

Findings from the 2023 Teach For America National Principal Survey

September 2023

Author

John Wells

Submitted to:

Teach For America
25 Broadway, 12th Floor
New York, NY 10004

Submitted by:

Westat
An Employee-Owned Research Corporation[®]
1600 Research Boulevard
Rockville, MD 20850-3129
(301) 251-1500

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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 work to expand opportunities for children. 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 nearly 25 years, TFA has hired external researchers to administer its National Principal Survey. The survey is conducted biennially, with the prior survey conducted in 2021.¹ The 2023 survey was administered by Westat.

Methods

The survey instrument administered in 2023 was largely the same as what was used in the 2019 and 2021 surveys. Prior to administering the 2019 survey, Westat had redesigned the survey instrument,

¹ Given the high level of use of the survey results by TFA and its 50 regions as well as TFA’s interest in piloting several new survey items about corps members’ level of proficiency along several specific dimensions of teaching, a shortened version of the survey was administered in 2022.

at TFA’s request, to collect information required to meet TFA’s goals of aligning the survey with its then-recently adopted Foundations and Theory of Leadership. All the existing items from the 2019 and 2021 instruments (with the exception of several items added in 2021 to address the effects of COVID-19) were included again this year. In addition, several new items were added, including:

- Two new items pertaining to whether principals believe TFA is fulfilling its mission in key areas (i.e., finding and nurturing leaders; making educational equity a reality); and
- One new set of items that addressed corps members’ levels of proficiency along seven specific dimensions of teaching (i.e., developing equitable learning environments; enacting a culturally relevant teaching practice; engaging all students in rigorous learning; supporting social-emotional learning; building strong relationships with students families, and colleagues; utilizing data; achieving ambitious outcomes with their students).

The survey was administered beginning in April 2023 through June 2023. Using TFA administrative data, approximately 300 school districts were identified for the 2021 survey. A total of 1,112 principals were identified as having corps members in their school building and thus were included in the 2023 survey. Of the 1,112 principals, 821 responded to the survey, for an overall response rate of 74 percent. This year’s response rate was somewhat higher than in 2021 and 2019, in which the response rates were 61 and 60 percent, respectively.

Findings

Overall, principals were very satisfied with TFA 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 (89 percent) and would recommend hiring a corps member to other school leaders (89 percent). In addition, more than 8 out of 10 principals reported that corps members were effective at delivering instruction, and 9 out of 10 principals agreed that corps members maintained a positive learning environment in their classrooms.

Principals cited several important contributions made by TFA corps members in their school beyond the classroom. More than 9 out of 10 principals overall agreed that corps members contribute to a positive, collaborative culture in the school (94%) and fit well within the school’s culture (91%). Meanwhile, more than three-quarters of respondents agreed that corps members

demonstrated leadership, formal or informal, in their school (76%). Similarly, virtually all principals (98%) reported that corps members worked to build trusting relationships with students, parents, community members, their teaching colleagues, and administrators, with approximately half of principals reporting that corps members worked “to a great extent” to build relationships with 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. While most principals found no difference between the two groups, approximately one-third of principals felt that corps members were better than other novice teachers at making impacts in areas such as students’ academic growth and students’ personal growth (e.g., socio-emotional development, growth mindset). In contrast, only 3 to 4 percent of principals felt that other novice teachers were better than corps members at making impacts in those areas. Similarly, more than 4 out of 10 principals felt that corps members were better than other novice teachers were better at continuously learning and improving their practice and impact, while 3 out of 10 principals felt that corps members were better than other novice teachers in three other key aspects of teaching: building trusting relationships with their students, parents and community members; choosing their actions or approaches strategically and responsively; and seeking ways to contribute to a wider-reaching or more lasting impact in the broader school or community. Additionally, when asked to make direct comparisons between corps members and other novice teachers on seven specific dimensions of teaching (as described above), approximately one-fourth of principals felt that corps members were better than other novice teachers on each dimension. In contrast, no more than 10 percent of principals felt that other novice teachers were better than corps members on any of those dimensions.

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 three-fourths of all principals were either very familiar or somewhat familiar with most aspects of training and support. 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 27 percent were somewhat satisfied and only 8 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. Virtually all principals (97%) reported that they were satisfied overall with the alumni in their building. As with corps members, principals' perceptions of alumni were highest in the following areas: maintaining positive learning environments in their classrooms; effectiveness at delivering instruction; contributing to a positive and collaborative culture in the school; and demonstrating leadership. Additionally, virtually all principals (96% or more) reported that alumni had positive impacts in each of the areas they were asked to address, which included students' academic growth, personal growth (e.g., socio-emotional development, growth mindset), development of positive social identities, recognition of injustice in the world, and ability to seek out relationships and resources needed to overcome barriers in pursuit of personal goals.

Overall, the results from the 2023 National Principal Survey were generally consistent with those from recent prior years. For example, in 2019, 2021, and 2023, approximately 9 out of 10 principals reported that they were satisfied overall with the corps members in their school, with very similar proportions of principals indicating in each year that they would hire another TFA corps member and would recommend hiring a corps member to fellow school leaders. A similar trend was observed with regard to alumni, with virtually all principals reporting overall satisfaction with the alumni in their building again this year.

Although principals' overall perceptions of corps members remain high, the results were slightly less favorable on several key items pertaining to principals' satisfaction with corps members and the training and support they receive. While the overall results from this year's survey were consistent with those from 2019 and 2021, the strength of principals' agreement on several key items decreased somewhat this year. For example, with regard to the statement, "Overall, I am satisfied with the TFA corps members in my school," although the proportion who either agreed or strongly agreed decreased slightly from 91 percent in 2021 to 87 percent in 2023, the proportion who strongly agreed decreased from 49 percent in 2021 to 33 percent this year. When asked about whether the pool of TFA corps members that were available to hire from had the instructional skills needed to be successful, the proportion of principals who either agreed or strongly agreed decreased from 84 percent in 2021 to 75 percent in 2023, with the proportion strongly agreeing decreasing from 19 percent in 2021 to 12 percent this year. Similarly, when asked about their overall level of satisfaction with the training and support provided by TFA to corps

members, the proportion that were satisfied or very satisfied decreased from 72 percent in 2021 to 64 percent this year, with the proportion reporting they were not satisfied increasing from 4 percent in 2021 to 8 percent this year. Examining whether principals have any concerns about specific aspects of corps members' preparation or performance that may underlie those changes in their perceptions could provide useful information to TFA to help inform the training and support it provides to its corps members.

1. Introduction

This report presents results from the 2023 Teach For America (TFA) National Principal Survey. For over 25 years, TFA has administered a survey to all principals who supervise corps members. The survey is conducted biennially, with the prior survey conducted in 2021.² The purpose of the present survey, conducted in 2023 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.” Teach For America 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 work to expand opportunities for kids. 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:³

- **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

² Given the high level of use of the survey results by TFA and its 50 regions as well as TFA’s interest in piloting several new survey items about corps members’ level of proficiency along several specific dimensions of teaching, a shortened version of the survey was administered in 2022.

³ This description of TFA’s approach was adapted from its website at <https://www.teachforamerica.org/what-we-do>.

perseverance in the face of challenges. Since 1990, 64,000 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 professional development, and access to a support network and other resources. Today, 5,450 corps members reach 367,011 students in 2,280 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. More than half of new corps members identify as Black, Indigenous, and people of color (BIPOC). 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 63 percent of TFA alumni work full-time in education, and four out of five 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. The research literature about TFA's instructional impact spans multiple regions, subject areas, and grade levels, and two points about it stand out. That is, the findings indicate that corps members outperform both novice and experienced teachers in the same school, and the

positive effects on students associated with TFA have been consistent over time. A 2015 study conducted by Mathematica Policy Research, Inc. (Clark et al., 2017), which employed a randomized controlled trial, considered the “gold standard” research methodology for impact evaluations, 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. Two more recent studies have found positive effects of TFA on achievement in North Carolina were sustained and even increased over time, especially in middle school math, high school science, and high school social studies (Penner, 2019) and that students of corps members in Texas were on average as likely or more likely to pass the Texas state assessment than students of non-TFA affiliated teachers (Wright et al., 2019). This set of findings should not suggest 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 members 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 the characteristics and context of participating 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 presents comparisons of results on selected survey items from recent prior years (i.e., 2019 and 2021) to 2023. Chapter 7 provides conclusions and suggestions for future research.

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 2023 National Principal Survey, as well as the survey response rates.

Instrument Development

The survey instrument administered in 2023 was largely the same as what was used in 2019 and 2021. Prior to administering the 2019 survey, Westat had redesigned the survey instrument, at TFA's request, to collect information required to meet TFA's goals of aligning the survey with its then-recently adopted Foundations and Theory of Leadership. The Foundations and Theory of Leadership was part of an effort by TFA to bring a systems-change orientation to how it recruits and prepares corps members to become effective teachers and leaders. The Foundations informed a variety of organizational and individual changes, including 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. Meanwhile, TFA's Theory of Leadership lays out specific practices that are expected of corps members along three spheres of influence (self, group, and systems) and four practice areas (relationships, vision, strategic action, and learning).

Westat's survey instrument redesign work in 2019 included several important steps. First, Westat and TFA reviewed the survey items to ensure they were addressing relevant, up-to-date concepts and that the items in the instrument were meeting TFA's overall need for information for use in improving induction and support for corps members. Second, Westat worked to identify 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 (e.g., documenting the specific ways in which corps members have demonstrated various aspects of leadership). Third, Westat 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.

Throughout the redesign process, Westat received input from TFA's National Principal Survey Steering Committee, made up of TFA staff members from regional and national teams, which

provided recommendations based on their experiences working with corps members, alumni, and principals.

Given the extensive redesign of the survey instrument in 2019, and TFA’s position that the 2019 instrument would continue to meet its current needs, all the existing items from the 2019 instrument and most of the items from the 2021 instrument were included again in 2023. With regard to the items from the 2021 survey that were not included this year, these included items that were designed to collect information on the context of school operations and any disruptions to in-person learning that occurred due to COVID-19, as well as how corps members and alumni had responded to the unprecedented challenges as a result of COVID-19. In addition, several new items were added in 2022 and consisted of the following:

- Two new items pertaining to whether principals believe TFA is fulfilling its mission in key areas (i.e., finding and nurturing leaders; making educational equity a reality); and
- One new set of items that addressed corps members’ levels of proficiency along several dimensions of teaching (i.e., developing equitable learning environments; enacting a culturally relevant teaching practice; engaging all students in rigorous learning; supporting social-emotional learning; building strong relationships with students families, and colleagues; utilizing data; achieving ambitious outcomes with their students).⁴

As in 2021, Westat developed a web-based version of the modified 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.

⁴ For this set of items, principals were asked about corps members’ instruction both in the aggregate and for up to three individual corps members (depending on the specific number of corps members in each school). This report includes results from the aggregate items, and the individual results for these items are being provided to TFA in a separate data file.

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 approximately 300 school districts (provided by TFA) that would be included in the 2023 principal survey, 38 were special clearance districts that required formal approval. In January 2022, Westat began the process of preparing and submitting research applications to all the special clearance districts, with the first applications submitted in May 2022. Approval was obtained from all these districts, with the exception of 12 districts, each of which either did not approve the survey or did not complete its review of our application (or did not respond to repeated inquiries about the status of our application) by June 2023. There were a total of 273 principals (22 percent of the overall population) represented in the 12 districts that were not included in the survey.

Survey Administration

In most districts, the survey was administered beginning in April 2023 and through June 2023. The process for obtaining district approval for conducting the survey in some districts resulted in the survey being conducted in two waves. The first wave included all the districts that did not require district approval to conduct the survey and all but four of those in which approval to conduct the survey was required. In June, the survey was opened to the remaining four districts 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. As in 2021, Westat worked with national and regional TFA staff to develop the message and approach 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.

Several days 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 1,112 principals were identified as having corps members in their school building and thus were included in the survey. This total excludes 273 principals in those districts that did not approve the survey (described above) and 114 principals that responded to email notifications about the survey and indicated that they were on extended leave (e.g., maternity leave), had recently left their principal position, or did not currently have any corps members in their building. Of the 1,112 principals, 821 responded to the survey, for an overall response rate of 74 percent. Regional response rates ranged from 29 percent to 100 percent. With regard to the prior years' overall response rates, this year's overall response rate was somewhat higher than in 2021 and 2019, in which the response rates were 61 and 60 percent, respectively, and substantially higher than the 2017 and 2015 surveys, in which the response rates were 43 and 54 percent, respectively.⁵

⁵ The response rates achieved by Westat in 2019, 2021, and 2023 are consistent with other major national surveys of principals. For example, on the National Teacher and Principal Survey, which is conducted every 2 years by the U.S. Department of Education (ED) and the U.S. Census Bureau and serves as ED's primary source of information on teacher and principal perspectives in K–12 schools, response rates in recent years (i.e., 2015–16; 2017–18; and 2020–21) have ranged from 58 percent to 70 percent. See, for example, <https://nces.ed.gov/surveys/ntps/methods-procedures.asp>.

3. Principal Characteristics and School Characteristics and Context

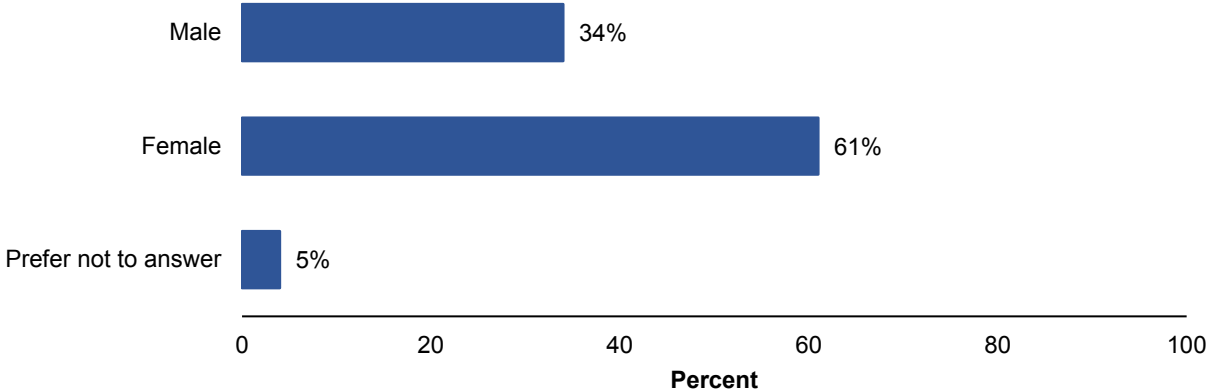
This chapter presents information obtained through the survey and from administrative data provided by TFA about individual characteristics of the principals who completed the survey and characteristics and context of the schools that responded.

