Results from the Teach For America 2017 National Principal Survey

School Leader Perspectives on Induction, Support, and School Partnerships

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Preface

Teach For America (TFA) recruits, selects, and trains recent college graduates and professionals to teach for a two-year commitment in high-needs schools across the United States in order to address the racial and socioeconomic achievement gaps that persist in the public education system. As of 2016–2017, TFA has nearly 7,000 corps members working in 53 regions across the United States. There are more than 50,000 TFA alumni, and TFA estimates that corps members have taught more than 10 million students since the organization's founding.

To evaluate the program and gather data that can be used to improve induction, support, and school partnerships, TFA contracts an organization to conduct an independent biennial survey to all partner principals currently employing TFA teachers (called corps members) in their schools. This report summarizes results from TFA's 2017 National Principal Survey. We first describe principals' overall satisfaction with corps members, their participation in the school community, and their classroom practices. Then we review principals' perceptions about the hiring process and the training and support that corps members receive from TFA. Finally, the report examines trends in the responses of principals who are themselves TFA alumni and principals who work in charter schools.

This report responds directly to TFA's interest in using principal perceptions to inform continuous program improvement and will be of most interest to TFA's national and regional staff members, who are responsible for developing and sustaining relationships with schools and school districts. However, the findings of this report may also be of interest to current and future public and private funders of TFA, as well as to TFA's state and local partners. Additionally, given the size of the TFA program, its visibility, and its prominence in national policy conversations about alternative certification programs, the findings in this report may be of interest to policymakers working on issues of teacher preparation, teacher certification, and national service and education researchers studying TFA or other alternative certification programs.

This research has been conducted by RAND Education, a division of the RAND Corporation, with funding from TFA. For more about RAND Education, visit www.rand.org/education.

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Introduction

State and local education agencies across the United States have expressed growing concerns about existing or impending shortages of effective teachers (Cowan et al., 2016; Aragon, 2016; Sutcher, Darling-Hammond, and Carver-Thomas, 2016; Sawchuk, 2015). While teacher shortages themselves are not a new phenomenon (Murphy, DeArmond, and Guin, 2003; Ingersoll, 2001; Darling-Hammond, 1984), current shortages, initially catalyzed by widespread district layoffs after the Great Recession (Sutcher, Darling-Hammond, and Carver-Thomas, 2015), come at a time when teacher job satisfaction has been declining rapidly (Markow, Macia, and Lee, 2013), fewer high school graduates are interested in becoming education majors (Aragon, 2016), and fewer college students are enrolling in teacher preparation programs (Sutcher, Darling-Hammond, and Carver-Thomas, 2016; Sawchuk, 2015). Additionally, these shortages are particularly focused in urban, rural, high-poverty, high-minority, and low-achieving schools across the United States (Cowan et al., 2016; Aragon, 2016; Sutcher, Darling-Hammond, and Carver-Thomas, 2016; Sawchuk, 2015).

The fact that current teacher shortages are particularly focused in urban, rural, high-poverty, high-minority, and low-achieving schools across the United States (Cowan et al., 2016; Aragon, 2016; Sutcher, Darling-Hammond, and Carver-Thomas, 2016; Sawchuk, 2015) has troubling implications for local and national efforts to close gaps in academic achievement that persist among racial and socioeconomic groups (Haberman, 2003). Ensuring that urban, rural, high-poverty, high-minority, and low-achieving schools are fully staffed with high-quality teachers is considered a critical component in a comprehensive strategy to close these gaps (Reardon, 2013; Haberman, 2003).

Over the past two decades, alternative certification programs (Humphrey and Wechsler, 2007) that offer pathways into teaching for non–traditionally prepared individuals have proliferated as one strategy to address teacher shortages. Alternative certification programs expanded rapidly through the 1990s and early 2000s and have come to play a central role in the production of new teachers. Forty-nine states allow alternative certification (Feistritzer, 2008), and in some states, including New Jersey and California, nearly two out of every five new teachers enter the profession through an alternative route (Grossman and Loeb, 2008; Grossman and Loeb, 2010). Research tends to show that teachers prepared through highly selective alternative certification programs have comparable and, in some cases, more-positive impacts on students' academic performance in math when compared with teachers prepared through traditional certification program, and comparable and, in some cases, more-negative effects in

reading (Clark et al., 2017; Ready, 2014; Hansen et al., 2014; Clark et al., 2013; Xu, Hannaway, and Taylor, 2011; Kane et al., 2008; Boyd et al., 2006; Decker et al., 2004).

One of the most visible and well-known alternative certification programs (Heiling and Jez, 2010) aiming to address the persistence of racial and socioeconomic achievement gaps and the shortage of qualified teachers in rural and urban school districts is operated by Teach For America (TFA). While TFA is a relatively small supplier of teachers on a national scale (Grossman, 2008), as of 2010, TFA was responsible for between 10 and 15 percent of all new hires in high-poverty schools in the school districts they served (Blazer, 2012). As of 2016–2017, there are more than 50,000 TFA alumni, and TFA estimates that it has served more than 10 million students.

In the spring of 2017, the RAND Corporation administered TFA's National Principal Survey. The National Principal Survey is administered biennially to all partner principals currently employing TFA teachers (called corps members) in their schools to better understand how the program is doing and obtain information that can be used to improve teacher induction, teacher support, and school partnerships. This report describes the findings from the 2017 survey.

Findings

Nearly 1,100 principals across the United States who work with TFA corps members completed the 2017 National Principal Survey, for an overall response rate of 43 percent. Findings from this survey show that principals value the contributions that corps members, alumni, and TFA make to their schools.

Principal Overall Satisfaction with Corps Members Was High

The majority of responding principals (86 percent) indicated that they were satisfied with the corps members at their schools. Some factors that likely contributed to the high level of satisfaction were principal perceptions that corps members made a positive impact on student growth in their schools; contributed to a positive, collaborative professional culture; built strong relationships within the school community; and demonstrated leadership. This marks an increase in the overall satisfaction with the program from the 2015 survey (Rudnick et al., 2015) and the reversal of a trend that had seen satisfaction declining over the past two survey administrations (McCann et al., 2013; Rudnick et al., 2015). There were significant differences in some of these perceptions by school sector and prior principal experience. Principals who were TFA alumni and those who led charter schools were significantly less likely to report positive feedback about corps members' abilities to create classroom environments that supported student growth and achievement when compared with non-TFA alumni and non–charter school participants' responses.

The Majority of Principals Would Hire or Recommend Hiring Corps Members in the Future

Eighty-two percent of responding principals indicated that they would be willing to hire another TFA corps member if they had a teaching vacancy at their school. Similarly, most participants (88 percent) responded that they would recommend hiring corps members to other principals. Principals had two potential concerns about hiring TFA corps members: corps members' classroom management skills and the fact that TFA corps members only make a two-year commitment to the teaching profession, a core feature of TFA's programmatic model.

Principals Are Satisfied with the Training and Support That TFA Provides to Corps Members

Nearly all respondents (92 percent) were familiar with one or more components of TFA's training and support, which includes such activities as summer institute, coaching, group professional development sessions, and access to the broader TFA network, among others. Of the principals who indicated that they were familiar with the training and support that TFA offers corps members, 88 percent indicated that they were satisfied with them.

Recommendations

Investigate the Sources of Principal Dissatisfaction to Obtain a Deeper Understanding of Principal Experiences

Although principal satisfaction was, on average, quite high, there were principals who voiced dissatisfaction with corps members and the training and support that TFA provides. The root cause of this dissatisfaction was not readily apparent from the survey data. Interviews or focus groups with selected principals to clarify the cause(s) of dissatisfaction could generate useful insights for program improvement. Special attention should be paid to ensure that some of these conversations take place with TFA alumni principals and charter school leaders, as individuals in these groups make up a substantial portion of TFA's principal partners and tend to have higher levels of dissatisfaction than their nonalumni and non–charter school leader counterparts.

Address Principals' Concerns about Corps Members' Two-Year Commitment and Classroom Management Skills

The greatest apprehensions principals reported about hiring corps members were their classroom management skills and their two-year teaching commitment. More than one-quarter of the principals indicated that these two issues were reasons not to hire TFA corps members in the future. These concerns could be assuaged by communicating with principals about the number of corps members who remain in the classroom for three or more years (e.g., Donaldson and Johnson, 2011). TFA may also want to provide principals with information about how corps

member retention compares with the retention of other new teachers. To address concerns about corps members classroom management skills, TFA may want to organize follow-up interviews or focus groups with selected principals, identified by regional staff, to better understand specific concerns surrounding classroom management. The results of these interviews may provide important insights that can inform future TFA institute activities and school-based support and professional development.

Improve Principals' Understanding of Corps Member Training and Support

Principal familiarity with TFA training and support is important because principals who are aware of teachers' mentoring and development activities are potentially better able to improve teacher retention (Krasnoff, 2014) and build and maintain coherent instructional programs, which has been positively associated with student achievement (Garet et al., 2001; Grissom and Loeb, 2009; Newmann et al., 2001). Additionally, the more familiar principals are with these resources, the more likely it is that they will be able to leverage them to help their corps members and improve their schools. A principal could, for example, share feedback about observations of a corps member with that individual's coach so that the coaching provided would be even more targeted to the corps member's needs. Principal familiarity with corps member training and support varied, with most principals being familiar with TFA's summer institute and the coaching TFA provides for corps members and far fewer principals being familiar with the other training and support opportunities TFA provides. Because TFA invests resources in creating and sustaining these training and support tools, it should consider investing in educating principals about them as well.

Conclusion

The results of this survey suggest that principals are generally satisfied with corps members and the support TFA provides to corps members. As a possible reflection of this satisfaction, respondents were also likely to consider hiring a TFA corps member to fill a vacancy and/or recommend hiring a corps member to a school leader colleague. Our findings suggest that if a principal does hesitate to hire a corps member, it could be due to perceptions of weak classroom management skills or the potential for losing the corps member after their two-year commitment. Although overall marks were high, charter school principals and TFA alumni principals tended to rate corps members' abilities to create classroom environments that supported student growth and achievement significantly lower than their non–charter school leader and non–TFA alumni school leader counterparts. These results shed light on opportunities for TFA to continue to improve principal satisfaction with corps members and the training and support TFA provides them as the organization seeks to improve the services it offers.

Acknowledgments

Abbreviations

GPA	grade point average
IDEA	Individuals Dedicated to Excellence and Achievement
KIPP	Knowledge Is Power Program
TFA	Teach For America

1. Introduction

State and local education agencies across the United States have expressed growing concerns about existing or impending shortages of effective teachers (Cowan et al., 2016; Aragon, 2016; Sutcher, Darling-Hammond, and Carver-Thomas, 2016; Sawchuk, 2015). While teacher shortages themselves are not a new phenomenon (Murphy, DeArmond, and Guin, 2003; Ingersoll, 2001; Darling-Hammond, 1984), the current shortages, initially catalyzed by widespread district layoffs after the Great Recession (Sutcher, Darling-Hammond, and Carver-Thomas, 2015), come at a time when teacher job satisfaction has been declining rapidly (Markow, Macia, and Lee, 2013), fewer high school graduates are interested in education majors (Aragon, 2016), and fewer college students are enrolling in teacher preparation programs (Sutcher, Darling-Hammond, and Carver-Thomas, 2016; Sawchuk, 2015). Teacher satisfaction declined 23 percentage points between 2008 and 2012, to the lowest level in a quarter century (Markow, Macia, and Lee, 2013). Additionally, in the five-year span between 2009 and 2014, enrollments in traditional teacher preparation programs dropped 35 percent nationwide (Berry and Shields, 2017).

These teacher shortages are primarily located in urban, rural, high-poverty, high-minority, and low-achieving schools across the United States (Cowan et al., 2016; Aragon, 2016; Sutcher, Darling-Hammond, and Carver-Thomas, 2016; Sawchuk, 2015). Schools that served high proportions of minority students were nearly twice as likely to indicate that they had two or more difficult-to-staff teaching positions than schools that served low proportions of minority students. Similar patterns were found for Title I–eligible schools (Malkus, Hoyer, and Sparks, 2015).

The fact that teacher shortages are primarily located in urban, rural, high-poverty, high-minority, and low-achieving schools across the United States (Cowan et al., 2016; Aragon, 2016; Sutcher, Darling-Hammond, and Carver-Thomas, 2016; Sawchuk, 2015) has troubling implications for local and national efforts to close gaps in academic achievement that persist among racial and socioeconomic groups (National Assessment of Educational Progress, undated; Haberman, 2003). Dramatic achievement gaps among racial groups have persisted for years. Over two decades of National Assessment of Educational Progress testing, eighth-grade reading scores for Black students have, on average, been 20 points lower than their white peers, and similar gaps exist between Latino and Latina students and their white peers (Valencia, 2015; National Assessment of Educational Progress, undated). Recent studies suggest that socioeconomic achievement gaps are, in fact, widening (Reardon, 2013) and that students from low-income families, on average, have lower standardized test scores than students from high-income families.

Ensuring that urban, rural, high-poverty, high-minority, and low-achieving schools are fully staffed with high-quality teachers is often mentioned as a critical component in a comprehensive strategy to close these gaps (Reardon, 2013; Haberman, 2003).

Over the past two decades, alternative certification programs (Humphrey and Wechsler, 2007) that offer pathways into teaching for non–traditionally prepared individuals have proliferated as one strategy to address teacher shortages. Alternative certification programs expanded rapidly through the 1990s and early 2000s and have come to play a central role in the production of new teachers. Forty-nine states allow alternative certification (Feistritzer, 2008), and in some states, including New Jersey and California, nearly two out of every five new teachers enter the profession through an alternative route (Grossman and Loeb, 2008; Grossman and Loeb, 2010). Research tends to show that teachers prepared through highly selective alternative certification programs have comparable and, in some cases, more-positive impacts on students' academic performance in math when compared with teachers prepared through traditional certification programs and comparable and, in some cases, more-negative effects in reading (Clark et al., 2017; Ready, 2014; Hansen et al., 2014; Clark et al., 2013; Xu, Hannaway, and Taylor, 2011; Kane et al., 2008; Boyd et al., 2006; Decker et al., 2004).

One of the most visible and well-known alternative certification programs (Heiling and Jez, 2010) aiming to address the persistence of racial and socioeconomic achievement gaps and the shortage of qualified teachers in rural and urban school districts is operated by Teach For America (TFA).

Founded in 1990, TFA is a nonprofit organization that operates an alternative preparation pathway for non–traditionally prepared entrants into the teaching profession. All individuals who are selected into TFA programming (corps members) make a two-year commitment to teach in low-income rural and urban schools. According to its current mission statement, "Teach For America finds, develops, and supports a diverse network of leaders who expand opportunity for children from classrooms, schools, and every sector and field that shapes the broader systems in which schools operate" (TFA, 2017a).

The first cohort of TFA corps members was placed in five states (California, Louisiana, Georgia, North Carolina, and New York). In the 1990–1991 academic year, there were approximately 384 corps members (*Education Week*, 2016). Over the next two decades, the number of TFA corps members increased steadily, peaking at around 11,000 in 2013. Recently, TFA has scaled down in size. In the 2016–2017 academic year, there were approximately 7,000 corps members working in 53 regions (TFA, 2017b). Approximately two-thirds of the corps members work in urban areas, with the largest participation in New York City and the Dallas–Fort Worth area. Figure 1.1 illustrates corps member distribution across the United States.

TFA operates using a mixture of federal, foundation, and corporate funding. Nearly one-third of the funding in 2016 came from public sources, including funding from AmeriCorps, the U.S. Department of Education, and state and local education agencies in partnering regions. The vast majority of TFA funding comes from private sources, including individual, corporate, and

foundation support. As of 2010, TFA had received grants from 13 of the 15 largest K–12 foundations (Reckhow and Snyder, 2014).[1]

Figure 1.1. Teach For America Corps Size, by Region

Key Components of the TFA Program

TFA's approach includes three main components. First, TFA focuses recruitment on individuals with strong academic records and demonstrated leadership potential, regardless of their career plans or past enrollment in education courses (Decker, Mayer, and Glazerman, 2004), and it employs a rigorous and highly selective application process. All applicants are required to have a minimum cumulative undergraduate grade point average (GPA) of 2.50, and the application process includes an online application, an interview, and a sample teaching lesson (Decker et al., 2004). The average GPA of admitted applicants is 3.60 (Zukiewicz et al., 2015),

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[1] TFA is a member of the AmeriCorps national service network, and the majority of TFA teachers are also AmeriCorps members. The President's official fiscal year 2018 budget request proposed to eliminate AmeriCorps, along with its administering agency, the Corporation for National and Community Service, in its entirety (Corporation for National and Community Service, undated).

and only 12 percent of applicants are admitted to the program.[2] TFA actively recruits graduating college seniors and recent college graduates with bachelor's degrees from accredited colleges and universities.

Second, TFA offers preservice training and in-service support to corps members that is intended to develop their instructional practice (Decker, Mayer, and Glazerman, 2004). Preservice training includes both a regional induction program and a summer institute (Zukiewicz et al., 2015). Though TFA is a national program, there is variation from site to site in the nature and extent of the preservice training. The specific content of the induction programs and summer institutes varies by school district and geographic region (Zukiewicz et al., 2015) to align more closely with specific local needs and context. The summer institute is the cornerstone of the preservice training and is offered at nine different locations throughout the United States. This institute includes coursework on pedagogy, classroom management, and leadership and an internship in a summer classroom as a student or team teacher. Though some have argued that the preservice training offered at the institute is too limited to adequately prepare corps members for the classroom (Darling-Hammond, 1994), others have suggested that the training is effective (Decker et al., 2004; Xu et al., 2011). Surveys of corps members suggest that corps members perceive the summer institute as a critical experience that helps them to become effective teachers (Zukiewicz et al., 2015), although corps members' satisfaction with the institute varied across regions (Mead et al., 2015). Once corps members enter the classroom, TFA provides teacher coaches who are assigned to work with corps members throughout their two-year commitment, along with in-service professional development opportunities (Decker et al., 2004; Clark et al., 2013). Most corps members are concurrently enrolled in university-based teacher certification programs as a requirement of their emergency or provisional licenses.

Third, TFA provides ongoing leadership development opportunities for TFA alumni working within and outside of education, including graduate school and employer partnerships, as well as networking opportunities. While there is little empirical research on TFA alumni engagement (Kretchmar, Sondel, and Ferrare, 2014), the commitment to maintaining an active and engaged alumni network is central to TFA's theory of change, which posits that the formative experience of working in schools will impact corps members in their career paths, and corps members will leverage their experiences and their access to other corps members in the TFA network to advocate for high-quality public education and equitable access to excellent public schools (Scott, Trujillo, and Rivera, 2016; Kretchmar, Sondel, and Ferrare, 2014). As of 2016–2717, there are more than 50,000 TFA alumni, and TFA estimates that corps members have taught more than 10 million students since the organization's inception (Teach For America, 2015). Both traditional public schools and charter schools have developed partnership ties with TFA. Further, TFA alumni have founded or have key leadership roles in some of the largest and most

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[2] Total yield is 9.6 percent. Eighty percent of individuals who were offered admission enrolled as corps members (Clark et al., 2013).

prominent charter management organizations in the United States, including the Knowledge Is Power Program (KIPP), Aspire, Achievement First, Green Dot, and Individuals Dedicated to Excellence and Achievement (IDEA) Public Schools (Kretchmar, Sondel, and Ferrare, 2014).

Study Purpose and Approach

The purpose of this report is to summarize principals' perceptions of the skills, instructional practice, and effectiveness of corps members, as well as their overall satisfaction with the training and support provided to those corps members by TFA. This report is based on data from the TFA 2017 National Principal Survey. TFA sponsors a third-party principal survey every two years. In 2017, the survey was administered online by the RAND Corporation to school principals supervising TFA corps members in the 2016–2017 academic year.

There are three objectives for the survey. First, data from the survey play a key part in TFA's ongoing continuous improvement plan, helping program leadership and staff to understand the elements of recruitment, teacher induction, hiring, and instruction that are successful and the elements that are in need of improvement. In the 2017 survey, principals were asked for their perceptions of TFA's success in providing high-quality, appropriately prepared corps members to schools in an effort to support and improve progress toward its mission. We calculated summary statistics for all survey items, including means and the percentage of principals selecting each response option.

Second, data from the survey is used to examine how principal perceptions of corps members' preparation and instructional practice compare with principal perceptions of other novice teachers. To examine the relationship between principal perceptions and novice teacher type, we used a binary indicator of teacher type as an independent variable (e.g., a variable that takes on a value of 1 if a response is in reference to a TFA corps member and 0 otherwise) in regression models that also included principal and regional fixed effects and variables to control for school size and whether the school had unfilled teaching vacancies.[3] These models allowed us to examine whether there were differences in how principals assessed corps members and novice teachers within their own schools. Because each principal was responding about both corps members and novice teachers, we used robust standard errors. To account for the issue that arises from making multiple comparisons of variables, we adjusted p-values from the tests using the false-discovery-rate approach (Benjamini and Hochberg, 1995).

Third, data are used to examine how principal perceptions may vary by principal and school characteristics. Specifically, the survey examines the responses of principals who are themselves TFA alumni and how their perceptions differ from principals who are not alumni. Alumni principals have a deeper understanding of the TFA model and the experiences of corps members,

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[3] Because we used Likert-type scales for satisfaction questions, we used ordinal logistic models for all regressions. For regressions with binary outcomes (yes or no outcomes), we used logistic regression.

so their perceptions may differ in important ways from other principals. Additionally, because the TFA alumni network plays a key role in TFA's theory of change, tracking and understanding perceptions of the TFA program among alumni is of particular programmatic interest. We also examined the responses of principals who worked in charter schools and how their perceptions differed from principals who worked in non-charter schools. It should be noted that many charter school networks have close organizational ties to TFA, and these close organizational ties may also create different perceptions of corps member preparedness and program quality. To examine the relationships between principal perceptions, principal alumni status, and charter school status, we used a binary indicator for each category as the independent variable (e.g., a variable that takes on a value of 1 if the response is given by an alumni principal and 0 otherwise) in regression models that also included regional fixed effects and variables to control for school size and whether the school had unfilled teaching vacancies. These models allowed us to compare the average responses across principal alumni status or school type. To account for the issue that arises from making multiple comparisons of variables, we adjusted p-values from the tests using the false-discovery-rate approach (Benjamini and Hochberg, 1995). To appraise the extent to which charter school and alumni effects overlap, we also ran models that included charter and alumni status indicators simultaneously and models that included a charter school alumni interaction term.

