-Change Leaders.** TFA supports corps members as they form relationships with children, families, and fellow educators. Ideally, their impact with students deepens their conviction and allows them to develop a richer understanding of what students need to learn and thrive. At the same time, corps members better understand the institutional barriers that limit access to opportunity and the unique assets and challenges in their communities. TFA’s vision is for its alumni to remain lifelong advocates for educational excellence and equity. While many choose to continue teachers, many others take on school and district leadership roles, launch enterprises, or enter other fields that shape the opportunities available to children, such as law, healthcare, and policymaking. Today, over 66 percent of TFA alumni work full-time in education, and 85 percent work in education or careers serving low-income communities.
- **Fostering Collective Leadership.** TFA views its alumni and corps members as colleagues working alongside others toward shared goals in schools and driving progress in communities. The TFA network is part of a broad and diverse coalition united around educational excellence and equity. TFA works to strengthen the network by bringing alumni together to learn from one another and debate ideas. This takes many forms, including sharing stories of progress, triumphs, and setbacks; recognizing outstanding educators, leaders, and schools; connecting alumni to each other; and sparking conversations on how to accelerate the pace of change in communities.

In addition to its National Principal Survey, TFA regularly conducts, sponsors, or supports independent research efforts to assess its impact and inform the continuous development of its programming. As a result, there is a substantial body of high-quality research on the instructional impact of TFA teachers. A 2015 study conducted by Mathematica Policy Research, Inc. (Clark et al., 2015) found that TFA corps members teaching in elementary grades were as effective as other teachers in the same schools. TFA teachers included in this study averaged less than 2 years of experience whereas the comparison teachers had nearly 14 years of experience on average. The study also found that students of corps members in pre-K through second grade outperformed their peers in reading by the equivalent of an additional 1.3 months of learning. This study employed a randomized controlled trial, considered the “gold standard” research methodology for impact evaluations, and its estimates are representative of what other rigorous studies of TFA have found²—namely, that TFA corps members promote student achievement in measures equal or sometimes greater than non-TFA teachers in the same schools.

The research literature about TFA’s instructional impact spans multiple regions, subject areas, and grade levels, and two points about it stand out. First, the evidence of corps members’ positive impact is clearest

² See, for example, Wright et al., 2019.

and most pronounced in math and science (statistically meaningful positive impacts in reading, as was shown in the 2015 Mathematica study, are rare). A definitive explanation for this finding eludes researchers, but studies show that TFA corps members have a stronger grip on these subjects than their counterparts. Two studies (Chiang et al., 2016; Xu et al., 2011) both found that TFA teachers had higher Praxis scores (a measure of content knowledge) than those of comparison teachers and that Praxis scores were positively associated with teacher effectiveness. Second, research finds that corps members outperform both novice and experienced teachers in the same schools. This is not to say that classroom experience is unrelated to student achievement. TFA teachers and others must climb a well-documented learning curve during their initial years of teaching, but the body of research leads one to expect students in the classrooms of corps members—recruited, trained, and supported by TFA—to learn as much or more than they would if assigned a more experienced teacher in the same school.

TFA’s National Principal Survey serves as an additional source of evidence about the impact of TFA and provides another lens on the practices of its corps member and alumni, one that is designed to inform TFA’s approach to teacher leadership development. Principals provide a unique and important perspective on teachers’ preparation, performance, and overall contributions to the schools in which they work. Thus, the National Principal Survey is designed to help TFA assess principals’ perceptions of corps members’ skills, instructional practices, and effectiveness, as well as the training and support that TFA provides to its corps members. The information gained through the survey is important to TFA’s national and regional leadership in planning for partnerships with schools, refining its corps member programming, and reflecting on its approaches with regard to recruiting, training, and supporting corps members and alumni.

Outline of This Report

This report comprises six chapters. Chapter 2, which follows this introductory chapter, provides an overview of the study approach and methods. Chapter 3 presents data collected from the survey on the characteristics of the responding principals and schools. Chapter 4 provides findings on principals’ perceptions of and satisfaction with TFA corps members and alumni, and Chapter 5 addresses principals’ perceptions on the process of hiring corps members and the training and support provided by TFA to its corps members. Chapter 6 provides conclusions and recommendations for future research and programming.

Additional information is provided in the appendices to this report. Appendix A provides information on the survey sample and response rates by TFA region, and Appendix B presents the overall results for each item in the survey.

2. Study Approach and Methods

This chapter provides an overview of the study approach and methods used to conduct the 2019 National Principal Survey. Information on the survey response rates and the limitations of the study are also addressed in this chapter.

Instrument Development

Since the 2017 National Principal Survey, TFA began an effort to bring a systems-change orientation to how it recruits and prepares corps members to become effective teachers and leaders. A central part of this work is TFA's new Foundations and Theory of Leadership, which were developed to lay out the individual and collective mindsets and actions needed to promote systems-level changes, particularly a more equitable educational system. The newly adopted Foundations has informed a variety of organizational and individual changes, as TFA has worked to align corps member recruitment, training, and support experiences to the theory. One key change includes redefining the knowledge and competencies TFA corps members need to become effective in their classrooms, schools, and communities, which guide the development of training for corps members that can foster such knowledge and competencies. TFA's Theory of Leadership lays out specific practices that are expected of corps members along three spheres of influence, which include self, group, and systems, and four practice areas, including relationships, vision, strategic action, and learning.

In response to these developments, TFA asked Westat to redesign the principal survey instrument to collect the information required to meet TFA's goals of aligning the survey with its Foundations and Theory of Leadership.

The survey instrument redesign work included several important steps. First, Westat reviewed the survey items to ensure that they were addressing relevant, up-to-date concepts and that, taken collectively, the items in the instrument were meeting TFA's overall need for information for use in improving induction and support for corps members. Specifically, we discussed with TFA the status of each existing topic/question in the survey and determined which were useful to TFA and its stakeholders. We also sought to reduce the number of questions in the survey by identifying any items that were of less interest to TFA and thus should be eliminated or minimized, and so we streamlined some sets of survey items. Throughout this step, consideration was given to each proposed change to the survey and how it might affect comparability to prior years' survey results and the ability of TFA to examine trends over time,

with priority being given to maintaining items that were of interest to compare to results from 2017 and prior years.

A second step involved inquiring about any new lines of analysis that TFA might be interested in, determining the extent to which existing survey items allowed for such analyses, and constructing new questions for which principals could provide valid data. For those topics that required new items or sets of items, we discussed with TFA the ease with which new items could be developed and determined where direct input from TFA's national and/or regional leadership would be needed to better flesh out precisely how such topics should be addressed through the survey. Additions to this year's survey included, for example, questions designed to document the specific ways in which corps members have demonstrated various aspects of leadership.

A key part of these first two steps included the involvement of the National Principal Survey Steering Committee, which was made up of TFA staff members from regional and national teams. They were invited to share their perspective on questions such as which items from the 2017 survey should be included or excluded from the 2019 survey, as well as what types of new items they would recommend adding based on their experiences working with corps members, alumni, and principals.

Next, Westat carefully examined the formatting of the existing survey instrument to ensure that the redesigned instrument would be intuitive and formatted in a way that helps elicit valid and reliable responses, minimizes respondent burden, and maximizes response rates. Modifications to the formatting of the survey included sectioning and re-sectioning items to facilitate respondents' ability to quickly answer questions and improve the overall flow of the survey items and sections.

Westat then developed a web-based version of the newly designed survey instrument using its proprietary SurveyBuilder platform, which provides respondents a secure and convenient environment for completing surveys on their computer or mobile device. SurveyBuilder includes features such as edit and logic checks; grouping of questions and responses in different formats on a single screen page; built-in branching capabilities; a seamless, integrated survey management system and built-in security safeguards; the capability of processing the survey data into datasets in various formats (e.g., SAS, R, ASCII, MS Excel); and convenient, real-time monitoring, measurement, and reporting.

A final step in the survey development phase involved pretesting the survey instrument. Once a pilot version of the web-based instrument had been developed, Westat pretested the survey instrument with a set of five principals, for two purposes. The first purpose was to test principals' understanding of the survey items, and the second was to test the functionality of the web-based version. With regard to the

former, much of the testing focused specifically on the changes to the instrument. The principals were asked to complete the survey, and Westat staff subsequently conducted interviews with those principals by phone, in which they were asked to answer questions about their experience completing the survey.

Institutional Review Board and School District Research Approval

Once TFA approved the redesigned survey instrument, we subsequently obtained approval to conduct the survey from Westat’s institutional review board (IRB). Westat’s IRB reviewed information about the project, including the survey instrument, informed consent language, and recruitment letters, to ensure that principals would be provided sufficient opportunity and adequate information to actively consent to the survey.

Following approval from Westat’s IRB, Westat sought formal approval from “special clearance” school districts; i.e., those that require that external research be reviewed and approved. Of the 436 school districts (provided by TFA) that would be included in the 2019 principal survey, nearly 50 were special clearance districts that required formal approval. In January 2019, Westat began the process of submitting research applications to all of the nearly 50 special clearance districts. Approval was obtained from all of these districts, with the exception of eight districts, which either did not approve the survey or did not conduct its review of our application by June 2019. There were a total of 116 principals (5 percent of the overall population) represented in the eight districts that did not approve the survey.

Survey Administration

In most districts, the survey was administered beginning in late March 2019 and through June 2019. The process for obtaining district approval for conducting the survey in some districts resulted in the survey being conducted in several waves. The first wave included over 400 districts, which include those that did not require district approval to conduct the survey and those in which approval to conduct the survey was obtained by April 2019. Throughout May and June, the survey was opened to an additional set of approximately 20 districts on an ongoing basis as approval to conduct the survey was obtained from those individual districts.

After receiving clearance from the school districts, Westat proceeded with notifying principals about the survey. Westat worked with national and regional TFA staff to develop the message and methodology to recruit principals to participate in the survey. In the weeks preceding the survey administration window, an awareness campaign was conducted by TFA’s national and regional leadership. This effort was

designed to raise principals' awareness of the survey, highlight the importance of the data being collected, and determine how TFA intends to use the information being collected.

Approximately 1 week prior to the start of data collection, Westat sent a survey announcement via email to all principals using the email addresses of TFA regional leaders. These email addresses were provided by TFA. This announcement, which included an endorsement from TFA, was designed to reinforce messaging from the awareness campaign conducted by TFA and its regional leaders and to alert principals to the upcoming survey administration. This announcement also provided an opportunity for Westat to test the principal email addresses that were provided by TFA; i.e., to ensure the list of principals contained no duplications, investigate any emails that were undeliverable, and update our records accordingly. At the start of the survey administration window, principals received an email from Westat with a unique link to the web survey.

Response Rates

A total of 2,061 principals were identified as having corps members in their school building and thus were included in the survey. This total excludes principals in those districts that did not approve the survey (described above) and several dozen principals that responded to the initial notification about the survey and indicated that they were on extended leave (e.g., maternity leave) or had left their principal position. Of the 2,061 principals, 1,253 responded to the survey, for an overall response rate of 61 percent. Regional response rates ranged from 33 percent to 84 percent. This year's overall response rate represents an increase over the 2017 and 2015 surveys, in which the response rates were 43 and 54 percent, respectively.

3. Characteristics of Principals and Schools

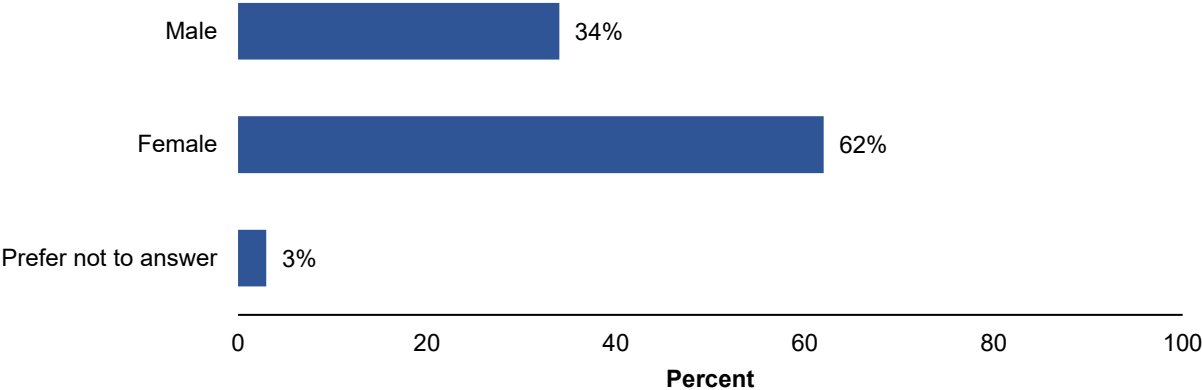
This chapter presents information obtained through the survey and from administrative data provided by TFA about the characteristics of the principals and schools that responded to the survey.