Principal Characteristics

Demographics

Principals were asked in the survey to provide demographic information, including their gender identity and race/ethnicity. With regard to gender identity, as Figure 1 shows, 61 percent of respondents were female and 34 percent were male, while 5 percent chose not to answer this question.

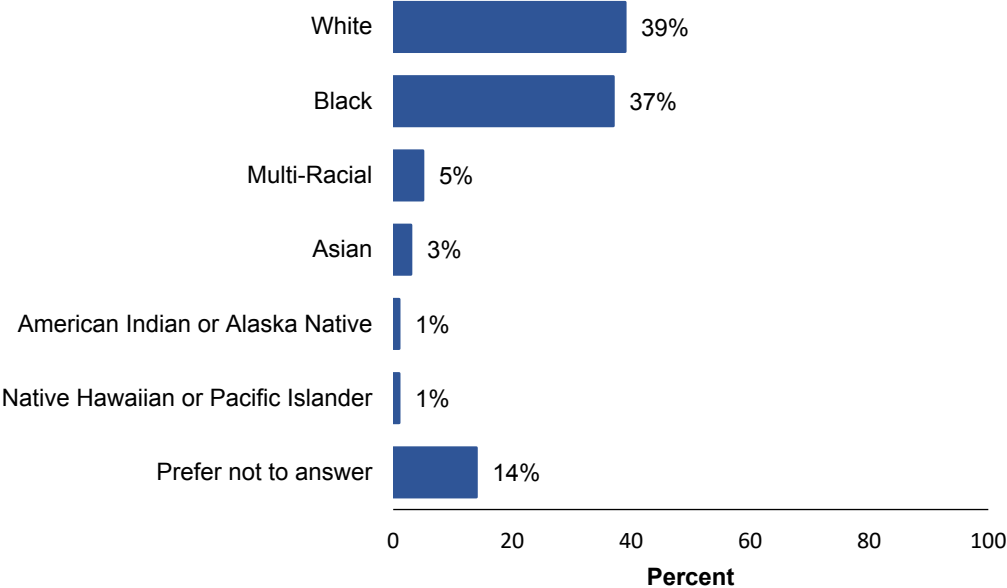
Figure 1. Gender identity of respondents



Principals were also asked if they identify as transgender, and 95 percent indicated no, while 5 percent preferred not to answer (not shown in figure).

Principals were asked several questions about their race and ethnicity. First, they were asked if they identify as a member of the Latinx community, and 16 percent indicated “yes.” Next, they were asked about which race(s) they most closely identify with, and these results are shown in Figure 2. Thirty-nine percent identified as White, followed by 37 percent who identified as Black. Five percent identified as multi-racial, while smaller percentages were found in the remaining categories. Fourteen percent of respondents indicated that they preferred not to answer this question.

Figure 2. Race and ethnicity of respondents

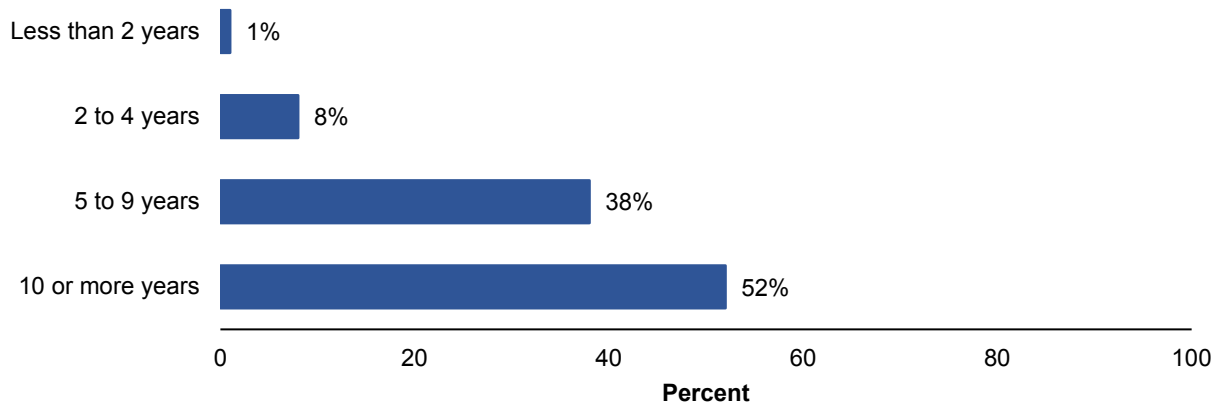


In addition, principals were asked if they identify as a person of color, and 54 percent indicated “yes,” 37 percent indicated “no,” while 10 percent indicated that they prefer not to answer (not shown in figure).

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 more than half (52 percent) reporting 10 or more years of experience in the classroom and another 38 percent reporting 5 to 9 years.

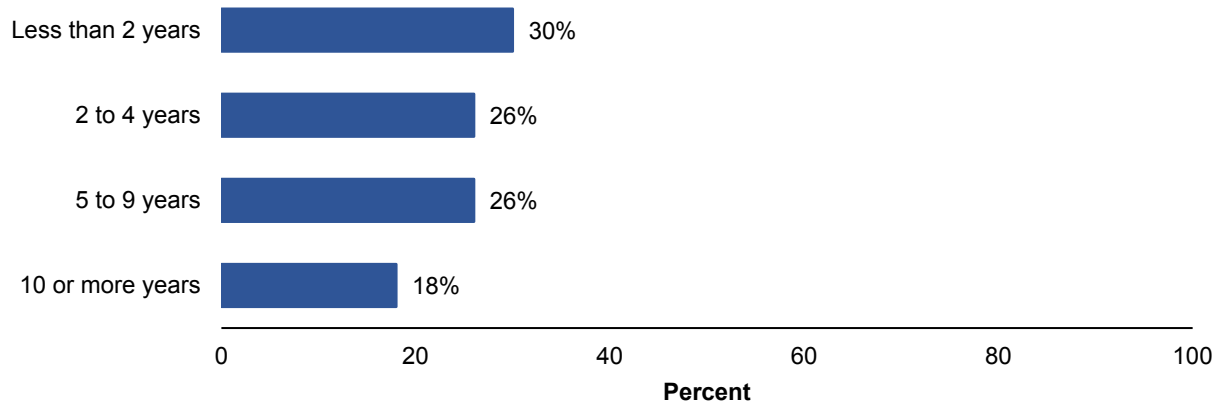
Figure 3. Respondents' levels of experience working as a K–12 teacher



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 relatively lower levels of experience (Figure 4). While 30 percent had worked in this capacity for less than 2 years, 26 percent reported 2 to 4 years of experience, with another 26 percent reporting 5 to 9 years. Meanwhile, 18 percent reported 10 or more years.⁶

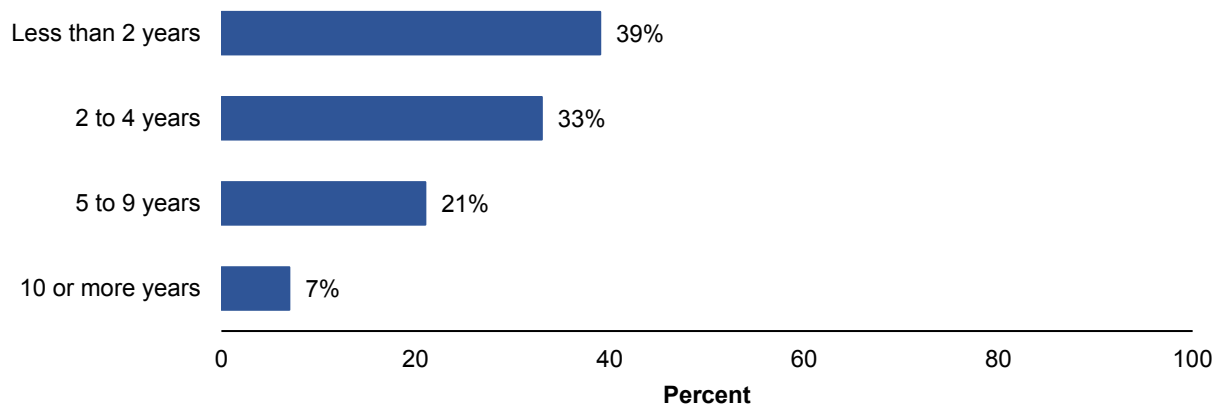
⁶ It should be noted that because of the way in which the survey items on principals were framed, these data may not reflect the overall experience levels of principals. That is, while the first item on experience asks about the number of years as principal at their current school, the second item asks 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.

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



As shown in Figure 5, respondents in general had relatively low levels of experience as a principal at their current school. Thirty-nine percent had been principal for less than 2 years, while 33 percent had been serving at their school for between 2 to 4 years. More than one-fifth reported serving for between 5 to 9 years, while only 7 percent reported 10 or more years at their current school.

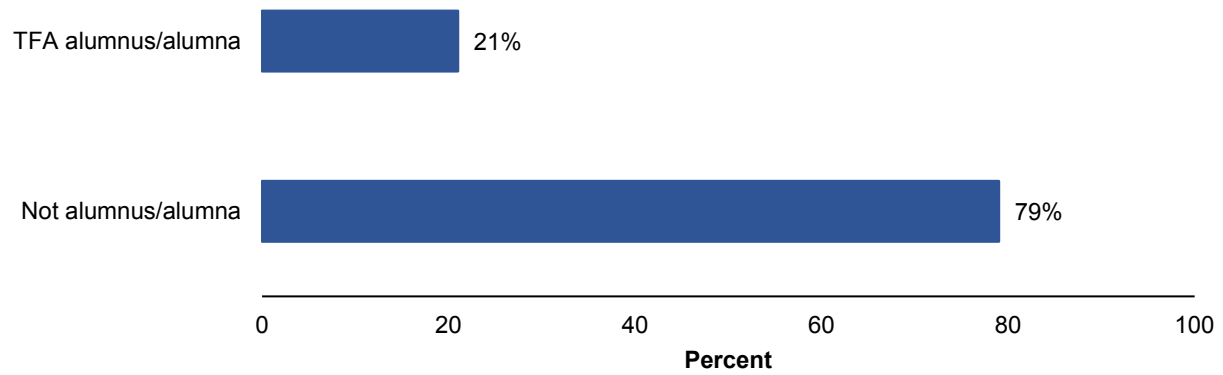
Figure 5. Respondents' levels of experience as a principal at current school



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

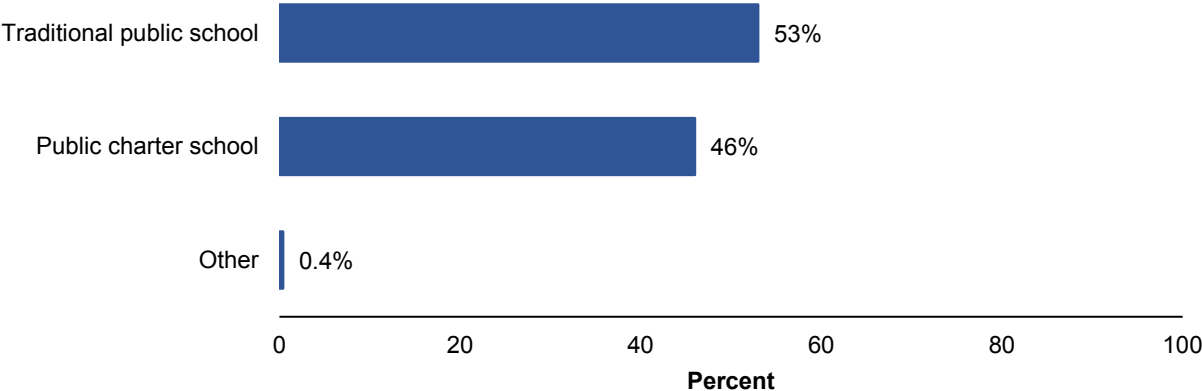


School Characteristics and Context

School Governance Structure

Figure 7 shows the type of school governance structure for the 821 schools that responded to the survey.⁷ As shown, 53 percent of schools that responded to the survey were traditional public schools, while 46 percent were public charter schools. Less than 1 percent of schools were categorized as “Other” and included early childhood education centers and private schools.

Figure 7. School governance structure of responding schools

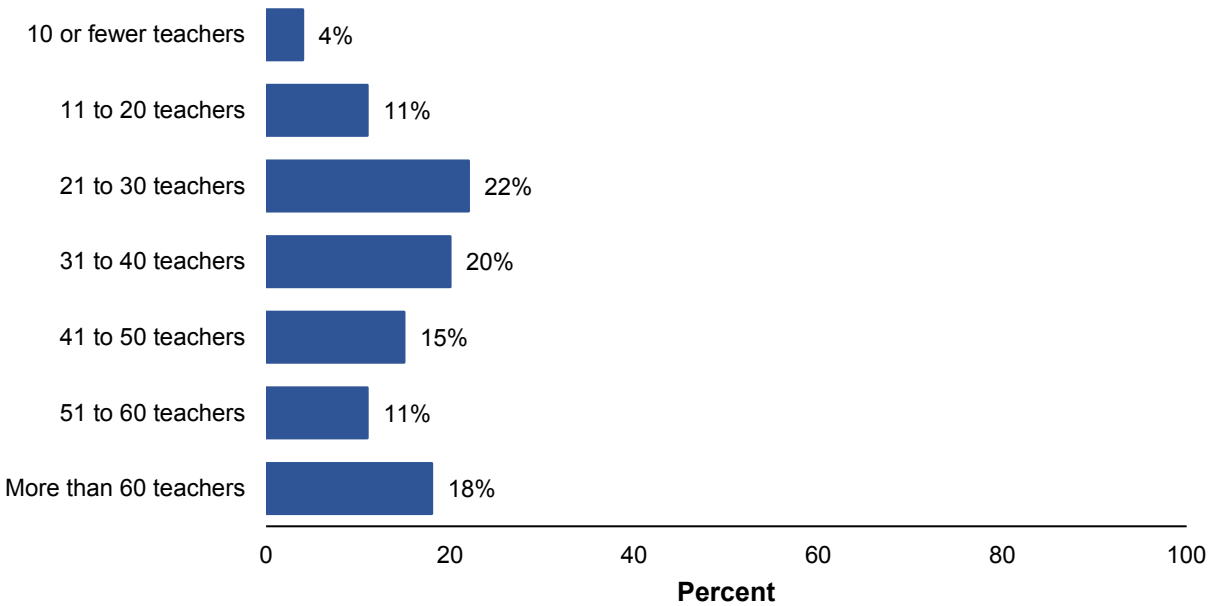


⁷ The data in Figure 7 were drawn from administrative data provided by TFA.