Report Organization

This report is divided into six chapters. Chapter Two provides an overview of the survey process, demographic information about the survey respondents, and descriptions of the respondents' schools. Chapter Three covers satisfaction with corps members, satisfaction with the support that TFA provides, comparisons of survey findings across principal and school characteristics, and satisfaction with TFA alumni. Chapter Four describes principals' satisfaction with the pool of corps members available for hire, reasons principals decide to hire corps members, and their satisfaction with the training and support TFA that provides corps members. Chapter Five describes differences among charter school and non–charter school principals, as well as alumni and nonalumni principals. Chapter Six provides a summary and some recommendations for future research and programming. The document concludes with five appendixes:

- Appendix A: Significance-Test Results
- Appendix B: Survey Sample and Response Rates, by Region
- Appendix C: 2017 National Principal Survey Instrument Responses
- Appendix D: 2017 National Principal Survey Instrument Responses, by Alumni Status
- Appendix E: 2017 National Principal Survey Instrument Responses, by Charter Status.

2. Overview of the Survey Process

This chapter provides an overview of the survey process, demographic information about the survey respondents, and descriptions of the respondents' schools.

Survey Administration

The findings in this report come from the 2017 Teach For America National Principal Survey, a web-based survey administered by the RAND Corporation. Based on school assignment data provided by TFA, all principals supervising TFA corps members during the 2016–2017 academic year were included in the survey sample. RAND worked closely with TFA staff members to create an accurate list of principals, schools, and contact information. All principals were invited to participate in the survey by email, and as incorrect or inaccurate email contact information was discovered, the contact list was revised with TFA. The survey was administered between March and June 2017. Participating principals received up to five reminder emails, as needed, to mitigate survey nonresponse.[4] In an effort to minimize nonresponse, the survey administration was supported by TFA using three strategies. First, TFA maintained a website that provided regional offices with real-time information about regional survey response rates, the survey administration schedule, and contact information for the RAND team. Second, TFA facilitated two webinars to educate regional staff and allow them to ask questions about the survey. Third, TFA encouraged regional staff to conduct one-on-one outreach with principals to encourage participation in the survey.[5]

Response Rates

Of the 2,561 principals identified as having corps members and whose contact information was shared with our team, 1,096 responded to the online survey, for an overall response rate of 43 percent. One respondent self-identified as holding a different leadership role in the school (e.g., not school principal), but indicated that they had the most familiarity with TFA and the TFA corps members at their school. Regional response rates ranged from 0 percent to 71 percent. Figure 2.1 displays the number of schools in each TFA region and their response rates. Full information about response rates is available in Appendix B.

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[4] Our research agreement with the Charlotte-Mecklenburg school district limited our contact with principals to an initial email and up to two reminder emails.

[5] While research has shown that incentives may increase survey participation (Dillman et al., 2009), it was determined that incentives could not be distributed to survey respondents in the current study because of resource constraints.

Figure 2.1. Survey Response Rate, by Region
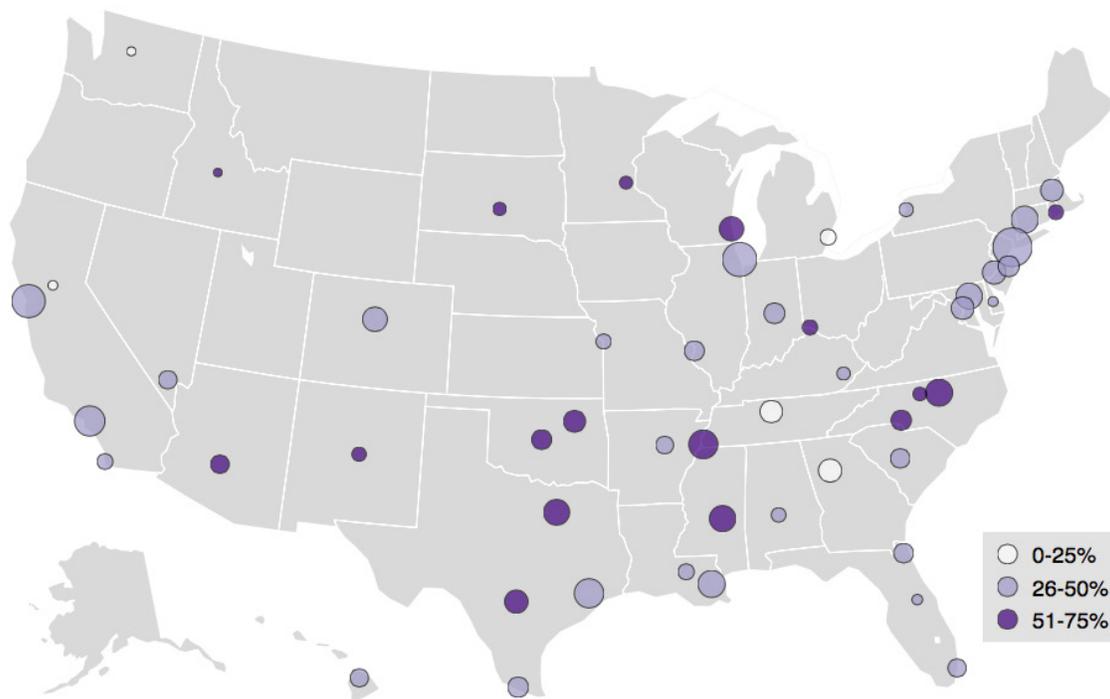
NOTES: Data presented in this figure are the survey response rates for principals in each of TFA's regions. Circle size represents the number of principals contacted in each region. Circle color indicates the response rate in each region. Full survey results are available in the appendixes.

Response rates for the survey have generally declined over time. In 2013, the response rate was 66 percent, and in 2015, the response rate was 54 percent. While it is difficult to determine the reasons why response rates have declined, several factors may have contributed to decreased response rates in the current administration. First, in the 2017 survey administration, reminder emails came from the RAND Corporation, while reminders in previous administrations came from TFA staff, who typically have closer working relationships with principals and schools. This may have diminished the connection between the survey administrator and the recipient and decreased the perceived psychological benefits that principals would derive by responding (Dillman et al., 2009). Second, the survey was administered later in the year, and the survey administration time frame was shortened. This year, the administration coincided with spring school recesses, which typically occur in March or April, and mandatory state testing, which typically occurs in April and May. Third, district spam filters may have prevented principals from receiving survey notification emails. Though we cannot appraise the extent to which spam filtering made email notifications undeliverable, we have anecdotal evidence that this was an issue in at least some school districts, given that there were several instances when principals proactively requested survey access only after being informed about the study by TFA's regional

staff. Finally, it is useful to contextualize the response rates for this survey in the field of large-scale survey research. Response rates for large-scale surveys like Teach For America's National Principal Survey have generally been in decline for the past decade (Cook, Heath, and Thompson, 2000; Schonlau, Fricker, and Elliott, 2002), a phenomenon that is sometimes attributed to general oversurveying and burnout. Though not ideal, it should be noted that the response rates for Teach For America's National Principal Survey are nearly double the response rates for other web-based surveys, where it is typical to find response rates between 10 and 25 percent (Sauermann and Roach, 2013).

Limitations

We acknowledge that the principals who chose to respond to the survey may be systematically different than those who chose not to participate. The responses in this survey are *unweighted*, meaning that no special adjustments were made post hoc to make the descriptive statistics or inferences representative of the population as a whole. The fact that principals who are dissatisfied with TFA may be more (or less) likely to complete a survey has implications for the generalizability of the findings reported here, as the results are limited to the principals who completed the survey. Furthermore, the survey asked principals to report their overall opinions about TFA corps members at their schools. In cases in which principals had multiple corps members at their schools, they might have had very different opinions about individual corps members, making it difficult to provide a single overall response. Finally, we were able to include only a small set of covariates in our regression models because of data constraints. A richer set of covariates may help to mitigate omitted variable bias and sharpen our understanding of the extent to which the observed differences in survey responses are related to principal or school characteristics.

Characteristics of Responding Principals

We asked participating principals to provide demographic information, including information about their experiences in the field of education, the number of years they have worked with corps members as a principal, and their role in the teacher-hiring process.

Demographics

Most of the respondents to the 2017 National Principal Survey identified as female (62 percent). Half of the respondents were white. Twenty-eight percent of the respondents were Black or African-American, and 15 percent indicated that they were Hispanic or Latino. An additional 3 percent of respondents identified their race as "other." Demographically, the respondents to the 2017 survey were similar to the 2015 respondents (Rudnick et al., 2015).

Figure 2.2 summarizes respondents' reported race and ethnicity. Responding principals' ages ranged from 27 to 70, with a median age of 43.

Figure 2.2. Principals' Races and Ethnicities
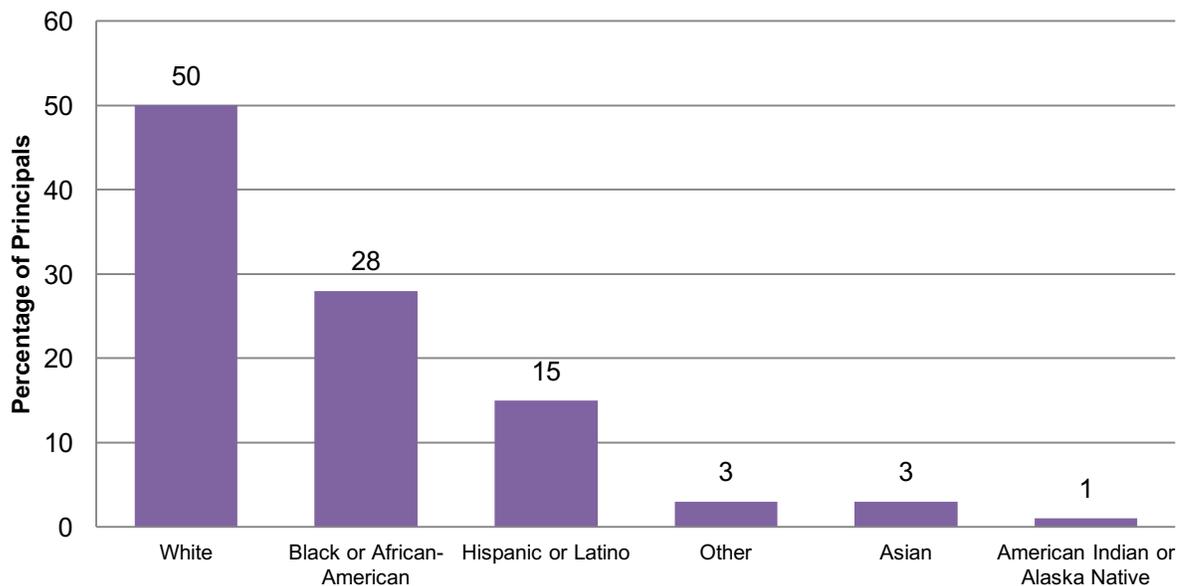
NOTES: The survey question was "What is your race? (Check all that apply.)" Although principals were given the option of indicating that they were native Hawaiian or other Pacific Islander, none selected that option, so it was excluded from this figure.

Work Experience

Just over half of the respondents (52 percent) had three or fewer years of experience in a principal position through the end of the 2015–2016 academic year (see Figure 2.3). Participants' prior experience as principals ranged from 0 to 36 years, with principals reporting an average of five years of experience. Eighty-six percent of survey participants indicated that they had previously served in other administrative capacities, including as assistant principal, vice principal, or dean. Further, on average, respondents had nearly ten years of elementary or secondary teaching experience before becoming a principal and a median of eight years of teaching experience.

Figure 2.3. Respondents' Years of Experience as Principals
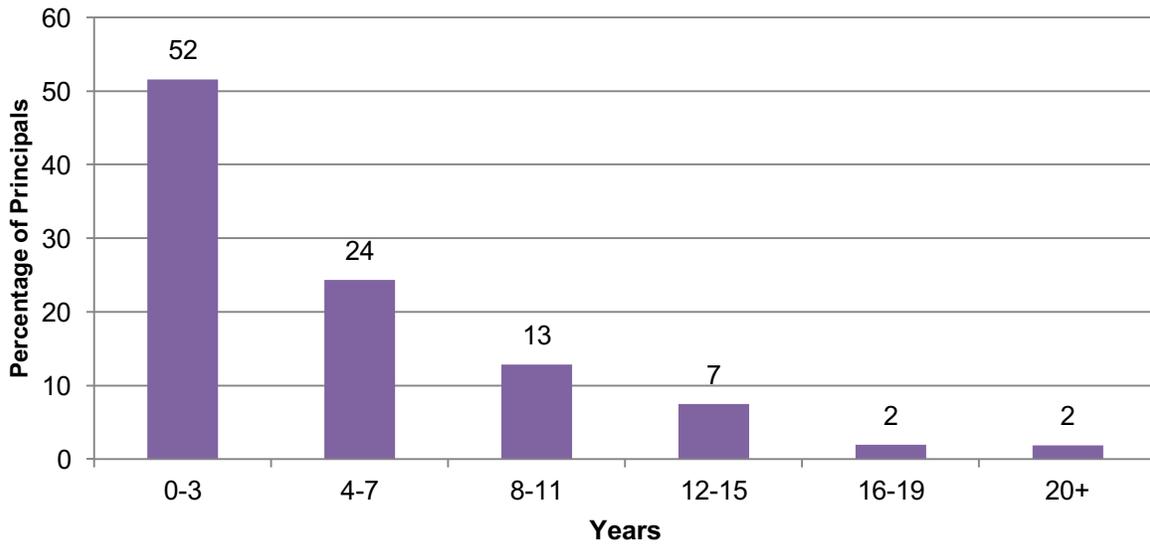
NOTES: The survey question was "Prior to this school year, how many years did you serve as the principal of this or any other school?" One respondent self-identified as holding a different leadership role in the school (e.g., not school principal) but indicated that they had the most familiarity with TFA and the TFA corps members at their school.

Of the respondents with at least one prior year of experience in the role of principal, 70 percent reported that they had worked with TFA corps members for two or more years while working as a school principal. Finally, 20 percent of respondents reported being TFA alumni. This is slightly higher than the findings from past survey administrations (McCann, Turner, and White, 2013; Rudnick et al., 2015).

Role in the Hiring Process

Ninety percent of respondents reported that they had "major involvement" in making decisions concerning the hiring of new full-time teachers at their schools (see Figure 2.4).

Figure 2.4. Principals' Involvement in Hiring of New Full-Time Teachers
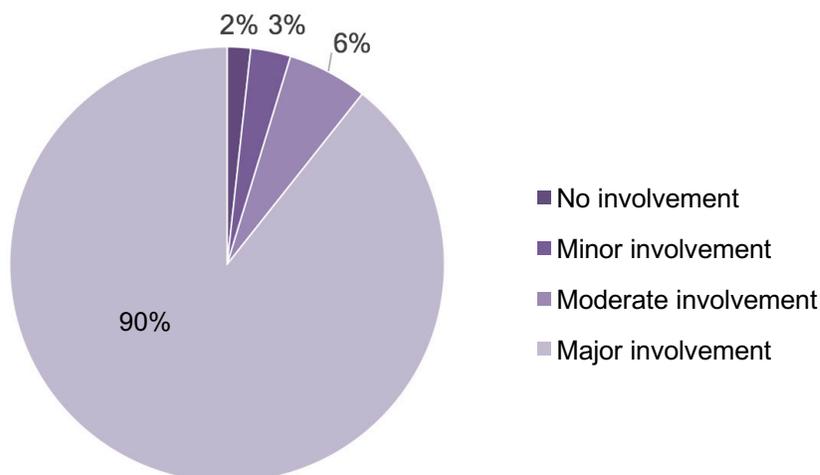
NOTE: The survey question was "To what extent are you involved in making decisions concerning the hiring of new full-time teachers at your school?" The percentages in the graph do not sum to 100 because of rounding.

Of those principals who indicated that they were involved in the hiring of new full-time teachers, 91 percent of participants indicated that they participated in interviewing TFA corps members for teaching positions at their school.

Characteristics of School Sites

We also asked participating principals to provide information describing their schools (see Figure 2.5). Principals indicated whether their schools were charter schools, early-childhood education centers, managed by the Bureau of Indian Education, or private schools. We assumed that any principal responding "no" to all four questions led a traditional public school and thus found that the majority of respondents worked in traditional public schools (72 percent). Of the individuals who provided a response when asked whether their school was a charter school, 33 percent responded in the affirmative. A very small number of principals indicated that their school could be described by more than one category (approximately 1 percent). This could happen if, for example, a principal led an early-childhood education center managed by the Bureau of Indian Education. Principals reported supervising up to 215 full-time–equivalent teachers, with an average school size of 41 full-time–equivalent teachers and a median school size of 35 teachers.

Figure 2.5. School Governance Structures
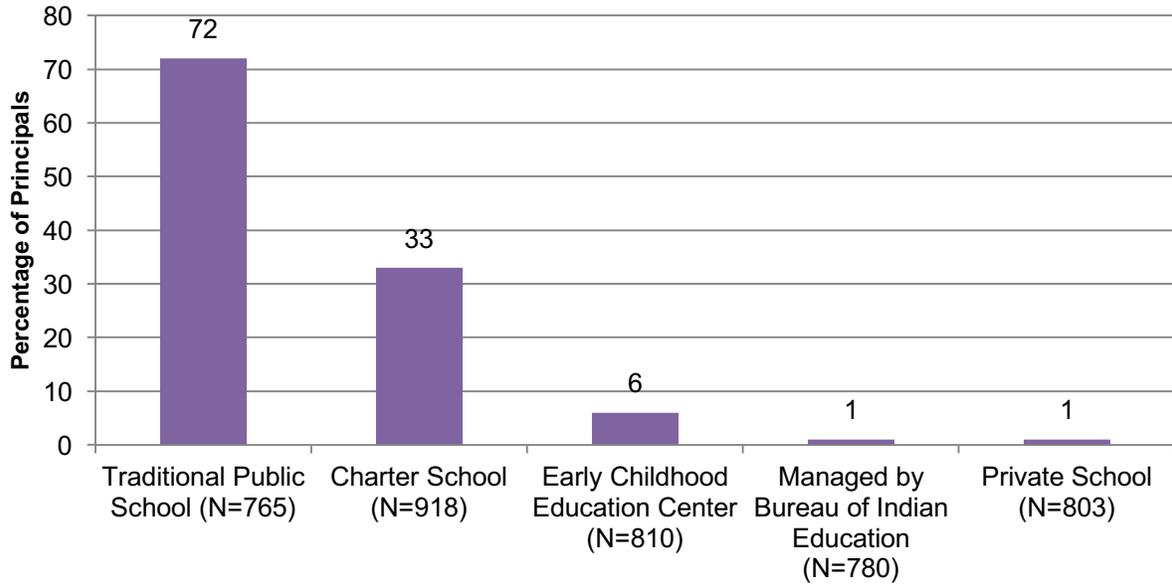
NOTES: Survey questions were "Is your school . . . a charter school?", "Is your school . . . a private school?", "Is your school . . . an early childhood education center?", and "Is your school . . . managed by the Bureau of Indian Education?" We calculated the percentage of traditional schools from respondents who answered all four questions about school type (N = 765) in the negative.

3. Principals' Satisfaction with Corps Members and Alumni

This chapter reports findings on respondents' overall satisfaction with corps members and alumni, along with factors that may contribute to that satisfaction (e.g., corps members' skills, impact on the school environment, or school involvement). Principals were generally satisfied with corps members, appreciating the quality of their contributions both inside the classroom and to the larger school community. Principals also generally viewed alumni contributions to their schools as being very positive.

Corps Members

Overall Satisfaction with Corps Members Was High

When asked about the extent to which they agreed with the statement, "I am satisfied with the Teach For America corps members in my school," the majority of respondents (86 percent) answered in the affirmative (Figure 3.1). This marks an increase in overall satisfaction over the previous survey (86 percent versus 81 percent in 2015; Rudnick et al., 2015), although principals were less likely to express extreme agreement or disagreement in the current survey than in the previous survey. These overall levels of satisfaction are consistent with other principal surveys. For example, a 2010–2011 survey of principals in Florida indicated that, on average, principals rated newly inducted teachers as "effective" or "highly effective" in their instructional practice, and 95 percent of principals indicated that new teachers met the criteria for rehiring (Milton et al., 2013). National surveys conducted by Public Agenda found that nearly 98 percent of principals were satisfied with the overall quality of their teaching staff (Farkas et al., 2000), though this included satisfaction with both novice and veteran teachers.