Principal Characteristics

Demographics

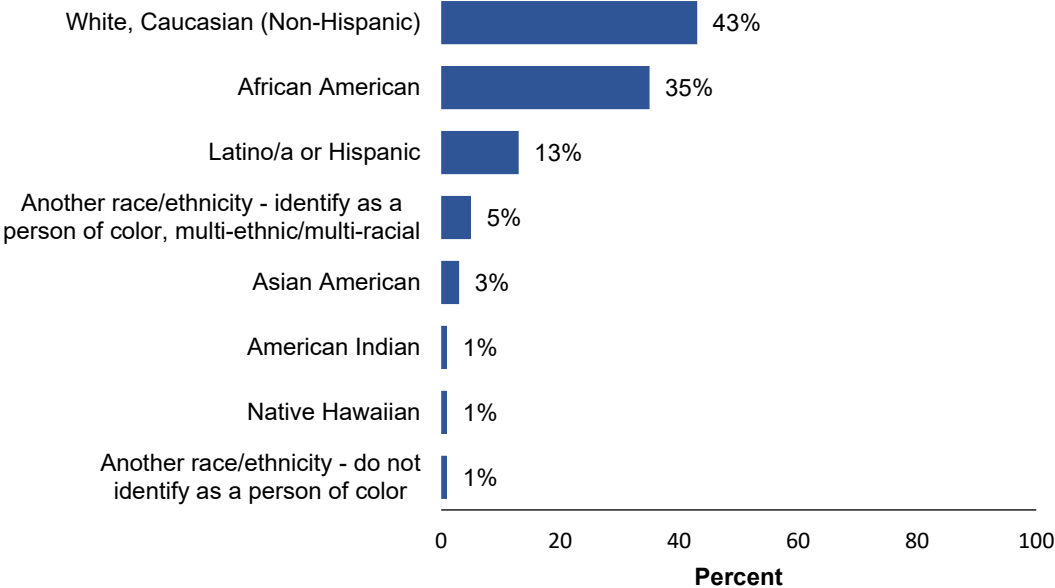
Principals were asked in the survey to provide demographic information, including their gender and race/ethnicity. With regard to gender, as Figure 1 shows, 62 percent of respondents were female and 34 percent were male, while 3 percent chose not to answer this question.

Figure 1. Gender of respondents



With regard to race and ethnicity, as shown in Figure 2, 43 percent of respondents identified as White, Caucasian (non-Hispanic), followed by 35 percent who identified as African-American. Thirteen percent identified as Latino/a or Hispanic, and 5 percent identified as multi-ethnic/multi-racial, while smaller percentages were found in the remaining categories.

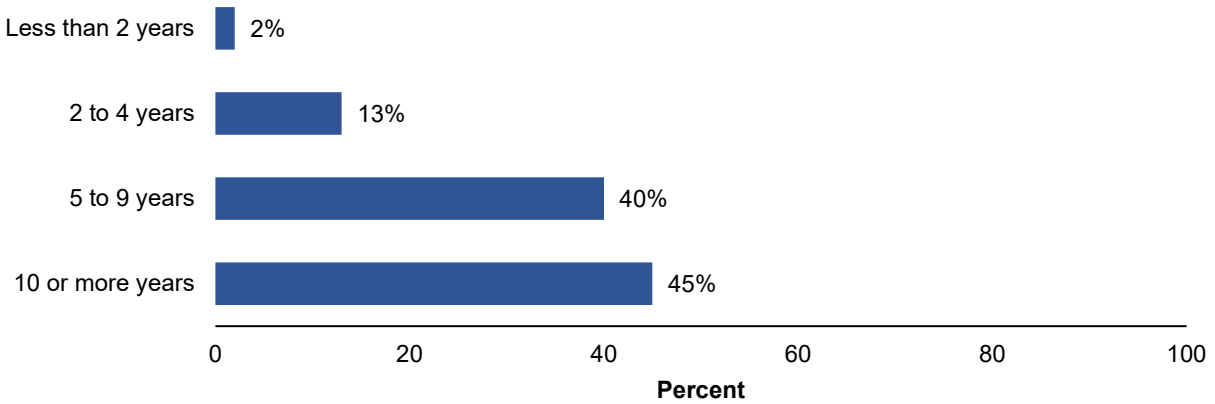
Figure 2. Race and ethnicity of respondents



Work Experience

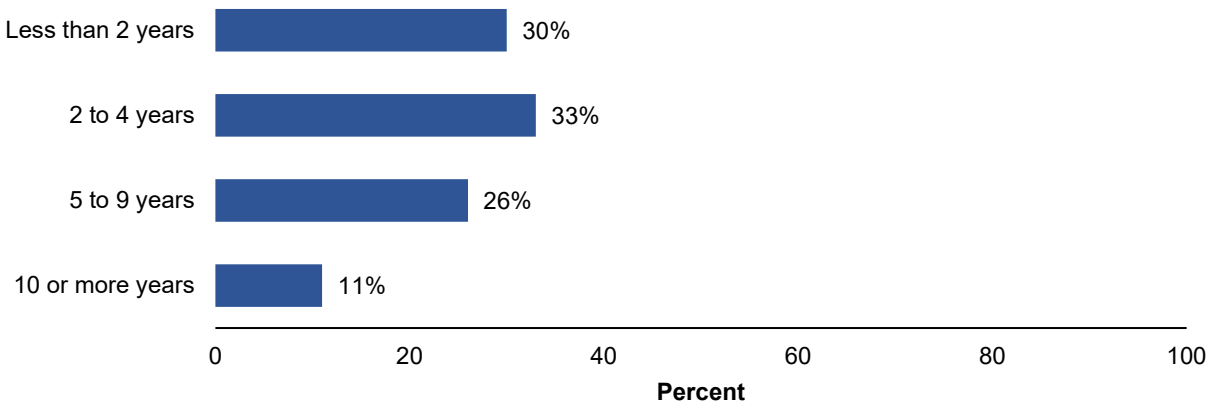
Principals were asked about their years of experience as a K-12 teacher prior to becoming a principal. As shown in Figure 3, most respondents had at least 5 years of experience as a teacher, with 40 percent reporting 5 to 9 years of experience in the classroom and 45 percent reporting 10 or more years.

Figure 3. Respondents' levels of experience working as a K-12 teacher



When asked about their years of experience as a principal working with corps members—i.e., either at their current school or at other schools—respondents reported slightly higher levels of experience (Figure 4). While 30 percent had worked in this capacity for less than 2 years, exactly one-third reported 2 to 4 years of experience. Meanwhile, 26 percent reported 5 to 9 years of experience, and 11 percent reported 10 or more years.³

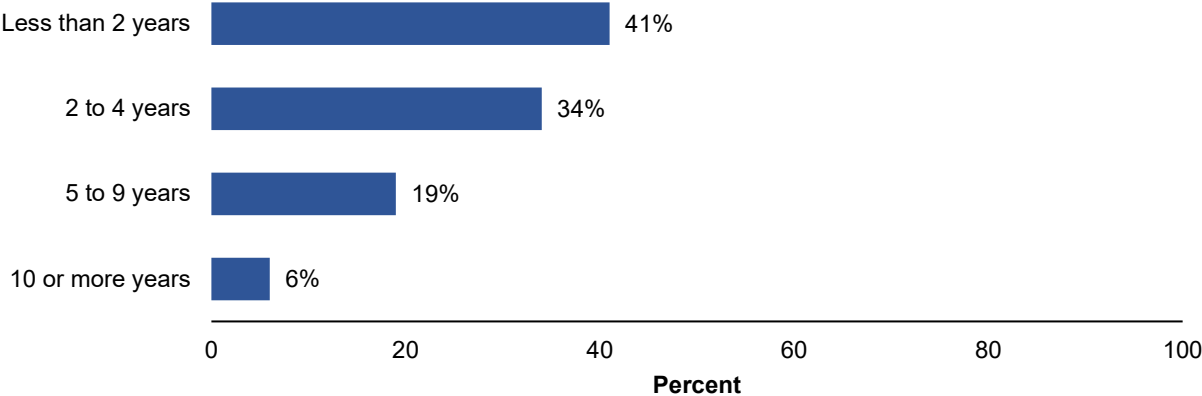
Figure 4. Respondents’ levels of experience working as a principal with TFA corps members



³ It should be noted that because of the way in which the survey items on principals were framed, these data may not reflect the overall experience levels of principals. That is, while the first item on experience asks about the number of years as principal at their current school, the second item asks about the number of years in which they have worked as a principal with TFA corps members. As a result, respondents’ years of experience working as a principal at schools other than their current school and/or working in schools that did not include any TFA corps members are not accounted for in the data provided here.

As shown in Figure 5, respondents in general had relatively low levels of experience as a principal at their current school. Forty-one percent had been principal for less than 2 years, while 34 percent had been serving at their school for between 2 to 4 years. Nearly one-fifth reported serving for between 5 to 9 years, while only 6 percent reported 10 or more years at their current school.

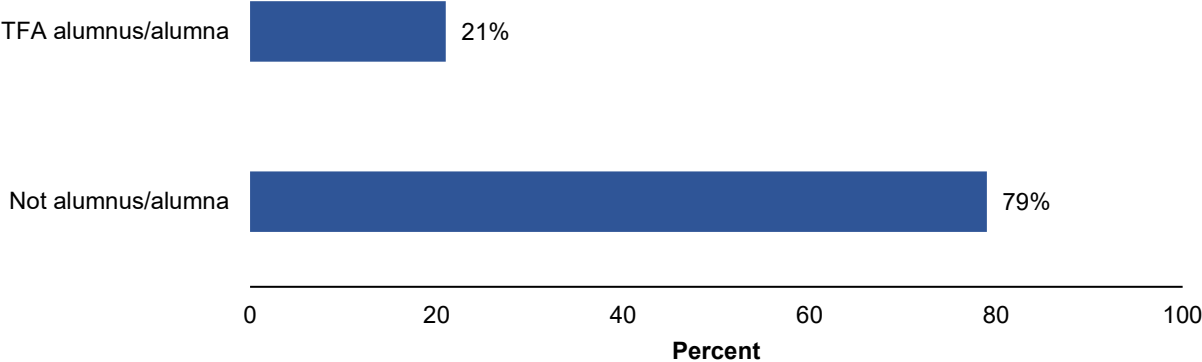
Figure 5. Respondents' levels of experience as a principal at current school



TFA Alumni Status

In addition to being asked about their demographics and work experience, principals were asked whether they themselves were an alumnus or alumna of TFA. As Figure 6 shows, 21 percent of respondents indicated “yes” to this question.

Figure 6. Alumni status of respondents

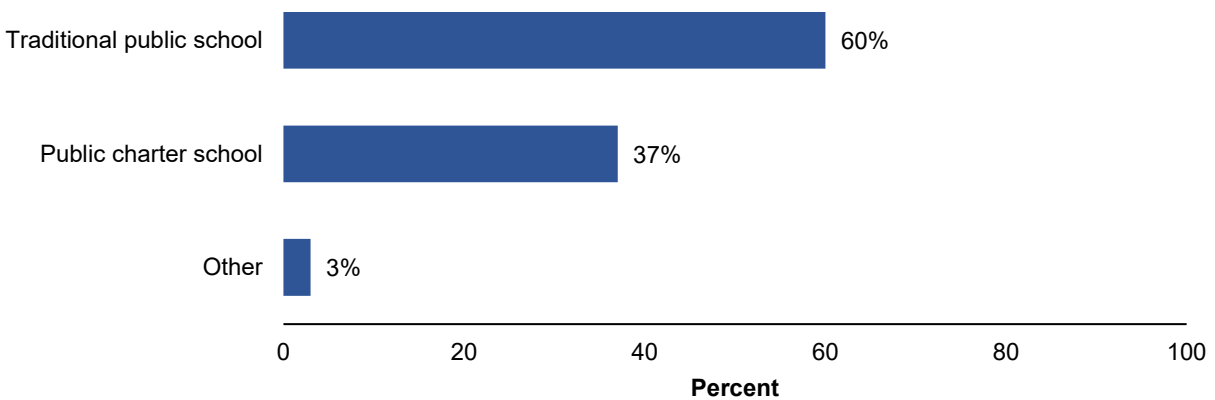


School Characteristics

School Governance Structure

Figure 7 shows the type of school governance structure for the 1,253 schools that responded to the survey.⁴ As shown, 60 percent of schools that responded to the survey were traditional public schools, while 37 percent were public charter schools. Three percent of schools were categorized as “Other” and included Bureau of Indian Affairs Schools, early childhood education centers, and private schools.