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 8, 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.

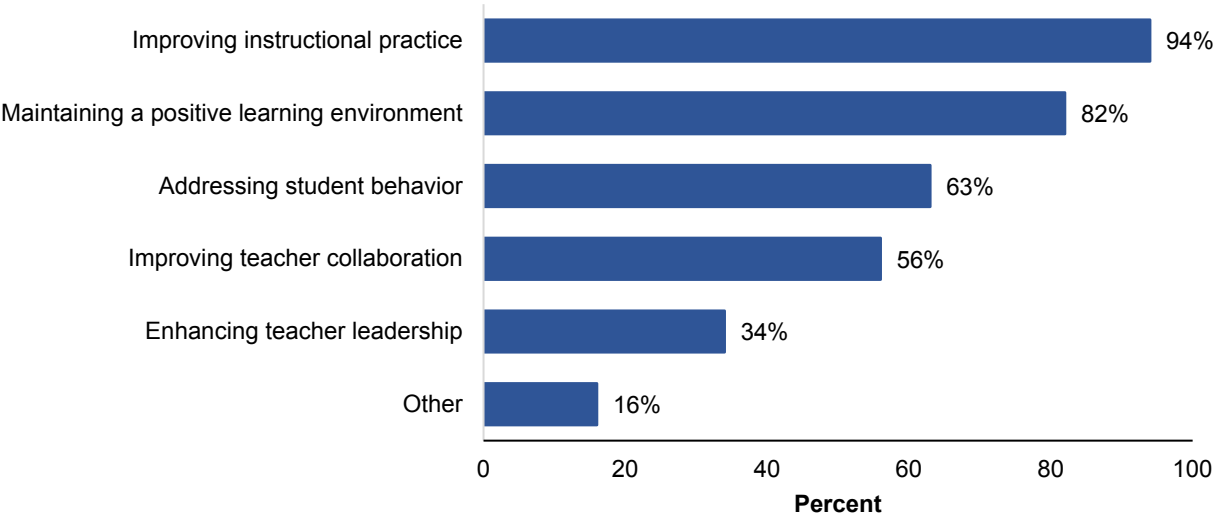
Figure 8. Number of full-time equivalent (FTE) teachers in respondent's school building



Focus of Teacher Professional Learning

Principals were asked about which aspects of teaching were a major focus of teacher professional learning during the 2022–23 school year. Figure 9 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. Eighty-two percent reported a focus on maintaining a positive learning environment (82 percent), while 63 reported a focus on addressing student behavior. More than half reported improving teacher collaboration (56 percent), and enhancing teacher leadership was reported as a major focus by 34 percent. Sixteen percent of principals reported at least one other area, with the most common areas being social and emotional learning (SEL); diversity, equity, and inclusion (DEI); differentiated instruction; and literacy.

Figure 9. Aspects of teaching that were reported by principals as a major focus of teacher professional learning in 2022–23



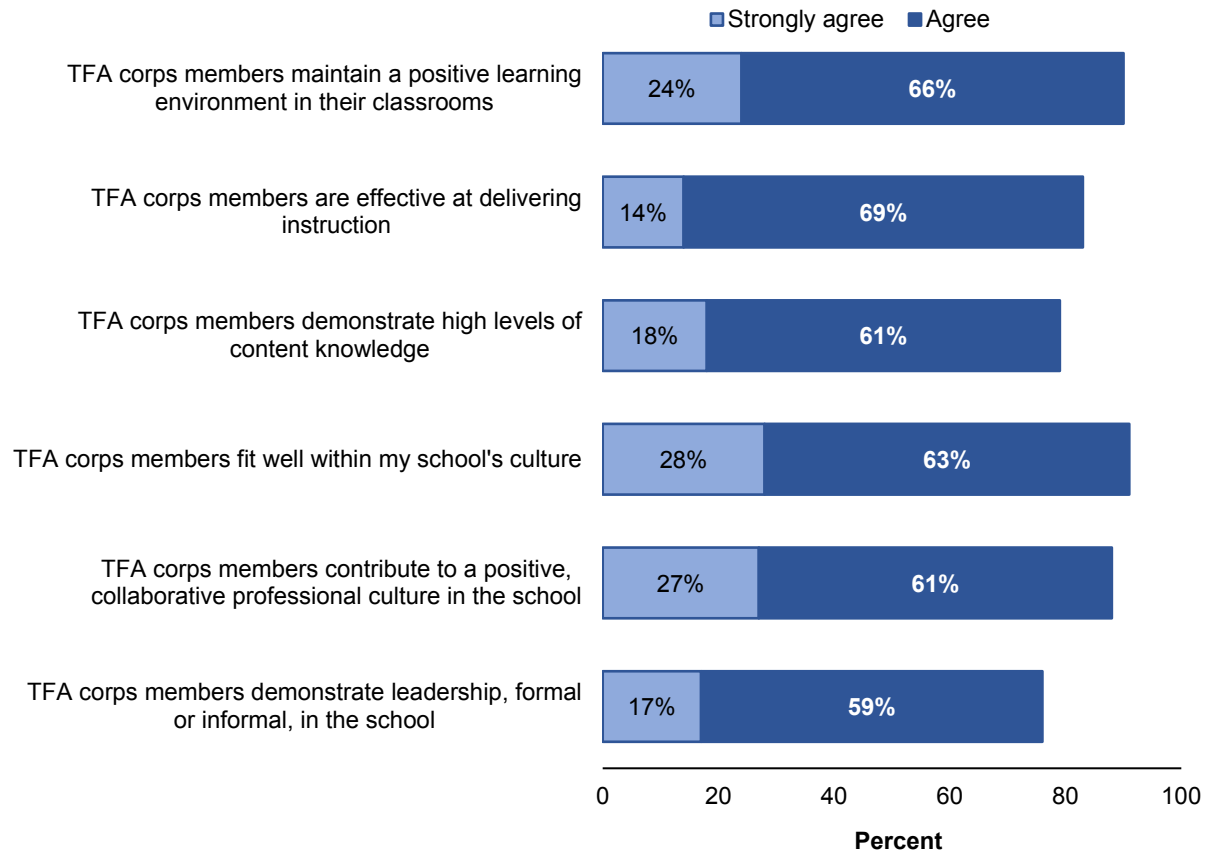
4. Findings on Principals' Perceptions of and Satisfaction with Corps Members and Alumni

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

Capacities and Contributions of Corps Members

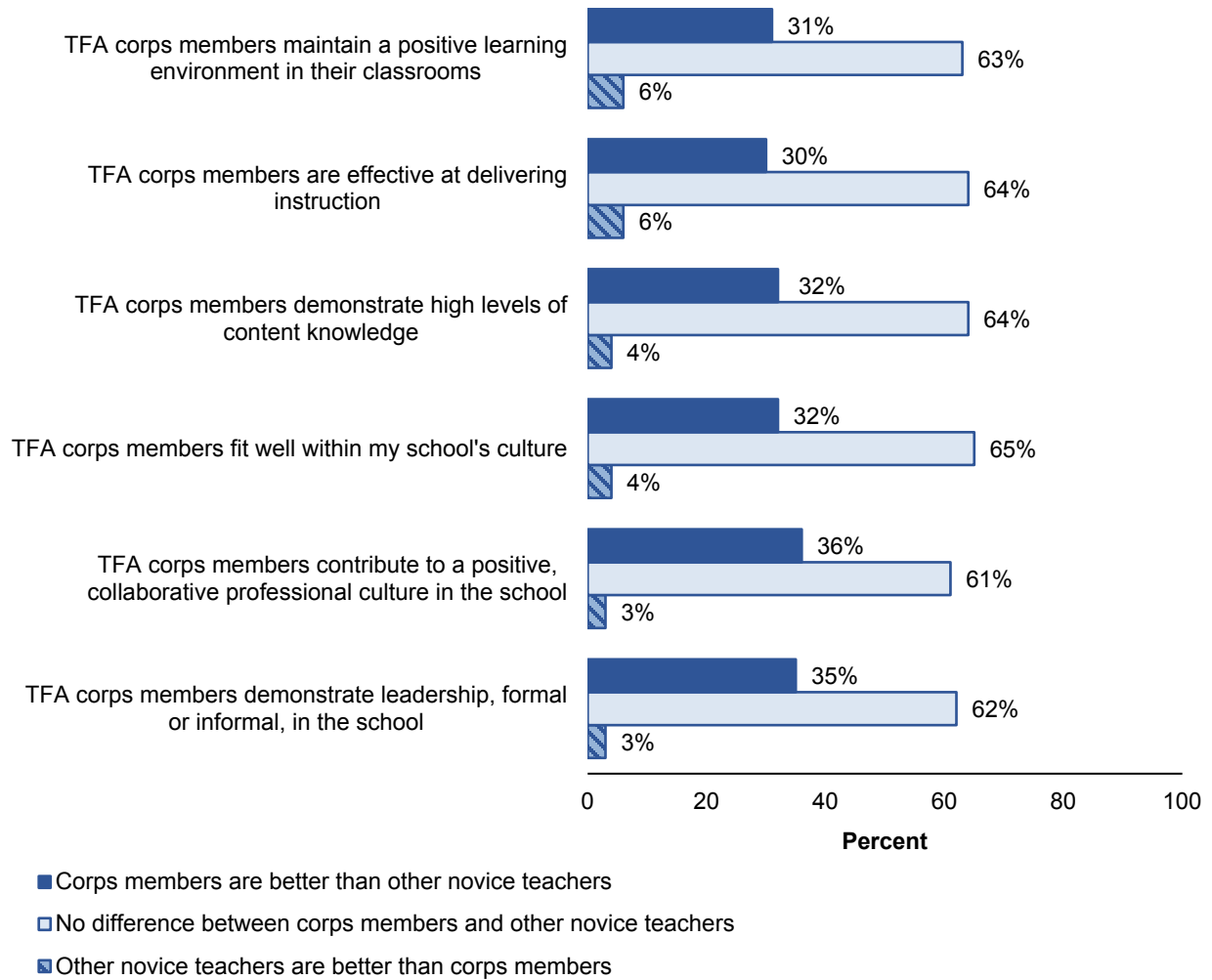
Principals were asked about the extent to which corps members have demonstrated various capacities and contributions at their school. The results in Figure 10 indicate that principals were most likely to agree or strongly agree that corps members maintain a positive learning environment (90% agreed or strongly agreed), that corps members fit well into their school's culture (91% either agreed or strongly agreed), and that corps members contributed to a positive, collaborative professional culture at their school (93% either agreed or strongly agreed). Notably, at least three-quarters of principals either agreed or strongly agreed with each of the other three statements.

Figure 10. Respondents' perceptions of corps members' capacities and contributions



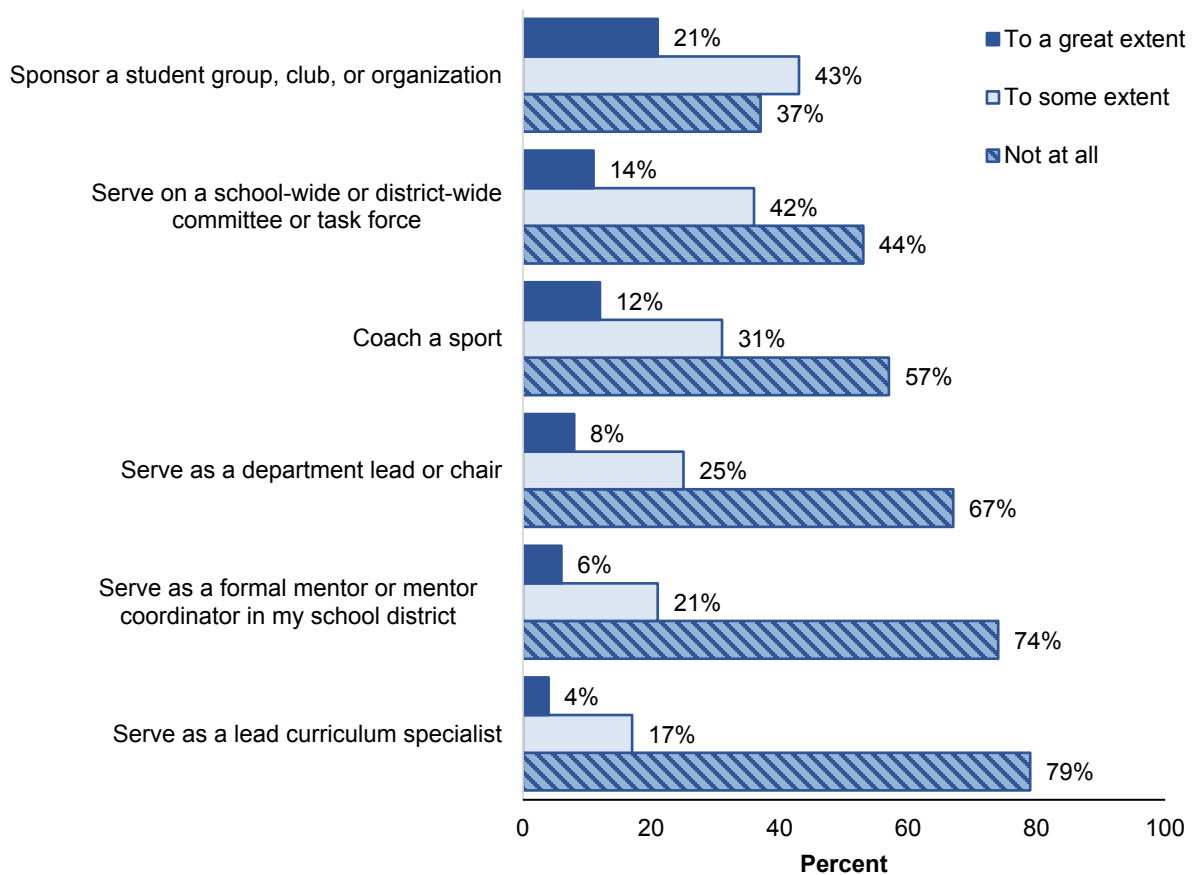
When asked to address the extent to which corps members at their school have demonstrated various capacities and contributions, principals were also asked to make comparisons between corps members and other novice teachers, and the results for these items are shown in Figure 11. While a majority of principals found no difference between corps members and other novice teachers on each of the specific types of capacities and contributions, between 30 and 36 percent of principals indicated that corps members were better than other novice teachers on each item. Perhaps most notable is that 36 percent of principals indicated that corps members were better than other novice teachers at contributing to a positive, collaborative culture in the school and that 35 percent of principals indicated that corps members were better than other novice teachers at demonstrating leadership, formal or informal, in their school.