Figure 3.1. Principals' Overall Levels of Satisfaction with Corps Members
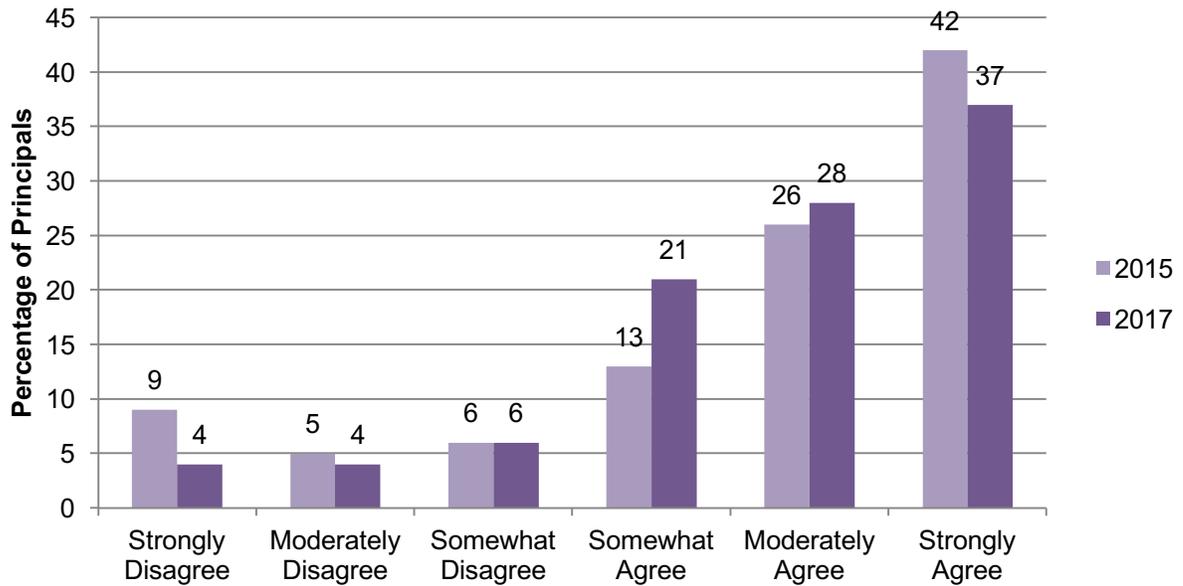
NOTE: The survey question was "To what extent do you agree with the statement, 'I am satisfied with the Teach For America corps members in my school.'"

Factors Potentially Contributing to Principal Satisfaction with Corps Members

Four of the survey questions sought to better understand principals' perceptions of corps members.

Corps Members Made a Positive Difference in Student Academic and Nonacademic Development

We asked principals to indicate whether corps members made a positive impact, negative impact, or no difference in five distinct areas of students' academic and nonacademic development, including academic growth, socio-emotional development, social identity development, recognition of injustice in the world, and ability to cultivate relationships and leverage resources necessary for goal attainment. The majority of respondents indicated that TFA corps members made a positive difference in all five areas (Figure 3.2). Less than 6 percent of responding principals indicated that TFA corps members had a negative impact in any of the five areas of student development.

Figure 3.2. Principals' Perceptions of Corps Member Impact

Category	Negative Difference	No Difference	Positive Difference
Students' ability to seek out relationships and resources needed to overcome barriers in pursuit of…	2	37	61
Students' recognition of injustice in the world	3	45	52
Students' development of positive social identities	3	30	68
Students' personal growth (e.g., socio-emotional development, growth mindset)	3	23	74
Students' academic growth	5	17	78

Percentage of Principals

■ Negative Difference ■ No Difference ■ Positive Difference

NOTE: The survey question was "Please tell us whether Teach For America corps members make positive, negative, or no difference in terms of . . ." followed by each of the categories listed above.

Corps Members and Other Novice Teachers Created Classroom Environments That Supported Student Learning and Development

Principals rated corps members' ability to construct learning environments that fostered student engagement and promoted positive student academic and nonacademic development (complete item text is available in Appendix C). In addition, principals also provided ratings for other novice non-TFA teachers in their schools (i.e., those with less than two years of teaching experience). Similar to ratings of TFA corps members, ratings of novice teachers were not collected about every novice teacher in the school. Instead, respondents were asked, in general, to think about the novice teachers in the school. Ratings of non-TFA teachers enabled general comparisons of corps members' skills and abilities with those of other new teachers. As a reminder, we used regression models to examine the relationship between principal perceptions and novice teacher type, and these models included principal and regional fixed effects and variables to control for school size and whether the school had unfilled teaching vacancies. Respondents generally rated both corps members and non-TFA novice teachers highly in all 12 areas. Figure 3.3 displays the percentage of principals rating a teacher as "very good" or "excellent" on each of the 12 dimensions. Principals consistently rated corps members higher

than their non-TFA peers, suggesting that principals believed that TFA corps members were better able than other novice teachers to create positive learning environments.[6] Principals were significantly more likely to rate corps members higher than their novice peers on 11 of the 12 dimensions.

Figure 3.3. Perceptions of Whether Teachers Are "Very Good" or "Excellent" at Creating Classroom Environments That Support Students' Growth and Achievement
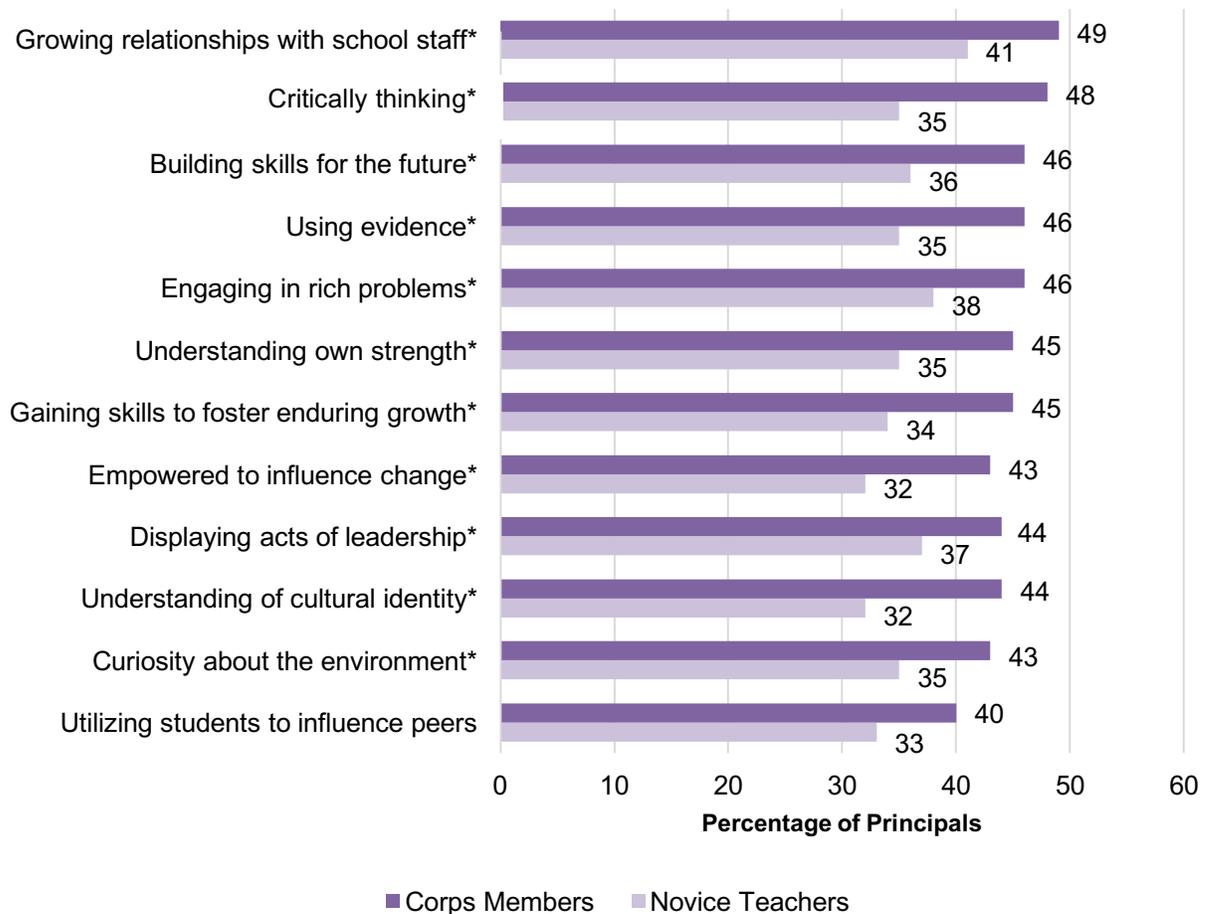
NOTES: The survey questions were "Do you feel Teach For America corps members are excellent, very good, good, fair, or poor at creating classroom environments that support their students in each of the following activities?" and "When thinking about your school's novice teachers (i.e., those with less than two years of teaching experience) who are not Teach For America corps members, are they excellent, very good, good, fair, or poor at creating classroom environments that support their students in each of the following activities?" followed by each of the categories displayed. Statistically significant differences ($p < 0.05$) are marked with an asterisk.

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[6] As described in Chapter One, because we used Likert-type scales for satisfaction questions, we used ordinal logistic regression to test the significance of differences in principals' assessments of TFA versus non-TFA novice teachers on the variables listed. To account for the issue that arises from making multiple comparisons of variables, we adjusted p-values from the tests using the false-discovery-rate approach (Benjamini and Hochberg, 1995).

Corps Members Made Contributions Outside the Classroom at a Level Similar to That of Other Novice Teachers

Principals also estimated the proportion of corps members and non-TFA novice teachers involved in school activities outside the classroom (full text of survey items is available in Appendix C). Figure 3.4 displays the percentage of principals indicating that some or all teachers participated in a particular activity. Principals less frequently reported that corps members filled other roles in schools, including serving in a mentoring capacity, serving as a lead curriculum specialist, serving as department chair, or coaching a sport. For the remainder of the activities listed, a majority of principals reported that no corps members participated in the given activity. When comparing TFA corps members with other novice teachers using regression models that included principal and regional fixed effects and variables to control for school size and whether the school had unfilled teaching vacancies, we found no differences in participation rates in sponsoring student groups; serving as department leads, lead curriculum specialists, or formal mentors; or serving on school- or district-wide committees or task forces. However, fewer TFA corps members were reported to be involved in coaching sports than other novice teachers.[7]

Figure 3.4. Principals Reporting That "Some" or "All" Teachers Participate in School Activities
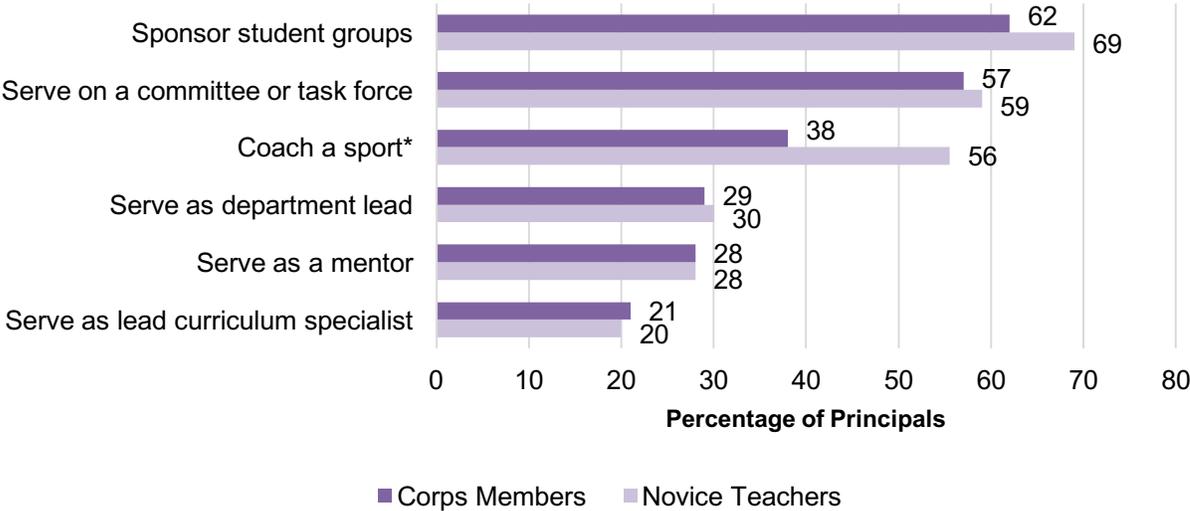
NOTES: The survey questions were "During this school year, to what extent did Teach For America corps members participate in the following?" and "During this school year, to what extent did your school's novice teachers (i.e., those with less than two years of teaching experience) who are not Teach For America corps members participate in the following?" followed by each of the categories displayed. Full results are available in the appendix. Statistically significant differences ($p < 0.05$) are marked with an asterisk.

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[7] Because we used Likert-type scales for satisfaction questions, we used ordinal logistic regression to test the significance of differences in principals' assessments of TFA versus non-TFA novice teachers on the variables listed. To account for the issue that arises from making multiple comparisons of variables, we adjusted p-values from the tests using the false-discovery-rate approach (Benjamini and Hochberg, 1995).

Corps Members Positively Contribute to Their School Community

Principals also indicated the extent to which they agree that corps members positively contribute to the school community (full text of survey items is available in Appendix C).

The vast majority of principals agreed (i.e., chose "somewhat agree," "moderately agree," or "strongly agree") that the corps members serving at their school contributed to a positive, collaborative professional culture (89 percent), built strong relationships with the school community (88 percent), and demonstrated leadership (81 percent) (see Figure 3.5). Further, at least a quarter of principals "strongly agreed" with each of these statements about their corps members.

Figure 3.5. Satisfaction with Teach For America Corps Members Contributions to the School Community
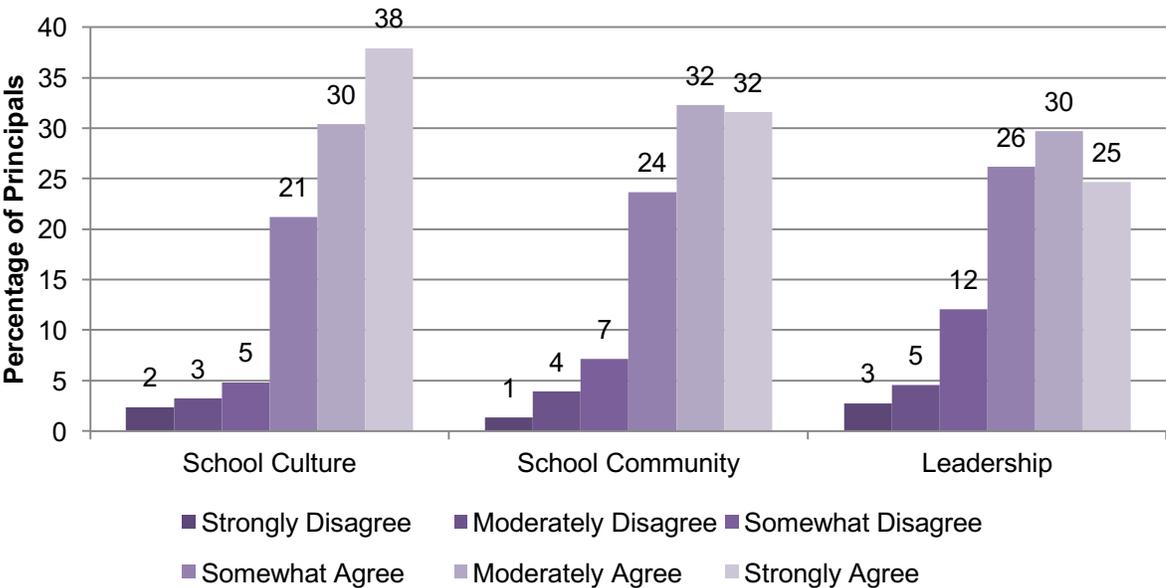
NOTE: The survey question was "To what extent do you agree with the following statements?" followed by each of the categories listed.

Teach For America Alumni

More than half of survey respondents (65 percent) indicated that TFA alumni (i.e., corps members who had completed their two-year commitment to TFA) were currently working at their schools as teachers. Of the principals who indicated that TFA alumni were working in their schools, most (62 percent) reported having between one and three TFA alumni at their school. Table 3.1 shows the range in the number of TFA alumni reported to be in the schools.

Table 3.1. Teach For America Alumni Working at Reporting Schools

Alumni	Percentage of Principals Responding (*N* = 631)
1–3	62%
4–6	22%
7–9	9%
10+	7%

NOTE: The survey question was "How many Teach For America alumni are working in your school this school year?"

Principals with alumni working at their schools were asked to indicate how much they agreed with each of the following three statements about whether alumni positively contributed to the school community (full text of survey items is available in Appendix C).

The results (Figure 3.6) indicate that the majority of principals believed that TFA alumni contributed to their schools in a positive way through their promotion of school culture (93 percent), promotion of school community (94 percent), and leadership contributions (94 percent).

Figure 3.6. Satisfaction with Teach For America Alumni Contributions to the School Community
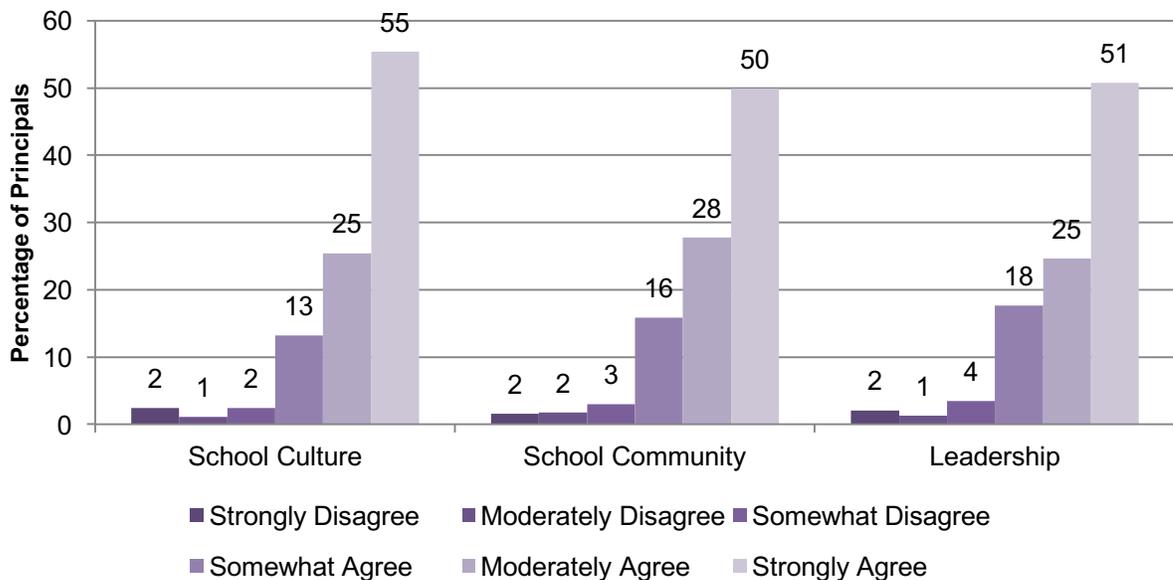
NOTE: The survey question was "In the following, please only consider Teach For America alumni who are teaching in your school for the current (2016–2017) school year. To what extent do you agree with the following statements?" followed by each of the categories listed above.

4. Principals' Thoughts About Hiring Teach For America Corps Members and the Training and Support Corps Members Receive

This chapter reports findings on respondents' satisfaction with the pool of corps members available for hire, reasons principals decide to hire corps members, and their satisfaction with the training and support TFA provides corps members. As detailed in the previous chapter, principals were generally satisfied with corps members, and those perceptions, combined with satisfaction about TFA's pool of corps members to hire, were reflected in principals' responses to questions about hiring corps members.

Future Corps Member Hiring

The Majority of Principals Would Hire or Recommend Hiring Corps Members in the Future

Principals indicated whether or not they would hire TFA corps members in the future for job openings at their schools and whether or not they would recommend hiring corps members to a colleague. The majority of respondents indicated that they would be willing to hire corps members to fill future teaching vacancies in their school (82 percent). This result is consistent with past surveys (McCann et al., 2013; Rudnick et al., 2015). Further, most participants (88 percent) in this year's survey indicated that they would recommend hiring corps members to other principals.[8]

To better understand principals' reasons for hiring corps members and reasons they may not want to hire corps members, principals were asked to evaluate 13 different characteristics that have previously been cited as factors influencing corps member hiring. Principals rated each characteristic as "reason to hire," "reason not to hire," or "does not influence hiring decision." The majority of principals considered all of the reasons listed to be a "reason to hire" a TFA corps member (Figure 4.1). The reasons that garnered the most support as being a "reason to hire" were corps members' fit with school culture (84 percent), corps members' level of collaboration with staff (83 percent), and corps members' impact on student outcomes (82 percent). The two reasons that received the most votes for being a "reason not to hire" were corps members' classroom management skills (29 percent) and corps member retention beyond the two-year teaching commitment (27 percent)—that is, just over a quarter of principals reported that the potential for corps members to leave the classroom after their two-year commitment was a reason not to hire them. This is also consistent with results from other

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[8] Because of a change in the way this question was asked, a comparison cannot be made to previous surveys.

principal surveys. For example, on a 2016 principal survey in Texas, nearly 82 percent of principals indicated that first-year teachers were not sufficiently prepared to implement effective classroom management procedures (Texas Education Agency, undated).