Figure 7. School governance structure of responding schools

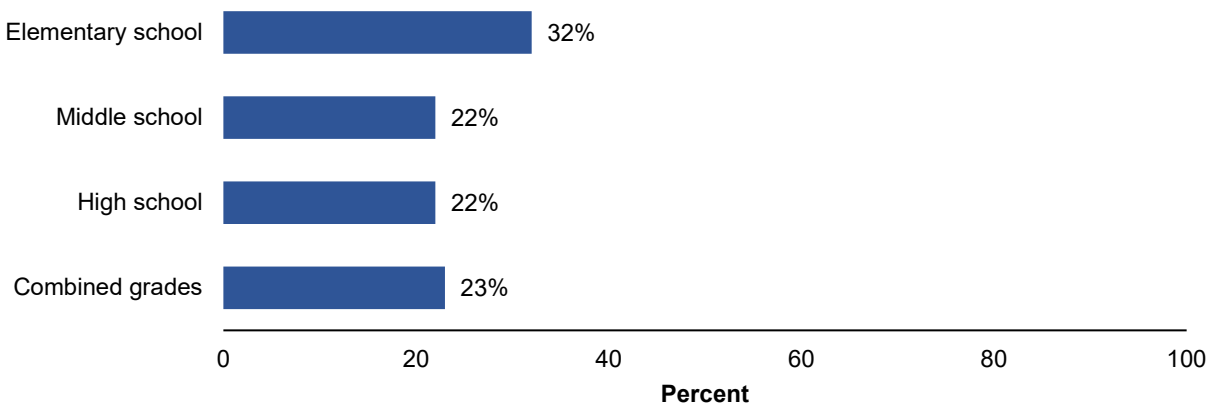


⁴ The data in Figure 7 were drawn from administrative data provided by TFA.

School Grade Level

Figure 8 shows the grade level categories for the 1,253 schools that responded to the survey.⁵ Thirty-two percent of principals who responded to the survey were from elementary schools, 22 percent were from middle schools, and another 22 percent were from high schools. The fourth category of combined schools, which comprises 23 percent of respondents, is made up of those that include multiple grade spans (i.e., K–8 and K–12).

Figure 8. Grade levels of responding schools

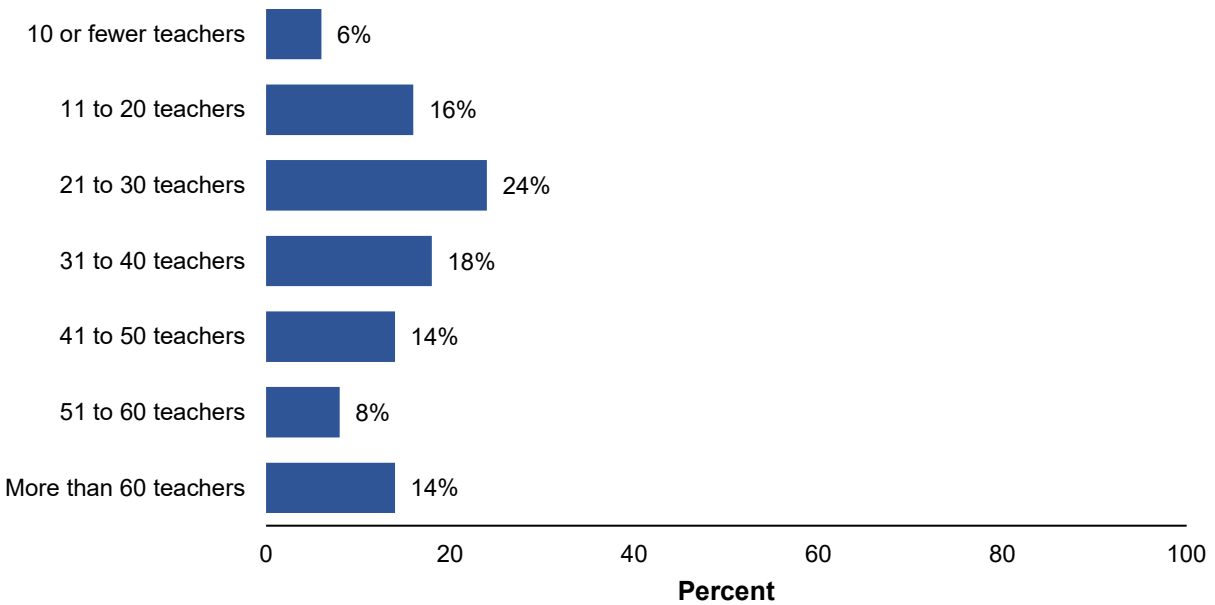


⁵ As was the case for Figure 7, the data in Figure 8 were drawn from administrative data provided by TFA.

School Size

Principals were asked in the survey about the number of full-time equivalent (FTE) teachers in their building, as an indication of their school's size. As shown in Figure 9, the schools responding to the survey were fairly evenly distributed with regard to the number of FTE teachers, with the most common response being 21 to 30 teachers.

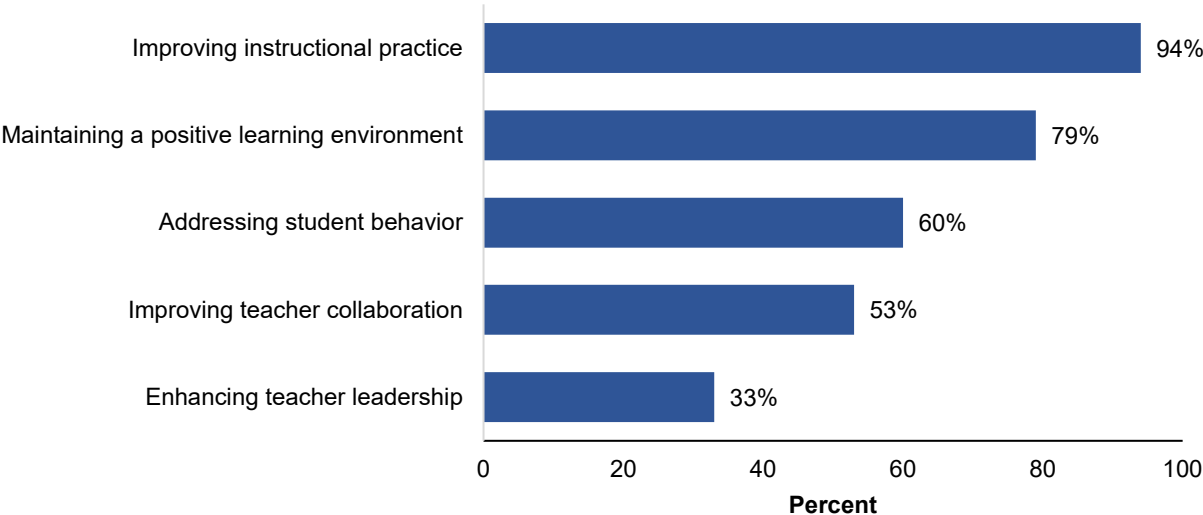
Figure 9. Number of full-time equivalent (FTE) teachers in respondent's school building



Focus of Teacher Professional Learning

Principals were asked about which aspects of teaching were a major focus of teacher professional learning during the 2018–19 school year. Figure 10 shows the percentages of principals who reported that each aspect was a major focus of learning. Most principals reported more than one focus of learning, with nearly all (94 percent) reporting a focus on improving instructional practice. More than three-quarters (79 percent) reported maintaining a positive learning environment, while over half reported both addressing student behavior (60 percent) and improving teacher collaboration (53 percent). Enhancing teacher leadership was reported as a major focus by exactly one-third of principals.

Figure 10. Aspects of teaching that were reported by principals as a major focus of teacher professional learning in 2018–19



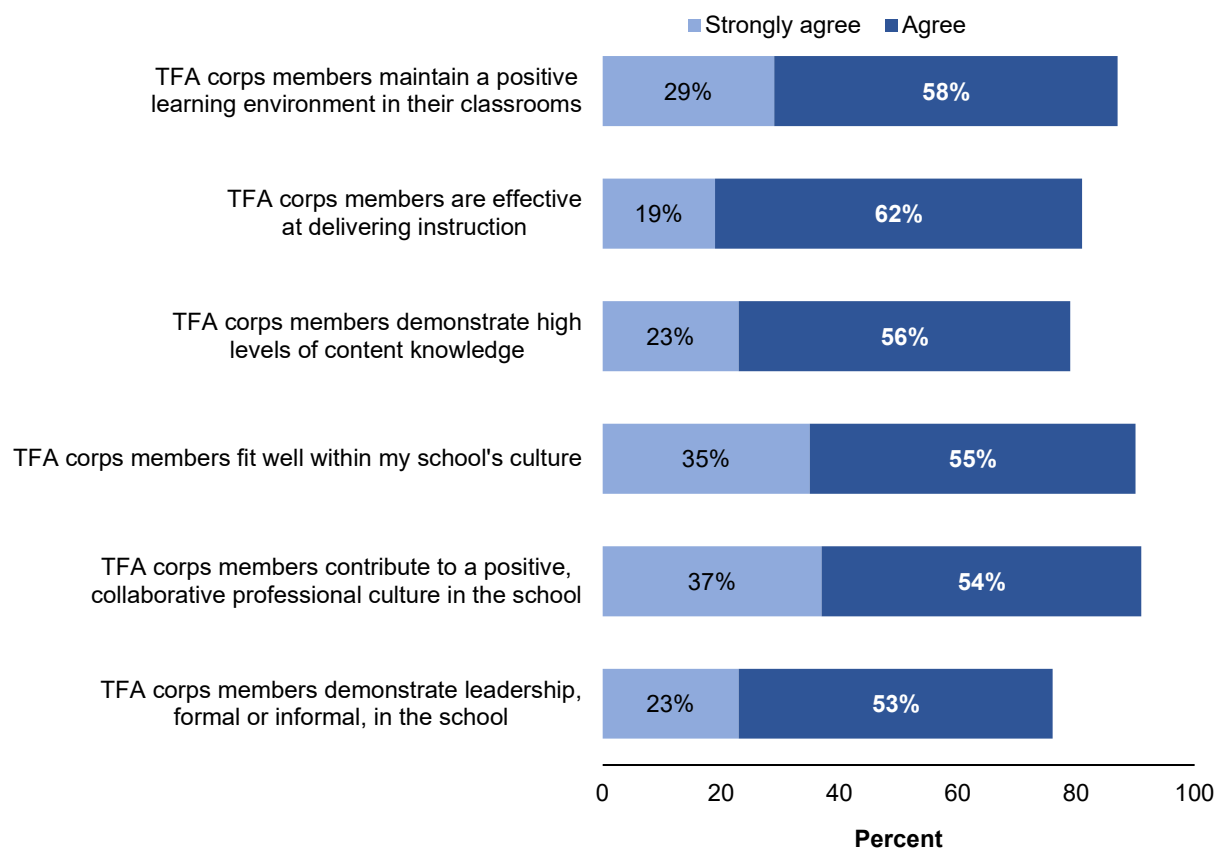
4. Findings on Principals' Perceptions of and Satisfaction with Corps Members and Alumni

This chapter discusses principals' perceptions of and satisfaction with corps members and alumni.