Figure 11. Respondents' perceptions of corps members' capacities and contributions, as compared to other novice teachers



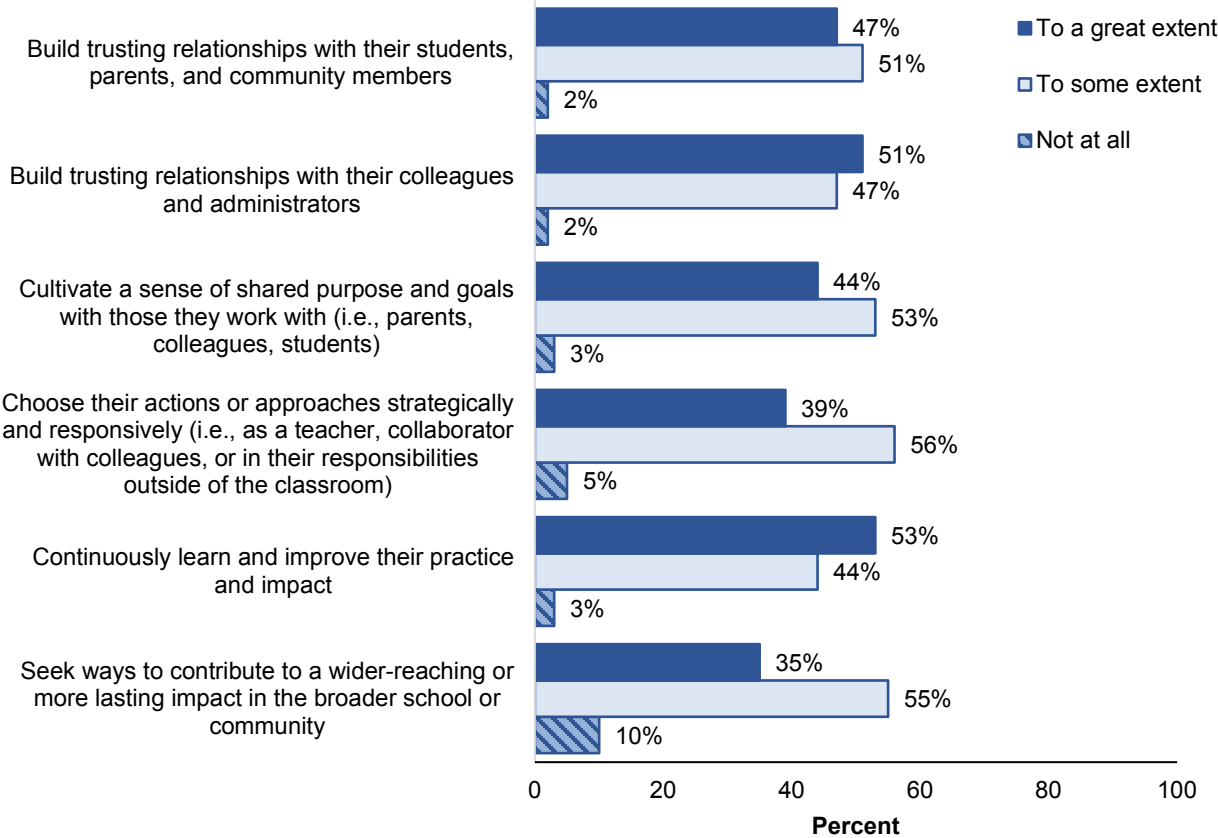
With regard to leadership, principals were asked about the specific types of leadership roles that corps members had taken on during the 2022–23 school year. As Figure 12 shows, nearly two-thirds of principals indicated that corps members had either sponsored a student group, club, or organization (64% indicated either to a great extent or to some extent), and more than half served on a school-wide or district-wide committee or task force (56% indicated either to a great extent or to some extent). Smaller proportions of principals indicated that corps members had coached a sport (43%), had served as a department lead or chair (33%), had served as a formal mentor or mentor coordinator (27%), or had served as a lead curriculum specialist (21%).

Figure 12. Leadership roles taken on by corps members, as reported by principals



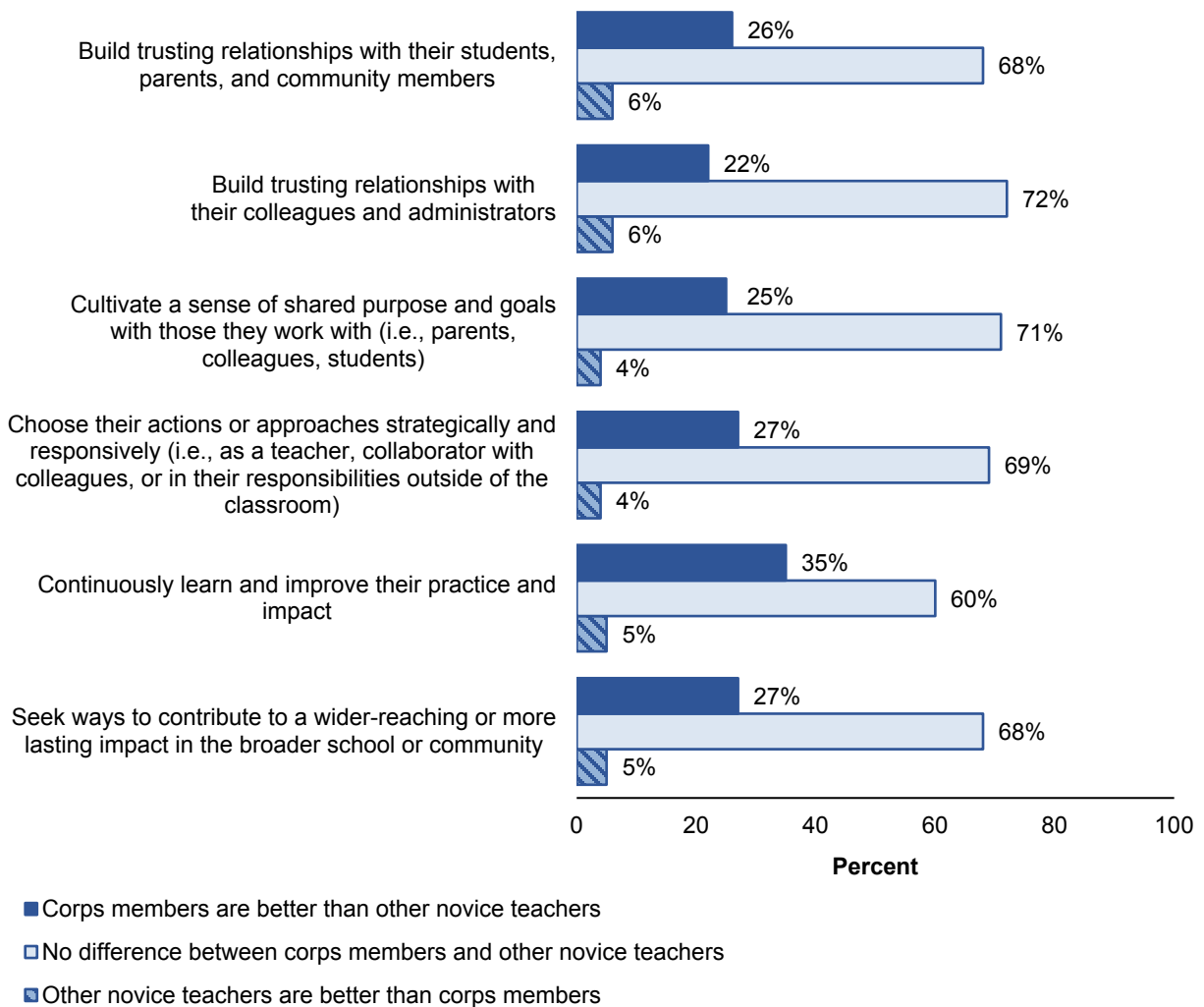
In addition to leadership roles taken on by corps members, principals were asked about specific actions taken by corps members. These pertain to such areas as building relationships with others, improving their practice, and seeking ways to make lasting impacts at their school. As Figure 13 shows, for 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 two actions to a great extent, namely, continuously learning and improving their practice and impact (53%) and building trusting relationships with their colleagues and administrators (51%).

Figure 13. 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 14. While a majority of principals found no difference between corps members and other novice teachers on each of the specific types of actions, between 22 and 35 percent of principals did indicate that corps members were better than other novice teachers on each of the items. Among these actions, principals were most likely to report that corps members were better at continuously learning and improving their practice and impact (35% indicated corps members were better).

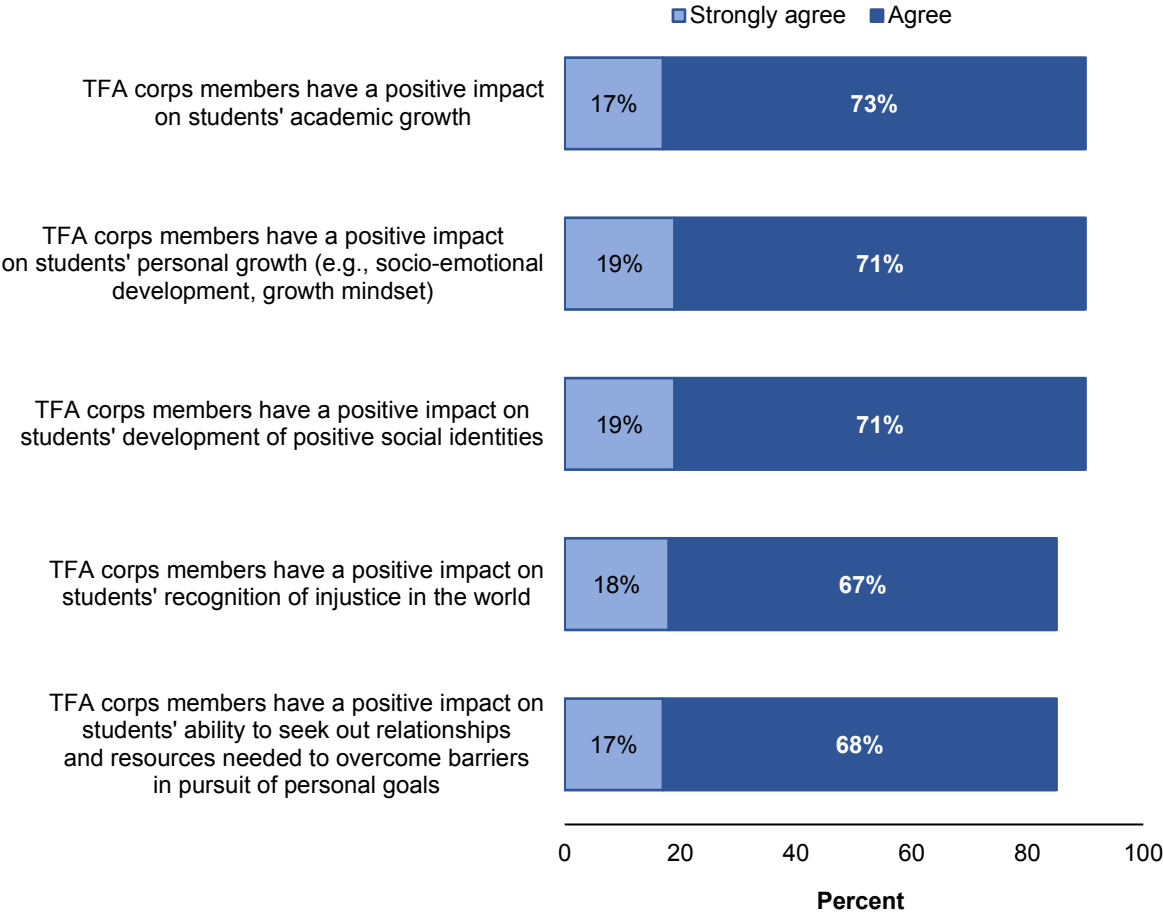
Figure 14. Respondents' perceptions of corps members' actions, as compared to other novice teachers



Impacts of Corps Members on Students

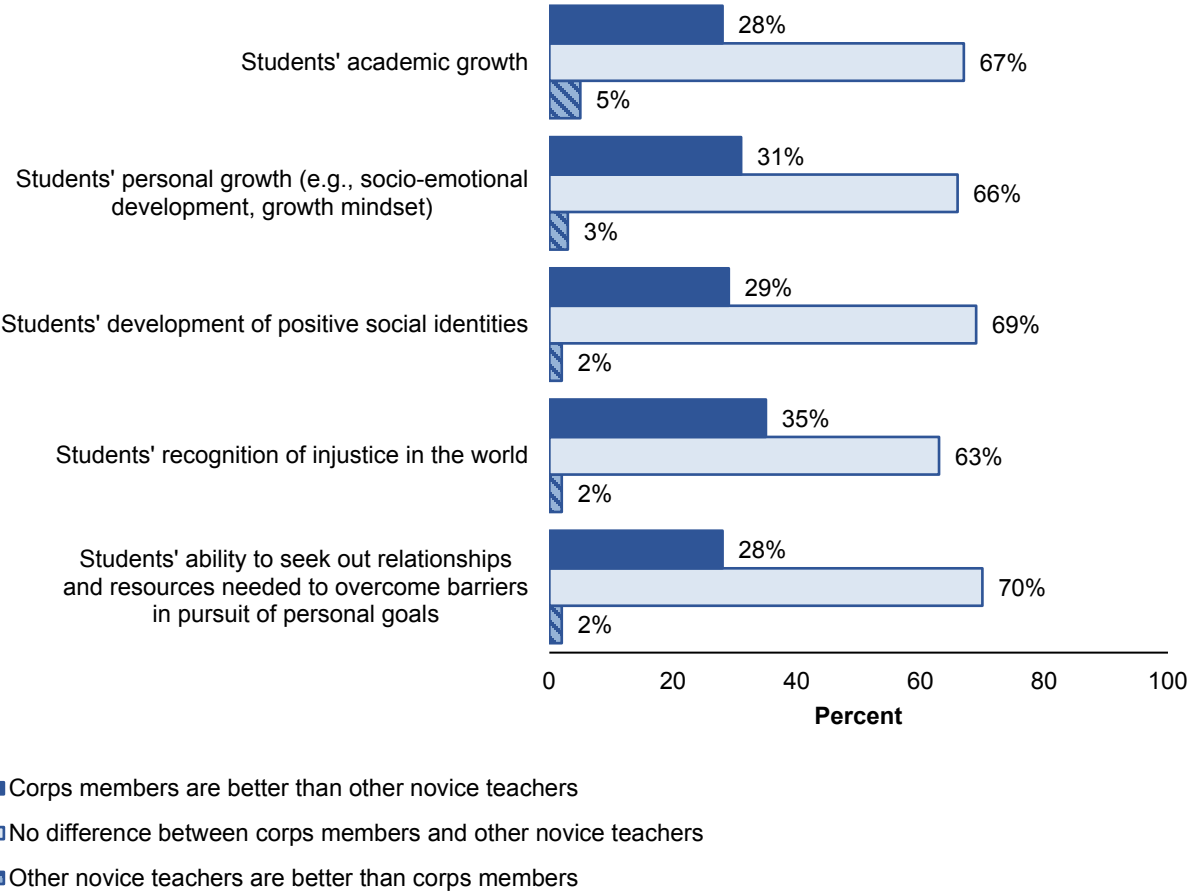
With regard to the impacts that corps members have on students, principals had very favorable perceptions, as shown in the results in Figure 15. While principals had very favorable perceptions of corps members' impacts in each of the areas they were asked to address in the survey, 9 out of 10 principals indicated that corps members had a positive impact in three areas, including students' personal growth (e.g., socio-emotional development, growth mindset) (90% agreed or strongly agreed), students' development of positive social identities (90% agreed or strongly agreed), and students' academic growth (90% agreed or strongly agreed).