Figure 4.1. Reasons Principals Would or Would Not Hire Corps Members
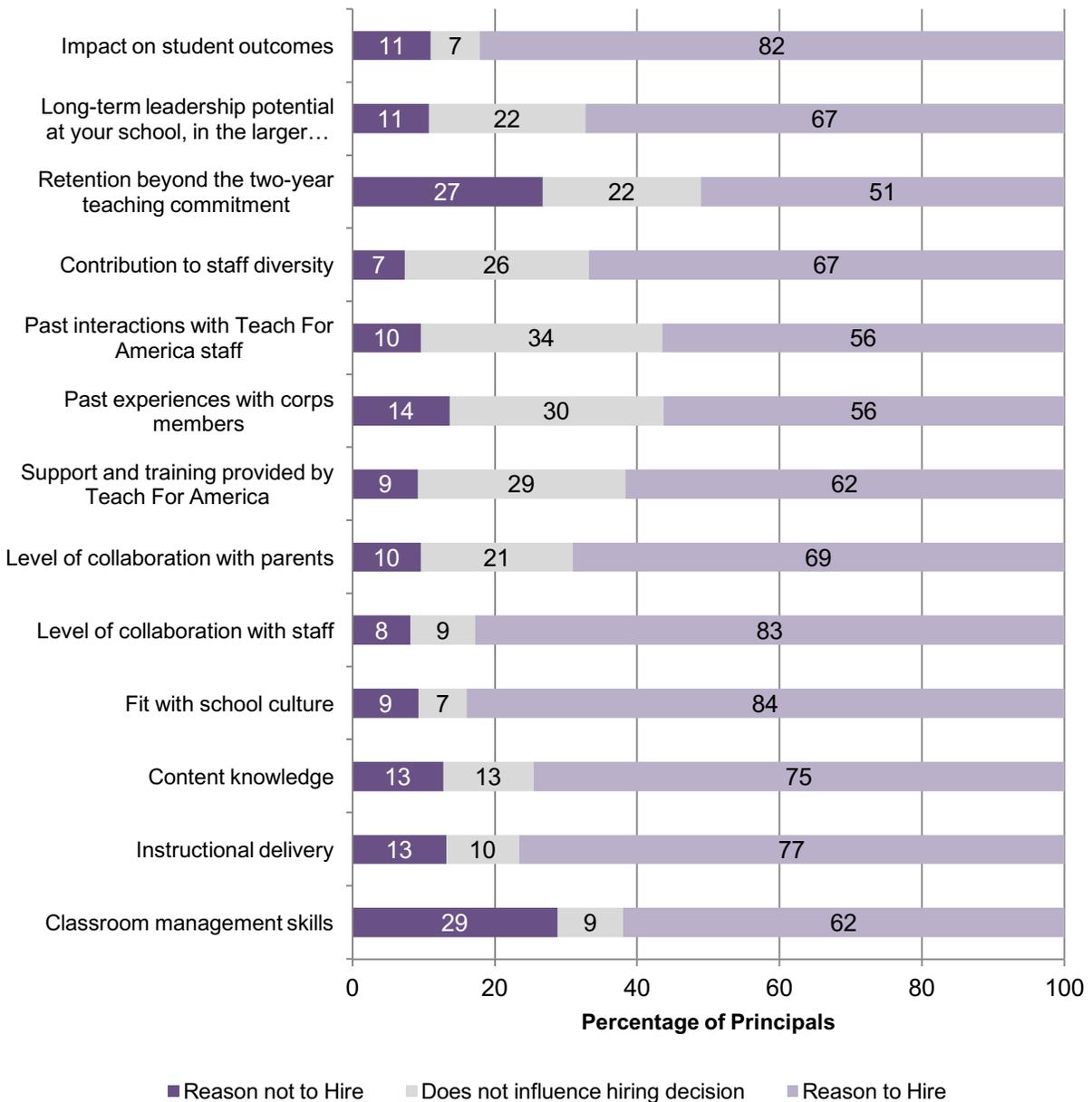
NOTES: The survey question was "Thinking about your experiences with Teach For America corps members this school year, please indicate whether the following skills and behaviors are reasons that you would or would not be willing to hire a Teach For America corps member in the future." The question was followed by each of the categories listed in the figure.

Most Principals Are Satisfied with the Quality and Diversity of the Pool of TFA Corps Members from Which to Choose

Another factor that may influence principals' future decisions about whether to hire a TFA corps member in the future is the quality of the available pool of TFA corps members. To better understand how principals perceived the pool of TFA applicants, principals indicated the extent to which they agreed with several statements about the quality of the pool of TFA corps members available for hiring (see Appendix C for full item text).

Most principals were satisfied with the quality of the TFA corps member pool (Figure 4.2). More than three-quarters of the respondents believed that the pool of TFA corps members had the orientations, skills, and content knowledge needed to be successful at their schools (79 percent), reflected the diversity that their school looks for in their teaching staff (76 percent), and met or exceeded the expectations that hiring principals had for them during the hiring process (83 percent). This level of satisfaction is consistent with other surveys about the quality of the teacher pool overall. A 2011–2012 survey of principals in San Francisco Unified School District indicated that 91 percent of principals were satisfied with the quality of the pool of external hires (Gao, 2013), and an earlier survey by Public Agenda suggested that approximately 91 percent of principals were satisfied with the quality of teacher candidates (Farkas et al., 2000).

Figure 4.2. Principal Satisfaction with Teach For America's Pool of Corps Members
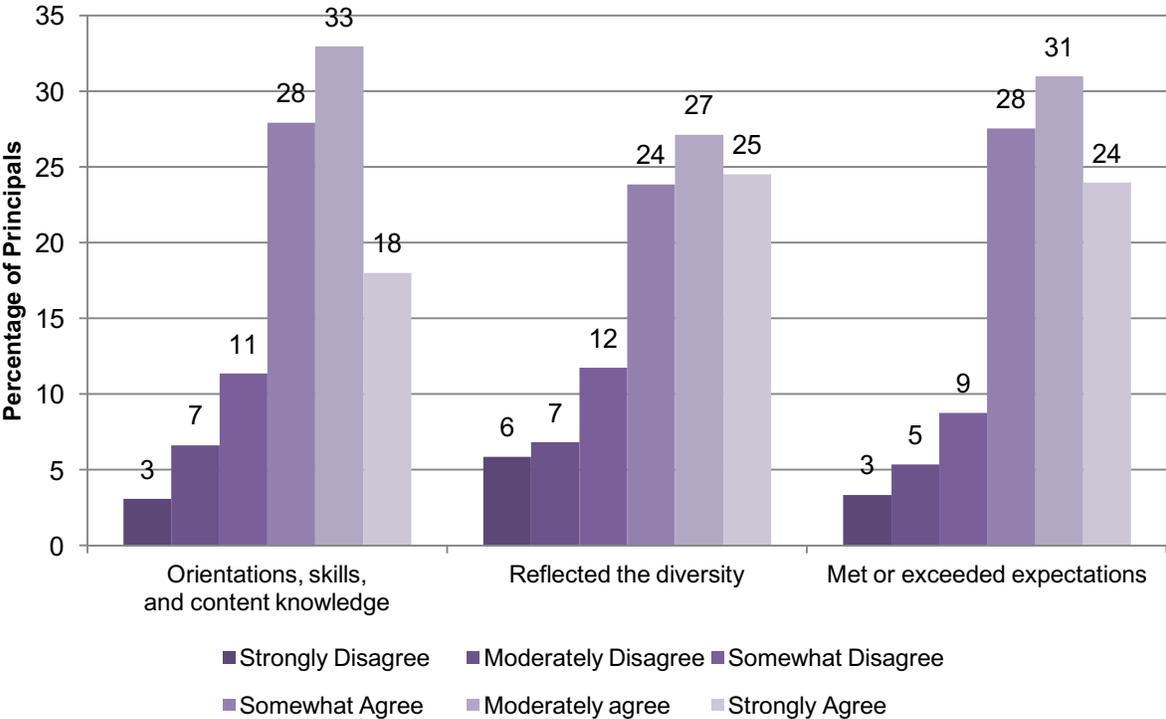
NOTES: The survey question was "Please tell us the extent to which you agree with the following statements about your school's hiring process." The question was followed by each of the categories listed in the figure.

23

Principal Feedback on Teach For America's Support of Corps Members

Most Principals Are Familiar with One or More of the Supports and Training That TFA Provides Corps Members

TFA provides corps members with a training and support program with the intent of fostering a positive transition into the classroom. Principal familiarity with TFA training and support is important for several reasons. Firstly, research has shown that principal support for mentoring, support, and development programs can play a key role in the induction of new teachers (Brown and Wynn, 2009) and that new teacher retention increases when principals are aware of training activities and take an active role in teacher induction (Krasnoff, 2014). Second, principal awareness of the induction and professional development activities of their staff is a critical component in building and maintaining instructional program coherence, which research has shown is an important factor for improving teacher effectiveness and student achievement (Garet et al., 2001; Grissom and Loeb, 2009; Newmann et al., 2001). To this end, principals were asked to identify the TFA supports and trainings that they were familiar with and their satisfaction with TFA's support and training. Eighty-one percent of responding principals indicated familiarity with at least one support function provided by TFA. The majority of principals were familiar with coaching (85 percent), the summer institute (79 percent), group professional development sessions (65 percent), and corps members' access to the broader TFA network in the community (58 percent), as shown in Figure 4.3. In contrast, fewer than a quarter of responding principals were familiar with the experiential community-learning opportunities that TFA provides.

Figure 4.3. Principals' Familiarity with Teach For America's Training and Support of Corps Members
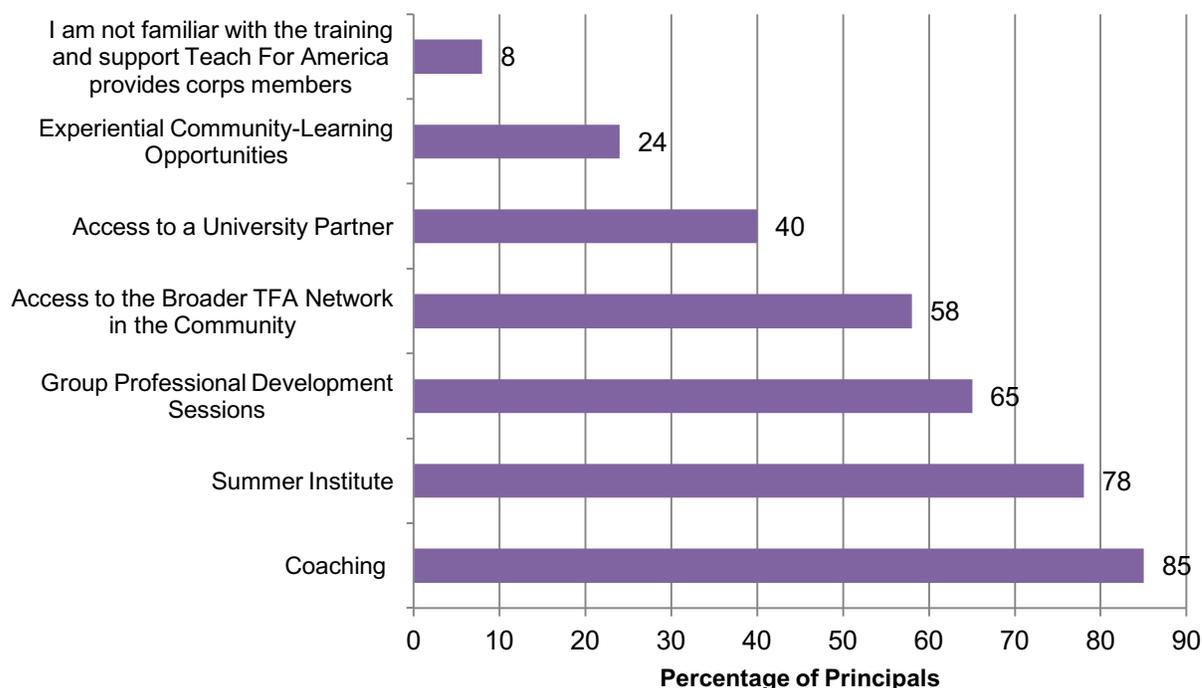
NOTES: The survey question was "Are you familiar with any of the following forms of training and support Teach For America provides your corps members? (Please mark all that apply.)" The question was followed by each of the categories listed in the figure.

Principals Reported Overall Satisfaction with Teach For America's Corps Member Support Network

As shown in Figure 4.4, of the principals who indicated that they were familiar with at least one element of the training and support that TFA provides to corps members, 88 percent of respondents indicated being satisfied or somewhat satisfied with TFA's support of corps members, with more than half selecting "satisfied." While 53 percent may seem like a low level of satisfaction, it is important to contextualize this in other principal surveys of teacher preparation programs. For example, in Massachusetts, only 27 percent of principals said that candidates were well prepared to meet the needs of the students in their school (Massachusetts Department of Elementary and Secondary Education, 2017), and in Texas, only 11 percent of principals indicated that first-year teachers were well prepared by their educator preparation program for the first year of teaching (Texas Education Agency, undated). In a survey of principals and superintendents by Public Agenda, only 55 percent responded that teacher training programs did a good job of preparing teachers (Farkas et al., 2000).

Figure 4.4. Principals' Satisfaction with Teach For America's Corps Member Support Network

NOTE: The survey question was "Overall, how satisfied are you with the Teach For America support network available to corps members in your school?"

5. Alumni and Charter School Findings

While overall satisfaction with TFA corps members was high, there were significant variations in how satisfied different types of respondents were with their corps members. In this chapter, we examine the extent to which there are systematic differences in how principals perceive TFA corps members' skills and effectiveness, as well as their overall satisfaction with the training and support provided to those corps members by TFA, based on principal characteristics and school governance structure. Specifically, we used regression analyses that used survey responses as dependent variables and principal alumni status and charter school status as independent variables. These models allowed us to compare the average responses across principal alumni status or school type. Because charter school status and alumni status are not mutually exclusive subgroups,[9] the results presented here reflect a combination of alumni status and school governance structure. To try to separate these effects, we ran four separate regression models. The first model contained only an indicator of alumni presence. The second model contained only an indicator of charter status. The third model contained both indicators simultaneously. The fourth model contained both indicators and an interaction term. These regressions also included regional fixed effects and variables to control for school size and whether the school had unfilled teaching vacancies. Complete results are available in Appendix A.

In this chapter, we first highlight trends for alumni principals and then turn to charter school principals. To simplify the presentation of results, we only report statistically significant differences in this chapter.[10]

Teach For America Alumni Principals

TFA's alumni network is critical to its mission. Nearly one out of five respondents to the 2017 survey were themselves TFA alumni. Further, there may be systematic differences in how alumni principals perceive TFA corps members because they are, in some ways, experts on the TFA program who are informed in distinctive ways about the qualities of the TFA experience. It should be noted, however, that the TFA program has gone through several modifications (Zukiewicz et al., 2015), and alumni principals' TFA experience may be different from the

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[9] In practice, 74 percent of TFA alumni respondents lead charter schools, and many charter school principals are TFA alumni (45 percent).

[10] Significance tested at the 0.05 level. Because we used Likert-type scales for satisfaction questions, we used ordinal logistic regression to test the significance of associations between variables. To account for the issue that arises from making multiple comparisons of variables, we adjusted p-values from the tests using the false-discovery-rate approach (Benjamini and Hochberg, 1995). Appendix A provides complete regression results for these subgroup analyses.

experiences of current corps members, which could result in alumni principals having mismatched expectations about TFA and the corps members it provides. Understanding the ways in which alumni perceptions of TFA corps members and experiences differ from other principals may shed important light on aspects of the TFA program that could be improved or redeveloped.

Principal Alumni Status and Satisfaction Ratings

In Chapter Two, we described the responses to questions related to satisfaction with corps members that included an overall statement of satisfaction and perceptions about corps members' contributions to their school both in and outside of their classroom. While, overall, both alumni and non-alumni principals had favorable impressions of corps members' ability to create classroom environments that supported student growth and achievement, alumni systematically rated corps members lower (Figure 5.1). However, our analysis suggests that the differences in three of these areas—displaying acts of leadership, building skills and behaviors for the future, and strengthening and building an understanding of cultural identity and diversity—may be driven largely by differences in charter school status. Additionally, alumni principals were less likely than non-alumni principals to say that that corps members made a positive difference in either students' development of positive social identities (64 percent versus 70 percent) or in their students' ability to seek out relationships and resources (53 percent versus 64 percent).

Figure 5.1. Perceptions of Whether Teachers Are "Very Good" or "Excellent" at Creating Classroom Environments That Support Students' Growth and Achievement, by Alumni Status
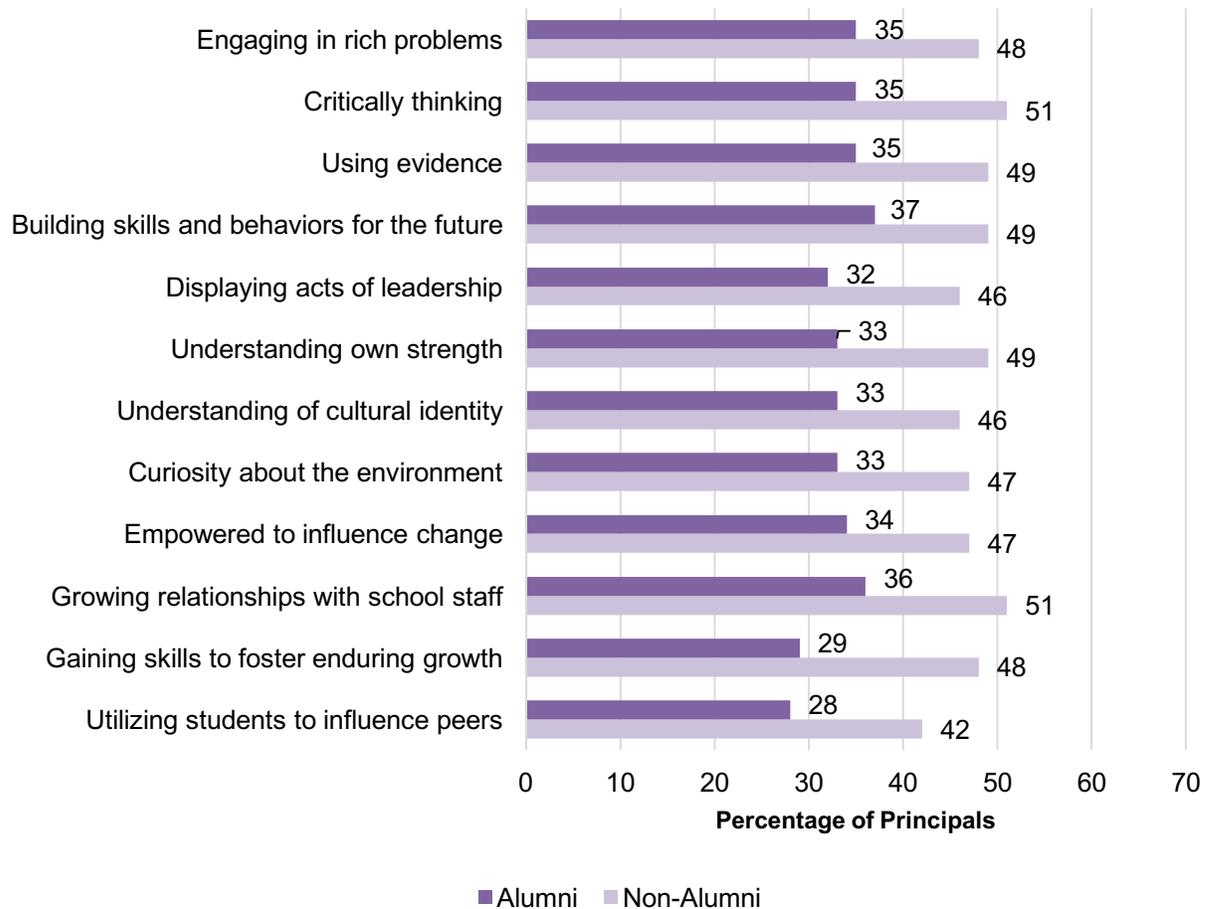
	Alumni	Non-Alumni
Engaging in rich problems	35	48
Critically thinking	35	51
Using evidence	35	49
Building skills and behaviors for the future	37	49
Displaying acts of leadership	32	46
Understanding own strength	33	49
Understanding of cultural identity	33	46
Curiosity about the environment	33	47
Empowered to influence change	34	47
Growing relationships with school staff	36	51
Gaining skills to foster enduring growth	29	48
Utilizing students to influence peers	28	42

Percentage of Principals

■ Alumni   ■ Non-Alumni

NOTE: The survey question was "Do you feel Teach For America corps members are excellent, very good, good, fair, or poor at creating classroom environments that support their students in each of the following activities?"

In terms of teacher involvement in the school community beyond their classroom, alumni were *significantly less likely* to indicate that some or all corps members served as a lead curriculum specialist (13 percent versus 23 percent). Alumni were also *significantly less likely* to indicate that some or all corps members serve on a school-wide or district-wide committee or task force (46 percent versus 61 percent); however, our analysis suggest that this difference may be driven largely by differences in charter school status.

Unsurprisingly, alumni school leaders were also *significantly more likely* than non-alumni leaders to indicate familiarity with the various aspects of TFA's program and supports, including the summer institute, coaching, group professional development sessions, experiential community-learning opportunities, access to a university partner, and access to the broader TFA network (Figure 5.2). On the other hand, overall satisfaction with TFA support was considerably lower for alumni than non-alumni; 57 percent of non-alumni said that they were satisfied with

the TFA support network, compared with 38 percent of alumni. Our analyses suggest that this difference may be driven largely by differences in charter school status.