Capacities and Contributions of Corps Members

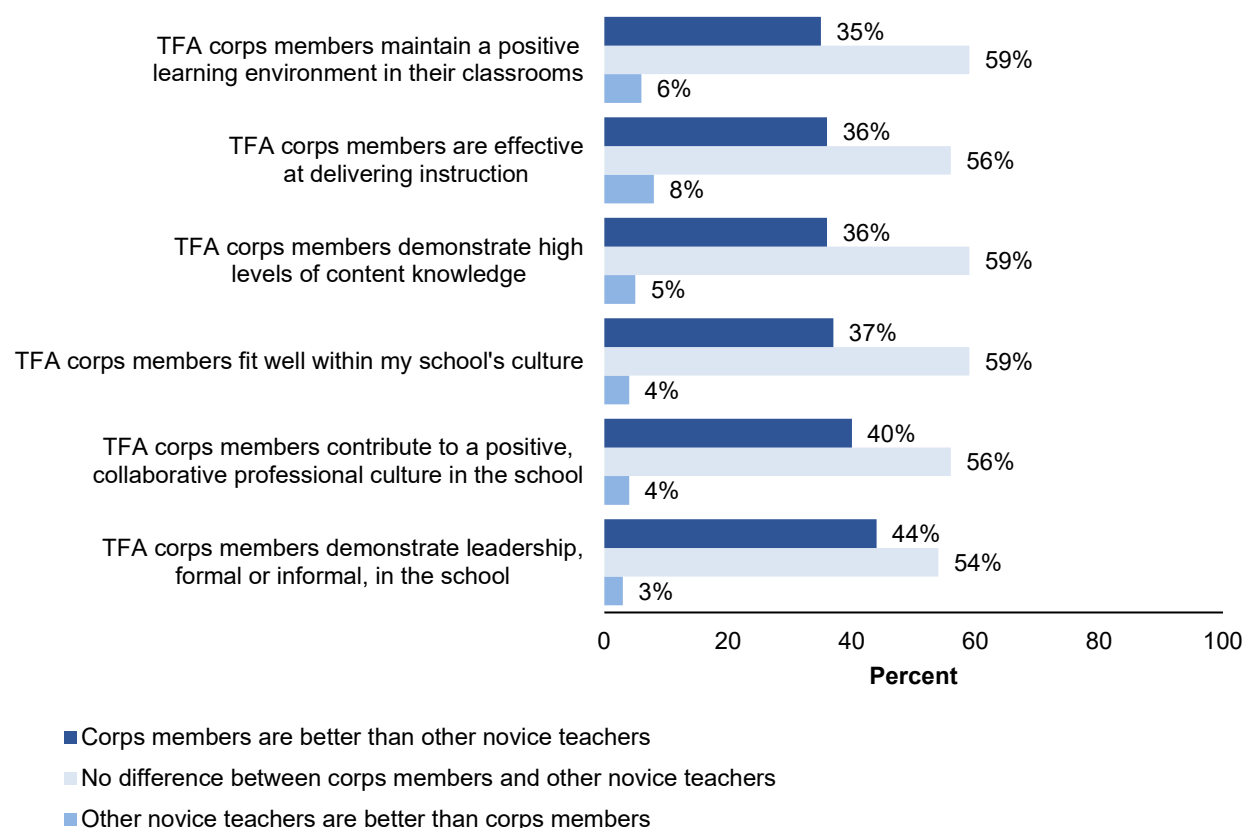
Principals were asked about the extent to which corps members have demonstrated various capacities and contributions at their school. The results in Figure 11 indicate that principals were most likely to agree or strongly agree that corps members fit well into their school's culture (90 percent either agreed or strongly agreed) and that corps members contributed to a positive, collaborative professional culture at their school (91 percent either agreed or strongly agreed). However, at least three-quarters of principals either agreed or strongly agreed with each of the other four statements.

Figure 11. Respondents' perceptions of corps members' capacities and contributions



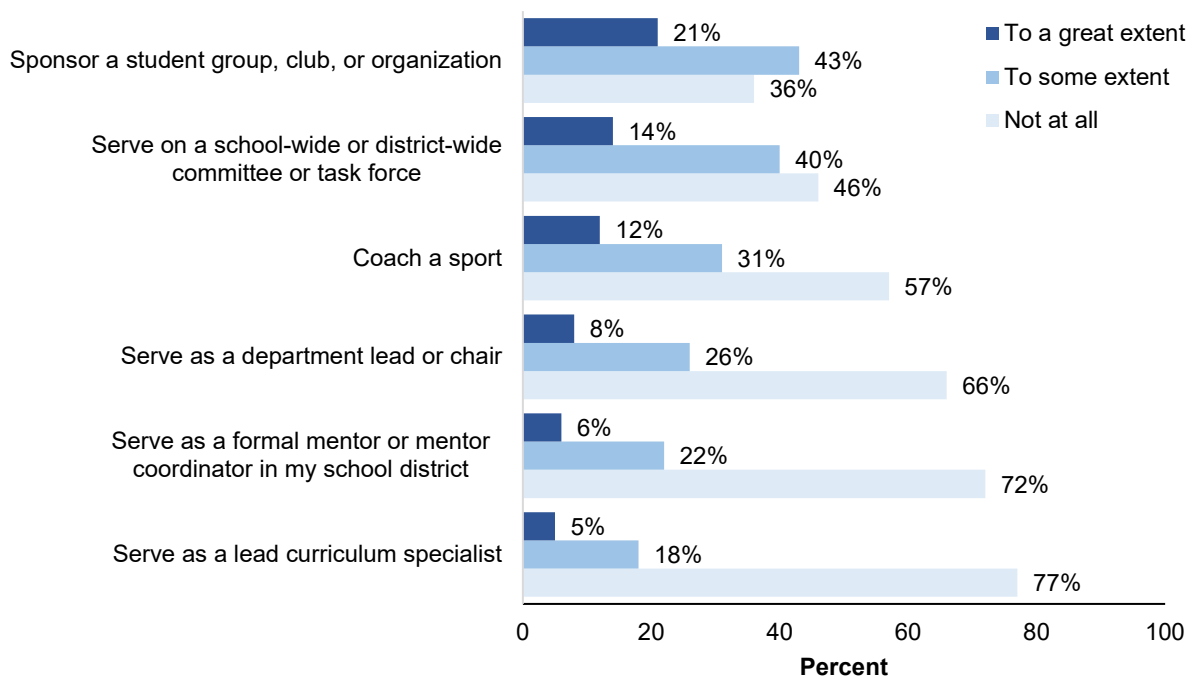
When asked to address the extent to which corps members have demonstrated various capacities and contributions at their school, principals were also asked to make comparisons between corps members and other novice teachers, and the results for these items are shown in Figure 12. While a majority of principals found no difference between corps members and other novice teachers on each of the specific types of capacities and contributions, at least one-third of principals did indicate that corps members were better than other novice teachers on each item. Perhaps most notable is that 44 percent of principals indicated that corps members were better than other novice teachers at demonstrating leadership, formal or informal, in their school.

Figure 12. Respondents' perceptions of corps members' capacities and contributions, as compared to other novice teachers



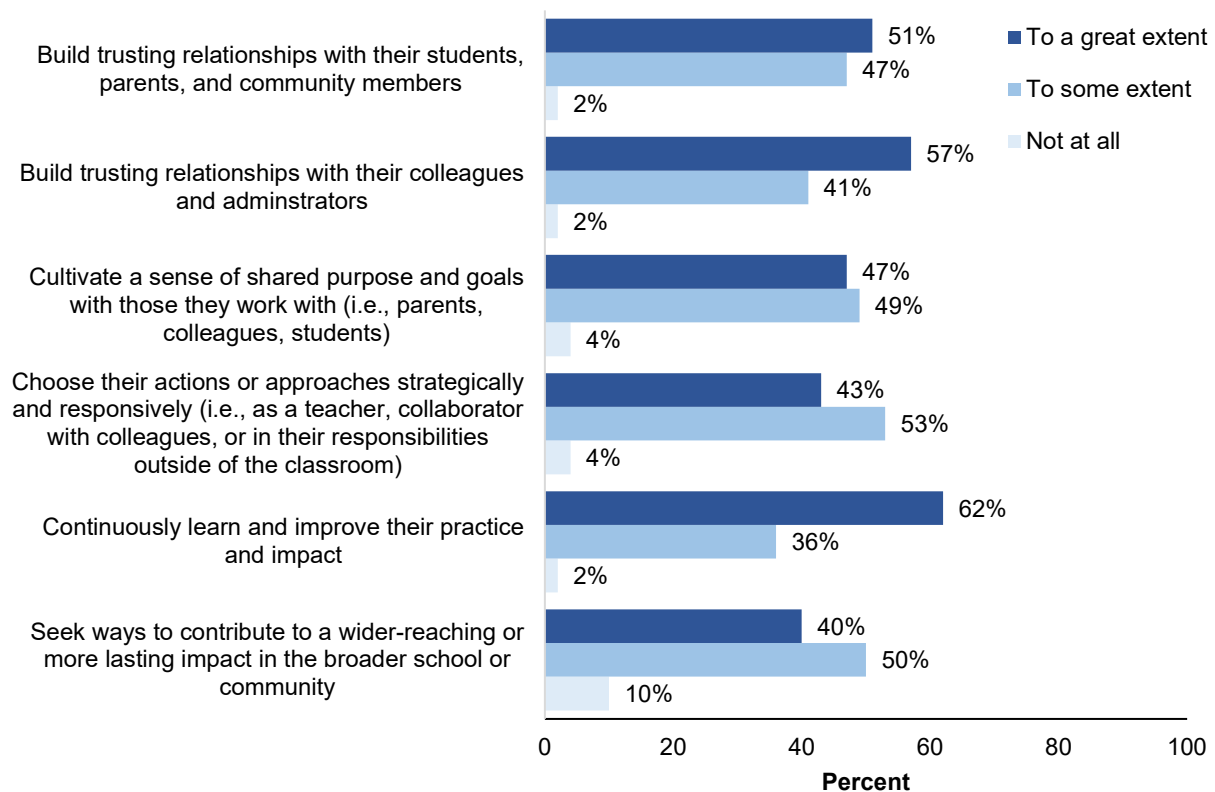
With regard to leadership, principals were asked about the specific types of leadership roles that corps members had taken on during the 2018–19 school year. As Figure 13 shows, over half of principals indicated that corps members had either sponsored a student group, club, or organization (64 percent indicated either to a great extent or to some extent) or served on a school-wide or district-wide committee or task force (54 percent indicated either to a great extent or to some extent). While 43 percent of principals indicated that corps members had coached a sport, smaller proportions of principals reported that corps members had served as a department lead or chair (34 percent), had served as a mentor or mentor coordinator (28 percent), or had served as a lead curriculum specialist (23 percent).

Figure 13. Leadership roles taken on by corps members, as reported by principals



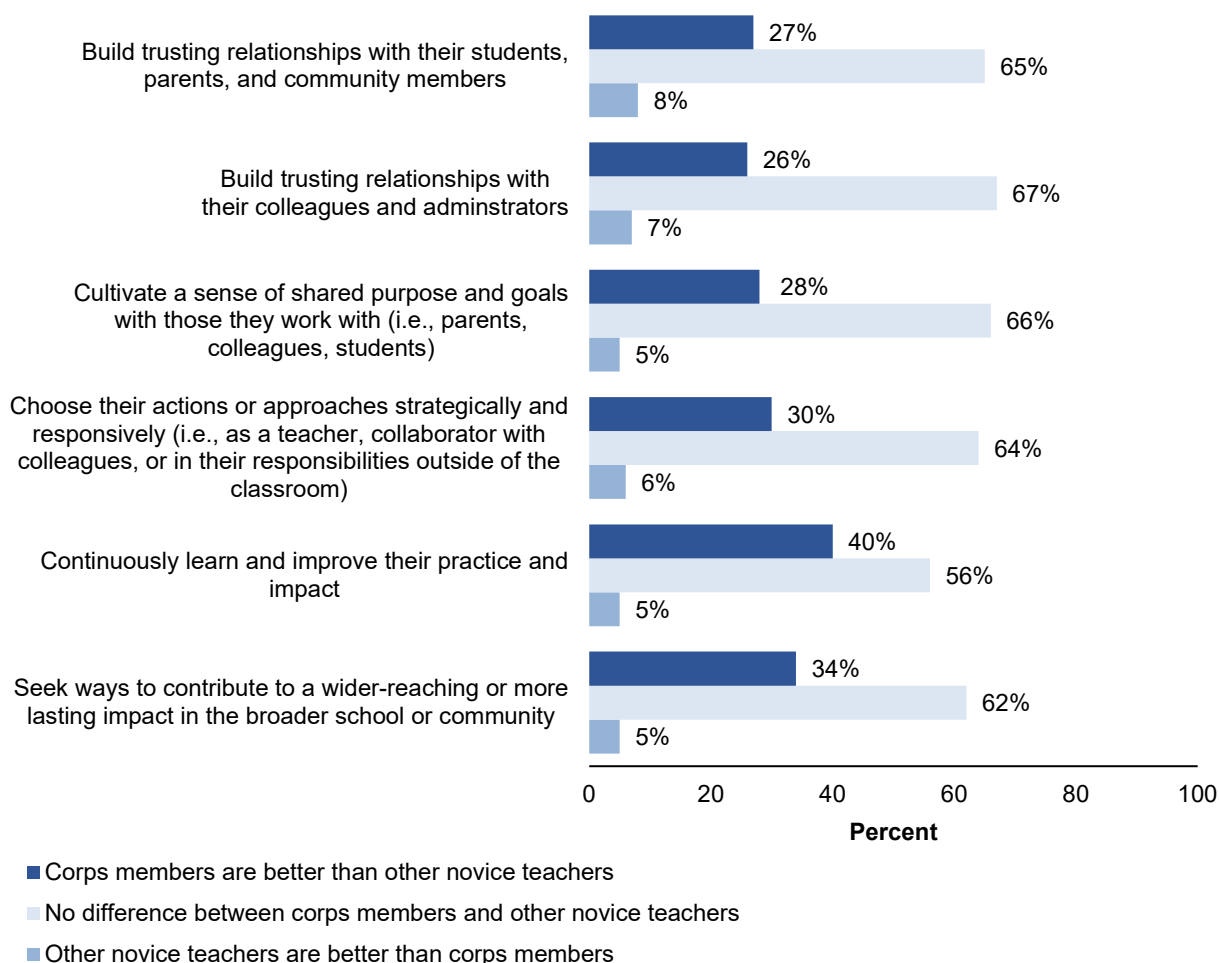
In addition to leadership roles taken on by corps members, principals were asked about specific actions taken by corps members. These pertain to such areas as building relationships with others, improving their practice, and seeking ways to make lasting impacts at their school. As Figure 14 shows, for each of the specific areas that principals were asked to address in the survey, 90 percent or more reported that corps members had demonstrated that action either to a great extent or to some extent. More than half of principals reported that corps members demonstrated three actions to a great extent, namely, continuously learning and improving their practice and impact (62 percent), building trusting relationships with their colleagues and administrators (57 percent), and building trusting relationships with their students, parents, and community members (51 percent).