Figure 15. 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 16. While a majority of principals found no difference between corps members and other novice teachers on each of the specific areas of impact, between 28 and 35 percent of principals did indicate that corps members were better than other novice teachers on each item.

Figure 16. Respondents’ perceptions of corps members’ impacts on students, as compared to other novice teachers

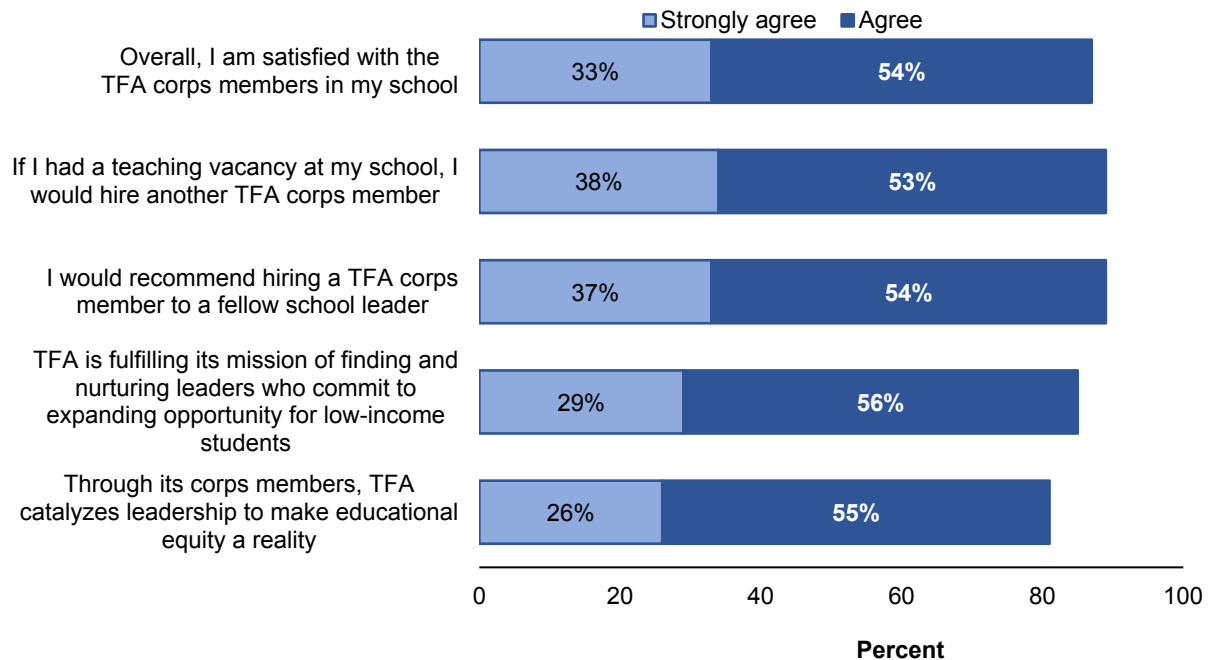


Overall Satisfaction with Corps Members

When asked about their overall satisfaction with corps members, principals responded very favorably, as shown in Figure 17. Nearly 9 out of 10 principals (87%) agreed or strongly agreed that they were satisfied with the corps members in their school, while 89 percent agreed or strongly agreed that they would hire another TFA corps members to fill a vacancy, and 89 percent also agreed or strongly agreed that they would recommend hiring a TFA corps member to other school leaders.⁸ In addition, principals were asked if they believe, based on their experience with the corps members in their building, TFA is fulfilling its mission of finding and nurturing leaders who commit to expanding opportunity for low-income students and whether TFA catalyzes leadership to make educational equity a reality. Overall, principals responded very favorably on both of these items, with 85 percent agreeing or strongly agreeing with the first statement (i.e., TFA is fulfilling its mission of finding and nurturing leaders who commit to expanding opportunity for low-income students) and 81 percent agreeing or strongly agreeing with the second of these two statements (i.e., TFA catalyzes leadership to make educational equity a reality).

⁸ 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 11, 14, and 16, they were not asked about the extent to which they were satisfied overall with non-TFA corps members.

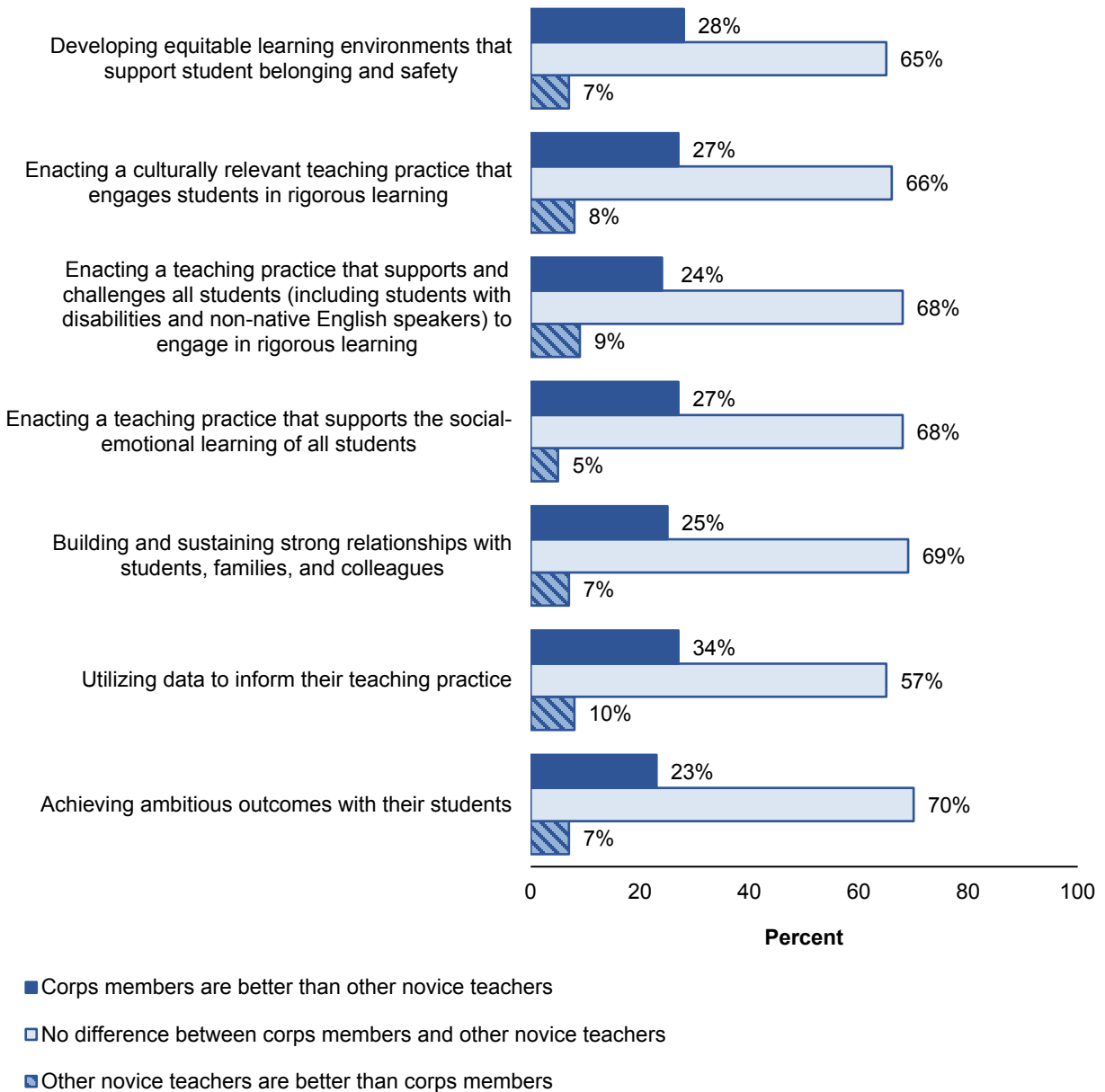
Figure 17. Respondents' overall satisfaction with corps members



Perceptions of Corps Members' Instruction

Principals were asked about their perceptions of corps members' instruction in seven specific areas. Specifically, principals who had at least two corps members in their building were asked to make comparisons between corps members and other novice teachers on each area, and the results for these items are shown in Figure 18. While a majority of principals found no difference between corps members and other novice teachers on each of the specific dimensions, between 23 and 28 percent of principals indicated that corps members were better than other novice teachers on each item. In contrast, no more than 10 percent of principals felt that other novice teachers were better than corps members on any of the items. Perhaps most notable is that 34 percent of principals indicated that corps members were better than other novice teachers at utilizing data to inform their teaching practice and that 28 percent of principals indicated that corps members were better than other novice teachers at developing equitable learning environments that support student belonging and safety.

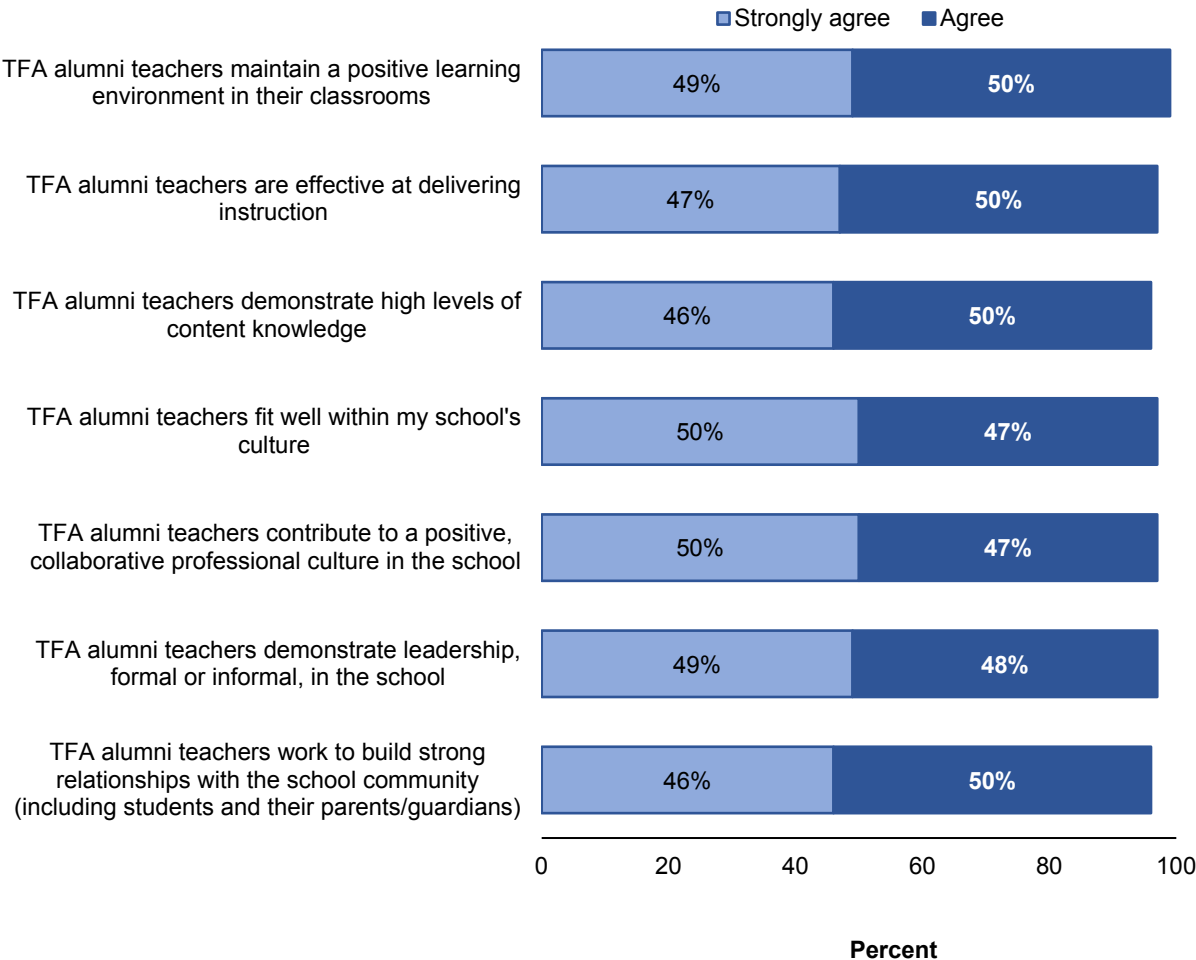
Figure 18. Respondents' perceptions of corps members' instruction in specific areas, as compared to other novice teachers



Capacities and Contributions of Alumni

Approximately three-quarters of respondents indicated in the survey that they had TFA alumni teaching in their school in 2022–23, 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 highly favorable perceptions of the capacities and contributions of alumni, with at least 96 percent of principals either agreeing or strongly agreeing with each of the statements that were asked to address, and with at least 46 percent of principals strongly agreeing on each item.