Figure 5.2. Principals' Familiarity with Teach For America's Training and Support of Corps Members, by Alumni Status
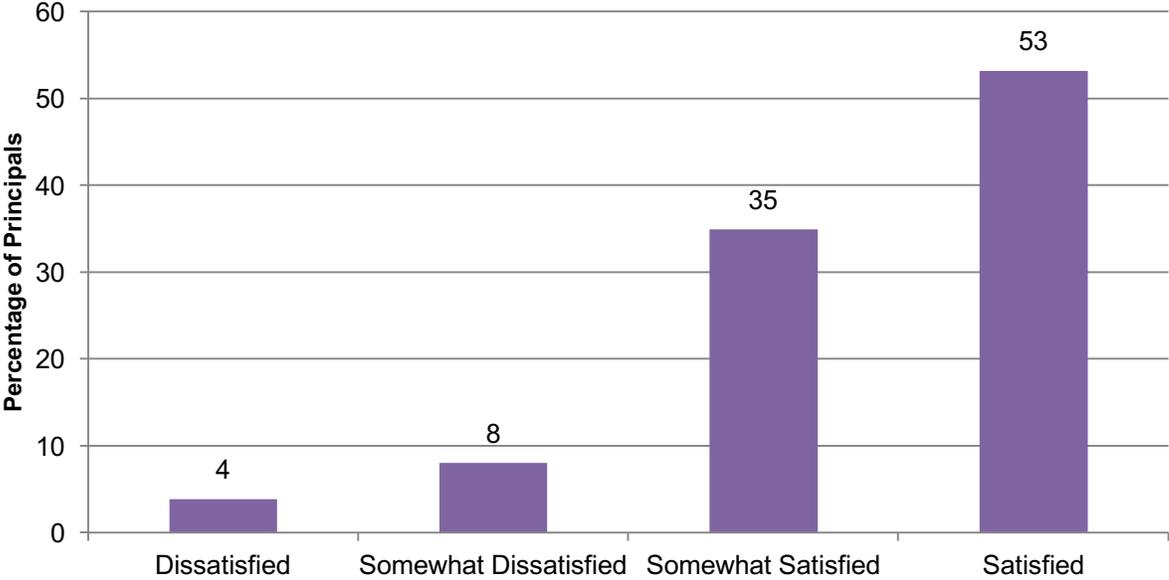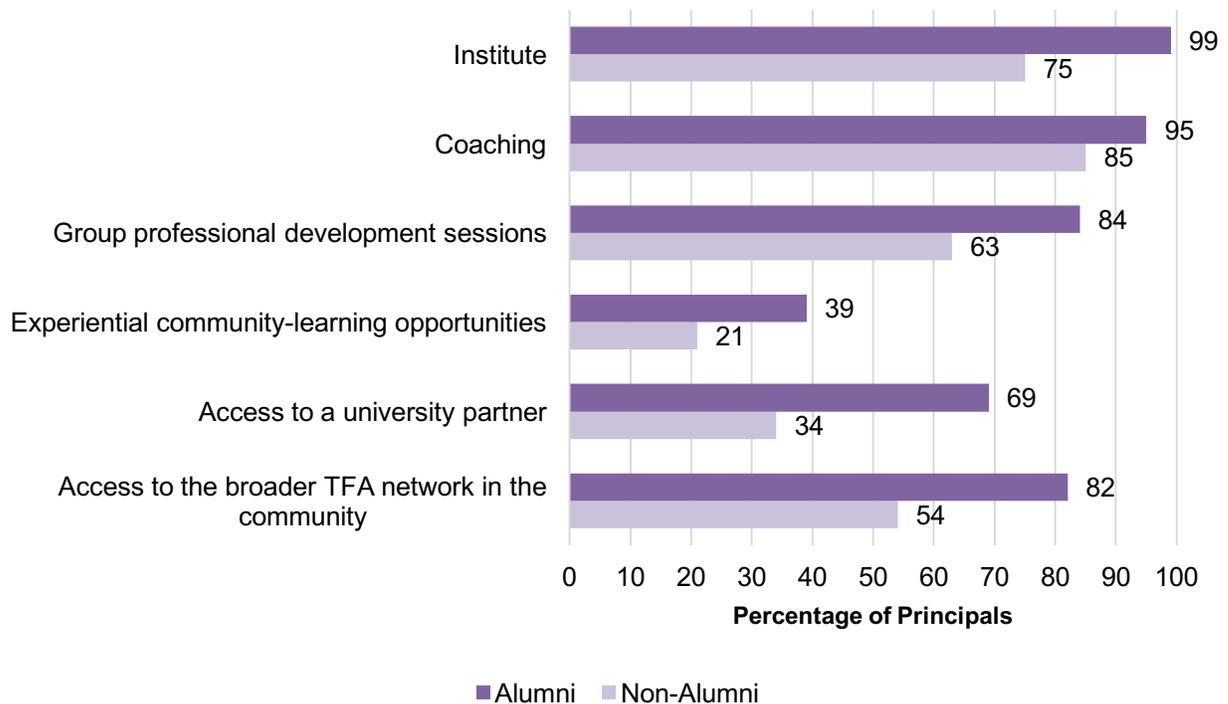

NOTE: The survey question was "Are you familiar with any of the following forms of training and support Teach For America provides your corps members? (Please mark all that apply.)" The question was followed by each of the categories listed in the figure.

Principal Alumni Status Related to Hiring Decisions and Corps Member Preparation

In Chapter Three, we described principals' responses to questions related to the likelihood that they would hire a corps member in the future or recommend that a colleague do so, principals' satisfaction with the pool of corps members available for them to hire, reasons that a principal may or may not hire a TFA corps member, and principals' satisfaction with corps member preparedness for the profession. While satisfaction rates among both groups are high, TFA alumni principals tended to be less satisfied overall.

Alumni principals were *significantly less likely* to strongly agree that corps members had the orientation, skills, and knowledge to succeed (9 percent versus 21 percent) or that the corps members that were hired met or exceeded expectations (17 percent versus 26 percent).

Alumni participants were *significantly less likely* to identify four reasons to hire a corps member (Figure 5.3): instructional delivery, content knowledge, collaboration with parents, and support and training provided by TFA.

Figure 5.3. Reasons Principals Would Hire a Corps Member, by Alumni Status
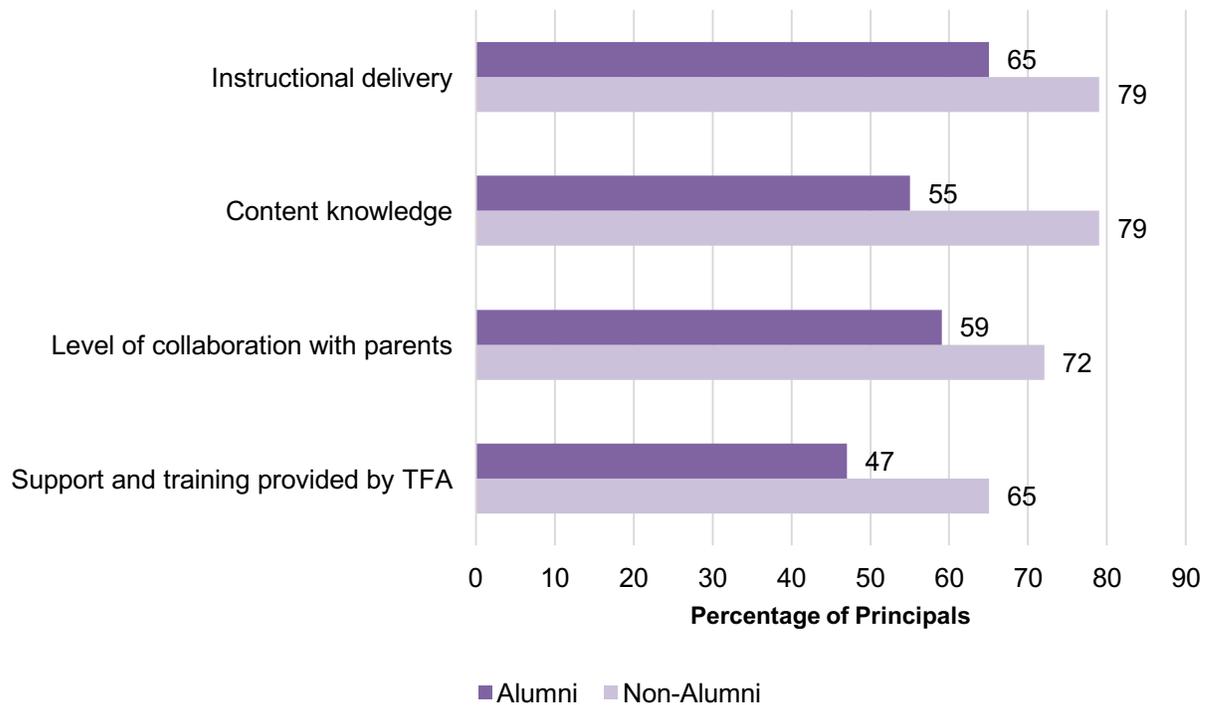
Charter School Principals

Many charter schools have grown to be inextricably linked to TFA. As described in Chapter One, TFA alumni have founded or have key leadership roles in some of the largest and most prominent charter management organizations in the United States, including KIPP, Aspire, Achievement First, Green Dot, and IDEA Public Schools (Kretchmar, Sondel, and Ferrare, 2014). Like alumni who are more familiar with TFA than non-alumni, it is possible that the close organizational ties between many charter organizations and TFA influence charter principal perceptions of corps member preparedness and program quality. Nearly one-third of the respondents to the 2017 survey were principals leading charter schools.

Charter School Status and Satisfaction Ratings

In general, charter school principals had a less favorable impression of TFA corps members than non–charter school principals. Charter school respondents were *significantly less likely* to

agree strongly that corps members demonstrate a positive, collaborative professional culture in the school (41 percent versus 32 percent).

While, overall, both charter school and non–charter school principals had favorable impressions of corps members' ability to create classroom environments that supported student growth and achievement, charter school principals systematically rated corps members lower (Figure 5.4).

Figure 5.4. Perceptions of Whether Teachers Are "Very Good" or "Excellent" at Creating Classroom Environments That Support Students' Growth and Achievement, by Charter School Status
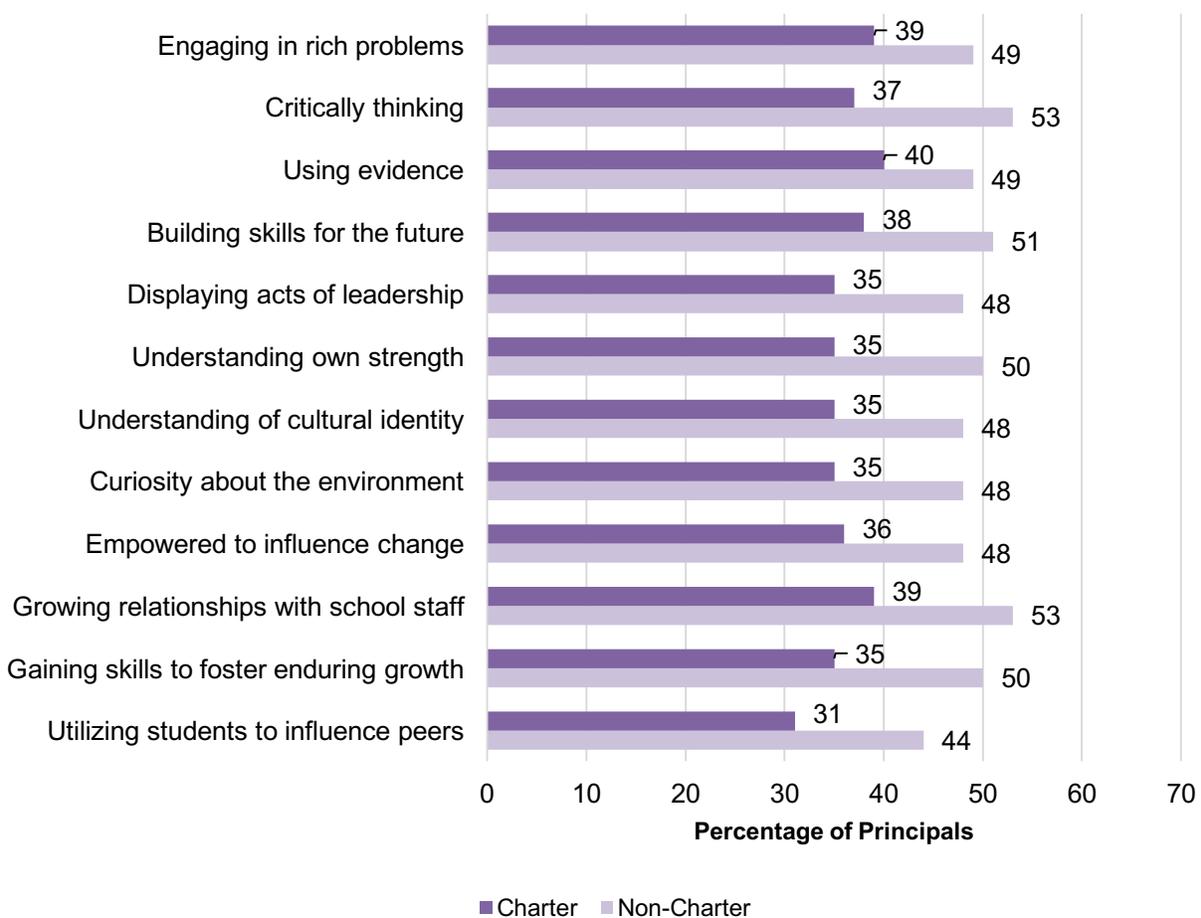
NOTE: The survey question was "Do you feel Teach For America corps members are excellent, very good, good, fair, or poor at creating classroom environments that support their students in each of the following activities?" The question was followed by each of the categories listed in the figure.

In terms of teacher involvement in the school community beyond their classroom, charter school principals were *significantly less likely* to indicate involvement of corps members in two school activities: serving as a lead curriculum specialist and serving on a committee or task

force. While only 13 percent of charter school principals indicated that some or all corps members served as curriculum leads, 23 percent of non–charter school principals noted this participation. Similarly, 47 percent of charter school principals indicated that some or all corps members served on a school-wide or district-wide committee or task force, compared with 64 percent of non–charter school principals.

Charter school principals were *significantly more likely* than non–charter school principals to indicate familiarity with the various aspects of TFA's program and supports, including the summer institute, coaching, group professional development sessions, experiential learning opportunities, access to a university partner, and access to the broader TFA network (Figure 5.5). However, many of these differences in familiarity appear to be driven by alumni status. Overall satisfaction with TFA support was considerably lower for charter school versus non–charter school leaders (59 percent of non–charter school leaders were likely to say that they were satisfied with the TFA support network, compared with 40 percent of charter school leaders).

Figure 5.5. Principals' Familiarity with Teach For America's Training and Support of Corps Members, by Charter Status
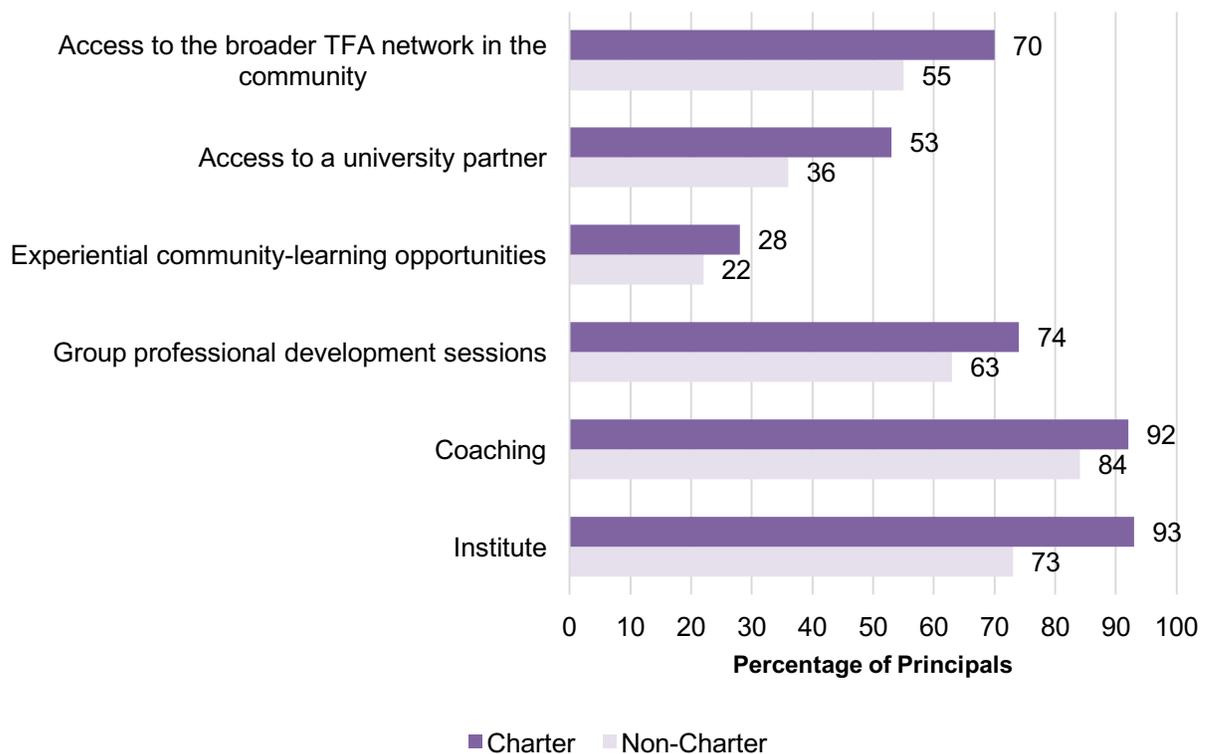
NOTE: The survey question was "Are you familiar with any of the following forms of training and support Teach For America provides your corps members? (Please mark all that apply.)" The question was followed by each of the categories listed in the figure.

33

Charter School Status Related to Hiring Decisions and Corps Member Preparation

Satisfaction with the pool of corps members available for hire and with corps member preparation was generally high. However, charter school principals tended to be less satisfied overall.

Charter school principals were *significantly less likely* to strongly agree that corps members had the orientation, skills, and knowledge to succeed (11 percent versus 23 percent). Charter school participants were also *significantly less likely* to indicate that either corps members' instructional delivery (69 percent versus 80 percent) or the support and training provided by TFA (51 percent versus 67 percent) was a reason to hire a corps member.

6. Conclusion, Recommendations, and Future Research

Taken together, the results of this survey suggest that principals are generally satisfied with corps members, alumni, and the support that TFA provides to corps members. As a possible reflection of this satisfaction, respondents were also likely to consider hiring a TFA corps member to fill a vacancy and/or recommend hiring a corps member to a school leader colleague. Our findings suggest that if a principal does hesitate to hire a corps member, it could be due to perceptions of weak classroom management skills or the potential for losing the corps member after their two-year commitment. Although overall marks were high, charter school principals and TFA alumni principals tended to rate corps members' abilities and the support that TFA provides significantly lower than their non–charter school leader and non-alumni counterparts. A possible explanation for this trend is that the TFA alumni's first-hand experience with TFA gives them deep knowledge that then allows them to be more critical of the organization and current corps members. Given the relatively high proportion of charter school leaders who are TFA alumni, this could also explain the charter school results.

These results shed light on opportunities for TFA to continue to improve principal satisfaction with corps members and the training and support that TFA provides them. We conclude with some suggestions for future research and evaluation, as well as for improvement in TFA's programming and school relationships.

Investigate the Sources of Principal Dissatisfaction to Obtain a Deeper Understanding of Principal Experiences

Although principal satisfaction is, on average, quite high, there were specific principals who voiced dissatisfaction with various aspects of TFA. The root cause of this dissatisfaction is not readily apparent from the survey data. If TFA were interested in obtaining a richer and more nuanced perspective on these principals' experiences, it could organize follow-up interviews or focus groups with selected principals, identified by regional staff, to clarify the cause(s) of dissatisfaction. Special attention should be paid to ensure that some of these conversations take place with alumni and charter school leaders, as individuals in these groups make up a substantial portion of TFA's principal partners, and they tend to have higher levels of dissatisfaction than their non-alumni and non–charter school leader counterparts. Additionally, TFA could conduct follow-up surveys or interviews with principals who were interested in partnering with TFA to hire corps members but ultimately decided not to do so. Such follow-ups would foster greater understanding of the factors that led these principals to disengage.

Address Principals' Concerns About Corps Members' Two-Year Commitment and
*   Classroom Management Skills*

Principals reported that one of their greatest apprehensions about hiring corps members was the corps members' two-year commitment. Many corps members elect to remain in the classroom beyond their two-year programmatic commitment (Donaldson and Johnson, 2011). Communicating with principals about the number of corps members who remain in the classroom for three or more years may help to assuage principal concerns about teacher turnover. This also suggests an area for additional research, as developing a greater contextual understanding of novice teacher mobility and retention in TFA partner schools would help to build a comparative perspective about corps members' commitment to the profession relative to their novice teacher peers. Another source of concern was corps members' classroom management skills. Research has shown that novice teachers, in general, struggle with classroom management (Tschannen-Moran and Hoy, 2007; Brock and Grady, 1998). TFA may want to organize follow-up interviews or focus groups with selected principals, identified by regional staff, about the specific concerns surrounding classroom management. The results of these interviews may provide important insights that can inform future TFA institute activities and school-based support and professional development.

Improve Principals' Understanding of Corps Member Training and Support

More than three-quarters of principals were familiar with TFA's summer institute and the coaching that TFA provides for corps members. However, far fewer principals were familiar with the other training and support opportunities that TFA provides, including the group professional development sessions, access to the broader TFA network, access to university partners, and experiential community-learning opportunities. Because TFA invests resources in creating and sustaining these training and support tools, it should consider investing in educating principals about them as well. In particular, because fewer than a quarter of responding principals were familiar with the experiential community-learning opportunities that TFA provides, TFA may want to highlight that particular support feature in future communications with principals. The more familiar principals are with these resources, the more likely it is that they will be able to leverage them to help their corps members and improve their schools.

Appendix A: Significance-Test Results

This appendix provides the results of significance testing for all measures and select principal and school characteristics. Table A.1 provides significance-test results for models that included main effects for respondents who reported that they were TFA alumni and for respondents who led charter schools. Table A.2 provides significance-test results for models that included effects for both alumni status and charter school status. All regression models also included regional fixed effects and variables to control for school size and whether the school had unfilled teaching vacancies.