Figure 14. Actions taken by corps members, as reported by principals



With regard to actions taken by corps members, principals were also asked to make comparisons between corps members and other novice teachers, and the results for these items are shown in Figure 15. While a majority of principals found no difference between corps members and other novice teachers on each of the specific types of actions, at least one-quarter of principals did indicate that corps members were better than other novice teachers on each item. Principals were most likely to report that corps members were better in two areas, namely, continuously learning and improving their practice and impact (40 percent indicated corps members were better) and seeking way to contribute to a wider-reaching or more lasting impact in the broader school or community (34 percent indicated corps members were better).

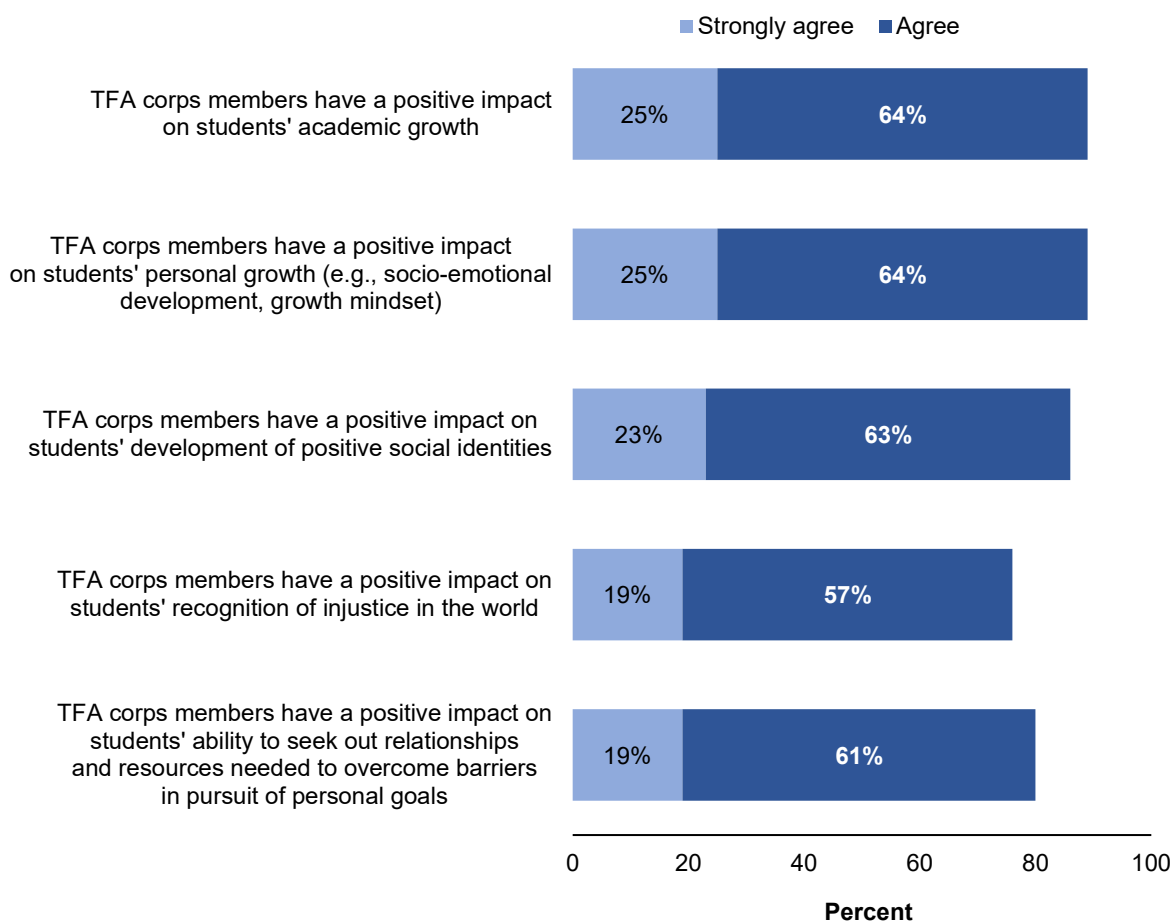
Figure 15. Respondents' perceptions of corps members' actions, as compared to other novice teachers



Impacts of Corps Members on Students

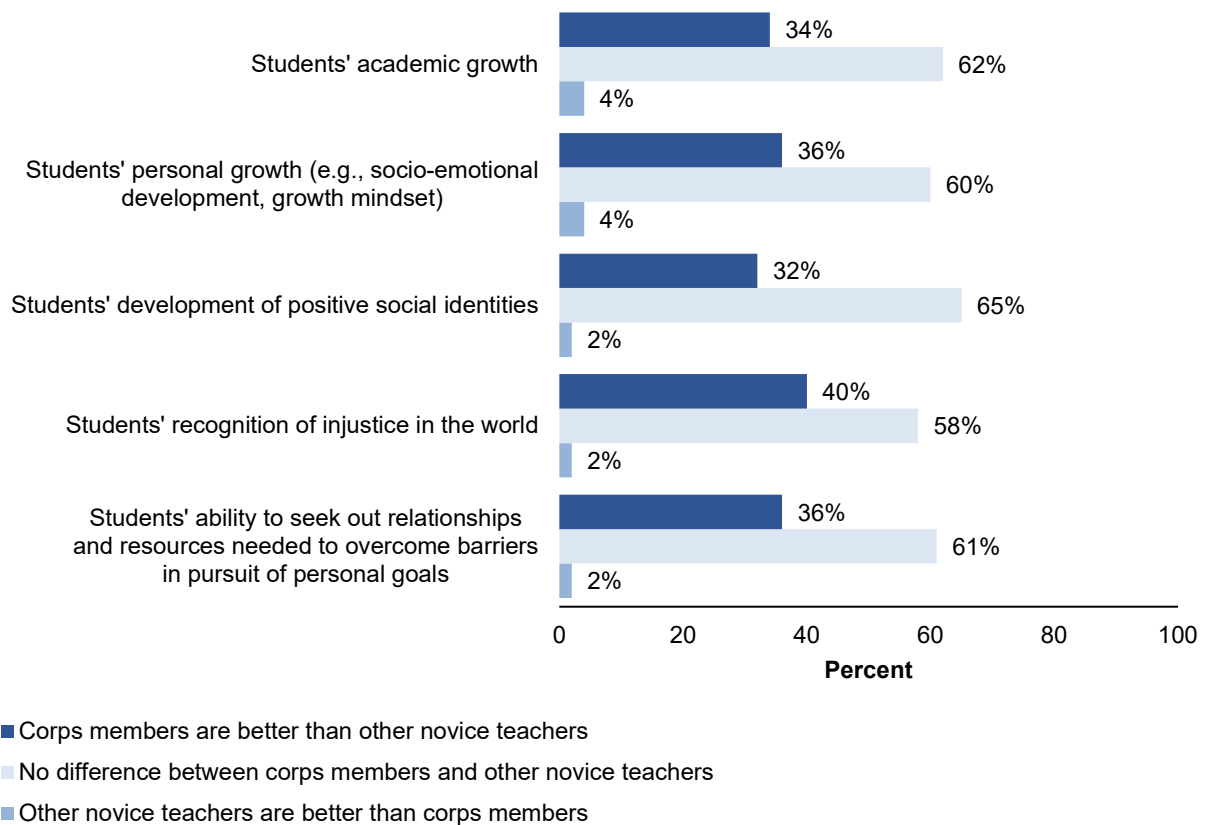
With regard to the impacts that corps members have on students, principals had very favorable perceptions, as shown in the results in Figure 16. While principals had very favorable perceptions of corps members' impacts in each of the areas they were asked to address in the survey, the two impact areas most commonly cited by principals were students' academic growth and students' personal growth (e.g., socio-emotional development, growth mindset). On both of these items, 89 percent of principals agreed or strongly agreed.

Figure 16. Respondents' perceptions of corps members' impacts on students



When addressing the impacts of corps members on students, principals were asked to make comparisons between corps members and other novice teachers, and the results for these items are shown in Figure 17. While a majority of principals found no difference between corps members and other novice teachers on each of the specific areas of impact, approximately one-third or more principals did indicate that corps members were better than other novice teachers on each item.

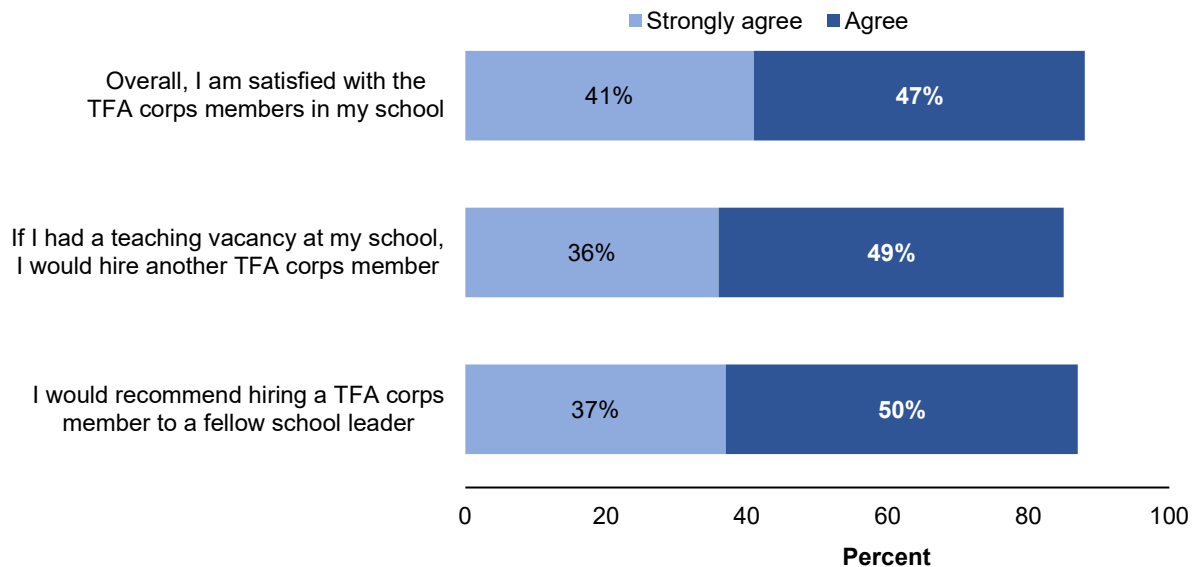
Figure 17. Respondents' perceptions of corps members' impacts on students, as compared to other novice teachers



Overall Satisfaction with Corps Members

When asked about their overall satisfaction with corps members, principals responded very favorably, as shown in Figure 18. Eighty-eight percent agreed or strongly agreed that they were satisfied with the corps members in their school, while 85 percent agreed or strongly agreed that they would hire another TFA corps members to fill a vacancy, and 87 percent agreed or strongly agreed that they would recommend hiring a TFA corps member to other school leaders.⁶