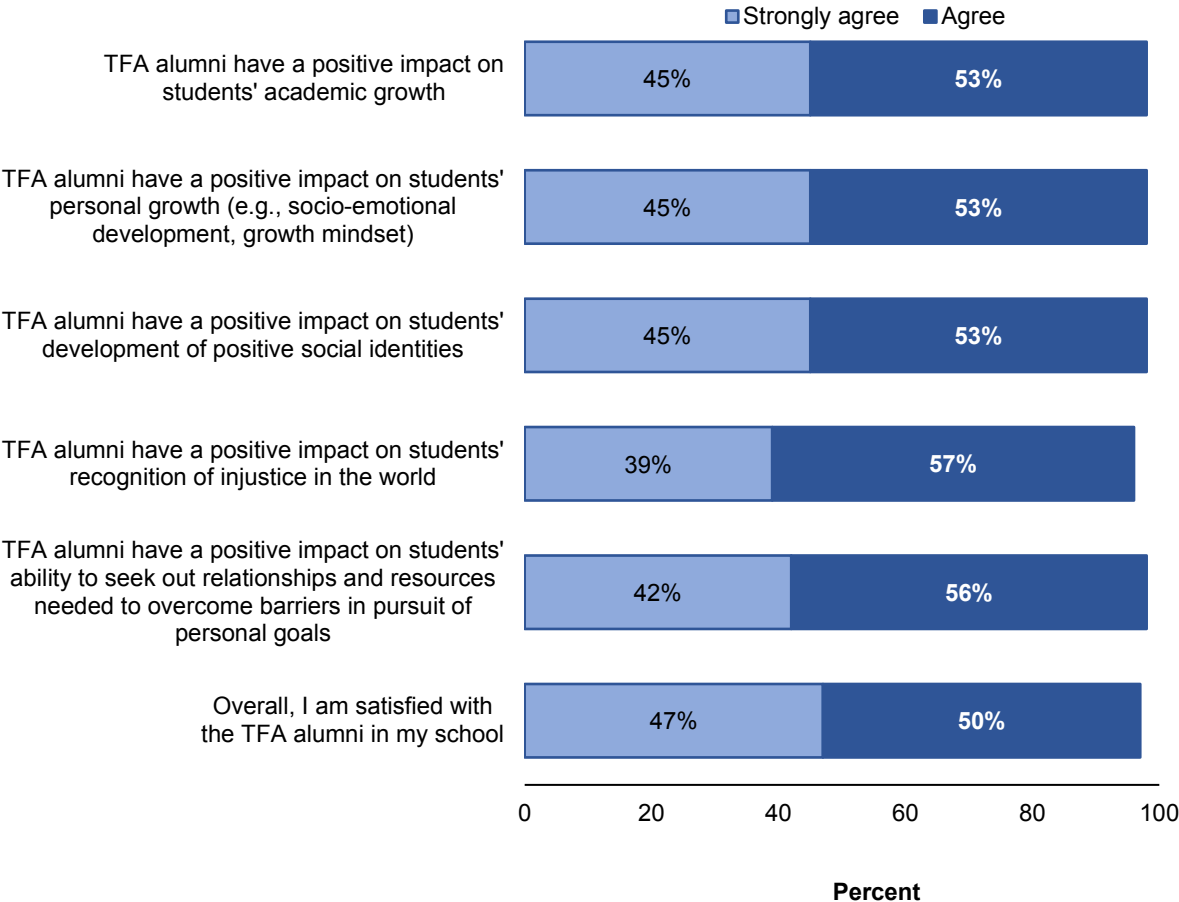
Figure 19. Respondents’ perceptions of the capacities and contributions of alumni



Impacts of and Overall Satisfaction with Alumni

Principals who reported having TFA alumni in their school in 2022–23 also had very favorable perceptions of the impacts of alumni on students. As shown in Figure 20, between 96 and 98 percent of principals agreed or strongly agreed with each of the five statements pertaining to the impacts of alumni. In addition, 97 percent of principals were satisfied with the alumni in their school, with 47 percent strongly agreeing with that statement.

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



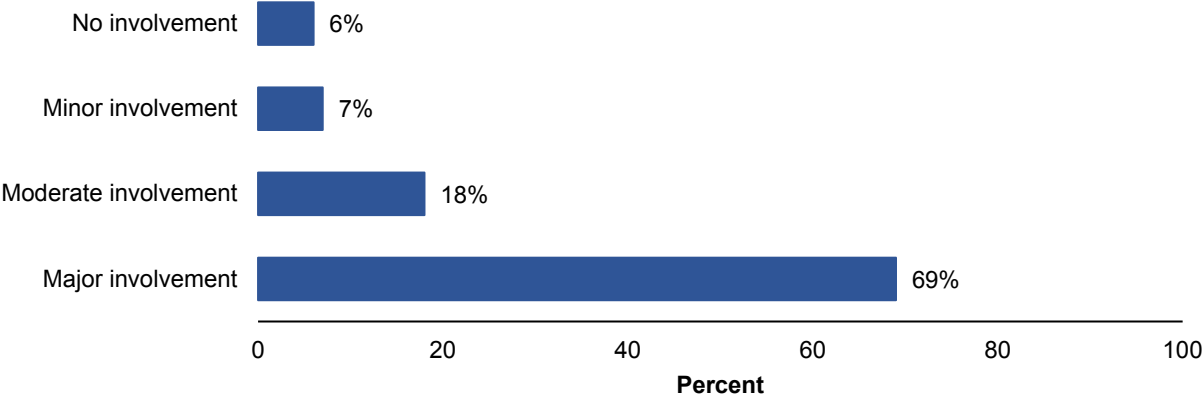
5. Findings on Principals' Perceptions on Hiring Corps Members and the Training and Support Corps Members Receive

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

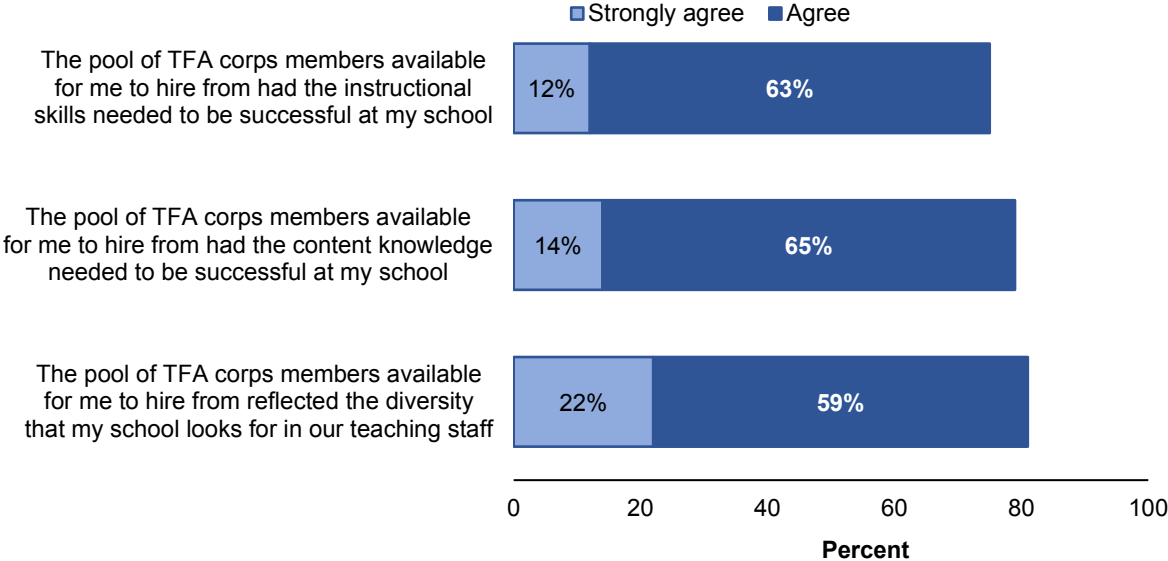
Principals were asked about their level of involvement in the process of hiring corps members. Figure 21 shows that nearly all principals (94%) reported some level of involvement in the hiring process, with more than two-thirds (69%) reporting major involvement. Another 18 percent reported moderate involvement, while 7 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 very favorable perceptions of the pool of available corps members, with 75 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 81 percent agreeing or strongly agreeing that the pool reflected the diversity that their school looks for.

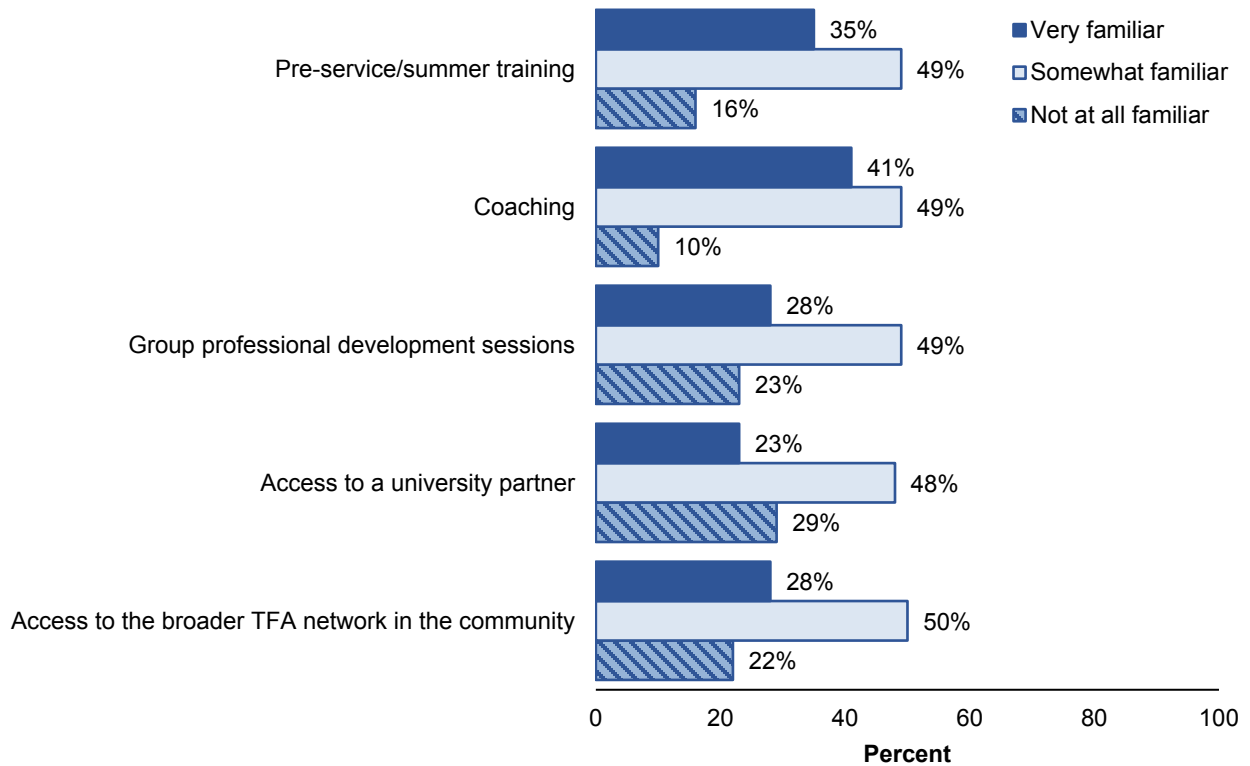
Figure 22. Respondents’ perceptions of the pool of corps members



Training and Support Provided to Corps Members

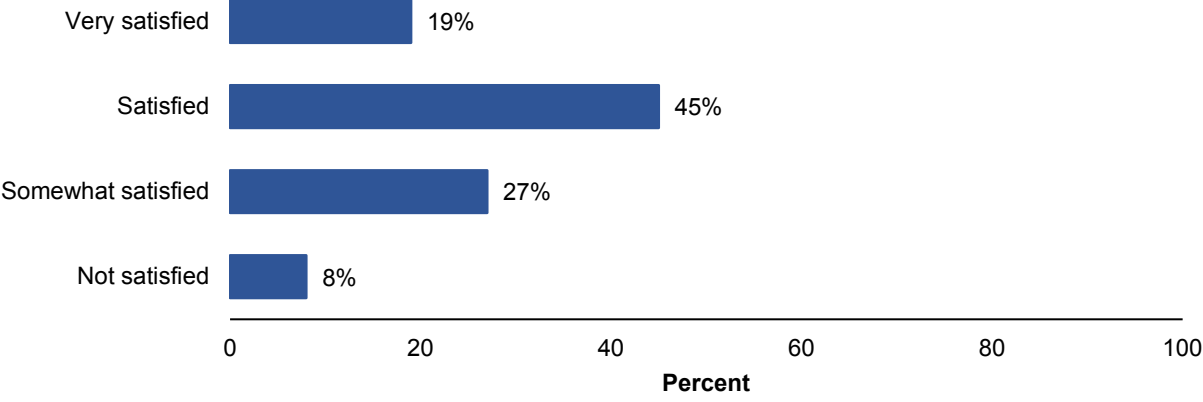
Principals were asked about their level of familiarity with various aspects of training and support provided by TFA to corps members. Figure 23 shows that at least 7 out of 10 respondents were either very familiar or somewhat familiar with each of the aspects of training and support they were asked about. Overall, principals were most familiar with coaching (90% were very familiar or somewhat familiar), pre-service/summer training (84% were very familiar or somewhat familiar), and access to the broader TFA network in the community (78%).

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, virtually all respondents (91%) reported some degree of satisfaction, with 19 percent indicating they were very satisfied, 45 percent reporting they were satisfied, and 27 percent stating they were somewhat satisfied.