Table A.1. Principals Who Are Teach For America Alumni and Principals of Charter Schools

Dependent Variable	TFA Alumni Principals		Charter School Principals	
	Coefficient	Adjusted p-Value	Coefficient	Adjusted p-Value
Hiring: Pool of TFA corps members had the orientation, skills, and content knowledge	0.451	0.000	0.573	0.003
Hiring: Pool of TFA corps members reflected schools' diversity needs	0.821	0.296	0.948	0.785
Hiring: TFA corps members hired met or exceeded expectations	0.695	0.046	0.832	0.332
Overall satisfaction with TFA corps members	0.723	0.076	0.938	0.769
Would recommend hiring a TFA corps member	0.961	0.859	0.917	0.674
Would hire another corps member	0.789	0.206	0.808	0.264
Demonstrate positive, collaborative professional culture	0.699	0.053	0.635	0.014
Build strong relationships with the school community	0.753	0.127	0.803	0.258
Demonstrate formal and informal leadership	0.703	0.055	0.710	0.055
Difference made: Students' academic growth	0.709	0.162	0.804	0.393
Difference made: Students' personal growth	1.051	0.859	0.957	0.862
Difference made: Students' development of positive social identities	0.622	0.035	0.733	0.185
Difference made: Students' recognition of injustice in the world	1.147	0.543	0.879	0.559

Dependent Variable	TFA Alumni Principals		Charter School Principals	
	Coefficient	Adjusted *p*-Value	Coefficient	Adjusted *p*-Value
Difference made: Students' ability to seek out relationships and resources	0.579	0.010	0.767	0.239
Classroom environments: Engaging in rich problems	0.638	0.015	0.663	0.023
Classroom environments: Critically thinking	0.645	0.019	0.580	0.003
Classroom environments: Using evidence	0.655	0.026	0.587	0.003
Classroom environments: Building skills and behaviors for the future	0.685	0.038	0.566	0.002
Classroom environments: Displaying acts of leadership, empathy, and responsible decisionmaking	0.651	0.022	0.537	0.001
Classroom environments: Building an understanding of their own strengths	0.614	0.009	0.601	0.005
Classroom environments: Strengthening and building an understanding of cultural identity and diversity	0.516	0.000	0.502	0.001
Classroom environments: Developing habits that foster curiosity about the environment around them	0.622	0.011	0.561	0.002
Classroom environments: Feeling empowered to influence change, in the classroom and broader context	0.555	0.002	0.534	0.001
Classroom environments: Growing relationships with their teachers, mentors, community leaders	0.610	0.009	0.689	0.041
Classroom environments: Gaining knowledge and skills for navigating new pathways to greater opportunity	0.557	0.002	0.613	0.007
Classroom environments: Utilizing students to influence peers to navigate pathways of greater opportunity	0.564	0.002	0.541	0.001
Coach a sport	0.988	0.953	1.148	0.559
Sponsor any student groups, clubs, or organizations	1.320	0.168	1.121	0.590
Serve as a department lead or chair	0.965	0.879	0.661	0.074
Serve as a lead curriculum specialist	0.533	0.034	0.452	0.003
Serve on a school-wide or district-wide committee or task force	0.605	0.015	0.403	0.000
Serve as a formal mentor or mentor coordinator in your school or district	0.724	0.196	0.763	0.264

Dependent Variable	TFA Alumni Principals		Charter School Principals	
	Coefficient	Adjusted *p*-Value	Coefficient	Adjusted *p*-Value
Reason to hire: Classroom management skills	0.682	0.064	0.719	0.119
Reason to hire: Instructional delivery	0.616	0.038	0.592	0.027
Reason to hire: Content knowledge	0.340	0.000	0.642	0.055
Reason to hire: Fit with school culture	1.253	0.468	1.373	0.306
Reason to hire: Level of collaboration with staff	0.936	0.859	1.094	0.776
Reason to hire: Level of collaboration with parents	0.623	0.030	0.673	0.071
Reason to hire: Support and training provided by Teach For America	0.525	0.002	0.525	0.002
Reason to hire: Past experiences with corps members	1.222	0.348	1.014	0.953
Reason to hire: Past interactions with Teach For America staff	0.906	0.660	0.803	0.294
Reason to hire: Contribution to staff diversity	0.951	0.859	0.834	0.425
Reason to hire: Retention beyond the two-year teaching commitment	0.823	0.339	0.965	0.862
Reason to hire: Long-term leadership potential at your school, in the larger educational system, or community	1.214	0.400	0.990	0.958
Reason to hire: Impact on student outcomes	1.083	0.820	0.844	0.552
Familiarity: Institute (prior to becoming a corps member)	73.506	0.000	5.220	0.000
Familiarity: Coaching	2.634	0.028	2.368	0.013
Familiarity: Group professional development sessions	3.842	0.000	2.233	0.001
Familiarity: Experiential community-learning opportunities	3.170	0.000	1.689	0.027
Familiarity: Access to a university partner	6.339	0.000	2.019	0.002
Familiarity: Access to the broader TFA network in the community	3.974	0.000	1.990	0.002
Overall satisfaction with TFA support	0.491	0.000	0.496	0.001

Table A.2. Principals Who Are Teach For America Alumni and Principals of Charter Schools, Including Both Characteristics Simultaneously

Dependent Variable	TFA Alumni Principals		Charter School Principals	
	Coefficient	Adjusted *p*-Value	Coefficient	Adjusted *p*-Value
Hiring: Pool of TFA corps members had the orientation, skills, and content knowledge	0.517	0.003	0.711	0.172
Hiring: Pool of TFA corps members reflected schools' diversity needs	0.824	0.492	1.036	0.909
Hiring: TFA corps members hired met or exceeded expectations	0.717	0.195	0.944	0.851
Overall satisfaction with TFA corps members	0.728	0.220	1.062	0.848
Would recommend hiring a TFA corps member	1.027	0.934	0.923	0.803
Would hire another corps member	0.870	0.653	0.852	0.572
Demonstrate positive, collaborative professional culture	0.799	0.409	0.695	0.144
Build strong relationships with the school community	0.816	0.473	0.861	0.612
Demonstrate formal and informal leadership	0.777	0.345	0.772	0.298
Difference made: Students' academic growth	0.748	0.416	0.916	0.842
Difference made: Students' personal growth	1.093	0.842	0.972	0.948
Difference made: Students' development of positive social identities	0.660	0.195	0.847	0.653
Difference made: Students' recognition of injustice in the world	1.204	0.593	0.845	0.612
Difference made: Students' ability to seek out relationships and resources	0.610	0.083	0.902	0.784
Classroom environments: Engaging in rich problems	0.720	0.205	0.764	0.290
Classroom environments: Critically thinking	0.768	0.314	0.653	0.077
Classroom environments: Using evidence	0.769	0.331	0.663	0.088
Classroom environments: Building skills and behaviors for the future	0.827	0.493	0.627	0.050
Classroom environments: Displaying acts of leadership, empathy, and responsible decisionmaking	0.792	0.390	0.597	0.027
Classroom environments: Building an understanding of their own strengths	0.715	0.195	0.689	0.125

Dependent Variable	TFA Alumni Principals		Charter School Principals	
	Coefficient	Adjusted *p*-Value	Coefficient	Adjusted *p*-Value
Classroom environments: Strengthening and building an understanding of cultural identity and diversity	0.626	0.058	0.594	0.024
Classroom environments: Developing habits that foster curiosity about the environment around them	0.726	0.220	0.639	0.066
Classroom environments: Feeling empowered to influence change, in the classroom and broader context	0.652	0.087	0.629	0.053
Classroom environments: Growing relationships with their teachers, mentors, community leaders	0.671	0.112	0.798	0.390
Classroom environments: Gaining knowledge and skills for navigating new pathways to greater opportunity	0.632	0.072	0.743	0.245
Classroom environments: Utilizing students to influence peers to navigate pathways of greater opportunity	0.673	0.118	0.626	0.051
Coach a sport	0.873	0.736	1.264	0.477
Sponsor any student groups, clubs, or organizations	1.228	0.495	1.051	0.876
Serve as a department lead or chair	1.040	0.916	0.663	0.204
Serve as a lead curriculum specialist	0.639	0.290	0.548	0.093
Serve on a school-wide or district-wide committee or task force	0.784	0.409	0.432	0.000
Serve as a formal mentor or mentor coordinator in your school or district	0.778	0.503	0.875	0.747
Reason to hire: Classroom management skills	0.715	0.264	0.804	0.493
Reason to hire: Instructional delivery	0.693	0.271	0.657	0.205
Reason to hire: Content knowledge	0.330	0.000	0.929	0.853
Reason to hire: Fit with school culture	1.055	0.916	1.340	0.519
Reason to hire: Level of collaboration with staff	0.866	0.769	1.096	0.847
Reason to hire: Level of collaboration with parents	0.673	0.198	0.768	0.409
Reason to hire: Support and training provided by Teach For America	0.649	0.119	0.589	0.050
Reason to hire: Past experiences with corps	1.296	0.393	0.922	0.825

Dependent Variable	TFA Alumni Principals		Charter School Principals	
	Coefficient	Adjusted *p*-Value	Coefficient	Adjusted *p*-Value
members				
Reason to hire: Past interactions with Teach For America staff	0.988	0.969	0.787	0.409
Reason to hire: Contribution to staff diversity	1.017	0.969	0.806	0.512
Reason to hire: Retention beyond the two-year teaching commitment	0.778	0.390	1.045	0.889
Reason to hire: Long-term leadership potential at your school, in the larger educational system, or community	1.288	0.457	0.904	0.788
Reason to hire: Impact on student outcomes	1.144	0.782	0.804	0.606
Familiarity: Institute (prior to becoming a corps member)	51.585	0.003	2.989	0.003
Familiarity: Coaching	2.124	0.205	1.821	0.204
Familiarity: Group professional development sessions	3.292	0.000	1.625	0.101
Familiarity: Experiential community-learning opportunities	3.195	0.000	1.107	0.817
Familiarity: Access to a university partner	6.110	0.000	1.145	0.739
Familiarity: Access to the broader TFA network in the community	3.445	0.000	1.396	0.267
Overall satisfaction with TFA support	0.608	0.066	0.585	0.042

Appendix B: Survey Sample and Response Rates, by Region

Table B.1. Survey Sample and Response Rate, by Region

Region	Number of Schools Contacted in the Region	Percentage of Principals Responding
Alabama	22	50
Appalachia	18	50
Arkansas	33	30
Baltimore	74	32
Bay Area	120	29
Buffalo	21	29
California Capital Valley	9	11
Charlotte	43	65
Chicago–Northwest Indiana	127	43
Colorado	65	26
Connecticut	79	30
D.C. Region	56	45
Dallas–Fort Worth	72	56
Delaware	10	50
Detroit	27	19
Eastern North Carolina	78	60
Greater Cleveland	40	28
Greater Nashville	54	20
Greater New Orleans–Louisiana Delta	79	34
Greater Philadelphia	59	36
Greater Tulsa	51	57
Hawai'i	35	49
Houston	93	46
Idaho	7	71
Indianapolis	46	46
Jacksonville	41	46
Kansas City	24	29
Las Vegas Valley	36	36

Region	Number of Schools Contacted in the Region	Percentage of Principals Responding
Los Angeles	99	37
Massachusetts	54	33
Memphis	90	52
Metro Atlanta	58	19
Miami–Dade	35	43
Milwaukee	63	51
Mississippi	74	55
New Jersey	47	47
New Mexico	21	62
New York	165	41
North Carolina Piedmont Triad	19	63
Oklahoma City	42	57
Orlando	11	36
Phoenix	36	67
Rhode Island	23	57
Rio Grande Valley	45	40
San Antonio	58	57
San Diego	26	50
South Carolina	40	28
South Dakota	18	56
South Louisiana	27	48
Southwest Ohio	24	58
St. Louis	42	43
Twin Cities	17	59
Washington	8	0
Overall (total number; mean percentage)	2,561	43

Appendix C: 2017 National Principal Survey Instrument Responses

In this appendix, we provide the items on the instrument and the overall results for each item. Appendixes C through E provide the same items with results broken down by alumnus status, charter status, and region, respectively. Note that some percentage sets do not sum to 100 because of rounding.

Teacher Hiring

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

1. To what extent are you involved in making decisions concerning the hiring of new full-time teachers at your school?

Response	Percentage of Principals (*N* = 1,092)
No involvement	2
Minor involvement	3
Moderate involvement	6
Major involvement	90

2. Do you participate in interviewing Teach For America corps members for teaching positions at your school?

Response	Percentage of Principals (*N* = 1,046)
Yes	91
No	9

3. Please tell us the extent to which you agree with the following statements about your school's hiring process.

	Percentage of Principals Responding					
	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
The pool of Teach For America corps members available for me to hire from had the orientations, skills, and content knowledge needed to be successful at my school. (*N* = 1,038)	3	7	11	28	33	18
The pool of Teach For America corps members available for me to hire from reflected the diversity that my school looks for in our teaching staff. (*N* = 1,039)	6	7	12	24	27	25
The Teach For America corps members that I hired met or exceeded expectations I had for them during the hiring process. (*N* = 1,039)	3	5	9	28	31	24

About Teach For America Corps Members

*The questions in this section ask about your experiences with Teach For America corps members. A Teach For America corps member is someone who began teaching through the Teach For America program and is in his/her first two years of teaching. When responding to the following, please **only** consider staff that have taught in your school during the **current** (2016–2017) school year.*

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

	Percentage of Principals Responding					
	Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
I am satisfied with the Teach For America corps members in my school. (*N* = 1,050)	4	4	6	21	28	37
I would recommend hiring a Teach For America corps member to a fellow school leader. (*N* = 1,049)	3	4	5	22	27	39
If I had a teaching vacancy at my school, I would hire another Teach For America corps member. (*N* = 1,045)	4	4	10	22	25	35

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

	Percentage of Principals Responding					
	Strongly Disagree	**Moderately Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Moderately Agree**	**Strongly Agree**
Teach For America corps members demonstrate a positive, collaborative professional culture in the school. (*N* = 1,052)	2	3	5	21	30	38
Teach For America corps members work to build strong relationships with the school community (including students and their parents/guardians). (*N* = 1,047)	1	4	7	24	32	32
Teach For America corps members demonstrate leadership, formal or informal, in the school. (*N* = 1,046)	3	5	12	26	30	25

6. Please tell us whether Teach For America corps members make positive, negative, or no difference in terms of:

	Percentage of Principals Responding		
	Negative Difference	**No Difference**	**Positive Difference**
Students' academic growth (*N* = 1,035)	5	17	78
Students' personal growth (e.g., socio-emotional development, growth mindset) (*N* = 1,031)	3	23	74
Students' development of positive social identities (*N* = 1,035)	3	30	68
Students' recognition of injustice in the world (*N* = 1,038)	3	45	52
Students' ability to seek out relationships and resources needed to overcome barriers in pursuit of personal goals (*N* = 1,039)	2	37	61

7. Do you feel Teach For America corps members are excellent, very good, good, fair, or poor at creating classroom environments that support their students in each of the following activities?

	Percentage of Principals Responding					
	Poor	**Fair**	**Good**	**Very Good**	**Excellent**	**N/A**
Engaging in rich problems, texts, and/or questions (*N* = 1,004)	4	18	31	29	17	1
Critically thinking and engaging in real and meaningful discourse (*N* = 1,004)	4	18	29	29	19	1
Using evidence to make and justify arguments (*N* = 1,003)	4	17	31	29	17	2
Building skills and behaviors that will enable them to thrive in current and future academic environments (*N* = 1,004)	4	17	31	28	18	1
Displaying acts of leadership, empathy, and responsible decisionmaking (*N* = 1,002)	4	19	32	25	19	1
Building an understanding of their own strengths, gifts, and prior knowledge (*N* = 998)	4	17	33	29	16	1
Strengthening and building an understanding of cultural identity and diversity (*N* = 1,003)	6	20	28	27	17	2
Developing habits that foster curiosity about the environment around them (*N* = 1,001)	4	19	32	27	16	2
Feeling empowered to influence change, in the classroom and broader context, if they so choose (*N* =1,004)	5	21	27	27	16	2
Growing relationships with their teachers, mentors, community leaders (*N* = 999)	4	17	30	30	19	2
Gaining knowledge and skills for navigating new pathways to greater opportunity that will foster enduring growth beyond this classroom (*N* = 1,003)	4	20	30	29	16	2
Utilizing students to influence peers to navigate pathways of greater opportunity (*N* = 996)	5	23	29	26	14	3

8. When thinking about your school's novice teachers (i.e., those with less than two years of teaching experience) who are not Teach For America corps members, are they excellent, very good, good, fair, or poor at creating classroom environments that support their students in each of the following activities?

	Percentage of Principals Responding					
	Poor	Fair	Good	Very Good	Excellent	N/A
Engaging in rich problems, texts, and/or questions (*N* = 969)	3	21	36	27	11	2
Critically thinking and engaging in real and meaningful discourse (*N* = 974)	3	22	37	24	11	2
Using evidence to make and justify arguments (*N* = 972)	2	20	40	24	11	2
Building skills and behaviors that will enable them to thrive in current and future academic environments (*N* = 971)	2	20	40	25	11	2
Displaying acts of leadership, empathy, and responsible decisionmaking (*N* = 974)	3	21	37	25	12	2
Building an understanding of their own strengths, gifts, and prior knowledge (*N* = 972)	2	21	39	24	11	2
Strengthening and building an understanding of cultural identity and diversity (*N* = 969)	4	24	37	20	12	3
Developing habits that foster curiosity about the environment around them (*N* = 969)	2	22	38	24	11	2
Feeling empowered to influence change, in the classroom and broader context, if they so choose (*N* = 971)	3	25	36	22	10	3
Growing relationships with their teachers, mentors, community leaders (*N* = 972)	2	17	38	27	14	2
Gaining knowledge and skills for navigating new pathways to greater opportunity that will foster enduring growth beyond this classroom (*N* = 974)	3	23	38	23	11	3
Utilizing students to influence peers to navigate pathways of greater opportunity (*N* = 970)	3	24	35	24	9	4

9. During this school year, to what extent did Teach For America corps members participate in the following?

Activity	Percentage of Principals Responding			
	No Corps Members	Some Corps Members	All Corps Members	Not Sure
Coach a sport (*N* = 968)	60	33	5	2
Sponsor any student groups, clubs, or organizations (*N* = 967)	36	48	14	2
Serve as a department lead or chair (*N* = 971)	70	25	4	1
Serve as a lead curriculum specialist (*N* = 971)	77	18	3	2
Serve on a school-wide or district-wide committee or task force (*N* = 966)	40	42	15	2
Serve as a formal mentor or mentor coordinator in your school or district (*N* = 973)	70	23	5	3

10. During this school year, to what extent do your school's novice teachers (i.e., those with less than two years of teaching experience) who are not Teach For America corps members participate in the following?

Activity	Percentage of Principals Responding			
	No Novice Teachers	Some Novice Teachers	All Novice Teachers	Not Sure
Coach a sport (*N* = 964)	42	53	3	2
Sponsor any student groups, clubs, or organizations (*N* = 968)	29	63	6	2
Serve as a department lead or chair (*N* = 969)	68	29	1	2
Serve as a lead curriculum specialist (*N* = 964)	78	19	1	2
Serve on a school-wide or district-wide committee or task force (*N* = 963)	39	52	7	2
Serve as a formal mentor or mentor coordinator in your school or district (*N* = 968)	70	26	2	2

11. Thinking about your experiences with Teach For America corps members this school year, please indicate whether the following skills and behaviors are reasons that you would or would not be willing to hire a Teach For America corps member in the future.

	Percentage of Principals Responding		
	Reason to Hire	Does Not Influence Hiring Decision	Reason Not to Hire
Classroom management skills (*N* = 955)	62	9	29
Instructional delivery (*N* = 948)	77	10	13
Content knowledge (*N* = 948)	75	13	13
Fit with school culture (*N* = 956)	84	7	9
Level of collaboration with staff (*N* = 952)	83	9	8
Level of collaboration with parents (*N* = 953)	69	21	10
Support and training provided by Teach For America (*N* = 956)	62	29	9
Past experiences with corps members (*N* = 953)	56	30	14
Past interactions with Teach For America staff (*N* = 956)	56	34	10
Contribution to staff diversity (*N* = 952)	67	26	7
Retention beyond the two-year teaching commitment (*N* = 956)	51	22	27
Long-term leadership potential at your school, in the larger educational system, or community (*N* = 959)	67	22	11
Impact on student outcomes (*N* = 952)	82	7	11

Training and Support

The questions in this section ask about your perceptions of the training corps members receive and the support network Teach For America provides.

12. Are you familiar with any of the following forms of training and support Teach For America provides your corps members? (Please mark all that apply)

Response	Percentage of Principals Responding (*N* = 976)
Institute (prior to becoming a corps member)	78
Coaching	85
Group professional development sessions	65
Experiential community-learning opportunities	24
Access to a university partner	40
Access to the broader TFA network in the community	58
I am not familiar with the training and support Teach For America provides corps members	8

13. Overall, how satisfied are you with the Teach For America support network that corps members in your school?[11]

Response	Percentage of Principals Responding (*N* = 882)
Dissatisfied	4
Somewhat dissatisfied	8
Somewhat satisfied	35
Satisfied	53

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[11] This question should have read "Overall, how satisfied are you with the Teach For America support network available to corps members in your school?"

About Teach For America Alumni

The questions in this section ask about Teach For America alumni teachers—teachers who entered the profession through Teach For America and have completed their two-year teaching commitment, regardless of where they may have initially taught.

14. Are any Teach For America alumni currently teaching in your school this current (2016–2017) school year?

Response	Percentage of Principals Responding (*N* = 960)
Yes	65
No	32
Unsure	3

15. How many Teach For America alumni are working in your school this school year?

Response	Percentage of Principals Responding (*N* = 631)
1–3	62
4–6	22
7–9	9
10+	7

16. In the following, please **only** consider Teach For America alumni who are teaching in your school for the **current** (2016–2017) school year. To what extent do you agree with the following statements?

	Percentage of Principals Responding					
	Strongly Disagree	**Moderately Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Moderately Agree**	**Strongly Agree**
Teach For America alumni teachers promote a positive, collaborative professional culture in the school. (*N* = 621)	2	1	2	13	25	55
Teach For America alumni teachers promote strong relationships with the school community (including students and their parents/guardians). (*N* = 623)	2	2	3	16	28	50
Teach For America alumni teachers exert significant leadership, formal or informal, in the school. (*N* = 621)	2	1	4	18	25	51

About Your School

The questions in this section ask about characteristics of your school.

17. What is your school's National Center for Education Statistics (NCES) School ID, which can be found at http://nces.ed.gov/ccd/schoolsearch/? (If your school does not have one, please type N/A.)

18. Is your school . . .

	Percentage of Principals Responding	
School Type	**Yes**	**No**
A charter school (*N* = 918)	33	67
A private school (*N* = 803)	1	99
An early childhood education center (*N* = 810)	6	94
Managed by the Bureau of Indian Education (*N* = 780)	1	99

19. Approximately how many full-time equivalent teachers are currently employed at your school?

	Percentage of Principals Responding (*N* = 943)
≤10 teachers	5
11–20 teachers	15
21–30 teachers	23
31–40 teachers	18
41–50 teachers	15
51–60 teachers	10
60+ teachers	15

20. At the start of this school year (2016–2017), did you have any unfilled teaching positions (e.g., staff shortages)?

Response	**Percentage of Principals Responding (*N* = 948)**
Yes	42
No	58

About You

The questions in this section ask about your demographic information and experiences in the field of education.