Figure 18. Respondents' overall satisfaction with corps members

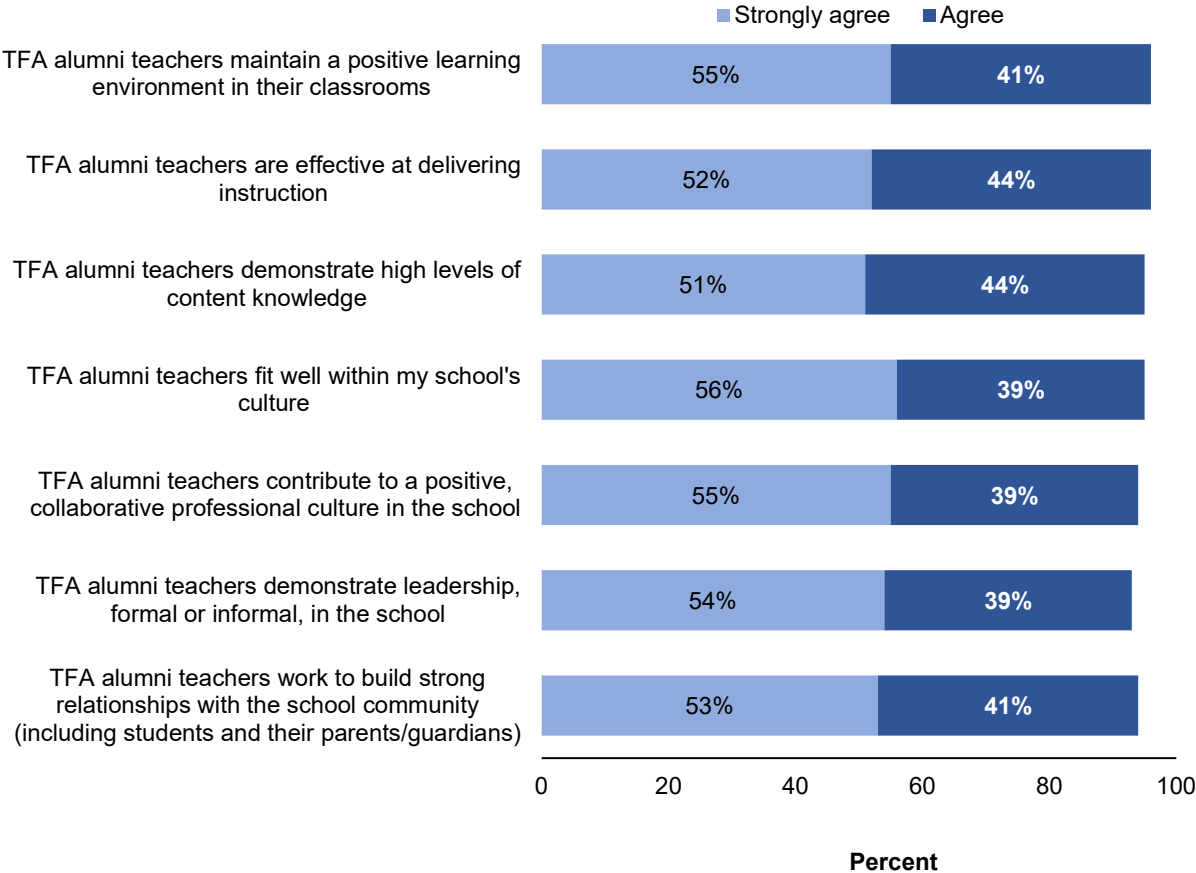


⁶ It should be noted that although principals were asked in the survey to compare TFA corps members with other novice teachers in specific areas, as shown above in Figures 12, 15, and 17, they were not asked about the extent to which they were satisfied overall with non-TFA corps members.

Capacities and Contributions of Alumni

Approximately three-quarters of respondents indicated in the survey that they had TFA alumni teaching in their school in 2018–19, and those principals were asked a similar set of questions about the capacities and contributions of TFA alumni in their school as they were about corps members. As Figure 19 shows, principals had very favorable perceptions of the capacities and contributions of alumni, with over 90 percent of principals either agreeing or strongly agreeing with each of the statements that were asked to address.

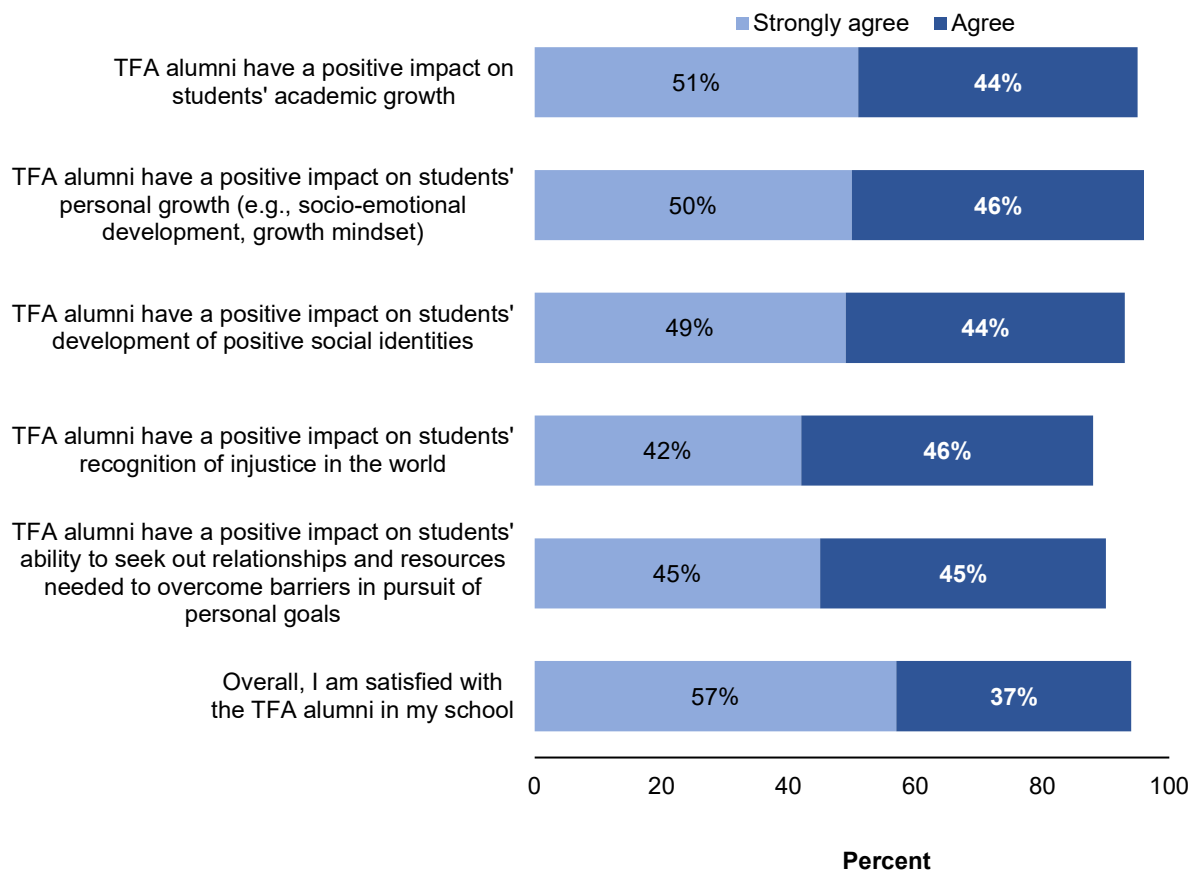
Figure 19. Respondents’ perceptions of the capacities and contributions of alumni



Impacts of and Overall Satisfaction with Alumni

Principals who reported having TFA alumni in their school in 2018–19 also had very favorable perceptions of the impacts of alumni on students. As shown in Figure 20, approximately 90 percent or more of principals agreed or strongly agreed with each of the statements pertaining to the impacts of alumni. While principals had very favorable perceptions in each of the areas, the two impact areas most commonly cited by principals were students’ personal growth (e.g., socio-emotional development, growth mindset) (96 percent agreed or strongly agreed) and students’ academic growth (95 percent agreed or strongly agreed). These are the same two areas most commonly cited by principals with regard to the impact of corps members, as indicated above in Figure 15. In addition, when asked about their overall satisfaction with alumni, principals also responded very favorably, with 94 percent agreeing or strongly agreeing that they were satisfied.

Figure 20. Respondents’ perceptions of the impact of alumni on students



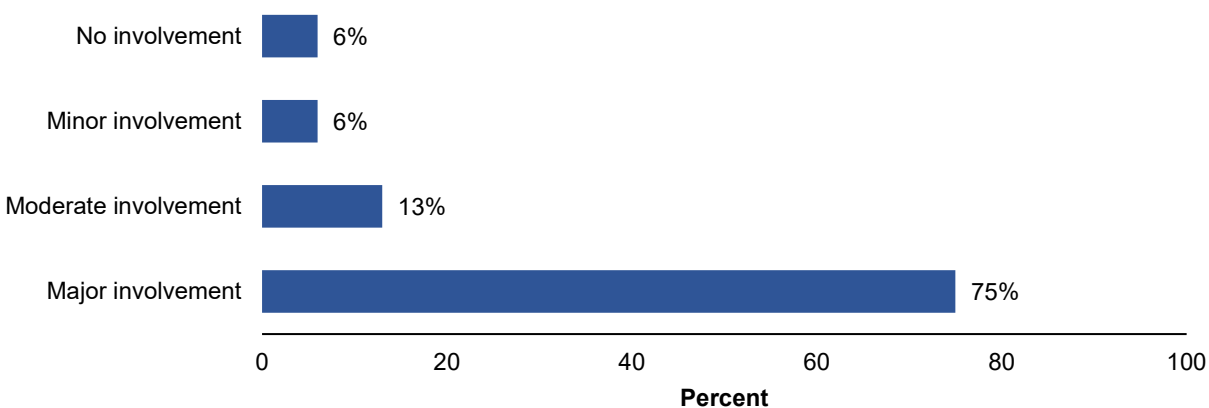
5. Findings on Principals' Perceptions on Hiring Corps Members and the Training and Support Corps Members Receive

This chapter presents the findings on principals' perceptions on the process of hiring TFA corps members and the training and support provided by TFA to its corps members.

Process of Hiring Corps Members

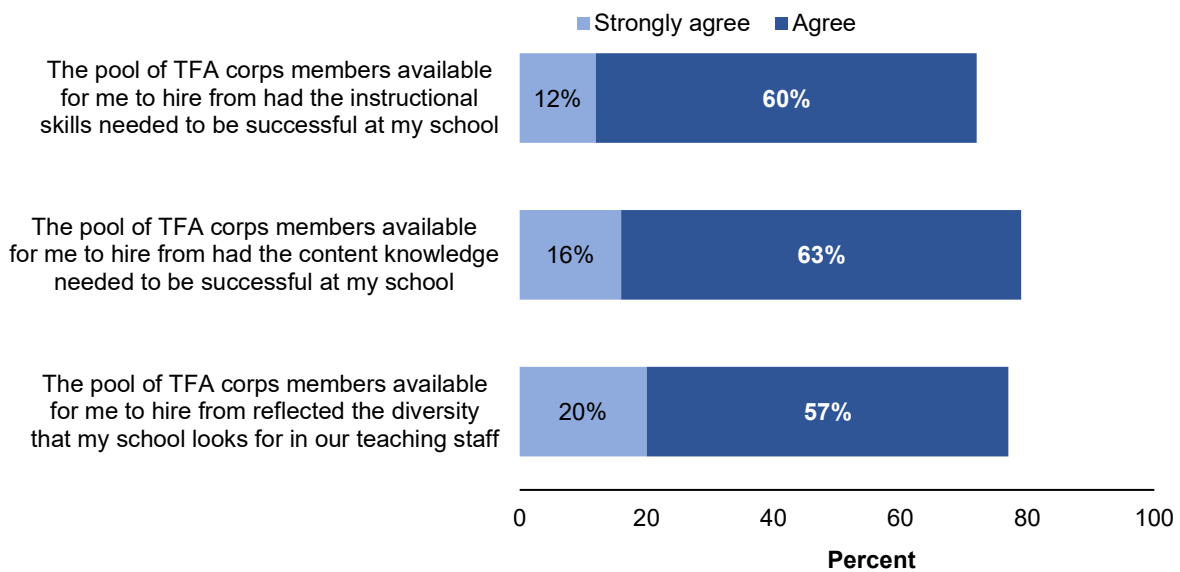
Principals were asked about their level of involvement in the process of hiring corps members. Figure 21 shows that nearly all principals (94 percent) reported some level of involvement in the hiring process, with three-quarters (75 percent) reporting major involvement. Another 13 percent reported moderate involvement, while 6 percent reported minor involvement.

Figure 21. Respondents' level of Involvement in the process of hiring TFA corps members



Principals who indicated that they had any level of involvement in the process of hiring corps members (as shown above in Figure 21) were asked about their perceptions of the pool of corps members that were available to hire from. As Figure 22 shows, a large majority of principals who indicated that they were involved in the hiring process had favorable perceptions of the pool of available corps members, with 72 percent agreeing or strongly agreeing that the pool of corps members had the instructional skills needed to be successful, 79 percent agreeing or strongly agreeing that they had the content knowledge needed, and 77 percent agreeing or strongly agreeing that the pool reflected the diversity that their school looks for.