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



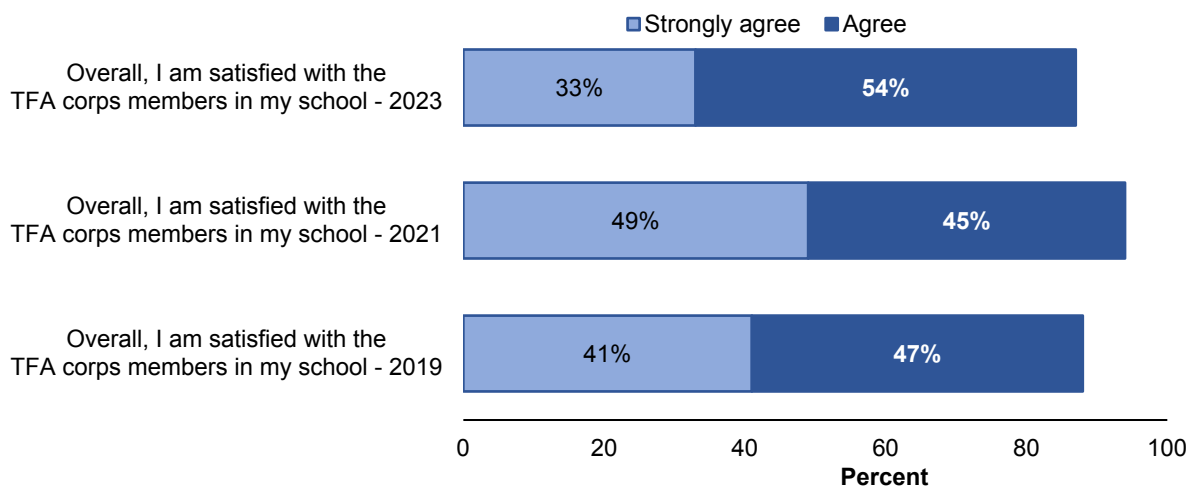
6. Comparisons of Results from 2019 to 2023 on Selected Survey Items

This chapter presents comparisons of results over time, from the years 2019, 2021, and 2023, on key survey items that were included in all three of those years and addressed principals' overall satisfaction with corps members and alumni.

Changes in Principals' Perceptions of Corps Members

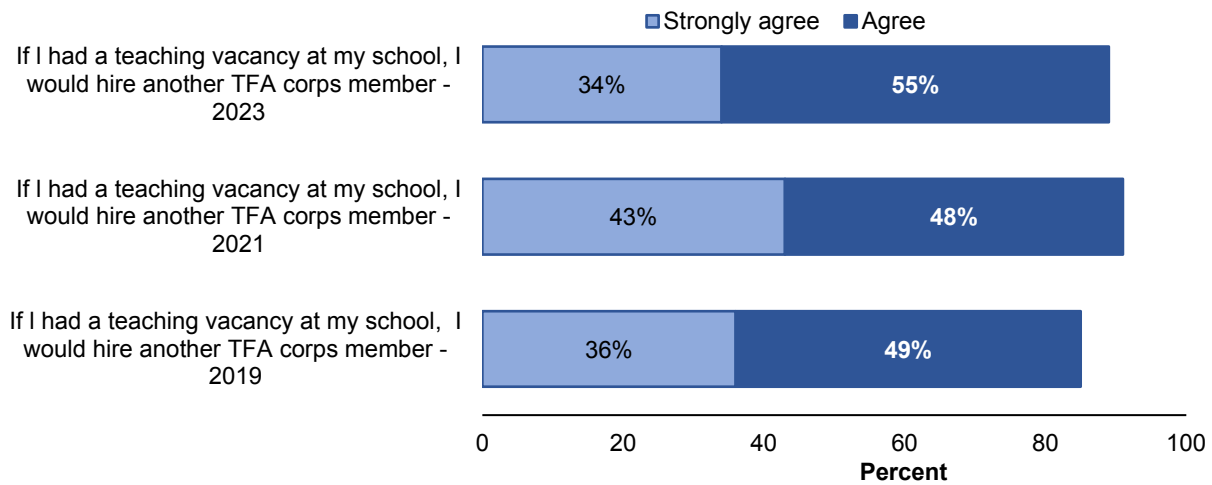
As shown in Figure 25, principals reported slightly lower levels of overall satisfaction with corps members in 2023 than in 2021. In 2023, 87 percent of principals agreed or strongly agreed that they were satisfied, which is a 7 percent decrease from 2021 but is consistent with the results in 2019, in which this percentage was 88 percent. The decrease from 2021 to 2023 was driven in part by the proportion of principals who strongly agreed with the statement, with 49 percent strongly agreeing in 2021 and 33 percent strongly agreeing in 2023.

Figure 25. Respondents' overall satisfaction with corps members (i.e., general), by year



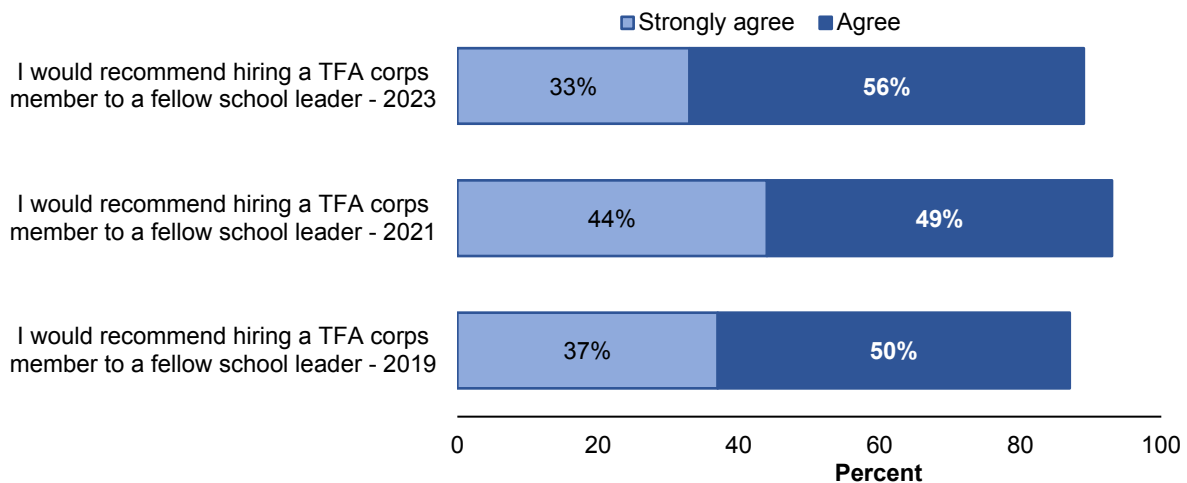
As Figure 26 shows, the proportion of principals who agreed or strongly agreed that they would hire another corps member had increased by six points from 2019 to 2021 but was more consistent from 2021 to 2023. Whereas in 2021, 91 percent agreed or strongly agreed with this statement, 89 percent agreed or strongly agreed in 2023. However, the proportion who strongly agreed in 2023 was lower than in 2021 (34% vs. 43%).

Figure 26. Respondents' overall satisfaction with corps members (i.e., likelihood of hiring another TFA corps member), by year



There was a slight decrease from 2021 to 2023 in the percentage of principals who agreed or strongly agreed with the statement that they would recommend hiring a TFA corps members to a fellow school leader, as shown in Figure 27. This decrease was driven in part by the proportion of principals who strongly agreed with the statement, with 44 percent strongly agreeing in 2021 but 33 percent strongly agreeing in 2022. While the percentage of principals who agreed or strongly agreed decreased slightly from 2021 to 2023, the combined percentage in 2023 was still slightly higher than in 2019 (89% vs. 87%).

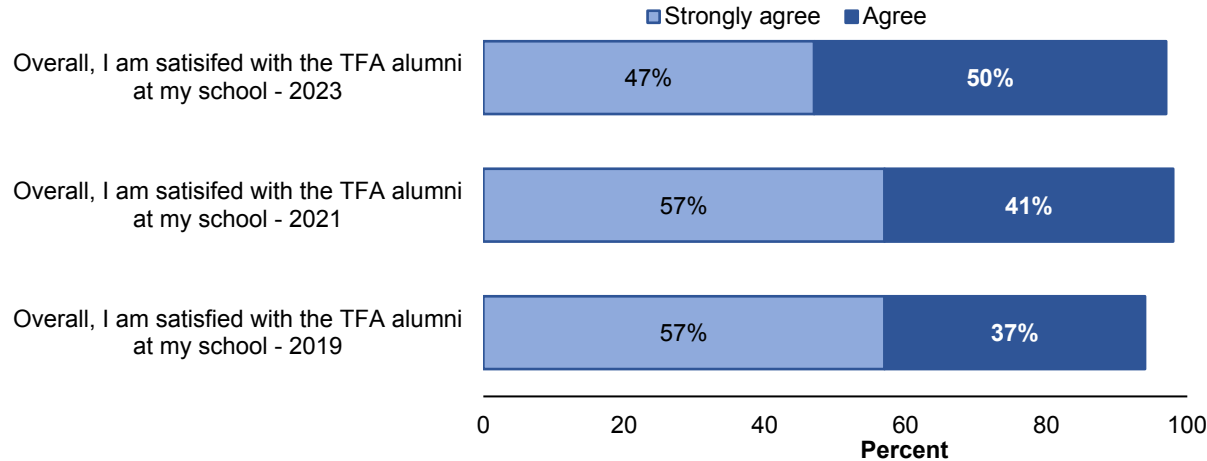
Figure 27. Respondents' overall satisfaction with corps members (i.e., likelihood of recommending hiring TFA corps members to others), by year



Changes in Principals' Overall Satisfaction with Alumni

As shown in Figure 28, principals' overall satisfaction with alumni has been consistently high since 2019. In 2023, 97 percent of principals agreed or strongly agreed that they were satisfied with the corps members in their school, which represents a one-point decrease from 2021 but a three-point increase since 2019. Although principals' overall satisfaction with alumni has been consistently high across the three surveys, it should be noted that the proportion of principals who strongly agreed with the statement was lower in 2023 relative to prior years, with 47 percent strongly agreeing in 2023, while 57 percent strongly agreed in both 2021 and 2019.

Figure 28. Respondents' overall satisfaction with alumni, by year



7. Conclusions

The results from this year’s survey provide continued evidence that, overall, principals have very favorable perceptions and very high levels of satisfaction with TFA corps members and alumni. With regard to corps members, nearly 9 out of 10 principals reported overall satisfaction with the corps members in their school. Meanwhile, more than 9 out of 10 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, 9 out of 10 principals reported that corps members maintain a positive learning environment, fit well into their school’s culture, and contribute to a positive, collaborative professional culture at their school.

Perceptions of alumni were especially high, with virtually all principals (97%) reporting that they were satisfied overall with the alumni in their building. As with corps members, principals’ perceptions of alumni were highest in the areas of: maintaining positive learning environments in their classrooms; effectiveness at delivering instruction; contributing to a positive and collaborative culture in the school; and demonstrating leadership. Additionally, virtually all principals (96% or more) reported that alumni had positive impacts in each of the areas they were asked to address, which included students’ academic growth, personal growth (e.g., socio-emotional development, growth mindset), development of positive social identities, recognition of injustice in the world, and ability to seek out relationships and resources needed to overcome barriers in pursuit of personal goals.

As in the 2019 and 2021 surveys, especially noteworthy were the results from items that asked principals to make direct comparisons between corps members and other novice teachers (i.e., those with less than 2 years of experience) about making positive impacts on students and other aspects of teaching. While most principals found no difference between the two groups, at least one-fourth of all principals felt that corps members were better than other novice teachers at making impacts in areas such as students’ academic growth and students’ personal growth (e.g., socio-emotional development, growth mindset). In contrast, no more than 5 percent of principals felt that other novice teachers were better than corps members at making impacts in those areas. Similarly, more than one-third of principals felt that corps members were better than other novice teachers at continuously learning and improving their practice and impact, while more than one-fourth of

principals felt that corps members were better than other novice teachers in three other key aspects of teaching—building trusting relationships with their students, parents and community members, choosing their actions or approaches strategically and responsively, and seeking ways to contribute to a wider-reaching or more lasting impact in the broader school or community. Additionally, when asked to make direct comparisons between corps members and other novice teachers (i.e., those with less than 2 years of experience) on seven specific dimensions of instruction, approximately one-fourth of principals felt that corps members were better than other novice teachers on each dimension. In contrast, no more than 10 percent of principals felt that other novice teachers were better than corps members on any of those dimensions.

For those items that have been consistently included in the survey each year, the results from this year were generally consistent with those from the 2019 and 2021 surveys. For example, in 2019, 2021, and 2023, approximately 9 out of 10 principals reported that they were satisfied overall with the corps members in their school, with very similar proportions of principals indicating in each year that they would hire another TFA corps member and would recommend hiring a corps member to fellow school leaders. A similar trend was observed with regard to alumni, with virtually all principals reporting overall satisfaction with the alumni in their building each year.

When considering the results of this year’s survey in general and a comparison of results from recent prior years, we have identified a few areas to consider exploring in more detail. While the overall results from this year were generally consistent with those from the 2019 and 2021 surveys, some of the results were slightly less favorable on several key items pertaining to principals’ overall satisfaction with corps members. First, while principals’ overall perceptions of corps members remain very high, the strength of principals’ agreement on several key items has decreased somewhat. For example, with regard to the statement, “Overall, I am satisfied with the TFA corps members in my school,” although the proportion who either agreed or strongly agreed decreased slightly from 91 percent in 2021 to 87 percent in 2023, the proportion who strongly agreed decreased from 49 percent in 2021 to 33 percent this year. Moreover, a somewhat lower proportion of principals reported satisfaction with corps members’ preparation and training. When asked about whether the pool of TFA corps members that were available to hire from had the instructional skills needed to be successful, the proportion of principals who either agreed or strongly agreed decreased from 84 percent in 2021 to 75 percent in 2023, with the proportion strongly agreeing decreasing from 19 percent in 2021 to 12 percent this year. Similarly, when asked about their overall level of

satisfaction with the training and support provided by TFA to corps members, the proportion that were satisfied or very satisfied decreased from 72 percent in 2021 to 64 percent this year, with the proportion reporting they were not satisfied increasing from 4 percent in 2021 to 8 percent this year.

It would be useful in future surveys or other forms of data collection to determine whether principals have any concerns about specific aspects of corps members' preparation and/or performance that may underlie those changes in their overall perceptions. For example, it has been widely documented that, as a result of the unprecedented effects of COVID-19 and the shift from in-person to virtual learning, followed by a transition back to in-person learning, many schools across the country have experienced new or increased challenges in areas such as learning loss, student behavior, student absenteeism, and teacher turnover. One approach would be to conduct interviews with those respondents whose perceptions have changed over time (who could be identified based on an analysis of individual-level survey responses across years). This would allow for exploring the full range of potential factors that would explain why perceptions have changed somewhat in these key areas, which would provide useful information to TFA to help inform the training and support it provides to its corps members both prior to and during the 2-year commitment.