21. What is your gender?

Gender	Percentage of Principals Responding (*N* = 941)
Female	62
Male	37
Prefer not to say	2

22. Are you of Hispanic or Latino origin?

Response	Percentage of Principals Responding (*N* = 934)
Yes	15
No	85

23. What is your race? (Check all that apply.)

Race or Ethnicity	Percentage of Principals Responding (*N* = 1,096)
White	50
Black or African-American	28
Asian	3
Native Hawaiian or other Pacific Islander	0
American Indian or Alaska Native	1
Other, please specify	3

24. Are you enrolled in a state- or federally recognized tribe?

Response	Percentage of Principals Responding (*N* = 936)
Yes	2
No	98

25. What is your year of birth?

Age Calculated, in Years	Percentage of Principals Responding (*N* = 865)
25–30	6
31–40	35
41–50	36
51–60	19
60+	4

26. *Prior* to this school year, how many years did you serve as the principal of this or any other school?

Response	Percentage of Principals Responding (*N* = 932)
0–3 years	52
4–7 years	24
8–11 years	13
12–15 years	7
16–19 years	2
20+ years	2

27. *Prior* to this school year, how many years did you serve as the principal of *this* school?

Response	Percentage of Principals Responding (*N* = 929)
0–3 years	74
4–7 years	19
8–11 years	4
12–15 years	2
16–19 years	1
20+ years	0

28. How long have you worked with Teach For America corps members in your capacity as a principal (either in your current school or in a previous role)?

Response	Percentage of Principals Responding (*N* = 933)
0–1 year	19
2–3 years	36
4–5 years	22
6+ years	23

29. Have you served in any other school administrative role (e.g., assistant principal, vice principal, dean) of this or any other school?

Response	Percentage of Principals Responding (*N* = 932)
Yes	86
No	14

30. Before you became a principal, how many years of elementary or secondary teaching experience did you have?

Response	Percentage of Principals Responding (*N* = 925)
0–5 years	28
6–10 years	39
11–15 years	20
16–20 years	8
20+ years	5

31. Before you became a principal, did you have any management experience outside of the field of education?

Response	Percentage of Principals Responding (*N* = 933)
Yes	41
No	59

32. Are you an alumnus/alumna of Teach For America?

Response	Percentage of Principals Responding (*N* = 936)
Yes	20
No	80

Appendix D: 2017 National Principal Survey Instrument Responses, by Alumni Status

In this appendix, we provide the items on the instrument and the results for each item by whether the respondent was a TFA alumnus. Note that some percentage sets do not sum to 100 because of rounding.

Teacher Hiring
The questions in this section ask about your experiences hiring Teach For America corps members and your perceptions about Teach For America's pool of teacher candidates.

1. To what extent are you involved in making decisions concerning the hiring of new full-time teachers at your school?

	Percentage of Principals (*N* = 936)	
Response	Alumni (*N* = 185)	Non-Alumni (*N* = 751)
No involvement	0	2
Minor involvement	0	3
Moderate involvement	4	6
Major involvement	96	89

2. Do you participate in interviewing Teach For America corps members for teaching positions at your school?

	Percentage of Principals (*N* = 917)	
Response	Alumni (*N* = 185)	Non-Alumni (*N* = 732)
Yes	95	90
No	5	10

3. Please tell us the extent to which you agree with the following statements about your school's hiring process.

		Percentage of Principals Responding					
		Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
The pool of Teach For America corps members available for me to hire from had the orientations, skills, and content knowledge needed to be successful at my school.	Alumni (*N* = 185)	4	8	19	36	24	9
	Non-alumni (*N* = 725)	3	5	9	26	36	21
The pool of Teach For America corps members available for me to hire from reflected the diversity that my school looks for in our teaching staff.	Alumni (*N* = 184)	3	10	16	21	31	18
	Non-alumni (*N* = 729)	6	5	11	24	26	27
The Teach For America corps members that I hired met or exceeded expectations I had for them during the hiring process.	Alumni (*N* = 185)	2	5	18	29	29	17
	Non-alumni (*N* = 728)	3	5	7	26	32	26

About Teach For America Corps Members

   *The questions in this section ask about your experiences with Teach For America corps members. A Teach For America corps member is someone who began teaching through the Teach For America program and is in his/her first two years of teaching. When responding to the following, please **only** consider staff that have taught in your school during the **current** (2016–2017) school year.*

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

		Percentage of Principals Responding					
		Strongly Disagree	**Moderately Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Moderately Agree**	**Strongly Agree**
I am satisfied with the Teach For America corps members in my school.	Alumni (*N* = 184)	2	3	10	27	26	32
	Non-alumni (*N* =747)	4	4	5	18	29	41
I would recommend hiring a Teach For America corps member to a fellow school leader.	Alumni (*N* = 183)	0	4	8	25	26	37
	Non-alumni (*N* = 747)	4	4	4	20	27	41
If I had a teaching vacancy at my school, I would hire another Teach For America corps member.	Alumni (*N* = 183)	1	7	13	28	19	32
	Non-alumni (*N* = 743)	4	3	9	20	27	37

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

		Percentage of Principals Responding					
		Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
Teach For America corps members demonstrate a positive, collaborative professional culture in the school.	Alumni (*N* = 184)	3	1	7	24	35	30
	Non-alumni (*N* = 748)	2	3	4	20	31	40
Teach For America corps members work to build strong relationships with the school community (including students and their parents/guardians).	Alumni (*N* = 181)	1	2	7	33	31	27
	Non-alumni (*N* = 746)	1	4	7	21	33	34
Teach For America corps members demonstrate leadership, formal or informal, in the school.	Alumni (*N* = 183)	2	4	17	30	29	18
	Non-alumni (*N* = 743)	3	4	10	26	31	26

6. Please tell us whether Teach For America corps members make positive, negative, or no difference in terms of:

		Percentage of Principals Responding		
		Negative Difference	No Difference	Positive Difference
Students' academic growth	Alumni (*N* =182)	5	21	74
	Non-alumni (*N* = 744)	5	15	80
Students' personal growth (e.g., socio-emotional development, growth mindset)	Alumni (*N* =183)	4	22	74
	Non-alumni (*N* = 741)	3	23	74
Students' development of positive social identities	Alumni (*N* = 184)	3	33	64
	Non-alumni (*N* = 742)	2	28	70
Students' recognition of injustice in the world	Alumni (*N* =183)	3	39	58
	Non-alumni (*N* = 747)	3	45	52
Students' ability to seek out relationships and resources needed to overcome barriers in pursuit of personal goals	Alumni (*N* =184)	2	45	53
	Non-alumni (*N* = 747)	2	34	64

7. Do you feel Teach For America corps members are excellent, very good, good, fair, or poor at creating classroom environments that support their students in each of the following activities?

		Percentage of Principals Responding					
		Poor	Fair	Good	Very Good	Excellent	N/A
Engaging in rich problems, texts, and/or questions	Alumni (N =185)	5	21	37	26	9	1
	Non-alumni (N = 746)	4	18	29	30	18	1
Critically thinking and engaging in real and meaningful discourse	Alumni (N =184)	4	24	35	24	11	1
	Non-alumni (N = 748)	4	16	28	31	20	1
Using evidence to make and justify arguments	Alumni (N =182)	4	20	38	25	10	2
	Non-alumni (N = 749)	4	16	29	31	18	2
Building skills and behaviors that will enable them to thrive in current and future academic environments	Alumni (N =184)	4	23	35	26	11	1
	Non-alumni (N = 747)	4	16	30	29	20	1
Displaying acts of leadership, empathy, and responsible decisionmaking	Alumni (N =185)	4	24	38	18	14	2
	Non-alumni (N = 744)	4	17	31	26	20	1
Building an understanding of their own strengths, gifts, and prior knowledge	Alumni (N =183)	4	23	38	26	7	2
	Non-alumni (N = 744)	4	16	31	30	19	1
Strengthening and building an understanding of cultural identity and diversity	Alumni (N =182)	10	29	26	25	8	2
	Non-alumni (N = 748)	6	17	29	27	19	1

Developing habits that foster curiosity about the environment around them	Alumni (*N* =183)	4	28	33	25	8	2
	Non-alumni (*N* = 745)	4	17	31	29	18	1
Feeling empowered to influence change, in the classroom and broader context, if they so choose	Alumni (*N* =185)	6	32	25	25	9	3
	Non-alumni (*N* = 746)	5	19	28	28	19	2
Growing relationships with their teachers, mentors, community leaders	Alumni (*N* =181)	5	18	40	27	9	1
	Non-alumni (*N* = 745)	3	17	27	30	21	1
Gaining knowledge and skills for navigating new pathways to greater opportunity that will foster enduring growth beyond this classroom	Alumni (*N* =182)	5	25	37	21	8	3
	Non-alumni (*N* = 748)	3	19	28	31	17	1
Utilizing students to influence peers to navigate pathways of greater opportunity	Alumni (*N* =184)	7	33	28	21	7	4
	Non-alumni (*N* = 740)	5	20	30	27	15	3

8. When thinking about your school's novice teachers (i.e., those with less than two years of teaching experience) who are not Teach For America corps members, are they excellent, very good, good, fair, or poor at creating classroom environments that support their students in each of the following activities?

		Percentage of Principals Responding					
		Poor	Fair	Good	Very Good	Excellent	N/A
Engaging in rich problems, texts, and/or questions	Alumni (*N* = 183)	7	32	32	19	5	4
	Non-alumni (*N* = 742)	2	19	36	29	12	2
Critically thinking and engaging in real and meaningful discourse	Alumni (*N* = 183)	5	36	36	13	5	4
	Non-alumni (*N* = 747)	3	19	38	27	12	2
Using evidence to make and justify arguments	Alumni (*N* = 181)	3	28	43	17	6	4
	Non-alumni (*N* = 747)	2	19	39	26	12	2
Building skills and behaviors that will enable them to thrive in current and future academic environments	Alumni (*N* = 183)	3	34	42	11	5	4
	Non-alumni (*N* = 744)	2	16	41	28	12	1
Displaying acts of leadership, empathy, and responsible decisionmaking	Alumni (*N* = 184)	4	39	34	14	7	3
	Non-alumni (*N* = 746)	3	17	38	28	12	1
Building an understanding of their own strengths, gifts, and prior knowledge	Alumni (*N* = 181)	3	35	39	15	5	4
	Non-alumni (*N* = 747)	2	17	39	27	12	2

Strengthening and building an understanding of cultural identity and diversity	Alumni (*N* = 180)	11	39	28	12	6	5
	Non-alumni (*N* = 745)	2	21	39	22	14	2
Developing habits that foster curiosity about the environment around them	Alumni (*N* = 181)	2	36	39	13	6	4
	Non-alumni (*N* = 745)	2	19	39	26	12	2
Feeling empowered to influence change, in the classroom and broader context, if they so choose	Alumni (*N* = 182)	5	39	34	10	5	6
	Non-alumni (*N* = 745)	2	22	37	25	11	2
Growing relationships with their teachers, mentors, community leaders	Alumni (*N* = 183)	2	28	43	15	8	4
	Non-alumni (*N* = 746)	1	14	38	30	15	2
Gaining knowledge and skills for navigating new pathways to greater opportunity that will foster enduring growth beyond this classroom	Alumni (*N* = 183)	6	38	34	13	4	4
	Non-alumni (*N* = 747)	2	19	39	26	12	2
Utilizing students to influence peers to navigate pathways of greater opportunity	Alumni (*N* = 183)	8	39	30	13	5	6
	Non-alumni (*N* = 743)	2	20	37	27	10	3

9. During this school year, to what extent did Teach For America corps members participate in the following?

Activity		Percentage of Principals Responding			
		No Corps Members	Some Corps Members	All Corps Members	Not Sure
Coach a sport	Alumni (*N* = 185)	66	32	2	0
	Non-alumni (*N* = 743)	59	34	5	3
Sponsor any student groups, clubs, or organizations	Alumni (*N* = 184)	35	51	14	0
	Non-alumni (*N* = 743)	36	47	14	2
Serve as a department lead or chair	Alumni (*N* = 183)	74	24	2	0
	Non-alumni (*N* = 748)	70	25	4	2
Serve as a lead curriculum specialist	Alumni (*N* = 185)	87	11	2	1
	Non-alumni (*N* = 746)	76	20	3	2
Serve on a school-wide or district-wide committee or task force	Alumni (*N* = 183)	53	37	9	1
	Non-alumni (*N* = 745)	37	44	17	3
Serve as a formal mentor or mentor coordinator in your school or district	Alumni (*N* = 185)	78	19	2	1
	Non-alumni (*N* = 748)	69	23	5	3

10. During this school year, to what extent do your school's novice teachers (i.e., those with less than two years of teaching experience) who are not Teach For America corps members participate in the following?

Activity		No Novice Teachers	Some Novice Teachers	All Novice Teachers	Not Sure
		Percentage of Principals Responding			
Coach a sport	Alumni (*N* = 184)	43	53	3	2
	Non-alumni (*N* = 741)	43	53	3	2
Sponsor any student groups, clubs, or organizations	Alumni (*N* = 184)	33	60	5	2
	Non-alumni (*N* = 745)	29	63	6	2
Serve as a department lead or chair	Alumni (*N* = 184)	75	23	1	2
	Non-alumni (*N* = 746)	68	29	1	2
Serve as a lead curriculum specialist	Alumni (*N* = 184)	85	13	1	2
	Non-alumni (*N* = 741)	77	20	1	2
Serve on a school-wide or district-wide committee or task force	Alumni (*N* = 184)	53	40	4	3
	Non-alumni (*N* = 741)	36	55	8	2
Serve as a formal mentor or mentor coordinator in your school or district	Alumni (*N* = 184)	76	20	2	2
	Non-alumni (*N* = 745)	70	26	1	2

11. Thinking about your experiences with Teach For America corps members this school year, please indicate whether the following skills and behaviors are reasons that you would or would not be willing to hire a Teach For America corps member in the future.

		Percentage of Principals Responding		
		Reason to Hire	Does Not Influence Hiring Decision	Reason Not to Hire
Classroom management skills	Alumni (N = 182)	51	9	40
	Non-alumni (N = 746)	64	9	27
Instructional delivery	Alumni (N = 180)	65	16	19
	Non-alumni (N = 741)	79	9	11
Content knowledge	Alumni (N = 182)	55	19	26
	Non-alumni (N = 739)	79	11	9
Fit with school culture	Alumni (N = 184)	85	6	9
	Non-alumni (N = 746)	84	7	9
Level of collaboration with staff	Alumni (N = 182)	80	13	7
	Non-alumni (N = 742)	84	8	8
Level of collaboration with parents	Alumni (N = 184)	59	26	15
	Non-alumni (N = 742)	72	20	8
Support and training provided by Teach For America	Alumni (N = 184)	47	39	14
	Non-alumni (N =745)	65	27	8
Past experiences with corps members	Alumni (N = 183)	60	28	11
	Non-alumni (N = 743)	55	31	14

		Percentage of Principals Responding		
		Reason to Hire	**Does Not Influence Hiring Decision**	**Reason Not to Hire**
Past interactions with Teach For America staff	Alumni (*N* = 183)	54	38	8
	Non-alumni (*N* = 746)	57	33	10
Contribution to staff diversity	Alumni (*N* = 184)	69	23	8
	Non-alumni (*N* = 741)	66	27	7
Retention beyond the two-year teaching commitment	Alumni (*N* = 184)	47	21	32
	Non-alumni (*N* = 745)	53	22	25
Long-term leadership potential at your school, in the larger educational system, or community	Alumni (*N* = 184)	71	23	7
	Non-alumni (*N* = 747)	66	22	11
Impact on student outcomes	Alumni (*N* = 184)	80	7	14
	Non-alumni (*N* = 741)	83	7	10

Training and Support

The questions in this section ask about your perceptions of the training corps members receive and the support network Teach For America provides.

12. Are you familiar with any of the following forms of training and support Teach For America provides your corps members? (Please mark all that apply.)

	Percentage of Principals Responding (*N* = 936)	
	Alumni (*N* = 185)	Non-Alumni (*N* = 751)
Institute (prior to becoming a corps member)	99	75
Coaching	95	85
Group professional development sessions	84	63
Experiential community-learning opportunities	39	21
Access to a university partner	69	34
Access to the broader TFA network in the community	82	54
I am not familiar with the training and support Teach For America provides corps members	0	10

13. Overall, how satisfied are you with the Teach For America support network that corps members in your school?[12]

	Percentage of Principals Responding (*N* = 862)	
	Alumni (*N* = 185)	Non-Alumni (*N* = 677)
Dissatisfied	5	3
Somewhat dissatisfied	14	7
Somewhat satisfied	43	33
Satisfied	38	57

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[12] This question should have read "Overall, how satisfied are you with the Teach For America support network available to corps members in your school?"

About Teach For America Alumni

   The questions in this section ask about Teach For America alumni teachers—teachers who entered the profession through Teach For America and have completed their two-year teaching commitment, regardless of where they may have initially taught.

14. Are any Teach For America alumni currently teaching in your school this current (2016–2017) school year?

	Percentage of Principals Responding (*N* = 936)	
	Alumni (*N* = 185)	Non-Alumni (*N* = 751)
Yes	83	60
No	16	36
Unsure	1	3

15. How many Teach For America alumni are working in your school this school year?

	Percentage of Principals Responding (*N* = 613)	
	Alumni (*N* = 154)	Non-Alumni (*N* = 459)
1–3	29	72
4–6	29	21
7–9	24	4
10+	19	3

16. In the following, please **only** consider Teach For America alumni who are teaching in your school for the **current** (2016–2017) school year. To what extent do you agree with the following statements?

		Percentage of Principals Responding					
		Strongly Disagree	**Moderately Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Moderately Agree**	**Strongly Agree**
Teach For America alumni teachers promote a positive, collaborative professional culture in the school.	Alumni (*N* = 154)	0	1	3	6	21	68
	Non-alumni (*N* = 450)	3	1	2	15	27	52
Teach For America alumni teachers promote strong relationships with the school community (including students and their parents/guardians).	Alumni (*N* = 154)	0	2	1	9	27	61
	Non-alumni (*N* = 452)	2	2	4	17	28	47
Teach For America alumni teachers exert significant leadership, formal or informal, in the school.	Alumni (*N* = 153)	1	0	1	9	23	67
	Non-alumni (*N* = 451)	3	2	4	20	26	46

About Your School

The questions in this section ask about characteristics of your school.

17. What is your school's National Center for Education Statistics (NCES) School ID, which can be found at http://nces.ed.gov/ccd/schoolsearch/? (If your school does not have one, please type N/A.)

18. Is your school . . .

School Type		Percentage of Principals Responding	
		Yes	No
A charter school	Alumni (*N* = 184)	74	26
	Non-alumni (*N* = 722)	22	78
A private school	Alumni (*N* = 133)	2	98
	Non-alumni (*N* = 659)	1	99
An early childhood education center	Alumni (*N* = 131)	2	98
	Non-alumni (*N* = 667)	7	93
Managed by the Bureau of Indian Education	Alumni (*N* = 129)	1	99
	Non-alumni (*N* = 639)	0	100

19. Approximately how many full-time equivalent teachers are currently employed your school?

	Percentage of Principals Responding (*N* = 930)	
	Alumni (*N* = 185)	Non-Alumni (*N* = 745)
≤10 teachers	5	4
11–20 teachers	19	14
21–30 teachers	28	23
31–40 teachers	19	17
41–50 teachers	12	15
51–60 teachers	10	10
60+ teachers	8	17

20. At the start of this school year (2016–2017), did you have any unfilled teaching positions (e.g., staff shortages)?

	Percentage of Principals Responding (*N* = 935)	
Response	Alumni (*N* = 185)	Non-Alumni (*N* = 750)
Yes	68	56
No	32	44

About You

The questions in this section ask about your demographic information and experiences in the field of education.

21. What is your gender?

Gender	Percentage of Principals Responding (*N* = 930)	
	Alumni (*N* = 185)	Non-Alumni (*N* = 745)
Female	58	62
Male	41	36
Prefer not to say	1	2

22. Are you of Hispanic or Latino origin?

Response	Percentage of Principals Responding (*N* = 924)	
	Alumni (*N* = 184)	Non-Alumni (*N* = 740)
Yes	8	16
No	92	84

23. What is your race? (Check all that apply.)

Race or Ethnicity	Percentage of Principals Responding (*N* = 936)	
	Alumni (*N* = 185)	Non-Alumni (*N* = 751)
White	74	54
Black or African-American	17	36
Asian	5	3
Native Hawaiian or other Pacific Islander	0	0
American Indian or Alaska Native	0	2
Other, please specify	4	3

24. Are you enrolled in a state- or federally recognized tribe?

Response	Percentage of Principals Responding (*N* = 925)	
	Alumni (*N* = 184)	Non-Alumni (*N* = 741)
Yes	1	2
No	99	99

25. What is your year of birth?

	Percentage of Principals Responding (*N* = 859)	
Age Calculated, in Years	Alumni (*N* = 179)	Non-Alumni (*N* = 680)
25–30	22	1
31–40	72	25
41–50	7	44
51–60	0	24
60+	0	6

26. *Prior* to this school year, how many years did you serve as the principal of this or any other school?

	Percentage of Principals Responding (*N* = 932)	
Response	Alumni (*N* = 184)	Non-Alumni (*N* = 748)
0–3 years	79	45
4–7 years	18	26
8–11 years	3	15
12–15 years	0	9
16–19 years	0	2
20+ years	0	2

27. *Prior* to this school year, how many years did you serve as the principal of *this* school?

	Percentage of Principals Responding (*N* = 929)	
Response	Alumni (*N* = 185)	Non-Alumni (*N* = 744)
0–3 years	84	71
4–7 years	16	20
8–11 years	1	4
12–15 years	0	3
16–19 years	0	1
20+ years	0	0

28. How long have you worked with Teach For America corps members in your capacity as a principal (either in your current school or in a previous role)?