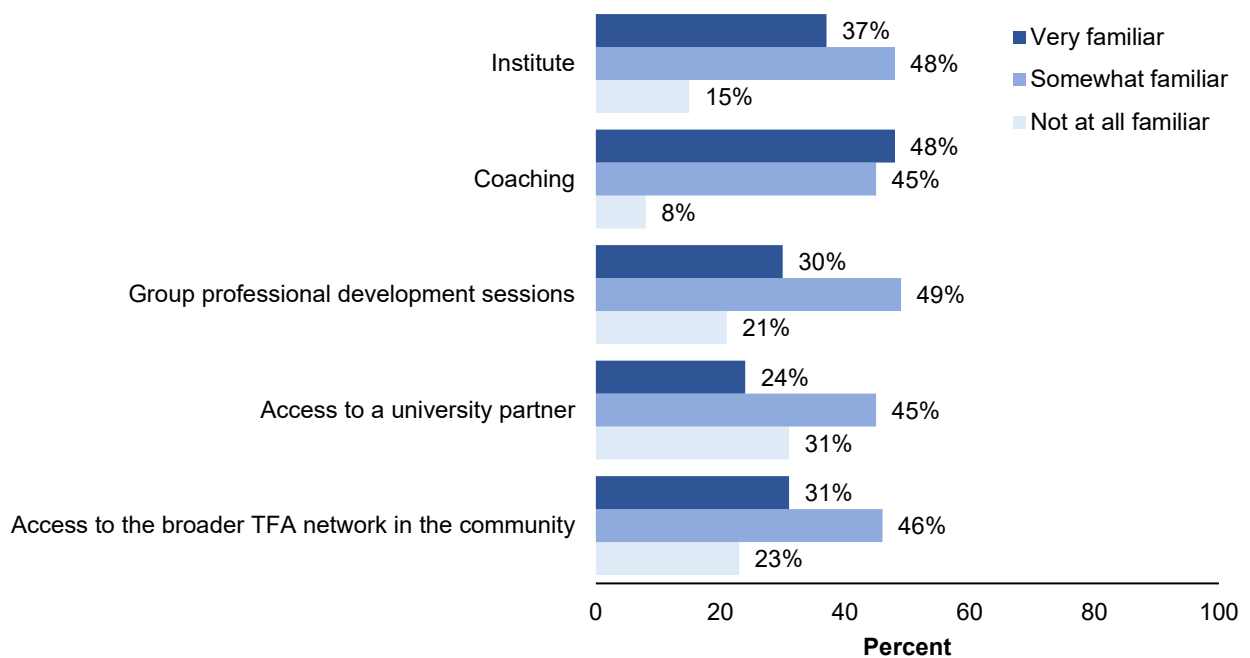
Figure 22. Respondents' perceptions of the pool of corps members



Training and Support Provided to Corps Members

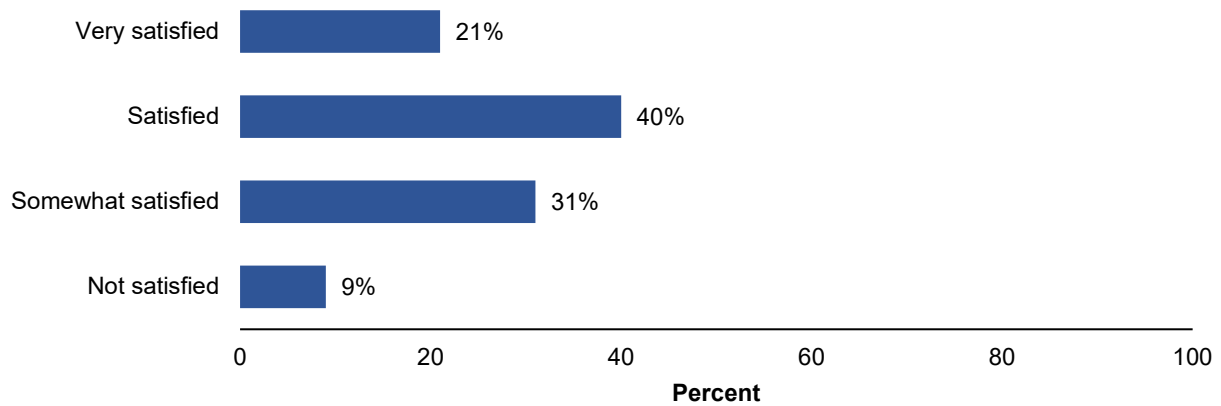
Principals were asked about their level of familiarity with various aspects of training and support provided by TFA to corps members. Figure 23 shows that at least two-thirds of respondents were either very familiar or somewhat familiar with each of the aspects of training and support they were asked about. Overall, principals were most familiar with coaching (93 percent were very familiar or somewhat familiar) and institute (85 percent were very familiar or somewhat familiar).

Figure 23. Respondents' levels of familiarity with aspects of training and support provided to TFA corps members



Principals who indicated that they were familiar with the training and support provided to corps members (as shown above in Figure 23) were asked about their overall level of satisfaction with the training and support. As Figure 24 shows, nearly all respondents (91 percent) reported some degree of satisfaction, with 21 percent indicating they were very satisfied, 40 percent reporting they were satisfied, and 31 percent stating they were somewhat satisfied.

Figure 24. Respondents' levels of satisfaction with the training and support provided by TFA to corps members



6. Conclusions

The results from this year's survey provide evidence that principals overall have favorable perceptions and high levels of satisfaction with TFA corps members and alumni. With regard to corps members, nearly 9 out of 10 principals reported that they were satisfied with the corps members in their school. Meanwhile, similar proportions of principals reported that they would hire another corps member to fill a vacancy and would recommend hiring a corps member to other school leaders. In addition, large majorities of principals agreed that corps members contributed to a positive and collaborative culture in the school, demonstrated leadership in their school, and worked to build strong relationships with the school community.

Nearly all principals were satisfied with the TFA alumni in their school and agreed that alumni demonstrated high levels of content knowledge, were effective at delivering instruction, and maintained positive learning environments in their classrooms. As with corps members, large majorities of principals also agreed that alumni contributed to a positive and collaborative culture in the school, demonstrated leadership in the school, and worked to build strong relationships with the school community. It should be noted that principals' perceptions of alumni were especially high. For example, while 88 percent of principals overall were satisfied with the corps members in their school, 94 percent were satisfied overall with alumni.

Overall, the results from this year's survey on items pertaining to principals' perceptions of TFA corps members and alumni were very consistent with those from the 2017 survey. Given the higher response rate this year (61 percent in 2019 and 43 percent in 2017), this suggests that the highly favorable perceptions that were expressed by principals in 2017 are shared by a much broader set of principals across the country who partner with TFA.

One additional set of results from this year's survey was particularly noteworthy. Many principals expressed very favorable perceptions of TFA corps members when asked to make direct comparisons between corps members and other novice teachers (i.e., those with less than 2 years of experience) about making impacts on students and other aspects of teaching. While a majority of principals found no difference between the two groups, more than one-third of principals felt that corps members were better than other novice teachers at making impacts on students' academic growth and students' personal growth (e.g., socio-emotional development, growth mindset). In contrast, only 4 percent of principals felt that other novice teachers were better than corps members at making impacts in both of these areas. Similarly,

more than a third of principals also felt that corps members were better than other novice teachers in three key aspects of teaching—continuously learning and improving their practice, contributing to a positive and collaborative culture in the school, and demonstrating leadership in the school.

When considering the results of the 2019 survey as a whole and given the consistency of the results from 2017 to 2019, two of the suggestions for further research and evaluation offered in 2017 are worth reiterating. First, it would be worthwhile to investigate the sources of principal dissatisfaction with corps members. While nearly 9 out of 10 principals indicated they were satisfied overall with the corps members in their school, the survey did not address the specific reasons why approximately 10 percent of principals expressed dissatisfaction. While it is difficult to speculate about the various reasons why these principals are dissatisfied with the corps members in their school, one possible explanation might be, for example, that they have concerns about the preparation of teachers in general—i.e., both corps members and other novice teachers.

The second suggestion for further research pertains to principals' understanding of the training and support provided by TFA to corps members. Generally speaking, most principals were familiar with TFA's training and support, and nearly all principals expressed at least some degree of satisfaction with the training and support that is provided to corps members. However, nearly one-third of principals overall were somewhat satisfied and 1 one in 10 were not satisfied. Since the survey did not ask principals to address the reasons why they were not satisfied, it would be worth exploring this issue in more depth through interviews or focus groups. This is perhaps an especially important area in which to probe, given TFA's recent efforts around its new Foundations and Theory of Leadership, which were developed in part to redefine the specific types of knowledge and competencies that corps members need to be effective.

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Appendix A. Survey Sample and Response Rates, by TFA Region

Table A-1. Survey sample and response rates, by TFA region

TFA region	Number of schools contacted in the region	Percentage of principals responding
Alabama	25	60
Appalachia	17	82
Baltimore	65	66
Bay Area	123	52
Buffalo	29	41
California Capital Valley	22	36
Charlotte-Piedmont Triad	70	69
Chicago-Northwest Indiana	76	71
Colorado	56	55
Connecticut	34	35
D.C. Region	45	44
Dallas-Fort Worth	87	71
Delaware	8	63
Detroit	6	33
Eastern North Carolina	48	62
Greater Cleveland	45	56
Greater Delta: Mississippi and Arkansas	55	58
Greater New Orleans	61	51
Greater Philadelphia	32	63
Greater Tulsa	42	55
Hawai'i	24	50
Houston	54	80
Idaho	18	83
Indianapolis	43	79
Jacksonville	25	84
Kansas City	35	52
Las Vegas	2	100
Los Angeles	106	48
Massachusetts	50	64
Memphis	93	52
Metro Atlanta	45	60
Miami-Dade	36	75
Milwaukee	45	64
Nashville-Chattanooga	37	46
New Jersey	26	42
New Mexico	19	58
New York	121	63
Oklahoma City	20	70
Phoenix	43	75
Rhode Island	14	64
Rio Grande Valley	35	77

Table A-1. Survey sample and response rates, by TFA region—continued

TFA region	Number of schools contacted in the region	Percentage of principals responding
San Antonio	42	38
San Diego	18	72
South Carolina	40	88
South Dakota	15	80
South Louisiana	17	71
Southwest Ohio	26	69
St. Louis	23	44
Twin Cities	11	64
Washington	32	72
Overall	2,061	61

Appendix B. 2019 National Principal Survey Overall Responses

Section 1: Teacher Hiring

The questions in this section ask about your experiences hiring Teach For America (TFA) corps members and your perceptions about TFA’s pool of teacher candidates.

Q1. To what extent are you involved in the process of hiring new *TFA corps members* for teaching positions at your school? (N=1,253)

Response	Percent
No involvement	6.07
Minor involvement	5.67
Moderate involvement	13.25
Major involvement	75.02

Q2. Please tell us the extent to which you agree with the following statements about the pool of TFA corps members made available to your school during the hiring process.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
Q2A. The pool of TFA corps members available for me to hire from had the instructional skills needed to be successful at my school (N=1,177)	12.40%	59.81%	25.15%	2.63%
Q2B. The pool of TFA corps members available for me to hire from had the content knowledge needed to be successful at my school (N=1,177)	15.89	63.13	18.78	2.21
Q2C. The pool of TFA corps members available for me to hire from reflected the diversity that my school looks for in our teaching staff (N=1,177)	19.80	56.58	19.88	3.74

Section 2: About Teach For America Corps Members

The questions in this section ask about your perceptions of and experiences with TFA corps members. A TFA corps member is someone who is currently completing their 2-year teaching commitment through the TFA program. When responding to the questions in this section, please **only** consider staff who teach in your school during the **current** (2018–2019) school year.

Q3. To what extent do you agree with the following statements about TFA corps members' capacities and contributions?

If you are not familiar enough with corps members' capacities and contributions, please feel free to ask others in your school who are more familiar for their input on this question.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
Q3A. TFA corps members maintain a positive learning environment in their classrooms (N=1,177)	29.37%	57.62%	11.09%	1.92%
Q3B. TFA corps members are effective at delivering instruction (N=1,177)	18.75	61.77	17.24	2.23
Q3C. TFA corps members demonstrate high levels of content knowledge (N=1,177)	22.67	55.63	19.47	2.23
Q3D. TFA corps members fit well within my school's culture (N=1,177)	35.36	55.39	7.82	1.44
Q3E. TFA corps members contribute to a positive, collaborative professional culture in the school (N=1,177)	36.87	53.71	8.22	1.20
Q3F. TFA corps members demonstrate leadership, formal or informal, in the school (N=1,177)	23.22	52.83	21.39	2.55

Q4. For each of the capacities and contributions in question 3 in which you agreed or strongly agreed, please indicate whether you feel there is a difference between corps members and other novice teachers in your building:

Statement	Corps members are better than other novice teachers	No difference between corps members and other novice teachers	Other novice teachers are better than corps members
Q4A. TFA corps members maintain a positive learning environment in their classrooms (N=1,092)	34.52%	59.16%	6.32%
Q4B. TFA corps members are effective at delivering instruction (N=1,010)	35.94	56.34	7.72
Q4C. TFA corps members demonstrate high levels of content knowledge (N=983)	35.91	58.80	5.29
Q4D. TFA corps members fit well within my school's culture (N=1,138)	36.64	58.96	4.39
Q4E. TFA corps members contribute to a positive, collaborative professional culture in the school (N=1,136)	39.79	56.16	4.05
Q4F. TFA corps members demonstrate leadership, formal or informal, in the school (N=954)	43.61	53.77	2.62

Q5. To what extent do corps members take on the following roles in your school?