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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	19	84
Appalachia	16	75
Baltimore	42	69
Bay Area	52	73
Charlotte-Piedmont Triad	3	33
Colorado	39	80
Connecticut	10	90
D.C. Region	45	67
Dallas-Fort Worth	52	81
Delaware	5	80
Detroit	3	100
Eastern North Carolina	17	82
Greater Chicago-Northwest Indiana	54	76
Greater Delta: Mississippi and Arkansas	18	67
Greater New Orleans	34	74
Greater Philadelphia	29	69
Greater Tulsa	3	67
Hawai'i	23	83
Houston	54	80
Idaho	16	88
Indianapolis	15	73
Jacksonville and Central Florida	12	92
Kansas City	13	69
Las Vegas	5	80
Los Angeles	99	59
Massachusetts	52	64
Memphis	19	90
Metro Atlanta	31	65
Miami-Dade	35	77
Milwaukee	4	75
Nashville-Chattanooga	31	65
New Jersey	26	73
New York	38	74
Ohio	20	70
Oklahoma City	4	100
Phoenix	41	76
Rhode Island	25	88
Rio Grande Valley	34	71
San Antonio	32	91
South Carolina	16	81

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
South Dakota	5	60
South Louisiana	6	67
Twin Cities	4	100
Washington	11	73
Overall	1,112	74

Appendix B.

2023 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=821)

Response	Percent
No involvement	5.85
Minor involvement	7.31
Moderate involvement	18.15
Major involvement	68.70

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=773)	11.64%	63.26%	21.34%	3.75%
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=773)	13.71	64.81	18.89	2.58
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=773)	21.60	58.99	16.43	2.98

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** (2022–2023) 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=821)	23.87%	65.90%	9.14%	1.10%
Q3B. TFA corps members are effective at delivering instruction (N=821)	14.37	68.82	15.71	1.10
Q3C. TFA corps members demonstrate high levels of content knowledge (N=821)	17.90	61.39	19.85	0.85
Q3D. TFA corps members fit well within my school's culture (N=821)	27.77	63.09	8.40	0.73
Q3E. TFA corps members contribute to a positive, collaborative professional culture in the school (N=821)	27.04	61.39	10.35	1.22
Q3F. TFA corps members demonstrate leadership, formal or informal, in the school (N=821)	17.17	58.47	22.05	2.31

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=737)	31.07%	62.96%	5.97%
Q4B. TFA corps members are effective at delivering instruction (N=683)	29.72	64.13	6.15
Q4C. TFA corps members demonstrate high levels of content knowledge (N=651)	31.49	64.36	4.15
Q4D. TFA corps members fit well within my school's culture (N=746)	31.50	64.75	3.75
Q4E. TFA corps members contribute to a positive, collaborative professional culture in the school (N=726)	35.95	61.01	3.03
Q4F. TFA corps members demonstrate leadership, formal or informal, in the school (N=621)	35.10	62.32	2.58

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=821)	11.94%	31.43%	56.64%
Q5B. Sponsor a student group, club, or organization (N=821)	20.58	42.87	36.54
Q5C. Serve as a department lead or chair (N=821)	8.28	24.60	67.11
Q5D. Serve as a lead curriculum specialist (N=821)	3.78	17.05	79.17
Q5E. Serve on a school-wide or district-wide committee or task force (N=821)	11.21	35.93	52.86
Q5F. Serve as a formal mentor or mentor coordinator in your school or district (N=821)	5.60	20.71	73.69

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=821)	47.14%	51.28%	1.58%
Q6B. Build trusting relationships with their colleagues and administrators (N=821)	51.04	47.02	1.95
Q6C. Cultivate a sense of shared purpose and goals with those they work with (i.e., parents, colleagues, students) (N=821)	43.97	52.98	3.05
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=821)	39.10	56.03	4.87
Q6E. Continuously learn and improve their practice and impact (N=821)	53.35	44.09	2.56
Q6F. Seek ways to contribute to a wider-reaching or more lasting impact in the broader school or community (N=821)	35.32	54.69	9.99

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=1,213)	25.49%	68.07%	6.44%
Q7B. Build trusting relationships with their colleagues and administrators) (N=1,210)	21.49	72.17	6.34
Q7C. Cultivate a sense of shared purpose and goals with those they work with (i.e., parents, colleagues, students) (N=1,206)	24.87	70.73	4.40
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=1,192)	27.02	68.76	4.23
Q7E. Continuously learn and improve their practice and impact (N=1,204)	35.13	59.75	5.13
Q7F. Seek ways to contribute to a wider-reaching or more lasting impact in the broader school or community (N=1,136)	26.93	68.20	4.87

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
Q9A. TFA corps members have a positive impact on students' academic growth (N=821)	17.05%	72.84%	9.01%	1.10%
Q9B. TFA corps members have a positive impact on students' personal growth (e.g., socio-emotional development, growth mindset) (N=821)	19.37	71.13	8.77	0.73
Q9C. TFA corps members have a positive impact on students' development of positive social identities (N=821)	19.37	71.25	8.89	0.49
Q9D. TFA corps members have a positive impact on students' recognition of injustice in the world (N=821)	17.78	66.87	14.49	0.85
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=821)	16.57	68.09	13.64	1.71

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=738)	27.91%	67.48%	4.60%
Q10B. Personal growth (e.g., socio-emotional development, growth mindset) (N=743)	31.09	66.35	2.56
Q10C. Development of positive social identities (N=744)	28.76	68.81	2.42
Q10D. Recognition of injustice in the world (N=695)	35.11	63.17	1.73
Q10E. Ability to seek out relationships and resources needed to overcome barriers in pursuit of personal goals (N=695)	27.91	70.22	1.87

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=821)	33.37%	53.71%	10.72%	2.19%
Q11B. If I had a teaching vacancy at my school, I would hire another TFA corps member (N=821)	34.35	54.93	8.04	2.68
Q11C. I would recommend hiring a TFA corps member to a fellow school leader (N=821)	32.89	56.03	8.77	2.31
Q11D. TFA is fulfilling its mission of finding and nurturing leaders who commit to expanding opportunity for low-income students (N=821)	29.23	55.91	12.42	2.44
Q11E. Through its corps members, TFA catalyzes leadership to make educational equity a reality (N=821)	26.19	54.69	16.32	2.80

Q12. For this question, as in question 11, please think about *all of the corps members at your school*. For each of the instructional domains listed below, please indicate whether you feel there is a difference between corps members and other novice teachers in your building.⁹

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
Q12A. Developing equitable learning environments that support student belonging and safety (N=445)	28.31%	64.94%	6.74%
Q12B. Enacting a culturally relevant teaching practice that engages students in rigorous learning (N=445)	26.52	65.84	7.64
Q12C. Enacting a teaching practice that supports and challenges all students (including students with disabilities and non-native English speakers) to engage in rigorous learning (N=445)	23.82	67.64	8.54
Q12D. Enacting a teaching practice that supports the Social-Emotional Learning of all students (N=536)	26.74	67.87	5.39
Q12E. Building and sustaining strong relationships with students, families, and colleagues (N=445)	24.72	68.54	6.74
Q12F. Utilizing data to inform their teaching practice (N=445)	26.52	65.39	8.09
Q12G. Achieving ambitious outcomes with their students (N=445)	22.47	70.11	7.42

⁹ Principals who had only one corps member in their building did not receive this question and were asked to complete Q13, which asks about principals' perceptions of individual corps members as opposed to their perceptions of corps members in the aggregate. As indicated, a total of 445 had more than one corps member in their building and are reflected in the results for the items in Q12.

TFA CORPS MEMBER NAME: [PRE-FILLED IN ONLINE SURVEY USING DATA PROVIDED BY TFA]

Q13. For each of the instructional domains listed below, please indicate whether you feel there is a difference between this corps member and other novice teachers in your building.¹⁰

Statement	This corps member is better than other novice teachers	No difference between this corps member and other novice teachers	Other novice teachers are better than this corps member
Q13A. Developing equitable learning environments that support student belonging and safety			
Q13B. Enacting a culturally relevant teaching practice that engages students in rigorous learning			
Q13C. Enacting a teaching practice that supports and challenges all students (including students with disabilities and non-native English speakers) to engage in rigorous learning			
Q13D. Enacting a teaching practice that supports the Social-Emotional Learning of all students			
Q13E. Building and sustaining strong relationships with students, families, and colleagues			
Q13F. Utilizing data to inform their teaching practice			
Q13G. Achieving ambitious outcomes with their students			

¹⁰ Each principal who had more than one corps member in their building completed this item for up to three individual corps members. Results are not shown for the items in Q13 since principals were asked about individual corps members rather than corps members in the aggregate.

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.

Q14. 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
Q14A. Pre-service/summer training (N=821)	35.08%	49.45%	15.47%
Q14B. Coaching (N=821)	41.41	49.09	9.50
Q14C. Group professional development sessions (N=821)	28.01	48.72	23.26
Q14D. Access to a university partner (N=821)	22.78	47.75	29.48
Q14E. Access to the broader TFA network in the community (N=821)	28.14	49.45	22.41

Q15. Overall, to what extent are you satisfied with the training and support provided by TFA to the *corps members* at your school? (N=772)

Response	Percent
Not satisfied	8.29
Somewhat satisfied	27.20
Satisfied	45.08
Very satisfied	19.43

[For those who indicated “somewhat familiar” or “very familiar” to at least one item in Q14a – Q14e]:

Q16. 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.

Q17. How many TFA *alumni teachers* are teaching in your school this school year (2022–23)? (N=821)

Response	Percent
None	23.39
1–3	51.89
4–6	11.21
7–9	3.29
10 or more	2.19
I'm unsure	8.04

Q18. 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
Q18A. TFA alumni teachers maintain a positive learning environment in their classrooms (N=563)	48.49%	49.73%	1.59%	0.18%
Q18B. TFA alumni teachers are effective at delivering instruction (N=563)	47.25	50.09	2.49	0.18
Q18C. TFA alumni teachers demonstrate high levels of content knowledge (N=563)	45.65	49.91	4.26	0.18
Q18D. TFA alumni teachers fit well within my school's culture (N=563)	50.27	47.07	2.49	0.18
Q18E. TFA alumni teachers contribute to a positive, collaborative professional culture in the school (N=563)	49.73	46.89	3.20	0.18
Q18F. TFA alumni teachers demonstrate leadership, formal or informal, in the school (N=563)	48.49	48.13	3.02	0.36
Q18G. TFA alumni teachers work to build strong relationships with the school community (including students and their parents/guardians) (N=563)	46.18	50.09	3.73	0.00

[For those who indicated “agree” or “strongly agree” to at least one item in Q18]:

Q19. 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

Q20. 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
Q20A. TFA alumni have a positive impact on students’ academic growth (N=563)	45.12%	52.75%	1.95%	0.18%
Q20B. TFA alumni have a positive impact on students’ personal growth (e.g., socio-emotional development, growth mindset) (N=563)	45.29	52.58	2.13	0.00
Q20C. TFA alumni have a positive impact on students’ development of positive social identities (N=563)	44.58	53.11	2.31	0.00
Q20D. TFA alumni have a positive impact on students’ recognition of injustice in the world (N=563)	39.08	57.02	3.73	0.18
Q20E. 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=563)	41.56	55.95	2.49	0.00
Q20F. Overall, I am satisfied with the TFA alumni in my school (N=563)	47.25	50.09	2.13	0.53

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.

Q21. Approximately how many full-time equivalent teachers are currently employed at your school? (Please select only one) (N=821)

Response	Percent
10 or fewer teachers	4.02
11–20 teachers	11.21
21–30 teachers	22.05
31–40 teachers	19.61
41–50 teachers	14.86
51–60 teachers	10.84
More than 60 teachers	17.42

Q22. During the 2022–23 school year, what aspects of teaching were a focus of teacher professional learning offered in your school? (N=821)

Aspect of teaching	A major focus	A minor focus	Not a focus at all
Q24A. Maintaining a positive learning environment	81.97%	17.30%	0.73%
Q24B. Improving instructional practice (general)	93.54	6.21	0.24
Q24C. Addressing student behavior	62.97	35.32	1.71
Q24D. Improving teacher collaboration	55.54	39.46	4.99
Q24E. Enhancing teacher leadership	33.74	55.66	10.60

Q23. Are you an alumnus/alumna of Teach For America? (N=821)

Response	Percent
Yes	21.07
No	78.93

Q24. Prior to the 2022–23 school year, how many years did you serve as the principal of *this* school? (Please select only one) (N=821)

Response	Percent
Less than 2 years	39.34
2–4 years	32.64
5–9 years	21.19
10 or more years	6.82

Q25. Prior to the 2022–23 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=821)

Response	Percent
Less than 2 years	30.09
2–4 years	26.31
5–9 years	26.07
10 or more years	17.54

Q26. Before you became a principal, how many years of K–12 teaching experience did you have? (Please select only one) (N=821)

Response	Percent
Less than 2 years	1.22
2–4 years	8.40
5–9 years	37.88
10 or more years	52.38

Q27. Do you identify as a member of the Latinx community? (Please select only one) (N=821)

Response	Percent
Yes	15.71
No	78.68
Prefer not to answer	5.60

Q28. Which of the following races do you most closely identify with? (Please select all that apply) (N=821)

Response	Percent
American Indian or Alaska Native	0.85
Asian	2.56
Black	36.78
Multi-Racial	5.24
Native Hawaiian or Pacific Islander	0.97
White	39.46
Prefer not to answer	14.13

Q29. Do you identify as a person of color? (Please select only one) (N=821)

Response	Percent
Yes	53.71
No	36.54
Prefer not to answer	9.74

Q30. Please feel free to provide more information about how you would self-identify your race:

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

Q31. Please feel free to provide more information about how you would self-identify your *ethnicity*:

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

Q32. How do you currently describe your gender identity? (N=821)

Response	Percent
Female	60.78
Male	34.35
Non-binary	0.00
Prefer not to answer	4.87

Q33. Do you identify as transgender? (N=821)

Response	Percent
Yes	0.24
No	94.76
Prefer not to answer	4.99