Response	Percentage of Principals Responding (*N* = 933)	
	Alumni (*N* = 184)	Non-Alumni (*N* = 749)
0–1 year	24	18
2–3 years	39	35
4–5 years	21	22
6+ years	17	25

29. Have you served in any other school administrative role (e.g., assistant principal, vice principal, dean) of this or any other school?

Response	Percentage of Principals Responding (*N* = 932)	
	Alumni (*N* = 183)	Non-Alumni (*N* = 749)
Yes	80	88
No	20	12

30. Before you became a principal, how many years of elementary or secondary teaching experience did you have?

Response	Percentage of Principals Responding (*N* = 925)	
	Alumni (*N* = 185)	Non-Alumni (*N* = 740)
0–5 years	61	20
6–10 years	37	39
11–15 years	2	24
16–20 years	0	10
20+ years	0	6

31. Before you became a principal, did you have any management experience outside of the field of education?

Response	Percentage of Principals Responding (*N* = 933)	
	Alumni (*N* = 185)	Non-Alumni (*N* = 748)
Yes	23	46
No	77	54

32. Are you an alumnus/alumna of Teach For America?

| Response | Percentage of Principals Responding (N = 936) | |
	Alumni (*N* = 185)	Non-Alumni (*N* = 751)
Yes	100	0
No	0	100

Appendix E: 2017 National Principal Survey Instrument Responses, by Charter Status

In this appendix, we provide the items on the instrument and the results for each item by whether the respondent was at a charter school. Note that some percentage sets do not sum to 100 because of rounding.

Teacher Hiring

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

1. To what extent are you involved in making decisions concerning the hiring of new full-time teachers at your school?

	Percentage of Principals (*N* = 918)	
Response	**Charter (*N* = 299)**	**Non-Charter (*N* = 619)**
No involvement	0	2
Minor involvement	1	3
Moderate involvement	3	6
Major involvement	95	89

2. Do you participate in interviewing Teach For America corps members for teaching positions at your school?

	Percentage of Principals (*N* = 902)	
Response	**Charter (*N* = 298)**	**Non-Charter (*N* = 604)**
Yes	94	91
No	6	9

3. Please tell us the extent to which you agree with the following statements about your school's hiring process.

		Percentage of Principals Responding					
		Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
The pool of Teach For America corps members available for me to hire from had the orientations, skills, and content knowledge needed to be successful at my school.	Charter (N = 295)	4	6	16	33	31	11
	Non-charter (N = 600)	3	5	10	24	35	23
The pool of Teach For America corps members available for me to hire from reflected the diversity that my school looks for in our teaching staff.	Charter (N = 296)	5	9	13	24	27	23
	Non-charter (N = 603)	6	5	12	23	28	26
The Teach For America corps members that I hired met or exceeded expectations I had for them during the hiring process.	Charter (N = 297)	3	6	12	27	32	20
	Non-charter (N = 601)	3	5	8	26	32	27

About Teach For America Corps Members

   *The questions in this section ask about your experiences with Teach For America corps members. A Teach For America corps member is someone who began teaching through the Teach For America program and is in his/her first two years of teaching. When responding to the following, please **only** consider staff that have taught in your school during the **current** (2016–2017) school year.*

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

		Percentage of Principals Responding					
		Strongly Disagree	**Moderately Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Moderately Agree**	**Strongly Agree**
I am satisfied with the Teach For America corps members in my school.	Charter (*N* = 298)	3	4	7	21	29	35
	Non-charter (*N* = 615)	3	4	6	19	27	41
I would recommend hiring a Teach For America corps member to a fellow school leader.	Charter (*N* = 297)	2	4	6	22	31	34
	Non-charter (*N* = 616)	3	4	4	20	25	44
If I had a teaching vacancy at my school, I would hire another Teach For America corps member.	Charter (*N* = 297)	3	4	13	24	26	29
	Non-charter (*N* = 611)	4	3	8	20	26	39

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

		Percentage of Principals Responding					
		Strongly Disagree	Moderately Disagree	Somewhat Disagree	Somewhat Agree	Moderately Agree	Strongly Agree
Teach For America corps members demonstrate a positive, collaborative professional culture in the school.	Charter (*N* = 298)	3	3	6	22	34	32
	Non-charter (*N* = 616)	2	3	3	20	30	41
Teach For America corps members work to build strong relationships with the school community (including students and their parents/guardians).	Charter (*N* = 296)	1	3	8	28	32	29
	Non-charter (*N* = 613)	1	4	6	21	33	34
Teach For America corps members demonstrate leadership, formal or informal, in the school.	Charter (*N* = 298)	3	5	14	29	31	18
	Non-charter (*N* = 610)	3	3	10	26	30	28

6. Please tell us whether Teach For America corps members make positive, negative, or no difference in terms of:

		Percentage of Principals Responding		
		Negative Difference	**No Difference**	**Positive Difference**
Students' academic growth	Charter (*N* = 296)	6	19	75
	Non-charter (*N* = 612)	4	14	81
Students' personal growth (e.g., socio-emotional development, growth mindset)	Charter (*N* = 294)	4	23	72
	Non-charter (*N* = 613)	3	22	75
Students' development of positive social identities	Charter (*N* = 297)	4	28	67
	Non-charter (*N* = 612)	2	28	70
Students' recognition of injustice in the world	Charter (*N* = 297)	4	40	56
	Non-charter (*N* = 615)	3	45	53
Students' ability to seek out relationships and resources needed to overcome barriers in pursuit of personal goals	Charter (*N* = 299)	3	37	59
	Non-charter (*N* = 614)	2	35	64

7. Do you feel Teach For America corps members are excellent, very good, good, fair, or poor at creating classroom environments that support their students in each of the following activities?

		Percentage of Principals Responding					
		Poor	Fair	Good	Very Good	Excellent	N/A
Engaging in rich problems, texts, and/or questions	Charter (N = 298)	5	21	33	25	14	2
	Non-charter (N = 615)	4	16	30	31	18	1
Critically thinking and engaging in real and meaningful discourse	Charter (N = 299)	4	24	32	24	13	2
	Non-charter (N = 615)	4	14	28	31	22	1
Using evidence to make and justify arguments	Charter (N = 298)	5	21	31	29	11	2
	Non-charter (N = 615)	4	14	30	29	20	2
Building skills and behaviors that will enable them to thrive in current and future academic environments	Charter (N = 298)	6	20	35	26	12	1
	Non-charter (N = 615)	3	15	29	29	22	1
Displaying acts of leadership, empathy, and responsible decisionmaking	Charter (N = 298)	5	26	33	20	15	2
	Non-charter (N = 613)	4	15	32	27	21	1
Building an understanding of their own strengths, gifts, and prior knowledge	Charter (N = 295)	5	21	36	23	12	2
	Non-charter (N = 614)	3	15	30	31	19	1
Strengthening and building an understanding of cultural identity and diversity	Charter (N = 297)	11	24	28	24	11	2
	Non-charter (N = 615)	5	17	28	28	20	2

		Percentage of Principals Responding					
		Poor	Fair	Good	Very Good	Excellent	N/A
Developing habits that foster curiosity about the environment around them	Charter (N = 297)	5	26	32	24	11	2
	Non-charter (N = 614)	4	16	31	30	18	1
Feeling empowered to influence change, in the classroom and broader context, if they so choose	Charter (N = 297)	8	27	27	24	12	2
	Non-charter (N = 616)	4	18	27	29	19	2
Growing relationships with their teachers, mentors, community leaders	Charter (N = 297)	4	21	34	26	13	2
	Non-charter (N = 611)	3	14	28	31	22	1
Gaining knowledge and skills for navigating new pathways to greater opportunity that will foster enduring growth beyond this classroom	Charter (N = 295)	4	25	33	23	12	3
	Non-charter (N = 617)	3	17	28	32	18	1
Utilizing students to influence peers to navigate pathways of greater opportunity	Charter (N = 297)	8	28	29	22	9	4
	Non-charter (N = 609)	4	20	29	27	17	3

8. When thinking about your school's novice teachers (i.e., those with less than two years of teaching experience) who are not Teach For America corps members, are they excellent, very good, good, fair, or poor at creating classroom environments that support their students in each of the following activities?

| | | **Percentage of Principals Responding** | | | | | |
		Poor	**Fair**	**Good**	**Very Good**	**Excellent**	**N/A**
Engaging in rich problems, texts, and/or questions	Charter (*N* = 297)	3	26	34	26	8	3
	Non-charter (*N* = 610)	3	19	36	27	12	2
Critically thinking and engaging in real and meaningful discourse	Charter (*N* = 298)	3	28	37	21	8	3
	Non-charter (*N* = 614)	3	19	38	25	13	2
Using evidence to make and justify arguments	Charter (*N* = 296)	2	23	42	23	8	2
	Non-charter (*N* = 614)	2	19	39	25	13	2
Building skills and behaviors that will enable them to thrive in current and future academic environments	Charter (*N* = 296)	2	25	42	21	8	3
	Non-charter (*N* = 614)	2	17	40	27	12	1
Displaying acts of leadership, empathy, and responsible decisionmaking	Charter (*N* = 299)	3	28	36	21	9	2
	Non-charter (*N* = 614)	3	18	37	27	13	2
Building an understanding of their own strengths, gifts, and prior knowledge	Charter (*N* = 296)	2	27	40	20	8	3
	Non-charter (*N* = 614)	3	18	39	26	13	2

Strengthening and building an understanding of cultural identity and diversity	Charter (*N* = 294)	5	32	33	17	10	3
	Non-charter (*N* = 613)	3	21	39	21	14	2
Developing habits that foster curiosity about the environment around them	Charter (*N* = 296)	1	29	38	21	8	3
	Non-charter (*N* = 612)	2	19	39	25	13	2
Feeling empowered to influence change, in the classroom and broader context, if they so choose	Charter (*N* = 298)	3	33	33	18	8	4
	Non-charter (*N* = 611)	3	21	37	24	12	3
Growing relationships with their teachers, mentors, community leaders	Charter (*N* = 298)	1	22	39	25	10	3
	Non-charter (*N* = 613)	2	14	38	28	16	2
Gaining knowledge and skills for navigating new pathways to greater opportunity that will foster enduring growth beyond this classroom	Charter (*N* = 298)	3	29	38	19	7	4
	Non-charter (*N* = 614)	2	20	38	25	13	2
Utilizing students to influence peers to navigate pathways of greater opportunity	Charter (*N* = 297)	4	31	34	19	7	5
	Non-charter (*N* = 614)	3	20	37	27	10	3

9. During this school year, to what extent did Teach For America corps members participate in the following?

Activity		Percentage of Principals Responding			
		No Corps Members	**Some Corps Members**	**All Corps Members**	**Not Sure**
Coach a sport	Charter (N = 298)	65	32	2	0
	Non-charter (N = 612)	56	35	6	3
Sponsor any student groups, clubs, or organizations	Charter (N = 297)	38	47	13	1
	Non-charter (N = 613)	33	49	15	3
Serve as a department lead or chair	Charter (N = 297)	76	22	2	0
	Non-charter (N = 616)	67	26	4	2
Serve as a lead curriculum specialist	Charter (N = 299)	86	12	1	1
	Non-charter (N = 615)	74	20	3	2
Serve on a school-wide or district-wide committee or task force	Charter (N = 296)	51	38	9	2
	Non-charter (N = 614)	34	45	19	3
Serve as a formal mentor or mentor coordinator in your school or district	Charter (N = 298)	75	21	3	1
	Non-charter (N = 617)	68	24	5	3

10. During this school year, to what extent do your school's novice teachers (i.e., those with less than two years of teaching experience) who are not Teach For America corps members participate in the following?

Activity		Percentage of Principals Responding			
		No Novice Teachers	Some Novice Teachers	All Novice Teachers	Not Sure
Coach a sport	Charter (*N* = 296)	40	56	2	2
	Non-charter (*N* = 612)	42	52	3	3
Sponsor any student groups, clubs, or organizations	Charter (*N* = 298)	31	62	5	2
	Non-charter (*N* = 614)	27	65	7	2
Serve as a department lead or chair	Charter (*N* = 298)	70	28	1	1
	Non-charter (*N* = 616)	67	29	1	2
Serve as a lead curriculum specialist	Charter (*N* = 297)	80	18	1	1
	Non-charter (*N* = 611)	77	19	1	2
Serve on a school-wide or district-wide committee or task force	Charter (*N* = 298)	47	46	4	2
	Non-charter (*N* = 609)	34	56	8	2
Serve as a formal mentor or mentor coordinator in your school or district	Charter (*N* = 297)	71	26	2	1
	Non-charter (*N* = 615)	71	25	2	2

11. Thinking about your experiences with Teach For America corps members this school year, please indicate whether the following skills and behaviors are reasons that you would or would not be willing to hire a Teach For America corps member in the future.

		Percentage of Principals Responding		
		Reason to Hire	Does Not Influence Hiring Decision	Reason Not to Hire
Classroom management skills	Charter (N = 294)	55	9	36
	Non-charter (N = 615)	65	9	26
Instructional delivery	Charter (N = 290)	69	14	17
	Non-charter (N = 612)	80	8	12
Content knowledge	Charter (N = 291)	65	18	16
	Non-charter (N = 612)	79	10	11
Fit with school culture	Charter (N = 295)	86	4	9
	Non-charter (N = 616)	84	7	9
Level of collaboration with staff	Charter (N = 294)	82	10	7
	Non-charter (N = 613)	84	8	8
Level of collaboration with parents	Charter (N = 295)	63	24	13
	Non-charter (N = 612)	72	20	8
Support and training provided by Teach For America	Charter (N = 295)	51	38	12
	Non-charter (N = 615)	67	25	8
Past experiences with corps members	Charter (N = 293)	57	30	13
Past interactions with Teach For America staff	Charter (N = 292)	53	38	10
	Non-charter (N = 618)	59	32	10

		Percentage of Principals Responding		
		Reason to Hire	**Does Not Influence Hiring Decision**	**Reason Not to Hire**
Contribution to staff diversity	Charter (*N* = 294)	69	22	9
	Non-charter (*N* = 612)	66	27	7
Retention beyond the two-year teaching commitment	Charter (*N* = 295)	51	19	31
	Non-charter (*N* = 615)	52	24	24
Long-term leadership potential at your school, in the larger educational system, or community	Charter (*N* = 296)	68	22	10
	Non-charter (*N* = 617)	67	22	11
Impact on student outcomes	Charter (*N* = 295)	78	8	13
	Non-charter (*N* = 611)	84	6	10

Training and Support

The questions in this section ask about your perceptions of the training corps members receive and the support network Teach For America provides.

12. Are you familiar with any of the following forms of training and support Teach For America provides your corps members? (Please mark all that apply)

	Percentage of Principals Responding (*N* = 918)	
	Charter (*N* = 299)	Non-Charter (*N* = 619)
Institute (prior to becoming a corps member)	93	73
Coaching	92	84
Group professional development sessions	74	63
Experiential community-learning opportunities	28	22
Access to a university partner	53	36
Access to the broader TFA network in the community	70	55
I am not familiar with the training and support Teach For America provides corps members	2	11

13. Overall, how satisfied are you with the Teach For America support network that corps members in your school?[13]

	Percentage of Principals Responding (*N* = 844)	
	Charter (*N* = 293)	Non-Charter (*N* = 551)
Dissatisfied	5	3
Somewhat dissatisfied	10	7
Somewhat satisfied	45	30
Satisfied	40	59

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[13] This question should have read "Overall, how satisfied are you with the Teach For America support network available to corps members in your school?"

About Teach For America Alumni

   The questions in this section ask about Teach For America alumni teachers— teachers who entered the profession through Teach For America and have completed their two-year teaching commitment, regardless of where they may have initially taught.

14. Are any Teach For America alumni currently teaching in your school this current (2016–2017) school year?

	Percentage of Principals Responding (*N* = 918)	
	Charter (*N* = 299)	Non-Charter (*N* = 619)
Yes	79	60
No	20	37
Unsure	1	4

15. How many Teach For America alumni are working in your school this school year?

	Percentage of Principals Responding (*N* = 608)	
	Charter (*N* = 236)	Non-Charter (*N* = 372)
1–3	42	73
4–6	28	19
7–9	16	5
10+	14	3

16. In the following, please **only** consider Teach For America alumni who are teaching in your school for the **current** (2016–2017) school year. To what extent do you agree with the following statements?

		Percentage of Principals Responding					
		Strongly Disagree	**Moderately Disagree**	**Somewhat Disagree**	**Somewhat Agree**	**Moderately Agree**	**Strongly Agree**
Teach For America alumni teachers promote a positive, collaborative professional culture in the school.	Charter (*N* = 234)	1	0	2	10	23	64
	Non-charter (*N* = 365)	3	2	2	15	27	51
Teach For America alumni teachers promote strong relationships with the school community (including students and their parents/guardians).	Charter (*N* = 235)	0	0	2	14	24	60
	Non-charter (*N* = 366)	2	2	4	16	31	45
Teach For America alumni teachers exert significant leadership, formal or informal, in the school.	Charter (*N* = 233)	0	0	2	15	22	60
	Non-charter (*N* = 366)	3	2	4	19	25	46

About Your School

The questions in this section ask about characteristics of your school.

17. What is your school's National Center for Education Statistics (NCES) School ID, which can be found at http://nces.ed.gov/ccd/schoolsearch/? (If your school does not have one, please type N/A.)

18. Is your school . . .

School Type		Percentage of Principals Responding	
		Yes	No
A charter school	Charter (*N* = 299)	100	0
	Non-charter (*N* = 619)	0	100
A private school	Charter (*N* = 184)	1	99
	Non-charter (*N* = 617)	1	99
An early childhood education center	Charter (*N* = 184)	3	97
	Non-charter (*N* = 610)	5	95
Managed by the Bureau of Indian Education	Charter (*N* = 182)	0	100
	Non-charter (*N* = 596)	0.3	99.7

19. Approximately how many full-time equivalent teachers are currently employed your school?

	Percentage of Principals Responding (*N* = 912)	
	Charter (*N* = 297)	Non-Charter (*N* = 615)
≤10 teachers	5	3
11–20 teachers	22	12
21–30 teachers	29	21
31–40 teachers	19	17
41–50 teachers	12	16
51–60 teachers	6	11
60+ teachers	7	19

20. At the start of this school year (2016–2017), did you have any unfilled teaching positions (e.g., staff shortages)?

	Percentage of Principals Responding (*N* = 917)	
Response	Charter (*N* = 299)	Non-Charter (*N* = 618)
Yes	32	46
No	68	54

About You

The questions in this section ask about your demographic information and experiences in the field of education.

21. What is your gender?

	Percentage of Principals Responding (*N* = 910)	
Gender	**Charter (*N* = 298)**	**Non-Charter (*N* = 612)**
Female	60	62
Male	38	36
Prefer not to say	1	2

22. Are you of Hispanic or Latino origin?

	Percentage of Principals Responding (*N* = 904)	
Response	**Charter (*N* = 294)**	**Non-Charter (*N* = 610)**
Yes	12	16
No	88	84

23. What is your race? (Check all that apply.)

	Percentage of Principals Responding (*N* = 918)	
Race or Ethnicity	**Charter (*N* = 299)**	**Non-Charter (*N* = 619)**
White	68	53
Black or African-American	22	38
Asian	4	3
Native Hawaiian or other Pacific Islander	0	0
American Indian or Alaska Native	0	2
Other, please specify	4	3

24. Are you enrolled in a state- or federally recognized tribe?

	Percentage of Principals Responding (*N* = 907)	
Response	**Charter (*N* = 295)**	**Non-Charter (*N* = 612)**
Yes	1	2
No	99	98

25. What is your year of birth?

| Age Calculated, in Years | Percentage of Principals Responding (*N* = 842) | |
	Charter (*N* = 286)	Non-Charter (*N* = 556)
25–30	12	2
31–40	57	24
41–50	22	44
51–60	6	25
60+	2	5

26. *Prior* to this school year, how many years did you serve as the principal of this or any other school?

| Response | Percentage of Principals Responding (*N* = 902) | |
	Charter (*N* = 293)	Non-Charter (*N* = 609)
0–3 years	68	45
4–7 years	20	26
8–11 years	7	15
12–15 years	3	9
16–19 years	1	2
20+ years	0	2

27. *Prior* to this school year, how many years did you serve as the principal of *this* school?

| Response | Percentage of Principals Responding (*N* = 901) | |
	Charter (*N* = 293)	Non-Charter (*N* = 608)
0–3 years	80	71
4–7 years	16	21
8–11 years	2	4
12–15 years	1	3
16–19 years	0	1
20+ years	0	0

28. How long have you worked with Teach For America corps members in your capacity as a principal (either in your current school or in a previous role)?

	Percentage of Principals Responding (*N* = 903)	
Response	Charter (*N* = 293)	Non-Charter (*N* = 610)
0–1 year	23	17
2–3 years	36	34
4–5 years	21	24
6+ years	20	25

29. Have you served in any other school administrative role (e.g., assistant principal, vice principal, dean) of this or any other school?

	Percentage of Principals Responding (*N* = 902)	
Response	Charter (*N* = 292)	Non-Charter (*N* = 610)
Yes	82	89
No	18	11

30. Before you became a principal, how many years of elementary or secondary teaching experience did you have?

	Percentage of Principals Responding (*N* = 899)	
Response	Charter (*N* = 293)	Non-Charter (*N* = 606)
0–5 years	42	21
6–10 years	42	38
11–15 years	10	25
16–20 years	5	10
20+ years	1	7

31. Before you became a principal, did you have any management experience outside of the field of education?

	Percentage of Principals Responding (*N* = 904)	
Response	Charter (*N* = 294)	Non-Charter (*N* = 610)
Yes	36	43
No	64	57

32. Are you an alumnus/alumna of Teach For America?

| Response | Percentage of Principals Responding (*N* = 906) | |
	Charter (*N* = 295)	Non-Charter (*N* = 611)
Yes	46	8
No	54	92

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