If you are not familiar enough with the types of roles corps members may have taken on, please feel free to ask others in your school who are more familiar for their input on this question.

Type of role	To a great extent	To some extent	Not at all
Q5A. Coach a sport (N=1,253)	11.89%	31.44%	56.66%
Q5B. Sponsor a student group, club, or organization (N=1,253)	20.99	43.10	35.91
Q5C. Serve as a department lead or chair (N=1,253)	8.06	25.54	66.40
Q5D. Serve as a lead curriculum specialist (N=1,253)	5.43	18.04	76.54
Q5E. Serve on a school-wide or district-wide committee or task force (N=1,253)	14.45	39.51	46.05
Q5F. Serve as a formal mentor or mentor coordinator in your school or district (N=1,253)	6.07	21.55	72.39

Q6. To what extent do corps members demonstrate the following actions?

If you are not familiar enough with the types of actions corps members demonstrated, please feel free to ask others in your school who are more familiar for their input on this question.

Type of action	To a great extent	To some extent	Not at all
Q6A. Build trusting relationships with their students, parents, and community members (N=1,253)	51.32%	46.61%	2.08%
Q6B. Build trusting relationships with their colleagues and administrators (N=1,253)	56.50	41.42	2.08
Q6C. Cultivate a sense of shared purpose and goals with those they work with (i.e., parents, colleagues, students) (N=1,253)	47.49	48.68	3.83
Q6D. Choose their actions or approaches strategically and responsively (i.e., as a teacher, collaborator with colleagues, or in their responsibilities outside of the classroom) (N=1,253)	42.94	52.75	4.31
Q6E. Continuously learn and improve their practice and impact (N=1,253)	62.01	35.67	2.31
Q6F. Seek ways to contribute to a wider-reaching or more lasting impact in the broader school or community (N=1,253)	39.82	50.20	9.98

Q7. For each of the actions in question 6 in which you indicated “to a great extent” or “to some extent,” please indicate whether you feel there is a difference between corps members and other novice teachers in your building:

Type of action	Corps members are better than other novice teachers	No difference between corps members and other novice teachers	Other novice teachers are better than corps members
Q7A. Build trusting relationships with their students, parents, and community members (N=1,228)	27.28%	64.98%	7.74%
Q7B. Build trusting relationships with their colleagues and administrators) (N=1,227)	26.00	66.91	7.09
Q7C. Cultivate a sense of shared purpose and goals with those they work with (i.e., parents, colleagues, students) (N=1,206)	28.36	66.33	5.31
Q7D. Choose their actions or approaches strategically and responsively (i.e., as a teacher, collaborator with colleagues, or in their responsibilities outside of the classroom) (N=1,200)	30.42	63.58	6.00
Q7E. Continuously learn and improve their practice and impact (N=1,225)	39.84	55.59	4.57
Q7F. Seek ways to contribute to a wider-reaching or more lasting impact in the broader school or community (N=1,229)	33.57	61.74	4.69

Q8. TFA is interested in learning more about the specific ways in which TFA corps members demonstrate leadership in your school. In the box below, please describe some examples or highlights (without using individual teachers’ names) of leadership demonstrated by corps members at your school.

NOTE: RESPONSES TO THIS QUESTION WERE OPEN-ENDED AND ARE NOT SHOWN HERE

Q9. To what extent do you agree with the following statements about TFA corps members' impacts on students?

If you are not familiar enough with the impacts corps members may have had on students, please feel free to ask others in your school who are more familiar for their input on this question.

Statement	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable- this is not an area that corps members in my school typically address
Q9A. TFA corps members have a positive impact on students' academic growth (N=1,253)	24.50%	64.33%	9.90%	1.28%	
Q9B. TFA corps members have a positive impact on students' personal growth (e.g., socio-emotional development, growth mindset) (N=1,253)	25.06	64.09	9.58	1.28	
Q9C. TFA corps members have a positive impact on students' development of positive social identities (N=1,253)	22.83	63.21	9.98	0.96	3.03%
Q9D. TFA corps members have a positive impact on students' recognition of injustice in the world (N=1,253)	18.60	57.22	11.81	1.28	11.09
Q9E. TFA corps members have a positive impact on students' ability to seek out relationships and resources needed to overcome barriers in pursuit of personal goals (N=1,253)	18.91	61.05	12.53	1.36	6.15

Q10. For each of the impacts in question 9 in which you agreed or strongly agreed, please indicate whether you feel there is a difference between corps members and other novice teachers in your building:

Type of impact	Corps members are better than other novice teachers	No difference between corps members and other novice teachers	Other novice teachers are better than corps members
Q10A. Academic growth (N=1,115)	33.72%	62.24%	4.04%
Q10B. Personal growth (e.g., socio-emotional development, growth mindset) (N=1,120)	36.34	59.91	3.75
Q10C. Development of positive social identities (N=1,081)	32.38	65.40	2.22
Q10D. Recognition of injustice in the world (N=951)	39.85	58.25	1.89
Q10E. Ability to seek out relationships and resources needed to overcome barriers in pursuit of personal goals (N=1,003)	36.09	61.42	2.49

Q11. To what extent do you agree with the following statements?

Statement	Strongly agree	Agree	Disagree	Strongly disagree
Q11A. Overall, I am satisfied with the TFA corps members in my school (N=1,253)	40.94%	46.77%	9.74%	2.55%
Q11B. If I had a teaching vacancy at my school, I would hire another TFA corps member (N=1,253)	36.39	49.00	11.89	2.71
Q11C. I would recommend hiring a TFA corps member to a fellow school leader (N=1,253)	36.71	49.56	11.65	2.08

Section 3: Training and Support

The questions in this section ask about your awareness and perceptions of the training TFA corps members receive and the support network that TFA provides to corps members.

Q12. Please indicate your level of familiarity with each aspect of training and support provided to TFA corps members:

Aspect of training and support	Very familiar	Somewhat familiar	Not at all familiar
Q12A. Institute (N=1,253)	36.71%	48.20%	15.08%
Q12B. Coaching (N=1,253)	47.96	44.61	7.42
Q12C. Group professional development sessions (N=1,253)	29.77	49.32	20.91
Q12D. Access to a university partner (N=1,253)	23.70	45.57	30.73
Q12E. Access to the broader TFA network in the community (N=1,253)	30.89	46.05	23.06

Q13. Overall, to what extent are you satisfied with the training and support provided by TFA to the corps members at your school? (N=1,195)

Response	Percent
Not satisfied	8.45
Somewhat satisfied	30.96
Satisfied	39.41
Very satisfied	21.17

[For those who indicated “somewhat familiar” or “very familiar” to at least one item in Q12a – Q12e]:

Q14. TFA is interested in learning more about principals’ satisfaction with the training and support provided to corps members. In the text box below, please provide any additional comments on what you consider strengths and/or weaknesses of the training and support provided.

NOTE: RESPONSES TO THIS QUESTION WERE OPEN-ENDED AND ARE NOT SHOWN HERE

Section 4: About Teach For America Alumni

While the previous sections focused on TFA *corps members*, the questions in this section ask specifically about TFA *alumni teachers*—teachers who entered the profession through TFA and have already completed their 2-year teaching commitment, regardless of where they may have initially taught.

Q15. How many TFA *alumni teachers* are teaching in your school this school year (2018–19)? (N=1,253)

Response	Percent
None	29.21
1–3	45.89
4–6	16.04
7–9	3.59
10 or more	2.71
I'm unsure	2.55

Q16. To what extent do you agree with the following statements about the capacities and contributions of TFA *alumni teachers*?

If you are not familiar enough with the capacities and contributions of TFA alumni teachers, please feel free to ask others in your school who are more familiar for their input on this question.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
Q16A. TFA alumni teachers maintain a positive learning environment in their classrooms (N=866)	54.62%	41.34%	3.35%	0.69%
Q16B. TFA alumni teachers are effective at delivering instruction (N=862)	52.20	43.50	3.25	1.04
Q16C. TFA alumni teachers demonstrate high levels of content knowledge (N=858)	51.40	43.59	4.08	0.93
Q16D. TFA alumni teachers fit well within my school's culture (N=858)	55.94	39.04	4.20	0.82
Q16E. TFA alumni teachers contribute to a positive, collaborative professional culture in the school (N=857)	55.31	39.32	4.55	0.82
Q16F. TFA alumni teachers demonstrate leadership, formal or informal, in the school (N=857)	54.14	39.21	5.72	0.93
Q16G. TFA alumni teachers work to build strong relationships with the school community (including students and their parents/guardians) (N=857)	53.44	41.42	4.32	0.82

[For those who indicated “agree” or “strongly agree” to at least one item in Q16]:

Q17. TFA is interested in learning more about the specific ways in which *TFA alumni* teachers demonstrate leadership in your school. In the text box below, please describe some examples or highlights (without using individual teachers' names) of leadership demonstrated by TFA alumni teachers at your school.

NOTE: RESPONSES TO THIS QUESTION WERE OPEN-ENDED AND ARE NOT SHOWN HERE

Q18. To what extent do you agree with the following statements about the impacts of TFA alumni teachers on students?

If you are not familiar enough with the impacts TFA alumni teachers may have had on students, please feel free to ask others in your school who are more familiar for their input on this question.

Statement	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable- this is not an area that corps members in my school typically address
Q18A. TFA alumni have a positive impact on students' academic growth (N=855)	51.46%	44.33%	3.51%	0.70%	
Q18B. TFA alumni have a positive impact on students' personal growth (e.g., socio-emotional development, growth mindset) (N=855)	50.06	45.61	3.74	0.58	
Q18C. TFA alumni have a positive impact on students' development of positive social identities (N=855)	48.65	44.44	4.21	0.58	2.11%
Q18D. TFA alumni have a positive impact on students' recognition of injustice in the world (N=855)	41.99	45.50	5.38	0.82	6.32
Q18E. TFA alumni have a positive impact on students' ability to seek out relationships and resources needed to overcome barriers in pursuit of personal goals (N=855)	44.91	45.15	4.80	0.82	4.33
Q18F. Overall, I am satisfied with the TFA alumni in my school (N=855)	56.61	37.43	3.74	0.70	1.52

Section 5: About Your School and Your Professional Background

The questions in this last section of the survey first ask about characteristics of your school, followed by several questions about your individual and professional background.

Q19. Approximately how many full-time equivalent teachers are currently employed at your school? (Please select only one) (N=1,253)

Response	Percent
10 or fewer teachers	5.91
11–20 teachers	15.80
21–30 teachers	24.18
31–40 teachers	17.96
41–50 teachers	13.89
51–60 teachers	8.46
More than 60 teachers	13.81

Q20. During the 2018–19 school year, what aspects of teaching were a focus of teacher professional learning offered in your school? (N=1,253)

Aspect of teaching	A major focus	A minor focus	Not a focus at all
Q20A. Maintaining a positive learning environment	79.33%	20.11%	0.56%
Q20B. Improving instructional practice (general)	94.33	5.51	0.16
Q20C. Addressing student behavior	59.54	38.31	2.15
Q20D. Improving teacher collaboration	52.51	42.94	4.55
Q20E. Enhancing teacher leadership	32.80	55.23	11.97

Q21. Are you an alumnus/alumna of Teach For America? (N=1,253)

Response	Percent
Yes	21.39
No	78.61

Q22. Prior to the 2018–19 school year, how many years did you serve as the principal of this school? (Please select only one) (N=1,253)

Response	Percent
Less than 2 years	41.02
2 – 4 years	34.08
5 – 9 years	18.75
10 or more years	6.15

Q23. Prior to the 2018–19 school year, how long had you worked with TFA corps members in your capacity as a principal (either in your current school or in a previous role)? (Please select only one) (N=1,253)

Response	Percent
Less than 2 years	29.93
2 – 4 years	33.36
5 – 9 years	25.54
10 or more years	11.17

Q24. Before you became a principal, how many years of K-12 teaching experience did you have?
(Please select only one) (N=1,253)

Response	Percent
Less than 2 years	2.15
2 – 4 years	12.53
5 – 9 years	39.98
10 or more years	45.33

Q25. What is your gender? *(Please select only one) (N=1,253)*

Response	Percent
Female	62.33
Male	34.32
Prefer not to answer	3.35

Q26. What is your race/ethnicity? *(Please select all that apply) (N=1,253)*

Response	Percent
African American	34.96
American Indian	1.12
Asian American	2.79
Latino/a or Hispanic	12.61
Native Hawaiian	0.08
White, Caucasian (Non-Hispanic)	42.54
Another race/ethnicity – I do not identify as a person of color	1.44
Another race/ethnicity – I identify as a person of color, multi-ethnic/multi-racial	4.47